


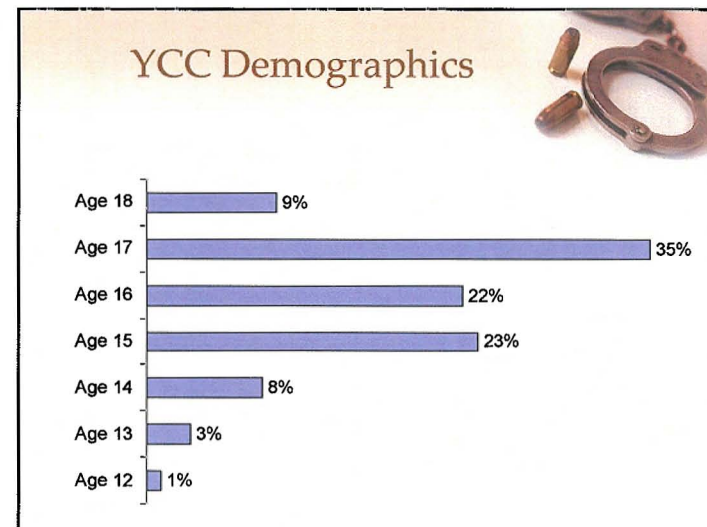
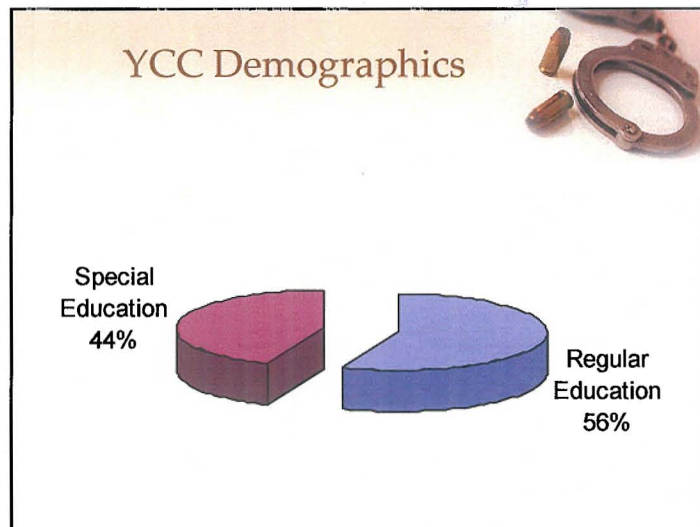
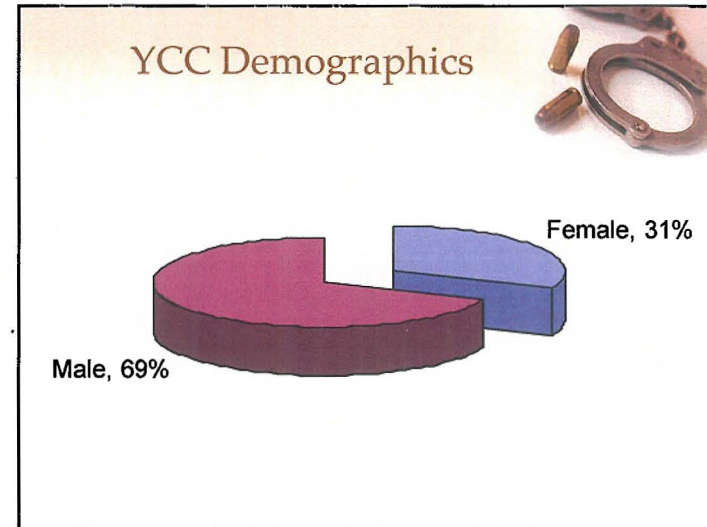
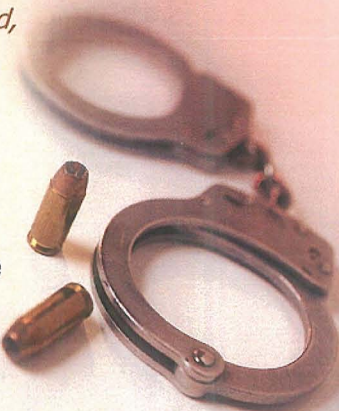
Incarceration. Poverty. Victim.
*No Matter the Background,
Read Right Works!*

North
Dakota
Youth
Correctional
Center

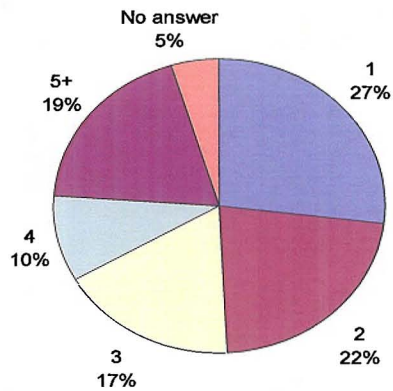


Better Choices, Brighter Future

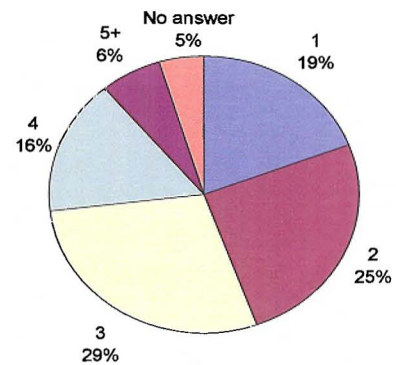
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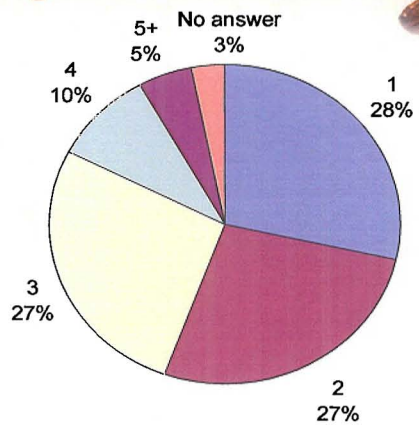
Schools Attended in Elementary Grades



