

i.t.a. Linguistic Readers

bwk 4

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, 1965

contents

fiend u wæ.....	1
bubls and mægel.....	9
left skæt, riet skæt.....	15
thu hipœ in thu hoel.....	22
lemunæd, fiev sents u glas.....	28
astroœnaut sam.....	39
dan thu dievr.....	46
thu frst thaŋksgiving.....	51
Notes to Teachers and Parents.....	57
ROAR Protocol.....	67
References.....	72
i.t.a. Foundation Media Resources.....	74

fiend u wæ



wuns thær wuz u litl œld wɔmun.
when thær wuz u problem, uthr pœpl
wɔd sæ, “ie canot dɔ it. thær is nœ
wæ.” but not thu litl œld wɔmun! þhœ
wɔd sæ, “þiŋk! fiend u wæ.”

wun dæ þu litl æld wɔmun sed,
“ie’d liek sum fiʃ tɔ æt. ie wil wauk intɔ
toun and get sum.” ʃhæ tɔk hɪ basket
and started out.

on þu wæ, ʃhæ sau sumþiŋ ʃhieniŋ
in þu sun. it wuz an æld bent sæfte pin.
“sumdæ ie mæ need this bent pin,” sed
þu litl æld wɔmun. pop! intɔ hɪ basket
it went. on ʃhæ went tɔ toun.

ʃhæ cæm tɔ u big tre. bie þu tre
ʃhæ sau θre litl stœnz. pop! pop! pop!
intɔ hɪ basket θæ went. “hɔ nœs?”
sed þu litl æld wɔmun. “sumdæ ie mæ
want θre litl stœnz.” on ʃhæ went tɔ
toun.

ƿhe cæm tƿ u fens whær ƿhe sau
siks tin cans nekst tƿ it. pop! pop! pop!
pop! pop! pop! intƿ hr basket went thu
siks tin cans. “sumdæ ie mæ need siks tin
cans,” sed thu litl æld ƿmun. on ƿhe
went tƿ toun.

sƿn ƿhe met u bƿi næmd miek. he
lƿkt ƿære sad. “hie soe sad, miek?”
ƿhe askt.

“ie want tƿ gœ fihiŋ,” miek sed.
“but ie dœn’t have enethiŋ tƿ fiſh with.”

“thiŋk!” thu litl æld ƿmun sed.
“fiend u wæ.” ƿhe pƿt hr hand intƿ hr
basket. pop! out cæm thu bent sæfte pin.

“can yƿ fiend u wæ with this?” ƿhe
askt.

“œ, yes!” sed miek. “ie noe u gwd
wæ! ie can mæk u fiþ hwk wiþ this
sæftœ pin.”

on went þu litl œld wwmun. swn
þhe met leu and pat. bæþ uv þu grls
lwkt sad. “wie ar yw soe sad, grls?”
þhe askt.

“wee want tw plæ,” sed leu.

“þen plæ!” sed þu litl œld wwmun.

“wee døen’t hav u baul,” sed pat.

“þing!” þhe sed. “fiend u wæ.” þhe
pwt hr hand in hr basket. pop! pop!
pop! out cæm þhre litl stœns.

“can yw fiend u wæ wiþ thes?”
askt þu litl œld wwmun.

“œ, yes!” sed læu. “ie næ a gwd
gæm with stœnz.”

“gwd!” sed thu litl œld wœmun. on
þœ went tœ tœun. sœn þœ met jak,
þhaun, and tom. þæ aul lœkt sad. “whie
sœ sad, bœiz?” askt thu litl œld wœmun.

“wœ want tœ wœuk on stilts, but wœ
doen’t hav enœ,” sed jak.

“þen dœ it!” sed thu litl œld
wœmun. “fiend u wæ!”

þœ pœt hœ hand intœ hœ basket.
pop! pop! pop! pop! pop! pop! œut
cœm thu siks tin cœnz.

“can yœ fiend u wæ with þœez? þœ
askt.

“œ, yes,” sed ſhaun. “ie noe u gwd
wæ tw mæk stilts with thees cans.”

“gwd,” sed thu litl œld wwmun. on
ſhœ went tw toun. but when ſhœ got tw
toun, thær wr noe fiſh left in thu mœt
market.

“œ, wel,” ſhœ thaut. “ie had u gwd
wauk. ie wil hav fiſh unuthr dæ.”

and bak ſhœ went tuwœrd hr hous.
swn ſhœ met jak, ſhaun, and tom ugen.

“lwk at us!” thæ sed as thæ waukt
on thær stilts. “wœ mæd stilts with thu tin
cans yw gæv us. this iz fun! wwd yw liek
tw trie?”

thu litl œld wœmun tœk jak's tin can stilts. it wuz fun tœ wauk on them. then ſhœ gœv them bak and went on. sœn ſhœ met lœu and pat.

“lœk at us!” thœ sed as thœ plœd hopscoch with thu threœ stoens. “wœd yœ liek tœ plœ with us?”

thu litl œld wœmun tœk u trn. ſhœ dropt u stœn. then ſhœ went hop, hop, hop, trn. hop, hop, hop, pik up. it wuz fun! ſhœ gœv thu stœn bak and went on.

sœn ſhœ met miek cumiſ bak frum fiſhiſ. nou hœ lœkt hœœ.

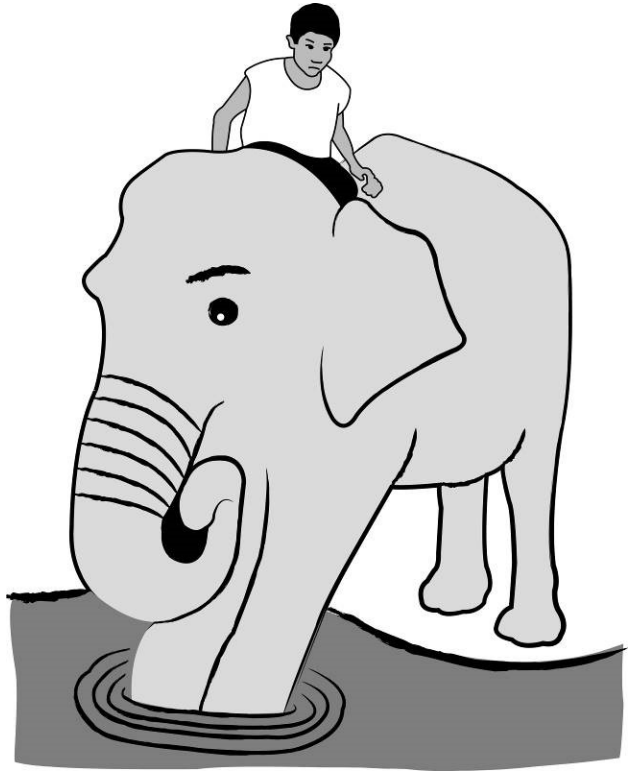
“lœk!” sed miek as hœ ſhœd hr his fiſh. “lœk at aul thu fiſh ie caut! theœs tœ fiſh ar fœr yœ.”

miek handed tω big fiʃ tω thu œld
wɔmun.

