

Dear Teacher or Parent:

Thanks for requesting information about *UltraPhonics Tutor™*, the highest performance Orton-Gillingham-based reading education software on the market!

In a nutshell, *UltraPhonics Tutor™* does what an expert reading tutor does one-on-one with a student, as technology permits. It is designed by people who train both tutors and other trainers, and uses the very same linguistic concepts and teaching methods, including handwriting, to get the same results.

Enclosed is detailed information you may find useful: a product brochure giving a quick overview, a curriculum description covering the Orton-Gillingham tutoring method in *UltraPhonics Tutor™*, a brief testimonials sheet, a price list, and sample curriculum scope and status reports which detail exactly what the program covers.

When you purchase Version 1.5 for our special price of \$199, you'll get a *free* upgrade to the four-user Version 2 (retail value: \$446) as soon as it's available. The major new features include enhancements to our exclusive, patent-pending *orthographic handwriting recognition™*.

Also, anything spent on the Family Edition will apply toward the Tutor and School Editions when they come out along with Version 2, should you wish to upgrade to those editions (which are optimized for more users and use over a network).

Finally, don't forget our free 30-day trial period. If you're not convinced that *UltraPhonics Tutor™* is the best software *and* the best value in the marketplace, please return the product, no questions asked.

Thanks again for your interest. Don't hesitate to call or write with more questions.

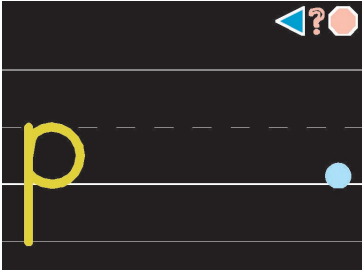
Respectfully,

John Rylander
President
Prolexia Reading Education Software Corporation
(507) 252-5575
(888) PROLEXIA
info@prolexia.com
<http://www.prolexia.com>

PROLEXIA

UltraPhonics Tutor 2™

The New Performance and Value Leader
in Orton-Gillingham Tutoring Software



Simple user interface

- Instructions given via speech and visual demonstration
- **Exclusive Orthographic Handwriting Recognition:** teaches, recognizes, and enforces proper straight and italic manuscript handwriting using a mouse or light pen for **truly kinesthetic learning**
- No reading or typing skills required

Powerful, sophisticated, automatically individualized lessons

- **Advanced Orton-Gillingham multisensory structured and sequential phonics instruction** as specially designed by internationally recognized master tutor trainers
- Students may fast-track concepts already mastered
- Automatically and continually paced and structured for each student
- Multi-thousand word vocabulary



Designed to offer real help to those who need it

- Works with beginners or at-risk readers of any age
- Teaches up to an early 5th grade reading level
- Always positive and supportive
- Uses the same concepts and techniques as master tutors
- Full reporting lets you monitor success
- *Don't take our word for it: prove it to yourself with our 30-day money-back guarantee*

PROLEXIA

UltraPhonics Tutor 2™

Family, Tutor, and School Editions

Prices start at \$199 for the Family Edition.

Find out more at www.prolexia.com, send e-mail to info@prolexia.com, fax us at (507) 252-0131, or call 1 (888) PROLEXIA (1 (888) 776-5394) for details!

1-888-PROLEXIA
READING EDUCATION SOFTWARE

PROLEXIA **UltraPhonics Tutor**

*The Performance and Value Leader
in Orton-Gillingham Tutoring Software*

Frequently Asked Questions

What is UltraPhonics Tutor?

UltraPhonics Tutor is a program designed to do for a student exactly what an expert reading tutor does, using the same concepts, methods, and common sense that the best tutors use, insofar as the technology allows.

For example, we rely exclusively on hand-written user input, because that's what a tutor relies on. Why? *Because that works best for students with difficulties learning to read or write.*

UltraPhonics Tutor teaches students to read and write at up to an early fifth-grade level.

Compared to other programs, **UltraPhonics Tutor is unique:**

- *UltraPhonics Tutor* is designed by tutor trainers to instruct, monitor, and remediate exactly as an expert Orton-Gillingham tutor would.
- *UltraPhonics Tutor* strongly emphasizes teaching, evaluating, and remediating handwriting, both proper content *and* proper form – proper letter formation is considered critical by expert tutors to preclude letter and letter-sound confusions.
- This in addition to a very strong, structured, sequential, and phonetic basic reading skill curriculum, teaching, evaluating, and remediating 116 linguistic concepts.

