

Overcome Dyslexia NOW

Music, Reading, & Prosody



Matthew Glavach, Ph.D.

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A SAMPLE OF TESTIMONIALS

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... Next year, we plan to expand the program to focus on the specific needs of the bilingual students. I cannot say enough good things about this program.

M.B., School Principal

...

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 this program in the middle of first grade. He is now reading close to grade level. His father and I are very pleased and relieved.

D.F Parent

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, but his self-confidence has also developed greatly. We cannot recommend this program highly enough!

B.K. Parent

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

Mrs.Y. Parent

Overcome Dyslexia Now

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Introduction, Overview

I will begin with some great news!

While songs and rhymes are known to help children develop phonological awareness (sound elements in words), new research on speech rhythm is promising for children with dyslexia. And it is something every parent and teacher can do.

Rhythm of Words out of Sync

Researchers have found that children who are dyslexic struggle with speech rhythm. Their research shows that the rhythm of words is out sync with the internal rhythm of the brain and providing rhythmic activities can lead many to reading.¹

Children who recognize differences in rhythm patterns and tap to a beat learn to read and spell more easily. All kinds of rhythmic experiences can be helpful”.²

These include activities such as clapping and marching games, nursery rhymes, poetry, dancing, and music with lyrics. More on this in chapter two on music.

The Book

While the book is focused on Dyslexia, it can also be used for oral language development for all children, an important part of reading along with phonics. There are thirty-eight practice reading passages, regular and phrase-cued (for developing prosody) for student practice.

Phonics

The author recognizes the importance of phonics as a skill in learning to read and that some children struggle greatly, to the point they give up. When they do not respond, do we just give them more of the same? *Overcome Dyslexia Now* teaches phonics and reading but in a different way, in a way that is more compatible with the way many struggling readers, including dyslexics learn and provides oral reading development that all children need.

Dyslexia

Dyslexia is a learning disorder that affects an individual's ability to read, write, and spell. Its major cause is due to a defect in the brain's processing of graphic symbols (phonological dyslexia). It is not linked to intelligence and can run in families. Children with dyslexia may show strengths in other areas such as problem solving, spatial skills, art, and more.

Children with dyslexia often have a range of difficulties, which may include:

- Paying attention
- Delayed speech development
- Lack of phonemic awareness
- Producing speech sounds in the correct order
- Difficulty with rhyming words
- Confusing letters
- Grammar issues
- Problems spelling
- Poor sentence structure
- Avoidance of reading aloud
- Moving in time to music
- General movement such as kicking and throwing a ball
- Fine motor skills of cutting and using a pencil

The Two Main Types of Dyslexia

Phonological Dyslexia

This is the most common type of dyslexia. It affects an individual's ability to match sounds to symbols and break down the sounds of language. People with phonological dyslexia struggle to decode or sound out words.

Rapid Naming Dyslexia

This type of dyslexia affects an individual's ability to rapidly name colors, numbers, and letters when presented with them. People with rapid naming dyslexia may also have difficulty with reading comprehension³. (Some children may have both types of dyslexia.) Identifying problems early and

putting interventions into practice can help all children especially those with dyslexia.

The Science of Reading

The science of reading is trending in the direction of phonics which focuses on sound-symbol development important to decoding words. This approach to reading includes studying consistent word patterns. It includes practice with isolated word patterns, especially rhyming patterns such as *fun, run, and sun*, and sentence structures such "Tad has a tan hat. This phonetic strategy gives beginning readers a tool to use when facing difficult and unfamiliar words, therefore building their reading confidence.

Program Research

The program is a read-aloud intervention that has led to dramatic reading successes. The research continued for many years and eventually had included over six hundred children in grades one through five. The children had a variety of reading difficulties, including dyslexia and most could not grasp the letter and sound relationships of phonics. The program shows that children can learn to read through oral repeated reading and after some oral reading success, phonics was easier.

The Emotional Response

Most of the children had developed a dislike for reading on their own as they were constantly being corrected and seldom found reading interesting or rewarding. However, most liked listening to stories and responded to prosody (what a reader does with their voice to convey meaning and emotion). Phonics lacks prosody and the reward children receive is being correct, which seemed to be out of reach for these children.

Dyslexia

In dyslexia, the left temporal region is partially disconnected from the rest of the brain, and this causes a major disruption in the flow of information.⁴ Prosody tends to be associated with

the right hemisphere which could be a benefit for these children. In the program, children learn to read using repeated reading with prosody.

Researchers agree that reading fluency is important for developing independent readers.⁵ The approach was a breakthrough for these students. If children are not responding to phonics, *Overcome Dyslexia Now* offers an alternative way to learn to read and develop phonetic skills. All that is necessary to begin is this book and your local library or bookstore.

Real Books

The program is based on real books, popular books that children enjoy reading. The books should be sequenced for difficulty to offer students the greatest opportunity for success. The books chosen should include certain criteria. At early levels, these include predictable stories with repeated phrases and rhyme patterns. Repeated phrases and rhyme patterns provide valuable language cues. The books should be books that children will want to read again and again. Series books can also work well.

Phonemics and Phonics Improve

Something happened during the program that had not been 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.⁶

Struggle with Phonics

The most difficult part of learning to decode is hearing individual speech sounds, something the brain is not designed for. While

many children do well on this, some do not.⁷ 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 continuing often adds to their dislike of reading. Without a child's desire to read, the best instructional programs often fail. 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. Learning to read is 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.

MUSIC and READING

Keeping a Steady Beat

Neuroscientific and audiology processing researchers have found that being able to keep a steady beat, a rhythmically repeating sound pattern, is an indicator that learning to read is ready to happen in the brain.⁸ In music, the beat remains consistent while rhythm changes. This study was based on observation of children who struggle to read due to dyslexia or some other form of learning delay. Those children struggled to keep a steady beat. There is a link between beat keeping and language development from young children to adolescents.⁹ Children in music rich learning environments often develop this skill on their own, but the ability to learn this skill is not just the result of a music rich learning environment as much as the way our brains are wired.¹⁰

Rhythm of Words out of Sync

According to Professor Usha Goswami “Children who are dyslexic struggle with speech rhythm.”¹¹ Her research shows that the rhythm of words is out sync with the internal rhythm of the brain and providing rhythmic activities can lead many to reading. Children who recognize differences in rhythm patterns and tap to a beat learn to read and spell more easily.

