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## **LEARNING TO READ WITHOUT PHONICS PRE-PRIMER – GRADE 4**

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# PROGRAM INTRODUCTION

“Not everything that counts can be counted.” Albert Einstein

“If the only tool **you have is a hammer**, everything looks like a nail.”  
Abraham Maslow

*Learn to Read Without Phonics* shows that children can learn to read by reading books in a special way, a way that makes it possible for them to read without explicit phonics instruction. *Learn to Read Without Phonics* teaches reading with real books, popular books by popular authors, and includes a variety of students, most of them struggling readers. The program has led to dramatic reading successes. Our research includes over six-hundred children in grades one through five. The children had a variety of reading difficulties, and most could not grasp the letter and sound relationships of phonemics and phonics.

## **-COMPLETE PHONEMICS AND PHONICS MORE EASILY**

While *Learn to Read Without Phonics* teaches children to read without explicit phonics instruction, something happened during the program that we had not anticipated; after reading books using the method presented here, children were able to complete phonemic and phonics activities more easily. One of the more dramatic demonstrations of this phenomenon came in an experiment with Portuguese adults who could not read. They could not pass beginning phonemic awareness tests. Once they learned to read their phonemic awareness tests improved dramatically. The link between phonemic awareness and the acquisition of reading is not as solidly established as some would think. Most experiments in this area were done with children who already knew some letters and might have benefitted from this when segmenting speech.<sup>1</sup>

### **-DO NOT RESPOND TO PHONEMICS AND PHONICS**

The most difficult part of learning to decode is hearing individual speech sounds – something the brain is not designed for. While some children do well on this, many do not. Children who do not respond to phonemics and phonics typically end up struggling with more of the same instruction that did not work for them and to continue often adds to their dislike of reading. Without a child's desire to read, the best instructional programs often fail.

### **-TOO IMPORTANT TO RELY ON ONE APPROACH**

Reading matters and children who do not learn to read in the first couple of grades face a real dilemma; they are not likely to be fluent readers by grade four. While proponents for phonological instruction for children who respond, the authors consider learning to read too important to rely on one approach, one that may not be compatible with the way many children learn. Not all children respond to a linear way of learning.

### **-A FLUENT READING PRACTICE WITH PROSODIC CUES**

*Learn to Read Without Phonics* is based on a reading-aloud fluent reading practice which includes prosodic cues (the music of language) and multiple exposures to each word in the context of popular children's reading books. The authors think that this exposure helps children develop a letter-sound recognition system - much like that which occurs with the practice of phonics. This reading-aloud intervention also increases phonological awareness in children with literacy difficulties and specific language impairment, as well as, improve comprehension, vocabulary, and general language abilities.

### **-WORD RECOGNITION HAPPENS NATURALLY**

*Learn to Read Without Phonics* answers an important reading question. Can students learn to read by reading books (real books, not controlled readers) or are they only memorizing passages? Students in the program acquire word recognition skills while they practice grade leveled reading books. Some students begin to recognize words in other contexts almost immediately. Word recognition happens naturally, automatically.

*Learn to Read Without Phonics* provides a plan for reading instruction using popular books. The reading strategies can be adapted to all students. The book explains the program and how easily it can be used in classrooms.

## **PROGRAM FEATURES**

*Learn to Read Without Phonics:*

- Is used for one-to-one, small group, and classroom instruction with normal readers and struggling readers,
- Develops sight word vocabulary, phonics in context, automaticity (reading with little cognitive effort) and prosody (reading with expression). Prosody makes reading interesting and enjoyable,
- Builds vocabulary through story context and,
- Includes phonemics and phonics in real book context.

## **REAL BOOKS**

The program is based on real books, popular books that readers enjoy reading. The books range from pre-primer to grade four reading levels. They are carefully sequenced to offer students the greatest opportunity for success. The books chosen include certain criteria. At early levels, the criteria include predictable stories with repeated phrases and rhyme patterns. Repeated phrases and rhyme patterns provide valuable language cues.

# **PROGRAM COMPONENTS**

## **POPULAR CHILDREN’S LITERATURE, LEVELED READERS**

The program is built on popular children’s books that are sequenced from easier to more difficult (leveled readers) with adequate practice for student success.

Teachers can use their own books if they are leveled and offer adequate practice. For young readers, teachers choose picture books with repeated phrases, repetition, and rhyme. They choose books that readers will want to read again and again. Although a specific sequence is presented, the program can adapt to individual reading situations.

While some of the books in the original program are no longer available from the publishers, most are available online. There are similar books available in public and school libraries and bookstores. Also, many teachers have many popular children’s books organized by levels of difficulty.

**Appendix 1** provides a complete list of the books and alternative titles.

**Appendix 2** provides a second list of books which begins at a higher reading level. Only one set of books is needed for the program. Teachers have used both sets of recommended books successfully.

### **SERIES BOOKS**

Series books also worked well. Some of the series books we used were: *Amelia Bedilia* by Peggy Tarish, (Grade Level: .5 - 2.0) Harper Collins; *Mouse Tales* by Arnold Lobel (Grade Level: Primer +) Scholastic; *Nate the Great* by Marjorie Weiman Sharmat (Grade Level: 2.0 - 3.0), Dell Publishing; and *Frog and Toad* by Arnold Lobel (Grade Level: 2.0 - 3.2).

### **ORAL READING**

In the program students learn to read while listening to and reading a book orally. They have advantages when reading orally. They use more than one sensory mode. They see, pronounce, and hear the words, which helps them remember words. And when students hear teachers read orally with expression, they have a model for meaningful, fluent reading.

# PROGRAM READING STRATEGIES

With each book, students practice special reading strategies: Repeated Reading; Reading in Phrases; Phrase-Cued Reading; Timed Reading (after Grade 1); and Reading with Expression; all of which develop reading fluency and comprehension. Researchers agree that reading fluency is important for developing independent readers.

The reading strategies can be matched to individuals or groups. Teachers choose reading strategies that would best benefit students. For many readers, repeated reading of a book or book part, while tracking and reading with expression are adequate to produce excellent reading success. All reading strategies are suggested for struggling readers.

## THE READING STRATEGIES ARE:

- **Repeated Reading** is reading the same passage until students read the passage at a specific level.
- **Reading with Expression** is important for developing interest, passage comprehension and for developing a love for reading. Reading with expression has a powerful effect on the brain.
- **Reading in Phrases** is reading words that go together to make phrases.
- **Phrase-Cued Reading** is breaking text into meaningful phrases to help reading expression and comprehension.
- **Timed Reading** is reading a passage for one or two minutes and recording the number of words read per minute.

A description of each strategy follows.

## REPEATED READING

Repeated reading is students reading the same text until they read the text at specific levels. It begins with students listening as the teacher reads a book part, usually a few sentences or a paragraph. Then, after practice, students read the

book part back to the teacher. In repeated reading, students learn to read by repeating the reading! Repeated reading also includes:

### **Following the Words: Tracking**

Tracking helps the students focus on the words. When they start, the students often move under each word. As they develop, they track smoothly under the phrases. Tracking also coordinates students' eye and hand coordination and helps focus attention.

### **Reading Slowly/Normal Pace**

For each book, teachers read the first repeated reading slowly, but not so slowly as to lack expression. For many students, reading slowly seems to make it possible for their brains to extract the letter sounds and to organize them into the brain's word form area to be used for decoding words. Reading slowly also helps students who have auditory discrimination difficulties. This is followed by reading at a normal pace with expression.

### **Limited Interruptions**

Repeated reading of text is done with limited, or no, interruptions. Researchers have found that students with reading problems are more likely to be interrupted during reading and that the focus of the interruption is on sounding out words. The student begins to anticipate the interruption and reads each word waiting to be interrupted. Without realizing it, teachers are developing word-by-word readers instead of fluent readers. Studies show that engaging students in repeated reading of text with limited, if any, interruptions is particularly effective in encouraging more fluent reading with struggling readers.<sup>3</sup>

### **Reading with Expression**

In repeated reading, reading with expression provides students with a model of good reading. Expression is the ability to communicate thoughts, feelings, and so forth. Prosodic cues include delivery, diction, intonation, inflection, and pauses. Prosody is the melody of speech and the melody carries important information. Make reading together fun and exciting. Read the books with funny voices. Take the voices of different characters, and so forth.

## **READING IN PHRASES**

Reading fluency involves learning to divide text into meaningful phrases. Reading in phrases is important because reading meaning is carried more by phrases than by individual words. A common characteristic of struggling readers is word by word reading. Once they become locked into word by word reading, it is difficult for them to read in phrases.<sup>4</sup> But when teachers read a book with expression and natural phrase pauses, readers are helped to read in meaningful phrases. With practice, this transfers to their other reading material.<sup>5</sup>

## **PHRASE-CUED READING**

Phrase-cued reading provides visual cues to help students follow natural phrases and pauses in a reading selection. Phrase pauses help students who have difficulty grouping words that go together. Phrase pauses also help students whose reading lacks expression.<sup>6</sup> Two examples of text with phrased-cued markers follow.

## **PHRASE-CUEING TEXT**

Phrase-cueing text is easy. While teachers read a text, they add marks between the natural pauses that occur in and between sentences. Marking is based on the expression and phrasing they hear as they read. There is no right or wrong way to mark the phrases.

Teachers prepare the text with phrase marks, or slash marks. They use one slash mark (/) between phrases. They make a slight pause at each phrase marker. They use two slash marks (//) between sentences. Two slashes (//) are end-of-sentence markers. Teachers pause slightly longer at two slashes.<sup>7</sup> Two examples of text with phrased-cued markers follow.

## **EXAMPLE 1**

### **Bears**

Bears / are big animals.// They are strong.//

They have thick fur.//

Some bears / sleep all winter.// They get ready. /

// They eat a lot of food.//

## **EXAMPLE 2**

### **A Lighthouse**

It is / a cold night.// The fog / makes it hard / to see.// A

ship / has lost its way.// The people / on the ship / see a

light.// The light / gets bright.// It is from / a lighthouse.//

Now / the ship / can find / its way.//

A lighthouse / helps ships.// It is on land / near the sea.// It

has / a very bright light.// A lighthouse guides ships / to a

port, / or harbor.// Also, / it warns ships / of danger.//

(See **Appendix 5** for additional examples of phrase-cued text.)

## **TIMED READING** (Above First Grade)

Timed reading helps students' reading become automatic. Putting too much energy into decoding (recognizing words) interferes with comprehension. For beginning readers, teachers type 50 words from a book or book part. For more advanced readers, they type 100 words from a book part.<sup>7</sup> Teachers choose text from book parts that the student can read with few errors. For timed reading students should be reading above first grade level.

(SAMPLE PRACTICE ACTIVITIES ARE IN APPENDIX 5.)

## **THE PROGRAM START**

### **Students' Starting Levels**

#### **WORKING ONE-TO-ONE**

If teachers know students' reading levels, they start them with the first lesson at those levels. (In the Appendix 1 book list, the reading level of each book is next to the book title.) Students may read at higher reading levels but exhibit problem reading characteristics such as:

reading letter-by-letter, word-by-word, and  
exhibiting difficulties in expression and rhythm.

Teachers start students at the level where they exhibit the problem reading characteristics. It is better to start students at an easier level to for success.

Teachers also can administer an easy-to-use reading inventory such as the *Slosson Oral Reading Test (SORT)*.<sup>8</sup>

## **WORKING WITH SMALL GROUPS**

For small groups, teachers choose students with similar reading levels and abilities. To determine the reading levels, teachers can review (Working One-To-One above.)

## **WORKING WITH THE WHOLE CLASSROOM**

As teachers become familiar with the program and the reading strategies, they determine reading strategies that can be presented to the whole class. Reading strategies will vary with students and classroom resources.

Teachers can present books for the whole class by breaking into smaller groups as they identify students' different skill levels. **Students in different groups may be reading the same book but working with additional reading strategies and receiving more practice.**

## **MASTERY LEVELS**

Teachers determine reading levels required for mastery. Mastery levels will vary with groups. For struggling students, a 70 percent reading level is recommended in the beginning.

### **A Seventy Percent Reading Score: A Path to Success**

Most of the children in the program had not read a book successfully. They had developed a failure syndrome, just giving up. The first goal was to help them read a book successfully and experience the joy of reading. To do this, the level of correct words read was 70 percent or better.

Initially, there were questions about the 70 percent correct level. According to Gillet & Temple<sup>9</sup>, a child should read at an accuracy rate of ninety to ninety-five percent or comprehension will be compromised. At a ninety percent accuracy rate, most of the children lose interest and give up. After teachers began to see the excitement and improved self-esteem of the children, most reading their first book, it became obvious that this was an important component of the program. Their success makes the children want to read their books again and again - to anyone who will listen. They see many of the same words again in new books. Teachers also had children review books. As children gain success, their level of correct words read goes up, to 90 percent or better. Teachers make adjustments to book levels as necessary.

# EXTENDED READING

To reinforce reading skills students participate in extended reading with books of their interests and skill levels.

## PROGRAM STEPS

The following steps include the program reading strategies. Teachers can add or delete steps based on student skill levels.

(FOR THE TEACHER:)

### ● **STEP 1. INTRODUCE THE BOOK**

For beginning reading books, go through the book's pictures and discuss what the book might be about. Link the book's subject to information the students know. example, if there is a picture of a park, ask "Have you been to a park?" or "What kinds of things do you see in a park?" For higher level reading books, discuss pictures and chapter titles.

### ● **STEP 2. READ BOOK OR BOOK PART**

For short books, pre primer and primer read the whole book. For longer books, divide the book into parts. For the first reading, read at a slower pace, but not so slow as to lack expression. Continue this procedure until the book or book part is completed.

