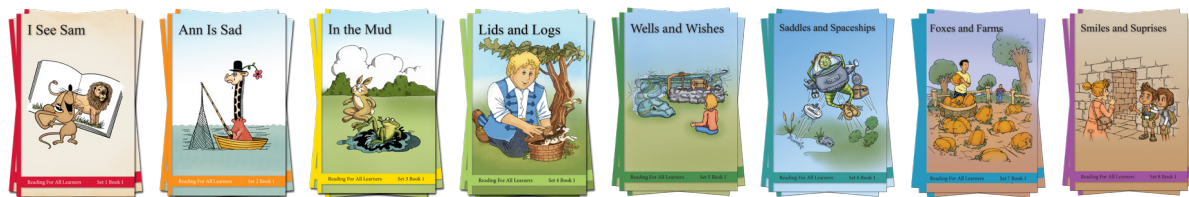


# READING FOR ALL LEARNERS

A step-by-step guide  
to improving learners'  
reading skills



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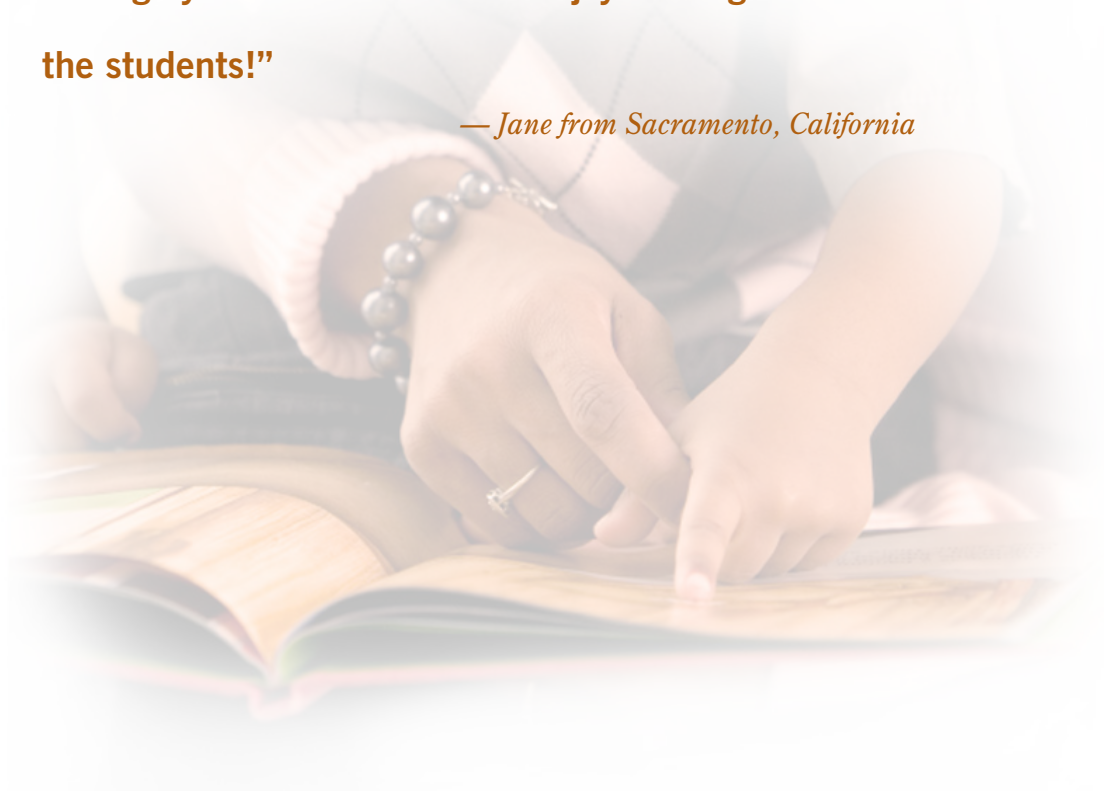
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**“The books are used every day in my classroom. The kids love to read them. They love the characters and the stories. I have had great success with them. Two of my non-readers are now reading with the help of these books. I highly recommend these books to all beginning readers no matter what age level they are. They are highly motivational. I even enjoy reading them with the students!”**

*— Jane from Sacramento, California*



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## TABLE OF CONTENTS

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PROGRAM SUMMARY .....	1
<hr/>	
GETTING STARTED .....	4
Phonemic Awareness For All Learners .....	4
Which Book do I Start With? .....	5
Conducting Placement Assessments .....	6
Scoring and Determining Placement .....	7
Sample Placement Assessment .....	8
<hr/>	
PREPARING FOR INSTRUCTION .....	10
Creating a Learning Environment for Success .....	10
Small-group instruction .....	11
Dynamic, Differentiated, Small-Group Instruction .....	11
Assigning Learners to Groups .....	12
Choral Responding .....	12
Individual Responses .....	12
Pacing .....	12



---

## TABLE OF CONTENTS

---

ESSENTIAL TEACHING SKILLS .....	13
Explicit Instruction .....	13
Correcting Mistakes .....	13
Sound Pronunciation .....	14
Sound Practice .....	15
New Regular Words .....	19
New Irregular Words .....	21
Blending with a Quick Sound .....	25
Contractions .....	27
Error Correction - Using Spelling .....	29
Reading the Story .....	39
Comprehension .....	40
Looking Back & Coming Attractions .....	41
Reading the Books .....	43
When to Move to a New book? .....	43
Tracking Progress .....	44
Keeping The Learner Interested .....	45
Milestone Books .....	46
Facilitating One-on-One Instruction with Paraeducators, Volunteers, and/or Parents .....	47

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ALIGNMENT WITH READING RESEARCH .....	49
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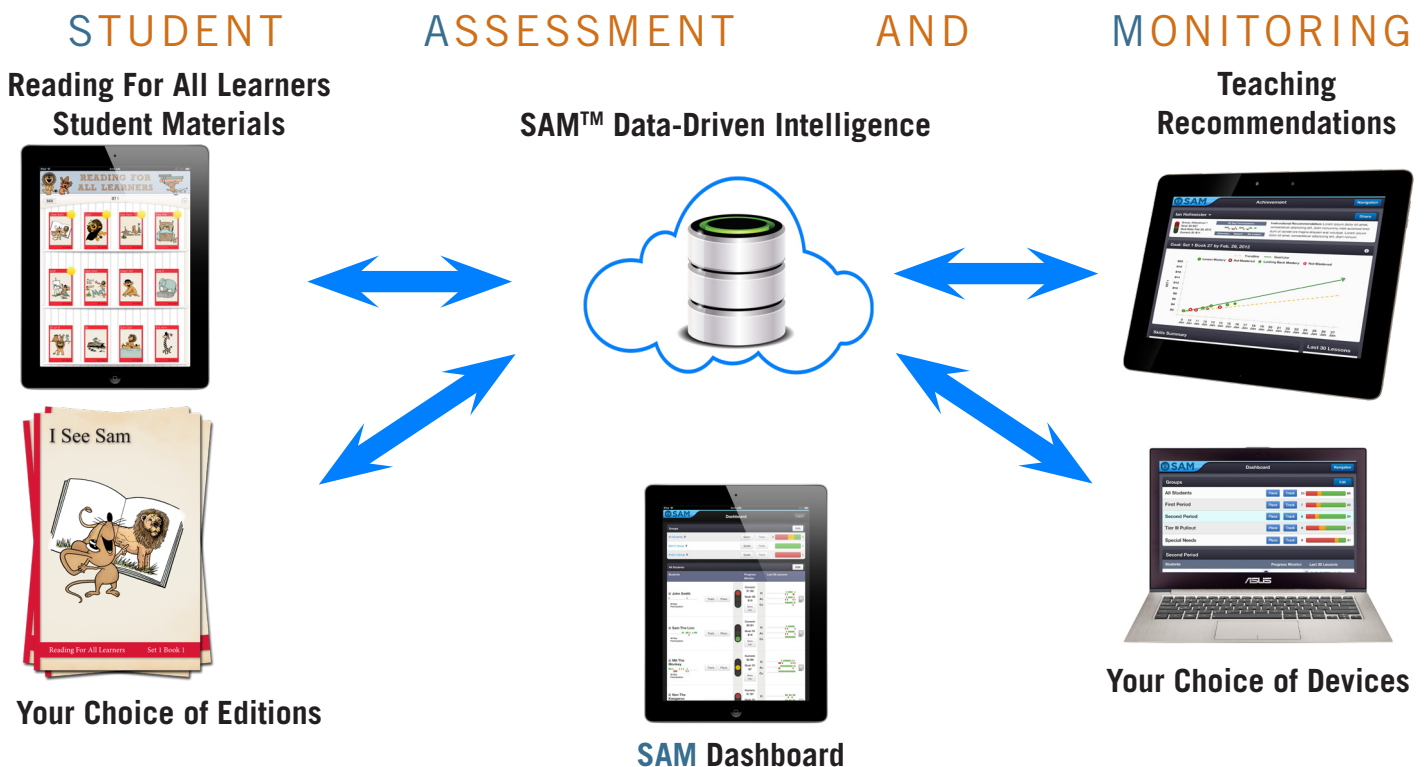
## PROGRAM SUMMARY

Reading For All Learners was researched, revised and field tested to provide high success and fun learning experiences in beginning reading. The program may be used as a basal reading program or as a supplemental reading intervention. Reading For All Learners consists of 141 books addressing reading skills needed by students in PreK-3rd grade.

These books and applications are favorite materials for both parents and teachers because of their easy-to-use format, embedded cues, and progress-check assessments. The students enjoy the fun characters, group interaction, reward certificates, and seeing the progress they are making as they finish each book.

### Skills Addressed:

1. Phonics Practice - Sounds and Sound Combinations
2. Blending and Segmenting
3. Irregular Words (Sight Words)
4. Morphological Skills: Contractions, possessives, prefixes, suffixes, silent "e", abbreviations, initials, and multi-syllable words.
5. Reading Fluency
6. Reading Comprehension and much more.



The SAM dashboard provides at-a-glance summaries of student progress. Access all key SAM functions with the context-sensitive, intuitive interface.

Student progress is compared to teacher-designated goals in real time and summarized using a stoplight icon. Know which students need to be focused on, and which students are achieving desired levels of progress.

Organize your students into groups based on their individual needs, then easily transfer students from one group to another based on their progress, skill deficits and learning goals.

---

## AN EFFECTIVE READING PROGRAM

### Builds the Skills of Each Learner

The selection of letters and sounds in the early books makes the task of “blending” sounds to read a word as clear as possible. For example, /m/ and /s/ are introduced immediately, as these sounds can be blended seamlessly. The introduction of “plosive” quick sounds such as “p” are delayed, as these distort when blended in a word, i.e., “pot.” For children with short memory span or speech difficulties, this distortion can be hard. Words which contain an /uh/ [schwa] sound are introduced later still, after the child is confident with the “how to” of blending.

### Ensures Successful Experiences which Lead to Successful Reading

Learners experience immediate success with only five letters and sounds to learn in the first book. Additional letter/sound correspondences are introduced slowly in subsequent books. Each new sound is encountered at least five times in that book and at least five more times in the next five books. (Word recognition is always practiced through decoding.)

### Eliminates Guessing and Other “Survival Skills”

The stories are illustrated with a cast of imaginary characters with whom children readily bond. The illustrations contain very few cues regarding the words or sentences. Words that look very much alike are juxtaposed in the same book so that the learner cannot guess the word by using only the initial letter sound, e.g., “Mat, Mit, it” and “sit, Sis, is.” Also, the *Looking Back* assessments ensure learners are not using the illustrations for cues.

### Provides Powerful Instructional Sequences

Letters such as “b, d, p, and q,” which many children have difficulty discriminating, are widely separated in the instruction. Other letters, such as “h, n, v, w” which may also cause the student more difficulty, are also widely separated in the teaching sequence.

### Ensures Success for English Language Learners

The systematic practice of “saying the sounds” in the context of words provides practice in spoken English pronunciation. The included comprehension questions and story discussions enhance understanding.

### Reduces Instructional Complexity

The program is easy to follow and requires little preparation or training.

The same procedures are used throughout the program, and the “do’s and don’ts” for both instructors and pupils are included in each book. This is a key advantage of the Little Books, which permits volunteers, peers and family members to greatly extend the amount of time a learner is receiving consistent, effective, and positive instruction.

### Ensures Student Outcomes are Transparent

Progress is visible at all times to the student and the teacher. The length of stories corresponds with reading skills, ensuring learners receive major reinforcement and success after an appropriate effort.

### Provides Success in Multiple Settings

Reading For All Learners instruction can be conducted by parents, family members, paraprofessionals, volunteers, and cross-age tutoring. In cases where multiple learners are learning the same material, instruction can be provided in a small-group setting

### Aligns With Reading Research

The Reading For All Learners program has a long history of instructional design and development, field-testing, evaluation and distribution. These lessons are built on a solid foundation of reading research and evidence-based instructional strategies.

