As an evidence-based Direct Instruction program, Reading Mastery Transformations (RMT) provides reading instruction grounded in 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

- Now you’re going to say words at a time.
- The first word is see. What word? (Signal) See.
  - Listen: sss ... EEE. Say see at a sound at a time. Get ready. (Signal twice) sss ... EEE.
  - Repeat until firm.
- aaaa ... mmm. Say a sound at a time, get ready. (Signal twice) aaaa ... mmm.
- Listen: sss ... OOO. Say a sound at a time. Get ready. (Signal twice) sss ... OOO.
- Listen: sss ... t. Say at a sound at a time. Get ready. (Signal twice) sss ... t.
- Listen: mmm ... EEE. Get ready. (Signal twice) mmm ... EEE.
- Listen: sss ... OOO ... t. Get ready. (Signal 3 times) sss ... OOO ... t.
- Listen: sss ... t. Get ready. (Signal 3 times) sss ... t.
- Repeat steps b through i until firm.

Individual Turns

- Now I’ll call on individual children.
- Say a sound at a time. (Call on a child) sss ... OOO.
- Say a sound at a time. (Call on a child) aaaa ... mmm.
- Say a sound at a time. (Call on a child) sss ... OOO.
- Say at a sound at a time. (Call on a child) sss ... t.
- Say a sound at a time. (Call on a child) sss ... t.

Exercise 4: Story Time

Clarbelle

- 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 a goat and not a dog.

b. [cow]
- Clarabelle was a ko ... ooo ... www.
- Listen the word again: ko ... 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 ... h ... gazz.
- Listen to the word again: p ... h ... gazz. 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 ... tass.
- Listen again: g ... ooo ... 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: MP Grade 1:01A)

m s

- Everybody, look at the board.
- (Point to m) Everybody, what letter? (Signal: m). m m m.
- (Point to s) Everybody, what letter? (Signal: s).
- (Dynoptic: say t until firm.)
- (Point to m) Again, what letter? (Signal: m).
- I'll say m a part at a time. Listen! e e e. m m m.
- Your turn. Say m a part at a time. Get ready. (Signal:) e e e. (Signal:) m m m.
- Listen. When you need 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 m m m.
  - Everybody, say the sound that m makes. (Signal:) m m m.
- (Point to s) Everybody, what letter? (Signal: s).
- I'll say s a part at a time. Listen! e e e. e e e.
- Your turn. Say s a part at a time. Get ready. (Signal:) e e e. (Signal:) e e e.
  - The sound that s makes is the last part of the letter name. It’s e e e.
  - Everybody, say the sound that s makes. (Signal:) e e e.
- This time I'll say each letter name a part at a time. You’ll say the sound.
- My turn. The letter is e e e, so the sound is m m m. What's the sound? (Signal:)
  - m m m.
- Listen. The letter is e e e, so the sound is s e e. What's the sound? (Signal:)
  - s e e.
- Your turn.
- (Point to m) This letter is e e e, so the sound is m m m. What's the sound? (Signal:) m m m.
- (Point to s) This letter is e e e, so what is the sound? (Signal:)
  - Repeat steps g and h until firm.)
Phonics (continued)

See How We Do It!

