

- #2 Subjects: 1) Phonograms Are the "Tools" That Enable Studies in *Explicit Grammar*
- 2) *Proficiency Enables Mastery: Proficient Mastery Is an Ongoing Process*
- 3) *Self-Study Is Made Possible Because the Student Through Guided Study Possesses Complete Phonogram Knowledge*
- 4) *Exposing Phonics' Deadly Philosophy of Controlled Response Education*



Dear Lisa,

Overall, your **Teacher Report Card** personal evaluation says you are understanding and teaching correctly. For what it's worth, I am well pleased with you! I know the **FREE Listen in Library CDs** are proving helpful to many. Praise God we have them. I'm pleased to hear they've helped you, too.

In Part One, your TEAMS learned and applied to speaking, spelling, and sentence writing nearly one-third of English's foundational skills ... the 25 single-letter phonograms ... in preparation to learn and apply the remaining 63 multi-letter phonograms, which comprise Part Two.

Phonograms are the Tools that enable studies in *Explicit Grammar*. Good news? At the end of Part Two, your son will be readied for self-study. Then, in Parts Three and Four you will guide your TEAMS to apply "*self-study quality phonogram knowledge*" to the study of the ***explicit and inseparable oral/written English Grammar partnership.***

The sequence and completeness of our program's scripted "phonogram study" duplicates how our forefathers equipped a child to study *explicit Greek and Latin Grammar*. First, he studied ***explicit English Grammar***, then he studied *explicit Greek and Latin Grammar*. Our program equips a child in ***explicit English Grammar*** and then stops. From there, he will be able to teach himself *explicit Greek and Latin Grammar*, which is what colonial children often did, since most parents could not afford to enroll their children in a Private Grammar School. **Yes, this is where you and each of your children will arrive!**

I repeat this fundamental truth: Phonograms are the "foundational literacy tools" your children will apply the rest of their lives to any language based task. Under your guidance, they will not study all English words; they do not need to. But they will understand and be able to apply all English phonograms!

Proficiency Enables Mastery. Phonograms serve a student this way. Anytime a phonogram-taught child says the sound, "c(cat)," he confidently reaches for his "tools" and *identifies every phonogram that can spell this sound.* This is called "**application of phonogram knowledge**" (*application opportunity* is any instance he may use his phonogram knowledge, whether for speaking, spelling, writing, or reading). What ***proficiency!*** WOW.

When a phonogram-proficient student exercises phonogram knowledge, whether in a familiar or a new situation, he is like a plumber or chef who has learned the "tools of his trade" and now is faced with opportunity to apply them, to see how and if they work; he is face to face with ***mastery.*** ***Mastery is one's present competent functional ability. Mastery is not a final***

destination; *proficiency* and *mastery* improve with each self-study opportunity. Another WOW!

Self-study is a greater calling than **guided study** but only when the student, through guided study, possesses complete explicit phonogram knowledge. Complete explicit phonogram knowledge is learned *only through guided study*.

This truth also is spiritual: *Spirit-led guided study produces blameless self study.*

Parent: Guided study: "David, bring your sling. Let's go down to the brook, *talk about, handle,* and *understand* which stones make 'using a sling' effective. Let's *praise God* for *this opportunity* to understand *this precept*."

Child: Self-study: "I have *my sling*. I choose *these stones*. With *His enabling*, I render *this service*."

For the student ... prepared through literal, faithful guided study ... the best is yet to come in self-study. Parents learn not to expect in guided study "fruit" which is produced and harvested only in self-study.

Self-study does not mean "all by myself"; it means "continuing [enlarging, spreading out, increasing, expanding] in knowledge of truth through God-enabled personal obedience." Since a child cannot obey what he does not understand, he acquires understanding in guided study. Once he understands, accountability (choices and consequences) is legitimized. God exercises this method to instruct us to obey Him to His useful ends; He equips us to instruct our children likewise.

I keep "proclaiming" the truth that "**the individual may know and do** WITHOUT CONFORMING to "group consensus," even home education group consensus, which largely is patterned after evolutionary-based public education. **GOD SEEKS INDIVIDUALS WHO WILL OBEY HIM.**

I also continue exposing Phonics' deadly philosophy of education ... which abandons precious minds to instruction "fitted" by behaviorists for dumb animals ... which is birthed in evolution ... whose goals and methods lead to conformity ... which conditions its "wards" to believe a "well-taught person" is one who "agrees with the experts" and reasons that if he has their approval, he is "fit."

This philosophy's falseness absorbs the student's "already bent toward sinning" mind with satisfying self, seeking approval from others, being content with "zombie-like task completion" ... with fleshly endeavors that are void of Spirit-imparted "knowing and being."

Any educational philosophy (Shall I name them? It does not matter. By their fruit, we know them.) that does not equip a child with a sure phonogram foundation is not legitimate (lawful, rightful, justifiable, acceptable, reliable), because it neither prepares the child for self-study nor for teaching his own children! Testimony in favor of "providing phonogram instruction" is as old as written language and as godly as heeding "*line* and *precept*."

What do "immerse students in good literature, learn Latin first, avoid structured learning, look, say, copy, drill, memorize, do your best, phonogram-less" philosophers/philosophies do when children fail their "do what comes naturally" systems (We know they loosely define failure to mean "some children do better than others.")? **What do they do?!** What is their response? Do they respond as one who knows and obeys God's Word?

They go shopping! They go to the same anti-God, anti-humankind, theoretical, haughty-minded, diagnostic super market atheistic, university-trained Phonics philosophers frequent! They purchase the same dishonestly labeled goods!

Perhaps the worst evil they do is they compel innocent children to push their shopping carts! He's to blame for his failure. He is at fault either by birth or inferior development after birth! He, by their theories, is fit only to mark time in the economic system through *compensatory measures*! In a child's mind, his parents, teachers, and God have abandoned him! He bears his burden alone! He is not fit!

I'm thinking of what Jesus said about a just reward for someone who "**offends one of these little ones**" and I agree with Him. I also agree with His Faithfulness and Mercy. So, though I speak passionately, I also speak compassionately, because for 22 years (though vexed beyond words) I shopped at the above described diagnostic super market until "**Spirit-enabled obedience to new (new to me) Truth**" **compelled me to cancel my shopping membership**. Within one week, I quit my public education job. Within two years, 72 of us were working on this program ... not for money or for purposes of producing a product ... but to save our own children and ourselves!

It is true: **Asking the Spirit to teach me how to teach is a sure thing! Is it not the Spirit Who provides "ability to teach," and not a curriculum? Asking a "curriculum" (a plan, or program ,or some body of information, or some expert) to teach me how to teach is disobedience, since a curriculum cannot "supply all my needs." It is He Who gives me ability to teach, according to His Faithful Word.**

It also is the Spirit's will that godly parents rescue their children from apprenticing in this present, evil, evolutionary instructional philosophy called **Phonics**. Such a parent you are! Praise God for you!

"Hi" to your family. May God bless you by His Spirit!

Love and Prayers,

Sharon and Joe Madsen

P.S. Thanks to Sherry Frattini for editing **Letters to Teachers**, thereby improving my understanding of the inseparable oral/ written English Grammar partnership.

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