



Product Overview & Samples



It's shocking, but true – 40% of kids are experiencing failure in learning how to read! But it doesn't have to be this way. Children can learn how to read with ease using the groundbreaking Phonics Plus Five™ reading system (patent pending), which was created over the last 40 years by Dr. Marion Blank, an internationally recognized developmental psychologist and educator who is the director of the Light on Literacy program at Columbia University in New York.

Designed for children from 4 to 10 years of age, Phonics Plus Five also benefits older children who are experiencing difficulties in learning to read and write. The kit, which contains over a full year of learning material, includes everything required to take a child from a non-reader to a third grade reading level. Each lesson takes only 15-20 minutes a day and comes with clear, detailed, easy to follow instructions.

Phonics Plus Five consists of:

- 32 workbooks
- 30 full color books
- An easy-to-use guide
- A skills check that tells parents and teachers the right starting level for a child
- Review material to strengthen any areas where a child needs additional support



How does it work?

Phonics Plus Five™ is the only system that teaches all 6 skills essential for reading success. Currently, reading education is dominated by 2 systems: phonics and whole language. Each of these teaches only one of the 6 skills of reading. When children are taught all 6 skills, they easily master both reading and writing. Excellent, quantifiable results are typically achieved by all children within 1 month of starting the program.

The Six Skills of Reading						
	Sequencing	Letter Creation	Phonology	Semantics	Syntax	Text
Phonics Plus Five	✓	✓	✓	✓	✓	✓
Phonics			✓			
Whole Language						✓

PHONICS PLUS FIVE: A Sampling of Its Content

Phonics Plus Five uses a set of 18 unique formats and books to teach children flawless reading and writing skills. The material here provides you with a sample of its content, along with brief explanations of what each component is designed to achieve and how it differs from current reading methods.

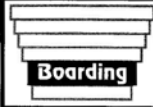
Some Sample Formats for Teaching Words

Savvy Sounds format

In traditional phonics programs, children are taught to “sound out” words. As many a parent and teacher know, sounding out can be very difficult – if not insurmountable – because English is a very irregular language that is difficult to sound out. So children try to bypass the process by looking at the first one or two letters of a word and then guessing what the word might be. It’s easy to understand why they resort to this practice. But ultimately it destroys any hope of either effective or accurate reading.

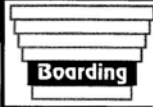
The Savvy Sounds format has been designed to overcome this hurdle. In it, a child may start dealing with a word such as *plane* by seeing it in the following array:

© Target Word: plane planes




?

Is It Known?



What To Do: Without showing the Target Word, provide pencil & lined paper. Say, “Write **plane**.” If spelling is correct, skip word & go to next word (-ing, next page). If spelling is not correct, provide pencil & have child complete both sides of page.



Savvy Sounds

What To Do: 1. Point to Target Word at top of page. Say, “This is **plane, planes**.” 2. Cover those words. 3. Point to **pla** in 1st row below. Say, “This starts the word **plane**.” 4. Point to **plane/place**. Say, (a) “Find the one that says the whole word **plane**,” (b) “circle it,” (c) “say **plane**.” Immediately correct any error. Repeat for each row. For rows that start with **plane**, say, “This starts the word **planes**,” (a) “Find the one that says the whole word **planes**,” (b) “circle it,” (c) “say **planes**.”

pla	plane	place	
plane	planes	plans	
pla	plate	plane	
pla	play	plant	plane
plane	planes	plain	plaid

In carrying out this activity, the adult points to the box containing **pla** and tells the child that “this starts the word **plane**.” The child then has to look across the line and find “the whole word **plane**.”

As you can see, all the choices begin with the same letters. Within a few sessions, children recognize that:



- a) the scanning of one or two initial letters doesn't work, and
- b) to identify a word, they must scan the full set of letters.

Once the correct scanning patterns are established, the misleading first-letter guessing strategy drops away.

This format is not restricted to short, simple words. It's effective with a wide range of words. For example, as the children progress, they see words like **hungry** which appear as follows:

Target Word: hungry		Soaring																					
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ? </div> <div> Is It Known? </div> </div> <p>What To Do: Without showing the Target Word, provide pencil & lined paper. Say, "Write hungry." If spelling is correct, skip word & go to next word (open, next page). If spelling is not correct, provide pencil & have child complete both sides of page.</p>																							
<div style="display: flex; align-items: center;"> <div> Savvy Sounds </div> </div> <p>What To Do: 1. Point to Target Word at top of page. Say, "This is hungry." 2. Cover that word. 3. Point to hung in 1st row below. Say, "This starts the word hungry." 4. Point to hungry/hurray. Say, (a) "Find the one that says the whole word hungry;" (b) "circle it;" (c) "say hungry." Immediately correct any error. Repeat for each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">hung</td> <td style="width: 25%;">hungry</td> <td style="width: 25%;">hurray</td> <td style="width: 25%;"></td> </tr> <tr> <td>hung</td> <td>hurrah</td> <td>hungry</td> <td></td> </tr> <tr> <td>hung</td> <td>hungry</td> <td>husky</td> <td></td> </tr> <tr> <td>hung</td> <td>hunger</td> <td>hungry</td> <td>hurry</td> </tr> <tr> <td>hung</td> <td>hungry</td> <td>hunch</td> <td>hurler</td> </tr> </table>				hung	hungry	hurray		hung	hurrah	hungry		hung	hungry	husky		hung	hunger	hungry	hurry	hung	hungry	hunch	hurler
hung	hungry	hurray																					
hung	hurrah	hungry																					
hung	hungry	husky																					
hung	hunger	hungry	hurry																				
hung	hungry	hunch	hurler																				

Symbol Search format

Worksheets typically focus on individual words and the sounds that particular letters in those words make. So a child might see a page with words that

- start with a particular cluster (such as the **st** in *stay*, *start*, *stamp*) or
- end with a particular "family" (such as the **ill** in *hill*, *pill*, *drill*).

