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Subject: READING MASTERY TRAINING SERIES (Part 3):
Anatomy of a Reading Classroom.
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[CLASSROOM]

Teacher Scott: Who is in this picture?

Students: [UNISON] Santa Clause.

Teacher Hawkins: This sound or sound? Aaahh. What word?

Narrator: These five teachers make Reading Mastery look effortless.

Teacher Sayed: Again.

Teacher Carter: Very good job. Thumbs up.

Narrator: But their success is based on a number of classroom practices that any teacher can follow.

[TEXT; HALLWAY]

Narrator: Young children like these Kindergarteners have enormous potential. It's up to their teachers to unlock it giving them the gift of literacy. This video will review eight classroom practices that will help teachers achieve success.

[CLASSROOM]



Narrator: Manage behavior effectively. Use praise not criticism. Set up reading groups carefully. Use signals to elicit unison responses.

Teacher: Saaa-mmmm.

Students: [UNISON] Mmmm-issss.

Narrator: Master the scripts thoroughly.

Teacher Ahidiana: Denise. Get ready.

Narrator: Monitor closely and correct immediately.

Teacher Ahidiana: Mmmm. What sound?

Girl Student: Hmmm.

Teacher Sayed: Get ready.

Narrator: Firm every child to mastery.

Teacher Sayed: Get ready.

Student: When.

Teacher Sayed: When. Get ready.

Student: Sacks.

Teacher Sayed: Sacks. Get ready.



Student: New.

Teacher Hawkins: Say it fast.

Student: Sa.

Narrator: And make it fun for the kids.

Teacher Hawkins: Give us a hand.

Students: [APPLAUSE]

Teacher Hawkins: A pat on the back. A hug. Tell yourselves you did a good job.

Student: [UNISON] I did a good job.

Teacher Hawkins: You are just excellent because that was your first time blending.

[HALLWAY]

Narrator: Effective behavior management starts the first minute children arrive at your classroom on the first day of school.

Mary Abdel Sayed (Wesley Teacher): When the kids walk in the room and you have to have a plan because if you don't have a plan, they're gonna have a plan for you. You have to be really organized. This one minute that you're trying to find something, your kids sense it. They're very intelligent. They know when you don't know.

[ANOTHER CLASSROOM]



Sarach Scott (Southmayd Teacher): Get ready.

The first week of school, the most important thing I think is to make sure that they know that I'm in complete control of everything going on that there's not a step that I haven't planned in advance. I think when the children see that they feel safe like giving me that control so that they don't need to relinquish that control maybe to someone with a strong personality in the classroom and then like all chaos will reign for the rest of the school year.

[ANOTHER CLASSROOM]

Teacher Said: I want you to stand up. Let me see how you can follow directions. Okay. Sit down. Sit down. You're smart.

I really start by teaching discipline and rules, consequences and expectations. I assume that they just don't know anything—how to walk, how to sit, how to stand, how to line up. I teach them, for example, to stop at every corner and then I put my foot on a certain area and I say, *You walk all the way to my foot and turn*. And I physically hold them by the shoulders and turn them around one by one. You do this for a week and they're gonna get. I mean, we started school yesterday. I see a big difference today in the line. I see a big difference on the way they stand up and push their chairs in because I keep saying, *Push your chairs in. Fold your arms. Face the door. Look straight ahead at the person in front of you*. You keep saying it and saying it and saying it and after a while, it's like engrained in them. So it's really consistency.

Come here. I want to talk to you.



Narrator: In the first week, it is crucial to establish the classroom behavior as you expect from every child.

Teacher Said: [?] Or, are you going to act smart? How are you going to act? Talk to me.

Boy Student: [?]

Teacher Said: Good. Are you going to follow directions? You don't want to get in trouble, do you? Do you want me to send a note home? Do you want to sit all by yourself? So, you're going to do what?

Boy Student: [?]

Teacher Said: Be good. Follow directions. Can we talk without permission? What did I tell you this morning?

Boy Student: Raise your hand.

