Let's Read

A Linguistic Reading Program

Leonard Bloomfield ● Clarence L. Barnhart ● Robert K. Barnhart, et al.

The Bloomfield System

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.

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.

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)

New words are introduced in the left column of the page in the first three books. The teacher spells and reads the word, then the students spell and read it. It is then paired with words already taught. While students progress they become active participants in the learning process as they discover the patterns, because the facts of the language are grouped so that all like facts are put together. The student's classroom work is reinforced by workbooks that develop comprehension and introduce other language arts.

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.

Let's Read Scope and Sequence

LET'S READ LEVEL	BASIC SKILLS			READING PATTERNS					SENTENCES			LANGUAGE ARTS					PROGRAM	
	recognition discrimination	word attack	evaluation	short vowels	consonant blends	long vowels & vowel blends	spelling demons	sight words	reading	completion	writing	stories	grammar syntax	inflected forms	homonyms	antonyms synonyms	BASIC	REMEDIAL
ABC	*		*	*					#									#
1	*	*	*	*					*				*					
2	*	*	*	*					*	*		*	*					
3	*	*	*	*					*	*		*	*					
4	*	*	*		*				*	*		*	*					
5	*	*	*		*				*	*		*	*	*				
6	*	*	*			*			*	*		*	*	*	*	*		
7	*	*	*			*	*	*	*	*	*	*	*	*	*	*		
8	*	*	*			*	*		*	*	*	*	*	*	*	*		
9	*	*	*			*	*		*	*	*	*	*	*	*	*		

PROGRAM — BASIC: FIRST YEAR (levels ABC–6), SECOND YEAR (levels 7–9). REMEDIAL: NINE-MONTH PROGRAM.

optional activity

Let's Read 2

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gum	gum	gun	gum	Gus
gun	gum	gut	gum
hum	hum	hug	hum	ham
hut	hum	him	hum
sum	sum	sup	sum	Sam
sup	sum	sun	sum
yum	yum	hum	yum	yam
gum	yum	sum	yum
ham	Sam	yam	gam	tam
hum	sum	yum	gum	tum

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Let's Read 6

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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 loll in the skiff and
   sun herself.
The wind puffs up and shifts.
It thrusts 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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Let's Read 8

door   four   mourn   four
floor   pour   court   fourteen
                course   fourth

indoors   doorbell   toward
outdoors   doorway   towards
           doorstep

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

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