Other researchers have found a time deficit in children’s auditory systems.¹² There is currently much research in this area of brain functioning.

All Kinds of Rhythmic Experiences

The best place to start with a beat or rhythm is with movement. Marching to the beat and moving parts of your body to the beat is a way to get started. Playground activities, clapping, games, nursery rhymes, poetry, dancing, and music with lyrics. This kind of intervention can be started even before children start school.

Action and movement songs combine learning and fun. They engage children physically and rhythmically. Rhythm builds on the auditory motor connection.

Songs such as:

Head Shoulders Knees and Toes

If You're Happy and You Know It

Wheels on the Bus

The Hokey Pokey and more...

There are explicit rhythm-based training programs which improve timing in the brain. Some have been used to improve language, reading, and communication skills. Therapy involving rhythm also has shown promise in addressing communication and social behavior in people on the autism spectrum scale. Children who cannot speak can form words and sentences when accompanied by a clear rhythm.¹³

Build Strong Brain Connections

Listening to, playing, reading, and creating music involves almost every part of the brain. If one pathway is weak, music can help open others. With practice, songs build stronger connections between the right and left sides of the brain and can bring many to reading. Singing increases brain chemicals such as dopamine and reduces cortisol which is a stress hormone.¹⁴ Learning to read requires attention, engagement, and repetition, all a part of singing.

Phonological Skills and Learning to Read

Music with lyrics helps develop phonics and reading skills. Speech is much faster than other sounds. The rhythm in songs is slower than speech and there is more separation of sounds. These help children develop the sounds for letters and improve auditory discrimination for sounds. If children can't hear the correct sounds, they can't produce them and struggle to read. The melody of songs can help with developing fluent reading skills.¹⁵

Songs and Auditory Discrimination

One reason reading scores are low is that we could be missing a fundamental step in the teaching of reading, and it is not phonics. Children, especially children from challenged environments, have been found to have underdeveloped or delayed language development and poor auditory discrimination for sounds. Distinguishing sounds is fundamental to learning to read.¹⁶

Speech and Language Difficulties

Music provides a fun way to learn, it can sharpen literacy skills in children with learning difficulties and help children with speech and language difficulties. Music has links to language development because sounds play a vital role in both.¹⁷

Strengthen Connections Between the Hemispheres

Listening to, playing, reading, and creating music involves almost every part of the brain. If one pathway is weak, music can help open others. With practice, songs build stronger connections between the right and left sides of the brain and can bring many to reading. Given the right situation, auditory learning (neural reorganization) is possible throughout life¹⁸ By enhancing the contrast between speech sounds through music and then returning to regular pronunciation phoneme comprehension can be retrained.¹⁹ Learning to read requires attention, engagement, and repetition, all a part of singing.

Songs and Learning to Read

One difficulty with songs for reading is that children often memorize the songs, and the words are in sequential memory. Using a finger-point reading activity with each song helps students identify words quickly, putting the words into long-term memory and available for reading. A difficulty with songs on a computer screen is that many children cannot follow the bouncing ball. Children need to point to each word.

The author developed a phonics program entitled *Phonics Songs plus* with music and songs that include major phonics

skills for grades one and two. The songs were written by the author using high frequency reading words for each grade level and specific phonics skills are embedded in each song. The songs are sung and recorded by Donny and Marie Osmond. Phonics Songs plus is available at the author's website and on Amazon. Phonics Songs plus is for all students, including students with reading difficulty and English as a Second Language.

Activities for Phonological Awareness

Phonological awareness is the ability to identify, think about and manipulate sounds in spoken speech. This skill is crucial for being able to read. Children with dyslexia struggle to recognize syllables and sounds in words and to identify the words that begin with the same sound or rhyme. Music with Lyrics can Improve Reading

Reading the Words in Songs can Improve Reading

Again, This is important! When singing a song many times, we assume that the child knows the words. Often children can read the words to a song based on the order of the words. The words tend to go into sequential memory. For the words to be in long term memory and available for reading, they must be identified quickly independent of the song. This can be done as simply as pointing to different song words quickly before the child has the time to think of the words in the order of the song or with words cards of the individual words.

Prosody, the Music of Language

The melody and rhythm of one's voice plays an important part in learning to read. There is a rhythm in language beyond the rhyming of poetry. it is a part of pronunciation rhythm.¹⁹ Prosody is what a reader does with their voice to convey meaning and emotion. With appropriate pitch, emphasis, timing, and intonation they will have an accurate picture of what's being conveyed on the page, comprehension. For example, a reader's rhythm could speed up to indicate that a character in the text is scared, or their rhythm could slow down to show

when a character is tired. Readers can also raise or lower their intonation to indicate meaning, as they might when raising the pitch of their voice at the end of a question. Prosody is associated with the music area of the brain which can be an advantage for all children, especially children with dyslexia.²⁰ Intonation is considered to be located in the right hemisphere of the brain while speech tends to be in the left hemisphere although there is some crossover.

Prosodic Reading with Repeated Reading

My research has found that prosodic reading combined with repeated reading can lead to significant gains for struggling readers.

The Reading Program

A Fluent Reading Practice with Prosodic Cues

The program's focus is on a reading-aloud fluent reading practice. Reading aloud connects sound with written language. This includes prosodic cues (In oral reading, phrasing includes prosodic cues such as delivery, diction, intonation, inflection, and pauses.) Prosody is also important because it releases chemicals such as dopamine in the reward center of the brain. Dopamine not only rewards, it can cement learning. Learning is solidified by Dopamine.²¹

The program includes multiple exposures to each word in the context of popular children's reading books. 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, and improves comprehension, vocabulary, and general language abilities.

Word Recognition Happens Naturally

The program answers an important reading question. Can students learn to read by reading books (real books) or are they only memorizing passages? Students in the program acquire word recognition skills while they practice grade level reading books. Some students begin to recognize words in other contexts almost immediately. Word recognition happens naturally and automatically. A finger-point reading activity helps in going from memorizing phrases to identifying individual words. As students develop word recognition skills, phonics activities can be added.

