Step By Step Learning®

Literacy Service Offerings
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“My interactions with the people at Step By Step Learning® is that they are serious about taking the most reliable data from research and translating it into effective practices for the classroom.”

- Dr. Joseph K. Torgesen, former Founding Director of the Florida Center for Reading Research and Distinguished Research Professor of psychology and education at Florida State University.

“The Step By Step Learning® team has solid relationships with the most renowned researchers and contributors to reading and reading instruction in the industry. The mutual respect that these experts and Step By Step Learning® have toward each other is impressive.”

- Dr. Louisa C. Moats, author of LETRS®

Step By Step Learning® (SBSL) partners with school districts to implement a comprehensive, evidence-based approach to literacy that:

- **Guides** school administrators to become effective instructional leaders and teachers to become more effective in instructional decisions and delivery.
- **Collects and analyzes** assessment data that effectively drive instruction.
- **Models** classroom instruction techniques.
- **Exercises** a collaborative problem-solving model that directly affects student outcomes.
- **Teaches** families the literacy activities most known to produce readers.

With 15 years of experience and consistent results as evaluated by Lehigh University, Step By Step Learning® has produced improvements ranging from 35-75% in students’ reading scores, and often within the first 3-5 months. The evaluations have described the improvements in students’ reading skills resulting from our work with schools as “significant and substantial.”

Our partnerships with leading reading researchers and literacy experts provides us with the ability to assist teachers and administrators to understand the complexities of data-driven decision making and reading instruction that result in proven success. As part of the educational team, our associates help districts to understand and interpret formative, screening, and diagnostic data and continually evaluate the effectiveness of instruction at the student, classroom and district level. This data, then guides educators to make informed decisions about the needs of students and supports leaders to strategically plan for district-level needs.

Our approach is to provide the individual planning and supports each district or building requires in order to meet the needs of their students and teachers, which results in all students learning to read. Our past track record in other districts demonstrates our continued success.

Learn how two school districts dramatically reduced the number of reading delayed students in their districts!
LETRS® is professional development that leads to broader understandings of evidence based reading research programs that are currently implemented in classrooms.

“Professional development is critical in equipping teachers and school leaders with the research based knowledge they need to design their reading program, select the right tools, and develop support systems. The most effective school implementation designs will take into account the need for ongoing professional development in order to create and sustain a culture of continuous learning and continuous improvement. To facilitate ongoing learning, teachers need time to learn.”

The Language Essentials for Teachers of Reading and Spelling (LETRS®) professional development modules present consensus scientific findings about learning to read and reading instruction, and more specifically the linguistic techniques that are critically necessary to be taught to your most at-risk and language challenged students.

**MODULE 1: THE CHALLENGE OF LEARNING TO READ**

This module explores the reasons why many students have reading difficulties and explains how children learn to read. Module 1 will help educators better understand why learning to read is difficult, how good readers read, the components of instruction that must be taught, and the symptoms and causes of reading disabilities. This module begins to demystify the “how” of teaching reading.

**MODULE 2: THE SPEECH SOUNDS OF ENGLISH: PHONETICS, PHONOLOGY AND PHONEME AWARENESS**

This module introduces phonemes (speech sounds) and discusses the importance of phonological awareness in reading and spelling instruction. It also discusses the features of consonant and vowel sounds.

**MODULE 3: SPELLOGRAPHY FOR TEACHERS: HOW ENGLISH SPELLING WORKS**

Spellography explores the structure and history of English spelling from several angles: phoneme-grapheme correspondences, letter patterns within words, syllables, meaning parts of words (morphemes), and historical layers in the orthography. The module addresses differences between syllables and morphemes, between “irregular” and “high-frequency” words, and among the six syllable types.

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LETRS® Professional Development, continued
Language Essentials for Teachers of Reading and Spelling

**MODULE 4: THE MIGHTY WORD: BUILDING VOCABULARY AND ORAL LANGUAGE**

Vocabulary instruction differs from other areas of reading. This module addresses varied approaches to instruction, including indirect (contextual) and direct methodologies, and stresses techniques for fostering word use, knowledge of word relationships, and awareness of word structure and its connection to meaning. Participants apply what they have learned about vocabulary instruction to several examples of narrative and expository text.