Exercise 5: Reading Words

- Everyday, read the phoneme at the bottom of the page. That’s a brontosaurus.
- You’ll say these words, one at a time. Then you’ll read them the fast way.
  - Word 1: | got | read, | (signal 3 times) | j.g. | j.g. | j.g.
  - Word 2: | got | read, | (signal 4 times) | j.g. | j.g. | j.g.
  - Word 3: | got | read, | (signal 2 times) | j.g. | j.g. | j.g.
  - Word 4: | got | read, | (signal 4 times) | g... | g... | g... | g...
- Word 5: | signal | (signal 2 times) | g... | g... | g... | g...
- Word 6: | signal | (signal 3 times) | j.g. | j.g. | j.g.
- Word 7: | signal | (signal 4 times) | j.g. | j.g. | j.g.
- Word 8: | signal | (signal 2 times) | j.g. | j.g. | j.g.
- Word 9: | signal | (signal 3 times) | j.g. | j.g. | j.g.
- Word 10: | signal | (signal 4 times) | j.g. | j.g. | j.g.
- Word 11: | signal | (signal 2 times) | j.g. | j.g. | j.g.
- Word 12: | signal | (signal 3 times) | j.g. | j.g. | j.g.
- Word 13: | signal | (signal 4 times) | j.g. | j.g. | j.g.
- Word 14: | signal | (signal 2 times) | j.g. | j.g. | j.g.
- Word 15: | signal | (signal 3 times) | j.g. | j.g. | j.g.
- Word 16: | signal | (signal 4 times) | j.g. | j.g. | j.g.
- Word 17: | signal | (signal 2 times) | j.g. | j.g. | j.g.
- Word 18: | signal | (signal 3 times) | j.g. | j.g. | j.g.
- Word 19: | signal | (signal 4 times) | j.g. | j.g. | j.g.
- Word 20: | signal | (signal 2 times) | j.g. | j.g. | j.g.
- Word 21: | signal | (signal 3 times) | j.g. | j.g. | j.g.
- Word 22: | signal | (signal 4 times) | j.g. | j.g. | j.g.
- Word 23: | signal | (signal 2 times) | j.g. | j.g. | j.g.
- Word 24: | signal | (signal 3 times) | j.g. | j.g. | j.g.
- Word 25: | signal | (signal 4 times) | j.g. | j.g. | j.g.

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!
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

1. wax
2. aside
3. docile
4. started
5. scared
6. control

- All these words have more than one part. The first part of each word is underlined.
- 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.
- 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
Word Analysis (continued)

See How We Do It!

**Exercise 4: Nonword Base**

a. <Display 35.107.04A>

(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 35.107.04B>

(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.) jet.
  - Spell jet. Get ready. (Signal.) J-E-T.
- Remember jet is a morphograph that cannot stand alone.

c. <Display 35.107.04C>

Here are three morphographs that cannot stand alone.

- Spell cept. Get ready. (Signal.) C-E-P-T.
  - Spell text. Get ready. (Signal.) T-E-X-T.
  - Spell gross. Get ready. (Signal.) G-R-O-S.
  (Repeat steps d until firm.)

d. Listen: reception. What's the first morphograph? (Signal.) re.

- Next morphograph? (Signal.) cept.
  - Next morphograph? (Signal.) c-e-p-t.
  - Spell reception. Get ready. (Signal.) r-e-c-e-p-t-i-o-n.

- Listen: defect. What's the first morphograph? (Signal.) de.
  - Next morphograph? (Signal.) ect.

- Listen: protection. What's the first morphograph? (Signal.) pro.
  - Next morphograph? (Signal.) tec.
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. Spell 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 test paper. Pretend down when you’re finished. (Observe children and give feedback.)

b. The words you’re going to spell have the combination AR or the combination EA.
   - Spell the combination you’ll write for the sound EEE in today’s words. Get ready. (Signal twice.) EA.
   - Spell the combination you’ll write for the sound z. Get ready. (Signal twice.) AR.

   Yes, the goes 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 B? (Signal.) B.
   - What letters will you write for the sound EEE? (Signal.) EA.
   - What letter do you write for the sound IT? (Signal.) T.
   - Spell the word heat. Get ready. (Signal 4 times.) HEAT.

   - Say heat a sound at a time. Get ready. (Signal twice.) EEE ... it.
   - Spell the word heat. Get ready. (Signal 3 times.) EA.
   - Spell the word heat. Get ready. (Signal 4 times.) HEAT.

e. Listen: hand. What word? (Signal.) Hand.
   Yes, rods are hand.
   - Say hand a sound at a time. Get ready. (Signal 3 times.) h ... a ... d.
   - What letter do you write for the sound B? (Signal.) B.
   - What letters will you write for the sound IT? (Signal.) IT.
   - What letter do you write for the sound IT? (Signal.) T.
   - Spell the word hand. Get ready. (Signal 4 times.) HAAD.

e. Listen: hand. What word? (Signal.) Hand.
   Yes, when you harm something you hurt it.
   - Say harm a sound at a time. Get ready. (Signal 3 times.) h ... a ... m.