Program Features

Can be used for one-to-one, small group, and classroom instruction. Develops sight word vocabulary, phonics in context, automaticity (reading with little cognitive effort)²² and prosody, (reading with expression). Prosody makes reading interesting and enjoyable,

Builds vocabulary through story context and includes phonemics and phonics practice in real book context and phonics word lists for grades one and two are in Appendix 1 and Appendix 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 them. And when students hear teachers read orally with expression, they have a model for meaningful, fluent reading.

Identify Books

For parents, check with your child’s teacher to help you determine the reading level of books (pre primer, primer etc.) Choose books from the library or bookstore that your child likes at that reading level.

PRE PRIMER

PRIMER

GRADE ONE

GRADE TWO

GRADE THREE

GRADE FOUR

The Reading Strategies

1. 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. Reading aloud connects sound to written language.

2. Following the Words: Tracking

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

3. Reading Slowly

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.²³

4. Reading Practice, Reading Comprehension

One difficulty with repeated reading is the requirement of a ninety to ninety-five percent success rate which corresponds to comprehension expectancy rates. Many children with reading difficulty become frustrated when not able to reach this level so they can move to their next book.

Problem Solved

A seventy percent success rate for practice reading and a ninety percent success rate for reading comprehension. While this is different from current recommendations, there are different ways to achieve successful reading. The first-time children read a book; a seventy percent rate is used. They read the book again for comprehension. This brings success through motivation. When children are successful, they will read the book again and again, to almost anyone who will listen, and their comprehension rates improve. Also, the children see many of the same words again in books they read. This does not change the expectancy level for comprehension, it makes it more adaptable. Teachers in the program said this was critical to motivating students with reading difficulty.

5. Reading with Expression

In repeated reading, reading with expression provides students with a model of good reading. Expression is the ability to communicate thoughts and feelings. Reading with expression is a part of comprehension. Reading tends to be more left hemispheres associated and intonation more right hemisphere which helps children who have left hemisphere weaknesses. Reading aloud helps in remembering what we have read.

Phonics Activities

Students will also be practicing phonics activities in the context of real books through finger-point reading activities. You can decide on phonics activity practice for your group.

There are practice phonics word list activities in Appendix 1 and Appendix 2, and a sample gameboard that can be copied for writing the phonics words to play games like Concentration and others. If children are not responding to the phonics word lists, continue with the repeated reading of books. As students respond to the phonics word lists, continue with repeated reading and phonics word lists.

Program Steps

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

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. For 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 the Book or Book Part

For short books, pre primer and primer read the whole book. For longer books, divide the book into parts.

- a. For the first reading, read at a slow pace, but not so slow as to lack expression. (To begin, sit next to the student, tracking while the student tracks under the words.)
- b. 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.

c. 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.

Research About Sounding-Out Words in Reading Context.

This is important, I am going to bring it up again.

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.²⁴ Sounding out words can be done when working on word development activities before or after reading.

STEP 4: Identifying Words, Finger Point Reading

Finger point reading works well for reading in context. Finger pointing (pointing to words) gives students practice identifying individual words quickly so that they do not have time to use a memorized sequence of words, to identify individual words. This is important as it moves words from sequential memory to long-term memory and is available for reading. This also helps students transfer reading skills to other books.

Finger point reading is easy, you can choose phonics or sight words depending on your focus. Finger point reading also provides feedback on student reading knowledge. Students should be familiar with initial consonants before using finger point reading. Always complete each practice session by reading with expression.

Practice Reading Activity, Sam's Cat (Beginning Reading)

Most of the reading practice is done in real books. This is because you will be able to read with expression.

The following activity provides the reading strategy practice to get ready for real book reading. There are also graded reading passages for practice in Appendix 3.

Tracking

Instruction: "Put your finger under each word as I read."

Read the passage slowly as the student puts her finger under each word. Note: If the student is at pre-primer reading, just practice tracking. Practice each skill in the context of pre-primer and primer children's books.

Fluent Reading Practice

Instruction: "Put your finger under each word as I read."

Student reads the passage with you as you read. Read slightly ahead of the student.

__Read Slowly. Student reads along, always tracking under words.

__Read at Normal Pace. Student reads along, then alone. (Do not stop to sound out words.) Tell the student the word and continue reading. Practice difficult words before reading again. The student may be given a moment to think of a word at times, but the goal is fluent reading with expression.)

__Student reads fluently with expression.

Sam's Cat (Practice following the words.)

Sam has a big cat.

The cat has no name.

What a shame!

A cat with no name!

What can Sam name his cat?

Rags, Milo, or Nat.

Milo, yes! Not Rags or Nat!

Sam got Milo a big red hat.

Dad sat on the hat!

The hat was flat!

Dad got Milo a big blue hat

For the hat that was flat.

Milo wants to play and run.

Sam and Milo have lots of fun!

Draw a picture of Milo. Tell about your picture.

Finger-Point Reading

Point to words and have the student say the word. Choose short vowel, long vowel or sight words and so forth.

For students at a beginning reading levels, the practice activity can be done with their pre primer and primer books.

Special Reading Strategies

Special Reading strategies are for students tending to read word-by-word or read slowly. The strategies include Phrase-Cued Reading and Timed Reading (after Grade 1).

(Appendix 3 contains graded reading selections for regular and phrase-cued text.)

1. 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. When a book is read with expression and natural phrase pauses, readers are helped to read in meaningful phrases. With practice, this transfers to their other reading material. ²⁵

2. 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 helps with reading expression.

3. Phrase-Cuing Text

Phrase-cueing text. While reading a text, add marks between the natural pauses that occur in and between sentences. Marking is based on the expression and phrasing you hear as you read. There is no right or wrong way to mark the phrases. Prepare the text with phrase marks. Use one slash mark (/) between phrases for a slight pause. Use two slash marks (//) between sentences for a slightly longer pause.⁸ An example of

text with phrased-cued markers follows. Make the slashes small or use dots.

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

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

Timed Reading (Above First Grade)

Timed reading helps the 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 timed reading.

Timed Reading Instructions

Choose a 50 or 100 word part from a book.

