LEARNING SUPPORT HANDBOOK

Guidelines for Parents

Student Support Services

WEST
VANCOUVER
SCHOOLS

PHILOSOPHY

Student Support Services

Student Support Services aligns itself with Ministry Policy and operates on the strong belief and practice of inclusion.

Inclusion is defined by the British Columbia Ministry of Education as:

…the value system which holds that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location and incorporates basic values that promote participation, friendship, and interaction.

We recognize that each child has a unique learning style and we therefore provide educational experiences where areas of strength are promoted and areas of needs and challenges are developed and accommodated. It is this latter area which is the primary focus of Learning Suppport.

Learning Suppport

The view of Learning Suppport (LS) is that it should be a cyclical model where students can enter and exit depending upon a variety of criteria. Learning Suppport needs to have specific, measurable and attainable objectives. The delivery model for LS can take place either using pull-out, within class support, or a combination to be determined in collaboration with the classroom teacher. LS can also be individual or group instructed.

ROLE OF THE LEARNING SUPPPORT TEACHER

The Learning Suppport teacher plays an active role in the identification, assessment, planning, implementation, reporting, and evaluation process. They are a member of the school-based team, provide collaborative consultation, assist with pre-referral interventions and work closely with teachers and the school-based team to plan for, organize, and access support services for students with special needs.

The classroom teacher, however, is the one primarily responsible for ensuring that the student is meeting learning outcomes, determining assessment protocols and making evaluative comments. The goals of LS is to have students whenever possible ultimately function independently in the classroom

Instruction
Instructional services include:

- Teaching students to develop learning strategies for use in classroom settings or for independent learning;
- Skill development or remediation; and
- Development of compensatory skills to minimize the effect of a disabling condition on learning.

Students receiving ongoing instruction in a Learning Suppport program should have an Individual Education Plan.

The setting in which the direct instruction provided by Learning Suppport teachers takes place (the classroom, the Learning Suppport centre, or some combination of both) should be determined in collaboration with the classroom teacher based on student needs and instructional goals to be achieved.

Consultation
Consultative services include:

- Collaboration with classroom teachers to design or implement instructional strategies or to adapt instructional content or materials;
- Advising teachers concerning adjustments to curriculum, instruction, or environmental factors in the classroom which may facilitate learning for a student or group of students;
- Consulting with parents and students regarding learning strategies and organizational skills;
- Consulting with district personnel and paraprofessionals.

Assessment
The purpose of assessment and evaluation is to plan and implement an educational program to help the student learn. The assessment support may include:

- Criterion-referenced or norm referenced assessment as appropriate to answer questions about how to best provide instruction or support;
- Systematic observation and collection of behavioural data to establish baseline/progress data, or describe functional behaviours;
- Synthesis of information from parents, student records, other service providers, and health-related information to aid the assessment process; and
- In-depth interviews with students to determine their knowledge of the learning process and/or thinking strategies.

School-Based Team
- Problem-solving, referral and documentation body to which a classroom teacher can bring a presenting issue or question involving a particular student(s).
- Usually meets once per month either before or after school or once a term for a full or half day
- LS teacher usually organizes and chairs meetings
- Confidential minutes should be kept to provide an ongoing record of decisions, actions and follow-up for each student brought forward
- Problem-solving aspect should give teachers some ideas to try in the classroom
- Referral aspect makes decisions about LS support, counseling or district testing
- Team members may include classroom teacher, LS teacher, LS teacher, administrator, SLP and counselor

