Mc Graw Hill

Reading Mastery Transformations®

Alignment to the Science of Reading

As an evidence-based Direct Instruction program, *Reading Mastery Transformations (RMT)* provides reading instruction **aligned to the science of reading**. Through a consistent methodology, educators explicitly and systematically teach key foundational literacy skills and how to read, comprehend, and write narrative and informational text of increasing complexity—while building oral language fluency skills and increasing vocabulary. For more than fifty years, *Reading Mastery* has produced proficient readers and writers through a commitment to using research-proven techniques and field-tested materials that present a sequence of instructional tracks designed to gradually teach skills to mastery.

The Direct Instruction methodology provides explicit instruction for teaching skills associated with reading. The explicit instruction is characterized by a series of structured lessons that guide students through the learning process. Instruction for learning new skills includes clear explanations, modeling, as well as guided feedback and support until independent mastery has been achieved. This design methodology along with reading instruction aligned to the science of reading results in powerful academic outcomes.

SRA
Reading Mastery
Transformations

Phonemic Awareness

What research tells us

The ease with which children learn to read often depends on their level of phonological/phonemic awareness (Shaywitz, 2003; Stanovich, 1986).

Explicit instruction in phonemic awareness is important, and it should follow a developmental progression from working with words and parts of words to manipulating individual sounds (Mott and Rutherford, 2012).

What *Reading Mastery Transformations* does

Phonemic awareness instruction includes listening for and repeating word parts, combining word parts into words, rhyming, listening for and repeating sounds, and phoneme blending and segmentation.

See How We Do It!

Exercise 3: Saying Word Parts

a. Now **you're** going to say words a sound at a time.

b. The first word is **see.** What word? (Signal.) *See.*

• Listen: **sss . . . EEE.** Say **see** a sound at a time. Get ready. (Signal twice.) *sss . . . EEE.* (Repeat bullet until firm.)

c. Listen: **aaa . . . mmm.** Say **am** a sound at a time. Get ready. (Signal twice.) *aaa . . . mmm.*

d. Listen: **sss . . . OOO.** Say **so** a sound at a time. Get ready. (Signal twice.) *sss . . . OOO.*

e. Listen: **aaa . . . t.** Say **at** a sound at a time. Get ready. (Signal twice.) *aaa . . . t.*

f. Listen: **mmm . . . EEE.** Get ready. (Signal twice.) *mmm . . . EEE.*

g. Listen: **sss . . . OOO . . . rrr.** Get ready. (Signal 3 times.) *sss . . . OOO . . . rrr.*

h. Listen: **fff . . . aaa . . . t.** Get ready. (Signal 3 times.) *fff . . . aaa . . . t.*

i. Listen: **rrr . . . aaa . . . mmm.** Get ready. (Signal 3 times.) *rrr . . . aaa . . . mmm.*

(Repeat steps b through i until firm.)

Individual Turns

a. Now I'll call on individual children.

b. Say **so** a sound at a time. (Call on a child.) *sss . . . OOO.*

• Say **sore** a sound at a time. (Call on a child.) *sss . . . OOO . . . rrr.*

• Say **am** a sound at a time. (Call on a child.) *aaa . . . mmm.*

• Say **ram** a sound at a time. (Call on a child.) *rrr . . . aaa . . . mmm.*

• Say **at** a sound at a time. (Call on a child.) *aaa . . . t.*

• Say **fat** a sound at a time. (Call on a child.) *fff . . . aaa . . . t.*

RMT Grade K Teacher Presentation, Lesson 21, Exercise 3

Exercise 4: Story Time

Clarabelle

a. Here's a story about a new character, Clarabelle.

I'll tell you the story, but you'll have to help me with the words I don't say fast.