¹After practice, the student reads the chosen book part, from the book or from a typed page.

²If the student hesitates, stumbles, or reads the wrong word, you read the word. Fluency is the goal, rather than sounding out words. Practice until the student reaches 70% correct reading or higher.

- ³Do three timed readings. Between timings, the student rereads the text and practices difficult words.
- ⁴Record the number of words read correctly in 1 minute.
- ⁵Subtract 2 points for each word missed in a 50-word part, and 1 point for each word missed in a 100-word part.
- ⁶Have the student choose the best score and fill in the Timed Reading Progress Chart found in Appendix 3 with crayons or colored markers.

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 ²⁶

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

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. *Always complete a session by reading with expression. Expression brings out the magic of reading. From the program's beginning students hear reading with expression. The students respond. Soon they are*

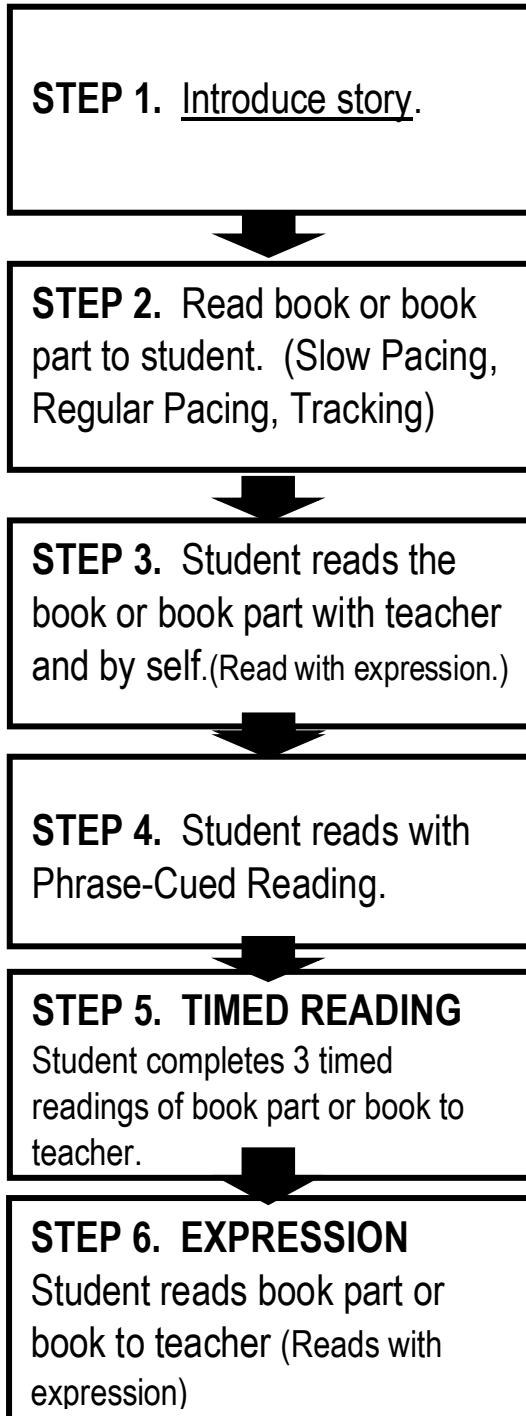
reading on their own with expression, just as they have heard the book read to them.

Phonics from Book Context

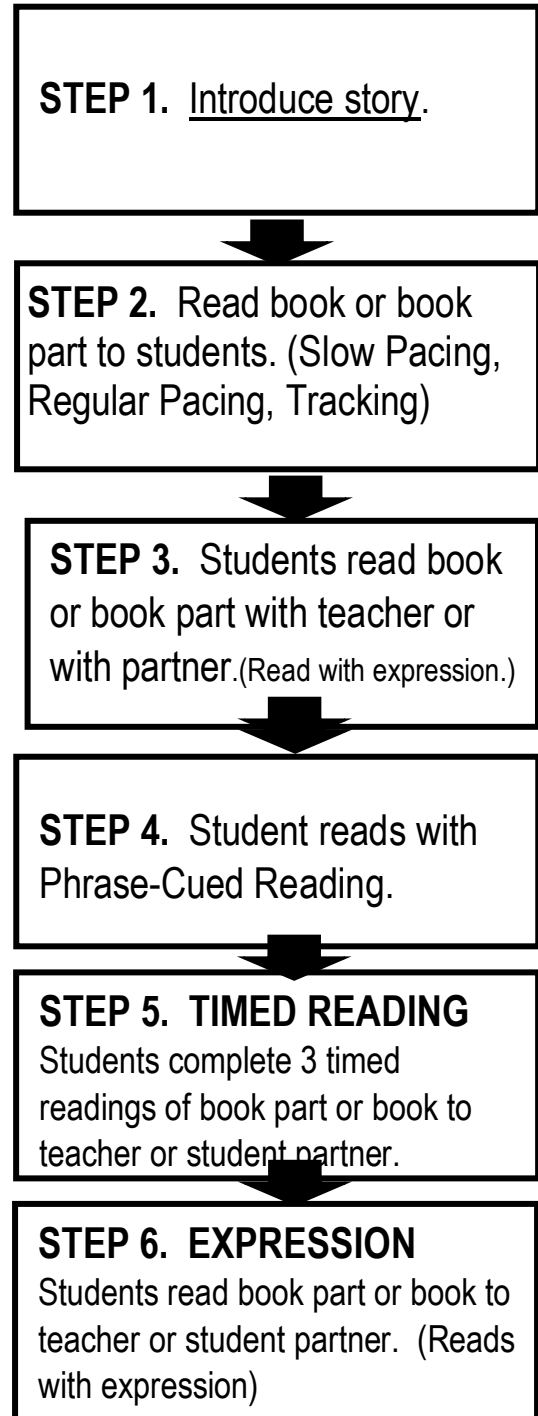
After completing a book or book part, use some of the words from the story in phonics activities. Sample activities are in Appendix 5.

READING CHARTS

Individual Instruction



Group Instruction



APPENDIX 1

Phonics Word Lists, Grade 1+

Use after students have had success with pre primer and primer books. If it is still difficult, introduce after grade one books.

