

## Dr. Samuel T. Orton

- Neuropathologist at University of Iowa
- **American physician** who pioneered the study of **learning disabilities**.
- He is best known for his work examining the causes and treatment of reading disability, or **dyslexia**.
- **PROVED** removing "The Alphabet Code System - Phonics" from the Educational Curriculum and Implementing the **NEW Curriculum of Teaching Whole Word - Site Words** creates Dyslexia along with other Health Issues where American Children are Unjustly Diagnost.
- Orton began working with psychologist Anna Gillingham, who introduced a systematic and orderly approach of categorizing and teaching a set of 70 phonograms, single letters and letter pairs representing the 44 discrete sounds (or phonemes) found in English. In the years since Dr. Orton's death in 1948, his name has come to be strongly associated with the **Orton-Gillingham** teaching method, which remains the basis of the most prevalent form of remediation and tutoring for children with dyslexia, or dyslexia-like symptoms, such as reading disabilities.
- Reprint from February, 1929, The Journal of Educational Psychology. THE "SIGHT READING" METHOD OF TEACHING READING, AS A SOURCE OF READING DISABILITY SAMUEL T. ORTON, A.M. M.D. <http://donpotter.net/PDF/orton-sight-reading-method.pdf>
- Dr. Orton's Great Discovery <http://www.thenewamerican.com/reviews/opinion/item/10744-dr-ortons-great-discovery>
- Samuel Torrey Orton 1879-1948 - [http://www.acsu.buffalo.edu/~duchan/history\\_subpages/samuelorton.html](http://www.acsu.buffalo.edu/~duchan/history_subpages/samuelorton.html)

## Samuel L. Blumenfeld

- Homeschooling A Parents Guide to Teaching Children
- How to Tutor
- Alpha-Phonics A Primer for Beginning Readers
- All Children Need a Foundation to Grow, Learn and Excel from Samuel L. Blumenfeld **PROVEN System** creates the Phonics Reflex Children Need to Excel in Reading Along with Other **PROVEN Arithmetic System** removed from the Schools! (along with Cursive Handwriting)

## Samuel L. Blumenfeld Are Public Schools Harming Your Kids? <http://youtu.be/KfIN9J7Y9us>

- The Change in Education Curriculum from 1929 to 2014 Where we are now is called: Slow Evolutionary Fabian Technique
- Book: School and Society by John Dewey (Started the New School Curriculum "Sight Reading Method" to Dumb Down Children)
- 1929 Professors Were Warned the New Teaching Methods Would Cause Reading Problems by Dr. Samuel T. Orton Neuropathologist at University of Iowa
- Dr. Samuel Torrey Orton Wrote an Article in the February 1929 Journal of Educational Psychology Titled, "The Site Reading Method of Teaching Reading as a Source of Reading Disability" "Faulty Teaching Methods May Not Only Prevent the Acquisition Academic Education by Children of Average Capacity but May Also Give

Rise to Far Reaching Damage to Their Emotional Life". Dr. Orton Warned of the Harmful Effects of This New Learning Method and Students Were Taught It Regardless.

- Dr. Samuel T. Orton World's Leading Expert on Dyslexia - Organization: The Orton Dyslexia Society (He Identified the Reading Problems)
- April 10 1944 Life Magazine Published a Lead Article - Science: Dyslexia Pg. 79
- The Evolution of Research on Dyslexia

## Rudolf Flesch

(A graduate of Teachers College and an authority on both reading and writing and an educator. He spent much of his life in a quest to persuade his colleagues by making a tragic mistake by favoring look-say over phonics) <http://improve-education.org/id29.html>

- Teaching Johnny to read
  - Why Johnny Can't Read
  - Why Johnny Still Can't Read
  - The Art of Readable Writing
  - The Art of Reading and Writing <http://dc135.files.wordpress.com/2012/11/flesch-the-art-of-readable-writing.pdf>
  - How to Write, Speak and Think More Effectively
  - Art of Plain Talk
  - The Art of Clear Thinking
  - Say What You Mean
  - ABC of Style: A Guide to Plain English
  - New Guide to Better Writing
  - How to make sense
  - How to be Brief
  - Rudolf Flesch on Business Communications: How to Say What You Mean in Plain English
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## Article:

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- **THE IMPORTANCE OF ALPHABET LEARNING**  
<http://www.childcareexchange.com/eed/issue.php?id=66>
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(Hiebert, Pearson, Taylor, Richardson, & Paris, 1998).