Listen: Clarabelle was not a person. She was not a goat and not a dog.

b. [cow]

Clarabelle was a **k . . . ooo . . . www.**

• Listen to the word again: **k . . . ooo . . . www.** What word? (Signal.) *Cow.*

Yes, Clarabelle was a **cow.**

c. [pigs]

She lived on a farm with a lot of other cows and **p . . . iii . . . gzzz.**

• Listen to the word again: **p . . . iii . . . gzzz.** What word? (Signal.) *Pigs.*

Yes, she lived on a farm with lots of cows and **pigs.**

d. [sheep]

There were also lots of ducks, horses, and **shshsh . . . EEE . . . p.**

• Listen to the word again: **shshsh . . . EEE . . . p.** What word? (Signal.) *Sheep.*

e. [goats]

There were cows, pigs, ducks, horses, and sheep. There were also **g . . . OOO . . . tsss.**

• Listen again: **g . . . OOO . . . tsss.** What word? (Signal.) *Goats.*

On the farm there were cows, pigs, ducks, horses, sheep, and **goats.**

Clarabelle loved to imitate other animals. She did what the other animals did.

RMT Grade K Teacher Presentation, Lesson 31, Exercise 4

Phonics

What research tells us

In a synthesis of the existing research on decodability as a text characteristic and its impact on students' reading performance, Cheatham and Allor (2012) found that decodability is a critical characteristic of early reading text as it increases the probability that students will use a decoding strategy. This results in immediate benefits, principally as it related to accuracy.

What *Reading Mastery Transformations* does

Phonics instruction includes learning sounds through letter names, vowel and consonant combinations and blends, and recognition of irregular words. Students use the explicit instruction of phonics to read controlled decodable text in early grade levels of *Reading Mastery*. They learn to apply rules used in connection with visual prompts. These rules provide students with clues about which sounds are irregular, which letters go together to form combinations, and which letters are silent. The visual prompts provided prevent confusion and allow students to read traditional print. Once students have had sufficient practice, the prompt is removed. This process allows a larger number of words to be taught while simultaneously expanding the opportunity for more complex text at early grade levels.

See How We Do It!

Exercise 4: Sounds from Letter Names

a. <Display KR_019:04A>

> m s

- Everybody, look at the board. ✓

b. (Point to **m.**) Everybody, what letter? (Signal.) *M.*
- (Point to **s.**) Everybody, what letter? (Signal.) *S.*

(Repeat step b until firm.)

c. (Point to **m.**) Again, what letter? (Signal.) *M.*

I'll say **M** a part at a time. Listen: **eee . . . mmm.**

- Your turn. Say **M** a part at a time. Get ready. (Signal.) *eee* (Signal.) *mmm.*

d. Listen: When you read words, you don't say the names of the letters.

You say the **sounds.**

The sound that **M** makes is the last part of the letter name. It's **mmm.**

- Everybody, say the sound that **M** makes. (Signal.) *mmm.*

e. (Point to **s.**) Everybody, what letter? (Signal.) *S.*

I'll say **S** a part at a time. Listen: **eee . . . sss.**

- Your turn. Say **S** a part at a time. Get ready. (Signal.) *eee* (Signal.) *sss.*

The sound that **S** makes is the last part of the letter name. It's **sss.**

- Everybody, say the sound that **S** makes. (Signal.) *sss.*

f. This time I'll say each letter name a part at a time. You'll say the sound.

g. My turn. The letter is **eee . . . mmm,** so the **sound** is **mmm.** What's the sound? (Signal.)

mmm.

- Listen: The letter is **eee . . . sss,** so the **sound** is **sss.** What's the sound? (Signal.) *sss.*

h. Your turn.

- (Point to **m.**) This letter is **eee . . . mmm.** What's the sound? (Signal.) *mmm.*
- (Point to **s.**) This letter is **eee . . . sss.** What's the sound? (Signal.) *sss.*
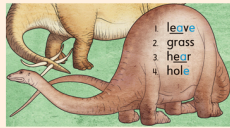
(Repeat steps g and h until firm.)

