

SECTION 4: SCHEDULING AND MATERIALS



Administrator Leadership Institute
Kurt Engelmann/Tara Davis

Calendar for Full Implementation of Direct Instruction (DI)

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How Sounds are Taught in Reading Mastery Transformations (RMT)

Reading Mastery Signature Edition (RMSE) uses a modified orthography with a separate symbol for each sound. In contrast to RMSE, Reading Mastery Transformations (RMT) incorporates a strategy-based approach to teaching letter sounds that involves students deriving the sound a letter makes from the name of the letter itself. Because knowledge of letter names is used to derive the sounds in RMT, it works best with students who either already know their letter names or can learn them easily.

In RMT, letters are divided into several different families of letters based on how the sound is derived from the letter name. Here are three of the letter families that students learn in the first level of the program:

Family 1:

The sound is the last part of the letter name. The members of this family are all consonants. The sound for the letter is the last thing you say when you say the letter name. Since it's easiest to remember what you say last, the sounds for this letter family are the first consonants taught.

Letter	Letter Name a Sound at a Time	Sound	As in	Sound Introduced in Lesson
m	eee mmm	mmm	ra <u>m</u>	19
s	eee sss	sss	<u>s</u> at	19
f	eee fff	fff	<u>f</u> it	21
l	eee lll	lll	mai <u>l</u>	21
n	eee nnn	nnn	ma <u>n</u>	23
r	ah rrr	rrr	<u>r</u> am	23
y	www lll	lll	my <u>y</u>	43
x	eee ksss	ksss	fo <u>x</u>	135

Family 2:

The sound is the first part of the letter name. The sound for the letter is the first thing you say when you say the sounds for the letter name. The members of this family are also all consonants. This family is generally introduced after students master Family 1.

Letter	Letter Name a Sound at a Time	Sound	As in	Sound Introduced in Lesson
t	t EEE	t	ca <u>t</u>	33
p	p EEE	p	ma <u>p</u>	49
d	d EEE	d	ma <u>d</u>	61
k	k AAA	k	hi <u>k</u> e	71
v	vvv EEE	vvv	di <u>v</u> e	71
j	j AAA	j	ja <u>i</u> l	72
b	b EEE	b	gra <u>b</u>	103
z	zzz EEE	zzz	buz <u>z</u>	154

Long Vowel Family:

The long-vowel sound for a vowel is the letter name. Long-vowel sounds are among the easiest sounds for students to mastery if they already know the letter names as the sound is just the letter name. Because they are among the easiest sounds for students who know the names of letters to learn, most long-vowel sounds are introduced early in the program.

Letter	Sound	As in	Sound Introduced in Lesson
i	III	li <u>i</u> ke	24
o	OOO	ho <u>o</u> pe	24
a	AAA	ha <u>a</u> te	25
e	EEE	me <u>e</u> t	25
u	UUU	u <u>u</u> se	82

Short Vowel Family:

Short-vowel sounds are generally more difficult for students to learn than long-vowel sounds because they are not derived from the letter name. Students have to memorize which short-vowel sound corresponds to which symbol. Because they are more difficult to learn, the short sounds are generally introduced later in the program.

Letter	Sound	As in	Sound Introduced in Lesson
a	aaa	h <u>a</u> t	31
i	iii	l <u>i</u> ck	64
u	uuu	<u>u</u> s	96
o	ooo	h <u>o</u> p	125
e	eee	m <u>e</u> t	149

In order to reduce the chance of students confusing short and long sounds, the short sounds for the letters *e*, *i*, and *o* are separated from the introduction of the long sounds by at least 60 lessons. This separation enables students to achieve mastery on words with the long sounds before they have to discriminate between words with short sounds and long sounds.

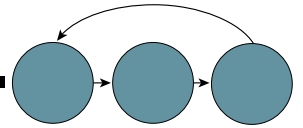
Among the short vowel sounds, the short *aaa* sound is introduced far earlier than the other short vowels because of its high utility. When students know that the letter *a* sometimes makes the short *aaa* sound, they can read such words as:

- am
- man
- ran

Other families and conventions

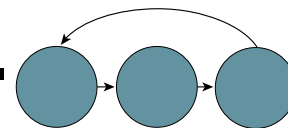
Several other families in RMT cover irregular sounds that cannot be derived from letter names. These families are generally introduced later in the program than the families discussed above. RMT also uses a “squiggly line” underneath letters that make an irregular sound. For example, the word *was* has a “squiggly line” underneath the letter *a*. The squiggle-underlined letter makes a sound different from the long-vowel or short-vowel sounds it usually makes.

RMT uses a blue-letter rule to help students read words that contain silent letters. The rule for blue-letter combinations is that the blue letter makes no sound and another letter in the word that is not blue says its name. This convention and the “squiggly line” convention are phased out over the course of the Grade 1 level of RMT.



Scheduling

- Daily schedules allocate sufficient instructional time in DI subjects.
- Classes occur daily and start and end on time.
- Common instructional times by subject are established for each grade level, and in smaller schools, across grade levels.
- A second reading period for elementary schools is scheduled for all students in grades K-1 and all students in grade 2 and higher except those who are on or above grade level, such as third graders beginning the year in RM Signature Reading Level 4.
- A second reading decoding period for middle schools is scheduled for all students who place in Corrective Reading Decoding A or B1. Ideally, the second decoding period would be scheduled in the PM and would be in addition to a separate Comprehension period.



Materials Needed for a Full-Immersion Direct Instruction Implementation

For a full immersion DI implementation, your school will use two categories of Direct Instruction materials: programs to use with the majority of students and programs that meet specific needs. The materials you order teach mathematics, language arts (reading, writing, thinking, speaking), with science and social studies content integrated into the higher reading levels. Placement test results will determine which programs, levels, or additional materials your students will need. Except for one item, all materials listed are available from McGraw-Hill Education at www.MHEonline.com

Programs for the Majority of Students:

In Elementary School

Reading Mastery Signature: Reading and Language Strands (Grades K through 5)

The Signature Reading strand is a basal reading program designed to teach essential decoding and comprehension skills in grades K and above.

The Signature Language strand teaches perceptive and expressive language skills in grades K and above.

Spelling Mastery

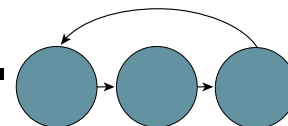
Kindergarten students start spelling instruction after they reach lesson #50 of RMSE Grade K. They first receive instruction in RMSE "kit" spelling, which is contained in the RMSE kit of teacher materials. They move on to Spelling Mastery, a six-level program (A-F), after they finish the spelling in RMSE Grades K & 1.

Connecting Core Math Concepts Comprehensive Edition

CMC CE is a revision of Connecting Math Concepts (CMC) in six levels (A-F). The program incorporates the Common Core State Standards (<http://www.corestandards.org/>) and provides more oral practice on new concepts and skills to students with the teacher before requiring them to work exercises independently.

DISTAR Arithmetic

DISTAR Arithmetic 1 is appropriate for students in grades K – 2 who do not have the skills to place into CMC CE Level A. The focus of Level I is basic addition and subtraction operations. Students master rote, rational, and ordinal counting, algebra operations, concepts of more and less, and simple picture and story problems. Students who successfully complete DISTAR Arithmetic Level 1 move on to CMC CE Level B.



In Middle School

Corrective Reading: Decoding and Comprehension Strands

Decoding Levels A, B1, B2, and C are generally used for older students (grade 4 and above) who have not attained grade level in reading but for whom Reading Mastery would not be age-appropriate; used occasionally for grade 3.