---

**Progress is visible at all times to the student and the teacher. The length of stories corresponds with reading skills, ensuring learners receive major reinforcement and success after an appropriate effort.**

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## PROGRAM SCOPE AND SEQUENCE

Grade	Contains	Lesson Skill Summary	Stories	Comprehension	Assessment
K - 1.0	Set 1 27 books (27 stories)	27 new sounds [a, d, ē, e, f, i, l, m, n, o, r, s, t, u, w] [A, D, E, F, I, L, M, N, R, S, W, Y] 6 new combinations [sh, th, wh] [Sh, Th, Wh] 73 new regular words - 1 syllable 9 new irregular words - 1 syllable	1 per book  20-100 words per story	130 questions (minimum) 82% Literal 13% Inferential 5% Evaluative	Located in books 6, 11, 16, 21, 26  Accuracy Criteria: Minimum 92% accuracy
1.0-1.3	Set 2 27 books (27 stories)	5 new sounds [b, h, ō] [B, H] 2 new combinations [al] [Al] 98 new regular words - 1 syllable 9 new irregular words - 1 syllable	1 per book  80-150 words per story	130 questions (minimum) 87% Literal 8% Inferential 5% Evaluative	Located in books 6, 11, 16, 21, 26  Accuracy Criteria: Minimum 92% accuracy
1.3-1.6	Set 3 22 books (22 stories)	15 new sounds [ā, c, g, j, k, p, x, y] [C, G, J, K, P, T, U] 2 new combinations [er, ou] 109 new regular words - 1 syllable 15 new irregular words - 1 syllable Morphological skills: contractions	1 per book  100-150 words per story	105 questions (minimum) 88% Literal 8% Inferential 4% Evaluative	Located in books 6, 11, 16, 21  Accuracy Criteria: Minimum 94% accuracy
1.6-2.0	Set 4 15 books (29 stories)	8 new sounds [ī, ū, v, y, z] [O, Ū, V] 4 new combinations [ai, ar, ing] [Ou] 374 new regular words - 1 to 2 syllables 44 new irregular words - 1 to 2 syllables Morphological skills: Silent “e”; possessives (’s); word endings “ed” and “ing” (added to previously learned words)	2 per book  200-400 words per story	200 questions (minimum) 50% Literal 31% Inferential 19% Evaluative	Located in books 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Fluency Criteria: Minimum 60 words/minute with 97% accuracy
2.0-2.3	Set 5 14 books (42 stories)	13 new combinations [ay, ch, ea, ee, ir, ol, oo, or, ow, qu, ur] [Ch, Qu] 623 new regular words - 1 to 2 syllables 32 new irregular words - 1 to 2 syllables Morphological skills: compound words; base word/word endings concept; word endings (added to previously learned and new words)	3 per book  300-500 words per story	230 questions (minimum) 30% Literal 40% Inferential 30% Evaluative	Located in books 2, 4, 6, 8, 10, 12, 14 Fluency Criteria: Minimum 75 words/minute with 97% accuracy
2.3-2.6	Set 6 14 books (56 stories)	13 new combinations [au, aw, ew, igh, kn, oa, oi, oy, ph, tion, ture, ue, wr] 1,111 new regular words - 1 to 4 syllables 60 new irregular words - 1 to 3 syllables (some with unstressed vowels) Morphological skills: “y” derivatives; Silent “b,” “t,” “gh”; hyphenated words (names, descriptions); “ai,” “ou,” “oa” followed by “r”; word endings (added to previously learned and new words)	4 per book  500-700 words per story	244 questions (minimum) 21% Literal 39% Inferential 40% Evaluative	Located in books 2, 4, 6, 8, 10, 12, 14 Fluency Criteria: Minimum 90 words/minute with 97% accuracy
2.6-3.0	Set 7 12 books (60 stories)	1,133 new regular words - 1 to 4 syllables (many with unstressed vowels) 60 new irregular words - 1 to 4 syllables (many with unstressed vowels) Morphological skills: prefix/suffix concept; prefixes (13); prolonged sounds; semicolon; possessives (’s); abbreviations (Mr., Mrs., Ms., Dr., U.S., TV); initials	5 per book  600-800 words per story	300 questions (minimum) 22% Literal 64% Inferential 14% Evaluative	Located in books 2, 4, 6, 8, 10, 12 Fluency Criteria: Minimum 110 words/minute with 97% accuracy
3.0-3.6	Set 8 10 books (50 stories)	1,185 new words - 1 to 5 syllables Morphological skills: suffixes (3); time (hours, minutes, a.m., p.m.); hyphenated words (numbers); abbreviations (OK); 4-step approach to decoding multi-syllable words	5 per book 700-1,000 words per story	376 questions (minimum) 16% Literal 67% Inferential 17% Evaluative	Located in books 2, 4, 6, 8, 10 Fluency Criteria: Minimum 120 words/minute with 97% accuracy

## GETTING STARTED



When is the student ready to begin learning to read with Reading For All Learners? There are several kinds of skills that need to come together before a reader is ready to start. Below, we have identified several important items. One of the things we want to avoid is setting up learners for frustration by asking them to do tasks they are yet ready to do. You will see, throughout this program we want you to ensure a skill is mastered before moving forward. This is the case when beginning the program.

Most learners are ready to start learning to read if they:  
Can count objects 1-10 with one-to-one correspondence  
Can pay attention for a few minutes at a time and respond to requests  
Know most of the names of the letters of the alphabet  
Know several of the sounds made by letters of the alphabet  
Understand that written letters make sounds  
Understand that words are made up of sounds  
Know that when reading print, we read from left to right

### Phonemic Awareness For All Learners

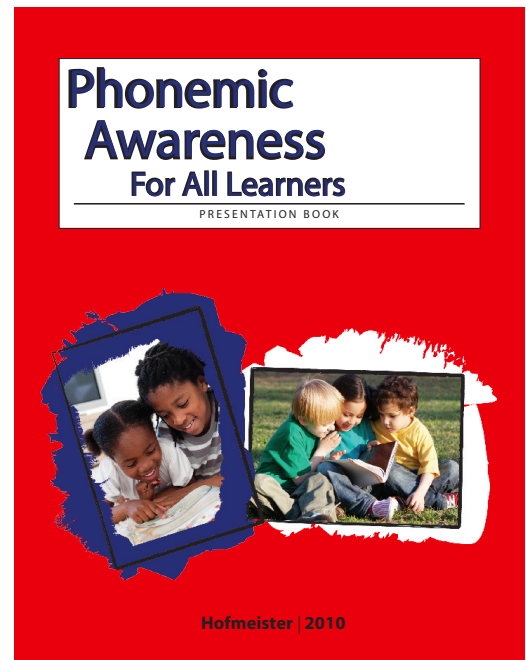
Phonemic Awareness For All Learners was designed specifically for teaching beginning reading. Phonemic Awareness is a fundamental reading skill. This program can be used before beginning Reading For All Learners if your learners are missing some of the above skills.

The Phonemic Awareness Program is intended to be used with preschool and elementary-age learners, especially struggling readers. Research has shown that struggling readers are often missing this foundational skill.

This program supports systematic instruction in skills such as:

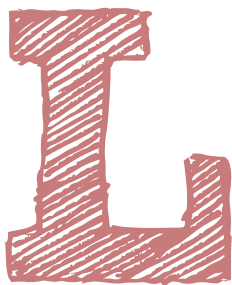
- Letter Sound Discrimination
- Letter Symbol Sounds
- Blending Sounds Discrimination
- Blending Sounds
- Segmenting

The Phonemic Awareness Program is a complete classroom package which includes a Teacher's Manual and a sturdy, spiral-bound Presentation Book. When open, the student(s) and instructor sit opposite so the student sees the presentation and the instructor can read the instructional dialogue on the back of each page (direct instruction model) for each lesson. Lessons may be administered in small-group settings or on an individual basis.





## WHICH BOOK DO I START WITH?



earners who are just starting out, and have only recently mastered the pre-reading skills mentioned previously, should start with Set 1 Book 1. This book starts by teaching the sounds of five letters.

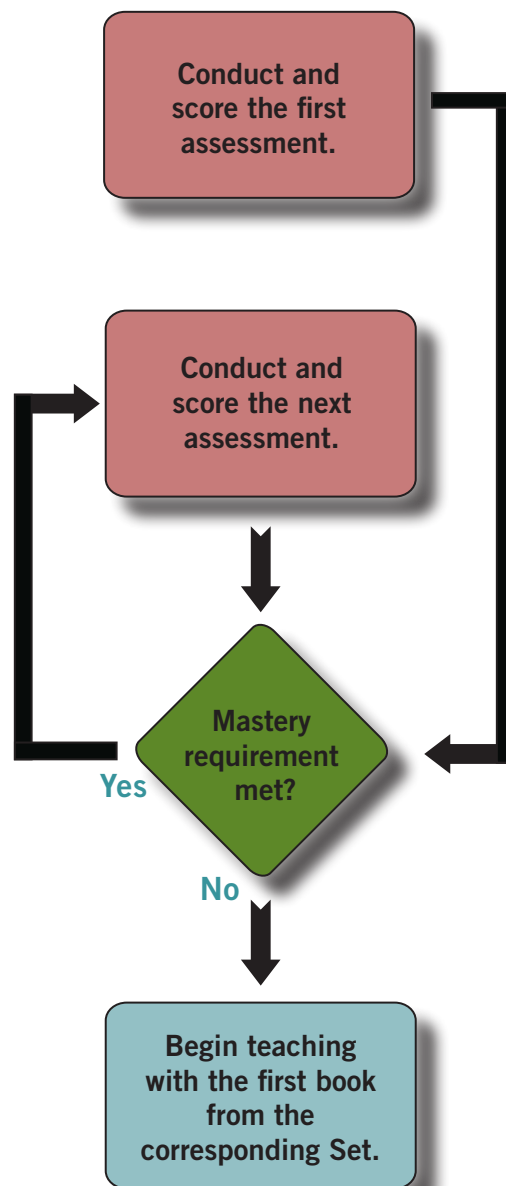
Those sounds are then used to make up the three words in the story. The learner gets immediate reinforcement of the importance of learning the sounds by using them right away to read the entire book.

### Initial Placement

Selecting the right book to begin with is an important decision. There are 141 books in the series. Each book builds on the skills taught in previous books. For maximum effectiveness **the books must be taught in sequence.**

The learner must have a “high success” start. Initially the learner must achieve at least 90% success. Beginning too far into a set can lead to learners becoming frustrated, because they are missing skills taught in books they weren’t given a chance to read. If there is any question, err on the side of starting a learner too early in the series. Especially, readers who have struggled in the past should have a chance to experience success before moving to challenging material.

To make it easy to decide where to begin, we have created a set of placement assessments that correspond to the eight sets of books. The chart to the right shows an overview of the placement process. Each assessment is a brief passage the learner should read out loud. You will listen to the learner and note any errors made. If the learners reach the success criteria (97% of the words read correctly), they move to the next assessment. Once the learner reaches an assessment that does not meet mastery criteria, we move the learner to the corresponding set. I.e., if the learner passed the first two assessments, but not the third assessment. The learner should start with the first book in Set 3.



Placement Assessments are available online for free download. Placement Assessments are also found in the Placement & Assessment Manual, which provides all the tools you need to start beginning readers out on the right foot.

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## CONDUCTING PLACEMENT ASSESSMENTS



eat the learner at a table with the Pre/Post Assessment sentences directly in front of the student. The table should be in an area free from distractions and noise. Position the Pre/Post Assessment Score Sheet where it can be easily marked during the test, but where the student cannot see it or be distracted by it.

For **Placement Assessments 1-3**, tell the student, “I want you to read some sentences. Point to the words as you read them. You may not know all the words, but do the best you can. Do not watch me while I make notes. I am just as interested in the words you read well as the words that give you a problem.”

For **Placement Assessments 4-8**, tell the student, “I want you to read this passage. I will be timing you, so read it as carefully, but as quickly as you can. I will begin timing when you read the first word.”

Praise the student for working hard and staying focused. For example, “I like the way you are working.” **Do not indicate if a response is correct or incorrect.** If necessary, you may instruct the student to stay on task or to speak clearly by saying, “Keep your eyes on the paper and point to the words as you read them,” or “Speak louder.”

### Recording Test Results on the Score Sheet

As the student reads each word, follow with your pencil, and mark each word read incorrectly on your score sheet. For Placement Assessments 4-8, use a stopwatch or other timer, not visible to the student, and record the total time required to complete the passage.

### Student Errors

A student may work on a word as long as necessary. However, if the student requests help or looks at you for assistance, say: “If you don’t know the word, just go on.” **Do not correct student errors.**

*A word is read correctly if the following apply:*

1. Pronunciation of the word is correct.
2. Student self-corrects an error.
3. Student correctly or incorrectly reads the word the slow way, but correctly pronounces the word the fast way.

*A word is read incorrectly if the following apply:*

1. Pronunciation of the word is incorrect.
2. Student incorrectly pronounces the word the fast way.
3. The learner skips the word.

*Remember these points:*

1. If you are not certain the student read the word correctly, ask the student to repeat it.
2. If the student skips a word, point to the skipped word and ask the student to say the word.
3. If the student sounds out a word and you are not certain of the student’s final response, point to the word and ask the student to say the word. (“Say this word the fast way.”)
4. If the student looks at you for acknowledgment of a correct response, tell the student to go on, praise the student for working hard and say “Keep going”.

---

## SCORING AND DETERMINING PLACEMENT

### Scoring the Assessments

The Pre/Post Assessment is used to determine either a student's entry point in a set of books or mastery of a set. There is a Pre/Post Assessment for each of the eight sets of books. The bottom of the score sheet shows the mastery requirement and provides space for recording the student's errors and time.

### Calculating Test Scores

1. Count the number of incorrect words marked in the passage and record that number in the space provided at the bottom of the score sheet.
2. Record the amount of time, in seconds, that it took the student to read the passage in the space provided at the bottom of the score sheet.

### Determining Placement from Scores

Compare the student's mistakes and time with that of the mastery requirement listed at the bottom of the score sheet. The mastery requirement for passing a set is a 97% accuracy level, and for Placement Assessments 4-8, a fluency rate of 60-120 wpm (depending on the set) for the 100-word assessment passage.

---

**Student placement begins with the first book of the set in which the student did not achieve mastery.**

---

See the flowchart in the *Initial Placement* section on page 8.

### Regarding the Set 4 Assessments

Set 4 is a major milestone on the road to reading independence. Beginning in Set 4 (as in second grade) the expectations for students increase significantly. For that reason, there are two assessments for Set 4. The first assessment evaluates students' ability to decode; the second assessment provides a measure of fluency, accuracy, and reading-with-expression skills. To achieve mastery, learners must meet the success criteria for both assessments.

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**The mastery requirement for passing a set is a 97% accuracy level, and for Placement Assessments 4-8, a fluency rate of 60-120 wpm (depending on the set) for the 100-word assessment passage.**

---



Pre/Post Assessment Score Sheet

Set 1 Books 1-26

Name Sam

Date \_\_\_\_\_

I am Sam!

See me, Mat!

Mit sits <sup>on</sup> in it, Sis.

Sim sees a <sup>mat</sup> man sit.

Ann sat <sup>in</sup> on this and that.

Is Nan at the mess, Nat?

When will we meet Sid?

She <sup>met</sup> meets Ed with <sup>fan</sup> fun feet.

What fits Nell well?

Yes, I see them run.

Mistakes: 5

Mastery Requirement: Read all sentences with no more than 4 mistakes.