“thank yω,” sed thu litl œld wɔmun.
“whut u gɔd dæ! ie found u wæ tω hav
fiʃ tω œt aftɹ aul! ie wil gœ hoem and
cɔk them riet nou. it wil bæ fun!”

and it wuz.

bubls and mægel



it wuz u hot dæ at thu sɹcus.

“it’s tɔ hot tɔ wrk,” sed mægel, thu
elufunt boi. “ie want tɔ gœ fiʃhiŋ.”

but his fathur sed, “ie noe it is hot, mægel, but ie need yw tw fiend bubls, our bæbæ elufunt. hæ wuz in thu nw elufunt fæld this moernig, but ie doen’t noe whær hæ is nou. plæs lwk fœr him bæfoer yw goe fihing.”

bubls wuz u nautæ litl elufunt. hæ liekt mægel, but hæ liekt tw plæ triks on him, aulsœ. that dæ bubls had u nw iedæu. hæ sed tw himself, “it is sœ hot that ie wil hied in thu pond. mægel wil not fiend mæ thær.”

nautæ litl bubls went tw thu far end uv thu pond. noewun sau him hied thær. “ie wil fwl mægel twdæ,” laft bubls. “hæ woen’t fiend mæ hæer in the far end uv thu pond.

whiel bublz wus hieding in thu wautr,
mægel wus wauking aul uround thu field
lwkig fœr him. “bublz! cum, bublz!” hœ
cauld sauftlœ. hœ did not rœlœ want to
fiend bublz. hœ wanted tœ goe fihing.

aftŕ u whiel, mægel tœld his fathŕ
that hœ cœd not fiend bublz. then hœ got
out his fihing poel and waukt œvr tœ thu
pond. hieding in thu dœp end uv thu pond,
bublz sau him cuming.

“hœ wil sœ mœ!” sed bublz. “ie nœd
tœ goe dœpr.”

bublz let thu wautr goe aul thu wœ
œvr him. then hœ pœt his trunġk up out uv
thu wautr tœ get ær. thu œnlœ thins that
ſhoed ubuv thu wautr wr u litl bit uv his
trunġk and menœ bublz.

mægel cæm tω thu uthr end uv thu pond, lωkiŋ fœr u plæs tω fiŋh. hœ lωkt at thu far end uv thu pond. “lōk at aul thœs bubls,” hœ sed. “thær must bæ u big fiŋh out thær!”

mægel waukt out on u log. hœ thrō his lien far out, tω thu bubls. hiediŋ undr thu waur, bubls thu elufunt sau thu fiŋhiŋ lien. “whut iz that?” hœ sed tω himself. thu nautœ litl elufunt caut thu lien with his truŋk.

u biet! ie got u biet!” cried mægel. hœ held ontω his pœl. hœ pōld as hard as hœ cōd. but undr thu waur whær mægel cōd not sœ him, bubls held ontω thu lien. mægel cōd not budj him. bubls wuz staurŋr than mægel.

“whut u big fiſh this iz!” sed mægel.
hæ tugd hardr on thu lien, but hæ cōwd
not pōl thu big fiſh in. sōe hæ went farthr
out on thu log and pōld ugen—hard. this
tiem bublz pōld bak æven hardr. **splafh!**
bublz pōld mægel riet intō thu wautr.

“help!” cried mægel. “help mæ!” hæ
splafht in thu wautr. then hæ felt sumthiſg
hōeldiſg him up. sumthiſg bægan tō mōv
him bak tō thu log. when mægel lōkt
dōwn, hæ sau it wuz bublz thu elufunt.

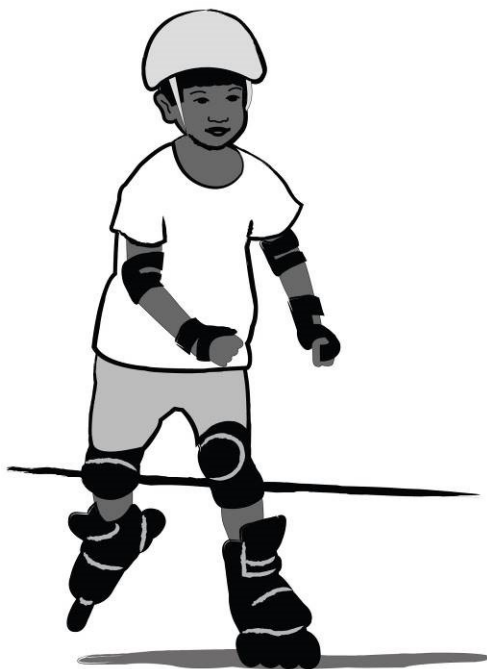
“œ, bublz, wr yō mie fiſh?” askt mægel.
hæ bægan tō laf.

just then ſhaun thu sxcus wrker
cæm bie thu pond. “did yō hav tō gōe
swimiſg tō fiend bublz?” hæ askt.

mægel laft tω. “ie did not fiend
bubls,” hē sed. “bubls found mē. hē is u
nautē litl elufunt, but hē sævd mē when
ie fel in thu pond.”

mægel and þhaun and bubls went
bak tω thu sꝛcus tωgethr. bubls thu
nautē litl elufunt went bak tω thu elufunt
field. hē wus u hapeē litl elefant becaus
that dæ hē plæd u trik on mægel. mægel
wus hapeē becauz hē went fiþhiḡ and caut
an elufunt.

left skæt, riet skæt



cæleb sat doun on thu frunt steps uv
his hous. hœ wanted u gwd siedwauk foer
skætiŋ. hœ lwkt doun thu street tw thu left.
hœ lwkt doun thu street tw thu riet. thær
wr gwd, smwth siedwauks œthr wæ.

cæleb pwt on his nōw rœlŕ dŕbœ skæts. hœ tried tō get up, but ðu left skæt sed, “let’s gœ ðis wæ.”