Stages of Ongoing District Literacy Assessment and Intervention

- District Kindergarten/Grade 1 Literacy Screener is administered to all students January of their Kindergarten year. Those students who have a limited ability to do phonological awareness tasks (isolating, blending and segmenting sounds and words) and have difficulty naming letters and letter/sound relationships receive targeted instruction from their classroom teachers.
- District K/1 Literacy Screener is re-administered in early May. Those students who are still experiencing difficulty in the above areas and have made limited progress between screening administrations receive Learning Suppport support at the school level. The results of the May screener are shared with SBT and the decision is made there as to who will receive in-depth LS support.
- A Developmental Spelling Test is given to all Grade 1 students in the fall. There is a further in-depth phonological awareness assessment given to those students who fall below a certain cut-off score. This can be the Phonographix placement test.
- Those students who were identified by the Kindergarten screener and the Developmental Spelling Test work with the LS teacher using special programs to develop knowledge of sound/symbol relationships and/or phonological awareness.
- An expanded Grade 1 Literacy screener may be administered to students in the spring of their Grade 1 year, if they continue to experience academic difficulty. This assessment looks at sight word identification, sentence dictation, writing vocabulary and reading of both leveled and decodable text.
- Children who are struggling at this level of literacy are brought to school-based team and may be eligible for Learning Suppport support.
- Performance-based DART assessments are used throughout the grade levels (Grades 3 through 8). The Jerry-Johns can be used at the Grade 2 level on an optional basis.
- Students who are still struggling with aspects of literacy following a consistent level of Learning Suppport instruction (i.e. small group to individual) may be referred for an in-depth assessment at the district level by either a speech/language pathologist or a school psychologist. This requires parental permission. This assessment can occur at any time following consistent and targeted intervention at both the classroom and Learning Suppport level. Referral for district testing is made through the school-

based team. The final decision on whether a student will receive speech/language or psycho-educational (general abilities) testing is made at a district intake meeting which is held on a monthly basis.

- Following district or non-district psycho-educational assessment a student may be referred for designation as a student with a learning disability. The final decision on whether a student is designated learning disabled is made at a district screening meeting which is held on a monthly basis. If a student is designated an Individualized Education Plan (IEP) must be written which identifies learning objectives and the strategies to achieve those objectives. An IEP can be written prior to designation if the level of service indicates.

Service Delivery (Direct Instruction)

The view of Learning Suppport (LS) is that it should be a cyclical model where students can enter and exit depending on criteria listed below. LS teachers should obtain verbal parental consent prior to a student receiving service. It may be helpful to document consent. The LS teacher should write instructional objective(s) for each student for whom they provide service regardless of delivery model. This can then be used for the basis of an Individualized Education Plan (IEP). An IEP is necessary after 25 hours of LS instruction in a school year.

1. Learning Suppport needs to have specific, measurable and attainable objectives.
   a. Objective needs pre and post assessment using the following methods:
      i. Norm Referenced Tests (Level B)
      ii. Checklists (see appendix for examples)
      iii. Criterion referenced Tests (Level A)
      iv. Observational Data
      v. Portfolio
      vi. Performance Standards

   b. Assessments and evaluations should be tied to the reporting period. Parents and classroom teachers should be informed of student progress.

2. The delivery model for LS can take place either using pull-out, within class support, or a combination to be determined in collaboration with the classroom teacher. LS can also be individual or group instructed.

3. Students may enter the cycle through discussion at School-based team following documented intervention implemented by the classroom teacher.

4. Students may exit the LS cycle depending upon the following criteria:

   a. Achievement of objective
   b. Duration of programs
   c. Application of learned skills in the classroom
   d. Introduction of carryover program

ASSESSMENT

Standardized Testing Procedures

It is critical that standardized tests be administered in a standardized way in order to maintain test validity and reliability. Varying from standard administration procedures will render the test score invalid because the normative data can no longer be used.