### **Tracking**

As you read to students, they follow under the words with their writing hands. This is called tracking. Tracking helps students focus on the words. When they start, the students often move under each word. As they develop, they track smoothly under the phrases.

### **Working One-To-One**

For the first reading, read at a slow pace, but not so slow as to lack expression. To begin, sit across from the student, tracking on top of the words while the student tracks under the words. After the student is able to track, sit next to him or her. (For the second reading, read the same text at a regular pace with expression.) The student continues to track under the words as you read.

### **Working with Small Groups**

For the first reading, read at a slow pace, but not so slow as to lack expression. Monitor students tracking under the words and phrases as you read. (For the second reading, read the same text at a regular pace with expression.) The students continue to track under the words and phrases as you read. Students also can practice tracking while partner reading. In partner reading two students take turns reading.

## ● **STEP 3. READ A BOOK OR BOOK PART WITH THE STUDENT.**

### **Working One-To-One**

The student reads the words and phrases with you and tracks under the words. After practice, the student reads alone. You read words that are difficult for the student and continue the reading. **Do not stop to sound out words.** For difficult parts of books or passages, read a sentence, and then have the student read the sentence right after you. Then read several sentences or more as the student is able.

### **Working with Small Groups**

You read a short book part, a sentence or a few sentences. Students read the sentence or sentences aloud right after you while tracking under the words. Continue this procedure until the book or book part is completed.

### **Working with Partner Reading**

Continue reading practice with partner reading, two students take turns reading. In partner reading, students continue tracking, and do not stop to sound out words. If a student has difficulty when reading, the partner says the word and the reading continues. Program progress charts are in **Appendix 3.**

### **Research about Sounding-Out Words in Reading Context**

#### **Research about Sounding-Out Words in Reading Context**

Researchers have found that students with reading problems are more likely to be interrupted during reading and that the focus of the interruption is on sounding out words. Some readers pause after each word waiting for correction. The reader begins to anticipate the interruption and reads each word waiting to be interrupted. Without realizing it, teachers are developing word-by-word readers instead of fluent readers.<sup>10</sup> Sounding out words can be done when working on word development activities.

## ● **STEP 4. USING PHRASE-CUED READING**

Phrase-Cued Reading is for struggling readers and word-by-word readers. Phrase-cued reading provides visual cues to help students follow natural phrases and pauses in a reading selection. Phrase pauses help children who have difficulty grouping words that go together. Phrase pauses also help students whose reading lacks expression. Phrase-Cued Reading examples are found in **Appendix 5.**

## ● **STEP 5. USE TIMED READING (Above First Grade)**

### **Working One-to-One**

Timed reading helps student's reading become automatic. Putting too much energy into decoding (recognizing words) interferes with comprehension. For beginning students, type 50 words from a book or a book part previously read. For more advanced students, type 100 words from a previously read book or book part. When students can read a book part fluently, use that book part to check their reading rates in the timed reading.

### **Timed Reading Instructions**

- Choose a 50 or 100 word part from a book.
- After practice, student reads the chosen book part, from the book or from a typed page.
- If student hesitates, stumbles, or reads the wrong word, you or a student read the word. Fluency is the goal, rather than sounding out words. Practice until student reaches 70% correct reading or higher.
- Do three timed readings. Between timings, student rereads text and practices difficult words.
- Record the number of words read correctly in 1 minute.
- Subtract 2 points for each word missed in a 50-word part, and 1 point for each word missed in a 100-word part.
- Have student choose best scores and fill in the Timed Reading Progress Chart found in **Appendix 4** with crayons or colored markers.

## **Working with Small Groups**

Use the same procedure as in working one-to-one except have students work with partners to do the timing.

## **Reading Rates for Grades One Through Six**

READING RATES	WORDS PER MINUTE
Second half of first grade.....	60
Second grade.....	90
Third grade.....	100
Fourth grade.....	110
Fifth Grade.....	120
Sixth grade.....	140

NOTE: These are general guidelines and can be affected by other factors.

## **STEP 6. READING WITH EXPRESSION**

Reading with expression develops comprehension of a text. You read the text with expression. Then the student reads the text with expression. Reading with expression is important. It taps brain areas that help the student with reading. For larger groups, ask for volunteers to read. Do not have students read to the class if they are not prepared or uncomfortable reading to peers.

# READING CHARTS

## Individual Instruction

**STEP 1.** Introduce story.



**STEP 2.** Read book or book part to student. (Slow Pacing, Regular Pacing, Tracking)



**STEP 3.** Student reads the book or book part with teacher and by self.



**STEP 4.** Student reads with Phrase-Cued Reading.



**STEP 5. TIMED READING**  
Student completes 3 timed readings of book part or book to teacher.



**STEP 6. EXPRESSION**  
Student reads book part or book to teacher (Reads with expression)

## Group Instruction

**STEP 1.** Introduce story.



**STEP 2.** Read book or book part to students. (Slow Pacing, Regular Pacing, Tracking)



**STEP 3.** Students read book or book part with teacher and with partner.



**STEP 4.** Student reads with Phrase-Cued Reading.



**STEP 5. TIMED READING**  
Students complete 3 timed readings of book part or book to teacher or student partner.



**STEP 6. EXPRESSION**  
Students read book part or book to teacher or student partner. (Reads with expression)

## **PHONICS FROM BOOK CONTEXT**

After completing a book or book part, use some of the words from the story in phonics activities. While this piece was not added until later in the program, the results were excellent. Examples of phonics from story context activities and word phrase activities are in **Appendix 6**.

## **WORD PHRASES FROM BOOK CONTEXT**

After completing the reading of a story or story part students benefit from practicing phrases. The phrases help with decoding and comprehension. It is important for students to practice reading in phrases as the phrase rather than the individual words lead to improvement in comprehension. Sample phrases are in **Appendix 7**

## **COMPREHENSION**

As stated in the beginning of this text, the goal of reading is to enable students to understand and enjoy reading. The focus of ***Learn to Read Without Phonics*** is for students to develop the mechanics of reading so that reading is automatic. When reading is automatic, the brain is free to comprehend what is being read. Developing comprehension is also an important part of the program. After a book is read fluently, there should be discussion about the book. **Appendix 8** has suggestions of questions to help students comprehend a book's meaning.

# **APPENDIX 1**

# READING BOOK LIST 1

## SET 1 PRE-PRIMER-PRIMER

***Where's Jake?***, Mary Packard  
***Fast Draw Freddie***, Bobbie Hamsa  
***Dirty Larry***, Bobbie Hamsa  
***Hot Rod Harry***, Catherine Petrie  
***Oh No! Otis***, Julie E. Frankel  
***Paul the Pitcher***, Paul Sharp  
***Katie Did It***, Becky Bring McDaniel  
***Too Many Balloons***, Catherine Matthias

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## (ALTERNATIVE TITLES)

(***Wait Skates***, Mildred D. Johnson)  
(***Eat Your Peas Loise***, Pegeen Snow)  
(***Addition Annie***, David Gisler)  
(***A Pet for Pat***, Pegeen Snow)

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## SET 2 PRIMER – GRADE 1

***Katie Can***, Becky Bring McDaniel  
***The Three Little Bears***, Patricia, McKissack  
***Country Mouse/City Mouse***, Patricia, McKissack  
***Three Billy Goats Gruff***, Patricia McKissack  
***The Ant and the Dove***, Mary Lewis Wang  
***The Frog Prince***, Mary Lewis Wang

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## (ALTERNATIVE TITLES)

(***Messy Bessy***, Patricia McKissack)  
(***Messy Bessy's Closet***, Patricia McKissack)  
(***Katie Couldn't***, Becky Bring McDaniel)  
(***Jashua James Likes Trucks***, Catherin Petrie)  
(***I Am an Explorer***, Amy Moses)

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**SET 3 GRADES 1.5 -2.5**

**Horses**, Allan Fowler

**What If Everybody Did That?** Ellen Javernick

**How Two-Feather Was Saved from Loneliness**, C. J. Taylor

**Uncle Nacho's Hat**, Harriet Rohmer

**What Is Martin Luther King, Jr., Day?**, Margot Parker

**(ALTERNATIVE TITLES)**

**(Hill of Fire**, Thomas P. Lewis (1.6)

**(Wagon Wheels**, Barbara Brenner (1.6)

**(Daniel's Duck**, Juan Sandin (1.6)

**(Whales**, Joyce Milton (1.8)

**(Balto**, Natalie Standiford (2.0)

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**SET 4 GRADES 2.5 -4.0**

**Bears**, Mark Rosenthal

**Dangerous Fish**, Ray Broekel

**The Navajos**, Alice Osinski

**Martin Luther King, Jr.**, Carol Greene

**Magic Johnson**, Richard Levin

**(ALTERNATIVE TITLES)**

**(Deborah Sampson Goes to War**, Bryna Stevens ( 2.4)

**(Barry, the Brave St. Bernard**, Lynn Hall (2.8)

**(Jackie Robinson**, Jim O'Conner (3.0)

**(Helen Keller**, Stewart and Polly Ann Graff (3.2)

**(Stone Fox**, John Reynolds Gardiner (3.5)

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# APPENDIX 2

# READING BOOK LIST 2

## SET 1 (READING LEVELS 1.5-1.9)

***Hill of Fire***, Thomas P. Lewis

***In a Dark, Dark Room***, Alvin Schwartz

***Wagon Wheels***, Barbara Brenner

***Wiley and the Hairy Man***, Molly Garrett Bang

***Daniel's Duck***, Clyde Robert Biella

***Whales – The Gentle Giants***, Joyce Milton

***(Use Lines to Add Your Titles.)***

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## SET 2 (READING LEVELS 2.0-2.9)

***The Long Way to a New Land***, Jean Sandin

***The White Stallion***, Elizabeth Shub

***Buttons for General Washington***, Peter and, Connie Roop, Peter E. Hanson

***The Titanic***, Judy Donnelly

***The Drinking Gourd***, Jeanette Winter

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**SET 3**(READING LEVELS 2.7-3.0)

*The Bad Thing about Father*, F.N. Monjo

*Moonwalk*, Judy Donnely, Dennis Davidson

*Meet Christopher Columbus*, James T. de Kay

*Jackie Robinson*, Jim O'Conner

*Helen Keller*, Stewart and Polly Anne Graff

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**SET 4**(READING LEVELS 3.0-3.5)

*Squanto, Friend of the Pilgrims*, Clyde Robert Bulla

*Five True Dog Stories*, Margaret Davidson

*The Littles*, John Peterson

*The Minstrel in the Tower*, Gloria Skurzynski

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**SET 5**(READING LEVEL 3.5-4.0)

*Stone Fox*, John Reynolds Gardiner

*How to Eat Fried Worms*, Thomas Rockwell

*Risking It All*, Melissa Stone

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# APPENDIX 3

# PROGRESS CHART 1 (Pre-Primer, Primer)

Student: \_\_\_\_\_

Date Completed:

- \_\_\_\_\_ 1. Where's Jake?
- \_\_\_\_\_ 2. Fast Draw Freddie
- \_\_\_\_\_ 3. Dirty Larry
- \_\_\_\_\_ 4. Hot Rod Harry
- \_\_\_\_\_ 5. Sneaky Pete
- \_\_\_\_\_ 6. Paul the Pitcher
- \_\_\_\_\_ 7. Katie Did It
- \_\_\_\_\_ 8. Too Many Balloons

## Extended Reading (Optional)

After reading all of the books in REPEATED READING, SET 1, some students benefit from additional reading. Use the books listed below, or your own books, before going to REPEATED READING SET 2

Date Completed

Book Title

_____	_____
_____	_____
_____	_____
_____	_____

## Recommended Books, Extended Reading

(Children's Press Publishers)

**Wait Skates**, Mildred D. Johnson

**Eat Your Peas**, Louise, Pegean Snow

**Addition Annie**, David Gisler

**A Pet for Pat**, Pegean Snow

**Oh No! Otis**, Julie E. Frankel

# PROGRESS CHART 2 (Primer, First Grade)

Student: \_\_\_\_\_

Date Completed:

- \_\_\_\_\_ 1. Katie Can
- \_\_\_\_\_ 2. The Three Little Bears
- \_\_\_\_\_ 3. Country Mouse, City Mouse
- \_\_\_\_\_ 4. Three Billy Goats Gruff
- \_\_\_\_\_ 5. The Ant and the Dove
- \_\_\_\_\_ 6. The Frog Prince

## Extended Reading (Optional)

After reading all of the books in REPEATED READING, SET 2, some students benefit from additional reading. Use the books listed below, or your own books, before going to REPEATED READING SET 3

Date Completed	Book Title
_____	_____
_____	_____
_____	_____
_____	_____

## Recommended Books, Extended Reading (Children's Press Publishers)

- Messy Bessy**, Patricia and Frank McKissack
- Messy Bessy's Closet**, Patricia and Frank McKissack
- Katie Couldn't**, Becky Bring McDaniel
- Joshua James Likes Trucks**, Catherine Petrie
- I Am an Explorer**, Amy Moses
- One of Three**, Angela Johnson
- Is This a House for Hermit Crab?** Megan McDonald

# PROGRESS CHART 3 (Grades 1.5 to 2.5)

Student: \_\_\_\_\_

Date Completed:

- \_\_\_\_\_ 1. Horses
- \_\_\_\_\_ 2. What If Everybody Did That?
- \_\_\_\_\_ 3. How Two-Feather Was Saved from Loneliness
- \_\_\_\_\_ 4. What If Everybody Did That?
- \_\_\_\_\_ 5. Uncle Nacho's Hat
- \_\_\_\_\_ 6. What Is Martin Luther King, Jr., Day?