“nœ,” sed ðu riet skæt, “let’s gœ mie wæ.”

ðu left skæt went left. ðu riet skæt went riet. baŋ! cæleb landed on ðu siedwauk.

“ough!” sed cæleb as hœ got bak up. “ie’l trie it ugen.” doun hœ went ugen, soe hœ crauld bak and sat doun on ðu step. then hœ værœ cærfwœ stōd up.

“cum ðis wæ,” sed ðu left skæt as it pointed tō ðu left.

“nœ, cum **ðis** wæ,” sed ðu riet skæt as it pointed tō ðu riet.

thu left skæt went left. thu riet skæt
went riet. and baḡ! cæleb wuz doun on
thu siedwauk ugen.

“ough!” hē sed. “thēs ar hardr tw
skæt wiḡh than mie oeld skæts. ie’l trie
wun skæt at u tiem.”

sœ he twk auf thu riet skæt and
skæted wiḡh just his left skæt. when thu
skæt went tw thu left, cæleb didn’t faul
doun.

then hē tried thu riet skæt bie itself.
when thu skæt went tw thu riet, hē didn’t
faul doun.

“nou ie’l trie boēḡh skæts twgeḡhr,”
sed cæleb. sœ hē pwt on boēḡh skæts
and cærfwē stwd up.

“this tiem wē wil gōe this wæ,” sed
thu left skæt as it pointed tō thu left.

“nōe,” sed thu riet skæt,” let’s gōe
this wæ, as it pointed tō thu riet.”

thu left skæt went left. thu riet skæt
went riet. and caleb sat doun in thu
midl—hard!

hē tōk aūf his skæts and pōt them
bēesied thu steps tō his hous.

“ie’l skæt ugen aft̃r dīñr,” cæleb
sed. then hē went doun thu strēt tō sē
jælen.

“thær gōez cæleb,” sed thu left
skæt. “ie am gōeiḡ this wæ.” it rōeld doun
thu siedwauk and t̃r̃nd left on oek strēt.

“ie’m goeing this wæ,” sed þu riet
skæt. it roeld doun þu siedwauk and trnd
riet on oek stræt.

þu left skæt roeld and roeld and
roeld. it lwkt aul uround. sudenlæ it roeld
riet up tw u taul man. þu man wus
cæleb’s fathr, cumig hoem frum wrk.

“wel, this lws liek wun uv cæleb’s
nw skæts,” sed fathr. hæ pikt it up and
trnd it œvr. “yes, heer is his næm on þu
botum.” soe cæleb’s fathr twk þu left
skæt hoem with him.

þu riet skæt roeld and roeld and
roeld. it lwkt aul uround. sudenlæ it roeld
riet intw cæleb’s bruthr, kevin, cumig
hoem frum þu park.

“that loks liek wun uv cæleb’s nō
roelr dŕbē skæts,” sed kevin. hē trnd
thu skæt œvr and sau cæleb’s næm on
thu botum.

“ie wundr whær thu uthr skæt is,”
thaut kevin as hē cæreð thu riet skæt
hœm.

fathr met kevin in frunt uv thær
hous. fathr pwt the left skæt bie thu
steps. kevin pwt thu riet skæt thær
aulsœ. then thæ went intō thu hous fœr
dinr.

thu left skæt toeld thu riet skæt aul
about thu left end uv œk stræt. thu riet
skæt toeld thu left skæt aul about thu riet
end uv œk stræt.

then thu left skæt sed, “nou wæc nœ
aul about œk stræt. let’s gœ thu wæc that
cæleb wants tœ gœ frum nou on.”

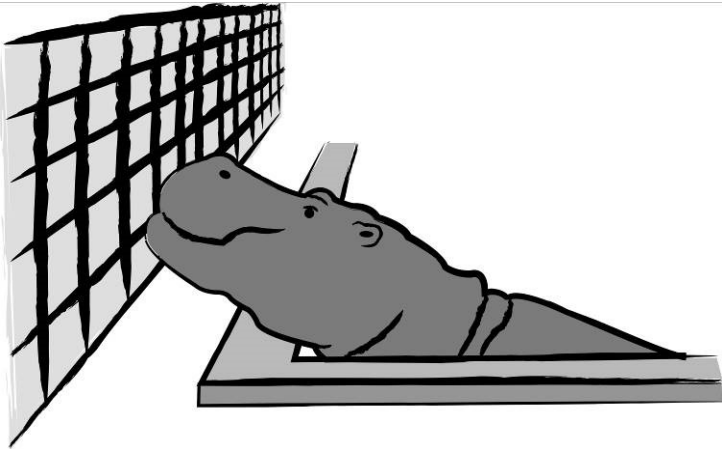
“aul riet, that’s u gœd iedœu,” sed
thu riet skæt.

aftr dinr, cæleb cœm out and pwt
on his rœlr drbœc skæts. hœc stœd up
cœrfœc. thu skæts, liek gœd frenz, stæd
tœgethr. thæ rœld dœun thu siedwauk thu
sœm wæc.

“lœk, kevin. lœk, dœd. lœk at mœc
skæt on mie nœ skæts!” cauld cæleb.

kevin and fæthr and muthr aul cœm
out tœ sœc cæleb skætiŋ with his nœ rœlr
drbœc skæts. hœc did not faul dœun enœc
mœc.

thu hipœ in thu hoel



andœ, thu elufunt man, wrkt in thu
zω. hœ twk cær uv aul thu elufunts. wun
dæ andœ hrd sumwun caulīg. “help!
help! help mœ!”

u wrkr cæm runīg past andœ.

“whut’s thu matr?” askt andœ. “ar
yω hrt?”

“cum with mē!” sed thu wrkr. “cum with mē tō thu hipōe’s pen!”

andē ran with thu wrkr tō thu hipōe’s pen. hære, thu hipōe, wus not thær!

“whær is hære?” askt andē.

“that is whie ie cauld,” sed thu wrkr. “sē thu big stōen diġ that goēs aul around hære’s pen?”

“yes,” sed andē. “that is whut keeps him frum getiġ out.”

“ie wus wrking doun in thu diġ,” sed thu wrkr. “hære pwt his hed œvr thu sied tō sē mē. but hē has u big hed, soē hē cōd not sē mē.

