

# i.t.a. Linguistic Readers

## bwk 2

Jane Flynn Anderson, Ph.D.

Initial Teaching Alphabet  
Foundation New York, NY  
2017

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, 1966

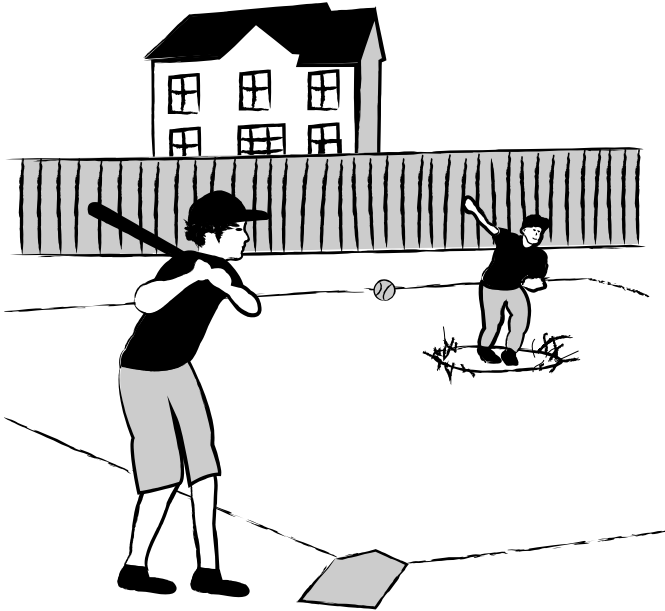


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u gæm uv baul



“cum on, paul. hit thu baul,” sed  
miek. “see if yw can hit it. see if yw can hit  
thu baul with thu bat.”

“þhrœ þu baul, miek! þhrœ it,” sed paul.

miek þrƿ þu baul tƿ paul. paul hit þu baul with þu bat. þu baul went up, up, up in þu ær.

“lƿk at þu baul flie!” sed paul. “lƿk at it flie!”

þu baul cæm doun, doun, doun, doun... crafh! þu baul hit his næbr’s windœ. þu windœ broek.

“œ, nœ!” sed miek. “run, paul, run!”

“nœ,” sed paul. “wœ hav tƿ tel mie muthr. cum on, miek.”

“ie am ufræd,” sed miek. “whut wil  
yoer muthr sæ, paul? wil shee beë mad?”

thu boiz went tω paul’s hous. muthr  
wuz in thu kichen. paul lωkt sad.

“paul, whut hapend?” sed his muthr.  
paul pointed tω thu næbr’s windœ.

“œ, ie sœ,” sed his muthr. “yω broek our  
næbr’s windœ. whut wil yω dω nou?”

\* \* \* \* \*

reeder respons

whut shwd paul and miek dō? riet yœr  
ansr.



u næm foer u bæbæ



muthr shoed paul his nω bæbæ  
bruthr.

“whut shwd wæ næm yœr nω bæbæ  
bruthr?” muthr askt paul.

“ie’l ask mie frenz,” paul sed.

paul went tω lēu's hous.

“ie hav u nω bæbēē bruthr,” paul  
sed. “whut shwd wēē nām him?”

“ie noe a gwd nām,” lēu sed.  
“nām him crēpēē. mie trtl's nām iz  
crēpēē.”

“crēpēē iz u gwd nām foer u trtl,”  
paul sed. “but crēpēē iz not u gwd nām  
foer u bæbēē.”

“whut dūz thu bæbēē lwk liek?” lēu  
askt.

“cum and sēē,” paul sed.

thæ stopt bie thu park tω tauk tω  
aubrēē.

“whut þhwd wæ næm mie nō  
bruthr?” paul askt aubre.

“ie nœ u gwd næm,” aubre sed.  
“mie daug’s næm is spot. næm yœr  
bæbæ spot.”

“spot is u gwd næm foer u daug,”  
paul sed.

“it’s not u gwd næm foer u bæbæ,”  
sed læu.

“whut dūz yœr bæbæ bruthr lwk  
liek?” aubre askt.

“cum and sœ,” sed paul.

þu thræ children waukt doun þu stræt  
past anæ’s hous.

“ie hav u nŵ bruthr,” paul sed tŵ  
anœ. “whut shŵd wœ nœm him?”

