

# About Reading Pathways

Many students need extra help in learning how to track left-to-right with their eyes. These students benefit from reading practice that gradually and systematically builds letters into words, and words into connected reading. *Reading Pathways* (formerly known as *Pyramid*) provides this kind of practice with graduated “eyerobic” reading exercises—visual aerobics. (For more information check out *Phonics Talk*, an informative e-mail newsletter at <http://www.dorbooks.com/phonictalk.html>.)

An optional and useful activity is to write the sentences from dictation, which helps develop auditory and sequencing ability in memory recall. Reading should continue as long as learners are challenged, but stop at or before frustration level. With practice, students will soon be able to read long and longer sentences.

## **Part One: Simple Pyramids**

Students should know all letter sounds before beginning *Reading Pathways*, including short-vowel sounds. Letters are blended into words, and the same words are then built into sentences beginning with one word centered on top of the page. Every subsequent line has a few added words and is also centered, giving it the shape of a pyramid.

## **Part Two: Multisyllable Word Mini-Pyramids**

This section is for established readers who need assistance reading multisyllable words. Longer words are built from smaller ones by syllables into mini-pyramids, one multisyllable word per pyramid. Two mini-pyramid words at a time are then incorporated into sentences, which are also helpful to use for comprehension. This practice will establish a firm habit of reading multisyllable words syllable by syllable, and not guessing.

## **Part Three: Multisyllable Word Pyramids (“Brain Busters”)**

This section of *Reading Pathways* is for learners who are ready for more complex reading material. It is comprised of full-sized pyramids containing a wide variety of multisyllable words in every practice sentence. These “Brain Busters” are sure to be a challenge! These pyramids can be fun (as is the word “antidisestablishmentarianism” in *Phonics Pathways*), and there is no question that being able to read complex sentences will further develop decoding ease and fluency. And that, after all, is the primary goal of *Reading Pathways*.

## **Part Four: Multisyllable Word Summary**

All words having three or more syllables are summarized and indexed at the end of the book for easy reference and vocabulary development, as some of these words are not likely to be in students’ current lexicon. Varying forms of the same word are not always included. If students are able to effortlessly read *and understand* a wide variety of multisyllable words, it will help them build the strong vocabulary, critical thinking skills, and ability to make independent judgments based on complex, nuanced thinking that are so necessary for success in today’s challenging society.

And now—sit back and enjoy *Reading Pathways*!

~Dolores