

PART ONE

Steps 1-7



Training videos for Reading Mastery K-1

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Definition



- “Reading is the process of constructing meaning from written texts.
- It is a complex skill requiring the coordination of a number of interrelated sources of information.”
- Some “sources”, or parts, are harder to learn for many children.

(Becoming a Nation of Readers. 1985, The Report of the Commission on Reading by The National Academy of Education)

Margaret Snowling and Charles
Hulme, (eds) The Science of
Reading. 2005



- Word recognition is the foundation of reading;
- all other processes are dependent on it.
- If word recognition processes do not operate fluently and efficiently, reading will be at best highly inefficient.

Using a Mastery Learning approach Requires teaching little by little, which requires explicit objectives.



- Teaching little by little: a very gradual increase and accumulation of learning specifics.
 - increases the chances for success.
 - makes the specifics of each step clear.
 - Makes sure everything that is needed is taught for future use.
- Too much information presented at once and unsystematic increases chances for confusion and overload.
- Clear objectives, arranged and mastered in systematic order, are necessary. Everything is planned out.

See: Anita Archer, [Explicit Instruction Effective and Efficient Teaching \(2011\)](#)

Kieth Stanovich (1991) "Word recognition: Changing perspectives." Pp. 418-452. In R. Barr, M.L. Kamil, P. Mosenthal & P.D. Pearson (Eds.) Handbook of Reading Research, Vol. 2.



- Word recognition and beginning reading success: 13 studies are cited
- The relationship between word recognition and comprehension is causal: 7 studies cited
- The relationship between poor reading and word recognition skills: 10 studies cited

Early Language Precursors (oral vocabulary and listening comprehension)



- Language Development: vocabulary, background knowledge, listening and speaking.
- Oral vocabulary supports learning how to decoding words.
- Vocabulary and background knowledge supports listening and reading comprehension skills.
- What can be done to enhance early learning?
 - Language programs, vocabulary programs, children's literature, conversations, discussions.

Video samples of Teaching Oral Language Skills – Language for Instruction



Video samples of Teaching Oral Language Skills - Vocabulary



Essential components for Word Recognition



1. Early language precursors to beginning reading. (vocabulary, stories, language of instruction, and information, all form mental lexicons or dictionaries and familiarity with syntax.)
2. Phonological Abilities (tuning up our ears to the bits of sounds in words, making it possible to hear, manipulate and think about the sounds.)
3. Learn the Alphabetic principle for word recognition, learning how the alphabet works (connecting the letters to the sounds in all their combinations to form words)
 - Word recognition skills are facilitated by vocabulary stored in our mental dictionary or “lexicon”, initially filled from oral language and stored in phonological form before learning to read.
 - Strong reason for giving children lots of oral language exposure and practice before and during learning how to read.

Essential Components for Skilled Reading



4. Fluency and automaticity in reading words. (doing it faster in meaningful context)
5. Vocabulary (oral and written language to increase the ability to comprehend)
6. Comprehension (oral and written language), a complex of cognitive processes used to understand.



32 Specific Teaching Objectives and Progressions For Grades k-1
K: 1-22, Grade 1: 23-32

Teaching Progression # 1

Saying individual speech sounds as an introduction to phonemic awareness



(Students will say sounds in isolation) Lessons 1-60

Teacher says: *Let's say some sounds. Listen to the sound: mmmm* When I hold up my finger, we're going to say (pause) *mmm. Get ready. (pause)*

Hold up one finger and say. *mmm* with the children.
(repeat)

Your turn, Get ready. (pause) Hold up one finger.
mmm

(repeat until firm)

Teaching Progression #1

Video Demonstration

Say the sounds



Teaching Progression #2

Phonemic Awareness: progressing from large to small speech units within words
(Lessons 1- 10)



Students say words “the fast way” after hearing them with a pause or slow and stretched out.

