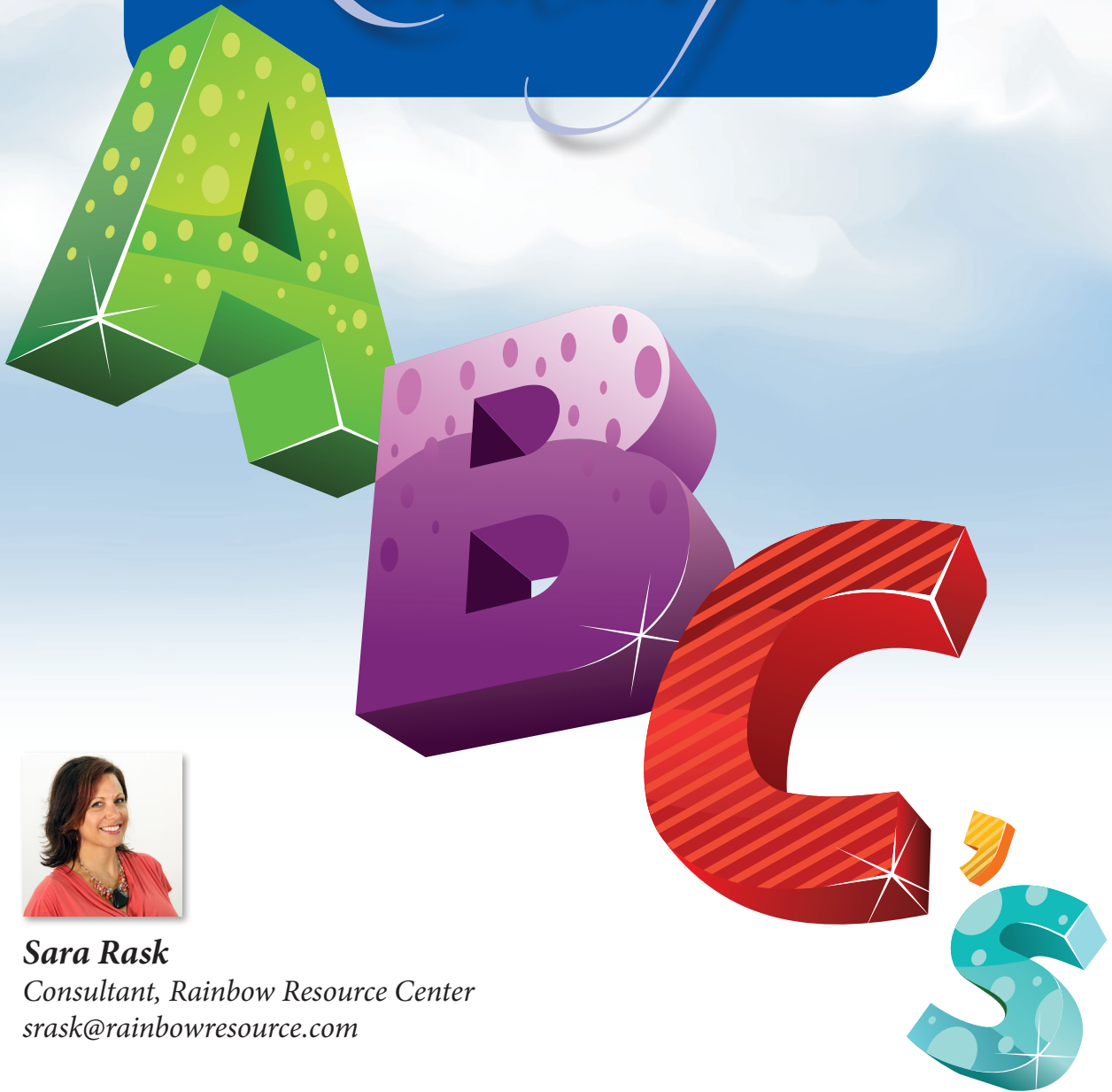


Reading...



