

# i.t.a. Linguistic Readers

## bwk 5

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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

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## þu trik



wun satrdæ kaþe wuz in þu bak  
yard stringiḡ bæds tωgethr tω mæk u  
neklus. þe wrkt on it foer u laugi tiem,  
ueziḡ bæds uv menæ culrs—red, yelœ,  
blω, green, blak, and goeld.

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when thu neklus wuz finisht, kaþeē held it up in thu sunshien and admierd thu briet culrꝛ. it lōkt sōe priteē!

just then kaþeē hrd u strænj nois on thu rōf. “cau,” sed u big blak brd, as hēe lōkt at kaþeē with his hed upsied doun!

“muthr, dadēe, cum kwik!” cauld kaþeē. “thær’s an upsied-doun brd on our rōf!”

but when hr pærunts cæm outsied, thu brd wuz not thær.

“hēe wuz just hēer, and hēe lōkt at mēe upsied-doun,” insisted kaþeē.

hr fathr went urther ound thu hous lōking fōer thu brd that kaþeē had sēen.

“heer hee is,” katherine’s father could  
from the front yard. “hee is wauking on our  
front roof, but nou hee is upsied-up.”

katherine and her mother went around to  
the front yard to see the bird. hee was aul  
blak, and his ies wr as briet as katherine’s  
beeds.

“whut u big bird!” sed katherine.

“hee’s u croe,” sed mother. “heloe,  
mistr croe.”

“heloe,” sed the croe as hee caem to  
the ej uv the roof.

katherine was vaere srpriezd to heer  
the bird taik. “do aul croes sae heloe?”  
shee askt.

“noe,” laft dadæ. “hæ’s obvæuslæ  
sumwun’s pet and has lꝛnd tω sæ  
helœ.”

dadæ held out his arm and sed,  
“cum doun and sœ us, yω funæ brd.”

thu crœ flapt his big blak wings as hæ  
flω doun and landed on dadæ’s  
outstreht arm.

“yes,” sed muthr. “hæ must bæ u  
pet. whut’s yœr næm, mistr crœ?”

“helœ, cau,” sed thu crœ as hæ flω  
œvr tω thu pœrth steps.

“that’s u sileæ næm,” laft kaþeæ.  
“cum hær and sit on mie arm, mistr  
croæ.” þhe held out hr arm and waukt  
tƱwœrd þu croæ.

but þu croæ didn’t want tƱ sit on hr  
arm bæcaus hæe wanted tƱ dƱ sumþing  
els. hæe cæm œvr and grabd kaþeæ’s  
bæd neklus frum þu boks þhee wus  
hoeldig.

“œ, noæ,” cried kaþeæ. “that’s mie  
nƱ neklus. hæe can’t hav it!”

“noæ, noæ,” sed muthr and dadæe as  
thæ ran to get þu bæds, but þu croæ flƱ  
uwæ with them, up tƱ þu rƱf. hæe waukt  
up and doun þu rƱf with þu priteæ bæds  
in his bæek.

“wē can’t caḡ him unles hē cums  
doun frum thu rōf. ie’m ufræd thu crœ  
wants tō tæk yoer bæds tō his hoem,”  
dadē tæld kaṡē.

“but ie dœn’t nœ hōs pet hē is, sœ  
ie can’t goe fiend mie nō neklus. ie wil  
nevꝛ bē æbl tō wær thu neklus that ie  
just mæd and ie dœn’t hav enē moer  
bæds tō mæk u nō wun,” sed kaṡē  
sadlē.

“mæbē wē can træd sum fōd foer  
thu bæds,” sed muthꝛ. ſhē went intō thu  
kichen and cæm bak wiṡ u big bœl uv  
popcœrn.

“hæer, mistr crœ,” cauld muthr as  
þhæ held thu boel up soe thu crœ cƿd see  
thu popcœrn in it. “this is betr than bæeds  
foer u huŕgræe brd. cum get sum  
popcœrn, mistr crœ.”

thu crœ cæm tƿ thu ej uv thu rƿf  
and lƿkt at thu popcœrn with wun ie.  
then hæe trnd his hed upsied doun tƿ lƿk  
at it with thu uthr ie. but hæe upærentlæe did  
not þingk that u boel uv popcœrn wus  
betr than thu striŕ uv pritee bæeds. soe hæe  
waukt up and doun thu rƿf ugen, hoeldiŕ  
kaþhæe’s neklus in his bæek.

“hæe izn’t huŕgræe, soe hæe woen’t  
træd mie neklus foer sum popcœrn” sed  
kaþhæe, and þhæ bæegan tƿ crie.

but dadæe had u plan. “if thu crœ lieks pritee thiḡs betr than fōd, mæbeee weee can plæ u trik on him.” hee twk out his lauiḡ kee chæn that had threee shienee kees and u briet red tæg on it.

“heer, mistr crœ,” cauld dadæe as hee held thu chæn up and swuiḡ thu kees in thu sunshien.

thu crœ stopt waukiḡ and stærd at thu kees swiḡiḡ on thu chæn, shieniḡ in thu sunshien.

then dadæe sat doun on thu gras and pwt thu kees in frunt uv him, but hee didn’t let goe uv thu chæn. with thu beeds stil in his beek, thu big brd flō doun tō thu gras cloes tō thu kees.

“it loks liek thu croe thiaks thu kees  
ar pritee, tw,” sed muthr. “ie thiak hee  
duzn’t noe wich hee wants moer—thu kees  
oer yoer beed neklus.”

thu croe lukt and lukt at thu shienee  
kees. kathee held hr breth, hoepig that thu  
croe wwd drop hr beed neklus and thws  
thu kees.

aftu u whiel, thu croe dropt thu beed  
neklus and grabd thu kees in his beek. but  
hee cwd not flie uwæ with them beecaus  
dadee held ontw thu kee thæn. and beefoer  
thu brd cwd get thu beeds ugen, dadee  
grabd them and handed them tw kathee.

“cau,” sed þu crœ crauslœ, as hœ flapt up and sat on dadœ’s hed, pekiḡ at his scalp.

“yᵱ ar u værœ nautœ brd, but cum, hav sum popcœrn enœwæ,” sed kaþœ as þœ held up hr hand wiþ sum popcœrn in it.

when hœ sau þu popcœrn, þu crœ kwit pekiḡ on hr fathr’s hed. hœ flᵱ œvr, landed on kaþœ’s hand, and kwiklœ æt wun, tᵱ, þrœ pœsus uv popcœrn.

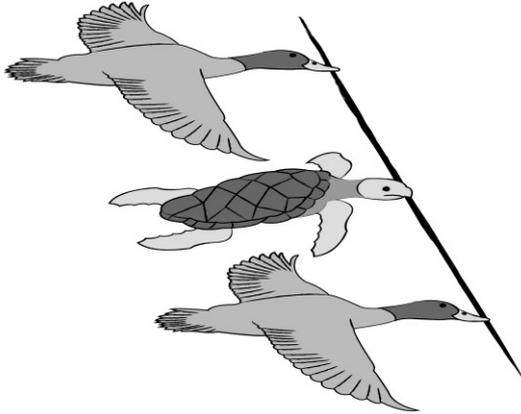
“yᵱ ar u funœ crœ,” sed kaþœ. “ie wiþ yᵱ wᵱd stæ and bæ mie pet.”

but þu crœ flᵱ up, ubuv þu pœrçh, up in þu skie, hier than þu trœs.

“gʷɔdbie, mistr crœ,” cauld kaθrœ.

“helœ, cau,” ansrd θu big blak crœ  
as hœ flw in srcls, hier and hier. swn  
hœ flw uwæ, and kaθrœ nevr sau him  
ugen.

thu trtl hω cωd not keep frum  
tauqing



in u pond bie thu ej uv thu wωds livd  
u trtl hω liekt tω sit on u rok in thu sun.  
heε liekt tω lωk at thu priteε trees and wagh  
thu brds flieiq in thu skie. but moest uv  
aul, thu trtl liekt tω tauk. heε taukt and  
taukt, frum moerniq tω niet.

h   taukt t        in    pond. h   taukt t     br  s in    skie, and he taukt t     mies l  king foer f  d in    gras.

   trtl taukt aul d   laug t  evr  wun h   hapend t  cum bie    pond.

wun d   when    trtl wus on his rok in    sun, h   l  kt up and sau t  big duks flieig bie. h   cauld t  them, “whie doen’t y  stop and tauk t  mee?”

   t  duks c  m d  un and sat b  sied him.

   trtl b  gan t  tauk. “ie wi  h ie c  d flie liek y . it must b   fun t  s   soe menee   ings b  l   whiel y  ar flieig in    skie.”

