

Integrating Technology Solutions To Increase Success in Literacy



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Integrating Technology Solutions To Increase Success for Literacy

Evidence-Based Assessment

- Center for the Improvement of Early Reading Achievement (CIERA)
- Information from The National Institute for Literacy (NIFL)
Phonemic Awareness Instruction, Phonics Instruction, Fluency Instruction, Vocabulary Instruction, Text Comprehension

Phonemic Awareness Instruction

- Phonemes - smallest parts of sound in a spoken word that make a difference in the word's meaning
- used in Recognizing which words in a set of words begin with the same sound
- isolating and saying the first or last sound in a word
- combining or blending the separate sounds in a word to say the word
- breaking, or segmenting a word into its separate sounds

Individuals show understanding in phonological awareness

- identifying and making oral rhymes
- identifying and working with syllables in spoken words
- identifying and working with onsets and rimes in spoken syllables or one-syllable words
- identifying and working with individual phonemes in spoken words

Phonics Instruction

- Needs to be systematic
 - the direct teaching of a set of letter-sound relationships
 - individuals learn to decode using the letter-sound relationship
 - learn to spell words and to write their own stories with the letter-sound relationships they are learning

Possible Items to Use

Lo tech things

- Microsoft Word
- Ultimate Phonics
- Scan and Read Systems
- Simon SIO
- Read and Write Gold
- Lexia
- Earobics

Reading Comprehension – The Goal of Reading Instruction
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- Comprehension is the essence of reading
- Comprehension strategies should be present in everyday teaching across the curriculum
- As a strategic process, it enables readers to make connections and move beyond literal recall
- Needs to be taught explicitly and strategically
- Knowing students' reading abilities is essential for teachers

Levels of Comprehension

- Online: Literal
 - Explicitly stated main ideas, details, sequences
- Between the Lines: Inferential Comprehension
 - Ideas the author shares through descriptive language - can't point to the answer
- Beyond the Lines: Evaluative Comprehension
 - Identify bias, make judgments, draw conclusions, summarize, predict outcomes

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Developmental Stages/Levels of Reading

Ellery, V. (2005). Fluency. In *Creating Strategic Readers* (pp. 77-105). Newark, DE: International Reading Association.

Teachers need to decide:

- Which strategies, techniques, teacher talk.
- What resources will best support the students and move them into the next stage.

Emergent Stage

- Begin to make correlations among oral, written, and printed stimuli
- Enjoy listening to stories
- Understand that print conveys a message
- Acquiring ability to apply concepts about print
- Understanding of direct link of the sounds to letters, pictures to words, and speech to sentences
- Repetitive use of language and illustrations help with the contextual meaning of written words
- Logographic/environmental information assists emergent readers in meaning of words
- Benefit from short and simple text

Early Stage

- Mastered emergent reading behaviors
- Comfortable with the basic concepts about print
- Reading and writing stories at a higher level of complexity
- Begin to discuss what they are reading with others
- Less dependent on rhyme, repetition, and patterns within text.
- Variations in sentence length and language are common
- Sentences include high-frequency words that they read automatically
- Their eyes control the reading so not as much pointing to words
- The text contains simple concepts and story lines and relate to real-world experiences

Transitional

- Able to make sense of longer and more complex books
- Easily adapt strategies to support reading for meaning
- Efficiently self-correct to maintain the contextual intent
- Beginning to use semantic – meaning, syntactic – structure and grammar and visual to self-monitor
- Need relevancy of textual situations to build vocabulary
- Plot, character, setting and dialogue and fluency
- Begin verbal expressions as they read
- Appropriate texts have more complex language structures and less emphasis on patterned text.

Fluent Stage

- Heavy reliance on the text – less reliance on the illustrations
- Illustrations are now only of limited support
- Comfortably read independently for extended periods
- Recognize many words by sight
- Reading happens with automaticity
- Adjust their pacing based upon the purpose and difficulty of text
- Have a variety of strategies for decoding unknown words
- Comprehension is occurring at a sophisticated level (i.e., synthesizing, and interpreting)
- Familiar with complex sentence structures, story concepts and literary genres.

