VERTICAL
WORD
PROCESSING:

A New Approach For Teaching
Written Language
To The
Learning Disabled Adolescent

Phillip W. Trembley, MA

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Axioms exist in the field of reading instruction that can discourage the development of novel approaches. It is felt that rapid success in teaching the learning disabled to read and write only can take place when the instruction deals with the frustration-produced anxiety that results from an accumulation of failure. Nonassumptive teaching, rather than a diagnostic-prescriptive approach, is proposed as a method to remove frustration-produced anxiety. A novel approach to the teaching of both reading and writing that is nonassumptive is presented here. The approach is called Vertical Word Processing and involves controlling the vowel from the simplest word constructions to the most difficult of orthographic constructions. The teaching strategies discussed are based on a model of the English language that views most words as regular (categorical)—some more regular (categorical) than others.

The author feels that certain axioms appear to control and limit the thinking of those who teach reading. These axioms often are applied to remedial reading approaches and as a result affect the instruction of those students now classified as learning disabled. These axioms might be phrased in the following way:

1. There is no *one* way to teach reading.
2. Students should be given many materials at their reading level.
3. Reading materials should be of high interest.
4. The most effective reading instruction for a disabled student is tutorial.
5. The specifics of a student's reading problem should be diagnosed, and remediation should be based on the results.
6. When a student is learning disabled at adolescence, energies are best spent developing basic survival skills, since the total time available for instruction is rapidly decreasing (Wiederholt 1978).

The author believes that these axioms have put the science of teaching reading to disabled learners into its present eclectic and chaotic state. Their acceptance has resulted in the LD adolescent receiving phonics instruction for a minimum of seven years. In some cases the phonic rules are learned, but the students still do not increase their proficiency in word recognition. Procedures stemming from these axioms have resulted in persistent and nonconstructive attempts to have LD adolescents try to remember the "whole" words they failed to learn in first, second, or other grades. They have resulted in the use of low-vocabulary, high-interest reading materials, which, while certainly a relief for the disabled learner, have not been proven to result in word recognition gains that are significant.

These axioms have resulted in the establishment of programs whose tutorial-like organization is expensive and often ineffective. They may be leading us to the development of reading programs that are a reaction to the dismal prospects of trying to teach word attack skills to hostile or apathetic students. The greater apparent practical value of survival skills has become appealing, although a reading program stressing this component for LD students is only assuming that these skills are more easily retained. In addition, the effectiveness of reading programs can be affected by the increasing numbers of auxiliary or supplementary reading programs that are based on this convergent axiomatic thinking. These programs often make no individual claim to significantly improve reading and writing instruction but are offered instead as valuable instructional supplements. The point here is that since the auxiliary programs are not validated, this may constitute wasted time for the LD adolescent.

The fifth axiom mentioned concerned reading diagnosis. There are two general types of reading diagnosis, and occasionally they are combined. The traditional diagnosis determines the grade level of word recognition and comprehension skills. An attempt is then made to determine the precise reading skills that are lacking. During the 1960s a second type of diagnosis emerged that attempted to diagnose reading problems through evaluating the learner's psychological learning processes.

A "process" diagnosis takes the form of ascribing a reading problem to difficulties with coordination, memory, areas of visual perception, auditory modalities, etc. This process form of diagnosis, while still widely used, has been repeatedly challenged (Hammill & Larsen 1974; Newcomer, Hare, Hammill, & McGettigan, 1975; Sabatino, Abbott, & Becker 1974). The author feels that the entire diagnostic prescriptive-based approach has led to diagnoses that range from the trite and obvious to the questionable. A traditional diagnosis might indicate that a student reverses the *b* and *d* and that he or she has trouble with short vowels. Since this information is virtually always known before the diagnostic procedures were initiated, the traditional diagnosis is trite since it adds little useful information.

The process type diagnosis might tell us that a student is unable to read because he or she has a visual memory deficit and/or a problem with directionality. Since such direct causal relationships are not supported by research and their program implementation is unsuited to the learning style of the average adolescent, the author would term the process type of diagnosis as questionable.

