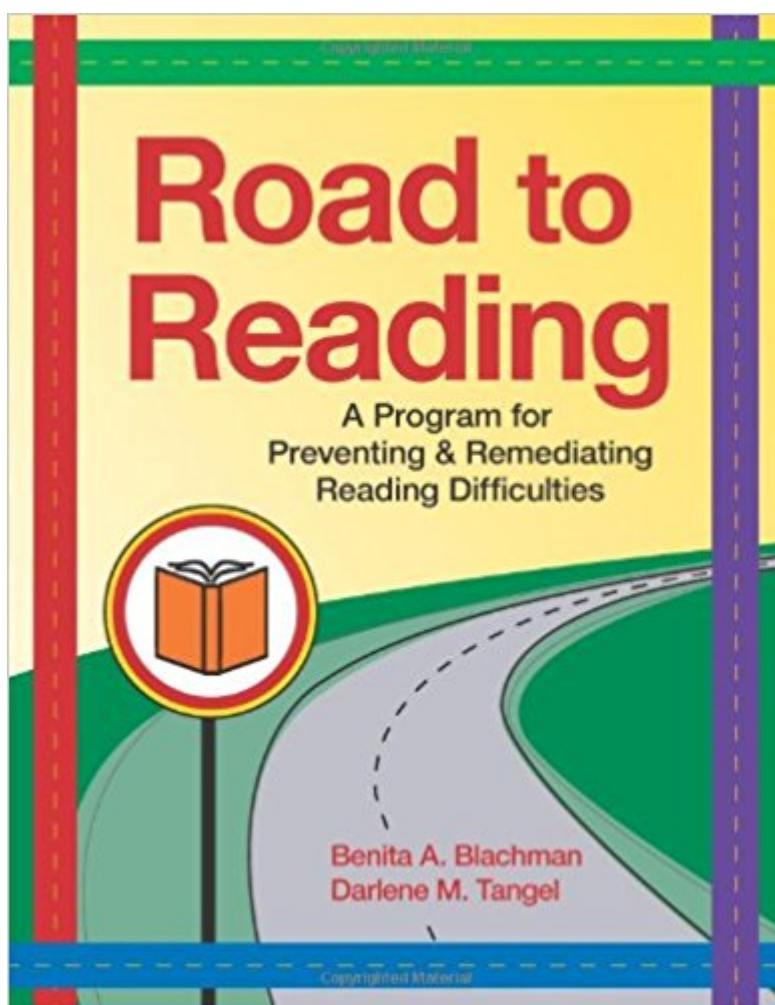


The book was found

Road To Reading: A Program For Preventing And Remediating Reading Difficulties (Vital Statistics)



Synopsis

It's here! The highly anticipated follow-up to the bestselling Road to the Code takes reading instruction to the next level. This innovative literacy program for students in grades 1-3 is committed to helping all children develop accuracy and fluency in decoding. Ideal for students who can demonstrate beginning levels of phonemic awareness and who know some letter names and sounds, Road to Reading targets the next crucial skills, including word identification, oral reading, and dictation. The program can also be adapted for older struggling readers. The easy-to-follow teacher's guide facilitates lesson planning for six levels of instruction that increase in complexity as students progress. In tune with the demands on today's educators, Road to Reading offers the best and most up-to-date methods. Teachers will feel confident knowing that the program is extensively tested and validated by recognized leaders in the field, ensuring administrative acceptance and support as the program meets all criteria for Reading First. Stay on the cutting edge with a plan that is grounded in the fast-growing and highly effective Response to Intervention model, which helps catch struggling readers before they fail. Enjoy flexibility and efficiency with a resource that is ideal for use with small groups or one-to-one, in as little as 30-40 minutes per day. Retain control and have options to use the plan with any core reading program or as the primary reading program for classes in which many students are experiencing reading difficulties. An accompanying CD-ROM provides more than 200 pages of supplementary materials including word cards, sound packs and assessment and lesson plan forms - everything needed to implement the program. Destined to join ranks with the most relied-upon literacy resources, Road to Reading will help teachers empower students with the skills they need to succeed and bring their struggling students up to grade level.

Book Information

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Customer Reviews

Here are the follow-up lessons that we've all been waiting for . . . Road to Reading can be used in conjunction with any reading series to ensure that primary grade students build the fluency in word identification essential to comprehension. --Barbara Foorman, Ph.D., Francis Eppes Professor of Education at the Florida State University Director, Florida Center for Reading Research

Benita A. Blachman, Ph.D., is a professor in the Reading and Language Arts Department and Coordinator of the Graduate Program in Learning Disabilities in the School of Education at Syracuse University. She also holds a courtesy appointment in the Communication Sciences and Disorders Department. She has a doctoral degree in educational psychology from the University of Connecticut and is a former special education teacher, reading specialist, and learning disabilities consultant. She has published extensively in the area of early literacy, focusing her research on early intervention to prevent reading failure and on the factors that predict reading achievement. Dr. Blachman is currently directing a project at Syracuse University (in collaboration with researchers at Yale Medical School and the University of Texas-Houston Health Science Center) funded by the National Institute of Child Health and Human Development to investigate the influence of intensive reading intervention on patterns of brain activation in young children. Dr. Blachman has served on the professional advisory boards of the National Center for Learning Disabilities, the National Dyslexia Research Foundation, and the Neuhaus Center. Her edited book *Foundations of Reading Acquisition and Dyslexia: Implications for Early Intervention* was published recently by Lawrence Erlbaum Associates. Darlene M. Tangel, Ph.D., is Adjunct Assistant Professor in the Reading and Language Arts Department at Syracuse University. She has taught graduate courses in learning disabilities and in language disorders at Syracuse University and has been a reading specialist in the Oriskany Public Schools for more than 20 years, where she also serves as the Chair of Special Education and the Chair of Preschool Special Education. Her research interests include early reading acquisition and invented spelling, alternative reading curricula for children at risk for reading failure, and adult literacy. She has developed training materials for the American Federation of Teachers and has extensive experience conducting teacher training workshops. The focus of these

