



# Cardinal Reading Strategies

## Instructor's Training Course Overview

The primary objective of Cardinal Reading Strategies' training course, *The English Code Language Training System*, is to provide parents, reading tutors, and teachers with goals and structure that will meet the needs of students requiring either primary instruction or remediation in the decoding and encoding of the English language.

This course provides a systematic and forensic approach to mastering the English language and a solid foundation for reading, writing, and spelling skills for students who are struggling with language acquisition. With this forensic approach, students can be shown the phonetic nature of the English language and the proper structure of the written language.

This course was specifically designed for use by dedicated parents in home school environments, as well as, by Educational Specialists, Language Specialists, and mainstream or special needs English Departments. If a departmental approach is used, it is recommended that the department nominate one individual, preferably one who is trained in *The English Code Language Training System's* Orton-Gillingham approach, to evaluate the appropriateness of its application and to make determinations concerning its continued usage.

The complete language training system has been organized to provide fluidity of information to ensure success. Concepts that build upon other concepts have been placed

accordingly. While some of the presentations may seem repetitious, this commonly utilized method enhances the students' exposure to foreign concepts and fosters mastery.

Throughout this course, I am aware that I have included information that crosses the line into the arena of speech pathology. I do this in order to familiarize those who have not had the exposure to speech pathology that I have received over my twenty-seven-year career. The information that I have gained over this period of time has served to strengthen my grasp of the articulation process and its inseparable relationship to phonemic awareness. In order to pass this information on to struggling students so that they may receive the full benefit of language remediation, parents, tutors, and teachers, themselves, must become familiar with the process of articulation and its inseparable relationship to phonemic awareness. The phonemic details that permeate this book will serve as this resource.

As you progress through this course, you will find that, in our system, there are no cute little animals, funny faces, games, or anything else to distract the student from the task at hand. This curriculum is not designed to entertain. In its purest form, I seek to explicitly and systematically teach the intrinsic relationship between sounds and the symbols that represent them in the English code.

As we proceed with our language remediation training, remember the novelist, Marcel Proust, who wrote:

*“The real voyage of discovery  
consists not in seeking new landscapes...  
...but in having new eyes.”*

Let us move forward and develop our “new eyes”.

## **COURSE FORMAT**

Participants must complete approximately 200+ hours of course work and practicum to successfully complete the course and receive full endorsement from *The English Code Language Training System*. Great lengths have been crossed in order to make the curriculum as "self-guiding" as possible. Regular homework assignments will be given. Participants must complete approximately 40 hours of pre-course preparation after registration for the course. Certificate will be issued upon successful completion of the training course. Successful completion of the training course will allow participants to provide highly effective one-on-one academic language therapy. Applicants must submit a criminal record check prior to the issuance of course certificate.

### **Training Course Requisites**

- 39 Hours of Course Work (3 course hours per week for thirteen weeks)
- 60+ Hours of Course Reading (See *Course Syllabus - Written Summaries Required*)
- 20+ Hours of Self-Application (Homework)

### **Course Costs**

- \$3000

### **Materials Included**

- **The English Code** (*Instructor's Manual*)  
A 478-page instructional manual for the teaching of the English code. This includes the critical components of phonemic awareness, Latinate, Anglo-Saxon, and Greek word construction, and grammar.

- **The English Code** (*Student's Manual*)  
A 450-page student workbook for practice and reinforcement.
- 119 multi-sensory digital presentations that contain over 8,000 drill slides categorized by phonogram to assist in the mastering of phonemic awareness, phonics, and spelling using multisensory instruction. These provide a vital link between the visual, audio, and tactile-kinesthetic aspects of the language acquisition triangle.
- 81 additional digital reinforcement activities that contain audio, animation, and are self-guiding. These presentations come equipped with ingrained Simultaneous Oral Spelling drills that are an integral component of the Orton-Gillingham approach. As such, these presentations serve well as reinforcement activities with or without instructor supervision.
- Latinate Roots Checklist
- Greek Combining Forms Checklist
- Phonogram Checklist
- Additional cards and wall charts (*See accompanying **Complete Kit***)
- Spelling Deck Administration Form
- Diagnostic Deck Recording Form
- Consonant Chart
- Phonics Disc (*A Pronunciation Guide on CD*)

# Training Course Syllabus

**Course Title:** The English Code Language Training System

**Instructor:** Walter Dunson, Ph.D.

**Email:** drwed@cardinalreading.com

**Phone:** (202) 595-4002

**Office Hours:** Online by Appointment

## I. COURSE DESCRIPTION:

Reading methods for students with mild and moderate disabilities emphasizes specialized intervention techniques for accelerating the reading skills of students, especially for dyslexia and other language/learning disabilities. The course includes validated strategies, explicit teaching procedures, self-regulated methods and specialized programs in the areas of phonemic awareness, alphabetic principles, fluency, vocabulary and comprehension. Field-based projects and in-class projects are used to promote the acquisition and application of validated strategies, multisensory techniques, self-regulated instruction, and curriculum-based progress monitoring.

