

## SCIENCE-BASED READING RESEARCH AND THE SONDAY SYSTEM PRODUCT LINE

The National Reading Panel Report and the No Child Left Behind Act state the required components for research-based curriculum. The following matrix shows how the Sondag System® addresses these requirements.

To learn more about how the instructional materials and professional development address Reading Research go to [www.winsorlearning.com](http://www.winsorlearning.com).

Research indicates that the following are key components of successful reading programs:

Essential Reading Components	Research to Practice	The Sondag System® <b>Let's Play Learn</b> Premium and Basic Early Childhood and Intervention	the Sondag System 1 Learning to Read Beginning and Intervention	the Sondag System 2 Learning to Read Intermediate and Intervention	Research References
<b>Phonological/Phonemic Awareness</b>	Segmenting onset sounds. Combining/segmenting compound words. Combining/segmenting short words. Deletion/substitution. Segmenting words into sounds or syllables. Rhyming. Developing Listening Skills.	Premium and Basic Premium and Basic Premium and Basic Premium and Basic Premium and Basic Premium and Basic	PreRdg 2 and All Rdg Levels PreRdg 4 and All Rdg Levels PreRdg 4 and All Rdg Levels PreRdg 4 and All Rdg Levels PreRdg 2 and All Rdg Levels* All PreRdg and All Rdg Levels	All Levels All Levels All Levels All Levels All Levels All Levels	<b>Phonemic Awareness &amp; Phonics</b> Adams, M.J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. Bus, A., & van Ijzendoorn, M. (1999). Phonological awareness and early reading: A meta-analysis of experimental training studies. <i>Journal of Educational Psychology</i> , 91, 403-414. Ehri, L., Nunes, S., Stahl, S., & Willows, D. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. <i>Review of Educational Research</i> , 71, 393-447. Ehri, L., Nunes S., Willows, D., Schuster, B., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. <i>Reading Research Quarterly</i> , 36, 250-287. National Institute of Child Health and Human Development (NICHD). (2000). Report of the National Reading Panel. Teaching children to read... <a href="http://www.nichd.nih.gov/publications/nrp/report.htm">http://www.nichd.nih.gov/publications/nrp/report.htm</a> Swanson, H.L. (2000). What instruction works for students with learning disabilities? Summarizing the results from a meta-analysis of intervention studies... Lawrence Erlbaum Associates. Torgesen, J., Wagner, R., Rashotte, C., Rose, E., Lindamood, P., Conway, T., et al. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. <i>Journal of Educational Psychology</i> , 91, 579-593. Venezky, R. (1999). <i>The American way of spelling</i> . New York: Guilford Press.
<b>Systematic Explicit Phonics Spelling</b> <b>Multisensory Practice</b>	Sound-symbol relationships. Rules, place value and frequency. Spelling dictated sounds, words and sentences. Tracing; finger segmentation of sounds; position of lips and tongue; writing sounds, words and sentences.	Premium and Basic  Premium and Basic (Sound only)  Premium and Basic	PreRdg 5 and All Rdg Levels All Rdg Levels  PreRdg 5* and All Rdg Levels*  PreRdg 3-5 and All Rdg Levels	All Levels* (Syllables—Levels 5-34) Affixes/Roots—Levels 7-34  All Levels*  All Levels	<b>Fluency</b> Chall, J.S. (1996). Stages of reading development (2nd ed.). Fort Worth, TX: Harcourt-Brace. Ehri, L.C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J.L. Metsala & L.C. Ehri (Eds.), <i>Word recognition in beginning literacy</i> (pp.3-40). Mahwah, NJ: Lawrence Erlbaum Associates. Kuhn, M.R., & Stahl, S.A. (2003). Fluency: A review of developmental and remedial practices. <i>Journal of Educational Psychology</i> , 95 (1), 3-21. LaBerge, D., & Samuels, S.J. (1974). Toward a theory of automatic information processing in reading. <i>Cognitive Psychology</i> , 6, 293-323. National Institute of Child Health and Human Development (NICHD). (2000)... Also available on-line: <a href="http://www.nichd.nih.gov/publications/nrp/reprt.htm">http://www.nichd.nih.gov/publications/nrp/reprt.htm</a> . Stahl, S.A., Bradley, B., Smith, C.H., Kuhn, M.R., Schwanenflugel, P., Meisinger, E., et al. (2003, April). Teaching children to become fluent and automatic readers. Paper presented at AERA, Chicago. Torgesen, J., Wagner, R., & Rashotte, C. (1999). <i>Test of Word Reading Efficiency</i> . Austin, TX: PRO-ED.