## Extended Reading (Optional)

After reading all of the books in REPEATED READING, SET 3, some students benefit from additional reading, before going to REPEATED READING SET 4

Date Completed

Book Title

_____	_____
_____	_____
_____	_____
_____	_____

# PROGRESS CHART 4 (Grades 2.5 to 4.0)

**Student:** \_\_\_\_\_

**Date Completed:**

- \_\_\_\_\_ 1. Bears
- \_\_\_\_\_ 2. Dangerous Fish
- \_\_\_\_\_ 3. Indians
- \_\_\_\_\_ 4. Martin Luther King, Jr.
- \_\_\_\_\_ 5. Magic Johnson

## Extended Reading (Optional)

After reading all of the books in REPEATED READING, SET 4, some students benefit from additional reading. Use your own books or help students choose books of interest.

**Date Completed**

**Book Title**

_____	_____
_____	_____
_____	_____
_____	_____

## Recommended Books, Extended Reading

After they complete each book in SET 3, students should read one extended reading book from your books or a book you help the student choose.

**Date Completed**

**Book Title**

_____	_____
_____	_____
_____	_____
_____	_____

# **APPENDIX 4**

# TIMED READING GRAPH (Graph 1)

Student: \_\_\_\_\_

Book: \_\_\_\_\_

- Check One  
 50 Word Passage  
 100 Word Passage

**Trial # 1**

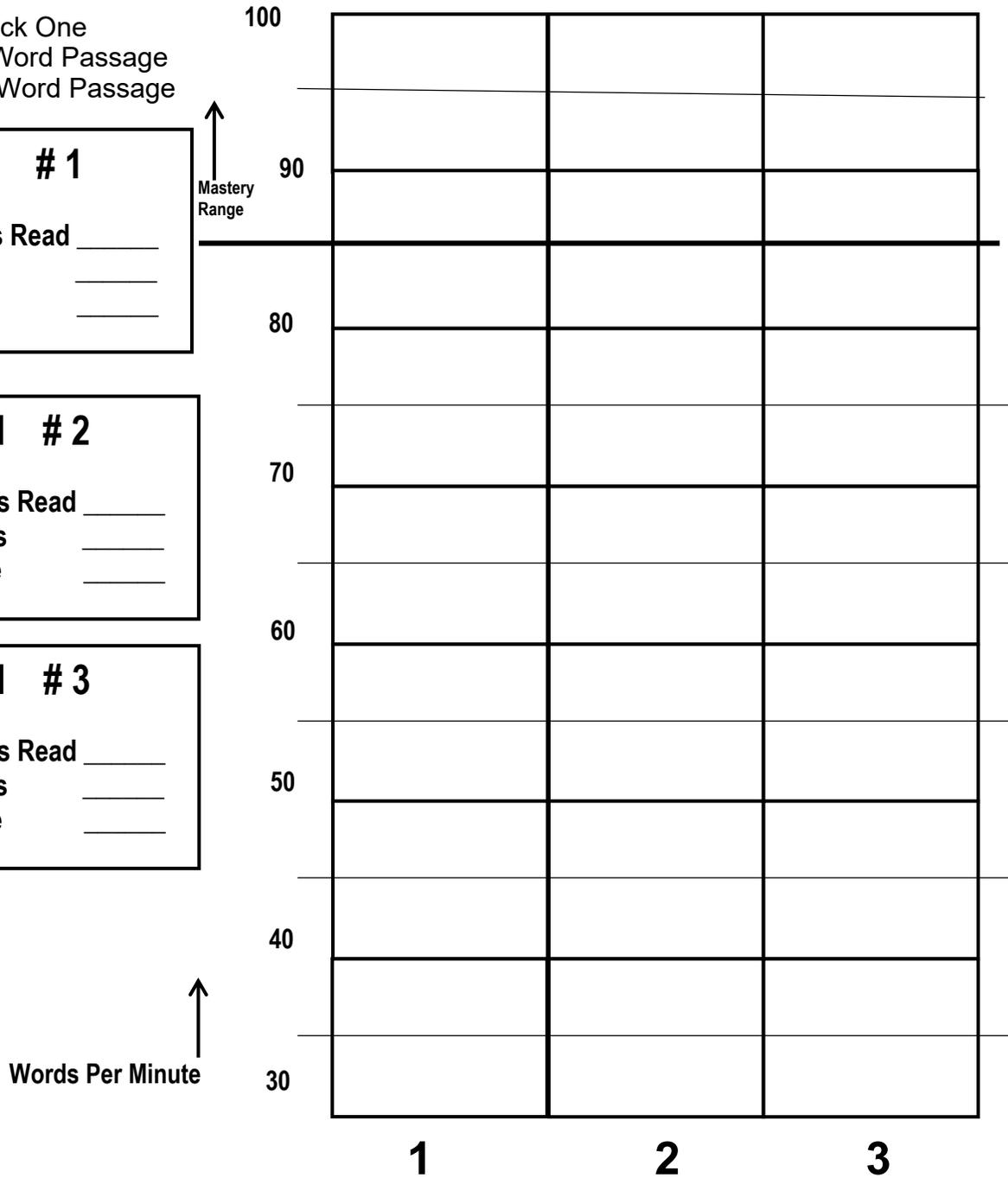
Words Read \_\_\_\_\_  
Errors \_\_\_\_\_  
Score \_\_\_\_\_

**Trial # 2**

Words Read \_\_\_\_\_  
Errors \_\_\_\_\_  
Score \_\_\_\_\_

**Trial # 3**

Words Read \_\_\_\_\_  
Errors \_\_\_\_\_  
Score \_\_\_\_\_



# TIMED READING GRAPH (Graph 2)

Student: \_\_\_\_\_

Book: \_\_\_\_\_

Check One

50 Word Passage

100 Word Passage

**Trial # 1**

Words Read \_\_\_\_\_

Errors \_\_\_\_\_

Score \_\_\_\_\_

**Trial # 2**

Words Read \_\_\_\_\_

Errors \_\_\_\_\_

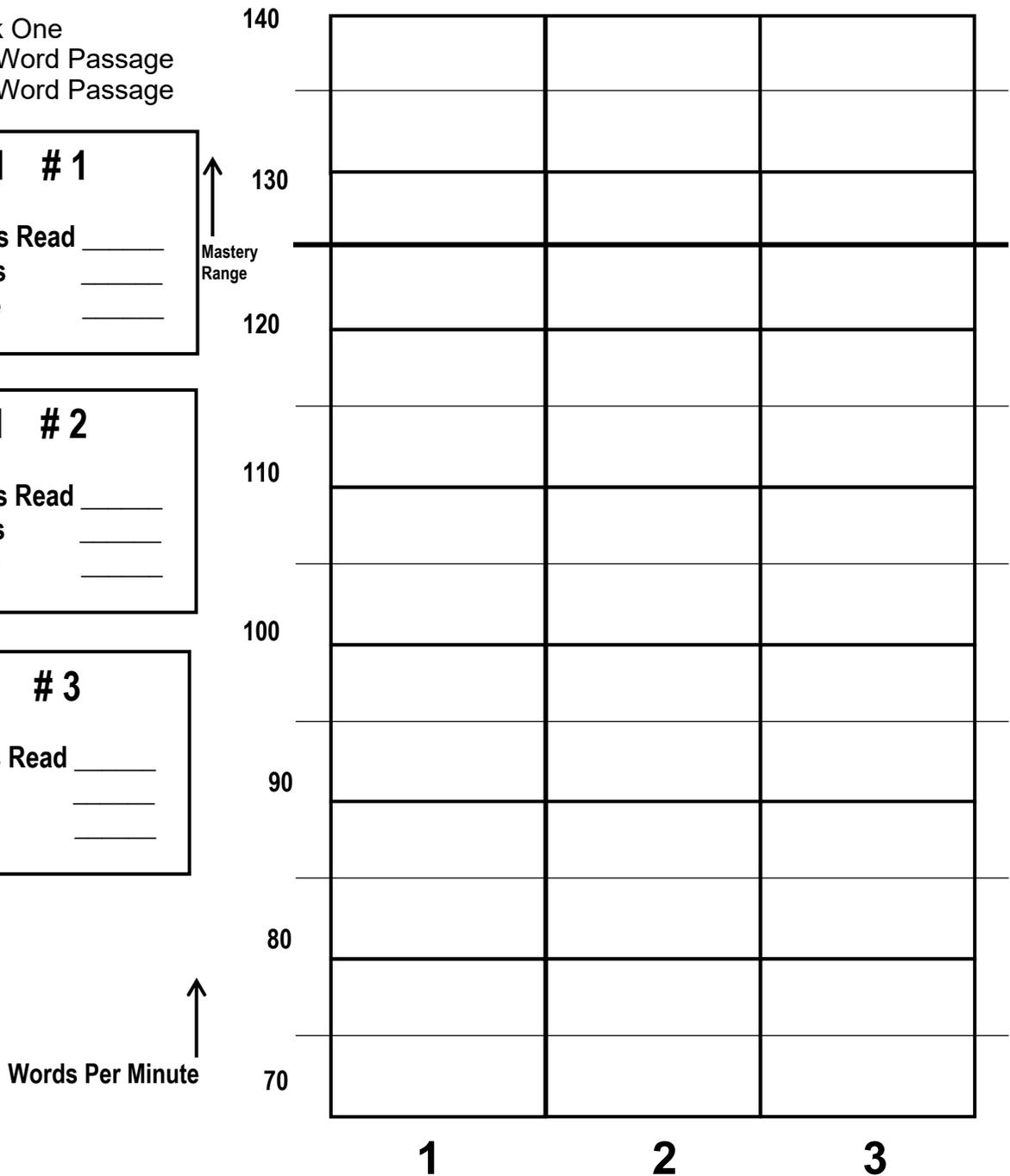
Score \_\_\_\_\_

**Trial # 3**

Words Read \_\_\_\_\_

Errors \_\_\_\_\_

Score \_\_\_\_\_



# **APPENDIX 5**

# CONTENTS

**Nineteen stories for reading practice: Grades one through four.**

**Teacher Instructions: Pages 37**

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LESSON 3	Flowers	(Grade 1, 2)	43
LESSON 4	Cats	(Grade 2)	46
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## TEACHER INSTRUCTIONS

Each of the 19 lessons includes phrase-cued reading, repeated reading, and timed reading. These can be included with regular reading program.

- **Phrase-Cued Reading** is breaking the text into meaningful phrases to help with reading expression and comprehension.
- **Repeated Reading** is reading the same passage until students read the passage at a mastery level.
- **Timed Reading** is reading a passage for one or two minutes and recording the number of words read per minute.
- **Reading with Expression** is important for developing interest and comprehension of a passage. Prosody is the music of language. It also has a powerful effect on the brain.

### WHERE STUDENTS' START

**Passage reading levels are listed in the program contents.**

If teachers know students' reading levels, they start with the first lesson at those levels. Students may read at higher reading levels but exhibit problem reading characteristics such as:

- read letter by letter, word by word and
- exhibit delays in cadence and rhythm

### STUDENT MASTERY LEVEL

Teachers determine student progress levels.

### PRESENTATION

Teachers make copy for each student and for themselves. Follow the method presented in this book.

## LESSON 1

### **Bears**

Bears / are big animals.// They  
are strong.// They have thick  
fur.//

Some bears / sleep all winter.//  
They get ready // They eat a lot  
of food.//

Bears sleep in dens.// The dens  
/ can be caves.// They can be /  
tree stumps.// They can be /  
holes under rocks.//

The polar bear / is the biggest  
bear.// It has white fur / like the  
snow.// The brown bear / also  
is big.// Some people think / it is  
the biggest bear.//

Phrase-Cued Text

## **Bears**

Bears are big animals. They are strong. They have thick fur.

Some bears sleep all winter. They get ready. They eat a lot of food.

Bears sleep in dens. The dens can be caves. They can be tree stumps. They can be holes under rocks.

The polar bear is the biggest bear. It has white fur like the snow. The brown bear also is big. Some people think it is the biggest bear.

## LESSON 2

### **The Wind**

You can not see the wind.// But /  
you can feel / the wind.// Wind is  
moving air.//

On a windy day / you can see /  
things move.// You can see / a  
flag wave.// Watch trees / bend  
and sway.// Watch a kite fly.//

The wind / can be strong.// A  
strong wind / is called a gust.// A  
gust / can make big waves.// This  
is not good / for boats and ships.//

The wind / can be gentle.// It can  
feel good.// A gentle breeze / is  
good for sailboats.// It makes  
them go.//

Phrase-Cued Text

## **The Wind**

You can not see the wind. But you can feel the wind. Wind is moving air.

On a windy day you can see things move. You can see a flag wave. Watch trees bend and sway. Watch a kite fly.

The wind can be strong. A strong wind is called a gust. A gust can make big waves. This is not good for boats and ships.

The wind can be gentle. It can feel good. A gentle breeze is good for sailboats. It makes them go.

TIMED  
READINGS

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**The Wind (2)**

You can not see the wind. But	7
you can feel the wind. Wind is	14
moving air.	16
On a windy day you can see	23
things move. You can see a flag	30
wave. Watch trees bend and	35
sway. Watch a kite fly.	40
The wind can be strong. A	46
strong wind is called ...	50

## LESSON 3

### **Flowers**

Many flowers / are pretty.// They  
come / in many colors.// They have /  
many shapes.// They have / many  
sizes.// They can smell good too.//

A flower / is part / of a plant.// The job  
/ of the flower / is to make seeds.//  
The seeds / blow in the wind.// Then /  
new plants / will grow.//

It is spring.// Take a shovel,/ rake,  
and hoe.// Put some seeds / in the  
ground.// Add water / and sunshine.//  
Watch them / start to grow.//

They push their way / through the  
ground.// Soon pretty flowers / are all  
around.//

Phrase-Cued Text

## **Flowers**

Many flowers are pretty. They come in many colors. They have many shapes. They have many sizes. They can smell good too.