Teacher Said: Raise your hand. Can you do that for me? Okay.

It might seem like little things, but if you don't take care of those things you're gonna have total chaos. And if you have a chaotic class, you really can't teach.

Okay, that's the end of the lesson. You did a beautiful job.

Narrator: Most children thrive in a climate of order and consistency.

Teacher Said: Maybe you'll get a - -

Narrator: They also thrive on praise.



Teacher Sayed: —for doing so good.

[EXTERIOR]

Anayezuka Ahidiana (City Springs Teacher): Whatever it is that you attend to the most that's the behavior you're gonna get. So if you praise a lot, right, then you'll get more of those behaviors you want. You want at least four times, preferably ten times, more positives than you do negatives.

Yes. And look at all those smart people - -

Narrator: Just look at how often this teacher praises her kids in just one lesson.

Teacher Ahidiana: Good. Watching my finger. Exactly. Do it again. Perfect. Hmm. One more time. Wonderful. I saw every mouth go— Good. Watching my signal again. Get ready. I like how you keep your eyes right on me. Look at all those hands in the lap. Yes. Look at all those smart people that need to wait for that signal. Rasheed, you keep your eyes right on the book. That's wonderful watching. And, oh, Jess, you did it. You were looking. You were looking. You were looking. A tree. Everybody did it. Give me two hands up, way high, two hands. Here we go. You did it. Come on. Come on. You did it. Look at the people who can sit big and do Say it Fast games at the same time. Here's another one.

Dominique Carter (Roland Park Teacher): Praise to me is very important. I see a drastic difference between the children who get many, many praises and the children who don't get a lotta praise.



Good job, having your eyes on me, Calli. Good job, having your eyes on me, Rachel. I love how you have your eyes on the book. Excellent job turning up the volume on your cheek. Very good. Very good. Good job keeping your eyes on the book, Devon. And excellent job seeing, Daniel and Liam. Very good. Very good job. Thumbs up. Say, Ou-wee.

Students: [UNISON] Ou-wee.

Teacher Carter: Look at Jordan! Look how Jordan is sitting. HUUUUH. Let me see. See sit like that. Oh, Sophia, Will, very good. Excellent. Excellent. Wonderful job. Yes, 'was'. Good job. Say it with more confidence. Ready. Get ready.

Girl Student: Was.

Teacher Carter: Again.

Girl Student: Was.

Teacher Carter: Again.

Girl Student: Was.

Teacher Carter: Again.

Girl Student: Was.

Teacher Carter: Good job, Remani.

[ANOTHER CLASSROOM]



Narrator: In this classroom, one week into the program, every child has practiced the routines dozens of times. Every child knows what is expected of him and can transition between activities. While some instruction is given to the class as a whole, reading is taught in small groups of kids at the same level. With the class occupied with the programs at seat work activities, the teacher is free to focus her attention on reading instruction. These reading groups are the centerpiece of Reading Mastery and great care must be taken with the seating arrangements.

Alicia Hawkins (Codwell Teacher): I like to set up my circle in a semi-circle. The stronger children in the back of the circle, lower performers in the front of the circle, the outer circle is for the children who are the stronger readers, and your behavior and your lower performers are inside.

Teacher Ahidiana: My chair goes in front of this kid and I want enough room for my feet and the kids' feet and that's about all and I want to be right within touching distance. Then this chair's gonna get turned a little bit. This chair's gonna get turned a little bit. The second row of chairs I've gotta be able to see them and they've gotta be able to see me, and they're gotta have a little space for their feet so this would work. And I would just expand on this for the—if I've larger number of children. My highest performing kids are gonna go on all the edges. The most dangerous edges are gonna be the ones out here. The kids that need me the most whether it's for behavior, for learning—whatever it is that they need most of me or I need to monitor them—the closest need to be right in front of me, so that I can be really aware of them.



Here's the pointer. Show me a pointer. That's a pointer.
Good.

Narrator: With behavior under control and the reading groups in place, the children are ready to learn.