- Be familiar with test manual contents
- Adhere strictly to the instructions given in the manual
- Use specific wording for instruction. Do not rephrase
- No supplementary instructions
- Stick strictly to time limits
- Practice administering the test to at least 3 students before the first actual testing session
- Administer the test in an environment that is free from distractions, quiet, private and comfortable
- Establish rapport with the student by explaining the purpose of the test
- Be alert to the student's level of fatigue and cease testing if he or she shows signs of tiring or losing interest
- Consistently praise and encourage the student, but avoid prompting or otherwise deviating from testing procedures

If you have any questions or concerns about any aspect of testing please feel free to consult with appropriate district staff

Requirements for Testing

Level A Tests
These are tests which can be adequately administered, scored and interpreted with the aid of the manual, a familiarity with the client population, orientation to the kind of setting within which the testing is done, and a general knowledge of measurement principles and of the limitations of test interpretations. This category includes most interest inventories, group or individual and multiple-choice tests that employ a simple metric as the main avenue of interpretation (e.g., occupational clusters). This category also includes informal and criterion-referenced based tests.

Administration of test (Training standards)
No training beyond advanced level course (senior undergraduate or graduate) in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant.

Interpretation of test
Minimum Training Standard: no training beyond advanced level course (senior

undergraduate or graduate) in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant.

Best Practice: minimum standard plus regular consultation for quality assurance with someone who has Level B or Level C training.

Level B Tests
These are tests that require specific training for administration, scoring and interpretation. These tests are more complex than Level A tests and require sophisticated understanding of psychometric principles, the traits being measured, the client population and clinical issues involved in the setting within which the testing is done. This category would generally include most individual or group tests of achievement or interest, screening inventories and personnel tests.

Administration of test (Training standards)
Advanced level (senior undergraduate or graduate) course in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant. Minimum preparation includes training in psychometric principles (reliability, validity, test construction) and supervised experience in administering, scoring and interpreting tests.

Interpretation of test
Minimum Training Standard: advanced level (senior undergraduate or graduate) course in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant including training in psychometric principles (reliability, validity, test construction), and direct supervised experience in administering, scoring and interpreting tests.

Best Practice: minimum standard plus regular consultation/supervision for quality assurance with someone with Level C qualifications.

Level C Tests
Tests that require advanced (graduate level) training for interpretation in the specific professional field to which the tests apply (e.g., clinical psychology, counselling psychology, school psychology, industrial/organizational psychology). Some of these tests may also require this level of training for competent administration and scoring. These tests are more complex than Level A and B tests. They require an in-depth understanding of psychometric principles, the traits and constructs being measured, the client population, and the clinical issues involved in the setting within which the testing is done. In addition, these tests require a high degree of professional skill and judgment for their interpretation. This group would generally include any aptitude or language or personality or clinical diagnostic test, group or individual.

Administration of test (Training standards)
In situations where a person qualified to use the test closely and regularly supervises the person administering the test, some of these tests can be administered by someone with a

minimum of a bachelor's degree in psychology or a related discipline. Academic or supervised clinical experience must include: training in the theoretical constructs underlying the specific test instruments; training in the administration, scoring, and interpretation of these instruments; training in psychometric principles; and direct supervision of administration and (if appropriate) scoring.

Interpretation of Test
Minimum Training Standard: a minimum of a master's degree in psychology or a related discipline and registration as a psychologist, or certification by the provincial school psychologists' association. Academic and supervised clinical experience must include:

- training in the theoretical constructs underlying the specific test instruments;
- training in the administration, scoring, and interpretation of these instruments;
- training in psychometric principles; and
- supervised administration, scoring and interpretation of these instruments.

Best Practice: minimum standard plus ongoing consultation/supervision for quality assurance with someone with Level C qualifications.

Interpretation of Test Scores

Age and grade equivalent scores should be used with extreme caution as they do not allow for direct comparison and can lead to confusion for untrained individuals.

Percentiles (PR) are the percentage of students in the student's age group who have scores the same as or lower than student's score. For example a percentile of 58 would mean that the student's score is the same as or better than 58% of children their age. A score below the 25th percentile is looked at carefully, and a score below the 16th percentile is considered to be below the average range.
graph

Confidence Bands (68%) give the range within which we can be relatively sure that a student's true score lies. No test is 100% reliable, and the range of scores provided by the confidence band gives us the most accurate estimate of the ability. For example, a 68% confidence band of 102-114 means that if a student repeatedly took this test, we can be confident that 68 times out of 100 they would score between 102 and 114.