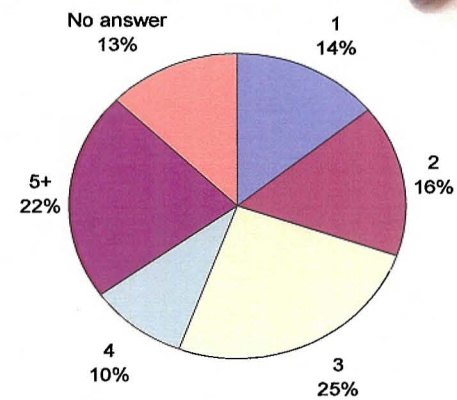
Schools Attended in Middle Grades




Schools Attended in High School Grades



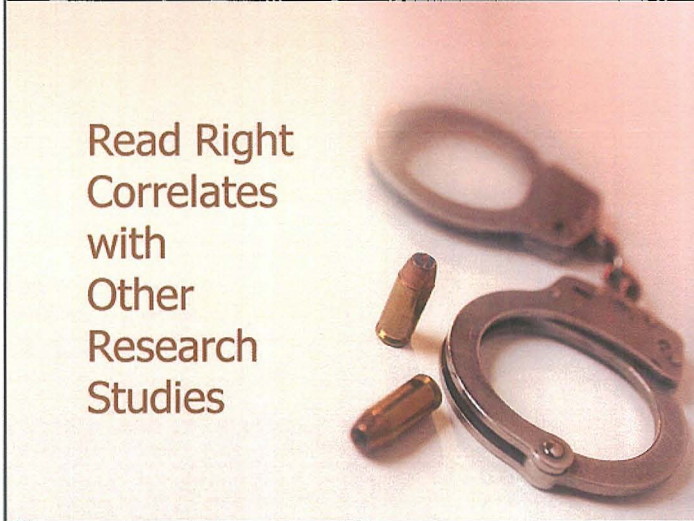
Number of Placements






How can anything work with these types of kids???

- ✓Dept. of Ed Has Researched-Based Curriculum linked to future federal funding.
- ✓Read Right is structured and scripted—making it difficult to skew when implemented.
- ✓Brain-based learning experts concur with the methodology used with the Read Right system.
 - ✓Dr. Ruby Payne's Understanding Poverty
 - ✓Dr. Rita Smilkstein's We're Born to Learn
- ✓Research Studies Find that Reading Remediation has a Direct Impact on Recidivism
- ✓Build Relationships...




Read Right Correlates with Other Research Studies



A better approach to achievement is to look at teaching and learning:


- ✓Teaching is what occurs outside the head
 - ✓Extrinsic
 - ✓Safety and Dangers
- ✓Learning is what occurs inside the head.
 - ✓Implicit
 - ✓Read Right
 - ✓Spell Right
 - ✓Dr. Rita Smilkstein's Writing Method



Dr. Ruby Payne
Poverty
Research

Input Strategies
~quantity and quality of the data gathered~

- ✓ Use planning behaviors.
 - ✓ Low Intent
 - ✓ Disengagement
 - ✓ Daily Conduct Grade
- ✓ Focus perception on specific stimulus.
 - ✓ Summary
- ✓ Control impulsivity.
 - ✓ Structured Process
 - ✓ Daily Conduct Grade
- ✓ Explore data systematically.
 - ✓ Cycling Steps
- ✓ Use appropriate and accurate labels.
 - ✓ "Excellent" and "Non Excellent"




Dr. Ruby Payne
Poverty
Research

Input Strategies

~quantity and quality of the data gathered~

- ✓ Organize space with stable systems of reference.
 - ✓ Perpetual checking of correct cycling.
 - ✓ Critical Thinking documents
 - ✓ Bulletin boards with cycling reminders.
- ✓ Orient data in time.
 - ✓ Summary
- ✓ Identify constancies across variations.
 - ✓ Critical Thinking
 - ✓ Coaching
- ✓ Gather precise and accurate data.
 - ✓ Coaching
 - ✓ Critical Thinking