A flower is part of a plant. The job of the flower is to make seeds.

The seeds blow in the wind.

Then new plants will grow.

It is spring. Take a shovel, rake and hoe. Put some seeds in the ground. Add water and sunshine.

Watch them start to grow.

They push their way through the ground. Soon pretty flowers are all around.

TIMED  
READING

**Flowers (3)**

_____	Many flowers are pretty. They	5
_____	come in many colors. They have	11
_____	many shapes. They have many	16
	sizes. They can smell good too.	22
	A flower is part of a plant. The job	31
	of the flower is to make seeds.	38
	The seeds blow in the wind.	44
	Then new plants will grow.	50

## LESSON 4

### **Cats**

Cats / make good pets.// People love  
petting / their soft fur.// They like / to  
hear them purr.// People like / to see  
them play.// They see them / chase  
their tails.// They see them / jump on  
a / ball of yarn.//

Cats know / how to sleep.// They  
sleep for much / of the day.// They  
spend about / 13 to 16 hours / a day  
sleeping.// Cats take cat naps.//

There are many / kinds of cats.// They  
can be found / in a rainbow / of  
  
colors.//

Here are some names / for cats://  
Max,/ Sam,/ Rags,/ Spike,/ Buddy,/   
Sassy,/ Molly,/ and Misty.// Which  
name / do you like?//

Phrase-Cued Text

## **Cats**

Cats make good pets. People love petting their soft fur. They like to hear them purr. People like to see them play. They see them chase their tails. They see them jump on a ball of yarn.

Cats know how to sleep. They sleep for much of the day. They spend about 13 to 16 hours a day sleeping. Cats take cat naps.

There are many kinds of cats. They can be found in a rainbow of colors.

Here are some names for cats:  
Max, Sam, Rags, Spike, Buddy,  
Sassy, Molly, and Misty. Which  
name do you like?

**TIMED**  
**READING**

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## **Cats**

Cats make good pets. People love	6
petting their soft fur. They like to	13
hear them purr. People like to see	20
them play. They see them chase	26
their tails. They see them jump on a	34
ball of yarn.	37
Cats know how to sleep. They sleep	44
for much of the day. They spend	50

## LESSON 5

### **The Sun**

The sun / is a star.// It is closer / to  
the earth / than any stars.//

The sun // gives light / and heat.//  
With light / from the sun, / we can  
see things.// The sun / is very hot /  
and makes / the air warm.// Some  
parts / of the earth / get more heat /  
from the sun / than other parts.//

The sun / helps trees / and plants  
grow.// Without the sun, / the earth /  
would be dark.// Nothing / would  
be able / to live.//

The sun / goes down / at night.//  
The next morning / the sun comes  
up.// It is light again.// It is another /  
bright, / sunny day! //

## The Sun

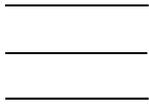
The sun is a star. It is closer to the earth than any stars.

The sun gives light and heat. With light from the sun, we can see things. The sun is very hot and makes the air warm. Some parts of the earth get more heat from the sun than other parts.

The sun helps trees and plants grow. Without the sun, the earth would be dark. Nothing would be able to live.

The sun goes down at night. The next morning the sun comes up. It is light again. It is another bright, sunny day!

TIMED  
READING



## The Sun

The sun is a star. It is closer to the earth than any stars.

10

14

The sun gives light and heat. With light from the sun, we can see things. The sun is very hot and makes the air warm. Some parts of the earth get more heat from the sun...

21

28

35

42

49

50

## LESSON 6

### **Clouds**

Clouds are made / of tiny drops / of water.//  
The drops / of water / are light.// Clouds  
float / on the air.// They move / with the  
wind.//

Clouds / have different shapes.// Some  
are puffy.// Some are fluffy.// Some are  
thin.// There are rain clouds / and more.//

A cloud / can look like / other things.// It  
can look like / a flower.// It can look like / a  
lamb.// The lamb has / a thick wool coat.//  
Look at a cloud / in the sky.// What does it /  
look like?//

Clouds have / different colors.// Some are  
white.// Some are gray.// Sometimes they  
hide / the sun.// Then the blue sky / turns  
gray.// Sometimes clouds / are part of / a  
pretty sunset / of red / and other colors.//

Phrase-Cued Text

## Clouds

Clouds are made of tiny drops of water. The drops of water are light. Clouds float on the air. They move with the wind.

Clouds have different shapes. Some are puffy. Some are fluffy. Some are thin. There are rain clouds and more.

A cloud can look like other things. It can look like a flower. It can look like a lamb. The lamb has a thick wool coat. Look at a cloud in the sky. What does it look like?

Clouds have different colors. Some are white. Some are gray. Sometimes they hide the sun. Then the blue sky turns gray. Sometimes clouds are part of a pretty sunset of red and other colors.

TIMED  
READING

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## Clouds

Clouds are made of tiny drops of water.	8
The drops of water are light. Clouds	15
float on the air. They move with the	23
wind.	24
Clouds have different shapes. Some are	
puffy. Some are fluffy. Some are thin.	29
There are rain clouds and more.	36
A cloud can look like other things.	43

## LESSON 7

### **Stars**

Look at / the night sky.// You see / many stars.// You are / in the country.// You are camping / in the mountains.// You are away from / the city lights.// You may see / thousands of stars.//

In a town / or city, / you can't see / many stars.// The city lights / glow in the sky.// The lights / make it difficult / to see the stars.//

Look at the sky / in the morning.// The stars / are all gone, / or are they?// You can see / one star / during the day.// That star / is the sun.// Yes, / the sun / is a star.// During the day, / the light / from our sun / hides the other stars.//

Look at / the night sky.// You will see / the stars twinkling.// They are / very far away.//

## **Stars**

Look at the night sky. You see many stars. You are in the country. You are camping in the mountains. You are away from the city lights. You may see thousands of stars.

In a town or city, you can't see many stars. The city lights glow in the sky. The lights make it difficult to see the stars.

Look at the sky in the morning. The stars are all gone, or are they? You can see one star during the day. That star is the sun. Yes, the sun is a star. During the day, the light from our sun hides the other stars.

Look at the night sky. You will see the stars twinkling. They are very far away.

TIMED  
READING

## Stars

_____	Look at the night sky. You see many	8
_____	stars. You are in the country. You are	16
_____	camping in the mountains. You are away	22
	from the city lights. You may see	30
	thousands of stars.	33
	In a town or city, you can't see many	42
	stars. The city lights glow in the sky. The	50
	lights make it difficult to see the stars.	58
	Look at the sky in the morning. The stars	67
	are all gone, or are they? You can see	76
	one star during the day. That star is the	85
	sun. Yes, the sun is a star. During the	94
	day, the light from our sun...	100

## LESSON 8

### **Dogs**

Dogs / are the most popular / pets  
to own.// In the United States,/ 1  
out of 3 families / has a puppy or a  
dog.//

There are hundreds / of different  
kinds of dogs.// There are:  
poodles,/ pugs,/ and many others.//

Dogs know / what time it is.// They  
have / their own clocks.// They  
know / when it is time / to eat.// They  
know / when their owners / are  
coming home.// They know / when  
they take walks / and more.//

Dogs help people.// Some dogs are  
trained / to help the blind / and  
more.// It's no wonder / that dogs  
are called / *our best friends*.//

## Dogs

Dogs are the most popular pets to own. In the United States, 1 out of 3 families has a puppy or a dog.

There are hundreds of different kinds of dogs. There are: bulldogs, boxers, pointers, poodles, pugs, and many others.

Dogs know what time it is. They have their own clocks. They know when it is time to eat. They know when their owners are coming home. They know when they take walks and more.

Dogs help people. Some dogs are trained to help the blind and more. It's no wonder that dogs are called *our best friends*.

TIMED  
READING

## Dogs

Dogs are the most popular pets	6
to own. In the United States, 1	13
out of 3 families has a puppy or	21
a dog.	23
There are hundreds of different	28
kinds of dogs. There are:	33
bulldogs, boxers, pointers,	36
poodles, pugs, and many others.	41
Dogs know what time it is. They	48
have their own clocks. They	53
know when it is time to eat. They	60
know when their owners are	65
coming home. They know when	70
they take walks and more.	76
Dogs help people. Some dogs	81
are trained to help the blind and	88
more. It's no wonder that dogs	94
are called <i>our very best friends</i> .	100

## LESSON 9

### **A Lighthouse**

It is / a cold night.// The fog / makes it hard  
/ to see.// A ship / has lost its way.// The  
people / on the ship / see a light.// The light /  
gets bright.// It is from / a lighthouse.//  
Now / the ship / can find / its way.//

A lighthouse / helps ships.// It is on land /  
near the sea.// It has / a very bright light.//  
A lighthouse guides ships / to a port, / or  
harbor.// Also, it warns ships / of danger.//

Before lighthouses, / people sometimes  
made / fires on land.// The fire's light /  
would help the ship / find its way at night.//

The lighthouse / has helped many ships. //  
Most lighthouses / are not used today. //  
New ships / do not need them.// They  
have special instruments / to find / their  
location.//

Phrase-Cued Text

## **Lighthouse**

It is a cold night. The fog makes it hard to see. A ship has lost its way. The people on the ship see a light. The light gets bright. It is from a lighthouse. Now the ship can find its way.

A lighthouse helps ships. It is on land near the sea. It has a very bright light. A lighthouse guides ships to a port, or harbor. Also, it warns ships of danger.

Before lighthouses, people sometimes made fires on land. The fire's light would help the ship find its way at night.

The lighthouse has helped many ships. Most lighthouses are not used today. New ships do not need them. They have special instruments to find their location.

**TIMED**  
**READING**

## **Lighthouse**

_____	It is a cold night. The fog makes it	9
_____	hard to see. A ship has lost its way.	18
_____	The people on the ship see a light. The	26
	light gets bright. It is from a	34
	lighthouse. Now the ship can find its	40
	way.	42
	A lighthouse helps ships. It is on land	49
	near the sea. It has a very bright	57
	light. A lighthouse guides ships to a	62
	port, or harbor. Also, it warns ships	70
	of danger.	74
	Before lighthouses, people	77
	sometimes made fires on land. The	83
	fire's light would help the ship find its	91
	way at night.	94
	The lighthouse has helped many	99
	ships	100

## LESSON 10

### **The Blue Whale**

The blue whale / is the largest / animal on earth.//  
It can grow / to 100 feet long.// It can weigh as  
much as / 30 fully grown elephants!// The heart /  
of the largest blue whales / is about / the size / of  
a small car.//

Some people think / that a blue whale / is a fish.//  
The blue whale / is not a fish.// A fish stays in  
water / all the time.// The blue whale / is a  
mammal, / like human beings.// It breathes air /  
through a hole / on its head, / a blowhole.//

When a whale dives, / it holds its breath.// On  
deep ocean dives, / it may stay / under water /  
for 10 to 20 minutes.// When it comes up, / it  
breathes out.// A spray / of 10 to 25 feet / comes  
out of / its gigantic blowhole!//

When a baby blue whale / is born, / it is larger /  
than an elephant.// It drinks its mother's milk, /  
like a human baby.//

## **The Blue Whale**

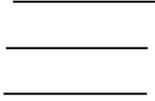
The blue whale is the largest animal on earth. It can grow to 100 feet long. It can weigh as much as 30 fully grown elephants! The heart of the largest blue whales is about the size of a small car.

Some people think that a blue whale is a fish. The blue whale is not a fish. A fish stays in water all the time. The blue whale is a mammal, like human beings. It breathes air through a hole on its head, a blowhole.

When a whale dives, it holds its breath. On deep ocean dives, it may stay under water for 10 to 20 minutes. When it comes up, it breathes out. A spray of 10 to 25 feet comes out of its gigantic blowhole!

When a baby blue whale is born, it is larger than an elephant. It drinks its mother's milk, like a human baby.

TIMED  
READING



## The Blue Whale

The blue whale is the largest animal on earth.	8
It can grow to 100 feet long. It can weigh as	18
much as 30 fully grown elephants! The heart	26
of the largest blue whales is about the size of	35
a small car.	41
Some people think that a blue whale is a fish.	51
The blue whale is not a fish. A fish stays in	62
water all the time. The blue whale is a	71
mammal, like human beings. It breathes air	78
through a hole on its head, a blowhole.	86
When a whale dives, it holds its breath. On	95
deep ocean dives, it may...	100

## LESSON 11

### **Bicycles**

Most bicycles / look the same.// They have a front wheel / and handlebars.// These steer the bike.// A chain goes / from the pedals / to the back wheel.// The back wheel / drives the bike.// There is a seat / on the bike frame.// The bike frame / keeps everything together.//

There are different bikes.// There are street bikes.// There are racing bikes.// There are mountain bikes.// Bikes for racing / have light frames.// This makes them / go faster.//

Some bikes / have no gears.// Some have many gears.// The gears make it / easier to ride.// In low gear, / the back wheel / turns slower.// This helps the bike / go up hills.// In high gear, / the back wheel / goes faster.// This helps the bike go faster.//

Ride safely.// Use a helmet.// Signal when turning.// Stop at stop signs.// Watch for traffic.// Enjoy.//

Phrase-Cued Text

## **Bicycles**

Most bicycles look the same. They have a front wheel and handlebars. These steer the bike. A chain goes from the pedals to the back wheel. The back wheel drives the bike. There is a seat on the bike frame. The bike frame keeps everything together.

