Attainment’s

Early Literacy Skills Builder

Shipping
Fall 2007

EL-S10 $695
The first and only scientifically based literacy intervention program for children with autism or significant cognitive disabilities.
Research Foundations

Early Literacy Skills Builder (ELSB) is based on exhaustive analyses of published research on reading acquisition. The National Reading Panel Report (NRP) provided strong evidence that phonemic awareness, phonics, vocabulary development, and comprehension are among the essential components of a successful reading program. In addition, Dr. Diane Browder directed an analysis of 128 studies on teaching reading to students with cognitive disabilities, which indicated the effectiveness of using systematic instruction techniques to teach sight words. ELSB accommodates the research from both analyses by including the NRP components and systematic instruction techniques.

NRPs Critical Components

- Phonemic awareness
- Alphabetic understanding
- Vocabulary
- Comprehension
- Accuracy and fluency of connected text

Browder’s Research Analysis

- Review of 128 studies on reading and disabilities
- Strongly supports systematic instruction
- Ample evidence of sight word success
- Additional components required for actual reading
ELSB Research

Five-year ongoing research project—two years completed

ELSB research is conducted by Project RAISE* at the University of North Carolina-Charlotte. Fifty students with significant developmental disabilities have received daily ELSB instruction in the Charlotte-Mecklenburg School System.

A published research study (Browder 2007) on the first year of the project compared the ELSB to the Edmark Reading Program, which uses a sight word only approach. Here, students were randomly assigned to either the Edmark or ELSB group. The ELSB students had significantly higher scores on four measures.

- ELSB pre- and post-test
- Nonverbal Assessment of Literacy (Phonics Skills and Conventions of Reading)
- Peabody Picture Vocabulary Test III (Receptive Vocabulary)
- Woodcock Language Proficiency Battery (Memory for Sentences) (Letter Word Identification)

*More information about Project RAISE may be found at http://education.uncc.edu/access/RAISEProject.htm
Comparing ELSB with Edmark

The data show that students using ELSB performed better on multiple measures than those in the Edmark Reading Program classrooms. ELSB integrates phonemic awareness, sight words, and story-based lessons. The Edmark Reading Program is a sight word only approach.
Underlying Principles

What’s the Primary Goal?
To develop the skills and behaviors needed for students to succeed in a standard reading program.

Who’s It For?
ELSB is a multi-year program for students ages 5–10 with:
- Autism
- Severe cognitive disabilities
- Moderate cognitive disabilities
- Multiple disabilities
- Mild disabilities who are English learners

How Does It Work?
- ELSB has seven distinct levels, each with five structured lessons.
- Begin all students at Level One.
- Administer Level A if the student struggles with Level One.
- Set up small groups or teach one-on-one.
- Teach lessons daily in two 30-minute sessions.
- Modify your teaching to accommodate alternative response modes such as AAC devices or eye gaze boards.
- Reinforce skills by integrating Building with Stories activities.
- Assess students upon completion of each level.
- Move to next level when mastery is demonstrated.
- Repeat lessons as needed.
- Promote student to your school’s standard reading program upon successful completion of Level Seven.
Curriculum Components

Attainment is the SOLE SOURCE vendor for ELSB $695

- Easel story book 97 pages
- Implementation Guide & PDF CD 174 pages
- Moe puppet
- DVD
- Magnetic board with star magnets 15 flashcards

<table>
<thead>
<tr>
<th>LEVELS ONE &amp; A</th>
<th>LEVELS TWO &amp; THREE</th>
<th>LEVEL FOUR</th>
<th>LEVEL FIVE</th>
<th>LEVEL SIX</th>
<th>LEVEL SEVEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 pages</td>
<td>184 pages</td>
<td>96 pages</td>
<td>100 pages</td>
<td>100 pages</td>
<td>102 pages</td>
</tr>
<tr>
<td>Early Literacy Skills Builder Student Materials</td>
<td>Early Literacy Skills Builder Student Materials</td>
<td>Early Literacy Skills Builder Student Materials</td>
<td>Early Literacy Skills Builder Student Materials</td>
<td>Early Literacy Skills Builder Student Materials</td>
<td>Early Literacy Skills Builder Student Materials</td>
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<td>118 pages</td>
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<td>168 pages</td>
<td>172 pages</td>
<td>198 pages</td>
<td>204 pages</td>
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<td>Early Literacy Skills Builder Student Assessment</td>
<td>Early Literacy Skills Builder Student Assessment</td>
<td>Early Literacy Skills Builder Student Assessment</td>
<td>Early Literacy Skills Builder Student Assessment</td>
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<td>Early Literacy Skills Builder Student Assessment</td>
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<tr>
<td>174 pages</td>
<td>298 pages</td>
<td>174 pages</td>
<td>174 pages</td>
<td>198 pages</td>
<td>196 pages</td>
</tr>
</tbody>
</table>
National Reading Panel Components

