

FOREWORD

This 2005 revision of *The Noah Plan*[®] *Reading Curriculum Guide* has given me an opportunity to review, to re-examine, and to revisit reading within the context of Principle Approach[®] education. Thank you to all of you who purchased the 1997 edition. As the number of copies dwindled in the warehouse, the editors decided rather than reprint from the existing proofs, I would incorporate the new research, revised methods, and my classroom teaching experiences into a new revision. One of the major changes of this 2005 edition is the coordination of the Bible as Reader Program (BAR) schedule for reading the books of the Bible with *The Noah Plan* Bible overview topics. It was determined that a student would benefit from the reinforcement and expansion of the Bible topics and the Biblical principles and leading ideas introduced during the morning Bible class. Bible is taught daily to provide inspiration and encourage changed hearts, while the BAR class focuses on direct instruction of reading and higher-order thinking skills using the same Biblical text.

A review of the most recent scientific research in reading instruction has identified effective practices that can help teachers and parents with methods and approaches that work well and will result in reading improvement. To help assist you, I have summarized the findings of the 2000 National Reading Panel report in the areas of phonemic awareness, fluency, vocabulary, and comprehension.

As I re-examined the first step in the whole program for teaching reading—phonetic instruction—I saw the need for providing phonemic awareness (an awareness of the sounds that make up spoken words) activities to beginning readers with phonics instruction.

Using the suggestions of the newly revised Spalding manual, *The Writing Road to Reading*[®], Fifth Revised Edition, I have included the steps of connecting reading and writing, identifying the elements in paragraphs—text structure and using the concept of mental actions to

comprehend print. Students need to continually check their understanding and make connections with what they already know with the text they are reading.

After brainstorming with the editor of the second edition, Carole Adams, we felt the presentation of the skills and methods would be more useful in chart form. The Strategic Reading Process now has skilled readers responses to the before, during, and after reading stages. The methods and strategies for teaching Bible as Reader Program have been organized under the five headings: (1) vocabulary, (2) comprehension and interpretation, (3) reading and writing, (4) remediation/enrichment, and (5) evaluation. This structure will guide you as you plan lessons and develop reason questions for higher-level thinking.

Revisiting the foundations for reading gave me new insights into the principles for using the Bible as a reader. The Biblical foundations and the principles have been customized for learning to read using the Bible. The first principle states that reading the Bible prepares a Biblical character in children. Students hear the Word of God daily until they can read for themselves from the *Early Reader's Bible*, equipping them with truth for the practice of Christian liberty.

A special thank you is extended to the classroom teachers at StoneBridge School who invited me into their classrooms to demonstrate the techniques and methods, to instruct their students, and to benefit from their observations and critiques. Connecting with the students was encouraging and refining. I found out what worked and what needed improvement. I was challenged to write this revision by those experiences.

The primary purpose of the guide is unchanged from the first edition—the goal of returning to the Bible as the first book of instruction—a return to the Biblical model.

Martha Barnes Shirley

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Why Use the Bible as a Primary Reader?

The Bible as a Reader:

1. Teaches the child to fear the Lord
“[A]nd he shall read therein all the days of his life: that he may learn to fear the LORD his God.”
2. Is the highest model of the English language
“In no book is there so good English, so pure and so elegant; and by teaching all the same book, they will speak alike, and the Bible will justly remain the standard of language as well as of faith.” (Fisher Ames, 1801)
3. Imparts the knowledge of God to the reader
 - a) “And it shall be, when he sitteth upon the throne of his kingdom, that he shall write him a copy of this law in a book out of that which is before the priests the Levites: and it shall be with him, and he shall read therein all the days of his life: that he may learn to fear the LORD his God, to keep all the words of this law and these statutes, to do them: That his heart be not lifted up above his brethren, and that he turn not aside from the commandment, to the right hand, or to the left: to the end that he may prolong his days in his kingdom, he, and his children, in the midst of Israel.” (Deuteronomy 17:18—20)
 - b) “There is a spirit in man and the inspiration of the Almighty giveth knowledge.” (Job 32:8)
4. Early impresses truth on a child’s mind
 - a) “I believe no man was ever early instructed in the truths of the Bible without having been made wiser or better by the early operation of these impressions upon his mind.” (Benjamin Rush)
 - b) “[The Bible] contributes most to make men good, wise, and happy—that the earlier children begin to read it, the more steadily they pursue the practice of reading it throughout their lives, the more lively and confident will be my hopes that they will prove useful citizens to their country, respectable members of society, and a real blessing to their parents.” (John Adams)
5. Enlivens the reader
 - a) “[F]or thy word hath quickened me.” (Psalm 119:50)
 - b) “For the word of God is quick and powerful, and sharper than any two-edged sword, piercing even to dividing asunder of soul and spirit, and of the joints and marrow, and is a discerner of the thoughts and intents of the heart.” (Hebrews 4:12)
6. Builds a moral, noble, and elevated vocabulary
7. Provides models and lessons of godly character
“Rules and Principles for the Government of Conduct and Temper.” (John Adams)
8. Inculcates a lifelong habit of reading the Bible
9. Consecrates the child’s mind
 - a) “Be ye transformed by the renewing of your mind.” (Romans 12:2)
 - b) “[W]e have the mind of Christ.” (1 Corinthians 2:16)
10. Reveals God’s promises of longevity and prosperity
“[T]hat he may prolong his days . . . he, and his children.” (Deuteronomy 17:20)
11. Develops Christian scholarship, thinking and reasoning, and writing with the Word of God and its principles
12. Encourages the reader to practice the Word
“[B]e doers of the word.” (James 1:22)
13. Cultivates an enlightened learner through reading the Word of God
 - a) To be enlightened is to be illuminated with divine knowledge, or a knowledge of the truth. God’s word is truth and the study thereof makes one to know wisdom. The Bible contains the revelations of God, the principles of Christian faith, and the rules of practice. (Webster’s 1828 *Dictionary*)
 - b) The psalmist declares, “O send out thy light and thy truth.” (Psalm 43:3)
 - c) “For You will light my lamp; The LORD my God will enlighten my darkness.” (Psalm 18:28)
 - d) “That he may be enlightened with the light of life.” (Job 33:30)
 - e) “[A]nd Your law is truth.” (Psalm 119:142)
14. Builds a Biblical Christian worldview
“The great source of all the truths by which men are to be guided in government, as well as in all social transactions . . . the Bible [is] the instrument of all reformation in morals and religion.” (Noah Webster)



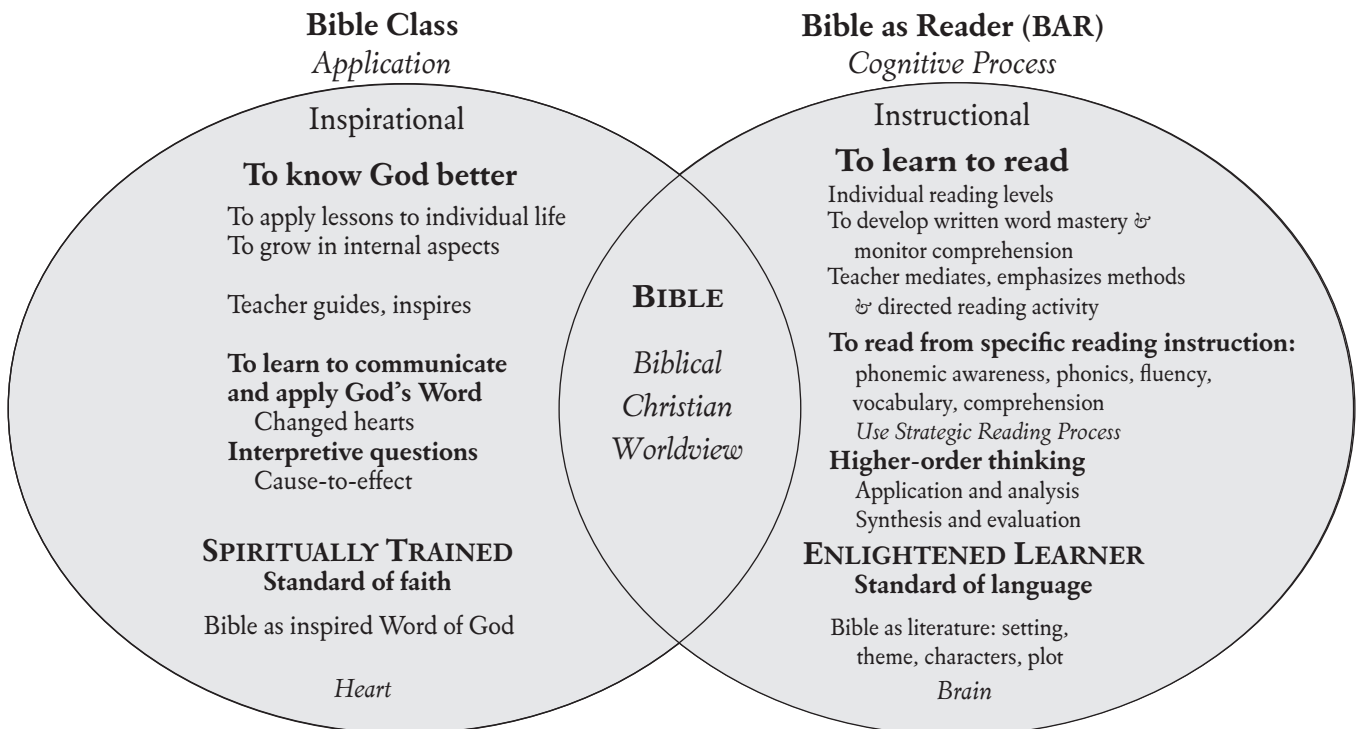
The Bible as Reader (BAR)

