

Applying the Science of Reading through the Brain's Backdoor!

Using Brain Science as a Roadmap to Fast-Track Phonics Mastery



Katie Garner, M.Ed



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Click [HERE](#) for free sound anchor examples used in session.

The "BETTER Alphabet" Song

ABC'S...

Click [HERE](#) for more



**Training the
lips, tongue, and teeth
to 'TAKE' them-
so you DON'T have to
'TEACH' them!**

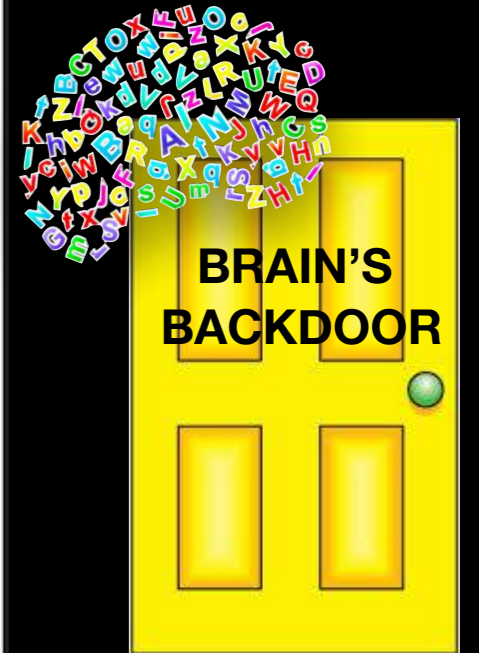


**Using muscle memory
to bypass cognitive readiness!**

"2 Weeks to 2 Months!"

The Better Alphabet™ Song

PRE-K



Click [HERE](#) & [HERE](#)

2 WEEKS to 2 MONTHS"

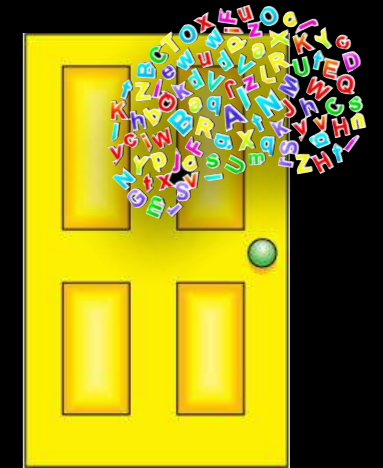
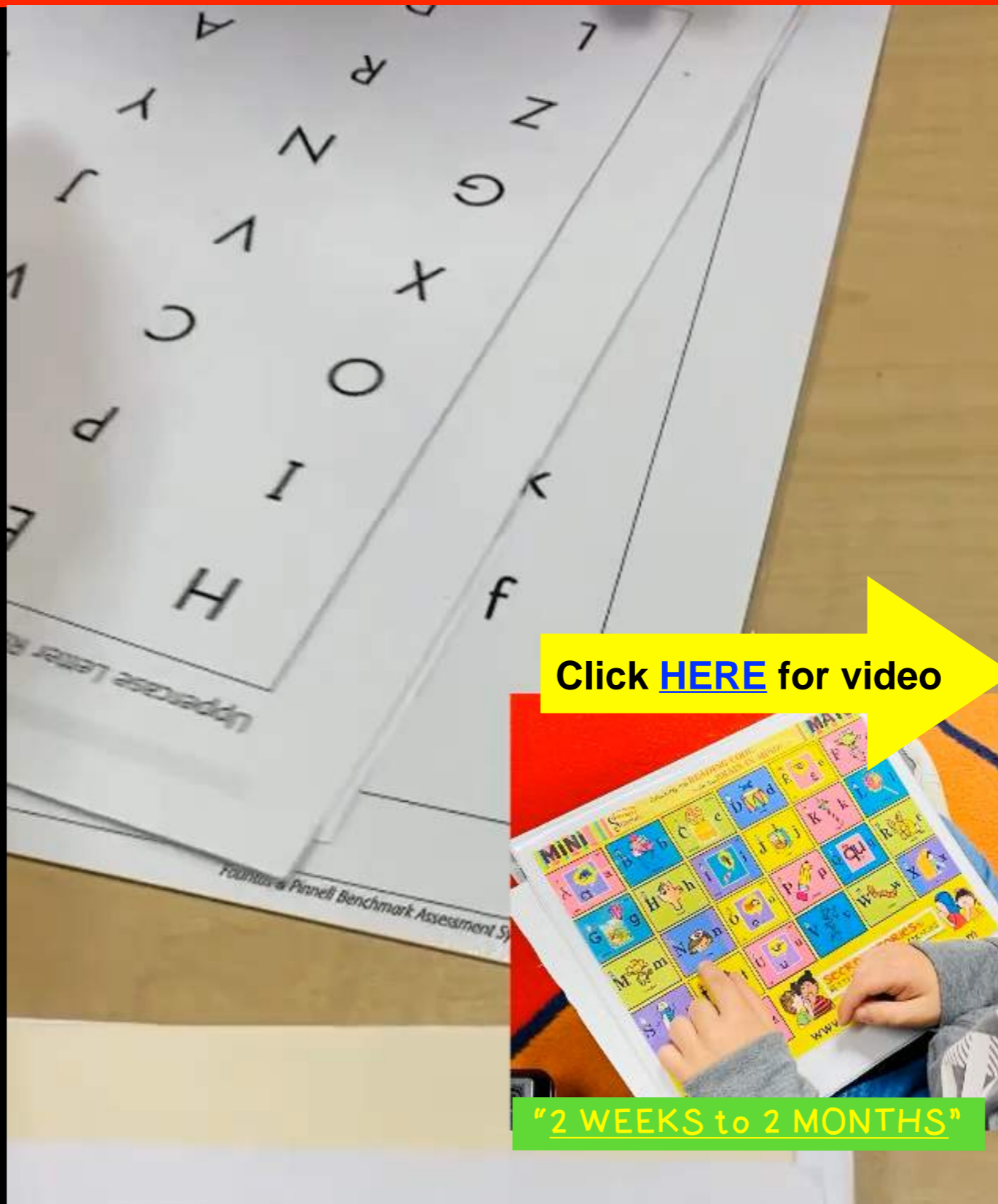


Fast-Tracking Letter-Sound Mastery w/**MUSCLE MEMORY!**

THE BETTER ALPHABET™ SONG

Using “Backdoor” Muscle Memory to Fast-Track Letter Sound Mastery

In **SEPTEMBER**, this sweet kindergartner was still four and wasn't able to give me any letters or sounds. We sang the Better Alphabet™ Song EVERY DAY, and I would even hear the kids singing on their own when they were partnering.



Fast-Forward to the first week of **NOVEMBER** and watch what she can do! Can you hear her beautiful dialectic? There's a second language spoken at home.

...to bypass underdeveloped cognitive processing and language delays.

Omg!!! I am BLOWN AWAY!! My kindergartener wrote this on his own in his "early finishers" journal!

Date 9-10-20

Book

A B C D E F G H I K

His mom said he sings the better alphabet song all day 😊

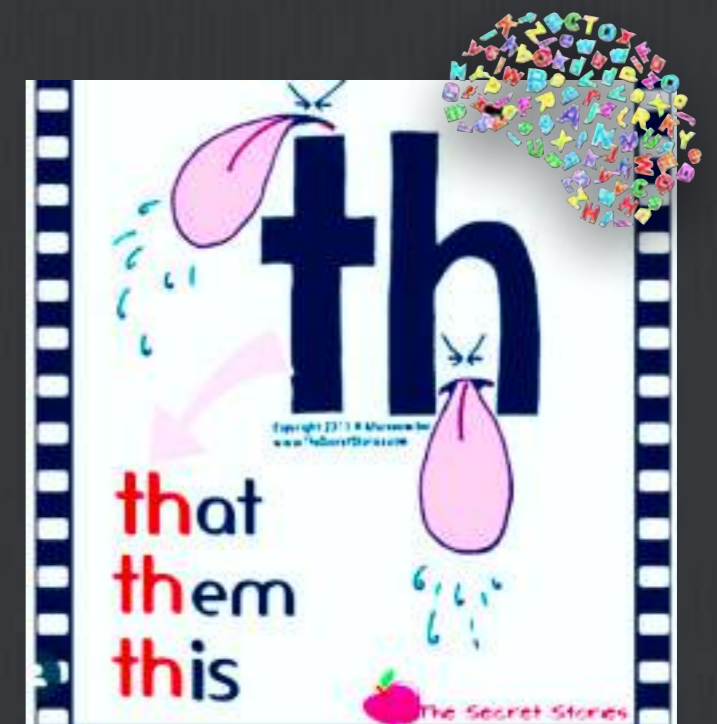
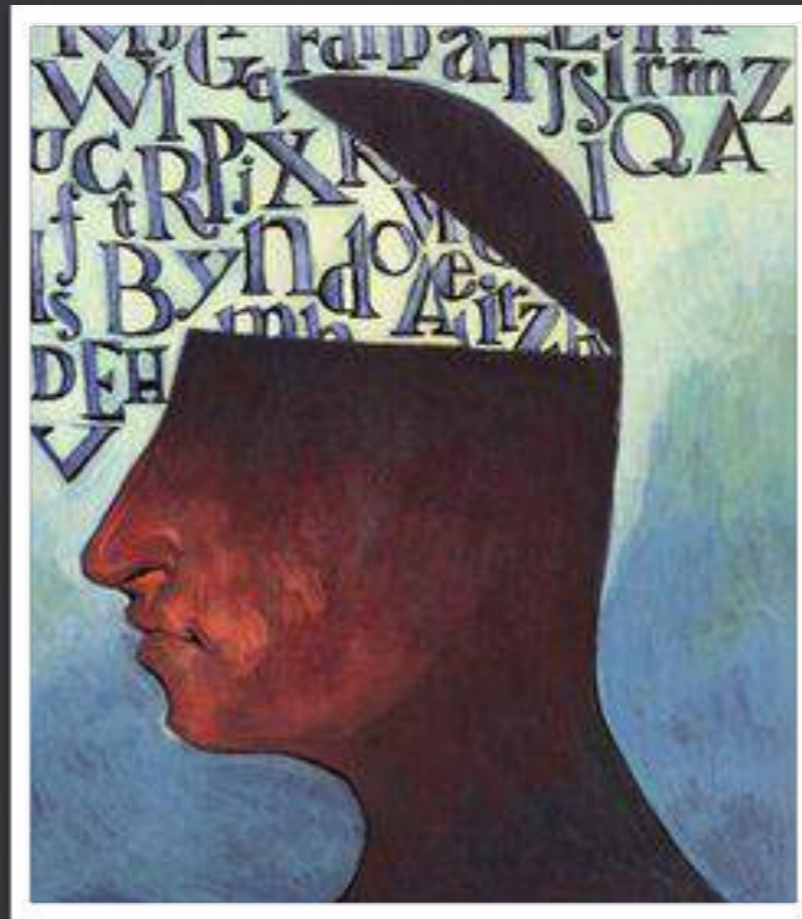
A SES AAAA BOT IT CAN
ALSO SAY AY AY AY AY
B SES BBB CSES CCCCC
BATTICANOLSOSE CCCCC
D SES D D D D D D D
ESES EEEEE FSES F F F F F F F
GSES GGGGG GGHSE H H H H H H H
I SE I I I I I I I I SE I I I I I I I
+ END

Click [HERE](#) for the *Better Alphabet™ Song* to fast-track individual letter/sound mastery in 2 weeks to 2 months!

Click [HERE](#) to play video

There is a **WIDE GAP** between

WHAT WE KNOW ABOUT THE BRAIN AND HOW WE TEACH KIDS TO READ



PATTERNING



THE BRAIN'S SYSTEM FOR LEARNING

EARLY LITERACY RESEARCH ON TEACHER PREPAREDNESS AND EFFECTIVENESS

“Despite overwhelming (brain) research, many teachers still cling to a random assortment of mixed methods. Without clear purchase on what it takes to become a good reader and what some kids might be missing, their instructional successes will be fortunate accidents. And that goes for the principals who supervise them, and district leaders, as well.”

Dr. Michael Pressley

Click [HERE](#) for more



It's hard to teach something that doesn't make sense
in a way that actually *makes* sense!



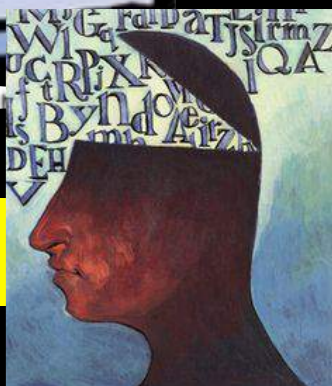
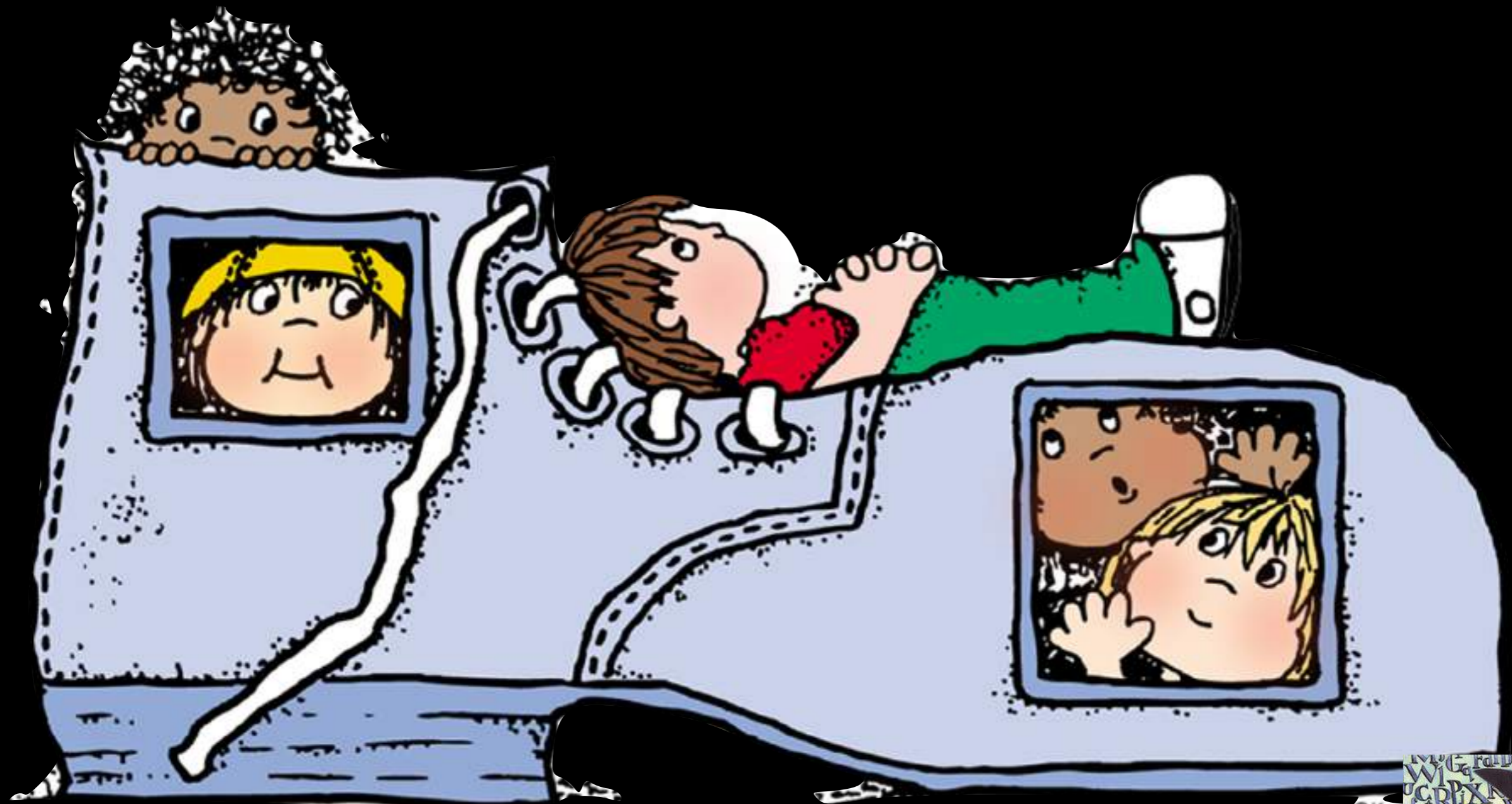
Click [HERE](#) to play video

PATTERNING



THE BRAIN'S SYSTEM FOR LEARNING

Writing in their Shoes



3-4 grade level years is too long to wait for the "whole" code.