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Barriers to Reading Comprehension

- Reading strategies are complex and difficult to include into direct instruction
- Teachers inadequately trained or prepared for the teaching of comprehension strategies
- Large classrooms – not enough time to allow for intensive strategy instruction one-on-one
- Lack of additional resources to meet the varying needs of the classroom.

Students with learning Disability may present difficulties in: (Joan Sedita)

- Word recognition/decoding skills
- Fluency
- Language processing/ linguistic ability
- Vocabulary
- Life experience /background knowledge
- Attention
- Memory
- Meta-comprehension & application of strategies
- Expressive language weakness
- Visualizing & creating mental images

Textbooks		
Narrative Text	Expository Text	
“Alice in Wonderland”	Science	Social Studies
Beginning, middle, and end Plot Characters Structures setting	Listing Cause/effect Compare/contrast	Problem/solutions Compare/contrast Time ordering

Ciborowski, J. (1999). Textbooks and the Students Who Can't Read Them: A Guide to Teaching Content

- Pressley's (1998) study of grade 4 and 5 classrooms indicated that there was very little instruction in the area of comprehension going on.

Reading Comprehension Interventions & Strategies

Observing students provides “information needed to design sound instruction” (Clay, 2002, p.11).

Steps to Improving Comprehension

1. Identify where difficulty occurs
2. Identify what the difficulty is
3. Restate the difficult sentence or passage in their own words
4. Look back through the text
5. Look forward in the text for information that might help them to resolve the difficulty.
6. Students should monitor their own comprehension
 - be aware of what they do understand
 - identify what they do not understand
 - use appropriate "fix-up" strategies to resolve problems in comprehension
7. Using graphic and semantic organizers
8. Answering questions
9. Generating questions
10. Recognizing story structure (Setting, initiating events, internal reactions, goals, attempts, outcomes)
11. Summarizing
 - identify or generate main ideas
 - connect the main or central ideas
 - eliminate redundant and unnecessary information
 - remember what they read

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Comprehension with the Super 6 (Oczkus) Building Background Knowledge & Making Connections <ol style="list-style-type: none">1. Connecting2. Predicting/Inferring3. Questioning4. Monitoring5. Summarizing & Synthesizing6. Evaluating	7 Strategies of Highly Effective Readers (McEwan) Cognitive processing – behaviors and thoughts <ol style="list-style-type: none">1. Activating2. Inferring3. Monitoring-Clarifying4. Questioning5. Searching – Selecting6. Summarizing7. Visualizing - Organizing
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Cognitive Strategies are

- Conscious thought or behavior used by a reader to process text.
- Enhance and enlarge the scope of learning
- When teachers are teaching readers how and when to use it independently, confidently, and strategically

Cognitive Strategies are not

- Instructional Activities
- Study Skills
- Reading Skills

Reciprocal Teaching (Palincsar & Brown, 1984)

- Researched and solidly validated methods for teaching reading comprehension
- Studies done across grade levels with diverse learners
- Positive effects on students' reading comprehension and gains on standardized tests
- Takes abstract concepts and transform them into concrete, explicit strategies that students can practice and internalize

4 Strategies that Good Readers Use to Construct Meaning from Text

Summarizing – encourages students to synthesize and explain important information from the text in their own words.

Question generating – requires students to identify information from the text that is central enough to warrant a question.

Clarifying – brings students attention to the various reasons why the text may be difficult for them to understand, and assists them in resolving those situations.

Predicting – helps students analyze the content of the text and hypothesize what might happen next.

3 Additional Reading Comprehension Strategies (CAST – Center for Applied Special Technology added these 3 when developing Thinking Reader Series)

Visualizing – asks the students to imagine what a character or setting looks like.

Feeling – encourages students to relate personally to the story.

Reflecting – requires that students think back on their own work and responses throughout the text and evaluate how they are progressing as a reader.

