



HOW READ RIGHT FOR EARLY READERS IS DIFFERENT

The primary cause of all reading problems is not “neurodivergence” (or, brains that operate differently). The #1 cause is *flawed reading instruction*—or, how an individual learned to read in the first place! It makes sense: A dancer will dance poorly if timing and movement are never properly mastered. Likewise, an athlete will perform poorly if they do not develop the spontaneous judgement and movements required for high-level performance.

It's pure brain science:

The neural network each of us builds to guide any complex process of determines the quality of our performance. Just as this is true with dancing and athletics, it is true of the reading act! The dilemma for traditional reading instruction is that, for 170 years, it has placed primary emphasis on demanding that young children build neural networks for the primary function of naming individual words. Typically, this involves sounding out words and/or various word attack strategies, including the use of flashcards to learn “sight words.”

Think about it:

Such activities are likely to cause most children's brains to build neural networks devoted almost exclusively to single word *naming*, NOT *sentence reading*. Evidence that this is the source of most reading problems comes from 30+ years of data from the *National Assessment of Educational Progress* (NAEP). It is a well-documented fact that up to 70% of U.S. children and teens never read above a “basic skill” level. Notably, “basic skill” is only the second of four reading achievement levels. FACT: Fewer than 1 in 3 U.S. Grade 4 students tested reading at “proficient” and “above proficient” levels in the most recent NAEP biennial assessment!

BRAIN SCIENCE APPLIED TO READ RIGHT MAKES IT HIGHLY EFFECTIVE

When individuals learn to read, they build a neural network in the brain to guide the complex process¹. It is a *fact* of neuroscience. So, should they build a neural network to guide single word naming—instead of sentence reading? It is a question the reading field has NEVER addressed.

What Is the Difference Between Word-Naming & Sentence Reading?

Word-by-word reading is a simplistic act that focuses virtually all neural activity on translating letters on a page to the sounds of speech. Such an approach is designed to answer a self-limiting question, “*What is this ONE word?*” It seems logical, but late 20th and early 21st Century brain science reveals the serious hazards that come with learning to read this way! Specifically: a neural network built only to name single words prevents the brain from discovering the neural efficiency that complex cognitive processing requires. In other words: Such a network is prevented from *seeking, locating, and integrating* all of the implicitly stored knowledge that understanding a message (verbal or print) requires.

Read Right Methodology Compels Neural Efficiency & Complex Cognitive Processing

Read Right is significantly different. Students only ever work with authentic literature to eliminate their reading problems. By design, the methods shift the focus of the reading act from single word naming to discovery of how to make sense of virtually all printed messages (limited only by an individual's existing vocabulary). Technically, this means that Read Right creates the right environment for the individual to figure out how to build a new neural network that seamlessly and spontaneously seeks, locates, and integrates at least three forms of knowledge: 1) strategic phonics information, 2) all existing knowledge of language and how it works, and 3) the background knowledge we all need to understand any message (verbal or print). An appropriately constructed neural network—one that produces excellent reading—is designed to answer ONE question: “*What does the text say?*”

THUS: READ RIGHT'S SOLE FOCUS IS THE DEVELOPMENT OF READING EXCELLENCE!

¹Turkeltaub Peter, Jill Weisberg, D Lynn Flowers, Debi Basu and Guinevere F Eden. *The Neurobiological Basis of Reading: A Special Case of Skill Acquisition*. A paper published by University Medical Center, Georgetown University.