Standard Scores (SS) are a student's scores compared to the average for their age. The average range is generally considered to be between 90 and 110. The following table provides more detail. Standard scores can be used to compare performance across measures. The Ministry requires standard scores to be reported in most cases.

Scaled Scores (ScS) are similar to standard scores, but lie on a smaller range, an average score on this range falls between 8 and 12.

Standard Score/Scaled Score Range

PR	0.1-2%	2-8%	9-23%	24-76%	77-91%	92-98%	Above 98%
SS	Below 70	70-79	80-89	90-110	111-120	121-130	Above 130
ScS	Below 4	4-5	6-7	8-12	13-14	15	Above 15
Range	Very Low	Low	Low Average	Average	High Average	Superior	Very Superior

Appendix A

Recommended Tests

The following tests are recommended. Every K through 7 elementary school has a copy. Primary Schools should gain access to them through the elementary school to which they are attached. Additional copies for Primary Schools to borrow may be available at Student Support Services. Please send your protocols to Student Support Services for scoring.

<u>Reading:</u> Woodcock Reading Mastery Form G

<u>General Information</u>
- Level B testing
- Composed of individual tests which measure comprehension and decoding skills
- Individual tests can be given in isolation
- Estimated time for administration: 40-45 min
- For ages 5 through 75; norms provided for both age and grade level

<u>General Directions</u>
- Specific directions for each test on tabbed instruction pages
- Instructions on tinted panels are supplementary instructions for if a student fails to respond or responds in an unwanted fashion
- Chapter 2 in Examiner's Manual includes procedures for learning to administer tests and general info regarding administration & scoring
- Chapter 3 in Examiner's Manual has step by step instructions for completing profiles summary of scores in test record
- Back of Examiner's Manual norms tables for scoring (starting on p.141)
- For most tests there are 'suggested starting points'
- It is important to test in **complete pages** never stop testing in the middle of a page

<u>Rules for Basal & Ceiling</u>
Assume all items above the basal would have been answered correctly and all items below the ceiling would have been answered incorrectly
   Basal
- Begin testing at the suggested starting point
- If the student responds correctly to the first 6 items, a basal is established
- If student does not get first 6 administered questions correct, test backwards page by page starting with the first item on the page
- Do this until student answers 6 consecutive questions correctly
- Full instructions on page 22 in Chap.2
   Ceiling
- Continue testing until student meets the ceiling which is 6 or more consecutive answers wrong
- Must test in COMPLETE PAGES

- While completing a page after reaching the ceiling the student gets an item correct, there is a "false ceiling" and testing must continue to reach a true ceiling

Item Scoring
- 1=correct   0=incorrect
- Raw Score = sum of correct answers given by student + a score of 1 for every item in the test below the basal
- Don't include sample questions when calculating the score
- Visual auditory learning score is based on total number of errors

Test 1: Visual-Auditory Learning
- Measures ability to associate unfamiliar visual symbols with familiar words
- Translate sequences of symbols into sentences
- Uses oral vocabulary
- Miniature learning-to-read task
- All subjects begin with Introduction 1
- After the student says the name of the symbol, correct the response if necessary, then proceed, along with the student to the next symbol
- Do not assist the student to form associations between the symbols & words they represent
- Allow the student 5 sec. to respond to a symbol. After that time point to the symbol, say the word, and move immediately to the next symbol

Scoring
- On test record, circle each word missed or told to the student after 5 sec.
- Record the number of errors for each test story

Test 2: Letter Identification
- Measures ability to identify letters of the alphabet, both capital & small
- Has suggested starting points

Scoring
- Accept either the name or the most common sound for that letter

Supplementary Letter Checklist
- 2 parts: capital letters & small letters
- Provides diagnostic aids for evaluating ability to name letters or given sounds
- The checklist does not require administration according to a standardized procedure. Instructions may be modified
- As no normative scores are provided scoring is purely for informal observations

Test 3: Word Identification
- Student identifies isolated words
- Has suggested starting points
- It is not necessary that they know the meaning of any word
- Directions: you must know correct pronunciation of words before administering Chapter 2 of Examiner's Manual has pronunciation key

Scoring
- To be correct, must produce a natural reading of the word in about 5 sec.