**3. Draw an outline of the brain in the shape above
(approx. 3/4 size of the page)**



**1. Pick 10 random letters
and write them inside
the brain.**

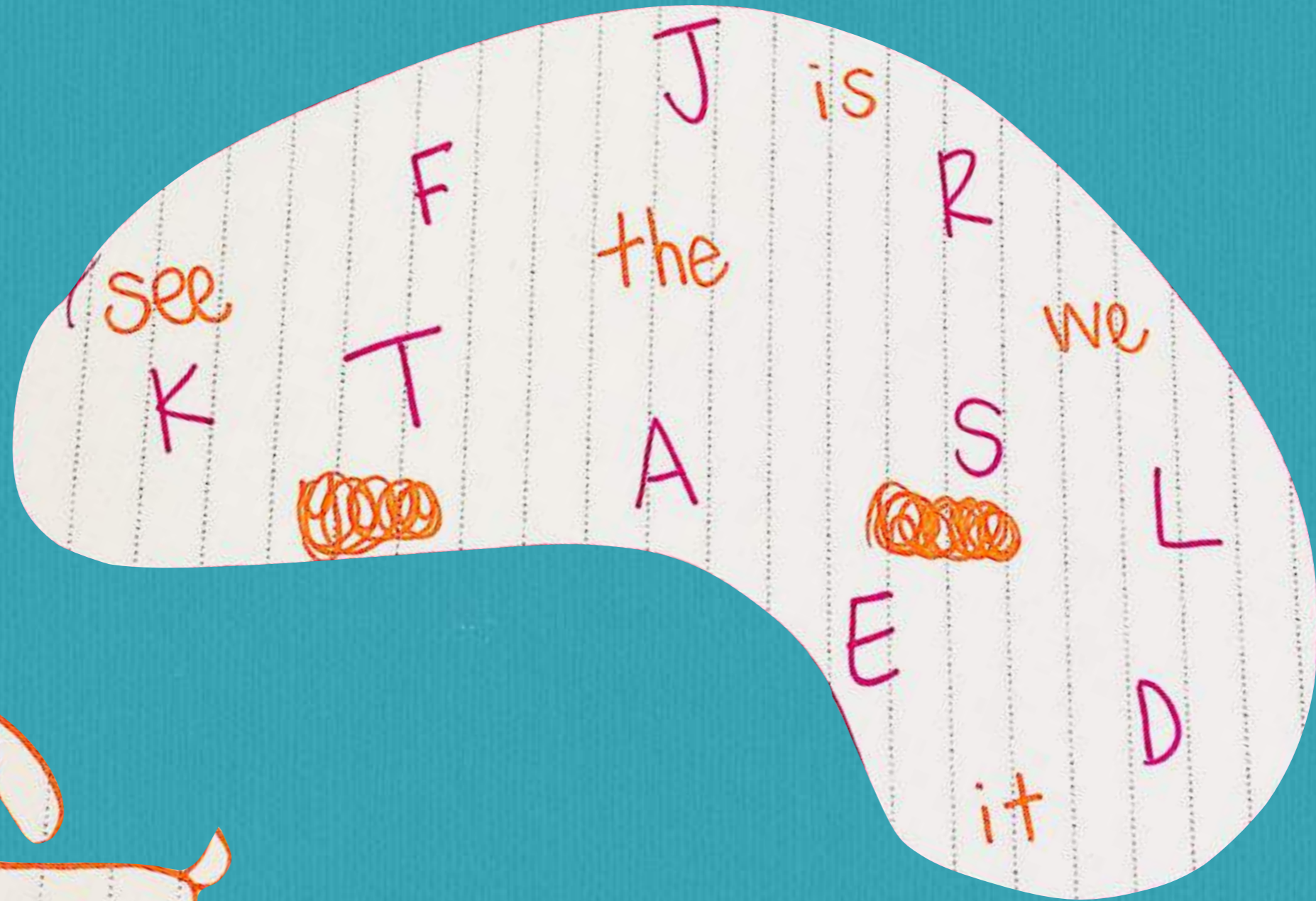
2. Pick 5
“high-frequency”
sight words and
write them inside
the brain between
the letters.



4. Draw a picture of your favorite animal outside the brain, anywhere on the page.

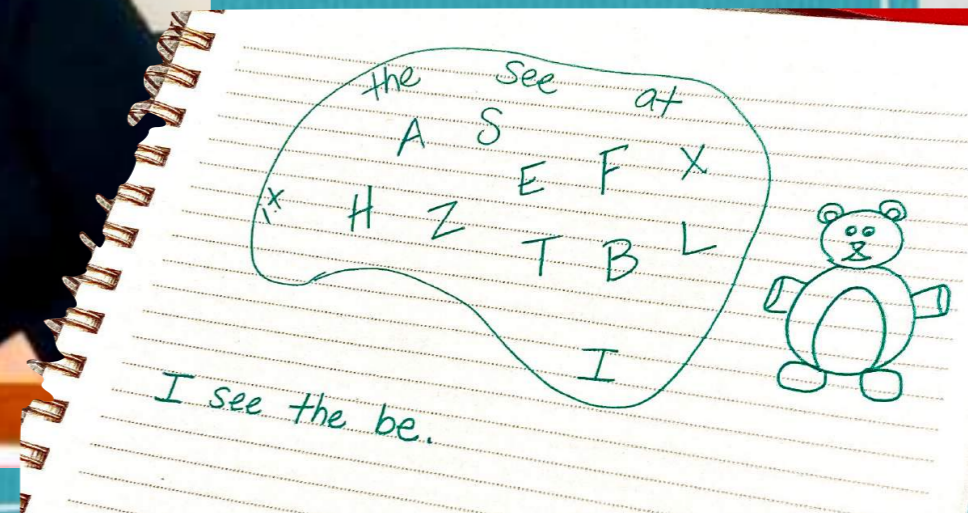


5. Using *only* the 10 letters and 5 sight words that “know”....





....write **WHAT** your animal is
and **WHY** you like it so much!



The more
TOOLS
you bring
to the table,
the more
VALUE
you take
away...



**What could YOU write
with only 10 letters
and 5 sight words?!**



Click [HERE](#) for more

**EVERY
SINGLE
DAY**

Fast-Track Phonics!

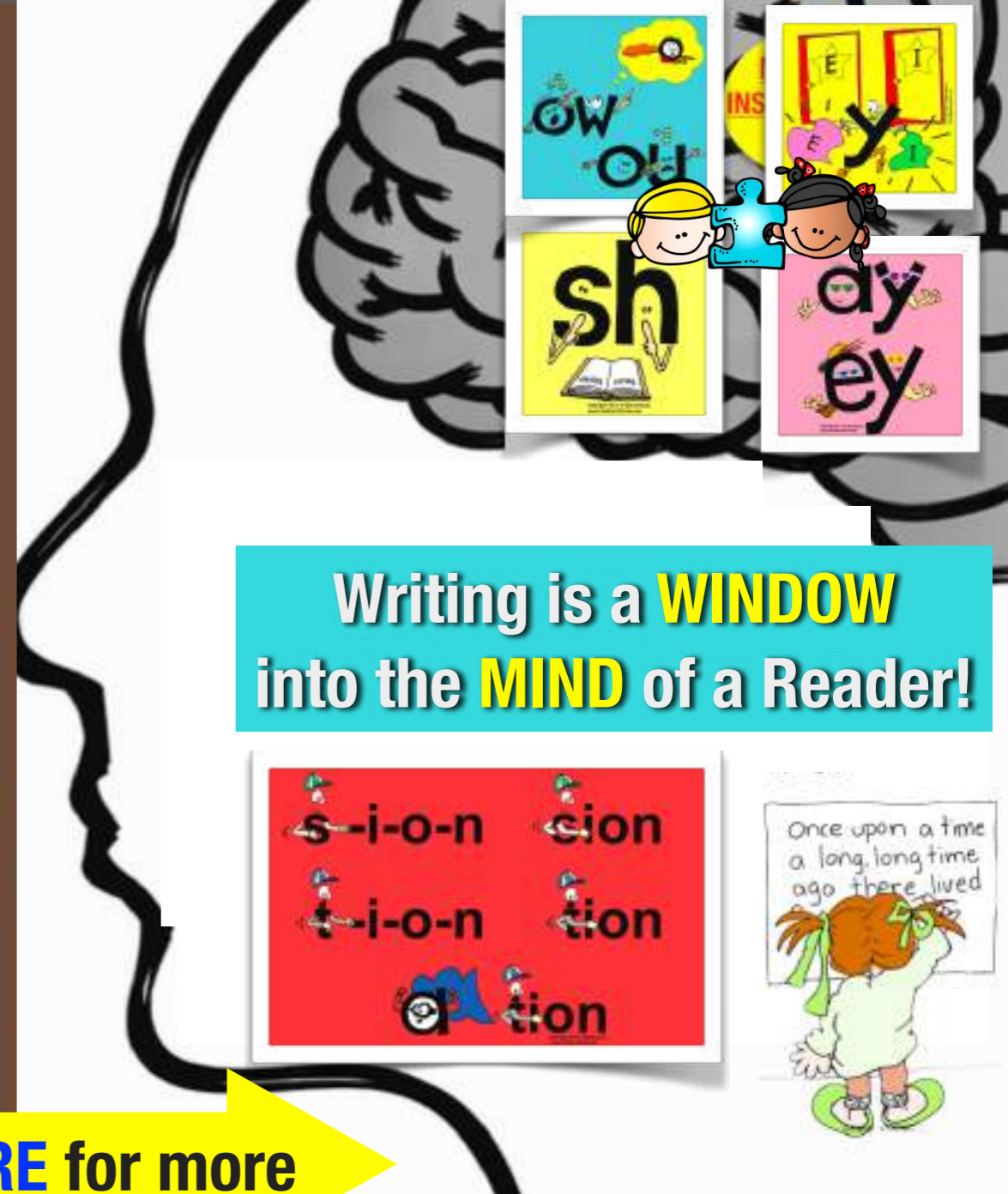
Kindergarten Writing in November



Click [HERE](#) for more



End of Year TK/PK



Writing is a **WINDOW** into the **MIND** of a Reader!

s-i-o-n tion
t-i-o-n tion
tion



Click [HERE](#) for more

The more **TOOLS** kids bring to the table, the more **VALUE** they take away **EVERY. SINGLE. DAY.**



KINDERGARTEN FAIRYTALES

Click [HERE](#) for more

K



Kindergarten Fairy Tale

Ingredients: The TOP two
setting Light Dark
characters Gas Boy Girl Wolf
magic The Wolf The Wolf
problem The Wolf The Wolf
ending The Wolf The Wolf

They went in the
Gasol, when they got
in the Gasol they got
lost in. It was very
They had a graveyard,
they went in the grave yard,
They almost got eaten! They
had a wedding.
The ghost almost kissed her but
The dad said "get your hands off
of my white!" The ghost flew
away. They lived happily ever after!