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- Various research studies of non-readers found that most of these children also have difficulty learning how to speak and understand language. They have great difficulty in segmenting spoken words into phonemes. Many educators encourage teachers to provide opportunities for struggling readers to use phonics strategies to recognize unfamiliar words
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The Florida Reading Quarterly — Vol. 38, No. 2, December 2001

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- **Critical Components in Early Literacy — Knowledge of the Letters of the Alphabet and Phonics Instruction**
  - **Janice Wood and Bronwyn McLemore**
  - The authors describe instructional strategies that can be used to teach critical components of early literacy.
  - <http://www.unf.edu/uploadedFiles/aa/fie/Woodarticle.pdf>
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## Kindergarten

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- Learn the names of the alphabet letters
  - Learn to recognize the corresponding shapes of the alphabet (Learn upper-case letters first as they are more easily visualized, followed by lower-case letters.)
  - Establish the concept of alphabet letter – sound correspondence
  - Learn when alphabet letters, when blended together, make sounds
  - End of Kindergarten know the alphabet letters and the sounds the letters make
  - Entering Kindergarten there may be a concept of print awareness
  - Writing the Letters of the Alphabet
  - Correctly writing letters of the alphabet is a necessary precursor to writing
  - Time focus on copying and tracing letters of the alphabet (Students get a sense of letters, their sounds, and the purposes of print as they engage in daily writing activities)
  - Students learn to recognize familiar print and know that it is print that is read in stories
  - Students will point to print when listening to a story or rereading their own writing
  - Recognize and are able to name all of the upper- and lower- case letters
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## First Grade

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- Students are able to read familiar and high-frequency words (When exposed to less familiar words, Students often write the initial letter of a word and add letters from prominent sounds in the word.)
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## End of 1<sup>st</sup> Grade

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- Most Students will be able to blend and segment the phonemes of most one-syllable words and many one-to-one letter sound correspondences
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## Phonic Instruction

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- Second best predictor of reading achievement is the ability to discriminate the smallest units of sound called phonemes
  - A 2000 National Reading Panel found that teaching Students to manipulate improves reading
  - Phonics involves an understanding of the alphabetic principle. (There is a relationship between spoken sounds, letters, or combinations of letters) on which the English language is based
  - Phonics instruction teaches the most important and regular letter-to-sound relationships
  - A student's ability to learn phonics is related to the amount and quality of one's previous experiences with written and oral language
  - In order for Students to understand phonics, most reading experts maintain that Students need explicit instruction in phonemic awareness (Adams, 1996; Stanovich, 1993)
  - As students learn the letters of the alphabet, they begin to connect the letters with the sounds they hear and blend them together to form words.
  - When developing phonemic awareness skills, students become aware of syllables and are able to hear initial and final sounds in words
  - Students will be able to combine consonants to create new sounds and to hear and discriminate rhymes.
  - Well-developed phonemic awareness is the ability to hear different sounds, to discriminate between phonemes, and to orally manipulate these sounds.
  - Students who are not phonemically aware often fail to learn to read in first grade and will have difficulty becoming successful readers throughout school (Blackman, 1991; National Reading Panel, 2000).
  - Phonics instruction is a central component of literacy instruction as students rely upon phonics when decoding unknown words.
  - Research evidence over the past 70 years indicates overwhelmingly that direct, explicit instruction in phonics is needed and contributes to better development of decoding, word recognition, and comprehension”
  - Learn rhyme and segmentation systematically
  - Without this understanding [phonemic awareness], no amount of drill and practice can be of any use
  - Divide words into individual sounds and blend these sounds together promotes successful reading
  - When reading, students should be able to segment to the number of phonemes they hear in words and combine these to identify unknown words.
  - Students should be able to add, delete, and manipulate phonemes to form new words
  - Increase phonological awareness in kindergarteners and first graders and promote successful reading.
  - Teaching of familiar rhymes helps students to spell unknown words
  - Gunning (1995) found that the majority of students used word families to identify unknown words rather than letter-by-letter decoding
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- Wylie and Durrell (1970) created a list of 37 rhymes that can be used to create over 500 words Word Families – Rhyme (Wylie and Durrell, 1970)
  - Researchers found that knowledge of nursery rhymes was strongly related to development of more abstract phonological skills and emergent reading abilities
  - Rhymes can be introduced to kindergarten students through exposure to oral language and literature.
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## RTI

