

# i.t.a. Linguistic Readers

## bwk 1

Jane Flynn Anderson, Ph.D.

Initial Teaching Alphabet Foundation  
New York, NY  
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Adapted from

Early-to-Read i/t/a/ Program-Revised

Harold J. Tanyzer, Ph.D.  
and  
Albert J. Mazurkiewicz, Ed.D.

Initial Teaching Alphabet Publications  
New York NY  
1963, 1965



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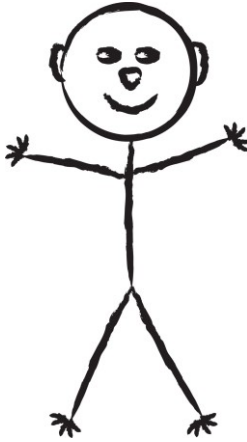
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mee



ie hav wun hed.  
ie hav tω ies.  
ie hav tω ies and tω eers.

ie hav wun noes.  
ie hav wun mouth.  
ie hav wun bodē.

ie hav tω arms.  
ie hav ten figgrs.

ie hav tω legs.  
ie hav ten toes.

can yω drau mee?

€vu tries tω ried u biek



“ie hav u biek,” €vu sed.

“trie tω ried it,” sed dad.

€vu tried.

€vu tried tω ried.

“ie can’t,” €vu sed.

“ie can’t ried.”

“trie,” sed dad.

“trie tω ried thu biek.”



€vu tried and tried.  
€vu fel. þh€ fel down.

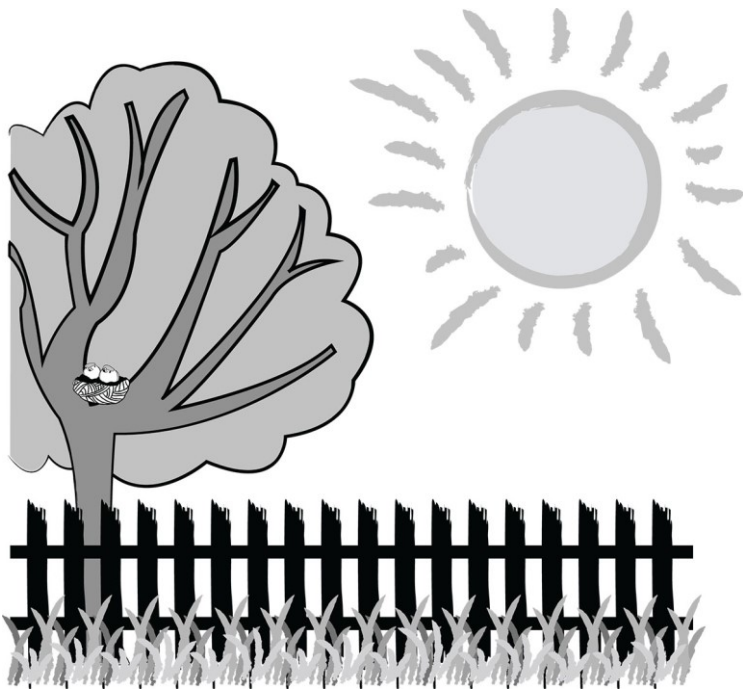
“ie can’t,” sed €vu.  
“ie can’t ried.”

“stand up on þu biek,” dad sed.  
“stand up and trie.”

€vu tried.  
þh€ tried and tried.

“ie can ried!” sed €vu.  
“ie can ried!”

red apls, green gras



this is thu sun.  
thu sun is big.  
thu sun is yelœ.

this is u tree. this tree is big.  
this is u big apl tree.  
thu apls ar red.

ted is undr thu tree.  
anu is undr thu tree, tw.

this is u nest.  
thu nest is in thu big apl tree.

tw blw brds ar in thu nest.  
thu brds ar litl.

this is u fens.  
this fens is blak.

thu gras is green.  
ten ants ar in thu green gras.  
thu ten litl ants ar blak.

can yw drau thu ten ants?

can yω liv hēer?



can yω liv hēer?  
nœ, ie can't. but u spiedr can.



can yω liv hēer?  
nœ, ie can't. but u brd can.  
brds liv in nests.



can yω liv in this?  
nœ, ie can't. but u bær can.  
bærs liv hēer.



can yω liv heer?  
noe, ie can't. but ants can.  
ants liv in this ant hil.



can yω liv heer?  
noe, ie can't. but u mungkee can.  
mungkees liv in trees.



can yō liv hēr?

yes, ie can. ie can liv hēr. this is mie  
hous!

## tw picnics



this is dan.  
and this is ted.

this is u picnic.  
this is u picnic foer dan and ted.

this is wun litl ant.  
this is wun litle ant and wun biet uv  
fwd.

thu litl ant ran tw thu ant hil.  
thu litl ant ran doun, doun, doun in thu  
ant hil.

tʷ litl ants tæk u biet uv fʷd.  
θrɛ ants tæk u biet uv fʷd.

θu ants ran tʷ θu ant hil.  
θu ants ran dʊn, dʊn, dʊn in θu  
ant hil.

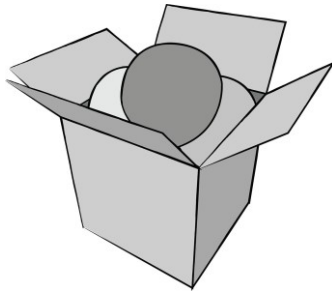
fœr litl ants tæk u biet uv fʷd.  
and fiev ants tæk u biet uv fʷd.

