



Noah Text[®]

Educators' Report

Assessment of Noah Text[®] by Orton Gillingham- and Wilson-trained Teachers

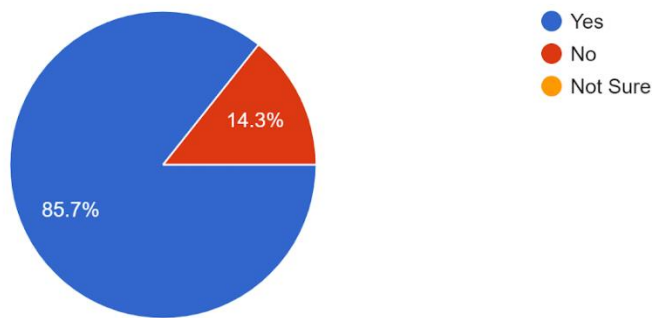
The following data was compiled by Rhode Island Tutorial and Educational Services to assess how Noah Text[®] was received by trained structured literacy specialists and how they rate its efficacy. This report summarizes the experience of Orton Gillingham- and Wilson-trained teachers from Connecticut and Rhode Island, based on their use of Noah Text[®] with 23 students, ages 12 through adult.

For more information and testimonials from educators, see www.noahtext.com.

Teachers' responses to a questionnaire were as follows:

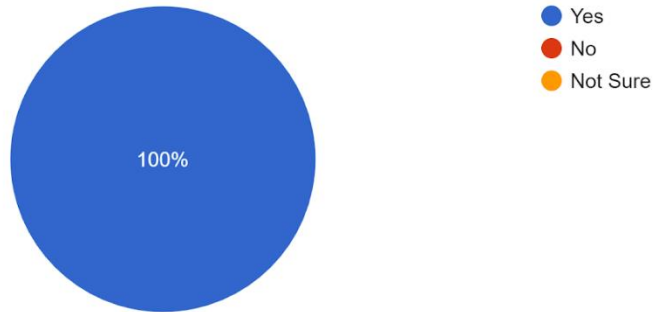
Does the student have an IEP or 504 plan?

21 responses



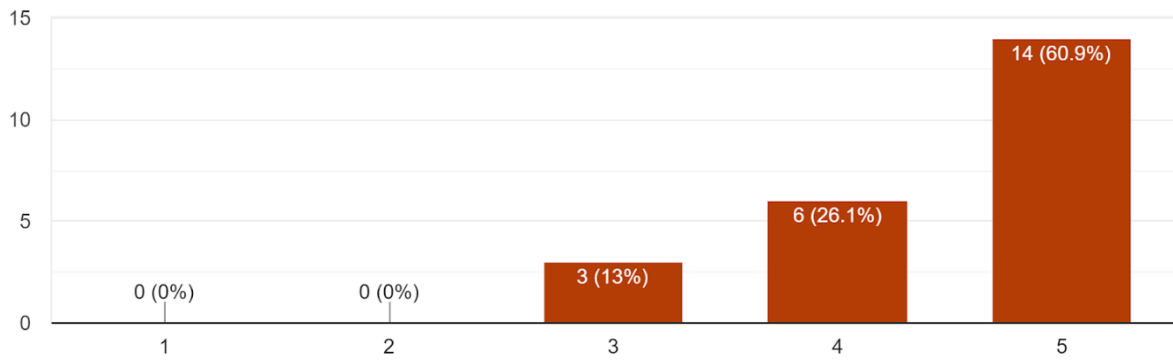
Is this student a struggling or reluctant reader?

23 responses



Did Noah Text motivate and/or make the student less resistant to reading?

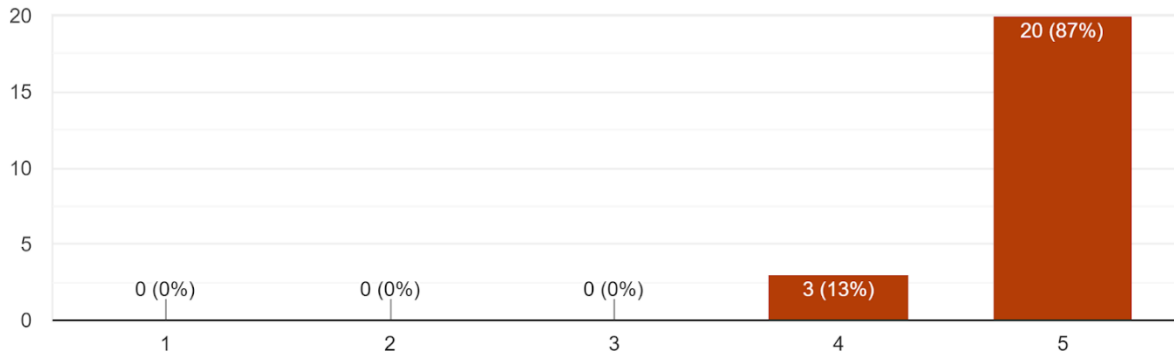
23 responses



Scale: 5 denotes highest level of motivation and least resistant; 1 means most resistant and least motivated.

How quickly did the student learn to use Noah Text?