Teacher Ahidiana: That's it. She's got it. Show me the pointer. Put your paper down in your lap.

Teacher Scott: Ssss-aaa-mmm. Get ready. Get ready.

Narrator: Reading Mastery uses a series of signals triggered by the words 'get ready'.

Teacher Carter: Get ready.

Students: [UNISON] Mmmm.

Narrator: They're designed to ensure all kids answer in unison.

Teacher Carter: Get ready.

Students: [UNISON] The.

Teacher Carter: Get ready.

Narrator: A crisp unison response is the best way to avoid the all too common problem of a few kids dominating the class.

Teacher Carter: Get ready.

Students: [UNISON] [?]



Teacher Carter: Say, you have a really fast reader and an average reader as far as speed, if you're counting, it would be three seconds between each word—'the', 'man'—you're given that child who needs more think time, time to read and figure out the word. Whereas, if you let them read together, you'll have the faster child reading over the child who reads a little bit slower and then it causes confusion. The kids get frustrated, so that's why the signals are very, very important.

Narrator: There are three basic types of signals: hand signals, presentation book signals and workbook and storybook signals.

Teacher Hawkins: When I say the sounds, listen to the sound. Mmmm.

Narrator: Hand signals tell kids when to start saying sounds and when to stop saying them.

Teacher Hawkins: Ready. Mmmm. I hold the finger.

A lotta times what I do is I put my hand up and I won't put my finger up.

Sound. Get ready. Mmmm. Oh, I fooled ya. Now, when I'm holding my finger, say the sound. Get ready. Good.

You know in the beginning they just say that sound. But then I said, *Did I put my finger up? 'No.'* Don't say the sound because my finger's magic. You cannot say that sound till my finger's up. So, again, it's teaching them directions and how to follow direction from the very beginning.



Ready. Mmmm. Good job.

Teacher Ahidiana: Get ready. Mmmm.

Narrator: After a 'get ready' a finger cues the children to respond in unison.

Teacher Ahidiana: Wonderful. I saw every mouth go [PURSES LIPS] so I could see the sound and I heard - -

Narrator: Here are some tips.

Teacher Ahidiana: Stop when I stop. One more time.

Narrator: The book should be on your lap, your spare hand marking the place. Kids' eyes should be on your hand.

Teacher Ahidiana: Get ready.

Students: [UNISON] Aaaa.

Teacher Ahidiana: Yes. Aaahhh.

Narrator: Hold the sounds for at least two seconds.

Teacher Ahidiana: Get ready.

Students: [UNISON] Aaahhh.

Teacher Ahidiana: Yes. Aaahhh. Say it again.

Narrator: Seek a crisp unison response.



Teacher Carter: Here we go. Get ready.

Students: [UNISON] Mmmm.

Narrator: With the presentation book, teachers help children connect sounds with symbols on the page.

Teacher Carter: Very good. Get ready.

Students: [UNISON] Aaahhh.

Teacher Ahidiana: Get ready. Aaahhh.

Narrator: Here the signal involves moving from a big ball to the next small ball.

Teacher Ahidiana: My turn again. Get ready. Aaahhh. Your turn - -

Narrator: Presentation book signals start with a pause to allow the children to focus. Then there's a 'get ready'.

Teacher Ahidiana: Get ready.

Narrator: Followed immediately by an action.

Teacher Hawkins: Eeeeeeeeeeee.

Narrator: Once you can do the movement fluently, remember these tips.

Teacher Hawkins: Your turn. Say the sound. When I touch under it, you say it. You keep on saying it as long as I touch it.



Narrator: It's essential that the kids' eyes are on the book, not on you.

Teacher Hawkins: Yes. Eeee. Again, get ready.

Students: Eeee.

Narrator: Hold each sound for at least two seconds.

Teacher Hawkins: Yes. Eee. Keep your eyes on the book.

Teacher Ahidiana: Again, get ready.

Narrator: At the end of each lesson, kids do workbook and storybook exercises.

