

Chapter Buttons

**Word Attack (Chapters 1-7)**

- 0. Introduction of DVD
- 1. Program Overview
- 2. General Teaching Techniques
- 3. Word Attack
- 4. New Word Exercise
- 5. Correction and Firming
- 6. Vocabulary
- 7. Individual Turns

**Passage Reading and Workbook (Chapters 8-17)**

- 8. Comprehension Passage
- 9. Passage Decoding Errors
- 10. Story Reading
- 11. Completing Story Reading
- 12. Story Reading Questions & Answers
- 13. Comprehension Errors
- 14. Individual Check-Outs
- 15. Workbook Applications
- 16. Workcheck
- 17. Fact Games

**Word Attack (Chapters 1-7)**

Length: 1:32

**0. Introduction of DVD**

Content:

Tracey Hall and Kathy Jungjohann explain what will be covered on the entire RM III DVD. They stress the importance of having a RM III teacher’s Guide.

Length: 9:41

**1. Program Overview**

Content:

Describes RM III, program components, includes detailed description of materials. Gives rationale for formats and exercises.

Organization of Lesson and Scheduling

Tells how long each part of the lesson takes, what it accomplishes. Tells about individual check-outs, fact games, and mastery tests.

Teaching to Mastery

Discusses the importance of mastery learning and how to schedule extra practice and motivation to get accurate reading.

Initial Placement

Discusses how to do initial placement but points it out in the Teacher’s Guide rather than giving details.

Transition Lessons

Describes the purpose of early lessons A, B, C, D.

Grouping

Tells about the size of groups, value of cross-class grouping.

Length: 3:03

Content:

**2. General Teaching Techniques**

Refers to the Teacher’s Guide pages 17 and 18. Discusses signaling, three parts of signal, rationale.

Length: 11:41

Content:

**3. Word Attack**

Teacher’s Guide page 20. Demonstrates how this part looks, Good model, explains how to do this, practice as a teacher with signals. Very thorough with lots of practice.

Length: 4:37

Content:

**4. New Word Exercise**

Shows how to teach first column of new words, where students spell word as well as read words. Discusses procedures, and rationale. Practices using Teacher’s Guide page 20.

Length: 7:29

Content:

**5. Correction and Firming**

Demonstrates and then teaches spelling correction procedure for word attack errors, even on other columns where students didn’t originally spell the word.

That word is \_\_\_\_\_.  
 What word?  
 Spell \_\_\_\_\_.  
 What word? Yes, \_\_\_\_\_.  
 Starting over.

Provides modeling and practice of how to do it.

Teaches how to practice word attack until “firm” or 100% correct on a list. AKA the part firming paradigm.

Explains the importance of obtaining first-time-correct responses and how to do so. Points out value of providing more thinking time, pre-correct key features, and confirming responses on more difficult words. Demonstrates all of these.

Length: 12:46

Content:

**6. Vocabulary**

Shows a demonstration with students of the vocabulary portion of the word attack. Explains rationale for vocabulary as well as lesson design. Teaches how to do vocabulary and structures practice from the Teacher’s Guide. Includes error corrections.

Length: 4:22  
 Content: **7. Individual Turns**  
 Shows demonstration of individual turns. Students read a whole column. Teaches how to involve all students and do it quickly and unpredictably call on students. Shows whole group correction for individual errors.

**Passage Reading and Workbook (Chapters 8-17)**

Length: 5:29  
 Content: **8. Comprehension Passage**  
 Shows demonstration of a teacher and students doing comprehension passage. Encourages use of Teacher’s Guide pages 9-11 and exercises on page 30. Shows how to ask questions for circled items. Includes how to correct decoding and comprehension questions in passages.

Length: 6:07  
 Content: **9. Passage Decoding Errors**  
 Teaches how to correct decoding errors in passage reading

Tell word.  
 Ask, “What word?”  
 Start over.  
 “Back to the beginning of the sentence.”

Structures practice teaching and correcting errors. Includes asking questions.

Length: 12:50  
 Content: **10. Story Reading**  
 Teacher’s Guide pages 12 and 13. Teaches about 2 error limit and story error limit. Models how to do re-reading and how to praise accuracy. Gives opportunity to practice. Shows teacher and students where teacher reads aloud to 2 error limit and asks comprehension questions.

Length: 5:58  
 Content: **11. Completing Story Reading**  
 Shows teacher and students reading to the end of the story. Goes over procedures and how they change. Practice from Teacher’s Guide sample Lesson 54.  
 Shows teacher and students how to encourage fluent reading with expression. Includes arranging students to do partner reading of previous stories.  
 Explains how story reading procedures change frequently and how the teacher must consult the script in Lessons 1-25.

Length: 4:45  
 Content: **12. Story Reading Questions & Answers**  
 Examples: What if students can’t meet error limits? What if you don’t finish the lesson? What if it’s only one student who is making all the errors? Won’t the students get too nervous about the error limits?

- Length: 9:09  
Content: **13. Comprehension Errors**  
Explains about two kinds of comprehension questions. 1) literal questions from the day's story and 2) questions referring prior knowledge or material from previous stories or passages. Shows how teacher or the student reads the key passage instead of giving the correct answer. Structures practice in Teacher's Guide page 13. in prior knowledge question, teacher gives information but not exactly answering question. After giving information the teacher asks the question again. Models firming comprehension questions before leaving the lesson. Refers to the Teacher's Guide pages 33-36 regarding types of comprehension questions.
- Length: 2:37  
Content: **14. Individual Check-Outs**  
Shows demonstration of teacher doing an individual check-out. Explains check-outs, purpose, and how to give them. Refers to Teacher's Guide.
- Length: 7:51  
Content: **15. Workbook Applications**  
Shows demonstration of oral answering of workbook questions. Explains how students are taught to do well in workbook and why workbook items are read as a group and answered orally before doing written work. Students work independently after Lesson 36. Scheduling considerations are discussed. Points out that there is scripting when new formats appear in workbook. Setting up expectations for independent work. Encourages point system.
- Length: 3:54  
Content: **16. Workcheck**  
Explains procedures for workcheck. Explains all of the following:
  - Large group
  - Marking pen/pencils
  - Teacher reads
  - Student(s) answer
  - Mark own work
  - Teacher circulates and monitors
  - Students mark, don't changePoints out that teachers still need to look over the workbooks once they've been fixed up. Shows teacher and students. Recommends Teacher's Guide pages 14-15 and page 40 for procedures.
- Length: 4:49  
Content: **17. Fact Games**  
Shows teacher and students playing Fact Game. Explains Fact Games that come every 10 lessons.