### **TEXT: School Success for Kids with Dyslexia and Other Reading Difficulties**

#### A. Required Supplementary Resources (provided in PDF):

- *A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically-Based Reading Research for Teachers*, Learning Point Associates, 2004
- “How Spelling Supports Reading,” Dr. Louisa Moats, *American Educator*, Winter 2005, pgs. 12-24
- “Using Morphological Awareness Instruction to Improve Written Language Skills,” *Language, Speech, and Hearing Services in Schools*, Vol. 45, October 2014, pgs. 251-260.
- “Training Reading Comprehension in Adequate Decoders/Poor Comprehenders: Verbal Versus Visual Strategies”, *Journal of Educational Psychology*, Vol. 92, 2000, pgs. 772-782.
- “Deviant Processing of Letters and Speech Sounds As Proximate Cause of Reading Failure: A Functional Magnetic Resonance Imaging Study of Dyslexic Children”, *Brain: A Journal of Neurology*, 2010, pgs. 866-879.
- “Rapid Automatized Naming (RAN) and Reading Fluency: Implications for Understanding and Treatment of Reading Disabilities”, *Annual Review of Psychology*, Volume 63, pgs. 427-452.

- “Predictors of Print Knowledge in Children with Specific Language Impairment: Experiential and Developmental Factors”, *Journal of Speech, Language, and Hearing Research*, Vol. 52, February 2009, pgs. 81-97.
- “Dynamic Assessment of Morphological Awareness and Third Grade Literacy Success”, *Language, Speech, and Hearing Services in Schools*, Vol. 46, April 2015, pgs. 112-126.

## II. COURSE OBJECTIVES:

- Participants will explain the concept of the Orton Gillingham Approach as a multisensory, synthetic phonic instructional program
- Participants will identify children and/or adults appropriate for the Orton Gillingham Approach and give a rationale for their selection
- Participants will explain the underlying concepts to teaching phoneme/grapheme correspondence through the linkages
- Participants will demonstrate teaching and reinforcing beginning blending, decoding, and encoding
- Participants will demonstrate how to teach a spelling generalization
- Participants will explain and give examples for the following terms: phoneme, grapheme, multisensory, phonics (synthetic & analytic) seven syllable types, consonant classification, vowel classification, encoding, decoding, mastery learning, task-analysis, sound segmentation, dyslexia, orthography
- Given the first group of letters, participants will demonstrate how to teach beginning decoding and encoding skills
- Given the seven syllable types, participants will demonstrate how to identify the vowel sound and how to teach each syllable, including activities to teach children how to discriminate among the syllable types
- Given the Gallistel-Ellis, participants will determine the starting point of multisensory instruction as well as methods to monitor progress in reading and spelling.
- Given a specific skill, participants will demonstrate how to create a variety of clear, neat, and durable multisensory activities
- Given the nature of the learner, participants will demonstrate a variety of multisensory activities that will reinforce previously taught skills to develop automaticity (fluency)
- Given learners with Specific Language/Learning Disabilities, participants will identify phonemes by their place and manner of articulation (Lindamood-Bell LiPS)
- Given a learner with deficits in reading and listening comprehension, participants will list the components of a picture task.
- Given principles of a linguistic approach to reading and spelling, participants will select appropriate characteristics of the learner who might benefit from this instruction

- Given a model of the human brain, participants will identify the hemispheres and lobes
- Given a model of the human brain, participants will identify the functions of major parts of the human brain
- Given a model of the human brain, participants will identify: Broca’s area, Wernicke’s area, The Visual Word Form Area, and the Angular gyrus.

