Live In Letters

Awakening the Alphabet
Balancing the Brain
Creating Colorful Connections

Colorized Reading Program

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Dedication

To the Great Advocate and Interceder for Men
To the Grace Provider and Pardoner of Sin
To the Shekinah Glory and Everlasting Amen
To the Gentle Shepherd and The one I call my Best Friend,

I dedicate this book to my LORD and Savior,
Jesus Christ!
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Chapter 1

God’s Pencil Doesn’t Need An Eraser

As a special education teacher in North Carolina, I have the pristine privilege of interacting with some of God’s most precious gems- His beloved children.

Through a short, but intense increment of five years, I have taught in grades K-8 and have worked with students with mild-to-moderate learning disabilities, Attention Deficit Hyperactivity Disorder, Autism, Asperger’s Syndrome and Oppositional Defiance Disorder.

When we ask for patience, God so faithfully floods us with the most intriguing and intricate endeavors to exercise such practice and purpose.

To illustrate this epiphany, I should introduce you to the subject of this divine depiction before revealing to you the riches of God’s providence through her. This particular child is a tender-eyed, brown haired six-year old, sealed and sweetened with a sense of sincerity and serenity.

I had been working with this student for eleven months and needed only one hand to count the number of times I had heard her speak. Inserting the term “shy” to describe her would do a disservice to this first grader’s disposition and demeanor. In her reserved nature, however lies a remote resemblance to the Bride of Christ- Our modern day church.
On February 3, 2014, this student and I began our usual resource session with a quick review of consonant blends and plainly passed through the phonemic and punitive path of decoding long vowel sounds.

As the “teacher” guided and directed the student’s steps, penning down and pointing to the “words” in front of her, drops of divine dew began to descend upon my dried soul, anointing the awareness of an adorned presence dwelling in the midst.

After seeking an affirmation of the student’s understanding, I gently nudged her to begin the “task” laid before her. To my surprise, the student stalled and stooped the sharp end of the No. 2 pencil before me, alarmingly acknowledging the “worn” eraser. At this very instance, the small, still voice in my spirit began to paint this inspiring and insistent illustration.

Though the “teacher” had provided the “child” with the imperative instruction and instruments to carry out His “will”, the student balked at the apprehension of not having a way to “erase” her errors and withdrew herself from the task at this confronting fear.

Often times, we, as children of God, stall to start the assignment our “Heavenly Tutor” has set before us for fear of making mistakes and pretentiously perceiving that His grace will not be sufficient to sanctify the errors that we will make along our journey.
Sitting to the student’s immediate “right”,

*Isaiah 41:10* saturated sweetly in my soul.

“Fear thou not; for I am with thee: be not dismayed;
for I am thy God: I will strengthen thee; yea, I will help thee; yea, I will uphold thee with the right hand of my righteousness.”

To the undeniable favor in God’s fellowship with she and I, the Holy Spirit delightfully directed the remainder of the remedial session, leaving no stray marks on her worksheet and no stray marks upon our hearts.
Chapter 2

The Bright and Morning Star

On a bright morning in May of 2014, I awoke from a dream startled, surprised and spiritually stimulated. The contents of the dream painted a beautiful landscape - Not a landscape lavished in Earthly apparel, but a bright light, in the form of a white cloud. Within the vast cloud, I saw beams of radiant light permeating an eight-sided figure. The eight-sided figure was composed of a cross and of an x, beaming the eight sides equally.

Groggy from my midnight trip to the Pop Tart pantry, I was overwhelmed by the voice that rang relentlessly in my spirit. Repeatedly the voice called out, “Invention”, “Invention”, “Invention”.

Assuming the call was a culmination of late night sweets and my inability to internally satisfy my external cravings, I quickly dismissed the idea from my consciousness and carried on with my rhetorical morning routine.

In a day and time where structure supports and sustains, it’s quite natural for the human mind to suppress any grandiose idea that may endue it with a supernatural inclination.

How often does the voice of God speak to you in a supernatural sense and because of your unwillingness to accept change, do you find your finite mind wandering from the wonder of all that Heaven has to offer?
Despite my heart’s desire to seek the hidden mysteries of God, I immediately disposed the divine message the vision was attempting to so clearly unveil to me.

However, Ecclesiastes 3:11 reminds us of this profound truth in regard to God’s perfect timing...

“He hath made every thing beautiful in his time; also he hath set the world in their heart, so that no man can find out the work that God maketh from the beginning to the end.”

As the alluding weeks ushered in the school year’s ending and renewed a regenerated spirit within me, I began my annual commission of teaching the *Extended School Year*.

For those of you who are unaware, the *Extended School Year* is a summer program offered through the *Exceptional Children’s* department to reinforce targeted academic skills for students who may be at risk for regression during the summer months.