“it is fun. wƿd yƿ liek tƿ cum with us?” askt wun uv thu dƿks.

thu trtl wuz sad. “ie can’t flie. ie doen’t hav wings liek yƿ.”

“wƿe noe hou yƿ can cum with us,” sed thu uthr dƿk. “wƿe can get u laurġ stik and hoeld it in our beeks. if yƿ can hoeld on tƿ thu stik in thu midl, yƿ can flie with us.”

thu frst dƿk sed, “but yƿ can’t sƿe eeven wun wrd whiel yƿ ar flierġ with us. if yƿ œpen yœr mouth tƿ tauk, yƿ wil let goe uv thu stik and faul doun tƿ thu rth. yƿ ar uest tƿ taukiġ aul dœ laurġ tƿ evrœwun yƿ see. dœ yƿ thiġk yƿ can flie with us without taukiġ?”

thu trtl wus være eksieted. “œ, yes!  
ie can goe without taukiŋ. ie reee want tω  
flie with yω.”

sœ thu duks found u laurŋ stik and  
auf thæ flω with thu trtl tω see thu wrld.

sum brds in u tree sau them and  
started tω laf. “whut u strænj siet,” thæ  
sed. “u trtl iz flieŋ with thoes tω duks.”

thu trtl wanted tω tauk tω thu brds  
about thu thiŋs hee had seen, but hee nω  
hee cōd not œpen his mouth œr hee wōd  
faul.

as thæ flω œvr u rivr, tω fish jumpt  
up tω see thu strænj siet uv u trtl flieŋ in  
thu skie. thu biggest fish sed, “lwk at that  
sile trtl! hee thiŋks hee can flie.”

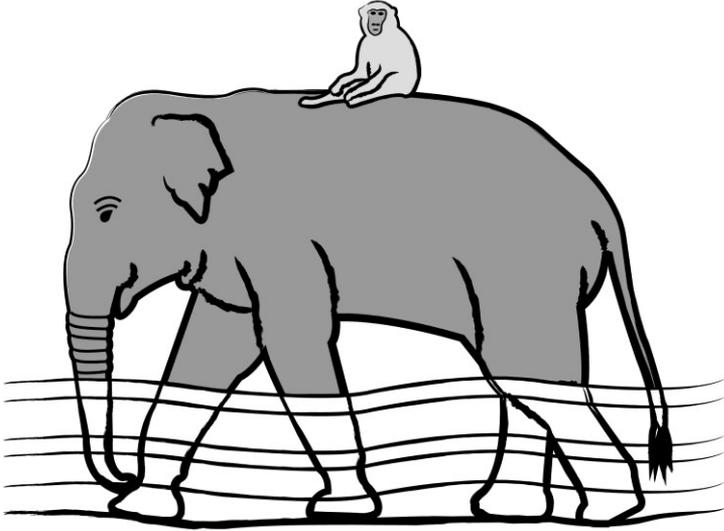
this mæd þu tʀtl aɹgræ. hɛɛ wænd  
tʉ tel ðem hɛɛ wʉz flɛɹɯ wɪð þu help uv  
hɪz frɛnz þu dʉks, but hɛɛ nʉ hɛɛ cʉd  
not tʉk.

sʉn þæ flʉ œvr u tʉn wɛær sum  
çɪldrɛn wʀ plæɪɹɯ ɪn þu pɑrk. þu çɪldrɛn  
stɒpt plæɪɹɯ tʉ lʉk at þu strænj sɪt uv u  
tʀtl flɛɹɯ ɪn þu skɪ. u bɔɪ sɛd tʉ hɪz  
frɛnd, “lʉk at that sɪlɛ tʀtl. hɛɛ θɪŋks  
hɛɛ’z u brd.”

this mæd þu tʀtl sœ aɹgræ that hɛɛ  
yeld at ðem, “wʉt ɪe dʉ ɪz nʉn uv  
yœr....” and dʉn tʉ þu rθ hɛɛ fel.

thū dūks cuntinued on thær jurnee.  
“wēe cōd not kēep him frum taukiḡ, sōe  
hēe wōen’t bēe æbl tō sēe thū wrld.” thæ  
sed.

## thu elufunt and thu murkæ



far uwæ in thu juḡgl livd tω anumul  
frens—an elufunt and u murkæ. aul dæ  
lauḡ thu murkæ cliemd up in thu trees and  
swuḡ frum branch tω branch. thu elufunt  
liekt tω wauk around thu juḡgl mækiḡ u  
path bie swiḡgiḡ his truḡk bak and foerth,  
puḡhiḡ thu plants doun.

wun dæ þu elufunt sed, “ie am þu strauǵest anumul in þu juǵgl.” tω þhœ þu muǵkœ hou strauǵ hœ wus, hœ pald u tree out uv þu ground wiþ his truǵk.

þen þu muǵkœ sed, “ ie can mōw uround betr þan enœ anumul in þu juǵgl beœcaus ie can swiǵ frum tree tω tree whiel yω need tω wauk sloœœ ulaurǵ.”

sœ þæ beegan tω argue. þu elufunt sed hœ wus betr beœcaus hœ wus sœ strauǵ and þu muǵkœ sed hœ wus betr beœcaus hœ cōd mōw þrō þu trees sœ fast.

wun dæ, þu elufunt sau an oul up in u tree. “ouls ar wies,” hœ sed. “let’s ask þu oul whiç uv us is betr.”

when thæ askt thu ƿul hƿ wuz betƿ, hƿ sed, “ƿƿ wil hav tƿ dƿ whut ie tel ƿƿ sƿ ie can dƿsied hƿ is betƿ.” thu muƿkƿ and thu elufunt agreed tƿ dƿ whutevr thu ƿul wanted them tƿ dƿ tƿ prƿv which wun wuz betƿ.

“on thu uthr sied uv thu rivr is u tree with yelƿ frƿt,” sed thu ƿul. “gƿ ƿvr thær and pik mƿ sum uv that frƿt.”

sƿ thu muƿkƿ and his frend thu elufunt went tƿ fiend thu yelƿ frƿt, and sƿn thæ cæm tƿ thu rivr. thu muƿkƿ lƿkt at thu wautr and sed, “thu rivr is tƿ dƿep and ie can’t swim, sƿ ie can’t get ucraus. ie ges ie can’t gƿ tƿ get thu frƿt aftr aul.”

“ie am taul and ie can wauk ucraus,”  
sed thu elufunt. “ie can tæk yω tω thu  
uthr sied if yω cliem on mie bak.”

soe with thu muḡkēē riediḡ on thu  
elufunt’s bak thæ went ucraus thu rivr tω  
lwk foer thu frwt tree. thæ found thu tree,  
but thu frwt wus værēē hie up.

thu elufunt sed, “ie can’t rēēh thu  
frwt with mie truḡk. it’s tω hie.”

thu muḡkēē sed, “ie can cliem up thu  
tree and mōv out on thu branches. ie’ll  
get thu frwt.”

bak tω thu oul thæ went, with thu  
muḡkēē riediḡ on his fren’s bak, hœldiḡ  
thu gœlden frwt.

as swn as thu ɔul sau them hɛ askt,  
“which wun uv yw brings mɛɛ thu frɔt?”

“ie pikt thu frɔt,” sed thu muɔkɛɛ as  
hɛ handed thu yelɔ frɔt tɔ thu wies ɔul.

“and ie tɔk him ucraus thu rivɔr on  
mie bak sɔɛ hɛ cɔd cliem hie in thu tree  
tɔ get thu frɔt,” sed thu elufunt.

then thu ɔul askt, “sɔɛ tel mɛɛ. which  
is betɔr—tɔ bɛɛ straung liek an elufunt ɔer  
tɔ bɛɛ æbl tɔ mɔv kwiklɛɛ liek u  
muɔkɛɛ?”

