

Chapter Buttons

**Sounding Out to Story Reading (Chapters 0-9)**

- 0. Introduction
- 1. Teaching Sounding Out
- 2. Stop Sounds
- 3. Mixed Sounding Out
- 4. Getting On-Signal Responses
- 5. Correcting Academic Errors
- 6. Teaching Irregular Words
- 7. Correcting Irregular Words
- 8. Reading the Fast Way
- 9. Correcting Regular Words

**Sounding Out to Story Reading (Chapters 10-19)**

- 10. Correcting Irregular Words
- 11. Part Firming Lists
- 12. Individual Turns: Lists
- 13. Positive Learning Environment
- 14. Raising Academic Expectations
- 15. Motivation Behavior Game
- 16. Pre-Correcting Predictable Errors
- 17. Story Reading
- 18. Firming Story Reading
- 19. Individual Reading

**Sounding Out to Story Reading (Chapters 0-9)**

Length: 00:45 **0. Introduction:**

Best if participants have a copy of the RM II teacher’s guide

Length: 9:47 **1. Teaching Sounding Out**

Content: Tells about smaller letters being silent (and not being touched under), joined letters are sounded out together, etc. Teaches that sounding out is used as a teaching and a correction technique. Demonstrates looping signal (holding under sounds) for sounding out and slash signal for “What word?” Uses special sheet of words with mail, came, and little at the top for practice (follows this guide). Gives practice as a group and time for participants to practice. Demonstrates, explains and gives plenty of practice sounding out words that begin with stop sounds (came, broom, paint, kiss, etc.)

Length: 9:15 **2. Stop Sounds**

Content: Uses special sheet of words with mail, came, and little at the top for practice (follows this guide). Shows common errors on sounding out words in the middle column on this page that begin with stop sounds. Demonstrates, explains and gives plenty of practice sounding out words that begin with stop sounds (came, broom, paint, kiss, etc.). Gives three ways to show stop sounds (quick loop, slash past, or start under the stop sound)—preferring the “start under” method.

Length: 4:05 **3. Mixed Sounding Out**

Content: Continues from DVD 12 using the same practice page. The third column teaches and practices written words that have stop sounds in the middle of words (sk̄y, kept, pants).

Length: 3:00 **4. Getting On-Signal Responses**

Content: Explains what are crisp “on-signal” responses, why they are important, and how to get them. Practices correcting signal violations.

Length: 12:02 **5. Correcting Academic Errors**

Content: Teaches how to correct two kinds of errors when sounding out words in lists. First type is when students misidentifies a sound in the word. Second type of error is stopping between the sounds.

Length: 13:23 **6. Teaching Irregular Words**

Content: Teaches the sound out strategy for irregular words (but here’s how we say the word) from RM I.

Length: 3:28 **7. Correcting Irregular Words**

Content: Teaches corrections for two common errors on irregular words. One for the wrong sound and the second saying the word as it is sounded out.

Length: 10:14 **8. Reading the Fast Way**

Content: Explains and shows the gradual development of reading words the fast way through several format changes. Corrects common teaching and student errors in reading words the fast way.

Length: 3:57 **9. Correcting Regular Words**

Content: Shows how to correct errors reading words in a list.  
 That word is \_\_\_\_\_  
 What word \_\_\_\_\_? Yes, \_\_\_\_\_  
 Sound it out.  
 What word?  
 Yes, \_\_\_\_\_  
 Starting over.

**Sounding Out to Story Reading (Chapters 10-19)****Length: 2:15 10. Correcting Irregular Words**

Content: Shows how to correct errors reading words that are irregular.  
That word is \_\_\_\_\_  
What word \_\_\_\_\_? Yes, \_\_\_\_\_  
Sound it out. It's funny.  
But, how do you say the word?  
Yes, \_\_\_\_\_  
Starting over.

**Length: 3:53 11. Part Firming Lists**

Content: Demonstrates correction and part firming techniques including motivational techniques and providing think time.

**Length: 2:08 12. Individual Turns: Lists**

Content: How to give individual turns, when to give them, who to give them to, and what to say when doing RM 2 word lists.

**Length: 7:01 13. Positive Learning Environment**

Content: How to briefly do a physical set-up. Mainly on how to motivate children, how to set expectations, and how to praise specifically. Includes practice on generating positive praise statements for correcting unwanted behaviors from other students.

**Length: 3:23 14. Raising Academic Expectations**

Content: Getting students to focus on first time correct responses by use of enthusiastic and academically focused praise and recognition. Notes about need for more think time.

**Length: 5:34 15. Motivation Behavior Game**

Content: Describes and models “challenge” or “Teacher/Student” game. Students earn points for getting things right the first time. Set up point value before each exercise. Take points for off-task and inattentive behavior. Importance of fast pacing.

**Length: 2:53 16. Pre-Correcting Predictable Errors**

Content: Explains how to pre-correct errors for likely errors. Integrates written point challenge game.

**Length: 6:25 17. Story Reading**

Content: Teaches and practices group unison story reading of the first 3 sentences with signaling [next word (pause) Get ready (clap)]. Focuses on need for monitoring.

Length: 8:25 **18. Firming Story Reading**

Content: Teaches corrections for unison story reading. Practices with planned errors. Insists on reading first 3 sentences with no more than 2 errors. Recommends reading RM 2 Teacher's Guides, pages. 28-29.

Length: 5:00 **19. Individual Reading**

Content: Shows how to read the remaining story sentences of RM 2 stories. Sends teachers to RM 2 Teacher's Guide p. 29. Teaches correction procedures for individual errors and keeping the lesson moving.

