

# Ready to Homeschool — Six Month Countdown

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### WEEK 11: READING, PHONICS, AND LITERATURE

Literacy is highly valued in our culture. But **READING** is not a natural ability. Neurologically, we are equipped with a Language Acquisition Device (ability to learn language with little effort, depending on which language we hear).

Language	Receptive	Expressive
Oral/Aural	<b><i>LISTENING</i></b>	<b><i>SPEAKING</i></b>
Written Code	<b><i>READING</i></b>	<b><i>WRITING</i></b>

READING involves a written code that represents words.

This differs by language — pictorial vs. phonetic.

“Science of Reading” and phonemic/phonological awareness.

Scarborough’s Rope (attached)

Reading Resources/Curriculum Guides (attached)

Prepare to learn to read throughout preschool years.

Rhyming, picture books, alphabet song/activities, drawing  
wide exposure to the world (experience base increases comprehension)

Goals in the early elementary years:

PHONICS — explicitly teaching the sound(s) for each letter  
Sight Words — words that don’t follow phonics rules (Dolch lists are helpful)  
Comprehension — do they understand what they hear/read?  
Wide exposure to different genres of literature

Later elementary/middle school years

Focus shifts to using reading for information in content areas too  
Keep improving **FLUENCY** and **VOCABULARY**  
Start conversations about Literary Analysis (plot, settings, characters, etc)

High School/College years

In depth “Literary Analysis” and knowledge of literary terms  
Moving into “Literary Critique” — giving informed judgments, comparing and contrasting two or more literary works, authors, styles, genres, etc.  
Wide exposure to literature **FROM** and **ABOUT** all time periods and cultures  
Author Studies, especially Shakespeare

For Week 14, we will be discussing *Wisdom’s Way of Learning* by Marilyn Howshall. This is a set of four e-books that you can order and download immediately. Use this link:

<https://lifestyleoflearning.org/wisdoms-way-of-learning/>

## **Resources:**

### ***Barton Reading***

A set of 10 manuals developed by Susan Barton (based on Orton-Gillingham) with letter tiles that a parent (with training) can use to teach children to read. Very intense, expensive, but SUCCESSFUL. This is what to go to if nothing else is working in teaching phonics and word-attack skills.

<https://bartonreading.com/>

***Teach Your Child to Read in 100 Easy Lessons*** by Siegfried Engelmann  
One book wonder.... This is what we used with all our kids. Add in handwriting paper, a “Hundreds Chart” record sheet (attached) and stickers to put on the Hundreds Chart as they progress through the book, and you are set to go. The reading skills don’t transfer well to other kids’ easy-readers books until about lesson 75. Don’t freak out.

Ordering through the following links will benefit me as an Amazon Associate.

Book: <https://amzn.to/3FjunvY>  
Handwriting Paper: <https://amzn.to/3mFrizH>  
Small Stickers: <https://amzn.to/3ZX7XZa>

### ***Equipped for Reading Success*** by David A. Kilpatrick

I read this as a professional development project. He promotes the use of “phonological awareness” activities to improve reading skills at the phonics levels. Part textbook, part lists of word games, and an assessment device to determine which skill(s) could use improvement with struggling readers.

<https://www.equippedforreadingsuccess.com/>

### ***Pathway Readers***

This set of leveled readers is produced for the Amish, and has simple illustrations and moral stories, set in rural backgrounds. Buy the accompanying workbooks which emphasize vocabulary and comprehension, (and phonics in the early grades), and you are set for Grades 1-8.

<https://pathway-publishers.com/pathway-readers-2/>

### ***Christian Liberty Nature Readers***

This set of leveled readers (intended to be used once children have mastered phonics) covers the realm of nature, including insects, owls, turtles, snakes, marine ecosystems and life, and more. Use as a main reader, or to supplement life science lessons at the elementary level.

<https://www.shopchristianliberty.com/christian-liberty-nature-reader-complete-set/>

### **McGuffey Readers**

YES! You can still order a re-printed version of the original 1830's McGuffey Readers that were in the one-room schoolhouses of yesteryear. These are fun to pull out during a pioneer history unit, OR you can opt to use them as your main reading textbooks! Ordering through the following link will benefit me as an Amazon Associate.

<https://amzn.to/3Tb3BLP>

### **Learning Language Arts Through Literature**

This is a curriculum set (Grades 1-12) in which each volume (for Grades 3 and up) offers weekly lessons based on a passage of age-appropriate literature. They are Language Arts lessons (which we will cover later) but integrated with great classics for children.