“hæe pwt moer uv his hed œvr.
hæere stil did not see aul hæe wanted tw.
soe hæe pwt his hed wæ œvr, and **crash!**
hæe fel doun cloes tw whær ie wus.”

thu wrkr aded “ie got out fast,
becaus hipoes ar dænjrus anumuls. but
hæere is stil doun thær! wæe need tw get
him bak up in his pen.”

andee lwkt doun in thu digh. thær
wus hæere, thu hipoe, lwking væere
cunfuezd and aagre.

thu wrkr sed, “ie cæm tw see if wun
uv yoer elufunts cwd pwl hæere out.”

“œ, noe,” sed andee. “mie elufunts
ar big, but not that big. thæ cwd not get
hæere out.”

bie nou aul uv thu uthr zōkēpr̥s wr
thær. thæ wanted tō help.

“hou about u cræn?” sed wun. soe
thu cræn man cæm tō lōk at hæreē.

“hou big is that hipœ?” hē askt.

“threē tuns,” sed andē.

“œ, noe.” sed thu cræn man. “mie
cræn wōd not pōl hæreē out uv thu hoel.
hē wōd pōl thu cræn in!”

hæreē wus dēep in thu dīgh. hē did
not liek bēiḡ dōun thær. hē did not liek
evrēwun lōkiḡ at him. hē pōt his big
hed dōun and snœrted.

“pœr hæreē,” sed andē’s sun,
jæcub. “ie wil get him sum hæ.”

“ie wil hav tω get it,” sed andeē. “it is tω heveē foer yω.” hæreē’s hæ bæl wuz væreē big. andeē pωʃht it in thu diġh. jæcub lwkt doun at thu big bæl uv hæ in thu diġh. hē had an iedēu.

“œ, ie noe whut wē can dω,” jæcub sed. “ie noe hou wē can get hæreē out!” hē sed sumþing tω his fathr.

“yes,” sed andeē. “ie þingk that wil wrk.”

“cum, evrēwun,” sed andeē. “bring aul thu bæls uv hæ that wē hav tω hæreē’s pen. then wē can hav thu cræn man pwt them in thu diġh whær hæreē is. hē can uez them tω cliem out uv thu diġh and bak up tω his pen.”

thu men braut thu big bæls uv hæ
tƿ thu hipœ pen. thu cræn man uezd his
cræn tƿ stak thu bæls uv hæ in thu diġh
soe thæ wƿd mæk stær steps. thu steps
wƿ just thu riet sies foer u big hipœ liek
hæreœ.

jæcub cauld tƿ hareœ. “cliem up,
hareœ,” hee sed. “cliem up thu stærs tƿ
yoer pen.”

hareœ cæm up thu hæ steps væreœ
slœœ beœcaus hee wus œtiġ hæ aul thu
wæ up.

“gƿd iedœu, jæcub!” sed his fathƿ.
“ie nevr nƿ that hæ wƿd get a hipœ out
uv u hoel!”

lemunæd, fiev sents u glas!



wun dæ kæle, aʃle, and joʃwu wɪ
plæɪŋ in frʌnt ʊv ðæ hʌʊs. ʌp ðu streɪt
cæm ʌ bɪɡ ʊlɪfʊl trʌk. ðæ r wʌz ʌ bɪɡ
sɪn ɒn ðu trʌk ðæt sed “**sɪrcʊs**.” ðæ r
wɪ θriː klaʊnz ɒn ðu bæk ʊv ðu trʌk
ɔːlɪŋ tə ðu piːpl.

“thu srcus is in toun!” cauld thu frst cloun.

“wun week ænle!” cauld thu secund cloun.

“cum, cum, cum evræwun!” cauld thu thrd cloun.

“ie want tω sœ thu srcus,” sed kæle.

“sœ dω ie,” sed aʃhle.

“mæ, tω,” sed joʃhwu.

sœ thæ ran tω ask thær muthr if thæ cōd goe tω thu srcus.

muthr sed noe.

“whie?” askt aʃhle.

“because it causts tw much munee,”
sed muthr.

“hou much dus it caust?” thæ askt.

“thre dolrs,” sed muthr. “nou goe
outsied and plæ in thu yard.”

kælee, ahlæ, and joshwu sat doun on
thu frunt steps. thæ wr sad.

“ie shr wwd liek tw goe tw thu
srcus,” sed ahlæ.

“but it causts tw much munee,” sed
kælee sadlee.

sudenlee joshwu smield. “ie noe hou
wee can get thu munee!” hee sed.

and soe thæ did.

kæleē went intw̃ þu kichen. ʃheē cut
up sum lemuns and pwt̃ them in u big
piçr̃. then ʃheē pwt̃ sum ʃhugr̃ and ies in
þu piçr̃.

joʃhwu went tw̃ his bedr̃wm̃. heē got
out his cræyuns̃ and u big p̃eēs uv pæpr̃.
heē mæd̃ u sieñ that sed̃:

lemunæd, fiev sents u glas!

aʃhleē went tw̃ þu bakyard̃. ʃheē
f̃ound sum w̃ɔden p̃œsts̃ and an æld̃
w̃ɔden boks̃. ʃheē næld̃ þu p̃œsts̃ tw̃ þu
boks̃ tw̃ mæk̃ u lemunæd̃ stand̃.

ʃheē pænted̃ þu lemunæd̃ stand̃.
then ʃheē cæreēd̃ þu stand̃ tw̃ þu frunt̃
yard̃.

kæleæ cæm out uv þu hous wiþ þu
piçr uv lemunæd. joþhu cæm out wiþ
þu sien and pwt it on þu lemunæd
stand. aþhleæ went tω get sum driŋkiŋ
glases.

þu stand wuz redeæ, and it wuz u hot
dæ, a gwd dæ fœr seliŋ lemunæd.

“pœpl þhad bæe þrsteæ,” sed joþhu.

“ie bet wæe’l sel u lot uv lemunæd
twdæ,” sed kæleæ.

just then þu maelman cæm doun þu
street. hæe lwt hot.

“lemunæd, lemunæd, fiev sents u
glas!” could þu thræe children.

“wel,” sed þu mæلمان. “that’s u
gwd iedœu on u dæ liek this. ie’l hav u
glas.”

kæle strd þu lemunæd. joþhwu
poerd u glas fwl uv lemunæd. aþhle
handed þu glas tω þu mæلمان.