Who should use UltraPhonics Tutor?

In a nutshell: anyone who needs to learn basic reading skills, and especially anyone who has difficulty doing so.

UltraPhonics Tutor doesn't require a specific age range, and doesn't cater only to children. It's not a game or "edutainment." Rather, it automatically and self-adaptively focuses on previously known or currently demonstrated skill deficiencies in students reading and writing beneath a 5th grade level. Children 5-years-old and up and adults should have little difficulty with the software.

Why bother with handwriting – isn't typing just as effective?

No. Nearly all Orton-Gillingham dyslexia experts consider integrated, orthographic handwriting either essential or very important. There are several compelling reasons for this.

Most importantly, *UltraPhonics Tutor's* emphasis on proper letter formation helps guarantee that a student knows the letters' shapes and their associated sounds, for purposes of formation and recognition in both analyzing and synthesizing written language.

Second, without handwriting, the approach is substantially less multisensory.

Third, handwriting is in itself still a very important skill, and will be for the foreseeable future.

Isn't the mouse hard to write with?

Generally, no. *Kids* typically adapt to the mouse very quickly; with *adults*, it typically takes a little longer. The light pen (\$349) is a more intuitive input device for most students, but the vast majority of users find the mouse acceptable.

Most students do well with the mouse, simply because it's fairly easy and they're so familiar with it.

In fact, the mouse has *one direct advantage* over the light pen: ***UltraPhonics Tutor*** allows adjustment of the mouse-handwriting kinesthesia, so that students may, if you wish, be required to write larger and therefore more kinesthetically profound letters. On the other hand, if students have no trouble at all writing, you can allow them to write smaller letters, making tasks quicker for expert handwriters.

The light pen's big advantage is simply that it's a pen, and so is directly similar to writing with a regular pen or pencil. It requires the student to write directly on the screen, especially handy for tracing letters, filling in the blank, completing words, etc.

In those cases where a student cannot properly use the mouse, the light pen becomes not only desirable but essential.

Why does UltraPhonics Tutor insist that the letters not only look right, but also that the process of forming them is right?

Because proper letter formation helps students with difficulties learn to read, write, and spell successfully.

Proper letter formation isn't *merely* a matter of making the letters look right. Very often, letters that look fine but have been drawn improperly (e.g., needlessly using two strokes instead of one; having "b", "d", "p", and "q" *feel* like mirror images of each other; etc.) **cause serious troubles for students with dyslexia.** As an expert tutor, *UltraPhonics Tutor* first demonstrates and then requires proper letter formation. If later-on a student has difficulty forming the letter properly, *UltraPhonics Tutor* will re-teach proper formation.

Take an example: "b" and "d". For students with no reading or writing difficulties, frankly, letter formation doesn't much matter so long as the end result is visually acceptable. *This isn't the case for most students with dyslexia.* Such students need the additional help that a truly multisensory approach offers, the kinesthetic "muscle memory" reinforcing sound/letter (phoneme/grapheme) connections, and helping to distinguish letters that *look* like mirror images. *Proper letter formation helps avoid reversals and confusions that result with dyslexic students when relying on visual cues alone.*

As experts recommend, *UltraPhonics Tutor* relies on three kinesthetic goals when determining how letters should be formed:

- (1) **Simplicity**, eliminating needless breaks and complexity, so that (e.g.) the letters should have only one stroke when possible.
- (2) **Consistency**, so that the student will draw the letters the same way each time, thereby reinforcing the proper formation and the link with the associated sound.
- (3) **Uniqueness**, so that often-confused letters that *look* very similar (e.g., "b" and "d") won't *feel* very similar.

Prolexia believes this capability is sufficiently critical that we have invested many years of effort into making patented, high-quality ***orthographic handwriting recognition™*** a reality. *UltraPhonics Tutor* is the only product in the world with this capability, and will remain so until patents expire.

What about cursive handwriting?

UltraPhonics Tutor doesn't yet support cursive script, but we're working on it, and it will. Version 1.5 supports both ordinary and kinesthetically enhanced block manuscript and, and Version 2 adds a slanted manuscript form similar to "D'Nealian".