workshops is translating research into practical application for classroom use. Her most recent publications have appeared in the Journal of Reading Behavior and Reading and Writing: An Interdisciplinary Journal. Drs. Tangel and Blachman were awarded the Dina Feitelson Research Award by the International Reading Association for their research on invented spelling.

After being contacted by my son's second grade teacher and hearing that he is below average in reading, writing, and spelling I decided to take him for an assessment to determine if he may be dyslexic. Dyslexia runs in our family and I decided it was probably the best route to take. While the center couldn't diagnose dyslexia, my son showed strong signs that he is dyslexic. I first purchased "Overcoming Dyslexia" by Dr. Sally Shaywitz, M.D. Her book is fantastic, well written, and easy to understand. Dr. Sally Shaywitz recommends many programs to try. I found one called the Road to the Code. The Road to Reading is the second level after the Road to the Code. This program is so easy to use. It does take some work putting together the lesson plans but the work is well worth it. We are only on the second level and my son is showing so much improvement in all areas of reading, writing, and spelling. I am using this book as a one on one tutor and I do not have a background in education and this program makes total sense to me. We have been using it for 3 weeks at 30-40 minutes a night and it is working. My son enjoys the program because it moves fast but keeps his attention. He actually wants to read when it is time to read, he even wants to read when he doesn't have to. I am simply amazed at the difference! I researched and researched and found several other programs that were very expensive. I wanted to help my son and felt so guilty that I couldn't afford the programs or the tutoring. I am so glad I found this program! I definitely recommend it to anyone that wants to help a struggling reader, writer, or speller. It is well worth it!

After going through the 6 levels of this book and reading in detail the skills covered in each of them, I can say that this is a state-of-the-art program...simply remarkable! I've bought several intervention programs for beginning and intermediate readers that focus on phonological awareness and the alphabetic principle, and even though all of them look good and effective, this is the best. It's very well organized and paced, and it's also sequential and systematic. The second, third, and fourth levels build decoding and reading skills upon the previous levels, so the students won't forget what they have been learning. This program is not based on rule memorization. It presents word families and teaches the students to identify the pattern of such words. I like that because the children learn to decode many words in one lesson rather than one word or rule at a time. The CD-ROM has tons of materials and printables to use in each level, and the instructions are clearly explained. As I said,

this program teaches phonological awareness and word study using the whole-language philosophy. It's great!!! I can't say enough about it. I love this program and how clear, explicit, and fun it is. Each level includes sections like "reading connected texts" for fluency practice and "sentence dictation" where the students get to use the words they are learning in context. Not many reading programs out there have vocabulary development within their sections. That's a great bonus! Elementary school teachers: this book is a must-have for interventions with your struggling readers. I know that 1st and 2nd graders, especially, would greatly benefit from it. This program assumes that the student already knows the basics of phonemic awareness (kindergarten level), which is blending, segmenting, and manipulating sounds. Those kiddos who got to the end of kindergarten with reading difficulties and are entering 1st or 2nd grade with that weak reading foundation, need this program.

Wow, I love this book! It was a great price and the quality was as described. I have it at school and had a few people ask how much it was and where they could get it. Even though it was used, you wouldn't know it--no marks, rips, and the CD it came with has no issues with accessing data.

I love this program! I use it in my classroom with students that have Hearing Loss and Learning Disabilities, along with my own daughter who has ADD. It is easy to implement and good teaching. I allow the kids to use red and black wiki sticks or to use the interactive whiteboard to create words in addition to the letters that you can print from the CD included.

I am a special education teacher in a small rural school district in Central New York. I have used the Road to the Code program with struggling readers and now the other two resource teachers in the elementary school are also using this approach. The children have responded well to this approach. We are working to develop a reading program that will build on the basic phonics skills and will get the children excited about reading. I found Road to Reading and we are working to develop a Kindergarten through middle school reading program that utilizes the decoding tools to gain meaning from a variety of books and text books. The book is user friendly and the wealth of material available on the CD make this a bargain for any educator.

Awesome book to assist in teaching reading to young readers and students with reading difficulties. It is useful for finding the gaps in student learning so specific skills can be targeted. I will be studying this book this summer and using it, along with several others, to locate areas of need, write goals,

and teach the moderate needs students I work with. I will also use this book in Rtl meetings for struggling students as a tool in assisting in addressing what interventions might be needed for students having reading difficulties. If you are unsure about if you should buy this book... buy it, you'll like it!

I am a reading interventionist and have found this book to be perfect for my students who are reading below grade level. It's easy to follow, easy to use and effective

Was a requirement for a class. Met my expectations of a new textbook. CD was included.

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