W

R



T



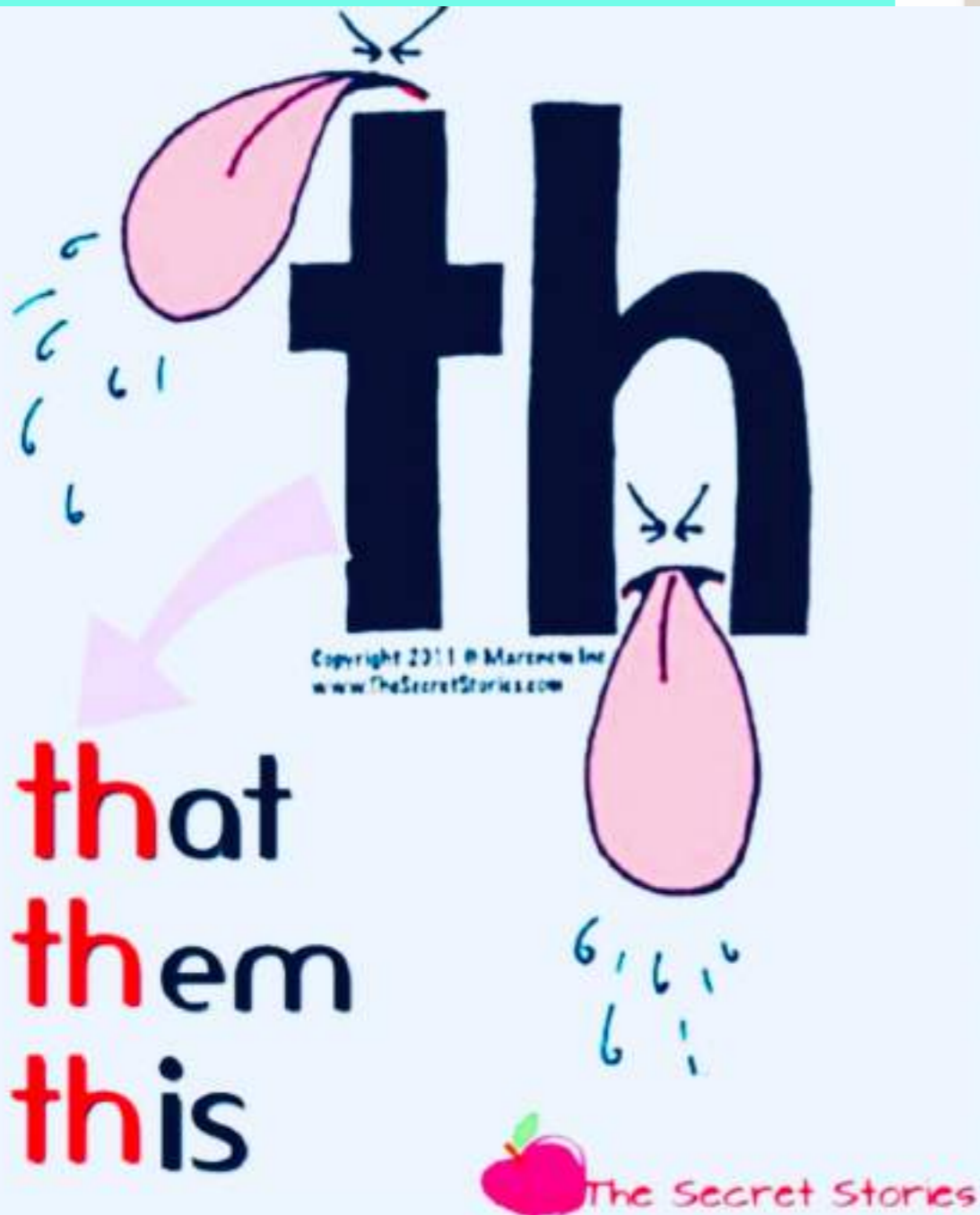
N

G

Fairy Tales
Ingredients:
setting
characters
magic
problem
ending

Ingredients:
setting
characters
magic
problem
ending

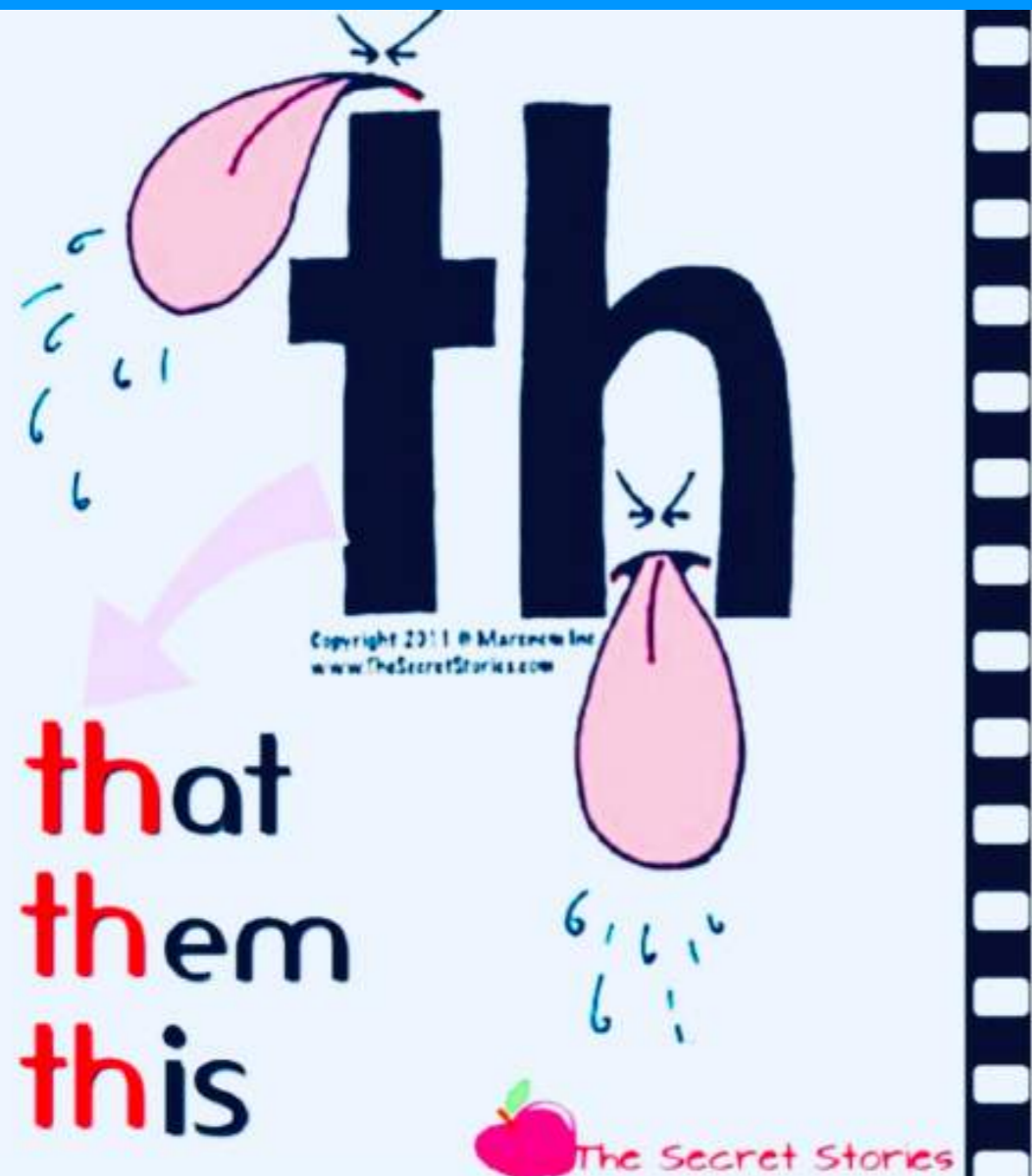
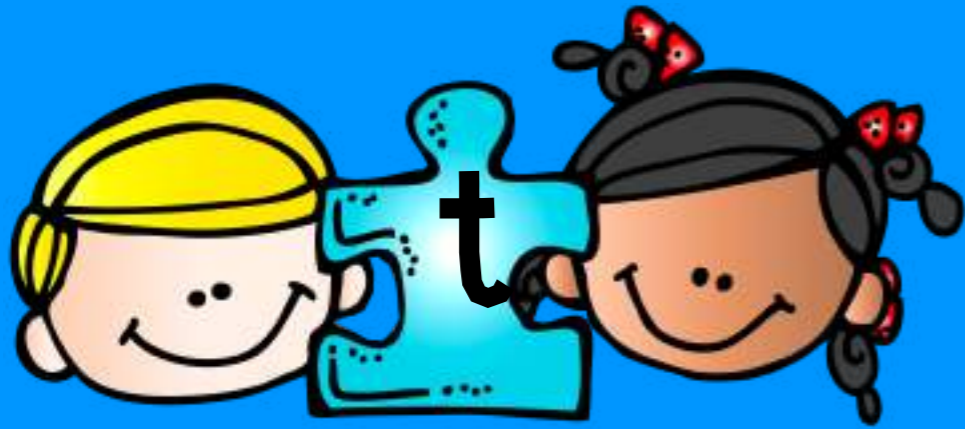
WHY



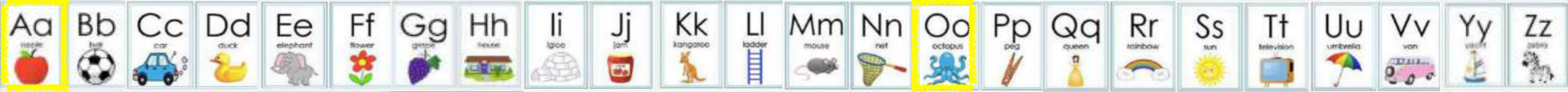
Click [HERE](#) for more

wait

The **MORE** pieces
of the phonics puzzle
kids have...



the more they can
DO with it!



August

A says **apple**
a-a-a...

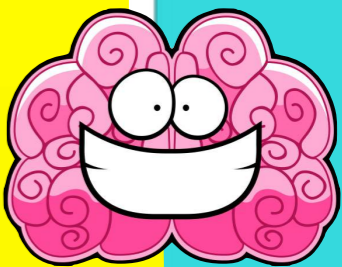
Let's sound out this word,
"Ahhh.....gust"

WHY is **/a/** making the
/o/ sound in the word
August?

3	4	5	6	7	8	
10	11	12	13	14	15	
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Now let's
sound-out the
word on our
calendar...

"Ahhh.....gust"



The Brain is the Ultimate
"Pattern-Making Machine"

“WHY” = Patterning



The Brain's System for Learning

PATTERNING



- Problem Solving
- Critical Analysis
- Diagnostic Thinking

“WHY?”

It just IS....

It just DOES....

You just have to REMEMBER....



Brain's Translation—

Don't think.....just MEMORIZE!

The "Grown-Up" Reading & Writing Secrets!

Click [HERE](#) for more




SHHHHH!! IT'S A SECRET!
"Secrets make things important to kids."
Harvard Neuroscientist
Dr. Mary Helen Immordino-Yang

The "secret" reasons WHY letters make the sounds that they do!

Shhhhh... It's a SECRET!

Secrets trigger the “need to know”— marking information for **MEMORY** and **PRIORITIZED LEARNING** in the brain!



**Cognitively Priming
Students for Learning**

eduroptia



Click [HERE](#) for more

Eliciting the

“NEED TO KNOW”

*puts a “catcher’s mitt” in place
in the brain to receive the information!*

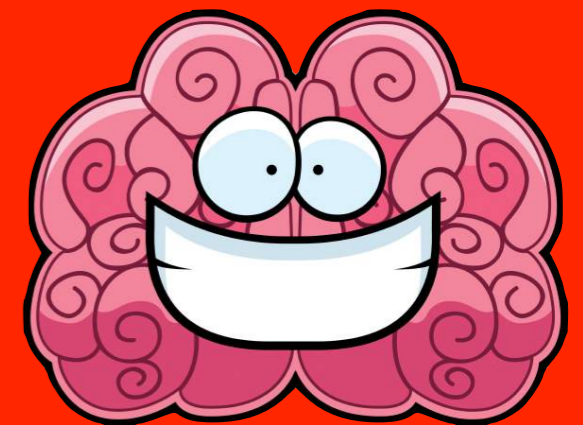
Triggering the **NEED-TO-KNOW** marks Information for memory in the brain.



SECRETS
make
Things
IMPORTANT
to kids...



Watch video [HERE](#)



**Triggering the
NEED TO KNOW!**



“It’s neurobiologically impossible for kids to think deeply about things they don’t care about.”

—Dr. Mary Helen Immordino-Yang / Harvard Neuroscientist

au gust

2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

"aa-uh-guh-uh-s-tuh"
 "aa-uh-guh-uh-s-tuh"
 "aa-uh-guh-uh-s-tuh"

"Why is there an **A** in that word?
 I thought that **O** was supposed
 to say **ahhh**!!!"

They're in LOVE!



~~"AU and AW
 say AHH.
 You just have to
 remember it."~~

"AU and AW
 say AHH
BECAUSE
 they are in love."



Click [HERE](#) & [HERE](#) for more

au gust

awful

sauce

saw

Logical explanations that learners' brains CRAVE!

Dyslexia

The importance of

PAIRED ASSOCIATE MEMORY



~~“AU and AW
say AHH.
You just have to
remember it.”~~

“AU and AW
say AHH
BECAUSE
they are in love.”

- *Working Memory
- *Paired Associate Memory
- *Cognitive Processing
- *Developmental Readiness
- *Auditory Discrimination
- *Auditory Processing
- *Speech & Articulation
- *Language Deficits

Click [HERE](#) & [HERE](#) for more

The brain loves



NOVELTY

**Extreme
Body
Gestures**

**Vocal
Inflections**



**Rhythmic
& Pitch
Variations**

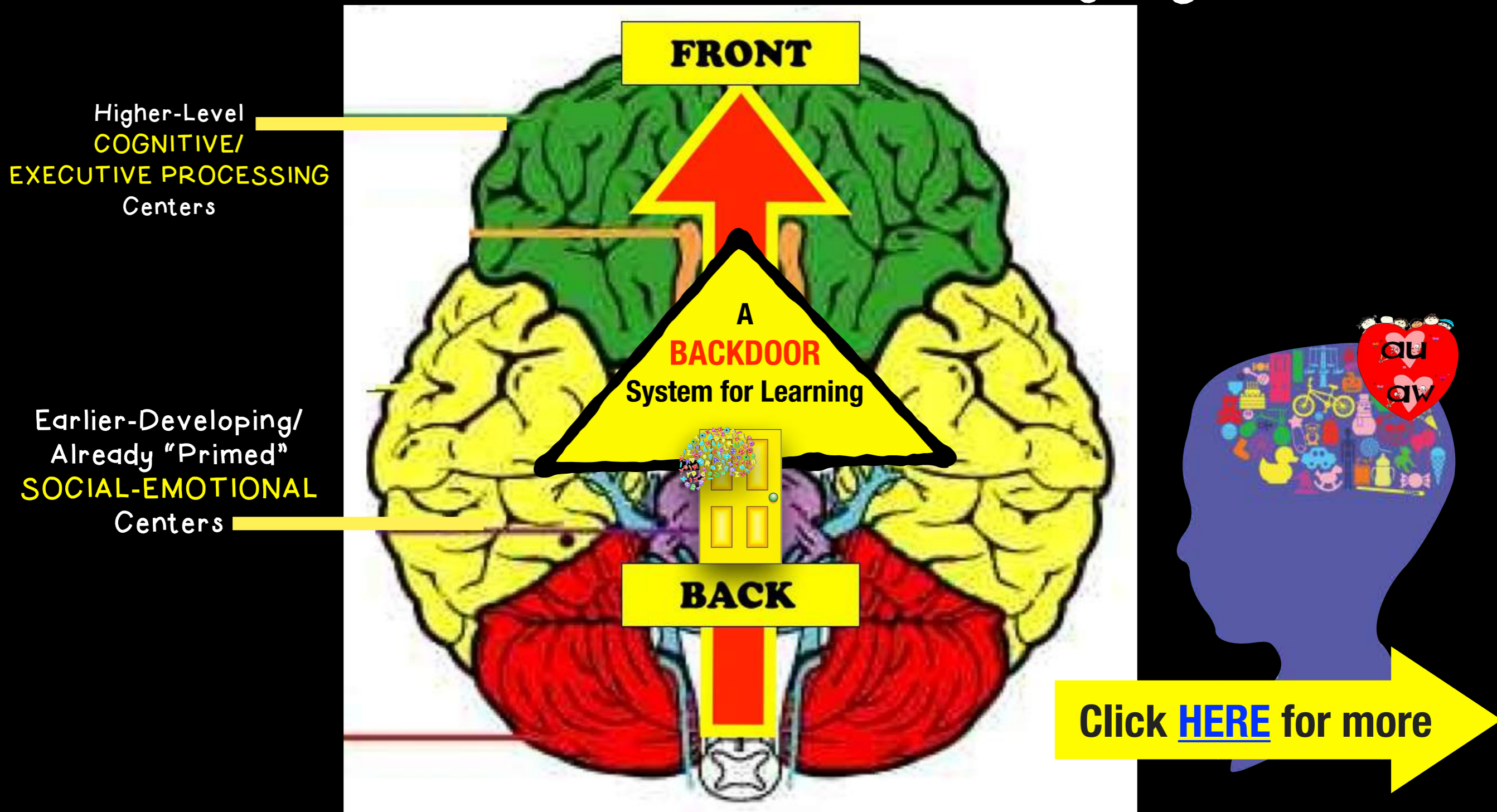
Click [HERE](#) & [HERE](#) for more!

NOVELTY captures the brain's attention
and triggers the **NEED-TO-KNOW!**



THE BRAIN'S BACKDOOR

The "Social-Emotional" Learning Systems



The Brain Develops from **BACK** to **FRONT**

The Importance of

PAIRED ASSOCIATE MEMORY

au

aw



"AU and AW say AHH. You just have to remember it."

"AU and AW say AHH BECAUSE they are in love."