What do you mean by an "intelligent, adaptive curriculum"?

***UltraPhonics Tutor* was designed with the help of leading tutor-trainers, and the software makes many curriculum-based decisions the same way tutors do.**

Now no *software* is truly as smart as an expert *human* tutor, obviously. But our "software tutor" is the smartest *software* around, making quantities and quality of tutoring available to more students than was ever possible before, except for those for whom cost was no object.

For example, when a student makes a mistake, rather than simply having the student try again until she gets it right, *UltraPhonics Tutor* tries hard to determine just exactly what concept the student misunderstood and offer specific remediation. Similarly, when a student is having serious troubles with a given linguistic concept (e.g., "n"), *UltraPhonics Tutor* will skip similar or related concepts (e.g., "m") until the prior foundation is understood.

UltraPhonics Tutor automatically tracks each student's progress, noting for its own planning and on behalf of those supervising just how the student is doing on each of 117 linguistic concepts. In areas of difficulty, *UltraPhonics Tutor* offers additional review; in areas of success, the repetition and instruction are slight. In the most difficult cases, *UltraPhonics Reports* gives notice that human intervention is required.

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UltraPhonics Tutor frees tutors, teachers, and parents to focus on the toughest problems (as automatically indicated in *UltraPhonics Reports*), multiplying many-fold their effectiveness. And it helps parents overcome cost, convenience, and availability obstacles that far too often keep students from getting the help they desperately need.

Does it work?

Yes.

We know this for both theoretical reasons (the program is designed to do as much as possible of what the best tutors) and for practical reasons, since so many parents and schools have let us know of their success!

If in your particular case it doesn't, we want you to return it. We offer a 30-day money back guarantee in which time we don't even charge your account.

Does it work on the Mac?

Sort of.

It works on Apple computers that support Windows emulation (through products such as SoftWindows).

How do I take it for a test drive?

Simply order the product via telephone or from our web site (Prolexia.com); we do not charge your credit card or cash your check for more than 30 days after you receive the product.

If you decide it's just not right for you, just send it back to us, and you'll never be charged a penny.

How much does it cost?

Version 1.5 of *UltraPhonics Tutor* is priced at 199.00 for four users – what we call our Family Edition.

Version 2 of *UltraPhonics Tutor* will be free (for the same quantity of students) for all Version 1.0 and Version 1.5 owners, and allow will optionally allow far more than 4 users per system.

Pricing is still to be determined for new Version 2 customers, but here are basic guidelines:

For small quantities of users, the pricing would start at about \$100 per student, and come down to about \$50 as more students are added – even in small quantities, very inexpensive for unlimited expert tutoring.

For site and district licenses, pricing is dramatically lower.

How much lower? We need to make money on our software if we're to keep our employees and investors motivated, supportive, and happy. That said, we also desperately want to get this software into the hands of as many students – children and adults – as possible. Our site licenses allow schools and districts to use the software for every student who can benefit: those with reading difficulties, and those simply reading at less than a fifth grade level.

This offers powerful benefits to schools and students: by allowing every student to use *UltraPhonics Tutor*, schools not only ensure effective and automatically customized and paced reading instruction for each student, but *UltraPhonics Tutor* automatically detects which students need special assistance and then automatically provides it. *UltraPhonics Tutor* even determines which students continue to have difficulty and passes that information on to teachers, allowing schools and districts to most efficiently, directly, and effectively utilize their most prized and expensive assets: teachers and specialists.

When will Version 2 be available?

We were incorrect in our earlier optimism that it would be out in 2000. We continue to make substantial progress on the software, but estimate it will be the fourth quarter of 2001 until *UltraPhonics Tutor* Version 2 is generally available.

What about technical support?

Should you ever run into a technical problem – most users don't – simply call our tech support line at (480) 614 8547, or e-mail us at support@prolexia.com.