[https://www.common sensepress.com/store/c2/Learning\\_Language\\_Arts\\_Through\\_Literature.html](https://www.common sensepress.com/store/c2/Learning_Language_Arts_Through_Literature.html)

### **Veritas Press**

This company has grade-level packages for the study of literature. They offer "You-Teach" curriculum kits as well as "Self-Paced" and "Live Online" versions of the upper grades.

<https://veritaspress.com/store/all-products.html?cat=586%2C428>

### **Drawn into the Heart of Reading by Carrie Austin**

These books are actually collections of worksheets divided up by genre that can be applied to ANY literature your child is currently reading. It teaches basic literary analysis, and ensures that you cover a wide range of literature as you work through the suggested activities.

<https://heartofdakota.com/drawn-into-the-heart-of-reading-2/>

### **Honey for a Child's Heart** by Gladys Hunt

This is a compendium of good children's books if you are beginning a home library. There is also a section on the benefits of reading to kids. Any version of this book will be helpful. Ordering through the following link will benefit me as an Amazon Associate.

<https://amzn.to/3ZX45aD>

### **The Company of the Creative** by David L. Larsen

This book gives an overview of MANY works of advanced literature, organized by historical time period. It would be helpful as a resource during the high school years.

Ordering through the following link will benefit me as an Amazon Associate.

<https://amzn.to/3Ffu8C1>

### **Windows to the World: An Introduction to Literary Analysis**

<https://iew.com/shop/products/windows-world-introduction-literary-analysis-teacherstudent-combo>

### **Teaching the Classics**

<https://iew.com/shop/products/teaching-classics-second-edition-dvd-seminar-workbook>

Both of these are put out by Institute for Excellence in Writing (IEW), aimed at teaching high school students the tools for Literary Analysis. The first one is written directly for students, and the second is meant to be a training course for parent/teachers.

***Other curriculum that incorporates LITERATURE into the overall plan:***

Sonlight.com

<https://www.sonlight.com/about/catalog>

Book Shark

<https://www.bookshark.com/catalog>

The Good and the Beautiful (TGTB)

<https://www.goodandbeautiful.com/>

Five in a Row

<https://fiveinarow.com/>

Beautiful Feet Books

<https://www.bfbooks.com/>

My Father's World (mfw)

<https://www.mfwbooks.com/catalog>

***Better World Books***

This website is a great source for used books. If you are building a home library, and don't mind buying second-hand, you can save money with their sales, and free shipping offers. Sign up to be notified of periodic discounts. And use this referral code to get us BOTH a coupon (click it... don't type it!)

<https://i.refs.cc/66NtLgm5?>

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<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>
<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>60</b>
<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>	<b>68</b>	<b>69</b>	<b>70</b>
<b>71</b>	<b>72</b>	<b>73</b>	<b>74</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>80</b>
<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>
<b>91</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>99</b>	<b>100</b>

### Advanced Syllable Levels

E3 Delete a stressed first syllable; the second syllable is either 1) consonant-vowel-consonant; 2) consonant-vowel, or 3) vowel-consonant: *(won)derful* → *derful*; *(ar)chitect* → *chitect*; *(wil)derness* → *derness*

E4 Delete a stressed first syllable; the second syllable is comprised of only a vowel: *(tel)escope* → *escope*; *(an)imal* → *imal*

E5 Delete the last syllable; the second syllable is comprised of only a vowel: *clari(net)* → *clari*; *holi(day)* → *holi*

## II. ONSET-RIME LEVEL

### Level F Deletion of an onset or a rime

F1 Delete an onset from a single syllable word: *(s)at* → *at*; *(c)ab* → *ab*

F2 Delete a rime from a single syllable word: *m(an)* → */m/*; *s(een)* → */s/*

### Level G Substitution of an onset or a rime

G1 Substitute an onset in a single syllable word: *(wh)ite* → *(r)ight*; *(c)ub* → *(t)ub*

G2 Substitute a rime in a single syllable word: *f(it)* → *f(or)*; *t(ell)* → *t(ag)*



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## III. PHONEME LEVEL

### Basic Phoneme Levels

#### Level H Manipulate initial phoneme in an initial blend

H1 Delete the first sound in an initial blend: *(f)lip* → *lip*; *(s)nail* → *nail*

H2 Substitute the first sound in an initial blend: *(c)rown* → *(f)rown*; *(f)lew* → *(g)lue*

#### Level I Deletion of an ending phoneme

I1 Delete the final sound in a final blend: *car(t)* → *car*; *gras(p)* → *grass*