“ie noe u gŵd nœm,” anœ sed. “mie  
cat’s nœm iz pr-pr. wœ caul him pr-pr  
bœcaus hœ prs aul thu tiem.”

“pr-pr iz not u gŵd nœm foer u  
bæbœ,” paul sed. that’s u gŵd nœm foer  
u pet liek yoer cat.

“wel then, let’s goe and sœ whut hœ  
lŵks liek,” anœ sed. “then mæbœ wœ’l  
thiŋk uv u gŵd nœm foer him when wœ sœ  
him.”

anœ pikt up hr cat and started doun  
thu strœt tŵ paul’s hous.

“cum on, evrēwun,” þhē sed. “let’s  
goe sē whut paul’s bæbē bruthr lōks  
liek.”



þhæ aul went doun þu strēet tō  
paul’s hous. þær pets went with them. þhæ  
aul went intō þu bæbē’s bedrōm.

“this is our bæbē,” paul sed.

“creep wɔd not bæ u gɔd næm  
foer thu bæbæ,” læu sed. “hæ can’t  
creep.”

“spot wɔd not bæ u gɔd næm foer  
him,” aubre sed. “hæ duzn’t hav spots.”

“yω cɔdn’t caul him pr-pr, æθr,”  
sed anæ. “hæ duzn’t pr.”

“jon wɔd bæ u gɔd næm foer yœr  
bæbæ,” aubre sed.

thu uthr children ugred that jon wɔd  
bæ u gɔd næm foer thu bæbæ. thæ toeld  
paul’s fathr and muthr.

“that’s u gɔd næm foer u bæbæ  
boi,” sed fathr.

“œ, lœk,” sed lœu. “ie thiŋk thu  
bæbœ smield.”

paul’s muthr sed, “ie thiŋk thu bæbœ  
lieks that næm. wœ wil caul him jon.”

paul’s fathr sed, “tharŋk yœ aul fœr  
helpiŋ us fiend u næm fœr œur bæbœ.”

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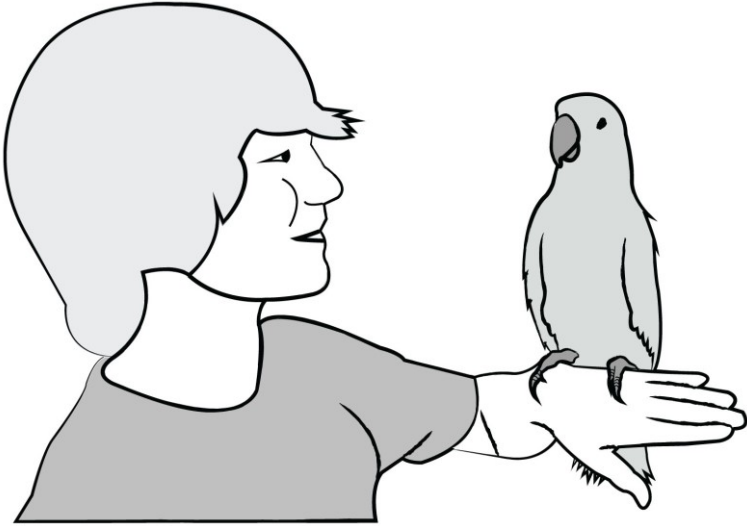
rēd̥r rēsp̥ons

whut næms d̥ω y̥ω liek f̥oer bæb̥e̥ bo̥ɪs?

whut næms d̥ω y̥ω liek f̥oer bæb̥e̥ gr̥ɪs?



sum bred foer pen€



tom had u pærut næmd pen€. his  
pærut liekt tω €t bred.

wun dæ tom's muthr askt him tω  
goe tω thu stoer. sh€ needed him tω get  
sum bred.

“gʷɔdbie, penœ,” sed tom. “ie wil  
briŋ yʷ sum bred.”

tom mæd up u sauŋ on þu wæ tʷ  
þu stoer.

“ie nœd sum bred foer penœ,  
foer penœ, foer penœ!  
ie nœd sum bred foer penœ,  
foer penœ tʷdæ!”

tom kept on siŋgiŋ his sauŋ aʒ hœ  
went intʷ þu stoer. þu stoerkœpr sau tom  
lʷkiŋ at þu bred. hœ cæm œvr tʷ tom.

