

Sequence of Lessons to Introduce to Students

Perhaps the most difficult challenge for teachers and tutors implementing this program's curriculum is to determine the correct instructional pace to establish in presenting the information contained in the 644 online lessons to students. **The instructional goal for all students regardless of their background is to teach any lesson in this program to a point of mastery.** The *We All Can Read* program is thorough and comprehensive. Some students require a great deal more repetition than do others to master concepts and skills. Our program's philosophy has always been to provide an abundance of material for each new discrete element introduced so that even the most challenged student will have enough material to access in order to master the concept/skill being taught. However, not all students will require the same amount of repetition to learn a new concept/skill and thus do not need to complete the same number of lessons. Our lessons are ordered so that it is possible for the more advanced students to skip lessons or portions of lessons when appropriate. This document is designed to guide the teacher or tutor in determining what lessons to present to students, what lessons, if any, may be safely skipped, and the pace to establish in presenting the lessons.

Pacing is absolutely crucial. If the instructor goes too fast and students fail to master the information as they proceed through the lessons, results will be disappointing. On the other hand, if an instructor goes too slowly, then the instructor and students alike will become bored, discouraged, and ultimately conclude the program is too elementary for the needs of the students. This challenge regarding determining the appropriate instructional pace is compounded by the fact these lessons must be adapted to the needs of students who span in age from grade 3 through grade 12 and adults as well. Not only do students span a great range in their chronological age, they also represent a great cross spectrum in terms of their background knowledge of phonics as well. Some students know next to nothing regarding the relationship of letters and sounds; other students with a more adequate foundation in phonics just require a fast and comprehensive review of English phonics. Meeting the educational needs of students whose age and background vary so profoundly is the challenge any teacher or tutor must confront as she or he prepares to present these lessons.

In order to allow teachers and tutors to meet the needs of students who represent such a large cross spectrum in terms of age and background, we offer three instructional tracks that the instructor can choose between in order to be able to most effectively meet the needs of the students being served. **The three tracks are not absolute and set in stone but rather represent a continuum of options for the instructor to choose between.** In the end it is the teacher or tutor who must determine the optimum instructional pace to establish and maintain while presenting the lessons to students. As you begin to work with your student, you will begin to sense the appropriate pace to establish. When in doubt, go slowly and be thorough; one can always increase the instructional pace, but it is often not so easy to slow down the instructional pace without first starting over or repeating a significant number of lessons.

But before the three instructional tracks are presented, there is one additional feature of the *We All Can Read* curriculum that must be considered – and that feature is the extensive use made of nonsense words in the first half of the program.

Nonsense words (words that have no meaning) are essential to use in teaching phonics to older students and adults. Older students may know thousands of words by sight. Often the only way to insist that these students rely upon their knowledge of phonics to sound out words is to present them with words they have never seen before. The same

principle is equally true when dictating words for spelling. Some students have memorized the spelling of hundreds or even thousands of words regardless of whether or not they understand the relationship of letters within a word and the sounds those letters represent. When students are asked to read or spell a nonsense word, they must rely exclusively upon their knowledge of phonics; there is no other way to be able to read or spell a nonsense word.

Most pages of Sections One and Two are divided into two parts: real words and nonsense words. No purpose is served by having students call out or spell words they have long ago memorized; in fact, **older students who are asked to read and spell one-syllable words they already know will often prematurely conclude that this phonics program is too easy for them. For this reason it is strongly recommended that teachers use only the nonsense words from each lesson in Sections One and Two of the book to teach students in sixth grade through high school and also for adults no longer in school.**

The two exceptions to this recommendation for students in sixth grade and beyond would be in the instance where students in these grades read and spell less than eighty percent of the real words from any given lesson correctly or in the instance where students are learning English as a second language.

Here are the three instructional tracks. Please choose the instructional track that most accurately describes the student or group of students you will be teaching. Once you begin to work with your student or students, you will gain a better understanding of his/their particular set of learning needs and be better able to adjust the instructional pace and sequence of lessons to introduce accordingly.

Instructional Track One

Students in third grade through fifth grade should **proceed through all lessons in the *We All Can Read* program in exact numerical order.** No lessons are to be skipped; student work in all of the lessons – both those containing real words and nonsense words. However, if you have a student in this grade range who immediately recognizes the real words and can spell them with a very high degree of accuracy, then for this student, choose Instructional Track Two.

Instructional Track Two

This sequence of lessons is for those students beyond the fifth grade who are significantly behind in their reading. To be considered significantly behind a student will read at least two grades below his chronological age. A student in this category will often misread the words on the page, will stumble, substitute, and guess at words, and will have very poor spelling skills.

Sequence of Lessons to Follow — Track Two

Students in sixth grade and above should work in the following lessons and in this exact order. The lessons listed below consist primarily of nonsense words.

