

*A Resource Manual for the Development and Evaluation  
of Special Programs for Exceptional Students*

Volume V-D:  
**Techniques of  
Precision Teaching**

Part 3:  
**Reading Basic Skills Curriculum**

Florida Department of Education  
Bureau of Instructional Support and Community Services  
1983

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Techniques of Precision Teaching  
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Reading Basic Skills Curriculum

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## INTRODUCTION

The following Reading basic skills curriculum was developed as a guideline for use in the Specific Learning Disabilities, Educable Mentally Handicapped and Emotionally Handicapped Programs. It is based on selected skills from commonly used materials for reading and includes most Florida State Assessment Skills.

For organizational purposes, academic skills within the content areas have been arranged in strands. The reading strands include Reading Readiness, Phonetic Analysis, Structural Analysis, Vocabulary Development, Comprehension and Study Skills.

The curriculum was written in Precision Teaching terminology in order to help teachers pinpoint specific skill deficits, identify intake-output channels and make each skill measurable.

The skills within each strand are arranged in sequential order with Mastery Skills listed first and component skills indented under each Mastery Skill.

Example: Phonetic Analysis

See-say consonant and vowel sounds

See-say vowel sounds

See-say consonant sounds

See-say CVC & CVCE words

See-say CVCE words

See-say CVC words

The skills underlined at the end of each strand are called Mixed Mastery Skills and are a compilation of all the skills in one strand or several strands. This skill provides a more complete measure of a student's learning through the use of discrimination of mixed skills.

Since it is difficult to rank all skills in a strand, it is not necessary to teach each skill in any sequential order. Teachers are encouraged to utilize those skills which are important to individual student learning.

Specific practice sheets have been designed to measure most skills located in each strand along with the Mixed Mastery practice sheet used to measure competency of that entire strand. The Mixed Mastery sheet can also be used for initial assessment and maintenance skill measurement. Some strands contain too many isolated skills to develop a Mixed Mastery practice sheet. Teachers may want to develop their own practice sheets using a few of the skills in that particular strand.

Many skills in the curriculum have additional practice sheets or "slice backs." These sheets are provided for those students who need smaller steps in the curriculum. For example, if a teacher has pinpointed the skill of See-Say CVC words for a student and there is no progress with that skill there are "sliced sheets" of CVC-a or CVC-i etc., available for the teacher to utilize. However, it is recommended to guide students through the curriculum in larger steps if possible.

Practice sheets are organized by strands from least to most difficult skills. A listing of all the practice sheets that are available for each strand comes with each set. Each practice sheet is correlated with skill levels and the notations in the upper right hand corner include the number of the sheet, a brief description of the skill and an asterisk (\*) if it is a Florida State Assessment Skill.

After teachers use the curriculum to pinpoint the skills needed for individual students each listing will be helpful in locating the appropriate practice sheets.

READING READINESS

See-Say category pictures (vehicles, food, buildings, etc.)

See-Mark directional-positional pictures (concepts)

Hear-Say (echo) phrase

Hear-Do directions

See-Mark matching shapes and letters

See-Say rhyming pictures

Think-Say alphabet

See-Say upper and lower case letters

See-Say upper case letters

See-Say lower case letters

See-Mark upper case letter to matching lower case letter

Hear-Write upper or lower case letters

## PHONETIC ANALYSIS

See-Say consonant and vowel sounds

See-Say vowel sounds

See-Say consonant sounds

See-Say CVC & CVCE words

See-Say CVCE words

See-Say CVC words

See-Say blend and diagraph words

See-Say diagraph words

See-Say blend words

See-Say vowel combination words

See-Say vowel + r words

See-Say irregular vowel combination words

See-Say regular vowel combination words

See-Say hard & soft g and c words

See-Say hard & soft c words

See-Say hard & soft g words

See-Say Mastery Words

## STRUCTURAL ANALYSIS

**See-Say noun, verb, adjective form words \***

See-Say adjective form words

See-Say verb form words

See-Say noun form words

**See-Say compound words \***

**See-Say prefix & suffix words \***

See-Say prefix words

See-Say suffix words

**See-Say prefix meanings\***

**See-Say suffix meanings\***

**See-Say contractions \***

**See-Mark syllables**

**See-Say Mastery Words**



## VOCABULARY DEVELOPMENT

See-Say Dolch stories K-3

See-Say Dolch phrases K-3

See-Say Dolch words K-3 \*

See-Say common sign and label words

See-Say SSAT grade 3, 5 and 8 words \*

See-Mark homonyms

See-Mark antonyms \*

See-Mark synonyms \*

## COMPREHENSION

Current research has reflected the fact that difficulty in comprehension may be due in part to poor decoding skills. Interventions to improve the ability to decode in reading have resulted in simultaneous improvement in overall comprehension skills. (J. Samuels, 1979)

