

**Thirty-one Beginning Teaching Progressions
for the first two years of Instruction
Year one: K preferred, Year two: 1st grade preferred
(Based on Reading Mastery Program)**

1. Introducing sounds orally- no letters, Phonemic awareness (50 lessons)
(practice saying selected speech sounds that later will be learned as letters)

- Teacher says: Listen, I'm going to say a sound.
- Teacher says: aaaaaa (*finger pop ups*)
- Teacher says: Your turn, *when my finger pops up*, you say "aaaaa"
- Students say sound aaaaa

2. Introducing Phonemic Awareness in words (approx. 25 lessons)

- Students say words "the fast way" after hearing them slow and stretched out.
- Start with compound words, then two-syllable words (taaable, oopen) to one-syllable words with two or three phonemes (mmmmeee, rrrrraaaannnn, nnnnoooose)

Compound words and two-syllable words

- Teacher says: Let's play "Say it Fast".
- Listen : Peanut---(pause)butter. Or Taaaaaable.
pop first finger up for 1st (syllable), second finger for 2nd (syllable)
- Teacher says: Say it fast. Students say: Peanutbutter (or Table)

One syllable words

- Teacher says: Let's play "Say it Fast".
- Listen: rrrrraaaaaannnnn. (pop up finger for each sound, first, second, third.
- Teacher says: Say it fast. Students say: ran.

**3. Saying a one-syllable word slowly, stretched out....without stopping.
(phonemic awareness) (approx. first 15 lessons)**

- Teacher says "I'm going to say a word slowly, without stopping".
- Then you'll say it slowly with me." First I'll say, "me" slowly.
- Listen, mmmmmeeeeeeee (*pop up finger for each sound*)
- Now it's your turn to slowly say the word mmmmeeee with me.
- Take a big breath and say mmmmmmeeee.
- Get ready (*pop up finger for each sound they say*)
(same with "ran" and "no")
- Your turn to say the words slow by yourselves. Say mmmmeeee slow.
- Get ready. (signal with fingers)
(same with "ran" and "no")

4 . Saying the word slowly, then fast! (approx. lessons 10-40)

(Slow, continuous segmenting, then fast blending into whole word.)

- 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.
- Teacher says: Listen, say, mmmeeeeeee. (*with fingers*) *Get ready,(signal each)*
- Teacher says: Say it fast (*signal, drop hand*) *Students, me. Yes, me.*
(same for “ran” and “on”)

5. Saying sounds slow, then fast. (similar to #1)

(A lead up to sounding out letters)

- Teacher: First you’re going to say a sound slow, then you’ll say it fast.
- Teacher: Say “aaaaa” slow. (*signal with finger*) “aaaaa”
- Teacher: Now say it fast. (*slash with hand*) a Yes, a.

6. Introducing letter/sound relationship- Continuous sounds

* **notice box, ball and arrow** * (Daily the first year, new letter every 2-3 days)

- Teacher: (show letter) This is a letter. When you see it you say a sound. so we call it a sound. (*Show the letter **a** to students. Touch box.*)
- Teacher says: My turn. *When I slide under the sound, I say aaaa.*
- I keep on saying it as long as I touch under it. (*slide, say aaaaa*)
- Your turn. (*touch beginning box.*) When I slide under the sound, YOU say aa
Keep saying it as long as I touch under it. Get ready. (*slide and hold*) aaaa
(*slash with hand.*) Yes, aaaa.

(First 5 letter sounds are to be introduced before any reading vocabulary.)

(Subsequent sounds will be introduced prior to using them in reading vocabulary.)



7. Teaching letter/sound relationship with student tracking

(approx. two-thirds of year)

(writing the letter is part of this step as well as others with words,)

- Teacher says: “Everybody, put your finger on the box of the arrow. *When I clap, move your finger to the ball and say the sound (check). Get ready (clap). Yes, keep saying the sound until I clap again to stop. Again. Get ready (clap)*



8. Introduce fast letter sounds. (Letter/sound correspondence)

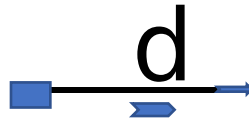
(approx. lessons 20 on) (with stop letters)

- Teacher says: We always say this sound just the fast way.

My turn to say the sound, “d” (not duhh) (just like at the end of “sad”)

(Slash finger from the box to the end of the arrow).

- Teacher says: Your turn, Say it fast- “d” Yes, “d”.



9. Letter/sound Cumulative Review (most of the first year)

-Saying sounds for letters most recently taught in a series.

-New letters are to be added to series only after they have been introduced and MASTERED individually.

-Be sure to continue practice of selected recently taught letters



10. Sound out 2 consecutive letter sounds without stopping. Pre-decoding

(approx. lessons 20-40)

- Teacher says: “I’ll show you how to say these sounds without stopping.” (touch under the first letter.) This sounds says mmmmm. what sound? (touch under next letter.) this sound say aaaaa. What sound? Now I’ll say the sounds without stopping. Follow my finger. (Touch the box at the start of the arrow, *slide to the first ball.*) say: mmm. (hold on each letter for a few seconds.

