i.t.a. Linguistic Readers

bɷk 3

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

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contents

kim

kim ran ᴕt uv ᴛhu hᴕus. hεε
ʃhut ᴛhu dœr wiᴛh u baŋ! hεε kikt ᴛhu
step. hεε kikt ᴛhu fens. kim did not
smiεl. hεε did not laf. kim wuᴢ mad.

his muᴛhr cauld, "kim, plεεᴢ
cum bak in and pik up yœr ᴛhiŋᴢ."

"whie dω ie hav tω dω evreething?" kim sed tω himself. "aul ie dω iz pωt uwæ, pωt uwæ, pωt uwæ."

"did yω heer mee, kim? cauld hiz muthr.

kim did not heer wel when hee did not want tω dω whut hiz muthr askt. hee cωd heer betr when hee wanted tω dω sumthing els.

"kim," hiz muthr cauld ugen.

"ie'm cuming," sed kim.

"kim, it iz cleening tiem," sed hiz muthr. "pleez help bie pωting uwæ yœr thingz."

kim started tω pωt hiz thiŋz uwæ. hεε pωt hiz carz in u boks. then hεε tωk out hiz red car. hεε ran thu car on thu ʃhelf. hεε ran thu car on thu boks.

"kim," sed hiz muthr. "pωt yœr carz uwæ." kim pωt thu car intω thu boks ugen. hεε pikt up u whisl. hεε blω thu whisl.

"kim!" cauld hiz muthr.

kim pωt thu whisl intω thu boks. hεε pikt up sum bωks. hεε pωt them on thu ʃhelf. thu top bωk wuz ubout an ærplæn. kim started tω reεd it.

"kim!" cauld his muthr ugen. sœ kim pʊt thu bʊk on thu ʃhelf.

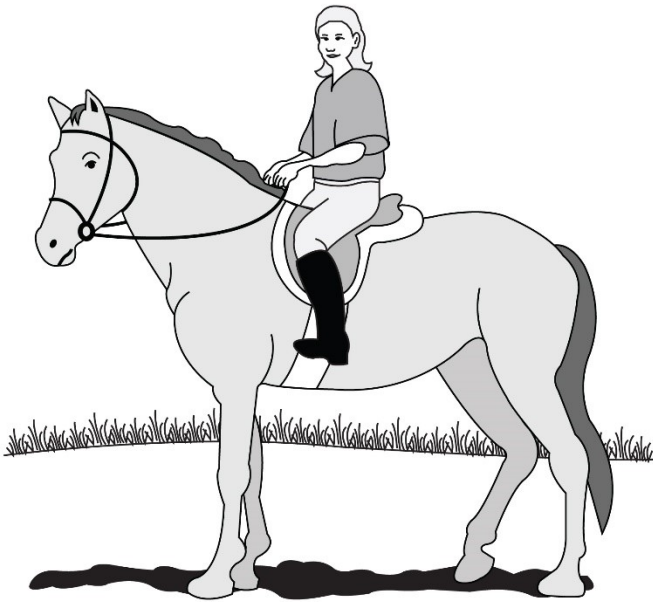cars and whisls and bʊks— tækiŋ tois out is fun. pʊtiŋ them bak is wrk.

"kim," sed his muthr.

"whut can ʃheє want nou?" kim sed tʊ himself.

"thaŋks fœr helpiŋ," sed muthr.

kim ran out uv thu hous. heє felt betr. his muthr felt betr aulsœ.

sam and kathee

    this iz kathee and this iz sam,
thu big farm hoers. wun dae fathr
let kathee ried sam too toun. uwae
thae went—sam and kathee.

thær wr menɛɛ pɛɛpl in toun. u
band wuᴢ plæiŋ and thu bulɷn
man wuᴢ thær. thu man had red,
yelœ, and blɷ bulɷnᴢ.

"wæt, sam," sed katʃɛɛ.
"dœn't wauk nou. hɛɛr cumᴢ u
puræd. ie liek purædᴢ."

men in red, yelœ, and blɷ
cœts cæm bie. thæ had menɛɛ
flagᴢ. thæ wr thu band. thu band
wuᴢ plæiŋ and marʧiŋ.

sam'ᴢ fɛɛt started tɷ gœ up
and doun. then sam bɛɛgan tɷ
marʧ. sam and katʃɛɛ wr in thu
puræd!

"œ, sam," sed kaþœ. "yω ar not u puræd hœrs. yω ar u farm hœrs. yω canot bœ in u puræd. stop, sam, stop!"

sam did not stop. on hœ waukt wiþ kaþœ in þu puræd. up hil and doun--bie þu skωl, bie þu zω.

