

Using the Stevenson Program in Grades K-5

The Stevenson Program can be implemented in many ways, but it is most commonly used as an intervention for students struggling with reading and spelling. The first seven categories that follow discuss different ways of applying the program to solve problems. The last page describes its use as a basal skills program, an application which has proved very effective. Look through the sections and read whichever ones pertain to your situation. If you have any questions, call 800-343-1211 and ask for free consultation, or contact us through www.stevensonlearning.com.

Stevenson as an Intervention

1. Kindergarten Students At Risk

Process

Students can be taught with Stevenson's Letters at any point in Kindergarten. Teachers use the manual and cards for foundational letter skills such as sound/symbol association, phonemic awareness and printing, as well as for optional reading and spelling skills. There is no need for students to complete every page in the printing workbook, but they should learn correct letter formation and practice printing somewhat. The *Letter Clue Workbook* will be most useful for students with more serious problems.

First-Year Materials

Stevenson's Letters

Teacher's Manual

Printing Workbook

Letter Clue Workbook

Beginning Level Teaching Cards

In a few cases, students who struggle with the regular curriculum initially may master letters through Stevenson, then return to the regular curriculum for reading and spelling. Such students do not need to do all the hands-on, multi-sensory activities described in *Stevenson's Letter's Teacher Manual*. In many more cases, the letter clues will work well with the struggling students, but pupils will also require Stevenson procedures to master decoding and encoding. Students with mild learning issues may easily complete the materials (including the optional lessons), in one year or less by using them for short periods (15-20 minutes) daily. Learners with more significant issues will require more time and effort to complete the materials in a single year. For these latter pupils, the short daily periods may need to be extended by 10 or 15 minutes or repeated at another point in the day (the preferred approach). These students should do fewer printing pages and delay much of the printing practice until first grade. They may delay or even omit the optional reading and spelling lessons. However, such students should use all of the hands-on, multi-sensory activities described in the manual. Students with the most significant problems might not complete the Stevenson's Letters in a single school year, but they might still be able to move onto the Beginning Green Level the following year. (See Follow-through on the next page.)

Comments

Under the RTI model, few Kindergarten students will be designated for Tier One or Two interventions until later in the school year. A few students could be pre-screened as having special education needs (Tier Three). Some schools will be reluctant to use Stevenson in Kindergarten because it may not fit with the traditional sequence of skills. They prefer to follow conventional strategies such as teaching uppercase and lowercase symbols together, teaching letters in alphabetical order, teaching letter names and letter sounds at the same time, and teaching the short sound for vowels. Some conflicts between Stevenson and traditional approaches can be

minimized, but in order to help special education students, the Stevenson sequence needs to be followed carefully. Some teachers and/or schools who are initially reluctant will be willing to try Stevenson later in the year once students' learning differences problems become more evident.

Follow-through

Students who have shown signs of learning differently from the norm will benefit greatly by completing all levels of the Stevenson Program. (In the RTI model, these students will probably be considered Tier Two or Three but not necessarily identified for special education.) Some students may not complete all of Stevenson's Letters in Kindergarten, but as long as they complete most of it, they should be able to move on to the Beginning Green Level in First Grade. The sections that follow will give you some idea of the progress rates and options you might encounter.

2. First and Second Grade - Potential Mild to Moderate Learning Differences

Process

These students should simply start at Lesson 1 of the Beginning Green Level and move at a comfortable pace. The teacher should proceed with mastery approach and will find the Mastery-Management Tests helpful for that purpose. First grade students who were exposed to Stevenson's Letters in Kindergarten will cover the same material as those who didn't, but they will move more quickly since the letter associations can be treated as review. Second grade students may move a little faster than their first grade equivalent. You will find particular points covered in the Beginning Green Level (e.g., consonant sounds, using capital letters to begin sentences or adding s to make words plural) that may seem unnecessary for some second graders. However, many of these students will have gaps in their basic knowledge. Even with simple letter skills, they may still confuse b and d or even other letters as well. They are likely to have weak phonemic awareness and poor letter formation. It is best to simply cover the full Beginning Green Level, even though some sections of some lessons can be covered very quickly.

Most students in this group (roughly 75%) will be able to handle the Lonely Vowels during the first level (Beginning Green) of the program and will benefit from doing so. Lesson 27 and Appendix M of the *Beginning Green Teacher's Manual* will help teachers decide whether or not students are ready for the Lonely Vowels.