But there is a big problem with concentrating on single, isolated words. They do little to prepare children to read those words when they appear in books – where they are surrounded by many other words. This is because the reading of single words does not ensure successful reading of real books. If children are to achieve success, it is vital that they become comfortable reading lines of print rather than isolated words.

But the straightforward reading of sentences can be a passive, unexciting process. When the activity is set up to elicit more active involvement, children's motivation and learning are greatly enhanced. This is what the Symbol Search format does.

As illustrated in the material below using the word **plane**, the format offers sets of sentences, with one or more words missing from each sentence. The missing words are marked by symbols. What the child has to do, as in a code game, is find the word that matches the symbol



and then enter that word in the appropriate place. The end result is that the children feel involved, competent and relaxed as they help to create complete sentences that they can then read.

It is not a coincidence that the word **plane** in the Symbol Search example below is the same as the one you just saw in the Savvy Sounds format. A key principle of the Phonics Plus Five program is that each word is taught through several formats – with the formats working, in concert, to convey all key aspects of a word (its spelling, its sound properties, its meaning, its use with other words, and so on).



Symbol Search

What To Do: 1. Point to 1st sentence. Say, "A word is missing. The symbols tell you what it is." (Point to symbol above & below 1st sentence.) 2. "Find the word & say it." 3. Cover word, point to 1st line, & say, "Write it on the line." 4. "Read the sentence." Immediately correct any error. Repeat for each row. 5. Cover all sentences & say, "Now you'll write a sentence." Provide lined paper. Dictate words of last sentence, 1 word at a time. If any error (including capitals & punctuation), stop, show sentence, cover it, provide fresh paper, & have child redo sentence from 1st word. 6. Repeat #5 with 2nd sentence.

<p>Are some <u> </u> here?</p> <p>♣♣ = planes</p>		
<p>The <u> </u> is <u> </u> here.</p> <p>♣ = not ♣ = plane</p>		
<p><u> </u> the <u> </u> some <u> </u>.</p> <p>♦ = Fly ♥ = more ♣ = plane</p>		
<p>Some <u> </u> can <u> </u> <u> </u>.</p> <p>♣ = fly φ = not ♣♣ = planes</p>		

As the children's reading skills progress, the Symbol Search format presents them with increasingly rich and more challenging sentences. You can see an example of this below where the key word is **idea**.





Symbol Search

What To Do: 1. Point to 1st sentence. Say, "A word is missing. The symbols tell you what it is." (Point to symbol above & below 1st sentence.) 2. "Find the word & say it." 3. Cover word, point to 1st line, & say, "Write it on the line." 4. "Read the sentence. Immediately correct any error. Repeat for each row. 5. Cover all sentences & say, "Now you'll write a sentence." Provide lined paper. Dictate words of last sentence, 1 word at a time. If any error (including capitals & punctuation), stop, show sentence, cover it, provide fresh paper & have child redo sentence from 1st word. 6. Repeat #5 with 3rd sentence.

♣♣

Are any of his _____ ever really good for anyone?

♣♣ = ideas

♣ ♦

No one has any _____ about _____ to open that toy.

♣ = idea ♦ = how

U ♣

"_____ you say that _____ once more so we can think about it?"

U = Could ♣ = idea

♠♠ ♣♣

The _____ have some _____ about getting everyone to do the work.

♣♣ = ideas ♠♠ = people

Write In To Read format

Almost everyone knows about "sight" words. Those are the "little words" that can't be sounded out because they do not follow the phonic rules that children are taught – words like **he, was, be, the, does**. Since they are deemed to be exceptions, they receive relatively little teaching time. Generally, as a tiny part of the curriculum, the teacher holds up a set of flash cards containing those words and the children are expected to say the words as the cards are shown. Experience has shown that this does not work and many children have inordinate difficulty in learning these words.

Yet these words typically occupy 50% or more of any page of text and they are critical to meaning. For example, consider the difference in meaning between the sentence:

The boy walked the dog

and the sentence

The boy walked to the dog.

The only difference is the word **to** but that "only difference" makes "all the difference." For children to become successful readers, they must learn these words in expert fashion. Flash cards are simply not up to the job.

Phonics Plus Five assigns a major role to these words and an appropriate amount of time is devoted not only to training the accurate reading and writing of them, but also to conveying their meaning. For example, consider a word like **could**. It has the meaning of something being possible, but not necessarily happening as in "it could rain." This implies that it may or it may not – but at the moment, it is not happening. It would be far too difficult to discuss these complexities with children. However, when they see the word used appropriately in sentences, they understand the meaning.



Write In To Read is one of the formats which achieves these goals. The sample material below shows you the sentences used in introducing the word **could** to the children.

Target Word: could Could

Liftoff



? Is It Known?

What To Do: Without showing the Target Word, provide pencil & lined paper. Say, "Write **could**." If spelling is correct, skip word & go to next word ('s, next page). If spelling is not correct, provide pencil & have child complete both sides of page.



Write In To Read

What To Do: 1. Point to Target Word at top of page. Say, "This is **could**." 2. Cover that word. 3. Point to 1st line in left box below. Say, "Write **could** here." 4. "Read the whole thing." Immediately correct any error. Repeat for each box. 5. Cover boxes. Say, "Now you'll do some more writing." Provide lined paper & dictate words in 1st box, 1 word at a time. If any error (including capitals & punctuation), stop, show words, cover them, provide fresh paper, & have child redo writing from 1st word. 6. Repeat #5 with box on the right.