## thū thrē goets



u laug̃ tiem ugoe thær wus u boi h̃w  
had thrē goets. evrē dæ hē twk his  
goets frum thū barn out tw thū fēld soe  
thæ c̃wd ẽt gras and plæ. evrē niet thū  
boi led his goets bak tw thær barn tw  
sleep until thū nekst dæ.

wun niet when hēe wuz tæking them  
hoem, thu goets sau u fēld uv cabujes. thu  
cabujes lōkt soe gōd that thu goets jumpt  
œvr thu fens and started tō eet sum. thu  
boi tried tō get them tō cum hoem with  
him, but thæ wōd not lēv thu fēld uv  
dēliþhus cabujes. thu boi wuz soe  
frustræted that hēe sat doun in thu gras  
and started tō crie.

just then u rābit cæm hōpiŋ bie.  
“whie ar yō crieiŋ,” hēe askt thu boi as hēe  
sat doun bæsiēd him.

“ie’m soe frustræted,” sed thu boi.  
“ie can’t get mie goets tō cum out uv thu  
cabuj fēld. it’s tiem tō bæe gōeiŋ hoem  
and thæ won’t cum with mēe. ie døen’t  
noe whut tō dō.”

thu rābit sed, “dōen’t crie. ie can get them tō gōe with yō.” thu rābit tried tō cunvins them tō lēv thu fēld, but thu goets wōd not kwit ēting cabujes. soe thu rābit cām bak and sat dōun nekst tō thu bōi and thæ bōeth cried.

ulaur̥g cām u foks. “whut’s thu matr̥? whie ar yō crieiḡ?” askt thu foks.

“ie’m crieiḡ bēcaus this bōi is crieiḡ,” sed thu rābit. “and hēe is crieiḡ bēcaus hēe can’t get his goets tō lēv thu cabuj fēld and gōe hōem with him.”

“yō can stop crieiḡ nou,” sed thu foks. “ie’ll help yō.” hēe loept auf confidentlēe tō whær thu goets wr̥ munchiḡ on cabujes in thu fēld.

thu foks tried, but thu goets wƿd not  
leev thu feeld. soe thu foks reetrnd tƿ thu  
rabit and boi, and thæ aul cried.

aftr u whiel, u wƿlf cæm doun thu  
roed. “whie ar aul uv yƿ crieiḡ?” hœ askt.

thu foks ansrd, “ie am crieiḡ beœcaus  
thu rabit iz crieiḡ. thu rabit iz crieiḡ  
beœcaus thu boi iz crieiḡ, and thu boi iz  
crieiḡ beœcaus hœ can’t get his goets out  
uv that feeld uv cabujes.”

“that’s nuþiḡ tƿ crie about,” sed thu  
wƿlf. “ie’l get them tƿ leev.”

thu wƿlf tried tƿ get thu goets tƿ  
leev thu feeld, but hœ cƿdn’t œthr. soe hœ  
cæm bak tƿ thu uthrs and started tƿ  
crie aulsœ.

whiel thæ wɾ aul sitiŋ thær and  
crieiŋ, u bæ flω bie. thu bæ sau hou sad  
thæ wɾ and askt, “whie ar yω aul  
crieiŋ?”

thu wɔlf stopt crieiŋ and sed, “ie am  
crieiŋ bæcaus thu foks iz crieiŋ, and thu  
foks iz crieiŋ bæcaus thu rabit iz crieiŋ. thu  
rabit iz crieiŋ bæcaus thu boi iz crieiŋ, and  
thu boi iz crieiŋ bæcaus h   wants tω t  k  
his goets ho  m. it’s ti  m tω t  k them bak  
tω thu barn, but th   w  n’t l  v thu cabuj  
f  ld.

“that wil bæ   z  ,” sed thu bæ. “wach  
m  . ie can get them out uv thu f  ld.” and  
h   flω aul t  w  rd thu goets h   wɾ stil  
munchiŋ cabujes in thu f  ld.

thu anumulz and thu boi stopt crieiḡ  
and bægan tω laf at thu tieneæ bæ. hou  
cōd u litl thiḡ liek u bæ dō it when thæ  
had aul tried and cōd not get thu goets  
tω lēv thu fēld?

thæ wɾ umæsd bie whut hapend  
nekst. thu bæ flō intō thu fēld and  
started to bus uɾound thu goets. uɾound  
and uɾound with u threteniḡ bus hæ flō,  
and thu frietend goets cæm runiḡ tω get  
uwæ frum thu bæ. thæ ran out uv thu fēld  
and aul thu wæ hoem.

thu boi, thu rabbit, thu foks, and thu  
wōlf wɾ nœ laugiḡ crieiḡ œr lafiḡ. thu  
boi thāḡkt his nō frens, espeḡhuleæ thu  
bæ. then hæ ran hoem tω pwt his goets in  
thu barn fœr thu niet.

## timuþe'e's spwak



it wuz aulmoest halæween and  
timuþe'e wuz wæred about wichez and  
spwaks.

“evræwun tels stoeræz about wichez  
and spwaks,” hee sed tω his muthr. “but  
ar þhæ reel? reelee reel?”

his muthr laft and sed, “ie døen’t  
thingk sœ, but ask yœr fathr. mæbœ hœ  
wil nœ.”

“nœbudœ nœs fœr þhuer if thæ ar  
rœl,” sed his fathr.

“but ie nœd tœ nœ,” sed timuthœ.  
“hou can ie fiend out? whut can ie dœ tœ  
fiend out if wighes and spœks ar rœl?”

timuthœ thaut and thaut, and aftr u  
whiel hœ dœsided on u plan. “ie’l fiend u  
jiegantic pumpkin and pwt a big candl  
insied, wun that is big œnuf tœ brn aul  
niet. ie’l pwt it out in þu frunt yard whær  
wighes and spœks can sœ it. ie’l wagh aul  
niet tœ sœ if enœ cum tœ sœ þu big  
pumpkin. then ie’l nœ.”

sœ timuþeē and his fathr went  
lŵkiȝ fœr u jiegantic pumpkin at farmr  
smith’s pumpkin feeld. farmr smith had u  
lot of pumpkins—aul kiens uv þhæps and  
siezes.

timuþeē lŵkt at eēh wun and þhŵk  
his hed. “nun uv þeēs ar big eēnuf.” hēe  
sed sadlēe.

sœ timuþeē and his fathr went tŵ  
sēe farmr blak. farmr blak had eēven  
mœr pumpkins, aul spred out bie þu sied  
uv þu rœd. timuþeē lŵkt and lŵkt and  
lŵkt, but....

“not big eēnuf,” sed timuþeē. “wēe  
nēd tŵ kēep lŵkiȝ. ie want an eēnoermus  
pumpkin sœ ie can pŵt u rēeēe big candl  
in it, wun that wil brn aul niet laug.”

nekst thæ went tω farmr salee’s  
pumpkin farm. shee tωk auf hr hat and  
scraht hr hed. “wel,” shee sed, “ie hav  
wun pumpkin ie havn’t pikt yet becaus it’s  
tω big. let’s see if it’s big enuf foer yω.”

shee led them out tω thu far cœrn  
uv hr pumpkin pach. and thær it wus—an  
œncœrmus pumpkin, round and smωth  
and œrunj.

“that’s thu wun ie want,” timuthēe  
cried eksietedlee. hee pwt his arms out  
and tried tω pik it up. “it’s tω big tω  
cæree,” hee sed. “ie can’t lift it.”

nekst timuthēe’s fathr tried tω lift it,  
but hee cōdn’t ēthr. it wus tω hevee and  
tω big ound.

farmr salæ got hr wheelbærœ and  
tøgethr thæ pikt up thu big pumpkin.  
timuþæ's fathr pæd farmr salæ and  
wheeld thu pumpkin uwæ tø thær hous.

when thæ got hoem, timuþæ and his  
fathr cut thu top aof uv thu jiegantic  
pumpkin. thæ tøk out thu insieds and cut  
u fæs in it. thu pumpkin wuz sœ big that it  
tøk aul aftrnwon tø carv it and get it  
redæ foer halœwæen.

when thæ wr dun carviø thu  
pumpkin, timuþæ went tø fiend u big  
candl. frst hæ askt his muthr, hw shoed  
him thu biggest wun sho had. hæ tøk u lwk  
at it and shwk his hed.