Bypassing Areas of Weakness

Dyslexia

*Working Memory

*Cognitive Processing

*Developmental Readiness

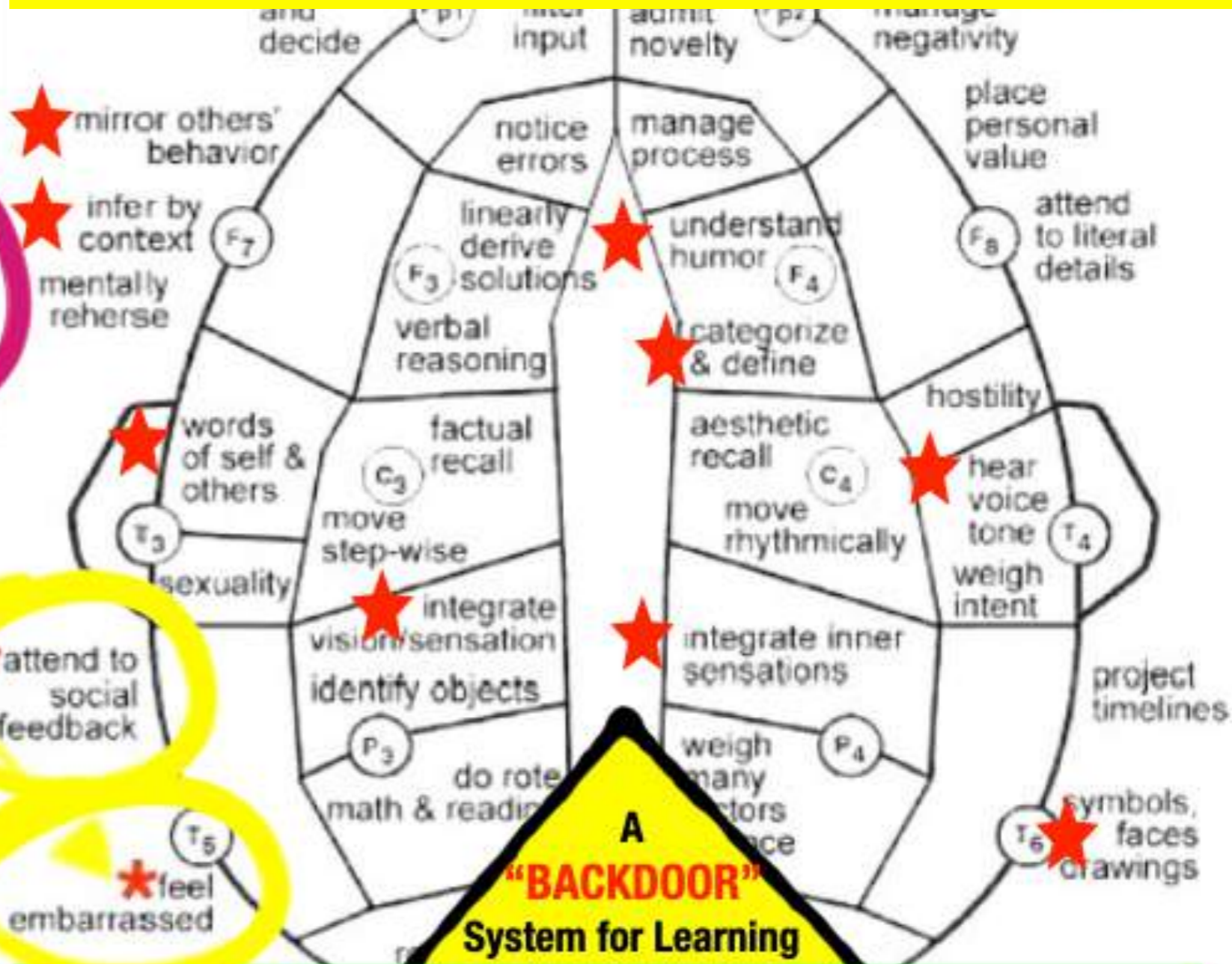
*Auditory Discrimination

*Auditory Processing

*Speech & Articulation

*Language Deficits

CHEATING THE BRAIN



Fast-Tracking the Code via the **SOCIAL-EMOTIONAL "SUPERHIGHWAYS!"**

Connecting abstract phonics skills to what kids already **KNOW** and **UNDERSTAND**

**What's used together
becomes fused together in the brain!**



Click [HERE](#) to play video & [HERE](#) for more



her, were, November
girl, circle, dirt
turn, hurt,

Multi-Sensory Learning

forges deeper learning connections for easier skill retrieval!

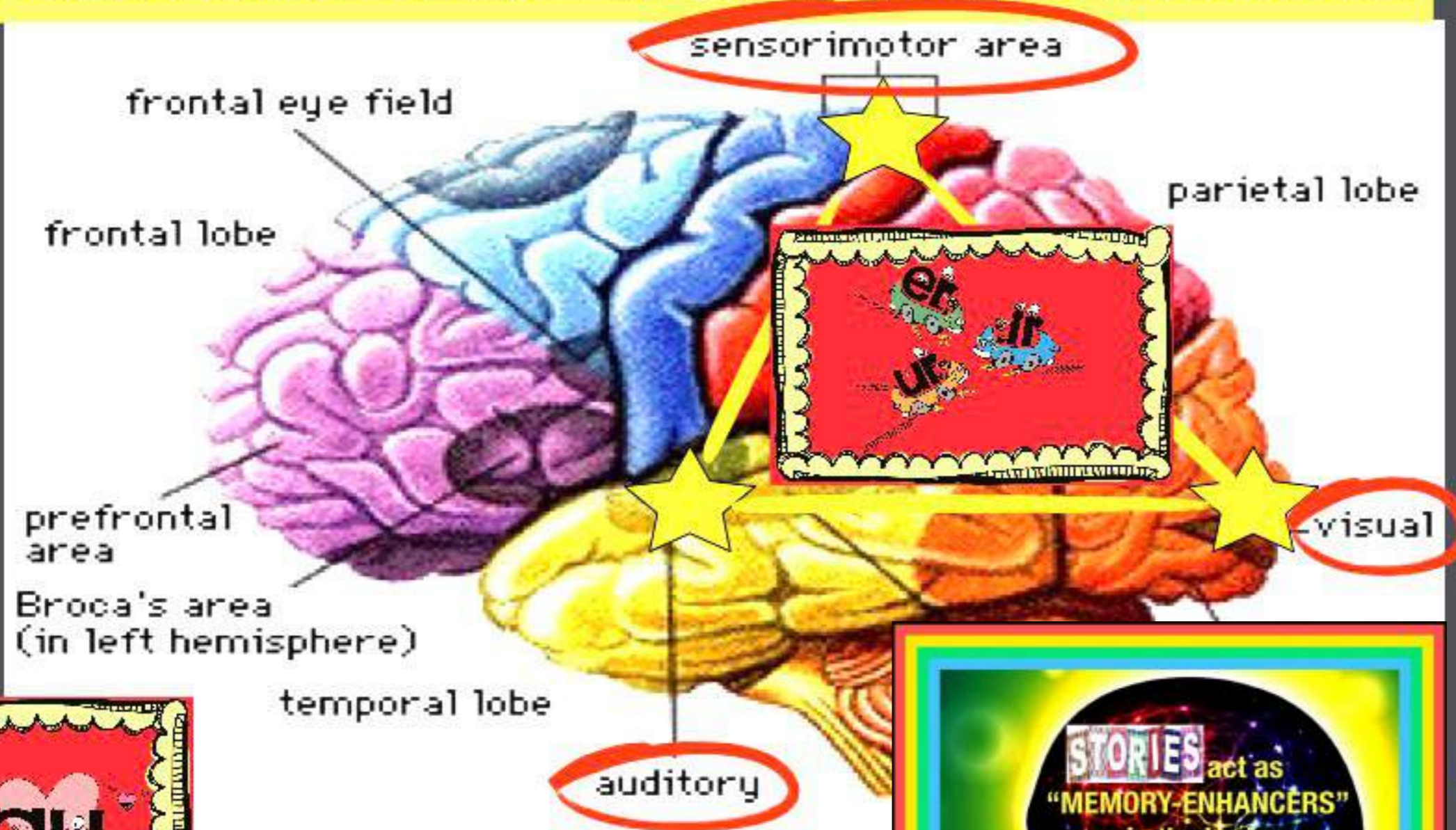
MAXIMUM
INSTRUCTIONAL
DENSITY



See it!

Say it!

Do it!



"The more areas engaged and the more wide-spread those areas are, the deeper the learning."

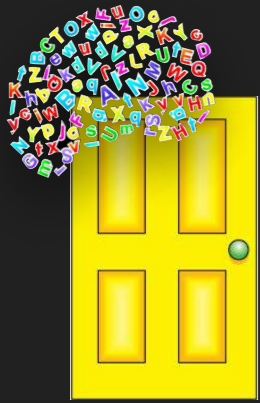
—Dr. Stanislas Dehaene



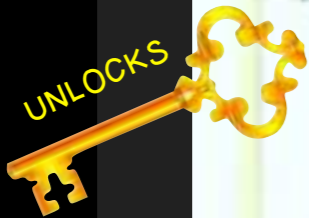
FEEL it!



STORIES act as strong **memory-holding templates** in the brain—
providing an easily accessible **framework for memory reconstruction.**



her
were
November
girl
circle
turn
Thursday
hamburger




**WE DON'T HAVE TO
MEMORIZE**



**WHAT WE CAN
UNDERSTAND**



**why
wait**



Stories are
EASY
to remember
because they're
HOW
we remember.

Click [HERE](#) to play video & [HERE](#) for more

Always **GO** with what they **KNOW!**

“FRONT-LOAD THE CODE!”

Why Tell a Story?

Strong Memory-Holding Templates in the Brain

- Fastest/easiest way to engage social-emotional centers in the brain
- Triggers the “need to know”
- Provides easily accessible framework for memory-reconstruction

Memory Enhancers



THE BRAIN ON
STORIES

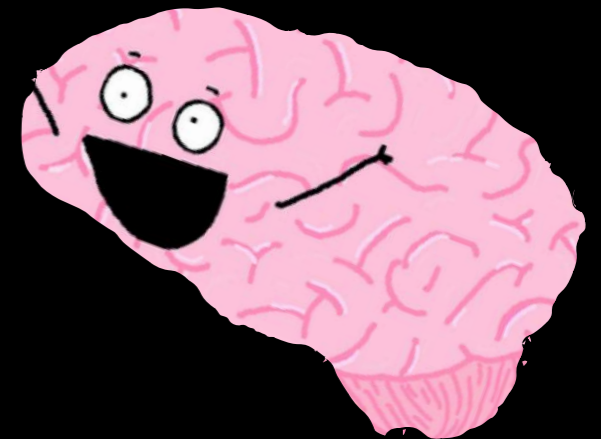


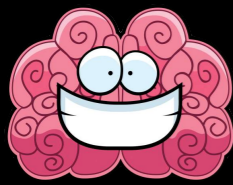
Click [HERE](#) to play video and [HERE](#) for more!

*Stories are **EASY** to remember,
because stories are **HOW** we remember.*

My intention was to use these strategies with students with significant phonetic weaknesses. My "small" group got waaaaay bigger than I planned because the majority of students wanted to join in. Some of my strongest readers were strategically placing themselves around us on the rug while pretending to read a book, so they could listen in.

Stories elicit the "need to know"
for learner-driven instruction!

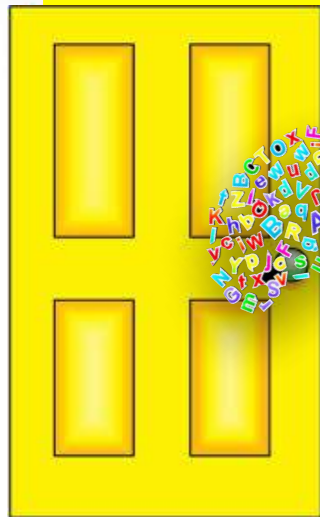




THE BRAIN ON **STORIES**



Stories are the fastest and easiest way to activate the brain's **EMOTIONAL SYSTEMS**.

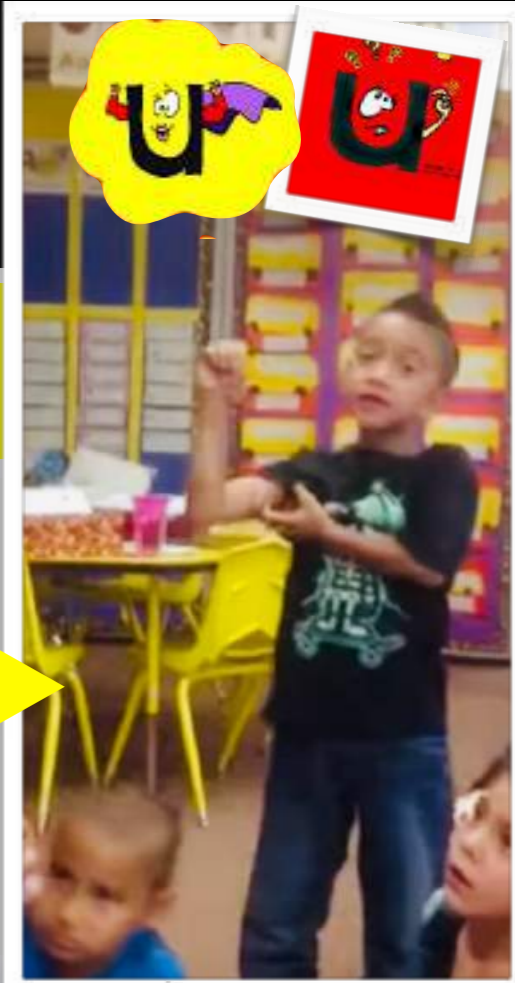


SUPERHERO

Click [HERE](#) for more

Vowels

and their **SHORT & LAZY** Disguise!



GO with what they **KNOW**

ALWAYS GO WITH WHAT THEY KNOW...
Superheroes in Disguise!

Kids can't read OR write ANYTHING without vowels...
so **WHY WAIT** to teach them

Click [HERE](#)



Shhhhhhhh..... It's a Secret!!

Bypassing Areas of Inherent Early Learner Weakness

***Cognitive Processing *Auditory Discrimination *Articulation Capability**

Bypassing Areas of Inherent Early Learner Weakness

***Cognitive Processing *Auditory Discrimination *Articulation Capability**



cut

cute



Click [HERE](#) for more



Bypassing Areas of Inherent Early Learner Weakness

***Cognitive Processing *Auditory Discrimination *Articulation Capability**

red
set
let



complete
delete
athlete

Click [HERE](#) for more

Bypassing Areas of Inherent Early Learner Weakness

***Cognitive Processing *Auditory Discrimination *Articulation Capability**



hop
not
toss

SUPERHERO 0

Shhhhhhhh..... It's a Secret!!

...and her short & lazy sound!

hope
note
rose

Click [HERE](#) for more

Bypassing Areas of Inherent Early Learner Weakness

*Cognitive Processing *Auditory Discrimination *Articulation Capability

lid
mit
bit

SUPERHERO I



Shhhhhhhh..... It's a Secret!!



like
ripe
bite

Click [HERE](#) for more

Bypassing Areas of Inherent Early Learner Weakness

*Cognitive Processing *Auditory Discrimination *Articulation Capability

hat
ran
tap



SUPERHERO A



Shhhhhhhh..... It's a Secret!!



...and her short & lazy sound!



Click [HERE](#) for more

hate
bake
tape

You can't **READ** or **WRITE** any words without **VOWELS**

Mrs. Lehman LES @LehmanKinders · Apr 19

We had a few superhero vowels pay us a visit this week! Since we already knew the vowel secrets, we've known that vowels had more than one sound since the first week of school, so we didn't have to wait until this week in our phonics program to find out. But it was a fun review.

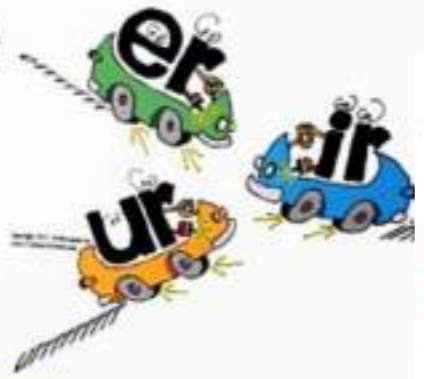


Click [HERE](#) for more

So **WHY WAIT** to teach them?



