

General Information: Why is NSR important?

Academic skill: Focusing Skills

Curricular area: Reading

Consequences if ability is not developed: Unable to follow text across the page.

Strengths if ability is well developed: Good reading “mechanics”.

Summary: Underlying ability for the “mechanics” of reading comprehension, especially eye movement involved in transition from one line to the next, and in scanning material.

Underlying ability for symbolic manipulation tasks such as arithmetic, mathematics, and programming.

SOI Training

This module contains nine exercise pages. These exercises continue horizontal and vertical focus training.

These exercises are designed for two purposes: to develop visual scanning processes necessary for reading, and to develop auditory processing skills for spelling. The processing skills used in reading (or data entry for computers) depend upon accurate and efficient visual tracking skills. Some visual tracking requires horizontal focusing; other tracking requires vertical focusing. The ability of the eyes to scan smoothly across a page is involved in reading as well as spelling. Some of these exercises will condition the vision sweeps horizontally; others condition vertical sweeps. Students should repeat these exercises as often as necessary for training purposes.

The substantive skills used in reading also require the ability to process auditory-vocal information accurately. To achieve this, the stimulus words are marked when necessary.

Spelling and pronunciation skills are more easily learned when auditory processing is experienced simultaneously with the visual experience.

Instructions: In this exercise, move from EYEPOINT #1 to #2 to #3 to #4 to #5. Under each EYEPOINT is a word or letter(s). Read the letters under EYEPOINT #1 then move to #2. If the letters at EYEPOINT #2 make a real word when combined with those in EYEPOINT #1, check the "Y" box. If not, check the "N" box. The first row is done for you.

EYEPOINTS 1-5



#1



#2



#3



#4



#5

1. sub	→	let.....	<input checked="" type="checkbox"/> <input type="checkbox"/>	Y	N	way.....	<input checked="" type="checkbox"/> <input type="checkbox"/>	Y	N	due.....	<input checked="" type="checkbox"/> <input type="checkbox"/>	Y	N	ject.....	<input checked="" type="checkbox"/> <input type="checkbox"/>	Y	N
2. sub	→	mit.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	do.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	margin...	<input type="checkbox"/> <input type="checkbox"/>	Y	N	pose	<input type="checkbox"/> <input type="checkbox"/>	Y	N
3. sub	→	bed	<input type="checkbox"/> <input type="checkbox"/>	Y	N	lease.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	divide....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	deal.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N
4. sub	→	lime	<input type="checkbox"/> <input type="checkbox"/>	Y	N	stit.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	side	<input type="checkbox"/> <input type="checkbox"/>	Y	N	standard	<input type="checkbox"/> <input type="checkbox"/>	Y	N
5. to	→	ad	<input type="checkbox"/> <input type="checkbox"/>	Y	N	ward	<input type="checkbox"/> <input type="checkbox"/>	Y	N	day.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	o	<input type="checkbox"/> <input type="checkbox"/>	Y	N
6. to	→	rtilla.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	mato.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	ne	<input type="checkbox"/> <input type="checkbox"/>	Y	N	ld.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N
7. to	→	oth.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	ast.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	p.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	gged.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N
8. to	→	it	<input type="checkbox"/> <input type="checkbox"/>	Y	N	ken.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	erate.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	il.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N
9. to	→	ol.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	rcek.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	rch.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N	ok.....	<input type="checkbox"/> <input type="checkbox"/>	Y	N

Review: For learners who do not read, but can understand spoken vocabulary, read the eyepoint focus sound and each word aloud. If you are not sure if the letters make a word, consult a dictionary. Later you can return to this page and mark the ones you have learned.

Note: Some combinations of letters may sound like a word, but the spelling is incorrect. On such words, check a dictionary. Mark "Y" for correct spelling only. Use the MSS Module for learning the SOI method for accurate spelling.

Instructions: Focus on the word at EYEPOINT #1 in the first column, then move your eyes down to #2. If the letters in #2 make a word with the EYEPOINT word, check the "Y" box; if not, check the "N" box. Do this vertical tracking for each of the numbered sets of letters in the six columns.