θu litl ants ran tʷ θu ant hil.  
θu ants ran dʊn, dʊn, dʊn in θu  
ant hil.

ted and dan hav u picnic.  
θu litl ants hav u picnic, tʷ.



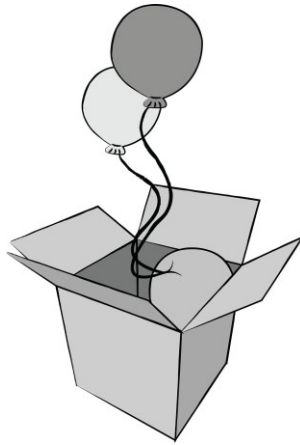
three bulwons



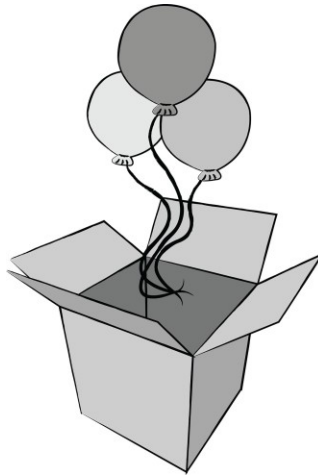
three bulwons ar in thu boks.



nou wun bulwon is œvr thu boks.  
tw bulwons ar in thu boks.



nou tω bulωns ar œvr thu boks.  
wun bulωn is in thu boks.



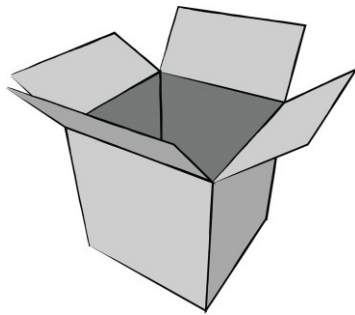
thre bulωns ar œvr thu boks.  
nœ bulωns ar in thu boks.

up, up, up þu bulwɔns gœ œvr þu  
boks!

pop!

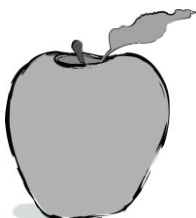
pop!

pop!



nœ bulwɔns ar œvr þu boks.  
and nœ bulwɔns ar in þu boks.

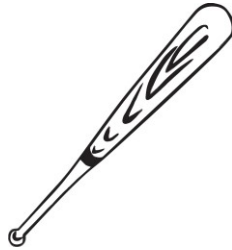
ten sents



"ie hav ten sents," sed jon.  
"yω can bie this big apl," lœu sed.  
"nœ," jon sed, "ie dœn't want an apl.



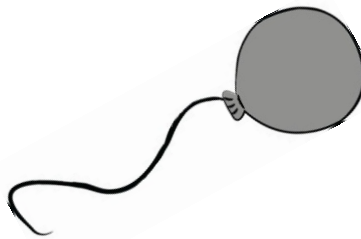
"yω can bie this litl hous," sed pat.  
"nœ, nœ," sed jon. "ie dœn't want u  
litl hous."



"can ie bie this bat foer ten sents?"  
askt jon. "ie want this bat."  
thu stoer man sed, "noe, yw can't bie  
that bat foer ten sents."



"yw can bie this baul," lœu sed.  
jon sed, "noe. ie doen't want u baul."



"yw can bie this big bulwn," sed thu  
man.

"nœ, nœ, nœ," jon sed.



"ie want to bie sum popcoern," sed jon.

"can ie bie that pocœrn fœr ten sents?"

"yes," sed thu stœr man, "yω can bie popcoern fœr ten sents."

jon sed, " ie wil bie popcoern fœr lœu and pat and mœ. "

# scwl dæz



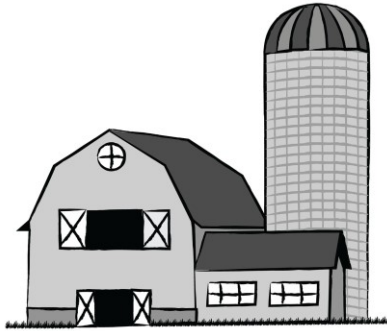
whær dʌz mi:k liv?  
mi:k livz in u big hʌʊs.

tʊdæ iz mʌndæ.  
it iz u hot, sʌnæ dæ.



mi:k gʌz tʊ scʊl.  
mi:k ri:dz tʊ scʊl ɒn ðu bʌs.

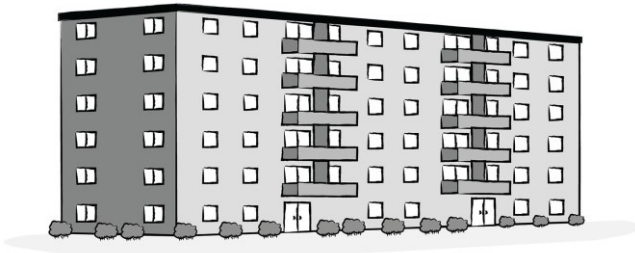
whʌt kæn mi:k dʌ æftə scʊl tʊdæ?  
æftə scʊl mi:k kæn ri:d u bi:k.



whær dus lœu liv?  
lœu livs on u farm.

twdæ is twsdæ.  
it is sunœ twdæ.

lœu goēs tw scwl.  
whut can lœu dō afr scwl?  
afr scwl lœu can goē fihiŋ.



whær dus jon liv?  
jon livs in an upartment hous.



