

A large, stylized red arrow graphic is positioned on the left side of the page. It starts as a horizontal line at the bottom, then turns 90 degrees upwards and to the right, ending in a sharp arrowhead. The arrow is outlined in white.

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.

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 . . . ill . . . gzzz**.
 - Listen to the word again: **p . . . ill . . . 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.)

m s

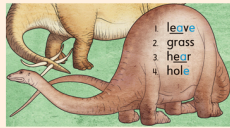
RMT Grade K Teacher Display Lesson 19,
Exercise 4

Phonics (continued)

See How We Do It!

Exercise 5: Reading Words

a. Everybody, touch the dinosaur at the bottom of the page. That's a brontosaurus. ✓



You'll say these words a sound at a time. Then you'll read them the fast way.

b. Word 1. Get ready. (Signal 3 times.) ll... EEE... vvv.

• What word? (Signal.) Leave.

c. Word 2. Get ready. (Signal 4 times.) g... rrr... aaa... sss.

• Again. Get ready. (Signal 4 times.) g... rrr... aaa... sss.

• What word? (Signal.) Grass.

d. Word 3. Get ready. (Signal 3 times.) h... EEE... rrr.

• What word? (Signal.) Hear.

e. Word 4. Get ready. (Signal 3 times.) h... OOO... ll.

• What word? (Signal.) Hole.

f. Let's read those words again, the fast way.

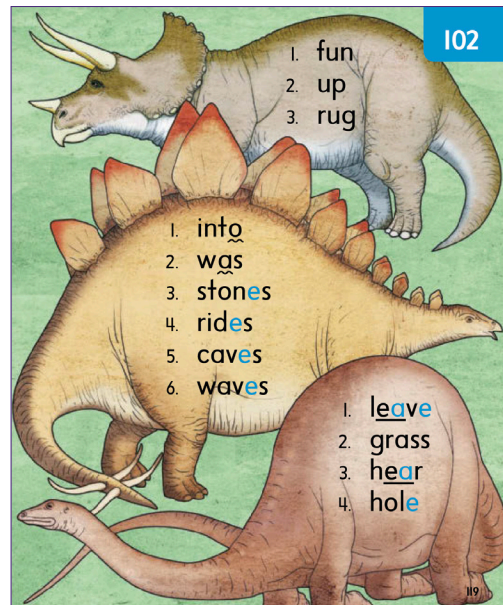
• Word 1. What word? (Signal.) Leave.

• Word 2. What word? (Signal.) Grass.

• Word 3. What word? (Signal.) Hear.

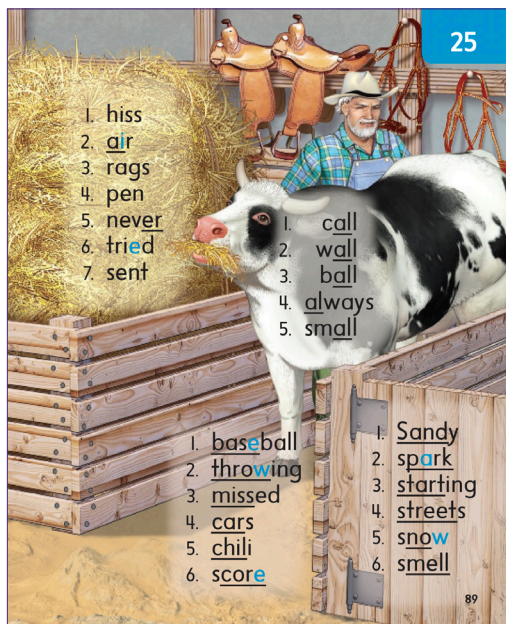
• Word 4. What word? (Signal.) Hole.

(Repeat step f until firm.)

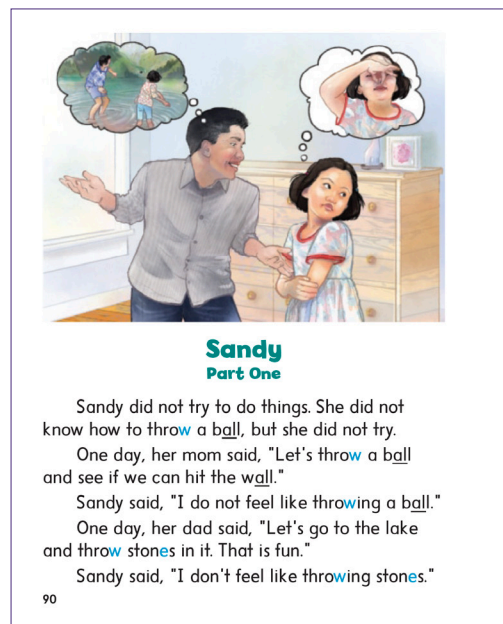


RMT Grade K Teacher Presentation, Lesson 102, Exercise 5

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!