ELSB goes beyond sight words by integrating the key reading components recommended by the NRP.

<table>
<thead>
<tr>
<th>NRP Component</th>
<th>Early-Sequence</th>
<th>Mid-Sequence</th>
<th>Late-Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>Identify concept of word</td>
<td>Identify initial and final consonant sounds</td>
<td>Segment and blend phonemes (phonemic awareness skills that will be used in beginning reading program)</td>
</tr>
<tr>
<td></td>
<td>Begin initial consonant sounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alphabetic Principle</strong></td>
<td>Identify words using picture symbols</td>
<td>Identify letter-sound correspondences</td>
<td>Use pictures to demonstrate understanding when seeing letters and hearing letter sounds</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Select a picture symbol/word for repeated story line</td>
<td>Select word for repeated story line</td>
<td>Identify character and setting, retell by sequencing symbols, and answer “who” and “what” questions</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td>Read some high frequency words</td>
<td>Read high frequency sight words</td>
<td>Read new vocabulary words using picture symbols and/or words</td>
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</tbody>
</table>
Instructional Concepts

ELSB is based on the principles of direct and systematic instruction. Direct instruction is a proven technique for teaching reading to students with learning disabilities. Systematic instruction, based on applied behavior analysis, is the most widely used approach for developing a wide range of skills in students with severe or moderate cognitive disabilities. Systematic instruction uses task analysis and data collection procedures to develop structured lesson plans.

**Direct Instruction Features**
- Teacher driven
- Small steps
- Guided practice
- Constant feedback
- Small groups or one-on-one

**Systematic Instruction Process**
- Set goals.
- Design procedure to attain goals.
- Implement procedure.
- Assess effectiveness.
- Move on or modify.

**ELSB Incorporates**
- Scripted lessons
- Least-prompt strategies
- Teachable objectives
- Built-in lesson repetition
- Ongoing assessments
**Scope and Sequence: Overview**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
<th>Seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Read sight words taught using time-delay instruction</td>
<td>boy, girl, friend</td>
<td>me, is, friend</td>
<td>want, he, is, boy</td>
<td>my, are, is, me, want</td>
<td>like, give, are, friend, he</td>
<td>where, have, give, my, girl</td>
</tr>
<tr>
<td></td>
<td>Activity: Flashcard Game</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Formula for introducing frequently used vocabulary words in K–1 reading curricula:</td>
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<tr>
<td></td>
<td>• New words are introduced and maintained for a complete level.</td>
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<td></td>
<td>• Words are added back in for 1–2 successive lessons in subsequent levels.</td>
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<tr>
<td></td>
<td>• Words are dropped again for 2–3 lessons.</td>
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<tr>
<td></td>
<td>Words are added back in for at least 1 additional lesson.</td>
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<tr>
<td></td>
<td>2.</td>
<td>Point to sight words to complete sentences</td>
<td>Correct answer/1 distractor</td>
<td>Correct answer/1 distractor</td>
<td>Correct answer/2 distractors</td>
<td>Correct answer/2 distractors</td>
<td>Correct answer/3 distractors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity: Flashcard Game</td>
<td></td>
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<tr>
<td></td>
<td>3.</td>
<td>Point to text as it is read</td>
<td>1–2 lines of text using left-to-right and top-to-bottom movement</td>
<td>2–3 lines of text using left-to-right and top-to-bottom movement</td>
<td>3–4 lines of text using left-to-right and top-to-bottom movement</td>
<td>1 line of word-by-word pointing</td>
<td>2 lines of word-by-word pointing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity: Pointing to Words</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>4.</td>
<td>Say and/or point to a word to complete a repeated story line</td>
<td>Correct answer/1 distractor</td>
<td>Correct answer/1 distractor</td>
<td>Correct answer/1 distractor</td>
<td>Intermittent (in 2 lessons for review). Correct answer/2 distractors</td>
<td>Intermittent (in 1 lesson for review). Correct answer/3 distractors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity: Hidden Words</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Scope and Sequence: Overview (continued)

