

# 3rsPlus READ

## Why Should I Teach Children to Read As Early As Possible?

**3RsPlus READ** will enable you to do this and there are significant, long-term benefits in doing so.

We now know that it's possible for care givers to raise a child's level of intelligence substantially by the ways in which they care for him/her during the first six years of life. Fast-growing brains need stimulating mental activity and learning to read is one of the most satisfying and worthwhile forms of early learning.

In the early 1900's Dr. Montessori discovered that young children could easily learn to read and enjoy the process immensely. Since that time, numerous research studies carried out on early reading have documented its long-term benefits for children. Young children who learn to read maintain an academic advantage and their IQ is likely to be increased permanently. Finally, young children who learn to read are to a large degree inoculated against dyslexia or other forms of learning disabilities.

We teach our young children many skills such as catching a ball, roller skating and riding a "two-wheeler". Why should we not also teach them a critical academic skill like reading as well?

## How is 3RsPlus READ Different from Other Reading Programs?

The **3RsPlus READ** story books and procedures are unique in a number of important ways:

This program's original research and development was financed by the U. S. Federal Government. Millions of dollars were spent so that linguists and psychologists were able to develop the **optimal sequence** of sounds, words, practice, and pacing for teaching children to read.

The instruction was used in kindergarten classes across the United States, with a series of national studies demonstrating 3RsPlus READ successfully taught thousands of pre-school children to read. Researchers also tested the **program** extensively to verify its effectiveness in teaching young children to read.

A follow-up study, conducted by **READ** personnel twelve years later, found that young children who had learned to read in Kindergarten maintained their reading advantage **through high school**.

This extensive research and evaluation account for the effectiveness of **3RsPlus READ**. No other reading series since has been so scientifically and carefully developed.

Many of the 'unseen' components of this unique series are omitted from other programs, such as the simple instructional procedures and the attention to detail that reflects the research base.



The instructional procedures in using **READ** could not be simpler. “Say the sounds and read the word. When you know the word, just say it.” That’s the only thing you need to say. **READ** does the rest.

The Beginning Reading Instruction of **3RsPlus READ** consists of three sets of books. A few children will need no further formal reading instruction. However, most children will need instruction with some or all of the five sets of Advanced Reading Instruction to be able to read “anything they want to.”

## What are the Instructional Procedures for using 3RsPlus READ?

The procedure for using each Book is the same. Book 1 adds one extra step of flashcards, to introduce your child to the instruction.

### Back Inside-Cover Information

Familiarize yourself with this information as the first step. You’ll find:

The plot summary to help you ensure that your child understands what is being read.

New words and sounds introduced in the book. Book 1 has the largest number of both new sounds and words in the entire sequence. So if your child can handle Book 1, the instruction will never get any more difficult.

Story Questions that can be asked after your child has read the book.

### Flashcards

Use flashcards **before** Book 1 to introduce your child to the instruction, “Say the sounds.”  
*(Please feel free to print out sheet 5 of this PDF file in order to make Flash Cards)*

Show your child each of the five flashcards, one at a time.

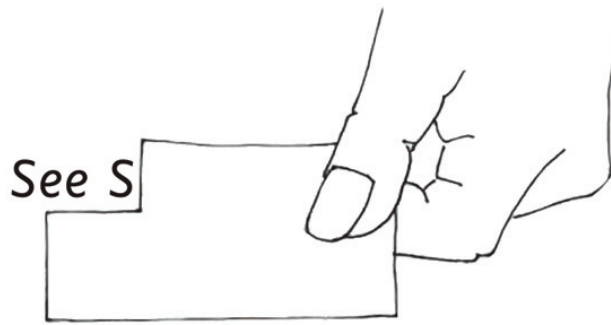
When showing a card for the first time, tell your child the sound we say for the letter(s) shown (e.g., “**SSS**,” “*eee*,” etc.). Then ask your child to look at the letter(s) and say the sound. Go through the cards two or three more times, mixing the order. It is **NOT** necessary that your child get all the sounds right at this point.

### While Your Child Reads Each Book

Use a notched business card Slider to cue your child to move consistently from left to right in “saying the sounds”. After notching the card, you or your child simply move the Slider along so the text the child has read is visible in the notch, but the text yet to be read is covered by the card. As soon as your child learns what is involved in reading though words, left to right, the Slider can be discarded.