Slide to next ball without stopping the sounds). say aaaaa.

Now with me. Say the sounds without stopping. mmmmaaaaa

Your turn. mmmmaaaaa



11. Students track under each sound

(approx. lesson 20-110) (after step 10, students sound out letters with tracking)

- Teacher says: “Touch the get ready box on the arrow (*check*). I am going to say the sounds without stopping while you touch. When I say go, slide your

finger and touch under the sounds when I say them. Hold your finger on the dot while I say the sound. Move to the next sound when I clap and say that sound.

- Teacher says: Get ready. (clap on each sound) aaamm. (*students touch under each sound with finger*)
- Now, your turn to touch and say the sounds. (with me, then alone) Touch the get ready box. When I say go, I'll clap and you move your finger under the first sound and say the sound. Say the sound until I clap again, then move to the next sound and say that sound.

12. Say the individual sounds, sound out word, and say fast.

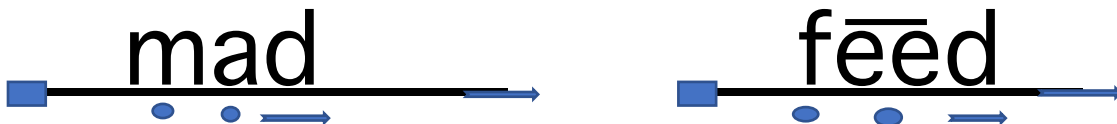
FIRST DECODING (approx. lessons 25-40) **(an out-loud rehearsal)**

- Teacher says: This is the word **am**. (show word) What word? "am" Yes, am. (touch the first sound) When you sound out the word am tell me the first sound? What sound? "aaa" Yes, aaaaa
- (touch the next sound) Tell me the next sound? What sound? "mmmm" Yes, mmmm
- You're going to sound out each sound of the word when I slide my finger, then say it fast.
- Everybody, sound it out, get ready-(touch and slide your finger) "aaamm" Say it fast- "am". Yes, am. (*slide finger from box to first ball, hold for 2 seconds And slide to next ball, hold and slash to arrow.*)
- (*Go back.*) Now say it fast. (*slash*)
- Repeat with student tracking. (*same as 11*)



13. Thinking ahead before sounding out a word (a silent rehearsal)

Thinking the sound prior to sounding out. (approx. lessons 35-45)



- Teacher says: I'll move down the arrow and hold under a sound, Just **think about the sound**. Don't say the sound out loud. Just think, think, think about what you're going to say. (*Touch and pause under each sound.*)
- First, think about this sound (*move finger under next sound*)
Think about next sound (*move finger under next sound*)
Think about next sound.

- Now, sound it out slowly without stopping. (*Touch the box*) Follow my finger. Get ready. (signal, slide finger to each dot, slow and pausing)
mmmmaaaaad
Now, say it fast. (slash) mad. Yes mad. (repeat for each word)
- Repeat with student tracking (same as 11)

14. Sound out words on a list, then say them fast , (slow and then fast) (extending and applying decoding skills) (approx. 35-110) (No rehearsal or Extra Think Time before starting)

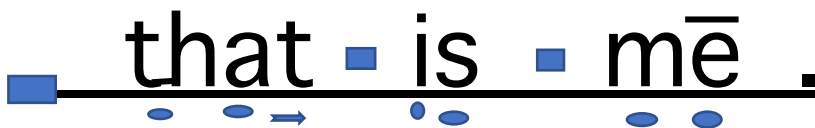


- Teacher says: Sound it out. (*Start at the box and slide finger to each sound. Pause for 2 seconds on each letter.*) rrrraaaaammmmm
- Teacher says: Say it fast.. (Go back to the box.) Say it fast (*slash to the end of the arrow*). Yes ram.

15. Apply decoding skills to short passages and stories

Sounding out each word and saying them fast. (approx. lessons 45-110)

Students hold small lap board and Take-home paper. They track the decoding the same as above. Allow extra think time between words.



- Teacher says: Hold your lap board and paper with one hand. Touch the box for the first word with your finger on the other hand. Slide your finger to each dot and Sound out the word with me and then say it fast.
 - Get Ready. (check touching of box) Sound it out. (*clap for each letter. students move finger under sounds in each word as they sound out each word*)
 - What word ? _____ Yes, the word is “**that**”.
 - Touch Next box, Get Ready. Sound it out. (*clap*)
What word ? _____ Yes, That word is “**is**”.
 - Touch Next box, Get Ready. Sound it out. (*clap*)
What word? _____ Yes, That word is “**me**”.
- (follow same procedure for all short stories, every word first sounded out)

16. Introduce Spelling: dictation of sounds and words,

First. “saying the sounds” in words (blending continuous segmenting) and then: saying the sounds separately (segmenting). (lesson 50+)

- Say the sounds in sam. Without stopping. Get ready. (Hand up, facing away from class. Signal, hold up a finger for each sound) sssssaaaaammmmm.
- Say the first sound, (signal, hold up one finger) ssssss
- Say the next sound. (signal, hold up two fingers) aaaaa
- Say the last sound. (signal, hold up three fingers) mmmmm
- What word? Say the word fast. (signal) sam. Yes, sam.
- Write it.