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
<th>Seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Respond to literal questions about a story</td>
<td>“What” questions (answer on page). 1 distractor</td>
<td>“What” and “who” questions (answer on page). 1 distractor</td>
<td>“What,” “who,” and “prediction” or “main idea” question. 1 distractor</td>
<td>“What,” “who,” “prediction,” or “main idea” question and “sequence” question. 2 distractors</td>
<td>“What,” “who,” “prediction,” or “main idea” question and “sequence” question. 3 distractors</td>
<td>“What,” “who,” “prediction,” or “main idea” question and “sequence” question. 3 distractors</td>
<td>Same types of questions. Add a “why” question at the end (not literal).</td>
</tr>
<tr>
<td>Activity: Answering Questions</td>
<td></td>
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</tr>
<tr>
<td>6. Demonstrate understanding of syllable segmentation by clapping out syllables in words</td>
<td></td>
<td>2–3 syllable words (not 1 syllable)</td>
<td>1–4 syllable words</td>
<td>1–5 syllable words</td>
<td>2–5 syllable words</td>
<td>1–3 syllable words</td>
<td>1–5 syllable words</td>
</tr>
<tr>
<td>Activity: Chunking Words for Moe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intermittent (in 1 lesson for review)</td>
</tr>
<tr>
<td>7. Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words</td>
<td></td>
<td></td>
<td>4 CVC words</td>
<td>4 CVC words</td>
<td>4 CVC words</td>
<td>4 CVC words</td>
<td>4 CVC words</td>
</tr>
<tr>
<td>Activity: Tapping Out Sounds for Moe</td>
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<tr>
<td>Activity: Learning Letter Sounds</td>
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</tr>
</tbody>
</table>

Scope and Sequence: Overview (continued)
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<table>
<thead>
<tr>
<th></th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One</td>
</tr>
<tr>
<td>9. Point to and/or say the first/last sounds in words</td>
<td></td>
</tr>
<tr>
<td>Activity: First/Last Sound Game</td>
<td></td>
</tr>
<tr>
<td>10. Identify pictures that begin/end with given sounds</td>
<td></td>
</tr>
<tr>
<td>Activity: Finding Pictures with Special Sounds</td>
<td></td>
</tr>
<tr>
<td>11. Point to letter sounds in words</td>
<td></td>
</tr>
<tr>
<td>Activity: Stretching Words</td>
<td></td>
</tr>
<tr>
<td>12. Blend sounds to identify pictures</td>
<td></td>
</tr>
<tr>
<td>Activity: Finding Pictures</td>
<td></td>
</tr>
</tbody>
</table>
### Scope and Sequence: Overview (continued)

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
<th>Seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity: The New Word Game</td>
<td></td>
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</tr>
<tr>
<td>14. Use new vocabulary and personal information to create a story</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Presents to give to others: clothes, toys, books, CDs.</td>
<td></td>
</tr>
<tr>
<td>Activity: Fun with Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Picture-word matching</td>
<td></td>
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</table>
# Sample Assessment Form

## Classroom Summary Form: Level Three

<table>
<thead>
<tr>
<th>Objective</th>
<th>Possible # correct per objective</th>
<th>Students' Names</th>
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<tbody>
<tr>
<td>Objective 1</td>
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<tr>
<td>Objective 2</td>
<td>8</td>
<td></td>
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<tr>
<td>Objective 3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Objective 4 (no pic)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Objective 4 (with pic)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Objective 5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Objective 6</td>
<td>8</td>
<td></td>
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<tr>
<td>Objective 8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Objective 9</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Objective 10</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Objective 13</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total Correct</strong></td>
<td><strong>67</strong></td>
<td><strong>67</strong></td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>67</strong></td>
<td><strong>67</strong></td>
</tr>
<tr>
<td><strong>Percent Correct</strong></td>
<td><strong>67</strong></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>
Level One Sample Pages