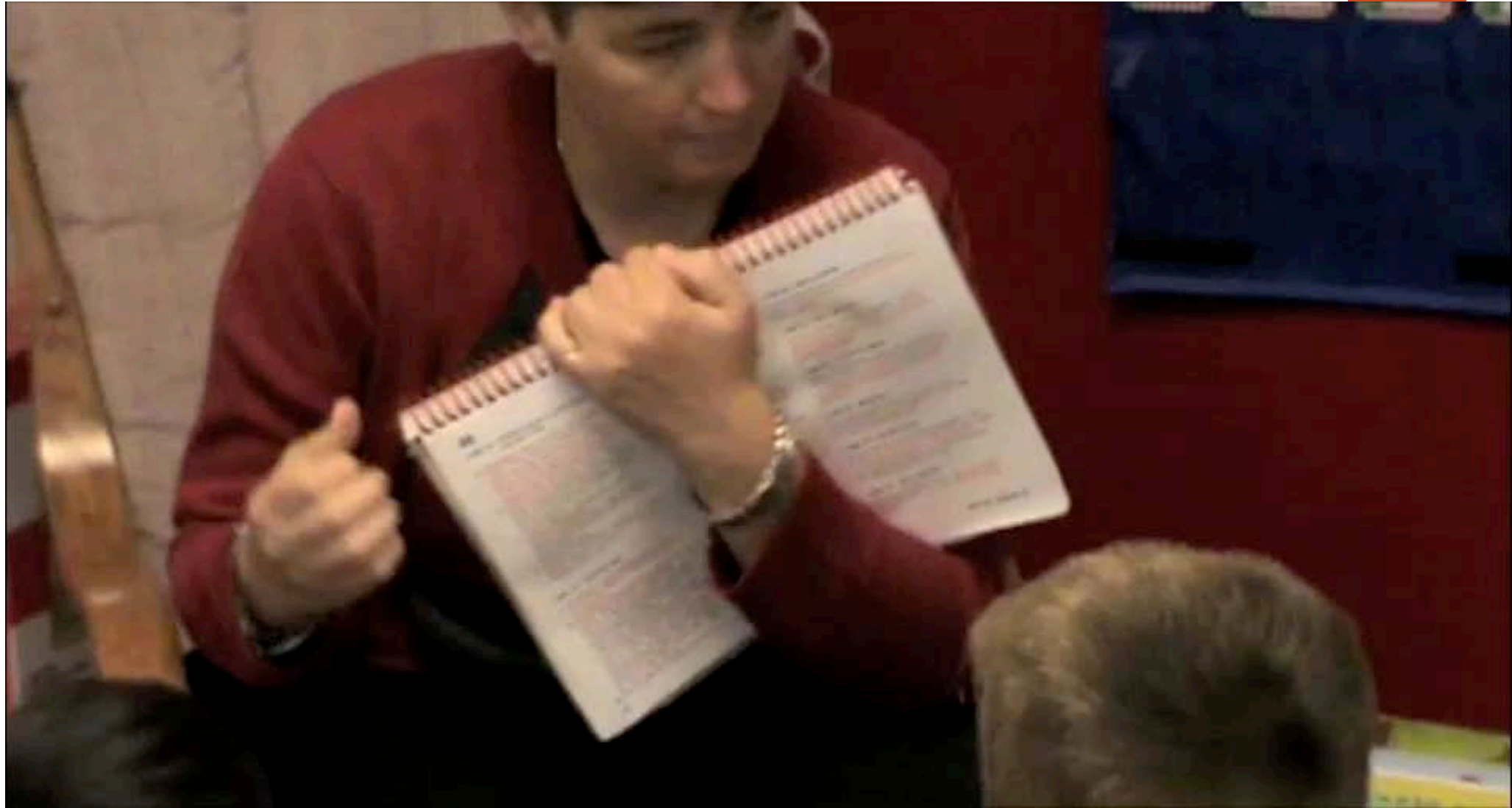
- Teacher says: Let’s play “Say it Fast”. Hold up your finger. Listen : Peanut---(pause) butter.

(pop up first finger for 1st word, second finger for 2nd word)

- Hold up hand: Say it fast. (pause) Drop your hand.
- Students say: Peanutbutter
- Yes. Peanutbutter.