Mastery Requirement met? YES NO

*If no, student placement is recommended starting with Set 1 Book 1*

*If yes, administer Pre/Post Assessment Set 2.*

*NOTE: Student placement is recommended starting with the set immediately following the highest set mastered on the pre/post assessment score sheets*

## SAMPLE PLACEMENT ASSESSMENT - SET 4

*Pre/Post Assessment Score Sheet*  
*Version A: Assessment for accuracy in decoding*  
*Set 4 Books 1-14*

Name \_\_\_\_\_

Date \_\_\_\_\_

He's stuck playing with a sack.  
Kim can't bend to pick up this ham.  
They asked Vic to lock the bank.  
She's sitting by her long fishing stick.  
Carlos slid and landed on the man's ring.  
Pam smashed the ship when sailing in the cave.  
Bring Meg's pan from the fire!  
Is Hank helping Kate hide the boxes?  
Ugo hopped to the shop making more dust.  
Pip fixed a hole in his freezing nest.  
Are huge waves flying in the dark sky?  
Liz raced to that place and started to hike.  
Jane will have to mark the third curb with corn.  
"Try jumping in the lake," barked Sport.

Mistakes: \_\_\_\_\_

Mastery Requirement: Read all sentences with no more than 4 mistakes.

Mastery Requirement met? YES NO

*If no, administer Pre/Post Assessment Set 3.*  
*If yes, administer Pre/Post Assessment Set 5.*

*NOTE: Student placement is recommended starting with the set immediately following the highest set mastered on the pre/post assessment score sheets*

*Pre/Post Assessment Score Sheet*  
*Version B: Assessment for accuracy, fluency, and reading with expression.*  
*Set 4 Books 1-14*

Name \_\_\_\_\_

Date \_\_\_\_\_

The bird did not want the seeds.  
"I think it needs a bug," said Vic. "Get a bug for it." He started to dig.  
"I'll help you get a bug," said Jack. "The bird can rest in its box."  
He placed the box on the grass. Then he helped Vic dig in the dirt. Then Sport barked and barked.  
"The bird is getting out," yelled Vic. "It is flying out of the box. It's not hurt now!"  
"Turn back to the box, bird," yelled Jack.  
The bird did not turn back. It was flying to its nest in the tree.

Mistakes: \_\_\_\_\_ Time: \_\_\_\_\_

Mastery Requirement: Read all sentences with no more than 3 mistakes (97% accuracy) within 100 seconds (60 WPM).

Mastery Requirement met? YES NO

*If no, administer Pre/Post Assessment Set 3.*  
*If yes, administer Pre/Post Assessment Set 5.*

*NOTE: Student placement is recommended starting with the set immediately following the highest set mastered on the pre/post assessment score sheets*

## LOOKING BACK

These are assessments conducted once the students have finished reading one of the little books that has a Looking Back after the story. There are two major purposes for conducting these assessments.

- **Fine tuning placement.** When the student places in one of the *sets* of books, there are times the student can advance quickly by jumping to the next Looking Back. If the student meets the Looking Back criteria, jump to the next Looking Back. If the student meets the criteria for that one, jump again. Anytime the student fails to meet the criteria, STOP. Go back to the last Looking Back the student successfully completed and begin instruction in the next book in the sequence.
- **In-Program Assessments.** These are assessments we use to confirm mastery of the reading content taught to this point.
  - o If the learner meets the error criteria, the learner goes on to the next book.
  - o If the learner does not meet criteria, go back and read all of the books between the previous Looking Back section and the current Looking Back (approximately 5 or 6 books in Set 1-3).
  - o The learner **MUST** be competent and confident on each Looking Back test before moving to the next book.

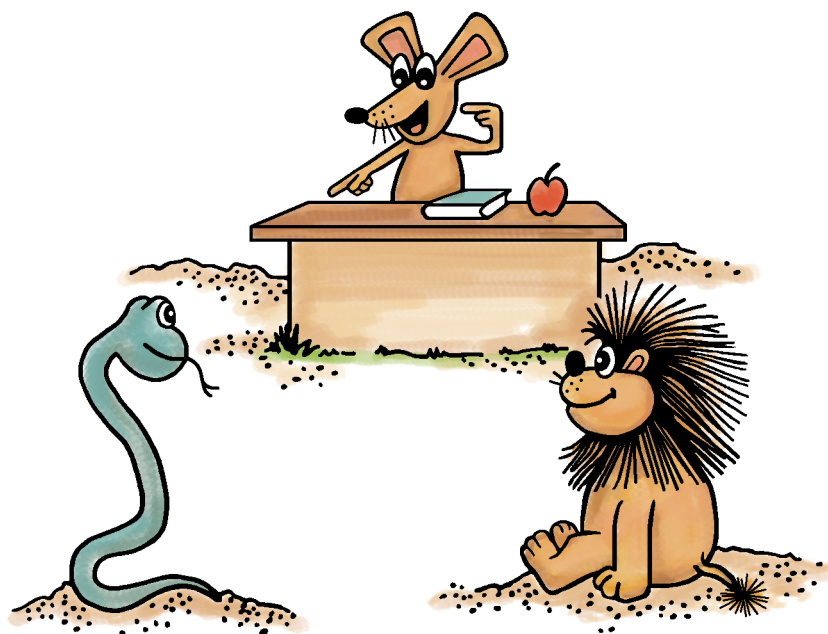
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## PREPARING FOR INSTRUCTION

### Creating a Learning Environment for Success

The first and most important aspect of a learning environment is that the learner and you ENJOY your time together!!

- How often:** The more often you conduct lessons, the faster your learners will progress through the series. An optimal schedule would include at least one lesson daily. However, for higher performing learners or small groups, 2-3 lessons per week may be adequate.
- How long:** 15 to 30 minutes per lesson.
- When:** The same time each day if possible.
- Where:** Choose a work space that is free from distractions.



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The following section identifies some common learning environments and makes suggestions for implementing the Reading for All Learners Program Little Books in each setting.

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## SMALL-GROUP INSTRUCTION

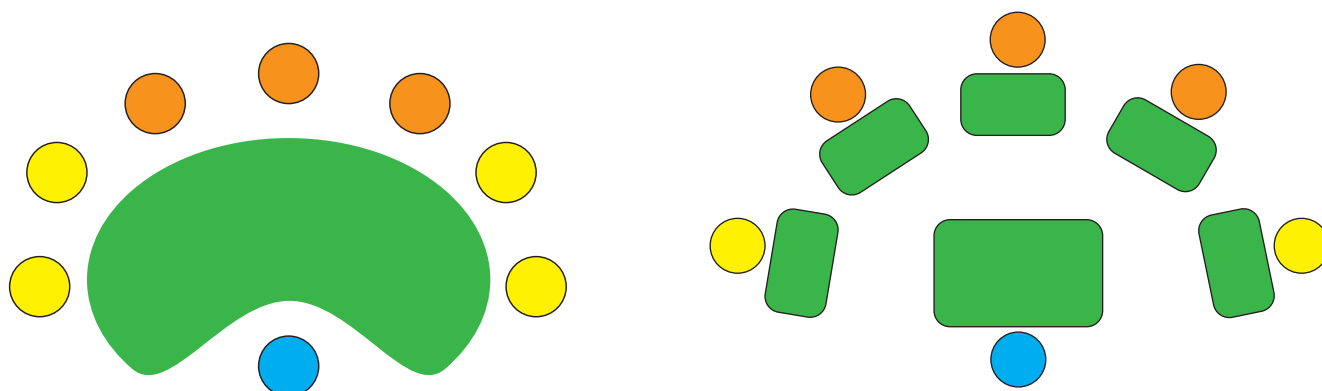
Small-group instruction is an effective and efficient environment for reading instruction, especially for struggling and at-risk learners. When combined with explicit teaching techniques, well-designed small groups offer numerous opportunities for modeling skills and response opportunities for all learners in a group. In fact, research points to peer modeling as a very effective learning tool. Small-group instruction is more challenging for the instructor than one-on-one instruction and may not be an appropriate setting when instruction is being led by untrained classroom staff or volunteers.

### Dynamic, Differentiated, Small-Group Instruction

The term, *dynamic*, refers to group assignments. To be avoided are static group assignments remaining unchanged throughout the year, even those based on an assessment of skills. Grouping students in static groups will widen the achievement gap for the lowest performing students and is damaging to self-esteem and motivation for the students most in need of help. The suggested approach is to keep group assignments fluid throughout the year, changing the makeup of groups at least every few weeks.

The objective of differentiation is to cluster students by current skill level and provide instruction appropriate for each group based upon its needs. The *Placement Assessment* section describes how to choose which book a learner should start working with. The same process is used to determine placement of new students joining the class after the beginning of the year.

### Seating



 = Lower Performing Students

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**An effective and efficient environment for reading instruction is important for all learners, especially for struggling and at-risk learners.**

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## Assigning Learners to Groups

Once you have determined the initial placement for a classroom, initial small-group assignments can be made. The *Placement Assessment* process will have provided you with a starting point for each learner in the Little Books Sequence (Page 10). Your goal is to cluster students with the same, or similar starting points together. The size of groups should be three to eight students. The size of groups is determined by their achievement levels. Groups with the lowest achievement and earliest placement in Little Books series should be in groups of no more than four. Groups with the highest achievement levels can be in groups as large as eight, if needed; six would be preferred. This grouping strategy will provide additional modeling and response opportunities for the lowest performing students

## Choral Responding

One of the concerns with choral responses is that more enthusiastic students may drown out lower performing or less enthusiastic students. Providing a brief pause and then a cue (such as a tap of the finger after asking for a response) is a way to avoid this concern. This cueing method provides a brief moment for all learners to form their answers, which helps ensure a synchronized response. A choral response provides teachers with crucial information. If the response is correct, the teacher proceeds on with instruction. If the response is incorrect, the teacher provides an error correction. 3 out of 4 student responses should be choral responses. Higher student engagement (all students) increases the number of opportunities to respond, which results in greater student achievement.

---

**The key advantage of choral or unison responding is that it provides the maximum number of opportunities to respond for the entire group.**

---

## Individual Responses

In a small-group setting, individual responses can be requested once it appears all members of the group are participating with success in the choral responses. These individual responses primarily serve as a test for the teacher to ensure mastery of the material and can be helpful in maintaining individual students' attention. Protect the dignity of the lowest performing students by giving them several choral response opportunities before calling on them for an individual response. They should get the majority of individual turns as well.

## Pacing

A fast-paced lesson will increase the attention paid to the instructor. In general, the key to a fast-paced lesson is to begin the next question or presentation immediately after a response. The length of time students need to focus on a presentation or a response is varied with age and performance level. For example, younger students performing at a low level could be engaged for a few minutes, followed by a brief break of 5 -10 seconds for praise and feedback.

Keep in mind, if students are making frequent mistakes, you might consider providing "think time," e.g., (Point to the word, pause 2-3 seconds and ask, "What word?")

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**The length of time learners are engaged should be increased for older learners and as progress is made.**

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## ESSENTIAL TEACHING SKILLS

To assist the student in learning to read, there are three skills which you should master.

1. **Sounds.** You need to know how to say the 44 sounds used when saying words. A *Pronunciation Guide*, which lists these sounds, is included at the beginning of each little book.
2. **Sounding Out Strategy.** You will need to know the correct procedure for linking sounds together to make words. When asking the learner to sound out a word, use the term, “Say the word the slow way.” When asking the learner to say the whole word, use the term, “Say the word the fast way.” This procedure is described in more detail in the following pages. You should become familiar with the steps to follow and terms to use before you begin working with the learner.
3. **Sound and Word Cue.** You or the student should point with a finger under the letters in words while saying the words the slow way.

### Explicit Instruction

**Step 1.** The instructor **models** the correct answer. Students **do not** respond.

Example: The instructor points to the sound and says, “**My turn.** This sound is ‘uuu’.” (Instructor models)

**Step 2.** The instructor **guides** the learner through the correct answer by responding **with** the learners.

**Example:** “**Our turn.** What is this sound?” (uuu) (Instructor & students respond together)

**This guidance should continue until the learner can successfully imitate the instructor.**

**Step 3.** The instructor **tests** the learner. Instructor **does not** respond with students.

Test the learner by having them read the sounds, rows/columns of words.

**Example:** “**Your turn.** What sound is this?” (uuu) (Students respond **without** instructor)

### Correcting Mistakes

Stop the learner immediately after an error occurs by holding up your hand at the student’s eye level. In a nonjudgmental and encouraging tone, use the following **model, guide, and test** correction procedure.

Include a delayed test by starting over on the row/column of sounds/words or at the beginning of the sentence if the error occurred while reading the story.

## SOUND PRONUNCIATION ACTIVITY

1. Circle the sounds that can be sustained without distortion
2. Check the quick sounds in the correct column.
3. Decide whether the sound is voiced or unvoiced and check the appropriate column
4. See the inside back cover for the answer key to this activity.