Most of the students in this category will be able to move through the full Beginning Green Level and the Lonely Vowels books in one academic year. Students who did not already use *Stevenson's Letters Printing Workbook* in Kindergarten may well have difficulty with printing in first grade (in particular, reversals), and they will benefit greatly from

Essential First-Year Materials

Beginning Green Level
Teacher's Manual
Reading Books One and Two
Workbooks A and B
Beginning Level Teaching Cards

Likely First Year Materials

The Lonely Vowels
Teacher's Manual
Reading Book
Workbook

Other Possible First Year Materials

Beginning Mastery Management Test
Test Manual
Test Booklet

Stevenson's Letters
Teacher's Manual
Printing Workbook

Supplementary Reader Set

Supplementary Materials from PAL

Stevenson's Letters Printing Workbook. Students who need additional reading practice or who want the experience of reading complete (although short) books will appreciate the Supplementary Reader Set. The Beginning Green Level addresses many learning issues. Individual students will resolve their difficulties in different time frames. In most cases, learning differences do not actually disappear, students simply respond successfully to different teaching methods. By following the directives in the manuals, your students' strengths and weaknesses will become fairly clear, and you will develop a confident understanding of how to proceed. However, you will want to consider some of the points in the Comments and Follow-Through sections that follow.

Comments

Most of the time, the students in this category will be considered in Tier Two, or perhaps Tier Three of the RTI model when they start Stevenson. They are likely to be handled by general education rather than special education. Many will be halfway through a school year when they are put into the program. There will be a tendency in many public schools to take the Tier Two students out of the program as soon as they do well. However, in most (not all) cases, students will begin to struggle again once they are put into the regular curriculum. Depending on the extent and significance of their learning differences, students in this category will require at least one and probably two or three years before they can be expected to be completely mainstreamed in reading and spelling. Another tendency in some schools will be to try to complete the entire first level of Stevenson before the spring standardized testing. This timetable may well be possible if students are put into Stevenson early in the school year, but it is not realistic if the students did not start the program until later - particularly if the "spring" tests come in February or March. In any case, students will not benefit from being rushed. The sequence of Stevenson Integrals provides an outline for student progress. If teachers are able simply to proceed in a mastery fashion, teachers, parents and administrators will all be able to look at the integrals that have been covered and anticipate the progress that can be made.

Follow-through

If the students in this category finished the Beginning Green Level at the end of one school year, they can start the Basic Blue Level at the beginning of the next. The Basic Blue reviews the Beginning Green books before introducing new vowel patterns, but this review will be useful at the start of a school year. Also, new skills are added during the review. Students who started the Beginning Green Level in the middle of a school year will probably end it in the middle of a year. In that case, when they move to the Basic Blue Level, they will not need as much review. However, rather than omit any of the early Basic Blue lessons, it is best to omit only the first part of a lesson and complete the other parts which will usually involve new skills. Students who used the Lonely Vowels during the Beginning Level will also find some of the middle lessons in the Basic Blue to be review. You can apply the same strategy by omitting the first part of these short vowel lessons, but complete the other parts which involve new skills. (You can also request a free information sheet entitled *Using the Basic Blue Level after the Lonely Vowels*.) After The Basic Blue Level, proceed to the Intermediate Part One and the Frostings, Doilies and More books.

3. First and Second Grade - Moderate to Serious Learning Differences

Process

These students should also simply start at Lesson 1 of the Beginning Green Level. If they received Stevenson's Letters in Kindergarten, much of the letter work in the Beginning Green Level

will be review and will move fairly quickly. At the same time this review can be useful if the learning issues are significant. It can also provide an opportunity for printing practice, which is usually a challenge for all first grade pupils. Second graders may move more quickly than first graders, but they also might not. If they have serious learning issues, and they are just starting Stevenson, they may have developed problematic habits (like impulsive guessing) that need to be overcome. It is essential that teachers address all the likely problems (e.g., poor phonemic awareness, weak attention, limited vocabulary, and more) early and establish a solid foundation even if that process is slow at first. Proceed in a mastery fashion. In this regard the Mastery Management tests can be useful, particularly if teachers have a large case load. Students in this category can be expected to move more slowly than the pupils in the preceding category. They are less likely to be able to handle the Lonely Vowels during the Beginning Level, but that will depend entirely on how they progress. Most of the students in this category will be able to move through the full Beginning Green Level without the Lonely Vowels in one academic year. Using the Lonely Vowels will probably add three or four months to the time line. (A few students with the most significant issues can take up two academic years to complete the Beginning Green Level.) Extra manipulative activities from PAL can definitely be very useful for any of the students in this category. The spelling activities at this level may take more time and effort than the reading, and you may choose to let the spelling skills lag just a little so that you can optimize reading progress. If you see any signs of severe, persistent blending problems (problems combining isolated consonant sounds with vowels), you should call 800-343-1211 and ask for a consultant. There are additional exercises for resolving blending problems that are not fully described in the manuals.

