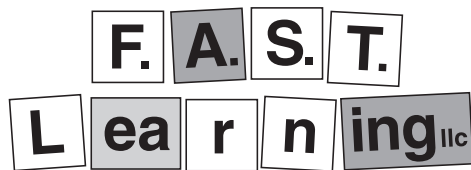


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**F.A.S.T. Learning, LLC**

# F.A.S.T. Readers Teachers Guide



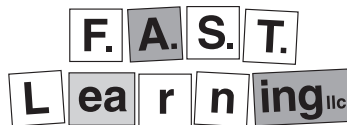
Make *Every* Child a Reader

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**F.A.S.T. Learning, LLC**

# F.A.S.T. Readers Teachers Guide



Item #: FRSFR01

First Edition

F.A.S.T. Learning, LLC

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## The F.A.S.T. Readers

The F.A.S.T. Readers will engage even your struggling students with entertaining, age-appropriate stories. Better yet, the F.A.S.T. Readers series are fully decodable and written sequentially, so every F.A.S.T. Reader reviews and builds on phonetic concepts taught in earlier volumes in the same series. The F.A.S.T. Readers can be used with most reading programs, but are especially effective when used in conjunction with the *F.A.S.T. Reading System*.

F.A.S.T. Readers feature controlled vocabulary, syntax, and semantics that will put your students' emerging decoding and comprehension strategies into immediate action. The first book of each F.A.S.T. Reader series includes one-syllable short vowel words, simple sentences, and basic vocabulary. Subsequent books in each series utilize increasingly difficult phonetic concepts, including complex sentences and advanced vocabulary. This gradual and systematic introduction of more challenging phonetic concepts—within each series—helps students become confident, fluent readers.

The F.A.S.T. Readers help students make significant strides in word recognition, vocabulary, comprehension, and fluency. All of the F.A.S.T. Readers feature:

- Decodable text connected to emerging knowledge of sound-spelling relationships
- Reading-level appropriate type-size and line spacing, and short, fast-moving chapters
- Motivation builders, such as cliffhangers, interrelated cast of characters, and intertwining, action-oriented plots
- Easy-to-use words lists that highlight essential vocabulary

### ***Tales of Youth Series***

Interest Level: Ages 6-8

Reading Level: Grades 1 to 6

This 26-book series, which gradually moves students from 1.0 to 5.9 grade level, features characters in settings familiar to young children.

### ***Tales of Adventure Series***

Interest Level: Ages 7-10

Reading Level: Grades 1-6

This 11-book series includes a variety of animal adventures. The stories have mysterious and sometimes spooky themes!

### ***Sunlight Tales Series***

Interest Level: Ages 10-14

Reading Level: Grades 1-7

This 7-book series features strong female characters in travel, adventure, sports, and mystery stories. Subplots include preteen and teen issues such as dating, peer pressure, and body image.

### ***Moonlight Tales Series***

Interest Level: Ages 12-16

Reading Level: Grades 1-7

This 10-book series chronicles adventures of detective trio Dr. Ralf, George, and Jon as they encounter Martian raptors, French Quarter phantoms, and aliens.

## Teaching Reading with the F.A.S.T. Readers

In order to help your students with fluency and comprehension, you should preview the vocabulary and teach your students the specific decoding skills found in each book before assigning the reading.

### The Vocabulary Page

The first page of each F.A.S.T. Reader lists the relevant vocabulary words for the reading. The vocabulary words are listed by phonetic concept. Also included on this page is a list of phrases where words are used in context. These phrases contain high frequency, non-phonetic words as well as the decodable words.

### Teaching the Vocabulary Words

To teach the vocabulary words, have students point under each word with a pencil, finger, or business card as they decode it. (This method helps prevent reversals or inversions.) Depending on their reading levels, students will either sound out the word—sound-by-sound—and then say the word, or simply read the word aloud. In a classroom setting, consider having all students whisper-read the vocabulary as you move about the classroom and listen to individual students.

Correct errors by pointing to the word and having the student attempt to self-correct by sounding out the word. Alternatively, you may have students work in pairs, taking turns reading the vocabulary words. If a student pair is struggling with a word, they can signal you for help with a thumb's up or similar sign.

You can provide extra assistance to students who have limited oral vocabulary or visual memory by adding the following steps to your vocabulary routine:

1. Read the vocabulary word. Have the student echo the word and then point to it.
2. Give a definition for the vocabulary word. Have the student echo the definition and then point to and read the word.
3. Pair the student with another student. One student points to the word while the other reads the word aloud; then they switch. If the pair encounters a word they cannot figure out, they signal you for help.