“can ie help yʷ?” hœ askt. tom  
smield, and then hœ sæŋ,

“ie n  d sum bred f  r pen  ,  
f  r pen  , f  r pen  !  
ie n  d sum bred f  r pen  ,  
f  r pen   t  d  !”

“wel,” sed   u stoerk  pr, “ie hav  
bred f  r u diem. ie hav bred f  r u nikl.  
but ie hav n   bred f  r u pen  !”

“n  , n  ,” sed tom. “pen   is mie  
p  rut!”

“  ,” sed   u stoerk  pr. “h  r is sum  
g  d bred f  r u p  rut!”

tom t  k   u bred and went hoem  
singin  ,

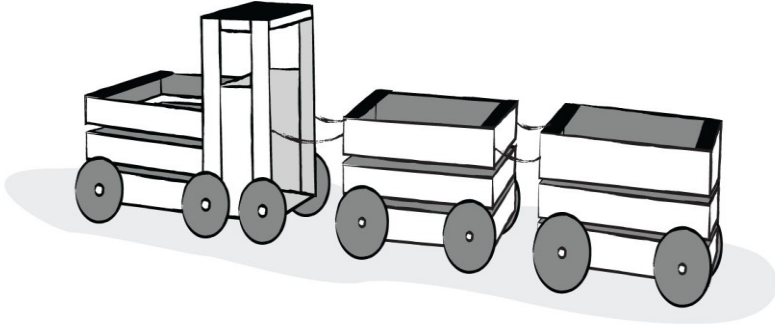
“ie need sum bred foer penœ,  
foer penœ, foer penœ!  
ie need sum bred foer penœ,  
foer penœ twodæ!

\* \* \* \* \*

rædr ræspens

drau u pikchr uv yœr fævrit pet. riet u  
stoere about whut yw wwd fæd him.

## þu cræt træn



sʷzε and jæk plæd in þu bæsmen.  
thæ had sum œld cræts. thæ mæd u  
træn out uv þu cræts.

wun cræt wuz þu enjin. it had u bel.  
sʷzε wanted tʷ ried in þu enjin. jæk  
wanted tʷ ried in þu enjin tʷ.

“ie am þu biggest,” sed sʷzε. “ie wil  
ried in þu enjin.”

“ie am u boi,” sed jæk. “ie wil ried in  
thu enjin.”

bæbæ sam cæm intw thu bæsmen.  
hæ had on his bæsbawl cap. hæ had sum  
pæprz in his hand. hæ had an œld pan,  
tw.

hæ sed, “bæbæ sam plæ træn!  
bæbæ sam plæ tw!”

“nœ,” sed swzæ. “yω can’t plæ.  
yω ar tw litl.”

“bæbæ sam plæ træn!” sed sam.

“yω ar u pest!” sed jæk.

“ie wil ried in thu enjin,” sed swzæ.

“nœ, ie wil!” sed jæk.

“tikets! tikets!” sed bæbæ sam.  
søzæ and jæk lukt at sam. hæ wuz tækiḡ  
tikets on thu træn.

“dinr! dinr!” sed bæbæ sam. nou  
hæ wuz haviḡ dinr on thu træn.

“bæbæ sam,” sed søzæ, “let mæ  
tæk tikits.”

“bæbæ sam,” sed jæk, “let mæ æt  
dinr on thu træn.”

sœ søzæ soeld thu tikits. þæ had  
bæbæ sam’s hat on. jæk had dinr on thu  
træn. and bæbæ sam wuz in thu enjin.  
thæ aul plæd træn tōgethr.

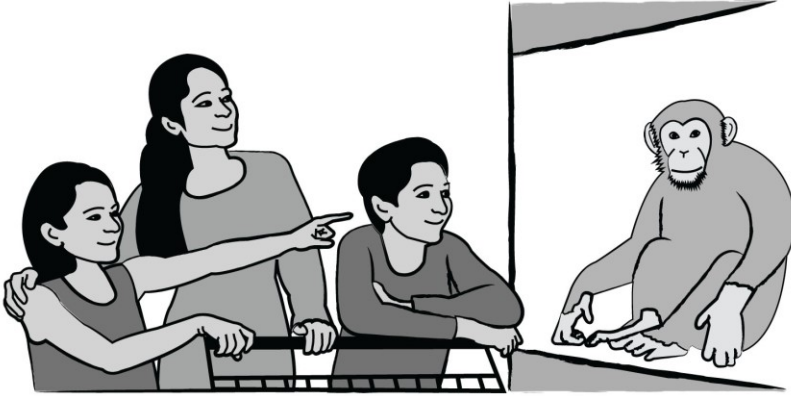


\* \* \* \* \*

reeder reespons

whut can yow mæk with big bokses? drau  
and riet.