Technology Supports for Literacy

Technology & Reading Comprehension

- Before Reading
- During Reading
- After Reading

Before Reading = Preparation and Organization for Pre-Reading







Good Readers	Poor Readers
<ul style="list-style-type: none"> • Think about what they already know about a subject • Know the purpose for which they read • Are motivated or interested to begin reading • Have a general sense of how the BIG ideas will fit together 	<ul style="list-style-type: none"> • Begin to read without thinking about the topic • Do not know why they are reading • Lack interest and motivation to begin reading • Have a little sense of how the BIG ideas will fit together

Ciborowski, J. (1999). Textbooks and the Students Who Can't Read Them: A Guide to Teaching Content

Some Pre-Reading Strategies

- Set a purpose for reading
- Build Background Knowledge
- Recognition and formulation of main idea at paragraph level and multi-paragraph level
- Predict and check
- Vocabulary Preview

Some Pre-Reading Technology Implementation

-  **Spinners** – Set purpose questions, background knowledge, build interest
-  **Images & Video** – Build Background Knowledge & Curiosity, Storyboard, Scripting
-  **Electronic Reading Systems** - Skim Headings, Turn headings into pre-reading questions
-  **Bookmarking** – mark main sections, breaks in reading time
-  **Highlighting** – New Vocabulary, Mark Main Ideas ahead of time
-  **Graphic Organizers** - KWL, Story Mapping

During Reading = Synthesizing & Monitoring while Reading

Good Readers	Poor Readers
<ul style="list-style-type: none"> • Pay simultaneous attention to words and meaning • Read fluently • Concentrate well while reading • Willing to “risk” encountering difficult words and able to grapple with text ambiguities • Construct efficient strategies to monitor comprehension • Stop to use a “fix-it” strategy when confused • Reading skills improve 	<ul style="list-style-type: none"> • Over attend to individual words; miss salience • Read slower and at the same rate of speed • Have difficulty concentrating particularly during silent reading • Unwilling to “risk” easily defeated by difficult words and text • Unable to construct efficient strategies to monitor comprehension • Seldom use a “fix-it” strategy; plod on ahead, eager to finish • Reading progress is painfully slow

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Some During Reading Strategies

- | | |
|---|--|
| <input type="checkbox"/> Echo & Choral Reading | <input type="checkbox"/> Highlighting stated main idea |
| <input type="checkbox"/> Answer pre-reading questions | <input type="checkbox"/> Paraphrase inferred main idea |
| <input type="checkbox"/> Story Mapping | <input type="checkbox"/> Highlighting supportive main idea |
| <input type="checkbox"/> Predict Ahead | <input type="checkbox"/> Create Pictures of Settings, characters |
| <input type="checkbox"/> Outlining | |


INSERT


- Helps readers to become more aware of a breakdown in comprehension
- Clarify Later
- Marking system for INSERT
 - X I thought differently
 - + New Information
 - ! Wow
 - ?? I don't understand
 - * Very Important


Some During Reading Technology Implementation


- | | |
|---|--|
| <ul style="list-style-type: none"> • Post-It Notes • Post-It Tape • Flags • Hi-Liter Pens | <ul style="list-style-type: none"> • Highlighter Tape, Tabs, Wide Tape • Rubber Stamps • Mailing Labels • Colored Tabs |
|---|--|

 **Timers** - Watch Timers, Watch Minder, Bookmark Timers

 **Hand Held Spell Checkers** – Homonyms, Dictionary, Thesaurus, Auditory Feedback, Wordlist, Games/Exercises

 **Graphic Organizers** – Connect new ideas with old ideas, Character Webs, Concept Maps, C-SPACE, KWL-Notes, Prediction Check in, Episode Mapping, Timelines

 **Electronic Reading Systems** – Talking Text, Dictionaries, Synonyms, Thesaurus, Summarize through voice/text notes, answer built-in questions, bookmark sections, highlight main ideas or sections for further research,

 **Multimedia systems** - Picture settings, characters

 **Reference Materials** - American Heritage Electronic Dictionary, Grolier Multimedia Encyclopedia, The Way Things Work, The Ultimate Human Body, Cartopedia, Street Atlas

After Reading = Reviewing and Summarizing

Good Readers	Poor Readers
<ul style="list-style-type: none"> • Understand how the pieces of information fit together • Able to identify what's salient • Interested in reading more 	<ul style="list-style-type: none"> • Do not understand how the pieces of information fit together • May focus on the extraneous peripheral • See reading as distasteful

Ciborowski, J. (1999). Textbooks and the Students Who Can't Read Them: A Guide to Teaching Content