Test 4: Word Attack
- Measures ability to apply phonic & structural analysis to nonsense words or words used infrequently in English
- All subjects begin with sample items then proceed to item 1
- Do not pronounce words for them after samples
- Directions: you must know correct pronunciation of words before administering Chapter 2 of Examiner's Manual has pronunciation key

Scoring
- Record errors
- To be correct, must produce a natural reading of the word in about 5 sec.

Test 5: Word Comprehension
- 3 subtests: Antonyms, Synonyms and Analogies
- Measures ability to read and comprehend words at 3 levels of cognitive processing
- Provides a measure of comprehension in 4 areas of reading vocabulary; general reading, science-math, social studies, humanities

Antonym Subtest
- Student reads word out loud then states a word that means the opposite
- All subjects begin with sample items & then suggested starting points

Scoring
- Ask for 1 word answers

Synonyms Subtest
- Student reads word out loud then states another word having approximately the same meaning
- All subjects begin with sample items and then suggested starting points

Scoring
- Ask for 1 word answer

Analogies Subtest
- Measures ability to complete an analogy by supplying the missing word in a pair of related words
- Student reads test words out loud then states a single-word response
- All subjects begin with sample items and then suggested starting points

Test 6: Passage Comprehension
- Measures ability to comprehend a short reading passage and identify a key word missing
- Requires student to exercise a variety of comprehension and vocabulary skills
- Passages are to be read silently

Scoring
- Accept single word responses only
- All subjects begin with sample items and then suggested starting points

Readiness Cluster
- Test 1 (Visual-Auditory Learning)
- Test 2 (Letter Identification)

Basic Skills Cluster:
- Test 3 (Word Identification)
- Test 4 (Word Attack)

Reading Comprehension cluster:
- Test 5 (Word Comprehension) - combo of the 3 subtests

Total Reading Cluster
- all tests

Selective Testing
Basic Decoding Skills
- Test 3 (Word Identification)
- Test 4 (Word Attack)

Broad Reading
- Test 3 (Word Identification)
- Test 6 (Passage Comprehension)

Written Language: Test of Written Language – Third Edition (TOWL-3)

General Information
- Level B testing
- A comprehensive test for evaluating written language
- For students ages 7-0 through 17-11
- Some subtests can be group administered
- Spontaneous Writing score can be obtained in approximately 20 minutes
- Entire test battery can be administered in approximately one and a half hours

General Directions
- Be familiar with test manual contents
- Practice scoring the sample stories in appendix D
- Adhere strictly to the instructions given in the manual
- Practice administering the test to at least 3 students before the first actual testing session
- Administer the test in an environment that is free from distractions, quiet, private and comfortable
- Establish rapport with the student by explaining the purpose of the test
- Be alert to the student's level of fatigue and cease testing if he or she shows signs of tiring or losing interest
- Consistently praise and encourage the student, but avoid prompting or otherwise deviating from testing procedures
- Make sure that the Student Response Booklet used (A or B) matches the administration instructions followed by the examiner

Vocabulary
- The student writes a sentence that incorporates a stimulus word. *Example:* For *ran,* a student writes "I ran to the store."
- Cease testing when the student misses 3 items in a row
- Record a correct item as 1 and an incorrect item as 0
- Misspellings, nonstandard English usage, and problems in grammar, punctuation, and capitalization are not counted as errors
- Score a sentence as correct if the stimulus word is used correctly and if the appropriate meaning is conveyed
- Score a sentence as incorrect if its content clearly indicates that the student does not know the meaning of the word
- Score the item as incorrect if the student writes an evasive sentence
- Meanings and examples of sentences earning a score and those that don't are included in the manual