With twelve students attached to my roster, I was hoping to envelope the summer course with a fresh perspective on reading instruction. At this juncture in my journey, I had not yet began using *Live In Letters*, as its’ initial implementation had not yet been revealed.
As the month of June came and went, so did the joy of being at school. Rather, the beaconting calls were crying out beach trips, golf outings and mountain retreats.

Much to our acute awareness, however awaited the awakening that would soon take place in our lives and the brightened star that would shine through the dark mournings of doubt, discouragement and distress.
Chapter 3
Write The Vision Plainly

As an adult with a clinical diagnosis of Attention-Deficit-Hyperactivity-Disorder and with an abstract mind-set, in addition to a relationship with Jesus Christ, I have come to the realization that life is not a culmination of ceaseless endings, but a ceaseless series of new beginnings.

When we approach life from a concrete point of view, we deny the power that God, through his Son Jesus, has empowered us with. Life has patterned and proportioned to all of us, a purpose.

For many folks that purpose protrudes from a personal desire to overcome the obstacles and oppressions that have objected their displacement in the world. I am no different.

Fears, flaws and personal failures frequently forfeit the fidelity of God's amazing grace and too often, benign the blessings that come from God's favor in our lives.

After a twelve year addiction to alcohol, an emerging dependency on benzodiazepines, greater than a generalized anxiety attack and in the midst of an attempted suicide,

Jesus Christ came to my aid.
In a hospital room in Horry County, South Carolina, helpless and hopeless, the Creator of the Universe brought to me the greatest gift a human soul can ever receive:

Salvation.

A gift full of grandeur and free of guilt, the eternal resting place was bestowed as I arose from the death that Jesus had overpowered and overcome over two thousand years ago. On July 16, 2011 a new birthright was written in the Lamb’s Book of Life and by the blood of Jesus was I given a new beginning.

With no signs or symptoms of alcohol detoxification, the next several weeks opened my heart to the unconditional love of Jesus Christ and to the unfathomable grace that would carry me through the trials and troubles of life’s long and winding road.

After active participation in Alcoholics Anonymous and Cognitive-Behavior Therapy, I soon found that my personality characteristics were not an inescapable incarceration, but a platform for God’s perfect and provident plan for my life and for the lives of so many surrounding me.

Through a comprehensive psychological and educational evaluation, I was diagnosed with ADHD in July of 2012, shortly shy of my one year anniversary of sobriety.
Once diagnosed, I was placed on a pharmacological regiment of ADHD medication and began down a new path that granted me the grace to problem solve, articulate more clearly and to essentially enlighten my conscious to the wonder of learning.

The following months brought new beginnings, as I answered God’s call to preach and began to involve myself in the ministry of spreading His gospel.

While pondering on God’s purpose for my life one overcast November day that following fall, I was taken to the biblical book of prophecy, Habakkuk, where the genesis for the “vision” of Live In Letters would soon find its beginning.

Though I had no inclination at this time that the “vision” would be a creative teaching instrument, I was, however given a prophetic insight into what God had precisely prepared and purposed for my life as the words of Habakkuk 2: 3-4 encompassed God’s eternal plan to transform the lives of many...

“And the LORD answered me, and said,
Write the vision, and make it plain upon tables, that he may run that readeth it.
For the vision is for an appointed time, but at the end it shall speak, and not lie: though it tarry, wait for it: because it will surely come, it will not tarry.
Chapter 4  
And It Came To Pass

After nearly eighteen months and a bottle full of many mother's tears, the “vision” that had been veiled was finally brought to fruition. On July 7, 2014, while planning my lessons for the ESY sessions that week, a small still voice spoke softly in my soul. The voice that I’ve come to rely on for all of life’s matters:

_The Voice of God._

Gentle gusts from a blessed breeze began tugging at my soul to write the “vision” plainly. Sadly, stifling the voice of God is something I’m certainly not exempt from doing, especially when that voice rebukes and reproves.

How immediate is our attention taken from God and placed on the cares of our own?

Or worse, how immediate is our natural reaction to disregard the divine assistance in life, when we think we're fully capable of handling matters all by ourselves?

As many times as I detest to admit, I've rejected the counsel of God’s helping hand and have muted the spiritual volume of His convincing voice, all the while praying for His communion and consolation through life’s circumstantial chaos.
Live In Letters

But, for reasons both obvious and unforeseen, the convicting call on July 7, 2014 found me attentive and adherent to what was in the making. As directed, I grabbed a pen and a sticky-note from my desk, as I watched my disability to draw seemingly evaporate.

When I placed the paper on the table, the remembrance of the dream from May’s bright morning shined through, as I penned down the eight-sided shape—The cross and the x.