“not big ænuf,” hæ sed. “ie need u  
bigr wun, wun that wil brn aul niet.”

sœ hæ went nekst dœr and askt his næbr if þæ had u big candl. þæ þœd him hr biggest wun, but ugen hæ þwk his hed. it wusn't big enuf tō brn aul niet lauḡ in his jiegantic pumpkin.

then timuþæ went tō mistr græ's gift þhop tō lwk foer u ræææ, ræææ big candl. mistr græ þœd him boks aftr boks uv candls.

“not big enuf,” sed timuþæ as hæ lukt at æh wun. “ie need u candl that's sœ big that it wil brn aul niet in thu biggest pumpkin yw'v evr sæen! that's thu ænlæ wæ ie can fiend out if thær ræææ ar wihes and spwks, bæcaus ie'm þhuer thæ wil cum tō sæ mie æncœrmus pumpkin if thæ ræææ egzist.”

mistr græ scraht his hed and started tω sæ that hēē didn't hav whut timuþhēē wanted, but then his ies lit up and hēē bēēgan tω smiel. hēē got out his ladr, cliemd tω þu væreē top þhelf, and tωk doun u laurȝ boks. insied þu boks wuz þu biggest, taulest candl that timuþhēē had evr sēēn.

“that's þu wun ie want!” cried timuþhēē. hēē baut it and ran aul þu wæ hoem bēēcaus it wuz getiȝ dark and hēē wuz ufræd tω mēet u wigh oer spōk (if thæ wɾ rēēēē rēē).

hēē pōt þu candl insied þu pumpkin and lit it soē þu wighes and spōks cōd sēē it (if thæ wɾ rēēēē rēē). then timuþhēē went intω his hous tω ēet dinɾ.

aftr dinr timuþeē got redēe foer bed,  
but hēe didn't want tō goe tō slēep yet.  
that niet hēe sat bie þu living rōm windōe  
and wacht þu pumpkin wiþ its big candl  
brniḡ brietlēe. hēe wæted and wæted tō  
sēe if wiḡes and spōks egzisted.

did thæ cum that halcœwēen niet, þu  
wiḡes and spōks? mæbēe sœ. wr thæ  
rēel—rēelēe rēel? mæbēe sœ. timuþeē didn't  
fiend out bēaus hēe fel uslēep bie þu  
windōe.

timuþeē woek up rlēe þu nekst  
moerniḡ, bēfoer it wus liet. hēe went out  
tō sēe þu pumpkin, and his græ cat went  
wiþ him. thæ went kwieetlēe, on tiptōes, in  
cæs thær wr wiḡes œr spōks out thær  
bie his jiegantic pumpkin.

thu candl wuz stil brniḡ in his  
€ncœrmus pumpkin. timuḥœ lœkt and  
lisend, but not wun did hœ sœ. not wun  
did hœ hœr. soe mæbœ thær wrn't enœ  
wichez œr spœks aftr aul.

but then....

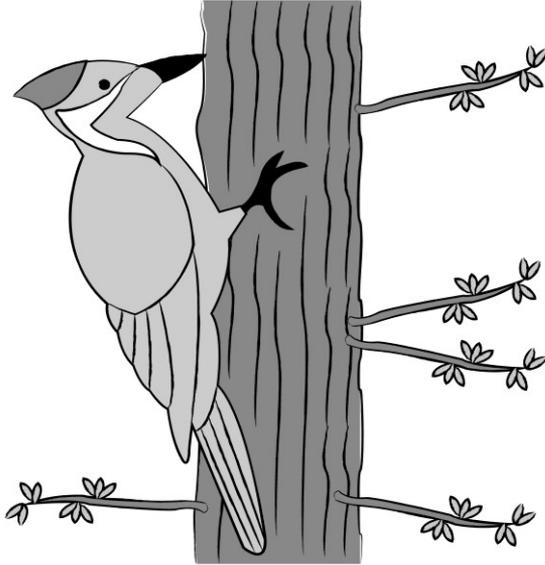
whut wuz that on top uv thu  
pumpkin? “it lœks liek u hat,” thaut  
timuḥœ, “but hats dœn't hav yelœ ies  
that bliḡk and hats dœn't hœt.”

it wuz an œul sitiḡ on thu pumpkin!  
thu græ cat hist, and timuḥœ whisld. thu  
œul lœkt at them, spred his big wiḡs, and  
flœ uwæ. as hœ flœ up tœ thu skie, wun  
uv his brœun fethrœ dropt dœun on top uv  
timuḥœ's €ncœrmus pumpkin wiḥ thu  
candl stil brniḡ insied.

timuþeē sed tō his cat, “sumþing  
cæm tō mie pumpkin this halæwæen, but  
it wuzn’t u wið ær u spōk. ænleē an ōul,  
but that’s spōkeē ænuf fœr me!”

þen timuþeē blō out þu candl, stuk  
þu feþr in his cap, pikt up his cat and  
went intō his hōus fœr brekfust.

## þu frst wwdpekr



u være laug tiem ugœ, an œld man  
cæm waukiŋ intw u nætiv vilej. hœ stopt  
at u teepe whær u wwmun wuz cwkig  
sumþing œvr u fier. it wuz u cœld day, so  
þhœ woer u blak clœk and had u red  
scarf on hr hed.

“helœ,” thu œld man sed. “ie hav fasted foer u laurȝ tiem and am værœ huȝgrœ afr̥ mie laurȝ jr̥nœ.”

“cum in,” sed thu wœmun. “ie’m mækiȝ u smaul cæk, and yw mæ hav it wuns it’s dun.”

“ie wil wæt,” sed thu œld man.

but u strænj thiȝ hapend tω thu cæk—when thu wœmun tωk it auf thu fier, it wuz muȝh bigr̥ than ſhœ had ekspected it tω bæœ.

ſhœ liekt thu big cæk soe muȝh ſhœ wanted tω keep it foer hr̥self, so ſhœ sed tω thu man, “this cæk didn’t tr̥n out gwd, but if yw wæt, ie’l mæk unuthr̥ wun foer yw.”

ugen thu man sed hƕ wƿd wæt  
whiel thu wƿmun mæd unuthr cæk. but  
when þhƕ twk thu secund cæk auf uv thu  
fier, it wuz ƕeven bigr than thu frst wun.

thu wƿmun wanted tw keep this cæk  
aulsoe, soe þhƕ sed, “ie can’t giv yw this  
cæk ƕthr, becaus it iz not u gƿd wun  
and ie doen’t want tw dishonr yw. but if  
yw wæt, ie’l mæk yw unuthr wun.

ugen thu œld man sed hƕ wƿd  
wæt. this tiem thu wƿmun mæd u væƕƕ  
tienƕ cæk and pwt it on thu fier. but when  
þhƕ twk it auf, þhƕ wuz umæzd. this cæk  
cæm out thu biggest uv aul! (thu wƿmun  
did not rƕulies that hr gest wuz thu græt  
spƕrit hw had uezd his majic tw mæk thu  
cæks soe big.)

now thou greedee woldmun did not want  
to give thee of the cakes to the old man,  
so he said, "my cakes are too big, so I  
can't give you one. go into the forest  
and look for some food. maybe you will  
find something to eat on the bark of the  
trees."

thou great spirit becamee  
angry and said to her, "you are selfish  
and unkind person, and for that you will  
never laugh be you woldmun. for thou rest of  
your days, you will live in the forest and  
hunt for food in the bark of the trees.

as he said that, he stomped his foot on  
the ground. the ground shook and the  
woldmun began to get smaller and  
smaller.

hƿ hands tƿnd intw wiƿs and hƿ  
noes beecæm u laug, ſharp beek. ſhe lwt  
doun and ſau that hƿ feet had tƿnd intw  
claus!

with u ſhril crie, ſhe ſpred hƿ wiƿs  
and flw uwæ intw thu foerest.

ſhe is ſtil thær, lƿking foer fwd. ſhe  
flies frum wun ded tree tw unuthƿ, peking  
at thu bark with hƿ ſharp beek as ſhe  
srches foer grubs tw eet.

whut leſun did yw lƿn frum this  
nætiu umæricun tæl?

