

Common Mistakes Corrected

It is humbling to have our mistakes pointed out, but healing when we receive reproof. Eccl. 7:2-5. These common mistakes have come into our educational systems. The devil’s plan is to keep children occupied with unimportant things and idle-away their most formative years so that they will never become, happy, strong workers for God. Satan does not want them to read and thoroughly understand what they read. Jesus offers freedom for self-determination which is largely dependent on good reading ability, speaking, and thinking.

When we see the contrast between the popular way of educating and God’s safe way, may we “choose the good and refuse the evil.” As parents, to a great extent we choose eternal life or eternal death for our children in their early years. We cannot discount the influence of little things. “He that is faithful in that which is least is faithful also in much: and he that is unjust in the least is unjust also in much.” Luke 16:10. “Deny them anything rather than the education that they should receive in their earliest years.” CG 17. “As the twig is bent, the tree is inclined.” “For the vineyard of the LORD of hosts is the house of Israel.” Isa. 5:7. “Take us the foxes, the little foxes, that spoil the vines: for our vines have tender grapes.” S. of S. 2:15.

Competent reading is extremely valuable, but a complex skill. Reading skill depends on many sub-skills. When the sub-skills are thoroughly taught, **the complex skill of reading will certainly be attained.** Following are some common, detrimental mistakes. Though seemingly small, they ought to be corrected to facilitate skillful reading.

Area	Common Mistakes	Correction Using the CRC
Phonetics	Alphabet letter <i>names</i> are generally taught first. Their names are easily confused with their <i>sounds</i> . Letter names are <i>not</i> needed in learning phonics.	Call all alphabet letters by their <i>phonogram sound(s)</i> first and learn these well; avoid letter names until they are actually needed. Identify all letters by their sounds.
Sounds	Phonics sounds are omitted, scattered, and so incomplete that important connections are missed.	Learn all the letter sounds as an oral rhyme; these sounds are arranged in scientific order.
All Order	When letter sounds are taught, often only one sound is given for those letters that have more sounds. Why withhold useful information?	All sounds are taught in orderly arrangement when first introduced and routinely drilled in the same manner thereafter. Young children find them easy.
Pure	Inconsistent and wrong sounds are taught.	Pure, orderly, and accurate sounds are taught.
Links	Sounds are linked to pictures rather than the letters. Pictures side track from the essential.	The letter shapes and the feel of stroking it must be linked directly to its sound(s).
Phonogram Songs?	When phonograms are sung , all the sounds are being voiced. No difference is made between the voiced and the unvoiced sounds, which is incorrect.	Distinguish the voiced from the unvoiced sounds to say them purely. Avoid engaging the vocal chords when saying unvoiced sounds.
Pictures?	Pictures are associated with phonics sounds	The letter is the only picture we use for the phonograms.
Awareness	Phonemic awareness is insufficiently cultivated	Phonemic awareness should be drilled on and learned.
Adding	For phonics instruction, avoid adding words for example: A is for apple. The word adds to and distracts from the three sounds made by a .	Simply link the letter directly to its sound(s). Various fonts, sizes, slants, lowercase, and capitals are connected to the phonogram sounds.
Teacher	The child largely left to teach himself is a shame (Prov. 29:15). He figures out sounds imperfectly.	A knowledgeable teacher is required to effectively lead a student through the phonograms, handwriting, etc.
Phonograms	Phonograms are usually not taught or learned	Oral alphabet phonograms are taught from when a child learns to speak; multi-letter phonograms come next, basic and advanced.

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Handwriting	The child is left to copy writing without instruction.	Each letter part and its stroking should be explicitly taught <u>at least once</u> to every child.
Stroking	Correct stroking is often not taught.	Precise, consistent stroking and slant are taught for each manuscript and cursive letter. Guide sheets show how to size and position the letters on the lines.
Central	Little handwriting is required.	Cursive handwriting is central and pivotal to the method and should be daily cultivated
Brain	There is little to stimulate the right brain when copying in manuscript; the left brain is overtaxed.	The CRC handwriting and phonograms draw in the whole brain, because cursive draws on the right brain.
Manual	Learning to read well is difficult without putting forth the effort to write. Many avoid manual work.	Correct cursive provides a manual-visual sample of the sounds, which fixes them more firmly in mind.
Cursive	No cursive is required.	Cursive is the most useful and preferred form of handwriting. Introduce it early and practice it well.
Lowercase	Inadvertent reversals are often made when children write in manuscript. Manuscript capitals are easy to reverse. Manuscript does <i>not</i> restrain dyslexia.	Lowercase cursive restrains reversals; it has been effectively used to <i>prevent or overcomes dyslexia</i> .
Study	Little or no word study is required of beginners.	Thorough word study and analysis increases understanding of each word
Habits	The child uses incorrect pencil and paper hold. Poor posture, lighting, and seating are often distracting problems.	The teacher prepares a writing place that fits the student, and guides him in correct pencil and paper hold until the habit is established.
Threshold	Handwriting is delayed or belittled as unimportant	Handwriting ability is the threshold, which leads forward into proper spelling and reading
Goals	Capital manuscript letters are often taught as the first goal, which tends to induce dyslexia.	Cursive is our goal; lowercase manuscript is briefly introduced; we <i>avoid</i> prolonging drill on manuscript.
Focus	A student is allowed to copy by “looking up and down” from the copy to where he is writing. He loses the continuity of stroking on his own writing.	Technique is taught orally (and illustrated) before the student writes. Then the student can focus his efforts on his own writing, while saying the sound(s).
Corrections	Handwriting mistakes too often go uncorrected	Students proofread their own handwriting. The teacher watches, and corrects small errors <i>before</i> they become ingrained wrong habits.
Capitals	Mixes capitals and lowercase letters in words or sentences indiscriminately	In early lessons, students write in all lowercase. When a capitals are needed, capital letters and capitalization rules are taught together.
Legible	Poor techniques and carelessness result in sloppy, illegible handwriting.	Beautiful, legible, curvy and slanted, flowing handwriting is cultivated for quality, then speed.
Lifts	Manuscript is slower and more difficult to write: it requires many more pencil lifts than cursive.	Cursive is easier. It goes continuously for a word or syllable and has an easy slant. It has fewer pencil lifts.
First	Manuscript, when learned and practiced first, is strong, but a less efficient writing motor-template.	Proper cursive, when learned first, becomes the ideal, supplying a strong motor template for handwriting.
Template	Careless and disorderly stroking becomes an impediment to phonics, spelling, and reading.	Precise, orderly cursive with correct stroking and slant, taught early, produces the best mental template.
Orientation	Left-handed individuals struggle to write with a “hooked” arm and hand for a right-handed slant, or teachers may require them to use their right hand.	Left- and right-handed persons learn the mechanically-easy slant. Using the correct slant makes handwriting legible and beautiful for either orientation.