RMT Grade K Teacher Presentation, Lesson 19, Exercise 4

> m s

RMT Grade K Teacher Display Lesson 19, Exercise 4
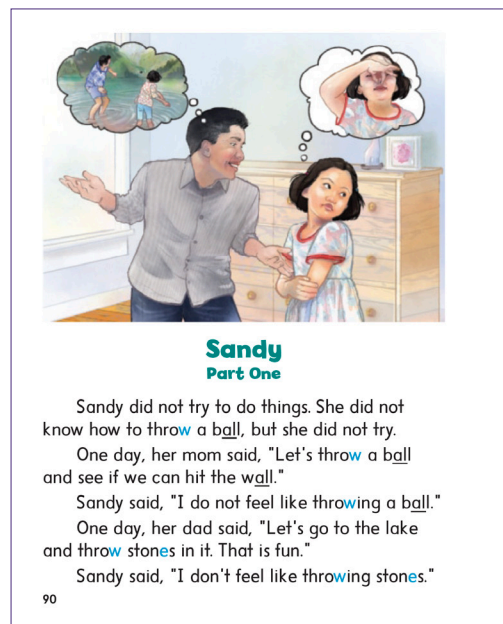
See How We Do It!

RMT Grade K Teacher Presentation, Lesson 102, Exercise 5

RMT Grade K Student Textbook, Lesson 102
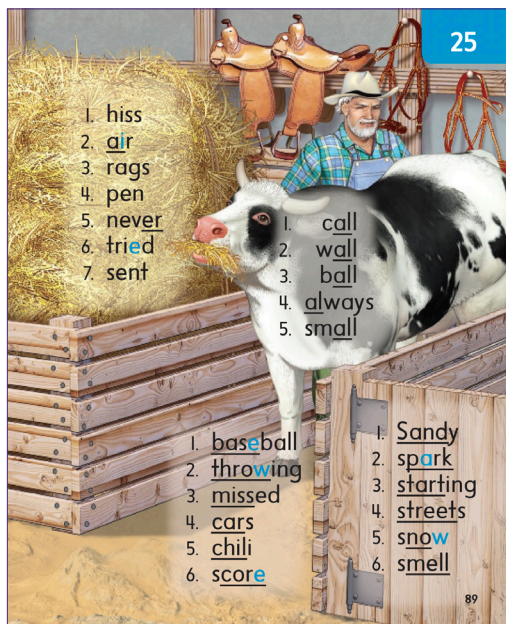
RMT Grade 1 Lesson 25, Student Textbook (Word Attack and Story Reading) Examples

Fluency

What research tells us

Cognitive scientists have repeatedly proven that fluent, accurate decoding is the key indicator of proficient reading. Automatic word recognition, which is dependent on phonic knowledge, allows the reader to attend to meaning; likewise, slow, laborious decoding overloads the reader's short-term memory and impedes comprehension (Rack, Snowling, & Olson, 1992; Share & Stanovich, 1995; Adams, Treiman, & Pressley, 1997; Fletcher & Lyon, 1998; Vellutino, Scanlon, & Sipay, 1997).

What *Reading Mastery Transformations* does

Reading Mastery has a strong emphasis on fluency. Students read and reread passages orally as they receive guidance and feedback. Educators monitor fluency in all grades through routine fluency checks that assess rate and accuracy. The oral reading fluency expectations align with Hasbrouck and Tindall norms (2017).

See How We Do It!

RMT Grade 1 Mastery Test 8

RMT Grade 3 Fluency Check 15

Word Analysis

What research tells us

According to Henry (1988), fluent readers look for familiar morphemes in words, which aids in the process of syllable division and the successful reading of words. While focusing on individual sounds is an efficient early reading strategy, it is not effective for longer words. Reading chunks of words increases fluency. Knowledge of morphemes also increases word knowledge. If students learn the Latin root "bene", meaning "good", they can readily find that root in words like "benefit", "benediction", "beneficial", "benefactor", "benevolent", and "benign"—and appreciate that all these words have something to do with "good." Thus, using their knowledge of affixes, students can recognize that a "benefactor" is someone who does good things or that "beneficial" is an adjective related to the trait of goodness.

What *Reading Mastery Transformations* does

As students move beyond the basics of decoding, the focus shifts to word analysis. Students read words with similar phonics elements in addition to words with irregularities. Decoding instruction emphasizes word parts, including prefixes and suffixes. As with the primary levels, students will encounter these words in the corresponding text selections.