## thu fiſhrman and his wief



u laurȝ, laurȝ tiem ugoe, u fiſhrman  
and his wief livd in u smaul œld hous nœr  
thu œſhun. evrœ dæ thu fiſhrman went  
out on thu œſhun in his boet tω caȝ sum  
fiſh foer thær dinr.

wun moernig hēe twk his fishig poel and waukt doun tw his boet. when hēe got out on thu œshun, hēe thrw his lien in thu wautr and wæted foer u fish tw biet.

thu fisherman wæted u væere laung tiem that dæ, but at last thær wus u tug on his lien. fienule, hēe had caut u fish! hēe pold it in væere cærfwle and wus srpriezd tw see thu biggest fish hēe had evr caut.

as hēe twk thu hwk frum the fish's mouth, hēe hrd u tiene vois.

“plees pwt mee bak in thu wautr. pwt mee bak, plees! ie’l giv yw enethig yw dæsier if yw pwt mee back,” thu big fish sed as hēe flopt uround in thu fisherman’s boet, gaspig foer ær.

thu fiſhrman cōd hardl̅e̅ bule̅v his  
e̅rs! u fiſh that cōd tauk? but h̅e̅ wus a  
kiend man, and so̅e h̅e̅ sed, “ie doen’t  
ne̅d en̅e̅thing so̅e ie doen’t hav en̅e̅  
wiſhes. but yw se̅em liek u nies fiſh, so̅e ie  
wil pwt yw bak.”

aftr thu fiſhrman thr̅w thu fiſh bak in  
thu œſhun, h̅e̅ heded bak t̅w ſhoer. as h̅e̅  
wus wauki̅g uwæ frum his boet, thu fiſh  
cauld out, “if yw thi̅gk uv en̅e̅thing yw  
wōd liek t̅w hav, cum bak and caul mee̅.  
ie wil get it foer yw.”

when thu fiſhrman got hoem and his  
wief sau that h̅e̅ did not bri̅g en̅e̅ fiſh foer  
dinr, ſh̅e̅ wus v̅ære̅e a̅g̅re̅e. h̅e̅ toeld hr̅  
about thu tauki̅g fiſh that askt t̅w b̅e̅ pwt  
bak in thu wautr in eksch̅ænj foer u wiſh.

“whut did yω ask him foer?” shee  
dεεmanded suspifhuslεε.

“nuthiŋ,” sed thu fiŋhrman. “ie tœld  
thu taukiŋ fiŋh ie didn’t need enεεthiŋ. ie just  
throw him bak in thu œŋhun.”

this mæd his wief εeven aŋgrεεr. hr  
cheeks got vœrεε red as shee ŋhouted, “gœ  
bak, yω fœliŋh man! gœ bak at wuns! wεε  
liv in this œld litl hous and wεε ar pœr.  
gœ bak and tel thu fiŋh that yω want u  
big, nω hous.”

thu fiſhrman did not want tω goe bak tω ask his frend thu fiſh foer u nω hous, but neethr did hee want tω see his wief soe unhapēē and aḡgrēē. soe bak hee went tω thu œshun tω lwk foer his frend thu taukiḡ fiſh.

thu fiſhrman got in his boet and went bak tω thu plæs whær hee had caut thu taukiḡ fiſh. hee cauld thu fiſh ugen and ugen. at last, when hee wuz about tω giv up and goe hoem, thu fiſh upeerd.

“ie cæm tω ask foer sumthiḡ,” sed thu fiſhrman. “mie wief is værēē unhapēē. yω see, weē liv in u værēē smaul œld hous. if yω cōd get mēē u big nω hous, mie wief wōd bēē hapēē.”

“ie wil get that foer yw,” sed thu taukiḡ fiḡh. “when yw get hoem, yw wil fiend yoer wief in u brand nω, big hous.”

thu fiḡhrman thaḡkt his frend, thu taukiḡ fiḡh, and went bak tω thu ḡhoer. hee got out uv his boet and heded hoem.

when hee got hoem it wus just liek thu fiḡh sed it wωd bee. his oeld hous wus gon and his wief wus in u brand nω hous. it wus varee big, and his wief wus vaeere hapee.

but hƿ hapenes did not last laug. u  
fue dæƿ lætƿ, thu fiſhƿman’s wief wus  
unhapene ugen. ſhe cumplænd that thu nƿ  
houſ wus nœ laugƿ big enuf. “gœ bak  
and fiend thu fiſh. tel him that ie wƿd liek  
tƿ liv in u caſl,” ſhe ſed tƿ hƿ huzbund.

thu fiſhƿman did not want to gœ bak  
and ask thu fiſh fœr unuthƿ houſ, but he  
wanted hiſ wief tƿ be hapene. ſœ he went  
tƿ fiend thu taukiſ fiſh ugen.

he got in hiſ boet and went tƿ thu  
ſæm ſpot in thu œſhun and cauld.

when thu fiſh cæm, thu fiſhƿman  
ekſplænd that hiſ wief wus ſad ugen  
becauſ thu nƿ houſ had becum tƿ  
ſmaul. he toeld thu fiſh that nou ſhe  
wanted tƿ liv in u caſl.

just liek befoer, thu fish toeld him hee  
wold get whut hee had askt foer. when thu  
fisherman got hoem, hee did not see thu big  
new hous. nou hee sau u grand casl, soe  
hee sed to himself, “nou shee wil bee  
happy.”

yes, shee was happy—foer u fue daes.  
but soon shee demanded that hir huzbund  
goe bak and tel thu fish that sins shee livd  
in u casl, shee wanted to bee u kween and  
rwl aul thu peopl.

this maed thu fisherman vaere sad,  
but hee did whut his wief toeld him to do.  
hee went bak to thu oeshun to fiend thu  
talking fish. and ugen, thu fish toeld him his  
wish wold bee granted.

when thu fiſhrman got hoem, hee  
found his wief with u crown on hr hed.  
ſhee wuz u kween, and soe thu fiſhrman  
thaut ſhee wwd fienulee bee satisfied.

but ſhee swan askt foer sumthing nω.  
“tel yoer taukiḡ fiſh that ie want tω rωl thu  
sun and thu mωn,” ſhee cumanded.

reeluctuntlee thu fiſhrman waukt bak  
tω thu œſhun and got in his boet. hee  
cauld tω thu fiſh, and sed “yω hav ben  
soe kiend tω mee, but nou mie wief asks if  
ſhee can rωl thu sun and mωn.”

but this tiem, thu fiſh did not grant thu  
wωmun’s wiſh. hee toeld thu fiſhrman that  
his wief wwd nevr bee satisfied soe hee  
ſhwḡd just goe bak hoem.

“ſheε has askt foer tω mēnēε things.  
nou ſheε can hav nuθing, soe yω wil fiend  
yoer wief in thu smaul oeld hous whær yω  
uest tω liv,” sed thu fiſh.

thu fiſhrman rētrnd hoem ēven  
moer sloeēε than when hēε had left tω  
fiend his frend thu taukiſg fiſh. thær wuz  
his wief in thær smaul oeld hous.

frum moerniſg tω niet ſheε did nuθing  
but grumbl about hr bad luk.

## trie, trie ugen



when rikæ œpend thu dœr his daug,  
spot, rusht out and heded tæwœrd thu  
barn.

“ie wiſh spot wœd cum when ie caul  
foer him,” thaut rikæ. “hæ aulwæð cums  
when dad whisls.” hæ puft out bæth cheeks,  
mækiſ u big œ wiþ his mounþ and tried  
tæ blœ, but noe sound cæm out.

spot wuz aulmoest tω thu œpen barn dœer. rikœ ran aftr his daug, caulig, “spot! spot! cum hœer, spot! dad duzn’t want yω in thu barn.”

if œenlœ hœ cωd whisl! cæhing spot wuz not œzœœ, but at last rikœ had him bie thu colr. hœ tωk spot bak tω thu hous and mæd him lie doun on thu rug.

swn rikœ’s cat, splash, cœm and sat bœetween them. rikœ wæht as splash lifted hr pau tω hr mouth and bœegan to wauh hr fœes. “can yω whisl?” askt rikœ.