**MODULE 5: GETTING UP TO SPEED: DEVELOPING FLUENCY**

Comprehensive reading instruction includes deliberate fluency-building at subword, word, phrase, and text levels for those students who are too slow. This module reviews the rationale for a fluency component in lesson design. Participants learn and practice techniques for speed drills, repeated readings, simultaneous and alternate oral reading, calculating reading fluency, and charting the results of exercises.

**MODULE 6: DIGGING FOR MEANING: TEACHING TEXT COMPREHENSION**

Comprehension instruction is one of the most researched areas in reading education, yet one of the most challenging. This module addresses the research base for teaching comprehension, the reasons why children have difficulty with comprehension, and approaches for teaching comprehension at the phrase, sentence, paragraph, and passage levels. Questioning techniques and strategies useful before, during, and after reading are reviewed. Exercises include text analysis for planning instruction.

**MODULE 7: TEACHING PHONICS. WORD STUDY, AND THE ALPHABETIC PRINCIPLE**

This module helps teachers understand and practice the subroutines involved in effective, enjoyable, systematic phonics instruction. The sequence and substance of concept development in code-based instruction is emphasized, including the importance of applying learned skills to reading and writing. Answers to common questions are provided, including, “How Much Phonics?”, “Who Needs Phonics?”, “What Kind of Phonics?”, and “Why Phonics?” With contributions from TIME for Teachers™ Online, developed by Blanch Podhajsky, Ph.D., and produced by Marilyn Varricchio, M.Ed., at the Stern Center for Language and Learning in Williston, Vermont.

**MODULE 8: ASSESSMENT FOR PREVENTION AND EARLY INTERVENTION**

This module distinguishes screening and progress monitoring assessments from diagnostic and outcome assessment. Module 8 reviews the rationale for early screening with fluency-based measures and teaches a developmental spelling inventory. DIBELS® is used as the example of a valid, reliable, efficient approach to early screening. Exercises include a review of classroom reports and individual case studies in light of children’s instructional needs and the “three tier” concept of intervention.

**MODULE 9: TEACHING BEGINNING SPELLING AND WRITING**

This module addresses writing instruction for children in grades K-3 who need to be taught the component skills that underlie composition. Drawing on recent research at the University of Washington that explicates the cognitive and linguistic components of composition skill, a framework for analyzing writing samples is applied to several examples of students at different levels of achievement. Instruction that builds automaticity in critical components while teaching children the stages of the writing process is explained and modeled.

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LETRES® Professional Development, continued
Language Essentials for Teachers of Reading and Spelling

MODULE 10: READING BIG WORDS: SYLLABICATION AND ADVANCED DECODING

This module addresses the instructional needs of students in grades 3 and up who are inaccurate and/or slow in reading and spelling multisyllabic words. Beginning with phoneme-grapheme mapping, the module goes on to address systematic teaching of syllabication, syllable spelling types, and ending rules. Morphology – including inflection, Anglo-Saxon compounds, Latin and Greek roots and affixes, and derivational word learning processes – is addressed in some depth. An Advanced Decoding Survey is included with this module along with lists of instructional resources and programs.

MODULE 11: WRITING: A ROAD TO READING COMPREHENSION

If students actively seek, organize, and reformulate information in their own words, their reading comprehension is likely to improve. Module 11, designed for all classroom and content area teachers, presents a few majors strategies that help students process and remember the main ideas in written text. Additionally, it reviews the many causes of reading comprehension difficulties and addresses the research consensus on teaching reading comprehension. Text structure and its relation to comprehension are explored, and participants learn to implement the Key Three Routine, to include construction of topic organizers, note-taking, and summarizing. A list of effective curriculum materials for teaching older students to read and write is included in the module.

MODULE 12: USING ASSESSMENT TO GUIDE INSTRUCTION

This module is an advanced module for intermediate and secondary educators to help them identify and pinpoint the instructional needs of all struggling readers. The module describes efficient, reliable, and research-based assessment strategies that enable a school staff to focus on the effectiveness of instruction. Participants review a strategic plan for screening students and learn how to assemble a group of suitable assessments for individual and classroom use. Diagnostic tests that measure decoding and word analysis, spelling, written composition, reading fluency, and comprehension are demonstrated and rehearsed. Case studies allow participants to discuss and analyze assessment results and their implications.