*The Bible was read and recited, quoted and consulted,
early committed to memory, and constantly searched for meaning.
Deemed universally relevant, it remained throughout the [eighteenth] century
the single most important cultural influence in the lives of Anglo-Americans.*
(Lawrence A. Cremin 1970, 40)

The Bible as Reader Program (BAR) schedule for reading the books of the Bible has been amended from the first edition of *The Noah Plan® Reading Curriculum Guide*. In the new edition, the BAR program has been coordinated with *The Noah Plan* Bible overview topics. It was felt that a student would benefit from

the reinforcement and expansion of the Bible topics and the Biblical Principles and Leading Ideas introduced during the morning Bible class. Bible is taught daily to provide inspiration and changed hearts, while the BAR class focuses on direct instruction of reading and higher-order thinking skills using a Biblical text.

Compare/Contrast Bible Class with Bible as Reader (BAR)



Kindergarten

In kindergarten, we plant the seeds as the children hear the Word of God daily. There is an openness and receptive attitude to God's truths and principles. Memory work is assigned using the King James Version to build an appreciation for the vocabulary, rhythm, and patterns of the English language found in this translation of the Bible. This policy continues through the grades. *The Early Reader's Bible* with its easy-to-read Bible stories, colorful illustrations, fact and reasoning questions, and real-life applications helps increase children's understanding of God's Word. By the end of the year, the more able readers can read the Bible stories for themselves. This follows in the tradition of the kings of Israel who each wrote his own copy

of the law and "[read] it all the days of his life so that he may learn to revere the LORD his God and follow carefully all the words of this law and these decrees and not . . . turn from the law to the right or to the left." (Deuteronomy 17:18–20) According to Rick Warren, "Daily Bible reading will keep you in range of God's voice." (Warren 2002, 188)

The coordination of *The Noah Plan* Bible curriculum and Bible as Reader (BAR) begins in kindergarten and continues until fourth grade with the following quarterly content:

Cremin, Lawrence A. 1970. *American Education: The Colonial Experience, 1607–1783*. New York: Harper and Row Publishers.
Warren, Rick. 2002. *The Purpose Driven Life*. Grand Rapids, MI: Zondervan.





Description of Bibles Selected for Readers

	The Early Reader's Bible	Young Reader's Bible 70 Bible Stories	Kids' Study Bible, NIRV	The Adventure Bible, NIV	The Student Bible, NIV	Life Application Bible, KJV
Publisher	Multnomah © 1995	Standard © 1994	Zondervan © 1996	Zondervan © 2000	Zondervan © 1992	Tyndale © 1989
Instructional Level [Fry Readability Graph]	Kindergarten	First grade	Second and third grades	Fourth grade	Fifth & sixth grades	Seventh & eighth grades
Notes	"Story List" "Basic & New Words List"		"Look at This"	✓	✓	✓
History of Bible		✓				
Book Introductions	Words to know for each story	Introductions to Old & New Testaments	Introduction plus "Good Verses to Read" & "Life in New Testament"	Clear and excellent; Includes: Writer, Title, Location, & Main People	✓	✓
Formatting and Illustrations	Full page and colorful	Clear, beautiful & colorful	Childlike and colorful	Illustrated; clear and instructional	More advanced format appeals to older students	
Book Outlines						✓
Timelines		✓		✓		✓
Harmony of the Gospels						✓
Profiles		Simple format; limited to the stories chosen		✓	✓	Excellent
Maps		✓		✓		✓
Charts and Diagrams		"Can You Find"	✓	✓	Three reading track charts	✓
Cross References	Story with related Scripture text			✓		✓
Textual Notes				✓		✓
Reason and Relate	"Something to Ask" "Something to Do"		"Think about This"	"Activities"	"Insights"; directions on "How to read" in each book	Relates to reader's life
Index				✓	"Where to Find It"	✓
Glossary		15 Words Defined	"Dictionary of Hard Words"	"Dictionary—Concordance"	"Subject Guide" "Non-Biblical People/Places"	✓