See How We Do It!

RMT Grade 3 Teacher Presentation, Lesson 83, Exercise 3

RMT Grade 3 Student Textbook, Lesson 83, Exercise 3

See How We Do It!

Exercise 4: Nonword Base

a. <Display 3S_107:04A>

reacting

(Point to **reacting.**) What word? (Signal.) *Reacting.*
- What's the first morphograph? (Signal.) *re.*
- Next morphograph? (Signal.) *act.*
- Next morphograph? (Signal.) *ing.*
- Which morphograph in this word could stand alone? (Signal.) *act.*

b. <Display 3S_107:04B>

re<u>ject</u>ing

RMT Grade 3 Teacher Presentation, Leson 107, Exercise 4

(Point to **rejecting.**) What word? (Signal.) *Rejecting.*
- Tell me which morphograph in this word could stand alone. (Pause.) Get ready. (Signal.) *None of them.*
- Which morphograph takes the place of a morphograph that could stand alone? (Signal.) *ject.*
- Spell **ject.** Get ready. (Signal.) *J-E-C-T.*
  Remember **ject** is a morphograph that cannot stand alone.

c. <Display 3S_107:04C>

cept   tect   gress

Here are three morphographs that cannot stand alone.

d. Spell **cept.** Get ready. (Signal.) *C-E-P-T.*
- Spell **tect.** Get ready. (Signal.) *T-E-C-T.*
- Spell **gress.** Get ready. (Signal.) *G-R-E-S-S.*
(Repeat step d until firm.)

e. Listen: **reception.** What's the first morphograph? (Signal.) *re.*
- Next morphograph? (Signal.) *cept.*
- Next morphograph? (Signal.) *I-O-N.*
- Spell **reception.** Get ready. (Signal.) *R-E-C-E-P-T-I-O-N.*

f. Listen: **detect.** What's the first morphograph? (Signal.) *D-E.*
- Next morphograph? (Signal.) *tect.*
- Spell **detect.** Get ready. (Signal.) *D-E-T-E-C-T.*

g. Listen: **protection.** What's the first morphograph? (Signal.) *pro.*
- Next morphograph? (Signal.) *tect.*

RMT Grade 3 Teacher Presentation, Leson 107, Exercise 4

Spelling

What research tells us

Research has shown that learning to spell and learning to read rely on much of the same underlying knowledge: relationship between letters and sounds. Spelling instruction can be designed to help students better understand that relationship, resulting in better reading (Ehri, 2000). Catherine Snow et al. (2005) encapsulate the importance of spelling for reading: "Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading."

What *Reading Mastery Transformations* does

Instructional content and strategies for spelling evolve across grade levels to align with the reading instruction. Beginning early in Grade K students learn how to spell words through sound and letter name relationships. Initially, students learn to say a word one sound at a time, identify the letter that each sound makes and write those letters in the order they are said. In later grade levels, students learn and use specific strategies, patterns, and rules to spell words accurately. Grade 2 transitions from phonemic to morphemic generalizations. Grades 3–5 use morphemic strategies that emphasize prefixes, suffixes and roots.

See How We Do It!

Exercise 12: Spelling

a. Number four lines on your lined paper. Pencils down when you're finished.
(Observe children and give feedback.)

b. The words you're going to spell have the combination **A-R** or the combination **E-A.**

• Spell the combination you'll write for the sound **EEE** in today's words. Get ready. (Signal twice.) *E-A.*

• Spell the combination you'll write for the sound **R.** Get ready. (Signal twice.) *A-R.*

c. Listen: **heat.** What word? (Signal.) *Heat.*
Yes, fire gives off **heat.**

• Say **heat** a sound at a time. Get ready. (Signal 3 times.) *h . . . EEE . . . t.*

