

Chapter Buttons

Up to Story Reading (Chapters 1-10)

1. Sounds Firm-up
- 2.. Sounds Assessment and Remediation
3. Sounding Out
4. Last-Part, First-Part
5. Sounds Combinations
6. Reading Words the Fast Way
7. Individual Tests
8. Irregular Words
9. Reading Hard Words
10. Two-Part Words

Story Reading and Workbook (Chapters 11-19)

11. Story Reading
12. Comprehension
13. Comprehension - Corrections
14. Facilitating Comprehension
15. In-Program Tests
16. Read the Items
17. Workbook
18. Spelling
19. Lesson Preparation

Best if teachers have a Teacher’s Guide and will benefit even more from practicing directly from the appropriate Teacher Presentation Book, Storybook, and Student Workbook.

Up to Story Reading (Chapters 1-10)

Length: 3:08

Content:

1. Sounds Firm-up

(See Teacher’s Guide sample lesson 11, or TPB equivalent of L. 11.) Trainer highlights differences in sounds firm-up from level I (only one of these exercises per lesson, is now always the first exercise, symbols appear in rows, and there are more symbols per exercise), and emphasizes importance of firming vowel sounds. Trainer reviews proper pointing techniques and provides reminder of basic correction procedure. Includes short classroom clip.

Length: 6:12

Content:

2. Sounds Assessment and Remediation

(See Alphabet and Pronunciation Guide, inside back cover of Teacher’s Guide. Also see Teacher’s Guide, Block One Sounds.) Reminders and guidelines for conducting initial sounds assessments and recording data. Trainer first demonstrates how to remediate sounds within the context of a regular firm-up exercise, and then vowel sounds using a more specific and detailed technique. Viewers practice.

- Length: 5:05
Content: **3. Sounding Out**
(See Teacher's Guide sample lesson 11, or TPB equivalent of L. 11. Also see Teacher's Guide, Correction for Sound-Out-First Format.) Rationale for and demonstration of exercises in which students first read the fast way and then sound out both regular and irregular words. Trainer reminds viewers to insert a lead step whenever correcting errors of stopping between the sounds.
- Length: 00:39
Content: **4. Last-Part, First-Part**
(See Teacher's Guide sample lesson 11, or TPB equivalent of L. 11. Also see Teacher's Guide, Last-Part, First-Part Format.) Quick illustration of format in a classroom clip.
- Length: 5:28
Content: **5. Sounds Combinations**
(See Teacher's Guide sample lesson 11, or TPB equivalent of L. 11.) Trainer models new combinations /ar/ and /al/, demonstrates key teaching techniques, and reviews basic correction procedures. Classroom clip shows a combination being taught in word lists. Viewers practice.
- Length: 2:00
Content: **6. Reading Words the Fast Way**
(See Teacher's Guide, Read-the-Fast-Way Format. Also see Teacher's Guide sample lesson 11, or TPB equivalent of L. 11.) Most common reading vocabulary format in program. Key teaching techniques: focus on ball of error, and carefully monitor students' responses in order to confirm or correct. Trainer reviews basic correction: tell word, students say word, students sound it out, students say it again, and start list over. Viewers practice.
- Length: 3:17
Content: **7. Individual Tests**
(See Teacher's Guide, Read-the-Fast-Way, Individual Turns. Also see Teacher's Guide sample lesson 11, or TPB equivalent of L. 11.) Trainer points out the two types of individual tests that follow exercises: those where students take turns reading a word, and those where students take turns reading a column of words. Demonstrates how to maintain all students' attention during individual turns on whole columns by using a point game. Viewers practice.

- Length: 5:52
Content: **8. Irregular Words**
(See Teacher's Guide, Read-the-Fast-Way Format, Sounding Out Slightly Irregular Words. Also see Teacher's Guide sample lesson 11, or TPB equivalent of L. 11.) Trainer provides model, lead, test practice for viewers on an irregular word list. The aim is to hear and practice how words are to be sounded out by students as they say the actual sounds slowly (rather than simply pronounce words slowly). Includes a classroom clip.
- Length: 5:18
Content: **9. Reading Hard Words**
(See Teacher's Guide, Hard Words Format.) Trainer demonstrates presentation of this format designed to help readers encounter success with minimally-different words. Primary challenge is maintaining students' attention and motivation throughout firming. Basic correction: tell word, students say word, students sound it out, students say word again, and start list over. Remember to have students sound out irregulars by saying the sounds they see. Finally, provides overview of hard words tests in program and how to use results to make instructional decisions.
- Length: 3:09
Content: **10. Two-Part Words**
(See Teacher's Guide, Two-Part Word Format.) Trainer provides rationale (helps students analyze word parts like endings), demonstrates format, and includes advice for avoiding common teaching errors. Includes a classroom clip. Viewers practice.