Spelling
- The student writes sentences from dictation taking particular care to make proper use of spelling rules

Style
- The student writes sentences from dictation, taking particular care to make proper use of punctuation and capitalization rules.
- A sentence fragment is scored 0 for both Style and Spelling
- Pay no attention to a minor word substitution unless the substituted word is misspelled
- Disregard quotation marks unless they are specifically required on items
- Illegible words are scored 0 for Spelling
- Do not penalize a student who spells out contractions
- The student may, without penalty, use abbreviations for dictated words
- Numbers may be written as figures or words
- A space between initials in a person's name is optional

Logical Sentences
- The student edits an illogical sentence so that it makes better sense. *Example:* The student changes "John blinked his nose" to "blinked his eye."
- The new sentence must eliminate the illogical element
- The new sentence must also be grammatically correct and may not be awkward
- Disregard spelling, punctuation, or capitalization errors
- A list of "scorable" sentences appears in the manual. **Award points only for these sentences**

Sentence Combining
- The student integrates the meaning of several short sentences into one grammatically correct written sentence. *Example:* The student combines "John

drives fast" and "John has a red car" into the single sentence "John drives his red car fast."
- Spelling, punctuation, and capitalization errors are disregarded
- Correct sentences are listed in the manual

Spontaneous Writing Tests
- Say the directions exactly as they are written in the manual (page 13)

Contextual Conventions
- The student writes a story in response to a stimulus picture.
- Points are earned for satisfying specific requirements
- Relative to capitalization, punctuation, spelling, and other
- Arbitrary elements in writing (e.g. paragraph indents).

Contextual Language
- The student's story is evaluated relative to the quality of its vocabulary, sentence construction, and grammar.

Story Construction
- The student's story is evaluated relative to the quality of its plot, prose, development of characters, interest to the reader, and other compositional aspects.

Calculating Age
- Find the student's exact age by subtracting the birth date from the date on which he or she was tested. **Age is not rounded upward**

	Year	Month	Day
Date Tested	2006	9	25
Date of Birth	1995	11	28

Age	11	9	27

Obtaining Test Scores
- Subtest raw scores are converted to percentiles and standard scores by using Tables A.1 to A.10
- A Contrived Writing Composite score is obtained by adding up the standard scores obtained on the Vocabulary, Spelling, Style, Logical Sentences, and Sentence Combining subtests
- A Spontaneous Writing score is obtained by adding up the standard scores obtained on Contextual Conventions, Contextual Language, and Story Construction
- An Overall Writing Quotient is obtained by adding up the standard scores on all 8 subtests
- The sum of the standard scores are converted into Quotients using Appendix B in the manual

Mathematics: KeyMath Revised-Canadian Edition Updated
General Information

- Level B testing
- Ages 5-0 to 15-6
- Especially useful for identifying gaps in basic math skills. Provides info on what specific skills areas are in need of remediation
- Manual has section to aid in pinpointing of needed remediation
- For most subtests, student does not use paper and pencil.

General Directions
- Record student information on front page.
- Ensure that chronological age is calculated properly
- Introduce the test to the child; explain that it will be enjoyable, and how long the test will take.
- Explain that the student will likely find some questions easy and others will be more difficult; ask them to just try their best.
- Enter a "1" in the non-shaded box when an item is correct
- Enter a "0" in the non-shaded box when an item is incorrect
- Ensure that the student achieves 3 consecutive correct responses prior to an error, or that the easiest item of the subtest has been administered.
- Stop administering subtest after the student has reached the final item of the subtest or the student has made 3 consecutive errors.