tƿdæ is wensdæ.  
it is windæ tƿdæ.

jon goez tƿ scƿl.  
jon riedz u biek tƿ scƿl.

whut can jon dƿ afr scƿl tƿdæ?  
afr scƿl jon can run and plæ.

whær dus pat liv?  
pat livz in an upartment hous.  
ævu livz thær, tƿ.

tƿdæ is thrsdæ.  
it is u rænæ dæ.  
it is coeld and rænæ tƿdæ.

pat and ævu goe tƿ scƿl.

whut can pat and ævu dƿ afr scƿl?  
afr scƿl tƿdæ pat and ævu can plæ  
with thær dols.



whær dus ted liv?  
ted livs in u hous.

twdæ is friedæ.  
it is coeld and windœ.  
it is snoeing twdæ.

ted goez tw scwl.  
ted riedz on thu scwl bus.  
aftr scwl twdæ ted can ried on u sled.

whut can yw dœ aftr scwl twdæ?

dŵ yŵ nœ?



mie næm is pat.  
whut is yœr næm?

ie hav u bed. yŵ hav u bed, tŵ.  
whær is thu spiedr's bed?  
dŵ yŵ nœ?

whær is mie broun ſhw?  
dŵ yŵ nœ?

it is ted's br̥thdæ.  
hapæ br̥thdæ, ted.

when is yoer br̥thdæ?

ie am siks.  
anu is siks, tω.  
ie am litl.  
ʃhaun is big.  
whie?

ben is u dienusœr.  
hou big is u dienusœr?  
dω yω nœ?

ie hav tω big bruthrs.  
hou menæ bruthrs dω yω hav?

ie ried u biek.  
jon rieds u biek, tω.  
whut dω yω ried?

ie hav tω legz.  
yω hav tω legz.

hou meny legz dus u spiedr hav?  
dω yω noe?

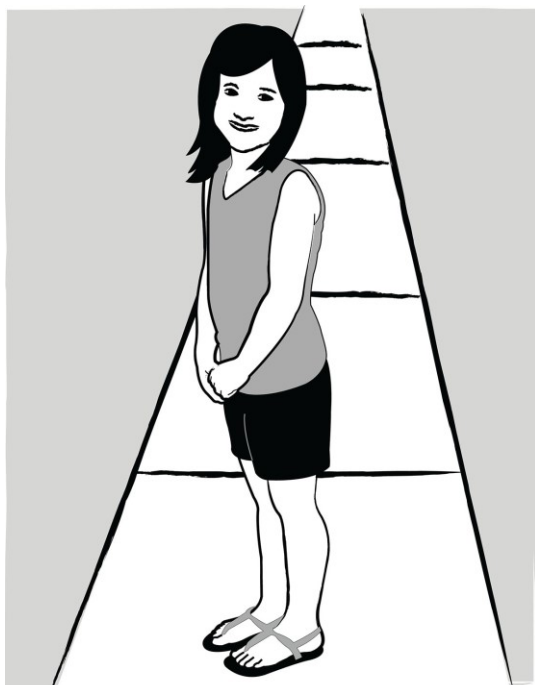
whær dus thu sun goe?  
dω yω noe?

whær dus thu wautr goe?  
dω yω noe?

whie dω ie hav tω goe tω bed?  
when dω yω goe tω bed?

gwd-niet.

in thu midl



mie sistr lilæ is big.  
mie sistr anu is litl.

mie bruthr shaun is big.  
mie bruthr dan is litl.

mie næm is pat and ie am in thu midl.

mie sistr lile helps litl anu  
but lile dus not help mee.  
she ses ie am tw big.

mie sistr lile helps muthr.  
but ie dō not help.  
mie sistr lile ses ie am tw litl.

sumtiems ie am tw big.  
sumtiems ie am tw litl.  
mie næm is pat and ie am in thu midl.

mie bruthr shaun helps litl dan.  
but shaun dus not help mee.  
he ses ie am tw big.

mie bruthr shaun helps muthr.  
but ie dō not help.  
mie bruthr shaun ses ie am tw litl.

sumtiems ie am tw big.  
sumtiems ie am tw litl.  
mie næm is pat and ie am in thu midl.

when ie am in scwl, mie tēchr helps  
mee.

ie am not tω big.

when ie am in scωl, ie help mie tεεchr.  
ie am not tω litl.

in scωl, ie help jon.  
ie am not tω litl.

jon helps mεε.  
ie am not tω big.

in scωl ie am not tω big.  
and ie am not tω litl.  
in scωl ie am just riet!



## pat's hous



dan and anu liv in mie hous.

dan is mie bruthr.

anu is mie sistr.

lile and shaun liv in mie hous.

lile is mie sistr.

shaun is mie bruthr.

muthr and dad and grandmuthr liv in  
mie hous, tω.

dan and shaun help grandmuthr.  
lilē and anu help muthr.

ie help, tω.

then wēē ēēt.  
dan and anu ēēt.  
shaun and lilē ēēt.  
ie ēēt, tω.

then wēē wach teluvizun.  
lilē and anu wach teluvizun.  
ie wach teluvizun, tω.

wēē dans.  
muthr and dad dans.  
lilē and anu dans.  
ie dans, tω.

wēē plæ.  
lilē and shaun and dan plæ.  
anu and ie plæ, tω.

but sumtiems ie dɔ not want tɔ plæ.  
sumtiems ie dɔ not want tɔ dans.  
sumtiems ie dɔ not want tɔ help.  
sumtiems ie dɔ not want tɔ wɑh  
teluvizun.

sumtiems ie just want tɔ bæ bie  
mieself.  
then ie goe intɔ mie rɔm.  
ie can bæ bie mieself in mie rɔm.  
just mæ.