Clearly, the teaching of reading and writing to the LD adolescent presents serious problems. The six stated axioms do not, in and of themselves, create these problems. The author believes that initial failure and resulting frustration-produced anxiety create the problem and that the

stated axioms prevent the solution.

FRUSTRATION-PRODUCED ANXIETY

Learning how to use written language involves learning and integrating a complex series of categorical acts. Written language can be categorized for instructional purposes. It is the author's opinion that noncategorical approaches for written language (reading and writing) result in the development of faulty teaching instructional approaches. Laurita (1973) has described this in detail. He has long felt that faulty instructional practices lead to frustration-produced anxiety. Drawing from the experiments of Pavlov and Maier, he has described the four manifestations of frustration-produced anxiety (Laurita 1976). Frustration produced anxiety shows itself in four ways: Aggression (anger), Apathy, Fixation (continuously making the same error), and Regression (forgetting). The presence of these behaviors indicates to the resource teacher that he or she is dealing with frustration-produced anxiety (Laurita 1972). Hammill and Bartel (1978) allude to this type of anxiety in their recent discussion of problems in mathematics achievement.

Adolescents experiencing problems with written language anticipate anxiety just by thinking of the printed word. They become angry even at the thought of writing words from dictation and openly express these hostile feelings, usually to their parents. With their instructors these students will display a level of apathy with reading and writing that can be enervating. Generally, they dawdle and fail to complete tasks in written language. Flagrant rejection or total disinterest often characterizes their performance. Regression, or forgetting, as a response to frustration-produced anxiety is also commonly observed. In fact, many adults (usually males) continue to misspell simple first-grade words throughout their lifetime (e.g., wen, wat, thay).

In essence, the author believes that failure to view the teaching of written language, both reading and writing, as a categorical act results in both faulty initial instruction and ineffective remediation. The author agrees with Laurita that the resultant failure results in frustration-produced anxiety (Laurita 1971a). Frustration-produced anxiety is initially an abnormal condition related to a specific task, such as working with the printed word. Remediation for the LD adolescent must include the component of effective anxiety removal.

NONASSUMPTIVE TEACHING

The purpose of nonassumptive teaching is to reduce the frustration-produced anxiety resulting from failure. Frustration-produced anxiety is an abnormal state. Intelligent people functioning in this abnormal state cannot, and do not, learn the skill being taught. Implementation of nonassumptive teaching does not require a diagnosis and means that success replaces the usual confusions and forgetting. The following seven statements (Laurita & Trembley 1975) are principles developed to assist in explaining the concept of nonassumptive teaching:

1. Teach through all modalities. Involve a student's total linguistic function of listening, speaking, reading, and writing. A multisensory presentation guarantees built-in reinforcement.
2. Start at the beginning. Move from the very simple to the more complex.
3. Teach in sequence. In sequence, you are teaching. Out of sequence, you are testing.
4. Model the task. Prepare a model for the student to refer to.
5. Spiralize the sequence. Each time a new element is added, repeat all previously taught elements.
6. Pace the sequence to the learner's receptivity. Do not go too fast.
7. State questions with clues so they can be answered correctly. (A question without clues can become an interrogation.)

If a student experiences failure with a task, it is not the student's fault. Failure results from a teacher's failure to structure a task correctly. The fact that the spelling root *struct* is present in both the words instructor and structuring is not simply a coincidence. The only way to ensure that every student will be a learner is to structure all tasks for constant success. This is what real teaching is. The seven principles of learning embodied in nonassumptive teaching assist the instructor in structuring the task.

Lack of nonassumptive structure often results in failure. Repeated failure leads to frustration. Frustration results in anxiety. Frustration-produced anxiety results in the kinds of confusion and forgetting described previously.

A MODEL FOR TEACHING READING AND SPELLING

The following is an explanation of a vowel-centered linguistic system that is not beholden to the previously mentioned axioms. It forms a model that serves as the base underlying the English orthographic system (Laurita, Note 1). It is hoped that this model eventually will allow virtually the entire English language to be placed into specific, logical and definable categories. It is essential, however, that certain distinctions be clearly understood and adhered to. These distinctions involve the levels of directness and the relationship that exists between speech and print.