"whut wil ie dω?" sed kaþœ. "hou can ie mæk sam gœ hœm tω þu farm?"

just þen þu puræd went bie u stœr. u man cæm out. "hœr, sam," hœ sed. "hav an apl."

sam lωkt at þu red apl, and hœ lωkt at þu puræd. sam liekt þu puræd and aul þu pœpl in it.

hee liekt aul thu flægz, aul thu red, yeloe, and bloe coets, and aul thu buloenz. best uv aul, sam liekt thu band.

but sam liekt aplz, too. and hee wanted sumthing too eet. soe sam stopt too eet thu apl.

uwæ went thu puræd. and uwæ went sam and kathee, hoem too thu farm.

thu yœ-yœ contest

"cum on, bob," cauld rikee. "thær iz gœiŋ tœ bee u yœ-yœ contest. it iz at thu plægrœnd on yœr street. wee can trie tœ win u nœ biek."

"ie want too bee in thu contest," cauld bob. "ie want too win u noo biek. ie am goeing too luk foer mie yœ-yœ."

whær wus bob's yœ-yœ? hee lukt and lukt. hee lukt evreewhær. hee did not fiend thu yœ-yœ. bob's yœ-yœ wus laust!

"hav yoo lukt in thu yard, bob?" sed muthr. "get yœr cœt and luk in thu yard."

whær wus bob's cœt? bob lukt uround. hee did not fiend his cœt.

"mie yœ-yœ iᴢ laust and nou mie cœt iᴢ laust," sed bob.

bob ran tѡ ʇhu yard. hℇ lѡkt and lѡkt. hℇ lѡkt evrℇwhæer. hiᴢ yœ-yœ wuᴢ not ʇhæer. hiᴢ yœ-yœ wuᴢ stil laust.

bob ran doun ʇhu strℇt. hℇ ran tѡ ʇhu plæground.

"ɑr yѡ gœiɳ tѡ bℇ in ʇhu yœ-yœ contest?" cauld rikℇ.

"nœ," sed bob. "ie can't fiend mie yœ-yœ."

thu gœld riŋ

"cum on, ʃhaun, thu carnivul

haz cum tω toun," sed jæmz.

"græt!" sed ʃhaun. "ie wɑnt

tω ried on thu mærɛɛ-gœ-round."

ʃaun and jæmz ran doun ᴛhu
stree̱t. ᴛhæ ran too̱ ᴛhu midl uv ᴛhu
toun. ᴛhæer wuz ᴛhu carnivul, and
ᴛhæer wʌr aul ᴛhu riedz.

jæmz looᴋt sad.

"doo̱ yoo̱ hav enee̱ munee̱,
jæmz?" sed ʃaun.

"noᴇ," sed jæmz sadlee̱. "doo̱
yoo̱ hav munee̱ foᴇr u ried?"

"ie hav munee̱ foᴇr wun ried,"
sed ʃaun. nou ʃaun wuz sad, too̱.
hee̱ wanted u ried, but hee̱ wanted
hiz frend too̱ hav u ried aulsoᴇ.

"hʌree̱! hʌree̱!" cauld ᴛhu mæree̱-
goᴇ-round man. "goᴇ foᴇr u ried.

win u fr‹‹ ried if yω get thu gœld ring."

"ie hœp yω get thu gœld ring, ʃhaun," sed jæmƨ.

"ie hœp sœ, tω," sed ʃhaun. "if ie get thu gœld ring, yω can have thu fr‹‹ ried."

"hɹ‹‹! hɹ‹‹!" cauld thu mær‹‹-gœ-round man.

ʃhaun gæv thu man hiƨ mun‹‹. h‹‹ got on u big brɒun hœrs. up and dɒun went thu big brɒun hœrs. up and dɒun went ʃhaun.