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- The ability to read common words fluently is another necessary literacy skill
  - Cunningham and Allington (1999) argue that in order for children to read they must learn to recognize and spell commonly used words quickly and automatically
  - Heibert and her colleagues (1998) reinforced the importance of this by reporting that children often spend so much time figuring out unfamiliar words, up to 40% of their reading time, that they cannot attend fully to the message or the passage.
  - Cunningham and Allington (1999) further stated that children need to master phonics skills to decode unknown words when reading and spelling.
  - Instructional Practices - introduce letters of the alphabet and phonics 1) An approach of teaching letters implicitly as they occur in children's literature combined with systematic phonics instruction 2) Trachtenburg (1990) concluded that this combination approach will develop students who not only can read but also who chose to read for pleasure. 3) Provide letter instruction to students in enjoyable ways
  - 1) Teach and sing alphabet songs. 2) · Read alphabet books regularly. 3) · Keep alphabet charts in the classroom, posted at the students' eye level. 4) · Focus on letters that have special meaning to the students such as those in their names. Post students' names in the classroom. 5) Use letter games and word games that identify letters, sounds, and words. 6) Keep plastic, magnetic, tile, or wooden letters available for children to manipulate.
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## Conclusion:

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- Beginning readers who receive explicit, direct instruction in phonics show improvement in their ability to read.
  - This instruction includes visual isolation to better capture their shape, size, and form.
  - Phonics instruction stresses the acquisition of letter sound correspondences that help learners understand how letters are linked to sounds to form words.
  - Some learners will need to hear the sounds of letters apart from their context, and some will need to be shown how to write their names and favorite words
  - Phonics knowledge is the preliminary step toward fluent reading.
  - Most children will be able to succeed in reading with experience in these areas.
  
  - The challenge for the primary teacher is to design and implement a program that assures that all children entering first grade will have a basic knowledge of letters of the alphabet and knowledge in applying phonics skills during the reading process
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**Was Orton Right? New Study Examines How The Brain Works In Reading; Offers Key To Better Understanding Dyslexia**  
<http://www.sciencedaily.com/releases/2003/05/030519083450.htm>

May 19, 2003 — Washington, DC – Using functional magnetic resonance imaging (fMRI) to study brain activity in children, researchers today confirmed part of an eighty-year-old theory on the neurobiological basis of reading disability, and shed new light on brain regions that change as children become accomplished readers. Their findings were reported in the May 18 online publication of the journal *Nature Neuroscience*.

In 1925 Dr. Samuel Orton, a clinician and prominent dyslexia researcher, hypothesized that normally developing readers suppress the visual images reported by the right hemisphere of the brain because these images could potentially interfere with input from the left. Advanced technology allowed researchers at Georgetown University Medical Center to discover that children do in fact "turn off" the right side of the visual parts of the brain as they become accomplished readers. This confirms an aspect of Orton's theory--born out of observations of individuals with reading disability--is correct.

For the first time, they also were able to demonstrate that different phonological skills relate to activity in different parts of the brain when children read. Phonological skills allow readers to sound out words by correctly associating sounds with written symbols. They are critical for children learning to read and are often found to be impaired in children with developmental dyslexia.

This observation lends support to the theory that there may be several neurobiological profiles that correspond to different subtypes of dyslexia, each associated with varying deficits in one or more of these different phonological skills.

"Reading is the single most important skill our children learn – it impacts virtually every aspect of a child's life," said Dr. Guinevere Eden, associate professor of pediatrics and director of Georgetown University's Center for the Study of Learning. "Despite the extraordinary effort that goes into teaching children to read, very little is known about the neurobiology of reading acquisition in children. This study is important because we need to understand the brain basis of learning in kids who read well in order to understand why some children, like those with dyslexia, don't."