“mmmm,” sed þu mæلمان. “that
lemunæd hit þu spot!” then hœ pwt his
hand in his poket tω get sum munœ foer
þu lemunæd.

“œ noe, þaŋk yω,” sed kæle. “wœ
doen’t want yω tω pæ. yω bring us our
mæl evrœ dæ.”

“wel, that’s værœ nies, þaŋk yω,”
sed þu mæلمان, and hœ went on his wæ
doun þu street.

nekst ofisr dæv cæm doun thu
street, whisliḡ u hapee twn.

“lemunæd, lemunæd, fiev sents u
glas!” cauld thu threë children.

“whut u nies iedeeu on u hot dæ!”
sed ofisr dæv. “ie’l hav u glas.”

kælee strd thu lemunæd. joshwu
poerd u glas fwl uv lemunæd. ashlee
handed thu glas tw thu pulcesman.

“væree gwd,” sed ofisr dæv, as hee
draḡk thu cwl lemunæd. then hee pwt his
hand in his poket tw get sum muneë foer
the glas uv lemunæd.

“œ noe, thaḡk yw,” sed ashlee. “wee
doen’t want yw tw pæ. yw prœtect us.”

“wel, thaŋk yw vǣrǣ much,” sed
ofisr dǣv, and hǣ went on his wǣ.

just then doctr blak cǣm waukiŋ
doun thu street.

“lemunǣd, lemunǣd, fiev sents u
glas!” cauld thu thrǣ children.

“just whut ie wanted!” sed doctr
blak.

kǣlǣ strd thu lemunǣd. joʃhwu
poerd u glas fwl uv lemunǣd. aʃhlǣ
handed thu glas tw doctr blak.

“gwd!” sed doctr blak when hǣ
finisht driŋkiŋ thu lemunǣd.

hǣ pwt his hand in his poket fǣr
sum munǣ.

“œ noe,” sed kaylē. “wēe dōen’t want yw tw pæ.”

“yw tæk cær uv us when wēe ar sik,” sed joshwu.

“wel, that’s væreē nies uv yw children,” sed doctŕ blak. “thæŋk yw.”

aul aftŕnwn thu children wæted, but noewun els cæm doun thu stræt.

“it’s hot,” sed kælē.

“ie’m thŕstē,” sed ašhlē.

“mē tw,” sed joshwu.

sœ kælē strd, and ašhlē poerd, and joshwu handed out thu glases.

“that’s aul thær is,” sed kælē when thæ finiŝt driŋkiŋ thu lemunæd.

“and we didn’t mæc enee munee,”
sed jofhwu.

“soe we can’t goe tw þu sircus,”
sed aþhle sadlee.

that niet thæ wr eeting dinr with thær
muthr and fathr.

“ie sau doctr blak twdæ,” sed
fathr. “hee toeld mee that yw gæv him u
glas uv lemunæd.”

muthr sed, “when þu maelman cæm
with þu mæl, hee toeld mee þu sæm þing.
hee sed yw wōdn’t let him pæ foer it.”

fathr laft. “on þu wæ hoem ie met
ofisr dæv. hee toeld me ie hav þræe væree
nies children. ie ges hee got sum fræe
lemunæd , tw!”

“wel” muthr sed tω fathr, “whut
træt dω yω thiŋk wē cōd giv thēs nies
children?”

“ie nœ!” sed kælē.

“mē tω,” sed aʃhlē.

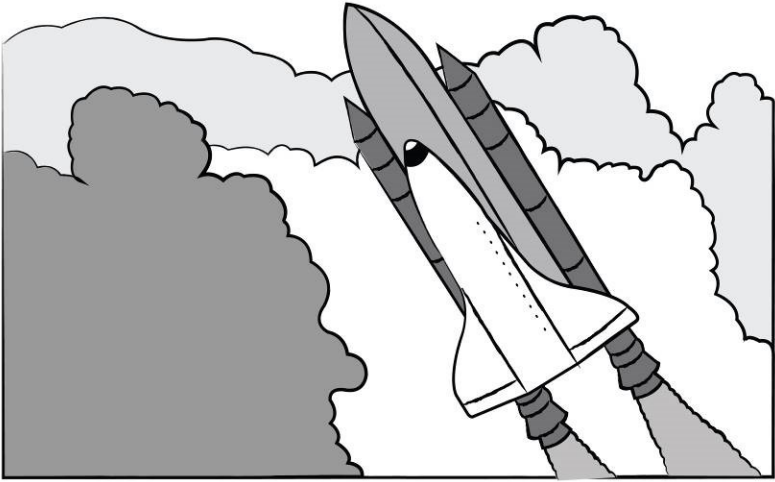
“tæk us tω thu sɾcus!” cried jɔʃhwu
eksietedlē.

and that’s just whut hapend. thæ aul
went tω thu sɾcus. thæ sau thu clouns
and anumuls. thæ sau thu lieuns. thæ
gæv pēnuts tω thu elufunts.

but thu thiŋ that thæ liekt thu mœst
wuz thu stand whær thæ aul had...

lemunæd, fiev sents u glas!

astroenaut sam



wun moerniḡ astrœnaut sam jumpt
out uv bed and lœkt out. this wus his big
dæ. tœdæ hæ wus goeing intœ œrbit if thu
wethr wus gœd œnuf tœ flie.

but thu skie did not lœk vœrœ clœr.
sam wus ufræd hæ wœd hav tœ wæt fœr
u betr dæ tœ flie thu spæsship.

when hēe got tō þu ærbæes, þu
capten sed, “yōer spæesþip is redēe fōer
yō. evrēþing yō nēd is on bōerd. wēe just
nēd tō get yō intō yōer spæes sōt.”

“gōd,” sed sam. “ie mæ not lift aūf
tōdæ, but ie nēd tō bēe redēe just in
cæs.”

evrēþing wus redēe. it wus tiem fōer
lift-aūf, but þu skie wus stil not clēer.

astroenaut sam wus sad. “ie hav
wæted and wæted fōer this big dæ,” hēe
þhaut. “nōu ie mæ hav tō wæt stil lauggr
tō flie mie spæesþip ound þu rth.”

just then þu sun cæm out and þu
skie becæm clēer. it wus a gōd dæ fōer
lift aūf intō spæes.

“hƿræ!” þhouted aul þu pœpl hƿ
wƿr wætiŋ tƿ sœ sam lift aul intƿ spæs.