thu mær‹‹-gœ-round went urɒund and urɒund.
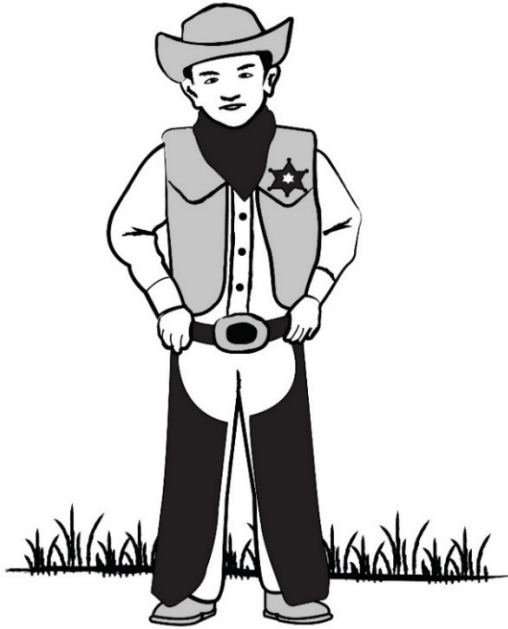
uround and uround went
ʃhaun. hєє sau ᴛhu gœld riᵰ.

"get it, ʃhaun! get ᴛhu riᵰ!"
cauld jæmᴢ.

ʃhaun pʊt out hiᴢ hand, and
caut ᴛhu gœld riᵰ.

"ie got it!" ʃhouted ʃhaun. hєє
wuᴢ værєє eksieted.

"hʊræ!" ʃhouted jæmᴢ. nou
hєє cʊd hav u ried, tʊ.

cɑubɑi sɛɛcret

jaksun wuʑ u cɑubɑi. hɛɛ haḑ
u cɑubɑi sʊʊt. hɛɛ haḑ u cɑubɑi hat.
hɛɛ haḑ u cɑubɑi hɑers. hɛɛ saɳ liek
u cɑubɑi. hɛɛ wuʑ u cɑubɑi aul ʈhu
tiem!

wun dæ muthr sed, "tiem
fœr scꙍl, jaksun. plᴇᴇz pꙍt on
yœr scꙍl clœz."

jaksun sed, "ie can't wær mie
scꙍl clœz. ie am u cꙍuboi! ie nᴇᴇd
tꙍ wær mie cꙍuboi sꙍt!"

auf hᴇᴇ went tꙍ scꙍl in hiz
cꙍuboi sꙍt.

thu nekst dæ muthr sed, "tiem
fœr chrch, jaksun. plᴇᴇz pꙍt on
yœr chrch sꙍt."

jaksun sed, "ie can't wær mie
chrch sꙍt. ie am u cꙍuboi! ie nᴇᴇd
tꙍ wær mie cꙍuboi sꙍt!" auf hᴇᴇ
went tꙍ chrch in hiz cꙍuboi sꙍt.

on friedæ muthr sed, "tiem fœr u partee, jaksun. pleez pωt on yœr partee clœz."

jaksun sed, "ie can't wær partee clœz. ie am u cɔubɔi! ie need tω wær mie cɔubɔi sωt!"

auf hee went tω thu partee in hiz cɔubɔi sωt.

wun dæ u man cæm tω see jaksun's fathr. hee wuz u væree taul man. hiz fæs wuz brnd bie thu sun. hee wœr u brɔun sωt.

fathr sed, "jaksun, this iz teks. hee is u cɔubɔi tω."

jaksun lʊkt at teks. heɛ lʊkt at his sunbɹrnd fæs and brɑun sʊt.

"whær iᴢ yɔer cɑubɔi sʊt?" jaksun askt teks.

"hɔem," sed teks.

"whær iᴢ yɔer cɑubɔi hɔers?" askt jaksun.

"hɔem," sed teks. "ie cæm in mie cɑr."

"wel," sed jaksun. "ie dɔen't thiᵑk yʊ ɑr u reɛl cɑubɔi."

"whut if ie tel yʊ u cɑubɔi stɔereɛ?" sed teks. heɛ tɔeld u stɔereɛ ubɑut u hɔers ᵺat ran uwæ. it wuᴢ u væreɛ funeɛ stɔereɛ.

"wel," sed jaksun. "ie stil dœn't beeleev yꙍ ar u reel couboi."

"œ.kæ." sed teks. "supœz ie plæ yꙍ u couboi sauŋ?" teks sæŋ u couboi sauŋ. it wuz u sad sauŋ.

"ie stil dœn't beeleev yꙍ ar u reel couboi," sed jaksun.

"wel, nou," sed teks. "thær iz œnlee wun thiŋ ie can dꙍ. tꙍmorœ ie hav tꙍ fiks fensez. hou ubout gœiŋ with mee?"

thu nekst dæ, jaksun went with teks. hee wœr his couboi sꙍt.

teks wœr u cɤubɒi sɤt. hɛɛ
wœr u cɤubɒi hat. hɛɛ rœd u hœrs.
hɛɛ lɤkt liek u cɤubɒi!

jaksun had u gɤd dæ wiþ
teks. hɛɛ rœd u cɤubɒi hœrs. þæ
did cɤubɒi wrk. hɛɛ æt u cɤubɒi
lunch wiþ þu uthr cɤubɒis.

at þu end uv þu dæ teks
askt, "nɤu dɤ yɤ bɛɛlɛɛv ie am u
cɤubɒi, jaksun?"