Comprehension Levels A, B1, B2 are used for older students (grade 4 and above) who have not attained grade level in reading comprehension but for whom the lower levels of RMSE Language might not be appropriate; Level C is used for grade 4 through grade 6 students who have completed RMSE 5.

Expressive Writing 1 and 2

Used for older students who have not attained grade level in writing.

In High School

Essentials for Writing (Grades 6-12)

Essentials for Writing provides middle school and high school students with a solid foundation in writing skills.

Essentials for Algebra (Grade Levels 7-12)

Essentials for Algebra teaches pre-algebra and prepares students for a traditional Algebra 1 course.

Programs to Meet Specific Needs:

Reading

Horizons Fast Track C-D

The equivalent of RMSE 2 and 3 in one year.

Journeys 3

Used for first graders instead of RMSE 2 because of easier workbook.

REWARDS (Intermediate – grades 4-6; Secondary – grades 6-12) (ordered separately through Voyager Sopris Learning)

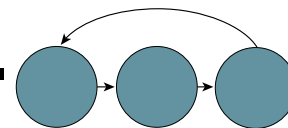
REWARDS is a multisyllabic word reading program designed to teach intermediate and secondary students who have at least 3rd grade reading skills.

Spelling Through Morphographs (Grades 4 through 12)

Spelling Through Morphographs teaches older students spelling rules while utilizing a systematic review of every morphograph.

Language

Español to English



Español to English helps Spanish-speaking children build English language skills by providing instruction in the Spanish equivalent of *RMSE Language Grade K* then gradually phasing them into instruction in English. Young children who speak little or no English, children who are marginally bilingual, and older students who have recently come from Spanish-speaking countries will all benefit from this program.

DISTAR Language

DISTAR Language provides the same instructional sequence as *RMSE Language Grade K* but at a slower pace with more repetition. The program is ideal for students who need additional practice and a more gradual introduction to critical language concepts.

Direct Instruction Spoken English (DISE)

(ordered separately through Voyager Sopris Learning)

DISE teaches spoken English to non-English-speaking students who have the equivalent of at least a 3rd grade level understanding of their native language. The program assumes no prior knowledge of English as it builds students' English language proficiency step-by-step through carefully crafted lessons that are accompanied by a CD-ROM containing PowerPoint instructional display slides.

Mathematics

Corrective Mathematics (Grades 4-12)

Corrective Mathematics is a remedial math program focused on teaching the basic math skills needed for higher-level math.

Content Areas

REWARDS Plus Social Studies and REWARDS Plus Science (Grades 6-12)

(ordered separately through Voyager Sopris Learning)

REWARDS Plus extends the use of the multisyllabic word reading strategy taught in *REWARDS* to increase students' content knowledge, vocabulary, comprehension, test taking and writing strategies.

Understanding U. S. History

(ordered separately through the University of Oregon)

For students (grades 4 and above) who have completed *RMSE 5*. The program teaches students a general strategy for analyzing historical events, processes and periods.

Other Programs, as needed

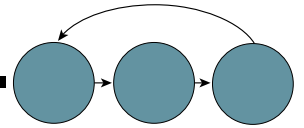
Skills for School Success (Grades 3-6) and Advanced Skills for School Success (Grades 7+) *(ordered separately through Curriculum Associates)*

Skills/Advanced Skills for School Success give students study and work strategies to keep them organized.

NIFDI Scheduling Guidelines

Grade	a.m. Reading Period	Language	p.m. Reading/Language Period	Spelling	Math	Handwriting or Sentence Copying
K	RM Signature Reading K or 1 30 – 45 min. per group, maximum 3 groups per room	RM Signature Language K or 1 30 – 45 min. per group, maximum 3 groups per room	(if all-day K) RM Signature Reading K or 1 /RM Sig Language K or 1 20 – 30 min. per group	RM Signature Spelling K or 1 15 min. after students reach RM K L.50	Distar Arithmetic or CMC CE A: 30 min. per group, 2 groups per room	10 min.
1 st	RM Signature Reading K or 1: 30 – 45 min. per group, maximum 3 groups per room OR RM Signature Reading 2: 75 min. small group 90 min. whole class	RM Signature Language K or 1 30 – 45 min. per group, maximum 3 groups per room OR RM Signature Language 1 60 min. whole class	RM Signature Reading K or 1 /RM Sig Language K or 1 20 – 30 min. per small group OR RM Signature Reading 2 60 min. whole class	RM Signature Spelling K or 1 15 min. after students reach RM K L.50 OR Spelling Mastery: Levels A-F 20 min.	CMC CE A: 55 min. small group CMC CE B: 60 min. whole class	10 min.
2 nd	RM Signature Reading K or 1: 30 – 45 min. per group, maximum 3 groups per room OR RM Signature Reading 2 or 3 Horizons Fast Track C-D: 90 min. whole class	RM Signature Language K or 1 30 – 45 min. per group, maximum 3 groups per room OR RM Signature Language 1–3 45 - 60 min. small group 60 min. whole class	RM Signature Reading K or 1 /RM Sig Language K or 1 20 – 30 min. per small group OR RM Signature Reading 2 -3/ Horizons Fast Track C-D 60 min. whole class	RM Signature Spelling 1-5 15 min. OR Spelling Mastery: Levels A-F 20 min.	CMC CE C: 70 min. whole class + 10 minutes math fact practice	10 min.
3 rd	RM Signature Reading K or 1: 45 min. per group, 2 groups per room OR RM Signature Reading 2–4 Horizons Fast Track C-D: 90 min. whole class	RM Signature Language 2–5 60 min. whole class	RM Signature Reading K or 1 /RM Sig Language K or 1 20 – 30 min. per small group OR RM Signature Reading 2-4/ Horizons Fast Track C-D 60 min. whole class	RM Signature Spelling 1-5 15 min. OR Spelling Mastery: Levels A-F 20 min. ↓	CMC CE D: 70 min. whole class + 10 minutes math fact practice	—
4 th	RM Signature Reading 2–5 Horizons Fast Track C-D: 90 min. whole class OR Decoding 45 min. per group ↓	RM Signature Language 2–5 60 min. whole class ↓	RM Signature Reading 2-5/ Horizons Fast Track C-D 60 min. whole class OR Decoding 45 - 60 min. per group ↓		CMC CE E-F: 70 min. whole class + 10 minutes math fact practice	—
5 th		U.S. History or Comprehension C 60 min.				—

These programs are taught to large groups of up to 30 students: RM Signature Reading/Language Grades 2–5, Horizons Fast Track C/D, post-RMSE Grade 5 reading programs (Comprehension C, U.S. History), Spelling Mastery.