17. Sounding out words that start with fast sounds (approx. lesson 50 plus)
“go to the next sound fast” (*fast sounds at the beginning of words are originally taught with rhyming. See Teaching Progression #17a. The following describes a generic way of decoding words with fast sound beginnings, found in TP #17c, beyond rhyming*)



Teacher says: We have a fast sound at the beginning.

Say the fast sound. Get ready (*slash under the h*)

We have to go to the next sound fast. (touch next sound)

Say the next sound. get ready- (*touch and hold under a*) aaaaa yes, aaa
(*touch the starting box*) Sound it out. Go the next sound fast.

get ready (*slash to the next sound, hold, then slash the t*)- haaat

Yes, now you're going to read the word the fast way. (touch box, Slash.)

18. Transitioning or shifting to reading words as sight-words.

Steps abcd for internalizing decoding learned previously.

(See scripts on Teaching Progression or slides show. (approx. lessons 60-110)

a. after decoding each word out loud and saying the word ,
pause for a count to 5, say it fast.

b. “Think the sounds first”, (not sounding out loud, while teacher holds under each letter.) then “say the word out loud”.

c. After a list of words have been decoded out loud, Re-read whole list the fast way, with sounding out.

d. Read all words on a list the fast way with no previous decoding out loud. Apply step b to words in a sentence in a story, then to the whole story in the second reading after it has been decoded out loud as a group.

19. First irregular words (approx. lesson 90+) (see list)
(easy and most frequently used words first, gradual introduction)



- Teacher says: Sound out this word. (touch box)
Get Ready- (*slide finger under each sound*)
 - Students say: sssaaaaiiiid. Teacher: say it fast. (as it was sounded out)
 - Is that a word that you know?
 - That's how we sound out the word. That's not a word.
 - The way we say the word is.. "said"
 - How do we say that word? Yes, said.
 - First we sound out the word. We see if it's a word, and then we say it the right way.
- 20. Read all the words in a story the fast way, together and individually.**
(approx. lesson 110-160)
(students hold story books and touch each word as they read.)
- Teacher: Everybody, get ready to read the words in the story the fast way. Hold your books right and touch the first word.
 - Teacher: When I say, "What word", you say the word. And then go to the next word.
 - Touch the space before the first word. Get ready. What word? (*clap*)
 - Touch the next space for the next word.
(*pause, give think time*) What word? (*clap*)
Touch the space for the next word.
(Each lesson, provide a little less think time for each word)
(see sample lesson in Teaching Progression #20)
- 21. Increase fluency rate and comprehension. (from 16 wpm to 40 wpm)**
Be able to answer factual questions about the story, orally and in writing.
Generate student questions, reflect on stories, re-tell and summarize stories.
(approx. lessons 110-160)

The 21 Teaching Progressions follow these steps, but they include more examples with printable materials for use in the home or school.

Second year of instruction

Phase in new content. Do not sound out words unless necessary.
New decoding strategies: Read parts of words and then whole words.

- 22. Phase out alphabetic alterations and markings**
(use normal print about half way through the year)
- 23. Read words with initial consonant blends** (2nd yr. approx. lesson 10 plus)
 - Cover the initial consonant and read the remainder of the word.
 - Blend the initial consonants with the remainder of the word.
 - Say the whole word. (video)
- 24. Add new vowel combinations: ou, al, ea, ee. (without marks)**
 - Underline the new sounds in the word.
 - Say the underlined part, then say the whole word.
(don't sound out)
- 25. Read two-syllable words** (2nd yr. approx. lesson 32 plus)
 - Cover up the second syllable and read just the first syllable.
 - Uncover the whole word and read the whole word.
- 26. Say the names of letters, randomly and in alphabetic order.**
(2nd yr. approx. lesson 40 plus)
- 27. Distinguishing between long and short vowels in words w/ silent e.**
(2nd yr. approx. lesson 50 plus)
- 28. Reading new words and practicing old words.** (2nd yr. approx. lesson 85)
 - Underline parts of words
 - Say the underline part
 - Reading whole word.
- 29. Learn capital letters. Naming, reading and writing.**
(2nd r. aprox. lesson 85 plus)
- 30. Given a new word, spell it out loud and say it.** (2nd yr. approx. lesson 85)
- 31. Read longer stories with increased fluency, accuracy and comprehension** (2nd yr. test approx. lesson 5 and every 5 lessons thereafter)
 - Increase fluency from 45 to 90 wpm with only 2 errors.
 - Teach full array of comprehension strategies with teacher direction and guidance.