



CEI-PEA and Sound Reading Solutions Reading Intervention Pilots

Sound Reading is working with CEI-PEA to offer reading intervention solutions to CEI-PEA schools. Schools that qualify for funding from the *School Renewal Program* are invited to participate in a 3-month pilot of the Sound Reading program that affectively addresses the root causes of reading difficulties in struggling readers.

Sound Reading will provide online software, teacher materials, assessments, training and support during the pilots. The pilots will run from January through to March 2015 and include an option to extend till the end of the academic year, conditional on a commitment to purchase program.

Sound Reading Solutions, Inc.

Sound Reading is an education technology company that provides reading intervention programs for special education and ELL students. The company is an approved vendor (Contract No. R103601) and has a long history working with public schools in New York City.

Our reading programs are designed for Elementary and Middle School students reading significantly below grade level. The programs comprise of online software activities and teacher instructed worksheets and readers (provided electronically). For the largest benefit, students and teachers should use the material 4 times per week.

Pilot Structure

Time Period: January – April 2015 (option to extend)

Qualifications: School Renewal Program

Size: 15 students per grade per school

Commitments: Sound Reading

- Online software and material (including teacher-instructed material)
- Independent research-based assessments (licensed from the University of Minnesota)
- Training
- Support (phone, webinar, email)
- Reports (progress and usage)

Schools

- Designated lead contact
- Participation in training webinar
- Timely registration of students
- Administration of assessments and progress monitoring tools
- 4 days per week (20 – 30 minutes per day) of program use

Appendix A: Pacing Calendar

Dates	Activity	Level
Jan 12 th – Jan 16 th - Tuesday - Wednesday - Thursday - Friday	Training Training Assessments Assessments	Webinar Webinar aReading Assessment aReading Assessment
Jan 19 th – Jan 23 rd - Monday - Tuesday - Wednesday - Thursday - Friday	Holiday Online Software Fluency e-Readers Online Software Fluency e-Readers	Holiday Level 1 1A – Word Exercises Level 1 1B – Reading Passage (Timed)
Initial Review and Expectations - aReading Scores		
Jan 26 th – Jan 30 th - Monday - Tuesday - Wednesday - Thursday	Online Software Fluency e-Readers Online Software Fluency e-Readers	Level 2 2A – Word Exercises Level 2 2B – Reading Passage (Timed)
Sound Reading Reports – Usage and Fluency		
Feb 2 nd – Feb 6 th - Monday - Tuesday - Wednesday - Thursday	Online Software Fluency e-Readers Online Software Fluency e-Readers	Level 3 3A – Word Exercises Level 3 3B – Reading Passage (Timed)
Feb 9 th – Feb 13 th - Monday - Tuesday - Wednesday - Thursday	Online Software Fluency e-Readers Online Software Fluency e-Readers	Level 4 4A – Word Exercises Level 4 4B – Reading Passage (Timed)
Sound Reading Reports – Usage and Fluency		
Jan 16th – Jan 20th Midwinter Recess		
Feb 23 rd – Feb 27 th - Monday - Tuesday - Wednesday - Thursday - Friday -	Online Software Fluency e-Readers Online Software Fluency e-Readers Assessments	Level 5 5A – Word Exercises Level 5 5B – Reading Passage (Timed) aReading Assessment

Dates	Activity	Level
Mar 2 nd – 6 th - Monday - Tuesday - Wednesday - Thursday	Online Software Fluency e-Readers Online Software Fluency e-Readers	Level 6 6A – Word Exercises Level 6 6B – Reading Passage (Timed)
Mid-Point Review – aReading Scores, Usage and Fluency		

Mar 9 th – Mar 13 th - Monday - Tuesday - Wednesday - Thursday	Online Software Fluency e-Readers Online Software Fluency e-Readers	Level 7 7A – Word Exercises Level 7 7B – Reading Passage (Timed)
Mar 16 th – Mar 20 th - Monday - Tuesday - Wednesday - Thursday	Online Software Fluency e-Readers Online Software Fluency e-Readers	Level 8 8A – Word Exercises Level 8 8B – Reading Passage (Timed)

Sound Reading Reports – Usage and Fluency

Mar 23 rd – Apr 3 rd - Monday - Tuesday - Wednesday - Thursday	Online Software Fluency e-Readers Online Software Fluency e-Readers	Level 9 9A – Word Exercises Level 9 9B – Reading Passage (Timed)
--	--	---