Essential First-Year Materials

Beginning Green Level
 Teacher's Manual
 Reading Books One and Two
 Workbooks A and B
Beginning Level Teaching Cards

Other Possible Materials

The Lonely Vowels
 Teacher's Manual
 Reading Book
 Workbook
Beginning Mastery Management Test
 Test Manual
 Test Booklet
Stevenson's Letters
 Teacher's Manual
 Printing Workbook
 Letter Clue Workbook
Supplementary Reader Set
PAL Supplementary Materials

Comments

Most of the time, the students in this category will be considered in Tier Three of the RTI model when they start Stevenson. At this point, some schools will have already decided these students should be managed in special education, while others will wait longer before making that determination. Although these students may be given ample opportunity to complete the Stevenson Program, they are also likely to be included in the regular reading and language arts curriculum some of the time. You need to carefully consider the impact of this exposure on students with serious problems to make sure that it does not promote any of the problematic habits they may have developed (e.g., impulsive guessing). It will be very valuable for teachers to understand the Stevenson methodology and skill sequence, and how Stevenson relates to and contrasts with the regular curriculum. Teachers can call 800-343-1211 and ask for guidance from a consultant.

Follow-through

Students in this category will not only benefit from following through with the subsequent levels of the Stevenson Program, they will probably require it. Some students with serious learning issues will not be able to progress with other kinds of curriculum until they have developed

greater reading and writing skill using Stevenson strategies. Some of these students will require more than an academic year to finish the Basic Blue Level and at least an additional year with the Intermediate Level (Part One) plus Frosting Doilies and More.

4. Third Grade - Potential Mild to Moderate Learning Differences

Process

Third grade is a major transition point in most schools today (as fourth grade used to be). Students whose reading and spelling problems seem very minor in first and second grade can sometimes reveal themselves to be more significant in third grade when the curriculum quickly increases in difficulty. In many of these cases, these students' spelling problems are more dramatic than their reading problems. Most of these students do not need the full Beginning Green Level of the Stevenson Program. They can move into the meat of the program more quickly by using the Overlapping Strategy. In the Overlapping Strategy books, the key teaching techniques and the key mnemonic clues of the Beginning Level are extracted, distilled and overlapped with the review lessons at the start of the Basic Blue Level. The advantage is that students progress more rapidly. The danger is that some learning processes (e.g., sound-symbol association, phonemic awareness, blending, etc.) which receive considerable attention in the Beginning Green materials, receive much less attention in the Overlapping Strategy books. For students to use the Overlapping Strategy, they should be able to:

- Identify the sounds of uppercase and lowercase consonants with consistent accuracy. The one exception is lowercase b and d for which exercises are given. (Vowel sounds change frequently in English so they are not included in this criterion.)
- Be able to discriminate consonant sounds auditorily (phonemic awareness) with consistent accuracy.
- Blend sounds correctly and consistently.
- Speak with average clarity and have an oral language vocabulary that is roughly average for children their age.
- Print or write legibly.

If the students meet this criteria, the Overlapping Strategy is a very efficient way of moving them up to grade level in reading. However, if they have one of these problems (e.g., lingering blending difficulty), and they try to move at the rate that the Overlapping Strategy requires, you will not give them the opportunity to remediate their problems. Also, if students have identifiable cognitive problems, the Overlapping Strategy is likely to move too quickly. Proceed carefully.