 <p>These bugs _____ fly, but they did not want to do that.</p>	 <p>Only some of the kids _____ hop. They all</p>
<p>C _____ both babies walk? Yes, they _____ and they did that all the time.</p>	<p>wanted to hop, but only some of the kids _____ do that.</p>

Detect 'n Select

Successful reading requires that we steadily scan words from left-to-right. To see the importance of this often neglected component, let's take a set of words and place them in different sequences as in: **they can fly**, **can they fly** and **can fly they**. Though the words are identical, their combinations are dramatically different. The first set has one meaning, the second a totally different meaning, while the third is meaningless.

These differences are the result of just one component – the left to right sequencing that is critical to print. Every page we look at requires that we scan every word, every sentence and every page from left to right. If we fail to do that, effective reading is impossible.

Conventional wisdom, however, focuses almost exclusively on phonics and sounding out skills as the route to reading. As a result, visual scanning rarely receives the attention it deserves. Problems in this area are often either undetected or misdiagnosed.

Fortunately, with the right techniques, visual scanning is easy to establish and fun to do. In the Detect 'n Select format, children are shown lines of text. Their job is to scan the lines to locate and circle each instance of a particular word they are learning. For example, using the word **could**, that was just discussed above, a child might see the following:





Detect 'n Select

What To Do: 1. Point to left box. Say, "Circle the 1st word that says **could**." 2. "Now say the word." 3. Repeat for each **could** in box, saying, "Now find the next one, circle it, & say the word." 4. Do NOT have your child read any of the other words. 5. Repeat for the middle & right boxes. 6. Make sure that in each box, your child starts at the top line & works left to right across rows. Immediately correct any error.

<p>"Could a few bugs hurt that much?" "They sure could. They could really hurt the kids if they could get to them."</p>	<p>That man could do a lot, but the other one could not. That one could do almost nothing. Could you see that he had a problem?</p>	<p>What could the baby do? Could he walk, could he talk, or could he just sit? What could he do?</p>
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Once again, as you saw with the word *plane*, each word is taught through a variety of formats—with each format contributing a different component that solidifies the child's learning.

Some special features of the books

Children participate in creating the books

In the typical classroom, children generally experience stories in two ways:

- they are given books that they are asked to read or which are read to them;
- they are given blank sheets of paper and told to "tell a story."

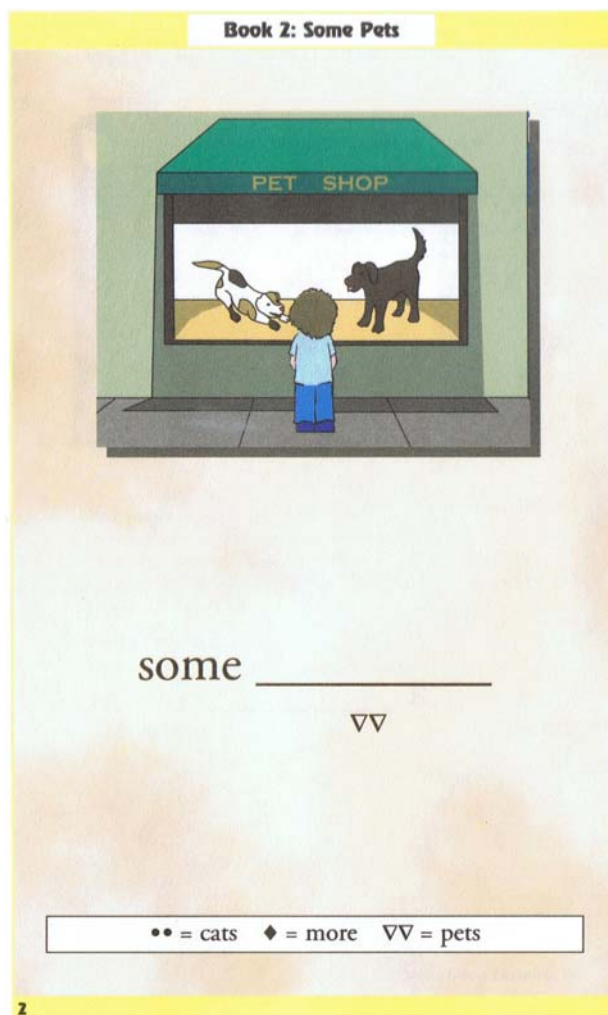
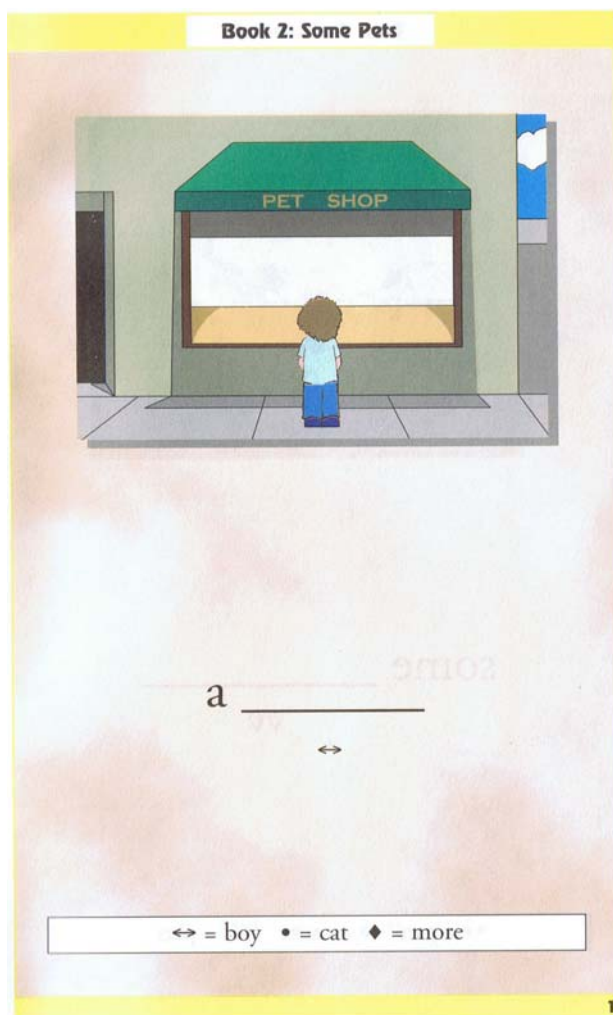
There is a huge divide between these two activities.

