

Reading Mastery Classic/Rainbow I, II and Decoding A Critical Behaviors

Campus: _____ **Date:** _____
Teacher: _____ **Group:** _____

Directions	Notes
LESSON PREPARATION	
Transition to reading was orderly.	
All students were seated appropriately, in the "ready position".	
Materials were well organized, distributed, and managed during the lesson.	
WORD ATTACK: Phoneme Awareness, Sounds, Sound-Symbol Recognition, Segmenting (sounding out), and Blending (reading single words the "fast way")	Problem Sounds Problem Words
Focus and wait time were given/Prompts were given if appropriate.	This refers to oral and visual tasks
Clear signals were utilized.	
Student responses were: ___ unison ___ well-paced ___ fluent	
Continuous sounds were held three seconds.	
Quick sounds were quick and quiet.	
Sounds/words were verified.	
Blending was continuous. (Quick sounds connected)	
Irregular words were delivered as funny words.	
WORD ATTACK – FLUENCY REPETITIONS: <i>(Begin in RMI Lesson 70)</i>	
Followed the script faithfully	
First word, (1,2,3) What word? (verify)	
Firming up, first word, (1-2), next, (1-2), next, (1-2)... (no verification)	
Mastery Level, top down, bottom up, on your own, and go (no verification)	
Individual turns were given at the end of every task, in random order, with the student's name last.	
WORD ATTACK – CORRECTIONS: All incorrect responses were corrected immediately and matter-of-factly.	
Sound	Word
That sound is	That word is ...
What sound? Yes, ___	What word? Yes, ___
Starting over...	Sound it out Read-Spell-Read
	<i>I, II 1-79, Dec A II 80-160</i>
	What word? Yes, ___
	Starting over...
Stopping Between the Sounds	
	My turn.
	Do it with me.
	Your turn.
STORY READING: Accuracy, Fluency, and Comprehension	
Story Reading procedures were implemented appropriately.	
First Reading: The range appropriate and remaining steps (see below) were completed sentence by sentence.	
Individual Reading: Individual students read while others "track & tap" along; NO comprehension questions.	
Second Reading: Same as Individual Reading; comprehension questions ARE presented as scripted.	
N.B. Fluency Correction only is used to promote fluency during the Individual Reading & Second Reading.	
1. (70-107) "Sound it out... What word?" Teacher verified after each word and sentence - fluently.	Corrections
2. (108-119) "First word, (1,2,3) What word?" Teacher verified after each word and sentence - fluently.	RMI – RMII Lesson 79
3. (120-139) "Read each word on my clap. First word, (1,2)..." Teacher verified only after each sentence – fluently.	That word is ...
4. "You track & tap as I read and smooth it out." (Read like you talk) Students tracked while teacher modeled and then students read.	What word? Yes, ___
(RMI 140 – RM II 160) Individuals read. There was no group reading. Fluency corrections were used if needed.	Sound it out.
	What word? Yes, ___
	Starting over.
	RMII Lesson 80 – 160
	That word is ...
	What word? Yes, ___
	Starting over.
	Fluency
	My turn ...
	Your turn ...
	<i>Teacher model included pacing, punctuation, phrasing, and expression. All the students "tracked & tapped" during the model and test.</i>
COMPREHENSION QUESTIONING: Comprehension Monitoring, Asking/Answering Questions, Vocabulary, Summarizing	
Questioning included attention/discrimination statements, question, wait time, signal and verification.	
Verifications were made in complete sentences reflecting the questions asked.	
Important individual questions were turned into group responses.	
Comprehension errors were corrected by returning to the text, probing, or providing information.	

Pacing Guide Assessment Forms Goodbye List Teacher/Student Game

Reading Mastery III-VI & Decoding B1-C

Critical Behaviors

Campus: _____ **Date:** _____
Teacher: _____ **Group:** _____

Directions	Notes
LESSON PREPARATION	
Transition to reading was orderly.	
All students were seated appropriately, in the ready position.	
Materials were well organized, distributed, and managed during the lesson.	
WORD ATTACK and/or BOARDWORK	
Focus and wait time were appropriately given.	
Clear signals were utilized.	
Student responses were: ___ unison ___ well-paced ___ fluent	
Final student responses were verified.	
Consistent tracking was observed.	
WORD ATTACK - FLUENCY REPETITIONS:	
Follow script exactly.	
First word, (1,2,3) What word? (verify)	
Firming up, first word, (1-2), next, (1-2), next, (1-2)... (no verification)	
Mastery Level, top down, bottom up, on your own, and go (no verification)	
WORD ATTACK - CORRECTIONS: All incorrect responses were corrected immediately.	
Word Part	Whole Word
That part is...	That word is...
What part?	(Read) What word? Yes, ...
What word? Yes, ...	(Spell) Read-Spell-Read ...
Starting over.	(Read) What word? Yes, ...
	Starting over.
Read-Spell-Read (RSR)	
	My turn to RSR ...
	Your turn ...
	Starting over.
VOCABULARY	
Important words and phrases were emphasized.	
Definitions were transposed, reviewed, and repeated until firm.	
All individual responses were turned into group responses.	
STORY READING: Accuracy, Fluency, and Comprehension	
Students were tracking, and tapping at the punctuation.	
Story reading procedures were implemented appropriately.	
- Error limit(s) were implemented.	
- Questions were properly delivered when designated.	
STORY READING - CORRECTIONS	
Word	Fluency
That word is...	My turn ...
What word? Yes, ___	Your turn ...
Starting over.	<i>Teacher model included pacing, punctuation, phrasing, and expression. All the students "tracked & tapped" during the model and the test.</i>
COMPREHENSION QUESTIONING: Comprehension Monitoring, Asking/Answering Questions, Vocabulary, Summarizing	
Questioning included attention/discrimination statements, question, wait time, signal and verification.	
Verifications were made in complete sentences reflecting the questions asked.	
All individual responses were turned into group responses.	
Comprehension errors were corrected by returning to the text, probing, or providing information.	
CHECKOUTS/PAIRED READINGS	
Student partners were assigned for quick transition.	
Students remained engaged during the reading.	
Teacher monitored progress.	
INDEPENDENT WORK	
Teacher monitored Independent Work	
All Workbooks were checked in red and corrected in blue.	

- Pacing Guide
 Assessment Forms
 Review List
 Teacher/Student Game
 Graphs (B1, B2, C)