Teacher's Manual

Lesson 5

Materials
• Moe the frog puppet
• Sight word flashcards: boy, friend, girl
• Level One Student Materials (pages 70–88)
• All About Moe student book: “Hello Moe” and “Moe Loves to Sing” stories
• “My Book About Me” books completed by students in previous lessons
• “My Book About Me” (Appendix E, page 1)
• Colorful, large, alphabet letters, long or short
• Photos of friends

Tips
• Use the magnet board and magnetic stars for reinforcement. Draw a line on the magnet board, divide it into two columns. At the top of the first column, place a picture of the student. On the top of the second column, place a picture of yourself. When a student responds appropriately, congratulate him or her for good work and place a star on the student side. If a student does not respond appropriately, place a star on your side. At the end of the lesson, count the stars and find out who had more for that day. Encourage students to participate by being enthusiastic about the star magnets.

Optional Materials
• Pointer/light pointer
• Plexiglas® for eye gazing

Anticipatory Set
Open the lesson by saying, Boys and girls, Moe is somewhere in this room, but I don’t see him. Do you see him? Can you ask Moe to come out?
Moe just told me that he thinks you are doing very well with the Flashcard Game. He wants to play!

Lesson Closing
Thank you, class. Moe will be back tomorrow, and he wants me to say goodbye. Goodnight!

Student Materials

Objective 13 Point to pictures/words representing new vocabulary words

Activity
The New Word Game

Materials
Level One Student Materials (pages 85–88)

Instructions
Introduce the activity: Today we are going to learn a new word to help you with your “My Book About Me” books. The new word is friend.

1. Show the Student Materials and point to a picture of friend. Say, Moe is friend. He is friendly to everyone.
2. Give each student a turn to point to friend. Say, (student’s name), point to friend.
3. If the student does not point, physically guide his or her hand to point to friend. Give a turn to another classmate and praise that student for doing it correctly.

Great job! Now let’s work on your books.

Tips
• Use the magnet board and magnetic stars for reinforcement. Draw a line on the magnet board, divide it into two columns. At the top of the first column, place a picture of the students. On the top of the second column, place a picture of yourself. When a student responds appropriately, congratulate him or her for good work and place a star on the student side. If a student does not respond appropriately, place a star on your side. At the end of the lesson, count the stars and find out who had more for that day. Encourage students to participate by being enthusiastic about the star magnets.

Optional Materials
• Pointer/light pointer
• Plexiglas® for eye gazing
• Optional pictures or words for AAC device:

Anticipatory Set
Open the lesson by saying, Boys and girls, Moe is somewhere in this room, but I don’t see him. Do you see him? Can you ask Moe to come out?
Moe just told me that he thinks you are doing very well with the Flashcard Game. He wants to play!

Lesson Closing
Thank you, class. Moe will be back tomorrow, and he wants me to say goodbye. Goodnight!

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1. Show the Student Materials and point to a picture of friend. Say, Moe is friend. He is friendly to everyone.
2. Give each student a turn to point to friend. Say, (student’s name), point to friend.
3. If the student does not point, physically guide his or her hand to point to friend. Give a turn to another classmate and praise that student for doing it correctly.

Great job! Now let’s work on your books.

Tips
• Use the magnet board and magnetic stars for reinforcement. Draw a line on the magnet board, divide it into two columns. At the top of the first column, place a picture of the students. On the top of the second column, place a picture of yourself. When a student responds appropriately, congratulate him or her for good work and place a star on the student side. If a student does not respond appropriately, place a star on your side. At the end of the lesson, count the stars and find out who had more for that day. Encourage students to participate by being enthusiastic about the star magnets.