There are different bikes. There are street bikes. There are racing bikes. There are mountain bikes. Bikes for racing have light frames. This makes them go faster.

Some bikes have no gears. Some have many gears. The gears make it easier to ride. In low gear, the back wheel turns slower. This helps the bike go up hills. In high gear, the back wheel goes faster. This helps the bike go faster.

Ride safely. Use a helmet. Signal when turning. Stop at stop signs. Watch for traffic. Enjoy.

TIMED  
READING

**Bicycles**

Most bicycles look the same. They have a	8
front wheel and handlebars. These steer	14
the bike. A chain goes from the pedals to	23
the back wheel. The back wheel drives the	31
bike. There is a seat on the bike frame.	40
The bike frame keeps everything together.	46
There are different bikes. There are street	53
bikes. There are racing bikes. There are	60
mountain bikes. Bikes for racing have light	67
frames. This makes them go faster.	73
Some bikes have no gears. Some have	80
many gears. The gears make it easier to	88
ride. In low gear, the back wheel turns	96
slower. This helps the...	100

## LESSON 12

### **Hot Air Balloons**

Have you ever seen / a hot air balloon?// It is / a very big balloon.// It is made / of strong cloth.// It has a basket / on the bottom.// People can ride / in it.// Hot air balloons / often have bright colors.//

The hot air balloon / was discovered in France / in the year 1783.// The balloon / was a large bag / with a hole / on the bottom.// A fire was burned / under the hole / to fill the balloon / with hot air.//

A hot air balloon / floats in the air.// It goes up / because warm air / inside the balloon / is lighter than / cooler air, / outside.// The hot air balloon / comes down / by letting the air cool / in the balloon.//

The first balloons / went up / without any people.// Then a hot air balloon / went up / with two men / in it.// It traveled / over Paris / for over 5 miles.//

Phrase-Cued Text

## Hot Air Balloons

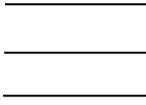
Have you ever seen a hot air balloon? It is a very big balloon. It is made of strong cloth. It has a basket on the bottom. People can ride in it. Hot air balloons often have bright colors.

The hot air balloon was discovered in France in the year 1783. The balloon was a large bag with a hole on the bottom. A fire was burned under the hole to fill the balloon with hot air.

A hot air balloon floats in the air. It goes up because warm air inside the balloon is lighter than cooler air, outside. The hot air balloon comes down by letting the air cool in the balloon.

The first balloons went up without any people. Then a hot air balloon went up with two men in it. It traveled over Paris for over 5 miles.

**TIMED**  
**READING**



**Hot Air Balloons (12)**

Have you ever seen a hot air balloon? It	9
is a very big balloon. It is made of strong	18
cloth. It has a basket on the bottom.	26
People can ride in it. Hot air balloons	34
often have bright colors.	39
The hot air balloon was discovered in	46
France in the year 1783. The balloon	53
was a large bag with a hole on the	62
bottom. A fire was burned under the	69
hole to fill the balloon with hot air.	77
A hot air balloon floats in the air. It goes	87
up because warm air inside the balloon	94
is lighter than cooler air, outside. The...	100

## LESSON 13

### **The Seashore**

The seashore / is where the sea / meets the land.// The most common seashore / is the sandy beach.// The sandy beach / is made of / tiny pieces of rock / and seashells.//

On most sea shores,/ the sea moves up/ and down / the beach.// This is called / the tide.// At low tide,/ the beach is dry.// At high tide,/ the beach is under water.//

All seashores are homes / for many living things / such as snails / and barnacles.// Seashores / have their own plants.// Many of these plants / are seaweeds.// Most seashore plants / and animals / must live in / and out of water.// This is because of / the changing tides.//

The tides change.// At high tide,/ the plants and animals / are in the water.// At low tide, / they are out / of the water.//

## **The Seashore**

The seashore is where the sea meets the land. The most common seashore is the sandy beach. The sandy beach is made of tiny pieces of rock and seashells.

On most seashores, the sea moves up and down the beach. This is called the tide. At low tide, the beach is dry. At high tide, the beach is under water.

All seashores are homes for many living things such as snails and barnacles. Seashores have their own plants. Many of these plants are seaweeds. Most seashore plants and animals must live in and out of water. This is because of the changing tides.

The tides change. At high tide, the plants and animals are in the water. At low tide, they are out of the water.

**TIMED**  
**READING**

**The Seashore (13)**

The seashore is where the sea meets the	8
land. The most common seashore is the	15
sandy beach. The sandy beach is made of	22
tiny pieces of rock and seashells.	29
On most seashores, the sea moves up	36
and down the beach. This is called the tide.	44
At low tide, the beach is dry. At high tide,	54
the beach is under water.	60
All seashores are homes for many	66
living things such as snails and barnacles.	73
Seashores have their own plants. Many	79
of these plants are seaweeds. Most	85
seashore plants and animals must live in	92
and out of water. This is because of ...	100

## LESSON 14

### Horses

People love horses.// There are different / kinds of horses.// There are / huge draft horses.// They are over / 7 feet tall.// There are / small horses.// Some / are called ponies.// One kind / is smaller than / most dogs.//

Once,/ horses were used / for work on farms.// They pulled plows / and farm carts.// Now,/ tractors are used / for most farm work.// In some places / horses still / are used for work.// But today,/ horses are used / mostly for / trail-riding,/ showing,/ and more.//

Here are / some interesting facts / about horses.// They can sleep / lying down.// They can sleep / standing up.// Horses gallop / at about / 27 miles per hour.// The fastest speed / of a horse / is 55 / miles per hour.// Horses eat / grass,/ oats, / hay,/ and other plants.//

Once,/ most horses / were wild.// Wild horses / are called mustangs.// The horse was / one of the first / wild animals / to be tamed.// Today,/ there are few / wild horses.// Would you like / to ride / a wild horse? // Or,/ would you like / to ride / a tame horse? //

Phrase-Cued Text

## Horses

People love horses. There are different kinds of horses. There are huge draft horses. They are over 7 feet tall. There are small horses. Some are called ponies. One kind is smaller than most dogs!

Once, horses were used for work on farms. They pulled plows and farm carts. Now, tractors are used for most farm work. In some places horses still are used for work.

Here are some interesting facts about horses. They can sleep lying down. They can sleep standing up. Horses gallop at about 27 miles per hour. The fastest speed of a horse is 55 miles per hour. Horses eat grass, oats, hay, and other plants.

Once, most horses were wild. Wild horses are called mustangs. The horse was one of the first wild animals to be tamed. Today, there are few wild horses. Would you like to ride a wild horse? Or, would you like to ride a tame horse?

**TIMED**  
**READING**

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## **Horses**

People love horses. There are	5
different kinds of horses. There are	11
huge draft horses. They are over 7	17
feet tall. There are small horses.	24
Some are called ponies. One kind	30
is smaller than most dogs.	35
Once, horses were used for work on	41
farms. They pulled plows and farm	47
carts. Now, tractors are used for	53
most farm work. In some places	59
horses still are used for work. But	65
today, horses are used mostly for	71
trail-riding, showing, and more.	77
Here are some interesting facts	78
about horses. They can sleep lying	83
down. They can sleep standing up.	88
Horses gallop at about 27 miles per	93
hour. The fastest speed of a horse i	98
s 55 ...	100

## LESSON 16

# Paper

The earth is / covered with trees.// Many / of these trees / supply us / with paper.// Paper is made / in a paper mill.// Trees are cut / into logs.// The logs are taken / to paper mills.// Some logs / are taken by truck / or by railroad.// Some are floated / down a river.//

At the mill,/ each log / is broken / into wood chips.// The wood chips / are ground into pulp.// The pulp is fed / into a paper-making machine.// Then,/ a pump sprays / the paper pulp / onto a moving / wire screen.// The screen can travel / 60 miles per hour.// That's fast paper! //

Paper is one / of the most / common uses of wood.// Think of / all the ways / we use paper / every day.// There are newspapers.// There are grocery bags.// There are books.// There are cardboard boxes.// The list goes / on and on.//

Would you like / to help save / 36 million trees / a year?// Once a week,/ all Americans could / recycle their newspapers.// Every 4 feet / of recycled paper / saves one tree.//

## **Paper**

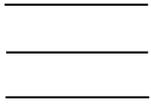
The earth is covered with trees. Many of these trees supply us with paper. Paper is made in a paper mill. Trees are cut into logs. The logs are taken to paper mills. Some logs are taken by truck or by railroad. Some are floated down a river.

At the mill, each log is broken into wood chips. The wood chips are ground into pulp. The pulp is fed into a paper-making machine. Then, a pump sprays the paper pulp onto a moving wire screen. The screen can travel 60 miles per hour. That's fast paper!

Paper is one of the most common uses of wood. Think of all the ways we use paper every day. There are newspapers. There are grocery bags. There are books. There are cardboard boxes. The list goes on and on.

Would you like to help save 36 million trees a year? Once a week, all Americans could recycle their newspapers. Every 4 feet of recycled paper saves one tree.

TIMED  
READING



## Paper

The earth is covered with trees.	6
Many of these trees supply us with	12
paper. Paper is made in a paper	19
mill. Trees are cut into logs. The	25
logs are taken to paper mills.	32
Some logs are taken by truck or by	38
railroad. Some are floated down a	44
river.	48
At the mill, each log is broken into	56
wood chips. The wood chips are	62
ground into pulp. The pulp is fed	69
into a paper-making machine.	74
Then, a pump sprays the paper	80
pulp onto a moving wire screen.	86
The screen can travel 60 miles per	92
hour. That's fast paper!	97
Paper is one...	100

## LESSON 16

### **Giraffes**

The giraffe / is the world's / tallest animal.// Many giraffes / are over / 17 feet tall.// A giraffe / has long legs / and a long neck.// This amazing animal / sleeps only / 5 to 30 minutes / a day.// The giraffe has / a 21 inch tongue.// It can clean / its ears / with its own tongue! //

The giraffe spends / much of its time / eating.// The giraffe has / an advantage.// It eats leaves / and fruit / high in treetops.// These cannot / be reached / by other animals.// A giraffe is / a noisy eater.// It chews / with its mouth open.// It often burps.//

The baby giraffe / can stand / when it is only / one hour old.// It is about / six feet tall / when it is born.// It has to be / that tall / to get milk / from its mother.// A baby giraffe / can drink / a gallon of milk / in about thirty seconds!//

Being tall / and having good eyesight / helps giraffes.// They can see / and care / for each other.// Giraffes can see / up to / a mile away.// When in danger, / they can kick / with their front legs.// But giraffes are mostly / gentle giants.//

## **Giraffes**

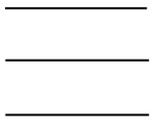
The giraffe is the world's tallest animal. Many giraffes are over 17 feet tall. A giraffe has long legs and a long neck. This amazing animal sleeps only 5 to 30 minutes a day! The giraffe has a 21 inch tongue. It can clean its ears with its own tongue!

The giraffe spends much of its time eating. The giraffe has an advantage. It eats leaves and fruit high in treetops. These cannot be reached by other animals. A giraffe is a noisy eater. It chews with its mouth open. It often burps.

The baby giraffe can stand when it is only one hour old. It is about six feet tall when it is born. It has to be that tall to get milk from its mother. A baby giraffe can drink a gallon of milk in about thirty seconds!

Being tall and having good eyesight helps giraffes. They can see and care for each other. Giraffes can see up to a mile away. When in danger, they can kick with their front legs. But mostly, giraffes are gentle giants.

**TIMED**  
**READING**



## **Giraffes**

The giraffe is the world's tallest	6
animal. Many giraffes are over 17	11
feet tall. A giraffe has long legs and	18
a long neck. This amazing animal	24
sleeps only 5 to 30 minutes a day!	31
The giraffe has a 21 inch tongue. It	39
can clean its ears with its own	46
tongue!	49
The giraffe spends much of its time	56
eating. The giraffe has an	61
advantage. It eats leaves and fruit	67
high in treetops. These cannot be	73
reached by other animals. A giraffe	78
is a noisy eater. It chews with its	85
mouth open. It often burps.	92
The baby giraffe can stand when it	99
is ...	100

## LESSON 17

### **Giant Redwoods**

Redwoods are the tallest trees / in the world.//  
The tallest redwood tree / stands 379 feet! //  
That is taller / than a 20-story building! // The  
average redwoods / live from 500 to 700 years. //  
But some trees / are over / 2,000 years old! //  
People from / all over the world / know about /  
these famous redwood trees.//

How do redwoods / get so large? // They live /  
in an area / that is just right / for them to grow.//  
They are near / the Pacific Ocean / in California and  
Oregon.// There, / the climate is perfect /  
for the trees.// The summers are hot, / dry, / and  
warm.// Cool winters / have light rain / and  
fog.//

Redwood trees / have thick bark.// This helps  
them / with insects.// On older trees / the bark  
may be / 2 feet thick.// The thick bark / keeps  
insects / from getting inside / the tree. // The  
redwood bark / must be very hot / to burn.//  
This protects the tree / from fire damage.//

One of the most / popular places / to see the  
redwoods is / the Avenue of the Giants / in  
Northern California.// The Avenue has 31 miles  
/ of redwood forests. // It is a beautiful display /  
of the giant redwood trees. // One of the  
redwoods / is 370 feet tall.// If you go, / take  
time to picnic, / camp, / hike, / swim, / or bike  
ride.//

## **Giant Redwoods**

Redwoods are the tallest trees in the world. The tallest redwood tree stands 379 feet! That is taller than a 20-story building! The average redwoods live from 500 to 700 years. But some trees are over 2,000 years old! People from all over the world know about these famous redwood trees.