• What letter do you write for the sound **h?** (Signal.) *H.*

• What letters will you write for the sound **EEE?** (Signal.) *E-A.*

• What letter do you write for the sound **t?** (Signal.) *T.*

• Spell the word **heat.** Get ready. (Signal 4 times.) *H-E-A-T.*

d. Listen: **hear.** What word? (Signal.) *Hear.*

• Say **ear** a sound at a time. Get ready. (Signal twice.) *EEE . . . rrr.*

• Spell the word **ear.** Get ready. (Signal 3 times.) *E-A-R.*

• Spell the word **hear.** Get ready. (Signal 4 times.) *H-E-A-R.*

e. Listen: **hard.** What word? (Signal.) *Hard.*
Yes, rocks are **hard.**

• Say **hard** a sound at a time. Get ready. (Signal 3 times.) *h . . . R . . . d.*

• What letter do you write for the sound **h?** (Signal.) *H.*

• What letters will you write for the sound **R?** (Signal.) *A-R.*

• What letter do you write for the sound **d?** (Signal.) *D.*

• Spell the word **hard.** Get ready. (Signal 4 times.) *H-A-R-D.*

f. Listen: **harm.** What word? (Signal.) *Harm.*
Yes, when you **harm** something you hurt it.

• Say **harm** a sound at a time. Get ready. (Signal 3 times.) *h . . . R . . . mmm.*

RMT Grade K Teacher Presentation Lesson 121, Exercise 12

Exercise 3: Word Building

a. Get ready to spell some words that have more than one morphograph.

b. First word: **resource.** What's the first morphograph in **resource?** (Signal.) *re.*

• Next morphograph? (Signal.) *source.*

• Spell **resource.** Get ready. (Signal.) *R-E-S-O-U-R-C-E.*

c. Next word: **mighty.** What's the first morphograph in **mighty?** (Signal.) *might.*

• Next morphograph? (Signal.) *Y.*

• Spell **mighty.** Get ready. (Signal.) *M-I-G-H-T-Y.*

d. Next word: **childishly.** What's the first morphograph in **childishly?** (Signal.) *child.*

• Next morphograph? (Signal.) *ish.*

• Next morphograph? (Signal.) *L-Y.*

• Spell **childishly.** Get ready. (Signal.) *C-H-I-L-D-I-S-H-L-Y.*

e. Next word: **notable.** What's the first morphograph in **notable?** (Signal.) *note.*

• Next morphograph? (Signal.) *A-B-L-E.*

• Spell **notable.** Get ready. (Signal.) *N-O-T-A-B-L-E.*

f. Next word: **worldly.** What's the first morphograph in **worldly?** (Signal.) *world.*

• Next morphograph? (Signal.) *L-Y.*

• Spell **worldly.** Get ready. (Signal.) *W-O-R-L-D-L-Y.*

g. Last word: **designer.** What's the first morphograph in **designer?** (Signal.) *D-E.*

• Next morphograph? (Signal.) *sign.*

• Next morphograph? (Signal.) *E-R.*

• Spell **designer.** Get ready. (Signal.) *D-E-S-I-G-N-E-R.*

h. Open your workbook to lesson 21 and find Part A on your worksheet. ✓

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

You're going to write the words you just spelled.

i. Word 1: **notable.** Write it. ✓

• Word 2: **mighty.** Write it. ✓

RMT Grade 3 Teacher Presentation Lesson 21, Exercise 3

Vocabulary

What research tells us

Learning vocabulary is a complex and long-term process (Lehr, Osborn and Heibert, 2004). Decades of research provide evidence of a strong relationship between vocabulary and reading comprehension.

Knowing a word well requires understanding multiple meanings, knowing its different functions, and being able to connect the word with other related words (Beck & McKeown, 1991; Nagy & Scott, 2000). It involves many interactions with the word in a variety of receptive and expressive contexts.

What *Reading Mastery Transformations* does

Vocabulary instruction includes a variety of strategies. This begins in early grades with a focus on oral language. These lessons provide direct teaching of important background information, vocabulary, and thinking skills that students need to achieve strong reading comprehension. As students progress, they engage with definitions, synonyms, context clues, and clear explanations. Additionally, visual displays provide strong connections in the brain. Connecting words to powerful images helps students to understand these words in context.