In considering the causes underlying the present confusion of explanations presently given to account for the great difficulty millions of learners face in developing fluency in written language, perhaps the most obvious is *the failure of virtually every current reading and spelling system to make clear, and then reinforce for students, the difference between words bearing a direct, or phonic, sound-to-symbol relationship, and those in which the relationship is indirect or structured or structural.* Just as the development of spoken language travels a course from the utterance of single sound elements to single syllables to multisyllabic combinations of spoken syllables, so also does the graphic system follow such a course. Graphic word construction travels from individual letter units to single structural units of more than one letter to combinations of multistructured units.

In bringing a sense of order to English orthography, one which will help learners integrate increasingly complex combinations of graphic symbols into understandable and retrievable categorical systems through the internalizing of associations, it is essential that the difference

between those words liable to a direct phonic approach and those words requiring an indirect structural approach be firmly established and understood. Not only is this awareness necessary on the part of students and teachers but also those who construct instructional materials since the bulk of our citizens do, in fact, develop their spelling skills by exposure to school instructional programs.

Almost all words in the English language initially can be categorized as fitting into two broad yet distinct levels of word processing. There are those that are able to be processed directly as single unit combinations of sound groupings, such as *hat, rain,* and *was,* and there are those that can be processed indirectly, or structurally, as combinations of already formed roots to which have been added inflections, prefixes, and suffixes, such as *jumper, remain,* and *subtraction.* These words are said to be processed indirectly, as the inflections and affixes are seen as visual units (*ing* is not sounded out in single units but is its own complete visual structure). These two levels of primary and secondary word process are referred to as the direct or phonic level of process and the indirect or structural level of process. Awareness of these two distinct processes by the instructor has a direct bearing on the teaching methodology to be used. The reader should note that the word *process* as used in describing the model is unrelated in meaning to its previous use in the discussion on process diagnosis.

Within the confines of these two levels, it is possible to construct groupings into which almost all English words can be fitted categorically. The parameters of these categorical groupings appear to the author to be fixed and thus able to be listed eventually in their totality for comprehensive computerized study. These two process levels can be further subdivided, with the primary level having three distinct sublevels of direct phonic process and the secondary level having at least two distinct sublevels of indirect process. These five levels of process difficulty can be defined and exemplified as follows:

A. Direct or phonic processing levels

Level I: This level involves phonic processing of words consisting of vowels and individual consonants.
Examples: *need, pet, lake, cat*

Level II: This level involves phonic processing of words consisting of vowels and blends of consonants.
Examples: *sleep, spent, slave, stamp*

Level III: This level involves phonic processing of words consisting of vowels and consonant digraphs.
Examples: *wheel, check, bathe, smash*

B. Indirect or structural processing levels

Level IV: This level involves structural processing of words consisting of structural units able to be formed from the first three processing levels used in combination with inflections.
Examples: *meeting, rested, shady, faster*

Level V: This level involves structural processing of words consisting of structural units able to be formed from words or roots used at the first three levels of process in combination with both affixes and inflections.
Examples: *disagreeable, inventively, engagements, commander*

In a graphic processing system that is vowel centered, words are able to be categorized further into two distinct directional sequences—the vertical, as illustrated in the five levels of process difficulty, and the horizontal sequence. The horizontal sequence can be observed in the examples listed after each of the five levels of process difficulty. The ability to process words having a categorical relationship is only possible when the underlying principle is the vowel. It is the vowel, or the vowel with its signal, that becomes the essential categorical element permitting words to be processed

logically in both a horizontal and a vertical direction. Fifteen specific vowel categories already have been completed, categories that are referred to as stages (Laurita & Trembley 1975).