Section 4: Story Reading
a. Touch the pig. ✓
 Agnes was a shy horse who was big. She had hogves that were so big that she could not keep up with the other horses when they ran fast. Agnes liked a horse named Al, but all Al cared about was showing off for the ranger in the higher hills.
b. This is part of a story you read before. Try to read it the fast way if you can.
• (Instruct each child to read the passage carefully. Time the child. Tell the child any word the child misses or fails to identify. Stop the child after 4 errors or after 1 minute and 30 seconds has passed. Mark all errors and write the incorrect word above the word that was missed or mispronounced. Circle words that were omitted.)

RMT Grade 1 Mastery Test 8

Select Passage
Grade 3 Lesson 80 Fluency Check 15
Grade 3 Lesson 80 Fluency Check 15
WPM Goal: 125 | Error Limit: 2
Waldo went on to explain how he planned to complete the pyramid. He told her that he planned to train eight rabbits to stand on the four cats and sixteen pigeons to stand on the eight rabbits. Waldo concluded by saying, "The next time we put on a show, it will be the greatest animal show that anybody ever saw."
Maria said, "I hope so. Every time I think of the first show we put on, I feel like dying."
Waldo said, "It will be different next time."
And he was right.
The hall at Samson High School was packed again. For a week before the show, Maria and Waldo had shown some of the acts that would be in the show. Each day, outside

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!

Exercise 4: Reading Words

Column 1

- a. Find lesson 107 in your textbook and touch column 1. ✓

1

1. relax
2. article
3. doorknob
4. started
5. stared
6. control

- All these words have more than one part. The first part of each word is underlined.
- b. Word 1. What's the underlined part? (Signal.) *re*.
- What's the whole word? (Signal.) *Relax*.
- Spell **relax**. Get ready. (Signal for each letter.) *R-E-L-A-X*.
- When you relax, you take it easy. Everybody, what's another way of saying **They took it easy in the backyard**? (Signal.) *They relaxed in the backyard.*
- What's another way of saying **I will take it easy this weekend**? (Signal.) *I will relax this weekend.*
- c. Word 2 is **article**. What's the underlined part? (Signal.) *art*.
- What's the whole word? (Signal.) *Article*.
- Spell **article**. Get ready. (Signal for each letter.) *A-R-T-I-C-L-E*.

83

A

1

1. rare
2. avoid
3. conversation
4. emergency
5. confident
6. coral
7. pickup

2

1. schoolwork
2. understood
3. staghorn
4. sharply
5. trembled

3

1. confidence
2. experience
3. difference
4. silence
5. sentence
6. audience

B Chapter 15

The Pyramid

"Isn't there anything we can do?" Maria shouted.

"There's an emergency brake in the trailer," the driver said. "But I don't know how we can get back there to push down on it."

Waldo turned around and looked at the trailer. It was like a big box with a little window on each side. Each window was too small for anybody to climb through.

Waldo asked, "How does the emergency brake work and where is it?"

The driver explained, "The brake is on the left side of the trailer. But you have to push down on it with a

lot of weight to make it work. You have to press down on it with the weight of at least 80 pounds."

The truck was speeding toward another curve. It wasn't a very sharp curve, but the truck and trailer almost tipped over when it went around the curve. The truck started to slide and the tires screeched. The rear wheels of the truck started to slide off the road. Waldo looked down. For a moment he didn't breathe. Then the truck came back onto the road. A car coming the other way was right in front of the truck. The truck driver kept honking the horn. The car turned sharply. The

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Word Analysis (continued)

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>

rejecting

(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

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 **EE** 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 **EE**? (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*.

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. ✓

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.

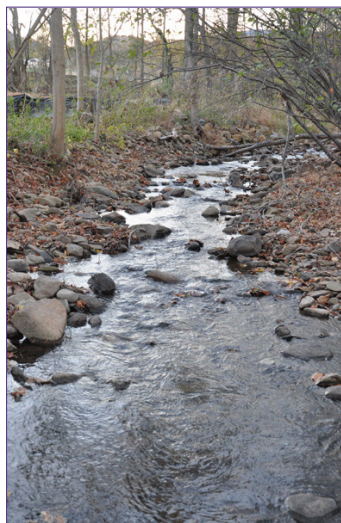
• Another name for a small stream is a creek.

• Everybody, what's another name for a small stream? (Signal.) Creek.

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• The picture shows a creek.



RMT Grade 2 Lesson 69, Exercise 7,
Teacher Display

Vocabulary (continued)

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

41

A WORD LISTS

1 Word Practice	2 Word Practice	3 Vocabulary Review	4 Vocabulary Words
1. anvil 2. competition 3. county 4. country 5. customer	1. demonstrate 2. encyclopedia 3. mayor 4. select 5. thirty	1. barrier 2. blurt out 3. endurance 4. exhausted 5. obstacle 6. resist the impulse	1. abruptly 2. brace yourself 3. dilapidated 4. gallop 5. marvel 6. spectator

B VOCABULARY DEFINITIONS

1. **abruptly**—*Abruptly* is another word for *suddenly*.
 - What's another way of saying *She stopped suddenly*?
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.
3. **dilapidated**—When something is *dilapidated*, it is really broken down and in bad shape.
 - What do we call a house that is really broken down and in bad shape?
4. **gallop**—When horses *gallop*, they run almost as fast as they can.
 - What are horses doing when they run almost as fast as they can?
5. **marvel**—When you *marvel* at something, you think that thing is marvelous.
 - Here's another way of saying *They thought the weather was marvelous*: *They marvelled at the weather.*
6. **spectator**—*Spectators* are people who watch an event, such as a horse race.
 - What do we call people who watch an event?

