

A Good Reading Program Must...

Teach underlying skills

Since sounds (not syllables, blends, full words or rhyming combinations) are the key that unlocks our English writing system, successful readers must be taught to segment (pull apart), blend (put together), and analyze words at the sound (phonemic) level.

Use a sound to code basis

Good reading programs teach the sound code for the 43 phonemes (individual sounds) of the English language as well as the alternative spellings for those sounds. By learning that letters or letter combinations stand for specific sounds of speech, reading and spelling are taught concurrently.

Handle the alternative spellings of sounds and code overlap

After the student has learned the most probable spelling for each sound, the less probable (alternative) spelling should be introduced. Overlaps of the code, in which a letter or letter combinations represent more than one sound, must also be taught.

Reading Programs That Get Results

The most successful reading programs (those that get the biggest, quickest reading and spelling improvement with the highest percentage of students) are those that incorporate most of the above components. Of the hundreds of reading programs available, the three that come closest to the

standards listed above are the Lindamood Phoneme Sequencing Program® (LIPS)®, Phono-Graphix™, and Master the Code (MTC).

Although the results vary by study and can depend upon the ages or types of students involved, these programs generally achieve two to three times the improvement as other reading programs.

“Master the Code” is the newest of these reading and spelling programs. It is based upon the most recent scientific research and incorporates all of the components of a good reading program. Although these other programs mentioned above include the key components needed to remedy reading difficulties, we believe “Master the Code” has several unique and important differences.

“Master the Code” has Unique and Important Differences

MTC develops underlying skills

MTC recognizes that some students do not bring sufficient cognitive skills to the task of learning the reading code quickly and efficiently. Even if the code is taught completely and sequentially, a student who has a severe auditory processing deficiency, is not concentrating adequately, works too slowly, has poor memory skills, or cannot create good mental images, will complete lessons very slowly or exhibit poor retention. When these skills are in place, however, students learn rapidly. Master the Code has been designed to remedy these significant problem areas.

Embedded within MTC are procedures that evaluate, pinpoint, and develop to advanced levels the underlying mental skills required to assure fast and efficient learning-to-read skills. (MTC has been developed by the world’s leading cognitive training company – PACE). Some of these skills include:

- Memory (the ability to remember the sound-symbol relationship)
- Segmenting (the ability to separate or unglue sounds)
- Blending (the ability to put together sounds to form words)
- Auditory analysis (the ability to manipulate or analyze small changes in groups of sounds)
- Processing Speed and Working Memory (the ability to retain incoming information and properly process it quickly)
- Attention (the ability to stay on the given task)
- Visualization (the ability to create and use mental images)

MTC is properly sequenced

To handle the complex logic of our alphabet code, a child must have mastered each level of complexity in carefully sequenced steps.

MTC starts with blending, segmenting, and sound analysis. To teach these skills, nonsense words are used so students do not rely on their memory of known words. Practice is provided in segmenting words into isolated phonemes and also blending isolated sounds into words. Encoding (spelling), decoding (reading), and writing exercises are used so that the reversibility of the code is made clear.

Some students struggle to correctly pronounce and differentiate between all of the sounds of the English language. These individuals get more direct instruction at a sensory level about how parts of the mouth (jaw, teeth, tongue, lips, vocal chords) interact to form the individual sounds.

Initially the twelve consonant sounds with only one main spelling – or one spelling by position in a word – are taught (d= /d/ as in ‘dog’ or ‘fed’). Then, the remaining twelve consonants and their most likely spelling are taught (/ch/ = ch as in ‘chip’ or ‘much’). The 18 vowel sounds are also taught from simple to complex. First, sounds spelled with the five vowel letters are taught /a/ /e/ /i/ /u/ /o/. Then, the e-controlled sounds /a-e/ /ee/ /i-e/ /o-e/ /u-e/, followed by the ‘o’ vowels sounds: /oo/ /oo/ /ou/ /oi/. Finally the vowel + r sounds are taught (/er/ /or/ /ar/ /air/).

After the student has learned the most probable spelling for each sound, the less probable, alternative spellings are introduced. For example, the /n/ sound can be represented by an n (‘note’), kn (‘knot’) or gn (‘gnat’). These alternative spellings are taught from most likely to least likely. Through use and drill, the letter patterns and the probability of their appearance are stored in long-term memory. This enables an individual to choose the most likely spelling for a word, instead of randomly guessing.

Overlaps of the code, in which a letter or letter combinations represent more than one sound, are also taught. For example, the letter u can be involved in a number of different sounds: cut, full, cute, and ruin. Such overlaps often create problems when reading. Various exercises are utilized to quickly teach how letters overlap to various sounds as new vowel spellings are introduced. The MTC method of handling alternative spellings and code overlap without memorizing rules reduces “sight words” by about 75%.

MTC uses a unique methodology

MTC embeds the English reading code to an automatic level instead of passively teaching lessons that are easily forgotten in a short period of time. It is especially beneficial for older readers who have developed many bad reading habits and will fall back into old, ineffective reading patterns if the skills are not taught appropriately and brought to an automatic level. Each student in the Master the Code program receives a kit, including auditory CDs. MTC uses the following training techniques to get its tremendous results:

- Immediate feedback (one-on-one training allows for immediate correction of errors and encouragement of correct responses)
- Concentration (the training drills require full attention which brings faster results because of less time off task)
- Sequencing (an introduction of tasks and information from simple to complex in small enough steps so that new material can be mastered quickly and easily)
- Stretching (constantly pushing activities to more demanding levels that challenge or stretch the student skills to improve)
- Loading (adding a task upon a task concurrently thus forcing automation and mastery of skills to a subconscious level)

Using these techniques and making the sequence of the reading and spelling instruction align with the logic of our alphabetic system results in the most rapid mastery and automation of reading and spelling.

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To receive additional information about the Master The Code or PACE programs in Hawaii, call Stacy at 808-744-2867.

Lindamood-Bell™ is a trademark of Lindamood-Bell Learning Processes (“LBLP”). PACE/Master the Code is not in any way affiliated with “LBLP”, Nanci Bell, Phyllis Lindamood, or Pat Lindamood.

Locations

Contact

The PACE Story

Master The Code Program

Cognitive Skills Training

Why Are We Different?

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