

## **The BARE BONES of READING!!**

The essentials of phonemic skills and decoding that a person must learn to be a good reader:

### CONCEPTS

1. Letters or combinations of letters are just pictures of sounds.
2. A spelling for a sound can be more than one letter.
3. A sound can be represented by more than one spelling.
4. A spelling can stand for more than one sound.

### SKILLS

1. Segmenting
2. Blending
3. Phoneme Manipulation

### INFORMATION

Know the code--the spellings for the sounds.

### RULES

No Guessing!

Read words from left to right  
and pay attention to every letter.

From Phono-Graphix, explained in the book  
READING REFLEX by Carmen and Geoffrey McGuinness  
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**THE SHORTEST A**  
**by**  
**Michael Bend**  
**author of**  
**ABeCeDarian**

These nine lessons were the beginning of what has been published as ABeCeDarian Student Workbook A-Short Version and Teacher Manual A-Short Version. When I began doing staff development, Michael graciously gave me permission to give out his early draft of the full-size A manuals.

I have found this short series of lessons very effective for teaching adults who are nonreaders. Students are working with real words in the first activity and are reading sentences by the second lesson.

For the first time since they were little children starting school, they can feel hope that they may actually finally learn to read.

Once a student has mastered the Shortest A lessons, they will have developed basic phonemic awareness skills and beginning knowledge of the letter-sound code of the English language. Then they can move smoothly into ABeCeDarian Long B-1 and Long B-2 to complete learning the code (called phonics or decoding).

For a complete description of the program, order forms and many free, downloadable, support materials, please go to the ABeCeDarian website at [www.abcdrp.com](http://www.abcdrp.com). There is also a listserv where anyone interested can get more information, exchange ideas and ask questions. Join at <http://health.groups.yahoo.com/group/abecedarian/>.

NOTE: I am not able to attach this packet. If you are interested I would recommend buying ABeCeDarian's Teacher Manual A-Short Version, which gives an expanded version with lots of instructional information.

*Excerpts from*

**Research-Based Principles For**

**Adult Basic Education Reading Instruction**

*By John Kruidenier, Ed.D.*

“Adult non-readers have virtually no phonemic awareness ability and are unable to consistently perform, on their own, almost all phonemic awareness tasks.”

“Some of the strongest ABE reading instruction research has to do with the assessment of adults’ phonemic awareness. Phonemic awareness among adult non-readers is almost non-existent and is only a little better among adult beginning readers. Adult beginning readers also have poor phonics or word analysis knowledge.”

“On phonemic awareness tasks, adult beginning readers are not as good as reading-matched children (children progressing normally in their reading who are reading at the same level as the adults). Adult beginning readers’ phonemic awareness (PA) abilities may be more like those of children who are poor readers.”

“Teaching alphabets leads to improved achievement in other aspects of reading.”

“Adult beginning readers, like other beginning readers, have difficulty applying letter-sound knowledge in order to figure out new or unfamiliar words while reading . . .”

“Research evidence indicates that adults can be taught word analysis skills within ABE programs . . .”

*“Ideas for ABE reading instruction are based on a thorough review of reading instruction research at the K-12 level (National Reading Panel) and help to fill the gaps in the ABE reading instruction research base.”*

“Idea: PA training may be most effective if provided immediately to adult non-readers and those just beginning to learn to read. Special PA training may be needed for adult beginning readers who are a little more advanced in their reading (reading at or above GE 1).”

“Idea: To improve ABE beginning and intermediate readers’ ability to decode regularly spelled words and read familiar sight words, teach phonemic awareness.”

“Idea: To teach decoding of regularly spelled words and recognition of irregularly spelled sight words to adult beginning and intermediate readers, use systematic as opposed to non-systematic phonics instruction.”

“Idea: To teach word recognition, use fluency instruction (repeated readings and guided oral reading, for example) to supplement regular word recognition instruction.”

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## ***RESOURCES—Decoding for Adult Nonreaders***

### ***Research***

*Perspectives, Volume 33, No. 4, Fall Edition, 2007. Adult Reading Assessment and Instruction. Quarterly publication of The International Dyslexia Association ([www.interdys.org](http://www.interdys.org))*

*National Institute for Literacy ([www.nifl.gov/partnershipforreading](http://www.nifl.gov/partnershipforreading)) and ED Pubs (<http://edpubs.ed.gov/>): free publications such as:*

*Research-based Principles for Adult Basic Education Reading Instruction (Kruidenier, 2002)*

*Teaching Adults to Read (Curtis and Kruidenier, 2005)*

*Applying Research in Reading Instruction for Adults: First Steps for Teachers (McShane, 2005)*

### ***Phonemic Skills and Decoding Skills***

*Reading Reflex by Carmen McGuinness and Geoffrey McGuinness*

*ABeCeDarian by Michael Bend ([www.abcdrp.com](http://www.abcdrp.com))*

## ***Card Games***

*Crazy Shorts, Crazy Longs and Crazy Mores from Sound Readers*  
([www.soundreaders.com](http://www.soundreaders.com))

## ***Controlled Text Reading Practice***

*Talk of the Block Set 1—Short Vowels from New Readers Press*

*Wilson Reading System Student Readers by Barbara Wilson* ([www.wilsonlanguage.com](http://www.wilsonlanguage.com)  
or 800-899-8454)

## ***Internet Support Groups***

*ReadNOW—for information got to <http://groups.yahoo.com/group/ReadNOW>*

*ABeCeDarian at <http://health.groups.yahoo.com/group/abecedarian/>*

## ***Questions***

*You can contact me—Jo Ann Fishburn—[fishburnja@yahoo.com](mailto:fishburnja@yahoo.com)*