<b>Controlled Reading</b> <b>Fluency</b>	Word flashcards, word lists and sentences. Overlearning and repeated practice of sounds, words and/or sentences. Rapid naming; automaticity drills of sounds, words and text; phrasing, chunking; controlled, monitored, choral and repeated reading.	Premium and Basic (Sound)  Premium and Basic (Rapid naming: shapes, colors, numbers, letters & sounds)	All Rdg Levels*  All Rdg Levels*  PreRdg 5 and All Rdg Levels*	All Levels  All Levels  All Levels	<b>Vocabulary &amp; Comprehension Instruction</b> Biemiller, A. (2001). Teaching vocabulary: Early, direct, and sequential. <i>The American Educator</i> , 25 (1) 24-28. Blachowicz, C., & Fisher, P. (2000). Vocabulary instruction. In M. Kamil, P. Mosenthal, P.D. Pearson, & R. Barr (Eds.), <i>Handbook of reading research</i> (Vol. III). Mahwah, NJ: Lawrence Erlbaum Associates. Nagy, W., & Scott, J. (2000). Vocabulary processes. In M. Kamil, P. Mosenthal, P.D. Pearson, & R. Barr (Eds.), <i>Handbook of reading research</i> (Vol. III). Mahwah, NJ: Lawrence Erlbaum Associates. National Institute of Child Health and Human Development (NICHD). (2000)... Also available on-line: <a href="http://www.nichd.nih.gov/publications/nrp/reprt.htm">http://www.nichd.nih.gov/publications/nrp/reprt.htm</a> . Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. <i>Review of Educational Research</i> , 66(2), 181-221. Stanovich, K. (2000). Progress in understanding reading: Scientific foundations and new frontiers. New York: Guilford Press.
<b>Vocabulary</b>	Expansion for listening, speaking, reading and writing through multi-modality instruction. Indirect instruction: listening, speaking, independent reading.  Direct instruction: study of antonyms, synonyms, analogies, affixes, roots and traditional vocabulary instruction and visualizing.	Premium and Basic  Premium and Basic	All PreRdg and Rdg Levels*/ Professional Development All PreRdg Levels (Listening and Speaking) and All Rdg Levels*/ Professional Development All Rdg Levels (antonyms, synonyms, analogies, vocabulary and visualizing)*/ Professional Development	All Levels/Professional Development All Levels/Professional Development All Levels/Professional Development	<b>Professional Development of Reading Teachers</b> Foorman, B.R., & Moats, L.C. (in press). Conditions for sustaining research-based practices in early reading instruction. <i>Remedial and Special Education</i> . Foorman, B.R., & Schatschneider, C. (2003). Measurement of teaching practices during reading/language arts instruction and its relationship to student achievement. In S. Vaughn & K.L. Briggs (Eds.), <i>Reading in the classroom: Systems for the observation of teaching and learning</i> (pp.1-30). Baltimore: Paul H. Brookes Publishing Co. Learning First Alliance. (2000). <i>Every child reading: A professional development guide</i> . Washington, DC: Author. Mather, N., Bos, C., & Babur, N. (2001). Perceptions and knowledge of preservice and inservice teachers about early literacy instruction. <i>Journal of Learning Disabilities</i> , 4, 471-482. Moats, L.C. (1994). The missing foundation in teacher education: Knowledge of the structure of spoken and written language. <i>Annals of Dyslexia</i> , 44, 81-103. Moats, L.C. (2000). <i>Speech to print: Language essentials for teachers</i> . Baltimore: Paul H. Brookes Publishing Co. Moats, L.C. & Smith, C. (1992). Derivational morphology: Why it should be included in language assessment and instruction. <i>Language, Speech, and Hearing Services in Schools</i> , 23, 312-319. National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel... Also available on-line: <a href="http://www.nichd.nih.gov/publications/nrp/reprt.htm">http://www.nichd.nih.gov/publications/nrp/reprt.htm</a> . Rayner, K., Foorman, B.F., Perfetti, C.A., Pesetsky, D., & Seidenberg, M.S. (2001). How psychological science informs the teaching of reading. <i>Psychological Science in the Public Interest</i> , 2(2), 31-74. Venezky, R. (2001). <i>The American way of spelling: The structure and origins of American english orthography</i> . New York: Guilford Press.
<b>Comprehension</b>	Critical thinking strategies for understanding, remembering and communicating material. Active listening, revisualization, prior knowledge, mnemonics, generating questions/answers, story structure, summarizing and critical thinking strategies.	Premium and Basic (Listening and Picture)/Professional Development Premium and Basic (Listening and Picture)/Professional Development	All Rdg Levels*/Professional Development All Rdg Levels*/Professional Development	All Levels*/Professional Development All Levels*/Professional Development	
<b>Assessment</b>	Pre-test, Post-test. Progress testing/monitoring. In-classroom benchmarks.	Premium and Basic Premium and Basic	Entry/Exit Tests Every 3rd Level Every 3rd Level	Entry/Exit Tests Every 3rd Level Every 3rd Level	
<b>Professional Development—Pre-service and Follow-up Coaching</b>	Research into practice using the Sondag System®; delivering a lesson plan; use of the teaching tools; testing; strategies and techniques to assure student success.	Trained Orton-Gillingham Professional Educators Premium and Basic	Trained Orton-Gillingham Professional Educators	Trained Orton-Gillingham Professional Educators	