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Spelling	Spelling is learned by memorizing word size and shape, without phonics and thorough word study	Spelling is discovered and written by phonograms, syllabication, the accent, and the spelling rules.
Analysis	Little critical analysis of words is required	Analysis summarizes and reviews what has been learned in studying and spelling each word.
Rules	“Rules” are taught that do not hold true. Therefore, many persons believe English spelling is very unruly.	The true rules must apply 90-100% of the time and these patterns are very consistent.
Endings	Words are taught by look-alike endings; this causes a jerky back-and-forth eye movement (like constant re-reading) which induces, and promotes, dyslexia.	Words are taught by look-alike endings; this causes a jerky back-and-forth eye movement (reading words backward and/or constant re-reading). Jerky and backward eye movements cause dyslexia.
Foundation	A poor foundation, or no foundation for progress	Builds a solid foundation through handwriting, the phonograms, spelling, and word study.
Teacher	The student who cannot yet read, needs a teacher’s guidance; otherwise, gaps will be left in his education.	A knowledgeable teacher is required to lead the willing student through this effective program.
Simple	Many think spelling is complicated.	Spelling is more simple than reading and, when properly taught, it leads directly to reading.

Area	Common Mistakes	Correction Using the CRC
Reading	Those who write only manuscript may never learn to read cursive handwriting.	Cursive-trained students read both kinds of writing.
Foundation	Foundational rules are lacking	A solid foundation has been built through clear speech, the phonograms, and proper cursive handwriting
Rules	Words, coupled with pictures, are memorized as units. If the pictures are removed, the words may or may not be remembered.	Words are deciphered by applying the phonograms and spelling rules. The student can sound out the word at any time, if he forgets a word.
Focus	Often taught in small disconnected segments, teaching is in short, jumpy segments, on sentimental and artificial topics	Focused, connected, dependable rules. True and useful thoughts on natural and spiritual topics. Promotes the cultivation of perseverance in good habits.
Pictures Sounds	Illiterate persons read pictures. Even toddlers can “read” a picture. Too many pictures may prevent ever learning to read well.	Students read letters by reciting the phonogram sounds. They read words by blending sounds together. The focus is on the sounds of the phonograms that compose the words and blending them together.
Four years Later	The student often makes a good early show of reading when his word list is 100 - 200 words long. After three or four years of study, if not earlier, their deficiencies surface.	This student makes gradual progress in reading. His knowledge of the phonograms, handwriting, and spelling enables gradual, continual progress. By the 3 rd or 4 th year superiority in reading becomes noticeable.
Jump or Climb	The backward approach jumps to grasp the 6 th rung of literary ladder first – reading – and the student is left hanging. This is a quick but ineffective and discouraging approach.	Forward and upward; a streamlined approach begins on the 1 st rung and climbs the 2 nd , 3 rd , 4 th , and 5 th rungs before arriving at the 6 th rung. It takes more time than memorizing two hundred words, but is solid.
Comprehension	Poor comprehension and poor vocabulary	Good comprehension and an expanding vocabulary
Guess or Know	Pseudo-linguistic guessing game in which the student guesses and makes up his own meaning rather than extracting what the author meant.	The student aims to understand each word accurately and gather the wisdom the author intended to share.
Stagnant/ Progress	Reading ability stagnates; practice is uninteresting and more difficult reading is not comprehended.	Reading is a discovery adventure. It will constantly improve by reading challenging materials.
Brain Use	Relies mostly on the left brain to read	Uses the whole brain when writing cursive and reading. The cerebellum, the frontal lobe, and the right and left hemispheres with the corpus callosum linking them.
Senses Used	Uses only eyes, ears, and voice	The multi-sensory method, based on the break-through writing-approach to reading, involves all the senses.
Fiction/Truth	The mind is limited, cramped, and narrowed by reading fiction.	Thoughts are deepened, broadened, and ever expanding by eternal truth and service.
Results	Within four years the average student will be able to read about 1,600 words well, and guess at thousands more– some correctly and some incorrectly.	Within four years of continued study in correct lines, the average student will be able to read about 24,000 words with confidence and sound out many more.