I2 Delete the final sound from a word: *see(n)* → *see*; *rai(se)* → *ray*

### Advanced Phoneme Levels

#### Level J Substitution of a vowel phoneme

J Substitute a medial vowel: *h(a)t* → *h(o)t*; *s(a)ck* → *s(i)ck*

#### Level K Manipulation of the second phoneme in an initial blend

K1 Delete the second sound in an initial blend: *t(r)y* → *tie*; *t(r)ail* → *tail*

K2 Substitute the second sound in an initial blend: *f(r)ee* → *f(l)ee*; *s(k)y* → *s(p)y*

#### Level L Substitution of an ending phoneme

F1 Delete an onset from a single syllable word: *(s)at* → *at*; *(c)ab* → *ab*

F2 Delete a rime from a single syllable word: *m(an)* → */m/*; *s(een)* → */s/*



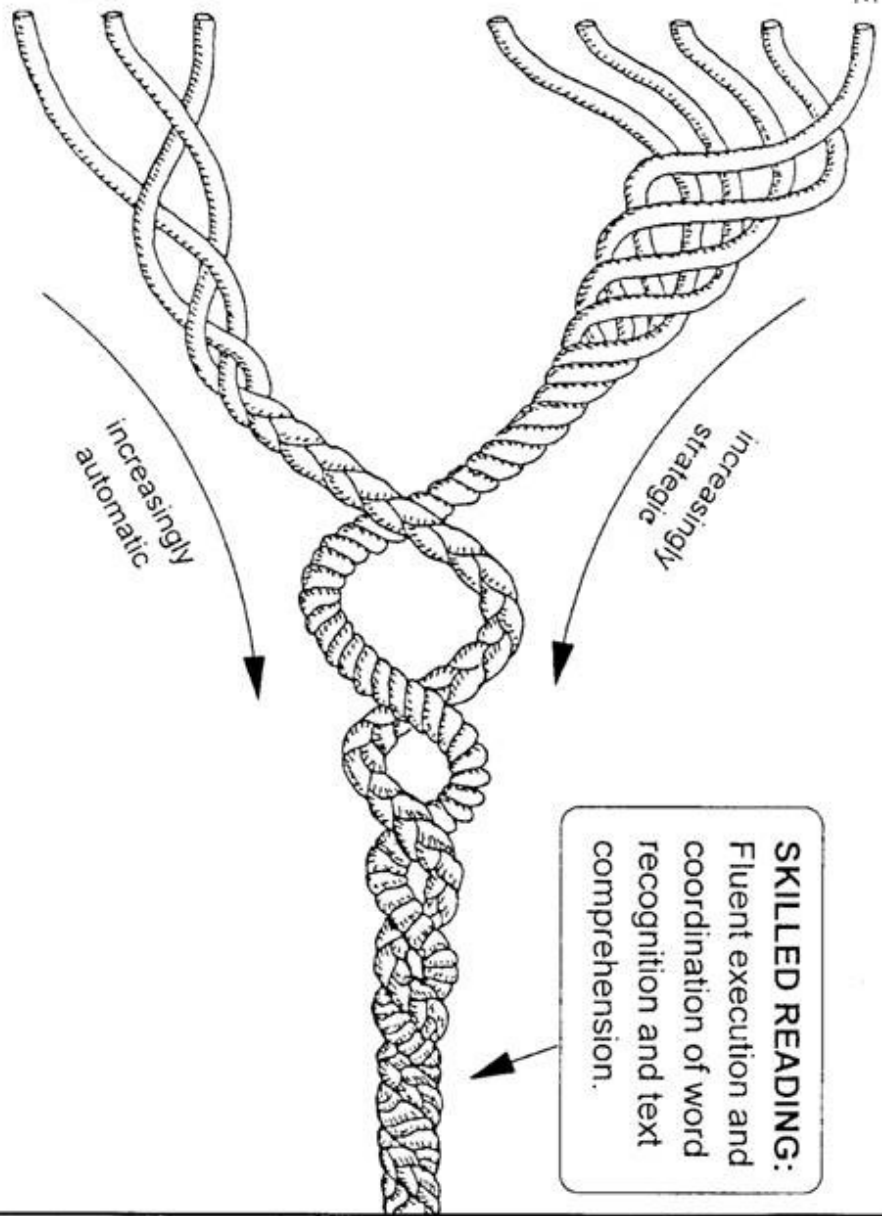
# THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

## LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

## WORD RECOGNITION

- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)



The image, courtesy of the author, originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.