Teacher Ahidiana: Go right on back to - -

Narrator: Here, because the children are looking down at their books, the teacher communicates using her voice and an audible signal such as a clap.

Teacher Ahidiana: Yes. Good touching under and saying, Sssss. One more time. Get ready.

Narrator: Remember, the kids' eyes should be on their books, not on you.

Teacher Ahidiana: Touch the next vowel.

Teacher Carter: Ooo-nnn. Do it with me.



Teacher Ahidiana: Get ready.

Narrator: All three signals can be used to blend sounds as well.

Teacher Scott: Get ready.

Students: [UNISON] Aaaa.

Teacher Ahidiana: Get ready. Ssss.

Narrator: Remember, hold each sound for at least two seconds.

Teacher Ahidiana: Say it fast.

Students: [UNISON] Sam.

Teacher Ahidiana: Yes. Sam.

Teacher Carter: Sss-aaa-mmm.

Narrator: And very important don't stop between the sounds.

Teacher Ahidiana: Get ready.

Students: [UNISON] Mm-eee-tt.

[EXTERIOR]

Girl Student: [?]

Narrator: When Reading Mastery was developed, researchers discovered that kids stumbled when teachers used words



imprecisely. By scripting a consistent language of instruction, results improved dramatically.

Teacher Scott: My turn - -

Narrator: For the sake of your children learn the script well. It will make their lives much easier.

Teacher Scott: First, I'll say this sound then I'll say 'Ock'. Here I go. Rrr-ock. Do it with me. First, you'll say this sound. Then you'll say 'ock'. Get ready. - -

If you don't follow the script, I don't think you're going to see results as quickly. I think it's incredibly important that you practice [CHUCKLES] at home before. I remember I took home my manual before we started teaching and I would hold it up to the mirror and I'd [CHUCKLES] you know start pointing to things and say, *Alright, when I say, 'At' you know when I point and do all of that and it was—* I did that for probably a good month. I would practice at home the night before.

Yes. Here's a different sound.

But, oh my goodness, you totally have to practice at home. Or you're gonna end up sitting there and trying to learn it in front of the children and there's no way the children can learn as well if you're not fluent with it or at least practiced with it.

Teacher Sayed: Get ready.

Student: Sacks.



Teacher Sayed: Sacks. Get ready.

Student: Said.

Teacher Sayed: Said. Get ready.

Student: With.

Teacher Sayed: With. Get ready.

When I first started, I felt, *I don't know how to teach that. How am I going to survive?* Actually, for the first like two months I cried every day because I didn't know what I was doing and I was afraid that I'm really hurting the kids. And then I started studying the script. I would take it home and go over it so when I'm in front of the kids I know what's going on. The kids sense that if you don't know the script and if you don't know what you're doing, they sense it and they start to play around and they don't respond the way they should. So you really have to know the program and the script to be able to get the best results.

Teacher Hawkins: Ready.

Students: [UNISON] T- h - e - i - r.

Teacher Hawkins: Everybody, get ready.

Student: [UNISON] A boy.

Teacher Hawkins: Yes. A boy. Let's play Say it Fast. Listen.



Narrator: To make sure every child learns, teachers need to carefully monitor responses and then correct all errors immediately.

Teacher Hawkins: Children are gifted and being able to mimick other children and you think everybody in your group knows what they're doing. But if you can look at them, if you can see them that you can see some children are, you know, just kinda pretending or their lips are moving but they're not really, they're not really talking.

Teacher Ahidiana: Say Zzzzz-ooooo. Get ready.

Students: [UNISON] Zzzzz-oooo.

Teacher Ahidiana: Again.

Students: [UNISON] Zzzz-oooo.

Teacher Ahidiana: One more time.

Students: [UNISON] Zzzz-oooo.

Teacher Ahidiana: Michael, get ready.

Narrator: If you've set up your reading group properly, you should be able to tell which of your kids are responding and which ones are faking it.

Students: Zzzzz-oooo.

Teacher Ahidiana: You're gonna monitor with your ears, but you're gonna monitor with your eyes.