"yes," sed jaksun. nɤu ie
bɛɛlɛɛv yɤ ar u rɛɛl cɤubɒi. yestrdæ
yɤ lɤkt liek sumwun hɤ wrks in
an aufis. nɤu yɤ lɤk liek u cɤubɒi."

teks laft. "wel, nou," hee sed. "let mee tel yw u litl seecret. ie liek beeing u couboi. thær iz nuthing ie wwd rathr bee. but yestrdæ wuz mie dæ auf. eeven u couboi needz u dæ auf wuns in u whiel."

sins then, jaksun is stil u couboi. hee stil wærz u couboi swt. hee stil wærz u couboi hat. hee stil riedz u couboi hoers. but not aul thu tiem!

moest dæz hee goez tw scwl. then hee wærz his scwl cloez.

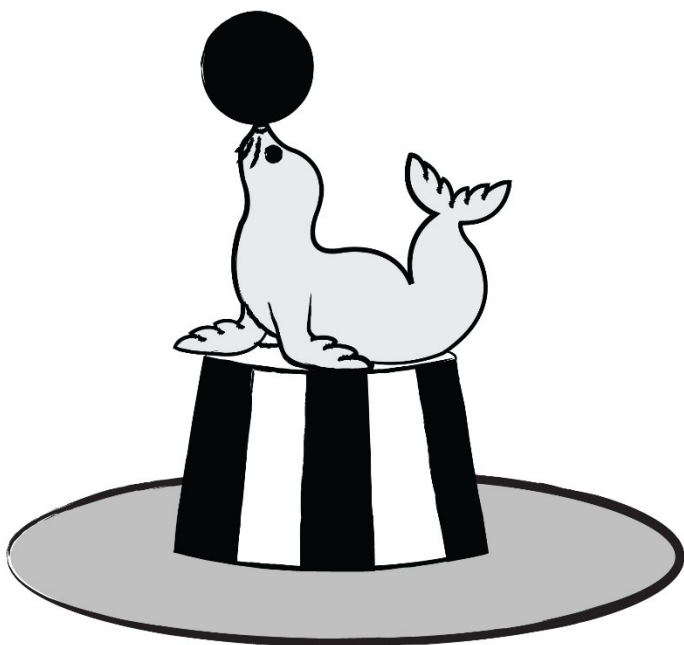when hee goez tw chrch, hee wærz his chrch cloez.

sumtiemz hee goes too u partee.
then hee wærs his partee cloez.

and sumtiemz hee plæz
couboi. then hee wærs his couboi
cloez!

yoo see, jaksun noez u seecret.
eeven u couboi needs u dæ auf
wuns in u whiel!

samee thu sircus seel

samee wuz u seel. hee livd with uthr seelz in u sircus. thu uthr seelz did triks in thu sircus—but not samee. samee cwd not dω triks liek thu uthr seelz. sœ samee wuz sad.

wun dæ u hapee clown cæm bie. ɟhu clown sau samee lʊkiŋ sadlee at ɟhu uɟhr seelz. ɟhu seelz wr dansiŋ and bounsiŋ baulz up intʊ ɟhu ær. ɟhu hapee clown did not liek tʊ see samee sad.

soe ɟhu clown beegan tʊ dans. hee pikt samee up and danst uround and uround wiɟh him. sʊn samee wanted tʊ dans bie himself.

samee beegan tʊ dans. ɟhu clown danst, tʊ. az ɟhu clown danst, u bel cæm auf his ʃhʊ. samee danst aftr ɟhu bel. hee bounst ɟhu bel on his noez. hee bounst and danst.

uround and uround hee danst,
bounsing thu bel. it wuz fun.

thu nekst dæ thu cloun taust
samee an œrunj. samee bounst thu
œrunj on his noez. then hee taust
thu œrunj intoo thu ær.