See How We Do It!

Exercise 7: Reading Words

Column 6

a. Find column 6. ✓

6
1. neighbor
2. haven't
3. creek
4. report
5. crime
6. laws
7. study

b. Word 1. What word? (Signal.) *Neighbor*.
• Word 2. What word? (Signal.) *Haven't*.
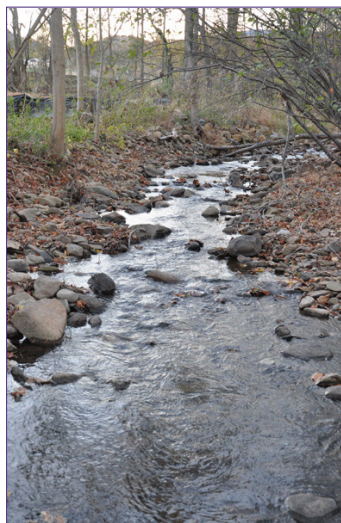**c.** Word 3. What word? (Signal.) *Creek*.
• Another name for a **small stream** is a **creek.**
• Everybody, what's another name for a small stream? (Signal.) *Creek*.

<Display 2R_069:07A>

• The picture shows a creek.

RMT Grade 2 Lesson 69, Exercise 7, Teacher Presentation

RMT Grade 2 Lesson 69, Exercise 7, Teacher Display

See How We Do It!

Exercise 6: Vocabulary Definitions

- Touch part B. ✓

  You're going to read definitions for the vocabulary words.
- Read item 1. (Call on a student.)

  1. **abruptly**—*Abruptly* is another word for *suddenly.*
     - What's another way of saying *She stopped suddenly?*

- Everybody, what's the answer? (Signal.) *She stopped abruptly.*
- What's another way of saying **They turned around suddenly?** (Signal.) *They turned around abruptly.*
- Read item 2. (Call on a student.)

  2. **brace yourself**—When you prepare for something difficult, you *brace yourself.*
     - If you get ready for a big jolt by tightening your muscles, you're bracing yourself for the jolt.

- Everybody, what are you doing when you prepare for something difficult? (Signal.) *Bracing yourself.*

RMT Grade 4 Teacher Presentation, Lesson 41, Exercise 6

RMT Grade 4 Student Textbook, Lesson 41, Exercise 6

Exercise 5: Vocabulary from Context

- Touch part B. ✓

  You're going to figure out the meaning of vocabulary words in sentences.
- Read item 1. (Call on a student.)

  1. It is normal to sleep eight hours a night. It is **abnormal** to sleep sixteen hours a night.
     - What does *abnormal* mean?

- What's the answer? (Call on several students.) [Ideas: *Not normal; unusual.*]
- Read item 2. (Call on a student.)

  2. Horses living in the wild **have access to** food at all times. Tame horses only eat when they are fed by people.
     - What does *have access to* mean?

- What's the answer? (Call on several students.) [Ideas: *Are able to get; can get.*]

RMT Grade 4 Teacher Presentation, Lesson 50, Exercise 5

RMT Grade 4 Student Textbook, Lesson 50, Exercise 5

Comprehension

What research tells us

Strategy instruction is most effective when strategies are explicitly taught (National Reading Panel, 2000; Duffy, (2002) in the context of actual reading. This direct style of instruction should involve explaining the strategy as well as modeling or demonstrating how and when to use it (Dewitz et al. 2009).

What *Reading Mastery Transformations* does

Reading Mastery provides lessons built around narrative text including fables, folktales, and poetry. Informational text is built around historical and current events and scientific concepts. In Grades K and 1, students engage in discussions centered around narrative and informational text. They retell key details, identify the main idea or central message of the text, compare characters and information, and practice answering questions with more than one answer. In Grades 2 and 3, students master comprehension skills including compare/contrast, character development, inference, cause/effect, sequencing, connection, and point of view. In Grades 4 and 5 students master comparing accounts, theme, explicit statements, main idea, supporting details, point of view, relevant information, contradictions, and analyze multiple accounts. *Reading Mastery* engages students in high-quality, increasingly challenging narrative and informational text. Instructional sequences are designed to prepare students to generalize reading comprehension skills into cross-curricular academic areas.