### Sound Activity Participant Copy

Sets 1-4		Quick	Voiced	Unvoiced
a	<u>a</u> m, f <u>a</u> t			
ā	<u>a</u> te, c <u>a</u> ke			
ai	<u>a</u> id, p <u>a</u> in			
al	<u>a</u> lso, s <u>a</u> lt			
ar	<u>a</u> rt, c <u>a</u> r			
b	<u>b</u> ig, r <u>i</u> b			
c	<u>c</u> at, p <u>i</u> cn <u>i</u> c			
ch	<u>ch</u> ip, l <u>u</u> nc <u>h</u>			
d	<u>d</u> og, l <u>i</u> d			
e	<u>e</u> nd, p <u>e</u> n			
ē	<u>e</u> go, m <u>e</u>			
ea	<u>e</u> at, s <u>e</u> at			
er	<u>h</u> er, f <u>a</u> st <u>e</u> r			
f	<u>f</u> ull, <u>i</u> f			
g	<u>g</u> o, r <u>a</u> g			
h	<u>h</u> at, b <u>e</u> h <u>i</u> nd			
i	<u>i</u> t, p <u>i</u> n			
ī	<u>i</u> ce, t <u>i</u> me			
ing	<u>r</u> ing, b <u>r</u> ing			
j	<u>j</u> ump, j <u>e</u> ep			
k	<u>k</u> iss, m <u>i</u> lk			
l	<u>l</u> eg, w <u>e</u> ll			
m	<u>m</u> e, h <u>i</u> m			
n	<u>n</u> ot, s <u>u</u> n			
o	<u>o</u> x, n <u>o</u> t			
ō	<u>o</u> pen, <u>g</u> o			
oo	<u>o</u> ops, m <u>o</u> on			
ou	<u>o</u> t, l <u>o</u> u <u>d</u>			
p	<u>p</u> at, s <u>i</u> p			
qu*	<u>q</u> uick, <u>q</u> ueen			
r	<u>r</u> un, d <u>e</u> er			
s	<u>s</u> o, k <u>i</u> ss			
sh	<u>sh</u> ip, w <u>i</u> sh			
t	<u>t</u> op, h <u>i</u> t			
th*	<u>th</u> en, b <u>a</u> th <u>e</u>			
u	<u>u</u> p, r <u>u</u> g			
ū	<u>u</u> se, f <u>u</u> me			

Sets 5-8		Quick	Voiced	Unvoiced
v	<u>v</u> ery, g <u>i</u> ve			
w*	<u>w</u> in, n <u>o</u> w			
wh*	<u>wh</u> en, <u>w</u> hy			
x	<u>x</u> ox, s <u>i</u> x			
y*	<u>y</u> es, <u>y</u> ou			
ȳ	<u>m</u> y, c <u>r</u> y			
z	<u>z</u> oo, b <u>u</u> zz			

Sets 5-8		Sound Combinations
au	<u>h</u> aul	
aw	<u>l</u> awn	
ay	<u>m</u> ay	
ew	<u>n</u> ew	
igh	<u>h</u> igh	
ir	<u>b</u> ird	
kn	<u>k</u> nee	
oa	<u>o</u> at	
ol	<u>o</u> ld	
oo	<u>f</u> oot	
or	<u>f</u> or	
ow	<u>s</u> how	
oy	<u>b</u> oy	
ph	<u>p</u> hone	
tion	<u>p</u> otion	
ture	<u>c</u> apture	
ue	<u>b</u> lue	
ur	<u>t</u> urn	
wr	<u>w</u> rap	

Tricky Sounds	
qu	kww or koo
w	www
wh	www
th	ththth

Caution: Do not add "uh" to quick/stop sounds. E.g., "c" does not say, "cuh" nor does "h" say "huh".

Pronunciation guides are provided inside each cover of the story books. New sounds are added as the students progress from level to level.

## SOUND PRACTICE

**B**elow is a sample page from Set 1 Book 21. In this section we describe the “How” and “Why” of each component of a lesson. On the opposite page you will find the instructor guidelines for the *Sound Practice* and *New Sound(s)* section.

**PREPARING FOR SUCCESS**

Sound Practice

N                    o                    W

Wh                  f                  Th

w                  e                  wh

l                  d                  I

th

New Sound

u

1

Read all sounds without a mistake before moving on.



**Sound Practice** is a review of previously taught sounds that will be needed to successfully and confidently read the story that follows. This review is ideal in setting the tone for the whole lesson with an engagingly paced, high-success activity. Notice the instructional prompt in small print at the bottom of the page. It states: “Read all sounds without a mistake before moving on.” This curriculum-embedded assessment requirement sets a high success expectation for the whole lesson. If this requirement is not met, the teacher reteaches immediately, and the expectation of success is communicated.

This Little Book introduces one new sound, “u.” This sound will then be applied to two new words. One word is “us,” with the new sound in the initial position, and “sun,” with the sound in the middle position. These two words will then be immediately practiced in the following story with at least 10 examples of “us” and “sun.” This carefully introduced new sound and word content and the immediate application to story reading is the essence of effective and meaningful instruction.



## SOUND PRACTICE

These sounds have been previously taught and are now being practiced in preparation for reading words. There is no need for a Model or Guide, unless an error occurs. The group or learner should read the sounds correctly before moving on in the lesson. You may point to the sounds in any order and review sounds to ensure they are read correctly.

EXAMPLES
<p>“Read these sounds without a mistake.”</p> <p>The teacher touches under the first sound in her book, or says:</p> <p>“Touch under the first sound. Read the sound, (pause), everyone.” (NNN)</p> <p>“Touch under the next sound. Read the sound, (pause) everyone.” (ooo)</p> <p>Repeat these steps for the remaining sounds.</p> <p>Note: An individual student may also be called upon periodically to assist in maintaining attention, i.e., “Read the sound, (pause), Mark.”</p>

### Correcting Mistakes:

Sometimes the learner will make a mistake on a sound. When the learner makes a mistake, stop him/her immediately and correct the mistake. Follow the model, guide and test correction procedure.

STEPS	EXAMPLES
<b>Model.</b>	“ <b>My turn.</b> That sound is ‘NNN.’”
<b>Guide. Only necessary if students responded incorrectly after hearing the model.</b>	“ <b>Our turn.</b> Say ‘NNN with me. (NNN)”
<b>Test.</b>	“What sound?” (NNN)
<b>Delayed Test.</b>	“Start over.”

**Regarding Letter Names:** Symbol to sound correspondence is the key connection needed for decoding. Letter names are important and should be taught but much more emphasis and time should be committed to learning sounds. Briefly check that your learners know the names of letters as they are introduced. Teach if needed but be sure to use the word “name” when you ask for a response.

## SOUND PRACTICE



elow is a sample page from Set 1 Book 21. In this section we describe the “How” and “Why” of each component of a lesson. On the opposite page you will find the instructor guidelines for the *Sound Practice* and *New Sound(s)* section.

### PREPARING FOR SUCCESS

#### Sound Practice

N	o	W
Wh	f	Th
w	e	wh
l	d	I
th		

#### New Sound

u

1

*Read all sounds without a mistake before moving on.*



## NEW SOUND(S)

Teach the learner the **new** sound(s) using the following steps:

(\*See the next page for teaching irregular words, i.e., What.)

STEPS	EXAMPLES
<b>Model. Students do not respond with the teacher.</b> <b>Guide. Teacher responds with the students.</b> <b>Test. Teacher does not respond with the students.</b>	The teacher touches under the new sound in her book, or says: “Touch under the new sound.” <b>“My turn</b> to read the sound. uuu.” <b>“Our turn</b> to read the sound. (uuu)” <b>“Your turn.</b> Read the sound.” (uuu)

## Correcting Mistakes:

Sometimes the learner will make a mistake on a new sound. When the learner makes a mistake, stop him/her immediately and correct the mistake. Follow the model, guide and test correction procedure.

STEPS	EXAMPLES
<b>Model.</b> <b>Guide.</b> <b>Test.</b> <b>Delayed Test.</b>	<b>“My turn</b> to read the sound. uuu.” <b>“Our turn</b> to read the sound. (uuu)” <b>“Your turn.</b> Read the sound.” (uuu) “Start over.

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If the student struggles with this test, review the skill being corrected later in the lesson.

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## WORD PRACTICE



elow is a sample page. On the opposite page you will find the instructor guidelines for the *Word Practice* section.

**PREPARING FOR SUCCESS**

Word Practice

When	mess	A
We	fell	when
Sits	fit	Nat
Fits	Mess	

These are review words that will be needed for reading the following story with fluency and comprehension. To achieve fluency, these review words must all be read with accuracy and confidence. See the instructional prompt in small print at the bottom of page 2.

*Read all words without a mistake before moving on.*

2

## WORD PRACTICE

These words have been previously taught and are now being practiced in preparation for reading the words in upcoming stories. There is no need for a Model or Guide, unless an error occurs. The group or learner should read the words correctly before moving on in the lesson.

EXAMPLES
<p>“Read these words without a mistake.”  The teacher touches under the first word in her book, or says:  “Touch under the first word. Read the word, (pause), everyone.” (When)  “Touch under the next word. Read the word, (pause) everyone.” (mess)  Repeat these steps for the remaining words.</p> <p>Note: An individual student may also be called upon periodically to assist in maintaining attention, i.e.,  “Read the word, (pause), Mark.”</p>

When reading words the slow way, point to each sound as it is read.

## Correcting Mistakes:

Sometimes the learner will make a mistake on a word. When the learner makes a mistake, stop him/her immediately and correct the mistake. Follow the model, guide and test correction procedure.

STEPS	EXAMPLES
<b>Model.</b>	“ <b>My turn.</b> That word is ‘When’.”
<b>Guide. Only necessary if students responded incorrectly after hearing the model.</b>	“ <b>Our turn.</b> Say ‘when’ with me. (When)”
<b>Test.</b>	“What word?” (When)
<b>Delayed Test.</b>	“Start over.”

**Note:** It is appropriate to use the say it the slow way (and then say it the fast way) as part of the correction if the students need the practice.

## NEW IRREGULAR WORDS

B

elow is a sample page from Set 1 Book 21. On the opposite page you will find the instructor guidelines for the New Irregular Word(s) section.

### PREPARING FOR SUCCESS

New Words

What      sun      them  
us

The underlining is an instructional prompt to denote to instructor and student that this is an “irregular” word. This is a word that does not play by the rules we have taught about previous letter-sound relationships. While some might teach this irregular word by “rote,” we follow the research that says that even if all sounds are not “regular,” the remaining sounds are the best clues we have. So, we first sound out the phonemes and blend the word as we would a “regular” word.



## INSTRUCTIONAL DIALOGUE - NEW IRREGULAR WORDS

Words that are irregular will be underlined. For example, the word, “what”, should be taught as follows:

STEPS	EXAMPLES
<b>Model.</b>	The teacher touches under the first word in her book, or says: “Touch under the first word.” “ <b>My turn to read</b> the word the slow way. Whwhwhaaat.” (*Rhymes with bat) “ <b>My turn to say</b> the word the fast way. What.”
<b>Guide.</b>	“ <b>Our turn to read</b> the word the slow way. (Whwhwhaaat).” “ <b>Our turn to say</b> the word the fast way. (What).” “ <b>Your turn to read</b> the word the slow way.” (Whwhwhaaat) “ <b>Your turn to say</b> the word the fast way.” (What)
<b>Test.</b>	Note: Follow these steps for all new irregular words.

It is important, while reading new irregular words, to point under each letter while Modeling the sounds

### Correcting Mistakes:

Sometimes the learner will make a mistake on a word. When the learner makes a mistake, stop him/her immediately and correct the mistake. Follow the model, guide and test correction procedure.

STEPS	EXAMPLES
<b>Model.</b>	“ <b>My turn to read</b> the word the slow way. Whwhwhaaat.” “ <b>My turn to say</b> the word the fast way. What.”
<b>Guide.</b>	“ <b>Our turn to read</b> the word the slow way. (Whwhwhaaat).” “ <b>Our turn to say</b> the word the fast way. (What).”
<b>Test.</b>	“ <b>Your turn to read</b> the word the slow way.” (Whwhwhaaat) “ <b>Your turn to say</b> the word the fast way.” (What)
<b>Delayed Test.</b>	“Start over.”

**Note:** It is appropriate to use the say it the slow way (and then say it the fast way) as part of the correction if the students need the practice.

## NEW REGULAR WORDS



elow is a sample page. On the opposite page you will find the instructor guidelines for the *Word Practice* section.

**PREPARING FOR SUCCESS**

New Words

What\*      sun      them

us

(\*See the next page for teaching irregular words, i.e., What.)

*Read all words without a mistake before moving on.*

3

If the learner makes a mistake on the Sound/Word Practice or the New Sounds/Words found at the beginning of stories, have the learner read the sound/word correctly. Then have the learner keep going. Once the learner has read a few more sounds/words, go back to the sound/word that they read incorrectly and make sure they read it correctly again.



## INSTRUCTIONAL DIALOGUE - NEW REGULAR WORD(S)

### NEW REGULAR WORD(S)

Teach the learner the new word(s) using the following steps:

STEPS	EXAMPLES
<b>Model.</b> Students do not respond with the teacher.	The teacher touches under “sun” in her book, or says: “Touch under the first word that begins with ‘s’.” “ <b>My turn</b> to read the word the slow way. sssuuunnn.” “ <b>My turn</b> to read the word the fast way. sun.”
<b>Guide.</b> Teacher responds with the students.	“ <b>Our turn</b> to read the word the slow way (sssuuunnn).” “ <b>Our turn</b> to read the word the fast way. (sun).”
<b>Test.</b> Students respond. Teacher does not respond with the students.	“ <b>Your turn</b> to read the word the slow way. (sssuuunnn) “ <b>Your turn.</b> Read the word the fast way.” (sun)
<b>Delayed Test.</b>	Repeat steps for all new words.  After correctly reading all of the new words the slow way and the fast way, have the students read all of the words the fast way.  Note: Follow these steps for all new regular words.

When reading words the slow way, point to each sound as it is read.

### Correcting Mistakes:

Sometimes the learner will make a mistake on a word. When the learner makes a mistake, stop him/her immediately and correct the mistake. Follow the model, guide and test correction procedure.

STEPS	EXAMPLES
<b>Model.</b>	“ <b>My turn</b> to read the word the slow way. sssuuunnn.” “ <b>My turn</b> to read the word the fast way. sun.”
<b>Guide.</b>	“ <b>Our turn</b> to read the word the slow way. (sssuuunnn).” “ <b>Our turn</b> to read the word the fast way. (sun).”
<b>Test.</b>	“ <b>Your turn.</b> Read the word the slow way. (sssuuunnn) “ <b>Your turn.</b> Read the word the fast way.” (sun)
<b>Delayed Test.</b>	“Start over.”

## BLENDING WITH A QUICK SOUND



elow is a sample page. On the opposite page you will find the instructor guidelines for the Blending with a Quick Sound section.

### PREPARING FOR SUCCESS

#### New Words

Kim	Jack	Trunk
Stuck	Dad	Naps
best	stuck	trunk
Jill	Gets	Russ
think	spots	

## INSTRUCTIONAL DIALOGUE - BLENDING WITH A QUICK SOUND

When blending with a quick sound, quickly say the quick sound and move immediately to the sustainable sound. For example, the word “Kim” should be taught as follows:

STEPS	EXAMPLES
<b>Model.</b>	“ <b>My turn</b> to read the word the slow way. ‘Kiiimmm’.” “ <b>My turn</b> to read the word the fast way. ‘Kim’.”
<b>Guide.</b>	“ <b>Our turn</b> to read the word the slow way. (Kiiimmm).” “Read the word the fast way. (Kim).”
<b>Test.</b>	“ <b>Your turn.</b> Read the word the slow way.” (Kiiimmm) “Read the word the fast way.” (Kim).