Optional Materials
• Pointer/light pointer
• Plexiglas® for eye gazing
• Optional pictures or words for AAC device:
Level One Sample Pages

All About Moe

Hello Moe

Moe is a green frog

Moe is my friend

Moe is your friend

Moe can jump

Student Assessment

Administration Directions

Say, Your turn. Point to Moe. Do not label the pictures. Note: If the student selects the wrong word before you finish giving the direction, score it as incorrect. However, provide the student with an opportunity to learn to wait for the full direction. Prompt waiting behavior by putting your hand over the page and saying, Wait until I am finished. Point to novel.

Allowable Verbal Prompt

Point to novel.

Allowable Verbal Prompt

friend
dog
bus
drum
Objective 9  Point to and/or say the first sounds in words

Activity
First/Last Sound Game

Materials
- Moe the frog puppet
- Level Six Student Materials (pages 286-309)
- Magnetic board/magnetic stars

Tip
When you say the words use the "fast way." Touch the colored smiley face to focus students, say "Ready." Then start under the word as you say it.

Instructions
Have a student on your lap and opposite the board. This wants us to get ready at noting the first sounds in words. And today, we are going to hear the last sound in a word too! Have a fun game to play with students to help you hear the first and last sound in a word. OK! We are ready to play the First/Last Sounds Game.

Touch the green smiley face on the student page. Get ready to read the word that comes after the green smiley. I'll touch and say the first sound in /tot/ the fast way.

Say this word the fast way with me /tot/. Yes, /tot/. We said /rot/. Touch the first sound in tot. The first sound in /tot/ is /t/. Touch the first sound in /tot/ the fast way.

Repeat the script above for the word: /fit/. Say the last sound in /fit/. Say this word the fast way with me /fit/. Yes, /fit/. We said /fut/. Touch the last sound in /fit/.

Repeat the script above for the word: /mad/. Say this word the fast way with me /mad/. Yes, /mad/. We said /mad/. Touch the last sound in /mad/.

Say the last sound in /mad/. Place emphasis on the final sound when you say the word. The student who is good at saying the last sound in a word will get the red smiley face on the student page. When a student says the last sound in a word correctly, place the red smiley face next to the word or point to the word and say the sound when you say it.

Materials
- Magnet board/magnetic stars

Tips
Use the magnetic board and magnetic stars for reinforcement. Draw a line on the magnetic board dividing it into two columns. At the top of the first column, place a picture of the students. On the top of the second column, place a picture of yourself. If a student does not respond appropriately, place a magnet on your face. At the end of the game, have the student who has won for that day, choose two students to participate by being enthusiastic about the star magnets.

If a student requires an alternative or augmentative communication (AAC) device, preprogram it using the text from the optional materials list.

If you are working with a student who uses games, the student materials can be printed from the CD-ROM; laminated, and cut apart. The student choices can be adhered to the board with velcro.

Anticipatory Set
Say good morning to Moe! Have a student use his AAC device if needed to say "Hi, Moe!"

Have Moe whisper in your ear. Oh my goodness! Moe is so excited! He is so happy that we are reading stories today!

Have Moe whisper in your ear. Oh my goodness! Moe is so excited! He is so happy that we are reading stories today!

Have Moe whisper in your ear. Oh my goodness! Moe is so excited! He is so happy that we are reading stories today!

Have Moe whisper in your ear. Oh my goodness! Moe is so excited! He is so happy that we are reading stories today!

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Have Moe whisper in your ear. Oh my goodness! Moe is so excited! He is so happy that we are reading stories today!

Have Moe whisper in your ear. Oh my goodness! Moe is so excited! He is so happy that we are reading stories today!

Have Moe whisper in your ear. Oh my goodness! Moe is so excited! He is so happy that we are reading stories today!

Have Moe whisper in your ear. Oh my goodness! Moe is so excited! He is so happy that we are reading stories today!
“Here is how we could play Leap Frog.”

First, Molly will jump over me. Then, I will jump over Bo Jo.

Then, Bo Jo will jump over Hoppo the Hippo.”

Moe wants to play a game at his birthday party.

“I need to think of a good game,” said Moe.

“We could play Leap Frog!”