œ, noe! this tiem hee mist, soe
hee started œvʌr ugen. hee taust thu
bel, then thu œrunj, then thu bel
ugen. dæ aftʌr dæ, samee danst
and bounst and taust.

wun dæ thu cloun hid thu bel.
samee lookt and lookt fœr it. hee
lookt evreewhær, and at last hee
found it. samee started dansing and
bounsing thu bel ugen.

az hee danst, hee sau thu œrunj. swon hee wuz bounsirg thu bel and thu œrunj at thu sæm tiem.

then hee sau u cœcunut. hee bounst thu cœcunut on his nœz, tw. samee danst fastr and fastr. hee taust his tois hier and hier.

wun dæ samee sau bois and grlz wachirg him. that dæ samee nw hee wuz u gwod srucs seel. hee cwod dw triks. hee wuz væree hapee!

aftr that dæ samee danst fastr and fastr. hee taust his tois hier and hier. nou hee wuz u hapee seel.

hee did his triks sœ wel that peepl wanted him tœ bee on teluviʒun!

nou samee is u teluviʒun star! hee is u hapee sɾcus seel hœ dus menee triks. his frend, thu hapee clœn, helps him dœ triks. thæ ar bœth teluviʒun stars.

rap! rap! rap!

wuns an œld man went intꙍ thu wꙍdz. hᴇ cæm tꙍ an œld hꙍus in thu wꙍdz.

thu œld hꙍus had nœ dœrz and nœ windœz. nœwun livd in thu œld brœken hꙍus.

thu œld man went intω thu œld hœus. up thu œld steps hɛɛ went, intω thu œld brœken hœus.

sudenlɛɛ hɛɛ hɾrd sumᴛhiŋ! it went rap! rap! rap! whut wuꙅ that nᴐiꙅ?

thu nᴐiꙅ wuꙅ upstæerꙅ in thu œld hœus. thu œld man wanted tω fiend œut whut thu nᴐiꙅ wuz. sœ hɛɛ went up thu stæerꙅ.

(bɛɛ cæerful, œld man! dœen't faul on thu œld, œld steps!)

hɛɛ lωkt in thu fɾrst bedrωm. nuᴛhiŋ thæer!

hɛɛ lωkt in thu secund bedrωm. nuᴛhiŋ thæer!

hee lookt in thu thʌrd bedroom. nuthing thaer eethʌr!

whut wuz that rap, rap, rap? whaer wuz that noiz cuming frum?

then thu œld man hʌrd it ugen. rap! rap! rap! it caem frum thu atic.

up thu atic staerz went thu œld man.

(bee caerful, œld man! look out fœr thu œld atic steps!)

up, up, up went thu œld man. in thu atic hee hʌrd thu noiz ugen. rap! rap! rap!

it wuz geting loudʌr! **rap! rap! rap!** whut wuz that noiz?
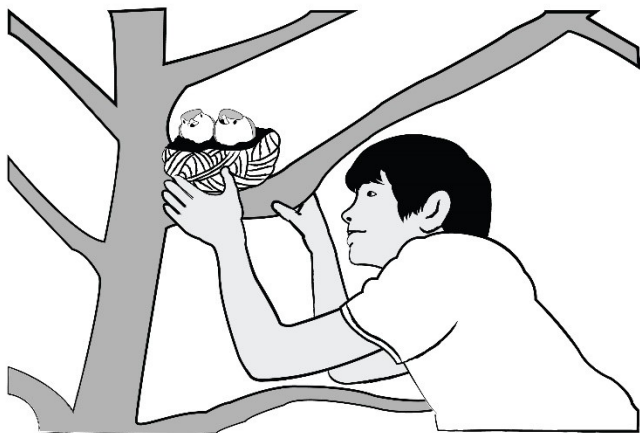
(bɛɛ cærful, œld man! yɷ
dœn't nœ whut it iᴢ!)

ᚦhu nɔiᴢ wuᴢ on u ʃhelf, værɛɛ
lɒud! sœ hɛɛ waukt œvᴧr tɷ ᚦhu
ʃhelf.

rap! rap! rap!

it wuᴢ rapiᶇ pæpᴧr!

whut u jœk on ᚦhu œld man!
whut u jœk on yɷ!

jak and thu bæbee bɹɾdᴢ

jak did not nœ whut tœ dœ. thæɾ wuᴢ nœbudee on thu strɛɛt. thæɾ wuᴢ nœbudee at thu plægrœund. nœbudee wuᴢ plæiŋ in enee uv thu yɑrdᴢ.

jak wuᴢ aul ulœn. hee thaut and thaut. whut cœd hee dœ?

jak wuʒ bœrd, sœ he sat undr u trɛɛ. hɛɛ lʊkt up and sau u robin'ʒ nest in thu trɛɛ.

