YOU’LL LEARN:
• What it takes to read and spell well and why some students have reading and/or spelling problems
• What research tells us about how to teach reading and spelling
• Specific teaching strategies

CONTAINS:
• Step-by-step exercises that train you to use effective strategies for teaching reading and spelling
• Quizzes to check your knowledge
• Outlines for summarizing what you learn
• Reproducible forms for tracking progress

COMPANION PIECES:
• How to Teach Grammar, Usage and Writing Mechanics
• How to Teach Vocabulary
• How to Teach Reading Comprehension and Literature
• How to Teach Written Expression
• Practice packs that train students in phonemic awareness; phonics; sight word recognition; multi-syllable words; reading fluency; vocabulary; grammar, usage and writing mechanics; reading comprehension and literature; and written expression
ABOUT THE AUTHOR

Rosanne Manus, M.A. is the founder of Manus Academy. She and her staff work with students from kindergarten through college who experience learning disabilities, attention deficit disorder and other neurological and developmental difficulties. Their services include a middle and high school accredited by the Southern Association for Colleges and Schools, after-school tutoring services for K-12 students who attend other schools, testing, consultation and parent and teacher training.

In 1979, Rosanne received her master’s degree in special education at Columbia University and has been working in the field of special education since then. She has developed, tested and published training programs and curriculums for almost every subject and skill from kindergarten through grade twelve. In addition, she has developed a proprietary business operations model and staff training program that ensure the consistent delivery of high quality services.
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Introduction

What Does This Training Program Cover?

*How to Teach Reading and Spelling* trains you to use research-based strategies as you teach students to read and spell, particularly students with academic barriers.

According to several decades of research in the phenomenon of learning to read and spell, we know that up to twenty percent of students entering school will have problems learning these essential skills. Of this twenty percent, a smaller percentage will have great difficulty. That’s a large number of children who will need specialized instruction delivered intensively and over an extended time. This instruction is costly. The only thing that costs more is not fixing the problem.

The Manus Curriculums reading, spelling and other literacy materials are designed to help meet the challenges of delivering efficient and effective instruction to students with diverse learning profiles, including those with learning barriers. They are based on educational research that tells us what is involved in learning to read, comprehend and spell, why some students have problems learning these skills and how to effectively teach these students.

According to extensive educational research, a balanced reading program consists of these parts:

- phonemic awareness
- word recognition and spelling
- fluency
- vocabulary
- comprehension

A balanced literacy program, which includes the above skills, also consists of instruction in:

- grammar, usage and writing mechanics
- literature
- written expression

The Manus Curriculums reading, spelling and other literacy materials cover these essential skills with “how to” guides and inter-related practice packs. When used as a system, students learn to:

- read fluently
- spell
- understand the parts of speech and functions of words (e.g., subject, verb, direct object)
- use this knowledge to understand what others say and phrase their own thoughts well

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• learn then apply the rules for capitalizing and punctuating
• understand and use elevated but high-frequency vocabulary words
• understand expository texts, such as social studies and science passages
• understand literature, such as short stories, novels, dramas, folklore, nonfiction and poetry
• write paragraphs, letters, invitations, five-paragraph essays, article summaries, book reports, literary essays and research reports

This particular guide, *How to Teach Reading and Spelling* shows teachers how to teach these core skills:

• phonemic awareness
• phonics
• sight word recognition
• word analysis, or reading multi-syllable words
• reading fluency
• spelling

The other “how to” guides that expand on literacy instruction are:

• *How to Teach Grammar, Usage and Writing Mechanics*
• *How to Teach Vocabulary*
• *How to Teach Reading Comprehension and Literature*
• *How to Teach Written Expression*

Accompanying each of these guides is a set of student practice packs that help students develop the given skills. Teachers, however, can use the strategies covered in the “how to” guides with other materials. (The principles of effective instruction explained in the “how to” guides are universal.)

**For Whom Is This Program Appropriate?**

The reading and spelling programs are appropriate for students of any age who need to develop phonemic awareness and master the skills of word recognition, spelling and fluency. They are particularly helpful for students with such learning barriers as reading and writing disabilities and/or receptive and expressive language disorders (difficulty understanding what one hears and difficulty expressing one’s thoughts).