Reading a book (so long as it is within the child's level) is "easy." The material is complete and all the child needs to do is listen or read. By contrast, writing a story can be overwhelming. At a minimum, it requires the child to pull together ideas, come up with endless spelling for the many words that come to mind, think of sentences that make sense, and link the sentences together so they convey a clear message. It's like throwing a novice swimmer in the deep end of the pool and hoping for the best.

Fortunately, there are easier and better ways to support the children in helping them cross the divide from reading stories to creating them. One technique is employed throughout the Phonics Plus Five books. It appears in half of the 30 books in the program (the even numbered books). To achieve this goal, the books have been designed so that they are incomplete and the child fills in part of the text. The children have learned the filling-in process in the Symbol Search format (presented earlier) and they easily apply it to the books.

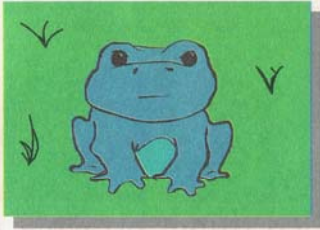


Here you can see some fill-in pages from one of the early books.



Here you can see some fill-in pages from one of the more advanced books.

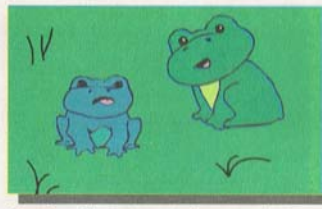
Book 30: The Bullheaded Bullfrog



Rocky was a _____. That is
 a kind of frog that is very big. But
 Rocky was _____ a baby, and so
 he was not as big as he was going
 to be. Rocky was not only a
 bullfrog. He was also
 _____.

•∩ = bullfrog •∅ = bullheaded ψ = still

Book 30: The Bullheaded Bullfrog



Bullheaded things do what they
 want to do and not what they are
 _____ to do. That was the way
 with Rocky. Much of the time,
 bullfrogs stay near water. His
 mother would tell Rocky that he
 had to do that too. But he had
 other _____. His idea was to go
 to many other _____.

∠∠ = ideas ∅∅ = places ≥ = told ∞ = tree

The filling in process intrigues the children and often it results in a host of productive activities such as predicting the words that should be filled in. Overall, the experience leads them to realize that words do not simply appear on a page in some magical way. Rather, they understand that they are put there by a writer who has thought about what he or she intends to say.

Children's language steadily advances to higher levels

Books based on traditional phonics programs leave children for months dealing with sentences that have short words and that, for want of a better word, convey a weird message. Sentences like:

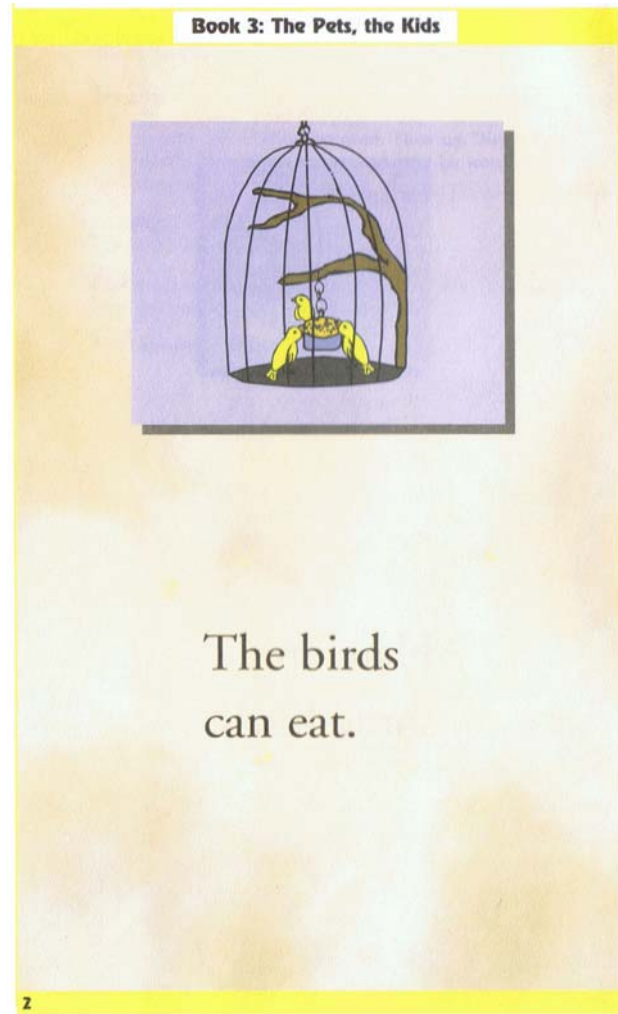
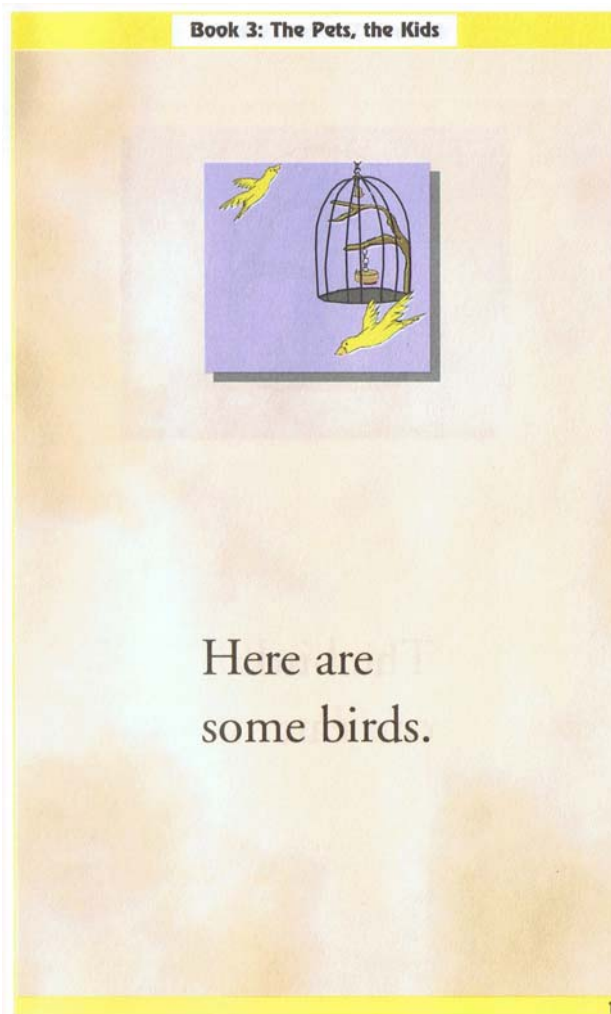
*Dan has an ax.
 Sam has ham.
 Pat sat.
 Bill has a big belt.
 Bud tugs the big bag.*