Teaching Progression #2

Video Demonstration- Say it fast



Teaching Progression #3

Video Demonstration- Say it slow



Teaching Progression #3 (cont.)



Teaching Progression # 4, Saying the word slowly and fast! Lessons 8- 40



Teacher says: First you are going to say a word slowly without stopping between the sounds. Then you are going to say the word fast.

Listen, Hold up a finger for each sound. *say*, (pause) *mmmmmmmm*. *Get ready*. (pause) Hold up a finger for each sound. *mmmmmmmm*. (repeat)

Say it fast (pause, signal). *Me*

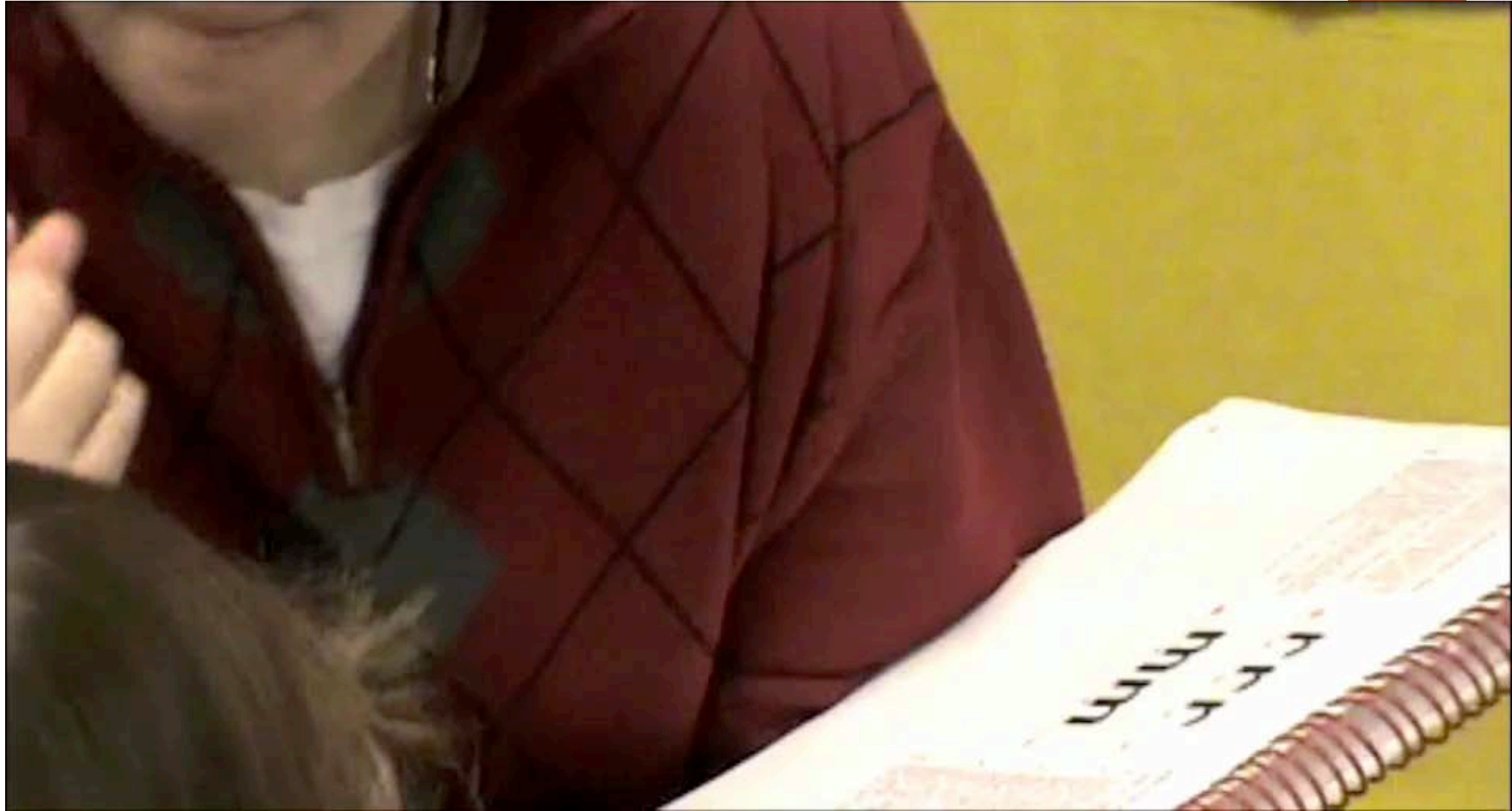
Yes, me. Good job saying it fast.

