How Does *RoxieReading*™ Differ
From Traditional Reading Programs?

RoxieReading™ takes a strict approach to using the same sequence the brain uses in processing words. It has been tested for almost three decades and proven to produce statistically significant results. This approach produces extraordinary and rapid gains with students who have not succeeded with other programs. It removes the limits on how far and how rapidly students can progress.

Most programs teach these reading skills out of sequence and as Louis Moats said, "backwards." Struggling readers have difficulty sequencing the skills and if they are taught out of order, they cannot make optimal gains.

This is the sequence the brain uses to process words:

<div align="center">

speech sound ► letter ► spell ► read

</div>

The Skills and Sequence the Brain Uses	*RoxieReading* Curriculum	Traditional Programs
Identifies sound first and then connects the **_speech sound to the grapheme_** (letter/letter combination that represents the sound). **speech sound ► letter**	Introduces the **_speech sound_** and then the way to spell the sound (the grapheme). **sound ► letter**	Introduces the **_letter and the sounds the letter makes._** This is the **_opposite sequence_** of the brain. **letter ► sound**
Graphemes are connected to the speech sound.	Teaches **_only the graphemes._** It does not teach consonant blends or onset and rime. This makes it easy for students to make the clear connection between speech sound and their representations.	Teaches graphemes, consonant blends, and/or onset and rime. This makes it **_difficult_** for the poor reader to make the connection between speech sound and grapheme. It **_takes them longer_** to make that connection.
The brain "constructs" the w8the speech sound and the grapheme. **sound ► letter ► spell**	Students construct words using their knowledge of phonemes and graphemes. They **_spell words before ever reading_** them. This solidifies the alphabetic principle. **sound ► letter ► spell**	Students are asked to **_read words_** after they have been introduced to the sound of the letters. This is the **_opposite sequence_** the brain uses. **letter ► sound ► read**

The Skills and Sequence the Brain Uses	*RoxieReading* Curriculum	Traditional Programs
The brain uses a strict set of principles that govern how graphemes are put together. he language is about 95% regular if these are used.	Students learn the principles that ***govern graphemes***. We call them the "Real Rules" of English. For example, students learn how the letters *e, i*, and y act as "markers" in our language to make vowels long, the c say /s/, and the g say /j/. These letters are not always silent and they can occur anywhere in the word. They also affect how we add suffixes.	Students learn phonics rules that are expressed ***in terms of open and closed syllables*** rather than graphemes. These programs usually teach the "magic e" or the "silent e" that comes at the end of a word. However, the letters *i* and *y* do the very same thing. *E, i*, and *y* are not always silent and they do not always come at the end of a word.
The brain then stores the word for instant retrieval with all of the phonological information and meaning. **sound ▸ letter ▸ spell ▸ read**	Students ***decode words*** and read them. And as with other programs, think about the meaning. **sound ▸ letter ▸ spell ▸ read**	Students may engage in ***spelling after*** they have read the words. **letter ▸ sound ▸ read ▸ spell**