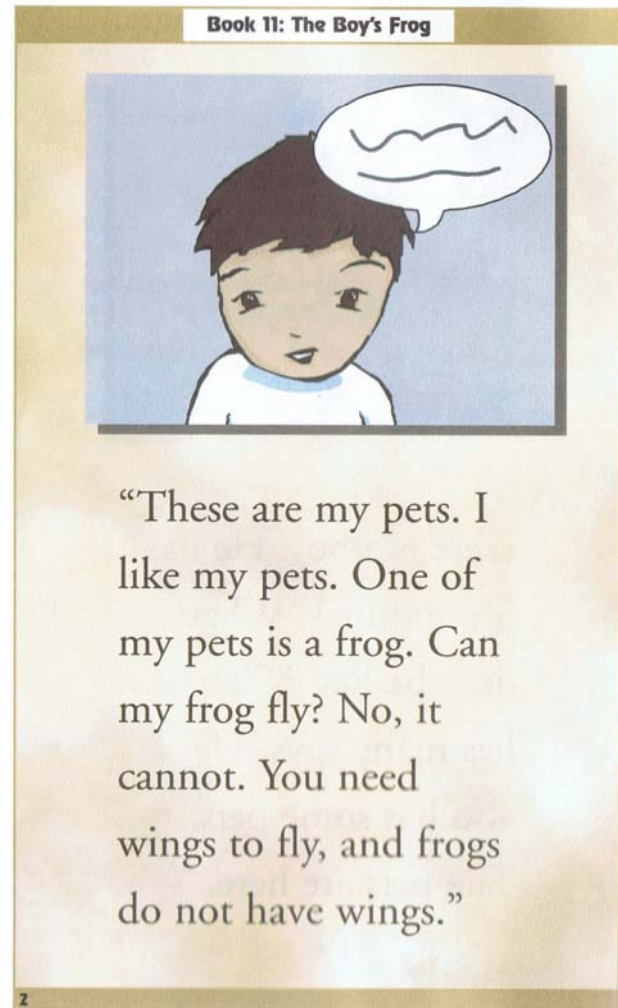
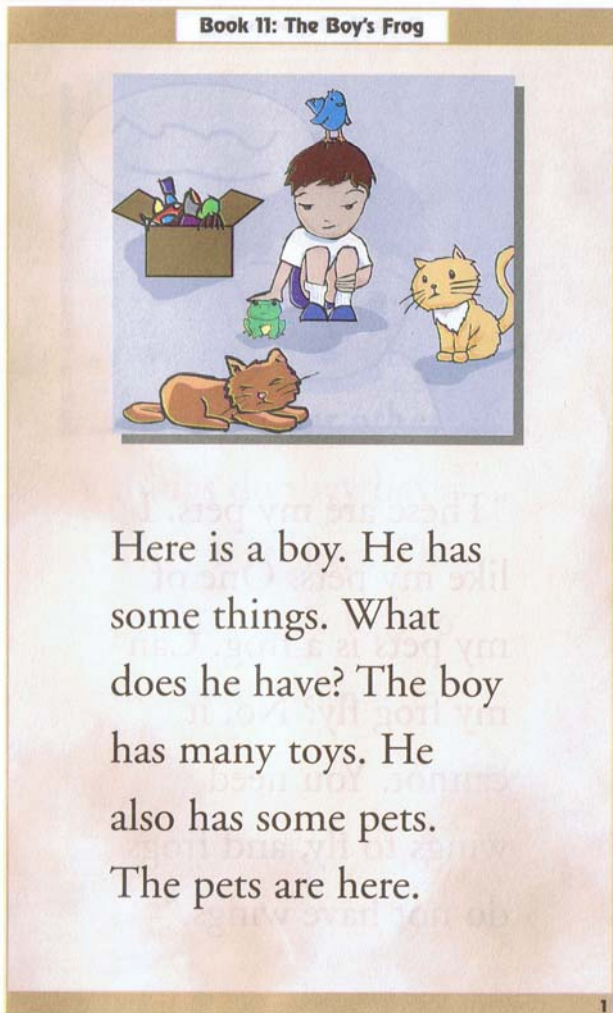
These sentences are the inevitable result of emphasizing phonics, or letter-sound connections, to the exclusion of all else. When the words have to fit very short, particular sound patterns, the sentences that can be created are inevitably distorted and often devoid of content. They are not the sort of sentences that make sense, they are not the sort of sentences children will read when they get to meaningful books and they are not the sort of sentences that enhance the children's language abilities. So a major "side effect" of traditional phonics is that meaningful language is sacrificed, seriously impacting the children's future skills.