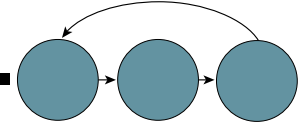


Amount of Time Students Receive Daily in DI

Kindergarten	Subject	Time
	Reading	50-60 minutes
	Language	50-60 minutes
	Independent Work	50-60 minutes
	Spelling	15 minutes
	Math	35-45 minutes
	Total	3 hours 20 minutes - 4 hours

First Grade	Subject	Time
	Reading	50-60 minutes
	Language	50-60 minutes
	Independent Work	50-60 minutes
	Spelling	15-20 minutes
	Math	50-60 minutes
	Total	3 hours 45 minutes - 4 hours 20 minutes

Second Grade	Subject	Time
	Reading	90-150 minutes (1.5 - 2.5 hours)
	Language	60 minutes
	Spelling	20 minutes
	Math	70 minutes
	Total	3 hours 20 minutes - 4 hours 20 minutes

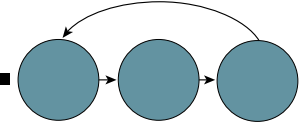


Sample Schedule for Full-day **Kindergarten** for a classroom that has one teaching assistant

	Time	Teacher	Teaching Assistant	Independent Workers
Morning	8:15-8:30	Opening Routines		
	8:30-9:00	Group A: RM Signature Reading K*	Group B: RM Signature Language K	Group C: Quiet Independent Work**
	9:00-9:30	Group C: RM Signature Reading K*	Group A: RM Signature Language K	Group B: Quiet Independent Work**
	9:30-10:00	Group B: RM Signature Language K*	Group C: RM Signature Language K	Group A: Quiet Independent Work**
	(later fall) 10:00-10:15	Reading Mastery Kit Spelling (starts after Reading Mastery K, L. 50)		
	10:15-1:30	Other Kindergarten Activities: Lunch, Recess, Science, Social Studies, Math, PE, Art, etc.		
Afternoon	1:30-1:50	Group A: Continue RM Signature Reading K*	Group B: Continue RM Signature Language K	Group C: Quiet Independent Work**
	1:50-2:10	Group C: Continue RM Signature Reading K*	Group A: Continue RM Signature Language K	Group B: Quiet Independent Work**
	2:10-2:30	Group B: Continue RM Signature Language K*	Group C: Continue RM Signature Reading K	Group A: Quiet Independent Work**

* Until students finish Lesson 40 RM Signature Language K, they do RM Signature Language K lessons during this time slot.

** See handout: Independent Work Ideas

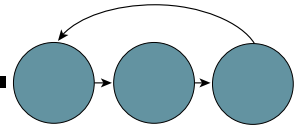


Sample Schedule for **first grade** for groups that are in Reading Mastery Signature Reading/Language K–1 and have a teaching assistant morning and afternoon

	Time	Teacher	Teaching Assistant	Independent Workers
Morning	8:15-8:30	Opening Routines		
	8:30-9:00	Group A (low): RM Signature Reading K *	Group B (medium): RM Signature Language K	Group C (high): RM Signature Workbook, Sentence Copying, etc.**
	9:00-9:30	Group B (medium): RM Signature Reading 1	Group C (high): RM Signature Language 1	Group A (low): RM Signature Workbook, Sentence Copying, etc.**
	9:30-10:00	Group C (high): RM Signature Reading 1	Group A (low): RM Signature Language K	Group B (medium): RM Signature Workbook, Sentence Copying, etc.**
	10:00-1:00	Other First Grade Activities: Lunch, Recess, Science, Social Studies, Math, PE, Art, etc.		
	1:00-1:15	Reading Mastery or RM Signature Spelling (whole class)		
Afternoon	1:15-1:35	Group A (low): RM Signature Reading K *	Group B (medium): RM Signature Language K	Group C (high): RM Signature Workbook, Seatwork, etc.**
	1:35-1:55	Group B (medium): RM Signature Reading 1	Group C (high): RM Signature Language 1	Group A (low): RM Signature Workbook, Seatwork, etc.**
	1:55-2:15	Group C (high): RM Signature Reading 1	Group A (low): RM Signature Language K	Group B (medium): RM Signature Workbook, Seatwork, etc.**
	2:15-2:30	Clean-up and Dismissal		

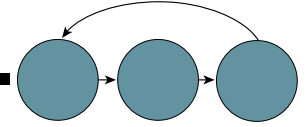
* Until students finish Lesson 40 RM Signature Language K, they do RM Signature Language K lessons during this time slot.

** See handout: *Independent Work Ideas*



Sample Schedule for **second grade, third grade, or fourth grade** groups that are in RM Signature Reading/Language 2, and no teaching assistant

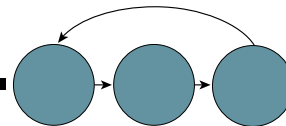
	Time	Teacher
Morning	8:00-8:15	Opening Routines
	8:15-9:45	Reading— RM Signature Reading 2
	9:45-10:00	Recess
	10:00-11:00	Language— RM Signature Language 2
	11:00-12:10	Math
Afternoon	12:10-12:40	Lunch
	12:40-1:30	Science, Social Studies, or PE
	1:30-2:30	Reading— Most of another RM Signature Reading 2 lesson
	2:30-2:45	Clean-up and Dismissal



Mrs. Quinn's Week of September 1
First year school—Grade 2

School #21

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Opening activities	Opening activities	Opening activities	Assembly	Field trip
8:30 - 9:00	Spelling	Spelling	Art	Assembly	Field trip
9:00 - 9:30	Reading Group A	Reading Group A	Art	Assembly	Field trip
9:30 - 10:00	Reading Group B	Reading Group B	Reading Group B	Reading Group B	Field trip
10:00 - 10:30	Language	Language	Language	Language	Language
10:40 - 11:40 lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:40 - 12:00	Sustained Silent Reading	Sustained Silent Reading	Sustained Silent Reading	Sustained Silent Reading	Sustained Silent Reading
12:00-12:30	Read-Aloud	Read-Aloud	Read-Aloud	Read-Aloud	Read-Aloud
12:30 - 1: 30	Music	Social Studies	Social Studies	Social Studies	Social Studies
1:30 - 2:15	Math	Math	Math	Math	Library Skills
2:15 -2:25	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



Middle School Scheduling Guidelines

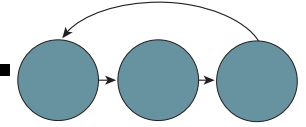
Year 1

- | | |
|---|---|
| Students who place in RMSE K or Fast Cycle 1 | · Three 45-minute reading/language periods daily |
| Students who place in Decoding A or Decoding B1 | · Three 45-minute reading/comprehension periods daily |
| Students who place in Decoding B2 or C | <ul style="list-style-type: none"> · One 45-minute reading period daily · One 45-minute comprehension period daily · One 45-minute Expressive Writing period daily |
| Students who place in RMSE 4 and 5 | <ul style="list-style-type: none"> · Two 45-minute periods daily (90 minutes total) · One 45-minute Expressive Writing/Signature Language period daily |

Year 2 and Above

Same as above for students who place in those programs.

Students who complete RMSE 5 and Expressive Writing 2/Reading Mastery Signature Language will continue into programs that require the same amount of teaching time as Year 1 students.



Direct Instruction Schedule Requirements by Problem Level

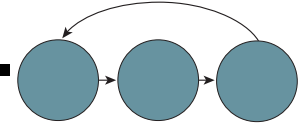
These are samples only—they do not represent every student in the middle school, but they do represent the range of time that would be needed to meet all students' needs.

All students who place into Corrective Reading **Decoding Levels A, B1** and **below Decoding A** students will receive **3 periods** of Direct Instruction (DI) per day:

Period	Time	Program
1	45 minutes	Corrective Reading: Decoding
2	45 minutes	Corrective Reading: Comprehension
3	45 minutes	Corrective Reading: Decoding

Students who place into Corrective Reading **Decoding Levels B2 and C** will receive **3 periods** of DI per day:

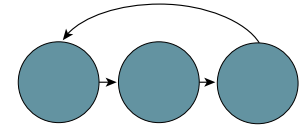
Period	Time	Program
1	45 minutes	Corrective Reading: Decoding
2	45 minutes	Corrective Reading: Comprehension
3	45 minutes	Expressive Writing



Direct Instruction Schedule Requirements by Problem Level (cont.)