**How Are the Manus Curriculums Reading and Spelling Materials Unique?**

The Manus Curriculums reading and spelling materials are unique in the extent to which they integrate principles of effective instruction with other skills and subjects, thereby fostering growth in all academic areas. For instance, the training students receive in word recognition, spelling, fluency, grammar, vocabulary and literature directly support their comprehension and mastery of other subjects, such as social studies and science. The training students receive in the written expression practice packs help them complete writing assignments in the other subjects, too.

All instruction in the Manus Curriculums program is goal-directed, systematic, multi-sensory, cumulative and mastery-based. Students proceed to the next skill only when they can perform the preceding ones fluently. As they progress, teachers monitor, record, assess and adjust their instruction, as needed.
The Manus Curriculums reading and spelling materials are simply designed so that reading tutors and teachers can delegate portions of the instruction to teaching assistants, parents, volunteers and others who are interested in teaching children to read and spell.

Furthermore, the materials present verbal skills in smaller increments and greater depth than many other instructional materials. Because each page adds just one or two more skills than the preceding one, students can easily make the necessary mental adjustments and often master several pages and skills in just one or two lessons.

**What Is the Best Way to Complete This Training Program?**

The most effective way to complete this training program is to use those same strategies that you will train your students to use – strategies that facilitate learning.

These strategies include:

- previewing this entire book then each chapter as you begin it (the brain likes to know where it’s going)
- highlighting the essential information in each chapter
- committing the chapter information to memory by reviewing your highlighted notes aloud, in full sentences and in a cumulative sequence (the brain likes to work one step at a time)
- verbally summarizing each chapter following the chapter summary prompts (the brain understands best when it can see both the whole of something and its key parts)
- completing the “Check Your Understanding” pages
- completing all training exercises with a partner

Using these study strategies fulfills two purposes. First, it ensures that you learn the material well and become adept at using the teaching strategies for reading and spelling. Second, it gives you experience with the study strategies that you will also teach your students to use – strategies that lead to solid comprehension and long-term retention.

Here is an explanation of the first four steps listed above.

1. **Preview the Book**

   The brain likes to know where it’s going. If it can see the “big picture” of something and its smaller divisions, it will have places to put the essential details. Previewing accomplishes this goal and helps you determine the purpose for reading each section. Therefore, preview this book before you begin reading it.

   **Example:**

   “In previewing the table of contents, I see that this book is divided into ten chapters. In the first chapter, I will learn about the requirements for reading well and why some students have problems learning to read. This chapter covers such topics as the relationship between language and reading . . . In the second chapter, I will read about the requirements for spelling well and spelling problems. Specifically, I’ll learn about the history of the English language, the stages of learning to spell . . . In the last chapter, . . .”
2. **Highlight the Essential Information**

The brain likes to classify. At the basic level, it likes to separate the essential from the nonessential information. Essential pieces of information are the main facts and ideas. Nonessential information is elaborative. It is text that helps you understand the main facts and ideas. Nonessential information is important for this reason; however, it is usually not information you would highlight or note.

As you read this book, highlight or note the essential information for later review.

*Example taken from a section in the first chapter:*

<table>
<thead>
<tr>
<th>The Building Blocks of Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before we examine reading mechanics, let’s look at the building blocks of words; phonemes, graphemes, syllables and morphemes. Knowing how words are structured is important in teaching students to read and spell.</strong></td>
</tr>
</tbody>
</table>

**Phonemes**

The **smallest unit in word structure** is the **phoneme**, or unit of sound. For instance, the sound we make when we see the letter *m* (/m/) is one phoneme and the sound for the letter *r* (/r/) is another. The **English language consists of forty-four distinctive sounds, or phonemes**, that make up our words.

**Graphemes**

The **twenty-six letters of the alphabet, in various combinations**, represent these phonemes. These letters, or letter combinations, are called **graphemes**. For instance, the letter *l* is the grapheme that represents the /l/ sound. *Ai* is the grapheme that represents the /ā/ in *rain*, *strain* and *faith*. The *ei* grapheme sometimes represents the /ā/, too, as in *eight* or *reign*. The English language has about **250 graphemes** that represent the forty-four phonemes.

**Syllables**

Graphemes represent **small units of pronunciation called syllables**. Each syllable has only **one vowel sound**. For instance, the word *cow* is a syllable. It has one vowel sound, /ō/. *Tact* is another syllable with the short a sound, /ā/. *Contact* is a **two-syllable word**. It contains two units of pronunciation with one vowel phoneme in each.