laust



“cum, megun,” sed muthr. “stop  
lwkng in that stoer windœ. weë hav tœ goe  
tœ thu shw stoer. jægr needs shws. weë  
hav to goe get him sum nœ shws.”

megun did not heer hr muthr. sheë  
wuz lwkng at thu pet stoer windœ. sheë sau  
u murgkœ thær. thu murgkœ lwkt bak at hr.

“mome! jægr! lwk at thu mungke!”  
megun sed.

muthr and jægr did not lwk. thæ wr  
not thær!

megun lwk aul uround foer them.  
thær wr soe menæ cars. thær wr soe  
menæ stoers. thær wr soe menæ pæpl.

megun kept lwkig. she tried not tω  
crie. she lwk and lwk foer muthr and  
jægr. she did not see them.

megun wuz laust!

jægr and muthr wr at thu shw stoer.

“whær is megun?” askt jægr.  
“whær did she goe?”

“œ,” sed muthr. þhe lŵkt aul  
uround. “megun is laust. cum, jægrr. wœ  
hav tŵ lŵk foer hr.”

jægrr and muthr went out uv þu  
stoer. just then megun sau þu þhw stoer.  
þær wr muthr and jægrr. megun wuz  
hapœ tŵ sœ them.

jægrr and muthr sau megun. jægrr  
ran tŵ mœt megun.

“whær hav yŵ ben, megun?” sed  
jægrr. “whie did yŵ goe uwæ?”

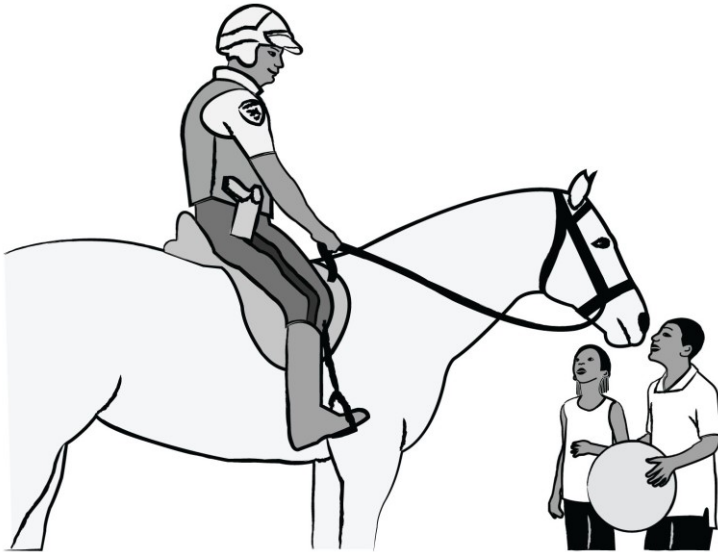
“œ, jægrr, doen’t tœs me. ie did not  
goe uwæ,” sed megun. “ie wuz not laust.  
ie wuz lŵking at þu murgœ in þu pet stoer.  
yŵ and momœ went uwæ.”

\* \* \* \* \*

reeder respons

hav yw evr ben laust? drau and riet  
ubout it.

thu tauking hoers



marjée and jæms wɹ wauking dountoun.  
thæ sau u pulɛsman on thu street. hɛ wus  
on u hoers.

“can ie pat yœr hoers?” marjée askt.

jæms wanted tɔ pat thu hoers, tɔ.

thu pulcsmān sed, “it’s aul riet tō  
pat him. hē lieks that. aftr yō pat him, hē  
wil sē thaŋk yō.”

marjē and jāmz laft. “hoerses can’t  
tauk,” sed marjē. “but ie stil want tō pat  
him.”

“ie want tō pat him, tō,” jāmz sed.

marjē pated thu hoers. jāmz pated  
thu hoers.

“gōd hoers,” jāmz and marjē sed.