Sample Schedule for middle school groups that are in **Reading Mastery Signature Edition 4 and 5**

Period	Time	Program
1	45 minutes <i>(1 of 2 45-minute periods)</i>	Reading Mastery Signature 5 lesson
2	45 minutes <i>(2 of 2 45-minute periods)</i>	Reading Mastery Signature 5 lesson
3	45 minutes	Expressive Writing/Signature Language Level 4 or 5



Instructional Time

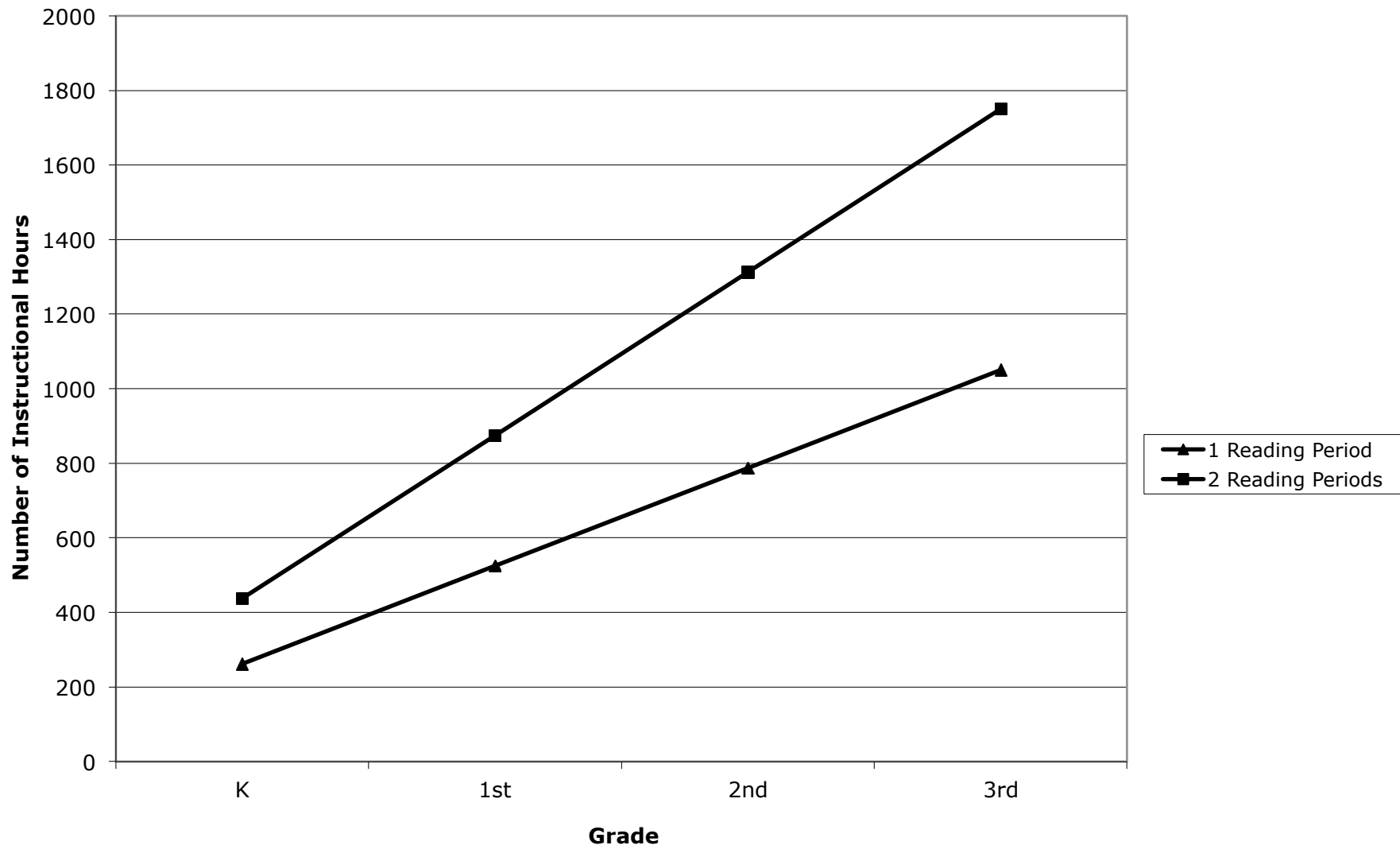
Number of Instructional Hours by the End of the Year in Reading Grades K-3

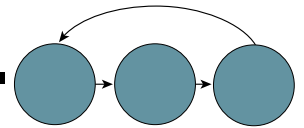
(Assumes 175 instructional days per year)

<u>Grade</u>	<u>1 Period</u> <u>(90 Min. = 1.5 Hours)</u>	<u>Cumulative Hours</u> <u>of Instruction</u>	<u>2 Periods</u> <u>(150 Min. = 2.5 Hours)</u>	<u>Cumulative Hours</u> <u>of Instruction</u>
K	262.5	262.5	437.5	437.5
1st	262.5	525.0	437.5	875.0
2nd	262.5	787.5	437.5	1,312.5
3rd	262.5	1,050.0	437.5	1,750.0

<u>Grade</u>	<u>1 Reading Period</u>	<u>2 Reading Periods</u>
K	262.5	437.5
1st	525	875
2nd	787.5	1312.5
3rd	1050	1750

Cumulative Instructional Time in Reading





Fast Cycle

1. In RMSE Language K – if on a mastery test, no student makes more than 1 error, do yellow starred items only (fast cycle) up to the next test. If anyone makes more than 1 error – stop fast cycling.
2. In RMSE K, consider fast cycling **ONLY** after students have taken the check out at Lesson 125 and only if they do **very** well. Stop fast cycling if any student fails subsequent Check Outs or Mastery Tests.
3. In RMSE K, test for RMSE 1 once students are at Lesson 155.
4. In RMSE 1, use placement guidelines for starting lesson (Lesson 1 or 11).
5. If RMSE 1 placement tests are below 1:20 with 0-2 errors – do 11, 12, 14 – 17, look at COs at 15. If data are good – finish up to 17, move to 23, 24 and then to 33.
6. In RMSE 1, check CO at 55. If students are **very** fluent and accurate, finish 58 (end of story) and jump to 76.

The following charts can be used to coordinate instruction for students requiring accelerated movement through the program.

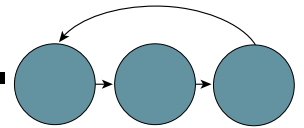
Reading Mastery Accelerated Instruction Schedule

Grade K Schedule

Teach Lesson	Skip Lessons	Teach Lesson	Skip Lessons	Teach Lesson	Skip Lessons	Teach Lesson	Skip Lessons
	1-11		49		83		119
12		50-51		84		120	
	13		52-53		85		121
14		54		86		122	
	15		55		87-89		123-124
16		56		90-91		125-126	
	17-18		57		92		127
19		58		93-95		128	
	20-21		59		95		129
22-23		60-62		96		130	
	24		63		97		131
25-27		64		98		132	
	28		65		99		133-134
29		66-67		100		135	
	30		68		101		136
31		69		102		137-138	
	32		70		103		139
33		71		104-106		140	
	34		72		107		141
35-36		73		108		142	
	37		74		109		143-144
38-39		75-76		110		145-147	
	40		77		111		148-149
41-42		78		112		150	
	43		79		113-114		151
44-45		80		115-116		152	
	46-47		81		117		153-154
48		82		118		155-158	

Grade 1 Schedule

	1-10		39		59-75		127-132
11-12		40-46		76-94		133-137	
	13-22		47		95-96		138-145
23		48-49		97		146-160	
	24-32		50		98-102		
33-38		51-58		103-126			



