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.

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**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.*
   c. Listen: *sss . . . EEE.* Say *see* a sound at a time. Get ready. (Signal twice.) *sss . . . EEE.* (Repeat bullet until firm.)
   e. Listen: *sss . . . 000.* Say *so* a sound at a time. Get ready. (Signal twice.) *sss . . . 000.*
   f. Listen: *aaa . . . t.* Say *at* a sound at a time. Get ready. (Signal twice.) *aaa . . . t.*
   g. Listen: *mmm . . . EEE.* Get ready. (Signal twice.) *mmm . . . EEE.*
   h. Listen: *sss . . . 000 . . . rr.* Get ready. (Signal 3 times.) *sss . . . 000 . . . rr.*
   i. Listen: *fff . . . aaa . . . t.* Get ready. (Signal 3 times.) *fff . . . aaa . . . t.*
   j. Listen: *rr . . . aaa . . . mmm.* Get ready. (Signal 3 times.) *rr . . . aaa . . . mmm.* (Repeat steps b through i until firm.)

**Individual Turns**

a. Now I'll call on individual children.
   b. Say *a* sound at a time. (Call on a child.) *aaa . . . 000.*
   c. Say *see* a sound at a time. (Call on a child.) *sss . . . 000 . . . rr.*
   d. Say *am* a sound at a time. (Call on a child.) *aaa . . . mmm.*
   e. Say *sss* a sound at a time. (Call on a child.) *rr . . . aaa . . . mmm.*
   f. Say *at* a sound at a time. (Call on a child.) *aaa . . . t.*
   g. Say *fat* a sound at a time. (Call on a child.) *fff . . . aaa . . . t.*

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**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 . . . 000 . . . www.*
      *Listen to the word again: k . . . 000 . . . 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 . . . 000 . . . gzzz.*
      *Listen to the word again: p . . . 000 . . . 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 . . . 000 . . . tass.*
      *Listen again: g . . . 000 . . . tass. 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.
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 WR_09044A>

m  s

- Everybody, look at the board:
- (Point to m) Everybody, what letter? (Signal) M.
- (Point to s) Everybody, what letter? (Signal) S.
- (Display) say it until firm.
- Your turn. Say M a part at a time. Get ready. (Signal) eee (Signal) mmm.
- Listen. When you read words, you don’t say the names of the letters. You just 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.
- (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.
- This time I’ll say each letter name a part at a time. You’ll say the sound.
- My turn. The letter is sss . . . sss, so the sound is mmm. What’s the sound? (Signal) mmm.
- Everybody, say the sound that S makes. (Signal) mmm.
- Listen. The letter is eee . . . sss, so the sound is sss. What’s the sound? (Signal) sss.
- 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.
- (Display steps g and h until firm.)

RMT Grade K Teacher Display Lesson 19, Exercise 4
Phonics (continued)

RMT Grade K Teacher Presentation, Lesson 102, Exercise 5

Exercise 5: Reading Words
1. Everybody, learn the sounds at the bottom of the page! That's it! (Sound: fr/br, gl/dl, sp/sl)

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

2. Word 1: get ready. (Signal 3 times) J... CVV... CVV ...
   - Word word? (Signal) Leave.

3. Word 2: Get ready. (Signal 4 times) J... CVV... CVV ...
   - Again, get ready. (Signal 4 times) J... CVV... CVV ...
   - Again, get ready. (Signal 3 times) J... CVV... CVV ...
   - Again, get ready. (Signal) Leave.

4. Word 3: Get ready. (Signal 3 times) J... CVV... CVV ...
   - Again, get ready. (Signal) Leave.

5. Word 4: Get ready. (Signal 3 times) J... CVV... CVV ...
   - Again, get ready. (Signal) Leave.

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

Play each step 3 to 5 times.

RMT Grade K Student Textbook, Lesson 102

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

Sandy

Part One

Sandy did not try to do things. She did not know how to throw a ball, but she did not try.
One day, her mom said, "Let's throw a ball and see if we can hit the wall!"
Sandy said, "I do not feel like throwing a ball."
One day, her dad said, "Let's go to the lake and throw stones in it. That is fun."
Sandy said, "I don't feel like throwing stones."
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.

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

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.”

Marla 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, Marla and Waldo had shown some of the acts that would be in the show. Each day, outside.

RMT Grade 3 Fluency Check 15
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

1. airy
2. arise
3. dockside
4. started
5. scared
6. console

- All these words have more than one part. The first part of each word is underlined.
- Word 1, What’s the underlined part? (Signal.) air.
- What’s the whole word? (Signal.) Aair.
- Spell air, Get ready. (Signal for each letter.) A-A-I-R.
- 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.

b. 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.