In reading and spelling overlapping and connected patterns is how the brain processes information fast and efficiently.

Pronounce and discuss the words with students.

The words can also be used for games such as Concentration, and for word card games or speed sorts (how quickly students can complete the word sorts).

Put a strip of paper under each line if the child becomes confused by the other words.

Game Cards, MASTER

Short Vowels (a.e.i.o.u)

SHORT a WORD LIST

man fan tan ran can
am ham jam Sam
bat cat fat hat rat sat
cap lap nap tap
bag rag tag
cab nab tab

SHORT i WORD LIST

fin tin pin win
big fig pig wig
sip tip hip lip rip zip
it bit fit hit sit
hid lid did him

SHORT u WORD LIST

bun bun run sun *son
up cup pup
bug hug rug jug dug tug

but cut hut nut

cub rub tub

hum gum sum

bud mud

us bus

SHORT e WORD LIST

men pen ten

beg leg peg

bed fed red

let jet met yet net pet wet

SHORT o WORD LIST

hop mop pop top

cot dot hot not pot

mom Tom rob job sob

rod nod

Long Vowels (silent e)

When a short word ends in e, it often has a long vowel sound.

LONG a WORD LIST

same game name came tame
date late rate cave pave save
base case vase lake cake take bake

LONG i WORD LIST

hide ride side tide bike hike like
fine line nine dime time lime
file tile dive hive live *live

LONG o WORD LIST

hope rope coke joke poke woke
hole pole hose nose rose
bone cone tone zone *done
dome home *some note vote

Long Vowels (vowel digraphs) ai, ay, ee, ea, oa, ow

When a short word has two vowels together, the first vowel often has a long vowel sound.

LONG a WORD LIST (Vowel Digraphs)

mail nail pail sail tail
rain main pain gain aid paid maid *said

hay say day pay may way ray

LONG e WORD LIST

see bee fee need feed seed weed
feet meet feel peel seen teen

read heat meat neat seat beat real seal

LONG o WORD LIST

oat coat goat load road toad coal goal
row tow low bow

Beginning Consonant Blends bl, cl, fl, gl, pl, sl

Two consonants that blend.

black block blame blow bleed

clip clap club clove flag flip flat flame

glad glass globe plot plan plane plate

slip slap sled slide slope

Beginning Consonant Blends

br, cr, dr, fr, gr, pr, tr, sk, sm, sn, sp

Two consonants that blend together

brick broke bride crab cream creek drum
drop drip drape dream

from frog free grip grab grass green
prince pride trip trap trade
skip skid skin smell smile smoke
snip snake snail spot spin spine spike stop
step stake swim swell

Ending Consonant Blends mp, ct, nd, nt, sk, st

Two consonants that blend together.

camp damp lamp
and hand land sand
mend bend send bond pond
ant bent dent lent sent tent went
bump jump act fact
lift gift sift raft left soft
ask bask mask task disk husk risk
fast mast last past cast fist mist best rest
just must rust

Consonant Digraphs sh, ch, wh, th

ship shop shape she shell shine shake
shale shave

wish fish dish lash trash hash fresh

chin chip chill chick chant

rich which much

each reach peach speech church

when while whip which

thick think third thank thing

that this then them these those

bath math path both cloth

Vowels plus R ar, or, er, ir, ur

are car far jar arm farm harm

bark mark park

part dart cart chart start

spark shark march March

born corn horn thorn torn

cork stork pork torch porch

form storm sort short sport

Compound Words

upon bobcat inside sunshine himself

wishbone cannot bobsled pancake upset

gumdrop tugboat cupcake sunset dishpan
baseball railroad kidnap blacktop bedside

Singular & Plural Endings s, es

pin pins pan pans cat cats hat hats

dot dots bug bugs flag flags lamp lamps

bone bones cube cubes mule mules

dime dimes grape grapes snake snakes plane
planes

fox foxes box boxes glass glasses

wish wishes dish dishes brush brushes

APPENDIX 2

Phonics Word Lists, Grade 2+

Pronounce and discuss the words with students.

The words can be used for games such as

Concentration, and for word card games and speed sorts (how quickly students can complete the word sorts).

Game Cards, MASTER

Short Vowels 1 a, e, i o, u

back pack sack crack track snack black
pick kick sick stick check
lock rock block clock shock
duck stuck truck lock
neck check speck

Short Vowels 2 ell, ill, ess

bell fell tell well smell shell spell
hill fill will skill still drill chill
less mess dress press

Long Vowels (silent e)

game same came flame late plate slate
bake cake shake *steak cave wave *have
hide ride wide side slide like hike spike
dive drive time dime crime bite white
*fight sight right bright light
bone tone cone rope hope joke spoke
pole whole cove dove drove
*move love dove hope rope scope
bone tone stone rose chose froze those
hole whole

Vowel Digraphs ai, ay

rain pain plain drain grain chain

aid paid *said tail snail pail trail

nail snail pail tail fail

day may say pay play stay hay tray

Vowel Digraphs ee, ea

eat seat beat treat

team dream read *read

each teach beach reach

see bee free tree three

need feed weed seed speed

feel peel wheel keep sweep sheep

feet meet greet sheet sweet

Vowel Digraphs oa, ow

low row tow slow crow

grow blow snow show

boat coat goat float

soap toast coas t roast

Vowel Diphthongs ou, ow

Vowel letters that represent a single sound, a sound that is distinct from the sound heard in either of the single vowel letters.

out about scout trout shout loud cloud
found pound sound round around
ouch couch grouch count mouse house
now cow how down town brown
clown frown owl growl towel

Vowel Diphthongs oi, oy

boy toy joy annoy royal
oil boil coil soil spoil coin join moist noise

Vowel Diphthongs oo (short), oo (long)

book hook look cook crook brook shook
good hood wood stood *would could
should
soon room noon moon spoon room
cool pool tool stool scoop troop
booth tooth goose loose moose

Vowels plus R ar, or, er, ir, ur

When the letter R follows a single vowel, it often changes the sound of the vowel.