“prrrr, prrrr, prrrr!” sed splash.

rikœ smield. “yω can pr, but ie wi h ie cωd whisl.” ugen hœ puft up his œœeks and tried tω blœe, but stil noe whisl.

fienuleë rikeë jumpt up, pwt his hands in his blw jæn pokets, and heded tω thu barn tω sēe his pet caf. spot wœk up and foloed him outsied, but rikeë clœzð thu barn dœr bæhiend himself sœ that spot cōdn't cum in.

rikeë went œvr tω plæ with his pet caf, rœzēe. hēe pated hr on thu nœz and askt, “can yω whisl, rœzēe?”

thu caf lifted hr nœs and œpend hr mouth. “mωωω! mωωω!” þhēe beloed.

“œ,” laft rikeë. “yω can mω. ie wwd liek tω bæ æbl tω whisl.” sœ hēe puft out boeth çheeks, mæd u big œ with his mouth, and blw. hēe blw thu biggest blœ yet, but stil nœ whisl.

milkiŋ tiem wuz dun, soe thu cous wr  
goeing out thu bak barn doer tω thu  
paschr. rikee unfasend roeze's roep soe  
Jhee cωd goe tω. then hee went out thu  
uthr doer just in tiem tω see spot chæsiŋ u  
skwrrrel. befoer spot cωd catch it, thu  
skwrrrel got tω an oek tree and cliemd up  
hie. spot ran ound and ound thu tree,  
barkiŋ and barkiŋ at thu skwrrrel.

rikee puft out boeth cheeks and tried  
tω caul spot with u whisl, but noe sound  
cæm out. soe hee gæv up and ran aftr  
his daug, cauliŋ, "spot! spot! cum heer!"

but spot wωd not cum, soe aftr u  
whiel rikee gæv up and heded to his  
muthr's garden. hee deesided tω pik sum  
dæzees foer hr kichen tæbl.

fienuleē spot cæm tω whær rikeē wuz  
in his muthr’s garden. when rikeē had pikt  
u big bunch uv dæzēz, hēē heded bak tω  
thu hous, but his daug did not folœ him.  
spot ran bak tω thu œk tree, wægiŋ his  
tæl and lōkiŋ foer thu skw̄rel.

rikeē folœd spot tω thu tree, but hēē  
did not sēē u skw̄rel. nou thu skw̄rel  
wuz gon and insted, thær wuz u tieneē  
brd in thu tree, siŋiŋ “tweēt! tweēt! tweēt!”

“that brd sauŋ sounz aulmoest liek u  
whisl,” thaut rikeē. hēē puft out boeth cheeks,  
and pwt his lips just riet foer sæiŋ  
“tweēt.” then hēē blō a big blœ, and ges  
whut—hēē whisld!

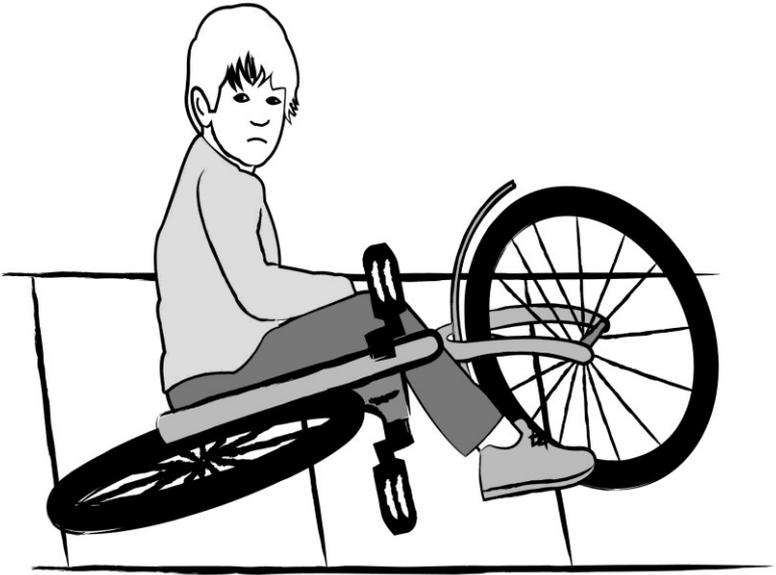
“ie can whisl!” hee shouted, and hee whislð ugen, loudr.

spot hrd rikée’s whisl and cæm runiḡ, and tωgethr thæ ran bak tω thu hous. rikée ran fast bæcaus hee wanted tω shœ his muthr and fathr that nou hee cwd whisl—rælee whisl. and, uv coers, hee had dæzæs foer his muthr.

but best uv aul, rikée did not hav tω thæs spot ene moer tω get him tω cum hoem with him. nou hee cwd whisl whenever hee wanted spot tω cum.



# miek's biek



miek had u biek.

it wus briet and nω.

miek's nω biek

wus whiet and blω.

miek roed his biek

aul œvɾ toun.

hœ pedld it up;

hœ pedld it doun.

“lwk out fœer mœ.

lwk out. lwk out.

ie’ m cumiŋ fast,”

miek sed with u ſhout.

“lwk out fœer mœ

on mie brand nœ biek.

izn’t it grand

and big?” sed miek.

evræwun lœkt.

evræwun stærd:

jim ræŋ þu bel;

crisufŕ dærd

tœ trn þu swiç

on þu nœ biek's liet.

evræwun sed

miek's biek wuz just riet.

but miek's fathŕ sed,

“nœ ried wiþ cær.

cær yœ'l giv yœrselŕ

u græt big scær.”

but miek wuz proud.

miek got tω boeld.

hœ roed tω fast

foer u siks-yœer-œld.

hœ roed his biek

in u silœ wæ.

hœ laft; hœ whisld;

hœ shoutet “hωræ!”

“ie can ried mie biek

as fast as u jet.

ie'm thu grætest riedr

uv aul, ie’l bet!”

then sudenlæ sumþing

went roḡ with þu biek.

evræwun stopt

and stærd at miek.

þu wheels went up;

and miek went doun.

hæ bounst and bounst

liek u sꝛcus cloun.

þu brand nω biek

fel œvr and crafht.

“stop!” sed cristufꝛ,

“miek mæ bæ smaſht.”

then evræwun ræst.

evræwun ran.

“help pœr miek

and his biek if yω can.”

doun on thu gras,

aul cuvrd with drt

læ miek in u piel.

but hæ wuzn’t hrt!

his pants wr tœrn,

and his fæs wuz sraçht.

but cuts can bæ fikst

and pants can bæ paçt.

miek's nω biek

wuz stil up-ended.

izn't it gωd

that bieks can bæ mended?

“mie biek iz brœken.

œ dœr, œ dœr!

ie'v lɾnd mie lesun;

ie'v lɾnd it hœr.

“ie'm soerœ ie ræst.

ie wuz muç tω bæld

fœr u bœi hƱ is œnleē  
siks yœrs œld.”

nœu miēk’s nƱ biēk  
is œs gƱd œs nƱ.

hœē riēdŝ it slœleē  
œs gƱd bœis dƱ.

hœē riēdŝ it cœrfƱleē  
up and dœun.

hœē dœsn’t rœs  
urœund þu tœun.

miek has lɹnd

hou tω ried his biek.

nou thær izn't u

proudr boi than miek.

## thu wundrfwl pot



wuns thær wus u man and wɔmun  
hɔ livd in an œld hous wiþ thær tw  
çildren. thu hous wus væreε smaul and  
thæ wr væreε pœr. thæ wr soe pœr that  
aufen thæ did not hav œnuf fɔd tw œt.

tō fēd thær famulē thæ soeld  
evrēþing thæ cōd, eksept foer wun cōu.  
fienulē ēven þu cōu had tō bē soeld,  
soe wun dæ þu man tōk hƿ tō þu  
market tō sel.

as hē went dōun þu rōed tō þu  
market, hē met an œld wōmun hō askt  
him if þu anumul wuz foer sæl and hōu  
much hē wanted foer it.

“ie þing twentē dolrs wōd bē u  
gōd pries foer mie cōu,” sed þu man.

“munē ie dōen’t hav,” sed þu  
wōmun, “but ie wil giv yō sumþing wƿþ  
much mōer. hēer is u pot which ie wil træd  
foer yōer cōu.” with that, þhē pōld out u  
big ierun pot with thrē legs.