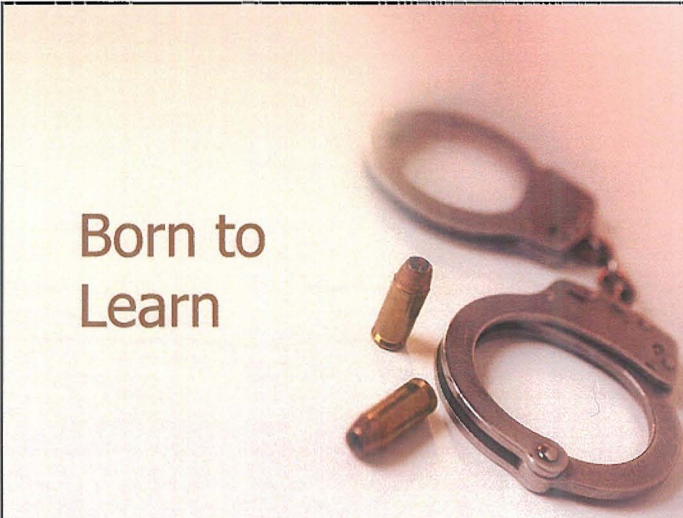


Dr. Ruby Payne
Poverty
Research

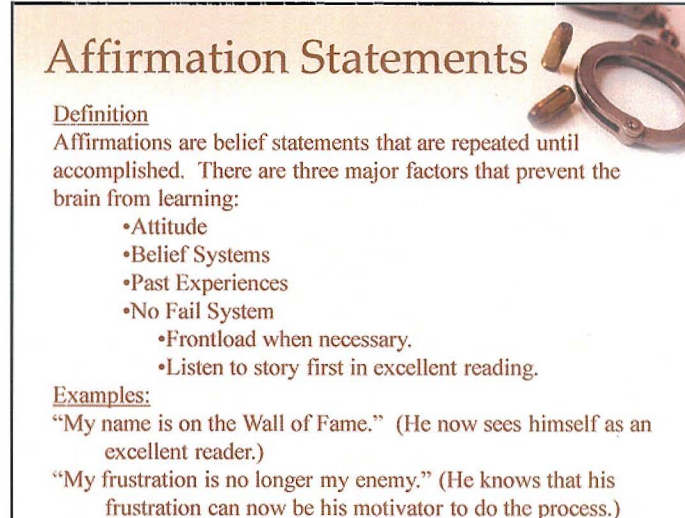
Input Strategies

~quantity and quality of the data gathered~

- ✓ Consider two sources of information at once.
 - ✓ Silent Excellence
 - ✓ Taped Excellence
- ✓ Organize data (parts of a whole).
 - ✓ Critical Thinking
 - ✓ Judging Excellence
- ✓ Visually transport data.
 - ✓ Summary
 - ✓ Critical Thinking



Born to Learn



Affirmation Statements

Definition
Affirmations are belief statements that are repeated until accomplished. There are three major factors that prevent the brain from learning:

- Attitude
- Belief Systems
- Past Experiences
- No Fail System
 - Frontload when necessary.
 - Listen to story first in excellent reading.

Examples:
“My name is on the Wall of Fame.” (He now sees himself as an excellent reader.)
“My frustration is no longer my enemy.” (He knows that his frustration can now be his motivator to do the process.)

Reading Remediation Vs. Recidivism



As one recent graduate said, "When I first came into Read Right, I didn't think it was going to help. After being in Read Right, it really did improve my reading. Now, I know I am an excellent reader." Bryce S.

Students understand quickly that as soon as their judgments of reading quality become accurate and accountable, they soon will allow their brain room to have accurate predictions thus eliminating their reading symptoms.

After they are symptom free, or at least not reading as laboriously as they once were, we also see students increase their independent reading during free time.

Another student graduate said, "I thought that reading was boring, but now I read all the time. I wouldn't <read all of the time> if I wouldn't have been in Read Right." Garrett L.

Michael Brunner, author

Reduced Recidivism and Increased Employment Opportunity
through Research-Based Reading Instruction

His findings:

- ✓ Direct correlation between academic failure and delinquency.
- ✓ Research-based reading instruction CAN and WILL reduce recidivism and increase employment opportunity of incarcerated juvenile offenders.
- ✓ A high percentage of wards are diagnosed as learning disabled with no evidence of neurological abnormalities besides being handicapped readers who are not receiving the type of instruction recommended by experimental research.
- ✓ A brain learns by submerging itself in example and prediction.
- ✓ Poor readers have created an inefficient neural network for reading with many of its predictions being inaccurate.



Our Correlation to Brunner's Work

To offer a program to our youth that will not only remedy their "handicapped" reading abilities but also reduce the chances of recidivism is a win-win situation.

One of our students said it best when she said, "Read Right should be offered to every kid in kindergarten on up. Now, after becoming an excellent reader, I know I wouldn't have ended up in a place like this. Now, I have the problem solving skills to know that I could have made different decisions with better outcomes for myself...I have more confidence in myself and now know how to think through each problem." This is a powerful quote for a young woman who spent one full year with us for attempted murder.

Since her discharge, Kylie has called the classroom twice to offer her appreciation for the growth that she experienced within Read Right. She currently works as a LPN.



Accountability



Evaluation

- ✓ Specific Feedback (verbal & written)
- ✓ Monthly Progress Reports at Treatment Team Meetings
 - ✓ Grade on Achievement, Effort, Conduct
 - ✓ Grade on Relationship with Teacher & Peers
 - ✓ Student, Teacher, Counselor, DJS are present
- ✓ Students take interest in monthly reports
- ✓ Near Graduation Status Checklist
 - ✓ [The Form](#)



Relationships



Commitment & Leadership



- ✓ Have student demonstrate the need for commitment & leadership whenever possible within the group.
- ✓ Help new students with filling out their student folder
- ✓ Explain critical thinking process and tactics
- ✓ Show by example in critical thinking groups.
- ✓ Guide new students through independent reading book check out

Staff Involvement



- ✓ Student Concerns and Successes—Weekly Agenda Item at weekly staff meetings.
- ✓ Staff actively encourage and congratulate students.
- ✓ Staff often recognizes and acknowledges improvement & progress.
- ✓ Counselors take an active role in monitoring behavior & progress.
- ✓ All successes & good news are shared campus-wide.
- ✓ Weekly email campus-wide with student progress.