“thaŋk yō,” sed thu hoers. “ie liek  
tō bē pated.”

“gōdnes,” sed marjē. “hē taukt!”

“ie toeld yw hē wōd sē thank yw,”  
sed thu pulēsman.

“plēz pat mē sum moer,” sed thu  
hoers. “mie næm is sam, thu taukiŋ  
hoers.”

jæms sed, “ie stil doen’t thiŋk yw  
can tauk.”

“mie næm is sam and ie can tauk as  
wel as yw,” sed thu hoers.

“wel,” sed jæms. “mie næm is jæms  
and this is marjē. wē didn’t nōe that  
hoerses cōd tauk.”

“wel, ie can.” sed thu hoers. “plēz  
pat mie noes.”



“œkæ,” sed marjæ. “but ie nevr pated u taukiŋ hoers bæfoer.” Jhæ pated his noes and he sed, “thank yω.”

jæms lœkt at thu pulæssman. then hæ laft and laft.

“ie nœ!” hæ sed. “thu hoers can’t tauk. thu pulæssman is taukiŋ foer thu hoers. thu pulæssman is u ventrilukwist.”

thu pulæssman laft tω. “ie didn’t thiŋk yω wœd sœ that ie wuz taukiŋ foer thu hoers,” he sed. “yω ar riet, jæms. sam is u gœd hoers. but hæ can’t tauk. ie am dœwiŋ thu taukiŋ. ie dœn’t mœv mie lips, but ie tauk. ie am u ventrilukwist.”

“it’s u gwd trik,” jæms sed. “ie want  
tø lɾn tø tauk that wæ tø. ie want tø bæ  
u ventrilukwist.”

\* \* \* \* \*

reɛdr reɛspons

dω yω hav u pet? if hɛ cωd taʊk, whut  
wɔd hɛ sæ?

ben and thu goet



ben lukt doun thu roed tω sē if mis  
west, thu liebrææun, wuz cumiŋ. ben wuz  
wætiŋ foer u nω bwk. hē sau hr cumiŋ  
tω his hous, and þhē had u bwk.

“wel, ben, is this thu bwk yω wr  
wætiŋ foer?” mis west askt.

ben lukt at þu bók. “yes, this is þu bók. ie wæted and wæted for it. thank yw, mis west.”

ben tok þu nō bók. hē ran down þu roed. hē cōd not wæt tō rēd his nō bók. it was about u lieun hunt.

ben ran œvr tō þu barn. hē sat down in þu hæ. hē cōd not wæt tō rēd about þu lieun hunt.

hē œpend his nō bók and started tō rēd.

*“þu huntr was wætiḡ for þu lieun. hē cōd not sē þu lieun but nō it was clæs. þu huntr was ufræd þu lieun was*

*wætiŋ tω jump. with a roer, thu lieun  
jump̃t.”*

just then hanu, thu goet, cæm up  
behiend ben. ʃhe started tω eet hæ. swn  
ʃhe sau sumþiŋ nω. ʃhe sau ben's bwk.  
ʃhe nujd ben with hr noes.

“help!” cried ben. “u lieun!” ben  
jump̃t up and started tω run. he dropt his  
bwk. then he lωkt bak. thær wuz hanu,  
lōkiŋ at his bwk.

“œ, hanu,” sed ben. “that wuz not u  
lieun. that wuz yω.”

ben laft and pikt up his bwk. he sat  
doun on thu hæ and started tω rēd ugen.

nou hē wuz not ufræd. hanu æt sum  
moer hæ.

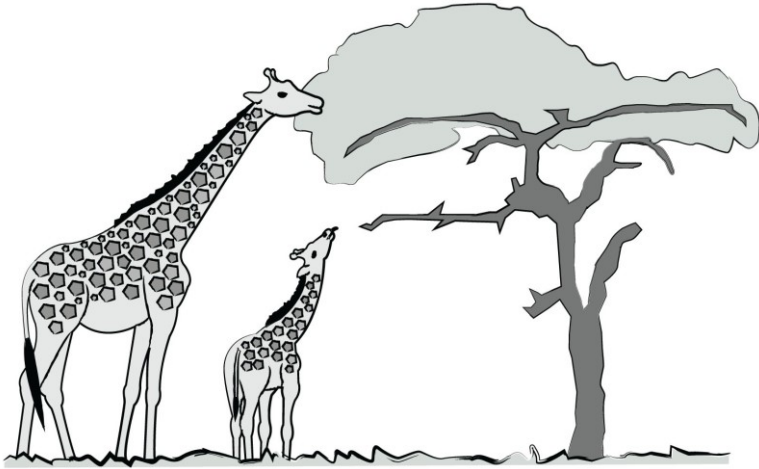
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reɔd/ rɛspons

hav yω red u bωk ubout u scæreɛ  
animul? drau and riet ubout it.



