

How long does it take to complete each section of ASD Reading program?

Thank you for taking the time to find out about ASD Reading.

ASD Reading is a comprehensive program that teaches a child the total range of skills needed for reading and writing success from Pre-K to approximately a third grade level.

Naturally teachers and parents want to understand what the elements of the program are and approximately how long a child will spend working on any given portion of the program. This brief document is designed to answer those questions.

ASD Reading program contains the following components:

Introduction to Reading & Writing

Keyboard and Mouse Training (optional)

Goal: This optional portion of the program develops smooth handling of the keyboard and mouse for children who are not yet adept with these devices. If this is needed, it is important that it be done before beginning the program.

Components: With the assistance of an adult, a child uses the keyboard to click on letters and the mouse to click on pictures.

Length of time to complete: 1 week, depending on a child's skills and abilities.

Please note that this portion of the program is recommended for any child whose teacher or parent has any doubts about his or her ability to effectively use a keyboard or a mouse. You may stop this portion of the program at any time.

Skills Survey Part One

Goal: This portion of the program determines a child's ability with introductory skills that are to effective reading and writing. The introductory skills for ASD Reading program are visual sequencing and the ability to use the keyboard to type words.

Components: A child is assessed on skills related to left-to-right visual sequencing and the ability to use a keyboard to type words. If a child does not already possess these skills, he or she will be guided to the Seeing Sequences format (which teaches sequencing skills) and/or the Letter Land format (which teaches keyboard skills). If the program determines that a child already possesses both sequencing and keyboard skills, the child will be guided to Part 2 of the Skills Survey.

Length of time to complete: 1 session.

Seeing Sequences Format

Goal: This portion of the program teaches the visual scanning and memory skills needed for reading words and sentences. It is important to remember that prior to reading a child never experiences situations where the identity of a set of objects is determined by left-to-right order. With words, however, the left-to-right sequence is crucial. That is why ASD Reading program teaches this key skill. Smooth sequencing skills prevent numerous reading problems later.

Components: A child is asked to reproduce sequences of visual symbols in left to right order that build up from two-to-four elements by both copying from a model and then recalling the sequence from memory.

Length of time to complete: This format has 3 levels with 4 sessions each. This segment generally takes 1-2 weeks.

Letter Land

Goal: This portion of the program develops the smooth, efficient ability to find and click the letters and punctuation keys on the keyboard. This skill is essential for using ASD Reading program, and it is important to note that while a child may already possess some reading abilities, if they are not yet comfortable in using a keyboard in a smooth, steady manner, they will be guided to this format.

Components: Building up from one row of the keyboard to three rows, a child learns to rapidly locate the letters and punctuation keys as well as the appropriate use of the shift key to create upper case letters and some punctuation.

Length of time to complete: This format has 4 levels with 3 sessions each. This segment generally takes 1-2 weeks.

A couple of notes on the Introduction to Reading & Writing formats:

We understand the desire to have a child move as rapidly as possible into the Reading & Writing formats of ASD Reading program. However, these formats require certain fundamental skills that are honed in the Keyboard & Mouse Training and the Seeing Sequences and Letter Land formats. Mastery of these introductory skills will yield tremendous benefits as a child moves on to the Reading & Writing formats.

Reading & Writing Formats

Skills Survey Part Two

Goal: This portion of the program determines the reading and writing skills a child already possesses so that the teaching can start at the optimum level for success.

Components: A child is assessed on his or her ability to read and write words and sentences that become increasingly complex.

Length of time to complete: 1 to 2 sessions (the Skills Survey stops when a child's performance shows the best level at which to start the program)

Reading & Writing Levels 1-5

The reading and writing formats of ASD Reading program are divided into 5 levels with 6 books at each level (for a total of 30 books). Prior to reading a book a child is taught all the words of that book using 4 different teaching formats that teach a word's spelling, pronunciation, meaning and usage in context. In this way, once a child reaches a book, they can already read and understand the meaning of all the words in that book. As the levels progress, the words and books become more complex and a format that reinforces reading comprehension is added as well.

