

# INTRODUCTION

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The *Phonological Awareness and Sequencing (PAS) Stories, Second Edition*, were written so that children and adults who are learning to read with accuracy could have materials that (a) are enjoyable, (b) present the English sound-symbol system in a systematic manner, (c) give the opportunity to practice accurate decoding, and (d) provide short stories with humorous and recognizable characters.

For more than 30 years, I have worked with individuals of all ages who are beginning to learn how to read accurately. I have searched continually for reading materials that meet the above criteria. Because my students and I could not find as much material of this sort as we needed, I decided to create new stories and books.

These stories were originally developed at a private educational clinic, The Centre for Literacy, in Edmonton, Alberta, Canada. There we worked with students who did not have fully developed phonological awareness. That is, they did not know how to accurately match their own speech to the words they read. The students frequently guessed at the pronunciation of a word based on its general configuration, for example, saying “whisper” for *whimper*. They often produced word responses whose vowel sounds differed from the target words, for example, saying “pet” for *pit*. The students might say all the sounds in a word, but the sound order would be incorrect, for example, saying “spilt” for *split*. Moreover, they tended to guess at the pronunciation of words, rather than engaging in systematic analysis of words in a left-right manner. Consequently, their comprehension was affected mightily.

At the clinic, we used the phonemic sequencing principles set out in the *Lindamood Phoneme Sequencing (LiPS) Program for Reading, Spelling, and Speech*<sup>®</sup> (P. Lindamood & P. Lindamood, 2011), formerly the *Auditory Discrimination in Depth (ADD)* program (C. Lindamood & P. Lindamood, 1975). The systematic presentation of sound-symbol sequencing and the sensory-cognitive teaching strategies gave our struggling readers success and hope. The PAS Stories provided the students with materials for applying their word accuracy tools to words in context and gave them opportunities for systematic practice.

The PAS acronym stands for the Phonological Awareness and Sequencing portion of the title. This title is particularly appropriate because in order to be able to read these stories accurately, a student must understand the nature of the English sound system and its match to the system of print. Also, if you have a “pass” to something, it means you can gain access to it. Students who read these stories gain access to the system of English words so that they can enjoy them and get information from them in print.

The stories are organized following the sound-symbol sequence suggested by the Lindamoods. These books also have been enjoyed by readers of all ages who did not receive teaching using the Lindamoods’ sensory-cognitive strategies. In fact, my nephew, who was 5 years old and learning to read by his own determination and skill, delved into the series with enjoyment and success.