Obtaining Raw Subtest Scores
- Record the ceiling items (the 3rd item in the consecutive row that the student entered incorrect, or the final item on the subtest) for each subtest.
- Record the domain score (the number of correctly answered items in each row of blocks, including those items that were above the starting point and not administered).
- Combine domain scores to calculate Subtest Raw Score; enter this score into the box at the bottom of the page of each subtest.

Numeration Subtest
- Begin testing with this subtest
- Use student's grade level as the starting point
  Note, this is the ONLY subtest that uses grade level as the starting point.
- Ensure that the student achieves 3 consecutive correct responses before they make any errors.
- If the student does not achieve this at starting point (grade level), go back over previous single items until they achieve 3 consecutive correct responses in a row.
- Stop the Numeration subtest once the student has made 3 consecutive errors or they have reached the final item on the subtest.
- Make sure that the student has answered 3 consecutive answers correctly, or all previous items in the subtest have been administered.

Numeration Basal
- Once Numeration subtest has been completed, obtain the Numeration Basal.

- This is the item in which the student received their <u>first</u> of the 3 consecutive correct responses <u>immediately before</u> their first or "lowest" error
- **The number that corresponds to this item (e.g., item 7)will be the item number to start with for the remainder of the subtests**

Follow General Directions to complete remaining subtests:
Basic Concepts
- Rational Numbers
- Geometry

Operations
- Addition
- Subtraction
- Multiplication
- Division
- Mental Computation

Applications Area
- Measurement
- Time and Money
- Estimation
- Interpreting Data
- Problem Solving

Appendix B
<u>Resources</u>

<u>Criterion-Referenced Tests (Level A)</u>
Jerry Johns Informal Reading Inventory
Benchmarks Assessment Kit
Early Numeracy Screener

<u>Reading</u>

<u>Word Attack / Decoding</u>
Phonographix Kit
Corrective Reading Levels A, B1, B2 and C
Phonics for Reading
Rewards
Explode the Code
Jolly Phonics
Itchy's Alphabet
Reading A-Z Decoded text
Primary Phonics Mac and Tab Series
Making Words
Leveled Readers
Simon Sounds it Out   PSAP

Word Maker PSAP
Balanced Literacy PSAP
Earobics I and II

Phonological Awareness
Sounds Abound
Balanced Literacy PSAP
Earobics I and II

Sight Word
Cove Level I and II
No Glamour Reading Sight Words
Edmark
Reading Milestones
Dolch Sight Word Lists

Fluency
Great Leaps
Read Naturally
Rewards
Six Minute Solution
Reading A – Z Leveled text
Leveled Readers

Reading Comprehension
Successmaker
Think – Alongs
Strategic Learning - Reading Comprehension Level I and II
New Practice Readers
Vocabulary Connections
Leveled Readers
No Glamour Reading Comprehension
Corrective Reading – Reading Comprehension
ESL Connections
Adapted Novels - High Interest Low Vocabulary

Written Language

Structure/Content
Steps Up to Writing
Graphic Organizers i.e. Think Tank Series
Kidspirations K – 3
Inspirations 3 >
Kurzweil 3000

Clicker 5

Mechanics/Conventions
Spelling Workout A – E
Phonographix Spelling
Spellography
No Glamour Reading Sight Words
Dolch word lists
500 Most Commonly Misspelled Words
Kurzweil 3000
Clicker 5

Keyboarding
All the Right Type
Lion King
The Typing Tutor

Printing
Sensible Pencil
Dubnoff
Printing without Tears
Writing without Tears
Callirobics Multi levels

Math

Operations

Applications
Money Skills PSAP
Time Scale PSAP

Concepts
Number Concepts I and II

General Teacher Resources
Running Records   by Marie M. Clay
Leveled Books by Fontas and Pinnell
Interactive Writing by Fontas and Pinnell
Word Matters by Fontas and Pinnell
Guided Reading by Fontas and Pinnell

Language and Reading Disablilities by Hugh W. Catts & Alan G. Kamhi
Boardmaker

Math

Power of Ten
Enright Series