RMT Grade 3 Teacher Presentation, Lesson 83, Exercise 3

RMT Grade 3 Student Textbook, Lesson 83, Exercise 3
Exercise 4: Nonword Base

a. <Display 35_107:04A>

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

b. <Display 35_107:04B>

Repeating...
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

- b. The words you’re going to spell have the combination A-R or the combination E-E-E.
  - Spell the combination you’d write for the sound E-E-E in today’s words. Get ready.  
    (Signal twice. A-R.)
  - Spell the combination you’d write for the sound R. Get ready.  
    (Signal twice. A-R.)
  - Yes, the goes off heat.
  - Say heat a sound at a time. Get ready. (Signal 3 times.) A . . . E-E-E . . . .
  - What letter do you write for the sound R? (Signal.) R.
  - What letters will you write for the sound EE-E? (Signal.) E-A.
  - Spell the word heat. Get ready. (Signal 4 times.) HEAT.
  - Say heat a sound at a time. Get ready. (Signal twice.) E-E-E . . . .
  - Spell the word heat. Get ready. (Signal 3 times.) E-A-R.
  - Spell the word heat. Get ready. (Signal 4 times.) HEAT.
- e. Listen: hand. What word? (Signal.) Hand.
  - Yes, read is hand.
  - Say hand a sound at a time. Get ready. (Signal 3 times.) h . . . a . . . n . . . d.
  - What letter do you write for the sound Ay? (Signal.) A.
  - What letters will you write for the sound ND? (Signal.) N-A-D.
  - Spell the word hand. Get ready. (Signal 4 times.) H-A-N-D.
- f. Listen: ham. What word? (Signal.) Ham.
  - Yes, when you hear something you run it.
  - Say ham a sound at a time. Get ready. (Signal 3 times.) h . . . a . . . m . . . m.

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.) so.
  - Spell resource. Get ready. (Signal.) RE-SOURCE.
- c. Next word: mighty. What’s the first morphograph in mighty? (Signal.) mi.
  - Next morphograph? (Signal.) t.
  - Spell mighty. Get ready. (Signal.) MI-GHTY.
- d. Next word: chipdilly. What’s the first morphograph in chipdilly? (Signal.) ch.
  - Next morphograph? (Signal.) i.
  - Spell chipdilly. Get ready. (Signal.) CHIP-DILLY.
- e. Next word: notable. What’s the first morphograph in notable? (Signal.) not.
  - Next morphograph? (Signal.) A-B-L-E.
- f. Next word: worldly. What’s the first morphograph in worldly? (Signal.) wo.
  - Next morphograph? (Signal.) R-L-Y.
  - Spell worldly. Get ready. (Signal.) WORLD-LY.
- g. Last word: designer. What’s the first morphograph in designer? (Signal.) DE.
  - Next morphograph? (Signal.) SIG.
  - Next morphograph? (Signal.) NA.
  - Spell designer. Get ready. (Signal.) DESIGNER.
- h. Open your workbook to lesson 21 and find Part 1A on your worksheet.

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

- 1. Word 1: notable. 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


1. neighbor
2. haven't
3. creek
4. report
5. cimo
6. lake
7. study

   • Word 2. What word? (Signal) Haven't.
   • 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_0860.png

• The picture shows a creek.

RMT Grade 2 Lesson 69, Exercise 7, Teacher Presentation
**Exercise 6: Vocabulary Definitions**

- Touch part B. ✓
  - You’re going to read definitions for the vocabulary words.
- Read item 1. (Call on a student.)
  - abruptly—Abruptly is another way of saying she stopped suddenly.
  - Everybody, what’s the answer? (Signal.) She stopped abruptly.
  - Everybody, what’s the answer? (Signal.) They turned around abruptly.
- Read item 2. (Call on a student.)
  - brace yourself—When you prepare for something difficult, you brace yourself.
  - Everybody, what are you doing when you prepare for something difficult? (Signal.) Bracing yourself.

**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.)
  - It is normal to sleep eight hours a night. It is abnormal to sleep sixteen hours a night.
  - What does abnormal mean?
  - Everybody, what’s the answer? (Signal.) Not normal; unusual.
- Read item 2. (Call on a student.)
  - horses living in the wild have access to food at all times. Time horses only eat when they are fed by people.
  - Everybody, what do horses have access to mean?
  - Everybody, what’s the answer? (Signal.) Are able to get; can get.
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
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 Irivines.
(Call on one of 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 of 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 Irivines planned to let the dog decide where to go. (Call on one of two students.) (Ideas: Skiff would walk away and the Irivines would stay seated. If the dog stayed, he would belong to the Irivines. 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.) (Ideas: He kept running back and forth between Skiff and the Irivines.)

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.)

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**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 Skiff?
What reasons did Wolf have for leaving with Madge?
Where do you think Wolf will be happy?
What details from the story support your opinion?
Write six or more sentences.