LETRES® EARLY CHILDHOOD

This module is appropriate for teachers of pre-kindergarten and kindergarten students. It provides insight into the area of early literacy and language development that is essential for later reading success. It defines that concepts related to early literacy, provides engaging learning strategies that can be used to optimize opportunities to learn these essential early literacy skills, and discusses assessment procedures that can inform instruction. Phonological processing is discussed and its connection to oral and written language is described. The stages of oral and written language development are examined. The sequence of phonological and phonemic awareness skill development is analyzed. Concepts of print development and letter knowledge are addressed.

LETRES® FOR ELL EDUCATORS

This course provides a framework for understanding critical components of ELL reading instruction that link directly to observable instructional behaviors in the classroom. Teachers comment perceptively on the presence, absence, and quality of key components in their own instruction and set professional development goals. LETRES for ELL Educators is also appropriate for instructional leaders who have a responsibility to establish policies involving effective instruction of ELLs.

PARAREADING: A TRAINING GUIDE FOR TUTORS

This module introduces ParaEducators to the key reading skill components – phonemic awareness, decoding (phonics), fluency, vocabulary, and comprehension. Participants learn and practice techniques in all elements as well as effective record keeping and communication. This training is a 3 day session.

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LETRS® is rich in content regarding the language structure and how to approach reading instruction. For teachers to best implement and incorporate the learned content from initial training, careful attention to planning for recitation and classroom coaching is necessary. The material explored in the initial training must be well understood, modeled for the learner by a coach, practiced in a safe environment, and ultimately implemented with fidelity in the classroom. After all, learning that is not applied properly will have little value. The purpose to coach and mentor is to be certain that the information learned at LETRS® training is fully implemented so that children will benefit from the teachers’ increased knowledge of the reading process.

Step By Step Learning’s® coaching process begins with a small group “Connecting to the Classroom™” session that follows the initial presentation of the modules. In this session, extension activities related to the topic are explored and completed. Furthermore, the coach uses videotaped and live lessons to model how the content is implemented in instructional practices. Lastly, the SBSL coach and teacher participant determine a teaching goal related to the topic and relevant for students. Teachers will collaboratively plan to meet their instructional goal and within 3-4 weeks after the training, the coach will visit each teacher’s classroom. During the classroom visit, SBSL will coach the teacher through a lesson and critique each teacher for added improvement. All observations made during the coaching sessions are confidential between the teacher and the SBSL coach in order to preserve the openness of these critically important sessions and reflect an open coaching model, not a supervisory role. Teachers need a safe environment to learn to apply their knowledge without the fear of someone evaluating their experimentation of this newly learned knowledge while they build their competency.

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“The Reading Coach”

“The Reading Coach” by Jan Hasbrouck and Carolyn Denton, provides educators, specialists and administrators with a theoretical model and practical tools for systematically addressing students’ diverse reading needs. It clearly defines the multifaceted role of the reading coach. By using this straightforward guide, coaches can dramatically improve the literacy skills of their students with individual, partner, and small group activities. This session helps to evaluate and summarize key features of this book.

Modeling

Step By Step Learning® will visit select teacher classrooms while small or whole group instruction is presented to students. In these 50 minute one-on-one sessions with every teacher; a Step By Step Learning® coach will teach a group of children for 30 minutes while observed by the teacher and then will have 20 minutes to discuss what they observed. During this session and the respective follow up reflection from the teacher; the SBSL coach will be reinforcing the “I Do”, “We Do”, “You Do” multi-sensory approach to evidence-based instruction that delivers the fastest results to struggling readers. These sessions are not formal observations, but are a coaching experience that will aid the classroom teachers in making the most efficient use of their intervention time.

Coaching in the Classroom™

Coaching in the Classroom™ sessions will allow the SBSL coach to observe the teachers in their classroom and collaborate with the teachers on effective strategies that could be used for teaching at-risk students. The trained teachers will be using their own classroom materials for these sessions.

Prior to coaching, a Step By Step Learning® associate will model a lesson based in scientific based reading research. The teacher will practice a lesson with the SBSL coach as a guided practice opportunity. This approach will lead to a better understanding and competency level from each teacher thus beginning to accomplish the sustainability of any professional development. Following this two way coaching and observation exercise, the SBSL associate, and the teacher, have time to model and evaluate lessons by revisiting their instructional plans and student data. The goal is for teachers to eventually synthesize scientifically based techniques automatically during lessons without any assistance.
Step By Step Learning® Instructional Tool kits can be used for small group instruction. They exemplify systematic, explicit, multi-sensory instruction at each skill level in the phonological and phonics continuum. There are three types of kits that aide the teacher’s small group instruction:

**PHONOLOGICAL AWARENESS TOOLKIT**

The Phonological Awareness Toolkit includes lessons along the phonological awareness continuum. The lessons incorporate skills appropriate for all grade level students who exhibit a weakness in phonological processing. The kit includes lessons that can be repeated and include all supporting materials and manipulatives used to teach the awareness of the speech sounds.