Fortunately, there is no need to follow this path. From the start of reading, children's books can be designed to offer meaningful sentences which the children can read with total success.

The Phonics Plus Five program is set up with five reading/writing levels. They are (in order): Boarding, Runway, Liftoff, Airborne, and Soaring. The material below offers some sample pages from a book at the Boarding level. It is one of the books the children are reading within a few weeks of starting the program. (These would be for children who start the program as non-readers.)




Higher level books offer increasingly rich material. Here are some pages from the Runway level (the 2nd level):



From the Liftoff level (the 3rd level):

Book 17: A Place To Play: I



Here are some kids. These kids had wanted to play with some robots, but they did not have any robots. They had also wanted to go swimming, but they did not have the things you need for swimming.

1

Book 17: A Place To Play: I

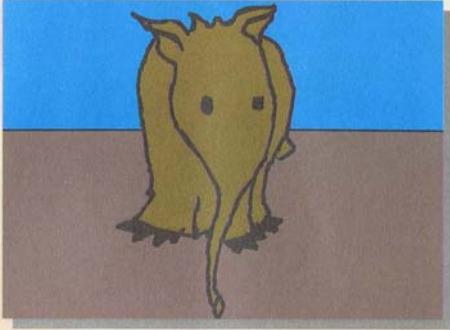
Still, those kids want to do something, but they cannot think of what they can do. The kids walk and they walk, and they still cannot think of what to do.

2



From the Airborne level (the 4th level):


Book 23: The Anteater



Many animals have teeth. But some do not. One kind is a funny looking animal. It is the anteater. It does not have teeth, but like other animals, it does have a mouth.

1

Book 23: The Anteater

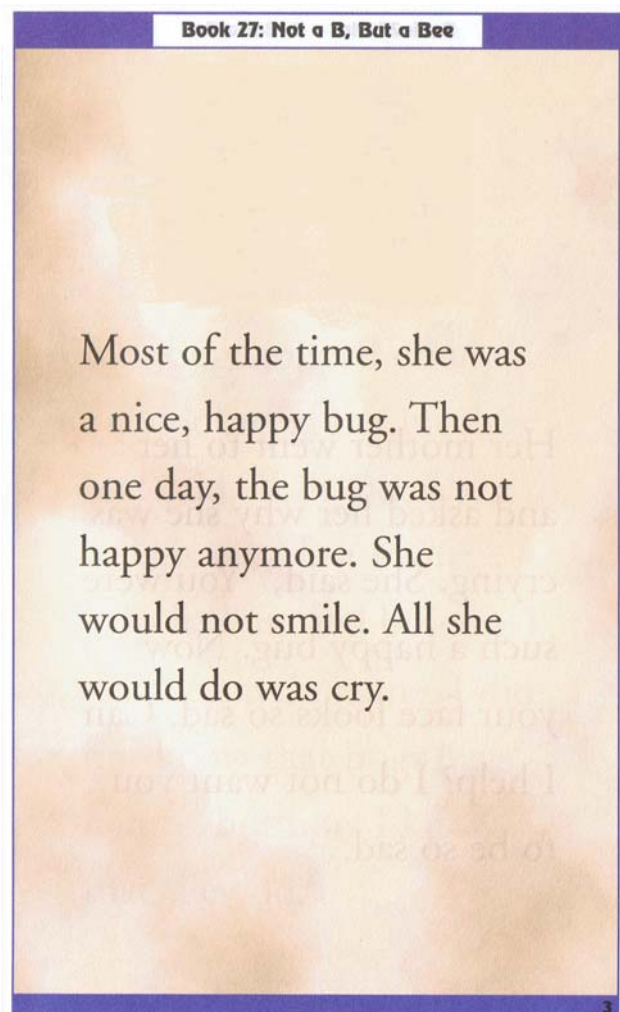
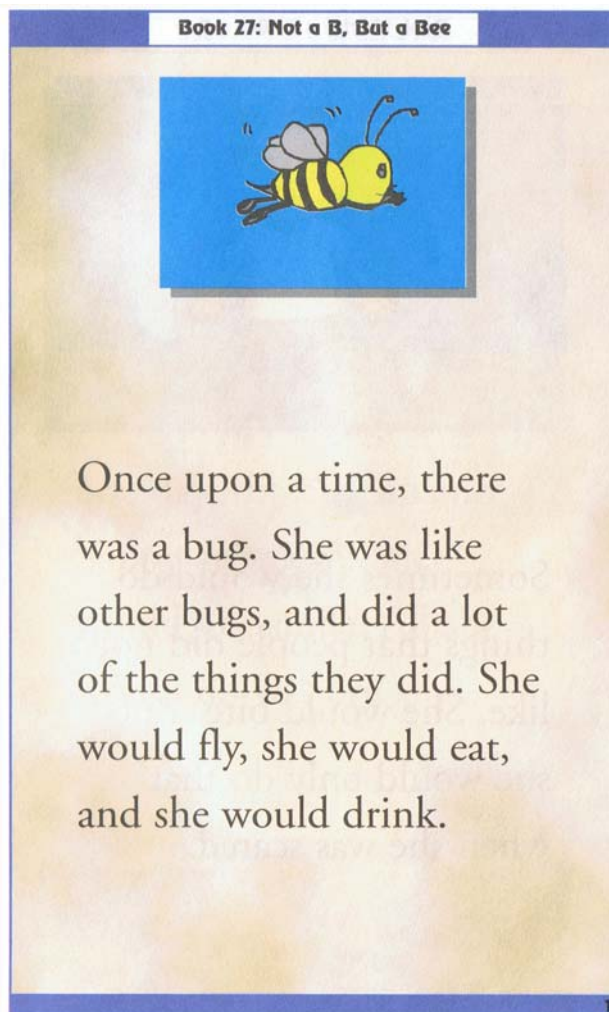


Its mouth is very small and when it wants to eat, it has to get things that can go into a small mouth. Many bugs are small and they are the food that anteaters eat most of all.