Essential First Year Materials

Overlapping Strategy Books

Teacher's Manual
Student's Book

Basic Blue Level

Core Manual
Spelling Manual
Reading Books One, Two and Three
Workbooks A, B and C

Other Possible Materials

Beginning Green Level Reading Books and Workbooks (only if extra practice is required)

Basic Blue Level Teaching Cards

Basic Blue Mastery Management Test
Test Manual
Test Booklet

Ten Plays for the Stevenson Program

PAL Supplementary Materials

Stevenson's Cursive Writing

You should start third grade students who qualify for the Overlapping Strategy at Lesson 1 of the Teacher's Manual and proceed in a mastery fashion. The manual will refer both to the *Overlapping Strategy Student Book* and to *Basic Blue Level Reading Book One* and *Workbook A*. The *Overlapping Strategy Teacher's Manual* replaces the first 14 Lessons of both the *Basic Blue Core Manual* and the *Basic Blue Spelling Manual*. Once the Overlapping Strategy is completed, you will proceed with Lessons 15 through 52 of the *Basic Blue Core Manual* and the *Basic Blue Spelling Manual*. In a few instances, third graders using this strategy will need more practice with specific points than is provided in the materials mentioned so far. For example, perhaps one or two students in your class need a day or two more than the others practicing the decoding of soft c ("snaky c") words. In such a situation you can assign some applicable reading or workbook pages from the Beginning Green Level. The *Overlapping Strategy Teacher's Manual* contains an Appendix L entitled *Beginning Green Materials For Extra Practice Correlated to the Overlapping Strategy*. Although most students will not need this additional assistance, it may be worth keeping an extra pair or two of *Beginning Green Reading Books* and *Workbooks* on hand.

Many students in this category will be able to complete the Overlapping Strategy with the Basic Blue Level in one academic year, but many others will require an additional two or three months. (On average, the number will be about evenly split.) This strategy includes considerable spelling exercise and other written work. However, it does not address handwriting. You can address that need by using either *Stevenson's Letters Printing Workbook* or, more likely, *Stevenson's Cursive Writing* for that purpose. As usual, the PAL hands-on materials are also useful.

Comments

Some of the students in this category may be considered in Tier Two of the RTI model because their difficulties will have only recently become obvious. Others will be considered as Tier Three, although they may or may not be identified for special education. These students are likely to show significant growth in test scores after the Basic Blue Level. However, as usual, it is best for them to complete the whole program. The next level of Stevenson (the Intermediate) will focus on prefixes, suffixes and other multi-syllable dynamics that are very important in fourth and fifth grade. Pupils will be much better prepared for middle school if they follow through with Stevenson.

Follow-through

Once students in this category have completed the Basic Blue Level, they will probably need between a year and a year and a half to complete Intermediate Part One and Frostings Doilies and More. Stevenson's Essential Grammar can also be valuably added during fourth and fifth grade. All these materials will provide an excellent foundation for middle school.

5. Third Grade - Moderate to Serious Learning Differences

Process

As mentioned in the preceding category, third grade is a major transition point in most schools today (as fourth grade used to be). Students who have not responded well to previous interventions by this point will probably have identifiable learning issues, and they will definitely need the foundation skills provided in the Beginning Green Level of the Stevenson Program. Since these students have already had several years reading instruction, they will probably move through Part One of the Beginning Green Level quickly and slow down during Part Two. You may omit some of the letter instruction, Lesson 1 for example, if you are confident students do not need

it. However, after Lesson 1, do not omit any lesson entirely, even if there are parts of the lesson that can be skipped. Even with the seemingly simple skills, it is better to take a few minutes to cover something students already know than it is to leave out something they may need. These learning different students need the foundational skills of the Beginning Green Level. It is their lack of these skills that has caused them to require Stevenson as an intervention. These pupils are likely to have any or all of the following problems: poor phonemic awareness, difficulty blending sounds, oral speech and language deficits, comprehension problems. All these issues can be carefully addressed.

Because these pupils are older than those in Category 3, they can probably handle the Lonely Vowels during the Beginning Green Level. (Lesson 27 and Appendix M of the *Beginning Green Teacher's Manual* will help teachers make this decision.) Most of the students in this category will complete the Beginning Green and Lonely Vowel books in one academic year (although students with cognitive impairments may take longer). Be on the lookout for students with severe, persistent blending difficulties (problems combining isolated consonant sounds with vowels as well as other consonants).

If you witness this problem, you should call 800-343-1211 and ask for a consultant. We have additional exercises for resolving blending problems not fully described in the manuals. Students with this issue may also take longer to complete the first level. The various games and hands-on materials that PAL offers can be particularly helpful when working with the students who have more serious issues. These materials not only provide multi-sensory activities, they make the learning process more fun.