With little thought of why I had just completed the task before me, I thoughtlessly placed the drawing in my wallet and continued with the lesson planning.

When I returned home that evening, I found the Wachovia sticky note, engraved with the familiar “figure” and placed it on my bedroom dresser.

Two days later, ten miles from the bedroom dresser and hidden in the clutter of my classroom desk, I came across the same Wachovia sticky note with the same eight sided figure impressed upon it.

This sticky note not illustrated from the fingertips of my own, nor decorated in black-and-white had been constructed in the color green, by a beautiful, bright-eyed, bubbly, harbinger.

A day earlier, while talking with her mother, one of my students had picked off one of the Wachovia sticky notes from my desk and with no copy in front of her to imitate, the student depicted the same drawing as my own, but in the color, green.
After a brief hesitation of “No Way”, Heaven’s portal opened up before me and revealed the shrouded discovery of *Live In Letters*. Looking onto the blank white screen of a Microsoft Word Document, I began to type out the day’s reading lesson, highlighting each word in a different color.

Beginning the pattern with purple and ending the pattern with red, I soon felt a divine tug to dive into the biblical coding of color and found that the world’s Savior had already solved the riddle for me. Enamored with an eagerness to employ and express the power of reading in color, I found myself finally viewing life from an “Eye to Eye” lense.
Chapter 5

Eye to Eye

With an innate ability to see beyond the plains of black and white, God has placed in each of us a physical, emotional, mental and spiritual coloring book. Only in Jesus, and through Jesus will one truly be able to view their life with such colorful brilliance.

Over the next several weeks, I began using the colorized method, now known as Live In Letters, with my ESY students and found the results of reading in this color-coded pattern to be astounding.

When reading a passage in black and white, I observed students reading in a monotone voice, skipping lines, appearing intimidated by unfamiliar words and with words that contained syllabic patterns.

In contrast, when reading the same passage in color, students were observed more energetic and enthusiastic about the selection in front of them, read with more fluidity, omitted less words and reduced line skipping.

When asked which format they preferred, the vast majority of the students expressed a genuine preference for reading in color.

Furthermore, when asked, “Why?” the students replied, “Because it’s easier to see. And I don’t have to track with my finger, to keep my place when I’m reading.”
Live In Letters

As the personal research reflected its’ validity with enhancing the reading quality of young readers, I began using Live In Letters with teenagers and adults.

Through formal and informal observations, I found that the colorized format not only appealed to elementary-aged readers, but to individuals of all ages.

Rick Armstrong, my maternal uncle, had this to say about the difference Live In Letters makes for individuals, who in their developmental stages of early childhood, struggled with reading:

“When I got Kelly’s email about the program and the two reading passages attached in the email, one in black and white and one in color, I immediately asked myself this question.

Do I want to read boring?
(referring to black and white)
or
Do I want to read awesome?
(referring to Live In Letters).”

Phoebe Almond, the wife of Pastor, Rev. Mike Almond, noted that reading in Live In Letters made her reading experience more enjoyable and less strenuous on her eyes.

Phoebe, an avid reader, suffers from Glaucoma, an ocular disorder that impedes a person’s visual senses.
As the summer and the student’s reading abilities progressed, likewise did the development of the Live In Letters software.

Less than a month after its initial use, a Microsoft Word-Add In, now available for purchase was developed by Software Engineer, Christopher Moore to reduce the manual manipulation of each word into the Live In Letters format.

The Add-In allows the option of formatting a Microsoft Word document in the Live In Letters pattern, with one click of a button and greatly decreases the time spent on editing a document from black and white to Live In Letters.

Using Microsoft Word to type out and/or copy and paste the reading lessons enabled me to project the lessons onto a projection screen, creating a larger font size for the students to read in.

In addition to the magnified texts, using the projector, in conjunction with Microsoft Word provided a projection for Live In Letters, as well as eliminating the need and costs of paper copies.

Shortly thereafter, RoleModel Software, Inc. of Holly Springs, NC designed a similar tool for Live In Letters, by encrypting a JavaScript code to function as a Google Chrome Applet.

The Live In Letters Applet applies the colorized format to live, streaming websites, giving users a unique alternative to reading online.
With the new school year approaching and the summer months quickly closing in, I decided to have a patent search compiled and completed for relevant inventions.

The patent search confirmed no previous patented reading programs as Live In Letters and on August 26, 2014, Live In Letters was granted an official Patent Pending status by the United States Patent and Trademark Office.
Chapter 6
The Covenant

Framed within a frail body of flesh and bone
the human capacity for unfaithfulness is
unfortunately coiled tightly in our sinful nature.

Within the binding boundaries of a first-person
world, dominated by the diverging dominions of
diabolically imposed decision-making, it’s difficult for
us to entrust others when it comes to matters of the
heart.