### Correcting Mistakes:

If students read the word slowly, /Kuh/iii/mmm/, stop him/her immediately and correct the mistake. Follow these steps in correcting mistakes:

STEPS	EXAMPLES
<b>Model.</b>	“ <b>My turn</b> to read the word the slow way. ‘Kiiimmm’.”
<b>Guide.</b>	“ <b>Our turn.</b> Read the word the slow way. (Kiiimmm).”
<b>Test.</b>	“ <b>Your turn.</b> Read the word the slow way.” (Kiiimmm) “Read the word the fast way.” (Kim)
<b>Delayed Test.</b>	“Start over from the beginning.”

Blending is the most important of the phonemic awareness skills. Blending is a decoding skill that will help students decode new words for the rest of their k-12 education. Including blending practice at the start of a lesson helps replace bad habits such as the guessing of words. **No Pauses Between Sounds.** The instructor must make sure the blending of sounds is continuous.

CONTRACTIONS



elow is a sample page. In this section we describe the “How” and “Why” of each component of a lesson. On the opposite page you will find the instructor guidelines for the Contractions section.

PREPARING FOR SUCCESS

New Words

I’ll [I will]	Gets	we’ll [we will]
Stuck	Dad	spot
He’s [He is]	stuck	trunk
Jill	Kim	Russ
<u>they</u>	spots	he’s [he is]
think		

## INSTRUCTIONAL DIALOGUE - CONTRACTIONS

Contractions will appear in the New Words sections, with the two words making up the contraction shown in brackets. For example, the word “we’ll [we will]” should be taught as follows:

STEPS	EXAMPLES
<b>Explain Contractions.</b>	“A contraction is one word that is made from two words. What is a contraction?” (1 word that is made from 2 words) “A contraction has missing letters. What do contractions have?” (Missing letters) “We put an apostrophe to show there are missing letters. What do we put to show letters are missing?” (An apostrophe)
<b>Model.</b>	“ <b>My turn.</b> The contraction for ‘I will’ is ‘I’ll’.” “ <b>My turn again.</b> The contraction for ‘we will’ is ‘we’ll’.”
<b>Guide.</b>	“ <b>Our turn.</b> What is the contraction for ‘I will’? (I’ll).” “What is the contraction for ‘we will’? (we’ll).”
<b>Test.</b>	“ <b>Your turn.</b> What is the contraction for ‘I will’?” (I’ll) “What is the contraction for ‘we will’?” (we’ll)

### Correcting Mistakes:

Sometimes the learner will make a mistake with contractions. When the learner makes a mistake, stop him/her immediately and correct the mistake. Follow these steps in correcting mistakes:

STEPS	EXAMPLES
<b>Model.</b>	“ <b>My turn.</b> That word is we’ll. What word?” (we’ll)
<b>Guide.</b>	“ <b>Our turn.</b> We’ll is a contraction for we will. What is the contraction for we will?” (we’ll)
<b>Test.</b>	“ <b>Your turn.</b> Read the word.” (we’ll)
<b>Delayed Test.</b>	“Start over from the beginning”

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**Beginning with Set 4 books, this is the recommended error correction.**

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### Correcting Mistakes:

Sometimes the learner will make a mistake in later sets. When the learner makes a mistake, stop him/her immediately and correct the mistake. Follow these steps in correcting mistakes:

STEPS	EXAMPLES
<b>Model.</b>	<b>“My turn.</b> That word is Jump. What word?” (Jump)
<b>Spell the word.</b>	(J-u-m-p) (Tap a pencil for each letter to keep the students together.) The learners spell the word <u>without</u> the teacher.
<b>Guide.</b>	If the students have difficulty with the word, <u>spell</u> the word <u>with</u> the students until they can do it successfully.
<b>Test.</b>	Have the students spell the word <u>without</u> the teacher. (j-u-m-p) <b>“Your turn.</b> What word did you spell?” (Jump)
<b>Delayed Test.</b>	“Start over.” The learners repeat the column/row/sentence. Repeat the word list until the students can read the list/sentence error free.

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## MORPHOLOGY LESSONS

# MORPHOLOGY LESSONS

## Final 'e' Discrimination

STEPS	EXAMPLES
<b>Model. Instructor only</b>	<p>Write 'same' and 'sam' on the board. Point to the "e" at the end of 'same'. As you explain to the students, slide your finger from "e" to "a". Keep pointing at 'a'.</p> <p><b>"My turn.</b> If there is an "e" at the end of a word, this letter says it's <b>name</b>."</p> <p>"If there is an "e" at the end of a word, what does this letter say?" (it's name)</p> <p>Point to the end of sam.</p> <p><b>"My turn.</b> If there <u>is not</u> an "e" at the end of a word, this letter says it's <b>sound</b>."</p> <p>"If there is <b>not</b> an "e" at the end of a word, what does this letter say?" (it's sound)</p>
<b>Guide. Instructor and Students</b>	<p>Point to Same. Touch the "e".</p> <p><b>"Our turn.</b> Is there an "e" at the end of this word? (yes)."</p> <p>Drag your finger from the "e" to the "a".</p> <p>"Will you say the <b>name</b> or the <b>sound</b> of this letter? (Name)"</p> <p>"Why? Because there is an "e" at the end of the word.)"</p> <p>"What is the <b>name</b> of this letter? (e)"</p> <p>Read this word with 'e'. (same)."</p> <p>Point to Sam. Touch the end of the word.</p> <p><b>"Our turn.</b> Is there an "e" at the end of this word? (no)."</p> <p>Drag your finger from the end of the word to the "a".</p> <p>"Will you say the <b>name</b> or the <b>sound</b> of this letter? (Sound)"</p> <p>"Why? Because there is no "e" at the end of the word.)"</p> <p>"What is the <b>sound</b> of this letter? (aaa)"</p> <p>Read this word with 'aaa'. (sam)."</p>
<b>Test. Students only</b>	<p>Write 'note' and 'not' on the board. Point to the "e" at the end of 'note'.</p> <p><b>"Your turn.</b> Point to note. Touch the "e".</p> <p><b>"Your turn.</b> Is there an "e" at the end of this word? (yes)."</p> <p>Drag your finger from the "e" to the "o".</p> <p>"Will you say the <b>name</b> or the <b>sound</b> of this letter? (Name)"</p> <p>"Why? Because there is an "e" at the end of the word.)"</p> <p>"What is the <b>name</b> of this letter? (ō)"</p> <p>Read this word with 'ō'. (note)."</p> <p>Point to 'not'. Touch the end of the word.</p> <p><b>"Your turn.</b> Is there an "e" at the end of this word? (no)."</p> <p>Drag your finger from the end of the word to the "o".</p> <p>"Will you say the <b>name</b> or the <b>sound</b> of this letter? (Sound)"</p> <p>"Why? Because there is no "e" at the end of the word.)"</p> <p>"What is the <b>sound</b> of this letter? (ooo)"</p> <p>Read this word with 'ooo'. (not)."</p> <p>Repeat the steps with hop/hope, made/mad, tap/tape, tim/time</p>



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## MORPHOLOGY LESSONS

### Correcting Mistakes

Let's write the error correction procedure together.

STEPS	EXAMPLES
<b>Model.</b>	<b>"My turn</b>
<b>Guide.</b>	<b>"Our turn</b>
<b>Test.</b>	<b>"Your turn</b>

## MORPHOLOGY LESSONS

### Underlined Part/Whole Word

This section is designed to teach word parts that can be recognized and used when decoding new words.

flying

sneeze

sing

ice

page

STEPS	EXAMPLES
<b>Model. Teacher only</b>	<p>The teacher touches under the first word in his/her book, or says:</p> <p>“Touch under the first word.”</p> <p>“<b>My turn</b> to read the underlined part. ‘ing’.”</p> <p>“<b>My turn</b> to read the whole word. flying.”</p>
<b>Guide. Teacher and Students</b>	<p>Touch under the next word.</p> <p>“<b>Our turn</b> to read the underlined part. (ee).”</p> <p>“<b>Our turn</b> to read the whole word. (sneeze).”</p>
<b>Test. Students only</b>	<p>Touch the next word.</p> <p>“<b>Your turn</b> to read the underlined part.” (ing).</p> <p>“<b>Your turn</b> to read the whole word.” (sing).</p>

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## MORPHOLOGY LESSONS

### Correcting Mistakes

Sometimes the learner will make a mistake on a word. When the learner makes a mistake, stop him/her immediately and correct the mistake. Follow the model, guide and test correction procedure.

With a partner, write the correction procedure.

STEPS	EXAMPLES
<b>Model.</b>	
<b>Guide.</b>	
<b>Test.</b>	
<b>Delayed Test.</b>	

## Word Endings: Adding -ing and -ed Doubling Consonant

STEPS	EXAMPLES
<b>Model. Teacher only</b>	<p>Write 'spot + ed' on the board.</p> <p><b>"My turn.</b> Today we are going to learn how to add endings to a base word."</p> <p>Point to 'spot'.</p> <p>"The base word is 'spot'. What is the base word?" (spot)</p> <p>Point to 'ed'.</p> <p>"Before we can add the ending 'e-d' to 'spot', we need to <b>double</b> the 't'.</p> <p>What do we need to do?" (Double the 't'.)</p> <p>"Double means two. What does double mean?" (Two)</p> <p>"If we double the 't' how many 't's' will there be?" (Two)</p> <p>Write a second 't' next to 'spot'. spott</p> <p>"Are there two 't's'?" (Yes)</p> <p>"Now we can add the ending, 'e-d'. What is the ending?" (e-d)</p> <p>Write the 'e-d' next to spott. spotted</p> <p>In this word, 'e-d' says 'ed'."</p> <p>Point to "spotted".</p> <p>"When the parts are together, the whole word is 'spotted'."</p> <p>What is the word? (spotted)</p>

## MORPHOLOGY LESSONS

### Word Endings: Adding -ing and -ed Doubling Consonant

STEPS	EXAMPLES
<b>Guide. Teacher and Students</b>	<p>Write 'nap + ing' on the board.</p> <p>Point to 'nap'.</p> <p><b>"Our turn.</b> The base word is 'nap'. What is the base word? (nap)"</p> <p>Point to 'ing'.</p> <p>"Before we can add the ending 'ing' to 'nap', what do we need to do? (Double the 'p')."</p> <p>"How many 'p's' will there be? (Two)"</p> <p>Write a second 'p' next to 'nap'. napp</p> <p>"What do we do now? (add 'ing')."</p> <p>Write the ending 'ing' next to napp. napping</p> <p>"What is the new word? (napping)."</p> <p>+Repeat the steps with 'swim + ing'</p> <p>Write 'run+ ing' on the board.</p> <p>Point to 'run'.</p>
<b>Test. Students only</b>	<p><b>"Your turn.</b> What is the base word?" (run)</p> <p>Point to 'ing'.</p> <p>"Before we can add the ending 'ing' to 'run', what do we need to do? (double the 'n')."</p> <p>"How many 'n's' will there be? (Two)"</p> <p>Write a second 'n' next to 'run'. runn</p> <p>"What do we do now? (add 'ing')."</p> <p>Write the ending 'ing' next to 'runn'. 'running'</p> <p>"What is the new word? (running)."</p> <p>*Repeat the steps with 'trap+ed', 'stop+ed', 'sit+ing'.</p>

Many of the morphology lessons include an opportunity to teach how to look for word meanings in root words or word parts. When you see an opportunity such as the one above explain: "One way to find the meaning of an unknown word is to look for a root word we do understand. Such as this word (point to run) or this word (point to nap).

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## MORPHOLOGY LESSONS

### Correcting Mistakes

Sometimes the learner will make a mistake on a word. When the learner makes a mistake, stop him/her immediately and correct the mistake. Follow the model, guide and test correction procedure.

Write the correction procedure with a partner or on your own.

STEPS	EXAMPLES
<b>Model.</b>	
<b>Guide.</b>	
<b>Test.</b>	
<b>Delayed Test.</b>	

## MORPHOLOGY LESSONS

### Silent “e” + ending

STEPS	EXAMPLES
	<p>Write race + ed on the board.</p> <p>“Today we are going to add word endings to words with a silent ‘e’.”</p> <p>“Word endings are sounds that are added to the <b>end</b> of a word to make a new word. What are word endings?” (Sounds that are added to the <b>end</b> of a word to make a new word.)</p> <p>Point to ‘race’</p>
<b>Model. Teacher only</b>	<p>“<b>My turn.</b> This is the base word ‘race’. What is the base word?” (race)</p> <p>Point to the final ‘e’.</p> <p>“It has a silent ‘e’. What does it have?” (a silent ‘e’)</p> <p>“When we add an ending that begins with a vowel (a,e,I,o,u) to the end of a silent ‘e’ word, we <b>take off</b> the silent ‘e’.”</p> <p>“What do we do when we add an ending that begins with a vowel (a,e,I,o,u) to the end of a silent ‘e’ word?” (Take off the silent ‘e’)</p> <p>“‘e-d’ begins with a vowel so we take off the ‘e’.”</p> <p>Erase the silent ‘e’ and say, “Goodbye, ‘e’.”</p> <p>“Now we can add our ending ‘e-d’. What do we do?” (add ‘e-d’)</p> <p>“Read the new word.” (raced)</p> <p>Write place + ed on the board.</p> <p>Point to ‘place’</p>
<b>Guide. Teacher and Students</b>	<p>“<b>Our turn.</b> This is the base word ‘place’. What is the base word? (place)”</p> <p>Point to the final ‘e’.</p> <p>“It has a silent ‘e’. What does it have?” (a silent ‘e’)</p> <p>“What do we do when we add an ending that begins with a vowel (a,e,I,o,u) to the end of a silent ‘e’ word? (Take off the silent ‘e’)”</p> <p>“‘e-d’ begins with a vowel so we take off the ‘e’.”</p> <p>Erase the silent ‘e’ and say, “Goodbye, ‘e’.”</p> <p>“Now we can add our ending ‘e-d’. What do we do?” (add ‘e-d’)</p> <p>“Read the <u>new</u> word.” (placed)</p> <p>*Practice with ‘hike+ing’, and ‘snore+ing’.</p> <p>Write like + ing on the board.</p>
<b>Test. Students only</b>	<p>Point to ‘like’</p> <p>“<b>Your turn.</b> This is the base word ‘like’. What is the base word? (like)”</p> <p>Point to the final ‘e’.</p> <p>“It has a silent ‘e’. What does it have?” (a silent ‘e’)</p> <p>“What do we do when we add an ending that begins with a vowel (a,e,I,o,u) to the end of a silent ‘e’ word?” (Take off the silent ‘e’)</p> <p>“What does ‘ing’ begin with?” (A vowel)</p> <p>“So what do we do?” (Take off the silent ‘e’.)</p> <p>Erase the silent ‘e’ and say, “Goodbye, ‘e’.”</p> <p>“What do we do now?” (add ‘ing’)</p> <p>“Read the new word.” (liking)</p> <p>*Repeat the steps with “dare+ed”, smile+ing’, ‘tire+ed’.</p>

## READING THE STORY

B

elow are two sample pages from Set 1 Book 21. On the opposite page you will find the instructor guidelines that correspond with this section.