### Teaching the Phrases

Once students have completed reading the vocabulary words, read the phrases word-by-word with them. Have students read along, pointing under the words in the phrase as they go. Read each phrase several times in this way. Then say the phrase in its entirety as students point under the phrase and read aloud with you. When you are satisfied with your students' performance, begin reading the chapter. (Each chapter leads with a vocabulary page, so do not assign more than one chapter at a time.)

### Reading the Chapters

As students read, have them continue to point under the words. With a whole class, have students whisper-read the passage while you walk around the room and listen to individual students. Give correction as needed by pointing to the word while the student re-reads and self-corrects. You may also try reading the preceding word with the student before having the student attempt to read the word again. If the student cannot read the word after two attempts, read the word and the rest of the sentence for the student. If you prefer to have students read in pairs, have students alternate reading—one sentence at a time. Student pairs can signal you if they need help.

### The P3 Comprehension Technique

You may use the illustrations on the cover and in the chapters of each book to introduce students to the P3 method: Picture, Paraphrase, and Predict. Students who use this technique actively process what they read, enhancing their attention and comprehension. When using the P3 Technique, gradually move students from Stage 1 to Stage 3 as they become more comfortable with it.

**Stage 1.** Start with the illustration on the book cover and then move to the inside illustrations. Ask students to verbally describe the illustrations while using gestures. Prompt them to include all five senses to describe the scene. Then have students act out different aspects of the scene. Encourage them to use facial expressions and body postures to express the scene. After students describe the scene, tell them to close their eyes and take a mental snapshot of the scene (P1: picture). Ask them to summarize the event (P2: paraphrase) and predict what happens next (P3: predict).

**Stage 2.** Read one or two sentences to your students. Have them close their eyes and form a mental picture of what the sentences describe (P1). At the end of the paragraph, ask students to paraphrase the passage (P2) and predict what will happen next (P3).

**Stage 3.** Students read a sentence or sentences and form a mental picture (P1). At the end of the passage, they paraphrase the passage (P2) and then predict what happens next (P3).

### Correcting Mistakes

When students read a word incorrectly, do not verbally correct the mistake. Instead, just point to the word that was read incorrectly. Teach students that when you point to a word it means they should sound it out and think about

what makes sense in the sentence. For example, if a student is struggling with the word *reputation* in the sentence “The girl had a good *reputation*,” point to the word *reputation* and allow the student to figure it out by breaking it into syllables: *rep/u/tation*. If the student continues to struggle with the word, prompt the student to ask, “What makes sense in the sentence: *reputation* or *reputed*?” The student can then try the two possibilities in the context of the sentence: “The girl had a good *reputation*, not a good *reputed*.” Don’t allow students to guess a word that they are struggling to read, but be sure to teach the specific strategies described above.

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## Wrap Up with Writing

End each session of reading by having students respond in writing with a summary, a reaction, or a reflection. A summary is a synopsis of the story, a reaction is an opinion about the story, and a reflection is a personal thought that is connected to some aspect of the story.

### The COPS Technique

Have students revise their own writing using the COPS technique (Deshler & Schumaker, 1986; Deshler, Warner, Schumaker, Alley & Clark, 1983). The acronym *COPS* stands for capitalization, organization, punctuation, and spelling. To use this technique, have students vertically write in the margin the capital letters *C*, *O*, *P*, and *S*. Using this mnemonic, they revise their written work.

**Capitalization.** Students check their work for proper capitalization; e.g., capitalization of first words of sentences and proper nouns. After students have checked their use of capitals and made any corrections, they cross out the *C*.

**Organization.** When the written response is only several sentences, students draw a straight line under *who* or *what* and a wavy line under *did what*. This practice helps students note proper sentence structure and organization. When the written response is a paragraph, students check whether all the ideas are closely related in order to determine whether any new paragraphs are needed. If new paragraphs are needed, students mark the paragraph breaks. Then they cross out the *O*.

**Punctuation.** Students check each sentence for proper use of periods, commas, and other punctuation marks, making needed corrections. Then they cross out the *P*.

**Spelling.** Students look at each word for spelling errors and make any corrections that they know of. Then they cross out the *S*.

## Improving Fluency

You can further improve students' reading fluency by using flash cards, neurological impress, 20-minute readings, and phrase readings (Shaywitz, 2003). Combined, these four techniques can help students make significant strides in reading in a relatively short period.

### Flash Cards

For each of your students, choose 8–20 of their most frequently missed sight words to make “Words to Learn” flash cards. Use these flash cards daily with individual students. When students read the word correctly, mark the back of the card. When there are five marks on the back of the card, file the card under “Words I Know,” and practice these weekly with them. Every time students correctly read the “Words I Know,” mark the back of the card. When the card has another five marks (a total of 10 marks), file the card under “Words I Know I Know.” Practice these words monthly with students individually.