Exercise 3: Word Building

a. Get ready to spell some words that have more than one morphograph.
   - First word: resource. What’s the first morphograph in resource? (Signal.) r.
   - Next morphograph? (Signal.) o.
   - Spell resource. Get ready. (Signal.) RE-SOURCE.

b. Next word: mighty. What’s the first morphograph in mighty? (Signal.) m.
   - Next morphograph? (Signal.) Y.
   - Spell mighty. Get ready. (Signal.) MI-GHT-Y.

c. Next word: childhood. What’s the first morphograph in childhood? (Signal.) ch.
   - Next morphograph? (Signal.) d.
   - Next morphograph? (Signal.) -HOOD.

See How We Do It!

RMT Grade K Teacher Presentation Lesson 21, Exercise 12
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

   1. neighbor
   2. haven
   3. creek
   4. report
   5. cimo
   6. lms
   7. study

   - Another name for a small stream is a creek.
   - Everybody, what’s another name for a small stream? (Signal) Creek.

<Display 2R_054407A>

- The picture shows a creek.
**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—Angrily is another word for suddenly.
  - What's another way of saying She stopped abruptly?
  - 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.)

- **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 job by tightening your muscles, you're bracing yourself for the job.
  - 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.)

  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.)

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

---

**RMT Grade 4 Teacher Presentation, Lesson 41, Exercise 6**

**RMT Grade 4 Student Textbook, Lesson 41, Exercise 6**

---

**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

d. You’re going to compare these two passages about gravity.

<Display 3R_058:10A>

For each item, write passage 1, passage 2, or both passages.
1. The largest planets have the strongest gravity.
2. Gravity pulls things back to Earth.
3. The moon’s gravity is less than Earth’s gravity.
4. A feather drops as fast as a hammer on the moon.
5. Things weigh more on planets with stronger gravity.
6. 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 or both passages

RMT Grade 3 Teacher Presentation, Lesson 58

m. You’re going to compare the important points in the passages. Passage 1 list 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.]

m. 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.]

m. 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.]

m. Raise your hand if you can compare these passages. Tell how they are the same. Then tell how they are different. (Call on several students.) [Ideas: Both passages talk 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.]
See How We Do It!

- Use details from the story to explain why Skiff didn’t want to sell the dog to the Irivens.
  (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 Irivens planned to let the dog decide where to go. (Call on one of two students.) [Ideas: Skiff would walk away if the Irivens would stay seated. If the dog stayed, he would belong to the Irivens. 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 Irivens.]
- 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.]

“Wolfs can’t drink,” Miller said. “He was filled with water, so he turned and went straight up the trail.”

Wolf watched him go twenty feet, so that waiting for him to turn and come back. Then, with a quick snap and yip, Wolf sprang after him, caught up to him, and tried to make him stop.

But Miller did not stop. Wolf raced back to where Wolf was sat, catching him above in his teeth and trying to drag him toward the pine.

Wolf wanted to be in two places at the same time, with the old master and the new, for the distance between them was increasing. He sprang about excitedly, making short, quick leaps and turns, now toward one person, now toward the other; not knowing his own mind, wearing teeth and unable to choose, shivering quietly, sheep-whites and beginning to pant.

He sat down, thrust his nose upward, and spotted his master with. He was ready to hunt.

Just as the heel was about to hunt from his master, he slowed his mouth and looked long and steadily at Miller’s back. Suddenly Wolf moved his head, and looked just as steadily at Wolf. The dog received no signs, no suggestions, and no clue as to what he should do.

As Wolf glanced aside where the old master was watching the move of the trail, he became excited again. He sprang in the feet with a white, and then, straight up a new idea, turned toward Hodge. He had ignored the man up to now, but now, he went over in front and snuggled his head in the lap, snipping her arms with his nose—an old trick of his.