Some After Reading Strategies

- | | |
|--|---|
| <input type="checkbox"/> Review – Highlights, Bookmarks, Notes | <input type="checkbox"/> Responding |
| <input type="checkbox"/> Character Dramatizations | <input type="checkbox"/> Summarizing and paraphrasing |
| <input type="checkbox"/> Reflection | <input type="checkbox"/> Synthesizing and summarizing |
| <input type="checkbox"/> Fortune Teller Question Review | |

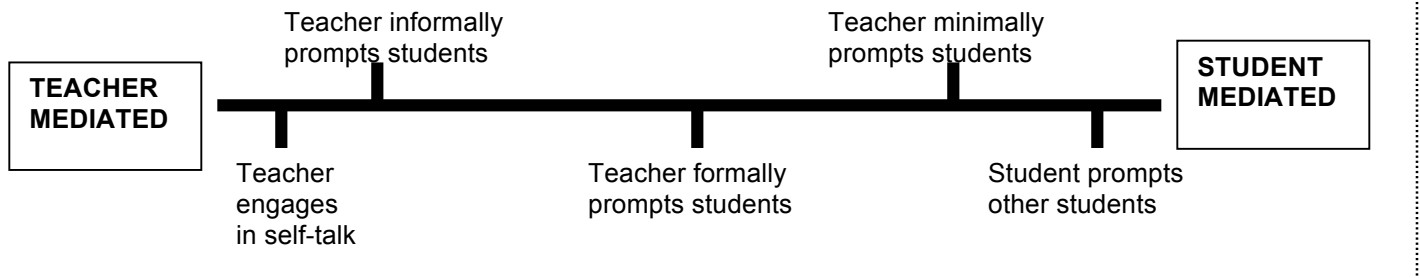
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Some After Reading Technology Implementation

- 📀 **Tape Players/Digital Recorders** – Return to key sections, reread from counters
- 📀 **Graphic Organizers** – Map whole to parts and parts to whole, emphasize main idea, aid discussion, memory flash card reviews, Venn Diagrams
- 📀 **Electronic Reading Systems** – review notes and summaries, skim headings,
- 📀 **Multimedia systems** – Create review games, fortune tellers
- 📀 **Internet** – research, questions explored, further background development

Final Notes

Continuum of Guided Practice (*Schumaker, Deshler, Woodruff, et.al*)



Steps for Scaffolding Any Comprehension Strategy

1. Introduce
2. Modeling
3. Guide the Strategy in Cooperative Groups or Pairs
4. Independent Practice
5. Reflection

Question:

What type of strategy teacher are you and what type of strategy teacher would you like to be?

Strategy Teachers

Good	Not So Good
<ul style="list-style-type: none"> • Make sure that strategy instruction is well planned and continuous • Overtly “model” covert self-regulation thoughts • Identify and teach strategy prerequisites before teaching strategy • Focus strategy instruction of what we are doing and why • Work hard to get students to self-regulate, set their own goals and self-reinforce • Know that strategy learning takes time and effort 	<ul style="list-style-type: none"> • Provide fragmented, “hit or miss” strategy instruction • Tend to be unaware of own mental processes • Tend to ignore prerequisite or teach them and the strategy at the same time • Focus strategy instruction on memorization of strategy steps • Set goals for students/exaggerate praise/use extrinsic reinforcers • Expect students to benefit immediately

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Review of Literature for Reading Comprehension

Comprehension is viewed as the “essence of reading” (Durkin, 1993)

Michael Pressley’s (1992) research found comprehension improvement when students approach the text strategically and utilize a small set of comprehension strategies.

Students who learn to use the internal organization and structure of information text are more able to comprehend and retain key ideas

Becoming a Nation of Readers (Anderson, Hiebert, Scott, & Wilkinson, 1985) stated, “Reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning” (p.8).” (Cathy Block, 1993, Donald Graves, 1985)

“The 2003 National Assessment of Educational Progress (NAEP) found that in the eighth grade, 31% of boys and 21% of girls could not read at the basic literacy

The National Institute of Child Health and Human Development have documented the importance of teaching reading comprehension to struggling students (Report of the National Reading Panel, 2000, p.55). level” stated Calhoon, M.B, 2005, p.424.

Good readers are making sense of the text and they use strategies when they know they have problems with understanding (Armbruster, Lehr, & Osborn, 2003).