### III. COURSE OUTLINE:

Week 1
--------

Topics: (*Class will be taught demonstrating multisensory instruction*)

- What is evidence-based instruction?
- What is multisensory instruction?
- What is dyslexia? What is auditory processing disorder? Signs?
- What is simultaneous oral spelling (S.O.S.)?
- Why teach explicit and systematic phonics?
- English language word construction
- Structured Literacy versus “Whole Language/Balanced Literacy”
- The Five Pillars of Reading (*The Report of the National Reading Panel*)

Assignments:

Read “A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically-Based Reading Research for Teachers” (*Written Summary Required- (WSR <sup>1</sup>) due 1/24/17*) Watch presentation “English Language Word Construction.” Review Latinate roots categories, “A,” “B,” and “D”. Review Greek combining form category, “C”.

Week 2
--------

Topics: (*Class will be taught demonstrating multisensory instruction*)

- The Forty-Four Phonemes in the English Language
  - o Classification of Sounds
    - Voiced versus Unvoiced Sounds
  - o Articulation
    - The Tools of Articulation
    - Place of Articulation
    - Manner of Articulation
    - Consonant Articulation
    - Vowel Articulation

---

<sup>1</sup> All written summaries must be a minimum of 3 pages, and they must be typed using Times New Roman, size 12.

(Week 2-continued)

- o Phonemic Awareness Drills
  - Phoneme Replication
  - Phoneme Blending
  - Phoneme Segmentation
  - Phoneme Substitution
  - Phoneme Isolation
  - Rhyming

Assignments:

Watch presentation, “The Phonics Deck” and review presentation, daily. Create blocks for “phoneme tracking drill”. Review phonemic awareness drills techniques. Review place/manner of articulation. Review Latinate roots category, “C”. Review Greek combining form category, “B”.

Week 3

Topics: (Class will be taught demonstrating multisensory instruction)

- Word Attack Skills-Part 1
  - o Short Vowels
  - o Long Vowels
  - o Long Vowel Spellings
  - o Advanced Vowel Teams

Assignments:

Read “Rapid Automatized Naming (RAN) and Reading Fluency: Implications for Understanding and Treatment of Reading Disabilities” (*WSR due*). Review presentation, “The Phonics Deck” daily. Review presentations, “au” vs “aw”, “oi” vs. “oy”, and “ou” vs. “ow”. Complete S.O.S drills for each. Review Latinate roots category, “C”. Review Greek combining form category, “B”.

Week 4

Topics: (Class will be taught demonstrating multisensory instruction)

- Word Attack Skills-Part 2
  - o Open Syllables
  - o Closed Syllables
  - o Silent “e” Syllables
  - o “R”-Controlled Syllables
  - o VC/CV Syllable Division



- o V/CV Syllable Division
- o VC/V Syllable Division

Assignments:

Review presentation, “The Phonics Deck” daily. Review presentation, Syllable Types: Mixed Open, Closed, and Silent “e” Syllables. Review presentations, Syllable Division: VC/CV versus V/CV and V/CV versus VC/V. Complete S.O.S drills for each. Review Latinate roots categories, “E” and “M”. Review Greek combining form category, “M”.

Week 5
--------

Topics: (*Class will be taught demonstrating multisensory instruction*)

- Word Attack Skills-Part 3
  - o Consonants
  - o Consonant Digraphs
  - o Consonant Blends
  - o Consonant + “le” Syllables

Assignments:

Read “*Using Morphological Awareness Instruction to Improve Written Language Skills*” (**WSR due**). Review presentation, “The Phonics Deck” daily. Review presentations, Syllable Types: Consonant + “le” Syllables, the Two Sounds of “th”, and the Two sounds of “ch”. Complete S.O.S drills for each. Review Latinate roots category, “L”. Review Greek combining form category, “D”.

Week 6
--------

Topics: (*Class will be taught demonstrating multisensory instruction*)

- Challenging Phonograms-Part 1
  - o The two sounds of “oo”
  - o The two sounds of “ou”
  - o The two sounds of “ow”
  - o The two sounds of “c”
  - o The two sounds of “g”
  - o The two sounds of “s”

Assignments:

Review presentation, “The Phonics Deck” daily. Review presentations, the Two Sounds of “c”, the Two Sounds of “g”, and the Two Sounds of “s”. Complete S.O.S drills for each. Review Latinate roots category, “P”. Review Greek combining form category, “T”.