The fifteen stages arranged in their horizontal sequence at Level I are as follows:

Stage 1:   ee   (need)
Stage 2:   e   (pet)
Stage 3:   a–e   (lake)
Stage 4:   a   (cat)
Stage 5:   i–e   (five)
Stage 6:   i   (sit)
Stage 7:   o–e   (rope)
Stage 8:   o   (hot)
Stage 9:   u–e   (mule)
Stage 10:   u   (bug)
Stage 11:   ai   (rain)
Stage 12:   ea   (team)
Stage 13:   ie, y (pie, my)
Stage 14:   oa   (coat)
Stage 15:   ue   (sue)

Stages 1 through 4 are arranged in terms of their vertical sequence as follows:

Stage 1
(*ee*)
Level I: need
Level II: sleep
Level III: wheel
Level IV: meeting
Level V: disagreeable

Stage 2
(*e*)
Level I: pet
Level II: spent
Level III: check
Level IV: rested
Level V: inventively

Stage 3
(*a–e*)
Level I: lake
Level II: slave
Level III: bathe
Level IV: shady
Level V: engagements

Stage 4
(*a*)
Level I: cat
Level II: stamp
Level III: that
Level IV: faster
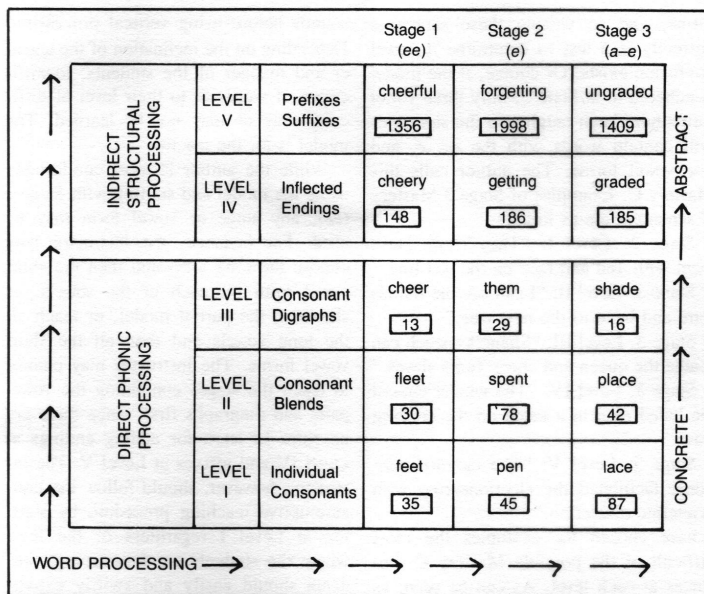Level V: commander

The reader should clearly understand

Figure 1. Instructional model for vertical word processing.

			Stage 1 (ee)	Stage 2 (e)	Stage 3 (a–e)	
INDIRECT STRUCTURAL PROCESSING	LEVEL V	Prefixes Suffixes	cheerful 1356	forgetting 1998	ungraded 1409	ABSTRACT
	LEVEL IV	Inflected Endings	cheery 148	getting 186	graded 185	
DIRECT PHONIC PROCESSING	LEVEL III	Consonant Digraphs	cheer 13	them 29	shade 16	
	LEVEL II	Consonant Blends	fleet 30	spent 78	place 42	CONCRETE
	LEVEL I	Individual Consonants	feet 35	pen 45	lace 87	

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that the only words that should be considered as having a direct sound-to-symbol relationship, and thus able to be synthesized as combinations of individual sound symbols, are those constructed of a single graphic syllable or, more precisely, a single structural unit such as *feet, spent,* or *shade* or nonmeaningful units such as *ect* (*sect*) and *unch* (*bunch*). Words possessing a single syllable when processed at the oral level, such as *played, jumped,* and *talked,* do not optimally respond to direct processing and should not be so dealt with.

Figure 1 shows the instructional model for vertical word processing, with three vowel formations and the minimum number of word members in each category. Vertical word processing refers to the categorical processes used in dealing with both decoding and encoding through the five levels of difficulty within a single vowel formation.

The model described here is novel in that it allows a linguistic approach to be used well past the elementary grades and up to college level. It recognizes that the most difficult aspect of English orthography may be the vowel. It describes a carefully structured organization of word categories in which the vowel remains the same as the consonant complexity increases from Levels I through V.

GENERAL TEACHING PROCEDURE USING THE MODEL

It might first appear to the reader that vertical word processing is merely the teaching of words, words, and more words. For many of our most severe LD adolescents, this alone would truly be an accomplishment; however, for most, it is the initial step in developing total linguistic function. Total linguistic function is defined as the ability to listen, speak, read, and write (Laurita 1972). Reading and writing constitute written language and generally must be formally taught, while listening and speaking are generally spontaneously developed without formal education. Vertical word processing utilizes the spontaneously developed auditory language of the adolescent to teach the acquisition of written language.