Apr 6th – Apr 10th Spring Recess

Apr 13 th – Apr 17 th - Monday - Tuesday - Wednesday - Thursday	Online Software Fluency e-Readers Online Software Fluency e-Readers	Level 10 10A – Word Exercises Level 10 10B – Reading Passage (Timed)
---	--	---

Apr 20 th – Apr 24 th - Monday - Tuesday - Wednesday - Thursday - Friday	Online Software Fluency e-Readers Online Software Fluency e-Readers Assessments	Level 11 11A – Word Exercises Level 11 11B – Reading Passage (Timed) aReading Assessment
---	---	--

Final Review – aReading Scores, Usage and Fluency

Appendix B: Sound Reading Programs

Sound Reading will offer two programs; Boost and Remedy. Elementary students will use the Boost program and Middle School students will use the Remedy program. Both programs comprise of student-instructed online software activities and teacher-instructed worksheets/reading passages. The material should be used 4-times per week.

Student-Instructed Online Software

Sound Reading Solutions

Remedy Demonstration

Remedy Program
Level 9

Exit

[Submit Problem Report](#)

Fluency e-Readers

E
✔

R
✔

Achievements

Levels Completed

i
↺
X

The cat hid in the corner.
What animal hid in the corner?

Teacher-Instructed e-Readers

Read - Sound Out - Read

- Read the word.
- Point to each letter and say its sound.
- Read the word again.

brisk	b	r	i	s	k	brisk
brunt	b	r	u	n	t	brunt
bronze	b	r	o	n	z	bronze
brand	b	r	a	n	d	brand
stunt	s	t	u	n	t	stunt
slump	s	t	u	m	p	slump

Fluency e-Reader - Remedy

Strange?

Words to know: change, friends, strange, wall, wear, would

On a wet and sunny day,
I stayed in and went out to play.

I felt so alone,
I wished my ten best friends
would go home.

I really hate to eat, except
pizza, cake, ice cream, and red meat.

My Mom thinks I am so smart,
but on my last ten tests I fell apart.

I really need it to be quiet,
so I al/ways wear my Walkman headset.

Fluency e-Reader - Remedy

Appendix C: aReading Assessment

Sound Reading has partnered with FAST Research and Development (www.fastforteachers.org) and the University of Minnesota to provide reading assessments to Sound Reading customers. For the purpose of this pilot, the aReading assessment will be used as a benchmark and to monitor progress.

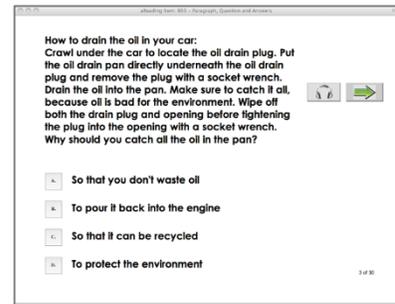
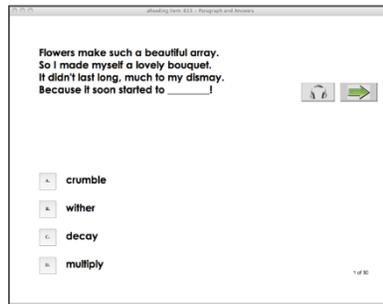
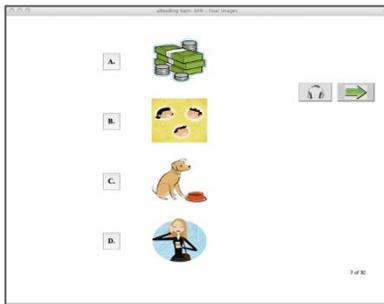
About aReading Assessment

aReading is a computer adaptive measure of broad reading that is individualized for each student. The type of questions and response format is substantially similar to many state-wide assessments (i.e., multiple choice, fill in the blank). Both auditory and visual stimuli are presented for each question.

aReading is simple and efficient procedure that is fully automated. Browser-based software (nothing to download) adapts and individualizes the assessment for each child. aReading adapts to individualize the assessment to the student's developmental level. The adaptive nature of the test makes it more efficient (6 to 15 min) and more precise than paper-and-pencil assessments.

The assessment is based on ten years of research that built upon the recommendations of the National Reading Panel (2000). It is also cross-walked to the National Common Core Standards (2010). Although the test is individualized for each student, the typically developing kindergarten student receives items related to Concepts of Print, Phonological Awareness, and Alphabetic Awareness. First and second grade students receive many questions related to Phonics and basic Comprehension. Typically developing students in fourth and fifth grades receive items related to Vocabulary and Comprehension.