Goal: This portion of the program teaches the skills of reading, writing and comprehension, starting with short, simple words and phrases and moving on to increasingly complex language.

Components: each of the 5 levels offers the following in terms of new words and new books:

Level	New Words	New Words + Variants	New Books
1	36	63	6
2	60	96	6
3	62	177	6
4	63	180	6
5	62	151	6

Many words are taught with multiple variants. For instance, a word like "park" will be taught along with "parks," "parking," and "parked." Consequently, the total number of words taught in the program is considerably higher than the number of new words alone.

Each word is taught through a series of 4 fun and game-like formats that take about 15-20 minutes to complete. The word teaching formats have been scientifically designed to teach all the components in reading and writing including word recognition, spelling, comprehension and sentence construction.

Level 1 starts with simple words and phrases such as **a kid** and **Here are some toys**. By Levels 4 and 5, the child is reading and writing sentences like:

One of the things in the sky is the moon. The moon does not look the same all the time.

There was a baby bullfrog. He was also very bullheaded. He liked to go to places on his own and did not stay with his mother.

Length of time to complete: Typically one new word or one new book is offered in a session. As children become more proficient, they are taught two new words per session. Assuming 4 to 5 sessions a week, each level takes approximately 10-15 weeks to complete. A child does not

have to do all the levels. Based on the Skills Survey, he or she enters at the level that is appropriate to the skills he or she already possesses. In addition, prior to teaching a word, the program determines if a child already knows that word, and if so, the program skips that word and moves on to the next word.

Progress Check Levels 1-5

Goal: This portion of the program determines if a child has mastered the material after each level of the reading and writing formats.

Components: Using content appropriate to the particular level, a child is asked to read and write a range of words and sentences.

Length of time to complete: Each Progress Check takes one session. If the Progress Check shows that a child has mastered the skills of that level, he or she moves on to the next level. If the Progress Check shows that some review is required, the child is guided to the Review format for that particular level. Each review takes 1-3 weeks.

Post Session Options

At the end of each teaching session, a child has the option to re-do a range of earlier sessions. These activities are optional.

FAQs

Q: Why is a child not able to randomly access different elements of the program or go back and redo a portion of the program?

A: A key strength of ASD Reading program is that it has been scientifically designed by Dr. Marion Blank, the creator of the system, to guide children to exactly the lessons they require for the appropriate amount of time. Consequently, elements of the program are not randomly accessible. A child will be directed to the lessons they require to learn to read as quickly and effectively as possible. In effect, using ASD Reading is like having Dr. Blank sitting at the computer with the child!

Q: Why does ASD Reading teach visual sequencing?

A: To read words and sentences, a child requires often neglected left-to-right sequencing and visual memory skills that lay the basis for instant word recognition - a key to reading success. So if the Skills Survey shows a need to strengthen a child's visual sequencing skills, the first teaching segment for that child is Seeing Sequences.

Q: Why does ASD Reading teach keyboard skills?

A: Teaching reading requires the teaching of writing as well. To create words and sentences, a child has to be skilled in using the keyboard. This does not mean ten-finger touch typing. But it does mean being able to smoothly find the required keys. Once a child has basic keyboarding skills, time can be spent on learning and not on hunting for keys.

Q: Why is a child with some reading skills being directed to that portion of the program which teaches the introductory skills related to keyboarding?

A: ASD Reading program relies on children being able to use the keyboard to type words effectively. So while a child may already have reading skills, they may still require development of the visual and motor skills required to easily and effectively use a keyboard.

Q: Why is a child is spending additional time on a section once they seem to already have the skills?

A: Children can learn very quickly under the right conditions, but for learning to be solid and secure a certain amount of repetition is required. Consequently, ASD Reading program will keep a child in a given section until that level of learning has been achieved.