PLAY
gives children
a chance to
practice
what they are
learning.



www.TheSecretStories.com

Hanging up our capes for the weekend. My kids can't wait to be super heros again on Monday!
#Secretstories
@KatieGarnerREAD Rumor has it E's cape and I's cape may go missing...



Click [HERE](#) and [HERE](#) for more

MOMMY E®

Amber Walker
@EdCoachAWalker

Kindergarten— Week #3

I am blown away with this kindergarten crew!! Our teachers and students are on fire!! 🔥🔥 They've raised the bar and our kids are totally going above and beyond!! We're still in quarter 1 people!! #BestJeffersonEver

lik vs. like



♥ Mommy E® ♥

Click [HERE](#) to play video, and [HERE](#) & [HERE](#) for more



The easy way to **KNOW** which "way" the vowel will **GO**

bit

Shhhhhh..... It's a Secret!

bite



bitter



The EASY way to KNOW which WAY the vowel will GO

♥♥♥ Mommy E® ♥♥♥



Click [HERE](#) and [HERE](#) for more



make
bike
hope

buter
butter

making
motor
hibernate

♥♥♥ Babysitter Vowels® ♥♥♥



Click [HERE](#) & [HERE](#) for more



Stories kids already KNOW based on behaviors they already UNDERSTAND

Universal Frameworks of Social-Emotional Experience & Understanding



MOMMY E®



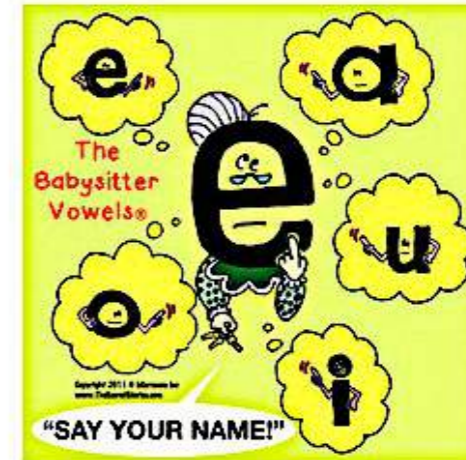
make

bike

hope

I. Can't. Wait. I share Mommy e and babysitter vowels and instantly saw some connections made with certain children that didn't quite "get it" before. Even with the "magic e" or "sparkly e" concept. Mom and babysitter/needing to behave? **Relatable** 😂

BABYSITTER VOWELS®



liking

music

hibernate



Always **GO** with what they **KNOW**

A Kindergartner Named Abel

Click [HERE](#) for more

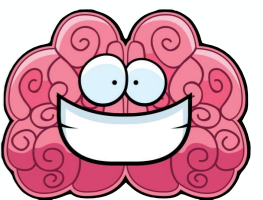
Let me tell you about a little guy named Abel...

He is an English Language Learner who entered kindergarten knowing 7 letters and no sounds. Thanks to the "Better Alphabet" he got them ALL by October!

Yesterday, I sat down next to Abel and asked him to read to me. That's when he pulled out Arthur's Halloween.

I said, "Oh, this looks like a great picture read. Can you tell me a story to go with the pictures?" (This is kindergarten after all, and it's a tough book!)

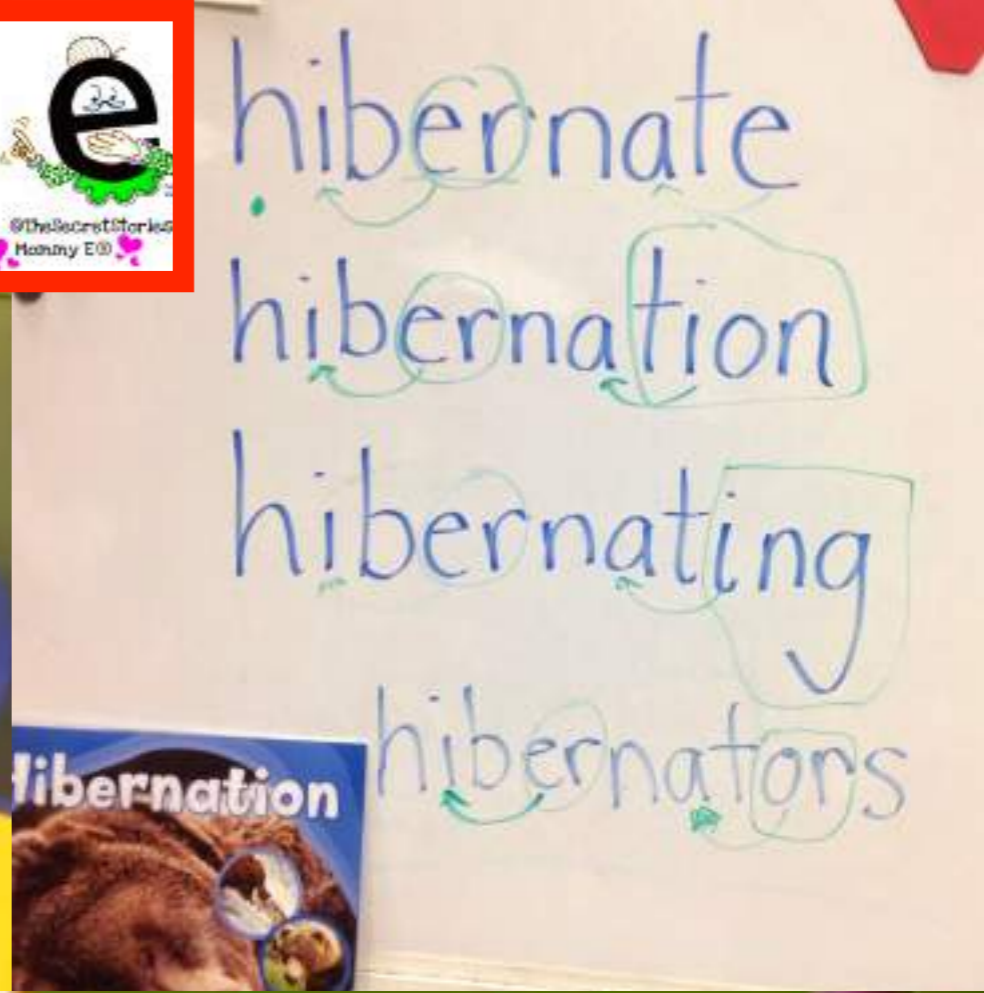
Abel gave me a strange look, and then he just started **READING** it! I was stunned. Later in the day, I had him read it again so I could video it. He was so proud!





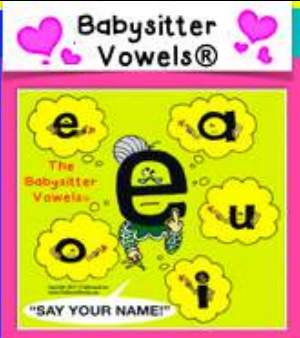
hibernate

Click [HERE](#) to play video



making

Click [HERE](#) to play video



Click [HERE](#) for more

ESL KINDERGARTEN



STORIES they already KNOW

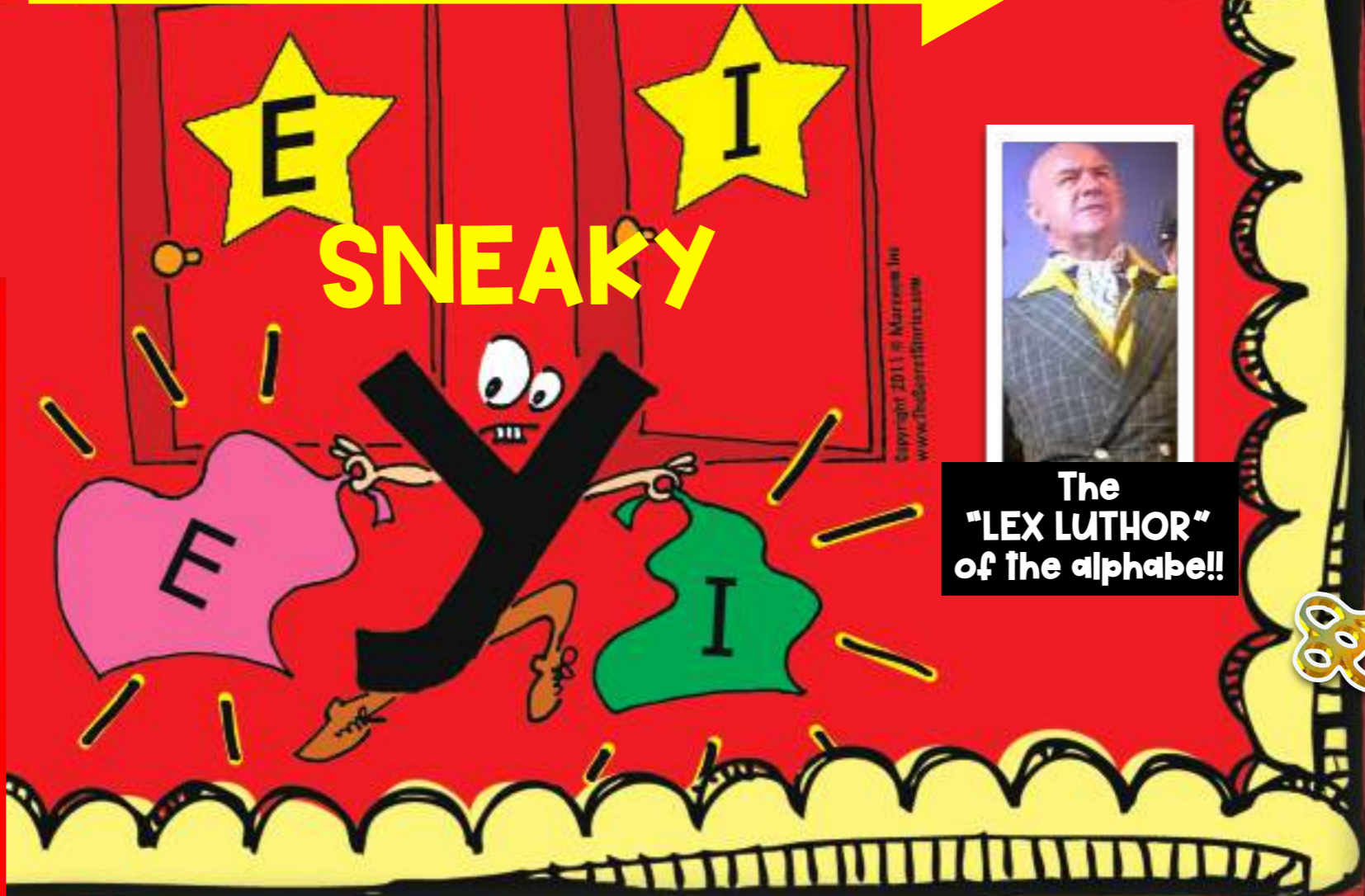
based on BEHAVIORS they already UNDERSTAND!

mommy
daddy
candy
January
happy



yellow
yes
you
yak

Click [HERE](#), [HERE](#) and [HERE](#) for more



by
July
my
by
why



Teach the **READER**, not the **READING**!

day
say
play
they
obey



Click [HERE](#) to play video & [HERE](#) for

(And just in case you're wondering, there's a Secret for "oy/oi" too!)



Just too cool....

The **BEST** stories are the ones you already **KNOW**



Click [HERE](#) for more

CHEATING

THE
BRAIN!

Always **GO** with what they **KNOW!**

“Universal” Frameworks of Understanding



I teach adult Syrian refugees in the Ukraine. Most have been in the country for 3-4 years and have had some English lessons. They’ve been taught the “silent e /magic e” (open/closed syllable) rule many times with no effect as they see no connection between magic letters and the sounds that vowels make.

But when I told them that the vowels had a “secret” and that they were actually “superheroes” with the power to “say their name” (or use their “short & lazy” disguise)AND that if Mummy E is nearby, they always do what she says — ALL the lightbulbs went off!

One of my students still holds up his superhero arms whenever he sees a Mummy E (or babysitter vowel) one letter away to remind himself of the sound and he’s 33 years old....but who cares, as he’s a better English reader because of it!

I also introduced Mummy E to my higher level class whose reading isn't too bad—along with a few other Secrets, and with just those few, I could hear them quietly making the sounds to try and decode the words instead of guessing them.

These strategies aren’t like anything I’ve found in our text books. They’re intuitive and based on feelings and experiences that we all share, even on opposite sides of the world. Everything has a reason, a story, a champion— all connecting back to pictures that make the sounds easy to understand and accessible, even if you don’t speak the language.

Even though my students are all adults, they still love hearing stories. They never tire of telling and retelling them to help each other sound out new words. The best part is that now they tell them to their children. ❤️

Always GO with what they KNOW!



Teach the READER, not the READING!



yes
my
mommy

day
they
play

Click [HERE](#) for more

And older readers need it too...



hypothesis
hyperventilate
epiphany



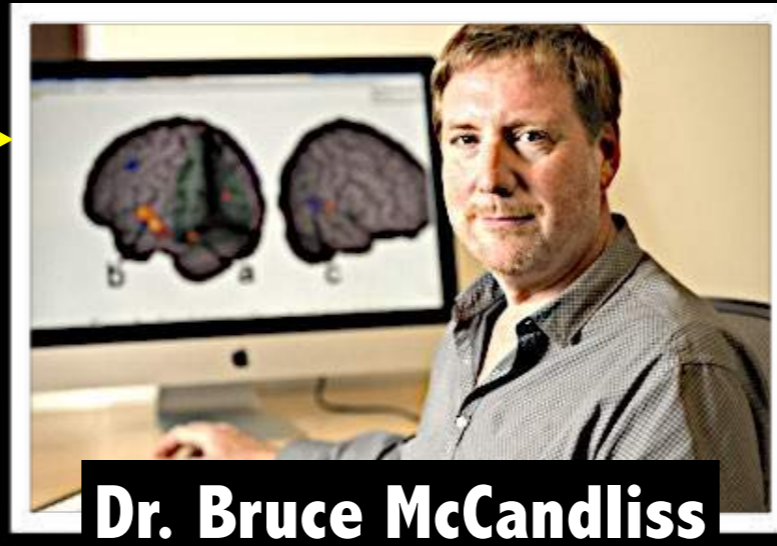
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Stanford University Brain Study on Sight Words



Click [HERE](#) and [HERE](#)

Never **MEMORIZE** words you can **READ!**



Dr. Bruce McCandliss



“Sounding out words sparks more optimal brain circuitry than memorizing.”

circle **the** **about** **yellow**
August **turn** **this** **they** **mommy**
saw **her** **them** **how** **know** **day** **my**



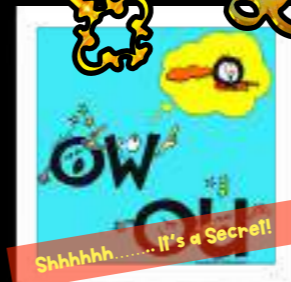
dawdle



hamburger



thrombosis



devour



decay



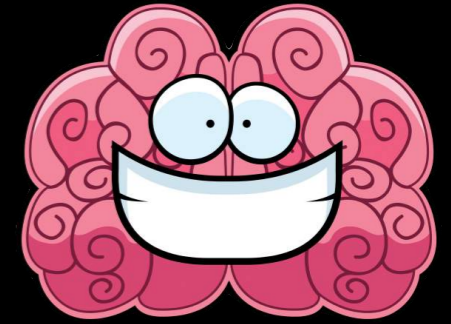
hydraulic

The prize for memorizing a sight word is **ONE WORD**.
The prize for owning a building block of the code is **ONE THOUSAND**.