Embracing challenges, encouraging
companions and enquiring counsel with other human
beings are all endeavors that equip and equate us in
our pilgrimage through life. Yet, as embodied and
embedded as our lives evidence, one continually
crippling constant remains.

Our faithfulness to futility.

Woven in a web of self-will and self-sufficiency,
the shell of humanity seeks the starch successes of
personal exaltation and if not satisfied, will stand
solely on its’ own feeble foundation.

As much as we attempt to deny the self-
seeking principalities of popularity, promotion and
prosperity, it’s suffice to say, that many of us, at one
time or another have treded over others while
trekking through the trails to triumph and treasure.
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As in our present day, were the days of the biblical patriarch, Noah.

With the wicked ways of unrighteousness no longer hidden from the face of humanity, *Genesis 6:3* readily reveals and reiterates to us the everlasting faithfulness of Almighty God.

As well, we also uncover God's undeniable desire to reconcile back to Him the riven heart of mankind.

"And Noah found grace in the eyes of the LORD."

As the biblical scene unfolds through the writing found in the early accounts of the *Old Testament*, we find the unchanging cord of God's covenant to all of us.

*Genesis 9: 12-14*

"And God said, This is the token of the covenant which I make between me and you and every living creature that is with you, for perpetual generations: I do set my bow in the cloud, and it shall be for a token of a covenant between me and the earth. And it shall come to pass, when I bring a cloud over the earth, that the bow shall be seen in the cloud:"
In the ninth chapter of *Genesis*, God’s word reveals to us the everlasting covenant, in which He made with all humanity: The rainbow.

A token of God’s faithfulness, the rainbow so intricately illustrates the intelligence of our Creator, surfacing His sovereign sincerity with a refreshing reminder that within the chamber of contrast, rests the concepts of community and creativity.

Through this celestial “bow” of color, God reveals His omniscient, omnipresent and omnipotent deity and radiates the shadow of His infallible, inerrant and impeccable image through seven sacred colors.

When we look out into and beyond the first and second heavens, we see the violet rays of the King’s majesty, seated on His throne, high and lifted up.

As our aerial view descends from the Throne room of Heaven’s mercy seat, we see the hidden images of His incarnation impressed in the color indigo.

Peering into the sky, now seeing His beauty through a natural film, we find before us, His earthly realms of blue, beaming brightly upon blades of His green grass, gleaning from the graces in Heavenly places.
The sun that shines upon our faces, yields the yellow of His everlasting glory, separating our imperfections in the orange glow of His grandeur and when we halt at the color of crimson red, we behold God’s everlasting covenant -

The only color, in which contains the power to remove all spots, stains and blemishes...

The precious blood of Jesus -

As God reveals the divine descriptions of His deity through the seven colors of creation, we can colorfully conclude that life is not a rigid, rhetorical routine of black and white, but a bountiful blend of Heaven's help, hope and harmony.

With the vast array of colors within our closest reach, and a transparency of transformation before our eyes, we must ask ourselves -

Why, for all these years, have we imprisoned our intuitions and turned the power of reading into a black-and-white “shade of grey”? 
Chapter 7
Opening Blinded Eyes

The brain of a baby whose eyes have developed appropriately has to learn how to interpret what the eyes pass on to it.

Even with a baby whose eyes are fully functional, that same child is incapable of visualizing anything until its brain forms the ability to see through the experience.

Three years to the date of my birth into the family of God and seven days following the foundation of Live In Letters, the spiritual scope within me deployed a definitive truth, deeply knitted in the ninth chapter of the Book of John.

Thematically speaking, the gospel account, according to St. John, centralizes its’ focus on the deity of Jesus Christ. Through the Holy writ, inspired by the Spirit of God and through the disciple in whom Jesus loved, the ninth Chapter of John pulsates the proclamation of God’s promise to pass by, prescribe and project the healing power of opening blinded eyes.

Much like the blind man from John 9, surrounding us, enshrines a cloud of witnesses who are passed by, passed over and passed on.

Regretfully, the innumerable occasions, to which I have overlooked the opportunities in shedding light onto a stifling struggle or stammering situation, sadly exceed the instances in which I actually allowed the light of love to shine through.
Nonetheless, the overshadowing spectrum from the lighthouse up above, illuminated to me on July 16, 2014 the inexplicable impartation of God's impact through the Live In Letters reading program.

With its' sole purpose to propel and a prolong a passion for reading, Live In Letters provides the foundational formula needed in decomposing the detriments and distresses of students with and without learning disabilities.

The focal figure for this finding, shines before us a 2nd grade male, who in year's past has struggled exponentially in the area of reading fluency.