Step I

A student listens to the dictated word, writes that word from dictation, and then reads orally the word he or she has written. This sequence embodies the four basic actions of total linguistic function

and results in a very necessary multisensory approach for acquisition of written language. (The following section on specific teaching strategies is an explanation of this initial step.)

Step II

Mastery in vertical word processing is defined as the ability to accurately write what is dictated. When a group of words are mastered, the student is often asked to recategorize the words alphabetically. The purpose of this activity is to help the student develop location skills when using a dictionary.

Step III

Words written from dictation and read back can then be developed into vowel controlled sentences, written from dictation, and read back. The first group of sentences will contain only words with the vowel form represented in the stage being taught.

Stage 3, Level I: "He made faces at the ape in the cage."

Stage 3, Level II: "Dave, can you place the strange crate in the flames?"

Stage 3, Level III: "Shane bathes and shaves the mare's mane."

Stage 3, Level IV: "Is the stranger in the flaming plane?"

Stage 3, Level V: "The gracefulness and spaciousness of the vacancy placates the self-effacing vacationers."

The above are examples of vowel controlled sentences at each level of Stage 3. While many readers may have dislike for contrived vowel controlled sentences, the fact that their use can greatly facilitate a remarkable increase in a student's level of function in written expression must be considered. Word meanings are, of course, developed with the students. Vocabulary development is a major activity, especially at level V. Adolescents are asked to develop vocally sentences using the new words they have learned. While the sentences written from dictation are rigidly vowel controlled, the vocalized sentences are not, and because of this, they are often too difficult for the student to write.

Each level can contain its own group of sentences having only the vowel form in the stage being taught. Words in these

sentences range in difficulty from Level I to the level being taught. A Level IV sentence may contain Level I, II, III, or IV words within a vowel form stage, but not Level V words. The author refers to these sentences as Mastery A.

Step IV

Each level contains a Mastery B. This is where words previously taught at the same level in preceding stages are contrasted. This reinforcement is critical to the prevention of vowel confusion.

Using the model and following its sequence, we can see that when the instructor has completed teaching Level II at Stage 3, he or she has already taught Level II at Stage 1 and 2.

Remember, an instructor teaches all levels vertically in a stage before proceeding to the next stage, if possible. Following the model, when the student is at Level II, Stage 3, he or she has already completed Levels I through V in Stage 1 and 2 and Level I in Stage 3. The contrasting model, partially constructed, would appear as follows:

ee	e	a–e
1. fleet	felt	blade
2. greet	crest	trade
3. speed	spell	spade
4. kneel	rent	range
5. queer	test	taste

The instructor asks the student to place the heading *ee*, *e*, and *a–e* on a sheet of paper. The instructor then dictates all the words thus far learned at these levels in sequence. The student knows the first word will be under *ee*, the second under *e*, the third under *a–e*, the fourth under *ee*, etc. In sequence the instructor teaches; out of sequence he or she tests. The next mastery level is a test. Contrasting is not used for teaching Level IV and V words, as vowel discrimination has generally been established after completing Level III.

Step V

Each level, except those levels in Stage 1, can have a group of sentences to be written from dictation that contain vowel forms from previously taught levels. The student now has to discern among vowel

forms, and so writing these sentences correctly is a test to determine if vowel confusion exists. Of course, if the model is adhered to at State 3, only three vowel forms have been taught, so the sentences will contain words with the *ee*, *e*, and *a–e* vowel forms. The author calls this Mastery C. Examples of Stage 3 Mastery C sentences are as follows:

Stage 3, Level I: "They made Dave meet with Ted and race on the wet line."

Stage 3, Level II: "I can see the flames flare and bend to the next tree."

Stage 3, Level III: "Shane's speech can scathe the queen and cheer Ted's slaves."

Stage 3, Level IV: "The whaler chased the hated men in a ketch on the cresting wave."

Stage 3, Level V: "The taciturn petitioner facilitated the electioneering with inveterate discretion."