How do redwoods get so large? They live in an area that is just right for them to grow. They are near the Pacific Ocean in California and Oregon. There, the climate is perfect for the trees. The summers are hot, dry, and warm. The winters have light rain, and fog.

Redwood trees have thick bark. This helps them with insects. On older trees the bark may be 2 feet thick. The thick bark keeps insects from getting inside the tree. The redwood bark must be very hot to burn. This protects the tree from fire damage.

One of the most popular places to see the redwoods is the Avenue of the Giants in Northern California. The Avenue has 31 miles of redwood forests. It is a beautiful display of the giant redwood trees. One of the redwoods is 370 feet tall. If you go, take time to picnic, camp, hike, swim, or bike ride.

**TIMED**  
**READING**

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## **Giant Redwoods**

Redwoods are the tallest trees in the world.	8
The tallest redwood tree stands 379 feet.	15
That is taller than a 20-story building! The	24
average redwoods live from 500 to 700	31
years. But some trees are over 2,000 years	38
old! People from all over the world know	46
about these famous redwood trees.	52
How do redwoods get so large? They live in	68
an area that is just right for them to grow.	78
They are near the Pacific Ocean	86
in California and Oregon. There, the climate is	92
perfect for the trees. The summers are hot..	100

## LESSON 18

### **The Cheetah**

The top speed / people have run / is about / 25 miles per hour.// The fastest dog, / the greyhound, / reaches a speed / of 40 miles per hour.// Horses / have been timed / at 50 miles per hour.// But none of them / can come close / to the world's / fastest runner, / the cheetah.//

The cheetah / is known as / a swift sprinter.// It may reach / speeds of 70 miles an hour / in just a few seconds.// At its top speed, / a cheetah can run / the 25 yard dash / in less than / one second.// It can run / 100 yards, / the length of / a football field, / in under four seconds! //

The cheetah's body shape / is just right / for the fastest / land animal.// It has / a small head. It has / a long slender body / and long / slim legs.// A long stride / helps the cheetah / run fast.// This is possible / because of / a flexible spine.// While the spine / bends upward, / the cheetah's hind legs / reach ahead / of its front legs.//

This swift / jungle cat / lives in Asia / and Africa.// It is found / in the grass / and bush areas.// It may / also be seen / in the mountains.// Cheetahs are / the only big cat / that cannot roar.// They can purr / like a cat.//

Phrase-Cued Text

## The Cheetah

The top speed people have run is about 25 miles per hour. The fastest dog, the greyhound, reaches a speed of 40 miles per hour. Horses have been timed at 50 miles per hour. But none of them can come close to the world's fastest runner, the cheetah.

The cheetah is known as a swift sprinter. It may reach speeds of 70 miles an hour in just a few seconds. At its top speed, a cheetah can run the 25 yard dash in less than one second. It can run 100 yards, the length of a football field, in under four seconds!

The cheetah's body shape is just right for the fastest land animal. It has a small head. It has a long slender body and long slim legs. A long stride helps the cheetah run fast. This is possible because of a flexible spine. While the spine bends upward, the cheetah's hind legs reach ahead of its front legs.

This swift jungle cat lives in Asia and Africa. It is found in the grass and bush areas.

It may also be seen in the mountains. Cheetahs are the only big cat that cannot roar. They can purr like a cat.

TIMED  
READING

## The Cheetah

_____		
_____	The top speed people have run is about 25	9
_____	miles per hour. The fastest dog, the	16
	greyhound, reaches a speed of 40 miles per	24
	hour. Horses have been timed at 50 miles	33
	per hour. But none of them can come close	42
	to the world's fastest runner, the cheetah.	49
	The cheetah is known as a swift sprinter. It	58
	may reach speeds of 70 miles an hour in just	67
	a few seconds. At its top speed, a cheetah	76
	can run the 25 yard dash in less than one	85
	second. It can run 100 yards, the length of a	94
	football field, in under four seconds!	100

## LESSON 19

# Reduce, Reuse, Recycle

Trash is anything / people throw away.//  
Americans throw away / billions of bottles /  
and cans / every year.// Most Americans  
make / about 1500 pounds / of trash every  
year.// How can you help make less trash? //  
Think about three r's: / reduce,/ reuse,/ and  
recycle.//

You can reduce / the things / that you use.//  
Buy only what you need. // Use all / of what you  
buy.// Be smart / when you buy.// Reduce  
can start / at the supermarket.// Buy as many  
things / as you can / that will not / have to be  
thrown away.//

You can reuse / the things / that you buy.//  
When you go / to the supermarket,/ always  
bring / your own bag / to reuse.// If you are buying /  
only a few things, / just carry them.//  
Once you no longer / use things / such as  
books,/ clothes,/ or games,/ pass them on.//  
Someone else / can use / and enjoy them.//

You can recycle / your trash / so that / it can  
be used again.// Things like glass / and  
bottles,/ cans,/ and newspapers / can  
be recycled.// Things made from / recycled  
materials / can be used / to make other  
things.// And they take / far less energy / to  
make.// Let's all reduce,/ reuse,/ and recycle!

Phrase-Cued Text

## **Reduce, Reuse, Recycle**

Trash is anything people throw away. Americans throw away billions of bottles and cans every year. Most Americans make about 1500 pounds of trash every year. How can you help make less trash? Think about three r's: reduce, reuse, and recycle.

You can reduce the things that you use. Buy only what you need. Use all of what you buy. Be smart when you buy. Reduce can start at the supermarket. Buy as many things as you can that will not have to be thrown away.

You can reuse the things that you buy. When you go to the supermarket, always bring your own bag to reuse. If you are buying only a few things, just carry them. Once you no longer use things such as books, clothes, or games, pass them on. Someone else can use and enjoy them.

You can recycle your trash so that it can be used again. Things like glass and plastic bottles, cans, and newspapers can be recycled. Things made from recycled materials can be used to make other things. And they take far less energy to make. Let's all reduce, reuse, and recycle!

TIMED  
READING

## Reduce, Reuse, Recycle

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Trash is anything people throw away. 6  
12  
Americans throw away billions of bottles and 18  
cans every year. Most Americans make about 25  
1500 pounds of trash every year. How can you 33  
help make less trash? Think about three r's: 40  
reduce, reuse, and recycle. 41  
49

You can reduce the things that you use. Buy 57  
only what you need. Use all of what you buy. 65  
71  
Be smart when you buy. Reduce can start at 80  
the supermarket. Buy as many things as you 86  
can that will not have to be thrown away. 94  
100

You can reuse the things that you buy. When  
you go to the supermarket, always

# APPENDIX 6

## Making Words

Write the beginning letter to make words.

(Example, Consonant Review Words chosen from story and high frequency sight words)

**b** .. **big** **\_\_aby** **\_\_all**

---

**c** .. **\_\_an** **\_\_at** **\_\_all**

---

**d** .. **\_\_o** **\_\_id** **\_\_ay**

---

**f** .. **\_\_or** **\_\_an** **\_\_ast**

---

**g** .. **\_\_o** **\_\_et** **\_\_ive**

---

**h** .. **\_\_at** **\_\_ide** **\_\_ere**

---

# Making Rhyming Words

Write the two letters to make rhyming words.  
 (Example, Words chosen from story and high frequency sight words)

**op**

h \_ \_

m \_ \_

p \_ \_

t \_ \_

**ig**

b \_ \_

f \_ \_

p \_ \_

w \_ \_

**un**

f \_ \_

b \_ \_

r \_ \_

s \_ \_

**it**

b \_ \_

h \_ \_

f \_ \_

s \_ \_

**in**

f \_ \_

p \_ \_

t \_ \_

w \_ \_

**up**

c \_ \_

p \_ \_

# Making Rhyming Words (MASTER)

Write the two letters to make rhyming words.

(Example, Words chosen from story and high frequency sight words)

	<b>op</b>
<b>h</b>	___
	___
	___
	___

	___
	___
	___
	___
	___

	___
	___
	___
	___
	___

	___
	___
	___
	___
	___

	___
	___
	___
	___
	___

	___
	___
	___
	___
	___

## Making Rhyming Words

Write the missing letters to complete the words.

1. **man** - f a n

2. **came** - s \_\_\_\_\_

3. **face** - r \_\_\_\_\_

4. **bite** - wh \_\_\_\_\_

5. **time** - d \_\_\_\_\_

6. **cave** - br \_\_\_\_\_

7. **pitch** - st \_\_\_\_\_

8. **boat** - c \_\_\_\_\_

9. **see** - thr \_\_\_\_\_

10. **coast** - t \_\_\_\_\_

11. **right** - f \_\_\_\_\_

12. **bitten** - m \_\_\_\_\_

13. **year** - f \_\_\_\_\_

14. **after** - r \_\_\_\_\_

15. **later** - cr \_\_\_\_\_

16. **ranger** - str \_\_\_\_\_

17. **danger** - r \_\_\_\_\_

18. **boulder** - sh \_\_\_\_\_

## Making Rhyming Words

Write the missing letters to complete the words.

1. **fax** - t **a** **x**
2. **vast** - p \_ \_ \_
3. **states** - sk \_ \_ \_ \_
4. **stone** - ph \_ \_ \_
5. **wild** - ch \_ \_ \_
6. **bright** - sl \_ \_ \_ \_
7. **stream** - scr \_ \_ \_
8. **mail** - tr \_ \_ \_
9. **seen** - scr \_ \_ \_
10. **mall** - sm \_ \_ \_
11. **shopping** - st \_ \_ \_ \_ \_
12. **order** - b \_ \_ \_ \_ \_
13. **barely** - r \_ \_ \_ \_ \_
14. **rest** - ar \_ \_ \_ \_
15. **offer** - c \_ \_ \_ \_ \_
16. **wagon**- dr \_ \_ \_ \_ \_
17. **captive** - adap \_ \_ \_ \_
18. **retail** - de \_ \_ \_ \_

PHONICS EXAMPLE 6
-------------------

Write the missing letter that will complete each set of words.

**b c d f g l m p r**

1. **boat**      **both**      **bitten**      **able**

---

2. bla\_ed      wo\_an      \_onterey      \_o\_

---

3. \_ucky      hospita\_      \_ater      \_eg

---

4. le\_      ran\_er      \_uy      bi\_

---

5. \_ace      o\_\_      \_our      \_eet

---

6. \_iver      sai\_      nee\_e\_      \_ay

---

7. \_oast      es\_ape      \_ame      fa\_e

---

8. hos\_ital      ex\_erience      esca\_ed      \_ark

PHONICS, EXAMPLE 7

asked      black      will      bus      state      ice  
might      shot      named      change      white      jobs  
his      little      late      hated      rights      rifle  
class      hands      still      up      prize      might

Short Vowel Words

a

---

---

---

---

i

---

---

---

o

---

---

---

u

---

---

Long Vowel Words

a

---

---

---

---

i

---

---

---

---

## PHONICS EXAMPLE 8

Using story parts to develop decoding skills.

The polar bear is the biggest bear. It has white fur like the snow. The brown bear also is big. Some people think it is the biggest bear.

- Write each word as one word.

po lar

big gest

al so

peo ple

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Write the rhyming word.

1. **big** – w \_\_\_\_\_

2. **ink** – th \_\_\_\_\_

3. **bite** – wh \_\_\_\_\_

3. **like** – b \_\_\_\_\_

5. **some** – c \_\_\_\_\_

6. **low** – sn \_\_\_\_\_

7. **snow** – gr \_\_\_\_\_

8. **town** – br \_\_\_\_\_

9. **bear** – p \_\_\_\_\_

People love horses. There are different kinds of horses. There are huge draft horses. They are over 7 feet tall. There are small horses. Some are called ponies. One kind is smaller than most dogs.

- Write the words as one word.

dol lar

dif fer ent

small er

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Write the rhyming word.

1. **love** – gl \_\_\_\_\_

2. **there** – wh \_\_\_\_\_

3. **kind** – f \_\_\_\_\_

4. **raft** – dr \_\_\_\_\_

5. **feet** – m \_\_\_\_\_

6. **tall** – sm \_\_\_\_\_

7. **tall** – c \_\_\_\_\_

8. **one** – d \_\_\_\_\_

9. **most** – p \_\_\_\_\_

# APPENDIX 7

## PRACTICE READING PHRASES

### *Hill of Fire* - Thomas P. Lewis

Pp. 5-9

lived in a little village

nothing ever happens  
thought the farmer was foolish  
everything we need  
church with an old bell  
rings on Sunday

Pp. 10-15

When the farmer woke up  
two flat cakes of ground corn  
drank cinnamon tea  
got ready to leave  
led his ox away  
played with five smooth stones  
threw the stones at a hole  
dug in the earth

Pp. 16-23

pulled on his woolen shirt  
peg on the wall  
plowing is not done  
ox stopped and lay down  
pushed the rock away  
sun was high  
reached into his pocked  
small wooden toy

# APPENDIX 8

## **Suggested Discussion Questions**

### ***Hill of Fire* - Thomas P. Lewis**

- 1. What is the setting of the story?**
2. Why is the farmer unhappy? What kinds of things make you feel unhappy?
3. Why do the villagers disagree with the farmer?
4. Describe a typical day in the farmer's life. Describe a typical day in your life.
5. What does the farmer give to his son, Pablo?
6. What happens when the farmer's plow sinks down into the earth? What does the farmer do?
7. What is lava?
8. What did the farmer and his neighbors have to do to protect themselves?
9. Why did the soldiers come for the villagers?
10. Do you think "El Monstruo", or "The Monster", was a good name for the volcano? Can you think of a better name?
11. Why did the villagers have a fiesta?
12. Do you think the farmer was happier at the end of the story? Why or why not? Make a list of things that make you happy.