One of the fundamental subjects for Live In Letters, this particular student resonates the richness of God's resourcefulness and is a consistent catalyst in creating platforms for problem-solving.

With a learning disability in reading, a diagnosis of ADHD and a delay in speech development, this student undoubtedly became the summer’s spectacle for success through his experience with Live In Letters.

In student trial # 1, annotated on July 14th, 2014 and in the default format of black and white, this student read an early 1st grade level passage in three minutes, nineteen seconds, making five phonemic errors and pausing for periods of seven to eight seconds when attempting to decode unknown words.

Following trial #1 and a fifteen minute break, the same student, with no knowledge or reflection on the errors, omissions or reading time recorded in trial #1 read the identical passage in the Live In Letters format.
The results from the student’s second reading, in contrast to trial #1 rendered a speechless ovation from the startled observers. The student’s mother, myself and his younger sister.

In an effortless and natural reaction to the colorized passage, the student completed the reading selection in one minute, fifty seconds. Nearly a minute and a half faster than his fluency reading in the black and white.

As stated in the research findings recorded from July 14th, the student made three errors when reading in *Live In Letters* in comparison to the five errors made in black and white.

Also noted were the reductions of verbal prompts to continue reading or redirections to the correct placement of the appropriate word or sentence when comparing the student’s working memory capacities between the original format and in *Live In Letters*.

Following the completion of the student’s initial response to reading in black and white versus *Live In Letters*, ensued the further exploration of its’ effectiveness on a variety of subgroups that structurally support the skills needed to meet the developmental benchmarks in reading.

Over the course of the next several weeks, I continued to track and record the time in which students read in black and white and in color, observed and noted physiological responses in body language when reading in both formats and recorded verbatim, the verbal expressions of student’s decoding errors when reading in black and white and in *Live In Letters*.
At the conclusion of the *ESY* summer commission, I had collectively compiled a three-ring spiral notebook full of quantitative research, exhaustively expressed my findings to the general public without breaching any forms of privacy or confidentiality and had seemingly over-stimulated my physical, emotional and spiritual senses.

Yet, within the wonder of it all, I remained completely blind to the inner beauty God had so creatively colored within me.

Face to face with the prose placed on the heart of the *sweet psalmist*, the words written by *King David* in *Psalm 139: 12-17* began to highlight before me the hidden heart of God.

12 *Yea, the darkness hideth not from thee; but the night shineth as the day: the darkness and the light are both alike to thee.*

13 *For thou hast possessed my reins: thou hast covered me in my mother’s womb.*

14 *I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works: and that my soul knoweth right well.*

15 *My substance was not hid from thee, when I was made in secret, and curiously wrought in the lowest parts of the earth.*

16 *Thine eyes did see my substance, yet being unperfect: and in thy book all my members were written, which in continuance were fashioned, when as yet there was none of them.*

17 *How precious also are thy thoughts unto me, O God! how great is the sum of them!*
As steady streams of grace fell upon the Psalms of old and with songs of Zion springing forth upon my salt seasoned lips, the scales of doubt, disappointment and delusion suddenly dislodged from my sight.

No longer was I blind to the needs of those around me. The young and old, the rich and poor, the helpful and hopeless, the fearless and afraid, the spiritual and sin-sick.

These blinding barriers no longer billowed my perception of God’s proclamation or the impending power of His promise to deliver those imprisoned by the imbalances of their inabilities to read.

Nor did I any longer require a further explanation for the mission that had manifested itself in my life, just six weeks prior.

Standing at the divine intersection, where glory plants grace and watches Heaven kiss the Earth, the instrumental staircase for awakening the alphabet, building brain balance and creating a Christ-centered community was conceptually constructed, connecting my conscious awareness to the sole Creator of Live In Letters.

And as the celestial chariot of fire carried me outside the confines of time and space, the still, small voice cradled in Matthew 28: 18-20 called out, confirming the great commission of the Live In Letters Colorized Reading Program.
And Jesus came and spake unto them, saying,
All power is given unto me in heaven and in earth. Go ye therefore, and teach all nations,
baptizing them in the name of the Father, and of the Son, and of the Holy Ghost: teaching them
to observe all things whatsoever I have commanded you: and, lo, I am with you alway, even unto the end of the world. Amen.
Chapter 8

Live In Letters

It can be difficult for children and adults with or without learning disabilities, ADHD, Asperger's Syndrome, Autism, and visual impairments to read, comprehend, and recall traditional black and white text.

Black-and-white text also offers little engagement, memory recall, attentiveness, and expression.

Further, artists use color to create patterns. Colors can show different moods: bright colors can make people feel happy and energetic, whereas dark colors can make people feel calm or sad—creating a lasting impression.