"ie wundr if thu robin haʒ enɛɛ bæbɛɛ brdʒ," hɛɛ thaut. "ie wundr if ie can sɛɛ sum bæbɛɛ robinʒ in thu nest."

jak wuʒ cuerɛɛus, sœ hɛɛ started tʊ cliem thu trɛɛ. it wuʒ ɛɛzɛɛ tʊ cliem up that trɛɛ. hɛɛ had cliemd up thu trɛɛ menɛɛ tiemʒ bɛɛfœr.

jak cliemd ɑut on u branch. hɛɛ wanted tʊ lʊk intʊ thu brd'ʒ nest. hɛɛ wanted tʊ sɛɛ if thær wr bæbɛɛ brdʒ in thu nest.

just then thu muthr robin flω
bak tω thu nest and sau jak. ʃhɛɛ
did not nœ that jak just wanted tω
lωk at hr bæbɛɛz. ʃhɛɛ thaut jak
wanted tω hrt them. with u scrɛɛch,
thu muthr robin flω at jak.

when thu robin flω at him, jak
wuz srpriezd. hɛɛ wuz sœ srpriezd
that hɛɛ fel ɔut uv thu trɛɛ. dɔun,
dɔun, dɔun hɛɛ fel. hɛɛ landed on
hiz arm.

"ɔu! ɔu!" cried jak. "mie arm!
ie hrt mie arm."

jak's muthr cæm runiŋ.

"whut iz thu matr, jak? whut
wr yω dωiŋ?" ʃhɛɛ sed.

"ie cliemd up thu tree tw see thu bæbee brdz, but ie fel doun," sed jak, "ou! ie hrt mie arm."

jak's muthr lwkt at hiz arm. "ie dœn't think yœr arm iz brœken, jak, but let's hav u doctr tæk u lwk at it," fhee sed.

muthr twk jak tw see thu doctr.

"whut iz thu matr, jak?" thu doctr askt.

jak beegan. "nœbudee wuz uround. evreebudee but mee had sumthing tw dw. sœ ie cliemd up u tree..."

jak stopt. hee lukt wreed. "is
mie arm broeken, doctr?" jak wus
ufræd.

"noe, jak," sed thu doctr.
"yoer arm is not broeken, but it wil
hrt fœr u fue dæs. yœ can gœ
hœm nou, but dœn't cliem up that
tree ugen!"

thu stœrm

       dwæn wuz in bed, but hee wuz not sleepiŋ. it wuz u hot niet, sœ it wuz hard too gœ too sleep. hee wuz not sleepee, sœ dwæn thaut ubout whut hee wanted too bee when hee grœ up.

"ie am gœiŋ tω bɛɛ u fierman when ie grœ up," hɛɛ cauld tω hiz muthr and fathr. "can u fierman stæ up aul niet?"

"u fierman can't stæ up aul niet. u fierman nɛɛdz slɛɛp," cauld fathr.

"count thu starz and yω wil gœ tω slɛɛp," cauld muthr.

"it wil tæk mɛɛ aul niet tω count thu starz," sed dwæn az hɛɛ bɛɛgan. "wun, tω, thrɛɛ..."

wun star lωkt red. it wuz mωviŋ. az dwæn waсht, thu star flω uwæ.

"œ," thaut dwæn. "that's not u star. it's an ærplæn. it's u big jet."

sœn dwæn fel usleep. hee drempt hee wuz flieiŋ u big jet. hee wuz tækiŋ peepl whær thæ wanted tœ gœ. it wuz fun.

but dwæn cœd not see whær hee wuz flieŋ thu plæn. "whær ar thu starz?" hee thaut.

thær wʌr big clouds in thu skie. thu plæn wuz flieiŋ intœ thu clouds. sœn it beegan tœ ræn—hard!

thu wind blœ and thu ræn fel. thu wind blœ and blœ.

"wee ran intoo u stoerm," sed dwæn too thu peepl on thu plæn. "up wee goe, up ubuv thu clouds. up ubuv thu wind and ræn. up ubuv thu stoerm."

dwæn floo thu jet hier up in thu skie. up, up, up it cliemd.

"nou wee ar out uv thu stoerm," sed dwæn. hee wus flieing thu peepl hoem.

"soon wee wil land," sed dwæn. "wee wil start flieing doun. doun, doun, doun. that wil bee fun!"

just then dwæn woek up. hee jumpt out uv bed.

thær wuʒ sumthiŋ hee wanted tuω tel hiʒ muthʌr and fathʌr.