Curriculum Description

The **UltraPhonics Tutor** curriculum focuses on five primary goals:

- *providing a structured-phonetic, multisensory teaching program which emulates a master Orton-Gillingham reading tutor, replicating as many components of the method as current technology allows*
- *providing students of all ages with a positive learning environment for reinforcing skills*
- *providing dramatically enhanced reading, writing, and spelling instructional effectiveness for parents, tutors, and teachers*
- *providing consistent reinforcement of linguistic concepts and rules with a rotating word bank*
- *providing a system for teaching groups of students while tailoring the rate and sequence of new material to each individual*

(1) The Orton-Gillingham Approach

The **UltraPhonics Tutor** curriculum includes the eight essential instructional elements needed to successfully teach students with dyslexia as outlined in publications of the International Dyslexia Association. **UltraPhonics Tutor** is:

1) **Multisensory:** Instruction involves immediate, intensive, and continuous interaction between what the student is seeing, hearing, and feeling in the speech mechanisms and the writing hand. All the language elements taught are reinforced by having the student listen, speak, read and write.

In **UltraPhonics Tutor** the student uses a light pen or a mouse to trace over newly taught phonograms and to spell and write letters, words, and sounds from dictation. Writing reinforces learning. This program will identify confusions and determine the level of mastery for each student.

2) **Alphabetic/Phonetic:** The student is taught the sound-symbol connections which are then reinforced in isolation and in words for reading and spelling. The essence of the phonetic approach is to make letter-to-sound connections as simple and comprehensive as possible.

3) **Synthetic/Analytic:** The student is taught how to blend sounds together, to break blends into parts, and to analyze and compare rules, sounds, and place value in order to make correct decisions for reading and spelling.

When using *UltraPhonics Tutor* the student hears the sounds pronounced while seeing the letters move together to make familiar words. The student also learns how to segment words into separate speech sounds before beginning to spell. *UltraPhonics Tutor* teaches the student how to do this and then requires that the student click on buttons, one for each sound in the word, with the mouse or light pen before the word is written. Drills which require locating sounds and filling in blanks make the student apply the process to many words.

4) **Structured:** The student learns one sound association, linguistic rule, or sight word and practices using it with previously taught material before learning the next piece. If the student has significant difficulties, new material may be delayed until earlier material is retained.

In *UltraPhonics Tutor*, each new piece of the language taught is specifically reviewed two more times through drills and spelling practice. If confusions occur later in another context, additional review is provided. *UltraPhonics Tutor* has also divided the linguistic rules into teachable segments and provided practice and correction routines for each segment.

5) **Sequenced:** Linguistic concepts are taught in a logical sequence that will minimize potential confusion.

The *UltraPhonics Tutor* curriculum is organized to separate commonly confused linguistic elements. The sequence for introducing new material can be altered to allow more practice and assurance with one element before a potentially confusing concept is introduced. This flexibility in presenting information allows the product to be tailored specifically to each individual's needs.

The logic and order of *UltraPhonics Tutor's* curriculum was determined by nationally recognized Orton-Gillingham authorities such as Arlene Sunday, based on their training in the Orton-Gillingham Approach and many years of using this Approach while teaching students of all ages and training teachers.

6) **Cumulative:** The student learns newly introduced elements while prior elements are incorporated and reinforced based on lack of practice and particular student difficulties.

UltraPhonics Tutor's Mastery Exam section consistently provides drills and spelling tasks using all of the linguistic information previously taught. Special attention is given to the elements which have been confusing.

7) **Repetitive:** The concepts are repeated until the student gains mastery.

The product provides consistent review of confusing elements by combining them with securely retained elements while supplying different words for practice. Since the amount of repetition needed for mastery varies, *UltraPhonics Tutor* will emphasize repetition based on each student's demonstrated skill level.

8) **Cognitive:** The student should understand the "linguistic logic" underlying word formations and patterns and be able to demonstrate such understanding while writing words.

During the introductory and review portions of the lessons, *UltraPhonics Tutor* explains rules and generalizations both verbally and with on-screen demonstrations.

(2) Targeted Students

UltraPhonics Tutor's original goal was to be a program for students with developmental reading disorders, also known as dyslexia, and to target the reading and spelling level rather than the age or grade level of the student. But it isn't limited to students with diagnosed learning difficulties: it's appropriate for all individuals who would benefit from a multisensory phonics approach to learn to read and spell. This includes not only beginning readers generally, but also those learning English as a second language. An individual mastering the Version I curriculum will read at a late fourth to middle fifth grade level.

UltraPhonics Tutor provides a sound academic program for students of all ages. The ability to move through the program and learn new information about words will translate into increased skills in reading and writing. This motivates younger students and adults.