Eden and her colleagues Peter Turkeltaub, Lynn Gareau, and Dr. Tom Zeffiro of Georgetown, and Dr. Lynn Flowers of Wake Forest University, studied 41 people between the ages of six and 22 using fMRI to examine which parts of the brain they use when they see words. Using a method where subjects were asked to locate tall letters within a word – forcing them to read the words implicitly - the researchers correlated brain activity with scores on reading tests to see if more advanced readers had more activity in certain brain areas than less experienced readers, and vice versa. Then they studied brain activity during reading related to scores on tests of phonological skills.

Supporting Orton's theory, the fMRI scans showed that young children who were just learning to read used the left temporal regions of their brains; increases in age and the associated gains in reading, was characterized by a suppression of the visual areas of the right hemisphere.

The study also showed that the same locus in the left temporal lobe engaged during reading in younger children is also more active if children are good at phonemic awareness, such as understanding that "pop" without "p" is "op." These measures are frequently employed for behavioral evaluation of children at risk for developing reading problems and these new findings provide an anatomical correlate of this ability.

"Work like this can provide important background information to develop new research-based teaching programs that can ultimately help all children to become proficient readers and identify those who are need of specific interventions," said Peter Turkeltaub, primary author of this study. "This is an exciting area of research

in which scientists converge with educators and parents to achieve the common goal of helping children achieve the reading skills they need to succeed in life."

Dr. Eden and her team continue to study the neurobiological basis for reading. In related research, supported by the NIH and the International Dyslexia Association – founded in the memory of Samuel Orton, Eden and her colleagues will soon begin the largest national longitudinal study ever undertaken to study brains in children as they develop into readers. A "brain bank" will enable researchers to undertake more comprehensive dyslexia and neurobiological research.

This research was funded by the National Institutes of Health.

Georgetown University Medical Center is an internationally recognized academic medical center with a three-part mission of research, teaching and patient care (through our partnership with MedStar Health). Our mission is carried out with a strong emphasis on public service and a dedication to the Catholic, Jesuit principle of cura personalis--or "care of the whole person." The Medical Center includes the School of Medicine and the School of Nursing and Health Studies, both nationally ranked, and the world renowned Lombardi Cancer Center. The Georgetown Center for the Study of Learning, which is funded by the National Institutes of Health, seeks to better understand the neural mechanisms that enable the acquisition of reading skills, and to identify new approaches to assess and treat reading disabilities.

**Research:**

### **Exposing the Global Road to Ruin Through Education**

- [http://youtu.be/BD\\_Yds81n2w](http://youtu.be/BD_Yds81n2w)
- <http://unmasker4maine.files.wordpress.com/2013/11/charlotte-exposing-the-global-road-to-ruin-13-11-119-brochure.pdf>

**John Taylor Gatto**

- <http://www.youtube.com/channel/UCMuMCD-g6A0zNcMzha0vyyQ/videos>
- Documentary review: on public schools, education and "IndoctriNation"  
<http://www.examiner.com/review/documentary-review-on-public-schools-education-and-indoctrination>
- Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling
- The Underground History of American Education
- Weapons of Mass Instruction: A Schoolteacher's Journey Through the Dark World of Compulsory
- SchoolingHomeschooling: A Hope For America
- The Ultimate History Lesson

**Charlotte Thomas Iserbyt (Charlote T. Iserbyt)**

- The Deliberate Dumbing Down of America
- Back to Basics Reform
- DEMOCRATS AGAINST U. N. AGENDA 21
- Skinnerian International Curriculum
- Mind Control in Public Schools with Charlotte Iserbyt <http://youtu.be/2Pcby7HgSfY>

**Leonard Bloomfield**

- [http://en.wikipedia.org/wiki/Leonard\\_Bloomfield](http://en.wikipedia.org/wiki/Leonard_Bloomfield)
- American linguist who led the development of structural linguistics in the United States during the 1930s and the 1940s.

