

Reading Mastery II — Lessons 40-160 [1 Plus L. 135 – 2 Plus 95] DVD #15

Chapter Buttons

LESSONS 40-80: [1 Plus 135 – 2 Plus 26] (Chapters 1-11)

1. Letter Names - Vowels
- 2.. Final-e Rule
3. Final-e Rule – Long-Vowel Words, Short-Vowel Words
4. Final-e Rule – Read the Fast Way
5. Sound Combinations
6. Joined Letters
7. Story Reading
8. Story Reading – Zig on Rule Application
9. Reading with Expression
10. Workbook
11. Acceleration

LESSONS 81-160: [2 Plus 27- 95] (Chapters 12-22)

12. Letter Names and Capital Letters
13. Spelling by Letter Names
14. Words with Underlined Parts
15. Words with Long or Short Vowels with Endings
16. Read the Items
17. Story Reading
18. Workbook – Picture Deductions
19. Workbook – Story-Items Review
20. Workbook – Story-Items
21. Workcheck and Motivation
22. The “Rule” Stories

Credits and Acknowledgements

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

LESSONS 40-80: [1 Plus 135 – 2 Plus 26] (Chapters 1-11)

Length: 2:10

Content:

1. Letter Names - Vowels

(See Teacher’s Guide, Block Two, Letter Names – Vowels.) Trainer explains that students must be firm on vowel names in order to later apply the final-e rule. Format requires a point-touch signal. Includes a classroom clip.

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- Length: 11:54
Content: **2. Final-e Rule**
(See Teacher’s Guide, Block Two, Final-e Rule. Also see Teacher’s Guide sample format from L. 48, or TPB equivalent to L. 48.)
Classroom clip demonstrates presentation of this critical level II rule. Trainer provides rationale for the rule, which relies on language already familiar to students from other contexts, so they meet with success when discriminating between words with and without an “e” at the end. Trainer provides hints to facilitate success, highlights key teaching techniques, and outlines numerous corrections for various errors. Viewers practice presenting the rule and correcting errors.
- Length: 7:52
Content: **3. Final-e Rule – Long-Vowel Words, Short-Vowel Words**
(See Teacher’s Guide, Block Two, Long-Vowel Words, Short-Vowel Words. Also see Teacher’s Guide sample formats from L. 54 and 57, or TPB equivalents of L. 54 and 57.) In the first format, students read two columns of words, one with and without final-e, and then a mixed column. Trainer highlights the key teaching behavior of providing adequate think time before signaling. In the second format, students tell whether they will say the name of the vowel. In the last format, the wording is faded and students are simply told to “remember the rule.” Trainer demonstrates all and viewers practice.
- Length: 1:22
Content: **4. Final-e Rule – Read the Fast Way**
(See Teacher’s Guide, Block Two, Read the Fast Way, sample format from L. 60, or TPB equivalent of L. 60.) To correct, trainer demonstrates how to first cover the end of a word that has any letters after the “e” in order to help students employ the final-e rule.
- Length: 1:26
Content: **5. Sound Combinations**
(See Teacher’s Guide, Block Two, Read the Fast Way, sample format from L. 60, or TPB equivalent of L. 60.) Trainer models new combination /ou/ and reminds viewers to use quick pacing in order to maintain student attention. Classroom clip shows clear examples of exactly where to point (under sound combination, on the ball of the arrow) in order to bring students to mastery.
- Length: 1:26
Content: **6. Joined Letters**
(See Teacher’s Guide, Block Two, Disjoining Joined Letters, sample format from L. 67, or TPB equivalent of L. 67.) In Block Two of level II, the joined letters /th/, /sh/, and /ing/ are gradually unjoined. Trainer demonstrates and viewers practice the format with /th/.

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Length: 5:22

Content:

7. Story Reading

(See Teacher’s Guide, Story Reading for Block Two, and Student Storybook equivalent of L. 55 and 56.) Story reading procedures are unchanged, but trainer reminds viewers to monitor students carefully and to gear pacing and signals to performance of group. Stories have an increased focus on deductive reasoning and rule application. Trainer emphasizes the role of statement repetition in helping students build memory. Demonstrates a model, lead, test procedure and models dramatic inflection and cadence in order to aid students’ comprehension of the “Magic Pouch” stories.

Length: 8:23

Content:

8. Story Reading – Zig on Rule Application

(See Teacher’s Guide, Story Reading for Block Two, and TPB and Storybook equivalent of L. 55.) Zig and Owen Engelmann role play some comprehension items from a chapter of “The Magic Pouch.” Zig expands on the importance of the rule application exercises presented in chapter 7. Viewers must understand that the focus of these is for students to first learn a rule and then apply it, not simply to memorize words. Students must be firm on rule application before exiting level II. Zig cautions viewers that developing students’ skills of thinking and using information later is more important than the actual information or specific words.

Length: 1:03

Content:

9. Reading with Expression

Trainer outlines the following technique for remedying choppy or inexpressive reading: a) schedule a 10-min. extra practice period, b) using a story from 5-to-10 lessons earlier, model proper expression while reading a passage aloud, c) call on a few individual students to take a turn reading with expression, and d) have students engage in partner reading.