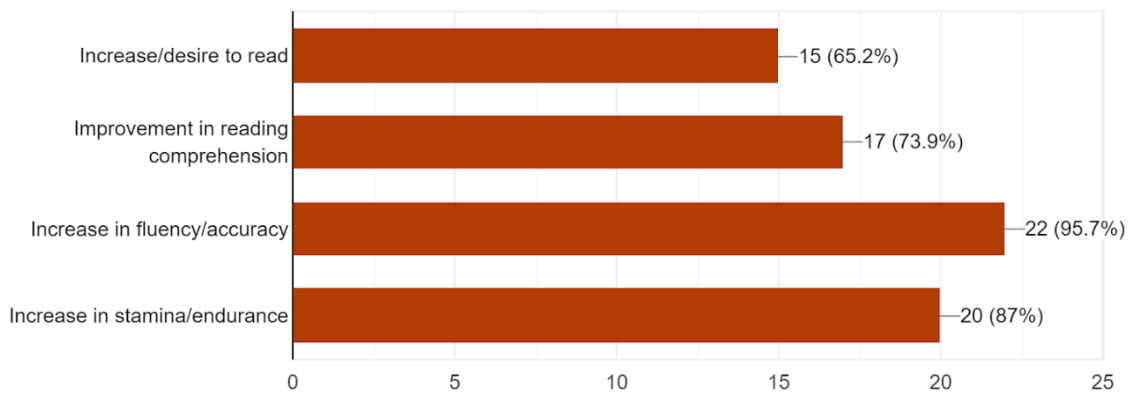
23 responses



Scale: 5 means the student learned very quickly; 1 means not quickly.

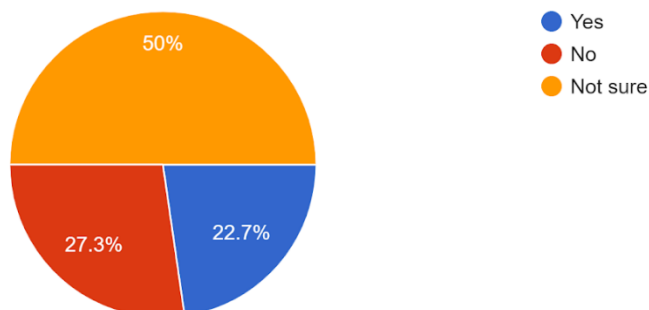
While and after using Noah Text with the student, did you observe any of the following: (Choose all that apply)

23 responses



If the student read the Franklin Noah Peterson book and or the Mad Dash, was this the first chapter book student ever read?

22 responses



Note: The chapter books mentioned above were modified in Noah Text and made available to students, enabling them in some cases to read a chapter book for the first time. The Franklin Noah Peterson books are available as a trilogy.

Educators' Comments:

"MM was a reluctant reader. Using the Noah text gave her confidence to attempt reading. She was happy to read a chapter book."

"BS was very resistant to reading aloud. As time went on and he became more accurate, he wanted to monopolize all the reading in class!"

"Nancy is very motivated to improve her reading skills. She would be proud to be able to read novels. So she does excellently with the Noah text; it's her favorite part of our lessons."

"JH's confidence grew and was willing to read anything aloud in class."

"This was the first trilogy the student ever read."

"PR was excited to read every day in class!"

"The student commented that he found Noah Text helpful. It made it easier for him to sound out the individual syllables."

"Student said Noah Text allowed him to see the story in his head like a movie, which made reading enjoyable. It also helped him see patterns in plain text as he visualized Noah Text in words that he struggled with; thus, he used it as a strategy to decode (a carry-over effect)."

“KD would beg to read Franklin Peterson as soon as she entered the classroom.”

“Student said reading with Noah Text was less tiring and wished every book was in Noah Text.”

“NT scaffolds reading accuracy for this student. He frequently self-corrected based on NT!”

“AP was so enthusiastic about the trilogy that she wrote to the author, Mrs. Blodgett, and encouraged her to write a fourth book.”

“MS enjoyed the Noah Franklin Peterson books so much, she wanted to continue reading other books.”

“Student was more at ease and was more willing to decode more challenging words.”

“The student commented on how much easier it was to read Noah Text vs. Regular text.”

“Noticable difference in her fluency, expression and accuracy while reading Noah Text passages.”

“This student has been working diligently on fluency for about two years. She absolutely loved this novel and talked animatedly about it on her own initiative. Although she struggles with multi-syllable words, the Noah Text helped her decode multi-syllable words more smoothly. If her pace seemed slow, I simply read along with her at the desired pace, and she quickly adapted to the faster pace, without any stress or anxiety. The interesting word choice in this book also helped this student develop her vocabulary. The author used grown-up words that caught her interest, so she initiated many substantive conversations about the book and its connections to her real life experiences. She asked to read Book Two the minute she finished Book One. I'm so glad. Not only did this particular book in Noah Text enhance this student's fluency, vocabulary, and comprehension, it helped her gain much needed confidence, all in a very short time. Her reading level may not have changed, but hearing her read and converse about the book, it was clear that her reading was improving in all of these ways. As we were finishing the book, she told me happily that Frank, the main character, was very easy to like because he was so relatable. She was always eager to see what the next chapter would bring. We have also been reading 5th-to-7th-grade ReadWorks passages in plain text for about a year. They have helped this student develop reading comprehension and provided a great variety of grade-level passages for her fluency practice. She is currently working towards 6h-grade fluency goals. Seeing how Noah Text eases her way, I'd now love to try these higher level ReadWorks passages in Noah text.”