Turn right here. Zzzz-ooo. Say that, Michael.

There is some children that in order to see what they're saying you have to have their eye – your eyes on their mouth and other children that you're listening to.

Zzzz-oooo. Again.

Students: [UNISON] Zzzz-oooo.

Teacher Ahidiana: By yourself.

Students: [UNISON] Zzzz-oooo.

Teacher Ahidiana: Again.

Students: [UNISON] Zzzz—

Teacher Ahidiana: A child needs a certain number of repetitions to come to mastery. If I'm a smart average learner, I need about 25 repetitions before I would become a mastery and you really know something. But if I've learned it incorrectly, now I need three times as many. So when an error is made, I need to correct it immediately.

Ssss-aaa.

And practice that, so the child doesn't learn it the wrong way.

Get ready.



Corrections make an incredible difference in the rate that the children learn. If you can correct efficiently and cleanly to exactly where the error is that makes a big difference in how the child learns.

Teacher Carter: Say the sound. Get ready.

Students: [UNISON] Aa-mmmmm.

Teacher Carter: My turn. This sound is - -

Narrator: If an error is made, teachers must interrupt immediately and correct students according to various correction procedures.

Teacher Carter: All by yourselves. Get ready.

Students: [UNISON] Mmmmmm.

Teacher Carter: Yes.

Student: Mmmmm.

Teacher Carter: Sound it out.

Narrator: Here's a sample one.

Students: Mmmm-aaaa-ttt.

Narrator: The teacher immediately corrects an error and shows the kids the right way of doing it.

Teacher Scott: My turn. Nnnnn-aaaa-mmmm.



Narrator: Then, she leads the kids.

Teacher Scott: Sound it out with me. Get ready.

Student: [UNISON] Nnnn-aaaa-mm.

Teacher Scott: Again. Sound it out.

Narrator: Finally, she tests the group by themselves.

Students: [UNISON] Naaa-mm.

Teacher Scott: What word?

Students: [UNISON] Name.

Teacher Scott: And if you don't make those corrections right away, the children don't know they did something wrong a lotta the times. A lotta times they don't even notice that they've made a small error because it might be small to them and they might really know what that word was but the person sitting next to them might not know what that word is. And if they heard somebody else read it incorrectly [?] then/and the teacher doesn't correct them, they're gonna think, *Oh, hmm, I guess that word was 'meat' even though the word was 'moon'.*

Student: Aaaa.

Teacher Hawkins: This sound is Mmmm. Again, what sound?



Narrator: After a correction is made, teachers should go back and make sure the group can do every part of the exercise.

Students: [UNISON] Mmmm.

Teacher Carter: Yes. Mmmm. Starting over. Get ready. What sound?

Students: [UNISON] Mmmm.

Teacher Carter: Yes. Mmmm - -

Narrator: Teachers must strive to make this seem not like a chore but a challenge.

Teacher Carter: Yes. [?] Very good job. That was pretty good. Let's read the words again. See if you can read them without making a mistake. I know you can do it. I know you can do it. Can you do it?

Students: [UNISON] Yes.

Teacher Carter: Yes. And I like how loud you are. Excellent job. I can hear all the sounds. Wonderful job.

Student: Head.

Teacher Said: Head. Next word. Get ready.

Student: Not.

Teacher Said: Not. Next word. Get ready.



Narrator: Once the group as a whole can do each item in the task perfectly, the teacher gives individual turns.

Teacher Sayed: I must do individual turns because again you will always have somebody who tries to be the leader and somebody who just wants to mumble and you wanta make sure that everybody's getting it. So, after I model something a few times and we do it together, I go on and do individual turns. I actually do individual turns all the time. It makes them understand, too, that you know I'm not playing. I'm not kidding. Every one of you is going to have to know it and say it.

Excellent. You are the best readers ever.

Narrator: In addition to group corrections and individual turns, teachers must also give delayed tests. Here, she returns later in the lesson to a task the child had difficulty with.

Teacher Ahidiana: Yes, that's: Sssss. Show me: Mmmm. What sound?