Celebrate the Victories!



Most of our students come to us with low self-esteem, sparse education, lack of social skills, and little to no life experiences that have been positive.

We make all
progress something
to SHOUT about!

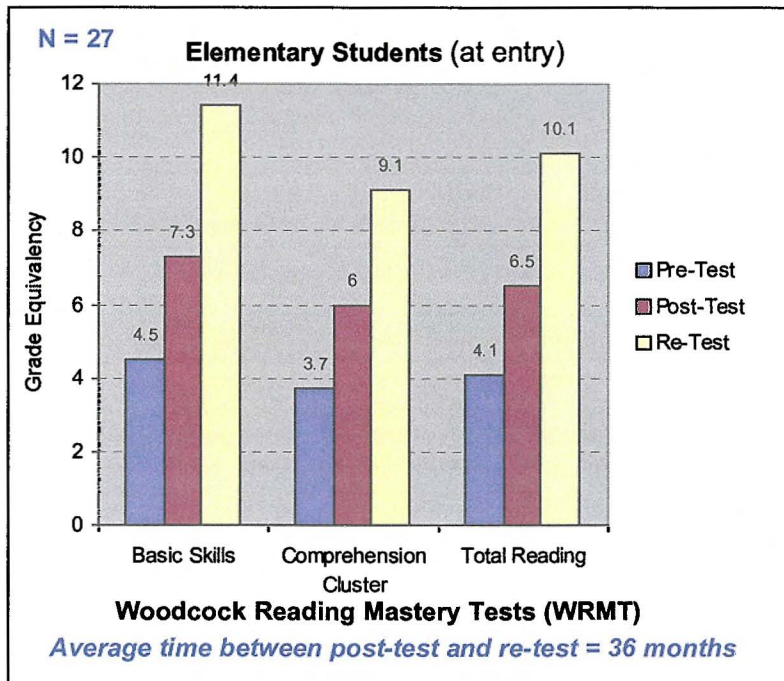
Graduation Extras!



- ✓ Wall of Fame
- ✓ Banners outside the classroom
- ✓ Laminated “Excellent Reader” certificate
 - ✓ Goes in their personals
 - ✓ Often 1st and only real honor for students
- ✓ Juice and a bag of treats
- ✓ Recognition window in Principal’s Office
- ✓ Campus-wide email notification of student’s accomplishment
- ✓ Positive for hard work
- ✓ Chance to write [advice](#) to others.
- ✓ Personalized letter of congratulations from tutor!
 - ✓ Unique and personal to each student

A Longitudinal Study of Students Tutored in Read Right®

The data below comes from a longitudinal study conducted by Union Gap School District, Union Gap, Washington. It shows that elementary students gained an average of 2.4 grades in reading during Read Right tutoring. Three years later, with no intervening reading intervention, they had gained an additional 3.6 years. Middle school students gained an average of 4.1 grades during Read Right tutoring and when retested three years later, with no intervening reading intervention, were still performing above grade-level.



Average age at testing

Pre-Test: 9.6 years
Post-Test: 10.8 years
Re-Test: 13.8 years

Average hours

of Read Right® tutoring:
69

GAINS

Basic Skills Cluster

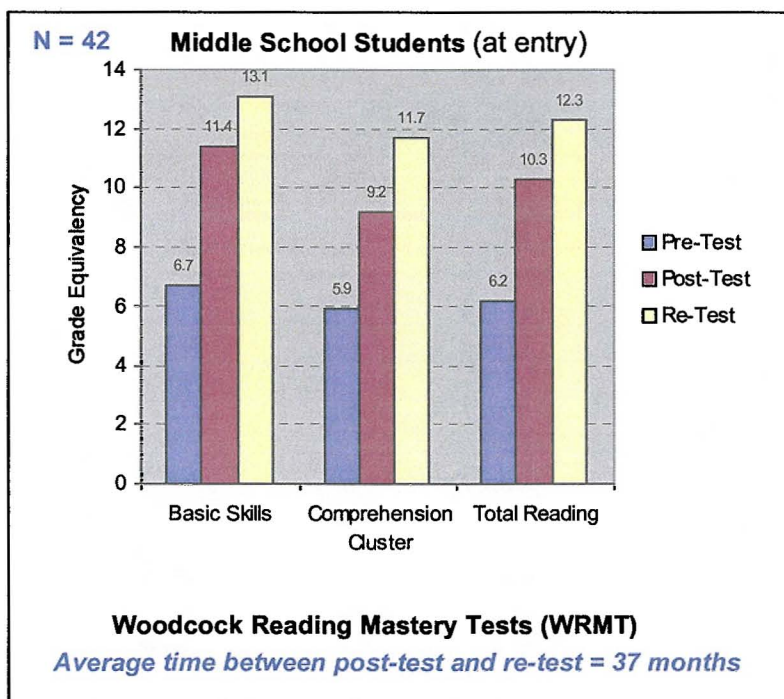
Pre- to Post: **2.8 GE**
Pre- to Re-Test: **6.9 GE**