- #1 day
 ↓
 #2 bed..... Y N
 #3 time..... Y N
 #4 care..... Y N
 #5 per..... Y N



- #1 lime
 ↓
 #2 ade..... Y N
 #3 light..... Y N
 #4 ber..... Y N
 #5 rick..... Y N



- #1 ear
 ↓
 #2 or..... Y N
 #3 mark..... Y N
 #4 ly..... Y N
 #5 se..... Y N



- #1 cir
 ↓
 #2 cle..... Y N
 #3 plus..... Y N
 #4 cus..... Y N
 #5 cuit..... Y N
 #6 vlate..... Y N
 #7 tain..... Y N






- #1 ho
 ↓
 #2 rse..... Y N
 #3 t..... Y N
 #4 rror..... Y N
 #5 ok..... Y N
 #6 pped..... Y N
 #7 of..... Y N



- #1 jun
 ↓
 #2 gle..... Y N
 #3 e..... Y N
 #4 ior..... Y N
 #5 nk..... Y N
 #6 ction..... Y N
 #7 tile..... Y N

Review: Pronounce the two parts of the word aloud. Do not mark the word if you are not sure of the spelling. Consult a dictionary first. Later, you can return to this page and mark the ones you have learned.

Instructions: Focus on the letters at EYEPOINT #1 in the first column, then move your eyes down to #2. If the letters in #2 make a word with the EYEPOINT letters, check the "Y" box; if not, check the "N" box. Do this vertical tracking for each of the numbered sets of letters in the three columns.

 #1 ba ↓	 #1 fe ↓	 #1 col ↓
#2 ble <input type="checkbox"/> <input type="checkbox"/> Y N	#2 ee <input type="checkbox"/> <input type="checkbox"/> Y N	#2 er <input type="checkbox"/> <input type="checkbox"/> Y N
#3 boon <input type="checkbox"/> <input type="checkbox"/> Y N	#3 tea <input type="checkbox"/> <input type="checkbox"/> Y N	#3 lect <input type="checkbox"/> <input type="checkbox"/> Y N
#4 rk <input type="checkbox"/> <input type="checkbox"/> Y N	#4 ar <input type="checkbox"/> <input type="checkbox"/> Y N	#4 ld <input type="checkbox"/> <input type="checkbox"/> Y N
#5 mk <input type="checkbox"/> <input type="checkbox"/> Y N	#5 et <input type="checkbox"/> <input type="checkbox"/> Y N	#5 lar <input type="checkbox"/> <input type="checkbox"/> Y N
#6 nk <input type="checkbox"/> <input type="checkbox"/> Y N	#6 male <input type="checkbox"/> <input type="checkbox"/> Y N	#6 lateral <input type="checkbox"/> <input type="checkbox"/> Y N
#7 bble <input type="checkbox"/> <input type="checkbox"/> Y N	#7 th <input type="checkbox"/> <input type="checkbox"/> Y N	#7 lapse <input type="checkbox"/> <input type="checkbox"/> Y N
#8 y <input type="checkbox"/> <input type="checkbox"/> Y N	#8 nce <input type="checkbox"/> <input type="checkbox"/> Y N	#8 lision <input type="checkbox"/> <input type="checkbox"/> Y N

Review: Pronounce the two parts of the word aloud. Do not mark the word if you are not sure of the spelling. Consult a dictionary first. Later, you can return to this page and mark the ones you have learned.

Instructions: In this exercise, look at the stimulus letters in the EYEPOINT BOX #1; these will be the **last** letters in a word. You must determine whether the EYEPOINT #1 letters make a word when used **as an ending** to the letters at the other EYEPOINTS. If they make a word, circle the EYEPOINT letters; if not, leave them as is.

EYEPOINT BOX:



#1



#2



#3



#4



#5



#6

ate



sk

fr

g

emul

accur

ak



t

re

capit

de

coa

eek



gent

f

sk

m

unr

use



tr

conf

r

l

ab

ry



ber

va

star

contra

sca

le



sta

cla

pa

partic

mar

ch



pe

cat

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Review: Pronounce the two parts of the word aloud. Do not mark the word if you are not sure of the spelling. Consult a dictionary first. Later, you can return to this page and mark the ones you have learned.