Durkin, 1979, observed that only 28 minutes (0.63%) out of 4,469 minutes of reading instruction were spent on comprehension strategies (Durkin, 1979). That trend continues today, as students enroll in the higher grades, less time is spent on teaching reading comprehension strategies (Pressley, 1998).

According to the Reading Next report, “Very few older struggling readers (between fourth and twelfth grade) need help to read the words on a page, their most common problem is that they are not able to comprehend what they read” (Biancarosa & Snow, 2004, pg.3). This has led to a national focus on the need to improve reading comprehension strategies (The RAND Report, 2000).

Students leaving middle school need to have reading comprehension strategies because the material they are expected to read in High School is increasingly difficult and their inability to understand it affects their educational career (Anderson, 2006).

The lack of time coupled with the fact that very few teachers of content material have received instruction on how to teach comprehension strategies to students, leave the students at a disadvantage (Pressley, 1998).

The lack of teacher preparation in this area could be why the National Center for Education Statistics showed almost half of the students were not achieving more challenging forms of reading above the basics (Caccamise & Snyder, 2005).

Semantic mapping offers a variety of strategies to display graphically information within categories that are related to a central concept (Heimlich & Pittelman, 1986).

Students can take informational text from the content areas, and create a map that shows the relationship between concepts. Trabasso and Bouchard (2002, p.179) reviewed 11 studies that used graphic organizers. They found that “teaching readers to use systematic, visual graphs in order to organize ideas benefited readers in remembering what they read and improved reading comprehension and achievement in social studies and science.”

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Answering questions can assist the reading in understanding information by stating information that is in a sentence, implied meaning presented in two or more sentence or information not in the text but is a part of the readers' experience (Armbruster, Lehr, & Osborn, 2003).

"The process of explaining their thinking helps students deepen their understanding of the principles they are applying" (Marzano, Pickering & Pollock, 2001) p. 105).

A few classrooms were implementing word processors for writing, but most of the technology was used for drill and practice of particular skill sets (McNabb, 2005).

In contrast of that study, Ted Hasselbring, 1997, found students who have used technology supports for reading interventions have made gains and report that they do not feel singled out. Technology assisted in building their self-esteem (Hasselbring, et al, 1997).

Over two thirds of U.S. adolescents have difficulties with reading proficiently (Biancarosa, 2005). The use of technology could provide the additional support that they need. Dole, Brown & Trathen, 1996, reported, "Struggling readers who are given cognitive strategy instruction show significant reading comprehension improvement over students trained with conventional reading instruction methods (Dole, Brown & Trathen, 1996).

Recent research suggests that it takes teachers several years to learn how to provide reading strategy instruction, since it requires a shift from teacher-directed instruction with a focus on asking and answering questions, to teaching that is focused on thinking processes, problem solving, and interactive learning with students (Duffy, 1993).

The teaching of strategic reading requires teachers to modify some of their traditional practices such as teaching skills in isolation (Duffy & Roehler, 1986).

"Technology is both a facilitator of literacy and a medium of literacy. Effective adolescent literacy programs therefore should use technology as both an instructional tool and an instructional topic" (Reading Next Report, 2004, pg. 27).

Technology can accommodate various strengths and weaknesses of each medium (Rose & Meyer, 2002).

"The process of explaining their thinking helps students deepen their understanding of the principles they are applying" (Marzano, Pickering & Pollock, 2001) p. 105).

Reflecting – requires that students think back on their own work and responses throughout the text and evaluate how they are progressing as a reader (Dalton, Pisha, Eagleton, Coyne, & Deysher, 2001).

Technology assisted in building their self-esteem (Hasselbring, et al, 1997).

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Educator Informational Resources

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Student Activity Books

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Journal Articles on Reading Comprehension & Study Skills