Have the students read the title of the story.

Ask, "What or who do you think this story is about."



In small print at the bottom of the page is one of the many instructional prompts to ensure the story is read with understanding. These prompts provide examples and reminders to ensure that comprehension is consistently addressed. We recommend that the questions and discussions be far more extensive than these minimum prompts. As the story content becomes more complex, the questions change. In the early sets the emphasis is on literal questions. By the end of grade 2, the emphasis has moved to inferential and evaluative questions.



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## READING THE STORY

**P**oint to each word as the learner reads the story. Correct mistakes as soon as they occur using the model, guide, delayed test procedure as discussed in the *New Regular Word(s)* and *New Irregular Word(s)* sections; direct student to repeat the sentence in which the error occurred.

### Sets 1-3

Do not move to the next section until the learner has done the following:

- Read the story **TWICE**, once to develop accuracy, and the second time to build confidence and fluency.
- Do not count reading errors on the first reading.
- Ask comprehension questions on the second reading.
- Criteria is met if learners make two mistakes or less on the second reading.

If more than two mistakes occur during the second reading, the student has not met criteria and must read the story another time.

If teaching a group, have each learner take a turn on parts of the story. The learner or instructor should point to each word.

### Sets 4-8

There is an error limit for the beginning passage(s) in each story. (approximately 80-120 words) If the error limit is exceeded, whether by a group, or a single student in a tutoring session, repeat the beginning passage(s) until the criteria is met, then proceed with the rest of the story. Ask the comprehension questions as identified.

### Comprehension

Comprehension questions about the story are at the bottom of pages within the story. As the learner reads through the story, ask the learner the questions and discuss parts of the story that are of interest to the learner. If students make a comprehension error, ask the question and reread the part of the story that answers the question. Model the answer, then ask the question again.

Instructor demonstrations of interest and enthusiasm are very important. The questions included throughout the books should be considered a good starting point for a short discussion about what is happening in the story. Adding additional questions will help build the learner's enthusiasm and comprehension skills.

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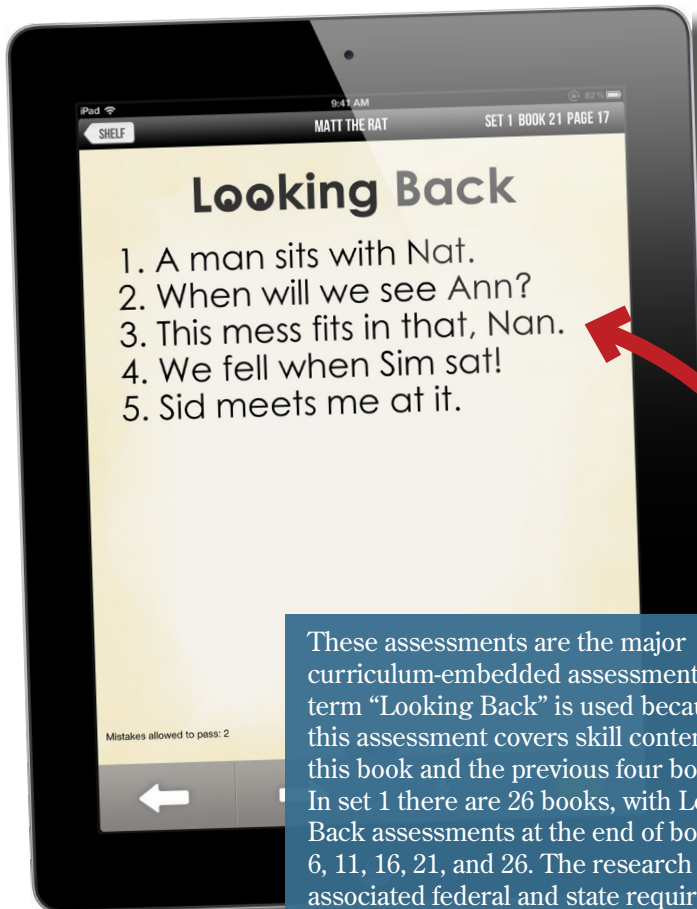
**As the learner reads through the story the second time, ask the learner the questions.**

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## LOOKING BACK & COMING ATTRACTIONS

# B

elow are two sample pages from Set 1 Book 21. In this section we describe the “How” and “Why” of each component of a lesson. On the opposite page you will find the instructor guidelines for the *Looking Back* and *Coming Attractions* section.



These assessments are the major curriculum-embedded assessments. The term “Looking Back” is used because this assessment covers skill content from this book and the previous four books. In set 1 there are 26 books, with Looking Back assessments at the end of books 6, 11, 16, 21, and 26. The research and associated federal and state requirements mandate that the curriculum-embedded assessments “inform instruction.” In this case the assessment result dictates the reteaching needed.

### SUPPORTING ACTIVITIES



Word

Sun

In this section the teacher previews words and/or specific skills. The word “Sun” is taught on this page. This word was introduced in this book, but the first letter was not capitalized.

Read the word without a mistake before moving on.

18

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## LOOKING BACK

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### Progress is Monitored Through Periodic Checks

In sets 1-3 there will be a section called *Looking Back* every 5 or 6 books which is designed to test whether the learner has mastered the sounds and words introduced in the previous group of books.

In Set 4 the *Looking Backs* are placed at the end of each book.

- Even numbered books assess decoding
- Odd numbered books assess rate and accuracy

In Sets 5-8 the *Looking Backs* are in the even numbered books. There are two parts in conducting the *Looking Back* assessments in Sets 5-8.

- First there is an accuracy check. If that criteria is met, then:
- There is a rate and accuracy check.

1. Ask the learner to read each sentence.
2. Note any mistakes (and for sets 4-8), the time the learner needed to complete the passage.
3. The criteria for allowable mistakes is listed at the bottom of the page.
4. If the learner does not meet criteria, go back and read through all books between the previous “Looking Back” section and the current “Looking Back” section.

This reteaching is extremely important for ensuring continuous and highly successful reading experiences.

### Notes:

**Do NOT** have the students practice reading the Looking Back pages before conducting the assessment.

If the error criteria have been upheld during the story readings students will most likely meet the Looking Back criteria as well. The learner must be competent and confident on each “Looking Back” test before moving to the next book.

## COMING ATTRACTIONS

### Practice Increases Success

The *Coming Attractions* section provides a quick review of new sounds and words which will be introduced in the next book(s).

Instructional Dialogue: Coming Attractions

This word is \_\_\_\_\_. What word? (Students respond)

This sound is \_\_\_\_\_. What sound? (Students respond)

### Notes:

Special notes have been added periodically to the *Coming Attractions* section. These special notes provide additional information, draw attention to possible problems, or include instructions and dialogue for you to use when introducing a new sound.

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## READING THE BOOKS

### The books are designed to create a successful reading experience for the learner.

The books need to be read in numerical order because the sounds and words in each book build on previous books. To ensure success, use the same process with each book each time it is read. The *Sound Practice* and *Word Practice* sections are very important for the learner to complete **before** actually reading the story because they prepare the students for successful reading of the story.

The sequence of Reading for All Learners books was researched, revised, and field tested to provide high levels of success and create enjoyable learning experiences in beginning reading.

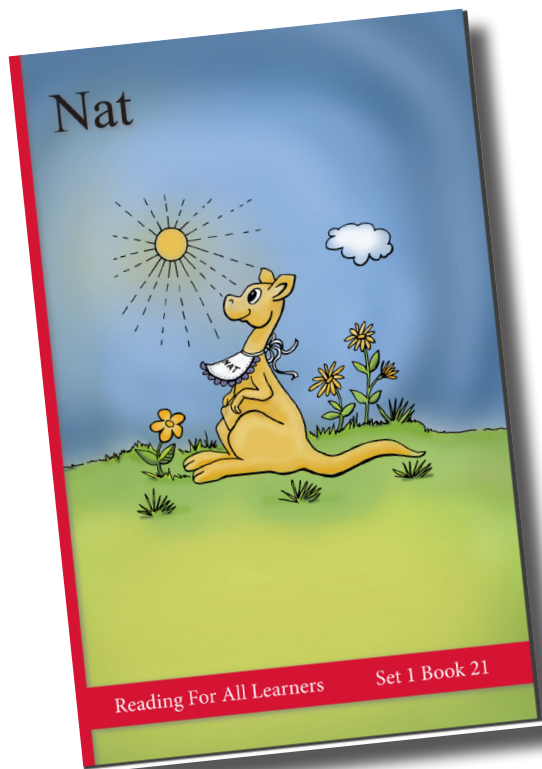
### When to move to a new book?

When the learner meets the criteria for all the sections of a book, she/he should complete the Learner's Chart and move on to the next book.

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**Be sure to reinforce the learner for successful completion of each book and to take pride, personally, in a job well done!**

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## Tracking Progress

Tracking a learner's progress provides a visual picture of accomplishments. Reading For All Learners is divided into small books to help ensure progress is visible to both the student and instructor. Closing the cover on a completed book is to be celebrated and helps ensure the learner is motivated by their success and progress. Below are some examples of ways to track student progress. Several different options for tracking student progress are available for download from [iseesam.com](http://iseesam.com).

RFAL Data Set 2

Student:

Set 2	First Reading	Second Reading*	Third Reading*	Fourth Reading*	Looking Back	Comments:
BOOK	Do Not Count Errors	Errors	Errors	Errors	*(Repeat to here)	
1					▲	*Students need to read story with 2 errors or less
2					▲	If the error limit is exceeded, repeat the story
3					▲	the next day. Go over the sound and word lists
4					▲	again, please.
5					▲	
6					▲	Pass Repeat* Pass Date:
7					▲	
8					▲	
9					▲	
10					▲	
11					▲	Pass Repeat* Pass Date:
12					▲	
13					▲	
14					▲	
15					▲	
16					▲	Pass Repeat* Pass Date:
17					▲	
18					▲	
19					▲	
20					▲	
21					▲	
22					▲	
23					▲	
24					▲	
25					▲	
26					▲	

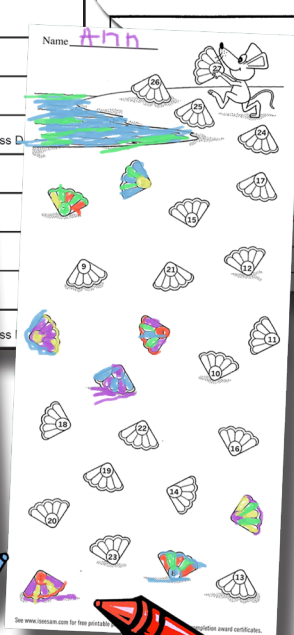
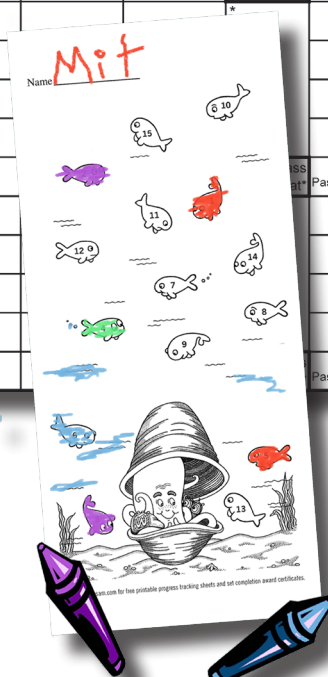
Student:

Set 2	First Reading	Second Reading*	Third Reading*	Fourth Reading*	Looking Back	Comments:
BOOK	Do Not Count Errors	Errors	Errors	Errors	*(Repeat to here)	
1					▲	*Students need to read story with 2 errors or less
2					▲	If the error limit is exceeded, repeat the story
3					▲	the next day. Go over the sound and word lists
4					▲	again, please.
5					▲	
6					▲	Pass Repeat* Pass Date: 3/2/14
7					▲	
8					▲	
9					▲	
10					▲	
11					▲	Pass Repeat* Pass Date:
12					▲	
13					▲	
14					▲	
15					▲	
16					▲	
17					▲	
18					▲	
19					▲	
20					▲	
21					▲	
22					▲	
23					▲	
24					▲	
25					▲	
26					▲	

Group Progress Chart  
Set 1 Books 1-26

Reading for All Learners

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
SAM		2-25	2-27	2-29																						
MIT		2-27	2-28																							
ANN		2-26	2-27																							





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## KEEPING THE LEARNER INTERESTED

Maintaining interest is necessary to motivate learners along their reading journey.

Children (and adults) need some form of recognition to help maintain interest in any project in which they are involved. This is accomplished through:

1. **The Stories.** The *Reading for All Learners* stories are interesting and highly motivating. Consistently, we have found that children like the stories.

Ask the questions (during the 2nd story reading) to keep the story interesting and the learner engaged. Discuss parts of the story that are funny, interesting, might not work out for the story characters, etc.

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**Make the story come to life by engaging the learners in the content.**

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2. **Your Approval.** A smiley face with the word “Praise” under it is periodically located at the bottom of the pages in the story. These are to help remind you to praise the learner for good reading. It is important to let the learner know that you are proud of his or her accomplishment. Be specific when praising the learner. Specific praise helps the learner know exactly what he/she is doing well.

