

Story reading step changes at **Lesson 120** to clapping for every word.

Story reading step changes at **Lesson 140** to individual reading with fluency corrections. After 140, there should be no clapping or group reading despite what the script indicates for the first three sentences

## **Reading Mastery II**

Despite the script, ERI sites do not use clapping and group reading in RMII.

Although at the beginning of the script, the program calls for word attack and story reading corrections without sound it out or spell until **Lesson 91**, ERI sites require sounding out corrections to be utilized until **Lesson 80** and then read-spell-read corrections used afterwards.

Be sure that students are firm on the Hard Word lists. These begin at **Lesson 3**. These lessons are difficult and should be taught to mastery. Use the review list to record consistently missed words. Utilize the fluency repetitions to assist in achieving mastery.

Last part first part begins at **Lesson 10** and is best done with post-em notes.

Two part word begin at **Lesson 36** and is best done with post-em notes.

**RMII Lesson 40** VCV is introduced to replace final-e and double consonant. Anytime these formats are encountered in the script, the wording should be replaced with the VCV terminology. Final e begins at **Lesson 48** and double consonant at **Lesson 88**.

The underlined part format begins at **Lesson 82** in RMII. The teacher should tap on the ball for the underlined part. They should move their finger under the part only on corrections.

At **Lesson 84** in RMII, a circled five appears in the story. At this point the students must read to this symbol with five errors or less. Once this criterion is met, the teacher re-reads fluently and asks the questions. If students do not meet the criterion, they must re-read until the criterion is met. This is also the lesson regular orthography appears.

RMII orthography changes at **Lesson 84** to reflect regular print. All capital letters have not been included at this point.

At **Lesson 86** in RMII, the students read the word in red (purple) and then spell it. The words are actually in purple and the teacher can use the shortened read-spell-read format.