Reading Mastery Signature Edition Grade 2 Fast Schedule

Teach
Lessons

1-63

113-122

129-145

Skip
Lessons

64-112

123-128

Reading Mastery Signature Edition Grade 3 Fast Schedule

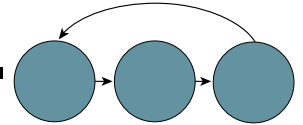
Teach
Lessons

1-66

101-140

Skip
Lessons

67-100



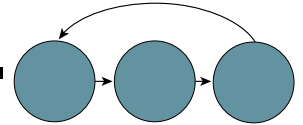
Instructional Programs for Elementary Schools working with the National Institute for Direct Instruction (NIFDI)*

Reading Mastery Signature Edition Reading Strand

Reading Mastery is a Direct Instruction basal reading program. It is designed to teach students essential decoding and comprehension skills. The beginning grade levels teach students how to break the code and to read fluently. The intermediate grade levels use social studies and science concepts in stories to teach students how to learn from what they read. The program's upper grade levels introduce students to many pieces of classic literature, including popular children's stories as well as stories for adults that have been adapted for younger readers.

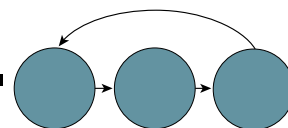
Level	Overview
Grade K (160 lessons)	<ul style="list-style-type: none"> • for kindergarten through 3rd grade students who have few or no reading skills • focus: sounding out, blending, word and story reading and comprehension • students learn the sounds for each letter, learn to break words down into individual letter sounds, to say the sounds as a word, learn to word read, and to read stories and answer comprehension questions
Grade 1 (160 lessons)	<ul style="list-style-type: none"> • for kindergarten and 1st grade students who are able to sound out words and understand stories • focus: expand decoding skills, build rate and accuracy story reading skills and analyze and comprehend increasingly complicated stories • students learn to use letter sound combinations, to use the final e decoding rule, to use word parts to decode complex words, to answer interpretive comprehension questions, to make inferences, and to draw conclusions
Grade 2 (145 lessons)	<ul style="list-style-type: none"> • for 1st through 3rd grade students who can read approximately 60 words per minute • focus: teaching students how to learn information and concepts from their reading material • students learn how to apply rules in various contexts, use new vocabulary words, make deductions, read informational passages, interpret complex sentence structures, understand character movies, interpret maps, graphs and timelines, and learn some basic science and social studies concepts

*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill



Level	Overview
Grade 3 (140 lessons)	<ul style="list-style-type: none">• for students in 2nd through 4th grade who read approximately 100 words per minute• focus: teaching students how to learn information and concepts from their reading material• students learn to evaluate problems and solutions, learn information about the world, build their vocabulary, read informational passages, use and remember science and social studies facts and concepts and complete research projects
Grade 4 (120 lessons)	<ul style="list-style-type: none">• for students in grades 4th or 5th grade, but also for older students who place at that level• focus: literary analysis, increasing reading rate, developing vocabulary and extended writing• students read a wide range of classic and modern fiction and prose, learn to analyze characters, settings, plots, and themes; make outlines; infer word meanings from context; interpret reference materials
Grade 5 (120 lessons)	<ul style="list-style-type: none">• for students in grades 5 or 6, but also for older students who place at this level• focus: literary language, reasoning strategies, building vocabulary, increasing reading rate and extended writing• students read novels, short stories, poems, factual articles, biographies, and plays; interpret complex sentence forms, figurative language, literary irony, identify contradictions and rebut faulty logic; students write short stories, poems, and paragraphs on issues related to the reading selections

*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill

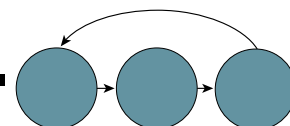


Reading Mastery Signature Edition Language Arts Strand

The Language Arts Strand of the Reading Mastery Signature Edition teaches receptive and expressive language skills. Grades K and 1 focus on the oral language concepts that students need to understand the academic classroom and start the students on the writing process. Grades 2 and 3 provide full immersion into narrative writing. Grades 4 and 5 move students into expository and critique writing plus higher order thinking skills.

Level	Overview
Grade K (150 lessons)	<ul style="list-style-type: none"> • for students in pre-k, kindergarten or first grade, but can be used for older students who have limited English language skills • focus: oral program that teaches the language concepts needed to understand the academic language of the classroom • students learn part/whole relations, prepositions, concept application, classification, statements, absurdities, common information, and if/then rules
Grade 1 (130 lessons)	<ul style="list-style-type: none"> • for students in K, 1st or 2nd grade • focus: continued oral language skills and beginning writing skills • students learn analogies, temporal sequencing, information, opposites, synonyms, questioning skills, story grammar, sentence writing, story related writing and reasoning skills
Grade 2 (110 lessons)	<ul style="list-style-type: none"> • for 1st, 2nd or 3rd grade students • focus: comprehension skills, story grammar and writing • students learn deductions, to spot ambiguous language, classification, story grammar, writing paragraphs, parts of speech, punctuation and editing
Grade 3 (135 lessons)	<ul style="list-style-type: none"> • for 2nd through 5th grade students • focus: writing narrative passages • students learn to analyze sentences, parts of speech, punctuation, mechanics, write narrative passages with clarity

*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill

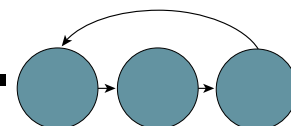


Level	Overview
Grade 4 (140 lessons)	<ul style="list-style-type: none"> • usually for students in grades 4 or 5, but also for older students who place into this level • focus: clear and precise expository writing and critical thinking • students analyze and write sentences for clarity, write specific directions, identify problems with misleading and inaccurate claims, analyze and describe problems with arguments, learn to take notes, give speeches, and write persuasive passages
Grade 5 (120 lessons)	<ul style="list-style-type: none"> • usually for students in grades 4 or 5, but also for older students who place into this level • focus: higher-order thinking skills and precise expository writing skills • students extend what they learned in earlier levels about parts of speech, grammar, writing with clarity, and writing for a variety of purposes; use parallel construction to analyze sentences and arguments; analyze literature selections.

Language for Learning Language for Thinking

Program	Overview
Language for Learning (150 lessons)	<ul style="list-style-type: none"> • for students in pre-k, kindergarten or first grade, but can be used for older students who have limited English language skills • focus: oral program that teaches the language concepts needed to understand the academic language of the classroom • students learn part/whole relations, prepositions, concept application, classification, statements, absurdities, common information, and if/then rules
Language for Thinking (150 lessons)	<ul style="list-style-type: none"> • for students in K, 1st or 2nd grade • focus: continuation and expansion of oral language skills from Language for Learning • students learn analogies, temporal sequencing, information, opposites, synonyms, questioning skills, absurdities, if/then, true/false, common information, same/different and verb tense.