UltraPhonics Tutor also motivates by praising students after a correct response. The student never hears a negative statement when making a mistake, but is asked to try again. When a student cannot correct an error, the correct information is shown or pronounced. The student is asked to trace or repeat a response and then praised for success at that point. Nothing succeeds like success!

Interaction using the mouse or light pen is facilitated by a variety of clear, visual cues: segmentation buttons appear prior to spelling tasks, writing lines appear when it is time to write, and a "continue" button individualizes the speed for moving ahead. The student masters essentials of this interactive program without distraction and can focus on what is being taught.

To exit **UltraPhonics Tutor** at any time during a learning session, there is a "Stop" button. The student can start at that point at a later time.

(3) Reading, Writing, and Spelling Instruction

The product's curriculum includes

- consonant sounds
- consonant blends – st, fl, br, mp, etc.
- short vowel sounds – a, e, i, o, u
- vowel pairs – ee, oo, ai, ay, au, etc.
- r-controlled patterns – er, ir, ur, ar, or
- consonant -le patterns -ble, -dle, -ple, etc.

UltraPhonics Tutor teaches over forty linguistic rules along with their phonic elements. These rules explain when to use -k or -ck at the end of a word, how the vowel-consonant-e pattern operates, how to add suffixes to root words, and so forth. **UltraPhonics Tutor** identifies thirty-nine confusing linguistic elements, and provides discrimination drills to help students make appropriate choices.

There are over 3300 words used, providing an expansive vocabulary.

(4) Teaching Methods

Three primary teaching methods are used in the *UltraPhonics Tutor* curriculum.

(1) Introducing sounds and their symbols involves showing the letter(s) to be introduced, showing the letter(s) being formed on the screen, pronouncing the sound, and explaining any rule involved. The student is asked both to trace and to write the letter(s). Then the student blends the new unit with others already learned and spells words using the new sound.

(2) Non-phonetic words are taught one at a time, stressing the names of the letters and the pronunciation of the word with review and practice opportunities provided.

(3) Linguistic rules use associated drills, stressing the conceptual understanding and concrete application of the rule.

UltraPhonics Tutor reinforces every new piece of language information three times. When a student doesn't understand, the introduction is repeated in order to emphasize that concept until the student can demonstrate understanding. If confusion persists, a signal is sent to the parent or teacher to indicate that intervention may be needed, but the program will continue to use the introduction procedures and drills until the student achieves mastery.

UltraPhonics Tutor also has a built-in Mastery Exam which routinely provides practice drills and writing exercises assessing all previously taught material. When errors are noted, the program reviews concepts and words to assure success and strengthen "memory pegs."

(5) Individualized Instruction

UltraPhonics Tutor chooses different procedures based on the student's progress through the curriculum, and determines when to introduce new concepts, when to review concepts already introduced, and when to do a comprehensive Mastery Exam. The focus is always on linguistic concepts and rules rather than memorizing individual words.

An individual profile sets the starting point each time the student logs on. The profile also records the student's confusions in order to provide further review and practice exactly as needed.

UltraPhonics Reports, the included *UltraPhonics Tutor* report generator, helps teachers, parents, or adult students see progress in the curriculum, elements taught, elements mastered, and those still causing problems. As appropriate, *UltraPhonics Reports* sends signals indicating a student is having difficulties and may require intervention to move through the program efficiently.

New in version *UltraPhonics Tutor Version 1.5* is **pre mastery**: a teacher or parent may specify in advance which concepts she believes a student already understands, abbreviating instruction for those concepts *unless* the program detects that the student has difficulties. (This fail-safe allows *UltraPhonics Tutor* to be used both quickly and effectively with non-dyslexic or undiagnosed students by marking all concepts premastered and letting *UltraPhonics Tutor* discern, report, and remediate areas of serious student difficulty.) Version 1.5 also supports a variety of handwriting sizes for students, offering those needing it significantly enhanced kinesthesia with the mouse.

UltraPhonics Tutor Version 2, which will be a free upgrade for all 1.0 and 1.5 customers, adds a completely redesigned handwriting module that permits use of D'Nealian-like slanted manuscript and more flexible student handwriting (if, and to the extent, desired).