Price: $895

**BEGINNING DECODING TOOLKIT**

The Beginning Decoding Toolkit includes lessons along the early part of the phonics sequence. Teachers will use these materials to begin building the orthographic processor to teach letter recognition and letter sequence patterns that occur frequently in the language. All lessons teach the skills in isolation, at the word level, and then use connected text by providing opportunities for reading, writing and spelling. The kit includes lessons that can be repeated and include all supporting materials and manipulatives used to teach the awareness of phonics.

Price: $895

**ADVANCED DECODING TOOLKIT**

The Advanced Decoding Toolkit includes lessons along the later part of the phonics sequence. Teachers will use these materials to continue building the orthographic processor to teach more complex letter sequence patterns and syllable patterns that occur frequently in the language. All lessons teach the skills in isolation, at the word level, and then use connected text by providing opportunities for reading, writing and spelling. The kit includes lessons that can be repeated and include all supporting materials and manipulatives used to teach the awareness of phonics.

Price: $995
Data Analysis/Instructional Planning

After collecting DIBELS Next®, AIMSweb® or any other predictable screening assessment data for every student, a one-day Data Analysis session can be conducted by an associate from Step By Step Learning®. During the Data Analysis session, the teachers will analyze the data in grade level teams to determine student weaknesses. Teachers will learn how, when, and who to administer a second level informal diagnostic in order to best inform the decision of using one intervention or another. The Data Analysis sessions should be scheduled immediately following the fall and winter benchmark assessments. Once the informal diagnostic data is collected, teachers will meet for instructional planning session to form small, instructional groups for intervention. We need to make the same commitment to understanding the information so that the effort of collecting good data is not wasted!

Step By Step Learning® will lead the teachers, and the Leadership Team through the Instructional Planning session after the Data Analysis/Informal Diagnostic session. The Step By Step Learning® coach will support teachers with the planning worksheet for each student that needs explicit skill-based instruction in order to improve their reading skills. Teachers will bring their informal diagnostic data in order to make adjustments to their flexible groups and begin planning targeted instruction accordingly. These sessions solidify the action steps necessary for teachers to implement targeted intervention lessons based upon student need. Intervention logs will be described and utilized during this session. Intervention planning and intervention logs are critical to improving your school literacy outcomes.

You will learn how to...
• Analyze your assessment data
• Organize effective student groups
• Link strategies to student needs
• Link informal diagnostic assessments with instructional planning and prescriptive evidence-based interventions
• Design focused interventions

Student Intervention Response Meetings (SIR)

When three progress monitoring data points have been collected for at risk students, Step By Step Learning® will lead teachers in a discussion regarding progress and closing the gap. The group will discuss individual student progress using screening, diagnostic, and progress monitoring data. The group will also refer to the intervention logs, student growth goals, writing samples, and other anecdotal notes collected by the teacher. The Step By Step Learning® coach will facilitate a collaborative problem-solving process to identify, discuss, and explore solutions that will affect student progress. Participants will set meaningful goals, create a timeline and record action steps to take on behalf of the student.
Adolescent Literacy - Vocabulary

Research has found that vocabulary should be taught both explicitly and implicitly. Increasing vocabulary through a variety of methods is emphasized, such as wide reading and multiple exposures. Previewing topics before reading is discussed. Selecting words for teaching, as well as, how to teach vocabulary words in-depth is reviewed. Other topics of discussion include teaching words in a network of other words and including an emphasis on meaning parts- i.e., prefix, suffixes. This session is appropriate for teachers of grades 4-12 who need to teach reading in their respective content area. This training is a 2 day session.