Story Reading and Workbook (Chapters 11-19)

- Length: 9:57
Content: **11. Story Reading**
(See Teacher's Guide, Story Reading for Block One. Also see Teacher's Guide sample lesson 11, or TPB equivalent of L. 11.) Trainer explains that only words previously taught in the teacher presentation ever appear in stories. Early level II procedure is the same as at end of level I; students read title and first three sentences of story as a group before teacher calls on individual students to take turns reading sentences. Classroom clip has clear illustrations of all story reading procedures: firming first three sentences, a correction, incorporation of a point game, comprehension questions, picture comprehension, and general management. Finally, trainer models statements to motivate and reinforce students and previews how to record error data.

- Length: 5:39
Content: **12. Comprehension**
(See Teacher's Guide, Story Reading Block One, sample lesson, and passages about critical teaching behaviors. Also see TPB equivalent of L. 2.) Target comprehension strategies: remember information, apply it to respond to who-what-why-where-how questions, read words within quotation marks, and distinguish among speakers. Trainer demonstrates critical teaching behaviors for the second reading, and provides guidelines for how to customize signals and wording depending on the ability of the group. Viewers practice presenting questions two different ways.
- Length: 8:16
Content: **13. Comprehension - Corrections**
(See Teacher's Guide, Story Reading Block One, sample lesson, and passages about corrections. Also see TPB equivalent of L. 2.) Trainer demonstrates correction methods for the following errors: drony responses, incomplete or incorrect statement repetition, not answering what was asked (or answering more than what was asked), and using incorrect grammar.
- Length: 2:25
Content: **14. Facilitating Comprehension**
(See Teacher's Guide, Story Reading Block One, sample lesson, and passages about story reading formats.) Trainer demonstrates methods for prompting correct responses and enhancing students' understanding. Also outlines a slight change in the story reading procedures; now, students answer different comprehension questions on first and second reading.
- Length: 7:09
Content: **15. In-Program Tests**
(See Teacher's Guide, Story Reading Block One, Individual Checkouts for Rate and Accuracy.) Three types of in-program tests: 1. Hard Words (presented earlier), 2. Reading Accuracy (a group measure during first story reading that allow skipping or repeating lessons based on results), and 3. Reading Rate and Accuracy (individual measures, every five lessons). All appear in TPB as parts of lessons. Trainer presents numerous remedies for weak accuracy and fluency, and also reminds viewers to first emphasize accuracy over rate.

Length: 8:29

Content:

16. Read the Items

(See Teacher’s Guide, Read the Items for Block One.) Rationale: to develop students’ comprehension strategies and allow teacher to monitor students’ memory for what they read. Trainer reminds viewers to firm items until students can read and remember words without looking down at book, and to emphasize the words “what” and “when.” Correction is a model, lead, test. Includes a classroom clip. Finally, trainer demonstrates a harder version of the format called the Fooler Game. Viewers practice.

Length: 10:21

Content:

17. Workbook

(See Teacher’s Guide, Take-Homes for Block One, and sample lesson L. 11 worksheet.) Overview of the following exercise tracks: Story Items, Sound Writing, Sentence Copying, Reading Comprehension, and Picture Comprehension, and Following Instructions. Critical teaching behaviors: hold up model worksheet, monitor students, and check worksheets daily to prevent future errors. Includes classroom clips.

Length: 1:52

Content:

18. Spelling

(See Spelling Book, equivalent of L. 4.) Introduction to major tracks, grouping, and scheduling.

Length: 3:00

Content:

19. Lesson Preparation

(See Teacher’s Guide sample lesson, or TPB lesson.) Trainer reviews strategy for preparing to teach lessons well on a regular basis.

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| <ol style="list-style-type: none"> 1. Study Script 2. Practice Wording 3. Signals 4. Wording + Signals 5. Pacing 6. Feedback: Corrections or Reinforcement (points) |
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Viewers rehearse with partners.