art cart dart part smart start chart

bark dark mark park spark shark

arm farm harm

far fare car care scar scare star stare

Vowels plus R or

fort port short sport form storm

corn horn born torn thorn

fork pork cork stork torch porch

more store shore score *door poor floor

Vowels plus R er, ir, ur

burn turn term germ *learn

bird third girl swirl first thirst

letter hammer summer

winter member power flower powder order

border carpenter afternoon

Consonant Clusters str, spr, scr, spl, thr

two or three constant letters which are sounded one after the other.

strap stripe street strike

spray sprout spring sprain

scrap scrape screen scream screech

splash split splice thrift thrill throb throat
three throw

Special Letter Combinations qu, squ, ng, nk, tch

two or three constant letters which are sounded one after the other.

ink wink pink mink junk sunk drink thank

junk sunk trunk

ring sing wing king sting swing bring thing

spring string strong

match patch catch latch hatch

itch pitch hitch ditch stitch watch

quit quick quack quite sing queen quail
quiet quite squeak squeal squeeze squirt

Special Letter Combinations c, g

nice ace race face place rice
cent circus center city

germ giant gentle page cage huge stage
age large magic_ gym

Compound Words

A compound word is made by putting two base or root words together. Often, each word helps make up the meaning.

Compound Words Short Vowels

upset bobcat suntan sunset sunup cannot
kidnap itself himself dustpan bathtub
sandbox milkman windmill sandman blacktop
bobsled inland gumdrop hilltop watchman
within grandstand withstand

Compound Words Long Vowel

inside bedtime bedside bagpipe backpack
cellphone pancake sideline sidetrack tadpole
milkshake hillside classmate smokestack
sunshade sunshine wishbone grapevine
cupcake

Compound Words Vowel Digraphs

mailbox rainbow railroad lifeboat sailboat
raincoat Sunday snowman seaweed seashell
subway beehive milkweed weekend seacoast
drumstick tugboat steamboat stagecoach
paintbrush seaweed

Compound Words Vowel Diphthongs

cowboy cowgirl without outside township
woodpile greenhouse roommate bedroom
bathroom toothbrush

Compound Words Vowels +R

airplane barnyard boxcar cardboard fireman
northeast horseback yardstick herself
snowstorm starlight

Singular and Plural Words

lamp lamps stamp stamps mule mules cone
cones grape grapes bean beans tree trees
boy boys toy toys day days

Singular and Plural Words es, ies

fox foxes box boxes dish dishes

bench benches peach peaches

match matches patch patches

baby babies lady ladies party parties penny

pennies army armies pony ponies berry

berries

Contractions

is not- isn't did not- didn't was not- wasn't

does not- doesn't has not- hasn't

had not- hadn't have not- haven't

are not- aren't we're not- weren't

could not- couldn't would not- wouldn't

he is- he's she is- she's it is- it's that is- that's

he- will he'll we will- we'll

she will- she'll I am- I 'm

I have I've I will- I'll

they are -they're we are- we're

APPENDIX 3

Practice Reading Passages

Grade-level reading passages for repeated reading, phrase-cued reading, and finger-point reading.

The Reading Strategies

1. 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.

2. Following the Words: Tracking

Tracking ensures that 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.

3. Reading Slowly

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. When a student needs help, say the word. Practice difficult words before reading again.

Practice Reading Passages

LESSON 1	Bears	(Grade 1,2)	52
LESSON 2	The Wind	(Grade 1,2)	54
LESSON 3	Flowers	(Grade 1, 2)	56
LESSON 4	Cats	(Grade 2)	58
LESSON 5	The Sun	(Grade 2)	60
LESSON 6	Clouds	(Grade 2)	62
LESSON 7	Stars	(Grade 2)	64
LESSON 8	Dogs	(Grade 3)	66
LESSON 9	A Lighthouse	(Grade 3)	68
LESSON 10	The Blue Whale	(Grade 3)	70
LESSON 11	Bicycles	(Grade 3)	72
LESSON 12	Hot Air Balloons	(Grade 3)	74
LESSON 13	The Seashore	(Grade 3)	76
LESSON 14	Horses	(Grade 3)	78
LESSON 15	Paper	(Grade 3)	79
LESSON 16	Giraffes	Grade 4)	80
LESSON 17	Giant Redwoods	(Grade 4)	81
LESSON 18	The Cheetah	(Grade 4)	82
LESSON 19	Reduce, Reuse, Recycle	(Grade 4)	83

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.

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. //**

The Wind

You cannot 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.

The Wind

You cannot 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. //

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.

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. //

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?

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 / most of the day sleeping.//
Cats take cat naps.//

There are many / kinds of cats.//
They can be found / in a rainbow / of
colors.// What color is your cat?

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

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! //

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.

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
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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.//

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 cannot 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 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.//

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*.

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,/
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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*.//

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.

A Lighthouse

It is / a cold night.// The fog / makes it
hard / to see.// A ship / has lost its way.//
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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.//

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!//
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/ the size / of a small car.//

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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
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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, /

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.

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.//

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

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.

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.//

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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.//

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.

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.//

(End of phrase-cued reading activities.)

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?

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 is 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.

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.

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.

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.

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 each 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!