Topics: (Class will be taught demonstrating multisensory instruction)

- Challenging Phonograms-Part 2
  - o The three sounds of “-ed”
  - o The three sounds of “ea”
  - o The three sounds of “y”
  - o “au” versus “aw”
  - o “oi” versus “oy”
  - o “ou” versus “ow”
  - o “qu”

Assignments:

Read “*Deviant Processing of Letters and Speech Sounds As Proximate Cause of Reading Failure: A Functional Magnetic Resonance Imaging Study of Dyslexic Children*”. (**WSR due**)  
Review presentation, “The Phonics Deck” daily. Review presentations, “Challenging Phonograms: the Three Sounds of “-ed,” the Three Sounds of “ea,” and the Three Sounds of “y””. Complete S.O.S drills for each. Review Latinate roots category, “V”. Review Greek combining form category, “A”.

Topics: (Class will be taught demonstrating multisensory instruction)

- The Spelling Rules
  - o The Long Spelling Rule
  - o The “F,” “L,” “S” Doubling Rule
  - o The CVC Doubling Rule
  - o The Silent “e” Rule
  - o The “y” Rule

Assignments:

Review presentation, “The Phonics Deck” daily. Review presentations, “Spelling Rules: The Long Spelling Rule, The “F,” “L,” “S” Doubling Rule, The CVC Doubling Rule, The Silent “e” Rule, and The “y” Rule. Complete S.O.S drills for each. Review Latinate roots category, “P”. Review Greek combining form category, “T”.

Topics: (Class will be taught demonstrating multisensory instruction)

- Morphological Concepts-Part 1
  - o “-ald,” “-alk,” “-all,” “-alt,” “-ild,” “-ind,” “-old,” “-olt,” “-ost” (pgs. 105-106)
  - o The Accent
  - o The Schwa
  - o Final Stable Syllables (Suffixes)
  - o Plurals

Assignments:

Read “*Dialect Variation and Reading: Is Change in Nonmainstream American English Use Related to Reading Achievement in First and Second Grades*”. (WSR due). Review presentation, “The Phonics Deck” daily. Review presentations, the Two Sounds of “oo”, the Two Sounds of “ou”, and the Two Sounds of “ow”. Complete S.O.S drills for each. Review Latinate roots category, “S”. Review Greek combining form categories, “L” and “N”.

Topics: (Class will be taught demonstrating multisensory instruction)

- Morphological Concepts-Part 2
  - o The French Code
  - o Anglo-Saxon Word Construction
    - Identifying Words of Anglo-Saxon Origin

Assignments:

Review presentation, “The Phonics Deck” daily. Review presentations, “au” vs “aw”, “oi” vs. “oy”, and “ou” vs. “ow”. Complete S.O.S drills for each. Review Latinate roots category, “G”. Review Greek combining form category, “P”.

Topics: (Class will be taught demonstrating multisensory instruction)

- Morphological Concepts-Part 3
  - o Latinate Word Construction)
    - Identifying Words of Latinate Origin
    - Latinate Roots
    - Latinate Prefixes
  - o Assimilated Prefixes
  - o Latinate Connectives

Assignments:

Read “*Examining Relationships Among Dialect Variation, Literacy Skills, and School Context in First Grade*”. (WSR due) Review presentation, “The Phonics Deck” daily. Review presentation, Syllable Types: Mixed Open, Closed, and Silent “e” Syllables. Review presentations, Syllable Division: VC/CV versus V/CV and V/CV versus VC/V. Complete S.O.S drills for each. Review Latinate roots categories, “H,” “J,” and “N”. Review Greek combining form category, “H”.

Week 12

Topics: (Class will be taught demonstrating multisensory instruction)

- Morphological Concepts-Part 4
  - o Review Latinate word construction
  - o Introduce Greek Word Construction
    - The Greek Code
    - Identifying Words of Greek Origin
    - Greek Combining Forms
    - The connective “o”

Assignments:

Prepare 24-minute, multisensory lesson to be taught to the class. You must make your own materials and demonstrate command of the Phonics Deck and the language concept of your choosing. Review presentation, “The Phonics Deck” daily. Review presentations, “Assimilated Prefixes”. Review presentation, “Long Vowel Spellings Quick Review”. Complete S.O.S drills for each. Review Latinate roots categories, “O,” “R,” and “T”. Review Greek combining form categories, “I,” “K,” and “L”.

Week 13

Topics: (Class will be taught demonstrating multisensory instruction)

- o Review Latinate word construction
- o Introduce Greek Word Construction
  - The Greek Code
  - Identifying Words of Greek Origin
  - Greek Combining Forms
  - The connective “o”

Assignments:

Prepare 24-minute, multisensory lesson to be taught to the class. You must make your own materials and demonstrate command of the Phonics Deck and the language concept of your choosing. Review presentation, “The Phonics Deck” daily. Review presentations, “Assimilated Prefixes”. Review presentation, “Long Vowel Spellings Quick Review”. Complete S.O.S drills for each. Review Latinate roots categories, “O,” “R,” and “T”. Review Greek combining form categories, “I,” “K,” and “L”.