## folœ mœ



"hœr wœ goe. folœ mœ," sed ted.  
"hœr wœ goe œvr this sand hil and  
around that wun."

"up wœ goe, wun, tw, thrœ.  
and down wœ goe,  
wun, tw, thrœ."

"hœr wœ goe. folœ mœ."

ted led anu and jon undr u tree.  
ted led anu and jon œvr thrœ ants.

"wœ goe urther this hil," sed ted.  
"and wœ goe œvr this wun ."

"hœr wœ goe up thu sand hil.  
hœr wœ goe doun thu sand hil."

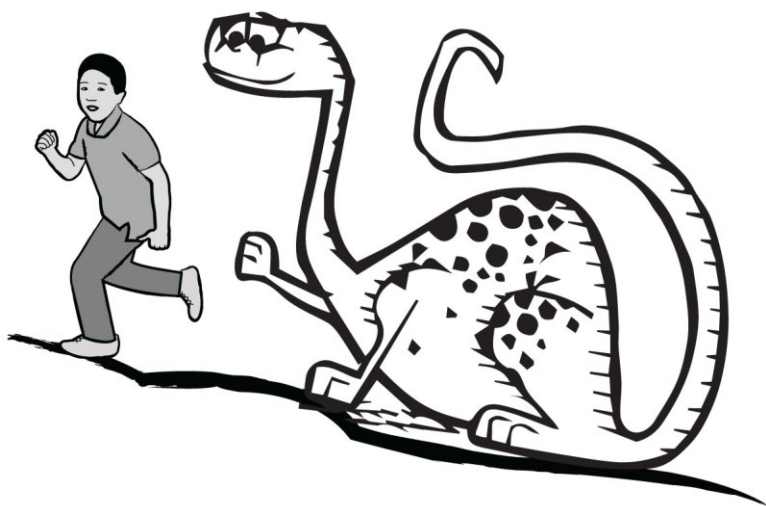
"let's rest," sed anu.  
"let's rest hœr," sed jon.  
"folœ mœ. folœ mœ," sed ted.

"and hœr wœ ar at thu hot daug stand."  
anu sed, "ie want u hot daug."  
"ie want u hot daug, tœ," sed jon.  
"and ie want u hot daug," sed ted.  
"hœr ar thu hot daugs," sed thu man.

"folœ mœ. hœr wœ goe," sed ted.  
up and doun, undr and œvr.  
ted led anu and jon œvr this hil and  
doun that wun.

"hœr wœ ar," sed ted. "wœ can rest  
hœr."

up, up, up! doun, doun,  
doun!



this iz ed.

this iz ben. ben iz u dienusœr.

ed ran. ed ran and ran.

dienusœr ben ran, tω.

ben ran and ran.

ed ran up thu hil.

ben ran up thu hil, tω.

ed ran up, up, up.  
dienusoer ben ran up, tω.  
ben ran up, up, up.

ed fel. ed fel doun.  
dienusoer ben fel doun, tω.

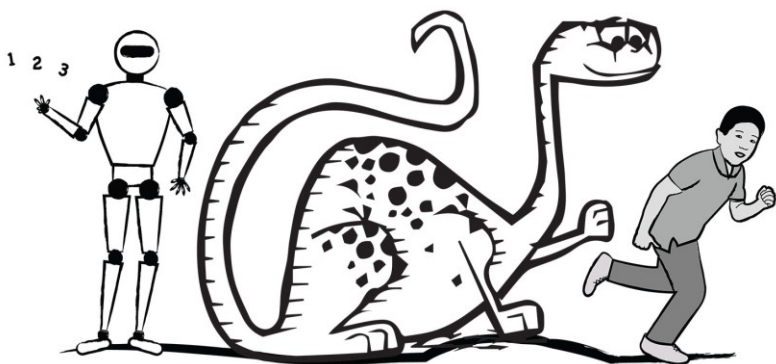
ed fel doun thu hil.  
ben fel doun thu hil, tω.  
ed and ben fel doun,

doun,

doun,

doun.

wun, tω, thrē, goē!



this is rœtœ þu rœbot.  
this is dienusœr ben.  
and this is ed.

"wun, tω, thrē, goē!" sed rœtœ.

dienusœr ben goēs œvr þu sœ-sau.  
ed goēs undr þu sœ-sau.

dienusœr ben goēs œvr þu swiŋ.  
ed goēs undr þu swiŋ.



dienusoer ben goēs œvr̥ thu slied.  
ed goēs undr̥ thu slied.

"ie can't goe œvr̥ that fens," sed  
dienusoer ben.

"ie can goe undr̥ it," sed ed.  
ed goēs undr̥ the fens.

"ed wun!" sed roetœ.  
"ed wun!" sed ben.

"ie wun!" ed sed.

# splash!



roetoe rieds.  
roetoe rieds on thu wautr.

"hie, shaun," sed roetoe.  
"let's goe tw ben's br̥thdæ picnic."  
roetoe rieds on thu wautr.  
and his frend shaun rieds, tw.

"hie, ted," sed roetoe.  
"let's goe tw ben's br̥thdæ picnic."  
ted rieds on thu wautr, tw.

"hie, lœu," sed roetœ.  
"let's goe tω ben's br̥thdæ picnic."  
and lœu rieds tω ben's br̥thdæ picnic.