Print Lessons 1, 2, 3, 4, 5, 8, 9, 12, 13, 14, 15, 16, 17, 20, 21, 24, 25, 28, 30, 31, 32, 33, 34, 35, 38, 39, 42, 43, 46, 48, 49, 50, 51, 52, 53, 56, 57, 60, 61, 64, 66, 67, 68, 69, 70, 71, 74, 75, 78, 79, 82, 83, 86, 88, 89, 92, 93, 101, 102, 103, 106, 107, 110, 111, 114, 121, 122, 123, 126, 127, 130, 131, 134, 140, 141, 144, 145, 148, 149, 152, 158, 159, 160, 163, 164, 167, 168, 171, 173, 174, 182, 183, 184, 185, 186, 189, 190, 193, 194, 197, 212, 213, 216, 217, 220, 221, 224, 225, 228, 229, 230, 231, 234, 240, 241, 244, 245, 248, 249, 252, 254, 255, 256, 259, 260, 263, 264, 267, 269, 270, 271, 272, 273, 274, 275, 276, 277, 280, 281, 284, 285, 288, 290, 291, 292, 295, 296, 299, 300, 303, 305, 306, 307, 308, 309, 310, 311, 314, 315, 318, 319, 322, 324, 325, 326, 329, 330, 333, 334, 337, 338, 341, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 355, 356, 359, 360, 363, 365, 366, 367, 368, 369.

Students in track two work in all of the remaining lessons in the book after Lesson 369;

it is critical that students follow the numerical order of lessons as they proceed through this program. Do not skip lessons, and do not jump ahead in lessons. **Follow the exact numerical sequence indicated in this list.**

Instructional Track Three

This sequence of lessons is for those students beyond the fifth grade who have gaps in their knowledge of phonics but are able to read and spell with some degree of success. These students are behind in their reading and spelling, but they are not behind more than two academic years. These students will benefit from a comprehensive course in phonics but are capable of learning this information in an accelerated fashion.

With this group of students it often is not necessary nor even desirable to work through every lesson in the program. And even within a lesson, it is often not necessary to review all of the words found within that lesson. If a student already knows the skill that is being presented in a particular lesson, then no instructional purpose is served by having that student continue to work in that lesson once he has demonstrated his mastery. Once you as the teacher or tutor observe that the student knows the material in a particular lesson to a point of automatic response or mastery, discontinue work in that lesson and proceed to the next lesson. **165 quizzes are embedded in this program; so long as your student is able to score 80% or higher on the quizzes, then he should be permitted to continue through the suggested sequence of lessons in as expedited a fashion as is possible.**

As an example, if you are working in an oral reading exercise containing eight rows of words, and it becomes obvious to you after the student has read four of those rows of words that the student is able to read the words both accurately and fluently, then discontinue the lesson at that point and proceed to the next lesson. If you are working in a spelling lesson, and your student demonstrates an ability to spell the words in that lesson with a high degree of accuracy, then after dictating several rows of words successfully, discontinue the dictation and have the student take the quiz at the end of the lesson. So long as he scores 80% or above on the quiz associated with that spelling lesson, he should be permitted to proceed to the next lesson.

Sequence of Lessons to Follow — Track Three

Students in this track work in the following lessons. The lessons listed below consist primarily of nonsense words up to Lesson 369; no nonsense words are used in the program after Lesson 369. In addition, many review lessons are omitted.

Print Lessons 1, 2, 3, 4, 5, 8, 9, 12, 13, 14, 15, 16, 17, 20, 21, 24, 25, 28, 30, 31, 32, 33, 34, 35, 38, 39, 42, 43, 46, 48, 49, 50, 51, 52, 53, 56, 57, 60, 61, 64, 66, 67, 68, 69, 70, 71, 74, 75, 82, 83, 86, 88, 89, 92, 93, 101, 102, 103, 106, 107, 110, 111, 114, 121, 122, 123, 126, 127, 130, 131, 134, 140, 141, 148, 149, 152, 158, 159, 160, 163, 164, 167, 168, 171, 173, 174, 182, 183, 184, 185, 186, 193, 194, 197, 212, 213, 220, 221, 228, 229, 230, 231, 234, 240, 241, 244, 245, 248, 249, 252, 254, 255, 256, 263, 264, 273, 274, 275, 276, 277, 284, 285, 288, 290, 291, 292, 299, 300, 303, 310, 311, 318, 319, 322, 324, 325, 326, 329, 330, 337, 338, 341, 351, 352, 359, 360, 363, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 377, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 393, 394, 397, 398, 401, 402, 403, 404, 405, 412, 413, 414, 415, 416, 417, 418, 419, 422, 423, 424, 425, 426, 427, 428, 435, 436, 437, 438, 439, 442, 443, 444, 447, 448, 451, 452, 453, 457, 458, 459, 460, 461, 466, 467, 468, 472, 473, 480, 481, 488, 489, 492, 493, 494, 495, 496, 497, 504, 505, 506, 514, 515, 516, 523, 524, 525, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 554, 555, 556, 562, 563, 564, 571, 572, 573, 580, 581, 588, 589, 590, 591, 592, 593, 596, 597, 598, 603, 604, 611, 612, 613, and all of the remaining lessons from 614 to 644.

It is critical that students follow the numerical order of lessons as they proceed through this program. Do not skip lessons, and do not jump ahead in lessons. **Follow the exact numerical sequence indicated in this list.**