jerumee thu jraf



jerumee didn't liek beeig u jraf. "mie nek is tw laug," hee toeld his muthr.

"yω need u laug nek," his muthr sed.  
"yω need yœr laug nek tw reech thu leevs on thu trees."

“even soe,” sed jerumee. “ie doen’t  
liek beeing u jraf.”

at thu wautr hoel, jerumee sed, “mie  
legs ar tw laug. ie hav tw bend down tw  
far when ie want u drink.”

“yω need yoer laug legs,” fathr jraf  
sed. “yω need yoer laug legs tw run fast.”

“even soe,” sed jerumee. “ie doen’t  
liek beeing u jraf. ie am tw big. ie can’t plæ  
hied and seek.”

his fathr sed, “yω can hied bie  
standing væree stil. yoer culrs ar liek  
sunshien and leevs. noebudæ wil noe yω ar  
thær if yω ar stil.”

“even soe,” sed jerumee, “ie doen’t  
liek beeing u jraf.”

wun dæ, fathr jraf strecht his laug  
nek and lōkt œvr thu tree tops. “ie see u  
dark cloud,” hee sed.

“ie see fier far uwæ,” sed muthr  
jraf.

jerumee sed, “u fier! let’s tel aul thu  
anumuls tō run tō thu rivr. thæ wil be  
sæf thær.”

thu thre jrafs ran on thær laug legs.  
thæ toeld thu uthr anumuls about thu fier.  
thæ sævd aul thu animuls.

thu anumuls sed, “hou wundrfwl tō  
hav suh laug neks! hou wundrfwl tō see

sœ far! hau wundrfwl tw hav such laug  
legs! hau wundrfwl tw run sœ fast! hau  
wundrfwl tw bæ u jraf!”

“yes,” jerumœ sed at last. “ie liek  
bœing u jraf.”

\* \* \* \* \*

rædr ræspens

drau yœr fævrit animul. riet about whie  
yω liek it.

## **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 (T.O.) 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 entrance 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 segment and delete syllables and sounds in spoken words do not make these speech to print matches. Drilling them on isolated letters, sounds, or word families does not fix their underlying phonological deficit. What they need are significant exposure to phonetically-regular words in authentic sentence patterns, 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.

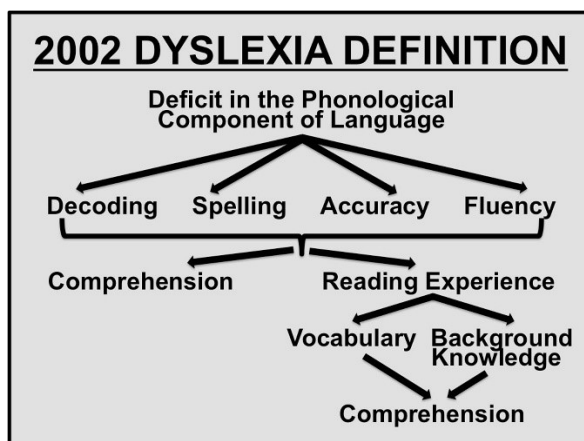


Figure 1: International Dyslexia Association 2002 definition of dyslexia

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.