Comprehension Cluster

Pre- to Post: **2.3 GE**
Pre- to Re-Test: **5.4 GE**

Total Reading

Pre- to Post: **2.4 GE**
Pre- to Re-Test: **6.0 GE**



Average age at testing

Pre-Test: 12.8 years
Post-Test: 13.8 years
Re-Test: 16.9 years

Average hours

of Read Right® tutoring:
88

GAINS

Basic Skills Cluster

Pre- to Post: **4.7 GE**
Pre- to Re-Test: **6.4 GE**

Comprehension Cluster

Pre- to Post: **3.9 GE**
Pre- to Re-Test: **6.4 GE**

Total Reading

Pre- to Post: **4.1 GE**
Pre- to Re-Test: **6.1 GE**

Demographics: 78% free and reduced, 14% special education, 19% transitional bilingual, 8% migrant, 37% Caucasian, 52% Hispanic, 8% Native American, 3% Black

No additional reading intervention was provided for any of these students (elementary & secondary) after their departure from Read Right tutoring.

www.readright.com
info@readright.com

Guide to Read Right

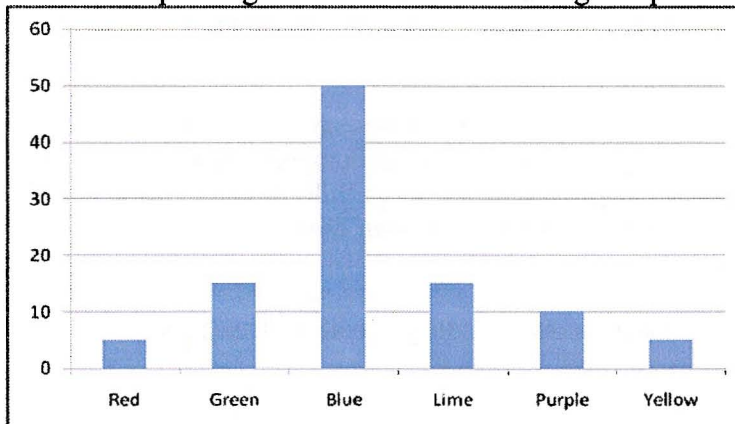
There are six levels within Read Right. Each level is categorized as a color. Each color represents two to three grade levels within the color with three text complexities with the category.

The “rough” break down of the color and grade levels are:

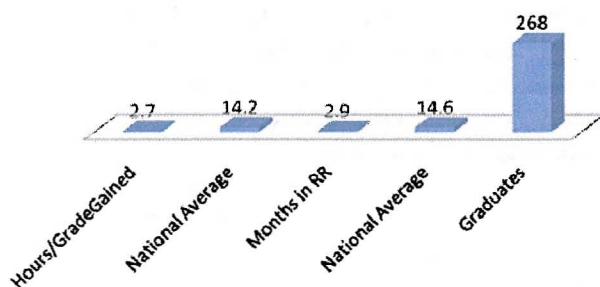
- Red ~ Lower Pre-school and Elementary Text Complexity
- Green ~ Mid-Elementary Text Complexity
- Blue ~ Mid-to-Upper Elementary Text Complexity
- Lime ~ Mid Junior High Text Complexity
- Purple ~ Upper Junior High to Mid-High School Text Complexity
- Yellow ~ Upper High School to Post Secondary Text Complexity

Graduation isn't based on age and the equivalent color. Graduation is based on when a student reaches a point of reading excellently consistently and has entered text where he doesn't know a good portion of the vocabulary. Since many of these students have spent a good portion of their years hindered by reading, they in turn are very behind in vocabulary. That will be built over time with their reading symptoms now eliminated.

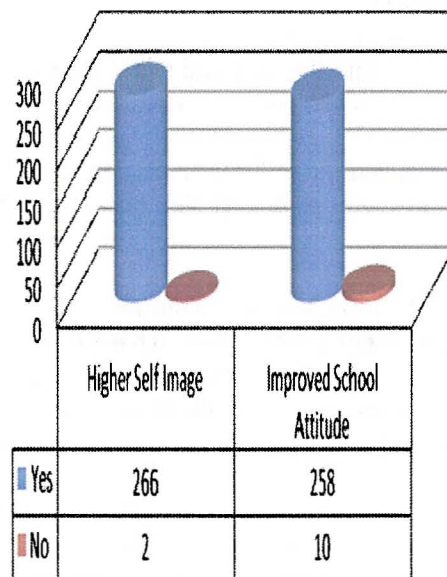
- Most of YCC's students start in blue.
- 268 students completed the program
- 94% of completers tested 2+ grade levels higher than their starting point
- 83% tested post high school level on a reading comprehension test



Hours and Time within Program at YCC



Survey of 268 Read Right Graduates at YCC



Accumulation of Advice from Read Right Graduates of the North Dakota Youth Correctional Center

“Read Right was rough for me at first, but in the end I was a much better reader. Take what you can out of it, you will only be helping yourself. And, you get candy in the end!” Rafeal M.

“At first, I didn’t think much of Read Right. I thought, ‘Well this is dumb. I know how to read.’ After I started cycling, I saw some things I needed to improve on. After I accomplished what I thought to be dumb, the reward afterward felt great knowing now that ‘I AM AN EXCELLENT READER.’ ” Teyaune C.