2



And from the Soaring level (the 5th level):



In reading through the material, you may have noticed a number of features that are unusual in early books such as:

- **Some of the pages lack pictures.** This feature eases the transition from picture books to “real” (i.e., non-picture) books. Often this change poses a hurdle for many children. By being exposed early on to a limited number picture-less pages, children make the transition far more readily.
- **Single sentences can cross to the next page.** In more advanced books, sentences do not necessarily finish at the end of a line or the end of a page. Instead they continue across lines and pages. This component of more advanced books can often disrupt children because early books generally do not prepare them for it. By including this aspect of print early on, difficulties never have a chance to get established.
- **The inclusion of informational books.** There is a significant difference between books that offer “stories” and books that offer information (such as science and social studies). Early reading books concentrate almost exclusively on stories. But once past third grade, informational texts become increasingly important. It is vital in the early grades to prepare children for the skills they need to manage informational texts. Phonics Plus Five does this



by having all the books of the Airborne level (such as the segment you saw above) represent fun-filled informational material.

Children learn comprehension

Reading words, even the perfect reading of words, is not enough. A child also needs to understand what he or she reads. The term for that is comprehension.

The key to comprehension is understanding the “main idea,” that is, putting together all the various parts of a story so that you arrive at the author’s basic message.

To achieve this, after having children read a passage, teachers generally ask children to answer a series of questions. But most of the questions are on details. Except for the few children who are uniquely motivated to put all the details together, the questions fail to provide the children with a solid, integrated account of what has been read. Often the concept of the “main idea” is not even raised in the early grades – on the grounds that it is too complex for young children.

But that view does not serve the children well. With effectively designed material, young children can easily learn how to extract the main idea. Achievement of this goal goes an enormous way towards fostering high levels of reading achievement. Phonics Plus Five fosters these goals via Gleaning Meaning. That activity starts with Book 16 and it continues on through Book 30.

This sample shows you Gleaning Meaning for the book on anteaters at the Airborne level.

Book 23: The Anteater

Gleaning Meaning

The anteater is an animal that has no _____. But it does have a mouth with a long _____. It also has big claws. It uses those things to get into the _____ of bugs. Then it _____ the bugs. Anteaters do something funny about their nests. They don't make their _____ nests. They use the nests of other _____.

animals eats nests own teeth tongue

12



And here is Gleaning Meaning for the book on the frog from the Soaring level.

Book 30: The Bullheaded Bullfrog

Gleaning Meaning

There was a baby _____ that was very _____. He liked to go to places on his _____ and he did not stay with his mother. One day, he saw a tree with holes in it. He was going into one of the holes when a _____ jumped near him. The cat wanted to get the bullfrog. The bullfrog stayed in the tree for a long time. He was too scared to sleep, but the cat did go to _____. When that happened, the bullfrog went out of the _____ and he got away. When the cat got up, she was very mad but she could not get the bullfrog. After that, the baby bullfrog did what his mother _____ him to do and he _____ went to places on his own.

bullfrog bullheaded cat never own sleep told tree

12

As you can see, in the Gleaning Meaning activity, children are provided with well-formulated summaries that they can begin to model. Modeling is a marvelously effective, underutilized tool throughout teaching. But modeling alone is not enough. The activity is set up so the children have to contribute to the summary by finding and entering key words that make the summary complete. While the activity demands care and attention, it does not arouse the anxiety that children commonly experience when traditional comprehension questions are asked. Gleaning Meaning is one of those wonderful activities that achieves the goal of successful reading – a practice which is all gain, and no pain.

Conclusion

This information is designed to give you a brief overview of the Phonics Plus Five reading system. For a complete description of how the Phonics Plus Five system works, check out Dr. Blank's new book, "The Reading Remedy" <http://www.phonicsplusfive.com/readingremedy.php>.

To order, please visit: <http://www.phonicsplusfive.com> or call 1-866-DrBlank (372-5265).



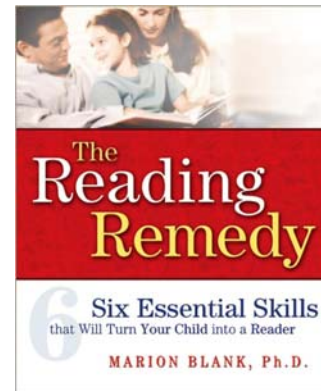
A Brief Biography of Dr. Marion Blank



Dr. Marion Blank is the director of the Light on Literacy program at Columbia University in New York. She has spent over forty years studying how children learn to read and is recognized by her peers as one of the world's top experts in literacy.

Dr. Blank obtained her Ph.D. in Medical Psychology from the University of Cambridge in England. She then went to the Albert Einstein College of Medicine where she participated in a research unit on human behavioral development and directed the teaching program of the Interdisciplinary Training Program. Subsequently, she was a Professor in the Department of Psychiatry at Rutgers Medical School where she directed the research unit in reading disabilities.

Among her many achievements, she has lectured extensively around the globe, served as a consultant to government bureaus in many different countries, received numerous awards and commendations, authored the widely used Preschool Language Assessment Instrument (PLAI), developed an award-winning and highly successful computer program that teaches reading, and written over sixty articles and seven books on language and literacy. Her latest book is "The Reading Remedy" (Jossey Bass, 2006), which explains her system in depth.



In addition to her work at Columbia University Dr. Blank operates a private practice in New York and New Jersey where she is a licensed psychologist. Additionally, she serves as a consultant to a wide range of school districts in the tri-state area of New York, New Jersey and Connecticut.

