

Noah Text™ Teacher's Guide

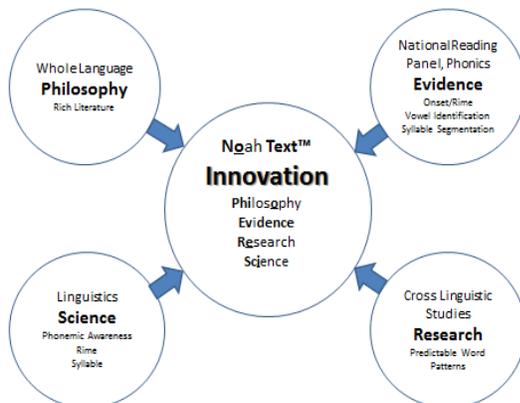
www.noahtext.com

What is Noah Text™?

Noah Text™ is a “supplemental” reading system that highlights critical patterns in words. It highlights rimes* and long vowels in early readers, and syllables and long vowels in advanced readers. **Noah Text™** is a “scaffolded” reading system giving readers independence while at the same time enhancing reading fluency, speed, and confidence, while building skill. **Noah Text™** is highly effective for developing readers, struggling readers, those with dyslexia, and English Second Language adults and children. **Noah Text™** can be used alongside any reading program or on its own.

To the whole language philosophy, it honors meaningful reading experiences. **Noah Text™** can be applied to any book without altering the richness and depth of the story. Thus, it's natural. It was developed based on the premise that the English writing system is one of the deepest and most complex in the world — requiring two to three times more reading instruction time and practice compared to most other languages. Thus, **Noah Text™** is simulating what simpler writing systems have that we don't — visibly clear and consistent word patterns.

To the science of phonics, it honors what is systematic within our language. It honors onset/rime instruction, vowel sound instruction, and syllable segmentation — all things we know enhance phonological awareness and fluency. Phonics teachers have been highlighting these patterns with their students for years. **Noah Text™** is simply embedding this practice in real and enriching texts. As well, it's recognizing that the English writing system is extremely inconsistent with its spelling, as research shows fifty percent of our language is of foreign origin. Thus, **Noah Text™** is giving saliency and order to a system that can sometimes overwhelm both young readers and struggling readers — alleviating the burden our complex writing system puts on working memory.



Our children require 2-3 times more reading instruction time and practice compared to most other countries, overwhelming our students and teachers, affecting all content areas.



Noah Text™ specifically capitalizes on the rime pattern to bring predictability to the numerous high frequency words and sight words the student is otherwise required to memorize. It also recognizes that orienting the student to rime patterns allows them to recognize syllables in multisyllable words much more readily. From an orthographic standpoint, the rime is essentially a syllable within a syllable, i.e., -ate in rate, -ight in light, -ind in mind. These patterns show up in later words, such as hindsight and tolerate. Highlighting these organic features is natural, simple to understand, and fluid, yet not overly scientific and rule oriented, nor overly burdensome to one's memory. As well, the rime pattern is phonologically accessible to both young and adult readers.**

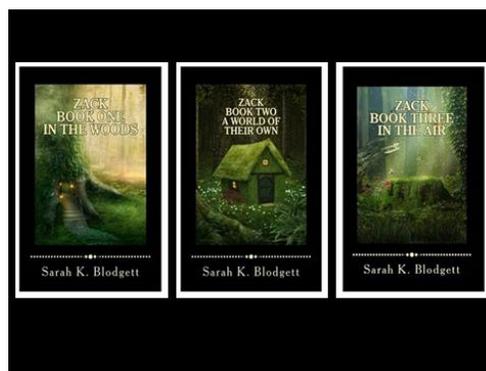
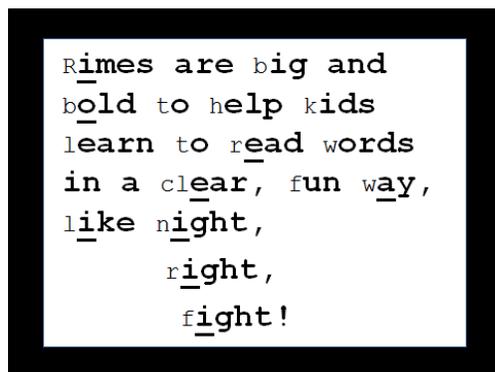
Noah Text™ specifically capitalizes on syllable patterns, as we know English has a complex syllable structure. As well, we know proper syllable segmentation enhances reading fluency. The critical feature here is that **Noah Text™** does this while keeping words intact.

Predictable languages have clear vowel identifiers; many use the acute accent mark. Thus, **Noah Text™** highlights the long vowel to simulate this experience, as we know vowel sound identification is critical for reading success.

Noah Text™ recognizes that print is a code for speech. It is a map, a map that can be highlighted to show its most critical features. Google Maps highlights routes and road names. **Noah Text™** highlights syllable/rime patterns and long vowels.