Comments

Students in this category will probably be considered in Tier Three of the RTI model and are more likely than students in the preceding category to have been identified for special education. There will be a great deal of pressure to get these students to make significant progress quickly because the possibilities for instructing them in the mainstream will become limited if they remain too far behind. However, part of their failure is probably due to lacking a solid foundation, and if they do not establish that solid foundation in third grade, their chances of ever being mainstreamed for reading and language arts get worse. If students qualify for the Overlapping Strategy, you may save time, but if they do not, you are not going to gain anything in the long run by rushing now. Students are likely to show some growth during the first academic year in the program, but the growth during the second year will be more dramatic. You can use Mastery/Management Tests to demonstrate interim progress.

Follow-through

As was true for Category 3 students, pupils in this category will not only benefit from following through with the subsequent levels of the Stevenson Program, they may require it. Some students with serious learning issues will not be able to progress with other kinds of curriculum until they have developed sufficient basic skills using Stevenson. Most of these students will require

Essential First Year Materials

Beginning Green Level

Teacher's Manual
Reading Books One and Two
Workbooks A and B

Beginning Level Teaching Cards

The Lonely Vowels

Teacher's Manual
Reading Book
Workbook

Other Possible Materials

Beginning Mastery Management Test

Test Manual
Test Booklet

Stevenson's Letters

Teacher's Manual
Printing Workbook

Supplementary Reader Set

PAL Supplementary Materials

one academic year to finish the Basic Blue Level, but a few will need more time. Pupils will need an additional year with the Intermediate Level (Part One) plus Frosting Doilies and More.

6. Fourth and Fifth Grade - Mild to Moderate Learning Differences

Process

The Overlapping Strategy is very easy to apply with these students and it optimizes the progress they will make in their first year. In the Overlapping Strategy books, the key teaching techniques and mnemonic clues of the Beginning Level are extracted, distilled and overlapped with the review lessons that start the Basic Blue Level. Because some basic skills are not covered in this strategy, you need to be sure these skills are already developed. For students to use the Overlapping Strategy, they should be able to:

- Identify the sounds of both uppercase and lowercase consonants with consistent accuracy. The one exception is lowercase b and d for which exercises are given. (Vowel sounds change frequently in English so they are not included in this criterion.)
- Discriminate letter sounds auditorily with consistent accuracy (phonemic awareness).
- Blend sounds correctly and consistently.
- Speak with average clarity and use an oral vocabulary that is roughly average for children their age.
- Print or write legibly

The *Overlapping Strategy Teacher's Manual* will correlate to the *Overlapping Strategy Student's Book* and to *Basic Blue Level Reading Book One* and *Workbook A*. The *Overlapping Strategy Teacher's Manual* replaces the first 14 Lessons of both the *Basic Blue Core Manual* and the *Basic Blue Spelling Manual*. Once the Overlapping Strategy is completed, you will proceed with Lessons 15 through 52 of the *Basic Blue Core Manual* and the *Basic Blue Spelling Manual*. Most students in this category will be able to complete the Overlapping Strategy books and the Basic Blue Level books in one academic year, but a few will require an additional two or three months. This strategy includes considerable spelling exercise and other written work. However, it does not address handwriting. You can address that need by using *Stevenson's Cursive Writing*.

Comments

By fourth grade, students who are still requiring interventions are probably considered to be in Tier Three, but they are not necessarily in special education. Indeed, a few of these older elementary students with **mild** issues can, with the right program, learn to read and spell well enough that they can handle a middle school curriculum without special accommodations. Spelling problems

Essential First Year Materials

Overlapping Strategy Books

Teacher's Manual

Student's Book

Basic Blue Level

Core Manual

Spelling Manual

Reading Books One, Two and Three

Workbooks A, B and C

Other Possible Materials

Basic Blue Level Teaching Cards

Basic Blue Mastery Management Test

Test Manual

Test Booklet

Ten Plays for the Stevenson Program

PAL Supplementary Materials

Stevenson's Cursive Writing

Teacher's Manual

Student's Workbook

are likely to linger longer than reading problems. These students are likely to have difficulty writing compositions, and although Stevenson provides a solid foundation for composition writing, it does not teach it. You will need supplementary material for that area.