Help your child open the book to the first page. While using the Notched Card to reveal the letter “S” say, “say the sounds and read the word.” If your child struggles with the sound, say /sss/ and have the child repeat it. Move the card along to “ee.” Again, help your child as necessary with /eee/ and “Sam.”





That's the procedure for each page. If your child cannot say a sound or read the word after trying, simply say the sound or word yourself, and then ask your child to repeat while looking at the sound or word.

**Don't expect perfection right away.** Your child WILL make mistakes and will often need to be reminded to "Say the sounds and read the word."

The same sounds and words will come up many, many times as your child reads this book and subsequent books. It is also important to note that **getting through the first book is the hardest instruction the child will face.** After that, it becomes easier.

Periodically praise your child while the child is turning the page, e.g. "Very good, "You're trying very hard;" "Good" etc. After getting through the book as rapidly as possible, CELEBRATE! "You read a book!" "You did that very well!" etc.

### **Anything Else I Should Know?**

One reading of the book a day is enough unless your child is eager to read it again. Stay with Book 1, and with each subsequent Book, until your child is reading it with ease and without the Notched Card.

Have your child re-read the Books to anyone who will listen (e.g., grandparents, older siblings).

Books 2 and 3 do not introduce any new sounds, so they are easier than Book 1. By Book 4 you may be able to dispense with the Notched Card, as your child will be on the way to reading independently.

Subsequent Books build on what your child has learned earlier, drip-feeding new letter/sounds. Your child will need to be told these new sounds as they are encountered.

Remember that your child will continue to "make mistakes" in learning the new letter/sounds. However, as in Book 1, each new letter/sound is repeated many, many times, and your child will learn to handle each in the same way as in Book 1. You'll see your child's reading expertise regularly increase before your very eyes.

**That's all there is to it.** One 10-15 minute session a day, 4-5 times a week, is enough... unless your child is eager to "read it again." Stick with Book 1 until your child is reading the book with ease and good expression **without** the Notched Card.

You shouldn't encounter any problems, but if you do, or if you have questions, contact us at [3RsPlus@usinter.net](mailto:3RsPlus@usinter.net). We'll be happy to help with any concern.



# I Still Have A Few Questions

## Will early reading stress a child?

Quite the contrary! Learning to read with **3RsPlus READ** will teach children that academic instruction is enjoyable, exciting, and fun. Early reading success builds the confidence, positive self-awareness, and increased personal independence needed for academic achievement both in school and in life. Thus, learning to read will **REDUCE**, not cause stress.

## How much time does 3Rs Plus READ instruction require?

Each book goes very fast. A 15-minute session is a long session, and one or at most two sessions a day is ample.

## What other “training” do I need?

None. We don’t anticipate that you’ll encounter any problems. But if you should or should you have questions, contact us at **3RsPlus@usinter.net** and we’ll help you troubleshoot the matter.

## Does the instruction have to be by individual?

No, children learn as individuals, but they can be taught in small groups. An older student or Teaching Assistant can conduct the instruction. And we encourage you to send the books home after the child is reading the book with some fluency to demonstrate the child’s progress in learning to read to those at home.

## My school is using another reading program?

### Will 3RsPlus READ be compatible?

**3RsPlus READ** provides comprehensive and complete reading instruction. But it is also very applicable with children who may be “struggling” or are “slow” with other instruction.

## What will the 3Rs Plus READ Beginning Reading Instruction teach the children?

The first set of Read, BRI 1, is followed by two additional sets of books for instruction (BRI 2 & 3). These sets are about equal in content and instruction to that involved with BRI 1. The series will teach your children to read any text comprised of one-syllable, regularly spelled words. This provides a strong foundation for learning to decode more difficult words.

For some children this all the reading instruction required. Many children however, require additional instruction in handling the complexities of written English and experience with multi-syllable words. The 5 sets of Advanced Reading Instruction (ARI) serve this purpose.

## How is Spelling treated?

**3RsPlus SPELL** is coordinated with **READ**. With **SPELL** children are taught to spell words composed of letter/sounds they have already learned how to handle in reading, making the spelling task as easy and meaningful as possible.



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**Cut to make Flash Cards to use before first BRI book**