The method of repeated readings as a supplement in a developmental reading program has been shown to be a viable procedure for improving reading fluency and comprehension. (J. Samuels, *The Reading Teacher* 1979).

The method is very simple. The student reads a passage for one minute to a checker who records correct and incorrect responses. The passage is read each day until a proficiency level is reached by the student.

An added technique for improving comprehension is to ask the student to say or write all the ideas in one minute that he/she can remember from the passage read. Another variation is that the student can listen to the story being read and then say all the ideas he can remember.

## STUDY SKILLS

See directions-Write response to complete task \*

Hear directions-Write response to complete task \*

See-Mark alphabetical order\*

See-Mark alphabetical order 3rd letter

See-Mark alphabetical order 2nd letter \*

See-Mark alphabetical order 1st letter

See-Mark guide words

See-Mark story; from table of contents \*

See-Mark story from table of contents page # \*

See-Mark story from table of contents category \*

See-Mark information from index \*

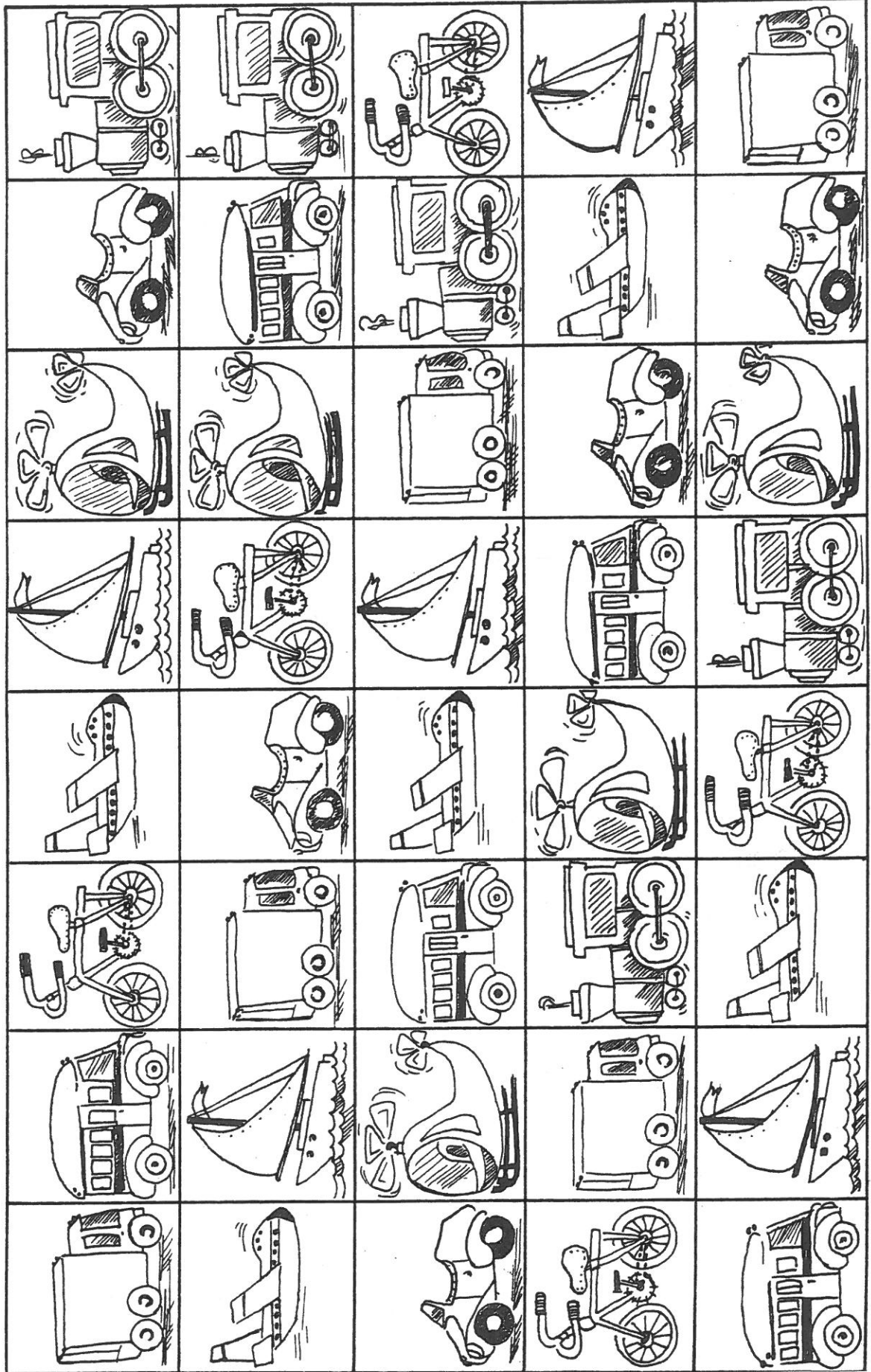
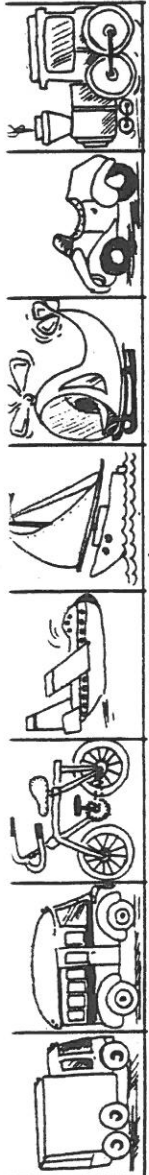
See-Mark information using map symbols \*

