

Three Instructional Tracks for Students Working Independently in the We All Can Read Online Program

The complete, interactive version of this guide — with jump-navigation and a shorter placement overview — is available at weallcanread.com/three-instructional-tracks.

Perhaps the most difficult challenge students face as they begin to work in this online program is to determine the correct instructional pace to establish in learning the information contained in our 720 online lessons. The instructional goal for all students, regardless of their background, is to learn 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 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 or skill being taught. However, not all students require the same amount of repetition to learn a new concept or 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 student in determining what lessons, if any, may be safely skipped, and the pace to establish in learning the lessons.

Pacing is absolutely crucial. If the student goes too fast and fails to master the information as he proceeds through the lessons, results will be disappointing. On the other hand, if a student goes too slowly, then the student will become bored, discouraged, and ultimately conclude the program is too elementary for his needs.

This challenge 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. Some students know next to nothing regarding the relationship of letters and sounds; other students with a more adequate foundation in phonics require only a fast and comprehensive review of English phonics. The challenge for a teacher or student at the beginning of this program is to choose the correct instructional track for each student based upon his unique needs.

In order 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 teacher or student can choose between. The three tracks are not absolute and set in stone but rather represent a continuum of options for the teacher or student to choose between. In the end, it is the teacher or student himself who must determine the optimum instructional pace to establish and maintain while learning the information presented in this online program. As one begins to work in these lessons, he will begin to sense the appropriate pace to establish. **When in doubt, go slowly and be thorough** — you 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.

Why Nonsense Words Matter

But before the three instructional tracks are presented, there is one additional feature of the We All Can Read curriculum that must be considered — 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 memory component involved, and thus no other way to be able to read or spell a nonsense word.

Most pages of Sections One and Two in our online program (there are five sections in all) 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 and adults 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 older students and adults primarily use the lessons with nonsense words in Sections One and Two of the book.

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.

Choose Your Track

Below are the three instructional tracks. Please choose the instructional track that most accurately describes a student's situation and learning needs. Once a student begins to work in the lessons, the teacher or student will gain a better understanding as to how the program is organized and be better able to determine the best instructional pace that meets the student's needs.

01 Instructional Track One

STUDENTS UP TO FIFTH GRADE

Students up to the fifth grade should proceed through all lessons in the We All Can Read Online Program in exact numerical order. No lessons are to be skipped; students work in all of the lessons — both those containing real words and nonsense words.

However, if a student in this grade range immediately recognizes the real words and can spell them with a very high degree of accuracy, then for this student, choose Instructional Track Two.

02 Instructional Track Two

SIGNIFICANTLY BEHIND, SIXTH GRADE AND UP

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. 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.

192 specific early lessons, listed below in exact numerical order (read left to right, top to bottom), followed by every remaining lesson straight through to Lesson 720.

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								

Then continue straight through: every lesson from 370 to 720, in order, with none skipped.

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.

03 Instructional Track Three

SOME GAPS, FUNCTIONAL READING, SIXTH GRADE AND UP

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 being presented in a particular lesson, then no instructional purpose is served by having him continue to work in that lesson once he has demonstrated mastery. Once the teacher or student has determined that he 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.

203 quizzes are embedded in this program; so long as the student is able to score 80% or higher on the quizzes, he should continue through the suggested sequence of lessons in as expedited a fashion as possible. As an example, if a student is working in an oral reading exercise containing eight rows of words, and it becomes obvious after he has read four of those rows that he is able to read the words both accurately and fluently, discontinue the lesson at that point and proceed to the next lesson. If a student is working in a spelling lesson and is able to spell the words with a high degree of accuracy after taking dictation on several rows successfully, discontinue the dictation and take the quiz at the end of the lesson. So long as a student scores 80% or above, he should proceed to the next lesson.

Sequence of lessons to follow. 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.

277 specific lessons, listed below in exact numerical order (read left to right, top to bottom), followed by every remaining lesson straight through to Lesson 720.

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			

Then continue straight through: every remaining lesson from 614 to 720.

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.