Length: 1:00

Content:

10. Workbook

(See Teacher’s Guide, Take-Homes for Block Two, sample exercises from L. 40 to 75.) Worksheet exercises from earlier in the program continue, but they are now longer and more complex. Trainer reminds viewers about conventions of the TPB and the importance of monitoring students. Viewers practice.

Length: 1:44

Content:

11. Acceleration

Children may be candidates for acceleration if they read accurately during stories, perform well on comprehension items and worksheets. One possible schedule: present all word attack from one lesson, and just the new exercises from the next, and then read both stories once with all comprehension questions. If student data begins to reveal that pace is too rapid, revert to teaching 1 lesson/day.

LESSONS 81-160, [2 Plus 27-95] (Chapters 12-22)

- Length: 4:53
Content: **12. Letter Names and Capital Letters**
(See Teacher’s Guide, Block Three, Letter Names and Capital Letters.)
Trainer models letter names format. Points to page with a pen so that all students can see, and shows how to use an acetate page protector to track student errors. Viewers practice. Classroom clip shows the capital letters format.
- Length: 4:43
Content: **13. Spelling by Letter Names**
(See Teacher’s Guide, Block Three, Spelling by Letter Names.)
Trainer demonstrates tap signal and rapid pace, and provides brief reminder of correction procedure
- Length: 3:46
Content: **14. Words with Underlined Parts**
(See Teacher’s Guide, Block Three, Words with Underlined Parts.)
Students focus attention on underlined sections of words to read compound words, words with sound combinations, words with endings, or words that follow the long vowel rule with endings. Classroom clip includes students having individual turns on entire columns of words. Viewers practice.
- Length: 3:08
Content: **15. Words with Long or Short Vowels with Endings**
(See Teacher’s Guide, [Block Two section, although this is from L. 88], Long- and Short-Vowel Words or TPB equivalent of L. 88.)
Trainer highlights the key teaching techniques: a) emphasize the critical words in format, b) point to the letters being described, and c) provide reasonable think time (at least 3 seconds). To correct, restate rule as part of the correction. Viewers practice presenting and correcting.
- Length: 1:57
Content: **16. Read the Items**
(See Teacher’s Guide, Read the Items for Block Three.) Game provides reinforcement of vocabulary and following instructions. To prevent confusion, teacher must provide reasonable think time, and then firm the item until students can easily say it *without looking at book*.

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- Length: 8:51
Content: **17. Story Reading**
(See Teacher's Guide, Story Reading for Block Three, Five-Error Mark or TPB and Storybook equivalent to L. 85.) Classroom clips illustrate how teacher tallies group errors to the circled red 5 and then either reads to group and asks questions or has the group re-read to firm, depending on their performance. Trainer reminds viewers to read with exaggerated expression and at a rate that allows students to follow along. As earlier in program, students continue to take turns reading sentences individually and answering comprehension questions aloud. Checkout passages are now marked with a star.
- Length: 3:55
Content: **18. Workbook – Picture Deductions**
(See Teacher's Guide, Take-Homes for Block Three or TPB and Worksheet equivalent to L. 95.) Trainer demonstrates this important new format. Viewers practice.
- Length: 4:34
Content: **19. Workbook – Story-Items Review**
(See Teacher's Guide, Take-Homes for Block Three, Story-Items Review or TPB and Worksheet equivalent to L. 101.) Students answer questions about previously-read stories, first orally rehearsing with teacher, and then writing responses independently. A horizontal row of stars prompts students about which worksheet items are review. Stars are eventually faded when exercise moves to side two of sheet. The teacher's Answer Key indicates exact Storybook page numbers where answers are located.
- Length: 00:35
Content: **20. Workbook – Story-Items**
(See Teacher's Guide, Take-Homes for Block Three, Story Items sample format from L. 101 or TPB and Worksheet equivalent to L. 101.) Brief statement about how these items incorporate the important school skill of following directions. Viewers practice.
- Length: 1:15
Content: **21. Workcheck and Motivation**
Trainer outlines techniques for helping students produce high-quality independent work: a) treat assignments as though they are important, b) have students correct their own errors, and c) reward good work, perhaps with points, stickers, or a system like marbles in a jar toward privileges.

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Length: 17:29

Content:

22. The “Rule” Stories

(See Teacher’s Guide, Story Reading for Block Three, The “Rule” Stories sample format from L. 146 or TPB and Storybook equivalent to L. 146.) The story series about Jean in a magical land, “The Land of Peevish Pets”, represents a culmination of all the decoding and comprehension skills that students have acquired and practiced in the program so far. These stories lay a foundation for later learning in school because they require students to use a process of learning and remembering a *system* of information, and then applying that information in subsequent situations.

Trainer reads aloud all 16 rules to demonstrate the cadence and word emphasis that viewers might use. Then, she demonstrates how to firm lower-performing students on statement repetition using a model, lead, test procedure. Viewers practice.

Classroom clip illustrates how to conduct the Rule Review exercise at the start of each lesson, continue the story reading procedure of reading to the circled red 5, read aloud to the students when they meet the accuracy criterion, ask comprehension questions, complete the story, and conduct picture comprehension tasks.

Finally, trainer emphasizes importance of firming students on rules, and then demonstrates how to firm a series of questions. Viewers practice.

Length: 00:36

Series Credits and Acknowledgements