Substantial evidence exists to document that aReading provides a useful estimate of broad reading achievement across the primary grades. It is useful to predict performance on high-stakes assessments (e.g., state tests). The assessment received the highest possible rating for validity, reliability, and diagnostic accuracy from the National Center for Response to Intervention.



aReading Assessment Reports

Test Five | aReading Screening Report - Fall (Detailed view)

Teacher: Sound Reading | School: SRS Test School | District: | School year: 2014-2015

Score: 350 (High Risk)

Some risk < 480.0

High risk < 471.0

Class percentile: 1
 School percentile: 1
 District percentile: 1
 National percentile: 1

Color conventions of associated skills:	- Recently mastered skills
	- Developing skills
	- Future skills

Concepts of Print (COP)

Mastered skills:

Developing Skills:

- Future Skills:
- Identify letter names
 - Discriminate words from nonwords
 - Identify the last letter of a word
 - Find the first word of a sentence
 - Find the last word of a sentence
 - Recognize lower-case letters
 - Identify punctuation marks
 - Identify the first letter of a word
 - Identify the number of words in a string
 - Identify a word in a sentence
 - Identify nonsentences
 - Match the same letters
 - Recognize upper-case letters
 - Identify features of a book
 - Identify the sentence's subject
 - Recognize upper-case letters in words
 - Know a punctuation mark's function
 - Recognize correct punctuation

Phonological/Phonemic Awareness

Mastered skills:

Developing Skills:

- Future Skills:
- Blend syllables to make a word
 - Blend sounds to make a word
 - Match a sound to a letter
 - Match pictures by initial sounds
 - Choose a picture beginning with a given sound
 - Select words that rhyme
 - Read a given sight word
 - Combine onset sounds with rimes
 - Choose a word that begins with a given sound
 - Choose the word that does not rhyme
 - Identify the letters that match a consonant blend
 - Add a letter sound to a word
 - Choose a picture ending with a given sound
 - Delete a letter sound from a word
 - Match pictures with the same ending sound
 - Match pictures with the same initial sound
 - Identify nonsense words
 - Find long vowel sounds in words
 - Find short vowel sounds in words
 - Identify vowel combinations
 - Identify the word ending with a given digraph
 - Discriminate among different initial sounds
 - Discriminate among different ending sounds
 - Identify the word beginning with a given digraph
 - Find the number of words in a sentence
 - Find the number of syllables in a word
 - Identify phoneme combinations
 - Find short vowel sounds in nonsense words
 - Discriminate among different middle sounds
 - Finish a rhyme scheme of a poem
 - Identify irregularly-spelled ending sounds

Student: Test Five

Vocabulary

Mastered skills:

Developing Skills:

- Future Skills:
- Match a picture to a word
 - Use the correct adjective
 - Use graphophonics to complete a sentence
 - Use the correct verb tense
 - Use the correct form of a noun
 - Group words in the same category
 - Add the correct prefix to a word
 - Add the correct suffix to a word
 - Use context to define a word
 - Identify homophones
 - Use a homophone in a sentence
 - Use context to identify synonyms
 - Complete an analogy
 - Use context to identify antonyms
 - Use context to finish a paragraph
 - Use context to finish a sentence

Comprehension

Mastered skills:

Developing Skills:

- Future Skills:
- Identify a character's feelings
 - Match a picture to a story
 - Put events in order in informational text
 - Identify nonsense statements
 - Match a picture to informational text
 - Put story events in order
 - Choose a sentence to complete a passage
 - Evaluate the author's viewpoint
 - Delete an unnecessary sentence
 - Infer a phrase's meaning
 - Locate literal information
 - Synthesize facts from the text
 - Add a sentence to support the main idea
 - Combine two sentences
 - Choose a phrase to complete the text
 - Infer a character's motives
 - Use context to define a made-up word
 - Distinguish fact from opinion
 - Compare two different texts
 - Compare characters in text
 - Give a title to a passage
 - Identify cause/effect relationships
 - Use text information to make inferences
 - Analyze character traits
 - Make predictions when reading
 - Identify what the author is conveying
 - Examine the author's tone
 - Infer an author's purpose
 - Evaluate how an author supports a claim
 - Summarize text in one sentence
 - Identify a story's theme
 - Identify the main idea of a story
 - Draw conclusions using details
 - Put poems into categories