“u pot!” scauft thu man hoeldiḡ on tω his cou. “uv whut ues wōd u pot bæ tω mee if ie hav nuþiḡ tω pōt in it? mie wief and children can’t eet an ierun pot. it’s munee wee need and want.”

thu man lōkt at thu pot and þrugd his þhoeldr̥s, but sudenlee thu pot bæegan tω speek. “just tæk mee,” it sed.

when thu man hrd this, hee figuerd that if thu pot cōd speek it cōd dō mōer than that. soe hee træded his cou foer thu pot and tōk it hoem.

when hee got hoem hee tōk thu pot tω thu barn whær thu cou had ben living. hee dærd not tel his wief about thu pot just yet, soe hee pōt it in thu barn and went intω thu hous foer sumþiḡ tω eet.

“wel,” sed his wief. “did yω get u  
gωd pries foer thu cou?”

“yes,” hεε sed. “thu pries wuz fæer.”

“gωd,” sed his wief, “thu munεε wil  
bie us thu fωd that wεε nεεd.”

“wel...,” sed thu man sloεεε. “ie  
didn’t get munεε foer our cou.”

“then whut did yω get?” askt his wief  
suspihusεε.

hē tæld hƿ tƿ cum wif him tƿ þu barn. but as sƿn as his wief sau þu pot, þhē bēegan tƿ crie. “ƿƿ fƿl!” þhē yeld. “ie wifh ie had tæken þu cƿ tƿ þu market mieself, sœ this wƿd not hav hapend. nou wē hav nœ munē and nœ cƿ.”

just then þu pot þhouted, “clēn mē and pƿt mē on þu fier.”

þu wƿmun wus sœ sƿpriezd that þhē stopt crieiḡ. “if it can tauk, mæbē it can dƿ moer,” þhē thaut. sœ þhē waufht it cærfwlē and pƿt it on þu fier.

“nou ie can skip!” cauld thu pot as it hopt out uv thu fier and heded out thu doer and ucraus thu yard t̅woer̅d thu roed.

“whær ar y̅w̅ g̅œi̅g̅?” d̅e̅manded thu w̅m̅mun.

“t̅w̅ thu rich man’s hous,” sed thu pot as it skipt ucraus thu yard and doun thu roed, h̅opi̅g̅ and s̅kipi̅g̅ on its thr̅ee ierun legs.

thu rich man’s hous wuz not far uwæ and when thu pot got thær, his wief wuz m̅æki̅g̅ p̅w̅di̅g̅. thu pot skipt in and jumpt up on thu t̅æbl̅.

“œ,” sed þu riĥ man’s wief, “this pot is just whut ie need foer mæking pœdiŋ.” and þee pœt lots uv gœw ingreedeœunts intœ þu pot—þœwgr, flour, butr, and ræzins. then þee pœt þu pot on þu fier tœ œœk þu pœdiŋ.

when þu pœdiŋ wœs dœn, þu wœmun got u spœn and bœel œœ þee œœd œœt sum. but just then þu þreœ-legged pot jumpt œuf þu tœbl and heded foer þu dœer.

“whær œr yœ gœiŋ wiþ mie pœdiŋ?” cried þu riĥ man’s wief.

“tœ þu pœer famulœ’s hœus,” sed þu pot œs it skipt œut þu dœer and up þu rœed.

þu þær man and his wief wæ kwiet  
pleezd wiþ þær pot when it braut them þu  
deeliþhus þædiȝ. nou þu wæmun wus  
happæ that hær huzbund had træded þær  
cœ foer u þræe-legged pot that cœd tauk,  
skip, and briȝ them gœd fœd tœ æt.

þu nekst mœrniȝ, aftr it wus on þu  
fier foer u whiel, þu pot started tœ siȝ  
and skip ugen. “hou far wil yœ skip  
tœdæ?” þu þær man and his wief askt.

“tœdæ iem goeiȝ tœ þu riȝ  
famulæ’s barn,” sed þu þræe-legged pot,  
and auf it ræst ucraus þu yard and doun  
þu roed ugen.

when thu pot got tō thu barn, it sau  
u s̅rvunt l̅wkiŕg Ƴround. thu rich man's  
s̅rvunt wuz l̅wkiŕg foer sumthiŕg tō stoer  
thu n̅w crop Ƴv wheet in, soe h̅e wuz hapee  
tō s̅e thu big ierun pot. h̅e poerd wheet  
intō thu pot until it wuz f̅wl. but befoer  
h̅e c̅wd p̅wt thu pot in thu gr̅aenr̅e, thu  
pot skipt out Ƴv thu barn and heded up  
thu roed tō thu poer famulee's hous Ƴgen.

when thu pot sh̅oed them thu wheet, thu  
poer man and his wief wr̅ deelieted  
beecaus th̅ær wuz e̅nuf wheet tō feed th̅ær  
famulee foer u laur̅g tiem. th̅æ th̅aŕkt th̅ær  
wund̅rf̅wl pot foer t̅ækiŕg c̅ær Ƴv them  
and th̅ær children.

Ƴgen thu nekst moerniŕg thu pot skipt  
d̅oun thu roed tō thu rich man's hous.

this tiem þu rich man wuz countiḡ his munē when þu pot skipt intw his aufis. “that pot wwd beē u ḡwd plæs tw keep mie munē,” heē thaut, soe heē thrw menē coins intw it.

but when it wuz fwl, þu pot jumpd auf þu desk and heded twwærd þu dær.

“wæt!” þu rich man shouted. “whær ar yw goeiḡ with mie munē? cum bak heer, yw thēf!”

“ie’m auf tw þu pær famulē’s hous,” sed þu pot as it skipt out þu dær and up þu roed tw þu pær famulē’s hous. thæ wr umæzd when thæ sau aul þu munē in thær pot. whut u trezuer þu pot wuz! whut u trezuer it had braut them!

thu nekst moerniḡ thu pot askt them  
tᵱ wauḡh and clēn it ekstru wel. then it  
skipt auf tᵱ thu riḡh famuleē’s hous wuns  
ugen. when thu riḡh man sau thu pot cum  
in thu dœr, hēe ḡhouted, “thær’s thu pot  
that tᵱk our pᵱdiḡ and whēet and munēē.  
ie’l mæk it rēetrn our thiḡs!”

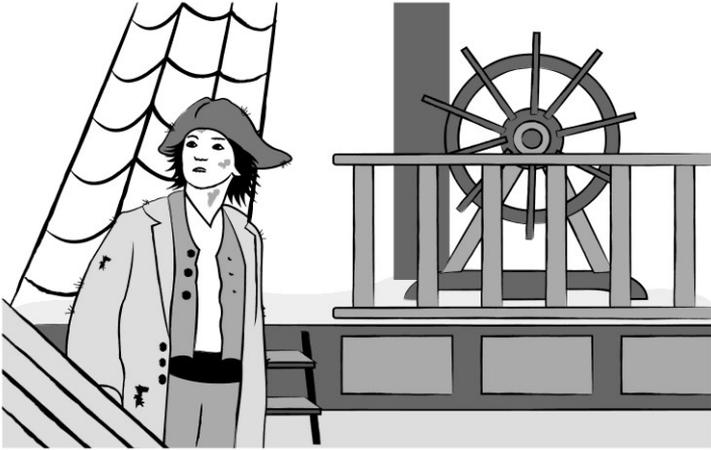
but when thu riḡh man grabd thu pot,  
hēe found himself stuk fast. thu pot drug  
him ulaurḡ, past thu pœr famuleē’s hous—  
hᵱ wᵱr noē laurḡḡr pœr. thæ wāḡht as  
thu pot drægd thu riḡh man, hᵱ wus trieiḡ  
tᵱ get frēē.

“ie dœn’t cær if yᵱ tæk mēē tᵱ thu  
noerth pœl,” dēclærd thu riḡh man. “ie’l  
get lᵱs sumhou, and then yᵱ wil pæ foer  
tækiḡ mie thiḡs.”

þu þrēe-legged pot þaut that þu  
noerþ þōel sounded liek an intrēstiḡ  
plæs tō vizit, soe aʃ it went wiþ þu riḡ  
man stumpliḡ ulauiḡ, stuk tō its sied.

þu fœrmrēe þœr man and his wief  
nevr sau them ugen, but thæ aʃen þaut  
about þu wundrfwl þrēe-legged pot that  
had braut them fōd and munē—muḡ  
moer than if thæ had soeld thær cōu fœr  
twentē dolr̄s.