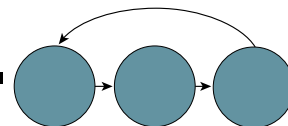
*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill



Reasoning and Writing

Level	Overview
Reasoning and Writing A and B (130 lessons)	<ul style="list-style-type: none"> • for students in 1st or 2nd grade • focus: continued oral language skills and beginning writing skills • students learn analogies, temporal sequencing, information, left/right, true/false, directions, story grammar, deductions, and sentence writing.
Reasoning and Writing C (110 lessons)	<ul style="list-style-type: none"> • for 2nd, 3rd or 4th grade students • focus: writing narrative passages • students learn to analyze sentences, parts of speech, punctuation, mechanics, write narrative passages with clarity
Reasoning and Writing D (135 lessons)	<ul style="list-style-type: none"> • for 2nd through 5th grade students • focus: writing narrative passages • for 3rd, 4th and 5th grade students and for older students who place into this level • focus: focus: clear and precise expository writing and critical thinking • students analyze and write sentences for clarity, write specific directions, identify problems with misleading and inaccurate claims, analyze and describe problems with arguments, learn to take notes, give speeches, and write persuasive passages
Reasoning and Writing E (80 lessons)	<ul style="list-style-type: none"> • usually for students in 4th or 5th grade, but also for older students who place into this level • focus: higher-order thinking skills and precise expository writing skills • students extend what they learned in earlier levels about parts of speech, grammar, writing with clarity, and writing for a variety of purposes; use parallel construction to analyze sentences and arguments; analyze literature selections; teaches students to listen, take notes and reproduce information
Reasoning and Writing F (100 lessons)	<ul style="list-style-type: none"> • usually for students in 4th or 5th grade, but also for older students who place into this level • focus: expository writing and thinking skills • students expand note taking skills; learn to use inductive reasoning; learn to develop rules and revise them based on new information; learn more about the parts of speech; write expository passages of at least 5 paragraphs on various topics

*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill



Expressive Writing

Expressive Writing is a Direct Instruction program to teach 4th and 5th grade students narrative writing skills. Expressive 1 teaches students to translate observations into sentences, to write paragraphs that don't deviate from a topic, and to edit. Expressive 2 focuses on writing clearly, writing with a variety of sentences, writing what people say, and teaching students to edit for clarity, punctuation, paragraphs and sentence types.

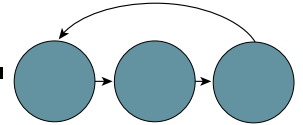
Level	Overview
Level 1 (55 lessons)	<ul style="list-style-type: none"> • for students in grades 4 and 5 who have not mastered narrative writing skills. • focus: writing and editing of basic sentences, paragraphs, and stories • students learn to write with structure, unity, coherence, and correct grammar and punctuation
Level 2 (50 lessons)	<ul style="list-style-type: none"> • a remedial program for students in grades 4 and 5 who have not mastered basic mechanics, grammar, and sentence and paragraph writing skills • focus: an expansion of the simple paragraph writing, story writing, and editing taught in Expressive Writing 1 • students write and edit pieces of greater sophistication and complexity

Corrective Reading (2008 edition)

Corrective Reading is a remedial Direct Instruction program designed to help low-performing students master the essential decoding and comprehension skills needed to read well. The program includes a Decoding and a Comprehension strand at four instructional levels (A, B1, B2, and C). Students can work on decoding skills, comprehension skills, or both. The Decoding strand teaches students to identify words accurately, to use letter sequences to determine word pronunciations, and to increase reading rates significantly. The Comprehension strand teaches students to follow instructions, build vocabularies, improve background knowledge and develop the thinking skills needed to understand what they are reading.

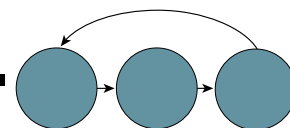
Level	Overview
Decoding Level A (65 lessons)	<ul style="list-style-type: none"> • for a wide range of students in grades 3 through 12 • focus: the sequence of letters in a word relates to its pronunciation, • students sound out words and read basic sentences and simple stories

*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill



Level	Overview
Decoding Levels B1 and B2 (130 lessons)	<ul style="list-style-type: none"> • for a wide range of students in grades 3 through 12 • focus: sounding out more difficult words than in Level A and read longer stories • students apply difficult sound-spelling patterns, read more difficult irregular words, read stories designed to correct common error patterns, increase their reading rate from 30 words per minute up to 110 words per minute and answer comprehension questions
Decoding Level C (125 lessons)	<ul style="list-style-type: none"> • for a wide range of students in grades 4 through 12 • focus: bridging the gap between applying advanced word-attack skills and reading and understanding textbooks and other informational material • students learn 500 new vocabulary words, read a variety of passages, from narrative to expository, and increase their reading rate up to 130 words per minute
Comprehension Level A (65 lessons)	<ul style="list-style-type: none"> • for a wide range of students in grades 4 through 12 • focus: basic reasoning skills, such as deductions and inductions, analogies, and true/false • students practice organizing groups of related facts, develop basic logic skills, learn common information, and practice following instructions
Comprehension Levels B1 and B2 (125 lessons)	<ul style="list-style-type: none"> • for a wide range of students in grades 4 through 12 • focus: background knowledge, reasoning skills, and analysis strategies • students read material similar to that in content area textbooks, learn new information, and respond to written questions that involve deductions and rule applications
Comprehension Level C (140 lessons)	<ul style="list-style-type: none"> • for a wide range of students in grades 5 through 12 • focus: higher-order thinking skills, such as applying analytical skills to real-life situations, and answering literal and inferential questions • students infer definitions from context, read for basic information, write precise directions, recognize main ideas in passages, draw conclusions from basic evidence, and identify contradictions and faulty arguments

*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill

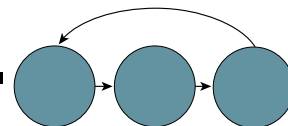


Connecting Math Concepts Comprehensive Edition

Connecting Math Concepts is a math basal program. It is designed so that all students will learn to compute, solve problems and think mathematically. The rationale for the program is that understanding mathematics requires making connections between related mathematic concepts and the world around us. The program ensures that the students understand these connections, and it establishes relationships between concepts and their applications.

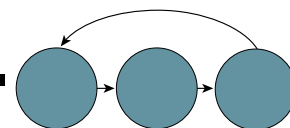
Level	Overview
Level A (120 lessons)	<ul style="list-style-type: none"> • for K grade students • focus: developing conceptual models for equality, addition and subtraction. • students learn a variety of counting skills, represent 1 and 2-digit numbers with counters and learn how to apply these skills to solve 2-digit subtraction problems and 2-digit addition problems that traditionally require carrying.
Level B (125 lessons)	<ul style="list-style-type: none"> • for 1st grade students • focus: teaches most of the addition and subtraction facts and the traditional computational rubrics for adding and subtracting. Addition problems include 2 or 3 numbers of up to 3 digits with carrying. Subtraction problems include numbers up to 3 digits. • students learn place value, number family relationships, computing missing numbers in addition and subtraction equations, counting bills and coins, composing and decomposing 2 and 3-dimensional objects, telling time and analyzing basic fractions.
Level C (130 lessons)	<ul style="list-style-type: none"> • for 2nd grade students • focus: higher-order thinking skills • teaches a number of mapping techniques for relating problem solving to real-life situations; graphically represents word problems, measurement, money, and time; introduces estimation, multiplication, division, and fractions
Level D (130 lessons)	<ul style="list-style-type: none"> • for 3rd grade students • focus: extend mathematical understanding and the connections between concepts • extends whole –number skills to include multiplication and division algorithms; teaches fractions and mixed number concepts and applications; contains extensive word problem activities among other topics

*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill



Level	Overview
Level E (130 lessons)	<ul style="list-style-type: none">• 4th grade students• focus: to extend math concepts taught in earlier levels and to introduce new concepts like the coordinate system• students analyze complex problems using number families, column multiplication of multi-digit numbers, division of multi-digit numbers, ratios and ratio equations and percents• students also learn angles, inverse operations, functions of prime numbers and identifying the prime factorization of the factor pairs for composite numbers ≤ 100
Level F (120 Lessons)	<ul style="list-style-type: none">• for 5th grade students• focus: preparing students for success in higher math• students solve a variety of word problems involving ratio and proportion, fractions, mixed numbers, percents and geometry• Students also learn about exponents, reciprocals, unit conversion and probability