Teaching Progression #4

Video Demonstration- say it slow, say it fast



Teaching Progression #4 (cont.)

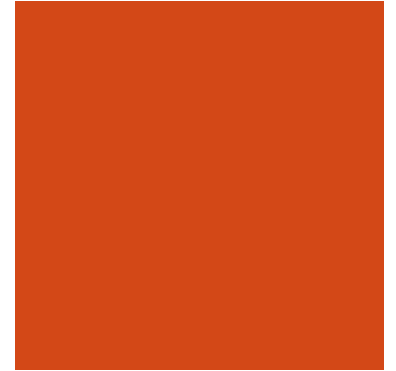


Teaching Progression # 5

Introducing letter/sound relationship

* the beginning of phonics skills*

Lessons 1- 156



- *Show the letter to students.*
- *Touch the first ball of the arrow.: Here's a new sound. My turn to say it. When I move under the sound, I'll say it. I'll keep on saying it as long as I touch it. Get ready. (pause) Move quickly to the second ball of the arrow. Hold for two seconds. aaaaa (repeat)*
- *Touch the first ball of the arrow. Your turn. When I move under the sound, you say it. Keep on saying it as long as I touch under it. Get ready. (pause) Move quickly to the second ball of the arrow. Hold for two seconds aaa*
- *Yes, aaaa*
- *First 5 sounds are to be introduced before any sounds will be introduced prior to using them in reading vocabulary.*

TP # 5



a



Teaching Progression #5

Video Demonstration-Say the sound for this letter



Teaching Progression # 5

Scope and Sequence of letter introduction for K



- In kindergarten, 41 letters or letter combinations are taught in sequence. (see next slide)
- As letters are learned, they are applied in words to decode.
- This amounts to more than 55 of the most frequent letter/sound correspondences in the language, which are reinforced in 1st grade.
- A computer analysis finds that these correspondences can be used to decode about 80% of the language.
- The remainder require more advance decoding skills.

a m s e r d

3 days

4 days

5 days

3 days

3 days

after Pragma 100 (11)

i f th t n c

Introduce a new sound every 3 days.

o a h u g i

w sh l k o v

p ch e b ing

i y er x oo

j y wh qu

z u ar

Teaching Progression # 6

Teaching letter/sound relationship. Children touch and track with finger. Lessons 1- 156 (take-homes)

Children hold take-home paper on lap board. Hold lap-board and paper with one hand and touch with the other.