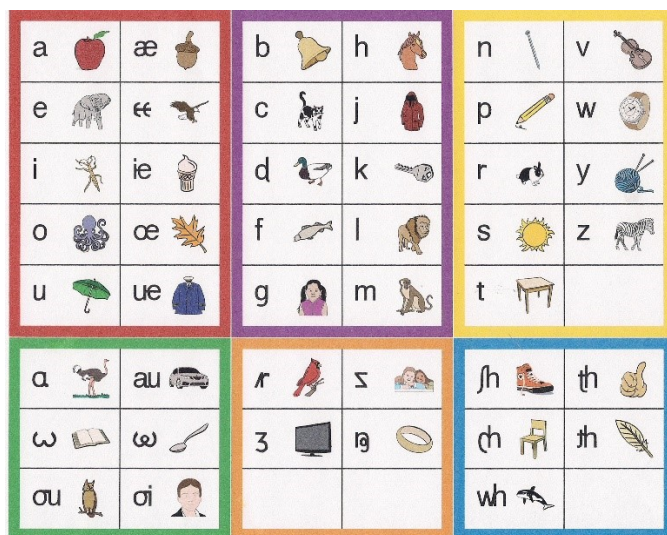


Figure 2: i.t.a. sound chart

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), which 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).

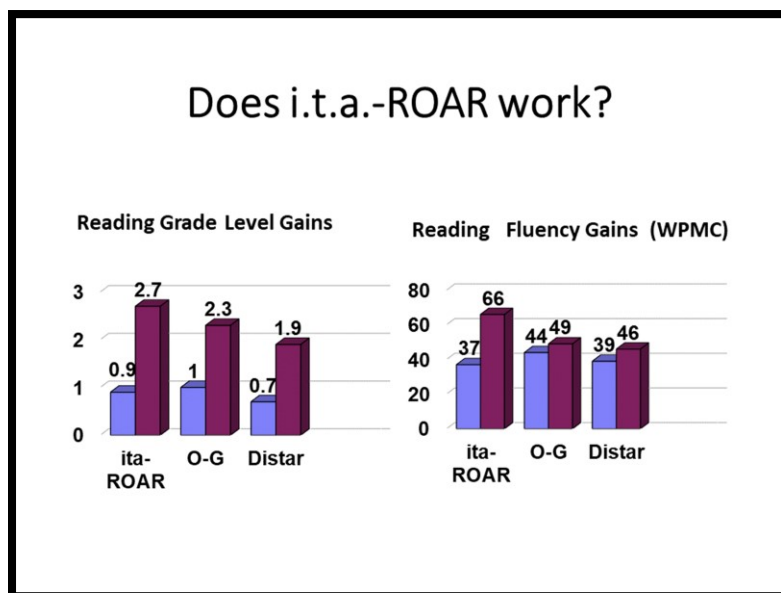


Figure 3: Reading Gains after Nine Months of Intervention

## **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 is 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 / 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.

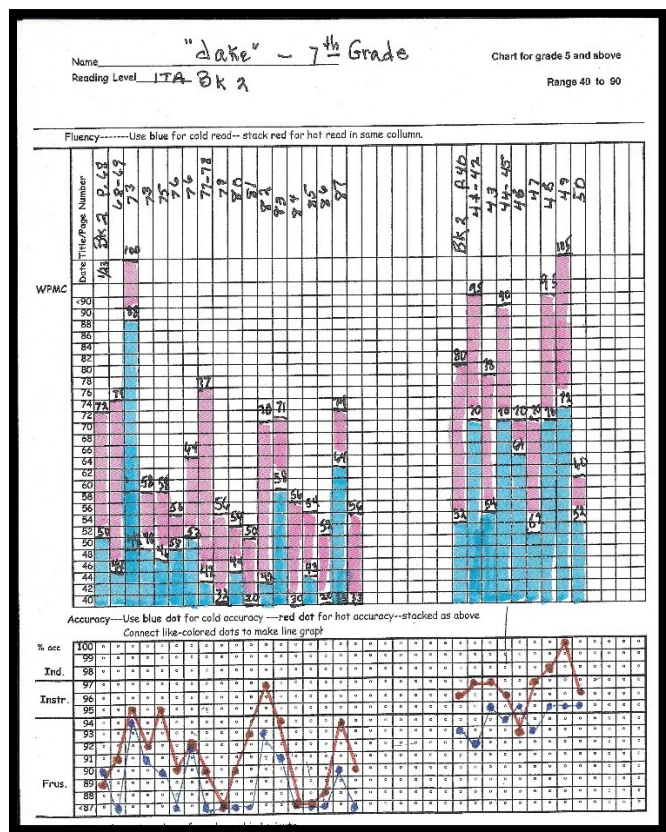


Figure 4: Student chart of pre-test and post-test fluency and accuracy

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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.