“hƿræ!” þhouted astroœnaut sam.
hœ wuz goiŋ intƿ œrbit aƿtƿ aul.

it wuz lift-aul tiem. thær wuz u big
cloud uv fier and smœk aƿ þu bƿstƿ
roket tƿk aul. þu roket pƿŋht sam’s
spæsþhip hie intƿ spæs.

when sam’s spæsþhip wuz hie in þu
skie, þu bƿstƿ roket dropt aul. nou þu
spæsþhip wuz floetiŋ in þu ær.

“hƿræ!” evrœwun þhouted. “sam is
aul intƿ spæs. hƿræ fœr sam.”

nou astroœnaut sam wuz in œrbit
around þu ƿth.

“ie wundr whut thu rth lōks liek
frum up heer,” hee thaut. hee lōkt out uv
thu windōe in his spæsship. wæ beelōe him
hee cōd sēe thu blō œshun and thu land.
it wuz væreē hot in his spæs sōt, but sam
did not cær.

“wun œrbit!” sed sam aš thu
spæsship went around thu rth wun tiem.
hee cōd tauk bie rædeēē tō thu pēēpl
dōun beelōe in thu ærbæs. hee had fōd tō
ēt aulsoē. and sam had wrk tō dō. hee
had tō fiend out whut it wuz liek out in
spæs.

tō œrbits! at tiemš sam’s spæsship
flō hier intō spæs. then it wōd cum
dōun u bit, but thu rth wuz stil far beelōe
him.

“sƿon ie wil bæ in ærbit thræ,” sam
sed tƿ þu pæpl wætiḡ doun belœ on þu
ærbæs. “ie dœn’t hav much fuel nou.”
sam wuz ufræd but hæ wuz bræv, tƿ.

“cum bak tƿ rth aftr þu nekst
ærbit,” sed þu cumandr at þu ærbæs.

nou it wuz tiem fœr sam tƿ fier þu
roketz that wƿd slœ þu spæsʃhip doun
and tæk him bak tƿ rth. doun, doun went
þu spæsʃhip. doun tuwœrd þu œʃhun.

but sumthiḡ wuz raung! sam’s
rædœœ wuz not wrkiḡ. sam cƿd not let
þu ærbæs nœ whær hæ wuz landiḡ! sam
lœkt at þu big wied œʃhun bæœ him.
whær wr þu ʃhips with þu men hƿ wr
goeiḡ tƿ pik him up?

“thæ don’t noe whær ie’m landing,”
thaut sam. “ie wil hav tw land without
them.”

just then thu spæsship’s pæruſhwts
œpend. thu pæruſhwts let thu spæsship
gloed down tw thu œſhun. sam landed thu
spæsship in thu œſhun.

“gwd,” sed sam. hœ wuz hape tw
bœ bak on rth. hœ cliemd out uv thu
spæsship with an œerunj raft and got in.
aul around him wuz thu big blw œſhun,
but hœ did not sœ enœ ærplæns œr
ſhips.

sam sat in his raft and wæted.
sudenlœ hœ sau u ſhip cumiḡ tuwœrd
him. hœ pwt his hands in thu ær.

thu men on thu ſhip ſau ſam and
wævd bak. thæ wƿ hapeƿ tƵ fiend him.
ſam wuƿ hapeƿ, tƵ.

“hƵræ!” thæ cauld out. “threƿ cheers
foer ſam, thu bræv aſtroenaut.”

thu men helpt ſam cliem ontƵ thær
ſhip. thæ toed ſam’s ſpæſhip bæhiend
thu ſhip and went bak hoem tƵ thu
ærbæſ.

it wuƿ u gƵd dæ foer aſtroenaut
ſam. it wuƿ u gƵd dæ foer aul thu pœpl
hƵ helpt aſtroenaut ſam œrbit thu ƿth
and land in thu oſhun.

dan thu dievr



dan thu dievr tƿk mistr and misus
blak out in his boet tƿ thu midl uv thu bæ.

“is this whær yoer boet went doun in
thu stoerm?” dan askt mistr blak.

“yes, this is whær it hapend,” sed
mistr blak. “wœ got our boet up, but wœ
did not fiend thu boks with mie wief’s
jwels.”

mistr blak aded, “thæ sæ yw ar u
gwd dievr. can yw fiend thu boks? thæ
ar mie wief’s fævrit jwels.”

“ie wil dō mie best,” sed dan.
evrēbudē on thu boet wagt dan diev
doun intw thu œshun.

“ie hoep hē finds yœr jwels,” mistr
blak sed tw his wief.

“ie hoep soe, tw,” sed misus blak.
“and ie hoep hē duzn’t mēt u shark doun
thær in thu œshun.”

doun in thu œshun dan swam aul
uround. hē swam this wæ and that, lōking
foer thu laust jwels. hē sau menē things.
hē sau u scwl uv fiþ. but hē did not sē
enē boks uv jwels.

“ie dœn’t thiŋk it iz hœr,” dan sed
tƱ himself.

sudenlœ dan sau u metl boks.

“that mœ bœ thu jœwels,” hœ thaut.
hœ swam œvr tƱ tœk u lœk. but aul that
wuz in thu boks wuz sum œld ſhœs.

“ie thaut ie had thu jœwels,” hœ cauld
tƱ thu pœpl in thu boet, but it was just u
metl boks wiſh sum œld ſhœs.”

“tƱ bad,” miſtr blak cauld bak.
“kœp lœking. mie wief rœœœ wants tƱ fiend
hr jœls.”

dan swam urœund sum mœr. hœ sau
menœ roks and u lot uv sand. hœ sau
menœ fiſh, but nœ jœwels.

“ie doen’t think thu jwelz ar doun
heer,” hee thaut. hee wuz redde tw kwit
lwing. but just then hee sau unuthr boks.
hee swam œvr tw it as fast as hee cwd.

this boks lwt liek it cwd be u jwel
boks. but it wuz doun in thu œfhun floer,
with u big rok on top uv it. dan tried to
puh thu rok auf.

just then hee sau sumthig big and
blw swimig tuwærd him.

“u fhark!” sed dan.

“cumig up!” dan cauld tw thu peep
in thu boet. hee swam as fast as hee cwd,
but thu fhark swam fastr. hee had tw get
uwæ. whut cwd hee dæ?

sudenlæc dan mæd u fast tærn. hæc
swam bak doun ugen. þu þhark kept on
goeing up tō þu top uv þu œþhun.

doun, doun, doun hæc swam. hæc saw
þu boks ugen, and nou thær wuz nœc rok
on top.