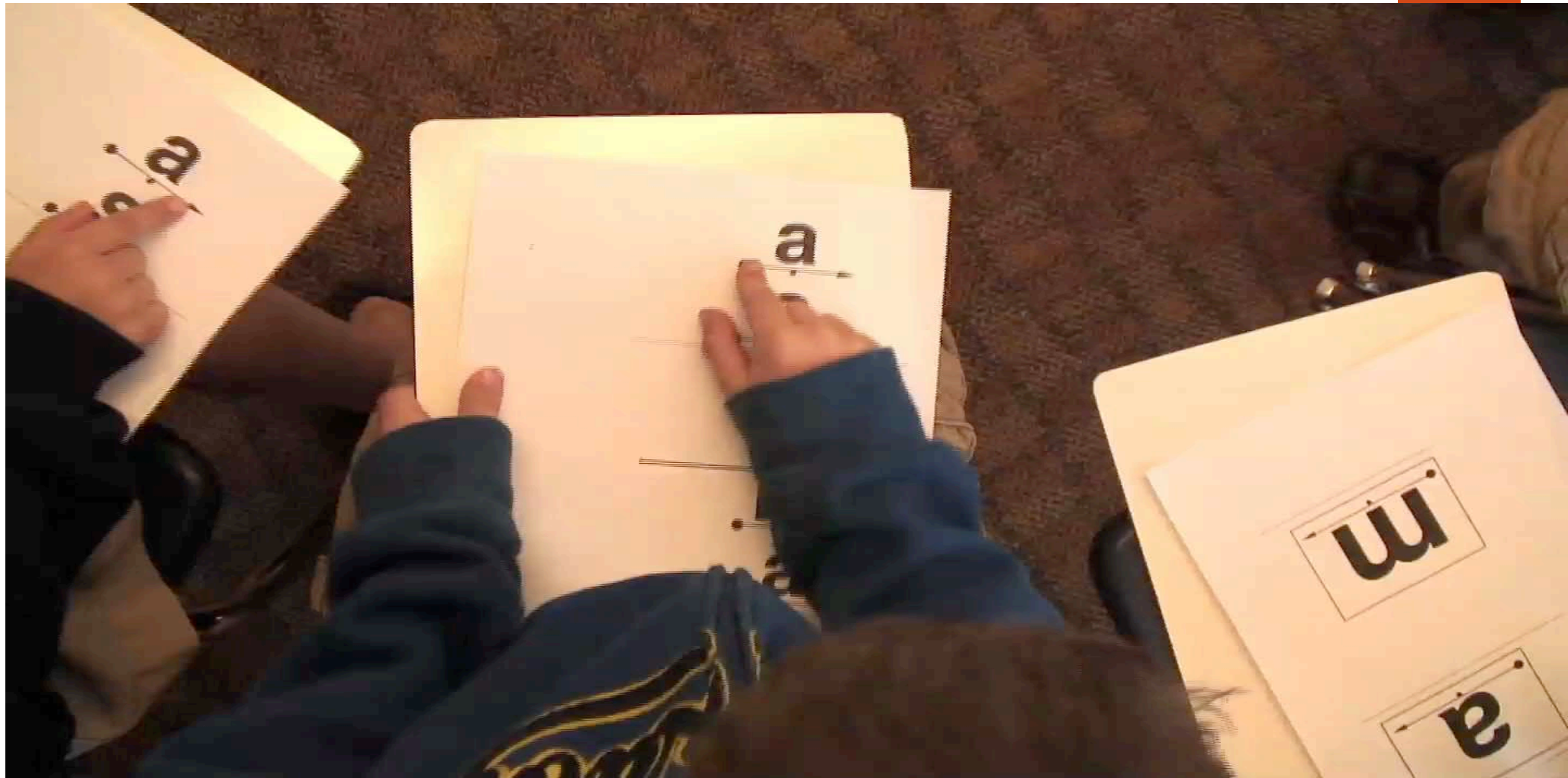
“Everybody, finger on the first ball of the arrow. When I clap, quickly move your finger under the sound, on the next ball, and say aaaa (check). Get ready (pause) clap and say aaa with the children aaaa. (repeat until firm)

**Finger on the first ball of the arrow. Check children’s responses. Your turn. Get ready. (pause) Clap aaaa
Yes. aaaaa**



Teaching Progression #6

Video Demonstration –Touch the letter and say the sound



Teaching Progression #7

Phonemic Awareness

Onset-rhyme (an oral task)



- My turn to say a word slowly. First, I'll say (pause) mmmm Then I'll say (pause) at. Listen again, First I'll say (pause) mmmm Then I'll say (pause) at.
- Here I go. Hold up one finger mmmm While holding mmm, Hold up second finger and say at without stopping between. (mmm)at
- Do it with me. Hold up your finger. First you'll say (pause) mmm. Hold up second finger. Then you'll say (pause) at. Get ready. (pause) Hold up fingers. Say Mmmmat with the children as you hold up a finger for each part.
- All by yourself (same procedure)
- (this leads to a step by step onset-rhyme sounding-out in lesson 26 an beyond.)