I have chosen for examples the most difficult of the possible Mastery C sentences at each level. As can be seen, as soon as a few vowel forms are taught, the sentences become less and less contrived. LD adolescents often become excited about their function on a much higher level of writing and reading when using Level V words.

Step VI

The instructor selects four to six words newly mastered and asks the students to vocally develop a story using these words. The students may do this with the instructor or with other students. When possible, the story can be written.

Step VII

The student(s) are asked to pick their own 4 to 6 stimulus words and develop a paragraph or story using these words. As can be seen, from mastery of words in a category written correctly from dictation, the students write sentences from dictation and then compose their own stories. Students always are asked to read aloud what they have written to others or the instructor.

SPECIFIC TEACHING STRATEGIES USING THE MODEL (STEP 1)

Adolescents must know their consonant

sounds before using vertical processing. Depending on the inclination of the teacher and manner of the students, identification of words as to their level of difficulty may or may not be learned. The model is for the teacher.

While the author is most comfortable using the model and starting with Stage 1 (*ee*), any stage or vowel form may be used. For instance, the instructor may choose the long form and then the short vowel form for each of the vowels, as shown in the partial model, or teach all the long vowels and then all the short vowel forms. The instructor may choose to teach the stages containing the vowel pairs and diagraphs first, since there are no rules to learn for adding endings at Level IV and affixes at Level V. The instructor, however, should follow the non-assumptive teaching procedure by starting at Level I regardless of the level where the students are functioning. Students should easily and swiftly experience 100% success in those levels below their actual functioning (instructional level). The instructor proceeds vertically from Level I up through the level that constitutes the frustration level of each student for each stage of the model. After all possibilities with one vowel form have been exhausted, the instructor proceeds to another vowel form (stage) starting again at Level I.

The specific strategy for teaching words in levels I-II-III is categorization by spelling root. Students are asked to place a spelling root on their paper and underline it. Words at the same stage and level with that spelling root are then dictated. At Stage 3, Level I, a word list would appear as follows:
ave—copied by the student from the board

cave
Dave
gave
nave   written from dictation
rave
save
wave

The specific strategy for teaching words contained in Levels IV and V is word building. The students are asked to place a word from Levels I, II, or III in the particular stage being taught on their paper and underline it. The variations of

this word are then dictated. At Stage 3, Level IV of this word is then dictated. At Stage 3, Level IV, a word list would appear as follows:

wave—copied by the student from the board

wave
waves
waving
waved   ⎫ written from dictation
waver   ⎬
wavier   ⎭
waviest
wavy

At Stage 3, Level V, the word list would appear as follows:

place—copied by the student from the board

place
places
placed
placing
placement
placate
placates
placated
placating   ⎫ written from dictation
replace   ⎬
replaces   ⎭
replaced
replacing
replacement
replaceable
irreplaceable
displace, etc

Level V word building lists incorporate Level IV words and then utilize prefixes and suffixes.

An LD adolescent may spend two months with one vowel form for desirable mastery to take place. No vowel confusion can arise as only one vowel is being taught. After the first vowel form or stage has been experienced, many prefixes and suffixes that will be used in the next stage have been taught resulting in much less time spent on succeeding stages.

Randomized words for the LD adolescent are unfamiliar words. Goodman (1982) states that each unfamiliar word encountered by the student becomes a major obstacle to be identified, and each unconquered word is a symbol of defeat. The use of vertical word processing prevents the student from suffering what Goodman calls the "next word syndrome."

There are words in our English orthog-

raphy that do not lend themselves to teaching approaches stemming from vertical word processing. These are one-category words such as *sugar, syrup,* and *laugh.* If these one-category words are to be used in dictated sentences, the instructor places them on the board or the student's paper so they will be copied correctly. One-category words can be *mastered* by using closure. The student can copy the words from a model provided by the instructor. The student then makes his or her own closure exercise as follows:

model

sugar	suga_	sug__
syrup	syru_	syr__
laugh	laug_	lau__
su__	s___	____
sy__	s___	____
la__	l___	____

The student fills in the spaces, one word at a time, and completes the task by writing the entire word. The student may, of course, refer to the model at any time.