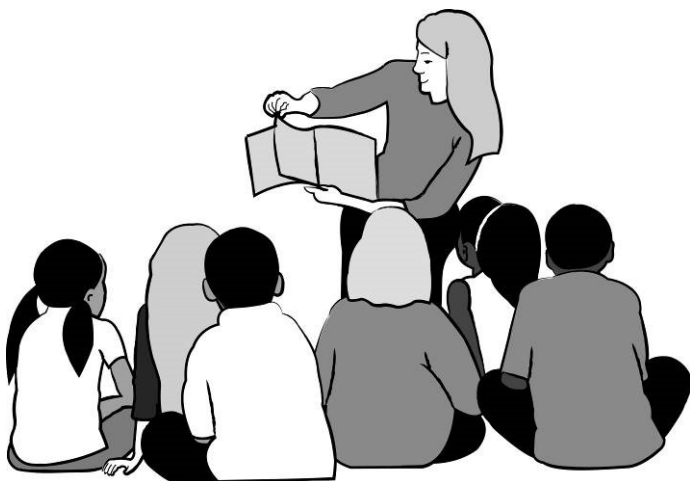
“lōk at that!” thaut dan. “when þu
þhark swam bie, it pōþht þu rok auf.” hæc
grabd þu boks and swam up tō þu bœt.

“is this yœc jœwel boks?” dan askt
misus blak.

“yes, that’s it!” cried misus blak. but
whut about þu þhark? it didn’t hœrt yō?”

“nœc,” sed dan. “this wuz wun tiem
u þhark helpt u man. it helpt mæc fiend
yœc jœwels.”

thu frst thanksgiving



“cum, boiz and grls,” sed mis trnr.
“it’s tiem for u stoere.”

aul thu boiz and grls sat doun on thu
rug. thæ liekt stoere tiem, soe thæ wr
hape when mis trnr held up u bwk. it
wuz u bwk about thu pilgrims hw cæm
tō umericu laug ugoe.

bēfoer þhē started tō rēd þu bōk,
mis tēnē taukt about þu stōerē uv þu
fīrst þanksgivīg.

“yō aul hav hēd stōerēs about the
pilgrims and þu fīrst þanksgivīg. thær ar
menē þīngs about that selubræþhun that
wē dō not nōe foer þhē, but iē wil tel yō
whut wē dō nōe about þu fēest wē
selubræt ēgh nōevembr.”

mis tēnē bēgan tō rēd: “in 1620
bois and grls cām frum lundun wīth thær
muthē and fathē tō u nō land. 101
pēopl cām in u bōet nāemd þu mæflour.
it tōk 66 dās tō sāl frum lundun tō þu
nō wrld. it wuz u laug and hard jēnē.
thæ wē glad when þu þhip landed at
plimūth rok.

thu frst wintꝛ in thu nŵ land wus
være hard. thu wimin and children stæd
on thu boet whiel thu men bilt u big hous
foer evræwun on thu nŵ land. but thu
hous brnd doun in janueære. soe thæ aul
had tŵ liv on thu boet foer thu rest uv thu
wintꝛ.

it wus u hard tiem foer evræwun.
thær wusn't much fōd tŵ æt. thu men wꝛ
ufræd tŵ lēv thu ship tŵ hunt foer fōd
becaus thæ did not nœ if thu nætiv pēpl
wꝛ frenlē. menæ uv thu pēpl died that
wintꝛ.”

mis tꝛnꝛ cuntinued tŵ rēd: “in
march, thu men wꝛ bildiḡ houzes when u
nætiv man næmd samœset waukt up and
started to spēk in iḡgliḡh.

samoerset bæcæm thær gied. swn
hæc braut unuthr nætiv man, skwauntœ,
hω spœk æven betr iægliþ.

skwauntœ þhoed þu pilgrims hou to
tæk cær uv þu land. hæc taut them hou tω
fiþ and plant cœrn soe thæ wωd hav
fωd tω æt.”

wun uv þu boiz in mis trnr’s clas
sed, “ie sœc hou tω plant cœrn. mæk u
hœl. pwt in u ded fiþ. plant þu cœrn in
þu sœm hœl. then pwt drit œvr þu
hœl.”

“þu fiþ helps þu cœrn tω groe,”
sed wun uv þu grls in mis trnr’s clas.
“it fœds þu rþ soe þu cœrn groes taul.
mie dadæc toeld mæc that.”

mis trnr continued tō rēd: “thū iāgliſh men went huntiā and fiſhiā. when thū faul cām, thū ċhildren helpt tæk in thū coern. nou thær wus fōd fōer thū nekst wintr. thær lēdr sed thæ ſhōd hav u harvest fēst tō selubræt thū fōd thæ nou had fōer thū cumiā wintr.”

then mis trnr lōkt up frum hr bōk. ſhē sed, “nōe wun nōes fōer ſhr hou thū nætiſ pēpl cām to bē at thū fēst. sum rietrs sē that when thū iāgliſh men went out huntiā, thū nætiſ pēpl hrd gunſhots and thaut thū pilgrims miet bē getiā redē fōer woer. sōe 90 uv thū nætiſ men cām tō fiend out if thær frens nēded help. uthr rietrs bēlēv that thū pilgrims inviēd thær nætiſ frens tō thū fēst.”

then mis trnr red thu endiḡ uv thu
stoere about thu selubræþhun we caul thu
frst þaḡksgiviḡ.

“thu nætiv pēpl aulsœ had u
selubræþhun eḡ yēr at thu end uv thu
harvest sēzun. sœ thæ cæm tw thu
pilgrims’ fēst with fiev dēr. thu pilgrims
had cœrn, fiþ, wield trkēs and duks.”

“thu selubræþhun lasted about u
wek, with fēsts, dances, þwotiḡ and
resliḡ contests, and gæms. thær wr
aulsœ þaḡksgiviḡ prærz fœr u gwd
harvest and fœr thu help that thu nætiv
pēpl had given them. aul thu bōis and grls
had a gwd tiem at thu selubræþhun we
caul thu frst þaḡksgiviḡ.”

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 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 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.