Give a man a fish
and you feed him for a day,
teach a man how to fish
and you feed him for a lifetime.
Chinese Proverb

Don't teach kids to MEMORIZE...




Click [HERE](#) for more

Stanford University Brain Study on Sight Words
"Sounding-out words sparks more optimal brain circuitry than memorizing them."

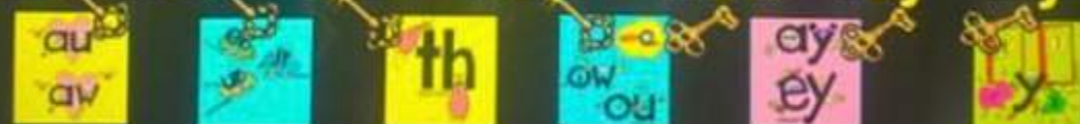


Never MEMORIZE words you can READ!




The more phonics skills kids own, the less sight words they need to memorize.

by	turn	say	were	girl	for	they
saw	her	the	how	blow	day	my



The prize for memorizing a sight word is ONE word.
The prize for knowing a phonics Secret is HUNDREDS!

Teach the READER, not the Reading!



ACTIVE DECODING VS. MEMORIZING



Teach them to STRATEGIZE!



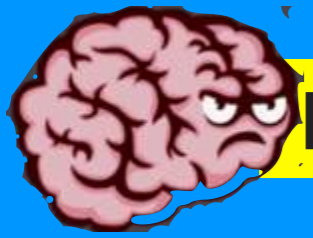
SPIRALING PHONICS THROUGH THE GRADE LEVELS

The **CODE** doesn't change,
only the **TEXT LEVEL** to which it's applied.

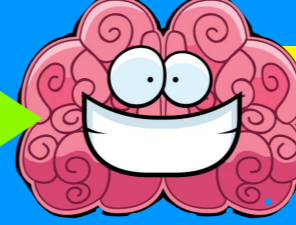
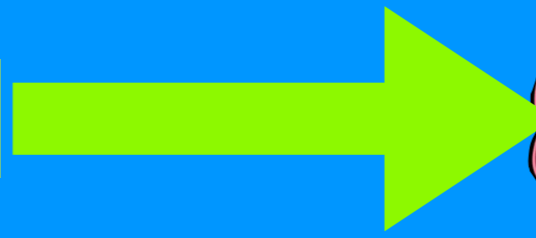
Click [HERE](#) for video



au gust → hydrau lic



BRAIN ANTAGONISTIC



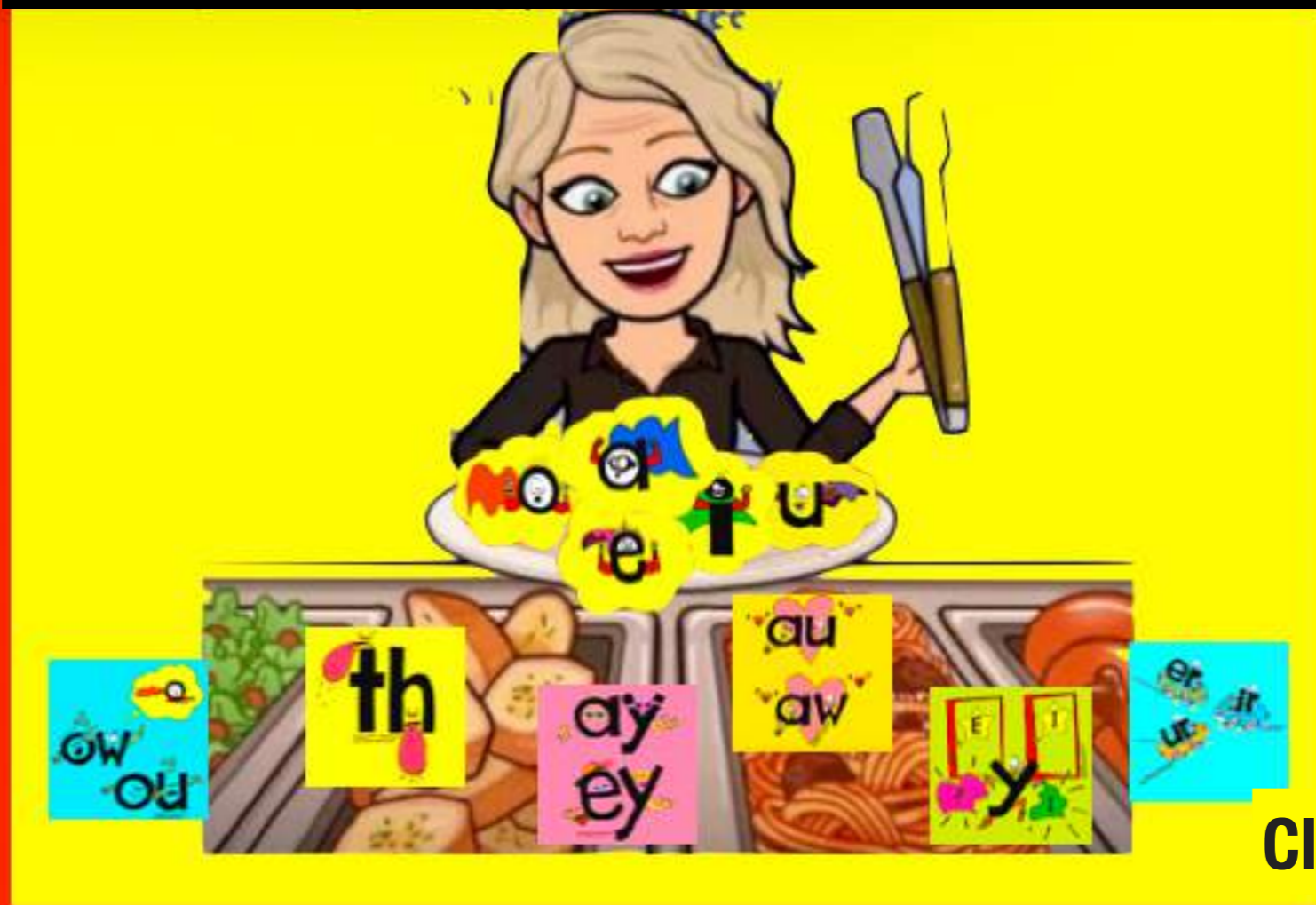
BRAIN COMPATIBLE

Supporting **Systematic** and **Sequential** Phonics Instruction with

WHAT Kids Need, **WHEN** they Need it!

A Brain Based Phonics "Buffet!"

**READING
SCIENCE**



**BRAIN
SCIENCE**



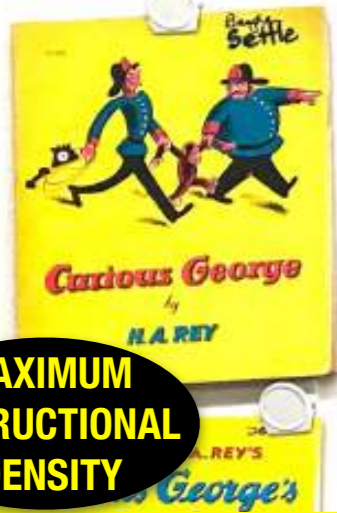
Click [HERE](#) for more

With **NO** Grade Level Walls

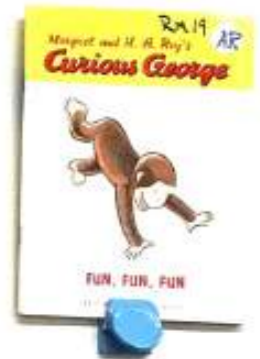
to DELAY Learner-Access to the Code!

CURRICULUM INTEGRATION

Curious George



C u r i o u s G e o r g e



MAXIMUM INSTRUCTIONAL DENSITY

Journeys Reading Program, Grade 1, Lesson/ Week 3 - "Curious George"

"Not including the title, this story had 17 words that my beginning first graders readers would never have been able to read without these 5 phonics Secrets.

They would have just had to memorize them. It's just mind-boggling, and makes me so mad on behalf of my already struggling ELL and Title I students!"

Click [HERE](#) & [HERE](#) to play videos and [HERE](#) to read more

Curious ~~is~~ medium
serious helium
radiant
aquarium
immediate kaelyn

herum ie medi um
radi ant
~~curious~~ serious
curious kame
immedi die

ous
porous
prosperous
joyous
serious

ous famous
porous
prosperous
joyous
serious kam

ous
porous
prosperous
joyous
serious
famous

Teaching the READER, not the READING!

PROGRAM INTEGRATION

Lucia's

Neighborhood



Shhhhhh..... It's a Secret!

Shhhhhh..... It's a Secret!

Shhhhhh..... It's a Secret!

Shhhhhh..... It's a Secret!

Shhhhhh..... It's a Secret!

Shhhhhh..... It's a Secret!

Journeys Reading Program, Grade 1, Lesson/ Week 4 - "Lucia's Neighborhood"

Teach the **READER**



not the **READING**

curious ~~ie~~ mediu
serious helium
radiant
aquarium
immediate ka

harum ie mediu
radiant
~~curious~~ serious
curious kame
immediate die



MAXIMUM INSTRUCTIONAL DENSITY



adern
alous prosperous
Loyous serious
famous

ous
porous famous
prosperous
joyous
serious kam

ous
porous
prosperous
joyous
serious
famous

Click [HERE](#) to play video



Fast-Tracking the Code Kids **NEED** to Read and Write!

BEING A GOOD "WORD DOCTOR"

Diagnosing the "Most & Next-Most" Likely Sounds of Letters



Click [HERE](#) or more

Decoding Irregular Words

Just as an **apple** won't fall from the **tree**, a **letter** won't stray *too* far from its **sound!**



have **river**

Click [HERE](#) for video

Teaching the **READER**, not the **READING!**



You can't think OUTSIDE the box until you know what's IN it!



**WORD
DOCTOR
TRICK**





Decoding “UNDECODABLE” Words with Thinking Vowels™

of
was
what
come
done
want
some
love
around
about
again
another

Click [HERE](#) to watch video and [HERE](#) for more



Sometimes vowels just can't make up their minds what sound to make, so they have to think...

Should I be long? Should I be short?

“Uhhhhhhhhhhhhhhhhhh?”



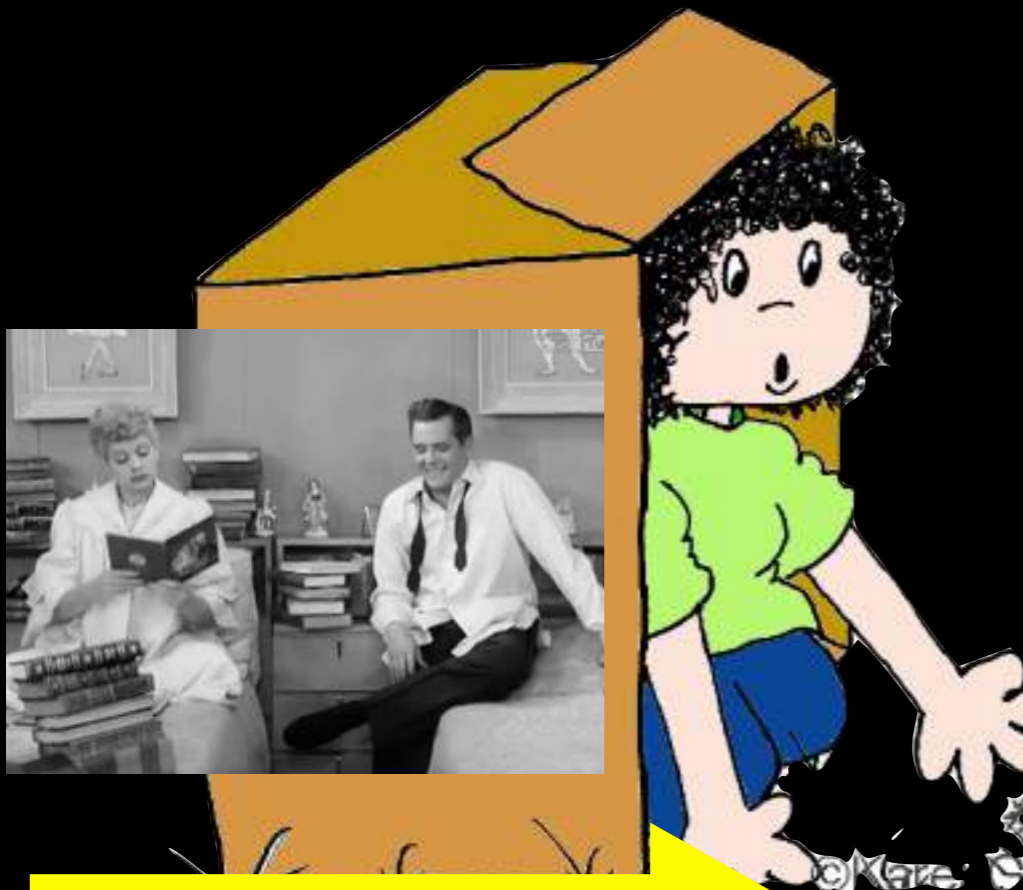
Thinking

OUTSIDE

the Box



is **EASY** when you know what's **IN** it!



ghost rough

G

gh

sigh

gh

F

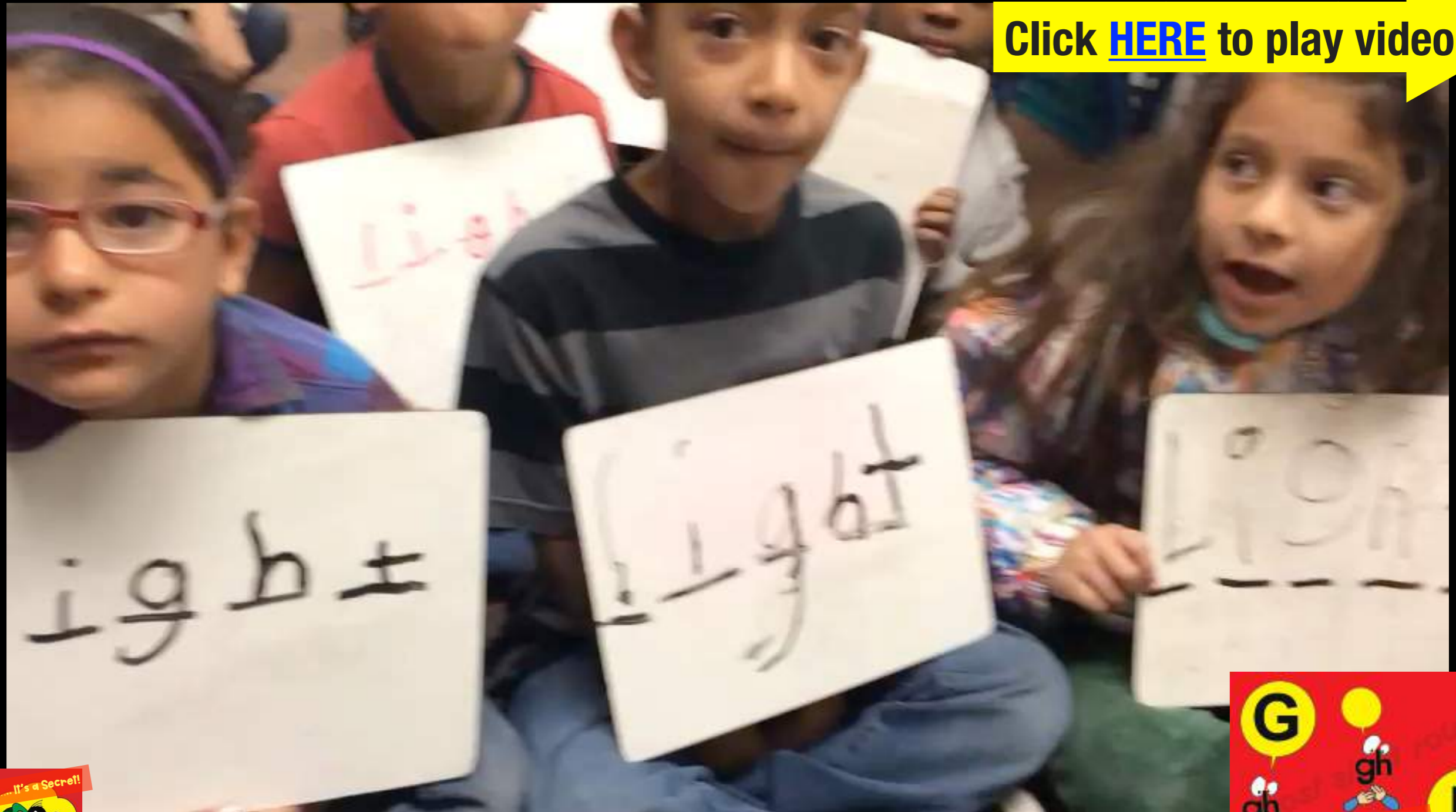
sight

Shhhhhh..... It's a Secret!