- 📄 **Computer Based Concept Mapping**– Lynne Anderson-Inman, & Leslie Ditson
Learning & Leading with Technology, May 1999
- 📄 **Engaging Older Students with Reading Disabilities: Multimedia Inquiry Projects Supported by Reading Assistive Technology** – Rebecca Elder-Hinshaw, Genevieve Manset-Williamson, Jason M. Nelson & Michael W. Dunn; Teaching Exceptional Children, Sept/Oct 2006
Educational Leadership, April 2005
- 📄 **Everyday Study Skills** – Michele Goodstein
Scholastic Instructor, September 2004
- 📄 **Literacy Skills and The Internet** – Mary L. McNabb
Learning & Leading with Technology, March 2001
- 📄 **Old Texts and Opera – Inciting Students to Read** – Yaroslav Senyshyn
Educational Leadership, April 2005
- 📄 **Self-Regulated Strategy Development Instruction for Expository Text Comprehension** – Linda H. Mason, Hedda Meadan, Laura Hedin & Laurie Corso; Teaching Exceptional Children, March/April 2006
- 📄 **Taking Back the Class** – Eric Hellweg
Edutopia, July/August 2006
- 📄 **Technology to Help Struggling Students** – Heidi Silver-Pacuilla & Steve Fleischman
Educational Leadership, February 2006
- 📄 **The New Literacy: The 3Rs Evolve into the 4Es** – Sara Armstrong & David Warlick
Technology & Learning, September 2004
- 📄 **The Relevance of Young Adult Literature** – B. Joyce Stallworth
Educational Leadership, April 2006
- 📄 **They Can Because They Think They Can** – Richard T. Vacca
Educational Leadership, February 2006
- 📄 **Tickets, Please: Watching Movies in Class** – Madeline Farbman
Instructor, September 2005
- 📄 **Using a Computer-Adapted, Conceptually Based History Text to Increase Comprehension & Problem Solving Skills of Students with Disabilities** – T. Twyman, G.Tindal, University of Oregon
Journal of Special Education Technology, Spring 2006
- 📄 **Using Digital Images to Engage Young Learners** – Judy Van Scoter
Learning & Leading with Technology, May 2004

Web Resources

Web Resources for Electronic Text:

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| • Accessible Book Collection | www.accessiblebookcollection.org |
| • Aesop's Fables Online Collection | www.aesopfables.com |
| • Audible | www.audible.com |
| • Audiobooks Direct | www.audiobooksdirect.com.au |
| • Authors 4 Teens | www.authors4Teens.com |
| • Bookshare | www.bookshare.org |
| • Carol Hurst's Children's Literature Site | www.carolhurst.com |
| • Creative Commons (license) | www.creativecommons.org |
| • Digital Book Index | www.digitalbookindex.com |
| • Government Printing Office Access | www.gpoaccess.gov |
| • Internet Archive | www.archive.org |
| • Internet Public Library | www.ipl.org |
| • Karaoke | www.midikaraoke.com |
| • List of Dictionaries | www.math.uni-paderborn.de/dictionaries |
| • Project Gutenberg | www.promo.net/pg |

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- Reading A-Z www.readinga-z.com
- Recordings for the Blind and Dyslexic www.rfbd.org
- Step by Step Reading Corner www.readingcorner.org
- The Reading Corner www.carr.org/read

Web Resources for Literacy Information:

- ASCD: Assoc. for Supervision & Curriculum Dev. www.ascd.org
- Book Adventure www.bookadventure.org
- BookTalks www.nancykeane.com/booktalks
- Captioned Media Program www.captionedmedia.org
- CAST Center for Applied Special Technology www.cast.org
- CAST Bookbuilder bookbuilder.cast.org
- Center for Literacy and Disabilities Study www.med.unc.edu/ahs/clds
- Children's Picture Book Database www.lib.muohio.edu/pictbks
- Cliff Notes www.cliffnotes.com
- Closing The Gap www.closingthegap.com
- Computer-based Study Strategies cbss.uoregon.edu
- Council for Exceptional Children www.cec.sped.org
- Database of Award-Winning Children's Literature www.dawcl.com
- Division for Learning Disabilities of CEC www.TeachingLD.org
- Doucette Index: K-12 Literature Based Ideas www.educ.ucalgary.ca/litindex
- Family Education www.familyeducation.com
- Foundation for Critical Thinking www.criticalthinking.org
- Guided Reading for Comprehension www.four-blocks.com
- Institute for Learning Technology www.ilt.columbia.edu/publications
- International Society for Technology in Ed. www.iste.org
- Irlen Institute www.irlen.com
- Keys to Literacy www.keystoliteracy.com
- Language Arts CyberGuides www.sdcoe.k12.ca.us/score
- LD OnLine www.ldonline.org
- Makes Sense Strategies www.graphicorganizers.com
- Read, Write, Think www.readwritethink.org
- Reading Rockets News www.readingrockets.org
- Resource Room www.resourceroom.net
- SOS for Information Literacy www.informationliteracy.org
- Spark Notes www.sparknotes.com
- Special Education Technology Practice www.knowledge-by-design.com
- Study Stack www.studystack.com
- Taking the Mystery out of AT & LD www.ldonline.org/indepth
- Tech 4 Learning www.tech4learning.com
- Texas Reading Model www.texasat.net