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**Feel free to praise the learner more frequently if needed or desired.**

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For example:

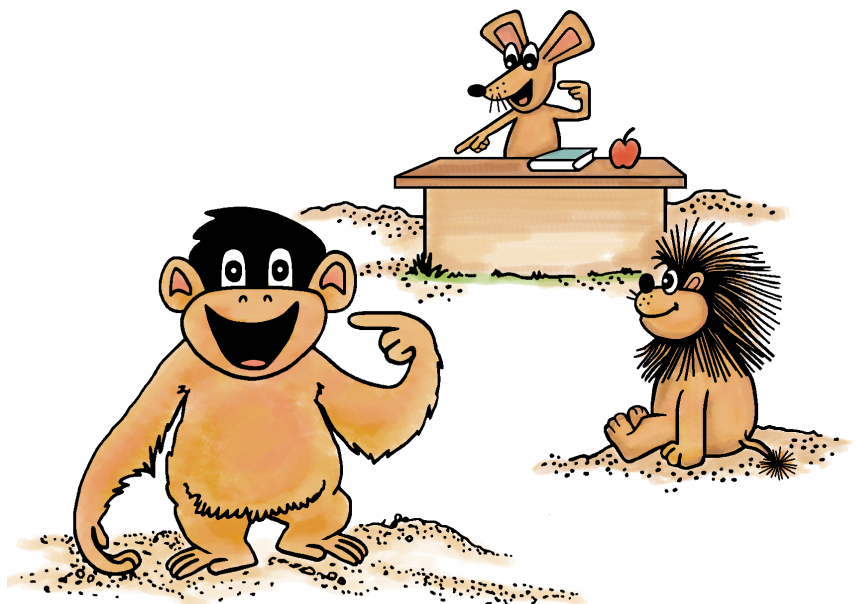
“You said that sound perfectly!”

“Great job reading that word; it’s a hard one.”

“That’s wonderful; you did much better reading the word ‘Mit’ on this page.”



Praise!



3. **Certificate of Success.** This rewards the learner for completing each book and gives the student a sense of accomplishment. Other rewards which would be particularly motivational for the learner (i.e., stickers, free time, etc.) may also be given for progress through the books.

**The Success Certificates should be awarded upon completion of a set. Give sincere congratulations for the efforts required to pass an entire set of books!**



## Milestone Books

The final books in sets 1-4 are referred to as “milestone books”

We have designed the “milestone” books to provide the readers with an extension to and an application of skills learned in the corresponding set(s).

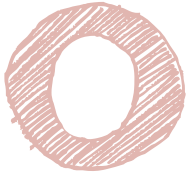
These books do not include any new material. Rather, we have employed vocabulary that is “high-end” and carefully controlled to maximize reading success and to provide the reader with a reward for achieving the major “milestone” of completing a set of our books before moving on to the next, more challenging set. These “milestone books” are available separately so they can be given to the students to keep as a reward for a job well done.



**All the tracking sheets and certificates may be downloaded from [www.iseesam.com](http://www.iseesam.com).**

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## FACILITATING ONE-ON-ONE INSTRUCTION WITH PARAEDUCATORS, VOLUNTEERS, AND/OR PARENTS



One-on-one instruction has many variations, each with unique advantages. Generally, in this setting the teacher is not directly providing instruction to all students. Therefore, the focus of this section is on providing ideas for effective and efficient training of staff or volunteers.

### The Teacher as an Executive

All teachers play an executive role in the classroom. Not only are teachers responsible for providing instruction, they must manage all aspects of the classroom. Completing paperwork, developing lessons, meeting with colleagues and parents, tracking progress and analyzing data all take time. Teachers may have access to paraprofessionals, volunteers, or older students who can provide assistance in the classroom. With fairly brief training most individuals can provide instruction using the *Reading For All Learners Little Books* quite successfully. The goal of training is to ensure positive experiences for both the learner and the instructor. Training also helps ensure instruction is delivered consistently and effectively.

### Training Classroom Staff and Volunteers

Classroom staff can free teachers from tasks such as photocopying, running errands, and inputting student data with virtually no training. One of the key advantages of the *Reading For All Learners Little Books* is classroom staff can quite effectively deliver instruction. A minimal investment in training is required before staff begin working with learners. Generally, one or two, one-hour training sessions with a group of classroom staff or peer tutors is all that is required. Teachers using classroom staff can then be free to complete essential executive functions, monitor the effectiveness of staff teaching skills or to work directly with lowest performing students.

### Microteaching

We suggest a model for training called Microteaching. Essentially, this model provides a way to train staff in a fairly large group quickly and effectively. The model consists of three primary steps in a sequence. These steps include (1) explaining the skill to be taught, (2) modeling the skill, and (3) a practice and observation session.

**Using this teachers guide as a training tool is recommended.**

### Explaining Skills to be Taught

In this step the classroom teacher chooses the first skill or first group of two or three skills to be taught. These skills are described and, if appropriate, the rationale for the skill is provided.

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A suggested list of skills for the Reading For all Learners is provided below.

Using the Pronunciation Guide  
Sounding Out Strategies  
Instructional Dialogues/Correction Procedures  
Praise and Comprehension Prompts  
Error Correction

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## HOME/SCHOOL PARTNERSHIPS

Parents can make a significant contribution to the instructional team, given an appropriate opportunity. Just as paraprofessionals in the class can provide instruction with minimal training, so can parents and caregivers. The Reading For All Learners Little Books provide parents an opportunity to make a significant contribution to academic achievements of the student. An increase in the time a learner spends engaged with text is consistently connected with literacy gains, and even greater gains have been noted when parents provide explicit instruction.

### Getting Started

Prior to sharing program materials with parents, some advanced communication will help parents understand the teacher's expectations, the outcomes expected and the time required. If possible, connect the launch of the home-school partnership with a face-to-face event such as a beginning of a school open-house or parent-teacher conference. This gives parents a chance to easily ask questions and provides the classroom teacher an opportunity to open a dialog and build a personal relationship with parents. A brief session for a group of parents in the school would be an ideal way to launch a parent reading program.

### Ensuring Consistency

A shortened version of this guide, which identifies the key instructional skills needed, is available for download from [www.iseesam.com](http://www.iseesam.com). Even without a face-to-face demonstration, this guide will help provide some consistency for the learners as they begin receiving instruction from multiple sources. Parents should be provided with ongoing access, either to the guide online or in print, as a way to introduce the program and as a reference throughout the year.

### Communicating with Parents

As you exchange materials with parents, adding a note identifying skills to focus on or words of encouragement on a regular basis can help enhance instruction and the relationship between teacher and parents or caregivers. A preprinted slip with space to identify key skills to work on and a place to track progress toward goals, including words of encouragement, can simplify and streamline regular communication.

### Traveling Books - Homework

Learners should have access to the same book they are working on in the classroom. A ziplock bag is a great way to protect books in transit and to include supporting materials such as the *Instructor's Guide* for the parents and notes from teachers. Depending on the learner and the time between reading instruction sessions at school, sending more than one book home may be an option. Also, extended breaks in instruction, such as holidays, are a great time to send home additional materials.

### Tracking Materials

Many teachers use the progress tracking forms found in the online resources download available at [www.iseesam.com](http://www.iseesam.com). With some minor modifications these same forms can be used to track the checkout and return of materials as well as progress through the series.

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**Parents should NOT be expected to teach content. A parent's role should be providing practice towards fluency.**

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Because The Reading For All Learners materials are inexpensive books, lost or damaged-in-transit do not represent a significant replacement books. Should replacement books be needed, they are available for a nominal charge. Contact us via telephone at 435-755-7885 to place an order for individual replacement books.

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## ALIGNMENT WITH READING RESEARCH

### Reading For All Learners Program (RALP) Little Books Alignment with Evidence-Based Research

The Reading For All Learners program has a long history of instructional design and development, field-testing, evaluation and distribution. The lessons are built on a solid foundation of reading research and evidence-based instructional strategies. In particular, they are well aligned with the recommendations of the National Reading Panel (NRP, 2000) and the Five Big Ideas of Reading, (Armbruster, Lehr, & Osborn, 2006) which form the building blocks for reading skills.

**Big Idea #1, Phonemic Awareness.** The 2006 U.S. Department of Education (DOE), National Institute for Literacy publication (Armbruster, Lehr, & Osborn, 2006), *Put Reading First*, states that research findings list several skills sometimes discussed as phonemic awareness skills. Of these, only four skills are significantly predictive of success in later research-based reading instruction. In keeping with these findings, RALP limits the emphasis to the four effective skills to make the instructional intervention more focused and more manageable for both assessment and instruction. The four skills are:

1. **Combining or blending** the separate sounds in a word to say the word. For example, blending the sounds /m/, /a/, /t/, to say “mat.”
2. **Segmenting a word into its separate sounds**, e.g., saying the word “Sam” slowly so that each sound can be heard, e.g., “Ssssaaaammm.” Research suggests that it is best if there are no pauses between the sounds.
3. **Isolating and saying the first or last sound in a word**, e.g., the beginning sound in “man” is “mmmm.” It is easiest for the student if, initially, continuous sounds are used, such as /m/, /s/, /a/, and /e/, rather than non-continuous sounds such as /p/, /t/, and /d/. Non-continuous or “plosive” sounds are more difficult to blend, and blending sounds is the most important phonemic awareness skill. Hence, when the non-continuous sounds are first introduced, the sounds should be used at the end of a word. This makes the sound blending much easier for learners. The RALP follows these recommendations.
4. **Recognizing which words begin with a given sound**, e.g., when shown pictures of a mat, a rat, and a cat, pointing to the picture that begins with the sound, “rrrrr.”

The importance of these critical beginning reading skills is supported by an extensive body of research. The research has clearly and unarguably demonstrated the relationship between improved outcomes for at-risk readers and explicit instruction in these types of skills (National Reading Panel, 2000; Gunn, Biglan, Smolkowski, & Ary, 2000; Mathes, Denton, Fletcher, Anthony, Francis, & Schatschneider, 2005; Fuchs et al., 2001; Mathes, Howard, Allen, & Fuchs, 1998; Slavin, Madden, Karweit, Livermon, & Dolan, 1990). In fact, Foorman, Fletcher and Francis (1997) noted the following:

There is a period during beginning reading instruction when all children benefit from practicing letter-sound connections in decodable text. To immerse children in a print environment without instruction in letter-sound correspondences and practice in decodable text is to doom a large percentage of children to reading failure. (p. 16)

Correct identification of students at risk for reading disability in preschool through first grade can trigger early reading intervention prior to the onset of significant problems, which in turn can place students on the path of adequate reading development. Universal screening is a principal means of identifying students as being at risk for reading difficulties. In both research and practice, it usually involves measures of early literacy and foundational reading skills, including phonemic awareness, letter naming fluency, concepts about print, word reading, and oral language ability, including vocabulary.

The *Scope and Sequence* (p. 3), pages 15-40 of this manual and associated model lesson video clips (<https://iseesam.com/model-lesson-videos/>) provide examples of the above-listed research-based recommendations.

**Big Idea #2, Phonics.** In *Put Reading First*, Armbruster, Lehr, and Osborn (2006) state:

“Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words... The goal of phonics instruction is to help children learn and use the alphabetic principle—the understanding that there are systematic and predictable relationships between written letters and spoken sounds. Knowing these relationships will help children recognize familiar words accurately, automatically, and ‘decode’ new words. In short, knowledge of the alphabetic principle contributes greatly to children’s ability to read words both in isolation and in connected text” (p. 11).

Primary research studies support the above assertions by Armbruster, Lehr, and Osborn (2006). Studies evaluating or measuring the efficacy of phonics instruction consistently find a connection between explicit, systematic phonics instruction and improved reading skills. The learners who typically benefit the most from this type of instruction are struggling readers (National Reading Panel, 2000; Elbaum, Vaughn, Hughes, & Moody, 2000; Torgesen, Alexander, et al., 2001; O'Connor, 2000; Mathes, Denton, Fletcher, Anthony, Francis, & Schatschneider, 2005; Vadasy, Sanders, and Peyton, 2005).

The *Scope and Sequence* provides a summary of the phonics skills used in Reading For All Learners. This summary is aligned with the above-listed U.S. DOE research findings and recommendations.

Recent research has confirmed that mastery of phonic decoding is a gateway to fluency and comprehension.

**Big Idea #3, Fluency in Reading Text.** In *Put Reading First* (Armbruster, Lehr, & Osborn, 2006), the authors state:

“What does scientifically based research tell us about fluency instruction?... Students who read and reread passages orally as they receive guidance and/or feedback become better readers. Repeated oral reading substantially improves word recognition, speed, and accuracy as well as fluency. To a lesser but still considerable extent, repeated oral reading also improves reading comprehension. Repeated oral reading improves the reading ability of all students throughout the elementary school years. It also helps struggling readers at higher grade levels... Researchers have found several effective techniques related to repeated oral reading: (a) students read and reread a text a certain number of times or until a certain level of fluency is reached. Four re-readings are sufficient for most students; and (b) oral reading practice is increased through the use of audiotapes, tutors, peer guidance, or other means” (p. 21).

Fluency interventions that focus on repeated reading or reading a range of text, along with opportunities to practice reading in the classroom may generally improve students' fluency and comprehension. Given the developmental nature of reading fluency, specifically, that reading rate and accuracy improve with overall reading skills over time for typical readers, the researchers conjectured that by fourth grade, students with poor fluency were also poor in decoding and word recognition, which may have inhibited their fluency growth.

In keeping with the above research recommendations and the findings of previous research (Adams, 1990), Reading For All Learners directly and consistently addresses text fluency. A review of the *Scope and Sequence* identifies the curriculum-embedded fluency criteria, starting with 60 words/minute with 97% accuracy at the end of grade 1, and moving to 120 words/minute with 97% accuracy in grade 3. Each curriculum-embedded assessment (every 5th or 6th Little Book) specifies the criteria for mastery, with recommendations for reteaching.

**Big Idea #4, Vocabulary.** In *Put Reading First*, Armbruster, Lehr and Osborn (2006) claim:

“Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print. Vocabulary plays an important part in learning to read... Vocabulary also is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean” (p. 29).

Supporting *Put Reading First* are the findings of the National Reading Panel (2000). The NRP notes the connection between an oral and written vocabulary and understanding the meaning of words. The NRP continues by describing how learners who have the needed skills to decode unfamiliar words in print, can then access their oral vocabulary for the word meaning.