The Live In Letters Colorized Reading Program is a multi-tiered color-pattern software that creates a colorized visual aid when reading from an electronic device, such as a laptop or desktop computer, a mobile device, a projection screen or even a television.

The Live In Letters Electronic Text Tracker stimulates and engages the mind when reading. This inspiring and imputing instrument, available for immediate download, projects the Live In Letters color-sequenced pattern to an otherwise black-and-white electronic text, creating and applying the sequenced color pattern to each word to a selected reading passage or text.
The patent pending *Live In Letters* Colorized Reading Program presently offers a *Microsoft Word* Add-In, which applies the *Live In Letters* color pattern onto any selected text that is typed or pasted into an editable *Microsoft Word* document.

Essentially, the Add-In for Microsoft Word overlays a black-and-white text document with the *Live In Letters* format.

The first instrument formulated into a functional electronic tool, the *Live In Letters* Add-In allows the option of applying the *Live In Letters* color scheme within a *Microsoft Word* document that can be edited before, during or after use in reading instruction or leisure.

In addition to the *Microsoft Word* Add-In, *Live In Letters* also offers the Google Chrome compatible, *Live In Letters Online Applet*.

Developed by a team of experienced software engineers from *RoleModel Software, INC* of Holly Springs, NC the Google Chrome *Applet* can be downloaded and easily inserted within the Bookmarks menu bar on any Google Chrome Web Browser.

This tool grants online users with the capability of colorfully transforming their online reading experience, from black-and-white to *Live In Letters*.

*The Live In Letters Applet* applies the *Live In Letters* format into online websites that contain readable text: Making the depressing daily news a much brighter endeavor to skim over.
The *Live In Letters* Applet quickly captivates the attention of its user, enhancing the experience of reading online, but can be easily removed by clicking the *refresh command* tool on the Chrome Main Menu Bar.

*Live In Letters* is currently collaborating with a team of seasoned reading instructors, special education teachers, curriculum and instruction specialists and educational software publishers to launch a comprehensive, multi-tiered online reading program.

Plans for the *Live In Letters* online website are currently being discussed and are in the developmental stages of design.

The user-friendly *Live In Letters* online website plans to offer the option of uploading and formatting PDF files, *Microsoft Word* document files and downloading selected worksheets into the *Live In Letters* color pattern.

The long-term vision for the online website is to produce an affordable and supplemental springboard for educators, instructors, parents and students.

And to faithfully equip the online community with contemporary technological tools, along with creative teaching aids and research-based interventions needed to address and advance academic performance in all subject areas.
Chapter 9

Awakening The Alphabet

To shelter specific reading levels and to supply its' users with the skills needed to enhance reading performance, the Live In Letters Colorized Reading Program broadcasts a three-tiered systematic functionality.

By formatting the sequential color sequence to accommodate present levels of reading performance, Live In Letters employs a foundational formula for phonemic awareness by crafting a comprehensive system that awakens the principles, patterns and purpose of written language.

The multiple-learning style suite of Live In Letters tailors selected reading content to meet the needs of users within the three levels of its' fundamental, skill building system.

To appropriately transpose the users' specific needs and targeted reading levels, the Live In Letters color code can be applied by individual letter, letter blend, vowel team, syllabic pattern or by applying the color-pattern to whole words, sentences or paragraphs.

In an effort to awaken readers to the life and light resonating from each letter, blend, word, sentence or paragraph, the Live In Letters Colorized Reading Program provides a personalized reading podium for projecting present levels of reading performance.
To validate its' endeavor in propelling the reading performance for all users, *Live In Letters* unpacks a unique method by modifying the *Live In Letters* color pattern to maintain and master targeted reading skills from levels of non-reading to proficient.

*Tier 1 of the Live In Letters Colorized Reading Program* applies the color sequence to each individual, alphabetic letter.

Primarily purposed for ages 3-5, *Tier 1* enlightens the inexperienced reader to evidential letter differences and letter cases, enabling the user to more readily recognize and identify letters by their respective letter casings and sounds.

Research findings from the use of *Tier 1* show the importance of fundamental phonemic awareness and its' foundational tie to building letter blends and patterns.

In an effort to highlight and brighten word-building, *Tier 2 of the Live In Letters Colorized Reading Program* applies the same color sequence to letter blends, vowel patterns and teams, digraphs and diphthongs.

As developmental markers indicate the reader's ability to orally recognize and recall individual letters and letter sounds, *Tier 2 functions as a building block to the awareness of letter association.*
Live In Letters

By bridging a colorful connection to consonant blends, word families, vowel patterns, digraphs and diphthongs and developmentally designed for individuals in the six to eight year old range, Tier 2 linearly opens the reader’s eye to word segmentation and multisyllabic word patterns.