## READING READINESS

RR-1	Category Pictures - vehicles
RR-2	Category Pictures - clothes
RR-3	Category Pictures - fruit
RR-4	Category Pictures - buildings
RR-5	Category Pictures - home
RR-6	Category Pictures - school
RR-7	Directional - Positional Concepts - in/out
RR-8	Directional - Positional Concepts - on/off
RR-9	Directional - Positional Concepts - left/right
RR-10	Directional - Positional Concepts - before/after
RR-11	Directional - Positional Concepts - big/little
RR-12	Directional - Positional Concepts - up/down
RR-13	Directional - Positional Concepts - above/below
RR-14	Directional - Positional Concepts - over/under
RR-15	Phrases
RR-16	Directions
RR-17	Matching Letters
RR-18	Matching Shapes
RR-19	Rhyming Pictures
RR-20	Alphabet Direction Sheet
RR-21	Lower case letters
RR-22	Upper case letters
RR-23	Upper case/lower case
RR-24	Matching Letters/Discrimination
RR-25	Writing letters Direction Sheet

Category Pictures  
Vehicles

see-say



Category Pictures  
Clothes

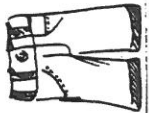
see - say



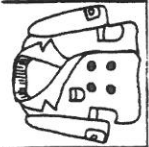
scarf



hat