### Neurological Impress

With *Neurological impress* the teacher and student read together while tracking the words. When working one-on-one with students, point under the words with a pencil, finger, or business card. Have students read the words simultaneously with you, reproducing the inflection in your voice. With a whole class, have students point under the words and echo as you read them aloud. Initially, you may need to make an overhead transparency of a passage in order to demonstrate the technique. As daily homework, have students do four repeated readings of one paragraph from the book with an adult. The next day, have students read the same paragraph to a partner in class, with the focus on reading smoothly. Use the phrase, “Read like you talk.”

### Twenty-Minute Readings

Assign 20 minutes of reading every night. Once students can phonetically decode, they need to keep reading. Twenty minutes a night exposes students to more than 1 million words a year. Multiple exposures to words in context advance student ability to use new vocabulary words, spell, understand what they read; form increasingly complex sentences, and enjoy reading.

### Phrase Reading

When students can read the material smoothly, introduce phrase reading. Create an overhead transparency of one or two pages from the *F.A.S.T. Reader* and show students how to point to the phrases. In their student books, students practice reading the phrases, swinging under each one with a pencil, fingertip, or business card. Explain to students that each phrase answers one of the questions who, what, *where*, *when*, *how*, or *why*. Then read several phrases and ask students to tell which question is answered by the phrase.

When students have an understanding of phrasing, have them finish reading the chapter using the technique.

The large boy ran quickly to the house at nine o'clock.

*Who? What? Where? When?*

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# F.A.S.T. Readers: Aligned to Major Phonetic Concepts

F.A.S.T. Readers are fully decodable and written sequentially, with every F.A.S.T. Reader reviewing and building on previously taught concepts. By utilizing words with known letter-sound correspondence, the F.A.S.T. Readers will provide your students with ample opportunity to develop and to practice their reading skills.

The F.A.S.T. Readers should be presented in sequence in order to ensure reading success.

Phonetic Concept	Explanation of the Concept	Tales of Youth	Tales of Adventure	Moonlight Tales	Sunlight Tales
Simple closed Syllables Short Vowels	VC and CVC Syllables Consonants Consonant Digraphs (wh, ch, th, sh, qu, ng) Short Vowels	<i>Ocean Fun, Sick</i>	<i>Long Ball, Sky Rock</i>	<i>The Fog</i>	<i>Sock Hop</i>
Short Vowel- Long Spelling	-ff, -ll, -ss, -ck, -tch, -dge	Books Same	Books Same	Books Same	Books Same
Complex Ends Suffixes	Ending consonant blends Common suffixes (-s, -es, -ed, -ing, -er, -est, -ful, -ness)	<i>Camping</i>	<i>Mad Dash</i>	Books Same	Books Same
Vowel Suffix Power	Double final consonant before adding vowel suffix to a base word with a single vowel	Books Same	Books Same	Books Same	Books Same
King/Think Words	-ing, -ink, -ank, -ang	Books Same	Books Same	Books Same	Books Same
Complex Fronts	Beginning Consonant Blends	<i>Trip, Spring</i>	<i>The Rocks</i>	Books Same	Books Same
Breaking	Vowel Tag – the first rule of breaking words into syllables. The vowel tags the consonant after it: CVC/CVC CVC/VD	<i>Rascal the Pup</i>	<i>Night of the Cougar</i>	<i>Ghost Ship</i>	<i>Raft Trip</i>
Open/Closed/Silent E	CV pattern – the vowel sound is long VCe pattern – the vowel sound is long, the e is silent Changing: When breaking words into syllables, if vowel tag does not work, try the long sound, then the Schwa Prefixes (re-, de-, pre-, pro-)	<i>Drive-In</i>	<i>Monkey Business</i>	<i>French Quarter Phantom</i>	<i>Tripped Up</i>
Long E	Best Spellings for long e: e-, ee, ea, -y	<i>Boating</i>	Books Same	Books Same	Books Same
R Family	er, ir, ur, ar, or	<i>Stars</i>	<i>Mascot's Message</i>	<i>Tunnel</i>	<i>Resort, Way Out</i>
Diphthongs	Au, aw, oo, ou, ow, oi, oy	<i>Moon, Joy, Cloud, Saucer</i>	<i>The Ninth Life</i>	<i>Martian Raptor L.A. Raptor</i>	<i>Voyage</i>
Walkers	ee, ai, ay, oa, oe, ui, ue	<i>Books Same</i>	<i>The Night Beast</i>	<i>Creature from the Caribbean Sea</i>	Books Same
Long A	Best Spellings for long a: a-, a_e, -ay, ai before l, n	<i>Rainy Days</i>	Books Same	Books Same	Books Same
Long O	Best Spellings for long o: o-, o_e, -ow	<i>Boating</i>	Books Same	Books Same	Books Same
Kind Old Words	-ind, -old	<i>Gold</i>	Books Same	Books Same	Books Same
Green Review	Review	<i>Haunted House, Tornado</i>	Books Same	<i>Alien Attack (Ch. 1-3)</i>	Books Same
Yellow	Vowel sounds for ea, igh, y, ou, ow	<i>Hurricane</i>	Books Same	<i>Alien Attack</i>	<i>Lighthouse</i>
Long I CY Change	Best Spelling for long i: i-, i_e, -y CY Change- If a word ends in a consonant+y, change y to i before adding a suffix, unless the suffix starts with an i.	<i>Bright Light</i>	Books Same	Books Same	Books Same
Reds/IE Rule	Ei, ey, eigh, eu, ew, ie I before e, except after c, or when sounded like a as in neighbor or weigh.	<i>Lightning Woman</i>	<i>Night Visitor</i>	<i>Alien Attack, Ocean Woman</i>	Books Same
Long U	Best Spelling for long u: u-, u_e, -ew	<i>Music</i>	Books Same	Books Same	Books Same
Soft C, G	C has /s/ sound before e, i, y. G has /j/ sound before e, i, and y, although not as Consistently	<i>The City</i>	Books Same	Books Same	Books Same
Silent Letters	wr-, kn-, pn- ps-, mb, etc.	<i>Island</i>	Books Same	Books Same	Books Same
Final Syllables Roots	Prefixes, suffixes, roots Final Syllables – consonant-le syllable	<i>Vacation</i>	<i>Rough Riders</i>	<i>Ocean Woman, Caribbean Crisis</i>	Books Same
Scribal O, Captain Words	/u/ is spelled o before m, n, v -ain	<i>Captain</i>	Books Same	Books Same	Books Same