**Final Exam**

Week 14

## The English Code Language Training System Tool Kit

Each complete set for course participants will contain the following:

### 119 Interactive and Multi-Sensory Digital Presentations

- The Assessment of Sound/Symbol Correspondence (1 Presentation)
- Word Construction (1 Presentation)
- Word Builder (1 Presentation)
- The Phonics Deck (1 Presentation)
- Phoneme Tracking Drill (1 Presentation)
- Syllabication Master Drill (1 Presentation)
- The Dolch Series (5 Presentations)
  - Pre-Primer, Primer, 1<sup>st</sup> Grade, 2<sup>nd</sup> Grade and 3<sup>rd</sup> Grade
- Short Vowels Series (6 Presentations)
  - “a”, “e”, “i”, “o”, “u”, and Short Vowels Review
- Syllable Types Series (11 Presentations)
  - open syllables; closed syllables; mixed open and closed syllables; silent “e” syllables; mixed open, closed, and silent “e” syllables; “ar-controlled” syllables; “er-controlled” syllables; “ir-controlled” syllables; “or-controlled” syllables; “ur-controlled” syllables; consonant + “le” syllables
- Syllable Divisions Series (5 Presentations)
  - VC/CV; V/CV; VC/V; Mixed VC/CV and V/CV, and Mixed V/CV and VC/V
- Long Vowel Spellings Series (21 Presentations)
  - *Introduction to Long Vowel Spellings and Drill*
  - *open syllable spellings*: “a”, “e”, “i”, “o”, and “u”
  - *one syllable word spellings*: “a-e”, “e-e”, “i-e”, “o-e”, and “u-e”
  - *middle of the word spellings*: “ai”, “ee”, “ea”, “igh”, and “oa”
  - *end of the word spellings*: “ay”, “ee”, “ea”, “y”, “ow”, “ue”, “ew”
- Advanced Vowel Teams Series (15 Presentations)
  - “au”; “aw”; “au” vs. “aw”; “oi”; “oy”; “oi” vs. “oy”; “ou”; “ow”; “ou” vs. “ow”; “ei”; “ey”; two sounds of “oo”; two sounds of “ou”; two sounds of “ow”; three sounds of “ea”

- Spelling Rules Series (7 Presentations)
  - “F”, “L”, “S” Doubling Rule; CVC Doubling Rule and CVC Doubling Rule-Extended; Long Spelling Rule for “-ck”, “-dge”, and “-tch”; “y” Rule; Silent “e” Rule
- Challenging Phonograms Series (13 Presentations)
  - “qu”; “ph”; “sh”; “wh”; initial blends; final blends; two sounds of “c”; two sounds of “ch”; two sounds of “g”; two sounds of “s”; three sounds of “-ed”; three sounds of “-ed” Mixed Drill; two sounds of “th”; three sounds of “y”
- Final Stable Syllables (20 Presentations)
  - “-able”; “-age”; “-al”; “-ance”; “-ancy”; two sounds of “-cial”; “-cian”; “-cious”; “-el”; “-ence”; “-ency”; “-ible”; “-ic”; “-ical”; “-ically”; “-ous”; two sounds of “-sion”; two sounds of “-tial”; two sounds of “-tion”; “-ture”
- Morphology Series (11 Presentations)
  - Latinate Roots Index
  - Latinate Prefixes Index
  - Assimilated Latinate Prefixes Index
  - Assimilated Latinate Prefixes
    - “ad-”; “con-”; “ex-”; “dis-”; “in-”; “ob-”; “sub-”;
  - Greek Combining Forms Index