pants



coat



shoe



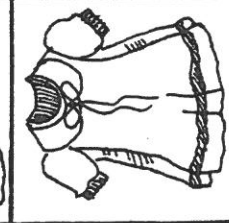
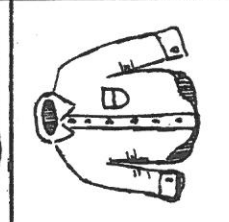
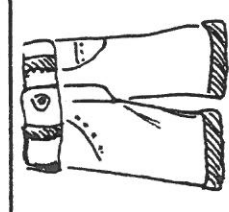
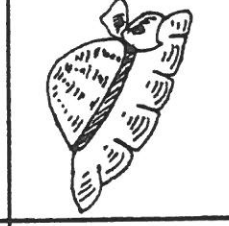
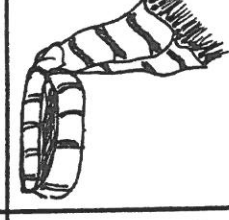
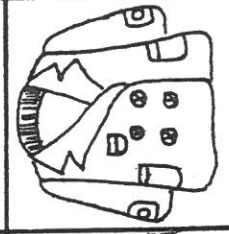
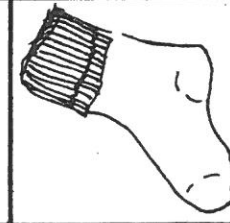
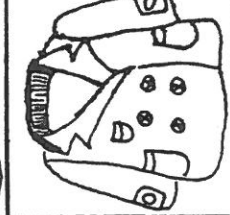
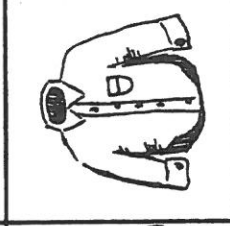
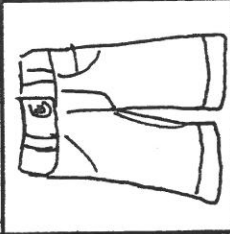
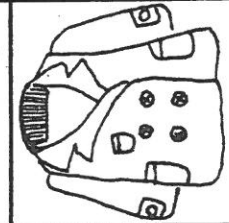
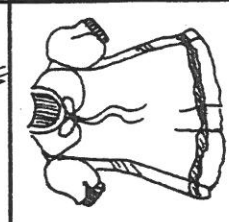
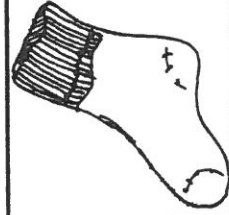
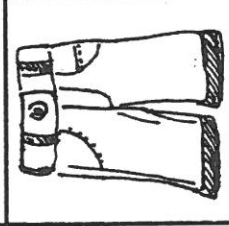
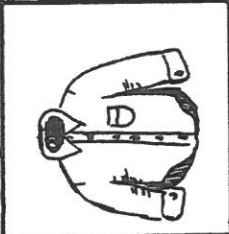
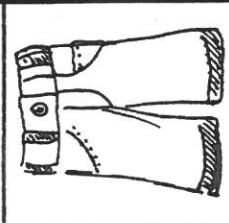
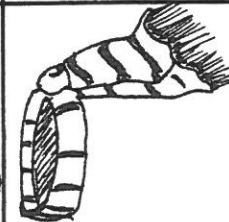
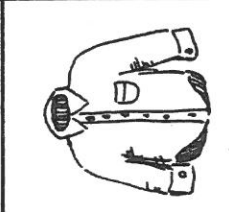
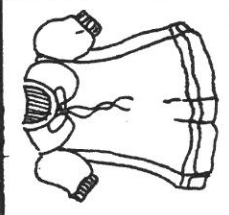
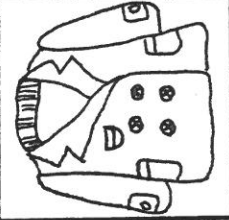
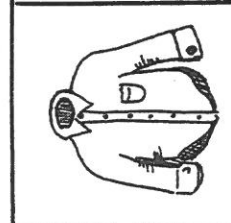
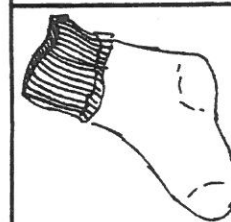
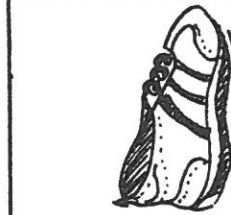
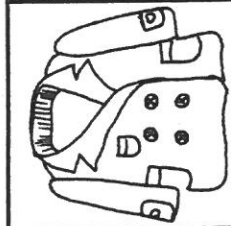
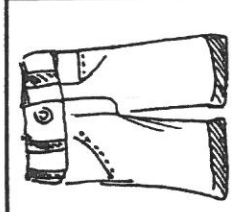
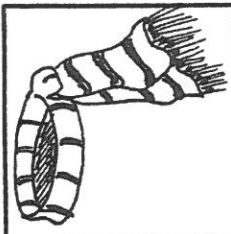
dress