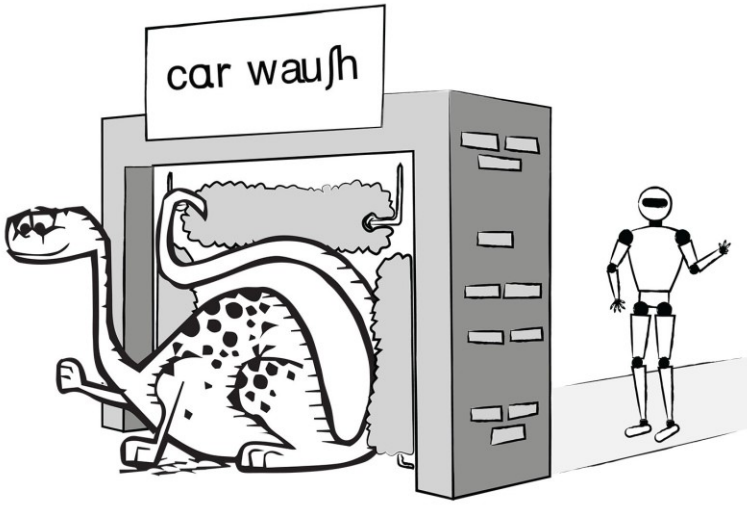
"hie, anu," sed roetœ.  
"let's goe tω ben's br̥thdæ picnic."  
"fiev can ried," sed roetœ.

"fiev can't ried," sed ted.

splafh!  
    splafh!  
        splafh!  
            splafh!  
                splafh!

fiev can't ried on thu wautr.  
fiev fel in thu wautr.

## in and out



"h  r ie g   in mie car," sed dad.  
"ie g   in thu car waush."

"ie g   und r thu wautr."  
"and nou ie am out," sed dad.

"ie can g   in, t  ," sed ben.  
"ie want t   g   in und r thu wautr."

"dienuso rs can't g   in h  r,"  
sed thu car waush man.

"yes, yes, yes," ben sed.  
"ie want tω goe in. ie can goe in."

"hæ̃r ie goe," sed ben.  
and ben goez in.  
ben goez undr thu wautr.

and nou dienusœr ben cums out.

roetoe sed, "ie can goe in, tω. ie want  
tω goe in thu car waufh."  
"roetoe can't goe in," thu car waufh  
man sed. "noe, noe, noe."

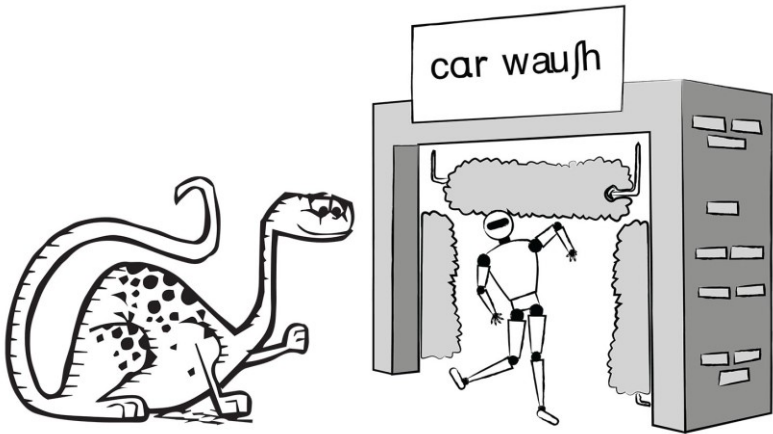
"yes, yes, yes," roetoe sed.  
"ie want tω goe in. ie can goe in."

"noe, roetoe," sed dad.  
"noe, roetoe," sed ben.

but roetoe goez in.  
roetoe goez undr thu wautr.

swn roetoe cums out.  
but roetoe is sad.

roetoe is bent.  
and roetoe is rustee.



"dad and ben can goe in thu car  
waujh," sed roetoe. "ie tried but ie can't  
goe heer. thu wautr mæks mee rustee."

## dienusoer ben rieds



"ie want tω ried," sed dienusoer ben.

"yω ar tω big," ed sed.

"yω ar tω big tω ried on this biek."

"ie want tω ried," sed dienusoer ben.

"noe," sed dad. "yω ar tω big."

"heer is u car," sed ed. "this car is big.

yω can ried in thu car."

dienosaur ben tried.

but ben wuz tω big.

"ie am tω big foer u biek. ie am tω big  
foer u car. but ie want tω ried," ben  
sed.

"yω ar tω big fœr u biek," ed sed.

"yω ar tω big fœr u car."

"but ie nœ u ried fœr thu tω uv us,"  
sed ed. "yω can ried on this bus. and  
ie can tω."

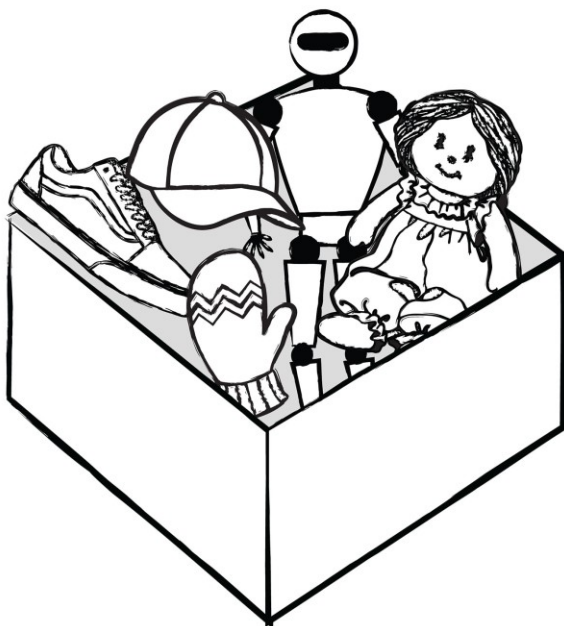
"hœr is u ried fœr thu tω uv us!" ed  
sed.