## Judith Schickedanz

- **Much More Than the ABC's: The Early Stages of Reading and Writing**  
<http://www.naeyc.org/store/files/store/TOC/709%20So%20Much%20More%20than%20the%20ABCs.pdf>
  - "Learning the alphabet is an essential part of early learning about literacy...Distinguishing between letters and learning their names is not all there is to 'learning the alphabet.' Knowing how alphabet letters function in writing and knowing specific letter-sound associations are crucial. Otherwise, children cannot use the letter-name knowledge they have."
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## Clint Richardson

- <http://www.SpeakUpAndLoud.com>
- **Common Core, Agenda 21, And Global Privatization by Clint Richardson**
- **What Does Agenda 21 Have to Do With Common Core and What is Agenda 21**
- **CORE : Our Common Enemy - Clint Richardson Interview**
- **New! Part 2 - Clint Richardson interview with Spingola... CORE in the military**
- **The Corporation Nation Master (2010) - Full Length**

## Clint Richardson

- **Video Description: Common Core, Agenda 21, And Global Privatization by Clint Richardson \_ Youtuber: TheCorporationNation** [http://youtu.be/ogIZEZz\\_YcE](http://youtu.be/ogIZEZz_YcE)

Per Clint Richardson: Finally finished editing my lecture and power point presentation about the grand scheme of the international and private entities behind the Common Core Standards. Please share and re-post as you see fit. No copyright and no permission needed from me.

Reality Blogger: <http://realityblogger.wordpress.com/2013/12/23/common-core-agenda-21-and-global-governance> \_\_\_ This lecture and power point explains how Common Core is pure Agenda 21 and a gateway for privatization of the entire school system. It shows a shocking in your face conspiracy by the 50 State governors (National Governor's Association) and CCSSO to create, copyright, and then sell by legal vote and enforcement Common Core State Standards to each State. Most important, it shows how this Common Core scheme cannot be done federally (per the constitution) and therefore must be created by agreement/treaty at the sustainable (agenda 21) state and local level. Finally, it shows the for-profit side where taxpayers will be funding computers and other Education products and services for every student in America – this is the public private partnership model (PPP). All this is happening through non-governmental organizations (NGO) while each local and State government simply rubber stamps. In the end, I have unraveled the conspiracy of a lifetime!

Links for further study:

- Common Core Standards home: <http://www.corestandards.org/>
- National Governor's Association – <http://www.nga.org/cms/home.html>
- Council of Chief State School Officers – <http://ccsso.org/>
- UNESCO – <http://en.unesco.org/>
- International Social Security Association (ISSA) – <http://www.issa.int/>
- Clint's research on the ISSA (AKA Mark of the Beast) – <http://realityblogger.wordpress.com/2012/04/24/social-security-the-international-mark-of-the-beast/#comment-104248>
- State Services Organization – <http://www.sso.org/>
- Salt Lake City Green – <http://www.slcgov.com/slcgreen>
- Sustainable Salt Lake Plan 2015 – [http://www.slcdocs.com/slcgreen/SustainableSaltLake\\_Plan2015.pdf](http://www.slcdocs.com/slcgreen/SustainableSaltLake_Plan2015.pdf)
- Envision Utah - <http://envisionutah.org/>
- Salt Lake Foreign trade Zone – <http://www.slcgov.com/economic-development/economic-development-foreign-trade-zone-site-features>
- Rockefeller Foreign trade Zone Services – <http://www.rockefellergroup.com/services/foreign-trade-zones/>
- Annual Financial Report for “CORE Education and Technologies” corporation – <http://www.core-edutech.com/pdf/CETLAnnualReport2011-12.pdf>
- Previous years reports for CORE will have other valuable information – <http://www.core-edutech.com/investors/Financial-Reports.php>
- “CORE Education and Consulting Services” website (based in India) – <http://www.coreecs.com/>
- CORE's international corporate and government Shareholders (including U.S. Government) – <http://www.core-edutech.com/pdf/ShareholdingPattern30.06.2013.pdf>