“It helps to think positive while cycling, such as ‘I’m going to get this one excellent, or I can do it I know I can.’ If I were you, I would cycle more than 3 times. It helps you build confidence in knowing you’re becoming a better reader.” Joey S.

“Read Right helps everyone read better. At first, it’s really frustrating and makes you feel stupid, but give it a try and don’t give up. Work on becoming an excellent reader to help you throughout your life.” Brice M.

“Take your time! I know you want to hurry through what you are reading to get it done, but take your time and cycle it as many times as you need to so it’s excellent. It will help you out in the long run. Read Right really does help!” Sara C.

“I came to Read Right when they first started the program, and I hated it with a passion. I thought they were disagreeing with me, just because, but actually I was disagreeing with myself. Read Right isn’t just a ‘Kindergarten’ class. It’s a class that helps build your self-confidence and esteem. Don’t take long leaps in Read Right, slow it down and work with your head phones!” Lacey G.

“Work with the tape and silent read, and make sure it sounds okay before you read it. Don’t get nervous when you read aloud because it only messes you up!” Vaughn C.

“I just want to tell you to do your best and don’t fight with you Read Right teacher. She/he will always win, so just try your best to get out. Read Right will help you through your life.” Terrance P.

“ Before the advice, I would like to say thank you for helping me get better at reading and making Read Right good for me. Thanks for helping me with my troubles in reading. If it weren’t for you, it would have taken me a lot longer to improve my reading. For advice, others need to appreciate your knowledge and the process. Without either, you will just continue to flubber through your reading without understanding what you are reading.” Jarred C. \

“ ‘Was that excellent?’ ‘I agree.’ That’s what you will hear for awhile, but in the end Read Right really helps you. You can use it in the future. ‘Excellent!’ ” Lance M.

“Reading is what you make of it, and try to make your silent read a 110% comfortable.” Derrick N.

ABOUT READ RIGHT®...

The Read Right system integrates knowledge from brain research, learning theory and reading theory and is consistently successful in transforming poor readers into efficient, effective readers.

The Read Right program has been well tested with projects implemented at over 370 sites with more than 2,013,000 hours of tutoring to date.

Read Right results are extraordinary. Middle school students typically demonstrate reading improvement at the rate of 18 hours of tutoring per grade level advanced. High school and elementary students typically improve at the rates of 14 and 40 hours of tutoring per grade level advanced, respectively. Teachers, students and parents typically report dramatic improvement in other classes, in behavior, and in self-esteem.

Read Right has been used successfully with all categories of students including those enrolled in Title 1 programs, with students classified as dyslexic, ADD or learning disabled, and with students for whom English is a second language. Students from first grade to twelfth and adults have all become excellent readers through Read Right.

Read Right consultants come to your school to train up to four of your teachers and/or para-professionals to become expert in our tutoring methodology. The training is intensive and hands-on and leaves your teachers or aides empowered to help children become excellent readers. A train-the-trainer model is frequently chosen by school districts, in this model tutors are trained to the level of expertise necessary to become certified as Read Right trainers for the district.

Read Right is typically offered as a pullout intervention program with each tutor working with four students per period. Each student is tutored daily and is also expected to read independently on his or her own in level-appropriate materials. Some secondary schools offer Read Right as a class.

Read Right is a turn-key program. Read Right Systems provides an 850+ book library and all the support systems necessary for a successful project. These include assessment systems, student and project management systems, quality assurance systems, evaluation systems, reporting systems, and—most importantly—intensive, hands-on training for your staff. Because training is hands-on, service to students starts immediately.

Read Right is also offered as a beginning reading program for primary schools (K-2). If used as a whole class model in the primary grades, Read Right can transform poor readers to excellent readers, and it can prevent reading problems from developing in new readers.

Read Right is cost effective. If measured on cost per grade level gain Read Right is far and away the most cost effective investment a school can make to optimize the learning potential of students who have fallen behind in reading or those who have not yet begun to read. Increased revenue from drop-out prevention will defray the initial investment.

www.readright.com

360-427-9440

info@readright.com

THE ASSUMPTIONS UNDERLYING READ RIGHT® METHODOLOGY

Read Right, an intervention program based on an interactive constructivist model of learning, creates rapid gains in student reading ability. It operates on the following assumptions:

One: Reading problems are caused when an individual builds an incorrect neural network to guide the process of reading. Because the network has errors encoded in, it operates inappropriately when it is accessed to read. The only way to eliminate a reading problem is to compel the brain to re-model the network. Brains are "plastic," but they are resistant to remodeling existing networks. The tutoring environment must be precise to facilitate the remodeling work.

Two: Process learning operates (and is learned) primarily implicitly—below the level of conscious awareness, and so processes (like reading) cannot be explicitly taught. Rather, an environment must be constructed that will compel the brain to figure out all of the implicit aspects of the process.

An easy example is bicycle riding: when one rides a bicycle, he is totally aware he is riding it, but he has no idea what his brain is doing to make it happen. No parent tries to explain to a child the proper muscle movement required to ride a bike. Parents know intuitively that the child's brain must figure it out for itself and that the parents' job is to simply guide the process when they can. If the parent constructs the proper environment, the child—in almost all cases—will figure out how to ride the bike.