Student: Test Five

Page 2 of 2

aReading Assessment Group/Class Report

Group Name: 01-aReading-2014 aReading Screening Report							
Teacher: Judith Broadhurst Grade: 01 School: FAST Academy Elementary District: FAST Academy District School year: 2014-15							
Student name	Scaled Score			Percentile rank in Grade - 01 (Fall)			
	Fall	Winter	Spring	Class	School	District	National*
Haughton Andrew	530			99	99	99	99
Stetler Fiona	526			97	97	97	99
Jerry Alexa	487			91	91	91	99
Malm Lukas	482			88	88	89	99
Cambron Sandra	478			85	85	86	99
Canipe Michaela	477			82	82	83	99
Bevers Caitlin	475			79	79	81	99
Munch Lucas	469			76	76	78	97
Student New	456			70	70	72	84
Gorby Michael	453			67	67	70	80
Jackson Jill	445			64	64	67	71

Appendix D: Sound Reading Progress Report

REPORT CARD

as of 11-Jun-2014



Student Information

School ID: 215629239

David Croudace

Grade 3

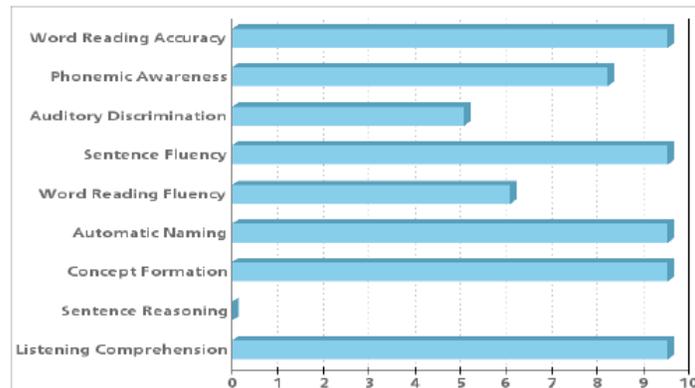
Remedy Program (10 of 20 levels completed)

Assessment Tests

Data	Raw Score	Grade Equivalency	Percentile	Change
18-Feb-2014	14	2-5	45%	
23-Feb-2014	15	2-8	48%	3.0%
14-Mar-2014	18	3-5	56%	8.0%

In-Program Strength Report

Student's reading skill by [activity type](#). Information displayed on graph is gathered from in-activity monitoring.

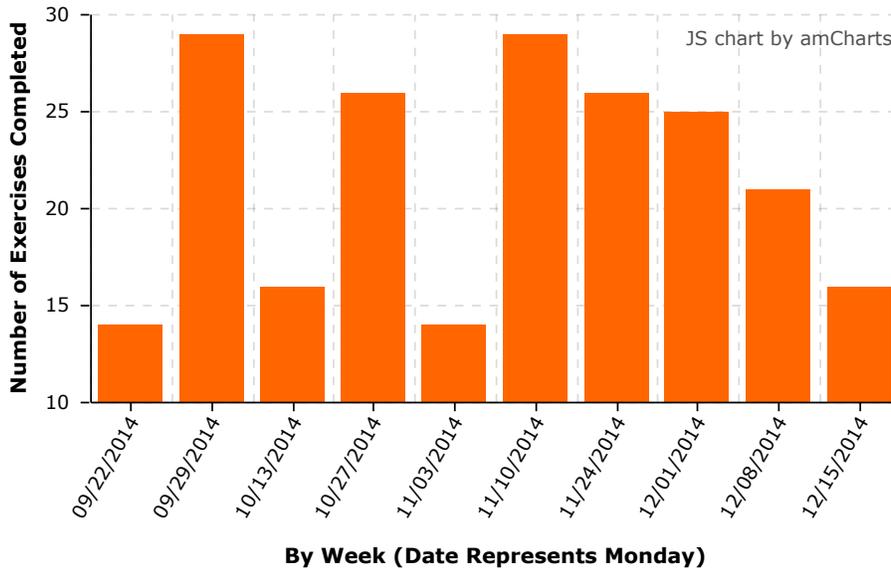


0 - No Information | 1 - Low Skill Level | 10 - Excellent Skill Level

Sound Reading Solution, Inc. | 95 Brown Rd, #208, Ithaca, NY 14850 | 800.801.1954 | www.soundreading.com

Demonstration Student

Sound Reading ID:	6161	Program:	EBoost (Level 5 / 18)
School ID:	123456	Date Registered:	09/15/2014
		Date Started:	09/22/2014

Usage Statistics

Minutes on Program (Total)

Minutes on Program (This Week)