Click [HERE](#) for more

Transforming Phonics Instruction into a **CRITICAL THINKING PLAYGROUND!**

Click [HERE](#) to play video



1st Grade- Winter

“Kids can’t think deeply about things they don’t care about.”

—Dr. Mary Helen Immordino-Yang



THE BUILDING BLOCKS



Click [HERE](#) for more

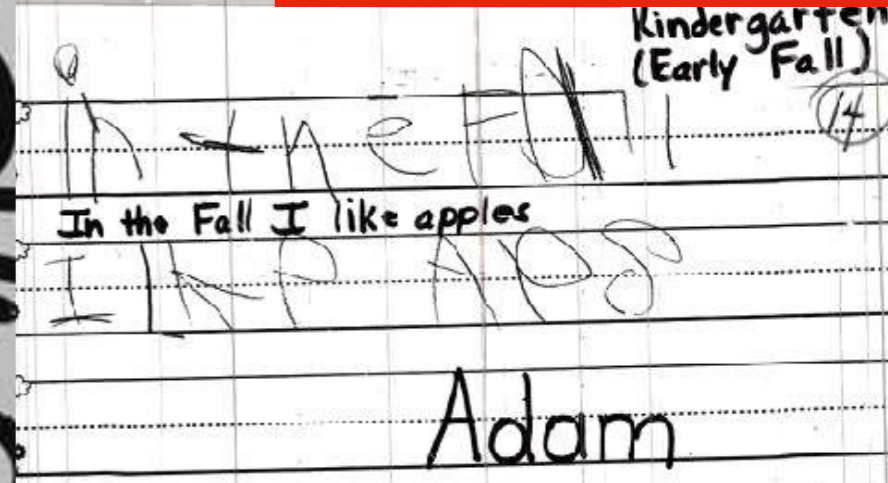
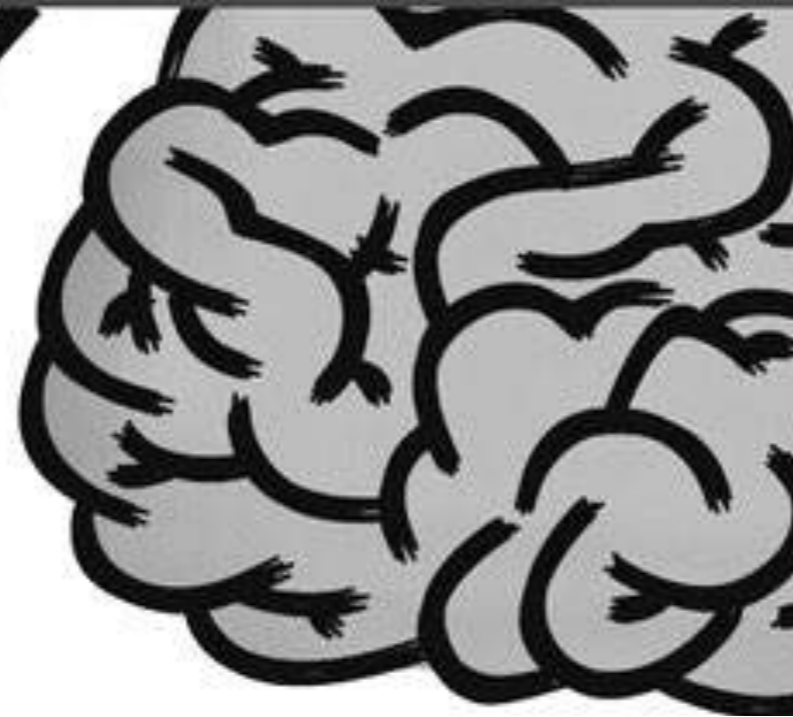
for Reading and Writing!

**1st Day
Kindergarten**

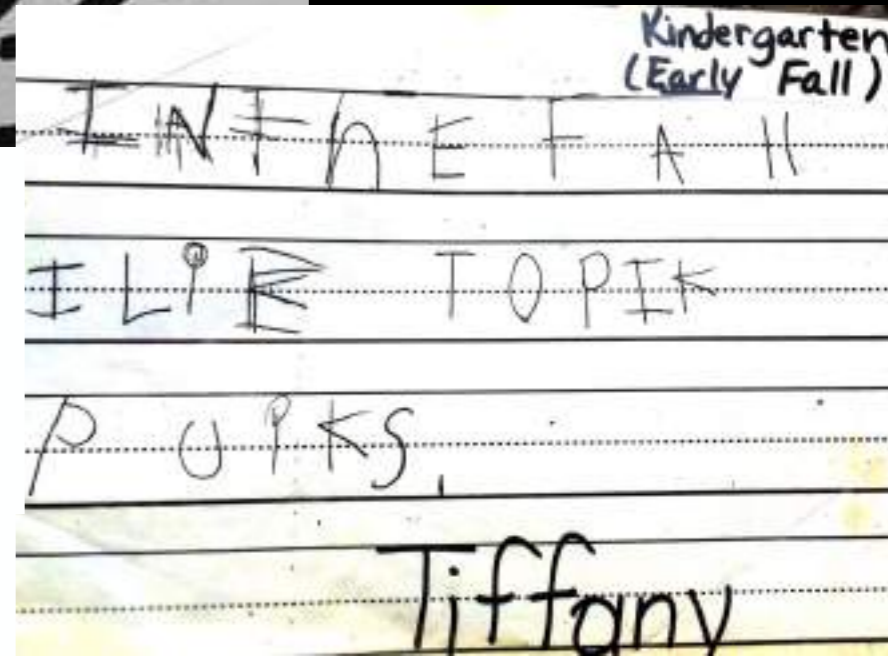
SIMULTANEOUS SKILL ACCESS

**End of 1st Month
Kindergarten
Oct 1st**

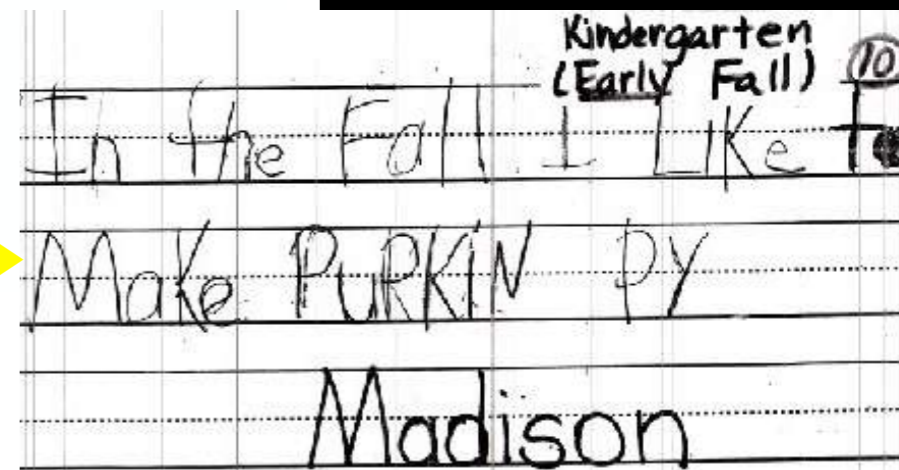
Individual Letter Sounds AND Phonics Secrets!



Kindergarten— Month 1

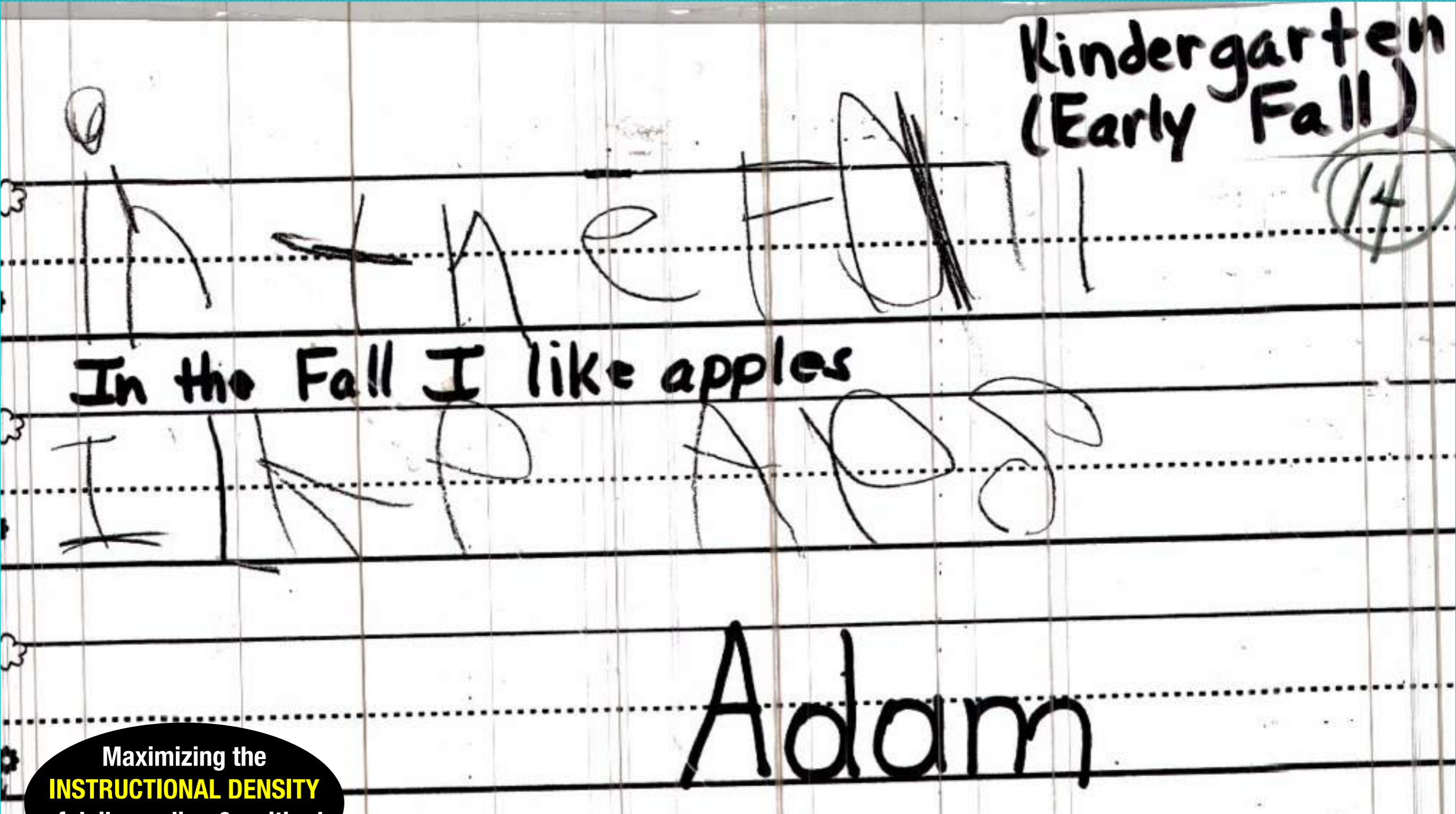


Click [HERE](#) & [HERE](#) for more



KINDERGARTEN WRITING

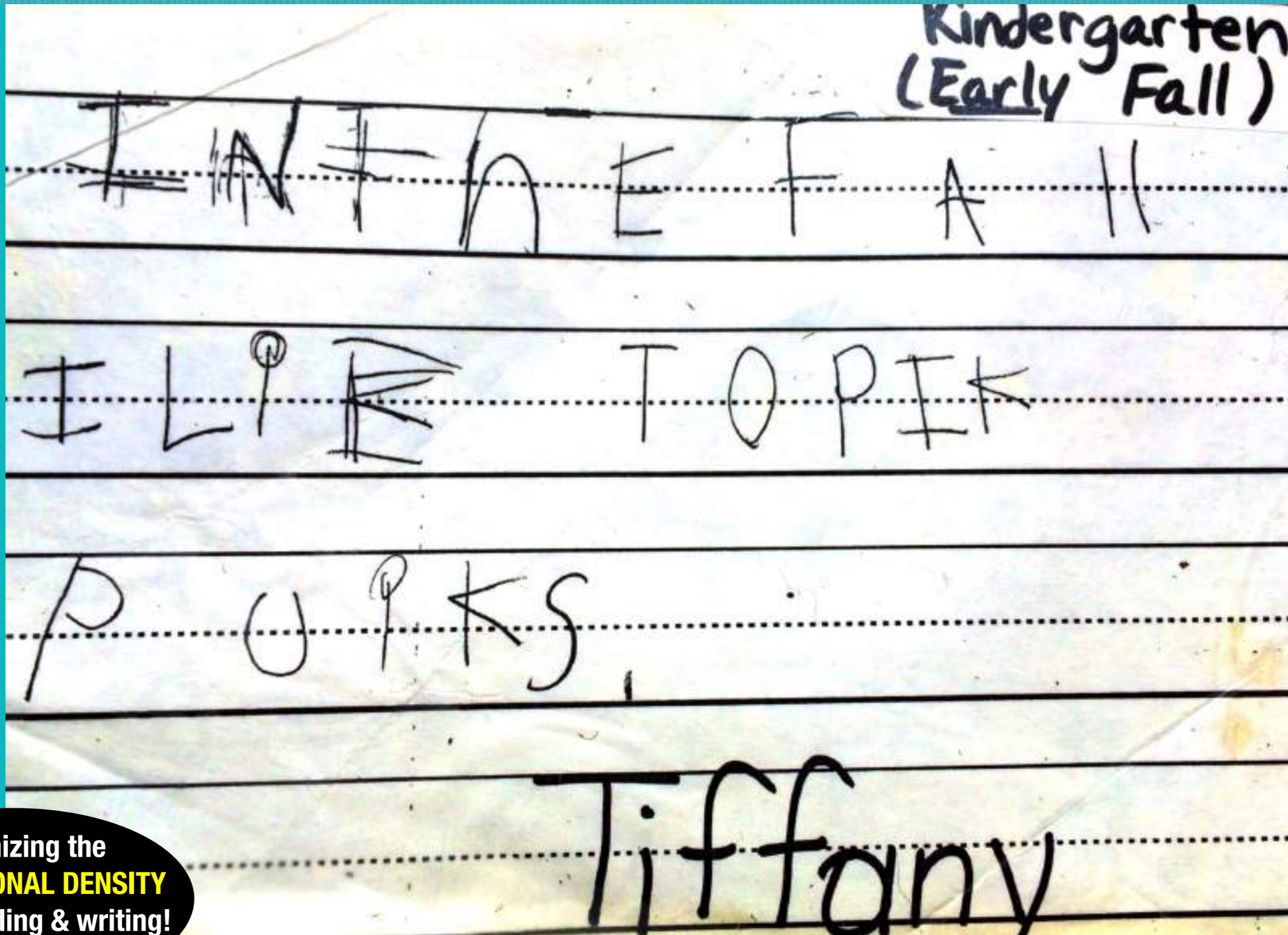
KINDER WRITING— 1 MONTH Mark



Maximizing the **INSTRUCTIONAL DENSITY** of daily reading & writing!