Adolescent Literacy - Comprehension

Comprehension strategies are discussed. Emphasis is placed on comprehension using content area materials. Factors that impact comprehension are analyzed. Strategies for identifying main idea are reviewed. Differentiating the main idea from its supporting ideas is discussed along with note taking skills. Summarizing skills are also addressed. These topics are integrated into activities that can be taken back into the classroom and used immediately. This session is appropriate for teachers of grades 4-12 who need to teach reading in their respective content area and support both Tier 1 and Tier 2 instruction. This training is a 2 day session.
“At the district level, administrators must understand and embrace the essential components and supports needed to effectively implement RtI. Additionally, superintendents, curriculum directors, principals, special education administrators, etc. must guide the implementation of RtI by developing leadership roles and expectations. Because of the broad impact of the RtI Model and its impact on the entire educational system, significant systemic changes will need to occur to execute implementation with fidelity. These changes must be championed and monitored by leaders at all levels.”

The literacy initiatives that are being put into place in the elementary schools take extensive planning. It is essential for literacy decisions to be based upon data and for teachers to receive professional development that is valuable. This training will focus on RtI leadership, data analysis, and RtI planning and implementation. Each participant will cover the following:

“This is exactly what EVERY Education Leader needs. I now understand what a comprehensive Response to Intervention Literacy project should look like in classrooms and now I am better able to manage the literacy efforts and results in my building!”

Dr. Fannie Spain, Principal Shonto Boarding School, Shonto AZ.

**INTERPRETING DATA**
How to interpret and use the assessment data to guide teacher decisions regarding student interventions and optimize instructional practices at your schools.

**SUCCESSFULLY ADOPTING NEW INSTRUCTIONAL MATERIALS**
Techniques to support teachers as they learn the new standards-based instructional materials.

**CREATING A SCHOOL RTI PLAN...”THE COMPREHENSIVE LITERACY PLAN”**
Mission, vision and teacher buy-in are critical components to create a data-driven plan designed for increasing student achievement.

**PLANNING INITIATIVE**
Using the appropriate resources to plan an effective RtI rollout in order to maximize student achievement.

**ALIGNING TEACHER OBSERVATION & INSTRUCTIONAL SUPPORT**
Skills and activities to look for during classroom observations that support the six big ideas in reading. Understand how to design and facilitate additional instructional training and support. Learn to facilitate data analysis teams.

**OPTIMIZING STUDENT INTERVENTIONS**
Implementing appropriate Professional development with a coaching and mentoring model delivering exponential results.

**MANAGING HUMAN & FINANCIAL RESOURCES**
Effective training and development processes for teachers and administrators that leverage limited resources more effectively to increase student outcomes.
Leadership Educator Effectiveness

Step By Step Learning® promotes a comprehensive model to support all educators in learning new job-specific tasks related to instruction. Evaluating teachers and administrators is no different! The Step By Step Learning®’s proven path includes an initial training to learn new content, which is always followed by immediate, supportive and job-embedded coaching and modeling that builds confidence and competence. With the current high stakes assessments that measure student learning and an increasing accountability to reform educational practice, it is critical that every administrator feels competent and confident to evaluate instruction. To support administrators in reliably rating classroom instruction as part of the educator effectiveness training, Step By Step Learning® is prepared to provide supplemental courses, ongoing coaching and mentoring, as well as prepare administrators to drive rich discussion about high quality instruction.

IMPLEMENTATION PLANNING
Step By Step Learning® provides support to administrative teams in planning the roll out of Educator Effectiveness. During this planning sessions, administrators consider and plan for teacher professional development to prepare teachers so that they are able to actively engage in the process and understand the rubric, discuss and determine the use of committees to review current materials and resources in relationship to Domains 1 and 4, plan:

- for teacher professional development to prepare teachers
- to determine the use of committees to review current materials and resources in relationship to Domains 1 and 4
- for inter-rater reliability
- and a schedule that allows for completion of observations and debriefs

PREPARE ADMINISTRATORS FOR ADMINISTRATORS TO ORIENT FACULTY
One (1) Day training and consultation to prepare administrators for subsequent faculty meetings in which teachers and administrators will collectively review video demonstrations and discuss the observation tool scoring. The goal is to prepare administrators to build a collaborative environment with teachers and understand what constitutes a fulfillment of the requirements within each component.

BUILD INTER-RATER RELIABILITY MENTORING AND COACHING
After successfully completing the online training and passing the online proficiency exam, administrators will benefit from mentoring and coaching while conducting the evaluation process to ensure inter-reliability and fidelity of the process.

- These coaching opportunities are best supported by visiting classrooms alongside a knowledgeable, certified resource who can validate the scores and answer questions along the way.
Leadership Educator Effectiveness, continued

- SBSL consultants sit with administrators during the pre-observation, visit the classrooms alongside administrators to verifying evidence versus opinion, and alignment with components, and debrief sessions.

