

# *Reading for All Learners*

## *Instructor Guidelines Sets 1-8*

### **Reading the Books**

The sequence of “little books” was researched, revised, and field tested to provide “high success” and fun learning experiences in beginning reading. Each “little book” is built on the skills taught in previous books. For “high success,” the books must be taught in sequence. The skills in the first part of the book must be mastered before reading the stories in the second part.

### **Sound Practice: Practicing Sounds Already Introduced**

While pointing to each sound, the instructor asks, “What sound?” Point to the sounds in any order. Move to the next section when all the sounds are correct.

### **Correcting Mistakes: Use this Procedure for Learner Errors with Sounds and Words**

Stop the learner immediately after an error occurs by holding up your hand at the student’s eye level. In a nonjudgmental and encouraging tone, use the following model, guide, and test correction procedure.

***Step 1. The instructor models the correct answer.***

Example: The instructor points to the sound and says, “My turn. This sound is ‘aaaa’.”

***Step 2. The instructor guides the learner through the correct answer.***

Example: “Let us say this sound together: ‘aaaa’.”

This guidance continues until the learner can imitate the instructor.

Example: “Your turn. Say this sound.”

***Step 3. The instructor tests the learner.***

Test the learner by asking two or three words or sounds the student should know, and then return to the skill being corrected.

Example: “Your turn. What sound is this?”

If the student struggles with this test, review the skill being corrected later in the lesson.

### **New Sounds: Teaching New Sounds**

***Step 1. Instructor models sound.*** Example: “My turn. This sound is ‘aaaa’.”

***Step 2. Asks the learner to say the sound.*** Example: “Your turn. Say this sound.” The learner says “aaaa.”

***Step 3. Ask the learner one or two sounds already mastered, and then return to the new sound being taught.***

### **Word Practice: Practicing Words Already Introduced**

Ask the learner, while pointing to each word, “What is this word?” The learner should say all the words without any mistakes. Point to the words in any order. If the learner does not remember the word, prompt the learner to say the word the “slow way,” and then the “fast way.”

### **New Words: Teaching New Regular Words**

***Step 1. Instructor points to each letter as it is sounded, and says:*** “My turn. Listen to me say this word the slow way. ‘SSSaaamm’.”

***Step 2. Instructor points to the same word, and says:*** “My turn. Listen to me say this word the fast way. ‘Sam’.”

**Step 3. Instructor asks learner to sound out the word slowly.** Example: “Your turn. Say the word the slow way.”  
**Learner sounds out word slowly.** Example: “SSSaaamm.”

**Step 4. Instructor asks learner to say the word fast.** Example: “Your turn. Say the word the fast way.”  
**Learner says the word.** Example: “Sam.”

**Remember: Use the model, guide, and test correction procedures to correct mistakes.**

## **New Words: Teaching New Irregular Words**

The new irregular words are underlined. For example, the word “was” is normally pronounced “wos” and not “was,” (short a sound) and should be taught as follows:

**Step 1. Sound out the word together.** Example: “Our turn. Say this word the slow way. ‘WWWaaasss’.”

**Step 2. Explain.** “When we say this word the fast way, we say it differently.” Example: “My turn. This word is ‘Was’.” (Wos)

**Ask learner to say the word.** Example: “Your turn. Say this word the fast way.”

**Learner says the word.** Example: “**Was.**” (Wos)

**Step 3. Ask learner to sound out the word.** Example: “Your turn. Say the word the slow way.”

**Learner sounds out the word.** Example: “**WWWaaasss.**”

**Step 4. Ask learner to say the word.** Example: “Well done. You said the word the slow way. But when we say it fast, we say it differently. Your turn. Say the word the fast way.”

**Learner says the word.** Example: “**Was.**” (Wos)

## **Reading the Story**

The instructor or the learner should point to each word as the learner reads the story. Correct mistakes as soon as they occur. When correcting irregular words, the student should practice saying the word the “slow way” and the “fast way.” Read the story at least **twice**. Once, to develop accuracy, and the second time to build confidence and fluency. If more than two mistakes occur during the second reading, read the story a **third** time with the learner. If teaching a group, have each learner take a turn on parts of the story. The learner or instructor should point to each word. Use the model, guide, and test correction procedure. When reading the story, it may be unnecessarily intrusive to correct the learner immediately.

**Discussing the story.** Comprehension questions about the story are at the bottom of pages within the story. As the learner reads through the story, ask the learner the questions and discuss parts of the story that are of interest to the learner. Instructor demonstrations of interest and enthusiasm will be very important.

**Praise.** Be **specific** when praising the learner. Specific praise helps learners know exactly what has been done well. For example: “Well done. You said it the slow way.”

## **“Coming Attractions” Section**

The “Coming Attractions” section following selected stories lists new sounds and words which will be introduced in the next book. Do a quick review of these sounds and words to build interest and confidence.

## **“Looking Back” Section**

Every five or six books contains a section called “Looking Back,” which tests whether the learner has mastered the skills in the previous books. The criteria for allowable mistakes is listed at the bottom of the page. If the learner does not meet criteria, go back and read through all books between the previous “Looking Back” section and the current “Looking Back” section. This reteaching is extremely important for ensuring continuous, high success, reading experiences. The learner **must** be competent and confident on each “Looking Back” test before moving to the next book.