Dr. Blank is a member and fellow of the American Psychological Association, and a member of the Council for Exceptional Children and the Association of Children with Learning Disabilities. She has served on the editorial boards of a number of journals concerned with the issues of language and learning (e.g., Child Development, Applied Psycho-linguistics, Child Development and Care) as well as the boards of numerous committees including the William T. Grant Foundation and the National Institute of Child Health and Human Development.

Dr. Blank has devoted her life to helping children learn to read, and she has used her innovative methods to help thousands of kids. Now, with her groundbreaking new reading program, Phonics Plus Five, she is making her system available to every parent and teacher.



A sampling of parent testimonials

“Dr. Blank's system is absolutely brilliant in its approach. I want to thank Dr. Blank for the miracle she has worked in my daughter's life.” -- *Kathleen Cook*

“Thanks to Dr. Blank's system, my son is now reading beautifully. It is responsible for my son's success in life.”
-- *Patrick Tennaro*

“Within 8 weeks of beginning Dr. Blank's system, Ben's progress was enormous. Each day that we continue the programs, he improves. It has also boosted his self-esteem. I can't thank Dr. Blank enough for helping my son excel.” -- *Gail Weiner*

“As a homeschooler, Dr. Blank's system is the answer to my prayers. Dr. Blank's methods proved to be just what I was looking for. Everything she offers worked and was so easy to do! In very little time my son became a strong confident reader.”
-- *Colleen Dillon*

“My daughter was having trouble with the alphabet in kindergarten. So I started her on Dr. Blank's reading program, and within a short time, she became a confident reader. Today, she's among the best in her class!” -- *Stephanie Heine*

“School and reading used to be agony for my daughter. Now all that has changed thanks to Phonics Plus Five. And her success happened much faster than I thought possible.” -- *Gina Fiore*

“Phonics Plus Five is great! It is so easy to use, at every step it guides me on exactly what to do, and because it doesn't take much time it is easy to incorporate into our busy schedule. I've also been amazed at how it holds my son's interest. My son is learning to read – and he loves it.” -- *Ilene Goldson*

“Within months of starting my son on Phonics Plus Five, his reading improved dramatically and he became a confident and successful student. For us, Dr. Blank has been a life saver!” -- *Kathy Troyer*

“When our son Alec's kindergarten teacher alerted us to his reading difficulties, we knew we had to find help. We started Alec on Phonics Plus Five and have seen wonderful progress. Dr. Blank's program has made all the difference.”
-- *Alex and Susan Deland*

“Dr. Marion Blank's approach to reading has made a world of difference for my 9 year old daughter. After four months, her fourth grade teacher marveled that she had never seen a student progress so far in such a short time.” -- *Filipa Bernard*

“Our son is dyslexic and had been struggling to read since he started school. Recently his teacher called to tell me how thrilled she is with his progress. He is now reading at grade level. We attribute his success to Dr. Blank's reading programs. It has had a tremendous effect on his reading, on his education and on his self-esteem.” -- *Sheila Fay*

“I can honestly say that Dr. Blank's wonderful program changed the course of my son's life. The program is a brilliant one for children with learning difficulties.”
-- *Deborah Hahn*

“Dr. Blank's program made all the difference in David's ability to learn to read. He has Attention Deficit Disorder and the design of the materials was perfect for keeping him focused. It gave David the foundation he needed to learn in school.”
-- *George and Doris Rivera*



A sampling of educator testimonials

“Dr. Marion Blank has created a monumental work that makes available to educators, therapists and families her simple, straightforward and time-tested approach.”

-- Dr. Jeffrey A. Lieberman,
Chairman, Department of
Psychiatry, Columbia University

“Dr. Blank's reading system is a brilliant achievement with far reaching implications for the teaching of reading.”

-- Sherry Pally, Ph.D.,
Neuropsychologist

“Dr. Blank's system is phenomenal. I have never seen anything like it for teaching children how to read and giving them the foundation they need to be successful in school.”

-- Rochelle Sherman, Ph.D.,
Psychologist

“Children learn to read very quickly using Dr. Blank's system. There is no question that Dr. Blank's system works, otherwise I wouldn't be using it year after year.”

-- Alberta Tabak, Elementary
School Teacher

“Dr. Blank's reading system leads to improvement that is nothing short of remarkable. It provides a new approach to reading instruction that has been incredibly effective for my students. I highly recommend it.”

-- Avneet Ahluwalia, Reading Tutor

“The success has been phenomenal. All the students are doing well and making steady progress. The parents, of course, could not be more pleased.”

-- Donna Orloff, Speech Pathologist

“Phonics Plus Five™ is a tour-de-force that brings together the best and most effective elements of Dr. Blank's programs in a very easy-to-use format. Her unique and innovative system will be of enormous use to the millions of parents who dream of reading success for their children.”

-- Susan A. Rose, Ph.D. Professor
of Pediatrics and Psychiatry, Albert
Einstein College of Medicine

“Dr. Marion Blank draws on her extensive knowledge of how the brain processes language and the written word. The result is a practical guide that can help any child develop reading skills for a lifetime.”

--Christiane Northrup, M.D., author
of *Mother-Daughter Wisdom*, *The
Wisdom of Menopause*, and
*Women's Bodies, Women's
Wisdom*

“A new model for teaching reading—one that opens up all kinds of possibilities for children.”

--Paul Orfalea, Kinko's founder and
chairperson emeritus

“Dr. Blank, I want to thank you for all the help you gave me when I was young. If it was not for you, I would not be able to read, would not have been able to go to college or even consider a higher degree. I am grateful for all that you did for me.”

-- Kendra Swee, Assistant Director
of Campus Activities, Vassar
College

“Dr. Blank's system provides a very systematic and comprehensive approach to the teaching of reading, and it's a very easy program for the children to follow.”

-- Jay Cowan, Elementary School
Teacher