Follow-through

Once these students have completed the Basic Blue Level, they will need a year to complete Intermediate (Part One) and Frostings Doilies and More. Stevenson's Essential Grammar can also be valuably added during fourth and fifth grade. All these materials will provide an excellent foundation for middle school.

7. Fourth and Fifth Grade - Moderate to Serious Learning Differences

Process

With this group you have two options. Those students with the most serious problems will probably need to complete the full Beginning Green Level including the Lonely Vowels. In such a case, you should follow the suggestions in Category 5, but expect to move a little faster because the students are a little older and have somewhat more developed skills.

Those students who have significant, but not quite so severe problems, can follow the Overlapping Strategy. However, given the significance of their problems, you will definitely need to slow down from time to time and supplement with reading and workbooks from the Beginning Green Level for extra practice. For example, perhaps students will need a day or two more practice with soft c ("snaky c") words than the Overlapping Strategy books provide. In such a situation you can assign some applicable reading or workbook pages from the Beginning Green Level. The *Overlapping Strategy Teacher's Manual* contains an Appendix L entitled *Beginning Green Materials For Extra Practice Correlated to the Overlapping Strategy*. These pupils can also use PAL items for more hands-on activities.

Comments

These students are likely be in Tier Three and identified for special education. They will require a minimum of one and a half academic years, probably two and perhaps two and a half years to complete the first **two** levels of Stevenson. Nothing will be gained by rushing them. They **will** need to follow through with the third level in middle school, which will take a year or more.

Essential First Year Materials

Beginning Green Level
Teacher's Manual
Reading Books One and Two
Workbooks A and B

Beginning Level Teaching Cards

The Lonely Vowels
Teacher's Manual
Reading Book
Workbook

OR

The Overlapping Strategy
Teacher's Manual
Student's Book

Basic Blue Level
Core Manual and Teaching Cards
Spelling Manual
Reading Books One, Two and Three
Workbooks A, B and C

Beginning Green Level
Reading Books One and Two
Workbooks A and B

Other Possible Materials

Beginning or Basic Blue Mastery/Man-Tests
Test Manual
Test Booklet

PAL Supplementary Materials

Stevenson as a Basal Skills Program

Although Stevenson is used more commonly as an intervention, it has been implemented quite successfully as a basal skills program for teaching decoding, encoding, vocabulary and comprehension to primary students. You will find two variations on this application below. The second option requires students to be able to develop skills early and quickly.

Problem-free Students in Early Grades - Regular Option

Process

Students can use Stevenson's Letters in Kindergarten, the Beginning Green Level with the Lonely Vowels in first grade, the Basic Blue Level in second grade, and the Intermediate Level with Frostings Doilies and More in third grade. The phonics instruction in the Stevenson Program should be supplemented with literature instruction (see below).

Comments

Instruction should be supplemented with literature, and the literature instruction should become heavier during second and third grade than in kindergarten and first. Students in this category are likely to score at least at a fourth grade level and probably fifth grade level (on standardized, norm-referenced tests) by the end of third grade.

Follow-through

Stevenson's Essential Grammar provides an excellent grammar instruction for fourth to sixth grade and contains some activities that will reinforce the reading and spelling of the third level.

Materials

Stevenson's Letters
Beginning Green Level
Lonely Vowels
Basic Blue Level
Intermediate Level
Frostings Doilies and More

(All books in each group)

Speedy Learners or Problem-free Students in Early Grades - Advanced Option

Process

Students will cover Part One of the Beginning Green Level in Kindergarten (no Stevenson's Letters or Lonely Vowels books), the Overlapping Strategy books and the Basic Blue Level in first grade, and the Intermediate Level with selected lessons from Frostings Doilies and More in second grade. The remainder of Frostings Doilies and More can be completed in third grade.

Comments

Again, instruction should be supplemented with literature, lightly at first. Literature instruction should become stronger in the last half of first grade and afterwards. Students in this category are likely to score at a fourth grade level or higher (on standardized, norm-referenced tests) by the end of second or beginning of third grade. This approach moves students quite rapidly and is not recommended if you feel there might be any possibility students will need extra reading help.

Follow-through - See Follow-through above.

Materials

Beginning Green Level
Overlapping Strategy Books
Basic Blue Level
Intermediate Level
Frostings Doilies and More

(All books in each group)

Questions? - Call 800-343-1211 for free consultation.