#### Common Core by Clint Richardson:

- <http://realityblogger.wordpress.com/2013/08/29/core-making-children-stupider-around-the-world/>
- <http://realityblogger.wordpress.com/2013/10/21/united-states-and-its-military-now-rotten-to-the-core/>
- CORE learning tools for Autistic and other special needs children — the workforce of the future: Computers and keyboards for autistic kids are learning on – [http://www.coreecs.com/k12\\_education/Assistive\\_Technologies](http://www.coreecs.com/k12_education/Assistive_Technologies)
- Dr. Rima Liabou video “Don't Delta Me, Dude!” – <http://www.youtube.com/watch?v=p3DHtxjLlg>
- “CSCOPE” is CORE in Texas. This is a watchdog site – <http://www.txscopereview.com>
- CORE is essentially Agenda 21. Here is the Texas “School Transformation” website – <http://www.transformtexas.org/know-the-document/>
- This comes from the “Public Education Visioning Institute”, which is all Texas school superintendents literally proof of their conspiring to “Transform” public education into for profit private enterprise by implementing CSCOPE as part of “Common Core” model standards and best practices. They also admit the failure of their own education system. (Very Important) – <http://www.transformtexas.org/ourhistory/>
- Link to the Report issued by Public Education Visioning Institute called “Creating a New Vision for Public Education in Texas”... “Respectfully Offered by Superintendent Participants in the Public Education Visioning Institute” – <http://www.tasb.org/legislative/documents/vpevi.pdf>

- For those who know IT and computer code, CORE's main function is data collection and management. This search page searches Texas CSCOPE and CORE programming –  
[http://search.tea.state.tx.us/search?access=p&entqr=0&output=xml\\_no\\_dtd&sort=date%3AD%3AL%3Ad1&ud=1&client=default\\_frontend&oe=UTF-8&ie=UTF-8&proxystylesheet=default\\_frontend&site=default\\_collection&q=core](http://search.tea.state.tx.us/search?access=p&entqr=0&output=xml_no_dtd&sort=date%3AD%3AL%3Ad1&ud=1&client=default_frontend&oe=UTF-8&ie=UTF-8&proxystylesheet=default_frontend&site=default_collection&q=core)
- Propagandist for special needs children –  
<http://www.youtube.com/watch?v=HMKCrTkez4Q>
- Clint's Documentary, Lethal Injection: The Story of Vaccination –  
<http://www.youtube.com/watch?v=UioC6ARoLEM>
- Other films by Clint at – <http://TheCorporationNation.com>

### Oak Norton

- Planned Illiteracy <http://youtu.be/RRTyzDuwBA>
- <http://www.youtube.com/user/oakn3/videos>

Kitty Werthman - <http://youtu.be/baApAqBK82Q>

### Latin alphabet

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- English Alphabet <http://en.wikipedia.org/wiki/Alphabet> - An alphabet is a standard set of letters (letters for the vowels of a language as well as the consonants)
  - Letter (alphabet) [http://en.wikipedia.org/wiki/Letter\\_\(alphabet\)](http://en.wikipedia.org/wiki/Letter_(alphabet)) - A letter is a grapheme (written character) in an alphabetic system of writing
  - Vowel <http://en.wikipedia.org/wiki/Vowel>
  - Consonant <http://en.wikipedia.org/wiki/Consonant>
  - Phoneme <http://en.wikipedia.org/wiki/Phoneme> - A phoneme is a basic unit of a language's phonology
  - Morpheme <http://en.wikipedia.org/wiki/Morpheme>
  - Grapheme <http://en.wikipedia.org/wiki/Graphemes> - A grapheme is the smallest semantically distinguishing unit in a written language
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The History of the Alphabet: <http://www.usu.edu/markdamen/1320hist&civ/pp/slides/17alphabet.pdf>

Who Created the Alphabet? - The alphabet originated from ancient Egypt where the Egyptians used hieroglyphic characters to communicate. The Greeks then turned those characters into symbols e.g. Alpha, beta and pi among others and the Romans came up with the characters and sounds that we use today. There are many different alphabets in use around the world, because the alphabet keeps evolving as different cultures emerge.  
<http://www.ask.com/question/who-created-the-alphabet>

**This Is What Happens When A Kid Leaves Traditional Education -**

**[http://informedparenting.blogspot.com/2014/01/this-is-what-happens-when-kid-leaves\\_10.html](http://informedparenting.blogspot.com/2014/01/this-is-what-happens-when-kid-leaves_10.html)**

**What is that <http://youtu.be/0NzwbFQUsQ0>**

**“A nation of well informed men who have been taught to know and prize the rights which God has given them cannot be enslaved. It is in the region of ignorance that tyranny begins.”**

**- Benjamin Franklin**

**<http://www.JoannaMaGrath.com>**

**<http://www.SpeakUpAndLoud.com>**

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**<http://www.AudreyMaGrath.com>**

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