Vowel Sounds - Short

a (at)
e (pet)
i (it)
o (pot)
u (up)

Vowel Sounds - Long

y = ie (my)
y = ee (candy)

**Vowel Sounds - Long -
Vowel Team**

ue (value)
ay (day)
ai (rain)
ee (feet)
ea (eat)
igh (night)
oa (boat)
ow = oe (snow)

**Vowel Sounds - Long -
Vowel Consonant 'e'**

a-e (name)
i-e (time)
o-e (home)
u-e (use)

**Vowel Sounds -
Diphthongs - Vowel
Team**

ow = ow (now)
ou (out)
oo (moon)
oy (toy)
oi (oil)
aw (saw)
au (fraud)

**Vowel Sounds - "r"
Patterns**

ar (car)
er (her)
ir (third)
or (order)
ur (purple)

Vowel Sounds - Others

ing (sing)
ang (bang)
ink (sink)
ank (sank)
all (ball)

**Consonant Sounds -
Single**

b (bat)
c = k (cat)
c = s (center)
d (did)
f (fun)
g = g (goat)
g = j (gentle)
h (hat)
j (jam)
k (kid)
l (lamp)
m (man)
n (nap)
p (pup)
r (ran)
s = s (sat)
s = z (buns)
t (ten)
v (van)
w (win)
x (box)
y = y (yell)
z (zip)

**Consonant Sounds -
Team**

qu (queen)
ck (back)
ch (chin)
sh (ship)
th = th (thin)
th = dh (that)
wh (wheel)
tch (match)
dge (judge)

**Consonant Blend - Two
Consonants**

sm (smile)
st (stand)
sn (snap)
sp (spot)
sl (slam)
sk (skin)
sc (scar)
sw (swipe)
bl (blot)
pl (plan)
cl (clap)
fl (flap)
gl (glad)
mp (lamp)
nt (ant)
pt (kept)
ft (lift)
lt (belt)
lk (milk)
nd (blend)
br (brush)

tr (trap)
pr (pray)
cr (crash)
fr (fry)
dr (drop)
gr (grab)
tw (twice)

**Consonant Blend - Three
Consonants**

spl (split)
str (strap)
spr (spring)
scr (scrap)

**Consonant Blend - One
Consonant One**

shr (shrimp)
squ (squeek)
thr (three)
nch (inch)

**Word Endings - Double
Letter**

ll (pill)
ff (stuff)
ss (kiss)
zz (jazz)

Word Endings - Basic -le

-ble (marble)
-dle (candle)
-gle (eagle)
-ple (sample)
-tle (turtle)
-ckle (pickle)

**Word Endings - Double
Letter -le**

-bble (bubble)
-ddle (middle)
-ffle (baffle)
-ggle (jiggle)
-pple (apple)
-ttle (bottle)
-zzle (nozzle)

**Word Endings - Final -e
function**

ce (peace)
ge (merge)

**Suffix Rule - Connecting
Base Word**

Root ends with Two
Consonants
(asking)
Root one, Suffix one
Consonant
(gladly)

Double Root's
Consonant
(running)
Root Vowel Team +
Consonant
(reading)
Root ends with Vowel
Team
(staying)
Root ends with "x"
(fixing)

Suffix Rule - Plurals

-s (gifts)
-ses (dresses)
-shes (wishes)
-ches (churches)
-tches (crutches)
-xes (foxes)

Suffix Rule - "ed" suffix

ed = d (played)
ed = t (skipped)
ed = @d (rested)

**Suffix Rule - Root Word
ends with "e"**

drop e (taking)
keep e (safely)

Nonphonetic Word

the
a
to
is
are
do
does
was
one
said
of
were
goes
have
give
live
come
some
what
two
four
once
off
you
your
who
there
where
want
done