### 75 PPS Presentations (*Supplemental Reinforcement*)

- Word Construction (1 Presentation)
- Short Vowels Series (6 Presentations)
  - “a”, “e”, “i”, “o”, “u”, and Short Vowels Review
- Syllable Types Series (11 Presentations)
  - open syllables; closed syllables; mixed open and closed syllables; silent “e” syllables; mixed open, closed, and silent “e” syllables; “ar-controlled” syllables; “er-controlled” syllables; “ir-controlled” syllables; “or-controlled” syllables; “ur-controlled” syllables; consonant + “le” syllables
- Syllable Divisions Series (3 Presentations)
  - VC/CV; V/CV; VC/V
- Long Vowel Spellings Series (21 Presentations)
  - *Introduction to Long Vowel Spellings and Drill*
  - *open syllable spellings*: “a”, “e”, “i”, “o”, and “u”
  - *one syllable word spellings*: “a-e”, “e-e”, “i-e”, “o-e”, and “u-e”
  - *middle of the word spellings*: “ai”, “ee”, “ea”, “igh”, and “oa”
  - *end of the word spellings*: “ay”, “ee”, “ea”, “y”, “ow”, “ue”, “ew”

- Advanced Vowel Teams Series (9 Presentations)
  - “au”; “aw”; “oi”; “oy”; “ey”; two sounds of “oo”; two sounds of “ou”; two sounds of “ow”; three sounds of “ea”
- Spelling Rules Series (7 Presentations)
  - “F”, “L”, “S” Doubling Rule; CVC Doubling Rule and CVC Doubling Rule-Extended; Long Spelling Rule for “-ck”, “-dge”, and “-tch”; “y” Rule; Silent “e” Rule
- Challenging Phonograms Series (13 Presentations)
  - “qu”; “ph”; “sh”; “wh”; initial blends; final blends; two sounds of “c”; two sounds of “ch”; two sounds of “g”; two sounds of “s”; three sounds of “-ed”; two sounds of “th”; three sounds of “y”
- Morphology Series (6 Presentations)
  - Latinate Roots Index
  - Latinate Prefixes Index
  - Assimilated Latinate Prefixes Index
  - Latinate Vocabulary Drill
  - Greek Combining Forms Index
  - Greek Vocabulary Drill

### Training Manuals

- The English Code: A Forensic Approach to Mastering the Language (Instructor)
  - This manual is a 294-page instructional tool for the teaching/learning of the intricacies of the English code, and it measures 8.5 by 11.0 inches. Covered in the manual are the key underlying components of phonemic awareness, phonological awareness, and sound-symbol correspondence. Readers will find in-depth discussions on articulation, spelling rules, syllable types, syllable division, accents, and multi-sensory language training. Additionally, a thorough exploration of Latinate, Anglo-Saxon, and Greek word construction is provided.
- The English Code: A Forensic Approach to Mastering the Language (Student)
  - A 450-page student workbook for practice and reinforcement.

### Card Decks (PDF)

- Phonics Deck (111 cards)
- Phonics Deck-*Classroom Edition* (111 cards in black and white, 8.5x11.0)



- The Complete Dolch Sight Words Lists (218 cards)
- The Diagnostic Deck (63 cards)
  - Each card is two-sided:*
  - Front side contains a specifically selected word. Back side contains the phonics concepts that are associated, on all levels, with the word on the card.*
- Comprehensive Final Stable Syllables Deck (59 cards)
  - Each card is two-sided:*
  - Front side contains the syllable. Back side contains a keyword, the meaning, the parts of speech it creates, and five examples of usage.*
- Latinate Roots (134 cards)
  - Each card is two-sided:*
  - Front side contains the root. Back side contains a keyword, the meaning, and five examples of usage.*
- Latinate Prefixes (27 cards)
  - Each card is two-sided:*
  - Front side contains the prefix. Back side contains a keyword, the meaning, and five examples of usage.*
- Assimilated Latinate Prefixes
  - “ad-” (24 cards)
  - “con-” (24 cards)
  - “dis-” (24 cards)
  - “ex-” (24 cards)
  - “in-” (24 cards)
  - “ob-” (24 cards)
  - “sub-” (24 cards)
- Greek Combining Forms (116 cards)
  - Each card is two-sided:*
  - Front side contains the combining form. Back side contains a keyword, the meaning, and five examples of usage*

### Wall Cards (PDF)

- Assimilated Prefixes (7 cards in color, 8.5x11.0)
- Challenging Phonograms (20 cards in color, 8.5x11.0)
- Consonant Chart (1 card, 8.5x11.0)

### Checklists (PDF)

- Phoneme Checklist (13 pages, 8.5x11.0)
- Latinate Checklist (6 pages, 8.5x11.0)
- Greek Checklist (4 pages, 8.5x11.0)

### Assessment (PDF)

- Assessment of Sound/Symbol Correspondence (8 pages, 8.5x11.0)

### Phonemic Awareness (PDF)

- Phonemic Awareness Drills (19 pages, 8.5x11.0)

### Attendance

Course participants are required to arrive to all sessions on time. If participants are more than fifteen (15) minutes to a scheduled session without prior notification, the instructor reserves the right to cancel the session. Participants will not be given a make-up session.