See How We Do It!

RMT Grade 3 Student Textbook, Lesson 58

RMT Grade 3 Teacher Presentation, Lesson 58

RMT Grade 3 Teacher Presentation pages, Lesson 58

See How We Do It!

- Use details from the story to explain why Skiff didn't want to sell the dog to the Irvines. (Call on one or two students.) [Ideas: *Brown was the leader; Skiff thinks a lot of Brown; Skiff didn't sell Brown before.*]
- What does Madge mean when she tells Skiff, **You haven't considered the dog?** (Call on one or two students.) [Ideas: *You haven't thought about what the dog wants to do; You need to find out what the dog wants to do.*]
- Explain how Skiff and the Irvines planned to let the dog decide where to go. (Call on one or two students.) [Idea: *Skiff would walk away and the Irvines would stay seated. If the dog stayed, he would belong to the Irvines. If the dog left, he would belong to Skiff.*]
- How can you tell that the dog had a hard time making up his mind about where to go? (Call on a student.) [Idea: *He kept running back and forth between Skiff and the Irvines.*]
- When the dog gets on his feet the last time, the story says, **His movements were decisive.** What does that mean? (Call on a student.) [Ideas: *His movements were beyond a doubt; His movements showed that he had decided what to do.*]

RMT Grade 5 Teacher Presentation, Lesson 24

"It ain't no picnic, I can tell you that," Miller said. These were his last words, as he turned and went slowly up the trail.

Wolf watched him go about twenty feet, as though waiting for the man to turn and come back. Then, with a quick, low whine, Wolf sprang after him, caught up to him, gently grabbed Miller's hand between his teeth, and tried gently to make him stop.

But Miller did not stop. Wolf raced back to where Walt Irvine sat, catching his sleeve in his teeth and trying to drag him toward Miller.

Wolf wanted to be in two places at the same time, with the old master and the new, but the distance between them was increasing. He sprang about excitedly, making short nervous leaps and twists, now toward one person, now toward the other, not knowing his own mind, wanting both

and unable to choose, uttering quick, sharp whines and beginning to pant.

He sat down, thrust his nose upward, and opened his mouth wide. He was ready to howl.

But just as the howl was about to burst from his throat, he closed his mouth and looked long and steadily at Miller's back. Suddenly Wolf turned his head, and looked just as steadily at Walt. The dog received no sign, no suggestion, and no clue as to what he should do.

As Wolf glanced ahead to where the old master was nearing the curve of the trail, he became excited again. He sprang to his feet with a whine, and then, struck by a new idea, turned toward Madge. He had ignored her up to now, but now, he went over to her and snuggled his head in her lap, nudging her arm with his nose—an old trick of his

118   Lesson 24

RMT Grade 5 Student Textbook, Lesson 24

F   COMPREHENSION

Work the items.

1. What decision did Wolf have to make?
2. Why did Walt, Madge, and Skiff have to trust each other?
3. Use details from the text to describe the reasons Madge gives for leaving the dog in California.
4. What does Skiff mean about the dog when he says, "He knows that life; he was born to it and brought up in it"?
5. Why is "Brown Wolf" a good title for the story?

G   WRITING

Write a passage that answers this main question:

- Do you think Wolf made the right decision? Use details from the story to support your opinion.

Your passage should also answer these questions:

- What reasons did Wolf have for staying with Madge and Walt?
- What reasons did Wolf have for leaving with Skiff?
- Where do you think Wolf will be happy?
- What details from the story support your opinion?

Write six or more sentences.

END OF LESSON 24

120   Lesson 24

RMT Grade 5 Student Textbook, Lesson 24

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Related Resources

For more information on the research that guides the design of Direct Instruction and **Reading Mastery**, please visit the McGraw Hill **Reading Mastery Transformations** page.

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