Point to the smiley face and say, Point to the last sound in /gaaasss/. Say the word GAS, stretching out the sounds as you say it. Pause for 5 seconds and wait for the student to initiate a response. If no response after 5 seconds, say, Point to the last sound in /gaaasss/. Point to it. Allow 5 seconds for the student to initiate a response before moving to next item. Repeat for each word on the page.

This word is /gumm/. The last sound in GUM is /mmm/. Point to the last sound in /gumm/.

This word is /kaaaaarrrr/. The last sound in CAR is /rrrr/. Point to the last sound in /kaaaaarrrr/.

Allowable Verbal Prompt

Point to the last sound in /___/.

Administration Directions

Part II

Objective: Items 48–50

Level Six

Student Assessment

Point to the smiley face and say, Point to the last sound in /gaaasss/. Say the word GAS, stretching out the sounds as you say it. Pause for 5 seconds and wait for the student to initiate a response. If no response after 5 seconds, say, Point to the last sound in /gaaasss/. Point to it. Allow 5 seconds for the student to initiate a response before moving to next item. Repeat for each word on the page.

This word is /gumm/. The last sound in GUM is /mmm/. Point to the last sound in /gumm/.

This word is /kaaaaarrrr/. The last sound in CAR is /rrrr/. Point to the last sound in /kaaaaarrrr/.

Allowable Verbal Prompt

Point to the last sound in /___/.
<table>
<thead>
<tr>
<th>Features</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive, multi-year program</td>
<td>• Great long-term investment</td>
</tr>
<tr>
<td>A fun, age-appropriate activity</td>
<td>• Motivates students to participate in reading activities, just like their friends without disabilities</td>
</tr>
<tr>
<td>Based on scientific research</td>
<td>• Demonstrated effectiveness with intended student population</td>
</tr>
<tr>
<td>Scripted lessons</td>
<td>• Helps both experienced and inexperienced teachers</td>
</tr>
<tr>
<td></td>
<td>• Makes it easier for paraprofessionals and classroom volunteers to use ELSB</td>
</tr>
<tr>
<td>Ongoing data collection</td>
<td>• Allows students to progress at their own pace</td>
</tr>
<tr>
<td></td>
<td>• Great for writing measurable IEPs</td>
</tr>
<tr>
<td>DVD training</td>
<td>• A quick and effective method to learn how and why ELSB works</td>
</tr>
<tr>
<td></td>
<td>• Helps new staff learn how to implement the program</td>
</tr>
<tr>
<td>Linked to general education standards</td>
<td>• Encourages inclusive activities</td>
</tr>
<tr>
<td></td>
<td>• Provides access to general curriculum</td>
</tr>
<tr>
<td>For children ages 5–10</td>
<td>• Focuses on literacy at the appropriate age</td>
</tr>
<tr>
<td>For all children with moderate to severe disabilities</td>
<td>• Gives all children an opportunity to learn literacy skills</td>
</tr>
<tr>
<td>Ideal for individual or small group instruction</td>
<td>• Accommodates children who communicate nonverbally or are on the autism spectrum</td>
</tr>
<tr>
<td></td>
<td>• Group size can be tailored to best fit the classroom</td>
</tr>
</tbody>
</table>
## Staff Training

### On-site training
Attainment provides extensive on-site training for school or district-wide purchases at no charge.

### DVD Training
A comprehensive DVD covering the essentials of ELSB is provided with each curriculum purchase. Areas covered include:
- Research Foundations
- Getting Started
- Objective Sequence
- Student/Teacher Interactions
- Teacher Interviews

## Reproducible Resources

### PDF files
PDF files are provided for all reproducible pages. The purchase of an ELSB curriculum includes a classroom license for PDF printouts or photocopying. The PDF files include Assessment Forms, flashcards, communication cues, All About Me templates, and Building with Stories Lesson Plans.

### Reproduction
There’s no need to worry about damaged pages or the right to create extra pages. Simply print out any reproducible page for replacements or additional copies. All Assessment Forms are included so there’s no need to purchase scoring booklets.

### Modification
Original ELSB art is provided in JPEG format for creating teacher-made materials to supplement and adapt the ELSB curriculum. Import the art into BoardMaker, Microsoft Word, or PowerPoint.

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