### Enrollment

Course participants are required to enroll into the online course. Complete the Training Course Application and submit it. The completed application may be scanned and emailed to [drwed@cardinalreading.com](mailto:drwed@cardinalreading.com), or mailed to the following address:

Walter E. Dunson, Ph.D.  
The English Code Language Training System  
20225 Maple Leaf Court  
Montgomery Village, MD 20886

## Technology Requirements

- Laptop with forward-facing web cam
- Broadband Internet Access
- WebEx/WebEx Mobile (for tablets)
- ActivInspire (*Personal Edition*)

## Additional Recommended Readings

The following books are recommended for parents and teachers who are engaged in language remediation or wish to learn more about Dyslexia:

1. Wolf, Maryanne. Proust and the Squid: The Story and Science of the Reading Brain, Harper Perennial, 2007.  
*Pgs. 24-32 How the Brain Adapted Itself to Read*  
*Pgs. 81-107 The Beginnings of Reading Development, Or Not*  
*Pgs. 108-133 The Natural History of Reading Development*  
*Pgs. 165-197 Dyslexia's Puzzle and the Brain's Design*
2. Seidenberg, Mark. Language at the Speed of Sight, Basic Books, 2017  
*Pgs. 15-29 Visible Language*  
*Pgs. 59-84 The Eyes Have It*  
*Pgs. 101-121 Becoming a Reader*  
*Pgs. 149-185 Dyslexia and Its Discontents*  
*Pgs. 187-214 Brain Basis of Reading*
3. Dunson, Walter E. School Success for Kids with Dyslexia and Other Reading Difficulties, Prufrock Press, 2013.  
*Pgs. 5-14 The Development of Reading Skills*  
*Pgs. 59-118 How Sounds Are Constructed*  
*Pgs. 119-135 English Language Word Construction*

4. Brady, Susan A. and Donald Shankweiler. Phonological Processes in Literacy, Lawrence Erlbaum Associates, Inc., 1991.
  - Pgs. 5-25 Constraints on the Development of Phonemic Awareness*
  - Pgs. 67-83 Levels of Phonological Awareness*
  - Pgs. 129-147 The Role of Working Memory in Reading Disability*
  - Pgs. 237-252 The Preeminence of Phonologically Based Skills in Learning to Read*
  
5. Chall, Jeanne S. and Helen M. Popp. Teaching and Assessing Phonics: Why, What, When, How, Educators Publishing Service, 1996.
  - Pgs. 1-5 Why Teach Phonics?*
  - Pgs. 6-15 The WHAT of Phonics*
  - Pgs. 21-28 The HOW of Phonics Instruction*
  
6. Lyon, G. Reid. Frames of Reference for the Assessment of Learning Disabilities, Paul Brookes Publishing, 1994.
  - Pgs. 117-142 Measurement of Executive Function*
  - Pgs. 143-162 Issues in the Assessment of Executive Function*
  
7. Wolf, Maryanne. Dyslexia, Fluency, and the Brain, York Press, 2001.
  - Pgs. 3-17 Neurobiology of Reading Difficulties*
  - Pgs. 245-269 The Determinants of Reading Fluency: A Comparison of Dyslexic and Average Readers*
  
8. Duane, Drake and David B. Gray. The Reading Brain, York Press, 1991.
  - Pgs. 27-50 Neurolinguistics and Biologic Mechanisms in Dyslexia*
  - Pgs. 119-131 Anatomy of Dyslexia*
  
9. Balmuth, Miriam. The Roots of Phonics: A Historical Introduction, York Press, 1992.
  - Pgs. 55-62 The Ancestry of Spoken English: Indo-European Origins*
  - Pgs. 63-70 The Germanic Heritage*
  - Pgs. 71-79 Backgrounds of Old English*
  - Pgs. 87-94 Backgrounds of Middle English: The Norman Conquest*