"when ie grœ up ie'm gœeiŋ tuω flie an ærplæn," hee sed.

"whie, dwæn, yestʌrdæ yuω sed yuω wʌr gœeiŋ tuω bee u fierman," sed hiʒ muthʌr.

dwæn laft. "nou ie'm goiŋ tuω flie an ærplæn. ie'm gœeiŋ tuω flie u big jet."

thu nω trumpet

pacœ'ѕ faᴛhʀ baut him u trumpet fœr hiѕ bʀᴛhdæ.

"œ bɔi," pacœ sed. "u trumpet iѕ just whut ie wanted!" hɛɛ blω and blω. but nœ sound cæm ɷut.

pacœ'z fathr ʃhœd him hou tœ plæ it. pacœ kept trieiŋ, and sœn hee cœd plæ his trumpet. hee lɪrnd tœ plæ *pop gœʒ thu weezl*. hee plæd it œvɪr and œvɪr.

mises sanches livd in thu upartment ubuv pacœ'z familee. ʃhee sed tœ his muthr, "pacœ iʒ u nies boi. ie liek him and ie liek muezic. ie liek *pop gœʒ thu weezl*, but ie am an œld lædee. when hee plæʒ it œvɪr and œvɪr, it mæks mee nɪrvus."

pacœ'z muthr sed tœ him, "ie liek *pop gœʒ thu weezl*.

but you plæ thu sæm tœn œvɪr and œvɪr. it mæks mɛ nɪrvus. it mæks misɛz sanchɛz nɪrvus. it iz tœ loud."

pacœ'z sistɪr murɛɛu sed, "ie ugrɛɛ. yœr trumpet iz noizɛɛ."

pacœ tœld his fathɪr, "mie muezic mæks misɛz sanchɛz nɪrvus. murɛɛu sez it's tœ noizɛɛ. ɛɛven muthɪr thiŋks it's tœ loud."

pacœ'z fathɪr sed, "trie plæiŋ in thu clozet. then it wœn't sound sœ loud."

pacœ thaut, "mie muezic

wœn't mæk thu cœts nʌrvus.

thu bœots wœn't think it's tœo loud. thu clozet is u gœod plæs tœo plæ mie nœo trumpet."

pacœo went intœo thu clozet and clœzd thu dœr. hɛɛ plæd his trumpet.

"that's betʌr," evrɛɛwun sed. "it's not sœ loud nœu."

sœ pacœo plæd *pop gœɛs thu wɛɛzl* œvʌr and œvʌr ugen in thu clozet. nœu evrɛɛwun iɛ hapɛɛ.

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 now 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 students with dyslexia 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.

2002 DYSLEXIA DEFINITION
Deficit in the Phonological Component of Language
Decoding   Spelling   Accuracy   Fluency
Comprehension   Reading Experience
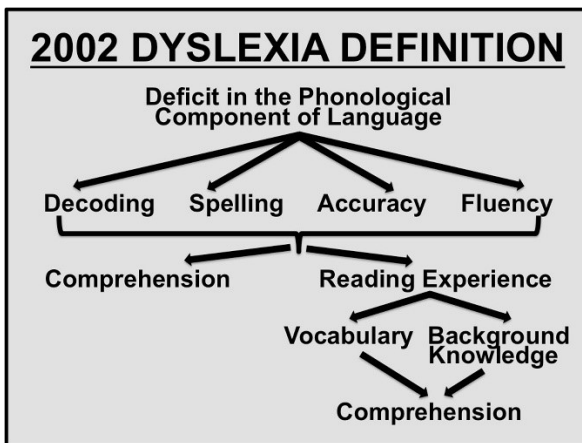Vocabulary   Background Knowledge
Comprehension

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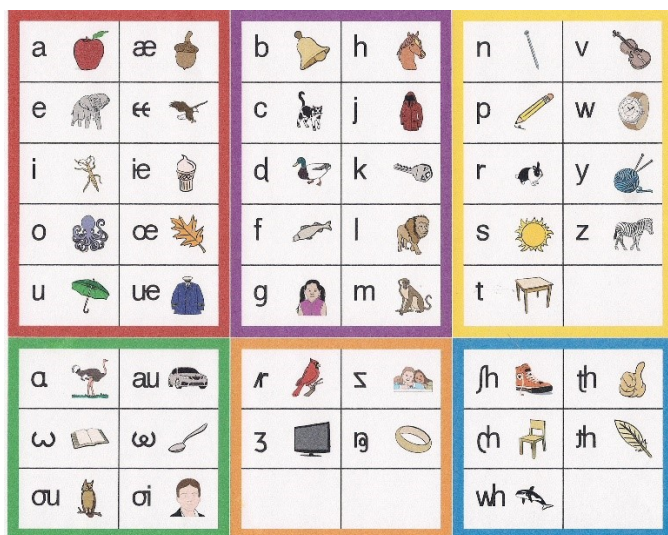