"ie can ried!" ben sed.

"ie can ried!" ed sed. "this is u ried fœr  
thu tω uv us!"



## the laust and found boks



"is this ted's ſhw?" sed miek.

"noë, it is not ted's ſhw. this ſhw is tw  
litl," sed jon.

"it is mie ſhw," anu sed.

"yes, this ſhw is anu's. it is not tw  
big."

"it is not tw litl. it is just riet," sed jon.

miek sed, "h  r    u miten."

"it    mie miten," sed   vu. "ie laust u miten."

"it      vu's miten," sed jon. "it wus in thu laust and found boks."

"h  r    u belt," sed miek.

  haun sed, "ie laust u belt. it    not t   big. it    not t   litl. it    just riet."

"it      haun's belt," anu sed.

miek sed, "   this   vu's hat? this hat wus in thu boks, t  ."

"no  , it    not   vu's hat. that hat    t   big," sed anu.

"this hat    mie hat," sed l  u.

jon sed, "yes, it   ."

"this    pat's dol," sed miek.

"pat's dol wus in thu laust and found boks, t  ."

"h  r    u litl butun," miek sed. "it    not ted's butun."

"it is not ævu's butun. this is mie butun.  
"

dols, belts, mitens, ſhōs, hats. lots of  
things in thu laust and found boks.

"roetoe! ie found roetoe!" sed miek.

"ie wuz not laust," sed roetoe. "this  
laust and found boks is a gwd bed."



## **Appendix A**

### **Notes to Teachers and Parents**

## **Why a linguistic version of i.t.a. readers?**

In 1959, Sir James Pitman introduced a simplified, phonetic alphabet for teaching beginning reading. His motivation for doing so was the complexity of written English: although there are only 26 letters in the traditional alphabet, there are 44 sounds and more than 1,100 different spelling combinations.

Because Pitman believed that children needed a transition bridge from reading phonetically-regular text to the complex orthography of written English, he built in some spelling conventions, e.g., retaining double letters and “y” endings for words like “pretty, happy.” This resulted in i.t.a. readers that did not represent a true linguistic approach.

This version is a linguistic adaptation of the original Early-to-Read books published by the Initial Teaching Alphabet Foundation. It incorporates what we know about the link between speech sounds and the written representations of those sounds in the beginning stages of literacy development.

We now know that young children who are on a normal developmental path to literacy acquisition will spell unknown words by sound (e.g., *sed* for *said*), mapping the speech sounds they hear to the letters that represent those sounds.

At the same time, they are seeing *said* in their readers. Soon, these two images are hooked together in their lexicon, so that anytime they see *said* they automatically and unconsciously pronounce *sed*.

Children at risk of reading failure do not acquire these phonological speech-to-print connections. This linguistic book series is designed to help them “crack the code” of English. By reading the phonetically-regular text of the initial teaching alphabet, they internalize the sound spellings of English, facilitating the connection between what a word looks like in traditional orthography (TO) and what it sounds like (i.t.a.).

## **What’s new in these linguistic readers?**

While the original stories of the Early-to-Read i/t/a/ Program have been retained, some have been moved to different book levels based on syntactical complexity. Syntax has also been modified to reflect more authentic speech patterns, while keeping the words-per-sentence ratio low in the first three books.

The original stories have also been updated to reflect the new generation of children and families from many different cultures and ethnicities that make up the population of the United States.

In addition, more accurate contemporary information has required revision of some stories, for example, the story of the First Thanksgiving.

Finally, illustrations have been reduced to one per story in order to encourage mental construction of story narratives rather than guessing words from pictures based on illustrations on every page as in the original i.t.a. readers.

## **Who are these linguistic readers for?**

These readers were developed to assist the literacy development of three groups: (1) young children at risk of reading failure; (2) older students and adults with dyslexia/reading disabilities, and (3) speakers of other languages learning to read and write English.



**Children at-risk of reading failure.** If children are on track for normal reading acquisition, by kindergarten age they will be able to map speech sounds to print by writing words the way they sound, e.g., *luv*, *wuz*, *sed*.

Children who cannot analyze spoken words by segmenting, blending, and deleting syllables and sounds do not make these speech to print matches and are at risk of reading failure. Drilling them on isolated letters, sounds, or word families does not fix their underlying phonological deficit.

What they need is significant practice with phonetically-regular words in authentic sentence patterns that are embedded in coherent stories. These new linguistic readers, accompanied by a creative writing protocol that emphasizes spelling by sound using i.t.a., will give them what they need.

**Children and adults with dyslexia:** Because English orthography is complex, the incidence of dyslexia in English is estimated to be twice that of transparent languages like Italian or German, where sounds map to letters more consistently.

Figure 1 shows how phonological deficits affect every aspect of reading development. It is only through correction of the underlying deficit in the phonological component of language that dyslexic students will become truly proficient readers. And the longer they progress through school without appropriate intervention, the greater the deficit in all the higher reading processes, particularly comprehension, vocabulary, and background knowledge.