Most importantly, **Noah Text™** has the ability to catch those dysfluent “good enough” readers that avoid reading at all costs. We now have a way to catch them before they are totally turned off to learning. We can give them “independence” to read under a “scaffolded” approach. We can give them the opportunity to flourish and be exposed to books that inspire their imaginations, hearts, and minds. As we all well know, the more you read the better you will be! Once confidence builds, the scaffold can slowly be taken away.

How do I use the **Noah Text™** Early Readers?

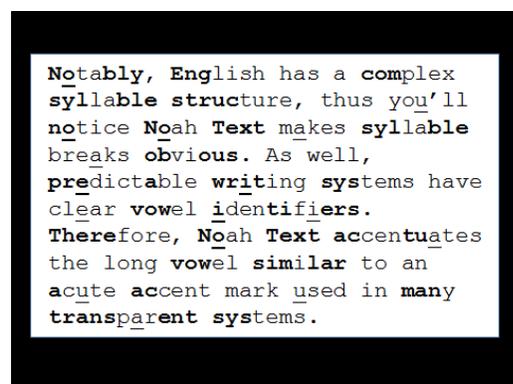


The Zack Early Readers, written for ages 5 to 8, are simple and fun to use for both teacher and student. They provide motivation to read, as students want to continue to solve the mystery they find in Zack's imaginative world. Of course, the added benefit here is that it inspires students' imaginations while at the same time presenting

regularities in words. All the teacher needs to do is pre-train the student to recognize the rimes in bold and the long vowels underscored. Some students will need more pre-training than others. A page of recommended teaching hints is provided at the beginning of each reader. Although originally written for ages 5 to 8, we have found these readers highly effective for older students that need additional foundational support.

The Zack Early Readers come in **Noah Text™** (Rimes + Long Vowels) for maximum reading benefit and **Noah Text™** (Just Rimes) for slightly more skilled readers.

How do I use the **Noah Text™** Chapter Books?



The Mystical Years of Franklin Noah Peterson chapter book series was written for ages 9 to adult. This series is beloved by both children and adults alike and comes in both plain text and **Noah Text™**. The books line up page for page in all versions so that in a group setting the students that have books in **Noah Text™** do not stand out from the students that have plain text.

The **Noah Text™** chapter books are perfect for those students that are not confident readers, the readers that don't have fluency or speed, and tend to read in a halting fashion. These chapter books will help them decode unfamiliar words on their own. All the teacher needs to do is pre-train the student to recognize the syllable breaks in bold and the long vowels underscored. Some readers will need more pre-training than others, and remarkably, we have found some need none at all. As well, because of varying abilities and specific learning disabilities, some students may use **Noah Text™** as a short-term tool; others may use it as a long-term tool. Of course, this also depends on the complexity of the text in future books. We've also found this version to be a great tool for students that are transitioning out of a structured reading program using decodable texts.

The Mystical Years of Franklin Noah Peterson comes in **Noah Text™** (Syllables + Long Vowels) for maximum reading benefit, **Noah Text™** (Just Syllables) for more skilled readers, and plain text for proficient readers.

If you find this version too advanced, you may want to consider starting with the early readers to orient the student to rime patterns. The science behind this is that students cannot fluidly recognize syllables without first understanding the role of the rime.

Where can I find more books in **Noah Text™**?

Noah Text™ recently added *The Mad Dash* chapter book series by Tom Kiernan to its collection. This series was written for ages 8-12 and is heartwarming, funny, and adventurous. As well, we will continue to work with authors, from various genres, to have their books modified in **Noah Text™**, so that ALL individuals have a chance to enjoy a variety of great literature. Our website will be updated as these books become available.

What is the significance of **Noah Text™**?

Noah Text™ recognizes that humans developed our writing systems so that we can better communicate with one another, and from a modern standpoint, the ability to read is critical to our survival. Thus, the writing system we inherit cannot be taken lightly. It also recognizes that English spelling reform has been debated throughout our history. **Noah Text™** believes it is answering that call for reformation without altering the print system in anyway. **Noah Text™** is simply giving readers the key to the puzzle by highlighting critical word patterns – enhancing reading fluency and skill. **In that light, we ask that teachers, parents, and concerned citizens support Noah Text™ by utilizing our books and spreading the word. This will ensure the likelihood of seeing Noah Text™ available in ALL print media to support ALL readers.**

For further information please go to www.noahtext.com.

*The word “rime” is a linguistic term and refers to the pattern of letters starting with the vowel and going to the end of the syllable. The relevancy of the rime is clear when you sound out various words letter by letter. For example, try sounding out the word thought or night letter by letter. It doesn’t make sense; you’re subject to self-correction. Even the simplest words in English can be problematic. However, if you’re oriented to the rime, it’s –ought thought and –ight night. No self-correction is needed. This is only one example of the relevancy of the rime given by Dr. Miriam Cherkes-Julkowski in her book *Find the Vowel, Read the Rime, Learn to Read*.

The key predictor of children requiring intensive reading instruction in English is poor **phonological awareness skills. Yet this is rarely the case in languages with consistent writing systems, as the predictability of the language itself ameliorates this issue. That’s why we need to make our writing system as predictable as possible!

This information is brought to you by **Noah Text™** (patent pending; copyright 2016).