SUMMARY

A model for vertical word processing has been presented. It has been stated that there are two general approaches to helping adolescents develop proficiency with written language. Viewing the English orthographic structure as containing five levels of difficulty within a vowel structure, it has been explained that direct phonic approaches are most appropriate for the first three levels (the orthographic substructure), while indirect structural processing is most appropriate for the fourth and fifth levels (the orthographic superstructure). Direct phonic processing allows the learner to process words by associating sounds with letter forms directly. It is, in essence, a multisensory approach to the acquisition of proficiency in written language. Indirect word processing allows the learner to process words by integrating the essential elements of polysyllabic word forms (roots, inflections, prefixes, and suffixes). Indirect word processing is a system of word processing that grows out of those sound-to-symbol processes used at the first three levels of word processing.

If continuing failure in written language is due to frustration-produced anxiety, the author states that remediation must be based on nonassumptive instructional approaches. In teaching written language using the model for vertical word processing, all LD adolescents start with Level I words regardless of their grade equivalent placement (or whether they know their *r* blends). The author is aware that this position is in contrast to the diagnostic-prescriptive approach. Students do not shift vowel forms until they proceed vertically through the five levels of difficulty within the same vowel form. In a matter of weeks, adolescents can read and write the most sophisticated of English words contained within a vowel category. The approach is completely nonassumptive. Students start at the very beginning (e.g., *wee, tee, see, bee,* and *fee* at Level I) and move to the more complex (e.g., *disagreeability* and *enfeeblement* at Level V).

The tasks are always modeled since the vowel and/or root is the same in each word. The tasks are spiralized when prepared sentences are written from diction or when students create their own stories.

Laurita often has stressed that writing from dictation is an essential component in acquiring written language (Laurita 1971b, 1974). The ability to listen, speak, read, and write has been presented as the four areas of total linguistic function, which, when understood by the instructor, results in a multisensory approach in teaching. The sequence of development of total linguistic function, however, may differ. For the achieving student who is writing from dictation, the sequence is listening (to the instructor), writing (the dictated words or sentences), and reading and speaking (students read back what they write).

Seven general teaching procedures using the vertical word processing model have been presented in sequence. Specific teaching strategies designed to increase competency in an LD adolescent's ability to write words correctly from dictation have been explained.

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Note from Internet Publisher: Donald L. Potter
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Odessa, TX

In April of 2003, Mr. Raymond Laurita sent me a package of articles that he and his coworker, Phillip W. Trembley, MA, published in various journals. He kindly gave me permission to publish these articles on the *Education Page* of my web site: www.donpotter.net. This article by Mr. Trembley is **especially valuable** for the concise way it present the Orthographic Structuralist view of English Orthography. They had worked for some years using the ITA approach with disabled readers and non-readers in the Schroon Lake, New York, area. In the late 1960s the two joined forces and created a new approach for a title III project in Granville, New York. The results was the "Johnny Right to Read Program" published by Academic Therapy Press. The *Spelling Mastery* program was an outgrowth of the Johnny program; however, words are categorized using traditional orthography. Its present form has evolved from Laurita's experience with problem readers and Trembley's implementation of the program for students in grades 1-12 at the Clarkstown Central School in Rockland County, New York.

I believe that every researcher in the field of reading should be aware of Laurita's and Trembley's work. Be sure and visit Laurita's web site" www.thespellingdoctor.com. He has a lot of invaluable material you may purchase. He also has a fine bimonthly periodical, *The Spelling Newsletter* to which you can subscribe. I am saddened to note that Mr. Laurita's website was discontinued and his newsletter ceased publication on June 21, 2006. I have been honored to publish several of Mr. Laurita's essays and articles. I hope in the future to be able to publish his trilogy on the Anglo-Saxon, Greek, and Latin elements of English.

Mr. Laurita's monumental book, *Orthographic Structuralism: The New Spelling*. Is perhaps the most insightful book written on English orthography in last century – and this one. Currently this book is out of print, but I hope someday to be able to make it available again on my website.

www.donpotter.net
www.blendphonics.org
http://phonicsfirstsyllablesalways.wordpress.com
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