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Compiled by Consulting Staff:

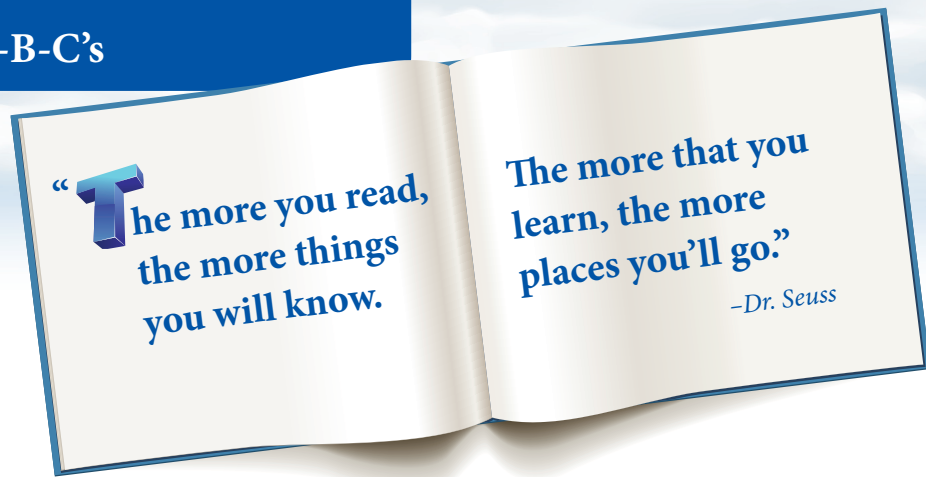
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READING A-B-C's



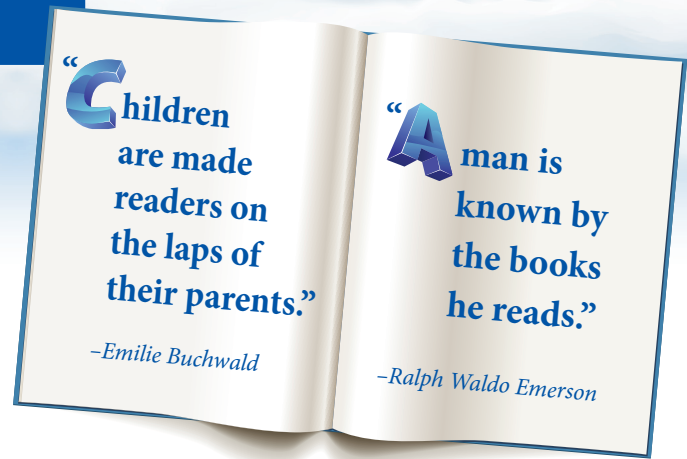
Timeline:

- **1500-1700** "Horn Books" one page with alphabet, simple syllabary, Lord's Prayer
- **1700s** Bible, Pilgrim's Progress and Shakespeare used to teach reading
- **1783** Noah Webster Blue Back Speller
- **1836** Original McGuffey's Readers
- **1844** Horace Mann's Seventh Report advocates whole word methods for teaching reading
- **1879** McGuffey's Eclectic Readers (1836) revised
- **1900** Progressive Education Movement first part 20th century
- **1900-1930** Whole word methods continue, but supplementary phonics were used as well, resulting in excellent spelling and reading abilities
- **1930-1970** Dick and Jane
- **1955** Why Johnny Can't Read
- **1950-2000** Last half 20th century debate between phonics and whole language
- **1980-1990s** Explosion of whole word approach—becomes known as whole language
- **2000** National Reading Panel research
- **2001** "No Child Left Behind" mandates Phonics instruction
- **2006** Fascinating study found that dyslexics that were taught spelling in a phonetic manner improved their spelling. The study also found that this type of teaching "can actually change their brains' activity patterns to better resemble the brains of normal spellers."
- **2010** Common Core Language Arts Standards

READING A-B-C's

Definitions:

- **Phoemes (Phonograms):** the sounds that letters or combinations of letters make (“d”, “t”, “st”, “ng” or “thr” or “dge”).
- **Phonemic Awareness:** the ability to consciously recognize that words are made up of phonemes. For example: it is being aware that the word BAT starts with a “buh” sound and ends with a “t” sound.
- **Reading Comprehension:** to understand the meaning of written language.
- **Decoding:** the ability to look at a word and be able to correctly pronounce it. For instance, “s-t-o-p” is pronounced “stop”.
- **Fluency:** being able to read smoothly, without interruption.
- **Systematic Phonics Instruction:** is a set of phonics elements—or phonemes—that are identified and taught in a specific order.
 - **Synthetic Phonics:** a form of systematic phonics where students are taught to link an individual letter or letter combination with its appropriate sound and then blend the sounds to form words. In other words, the sounds are being synthesized into words. *Curricula using the Synthetic approach: Horizon’s Phonics and Reading; Phonics Pathways; Sing, Spell, Read & Write.*
 - **Analogy Phonics (Word Families Approach):** a form of systematic phonics that teaches students unfamiliar words by analogy to known words (e.g. recognizing that the rime segment of an unfamiliar word is identical to that of a familiar word, and then blending the known rime—word family—with the new word onset—the beginning sound—such as reading brick by recognizing that—“ick” is contained in the known word “kick”. *Curricula examples: Alpha Phonics; Ordinary Parent’s Guide to Teaching Reading; Reading Made Easy.*
 - **Intensive Phonics:** teaches all letter combinations as rules and they are taught in a specific sequence. The child consciously learns each rule and practices reading words derived from the rules. *Curricula examples: All About Reading; Phonics Road to Reading; Logic of English; Spell to Read and Write.*
 - **Basic Phonics:** teaches few basic rules to get the student reading stories more quickly. These might or might not be taught in any specific order. Additional reading vocabulary is developed by exploring word families and adding phonemes as the student is learning to read.



READING A-B-C's

“Our Queer Language” by Lord Cromer (1841-1917),
quoted in “Language, the Learner and the School” by Johanna De Stedans:

*When the English tongue we speak, Why is “break” not rhymed with “freak”?
Will you tell me why it’s true We say “sew” but likewise “few”;
And the maker of a verse Cannot cap his “horse” with “worse”?
“Beard” sounds not the same as “heard”;
“Cord” is different from “word”;
Cow is “cow,” but low is “low”;
“Shoe” is never rhymed with “foe.”
Think of “hose” and “dose” and “lose”;
“Doll” and “roll” and “home” and “some.”
And since “pay” is rhymed with “say,” Why not “paid” with “said,” I pray?
We have “blood” and “food” and “good”;
“Mould” is not pronounced like “could.” Wherefore “done” but “gone” and “lone”?
Is there any reason known? And, in short, it seems to me, Sounds and letters disagree.*

A—Approaches B—Blends C—Curriculum

Complete Programs:

| Programs | Approach | Grades | Notes | Components |
|------------------------------------|-----------|--------|--|------------------------------|
| Veritas Phonics | Intensive | K-1 | Supports Classical philosophy | multi-grade kit |
| Sing, Spell, Read & Write | Basic | K-1 | Auditory strong/multisensory | multi-grade kit |
| Saxon Phonics | Basic | K-2 | Lots of review, repetition | grade-level kits |
| Horizons Phonics & Reading | Basic | K-3 | Faster pacing | grade-level kits |
| TouchPhonics | Basic | K-3 | Kinesthetic/Teaches patterns not rules | multi-grade kit |
| Primary Phonics | Basic | K-2 | | individual components |
| American Language Series | Basic | K | | kit & individual components |
| CLE Learning to Read | Basic | 1 | Conservative Mennonite | individual components |
| Pathway Reading | Basic | 1 | Amish | individual components |
| Hooked On Phonics | Basic | PK-2 | DVD component | grade-level kits |
| All About Reading | Intensive | PK-4 | Orton Gillingham-multisensory; AAR#2 with AAS#1 | kits & individual components |
| Memoria Press: First Start Reading | Intensive | K/1 | | set & books only |
| BJU Phonics & English | Basic | 1 | K prog includes intro to phonics | kit & individual components |
| LLATL Blue and Red | Basic | 1, 2 | CM/Ruth Beechick/Literature integration | grade-level kits |
| Phonics Road to Reading & Spelling | Intensive | 1-4 | Spalding/Orton Gillingham | packages for each level |

Continued...

Complete Programs:

| Programs | Approach | Grades | Notes | Components |
|---|--------------|--------|---|--|
| Primary Arts of Language | Basic | K-1 | Blended Sight/Sound. Sight Words prominent. IEW (Excellence in Writing) philosophy evident. | Package |
| Spell to Write & Read | Intensive | PK-5 | Spalding | W.I.S.E. Guide for Spelling |
| Learn to Read with Real Phonics | Basic | PK-2 | | Student/Teacher in one |
| Learn to Read with Skip and Daisy | Basic | PK-2 | | Workbooks/DVD |
| Ready to Read | Basic | PK-3 | 100 lessons | Books/DVD |
| Reading Street | Basic/Review | 1-6 | Secular, Phonics review, LA | Packages |
| Right Brain Phonics | Basic | 1-8 | Diane Craft; Brain Integration manual recommended; Developed for dyslexia | Flash cards/Manual |
| Preventing Academic Failure (Merrill Readers) | Intensive | PK-3 | Orton Gillingham | Complete program offers Phonics, Reading, Handwriting, Spelling & Grammar. |