## Stephan D. Tattum



### Founder

Stephan D. Tattum is an experienced educator whose passion for teaching children with learning differences has led him to excel as a hands-on classroom

instructor, a highly effective administrator, and the creator of numerous programs and curriculums.

Many of Mr. Tattum's programs have been implemented with great success at the internationally recognized Denver Academy, which he founded and has helped guide since its inception more than 30 years ago. Mr. Tattum currently serves as its program director.

In addition to his decades of real-world experience, Mr. Tattum has a rich educational background. He holds a M.A. in education from George Washington University and has trained extensively in a variety of reading techniques, including Orton Gillingham, Lindamood Bell, and Auditory Discrimination. He has also been a student of whole language since the early 1980s.

In 1998, Mr. Tattum launched F.A.S.T. Learning, LLC, an educational publishing company that serves the K-12 literacy intervention market. Its core product, the *F.A.S.T. Reading System*, synthesizes a broad range of research and teaches students with learning differences to read by bringing together systematic phonics with intensive work on phonological skills and insights into whole language. The program is accompanied by seven phonetically controlled series that Mr. Tattum wrote to help students apply their skills.

Mr. Tattum is currently conducting workshops with teachers throughout the United States and developing other F.A.S.T. programs for students who have difficulties with language comprehension and information processing.

## F.A.S.T. Learning, LLC

### Make Every Child a Reader

At F.A.S.T. Learning we believe that every child can become a successful, fluent reader—FAST! We are especially passionate about helping struggling, at-risk students overcome their learning challenges. We are dedicated to providing educators with effective classroom-tested programs and materials, all of which are based on years of rigorous research and testing.

### Teacher Training and Professional Development

Each of our programs is supported by in-depth teacher training, as well as refresher courses and phone consultations with certified F.A.S.T. trainers. All of our training is grounded in best practices and available at a discount when you register multiple staff members from the same building or district.

### Reading Programs

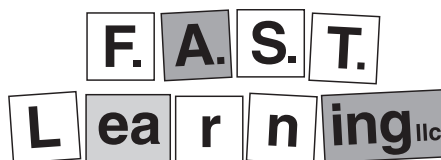
All F.A.S.T. Learning Programs are supported by a comprehensive Teacher's Guide, videos, and DVD's, interactive magnetic boards and letter sets, and in some cases, student software. Our three major reading programs are:

***First Steps Early Literacy Program*** (Grades K-2)

***F.A.S.T. Reading System*** (Grades 2-8)

***F.A.S.T. Reading: Comprehension*** (Grades 4-8)

To order F.A.S.T. Readers or to learn more about other F.A.S.T. Learning products or programs, please call 800-325-3278 for a catalog, case studies, or informational CD.



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