10. Shaywitz, Sally. Overcoming Dyslexia, Random House, 2003.  
*Pgs. 93-101 Early Clues to Dyslexia*  
*Pgs. 120-130 Should My Child Be Evaluated for Dyslexia?*  
*Pgs. 261-287 Teaching the Dyslexic Child to Read*
11. Rawson, Margaret Bird. The Many Faces of Dyslexia, The International Dyslexia Association, 2000 (Fourth Edition).  
*Pgs. 3-53 The Many Faces of Dyslexia*  
*Pgs. 125-148 The Orton Trail*  
*Pgs. 151-187 Ways That Have Opened*
12. Adams, Marilyn Jager. Beginning to Read, Center for the Study of Reading, University of Illinois at Urbana-Champaign, 1990.  
*Pgs. 17-48 Research about Readers: Two Perspectives*  
*Pgs. 88-94 Decoding, Context, and Fluency*  
*Pgs. 95-104 From Spelling and Writing to Reading*
13. Orton, Samuel Torrey. Reading Writing and Speech Problems in Children and Selected Papers, The International Dyslexia Association, 1999.  
*Pgs. vii -x Forward*  
*Pgs. xiii-xix A Biographical Sketch of Samuel Torrey Orton*  
*Pgs. 5-9 Introduction*  
*Pgs. 129-163 "Word Blindness" in School Children*

### The Instructor

Walter E. Dunson, Ph.D., B.C.A.S.E., is a board-certified special education advocate, senior literacy consultant, and author. He is the executive director/founder of Cardinal Reading Strategies and has more than twenty years of experience working with students in the areas of language-based learning and language acquisition. Dr. Dunson is recognized for his knowledge of literacy, learning differences, dyslexia, and English phonology/morphology.

Dr. Dunson completed a 2760-hour practicum in the Orton-Gillingham Approach, and, in order to provide diagnostic-prescriptive remediation, he has received additional training in:

- Lindamood-Bell's Phoneme Sequencing Program for Reading, Spelling, and Speech
- Visualizing and Verbalizing Program of Concept Imagery for Comprehension and Thinking
- Seeing Stars Program of Symbol Imagery for Sight Words, Reading, Phonemic Awareness, and Spelling
- Dr. Jane Fell Greene's Language! Program, a curriculum for at-risk and ESL students in grades K-12 and includes components for writing, spelling, reading, grammar, and vocabulary.

In keeping with the findings of the National Reading Panel, he also incorporates:

- Great Leaps for Reading, a program that has been recognized for years as a researched and evidence-based fluency program that enables students to make significant strides in their reading.
- Six Way Paragraphs, a three-level series that teaches the basic skills necessary for reading factual material through the use of the following six types of questions: subject matter, main idea, supporting details, conclusions, clarifying devices, and vocabulary in context.
- Sounds and Letters, a manual of cumulative units of phonemic awareness drills intended for use by teachers or speech-language pathologists to build efficiency in the five activities of phonemic awareness (replication, blending, segmenting, substitution, and rhyming).

Dr. Dunson is strong proponent of evidence-based reading research, a former member of the Board of Directors of the International Dyslexia Association (Houston Branch), and the author of *School Success for Kids with Dyslexia and Other Reading Difficulties* and *The English Code*. Additionally, he is the creator of *The English Code Language Training System*, a multisensory language training system that incorporates auditory, visual, and tactile-kinesthetic modalities with interactive, digital content to create highly effective evidence-based reading instruction.

Dr. Dunson has appeared as a guest on NPR, has been featured on Fox 45 Baltimore's "Project Baltimore, and has presented on the importance of evidence-based reading instruction before the Maryland State Board of Education, the Maryland Higher Education Commission, the Maryland House of Delegates, and the Maryland Senate. He has served as an expert witness and an educational advocate in cases involving the District of Columbia Public Schools and several county school districts in Maryland and Virginia, and he served as the keynote speaker at the 17th Annual Region 4 Dyslexia Conference in Houston, Texas on December 16, 2016. In addition to his position at Cardinal Reading Strategies, he is a member of Right to Read-Maryland, a coalition of educational organizations, advocates, and supporters who have the common goal of improving teacher education so that all teachers have the knowledge and tools to teach reading effectively. Towards this end, Right to Read-Maryland has put forth a bill in the Maryland Legislature, with the help of Maryland Delegate, Dana Stein, and Maryland Senator, Joan Carter-Conway, to ensure that teachers of reading pass a competency test (the Foundations of Reading Test) before being placed in front of students. The bill may be read, here. Dr. Dunson has also served as an adjunct professor in Loyola University Maryland's Graduate School of Education where he taught structured literacy skills to public and private school educators, and he is a member of the Maryland State Department of Education Elementary Literacy Work Group, a committee chartered to revise the four reading courses at the college/university level that teachers must complete in order to obtain state certification.