The same is true of reading: because the process operates implicitly, it can't be explicitly taught. Rather, an appropriate environment must be constructed so the brain can figure out for itself how to perform the complex cognitive act of reading.

Three: The foundation and main event of reading is not word identification; it is anticipating the author's message. The brain must figure out how to plan, coordinate, and integrate numerous complex neural systems so such anticipation is possible. Phonics is necessary to read, but the brain doesn't use phonetic information to figure out what the words are. It strategically samples such information as required to help anticipate the meaning. Once the anticipation is created, *if the brain is uncertain about its validity*, it uses phonics to make sure the anticipated meaning is the same as the author's intended meaning.

Four: To eliminate a reading problem, the brain has to be compelled to remodel neural circuitry so it successfully guides the complex process of anticipating the author's meaning.

THE EXCELLENT READING COMPONENT

The Role of the Excellent Reading Component

Reading problems are caused when a student constructs a faulty neural network to guide the process of reading. Because the network has errors encoded in, it operates inappropriately when it is accessed to read. The result is less than efficient, effective reading.

The only way to eliminate a reading problem is to compel the brain to re-model the network. Brains are "plastic," but they are resistant to remodeling existing networks. The tutoring environment must be precise to facilitate the remodeling work.

The patented Read Right® tutoring methodology compels the brain to do this remodeling work, and the Excellent Reading Component is the heart and soul of the methodology.

How does the Excellent Reading Component Contribute to the Elimination of the Reading Problem?

In the Excellent Reading Component the student is held accountable to read each paragraph excellently, which means the read sounds natural—the pace falls into an acceptable range, the language flows naturally, and the tones sound natural.

Keeping the brain stringently accountable to read each paragraph excellently compels the brain to figure out all the implicit aspects of the reading process. Cycling, the tool that enables the brain to achieve excellence on each paragraph *in spite of* the reading problem, enhances the predictability of the text. As the paragraph becomes more and more predictable with each new cycle, the brain is increasingly likely to experiment with anticipating the author's meaning as a strategy to produce excellent reading—which is the foundational skill in reading and is exactly what excellent readers do. (Step One in the cycling process—listening to the paragraph being read out loud while reading along silently—is important because it allows poor readers to focus on the meaning of the text even though they would rather focus on the words. Re-reading the same paragraph again and again would, therefore, not be as effective.)

When the student fails to achieve excellence, it means the implicit experiment his brain conducted to anticipate the author's message didn't work, and the brain needs to return to cycling. Achieving excellence means the implicit experiment worked. In both cases, the brain has had a valuable reading lesson.

Is It Real?

Achieving excellence is impossible if the brain isn't doing everything exactly right, so in those moments in the Excellent Reading Component when the brain achieves excellence, whether in the silent read or the out loud read, the brain is *authentically producing excellent reading*. However, it uses an artificial environment to enable it to do so. If left to its own devices, the brain would not be able to produce excellent reading because it must read the way the erroneously-operating neural network for reading guides the process. Cycling makes the paragraph highly predictable, creating exactly the kind of artificial environment that will enable the brain to figure out how to anticipate the meaning.

As the brain continues to achieve excellence on hundreds of paragraphs, one paragraph at a time, in increasingly complex text, it figures out all the sophisticated, complex aspects of excellent reading and remodels the neural network so it always yields effective, efficient reading and no longer needs an artificial environment to enable it to do so.

THE COACHED READING COMPONENT

During the Coached Reading Component of a Read Right® tutoring session, the student reads pages of text out loud while the tutor reads along silently. Symptoms emerge because the neural network built specifically to guide the process of reading is operating inappropriately. The tutor responds to the symptoms as they occur. Read Right® feedback is designed to

- Let the brain know that its current reading strategies are not producing the desired results.
- Give the brain information that will influence it to experiment with a strategy of anticipating meaning rather than a strategy of word identification.

Addressing Symptoms During Coached Reading

During the Coached Reading Component there are three categories of symptoms that must be addressed.

- Text Deviations
- Becoming Stuck
- Unnatural Cadence

Addressing Language Issues During Coached Reading

In addition to responding to the emerging symptoms that result from the reading problem, the tutor also responds to any text-related language issues that arise during the Coached Reading Component. These can include

- Unknown vocabulary and concepts
- Unknown language conventions
 - Difficulty pronouncing a word
 - Difficulty “reading” punctuation
 - Difficulty reading numbers

THE INDEPENDENT READING COMPONENT

Students are asked to read independently for twenty minutes every day from books checked out of the Read Right independent reading library to ensure they are reading in an appropriate level of text complexity.

Independent reading provides a laboratory for experimentation with the new implicit strategies the brain is experimenting with as a result of its participation in the Excellent Reading Component and the Coached Reading Component.

THE CRITICAL THINKING COMPONENT (Higher Order Comprehension)

During the Critical Thinking Component of Read Right, students first independently read a selection and answer multiple-choice questions requiring critical thinking to answer. They then join their tutoring group for discussion. If there is disagreement on an answer, each student must defend his answer, explaining why the selected answer is the best one. Students also probe each other's thinking—trying to convince others that the answers they chose are not the best ones. Consensus on one answer must be reached.