*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill



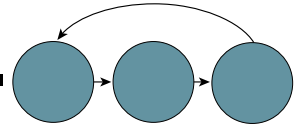
Other Programs

Program	Overview
Spelling Mastery	<ul style="list-style-type: none"> • spelling program for students in grades 1 through 5 • focus: using principles that deal with the structure of words (morphographic analysis) • students learn to use morphographs (the smallest unit of identifiable meaning in written English) as the structural units to use for spelling most words, learn to apply rules for spelling words with morphographs, and engage in cumulative practice until mastery is achieved
Direct Instruction Spoken English	<ul style="list-style-type: none"> • for English Language Learners who speak no English • focus: teach receptive and expressive use of English through an oral language program • students learn to create past, present and future sentence types, to create sentences up to 16 words long, to understand stories and to learn the structure of the English language.
Corrective Mathematics	<ul style="list-style-type: none"> • remedial math program organized by specific modules for grades 4 and above • focus: basic math skills needed for higher level math subjects • modules teach addition, subtraction, multiplication, division, basic fractions, fractions, decimals, percents. ratios and equations

Other programs might be used based on student needs. These include, but are not limited to the following:

Skills for School Success, Levels 3 through 6,
 REWARDS Reading Excellence: Word Attack and Rate Development Strategies,
 US History by Carnine and Associates.
 Academic Core

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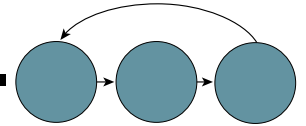
Instructional Programs for Middle Schools working with the National Institute for Direct Instruction (NIFDI)*

Corrective Reading (2008 Edition)

Corrective Reading is a remedial Direct Instruction program designed to help low-performing students master the essential decoding and comprehension skills needed to read well. The program includes a Decoding and a Comprehension strand at four instructional levels (A, B1, B2, and C). Students can work on decoding skills, comprehension skills, or both. The Decoding strand teaches students to identify words accurately, to use letter sequences to determine word pronunciations, and to significantly increase reading rates. The Comprehension strand teaches students to follow instructions, to build vocabularies, and to improve background knowledge and thinking skills to understand what they are reading.

Program/Level	Overview
Decoding Level A (65 lessons)	<ul style="list-style-type: none">• for a wide range of students in grades 3 through 12• focus: the sequence of letters in a word relates to its pronunciation,• students sound out words and read basic sentences and simple stories
Decoding Levels B1 and B2 (130 lessons)	<ul style="list-style-type: none">• for a wide range of students in grades 3 through 12• focus: sounding out more difficult words than in Level A• students apply difficult sound-spelling patterns, read more difficult irregular words, read stories designed to correct common error patterns, and increase their reading rate from 30 words per minute up to 110 words per minute
Decoding Level C (125 lessons)	<ul style="list-style-type: none">• for a wide range of students in grades 4 through 12• focus: bridging the gap between applying advanced word-attack skills and reading textbooks and other informational material• students learn 500 new vocabulary words, read a variety of passages, from narrative to expository, and increase reading rate up to 130 words per minute

*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill.



Comprehension Level A (65 lessons)	<ul style="list-style-type: none"> • for a wide range of students in grades 4 through 12 • focus: basic reasoning skills, such as deductions and inductions, analogies, and true/false • students practice organizing groups of related facts, develop basic logic skills, learn common information, and practice following instructions
Comprehension Levels B1 and B2 (125 lessons)	<ul style="list-style-type: none"> • for a wide range of students in grades 4 through 12 • focus: background knowledge, reasoning skills, and analysis strategies • students read material similar to that in content area textbooks, learn new information, and respond to written questions that involve deductions and rule applications
Comprehension Level C (140 lessons)	<ul style="list-style-type: none"> • for a wide range of students in grades 5 through 12 • focus: higher-order thinking skills, such as applying analytical skills to real-life situations, answering literal and inferential questions based on passages students read, infer definitions from context, read for basic information, write precise directions, recognize main ideas in passages, draw conclusions from basic evidence, and identify contradictions and faulty arguments

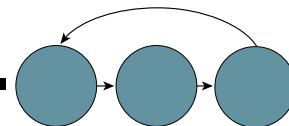
Reading Mastery Signature Edition

Reading Strand

Reading Mastery is a Direct Instruction basal reading program developed to help students master essential decoding and comprehension skills. The program places particular emphasis on teaching thinking skills and helping students acquire background knowledge. The program also emphasizes introducing students to many pieces of classic literature, including popular children's stories as well as stories for adults that have been adapted for younger readers.

Program/Level	Overview
Grade 4 (120 lessons)	<ul style="list-style-type: none"> • usually for students in grades 4 or 5, but also for older students who place at that level • focus: literary analysis, increasing reading rate, developing vocabulary and extended writing • students read a wide range of classic and modern fiction and prose, including full-length novels, and they learn to analyze characters, settings, plots, and themes; they make outlines, infer word meanings from context, and interpret reference materials

*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill.



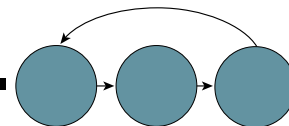
Grade 5 (120 lessons)	<ul style="list-style-type: none"> • usually for students in grades 5 or 6, but also for older students who place at that level • focus: literary language, reasoning strategies, building vocabulary, increasing reading rate and extended writing • students read novels, short stories, poems, factual articles, biographies, and plays; they interpret complex sentence forms, figurative language, literary irony, and they identify contradictions and rebut faulty logic; students write short stories, poems, and paragraphs on issues related to the reading selections
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Expressive Writing

Expressive Writing is a Direct Instruction program to teach 4 – 12 grade students narrative writing skills. Expressive 1 teaches students to translate observations into sentences, to write paragraphs that don't deviate from a topic, and to edit. Expressive 2 focuses on writing clearly, writing with a variety of sentences, writing what people say, and teaching students to edit for clarity, punctuation, paragraphs and sentence types.

Program/Level	Overview
Expressive Writing 1 (55 lessons)	<ul style="list-style-type: none"> • for students in grades 4 and above who have not mastered narrative writing skills • focus: writing and editing of basic sentences, paragraphs, and stories • students learn to write with structure, unity, coherence, and correct grammar and punctuation
Expressive Writing 2 (10 pre-lessons + 50 lessons)	<ul style="list-style-type: none"> • a remedial program for students in grades 4 and above who have not mastered basic mechanics, grammar, and sentence and paragraph writing skills • focus: an expansion of the simple paragraph writing, story writing, and editing taught in Expressive Writing 1 • students write and edit pieces of greater sophistication and complexity

*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill.



Reading Mastery Signature Edition Language Arts Strand

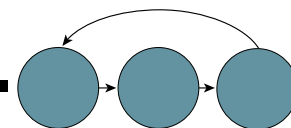
The Language Arts Strand of the Reading Mastery Signature Edition teaches thinking and writing skills. Although designed primarily for elementary students, grades 4 and 5 can be used with older students who still lack basic writing and higher order thinking skills. The program builds a strong base for reading comprehension and other language arts competencies. Grade 2 and 3 provides full immersion into narrative writing. These grade level programs run roughly parallel to the Expressive Writing program, but Reasoning and Writing moves at a much slower pace. Grades 4 and 5 move students into expository and critique writing plus higher order thinking skills.