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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

50

A WORD LISTS

1 Hard Words	2 Word Practice	3 Vocabulary Words
1. avoid 2. digest 3. variety	1. accept 2. bargain 3. entertain 4. fantasy 5. flavored	1. abnormal 2. access 3. environment 4. facilities

B VOCABULARY FROM CONTEXT

1. It is normal to sleep eight hours a night. It is **abnormal** to sleep sixteen hours a night.
 - What does *abnormal* mean?
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?
3. The **environment** in forests is peaceful and quiet. The environment in cities is loud and busy.
 - What does *environment* mean?
4. Factories are **facilities** for making things. Kitchens are facilities for cooking. Dentists' offices are facilities for fixing teeth.
 - What are facilities?

C READING LITERATURE: Fantasy

The Cat That Walked by Himself

Chapter 2

The man and the woman were now living with three animals. On the day after the wild animals decided not to send any more animals to the cave, the cat waited to see what the wild animals would do. No animal moved from the wild woods, so the cat walked to the cave by himself. He saw the

woman milking the cow, and he saw the light of the fire in the cave, and he smelled the warm white milk.

The cat went up to the woman and said, "Where are Wild Dog, Wild Cow, and Wild Horse?"

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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!

B **Passage 1**

In today's story, you will read about gravity.

- Gravity is the force that pulls things back to a planet.
- When you drop something, gravity pulls it down to Earth.
- Not all planets have the same amount of gravity.
- Things weigh more on planets with stronger gravity. If the planet has gravity that is twice as strong as the gravity on Earth, you would weigh two times as much on that planet.

A person who weighs 100 pounds on Earth would weigh 200 pounds on that planet. Our moon has gravity that is much less than the gravity on Earth. A person who weighs 100 pounds on Earth would weigh only 17 pounds on the moon. Remember, the stronger the gravity of a planet, the more you weigh on that planet. The planets that have the greatest gravity are the very large planets. On Jupiter, a 100-pound person would weigh more than 200 pounds.

C **Passage 2**

Gravity on the Moon

Gravity pulls things back to Earth. If you throw a ball up in the air, gravity pulls it back to Earth. If you jump up, gravity pulls you back to Earth.

The moon has gravity also and it works just like Earth's gravity. But you can jump much higher on the moon because the moon's gravity is not as strong as Earth's gravity.

The most important rule is that **gravity pulls on all things with the same force.** Gravity pulls a feather as hard as a rock weighing 5 thousand pounds. This rule doesn't seem to work on Earth because there is air around Earth. The air makes the feather fall slower than a rock. But on the moon, there is no air, so feathers drop just as fast as rocks or hammers.

RMT Grade 3 Student Textbook, Lesson 58

d. You're going to compare those two passages about gravity.

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For each item, write **passage 1**, **passage 2**, or **both passages**.

- The largest planets have the strongest gravity.
- Gravity pulls things back to Earth.
- The moon's gravity is less than Earth's gravity.
- A feather drops as fast as a hammer on the moon.
- Things weigh more on planets with stronger gravity.
- Earth has less gravity than Jupiter.

• For each item, you'll tell if the information was in passage 1, passage 2, or both passages. Don't write anything yet.

<Display 3R_058:10B>

1. The largest planets have the strongest gravity.
passage 1 passage 2 both passages

RMT Grade 3 Teacher Presentation, Lesson 58

m. You're going to compare the important points in the passages. Passage 1 told some things about gravity that passage 2 did not mention. Raise your hand if you can tell one thing that was in passage 1 but not passage 2. (Call on several students.) [Ideas: Gravity pulls things back to Earth; things weigh more on planets with stronger gravity.]

n. Raise your hand if you can tell one thing that was in passage 2 but not passage 1. (Call on several students.) [Ideas: A feather drops as fast as a hammer on the moon; there is no air on the moon.]

o. Raise your hand if you can name something that both passages told about. (Call on several students.) [Ideas: The largest planets have the strongest gravity; the moon's gravity is less than Earth's gravity.]

p. Raise your hand if you can compare those passages. Tell how they are the same. Then tell how they are different. (Call on several students.) [Idea: Both passages tell about the largest planets having the strongest gravity and the moon's gravity is less than Earth's gravity, but passage 2 talks about air on the Earth and about how a feather would be pulled like a rock or hammer on the moon.]

RMT Grade 3 Teacher Presentation pages, Lesson 58

Comprehension (continued)

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

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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

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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.