# APPENDIX 9

## Parent and Teacher Comments about the Reading Program *Learn to Read Without Phonics* (The Reading Fluency Program).

. . . . I can honestly say that as a principal of 17 years and as a former reading specialist, I have never before seen such positive results with so many children who have had severe reading problems. I participate in the program by having the children read their books to me when a book is completed. It is an absolute joy to listen to them read with fluency and understanding. One of the most important aspects of the program is the tremendous growth in self-esteem that these children exhibit. They suddenly feel competent, motivated and excited about reading. Children stop me on the playground to tell me how many books they've read and ask when can they come and read another one to me. Parents are equally enthused. They have written letters and have attended . . . meetings to give testimonials regarding the program. This past spring we held an evening parent meeting to provide training and to encourage parents to take on the job of tutoring their children at home. . . . Next year, we plan to expand the program to focus on the specific needs of the bilingual students which will be a collaborative effort involving the continuation high school, the . . . County Youth Project, the . . . Bilingual Education Program, local business and community agencies. I cannot say enough good things about this program. . . .

### **M.B., School Principal**

I would like to strongly voice my support of the Reading Fluency Program. As an educator with 20 years in the classroom I have seen a great many programs touted as being the end-all for helping children to learn to read that fail. The Reading Fluency Program works and is highly effective. Three of my Chapter I students, who fell below the 35<sup>th</sup> national percentile on a nationally normed test, took part in the program this year, 1991-1992. They were serviced on a 30 minute every other day program for six months. CTBS Testing tell the story:

	Spring 91	Spring 92	Growth
Monica	2.7	4.2 years	<b>1.5 years</b>
Humberto	2.9	4.1 years	<b>1.2 years</b>
Jenny	2.5	4.9 years	<b>2.4 years</b>

I cannot recommend the program strongly enough, and I look forward to its continued help with students in the future. Another very important component of this program is the positive effect on each child's self-image. The cycle of *poor reader*, *poor self-image*, is reversed and the cycle becomes positive and upward. Three students had such a marked change in their attitude towards reading and school in general that other teachers and parents noticed their positive, new self-image.

### **PT, 4th and 5th Grade Teacher**

I am writing to express my enthusiasm for the Fluency Reading Program implemented by the talented resource specialist in my son's elementary school.

My son, a second-grade student, has all the earmarks of a child who was headed for real difficulty in reading. He consistently reverses *b* and *d*, he has great difficulty in memorizing isolated bits of information, and he has to work very hard to remain focused on a task to completion. He would far rather be climbing a tree, or fixing his bike than reading. We saw him headed in the same direction as his father, who did not read at all until the end of fourth grade, worrying his own parents endlessly. The resource specialist placed him in the Fluency Reading Program in the middle of first grade. He is now reading close to grade level. His father and I are very pleased and relieved. We cannot thank the resource specialist enough, both for the skills our son has gained and for the confidence he has gained.

When I became a principal, I invited the resource specialist to come and speak to my staff about the program. His enthusiasm and the records of student growth that he showed them convinced them to give the program a try at our school. The results for the first few students that we piloted the program with were so encouraging that our teachers in grades 2 through 5 were willing to give up their classroom aides to implement the program more widely. Our program now serves 55 students in grades 1 through 5, about 20% of our population. Staff and parents alike continue to be extremely positive about the results of the program.

### **NT, Elementary School Principal**

There are some elementary school students (in the school where I serve as resource specialist) who qualify for Chapter 1 funding and some identified as having learning handicapped conditions. All these students receive mainstreamed core curriculum instruction but have been getting supplementary reading skill instruction through the Reading Fluency Program (co-authored by the resource specialist giving the instruction). The rise in self-esteem of each of these students of exceptional needs has been readily apparent. Scores from CTBS testing this past spring show gains in reading skill acquisition in all of the Reading Fluency students. One student showed a gain of four grade levels in reading comprehension. All the students have acquired a renewed interest in reading. Many who were feeling frustrated; in the traditional phonetic approach to decoding unfamiliar words became adept at sight recognition of whole parts of reading, i.e. phrases, sentences, and paragraphs.

The training and guidance I received from the resource specialist to implement the Reading Fluency Program I feel has been my most valuable teaching tool. I have even successfully adapted the technique to tutor adults

in my private teaching service. I highly recommend continued support for his leadership in conducting the innovative and successful Reading Fluency Program.

**MD, Resource Specialist**

The schools, teachers, and my husband and I had explored many avenues trying to help him learn to read - two years of a special reading program, being retained, rewards, hours of reading to him, private consulting, and counseling. But still his progress was minimal.... He tried very hard...but just could not grasp reading.... During the middle of 4th grade we consented to try a different approach.... At that point in time we felt we had nothing to lose as his progress had been minimal and we felt his self-esteem was becoming an issue.... Not only has he made tremendous gains reading, his self-confidence has developed greatly. We cannot recommend this program highly enough!

**B.K. PARENT**

Through the years as I have worked in education as a teacher's aide, we have tried many reading programs.... This program is one of the most exciting experiences of all.... The books are interesting and varied. There was such joy for them and for me when they discovered "Hey I can read!"

**I.M. TEACHER'S AIDE**

Before we knew what Jerry's problem was, he used to hate going to school.... His grades were way below average.... He wouldn't get along with anyone.... He felt negative about everything, even about himself. Then we found out he had a reading problem. Once he started in your program we could see his reading skills picking up, his self-confidence and grades improved. He plays with other children now. This program does a lot more than just helping children learn to read.

**MRS.Y. PARENT**

# **APPENDIX 10**

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# **APPENDIX 11**

# A Whole Language Reading Intervention: A Case Study

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## **ABSTRACT:**

The study presents a reading intervention for children having a variety of reading deficits. For this study it was found that most of the children had not responded positively to phonics instruction. Based on brain imaging studies, it has been shown that there are positive changes in the left brains of dyslexic readers who receive phonemic and phonics training early, thus there has been a strong emphasis on phonemic and phonics training in schools. It is believed that if children receive this instruction early, reading difficulties can be avoided, and children develop into both accurate and fluent readers. The authors see this as valuable, however, they question the continued use of phonics for children who do not respond. While research shows that reading pathways in the right hemisphere register for dyslexic readers, the authors suggest this could be a strength for a whole language reading intervention. Also, research shows that children with dyslexia are less sensitive to the rhythm of natural speech and that can lead to poor phoneme production and reading failure.

## **Introduction**

The authors of *A Whole Language Reading Intervention* present a reading intervention for severely reading-impaired children with a variety of reading deficits. Most of the children had not responded positively to phonics instruction (a strategy for learning letter-sound relationships). When children do not respond to phonics, more of the same only adds to their dislike of reading. The authors consider reading too important to school success to accept this as the only approach for these children. The authors describe their program in the context of today's reading research, which shows that an initial right hemisphere focus with whole language benefitted struggling readers as evidenced by significantly improved reading scores and increase in the number of schools implementing the program.

Their research with hundreds of children shows that when interesting books are presented in an orderly way, using specific reading strategies, including phrase-cued reading and repeated reading, children with reading impairments can become readers who love to read.

The following comment is one of twenty similar comments received from the principals of the elementary schools where the *Whole Language Reading Intervention Program* was implemented.

“I can honestly say that as a principal of seventeen years and as a former reading specialist, I have never before seen such positive results with so many children who have had severe reading problems. I participate in the program by having the children read their books to me when a book is completed. It is an absolute joy to listen to them read with fluency and understanding. One of the most important aspects of the program is the tremendous growth in self-esteem that these children exhibit. They suddenly feel competent, motivated and excited about reading. Children stop me on the playground to tell me how many books they've read and ask when they can come and read another one to me.” *Elementary School Principal*

## **Review of Literature**

### **Reading Interest**

Reading includes recognizing patterns in print, using strategies for sounding out words (phonics), and constructing meaning. Reading involves the brain's limbic system which manages stress. A supportive and safe reading environment reduces stress and promotes interest in reading and motivation to read. (Willis 2008).

### **Brain Imaging Studies**

According to Sally Shaywitz (2003, p.87), "The core problem in dyslexia is phonologic: turning print into sound". Based on brain imaging studies showing positive reading changes in the left brains of dyslexic readers who receive phonemic and phonics training early, there is now a strong emphasis on phonemics and phonics training in schools. Sally Shaywitz and Bennett Shaywitz, (2003), believe that if children receive this instruction early, reading difficulties can be avoided, and children develop into both accurate and fluent readers.

Sally Shaywitz (2003), classifies struggling readers into two groups: the classic dyslexic was born with a glitch in the left posterior reading systems responsible for rapid, automatic word recognition. This can also affect spelling. The classic dyslexic reader has strong language skills, but relies on systems on the right side of the brain and the front of the left brain, for accurate but slow and difficult reading. The language deficient dyslexic is the result of a poor language environment and / or poor reading instruction. In this group, the system for reading is there but was never activated properly, and without effective intervention this group remains poor readers (Shaywitz 2003). While both groups of dyslexics were represented in our case study, the terms struggling reader and dyslexia are used interchangeably in this paper.

## **Lateralized Cognitive Processes**

Both hemispheres of the brain work best together, yet, the hemispheres show different specializations. The left hemisphere involves language production, grammar, syntax, and literal meaning. Neuroimaging research has shown that typical readers use mostly four areas in the left hemisphere, while dyslexics show under activation in those areas (Helland et al., 2011).

The right hemisphere takes in the whole picture. It learns holistically and processes emotional, rhythmic, intonation, and melodic aspects of language along with humor and metaphors (Toga & Thompson, 2003). Prosodic language includes rhythm, expression, and intonation. These are mostly lateralized to the right hemisphere (Ross & Monnot 2008).

## **Right Hemisphere Reading Circuits**

Research shows that when dyslexics process print, it follows a pathway to the right hemisphere, where print can be processed, but very slowly (Shaywitz, 2003).

According to Dehayne (2009, p. 259) “After instruction for dyslexia, brain activity often increases in several areas of the right hemisphere at locations symmetrical to those of the normal reading circuit. It seems likely that in the presence of a left hemisphere impairment, equivalent regions of the right hemisphere take over.” This is important because the right hemisphere processes language as a whole.

## **Whole Language**

Based on current brain hemisphere research studies, it seems that children who do not do well with phonemics and phonics might relate to a whole language approach that builds on reading meaning and right hemisphere strengths. Also, important to the approach, Usha Goswami (2003), found that children with dyslexia were less sensitive to the rhythm of natural speech – partly determined by how the sounds in words change through stress and beat patterns. This can lead to poor phoneme representation and reading failure. In whole language, children use print, grammar, and meaning to understand text. While the main focus of whole language is on meaning, our approach for this study uses whole language for learning to read and reading to learn.

## **At-Risk Readers**

Even with the best instructional programs taught by experienced teachers, there are still children who are resistant to learning to read. While the author was working as a curriculum specialist for a county office of education, many schools expressed their concerns about children going into second grade who were still nonreaders. The author met with the special education resource specialist at a local school. They discussed trying a different approach with these children. Because a phonics approach had not worked, they decided to try a whole language approach.

Popular children's books were used and specific teaching strategies were researched. The strategies included: tracking, phrase-cued reading, repeated reading, slower paced reading, and timed reading. The strategies chosen were a combination of the authors experience with teaching reading to struggling readers and research regarding repeated reading in which children are taught to read by reading a text until it can be read fluently. Using a whole language approach and the teaching strategies, children would be taught to read and to understand what they were reading.

## **Oral Reading**

Listening to a child read aloud provides a window to the child's reading ability. It explains what a child knows and does not know about words (Wolf 2007). "Reading aloud underscores for children the relationship between their oral and their written language" (Wolf, 2007, p. 118). According to Rasinski (2003, p. 21), "It is the expressive reading by the teacher that makes oral reading so special." Another advantage of the oral reading approach is that one of the brain's reading pathways responds to saying and articulating each word orally (S. Shaywitz 2003). Reading orally includes multiple sensory modalities. In the program, children learn to read while reading a book orally. They see, pronounce, and hear the words, which helps them remember the words. When children hear oral reading with expression, they have a model for fluent reading.

### **Reading Strategy 1, Tracking**

While the teacher reads, children follow under the words with their dominant hand. This is called tracking. While tracking assures that children focus on the words, it does more: Breznitz (2006), suggests an asynchrony, a timing gap between the visual and auditory inputs that interfere with reading. Tracking helps children develop a synchronization between phonological and visual components of reading, and develops their eye and hand coordination.

### **Reading Strategy 2: Oral Reading Fluency**

Oral reading fluency is reading text quickly, accurately, and with expression. BY LISTENING TO THE TEACHER READ, CHILDREN NATURALLY PICK UP ORAL READING CUES AND USE THEM IN THEIR READING.

### **Reading Strategy 3: Repeated Readings**

Samuels (1979), described a reading method called repeated readings. In this method, children read a passage several times. After each practice the children's reading rate (wpm) and error rate improves. In repeated readings, children learn to read by reading the text many times. The method transfers to new and more difficult texts and leads to automaticity. According to Lebarge and Samuals (1974), for children to improve comprehension they must work toward automatic and fluent word recognition.