Prolexia **UltraPhonics Tutor**
 Typical Instructional Sequence

1	t (ten)	48	give	74	tch (match)
2	n (nap)	49	bl (blot)	75	you
3	a (at)	49	pl (plan)	77	a-e (name)
4	p (pup)	49	cl (clap)	78	your
5	m (man)	49	fl (flap)	79	i-e (time)
6	the	49	gl (glad)	80	o-e (home)
7	d (did)	50	live	81	who
8	r (ran)	51	mp (lamp)	82	u-e (use)
9	a	51	nt (ant)	83	or (order)
10	g = g (goat)	51	pt (kept)	84	there
11	s = s (sat)	51	ft (lift)	85	all (ball)
12	to	51	lt (belt)	86	where
13	i (it)	51	lk (milk)	87	ow = oe (snow)
14	b (bat)	51	nd (blend)	88	s = z (buns)
15	is	52	br (brush)	89	-s (gifts)
16	c = k (cat)	52	tr (trap)	89	-ses (dresses)
17	f (fun)	52	pr (pray)	89	-shes (wishes)
18	are	52	cr (crash)	89	-ches (churches)
19	l (lamp)	52	fr (fry)	89	-tches (crutches)
20	h (hat)	52	dr (drop)	89	-xes (foxes)
21	do	52	gr (grab)	90	want
22	o (pot)	52	tw (twice)	91	ea (eat)
23	j (jam)	53	y = ie (my)	92	ar (car)
24	does	54	come	93	done
25	x (box)	55	th = th (thin)	94	-ble (marble)
26	ay (day)	56	some	94	-dle (candle)
27	was	57	th = dh (that)	94	-gle (eagle)
28	u (up)	58	ing (sing)	94	-ple (sample)
29	ee (feet)	59	ang (bang)	94	-tle (turtle)
30	one	60	what	94	-ckle(pickle)
31	k (kid)	61	ch (chin)	95	-bble(bubble)
32	e (pet)	62	spl (split)	95	-ddle(middle)
33	said	62	str (strap)	95	-ffle(baffle)
34	v (van)	62	spr (spring)	95	-ggle(jiggle)
35	w (win)	62	scr (scrap)	95	-pple(apple)
36	of	63	two	95	-ttle(bottle)
37	sh (ship)	64	shr (shrimp)	95	-zzle(nozzle)
38	oo (moon)	64	squ (squeek)	96	ir (third)
39	were	64	thr (three)	97	oy (toy)
40	z (zip)	64	nch (inch)	98	ed = d (played)
41	ll (pill)	65	wh (wheel)	98	ed = t (skipped)
41	ff (stuff)	66	four	98	ed = @d (rested)
41	ss (kiss)	67	er (her)	99	drop e (taking)
41	zz (jazz)	68	y = ee (candy)	99	keep e (safely)
42	goes	69	once	103	c = s(center)
43	ck (back)	70	ink (sink)	104	ce (peace)
44	y = y (yell)	71	ank (sank)	105	g = j(gentle)
45	have	72	off	106	ge (merge)
46	qu (queen)	73	Root ends with Two	107	ow = ow (now)
47	sm (smile)	Consonants (asking)		108	aw (saw)
47	st (stand)	73	Root one, Suffix one	109	oa (boat)
47	sn (snap)	Consonant (gladly)		110	ai (rain)
47	sp (spot)	73	Double Root's Consonant	111	ou (out)
47	sl (slam)	(running)		112	igh (night)
47	sk (skin)	73	Root Vowel Team +	113	oi (oil)
47	sc (scar)	Consonant (reading)		114	ur (purple)
47	sw (swipe)	73	Root ends with Vowel	115	ue (value)
		Team (staying)		116	au (fraud)
		73	Root ends with "x" (fixing)	117	dge (judge)

PROLEXIA

UltraPhonics Tutor[™]

What do parents, teachers, and experts say about **UltraPhonics Tutor**?

They love it!

- This is *ideal* for those home-schooling their dyslexic children. (C. Wilson Anderson, Past-President, Orton Dyslexia Society)
- The teacher commented on how well she's been doing. When she's slacked off, her grades have gone back – it's very effective when used regularly!
- It didn't take long for them to catch on to the mouse.
- It's easy for them to start on their own.
- I think the program is fantastic!
- Trained Orton-Gillingham tutors aren't always available, but ***UltraPhonics Tutor*** is.
- To me, this is just absolutely fantastic. They can sit down at their leisure and work on it.
- They've picked up on the kinesthetic motion more quickly than they thought they would.
- It's very friendly, very easy for the kids to use.
- Great practice for the kids – they don't want to stop! . . . It's very valuable for the practice it gives kids.
- Kids are so computer literate, the mouse is easy for them to use.
- As effective as direct instruction, but it doesn't take a body to do it.
- It takes away from the boredom
- Something like this would benefit children in schools. I think it is a very good program.
- It's very self-explanatory.
- I like it because it doesn't downgrade the students [when they make mistakes].
- It's a *wonderful* program!

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