APPENDIX 4

Timed-Reading Graphs

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 _____

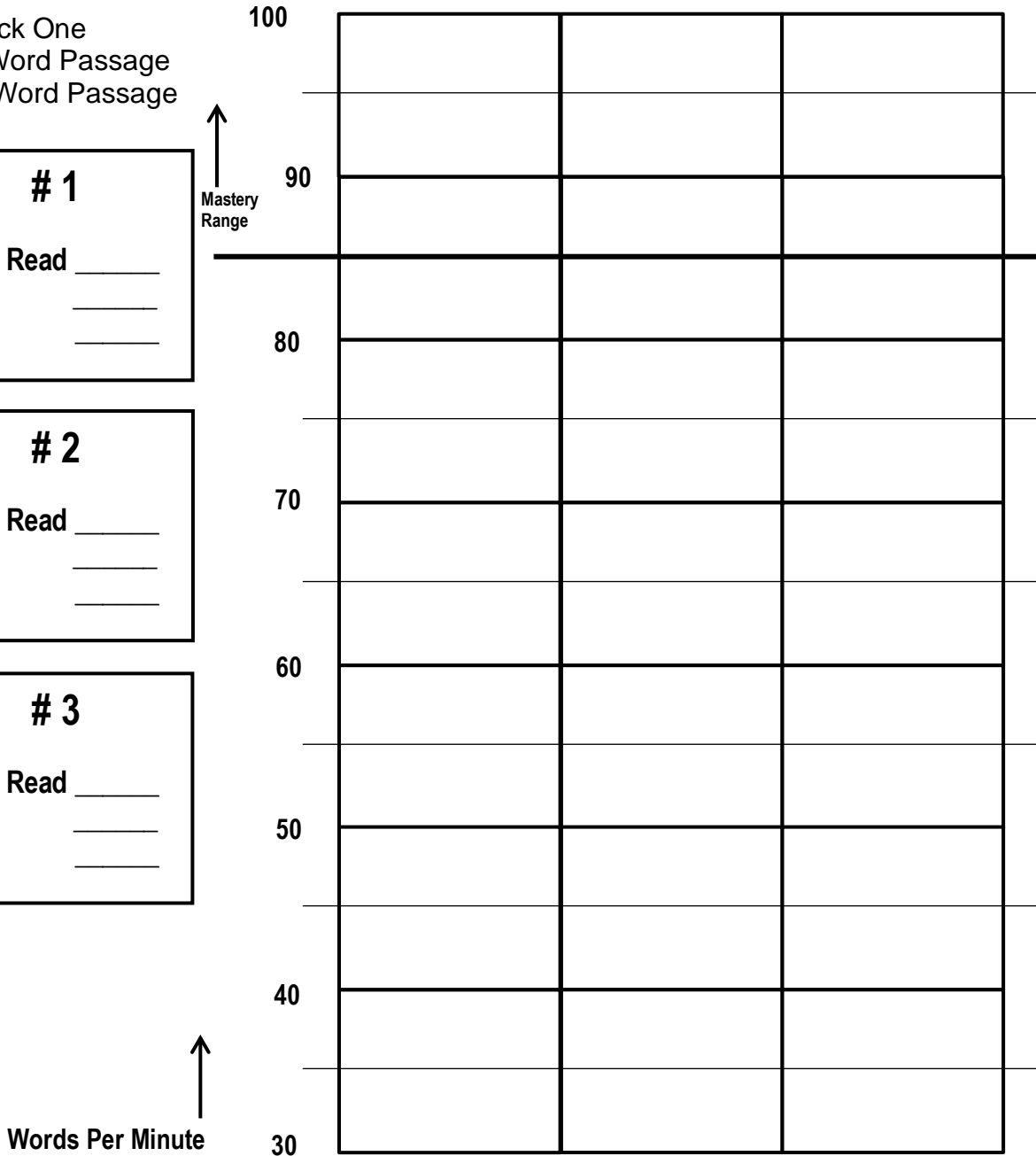
Score _____

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 _____

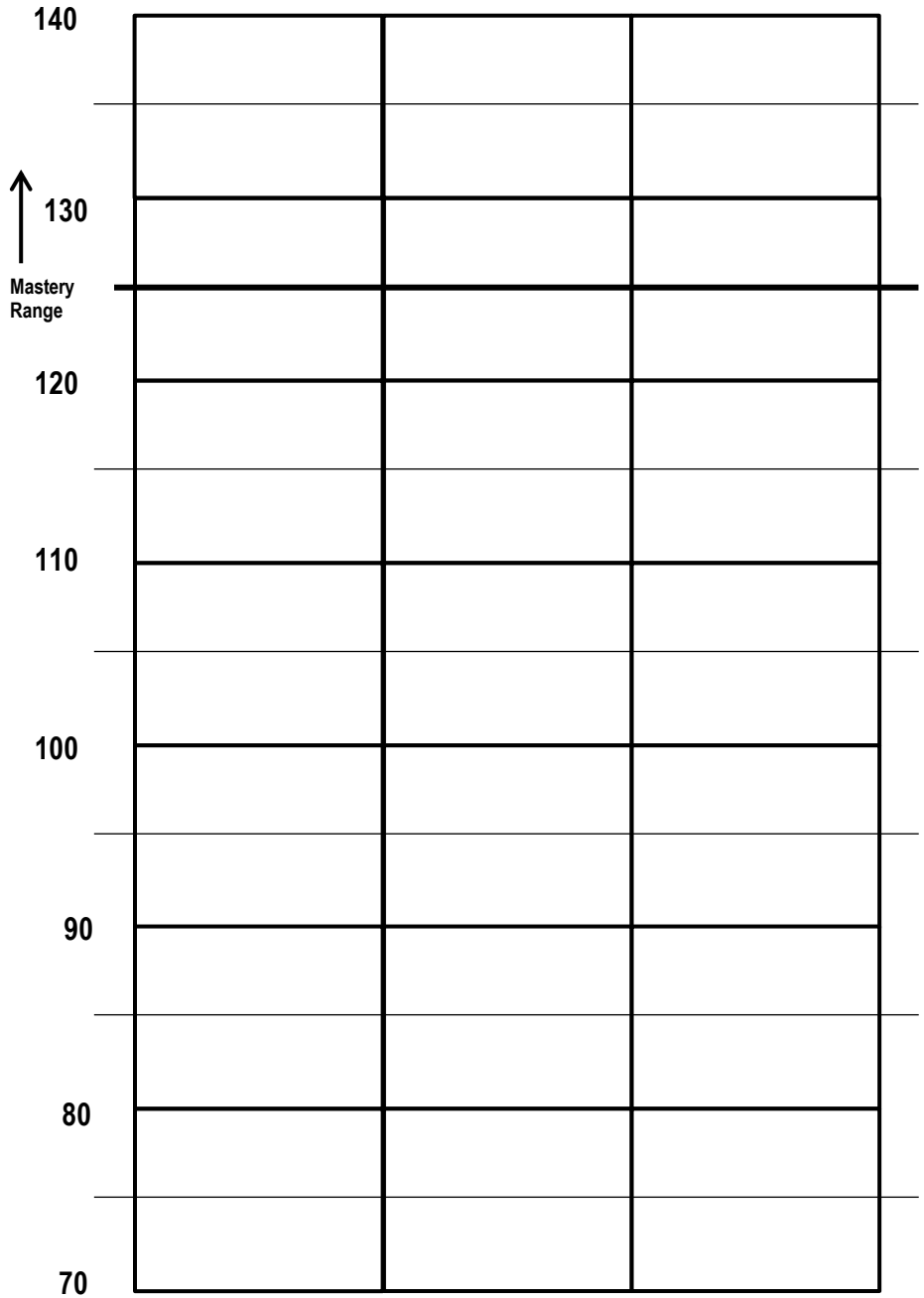
Score _____

Trial # 3

Words Read _____

Errors _____

Score _____



↑
Words Per Minute

APPENDIX 5

Phonics, Spelling from Passage Context

Sample from: *Rapid Reading Intervention*, Matthew Glavach, Ph.D.