Manual Programs:

| Programs | Approach | Grades | Notes | Components |
|--|-----------|--------|--|--------------------------------|
| AlphaPhonics | Basic | PK-2 | Supplements available | workbook & readers |
| Ordinary Parent's Guide to Teaching Reading | Intensive | K-1 | Supports Classical Philosophy | uses magnet letters/whiteboard |
| Phonics Pathways | Basic | K-2 | Games for reinforcement | Reading Pathways & Boosters |
| Writing Road to Reading | Intensive | PK-8 | | |
| Teach Your Child to Read in 100 Easy Lessons | Basic | PK-3 | Introductory Phonics | |
| Reading Lesson | Basic | PK+ | | |
| Teach a Child to Read with Children's Books | Basic | K-3 | Reading Recovery/"natural method". Rules as necessary. Phonics/Sight Words | |
| Reading Reflex | Neither | K-3 | "Sound pictures" phonographic | |
| The 3 R's | Basic | K-3 | Dr. Ruth Beechick/CM | |

Workbooks:

| Programs | Approach | Grades | Notes | Components |
|--------------------------------------|----------|--------|------------------------------|---------------|
| Explode the Code | Basic | PK-2 | TG needed for complete prog. | Teacher Guide |
| Steck-Vaughn Phonics | Basic | K-3 | | |
| Adventures in Phonics | Basic | K-3 | Christian | |
| MCP Phonics (Plaid Phonics) | Basic | K-3 | | |
| Language Lessons for Little Ones | Basic | PK-2 | Charlotte Mason Approach | |
| Classic Curriculum Reading Workbooks | Basic | 1-4 | Use with 1836 McGuffeys | |

READING A-B-C's

Readng aloud
with children
is known to be
the single most
important
activity for

building the
knowledge and skills
they will eventually
require for learning
to read.”

– Marilyn Jager Adams

Leveled readers:

Leveling in books is similar
between publishers.

Bob Books

I Can Read Books

Zondervan's I Can Read Books

Step Into Reading

DK Readers

National Geographic Readers

Scholastic Readers

Penguin All Aboard Readers/Young Readers

Saxon Phonics Readers

Non-Leveled High Interest Readers for young children:

Dr. Suess

Curious George

Richard Scarry

Thornton Burgess



CHECKLIST: *Is my child ready to read?*

- Does your child know the alphabet?
- Can she/he recognize most of the letters (including both uppercase & lowercase letters?)
- Can your child recognize letters on everyday objects such as “S-T-O-P” on a stop sign?
- Can your child spell his or her own name?
- Pretends to read a book by holding it in the right position, turning pages right to left
- Able to retell his favorite story in his own words

Notes: _____

Methods to Develop A Child's Pre-Reading Skills

- READ yourself!** Let your child see you reading
- READ to your child**
- Look at a picture book** and ask your child about the picture. For example: Ask your child to tell you a story about the picture
- Learn/Sing the Alphabet** along with teaching him to recognize the letters. Use magnetic letters on refrigerator or a cookie sheet.
- Play the "I Spy"** game to practice beginning letter sounds.
- Play Rhyming Games**
- Make a Rhyming Basket**—Similar to above—get a large basket and ask your child to find things that rhyme to place in the basket. (For example: a hat, a bat, a rat (hopefully a plastic toy). Maybe the cat, and so on). You can also mix this up by creating a basket of items, and have 2 items rhyme—for example: fan/pan, hat/bat, fork/cork, etc—have your child select the rhyming items from the basket.
- Balance Beam Activities**—Make a balance beam out of a 1'x 6' board (you can cover with pad/faux leather or even use yoga mats); once your child becomes comfortable add height. Have them walk forwards/backwards/sideways.
- Dribble a Ball**
- Alternate Left/Right activities**
- Incorporate Reading Games into your home:**
 - Reading Game
 - Phonics Train Games
 - Phonics Bingo
 - Alphabet Bingo
 - Games for Reading Peggy Kaye
 - Word Family Fiesta
 - Stacker Crackers



Notes: _____