sock



shirt



Category Pictures  
Fruit

see-say



cherries orange apple banana watermelon pear grapes strawberries


8

16

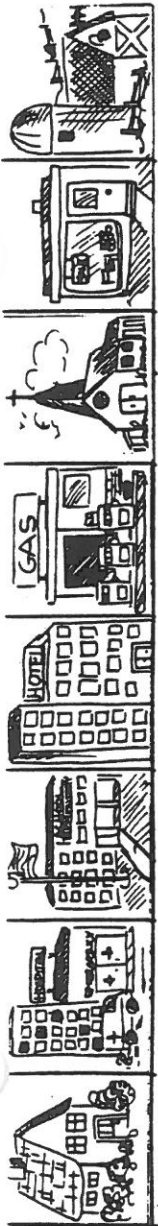
24

32

40

Category Pictures  
Buildings

See - say



house hospital school hotel gas station church barn




Category Pictures  
At Home



picture



table



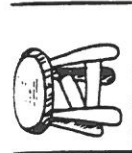
couch



television



chair



stool

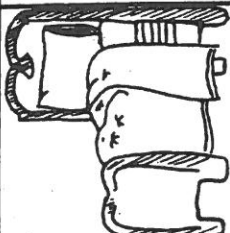

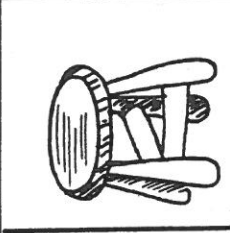
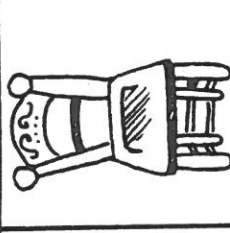
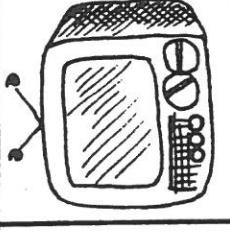


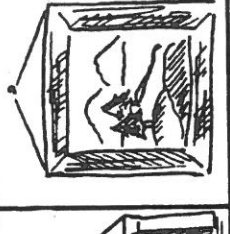
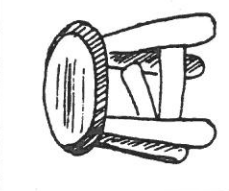
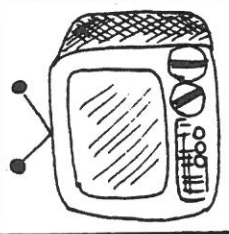

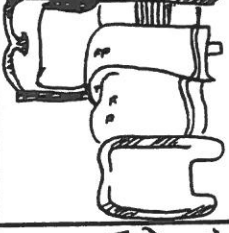
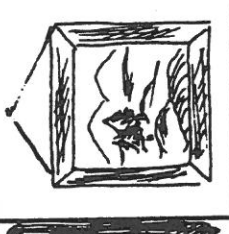
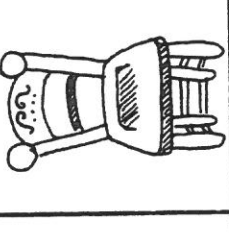
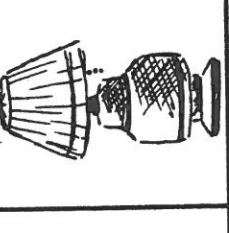
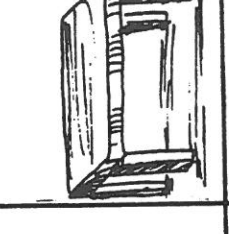
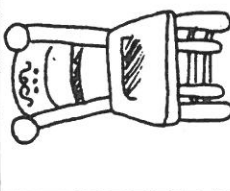
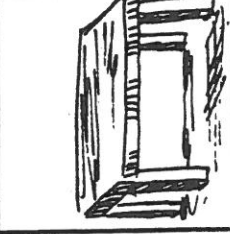
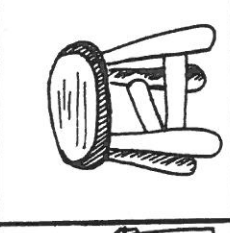
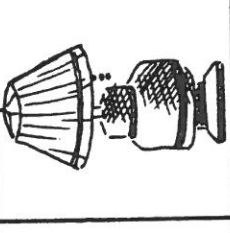
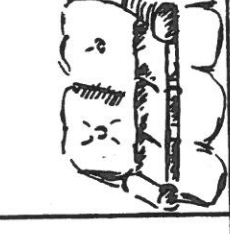
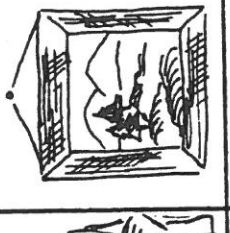
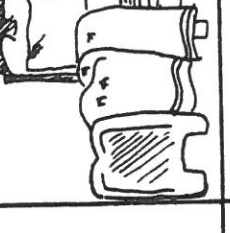
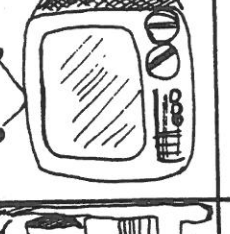
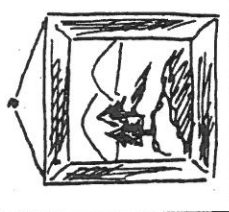
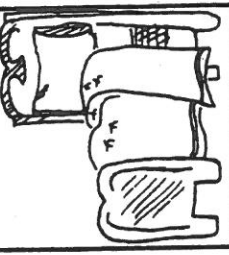
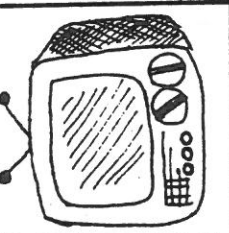

