Sonday System	Phonemic awareness, fluency, vocabulary, comprehension, spelling	The _____ is based on Orton-Gillingham instructional principles. The National Reading Panel identified Orton-Gillingham as one of the effective methodologies that address the needs of struggling readers. The _____ materials incorporate the essential components of reading (phonemic awareness, phonological awareness, fluency, vocabulary, comprehension) and also integrates a systematic spelling component. When reading and spelling are taught together, progress is faster, learning is more secure and the learner becomes a writer as well as a reader. Spelling offers an opportunity for kinesthetic/tactile practice through tracing and writing, and provides immediate diagnostic information regarding sounds, rules, and concepts that have (or have not) been learned. The _____ is in line with the California Dyslexia Guidelines.
Phonics for Reading	Phonemic awareness, phonics, decoding, fluency	_____ is a supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills. The program was originally conceived for

| REWARDS | Decoding, fluency, vocabulary | _____ for intermediate and secondary students is an explicitly taught, research-validated reading intervention program. It incorporates a highly generalizable strategy for decoding multisyllabic words frequently found in content-area texts. Daily 50- or 60-minute lessons increase oral and silent reading rates (fluency), expand students' knowledge of general academic and domain-specific vocabulary, and build students' confidence in their |

Social-Emotional

Curriculum	Targeted Areas	Description
Social Thinking!	Self-Regulation, Social-Emotional Learning, Executive Functioning, Perspective Taking, and Social Problem Solving	Social thinking is the process by which we interpret the thoughts, beliefs, intentions, emotions, knowledge and actions of another person along with the context of the situation to understand that person's experience.The Social Thinking Methodology is designed to help individuals age 4 through adulthood with solid language and learning abilities. The Social Thinking Methodology, uses evidence-based strategies to help students build their social competencies including self-regulation, social-emotional learning, executive functioning, perspective taking,and social problem solving.
Zones of Regulation	Self-Regulation	The is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.
Sanford Harmony	Social-Emotional	Sanford Harmony is a social emotional learning program for elementary students designed to foster intergender communication and understanding, connection, and community both in and outside the classroom and help students develop into compassionate and caring adults. The curriculum teaches empathy, peer relations, and problem solving skills while promoting diversity and inclusion.
TOOLBOX™ *When used at specific school sites in the general education program.	Social-Emotional	T is a Kindergarten through 6th grade program (being used in preK-8) that supports children in understanding and managing their own emotional, social, and academic success. The foundation of TOOLBOX is 12 human capacities that reside within all of us. Through its simple and profound metaphor of Tools, TOOLBOX brings forward a set of skills and practices that help students access their own inner resilience at any time, in any context.