Product Resources

- Aequus Technologies Corp. & CAST (Aspire Reader) www.aequustechnologies.com
- Attainment (Kid Tips, School Rules) www.attainmentcompany.com
- ClipTalk & PowerTalk www.fullmeasure.co.uk

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- Crick (Click 5, ClozePro, Planet Wobble) www.cricksoft.com
- Dolphin Computer Access LLC (Dolphin Tutor) www.dolphinusa.com
- Don Johnston Inc.(Draft Builder, Solo, Start-to-Finish) www.donjohnston.com
- Eastgate Systems (Tinderbox) www.eastgate.com
- Ebsco Publishing www.ebscohost.com
- Franklin Learning Resources (Homework Wiz, Lang Master) www.franklin.com
- Freedom Scientific Learning Group(WYNN, Test Talker) www.freedomscientific.com/lsg
- FTC Publishing (GamePak Interactive) www.ftcpublishing.com
- Gh LLC (GH Player) www.ghbraille.com/ghplayer.html
- Ghost Hunter Productions (Earth Academy readers) www.theghosthunteronline.com
- Grolier Online (Grolier Encyclopedia) go.grolier.com
- Harcourt (e-learning Online Library) www.eharcourtschool.com
- Harmony Hollow Software (Cool Timer & The Hat) www.harmonyhollow.net
- Inclusive Technologies (Studywiz) www.inclusive.co.uk
- Inspiration Inc.(Inspiration, Kidspiration, Inspiredata) www.inspiration.com
- IntelliTools Inc. (IntelliTools Classroom Suite) www.intellitools.com
- Kurzweil Education Systems Inc. (Kurzweil 3000) www.kurzweiledu.com
- Learning Magic (Reading Comprehension, Exploring Nature) www.learningmagicinc.com
- Masterminds, LLC (Makes Sense Strategies) www.GraphicOrganizers.com
- Mayer Johnson (Boardmaker Plus, Writing With Symbols) www.mayer-johnson.com
- MetaText (Digital Textbooks, Study Guides) www.MetaText.com
- MicroSoft Inc. (Visio, One Note) www.microsoft.com
- News Currents (One on One) www.newscurrents.com
- News-2-You (symbol newspaper, Joey's Locker) www.news-2-you.com
- Omni Group (Omni Graffle, Omni Outliner) www.omnigroup.com
- Onion Mountain Technology (highlighters, low tech) www.onionmountaintech.com
- Read How You Want www.readhowyouwant.com
- Read Please (Read Please) www.readplease.com
- Recordings for the Blind & Dyslexic (Ebooks) www.rfbd.org
- Scholastic (Read180, Flashlight Reader) www.scholastic.com
- See It Right (Color Filters) www.seeitright.com
- Slater Software (Picture It, PixWriter, Read & Tell) www.slatersoftware.com
- Smart Technologies(Smart Ideas Concept Mapping) smarttech.com
- SoftTouch (My Own BookShelf, Test Me, Score Me) www.softtouch.com
- Spark Space Inc (Spark Space) www.spark-space.com
- Text Help (Read and Write Gold, Word Smith) www.texthelp.com
- Tom Snyder Productions(Thinking Reader, Decisions, That's a Fact Jack) www.tomsnyder.com
- Visions Technology in Education(Writer's Companion) www.teamvistech.com
- Think Map Inc. (Visual Thesaurus) www.visualthesaurus.com
- Weekly Reader Press (Student Authors) www.weeklyreader.com
- Widgit (Communicate: InPrint & By Choice) www.widgit.com
- WizCom Technologies (Reading Pen) www.wizcomtech.com
- WordTalk www.wordtalk.org.uk
- Write Brothers (Word Menu) www.write-bros.com