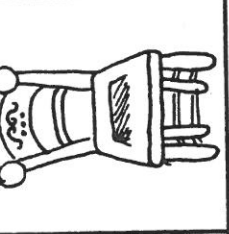
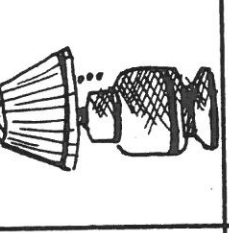
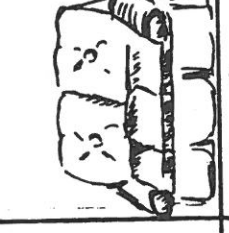
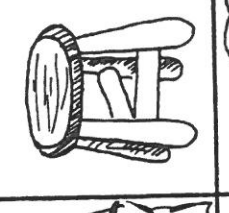

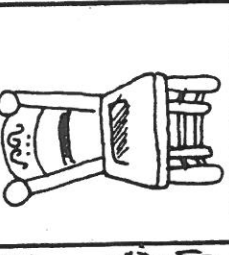
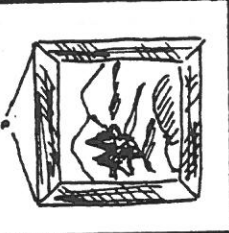
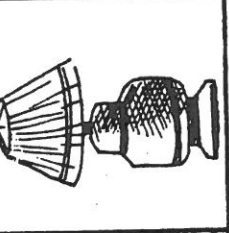
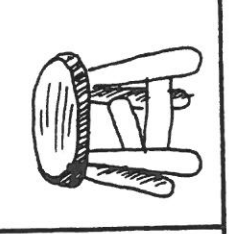
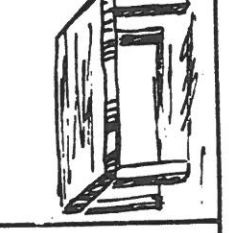
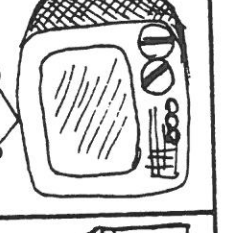
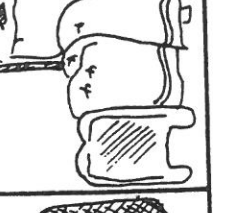


lamp


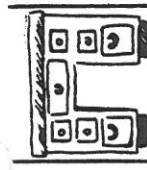
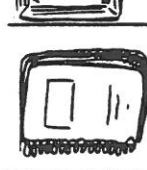
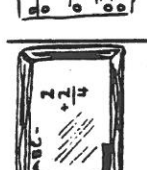
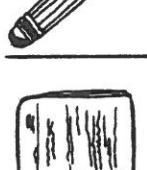





bed

See - say

Category Pictures  
At School  
see-say

							
brush	desk	notebook	chalkboard	paper	pencil	scissors	crayon