The more TOOLS kids bring to the table, the more VALUE they take away!

KINDER WRITING— 1 MONTH Mark



Maximizing the
INSTRUCTIONAL DENSITY
of daily reading & writing!

**The more TOOLS kids bring to the table,
the more VALUE they take away!**

KINDER WRITING— 1 MONTH Mark

Kindergarten
(Early Fall)

10

In the Fall I Like to

Make PURKIN PY

Madison

Maximizing the
INSTRUCTIONAL DENSITY
of daily reading & writing!

*The more TOOLS kids bring to the table,
the more VALUE they take away!*



KINDER WRITING— 1 MONTH Mark

It's amazing what kids can do with **MORE** of the code, and how much more **VALUE** they can take away from daily reading and writing!

Click [HERE](#) for more

Kindergarten
(Early Fall)

9

In the Fall

I like to go

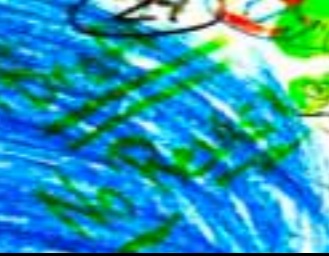
trick-or-treat!

trick-or-treat!

Jennifer

Jennifer





Using Writing as a "Window" Into the Mind of a Reader!

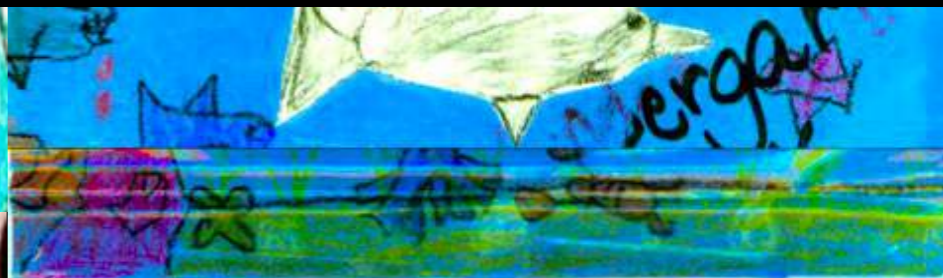
I Had A fun swithin. I Dont
HIX And I'S P on Foo
I Had a GRATE Time Swithing And
Wen I am Tired.

LOW



I Live at the sea. I like
to jump throo the harts of Fier. It is
fun. I doo like the fish. They taste bad!
I like to SPLASH the kids. It is FUN!
I doo LIKE how much noise It is
fun I neerly like to Pound the ball on my
head. It is neerly fun! I like the pebb.
I like to Play with the uther dolphin.
It is the best!

MEDIUM

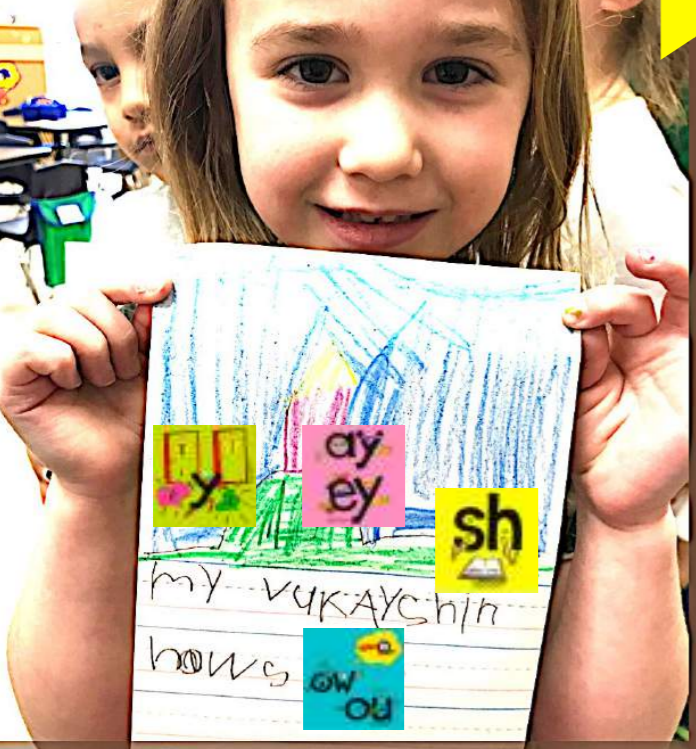


a dolphin and I live in the
I like to Sker all the fish
But I'm Skered of Sharks!
I like Oktupys, I like all the
Colors. I like to watch all
the fish. I hat Shark! I like
I am Scared of Oktupys!
very cool to live in the
Sea and there are so many Cool
things. It is very fun in the
Sea. I like to eat live
fish. I have friend Name
Erad. He is very funny. I have fun

HIGH

The more
PHONICS CODE
kids bring to the table,
the more **VALUE** they take
away from reading and
writing **EVERY DAY!**

Click [HERE](#) for more



Maximizing
INSTRUCTIONAL DENSITY
of daily reading & writing!



Sea and there are so many Cool
things. It is very fun in the
Sea. I like to eat live
fish. I have friend Name
Erad. He is very funny. I have fun



“PRE-IDENTIFIED/LOW” Kinder— Late Spring

Three young boys are shown. The boy on the left holds a white card with the letter 'W'. The boy in the middle is looking forward. The boy on the right wears a white shirt with a large blue 'W' on it. In the center is a red book cover with a yellow duck and the words 'ow' and 'ou' written on it. A yellow arrow points from the text 'Click HERE for more' to the book cover.

Click [HERE](#) for more

how
now
about
out

know
slow
blow

A handwriting practice sheet with four lines of text. The first line reads "I had a fun swimmer." The second line reads "Hi! And it is fun too." The third line reads "I had a GRATE time swimming and" with "GRATE" circled in green and a red underline. The fourth line reads "now I am tired." with "now" circled in green. A large green arrow points from the "GRATE" circle to a small red icon of a hand holding a letter 'e'. A black oval contains the text "Maximizing the INSTRUCTIONAL DENSITY of daily reading & writing!".

I had a fun swimmer. I am

Hi! And it is fun too.

I had a GRATE time swimming and

now I am tired.

Maximizing the **INSTRUCTIONAL DENSITY** of daily reading & writing!

"Middle/Average" Kinder— Late Spring

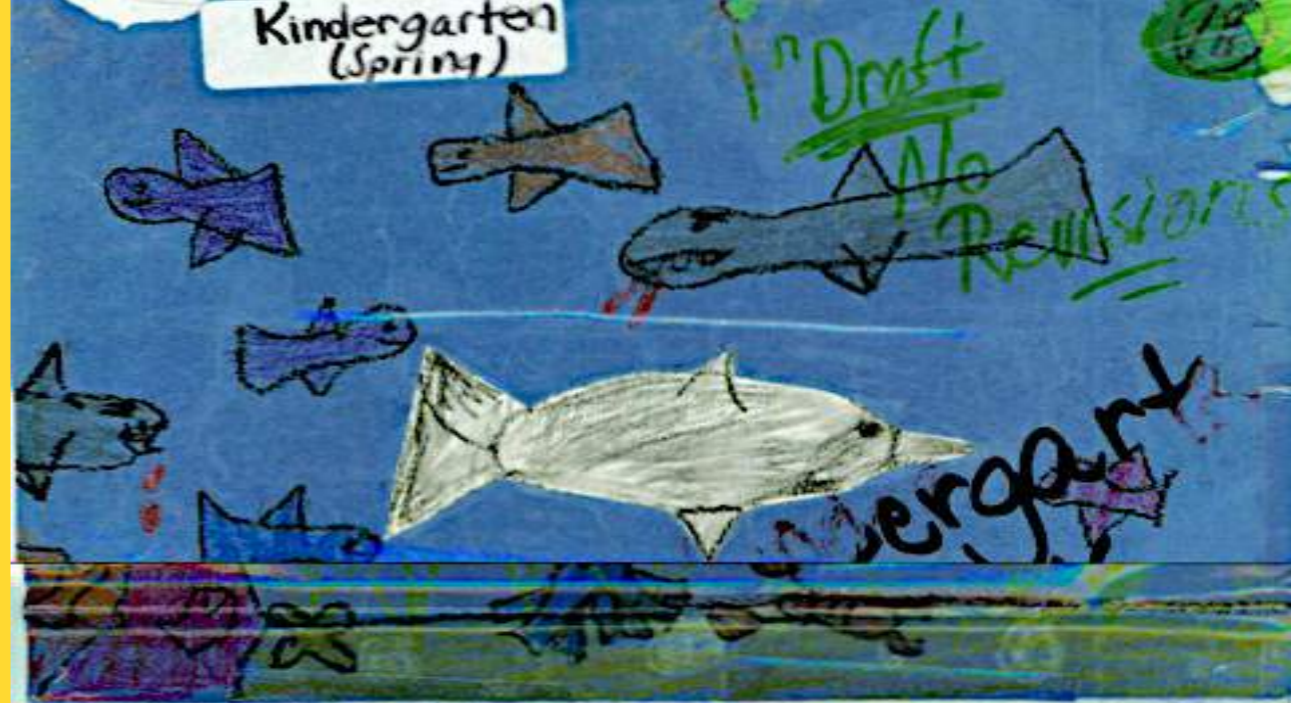
I am a dolphin. I live in the deep blue sea. There are octopus, there are sharks, but I can kill them with my nose. I can camouflage so I can win. Sharks swim by me they can not see me. THERE are coral too so I can play all day! There is no play life home!



Click [HERE](#) for more

I am a dolphin. I live at the sea, I like to jump throo the hoops of fier. It is fun, I doe like the fish, they taste bad! I like to SPLASH the kids, It is FUN! I dooe LIKE how much nois It is not fun! I neely like to pound the ball on my Nose it is neely fun! I Like the peell. And I ne like to play with the uther dolphin. It is the best!

KINDERGARTEN DOLPHIN WRITING



I'm a dolphin and I live in the Sea. I like to Sker all the fish away. But I'm Skerd of Sharks! There are Oktupys, I like all the pratty Colors, I like to watch all the pretty fish, I hait Sharcs! Theyre Not Nice I am Suerd of Oktopsis! I, ... the pretty fish, I hait Sharcs! Theyre Not Nice I am Suerd of Oktopsis! It is very cool to live in the Sea and there are so many Cool things, It is very fun in the Sea. I like to eat live fish. I have friend Name Grad, He is very funny, I have fun.

KINDERGARTEN FAIRYTALES

Click [HERE](#) for more

K



Kindergarten Fairy Tale

Ingredients: The TOP two
setting Light Dark
characters Gas Boy Girl Wolf
magic The Wolf The Wolf
problem The Wolf The Wolf
ending The Wolf The Wolf

They went in the
Gasol, when they
in the Gasol they got
lost in. It was
They have a grave yard,
They were in the grave yard,
They almost got eaten! They
had a wedding.
The ghost almost kissed her but
The dad said "get your hands off
of my white!" The ghost flew
away. They lived happily ever after!



W

R

T

O

N

G

Ingredients:
setting
characters
magic
problem
ending

Ingredients:
setting
characters
magic
problem
ending

FIRST GRADE

Click [HERE](#) for more



Gold is wonderful how it is. Gold is sparsely dimens. Some dimens are sparselyer than others. Gold is mighty shiny when you put it in light. Gold looks like many terrific many. Gold will pay alot of stuff. If you have a tencent migh look like gold. Gold is fluffy hevy is way tons of pow. Three can't pick it up. I love hevy gold beccuas no one can take it. Gold is wondirful. I feel better with my friends. Orange is very handy in life. I need orange for flamie fire. I also need orange to mak pic.

Green is Greeny lishus. I need green for the grass. I also need green for the trees. Blue is the colorfull ocean. I need blue for the shy. I also need blue for birds. Arn't my friend helpful.



1 On the 1st of Christmas
 I was sitting in my room
 because I had to go to school
 All I had to do was to take
 my bag, I say to my mother "You said
 another thing me I can do is
 spend more time with my friends
 because he was too busy little work
 I like his name was I singing
 and he likes it. Finally I got to bed
 but not yet. First I had to
 wish. Doves and cookies and candy
 that's what I love about Christmas
 but there no fall of 2 on I had
 I leav out card in my room for
 Santa that is the best part because
 I don't know so I can see Santa
 earlier. I want to ride. He say I'm
 sorry - I can't ride.

4 The sled ride was be Awesome
 because I would take the toys
 away from the bag. So I can
 be rich with toys and more
 toys. I will not give them there
 here in the world. I would share
 with my family and friends
 just them - I love them!
 The sled ride was cool. Santa
 took me home and I opened
 one of my presents. Santa was
 at my house. I had a
 toy car. I will find a way to
 be rich. I was so happy that it was my
 birthday. Santa is the best
 Santa I had in my life!
 I love him no matter where
 Santa I want to give your
 name. He said "Jeff" then
 I said "God that is a really cool
 name!"

The Alines Problems



1st Grade Writing

This is ecto. He has brife
 green scaly skin, sharp teeth
 and claws, a slimy nookus
 and spins a web on the
 planet veins. He's mad
 because he can't breath
 fire at a strand's.
 All his freinds can breath
 fire. So ecto went away
 and ate some space flour.
 Then there was another
 problem his claws were
 sharp. His mom and dad's
 claws are sharp then his
 claws were sharp again
 but now he had no nookus.
 Then he fel a steep.
 His nookus came back.
 Nookus is a slimy stuff
 that holes and stick on
 to things. He used his nookus to
 stick to a balloon. When the
 balloon popped! He landed
 on earth. He nether got
 home!



Increasing Sound-Skill Automaticity for **DECODING and ENCODING**



with
MUSIC

THE LETTER RUNS



CHALLENGE
HIGH

OPTIMAL LEARNING
MODE
"FLOW STATE"

Click [HERE](#) to play video

"Jedi-Style!"

STRESS
LOW

Mimicking DECODING & ENCODING

with

M

U

S

I

C

for



"Beethoven Blends"
(CD - Tr. 15,16,17,18)

Click [HERE](#) to play video



"Apples and Bananas"
(CD - Tr. 19,20,21,22)

Click [HERE](#) to play video

SKILL AUTOMATICITY

A "Playground" for Critical Thinking!



Click [HERE](#) to play video

Teach so kids **CAN'T TURN IT OFF!**

I can't turn off
the **READING!!!**



Click [HERE](#) to play video

Teach the **READER**, not the **READING!**

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