What Is It?

Let’s Read, an approach to the teaching of reading that applies findings in the science of linguistics, allows students to discover the alphabetic relationships between the printed symbols and the spoken words they already know.

Let’s Read organizes the components of the language into a step-by-step series of patterns, from the less complex and regular spelling and phrase patterns to the sophisticated and irregular spelling patterns and sentence structure of standard English. The lessons begin with the regular spelling patterns whose symbols always represent the same speech sounds. After introducing all the regular spelling patterns, each irregular feature is then isolated in a group of additional patterns.

How Is It Organized?

The Let’s Read materials are organized on the basis of their structural complexity—from simple and regular to complex and irregular.

1. Short vowel monosyllables with no consonant clusters: ban, bet, bid, etc. (Books 1–3)
2. Short vowel monosyllables with consonant clusters and digraphs: chat, pond, king, etc. (Books 4, 5)
3. Regular long vowels and diphthongs: see, hay, cow, etc. (Book 6)
4. Irregular patterns (Books 7–9)
   a. commonest irregular words and suffixes: is, of, played, etc. (Book 7)
   b. irregular vowel patterns: gate, tow, here, etc. (Book 8)
   c. irregular consonant patterns: badge, city, elephant, etc. (Book 9)

What Are The Special Features?

1. Similar facts are presented together. Regular spelling patterns of words with only one phonemic value for each letter are presented together before irregular spelling patterns are introduced.
2. Students learn the basic facts of the relationship of English spelling to sound. The 5,000 most common words of the English language are included to provide complete patterns, so that students can easily understand the association of sound and spelling and can apply the facts freely in reading on their own.
3. Nonsense syllables are taught so that the students can take the essential step toward independent or free reading by unlocking multisyllabic words and proper names, which helps them decipher hard words and contributes to vocabulary growth.
4. Maximum practice is provided in connected reading. All space is devoted to reading matter without pictures that divert attention and act as clues for guessing.
5. The mechanics of reading are introduced in one to two years, bringing students’ reading skills up to the level of their aural comprehension.

What Do Teachers Say?

On the Use of the Linguistic Method of Let’s Read:

“The mean of the Linguistic Group was significantly superior to the means of the other two groups on comprehension as measured by the Gilmore Oral Reading Test . . .

“The Linguistic Group read a significantly greater number of books as
independent reading during the sampling period when this count was kept than did either of the other two treatment groups. The Modified Linguistic and Basal Groups did not differ significantly from each other on these variables."

*Comparison of Three Methods of Teaching Reading in Second Grade*, Cooperative Research Project 3231, by William D. Sheldon and others.

“As we proceeded through the books, the writer noticed that the children experienced marked feelings of security and success in reading. This is due, I feel, to the scientific and organized presentation of the material. It is so simple that all tension is eradicated. The child has something to use when attacking new words. The patterns do not change their values. By the time the child is secure with these patterns he is ready to accept irregular words. He comprehends the terms ‘irregular’ and ‘nonsense syllable.’ Abstract words are learned faster and retained."

Mrs. Julia Scully
Teacher, Grade 1
Westview School
Warren, Michigan

“We found that the linguistic approach to remedial reading provided for: (1) early recognition of the alphabet, (2) visual discrimination, (3) auditory perception, (4) rhythmic vocabulary building, (5) independent activities, and (6) materials children instinctively memorized.

“All children learned to read through this approach because they were using three basic senses: (1) sight, (2) sound, (3) sense, and loved it.”

Mrs. Gladys L. Jones
Supervisor of Remedial Reading
District 209 U
Wilmington, Illinois

*Let’s Read ABC’s*

*Let’s Read ABC’s* teaches letters according to structure. Exercises direct attention to basic forms by contrasting significant differences of new letter shapes with ones already learned. By including letters in the context of words, *Let’s Read ABC’s* introduces students to early reading. The 225-word vocabulary of short vowel monosyllables forms a practical basis of alphabetic spelling in English.

*Let’s Read Syllables*

*Let’s Read Syllables* is composed of common words arranged in phonetic groupings that use the spelling patterns taught in *Let’s Read 1, 2, and 3*. It is a practical reinforcement that gives specific practice in word-attack skills. The 475 words also provide vocabulary enrichment and lend older students a sense of the series’ purpose.

*Bloomfield-Barnhart Developmental Reading Mastery Test*

This series of tests integrates oral reading, spelling, reading comprehension, and language skills at each test level. Students are evaluated on the patterns they are able to read and on the fluency of reading, mastery in dictated sentences, and comprehension at increasing degrees of difficulty. Language skills in grammatical conventions and inflected forms, and homonym and other word meanings in sentences are examined for observation of language sense.

The *Evaluator’s Handbook* gives complete directions. Each student packet is complete for the entire program and includes evaluation sheets.
<table>
<thead>
<tr>
<th>LET'S READ LEVEL</th>
<th>BASIC SKILLS</th>
<th>READING PATTERNS</th>
<th>SENTENCES</th>
<th>LANGUAGE ARTS</th>
<th>PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC</td>
<td>recognition</td>
<td>discrimination</td>
<td>word attack</td>
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# optional activity

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**Let's Read Scope and Sequence**

**LET'S READ**

**LEVEL**

**ABC**

**REMEDIAL**

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**Let's Read 2**

**Let's Read 6**

**Let's Read 8**

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**On the Millpond**

It's still on the pond. The sun is hot. Jill gets in her skiff. It drifts on the millpond. Jill can till in the skiff and sun herself. The wind puffs up and shifts. It throws the skiff up onto the dam at the end of the pond. The dam splits a plank in the skiff. It sinks, but Jill is up on top of the dam. Jill cannot go on the millpond in the skiff.

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**How Uncle Paul Came to America**

It was a Sunday afternoon in the summer and a scorching hot day but outdoors on the porch there was a cool breeze from the north. Uncle Paul was sitting on the porch in his rocking chair enjoying the breeze when his sister's four children came and sat down on the floor close to him. The