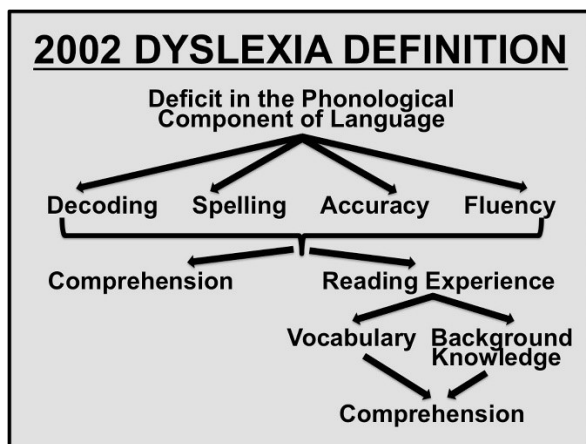


Figure 1: International Dyslexia Association 2002 definition of dyslexia

Based on 30 years of research and clinical practice, we know that reading and writing phonetically with the initial teaching alphabet is the key to correcting the underlying phonological deficit at the core of reading failure (Flynn & Deering, 1993; Flynn, 2000; Flynn & Rahbar, 2017). The original i.t.a. readers, the Early-to-Read series of the 1960s, have been used successfully for remediation of those children who have failed to conquer the challenge of English.

But many teachers and students themselves have noted inconsistencies in the Early-to-Read books because they did not follow the single sound-single letter principle that would best remediate their phonological deficit.

This linguistic series is designed to fix that problem. Using i.t.a., students will continue to write the sounds that they hear, and they will now see that same phonetic transcription of words in their i.t.a. readers.

**English language learners.** English is considered one of the most difficult languages to learn because sounds do not map consistently to specific letters; for example, the long /a/ can be spelled *a*, *ai*, *a\_e*, *ay*, *ea*, *eigh*, or *aigh*. i.t.a. solves this problem in the beginning stage of learning English by replicating the process that young English-speaking children follow: spelling words the way they sound. In i.t.a., the long /a/ sound is always represented by one symbol, æ, so there is no confusion about how to pronounce words with long /a/, no matter how the word is spelled in traditional orthography.

This is accomplished with an i.t.a. sound-symbol chart (Figure 2) that English learners always have in front of them as they write.













































a 	æ 	b 	h 	n 	v 
e 	ee 	c 	j 	p 	w 
i 	ie 	d 	k 	r 	y 
o 	oe 	f 	l 	s 	z 
u 	ue 	g 	m 	t 	
ɑ 	au 	r 	z 	ʃh 	th 
ω 	ω 	3 	lg 	ch 	th 
ou 	oi 			wh 	

Figure 2: i.t.a. sound chart

This i.t.a. sound-symbol chart is also helpful for learning the pronunciation of English sounds that do not exist in an English learner's native language. For example, /th/ does not exist in Spanish, and is usually pronounced /d/. Practicing the sound connected to the picture helps English learners master English phonology.

The essence of why i.t.a. helps English learners was expressed by a Ph.D. biostatistician, a native of Iran who was perfectly fluent in English. On being presented with the i.t.a. chart and how it was used with dyslexics, he asked, "Why didn't I learn English this way?"

## **How to use these linguistic readers**

For the past 30 years, the Initial Teaching Alphabet Foundation has supported research using the original i.t.a. readers with dyslexic children and adults. The results support the use of i.t.a. reading and writing for remediation of reading disability/dyslexia (Lyon & Flynn, 1991; Flynn & Deering, 1993; Flynn, 2000; Flynn & Rahbar, 2017; Meyer & Felton, 1999).

In research settings, literacy clinics, and schools, these readers are used in conjunction with an i.t.a. writing protocol where students write all words exactly as they sound by using the i.t.a. symbols.

For information on the i.t.a. writing protocol, visit

<http://itafoundation.org/reading/writing/writing/>

These linguistic readers are designed to be used with the reading protocol we used in our research, Repeated Oral Assisted Reading (Flynn, 2000). Repeated Oral Assisted Reading (ROAR) is based on the National Reading Panel meta-analysis of studies focused on improving fluency for developing and struggling readers.

Mandated by Congress to analyze the research on what works for reading development, the panel concluded that guided oral re-reading was the key to developing the automaticity needed to free cognitive resources for comprehension of what is read (National Reading Panel, 2000).

Figure 3 summarizes our first research study contrasting i.t.a. reading-writing with two prominent phonics approaches: Orton-Gillingham (Project Read) and DISTAR (Reading Mastery). After nine months of intervention, children in the i.t.a. program achieved significantly-higher accuracy and fluency gains, even though they were tested with passages written in traditional orthography (Flynn, 2000; Flynn &Deering, 1993).

## Does i.t.a.-ROAR work?

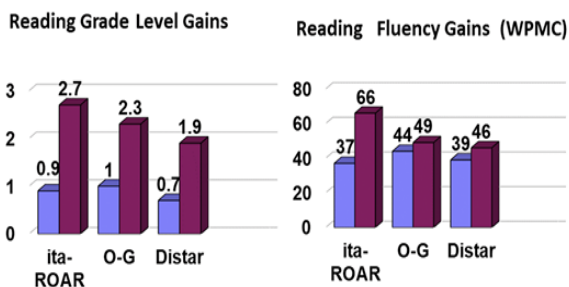


Figure 3: Reading Gains after Nine Months of Intervention

## **Appendix B**

### **Repeated Oral Assisted Reading (ROAR) Protocol**

**Jane Flynn Anderson, Ph.D.**



## Repeated Oral Assisted Reading

Repeated Oral Assisted Reading (ROAR) is a one-on-one intervention that results, on average, in two grade levels gain in reading accuracy and comprehension if it can be implemented 3-4 times per week, in 15-minute segments, as reported in Figure 3.