With a new found awareness for word association, targeted users in Tier 2 begin to generate greater fluency and fluidity when reading unfamiliar words, enhance their oral expression when decoding words from narrative passages and showcase a stronger sense for developing word-attacking skills.

Monitored progress through performance charting, outlined by increases in decoding skills, reading fluency and elemental recall through the use of Tier 2, provide the basis for the implementation of Tier 3.

The concluding and climatic setting of the multi-leveled Live In Letters Colorized Reading Program, Tier 3 connects readers to the comprehensive components of sentence structure by applying the Live In Letters format to each word in a sentence or paragraph.

Formulated for ages nine and up, Tier 3 fastens the reading focal point on identifying the structural elements of a selected passage.

By highlighting the literal and figurative hierarchies needed to develop high-order thinking skills, Tier 3 of the Live In Letters Colorized Reading Program embellishes a colorful method for extracting explicit content from reading selections when independently completing comprehensive check-outs.
In addition, *Tier 3* more appropriately accommodates to the increased Lexile measurements that vary substantially within the age range of nine and adulthood.
Chapter 10

Balancing the Brain

Darkened by the repulsing rigidity of traditional black-and-white formatting, sketched in the regressive fallacies of figurative fascism, shade the suppressing stains of singularity and its' stifling effects on reading instruction.

With the methodical multiplicities of reading websites, worksheets and webinars widely circulating the online community, *Live In Letters* stands alone in its' accommodating approach to awakening the alphabet.

As a multi-faceted formulation, the *Live In Letters Colorized Reading Program*, breaks through the blood-brain barrier on its' linear journey to the enhancement of reading performance by integrating, both the left brain and right brain hemispheres.

Developed in the late 1960's by American psychobiologist, Richard W. Sperry, the concept of right brain and left brain thinking reveals the riveting conceptualization of contrast and its' connection to the classification of color-coded reading.

By stimulating the right brain hemisphere through the use of the projected color-pattern, the *Live In Letters Colorized Reading Program* hitches the left-brain hemisphere by applying the pattern within a traditional left-to-right, linear plane.
The direction to which the vast majority of human minds travel when reading, the left-to-right linear plane is painted upon the canvas of the Live In Letters color code.

By inclusively integrating the concrete laws of language with the abstract impressions of intuition, the Live In Letters Colorized Reading Program pairs language with art: Painting a problem-solving picture for readers performing below grade-level proficiency.

In addition to the quantitative data supporting the success of analyzing and synthesizing selected reading material, qualitative measures further outline the effect that Live In Letters has on basic bodily responses and word recall when reading.

As annotated on July 25, 2014, observation notes, taken as research trial subject read in black and white indicate the following responses:

“Popping her knuckles”, “Fidgeting in her seat” and “Playing with her hair”.

When reading the same passage in Live In Letters, research trial subject did not exhibit or express these subjective, but seemingly, impulsive responses.

Following the selected reading in Live In Letters, trial subject verbally expressed her intrigue by stating, “Reading in this color-code makes it so engaging and so much easier to read.”
Eight minutes following the subject’s response, trial subject stated, “Let’s just say the word from the passage, *intermediate*, which I read incorrectly, appeared in the color orange. Seeing the color orange in future experiences would trigger the word, *intermediate*, helping me to recall what I just read, more emphatically.”

Immediately following trial subject’s inquisition, researcher and research subject opened the selected passage, finding that the final appearance of the word *intermediate* appeared in the color, orange.

Researcher and reading instructional specialist, Dr. Jeannie Baker notes similar observations when printing words in color and its’ effect on working memory for children who display poor phonemic awareness skills.

Dr. Baker, a passionate and proactive reading instructor states that letters, words and sentences formatted in color empower students with an intriguing insight to letters and their connecting associations to sounds, words and sentences.

As annotated in January of 2015, research findings by Dr. Baker evidence the effectual use of color-coding words when incorporating inventive teaching tools and its’ ability to trigger short-term and long-term memory recall.

After the employment of the color-coding method, Dr. Baker’s subject trial was able to demonstrate 100% accuracy when encoding selected spelling words, after viewing the selected words in the color.
While using the *Live In Letters* Tier 3 to color code each word in a passage, Dr. Baker's subject trial was able to immediately recall word placement after an unintentional disruption interrupted the reading trial with *Live In Letters*.

The trial subject also stated claim to the impact *Live In Letters* has on working memory, by expressing that the color pattern provided an easier method for finding her place following the interruption.

According to Dr. Baker's observation notes compiled in February of 2015, the trial subject, under Dr. Baker's research has shown significant patterns of growth in word retention, word recall and decoding skills.