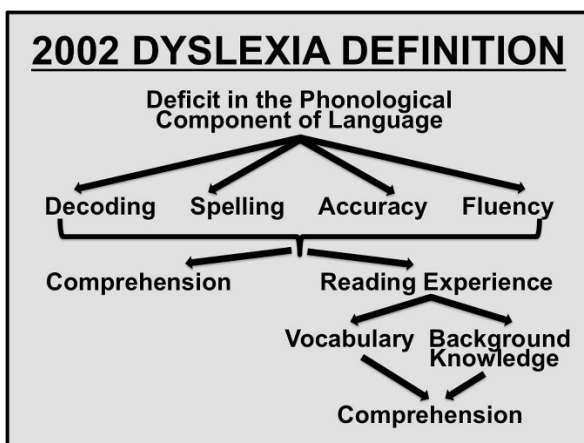


Figure 1: International Dyslexia Association 2002 definition of dyslexia





























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. With i.t.a. they can begin to write personal narratives early in their journey to learning English. After about six months in a U.S. school, they can write short stories about their families, what they like to do after school, favorite sports, etc. Using i.t.a., they can write any English words that they know by spelling them the way they sound.

a 	æ 	b 	h 	n 	v 
e 	ɛ 	c 	j 	p 	w 
i 	ie 	d 	k 	r 	y 
o 	œ 	f 	l 	s 	z 
u 	ue 	g 	m 	t 	
















ɑ 	au 	r 	ɜ 	ʃh 	th 
ɔ 	ω 	3 	ɪə 	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).

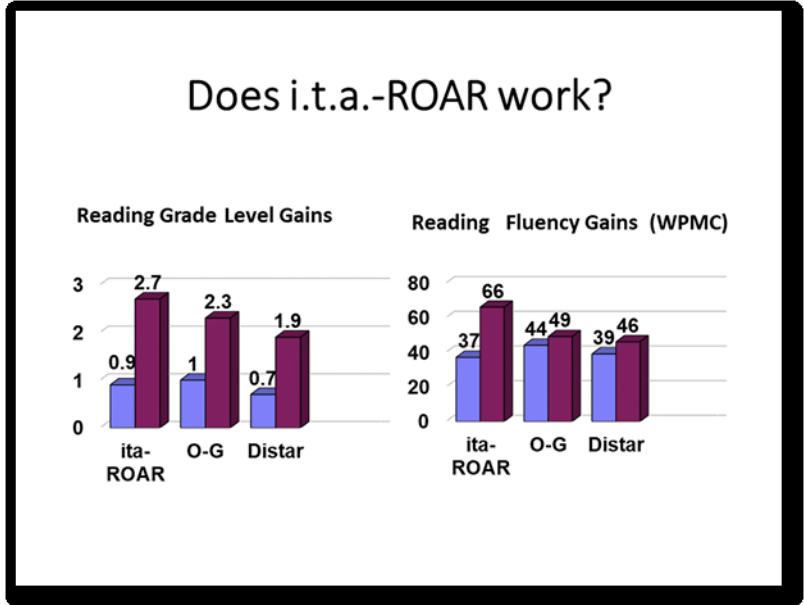


Figure 3: Reading Gains after Nine Months of Intervention

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 / 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.

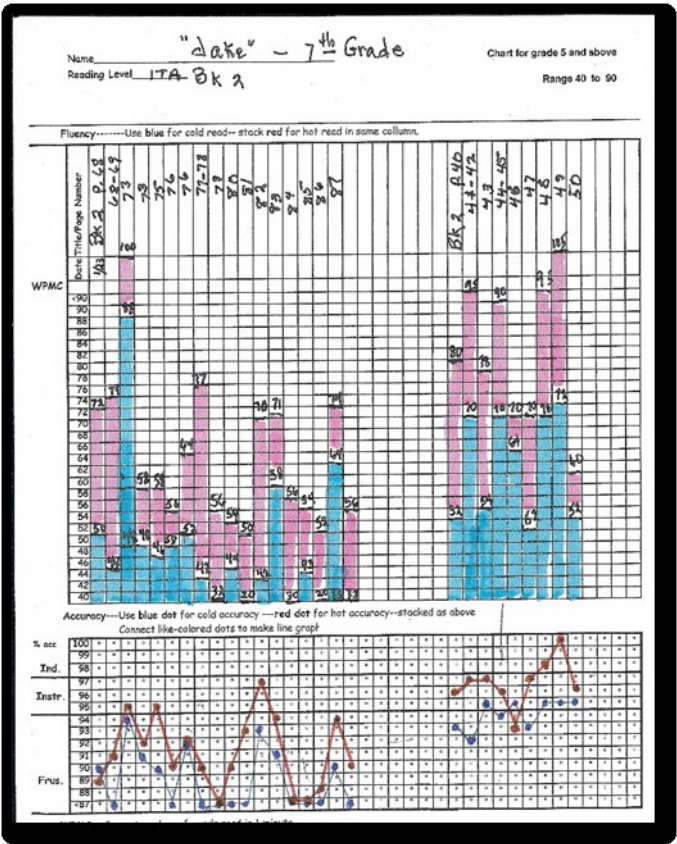


Figure 4: Student chart of pre-test and post-test fluency and accuracy

References

Dickman, E. (2017). Do we need a new definition of dyslexia? (Figure 1). International Dyslexia Association, 2002. Retrieved May 1, 2017 at <https://dyslexiaida.org/do-we-need-a-new-definition-of-dyslexia>.

Flynn, J., & Rahbar, M. (2017). Phonological and Orthographic Reading Disabilities: Response to Treatments Using the Initial Teaching Alphabet (i.t.a.) and Repeated Assisted Reading. Submitted for publication.

Flynn, J. (2000). The Use of the Initial Teaching Alphabet for Remediation of Dyslexia. New York: Initial Teaching Alphabet Foundation.

Flynn, J., & Deering, W. (1993). Eavesdropping on the brain: The Gundersen Medical Foundation dyslexia studies. The Gundersen Medical Journal, 1 (2), 49-54.

Lyon, G.R., and Flynn, J. (1991). Educational validation studies with subtypes of learning disabled readers. In B.P. Rourke (Ed.). Neuropsychological Validation of Learning Disability Subtypes. New York: Guilford Press, 223-242.

Meyer, M., & Felton, R. (1999). Repeated reading to enhance fluency: Old approaches and new directions. Annals of Dylexia, 49, 283-306.

National Reading Panel. (2000). **Teaching children to read:**
An evidence-based assessment of the scientific
research literature on reading and its implications for
reading instruction. National Institute of Child
Health and Human Development. Washington, D.C.

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.