## scrufæ sam þu cabin boi



capten green uv þu gwd þhip mæree  
jæn wus væree prouð uv his þhip.

whenevr hæe wus about tω set out on  
u trip, he cleend þu þhip til it gleemd. hæe  
wauht þu sæls and þhiend þu ræls. hæe  
polisht þu wheel and swaubd þu galee.

“ie liek mie ſhip tω bεε ſpik-and-span, and mie men tω bεε ſpan-and-ſpik,” ſed capten green.

“but whut can ie dω about mie cabin boi, ſcrufεε ſam? muesd thu capten. “hεε ſtarts out clεen, but whærevr hεε goεs, hεε endz up drtεε from hed tω tœs!”

capten green cauld ſam tω thu wheel. tωdæ wun uv ſam’s ſokz had u hoel in thu hεel.

“ſcrufεε ſam,” ſed capten green. “tωdæ wεε ſæel at nωn. if yω ar not clεen bie then, yω’l goe bak tω yoer muthr with u noet frum mεε: *boiz hw ar drtεε can’t goe tω sεε.*”

“œ, capten,” sed sam. “ie trie tω  
bœ clœn, but thær’s aulwæs sum dɾt ie  
havn’t sœn!”

sam cuntinued, “but ie promis yω,  
and ie sæ whut ie mœn—when wœ sæl at  
nωn, ie wil bœ clœn!”

sœ sam went bæloœ tω lwk foer  
sum soep, but hœ spoted his coet with tar  
frum u roep. thu butuns wɾ supœzd tω  
þhien liek gœld, but sam had scraft them  
doun in thu hoeld.

“œ, whut can ie dω?” cried scrufœ  
sam tω thu crω. “ie’l nevr get clœn œnuf  
foer capten grœn.”

“whut wil ie dω!” sam sed in a stω.

“wēe’l help yw,” thu crō sed as thæ  
cœmd sam’s hæer and brufht his cloes  
with ekstru cær. then thæ found his hat  
and dæclærd, “sam, yw’v nevr ben  
clænŕ than that!”

just then thæ hŕd thu capten ſhout,  
“aul riet, men, it’s tiem tō cum out!”

thu men cæm on dek tō stand bie  
thu ræl, but as sam cæm ulaug, hēe tript  
on u pæl.

his bōts got wet, sœ hēe dried them  
with his ſhŕt, and in nœ tiem at aul it wus  
cuvrd with dŕt.

then sum uv thu dŕt frum his ſhŕt got  
on his çhin, and sam lōkt wŕs than hēe’d  
evŕ ben!

“thu capten woen’t buleev that ie  
tried. hee’l send mee bak hoem!” sam  
cried. “heer hee cums nou. whær can ie  
hied?”

then out cæm thu capten, as cleen as  
u cat. hee bruht thu stars on his buetifwl  
nw hat. “it’s getiḡ windee heer,” hee sed,  
as hee pwlđ his hat doun on his hed.

but nou thu wind wuz getiḡ hie and  
clouds wr ræsiḡ thrw thu skie. thu winds  
cæm whisliḡ doun thu bæ and blw thu  
captens’z nw hat uwæ!

“mie hat! mie hat!” thu capten cried.  
“it’s flierḡ fastr than thu tied. hw wil get  
mie nw hat foer mee bæfoer it bloes out tw  
see?”

“doen’t just stand thær!” capten  
green sed tω his men.

sudenlæ thæ hrd u splash. thrω thu  
wautr and tωwœrd thu hat, scrufæ sam  
wuz mækiŋ u dæsh.

“hω is that?” askt thu capten. “and  
hou did hæ get doun thær sœ fast?”

“it’s scrufæ sam thu cabin bōi hω  
swims liek that, and hær hæ cums bak  
with yœr hat,” sed wun uv thu men.

thu capten helpt tω pωl scrufæ sam  
up ontω thu dek. then sam lωkt doun and  
started tω grin, fœr aul uv thu drt had  
wauht uwæ! hæ cōd proudlæ stand and  
sæ, “ie’v kept mie promis, capten green.  
“ie mæ bæ wet, but ie am clæn!”

capten green þhωk sam's hand as  
hεε dεεclærd, "sam, mie bσi, yω ar grand.  
ie'I send yœr muthr u nœt frum mεε, and  
tel hr that sam þu clēn can cum tω sεε!"

# **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 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 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.

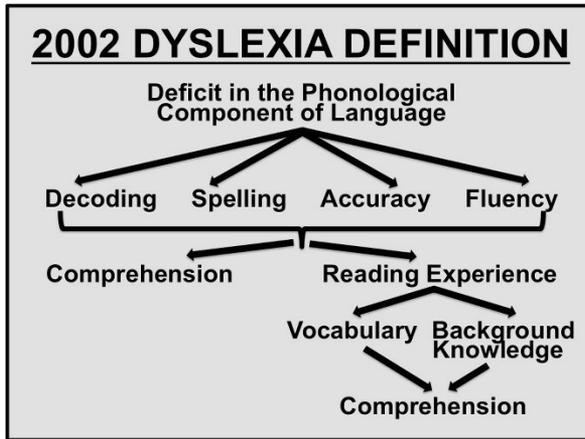


Figure 1: International Dyslexia Association 2002 definition of dyslexia

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.

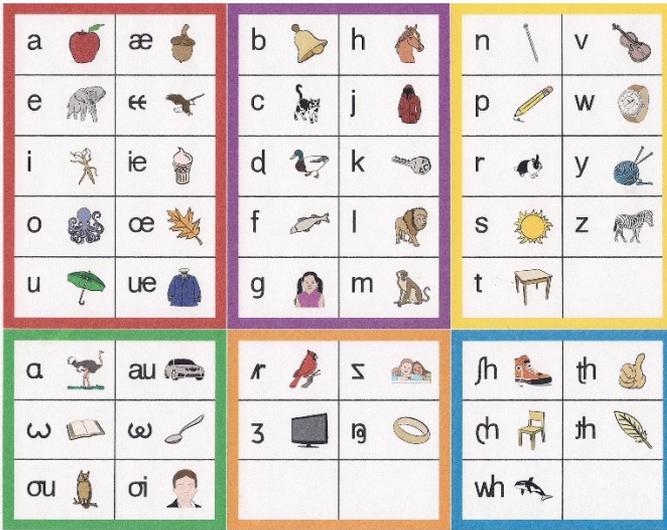


Figure 2: i.t.a. sound chart

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). 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).

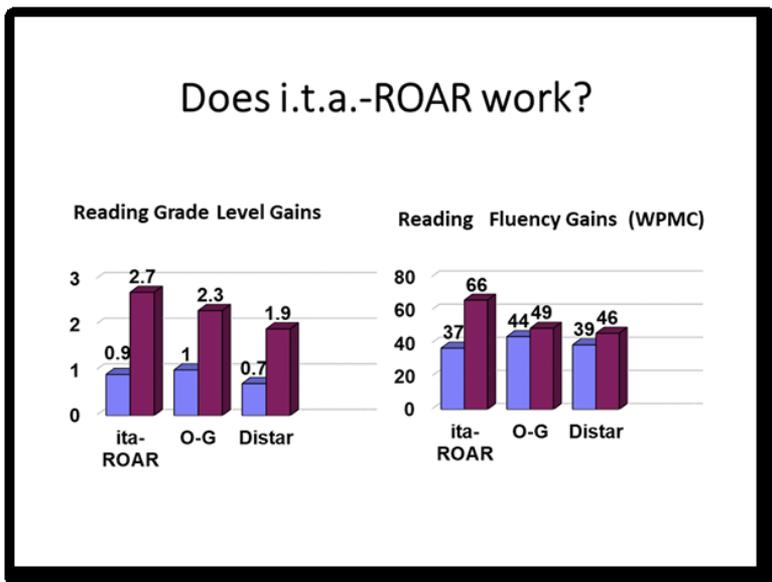


Figure 3: Reading Gains after Nine Months of Intervention

## **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):  
$$\text{WPMC} / \text{total words read}$$
- Chart % ACC and WPMC in blue (Cold Read)

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

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

---

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

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

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



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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.