3. **Review**

To understand something, you must remember it. You must also be able to explain it to others in a logical and sequential order. You can accomplish these two goals by reviewing your noted information aloud, in complete sentences and in a cumulative sequence. (This strategy also satisfies the brain’s need to work one step at a time.)
As you review the first piece of noted information, ask yourself a question about it. This helps you more thoroughly process it. Second, answer your question in a full sentence. Third, review the second piece of information in the same way. Fourth, review both the first and second pieces of information. Fifth, review the third piece of information. Sixth, review the first three pieces of information and so on.

As you review more and more pieces of information, paraphrase them and combine them into chunks. (The brain likes to classify. It needs logical places to group and store details for later retrieval.)

When you have completed a section, restate all the key information in it aloud, as if you were explaining it to another person.

*Side Note:* After you have reviewed ten to fifteen pieces of information, you probably do not need to review the first several pieces every time. Review them from time to time. Gradually drop the heavily reviewed pieces as you add more. You will automatically use these earlier pieces anyway when you summarize and re-chunk the information, as you will see in this example.

*Example showing how to review the highlighted information above.*

<table>
<thead>
<tr>
<th>First piece of information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The smallest unit of word structure is the phoneme, which is a unit of sound. What is the smallest unit of word structure? The smallest unit of word structure is the phoneme. What is a phoneme? A phoneme is a unit of sound. It is the smallest unit of word structure. What is a unit of sound and the smallest unit of word structure? A phoneme is a unit of sound and the smallest unit of word structure.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second piece of information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The English language has forty-four phonemes. What has forty-four phonemes? The English language has forty-four phonemes. How many phonemes does the English language have? The English language has forty-four phonemes.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First two pieces of information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a phoneme and how many are there in the English language? A phoneme, which is the smallest unit of word structure, is a unit of sound. There are forty-four phonemes in the English language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third piece of information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What represents the forty-four phonemes in the English language? The twenty-six letters of the alphabet represent the forty-four phonemes, or units of sound, in the English language. What do the twenty-six letters of the alphabet represent? The twenty-six letters of the alphabet represent the forty-four phonemes in the English language.</td>
</tr>
</tbody>
</table>
5. **Verbally Summarize the Chapter**

As previously stated, to truly know something, you must be able to summarize it. This is an essential skill you will train your students to use when they read both literary and expository material. When you summarize, you state the main idea and key details that develop it. You present this information in a logical and sequential order.

At the end of each chapter in this book is a guided outline that helps you summarize the chapter. Here’s an example of the first part of the outline for a summary of Chapter 1: “What It Takes to Read Well and Why Some Students Have Reading Problems.”
Example of the guided outline and a verbal summary:

**The Relationship between Language and Reading**

Language and reading skills are interconnected. Preschoolers, who live in language-rich environments develop these prerequisite skills that are essential to reading: . . .

Our brains are wired to . . . but not to . . .

Statistics indicate that many people cannot . . . For instance, . . .

By assessing students’ . . ., we can predict . . .

**The Main Components of Reading**

Reading involves these neurological functions: . . .

Certain areas of the brain are responsible for . . .

The reticular formation . . . The cerebellum . . . The occipital cortex . . . The left temporal lobe . . . and the frontal lobe . . .

The five main skills involved in learning to read are . . .

The building blocks of words are: . . .

Phonemes are . . . Graphemes are . . . Syllables are . . . Morphemes are . . .

The two types of morphemes are . . .

“Language and reading skills are interconnected. Preschoolers, who live in language-rich environments, develop these prerequisite skills that are essential to reading: phrasing thoughts; listening to others; understanding that printed words represent spoken words; recognizing that people read from left to right and from page to page; understanding that narratives, or stories, have beginnings, middles and ends; developing background knowledge, or knowledge about life in general.”

“Our brains are wired to speak and listen but not to read. Statistics indicate that many people cannot read well enough to fully function in a literate society. For instance, fourteen percent of adults cannot read well enough to perform even basic reading tasks. Only thirteen percent of adults, overall, are proficient in reading.”

“By assessing students’ vocabulary, speech awareness, ability to name letters and say the sounds these letters represent, we can predict which students will be strong readers by the end of the third grade and which students will have reading delays.”

“Reading involves these neurological functions: . . .”

Once you have completed these four steps for learning and explaining the essential information in each chapter, you will find the remaining two steps, answering the “Check Your Understanding” questions and practicing the teaching strategies, easy. More importantly, you can use this knowledge to talk with your students’ parents about their children’s reading and spelling instruction, the students themselves and other teaching staff, as needed.