### **Reading Strategy 4: Reading in Phrases, Phrase-Cued Reading**

Phrase-cued reading is a special kind of repeated reading. Struggling readers mostly read word-by-word. Once they become locked into word by word reading, it is difficult for them to read in phrases. "When teachers read a book with expression and natural phrase pauses, readers are helped to read in meaningful phrases and comprehension improves. With practice, this transfers to their other reading material." (Rasinski, 1994, p. 165). Phrase-cued reading provides visual cues, usually a slash (/), to help students follow natural phrases and pauses in a reading selection (Rasinski, 2003).

### **Reading Strategy 5: Slower Reading**

Reading slower helps with asynchrony, the time between when a child sees and hears a word. Breznitz (2006). “Also, researchers found that eighty percent of language-impaired children had auditory cortex neurons that were firing too slowly; therefore, they lost large amounts of language information” (Doidge, 2007, p. 69). “Tallal’s research (Doidge, 2007, p. 69) showed that children with language disabilities have auditory processing problems with common consonant-vowel combinations that are spoken quickly, and are called the fast parts of speech. The children have trouble hearing them and as a result, reproducing them accurately.” Slowing the presentation can help students keep pace with the reading and help to strengthen weak auditory neurons.

### **Reading Strategy 5: Reading with Expression**

In repeated reading, reading with expression provides a model of good reading. In oral reading, phrasing includes prosodic cues such as delivery, diction, intonation, inflection, and pauses. FROM THE PROGRAM’S BEGINNING, CHILDREN HEAR READING WITH EXPRESSION. SOON STUDENTS MAY BE READING WITH EXPRESSION, JUST AS THEY HAVE HEARD THE BOOK READ TO THEM. ACCORDING TO MILLER AND SCHWANENFLUGEL (2008), CHILDREN WHO READ WITH ADULT-LIKE PROSODY IN THE FIRST AND SECOND GRADES COULD COMPREHEND TEXT BETTER AT THE END OF THE THIRD GRADE.

Reading fluency, reading accuracy and reading rate, are important to prosody. Poor decoding limits prosody for most young readers. Their timing and phrasing are disrupted. (Schwanenflugel, Hamilton, Wisenbaker, Kuhn, & Stahl, 2004).

### **Timed Reading (Above First Grade)**

Timed reading helps reading become automatic. Putting too much energy into recognizing words interferes with comprehension (LaBerge, & Samuels, 1974). Breznitz, (2008) found that poor readers were characterized by problems with processing speed.

Wolf, (2007) describes the most severe reading problems as children with deficits in processing speed and phonology.

## **Method**

### *A Whole Language Reading Intervention Program*

#### **Participants**

The children in the study were in grade one and above. They were a combination of special education and regular education struggling readers. Children were chosen by the resource specialists and classroom teachers based on reading assessment results. The children included were non-readers and children with the lowest reading scores at the school. They were taught one-to-one by trained aides consisting of students, parents, and teachers. There were twenty private and public elementary schools involved in the program.

#### **Development of: *A Whole Language Reading Intervention Program***

#### **Book Organization**

To begin the program, the study chose popular children's books and organized them into reading levels for a smooth transition from one book's reading level to the next. The books started at pre-primer and went through grade four reading levels. The focus looked for certain features in the books. For example, at beginning levels, the features were highly predictable stories with illustrations, rhymes, and repeated phrases.

It was found, that predictable, easy readers worked well. With predictable readers, children have easy-to-read short stories. The pictures in the readers tell the stories. Repeated phrases help children follow and understand the story lines. Repeating the words helps put them into long term memory. The books have many high-frequency reading words. Often, the books include rhyme.

Series books also worked well. Some of the series books we used were: *Amelia Bedilia* by Peggy Tarish, (Grade Level: .5 - 2.0) Harper Collins;

*Mouse Tales* by Arnold Lobel (Grade Level: Primer +) Scholastic;

*Nate the Great* by Marjorie Weiman Sharmat (Grade Level: 2.0 - 3.0), Dell Publishing;

and *Frog and Toad* by Arnold Lobel (Grade Level: 2.0 - 3.2).

It is recommended that teachers have a set of their own books, or school sets of books after pre-primer, so that they can put phrased-cued markers in the books.

### **Phrase-Cuing Text**

While reading the text, teachers add marks between the natural pauses that occur in and between sentences. Marking is based on the expression and phrasing that teachers hear as they read. One slash mark (/) is made between phrases. Make a slight pause at each phrase marker. Two slash marks (//) are made between sentences. Two slashes (//) are also used at end-of-sentence markers. Teachers pause slightly longer at two slashes (Rasinski, 1994). Two examples of text with phrased-cued markers follow.

#### **Bears**

Bears / are big animals. // They are strong. //

They have thick fur. //

Some bears / sleep all winter. // They get ready. //

They eat a lot of food. //

Glavach and Associates (2012)

#### **A Lighthouse**

It is / a cold night. // The fog / makes it hard / to see. //

A ship / has lost its way. // The people / on the ship / see a

light. // The light / gets bright. // It is from / a lighthouse. //

Now / the ship / can find / its way. //

Glavach and Associates. (2012)

Following are the steps included in the program. The steps were chosen after testing the steps and sequence with a group of twelve non-readers in second grade.

### **STEP 1. Determine the Reading Level.**

If teachers know the child's reading level, they start the child with the first book at that level. The child may read at higher reading levels but exhibit problem reading characteristics such as: reading word-by-word, and exhibit difficulties in expression and rhythm. They start children at the level where they exhibit the problem reading characteristics. It is better to start children at an easier level to insure success. Teachers also can administer an easy-to-use reading inventory such as the *Slosson Oral Reading Test (SORT)*.

### **STEP 2. Introduce the Book**

For beginning reading books, teachers go through the book's pictures and discuss what the book might be about. Teachers link the book to information the child knows. For example, if there is a picture of a park, they ask "Have you been to a park?" or "What kinds of things do you see in a park?" For higher level reading books, they discuss pictures and chapter titles.

### **STEP 3. Tracking**

To begin, teachers sit across from the child, tracking on top of the words while the child tracks under the words. After the child is able to track, they sit next to him or her. When they start, the child moves under each word. As children develop, they track smoothly under the phrases. As children gain fluency and their eyes can follow the print, tracking can be used as needed.

### **STEP 4. Read the Book or Book Part to the Child.**

For short books, pre primer, and primer, teachers read the whole book. For longer books, they divide the book into parts. For the first reading, read at a slow pace, with expression.

(For the second reading, read the same text at a regular pace with expression.) The child continues to track under the words as the teacher reads.

**STEP 5. Teacher Reads Book or Book Part with the Child. Child reads.**

The child reads the words and phrases with the teacher and tracks under the words. After practice, the child reads alone. The teacher reads words that are difficult for the child and the child continues the reading.

Teachers do not stop to sound out the words. Children do repeated readings with limited, if any, interruptions. If the child is constantly interrupted, he or she begins to anticipate the interruption and the interruptions lead to word-by-word reading.

For difficult parts of books or passages, the teacher reads a sentence, and the child reads the sentence right after the teacher. Then the teacher reads several sentences or more as the child is able. After practice, the child should be able to read the book at a seventy percent correct level.

**A Seventy Percent Reading Score: A Path to Success**

Most of the children in the program had not read a book successfully. They had developed a failure syndrome, just giving up. The first goal was to help them read a book successfully and experience the joy of reading. To do this, the level of correct words read was 70 percent or better.

Initially, there were questions about the 70 percent correct level. According to Gillet & Temple (2000), a child should read at an accuracy rate of ninety to ninety-five percent or comprehension will be compromised. At a ninety percent accuracy rate, most of the children lose interest and give up. After teachers began to see the excitement and improved self-esteem of the children, most reading their first book, it became obvious that this was an important component of the program. Their success makes the children want to read their books again and again - to anyone who will listen. They see many of the same words again in new books. Teachers also had children review books. As children gain

success, their level of correct words read goes up, to 90 percent or better. Teachers made adjustments to book levels as necessary.

#### **STEP 6. Use Timed Reading (Above First Grade)**

Timed reading helps the child's reading become automatic and helps with comprehension. For beginning children, the teacher types 50 words from a book or a book part previously read. For more advanced children, the teacher types 100 words from a previously read book or book part. When children are able to read a book part fluently, use that book part to check their reading rates. If the child reads a word incorrectly, the teacher reads the word and the child is not given credit for the word. Children practice until they reach an 80% correct reading or higher. Make a Reading Progress Chart. While reading speed helps coordinate reading components in the brain, the outcome of reading fluency is not to be the fastest reader, but to read fluently with expression and understanding.

#### **STEP 7. Reading Fluently with Expression**

The teacher reads the text with expression. Then the child reads the text with expression. This was great fun for them, they loved to read the book with expression just as the book had been read to them.

Additional Activities:

#### **Phonics from Book Context**

While most of the children had tried phonics and did not respond well, it was thought there would be benefit to include phonics and spelling in the program. Once a child had completed a book, we developed phonics activities based on the words in the books they were reading. The children responded to the activities. To minimize confusion, the children completed the reading of a book or book part before introducing phonics activities. Writing activities were also included after a book or book part had been read.

#### **Assessment Results**

Most children demonstrated solid reading gains. School assessments also showed significant gains in comprehension. While not measured, but noteworthy, is that the children were reading in phrases with prosody. Approximately, twenty percent of the children were E.S.L (English as a Second Language).

### **Assessment Results**

#1 Twenty students received thirty minutes of individual reading instruction daily for one year. See test scores.

*Elementary School Principal*

#2 Eighty struggling readers were provided individual reading instruction of thirty minutes every other day for six months. Yearly school pre- and post-test results on the California Test of Basic Skills indicate an average reading growth of eight months to one and one-half year's growth".

*Elementary School Principal*

#3 The results for the first few children were so encouraging that the teachers in grades 2 through 5 gave up their classroom aides to implement the program more widely. The program now serves 55 students in grades 1 through 5, about 20 percent of the school population. Staff and parents alike continue to be extremely positive about the results of the program. *Elementary School Principal*

### **Summary**

Current reading research suggests that when dyslexic children react to print, it follows a pathway to the brain's right hemisphere, and with phonemic and phonics practice, the child's brain repairs itself, and the child reads as a normal reader, using left hemisphere reading components (S. Shaywitz, 2003).

All of the children in this study were already identified as exhibiting difficulties in reading. Most of the children who completed the whole language reading approach that included learning to read and reading to learn became successful readers. Apparently, when some dyslexic readers react to print, and the print follows a pathway to the brain's right hemisphere, the children may respond to a whole language approach to reading. The fact that the children's reading, phonics, and spelling ability improved might also suggest that they were beginning to use left hemisphere reading components.

There is still much to know about brain function and reading acquisition. The authors see their research as bringing another approach, another chance for success, to struggling readers who had not responded to phonics.

STUDENTS	PRETEST	POST TEST	GAIN
J.V.	.4	2.5	2.1
J.S.	.6	2.2	1.6
J.W.	.3	2.3	2.0
L.H	.1	2.2	2.1
E.M	.9	3.2	2.3
C.S.	.5	3.5	3.0
A.H.	.0	1.2	1.2
M.B.	.6	1.0	.4
R.R	.4	1.6	1.2
K.T.	.4	.6	.2
O.L.	.3	1.6	1.3
J.G.	.4	1.7	1.3
J.A.	.3	1.0	.7
A.B.	1.4	3.4	2.0
W.H.	.1	3.7	3.6
T.D.	.6	3.7	3.1

**Table 1 Test Scores, Grade 2**

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## **BIOGRAPHY 2017**

### **MATTHEW J. GLAVACH, Ph.D. Teacher, Researcher, and Writer**

Matthew Glavach graduated from Western Michigan University with a major in biology. He received a master's degree in special education from California State College in Los Angeles, California, and a Ph.D. in Psychology.

Matthew has taught regular education and special education. He also has taught for Dominican University. He currently works with The Old Schoolhouse Magazine providing on-line reading lessons for children with reading problems including dyslexia.

His research and writing include numerous educational programs including *Reading with Donny and Marie Osmond*, an original music based reading program for younger readers, and research articles, including "Breaking the Failure Pattern" in the Journal of Learning Disabilities. More recent research articles include "The Brain, Prosody, and Reading Fluency" and "A Reading Strategy for Content Area Teachers."

In 2005, his reading program *Core Reading* was among programs chosen by the National Institute of Child Health and Human Development, NICHD, for a possible visit by First Lady Laura Bush.

He is currently on the editorial board of The Journal of the American Academy of Special Education Professionals (JAASEP) an online peer-reviewed journal committed to advancing the professional development of special education professionals.

## **BIOGRAPHY 2017**

### **WARREN D. PRIBYL, M.A. Teacher, Researcher, and Writer**

Warren Pribyl graduated from Chico State College in 1965 with a Bachelor of Arts Degree. During the ensuing forty-three years (1967-2010) he taught 5<sup>th</sup> grade, 6<sup>th</sup> grade, and special education. His work in special education covered a period of thirty-six years (1974-2010) during which time he completed a Master of Arts in special education.

Warren worked with Dr. Matthew Glavach at the county office of education on a special reading program, *A Whole Language Reading Intervention*, for struggling readers. The program was based on children's literature. Warren was involved in the development, teaching, and training of the program.

Based on the success of the program, he applied for a grant from a national company doing business in the community and was successful in being awarded a monetary grant to expand the program for English reading students.

Because of the documented success of the grant/program, Warren submitted another grant for the next school year, adapting the English reading strategies for use with the Hispanic students having difficulty learning to read in Spanish before transitioning to English. The monetary grant was awarded, with year-end test results showing solid reading gains.