Narrator: Watch how this teacher returns again and again to the task a child missed.

Teacher Ahidiana: Yes. Mmmm. Michelle. Michelle, think. Everybody...[?]. This is the hard one.

Students: [UNISON] Mmmm.

Teacher Hawkins: Yes. Mmmmm.

Narrator: Meanwhile in this class, Rowena is having trouble pronouncing the word 'she'. Instead, she says 'sheep'.



Teacher Hawkins: Your turn. Get ready.

Student Rowena: Sheep.

Teacher Hawkins: Say it fast.

Student Rowena: Sheep.

Teacher Hawkins: You're making up another word, baby girl. Come on, do it with me. Eyes on me. Get ready. Sssh-eeeeeeee. Do it with me. Ssssh-eeeeee. That's right. Think. Everybody stay still. Help her, please. Get ready.

Students: [UNISON] Mmmm.

Teacher Ahidiana: Yes. Mmmm. By yourself, again. Get ready.

Student: Mmmmm.

Teacher Ahidiana: Yes. Mmmm. Did she remember?

Teacher Hawkins: All the 'shes' raise their hand. You all are not 'shes'. Put your hand down, Cameron. Now, what word is it?

Student Rowena: She.

Teacher Hawkins: Thank you. Get ready.

Narrator: Good teachers know just how far to push their children.

Teacher Hawkins: Again.



Narrator: And, sure enough, Rowena gets there in the end.

Student Rowena: She.

Teacher Hawkins: Again.

Student: Sssheee.

Teacher Hawkins: Thank you. Say it fast.

Student: She.

Teacher Hawkins: Thank you. All by yourself. [CHUCKLES] Get ready.

Teacher Carter: Another pat. Another pat. The other side. Both shoulders. Pat your head. Your head. Pat your head. On the count - -

You have to make it fun. You have to make it creative for them. Especially if you have young children you have to be very dramatic and you really want to get them into it. So, I'm very dramatic, very theatrical, try to do lots of just different voice changes, really soft, really quiet, really loud.

Teacher Hawkins: Where's he putting that money?

Student: [UNISON] In his pocket.

Teacher Hawkins: The program is just a tool by which you teach a child. Then after that it's up to you.

Raise your hand and tell me who you think he got that money from.



Student: [?]

Teacher Hawkins: I said raise your hand. Tevon.

Student Tevon: His mama.

Teacher Hawkins: His mother gave him that money. Yes, sir.

Student: From a bank.

Teacher Hawkins: From the bank. He went to the bank and got that money?
Hmm. That would be a good thing. But usually who gives you money?

Student: Mama.

Teacher Hawkins: Mom or your—what?—or your dad.

Student: My Grandma.

Teacher Hawkins: Or, your grandmother may give your money. Your feet are flat on the floor.

Student: Or your papa.

Teacher Hawkins: Or your papa. Lots of people may give you money when you're little.

Student: [?]

Teacher Hawkins: Only when you're little.

Students: [GIGGLING]



Teacher Sayed: All the way to my foot; then turn.

Narrator: Try and remember these eight things in the weeks ahead: Manage behavior effectively by establishing clear and consistent routines from the first day of school. Find opportunities to use praise, not criticism. Set up reading groups carefully. Use signals correctly and consistently to elicit unison responses. Master the scripts so you can deliver them fluently. Monitor kids closely and immediately correct any errors. Firm every child to mastery by giving individual turns and delayed tests. Make the classroom a fun place, so that kids will be excited about reading.

[EXTERIOR; CLASSROOM]

Teacher Ahidiana: You're gonna be tired. You're gonna be exhausted. Your kids are gonna exhausted.

Get in time with me. That's a hard sound. Give 'em time to think. Get ready.

But you will come to a place where you own this program. You don't look at that book. You don't stay up all night practicing and everybody's gonna be smarter. Teacher's gonna get to be better. Kids are gonna a future. It's the most incredible experience on the planet to see kids make a chance for themselves.

[TEXT]

[END]

