

Why Choose CR Success Readers

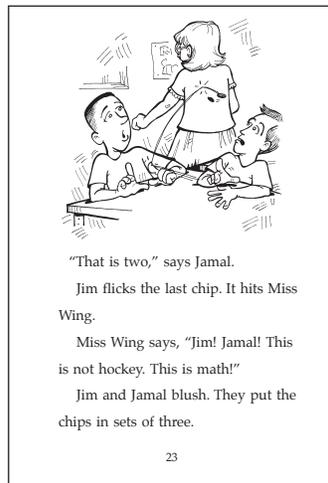
It is "Read to Self" time in the classroom. Ryan shuffles through his book box and lifts out a large picture book. The book is beautifully illustrated with thick, tightly-bound pages. Unfortunately, most of the text is beyond Ryan's reading level. Ryan attempts to study the pictures but he quickly becomes bored. As he stares out the window, his teacher urges, "Ryan, you're supposed to be reading!" Ryan sighs, twists in his seat, and chooses a predictable book from his book box. This book is much closer to his reading level, but it still contains many non-accessible words that he must memorize. Ryan ducks his head, props up his book, and begins doodling on scrap paper.

This scene is played, over and over, in classrooms with beginning readers. Students are asked to practice and refine their reading skills with books that are not designed for this targeted practice. All reading teachers readily agree that a student's reading success is built upon his or her repeated successful attempts to read words in text. The counterpoint is also true: unsuccessful attempts undermine the student's progress.

One way to offer students the opportunity for efficacious practice is to provide decodable books. By definition, decodable books contain only the words that the student has been taught to decode. Thus, the word choice is highly controlled. Over the years, decodable books have been roundly criticized for their stilted language, awkward syntax, nonsensical plots, and lack of engagement.

CR Success Learning offers books that are both decodable and engaging. Our deliberate design builds in the following recognized literacy elements for decoding and comprehension practice:

- **Engagement** – "My students love to read the Jim and Liz books". This is a common statement among teachers that use the CR Success Learning decodable books. Teachers often admit this with touch of incredulity. One first grade teacher observed, "I save my *Tales of Friends* books for certain reading groups. When I noticed higher level students craning their necks to listen in on the adventures of Jim and Liz, I had to provide the books as an independent reading choice for those readers as well."



The Backpack, Tales of Friends

- **Meaning** – All of our books have stories that will expand the students comprehension skills while promoting their reading skills. Students will encounter dynamic characters, believable plots, and meaningful themes.
- **Background Knowledge** – Even at the early reading level our books reflect the everyday experiences of children today. We offer stories with recurring characters who encounter problems and challenges that are familiar to the reader.

- **Readability** – Our book series will advance the students in their ability to read more complex sentences with increasingly sophisticated vocabulary. The early readers have short, simple sentences. Gradually, the sentences change in their level of syntactical and semantic difficulty.

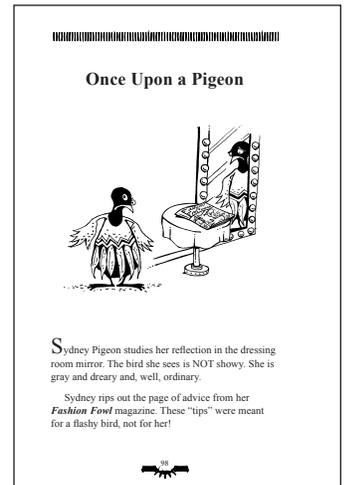


Sam the Cat, Small Steps

- **Repetition** – While a wide variety of literature in the classroom is essential, observers of young children know that an emergent reader rereads familiar text again and again when they are learning to read. Most adults can recall the two or three books that were instrumental in their own early reading experience.

- **Formating** – Our fonts and our placement of text are carefully chosen to enhance readability.

- **Illustrations** – Our detailed illustrations support and develop the story. The black and white graphics actually help students see details that aid comprehension.



Once Upon a Pigeon, Fables

- **Pre-reading** – CR Success teachers are trained to use the system of Four-Step Vocabulary and Phrase Reading as a pre-reading technique; which promotes the level of success in decoding. This frontloading provides the repetition which in turn builds automatic word recognition.