



*A Scientific
Revolution
in Reading*

Why Our Children
Can't Read
And What We Can Do About It

**Diane
McGuinness,
Ph.D.**

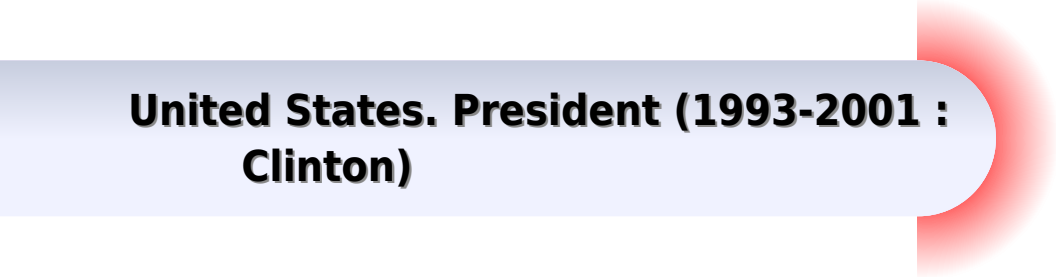
Foreword by
Steven Pinker

"A superb achievement . . .
This clearly written and authori-
tative work is the work to read
for parents and teachers
who wish everyone in our
democracy to be able to read."

E. D. Hirsch, Jr.,
author of *Cultural Literacy*

Why Our Children Cant Read And What We Can Do About It

**United States. President (1993-2001 :
Clinton)**



Why Our Children Can't Read And What We Can Do About It:

Why Our Children Can't Read, and what We Can Do about it Diane McGuinness, 1997 A neuropsychologist shows how outmoded methods for teaching reading have resulted in plummeting literacy levels and offers a new program **Why Children Can't Read** Diane McGuinness, 1998 This text provides an approach to dealing with literacy problems The author combines her own scientific and clinical experience with a synthesis of modern research on reading to show how different methods of teaching reading could successfully improve standards of literacy Why Kids Can't Read Patrick R. Riccards, Phyllis Blaunstein, Reid Lyon, 2014-12-18 Nearly forty percent of all fourth graders in this country cannot read at grade level and this number rises to sixty percent for children coming from poor families This gap in learning increases as students go through grade school and is a primary reason for school failure Ironically this problem comes even after comprehensive research demonstrates that nearly all children can learn to read if taught using proven effective instruction Here the authors describe the principles of this research in language that non educators can understand and educators can use It discusses how to recognize whether the research on reading is being used appropriately and if not how to make that happen Through the eyes of parents and educators who have succeeded in their own struggles to change the educational system the book provides the reader with the tools and knowledge for transforming the way reading is taught in their children's classrooms This book takes the reader step by step through an understanding of the research on reading and ways in which a single determined person can make a difference in the learning ability of every student in our nation's schools Part One is a series of chapters written by individuals who discuss what they experienced during these battles and what made them successful Part Two is written by a series of experts who describe how they have overcome the challenges involved in creating widespread change in school systems This second edition also includes information on Common Core State Standards increased testing and accountability efforts and related policy issues that directly impact how children learn to read The appendix is filled with resources people places sample tools a glossary and bibliography to help the reader Some key features of this book include Easy to understand descriptions of research First person stories of how they have helped teach their kids to read Clear understanding of scientifically based reading and how it can be applied to the classroom Summary of reading related Common Core State Standards Sample tools for parent advocates Resource lists of government officials organizations that can help with reading efforts Fool's Gold Mark Y. Herring, 2015-01-09 This work skeptically explores the notion that the internet will soon obviate any need for traditional print based academic libraries It makes a case for the library's staying power in the face of technological advancements television microfilm and CD ROM's were all once predicted as the contemporary library's heir apparent and devotes individual chapters to the pitfalls and prevarications of popular search engines e books and the mass digitization of traditional print material **Why Johnny Still Can't Read or Write or Understand Math** Andrew Bernstein, 2022-08-23 Stephen King A piker no horror story is as

harrowing as Andrew Bernstein's must read *Why Johnny Still Can't Read or Write or Understand Math* Bernstein tears the genteel cover off the educational system and reveals the truly shocking extent of the destruction that has been wrought by fashionable Leftist educational theories the con men quacks and psychopaths who have gained control of American public education over the last few decades and the public educational system's addiction to taxpayer funding and the latest societal trends no matter how damaging they are to children But Bernstein doesn't just leave us screaming he also offers a practical readily applicable program for taking back the educational system and saving our children from these lunatics If you have children in school this is essential reading And even if you don't but care about the future of society you must not miss this all important book Robert Spencer bestselling author of *The History of Jihad Did Muhammad Exist* and *The Critical Qur'an* Coming out of the COVID 19 pandemic parents across the nation grapple with a new and horrifying understanding of just how bad our educational system has become It all adds up to a system that seems hopelessly terribly and irrevocably broken But as an educator and author Andrew Bernstein reminds us that American education in the nineteenth through early twentieth century was superb This nation once knew how to turn out the brightest most resourceful and independent thinking people the world had ever seen We can do it again *Why Children Can't Read* Diane McGuinness, 1998 Examines the construction of writing systems and how they can be taught Also offers a reading program that focusses on the sounds of language and provides a logical step by step guide to teaching children and adults how to read **Public Papers of the Presidents of the United States** United States. President, 2003 Containing the public messages speeches and statements of the President 1956 1992 **Public Papers of the Presidents of the United States, William J. Clinton** United States. President (1993-2001 : Clinton), 1999 **George W. Bush** United States. President (2001-2009 : Bush), George Walker Bush, 2003 *Sound Steps to Reading (Storybook)* *Sound-Targeting Storybook & Sound Steps to Reading (Handbook)* *Parent/Teacher* Diane McGuinness, Ph.D., 2014-12-18 The Sound Steps to Reading Storybook contains the full text of the story fragment that begins each lesson These stories should be read by the parent or teacher later on the same day after the lesson has been completed Each story features the target sound phoneme for that lesson The stories are humorous and written in rhyme Trials in the U S and the U K showed that children love them Many children can begin reading these stories on their own with a little help about midway through the program This is highly motivating By the end of the program all children can read these stories with ease The stories will work well with any synthetic phonics program that teaches the spelling alternatives for the sounds in English Sound Steps to Reading is based on the author's analysis of the English writing system one of the most complex writing systems in the world Mastering this complexity is solved by careful sequencing of the lessons so the child is never confronted with something he cannot do Every lesson is scripted and no training is necessary to use this program Lessons contain the same activities in the same order 1 listening for the target sound in a story 2 a structured listening exercise 3 handwriting training and practice 4 segmenting and blending sounds in real words reading 5

copying words 6 spelling dictation 7 reading stories written with words spellings taught so far Lessons are cumulative Each lesson builds on the previous lesson and only contains words with the sounds and spellings the child has been taught When lessons proceed at the recommended pace of 3 lessons per week most children become excellent readers writers and spellers in about 20 25 weeks For classroom teachers lessons will take about one school year It is advised that the later lessons last set be reviewed at the start of first grade Research results A study on two kindergarten classrooms was carried out at the Willows School In Los Angeles Most children could not read at the start of school When they were tested at the end of the year 42% scored in the top 1% in the nation and 75% scored in the top 10% based on test norms All but one child scored well above average There are two components to this program The complete program must include both books The Sound Steps to Reading Handbook contains all lessons all exercises and worksheets The Sound Steps to Reading Storybook contains the full text of the story fragment that begins each lesson

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