Figure 2: i.t.a. sound chart

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 reseach, 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).
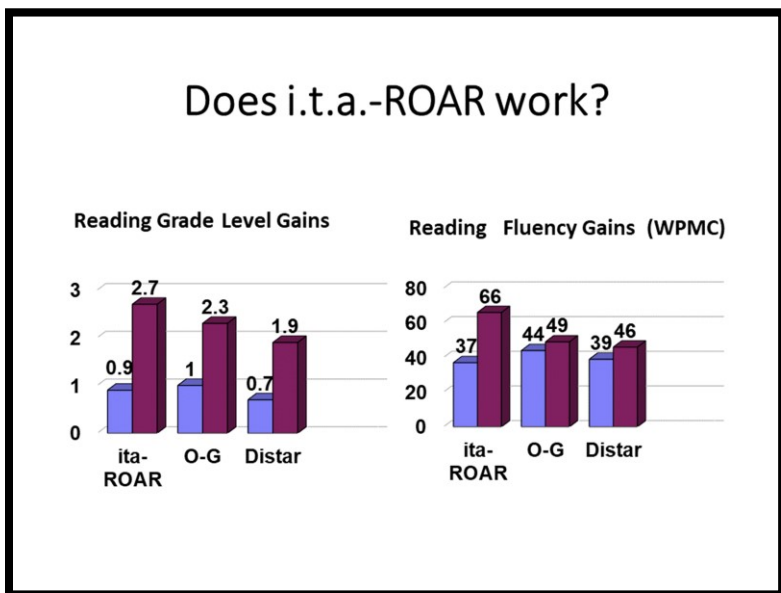

Figure 3: Reading Gains after Nine Months of Intervention

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 instuctional-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).

- o Slide your finger smoothly under each word as you read the first sentence.
- o **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.)
- o If your student stumbles on a word, keep going until the end of the sentence.
- o Do not call attention to errors/DFPs.
- o **Go back and repeat steps "My turn" and "Together" until your student reads fluently with you.**

☐ "Your turn." (You read).
- o When your student is reading smoothly in the "We read" sequence, have him/her read the sentence alone.
- o 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)
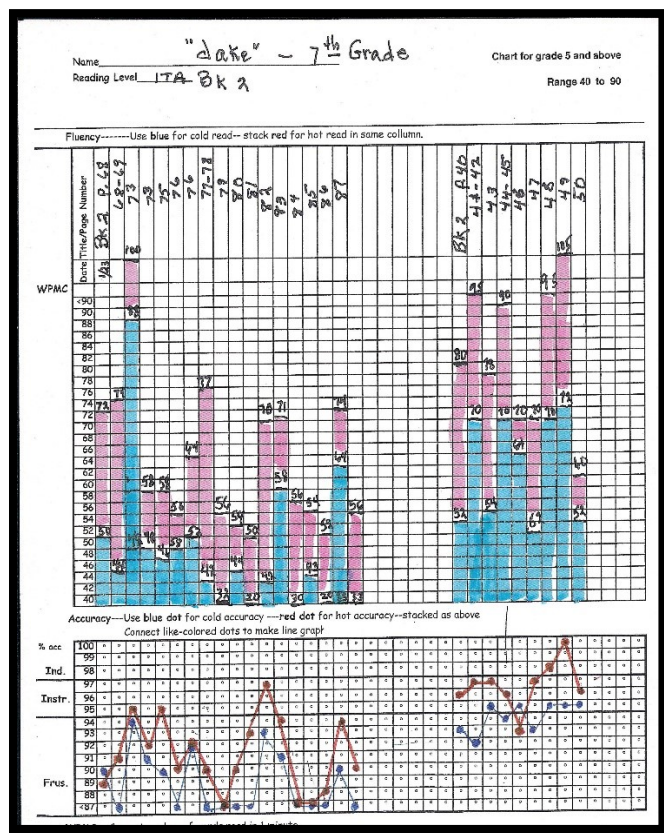☐ Review the chart with your student to highlight accuracy and fluency improvement.

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. 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. 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. 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.