- Following each of the step along the way, the SBSL consultants and the administrator debrief and opportunities for professional growth are identified.

**Plan for Inter-rater Reliability in Domain 1 (Planning and Preparation) and Domain 4 (Professional Responsibility)**

Attend a full day session to understand what evidence to collect to for each component within Domains 1 and 4 and understand the criterion that determents each level. Determine what if any resources are needed to support staff in the collection and documentation of necessary evidence. SBSL consultants and administrators will explore sample content and evidence to practice alignment and leveling.

**Analyzing and Utilizing Data**

After completing observational and walkthrough data, a SBSL consultant will meet with administrators to analyze patterns found within the data set. The observational data along with perceptual and student data is analyzed for systemic, individual and system goals, and areas for professional development. Consideration of the use of Professional Learning Communities to drive systemic changes is encouraged. The use of walk-through data to monitor progress towards goals is reviewed.
Family Literacy  
Teach Me To Read At Home®...A Family Literacy Program

Teach Me to Read at Home® is an Evidence-based program for the families of incoming pre-kindergarten and kindergarten students, kindergarten teachers, specialists, and the Leadership Team. This training has the evidence that proves to help promote literacy in the home and begins collaboration with classroom teachers and the guardians of the children. Training modules will include key literacy activities, knowledge of developing basic reading skills, and prepare families to deliver effective reading activities that include modeling, guided practice, and independent practice. Six training sessions are delivered in whole and small group format at night for parents and guardians of Pre-Kindergarten and Kindergarten children. Step By Step Learning® helps families promote literacy in their home and begin collaboration with classroom teachers so home activities connect to the classroom cohesively.

Dr. Ed Shapiro at The Center for Promoting Research to Practice at Lehigh University has conducted longitudinal research on the effectiveness of this program and has concluded that the Teach Me To Read At Home™ was able to significantly reduce the number of delayed children entering school and the longitudinal data suggested that we were able to keep those children on a successful literacy track.

The Teach Me To Read At Home® Six modules are:
1. “It’s Time to Read”
2. “ABC’s: Let’s Talk about Letters”
3. “Chatting with Children: Building Vocabulary”
4. “Book and Print Awareness”
5. “Oral Language and Sound Awareness”
6. “Written Expression/ Practicing Letter Sounds”

“Over the last 4 years, according to DIBELS, 59% of the incoming kindergarten children were at risk. After one year of family training, Teach Me To Read At Home®, the average of at-risk children was 25% lower. Families also felt more confident working with their children after attending the Teach Me To Read At Home® Training. It works!”

Carole Geary- Asst Superintendent- Pleasant Valley School District

Family Literacy  
Teach Me To Learn at Home™

Designed by education experts, Teach Me To Learn at Home™ is a web portal offering lessons, step-by-step videos, materials, and “how-to knowledge” parents and guardians need to help their children ages 2-5 prepare to read, write, spell and learn at school. Teach Me To Learn at Home™ is the web version of Teach Me To Read At Home™ that has been evaluated by The Center For Promoting Research To Practice at Lehigh University since 2006. It is a website that uses a familiar, intuitive interface and allows parents and guardians to interact with each other, as well as connect with education experts directly. Step-by-step instructional videos walk you through what you need to teach your child at home to better prepare them for school and the rigor of learning to read, write and spell. Give all 2-5 year olds a better start by providing the parents and guardians with a tool that they can use at home. All of the instruction can be read aloud and every technique being taught to the parents and guardians is being taught in action packed step-by-step videos. Teach Me To Learn at Home™ is available 24x7 on any computing platform. All you need is an internet connection to learn how to better prepare your 2-5 year old for school. Teach Me To Learn at Home™ is instrumental in creating a smooth transition to kindergarten as well as Pre-School.
Please contact these educators for more information on their proven results:

Michelle Williams, Federal Program Director, Wilkes-Barre Area School District
mwilliams@wbasd.k12.pa.us or 570-826-7111 ext. 1151

Chris Fisher, Assistant to the Superintendent (retired), Pleasant Valley School District
cfisher@sosgroupinc.com or 570-656-3215

Dr Jack Silva, Assistant Superintendent, Bethlehem Area School District
jsilva@basdschools.org or 610-861-0500 ext 60050

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