Program	Overview
Grade 4 (140 lessons)	<ul style="list-style-type: none"> usually for students in grades 4 or 5, but also for older students who place into this level focus: clear and precise expository writing and critical thinking students analyze and write sentences for clarity, write specific directions, identify problems with misleading and inaccurate claims, analyze and describe problems with arguments, learn to take notes, give speeches, and write persuasive passages.
Grade 5 (120 lessons)	<ul style="list-style-type: none"> usually for students in grades 4 or 5, but also for older students who place into this level focus: higher-order thinking skills and precise expository writing skills students extend what they learned in earlier levels about parts of speech, grammar, writing with clarity, and writing for a variety of purposes, use parallel construction to analyze sentences and arguments, and analyze literature selections.

Other

Program/Level	Overview
Spelling through Morphographs (140 lessons)	<ul style="list-style-type: none"> spelling program for students in grades 4 through 12 focus: using principles that deal with the structure of words (morphographic analysis) students learn to use morphographs (the smallest unit of identifiable meaning in written English) as the structural units to use for spelling most words, learn to apply rules for spelling words with morphographs, and engage in cumulative practice until mastery is achieved

*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill.

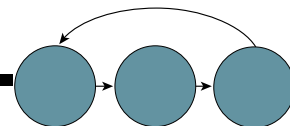


Essentials for Algebra, published by SRA (120 lessons)	<ul style="list-style-type: none"> • teaches pre-algebra and introduces Algebra I content • focus: provide a solid foundation for a traditional Algebra I course and other topics presented in math exams • students learn about exponents, rate equations, signed-number multiplication, geometry, function tables, fractions, story problems and other topics
Direct Instruction Spoken English	<ul style="list-style-type: none"> • for English Language Learners who speak no English • focus: teach receptive and expressive use of English through an oral language program • students learn to create past, present and future sentence types, to create sentence up to 16 words long, and to understand stories and the structure of the English language.
Essentials for Writing (95 lessons)	<ul style="list-style-type: none"> • teaches different writing genres • focus: provide a solid foundation in writing skills needed to succeed in high school • students learn to write 5 paragraph essays about specific topics, to write clear persuasive arguments, to site evidence to support arguments, and to use appropriate grammar and punctuation
Corrective Mathematics	<ul style="list-style-type: none"> • remedial math program organized by specific modules for grades 4 through 12 • focus: basic math skills needed for higher level math subjects • modules teach addition, subtraction, multiplication, division, basic fractions, fractions, decimals, percents. ratios and equations

Other programs might be used based on student needs. These include, but are not limited to the following:

Skills for School Success, Levels 3 through 6,
Advanced Skills for School Success, Modules 1 through 4,
REWARDS Reading Excellence: Word Attack and Rate Development Strategies,
REWARDS Plus: Reading Strategies Applied to Social Studies and Science,
Core Concepts in Math & Science,
US History by Carnine and Associates.

*Some of this content was adapted from the programs' teacher's guides published by McGraw-Hill.



Suggestions for Quiet, Independent Work (for Kindergarten Students who are in RMSE K or RMSE 1)

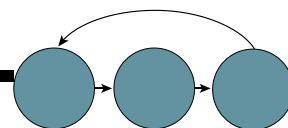
Teacher is teaching a small group, teaching assistant is teaching a small group, and children at seats have completed their RM worksheet.

1. Extra Seatwork (from book of reproducible blackline masters in both series)
2. The Sentence Copying Program (available from NIFDI)
3. Teacher-made seatwork from RM Program Planning Pages (found in teacher presentation books every 20 lessons)
 - a. Handwriting Practice
 - Writing sounds practice
 - Customized duplicates of name practice
 - Laminated tracing charts; kids use water-based pens and wash off for reuse
 - b. Matching
 - c. Sequencing
 - d. Classification
4. Books
5. Books on tape with headphones (first three months of school)
6. Puzzles (first three months of school)
7. Cut and paste collages (example: things that are soft) using pictures from magazines
8. Other ideas related to DI Reading and Language skills

Suggestions for Quiet, Independent Work for 1st and 2nd Graders (and older students) placed in RMSE K or RMSE 1

Teacher is teaching a small group, teaching assistant is teaching a small group, and children at seats have completed their RM worksheet.

1. Extra Seatwork (from books of reproducible blackline masters both series)
2. The Sentence Copying Program (available from NIFDI)
3. Teacher-made seatwork from RM Program Planning Page (found in teacher presentation book every 20 lessons)
 - a. Handwriting practice
 - b. Spelling practice
 - Look at picture and fill in missing sound to complete a word
 - Copy, Cover, Compare
 - c. Short Writing Activities
 - Copy word or sentence, and then illustrate
 - Write journal entry in response to a starter or prompt
4. Teacher-designed extension activities for RM stories (only appropriate if students have necessary preskills)
 - a. Write a prediction story (Example: "The cow went home in the car. What will happen next?" Kids copy, write, and illustrate on paper or in journal.)
5. Books
6. The Paired Reading Program (available from NIFDI)
7. Independent Readers and/or Literature Collection (purchased separately)
8. Other ideas related to DI Reading and Language skills



PROGRAM REFERENCE CHART ACTIVITIES

The Program Reference Chart (PRC) contains a listing of all of the programs that schools need for a full-immersion implementation of Direct Instruction (DI).

The activities described below are designed to help you become more familiar with the PRC and the programs themselves.

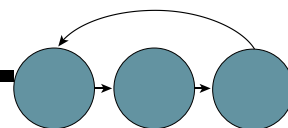
Activity #1: Please list the number of instructional days in your school/district: _____

Task: Given the number of school days in your district, determine how far your students should get in a year when applying the scenarios below:

Scenarios:

- First grade students were placed in Reading Mastery Signature Reading, Grade 1, at lesson 1.
- Fifth grade students were placed in Reading Mastery Signature Language, Grade 4, at lesson 1.
- Seventh and ninth grade students were placed in Corrective Reading: Decoding, Level B1, at lesson 1.

NOTE: Following the scheduling guidelines is critical if expected lesson progress is to be achieved.



Activity #2: Using the Program Reference Chart as a guide, look at:

- a) the **grouping guidelines** and compare the recommended group sizes between
 - Reading Mastery Signature Reading, Grade K (low, medium and high groups) and Reading Mastery Signature Reading, Grade 3.
 - Grade K group size(s): _____
 - Grade 3 group size: _____
 - Corrective Reading: Decoding (all levels) and Reading Mastery Signature Reading, Grade 4.
 - Decoding group size(s): _____
 - Grade 4 group size: _____
- What do you notice? Discuss with a partner the rationale behind the difference in group-size recommendations.

- b) the **mastery test column** and compare the frequency of mastery tests and reading fluency checkouts between
 - Reading Mastery Signature, Grade K, Reading Mastery Signature, Grade 2 and Reading Mastery Signature, Grade 4
 - Grade K MT/CO frequency: _____
 - Grade 2 MT/CO frequency: _____
 - Grade 4 MT/Co frequency: _____
 - Corrective Reading: Decoding and Comprehension
 - Decoding MT/CO frequency: _____
 - Comp MT frequency: _____
 - Reading Mastery Signature Language Grade 4 and Corrective Reading: Comprehension, Level A
 - Language Grade 4 MT/ frequency: _____
 - Comprehension Level A MT frequency: _____
- What do you notice? Discuss with a partner which programs have mastery checks more frequently. Why do you suppose that is?