

"Finding Summit Reading Center was the answer to our prayers..." ~ 7th grade parent

"...in some tests he doubled his scores!"

~ 2nd grade parent

"His whole attitude about school has changed and his grades are much more consistent... we are so grateful!"



~ 7th grade parent

"We had a wonderful experience with wonderful results working with everyone at Summit!"

~ 3rd grade parent

What are people saying about Summit?

"It shows and we are amazed at how much he's grown. Astonishing. Worth it!"

~ 6th grade grandparent

"As a child diagnosed with dyslexia, our son needed a unique approach to learning. Summit fulfilled his need."

~ 3rd grade parent

"...my son came to believe that he was just as smart as any kid!"

~ 2nd grade parent

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Difficulties in learning can have different, often overlapping causes.

The primary learning issues include:

Phonemic Awareness

The ability to recognize the number, order and identity of sounds.

Orthographic Coding

The ability to visualize and remember patterns.

Concept Imagery

The ability to create accurate images from what is read or heard.

Processing Speed and Attention

Satisfactory processing speed and attention are important for learning.

Working Memory

Working memory is crucial to completing complex cognitive tasks.

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Member International Dyslexia Association



**READING
COMPREHENSION
SPELLING
WRITING
MATH**



**Creating a Foundation
for a Lifetime of Learning!**

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

~ Benjamin Franklin



At Summit, our focus is on the fundamental skills that make up the foundation of learning and thinking. Many students who do poorly in school have weaknesses in the underlying processes involved in learning such as phonemic awareness, orthographic coding, working memory and attention. We identify those weaknesses, then work intensely and explicitly, one-on-one to fill the gaps and build learning skills. We teach students new ways to problem solve, access content, and maintain focus.

Gains of 1-2 grade levels are not uncommon after just a few weeks at Summit.

- *Intensive, targeted academic therapy*
- *Multi-sensory methods*
- *Research-validated curriculum*
- *1:1 student-teacher ratio*
- *Nationally normed academic evaluations*
- *Effective for students with dyslexia, AD/HD as well as those looking for accelerated academic growth*

The following are among the highly effective programs we offer:

COMPREHENSION

Comprehension skills are required for critical thinking, expression and problem solving.

At Summit, we use the **Visualizing and Verbalizing®** program to systematically teach students to create mental pictures from language, then to *recall, organize, and verbalize* about the language. Using the tools of concept imagery, students develop vocabulary, comprehend story problems in **math** and express themselves concisely, orally and in **writing**.

*“If I can’t picture it,
I can’t understand it.”*

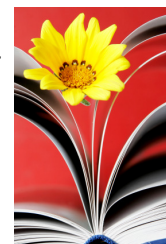
~ Albert Einstein

WRITING

Writing is the expressive component to language. Students enrolled in our writing program are taught to visualize and structure their ideas through concept imagery, then apply self-monitoring skills in order to write effectively.

MATH

Most students who are struggling with math are missing the basic foundational math concepts. Using the On Cloud Nine® and Math-U-See programs, students at Summit learn to visualize relationships and build number sense as well as learn math facts and problem solving. These are skills they take to the classroom and beyond.



READING

Literacy is the foundation of all learning. First, students must master the basic skills of reading and comprehension before they can learn content in other subjects such as science, history, and math. Reading is a complex process of decoding symbols, recognizing words, and comprehending. A weakness in any area of the reading process hinders fluency and access to meaning.

We use the **Seeing Stars®** program, which is designed to stimulate *symbol imagery*, or the ability to visualize letters. This skill is essential for learning to recognize sight words and for improving rate and fluency while reading. The program teaches students to generate a mental picture for letters and words and to identify the corresponding sounds. It engages students *auditorily, visually, and kinesthetically* in learning to read.



SPELLING

If reading is decoding, spelling is encoding, or the ability to put letters to sounds. At Summit, we take a structured approach to teaching spelling. Using the **Seeing Stars®** and **LIPS®** programs, spelling instruction is focused around a series of expectancies or rules that bring awareness to the way words and letters *look, sound, and feel*.

Lindamood Phoneme Sequencing®, also known as **LiPS®**, helps students become better readers and spellers by providing them with new tools for perceiving the *identity, number and order* of sounds within words. The program teaches students to become aware of the way sounds *feel* inside their mouths.