Every one of the 141 books included in the program identifies the vocabulary required for each story. Oral reading fluency, accuracy as well as reading vocabulary requirements are identified, and students are required to be confident and competent with the vocabulary needed to read stories with fluency and comprehension. In addition, the morphological skills explicitly taught allow students to generalize to specific words not previously taught. The morphological skills taught are identified in the *Scope and Sequence*. Identifying all new words introduced in each lesson permits instructors to check for understanding before beginning connected text reading practice.

Research in preschools has documented that children who are at risk for language disabilities, which also puts them at high risk for reading disabilities, appear to benefit from extensive opportunities for listening to and using complex spoken language.

The diverse settings and concepts used in the connected-text reading practice provide a wealth of opportunity for broad vocabulary development. Story lines in the early sets are intentionally kept simple, in keeping with the vocabulary development of learners. Later stories increase the complexity of setting, characters and topics, gradually building learners' vocabulary along with oral fluency.

**Big Idea #5, Comprehension.** There is a very good reason why the fifth Big Idea is comprehension. The previous four Big Ideas are needed in order for a learner to comprehend what is being read (Chall, 1983; NRP, 2000). Marilyn Adams (1990) wrote the following:

“To understand connected text, our attention cannot be directed to the identities of individual words and letters. In reading as in listening, the process of individual word perception must proceed with relative automaticity, and such automaticity comes only through learning. We must have learned the relations among visual features that signal individual letters and about the relations among individual letters that correspond to frequent words and spelling patterns. And we must have acquired the associations that link spellings to speech and to meanings. Only having perceived the individual words automatically can we direct our attention to the relationships between them. Only as their perception has become relatively automatic can we devote our active attention to the process of understanding them” (p. 91).

Others, including primary researchers, have indicated there is a strong link between reading comprehension and both oral language skills and decoding skills in beginning readers (Storch & Whitehurst, 2002; Carnine, Silbert & Kameenui, 1996; Hoover & Gough, 1990; Shankweiler et al., 1995). In fact Storch and Whitehurst, (2002) noted the following:

“Furthermore, reading comprehension at this stage is highly correlated with word and non-word reading tasks, reinforcing the position that at least during the early stages of reading development, reading comprehension is primarily a function of word reading abilities.” (p. 943).

Descriptions of the first four Big Ideas alluded to their contribution to reading comprehension. Additionally,

RALP uses a range of strategies aligned with the U.S. DOE What Works Clearinghouse *Practice Guide for Improving Comprehension in Elementary Reading* (Shanahan, et al., 2010). For example, requiring the student to actively respond to comprehension questions with each story is central to RALP interventions. In *Put Reading First*, the authors (2006) make the following recommendations:

“Teachers have long used questions to guide and monitor students’ learning. Research shows that teacher questioning strongly supports and advances students’ learning from reading. Questions appear to be effective for improving learning from reading because they give students a purpose for reading, focus students’ attention on what they are to learn, help students to think actively as they read, encourage students to monitor their comprehension; and help students to review content and relate what they have learned to what they already know.” (p. 43)

Primary research studies (McGee & Johnson, 2003; Morrow, 1984) and the most current IES Practice Guide (Shanahan, et al., 2010) support the use of questioning as a strategy for increasing comprehension. Given the need for students to actively respond to comprehension questions, RALP provides examples of comprehension questions as instructor prompts at the bottom of pages. The nature of the provided model questions are in keeping with the recommendations made by Carnine, Silbert, and Kameenui (1997). The Shanahan et al., (2010) Practice Guide recommendations suggest questions based on a range of comprehension difficulty, from “explicit” to “less explicit but inferred” student responses. In RALP, the terms Literal, Inferential, and Evaluative are used for question types to ensure an indepth understanding of text content. In kindergarten the questions are mostly literal. By grade 3, the questions are mostly inferential and evaluative.

The importance of careful text selection and the relationship to comprehension is introduced in Shanahan, et al., (2010) this way:

“...teachers should also ensure that a selected text (1) is rich in depth of ideas and information, (2) has a level of difficulty commensurate with the students’ word-reading and comprehension skills, and (3) supports the purpose of the lesson. There are no specific texts that the panel believes are more appropriate than others for strategy training. Specifically, for younger students, the panel believes that all texts require students to make inferences or check their understanding, and students’ comprehension could always be enhanced by retelling elements of the text.” (p. 30)

Instruction and interventions that are differentiated to target each individual student’s profile of component skills improve many students’ reading development.

RALP implements these recommendations through a gradual increase in text and story complexity as learners progress through the series, and by presenting diverse storylines and settings mentioned previously. This implementation parallels the recommendations made by Carnine, Silbert and Kameenui (1997), who point to a progression of increasing complexity as the primary factor of consideration in story selection.

### **Decodable Text**

Decodable text is defined two ways (Jenkins, Peyton, Sanders, & Vadasy, 2004). The first having to do with the predictability of words within a given text and relates to the concept of regular vs. irregular words. For the purposes of this document, the second definition is used. This second definition describes decodability as a measure of the number of words used in connected text reading practice that the learner had previously been taught. Though not studied in depth by the National Reading Panel, the topic of decodable text was identified in the NRP report as an important topic in reading research. Numerous studies have found a positive relationship between the use of decodable text and improved reading outcomes (Mathes, Denton, Fletcher, Anthony, Francis, & Schatschneider 2005; Vadasy, Sanders, & Peyton 2005; Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998).

As noted by Jenkins, Peyton, Sanders, and Vadasy in 2004, Carnine, Silbert and Kameenui (1997) made the following suggestions regarding the use of decodable text in connected text reading:

“During the first weeks of passage-reading, the passages students read should contain only words that have previously appeared in list exercises” (p. 91).

“A successful passage-reading component is possible only if the stories presented in the passage-reading exercises are carefully controlled to ensure the student has a strategy to decode every word in the passage” (p. 190).

Adams (1990) also discussed the importance of the relationship between phonics lessons and connected text practice. Adams notes, “When word attack skills are taught in the context of connected reading, their application is immediately pertinent to the story being read” (p. 111).

In the Reading For All Learners lessons and connected-text stories, all words used in each story are first introduced and explicitly taught prior to reading the story. This practice begins with the first lesson. Although the connected text practice in the first book of the series includes only three words, made up of four sounds, learners are able to immediately apply the phonics skills taught. “The instruction’s [phonics lesson] relevance to the greater goal of reading meaningful text is evident, both to teachers and students” (Adams 1990, p.111).

### **Assessment of Student Performance**

The Reading For All Learners books include curriculum-embedded assessments at least every sixth book. The “Looking Back” assessments cover skill content from books since the previous assessment. The Common Core Standards for Assessment (CCSSI, 2010) indicate that assessments must measure growth as well as proficiency. The data from the embedded assessments is well aligned with this recommendation. The research and associated federal and state requirements mandate that the curriculum-embedded assessments “inform instruction.” The U.S. DOE Institute of Education Sciences (IES) *Practice Guide for Using Student Achievement Data to Support Instructional Decision Making* (Hamilton, et al., 2009) describes evidence and recommendations for using achievement data:

- Make data part of an ongoing cycle of instructional improvement
- Teach students to examine their own data and set learning goals
- Establish a clear vision for school-wide data use
- Provide supports that foster a data-driven culture within the school
- Develop and maintain a data system



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# SOUND ACTIVITY ANSWER KEY

## Sound Activity Answer Key

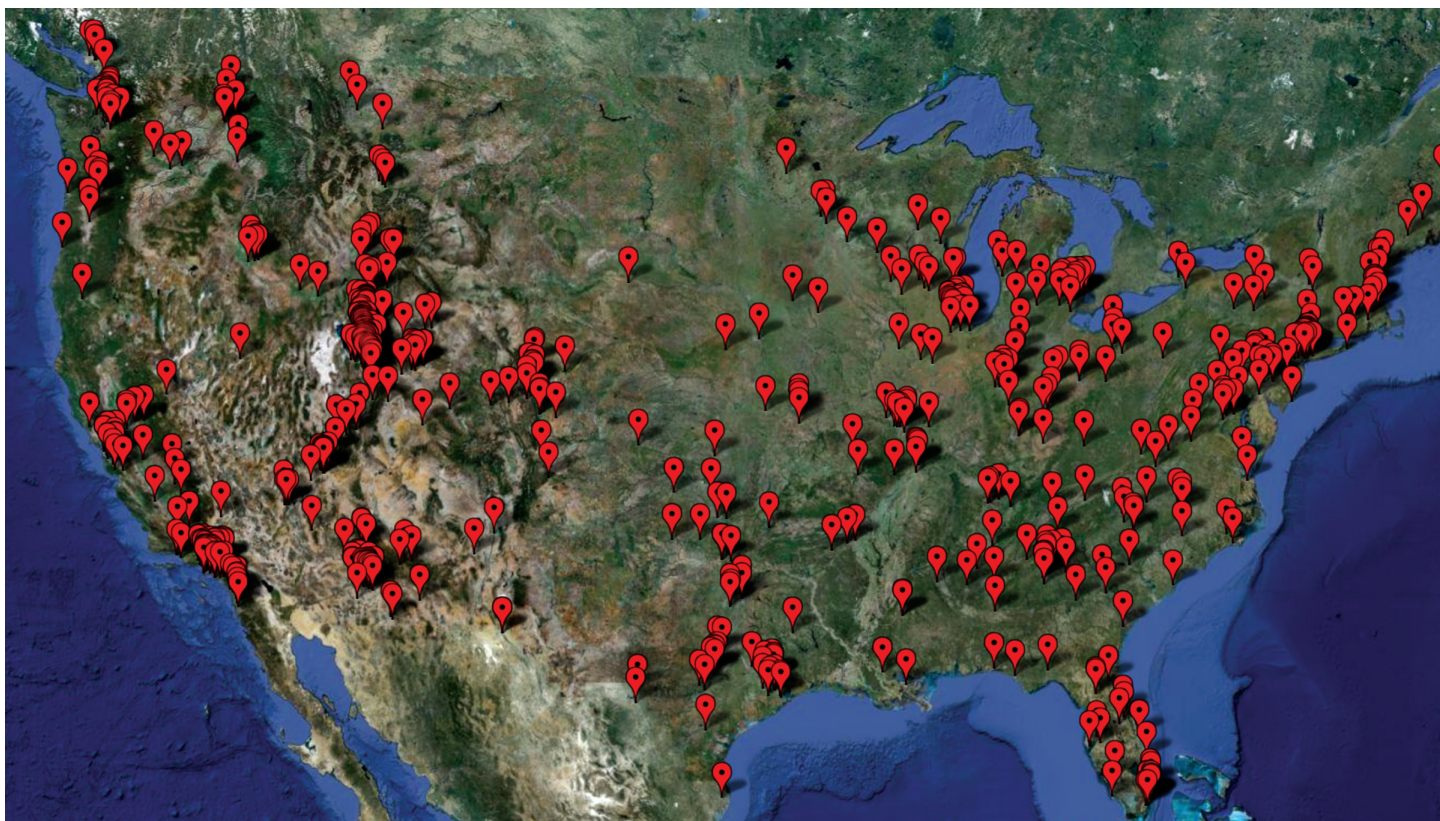
Sets 1-4		Quick	Voiced	Unvoiced
a	am, fat		V	
a	ate, cake		V	
ai	aid, pain		V	
al	also, salt		V	
ar	art, car		V	
b	big, rib	*	V	
c	cat, picnic	*		U
ch	chip, lunch	*		U
d	dog, lid	*	V	
e	end, pen		V	
e	ego, me		V	
ea	eat, seat		V	
er	her, faster		V	
f	full, if			U
g	go, rag	*	V	
h	hat, behind	*		U
i	it, pin		V	
i	ice, time		V	
ing	ring, bring		V	
j	jump, jeep	*	V	
k	kiss, milk	*		U
l	leg, well		V	
m	me, him		V	
n	not, sun		V	
o	ox, not		V	
o	open, go		V	
oo	oops, moon		V	
ou	out, loud		V	
p	pat, sip	*		U
qu*	quick, queen		V	
r	run, deer		V	
s	so, kiss			U
sh	ship, wish			U
t	top, hit	*		U
th*	then, bathe		V	
u	up, rug		V	
ū	use, fume		V	

		Quick	Voiced	Unvoiced
v	very, give		V	
w*	win, now		V	
wh*	when, why		V	
x	box, six			U
y*	yes, you		V	
y	my, cry		V	
z	zoo, buzz		V	

Sets 5-8		Sound Combinations	
au	haul		
aw	lawn		
ay	may		
ew	new		
igh	high		
ir	bird		
kn	knee		
oa	oat		
ol	old		
oo	foot		
or	for		
ow	show		
oy	boy		
ph	phone		
tion	potion		
ture	capture		
ue	blue		
ur	turn		
wr	wrap		

Tricky Sounds	
qu	kww or koo
w	www
wh	www
th	ththth

Caution: Do not add "uh" to quick/stop sounds. E.g., "c" does not say, "cuh" nor does "h" say "huh".



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## WHAT CLIENTS SAY ABOUT READING FOR ALL LEARNERS

The books are used every day in my classroom. The kids love to read them. They love the characters and the stories. I have had great success with them. Two of my non-readers are now reading with the help of these books. I highly recommend these books to all beginning readers no matter what age level they are. They are highly motivational. I even enjoy reading them with the students. The characters and their expressions make me laugh especially Mat the Rat!

— Jane from Sacramento, California

This is a great program for a beginner reader. The Little Books have been used successfully with special education students and English language learners throughout our school and district

— Megan from South Jordan, Utah

I am very pleased with this product. It is an affordable set of books that I can use for my beginning readers. I use them with students who have reading difficulties and are below grade level. The kids enjoy them as well.

— Holly from Hartford, Connecticut

My daughter started reading the “I See Sam” series in preschool. She is now in her 3rd month of kindergarten and is reading at a first grade level. We are thrilled!

— Wanda from Peoria, Illinois

I love these books! And so does my daughter. She is 4 1/2 and does not like to sit still and focus very much. I was very worried that buying these books for her would be a waste, but she begs to read these books. Worth every penny! The program is very easy to follow and my daughter is learning to read wonderfully.

— Lindsey from Boston, Massachusetts.

Because of these books, all four of our kids have learned to read at a very young age. The books work so incrementally and logically that the kids have never been overwhelmed—and neither have their parents. And of course they love the pictures and mini story lines that keep them turning the pages. We are so grateful for these books!

— Heather from Billings, Montana