With increasing demands targeting the development of early reading skills, the *Live In Letters Colorized Reading Program* packs a proactive approach to reading intervention, with a sensory-based strategy for stimulating the brain, body and soul.
Chapter 11
Creating Christ-Centered Communities

As life’s experiences find us either excusing or exclaiming, an explanation for the experience extends from either outcome, eagerly awaiting an explicative exposition of truth.

How can one truly know the treasure of experience, until the tunnel to truth has been thoroughly traveled through?

Along the introspective interstates of divine intervention and inspiration that God uses to drive our lives across, lie the manifested markers of His majestic methods for meeting the physical, mental, emotional and spiritual needs of mankind.

While we profusely press the pedal of personal development to the floor, we so frequently fail to trace the trails of truth that take us from one stage of life to another.

In the ever-present era of egotistical expression, how erroneously do we exempt ourselves from exercising the gentleness and goodness of God?

When prompted, we presume.
When acknowledged, we assume.
When required, we refuse.
And when requested, we recluse.
Consummated by the cross of Calvary and the sinless Son of God, the second and continual command of the New Covenant requires the Christian believer to

“Love thy neighbor as thyself.”

As the glory of the gospel shines through the New Testament teachings of Jesus Christ, the Covenant of God’s grace showers the blessing, beheld only in the life of Jesus!

Created in grace, by grace and through grace, the cross of Christ endues the human heart with an empathetic care, compassion and connection to those around them.

Lifting the vexing vice of vanity’s veil, the resurrection of Christ renews the hardened human heart, replacing it with a hallowed sense of humility and a holy love for humanity.

As told through oral tradition, this enlightening story expounds the hidden treasures embedded in empathy and the gems of grace that glean from such virtue...

“Once there was a farmer whose dog had delivered a litter of puppies. The farmer put up a large sign that read “Puppies for Sale,” and the next day a young boy came to buy one. He proudly pulled out his money saying,

“I have 66 cents. I hope that is enough.”
 Even though the farmer had in mind much more money than that, he kindly said, “That’s exactly how much they cost.”

The boy was so excited as the farmer opened the barn and out came the most adorable little puppies. “Which one do you want?” the farmer asked.

Just then, one more puppy came hobbling along. It was clear that something was wrong with its hind legs.

The boy went straight for that puppy and said, “I’d like this one!”

“No you don’t,” said the farmer, “Can’t you see he has something wrong with his legs?”

The boy picked up his trousers to reveal metal braces on each of his legs.

“So do I,” said the boy.

“And he’s going to need someone who understands him.”

Beloved, a life fixated on the futilities of fame and fortune will only go as far as its’ finite worth will take it.

But a life enriched by the eternal estate of the everlasting God, esteemed and espoused through His Holy Spirit, express to the world, the living epistles of the LORD Jesus Christ.
Created in a collage of color, the living letters of Christ write a wondrous reflection of God’s ability to redeem, revive and reward.

Much like the second Pauline epistle that found its way into the hearts of those at Corinth, I pray that the pieces of providence penciled by this pilgrimage may write upon the tables of your hearts.

The incorruptible, incomprehensible, and inexhaustible love of the LORD Jesus Christ!

And may the beauty of Sharon’s Rose bloom bountifully before you, as the Bright Star of Bethlehem shines the love your life’s letter will so wonderfully write unto this world!

In Christ We Belong!

2 Corinthians 3: 1-3

“Do we begin again to commend ourselves? or need we, as some others, epistles of commendation to you, or letters of commendation from you?

Ye are our epistle written in our hearts, known and read of all men:

Forasmuch as ye are manifestly declared to be the epistle of Christ ministered by us, written not with ink, but with the Spirit of the living God: not in tables of stone, but in fleshy tables of the heart.”
Chapter 12

Visions Without Void

Individual Instructional Research
Remedial Reading
July 14, 2014-August 29, 2014

Subject’s Grade Level: 2nd
Gender: Male
Race: White
Age: 8
Reading Level: Grade 1.2
Disabilities: ADHD
Specific Learning Disability (Reading), Speech Developmental Delay

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### Small Group Instructional Research
#### 4th Grade Remedial Reading Group
11/25/14

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### Small Group Instructional Research

**4th Grade Remedial Reading**

1/20/15

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## Individual Instructional Research
### Remedial Reading
#### July 30, 2014

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Revelation 22:16

“I Jesus have sent mine angel to testify unto you these things in the churches. I am the root and the offspring of David, and the bright and morning star.”
For Information Regarding
The Live In Letters Colorized Reading Program...

Contact
Kelly Russell
704-322-8994

Or

Email
Kelly Russell
liveinletters.kr@gmail.com

Mr. Kelly Russell, M.A. Education
Inventor/Founder of Live In Letters
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Richfield, NC 28137