The essence of ROAR is guided, repeated oral reading of instructional-level text. We use the phonetically-regular i.t.a. texts to help students internalize the underlying sounds of English words while building their accuracy and fluency. The teacher or tutor helps the student master each sentence before moving on to the next sentence, and to longer sequences of sentences by the Gradual Release of Responsibility Process: (1) I read; (2) we read; (3) you read.

Step-by-step directions for the ROAR process is included in this section. For videos that demonstrate each step, as well as fluency charts and checklists, visit

<http://itafoundation.org/reading/reading-2/roar/>

# ROAR Protocol Checklist

Jane Flynn Anderson, Ph.D.

## **ROAR Pretest (One minute)**

- ☐ If beginning a new story, preview it with a picture walk or brief summary
- ☐ If there are pictures, cover them up
- ☐ Point to where your student is to begin reading
- ☐ Record for one minute
- ☐ Keep track of **ALL** Deviations From Print (DFPs), including repetitions of a single word or group of words
- ☐ Do **NOT** call attention to Deviations from Print that your student has made. ROAR will correct these

## **Charting the Pretest (Figure 4)**

- ☐ Compute Words Per Minute Correct (WPMC ):  
total words read – Deviations From Print
- ☐ Compute Percent of Words Read Accurately (%ACC):  $WPMC / \text{total words read}$
- ☐ Chart % ACC and WPMC in blue (Cold Read)

## **ROAR Practice (10-12 min.)**

**Ensure that your student tracks with you at every step of this practice session.**

- ☐ “My turn.” (I read).
  - Slide your finger smoothly under each word as you read the first sentence.
  - **Read at a normal or close-to-normal pace.** (If your student is very slow, you may start by reading slower, but you should speed up when reviewing sets of sentences.)
- ☐ “Together.” (We read.)
  - If your student stumbles on a word, keep going until the end of the sentence.
  - Do not call attention to errors/DFPs.
  - **Go back and repeat steps “My turn” and “Together” until your student reads fluently with you.**
- ☐ “Your turn.” (You read).
  - When your student is reading smoothly in the “We read” sequence, have him/her read the sentence alone.
  - Repeat “My turn, Together, Your turn” if your student stumbles or reads very slowly.
- ☐ Repeat this same process with the next sentence.
- ☐ **Combine sentences to build fluency with longer segments.**

### **ROAR Post-Test (One Minute)**

- ☐ Go back somewhere near or at the beginning of the practice session text.
- ☐ Time your student as (s)he reads for one minute.
- ☐ Keep track of Deviations From Print (DFP)

## Charting the Post-Test (Figure 4)

- ☐ Chart WPMC and %ACC in pink (hot read)
- ☐ Review the chart with your student to highlight accuracy and fluency improvement.

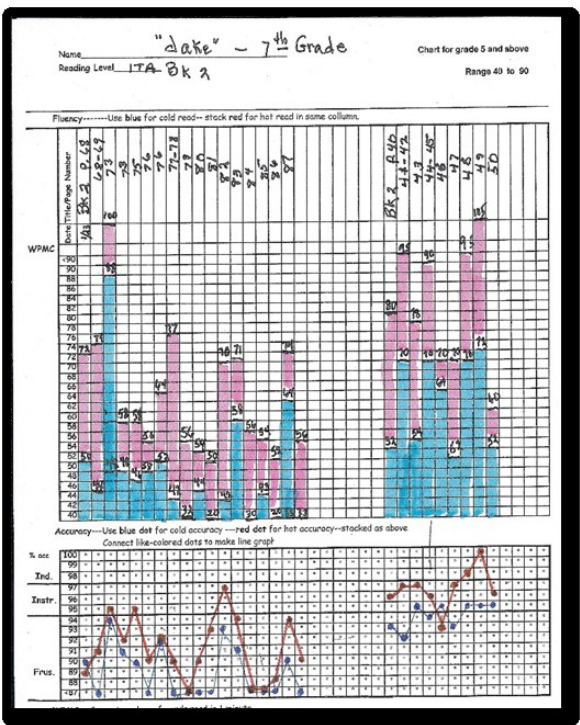


Figure 4: Student chart of pre-test and post-test fluency and accuracy

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## Initial Teaching Alphabet Foundation Media Resources

[www.itafoundation.org](http://www.itafoundation.org). The official website of the i.t.a. Foundation includes a plethora of print and video resources for teachers and parents wishing to implement intervention programs for struggling readers.

[www.itaprogramwinonasmu.org](http://www.itaprogramwinonasmu.org). Dr. Flynn Anderson's i.t.a. Literacy Clinic at Saint Mary's University in Winona, MN has served struggling readers since 1988. This website contains demonstration videos and reprints of Dr. Flynn Anderson's research on the use of i.t.a. with dyslexic students.

[www.youtube.com/user/readingdocflynn](http://www.youtube.com/user/readingdocflynn). Dr. Flynn Anderson's YouTube channel contains demonstration videos on i.t.a. and a range of other topics regarding reading development, with a focus on English learners and those with reading disabilities/dyslexia.