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.

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

- Write the word as one word.

an i mals

- Write the rhyming word.

1. **big** – **f i g**
2. **wig** – b _____
3. **kick** – th _____
4. **sick** – th _____
5. **song** – str _____
6. **long** – _____

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

- Write each word as one word.

win ter

read y

- Write the rhyming word.

1. **get** – l _____
2. **lot** – n _____
3. **some** – c _____
4. **deep** – sl _____
5. **keep** – sw _____
6. **eat** – s _____
7. **eat** – b _____
8. **all** – c _____
9. **food** – m _____

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

● Write the word as one word.

un der

● Write the rhyming word.

1. **den** – t _____
2. **rock** – l _____
3. **lump** – st _____
3. **cave** – w _____
5. **hole** – m _____
6. **tree** – fr _____
7. **deep** – sl _____
8. **keep** – sl _____
9. **bear** – p _____

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 _____

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APPENDIX 6

Parent and Teacher Comments

A few samples from many positive comments.

. . . . 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

...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 35th national percentile on a nationally normed test, took part in the program this year, They were serviced on a 30 minutes every other day program for six months and the results from the results from the CTBS Testing tell the story:

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

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

...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 this 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 convinced them to give the program a try at our school. The results for the first few students that we piloted with the program 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. 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 7

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 Bedelia* 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.

Table 1 Test Scores, Grade 2

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

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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 5th grade, 6th 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.

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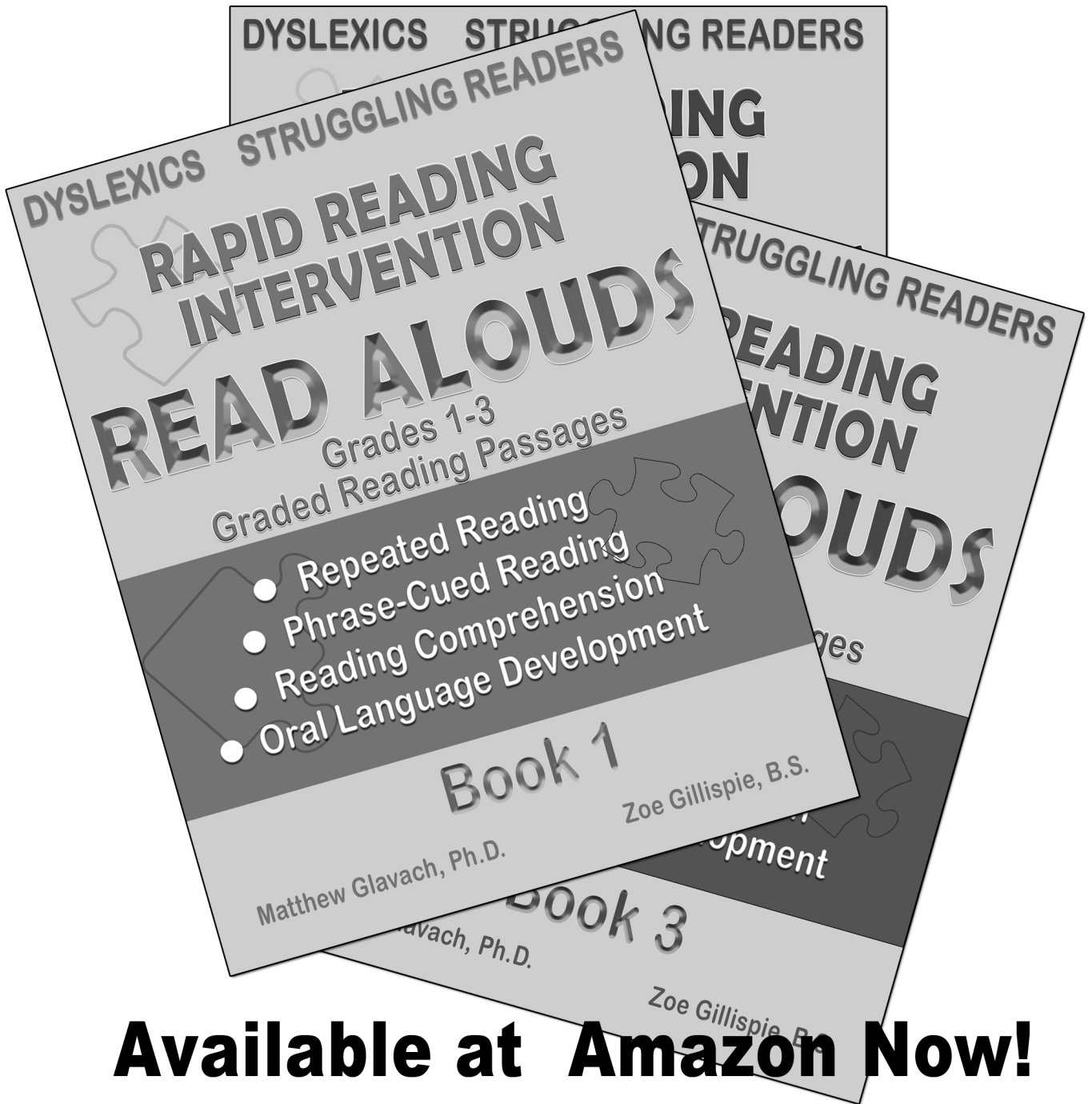
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