The brain, through this type of interaction with others in the group is forced to discover errors in critical thinking and to examine the source of the erroneous thinking. The content of the selection read by the students becomes the bridge that allows the brain to work on the underlying, implicitly-operating process of critical thinking. The students are operating from an explicit awareness of the content, but the brain is focusing on the underlying process that led to an erroneous response. In this way, the brain is compelled to construct sophisticated neural circuitry to guide critical thinking activity.

READ RIGHT FOR ENGLISH LANGUAGE LEARNERS

PURPOSE

Read Right® projects for English Language Learners are designed to significantly improve the English communication abilities of participating students. They will improve their pronunciation so they are more easily understood, expand their vocabulary so they can more readily express their thinking and understand others' thinking, and improve their ability to use appropriate English structure so that their communication in English is more closely aligned with what one would expect from a native speaker. As a result of improving their vocabulary, pronunciation, and structural knowledge of English, participants will be able to understand both spoken and written English more readily and will be able to themselves speak and write more fluently, comfortably, and understandably.

METHODOLOGY

When language is originally acquired by young children, they do not memorize vocabulary lists, study grammar rules, or perform exacting translations. Rather, they focus on using language as a tool for communication. They learn and refine their understandings of how language works almost as a by-product of using the language. At first their interactions with language are primarily through input, in this case, listening. The person doing the talking spontaneously does whatever is required to make the input comprehensible to the child. As the linguistic abilities of the child increase, he or she engages in output behavior as well (talking), and now there are rich opportunities for increased input as adults seek out opportunities to have conversations with the child. The child's linguistic confusions (using the incorrect word or inappropriate structure) are revealed as he or she talks more and more, and there is usually someone there who gently corrects, thereby becoming a catalyst to erase the confusions and misconceptions.

Read Right for English Language Learners is based on this language acquisition model. Reading and listening are both used as vehicles for linguistic input, and the tutor's role is to insure that the language input is comprehensible. The student is also asked to engage in output activities in order to reveal his or her current understanding of English sounds, language structure, and vocabulary, and the tutor immediately and consistently intervenes to correct areas of confusion.

Utilizing recorded books in the reading component of the tutoring session insures that the student also develops facility in understanding spoken English.

Accent reduction and consequent improvement in pronunciation is achieved by targeting in priority order the sounds that constitute the most formidable challenge in the students' being understood. The student and tutor then work on these sounds through direct instruction in how to produce the sounds and consistent intervention in correcting the sounds if they are mispronounced when the student talks or reads out loud.

ADVANTAGES

The Read Right language acquisition model has several advantages over a more traditional language learning model:

- When the brain is learning language naturally, it does not begin with words, memorize their meanings, and then attempt to use those memorized words. Rather, the brain encounters unknown words in a rich, meaningful context, and uses that context to facilitate an understanding of the meaning represented by the unknown word. Instructional methodologies that mirror the way the brain learns language naturally are more effective and more efficient than methodologies that cause the brain to learn language in an unnatural way.
- The brain is allowed to keep implicit (below the level of consciousness) the structural aspects of language (grammar). Learning language structure, therefore, is achieved more effortlessly and with less time and cognitive energy than would be the case if the brain were asked to bring that knowledge to an explicit level.

- The immediate and consistent feedback that is required to shape language acquisition by making the brain aware of areas of confusion and erroneous understandings is not possible in a large group setting. The four-to-one tutoring format of the language acquisition model is a key ingredient in its efficiency and effectiveness.
- The expectation of the student is shifted away from a concept of learning vocabulary and grammar rules first and then, when enough language is learned, using it. Instead the expectation is established that language is learned *as it is used*. This causes the student to be more adventurous in using the language and facilitates increased exposure through reading outside of class, seeking out English conversations, etc.

MEASURING OUTCOMES

The key question in evaluating whether English proficiency has improved might be: Is the student more functional in speaking, reading, writing, and listening in English? If this improved functionality has been achieved, the student will be able to self-report their improvement, and teachers and fellow students will also notice the improvement and will be able to verify it.

Another measure of progress will be in monitoring the advancement of the student into increasingly complex reading materials, expressed as grade-level advancement. As the students' English improves, they will be able to handle text that has more sophisticated vocabulary and more complex structure. Grade-level is a commonly-used measure of the complexity of the text. The grade-level designation for a particular text is determined by applying a readability formula that typically measures length of sentences and frequency of multi-syllable words. Each student's progress will be measured by tracking the advancement to more complex materials expressed as hours of tutoring per grade level advanced.

One additional test of increased student functionality is the administration of a standardized, norm referenced reading test before tutoring begins and again when the student is ready to exit the tutoring program.

READ RIGHT'S LANGUAGE ACQUISITION PROGRAM YIELDS MANY BENEFITS

Fast Results

- Average advancement of under 14 hours of tutoring per grade level advanced
- Teachers in other classes quickly notice the difference in communications (reading, writing, listening, speaking).

Works for All Language Learners—Even Those with Reading Problems

- Individuals with or without good reading skills in their native language
 Since the Read Right methodology addresses both reading and English communication problems, students can *simultaneously* work on language learning and reading improvement needs.
- Individuals with language proficiency needs at all levels
 Read Right materials accommodate a full spectrum of students.
 If the student can understand the English in early first grade books, he can enter the Read Right program.
- Individuals with serious accent problems
 Read Right's approach to accent reduction quickly helps students who have a good command of the English language but whose accents make them very difficult to understand.