AnyOneCanRead®

("AOCR")

Comprehensive Training Manual

Rev. 12/5/23

What AOCR Is All About

What Is The Non-Profit "Any One Can Read ®?" www.anyonecanread.com

A digital, online (i.e., NOT a download) suite of literacy tools & groundbreaking assistive reading software

- NOT "all-or-nothing" → perfectly fine to cherry-pick different tools / activities

What kinds of "tools" are there?

- Curriculum: complete now from K-4th-grade; building 5th-grade; goal to complete through 12th-grade; covers broad subject matters (Core Knowledge ®) except for math
- Phonics activities: 80% complete; goal to cover 99% of letter-sound-spellings in the English language; will be teaching phonics elements at least through 6th-grade
- Spelling-builder: goal to take ~60 multiple-letter spellings and build vocabulary on different multiple sounds that those letters make (one proof-of-concept available)
- English language learner picture dictionary: now 1,000 images as proof-of-concept
- Building a curriculum to teach Spanish-speaking English language learners how to read English

What's the revolutionary assistive software? ***See Appendix 1 for a guided tour***

- Sounds out any word, letter-by-letter; then speaks the word as a whole
- Instant word meaning: dictionary, synonym, word origin, translation
- Reads text out-loud at 150 or 180 accurate words per minute (optimal reading speed)

What Are The Non-Profit's Objectives?

1) Build a groundbreaking "learning-to-read-experience"
 - Provide the educator with the necessary tools to interact with each student's brain, resulting in a one-on-one computer tutor that crashes through the barriers of having ludicrously high student-teacher ratios in America's schools → instantly "actionable!"

2) Provide the "AOCR experience" - for anyone in the world to use - for **FREE**!

3) Advocate for laser focus on the six most crucial "input factors" for turning each student into a "great" reader (= *"academically ready for a challenging 4-year college"*)
 * Mastery of sounding letters out for correct pronunciation
 * Large vocabulary that includes the "26,000+ most important words to know"
 * Right reading speed: 150-180 accurate-words-per-minute
 * Being an avid reader
 * Being a superb writer
 * Attuned to vital comprehension tips

4) Vastly increase the number of potential U.S. tutors by having everything that any student's brain might need help with in one single digital portal, and easy for the tutor to utilize with the student

Summary

* AOCR is designed to meet all best-practice "teaching-reading" requirements as expounded in the "science / research of reading." It views learning to read as a "process" and is designed with a "quality control" mindset to avoid "defects" in the process.

* AOCR is designed to:

  - Give America's kids a MUCH longer, carefully graduated "runway" – to allow for the right < and adequate > "brain work" to occur – for students to learn the uber-critical foundational / fundamental "mechanics" skills that 2/3s @ of America's kids are **NOT** getting in our nation's homes and schools.

  - Build vocabulary at a MUCH faster rate than we tend to do in the vast majority (98%?) of American classrooms.

* **The ultimate premise is simple: the best thing that we can do to help a child with their reading is to make sure that they know every word – in a passage that they're about to read – BEFORE THEY READ IT!!!!!**

@ Extrapolated from "NAEP" national reading scores … considerably more than a 2/3s failure rate during our COVID pandemic period.

Navigating The AOCR Website

How Does One “Engage” With The AOCR Website?

- No registration of any kind

- No user-name

- No password

- AOCR can’t track to a specific computer or email address → totally “privacy-safe!”

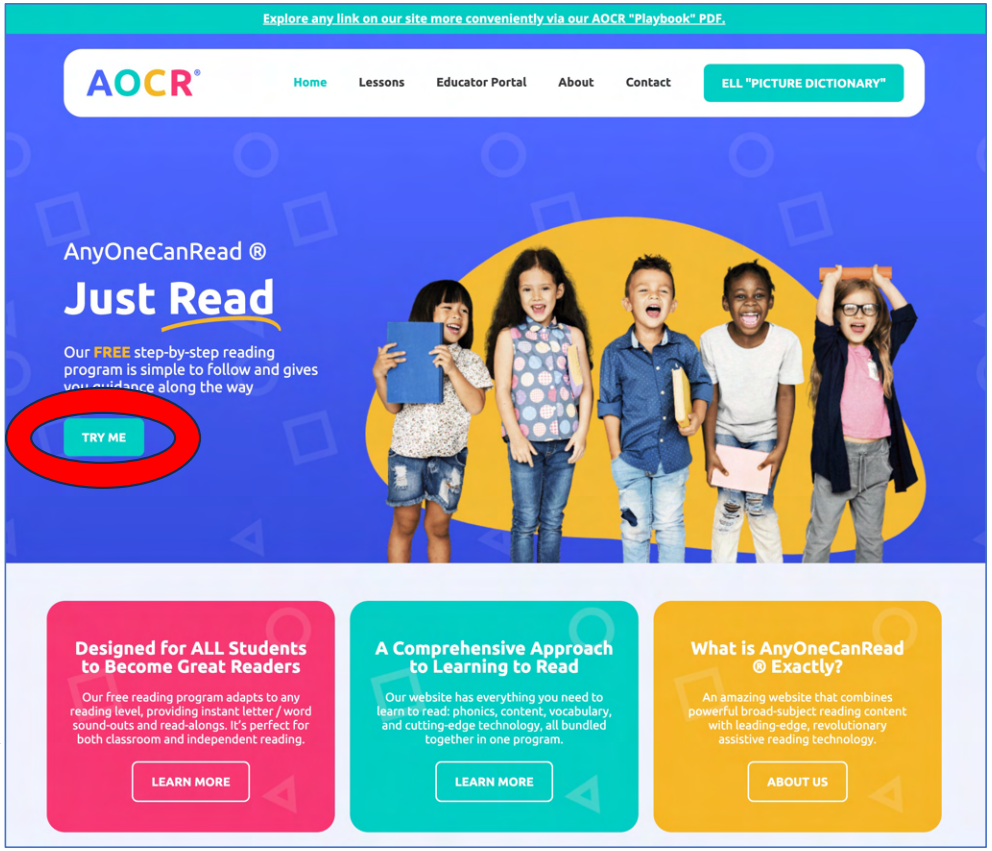
- AOCR is <u>not</u> <u>a</u> <u>download</u>:
  - Pull up a lesson to read in a tab
  - Close the tab when you’re done reading!

The AOCR Homepage

Key links at the top of the page →

A clear, brief walk-through of the assistive reading technology →

Background support for what AOCR is building →



The AOCR Homepage

High-level summary of what AOCR is all about →

ABOUT US

AOCR ® in a Nutshell

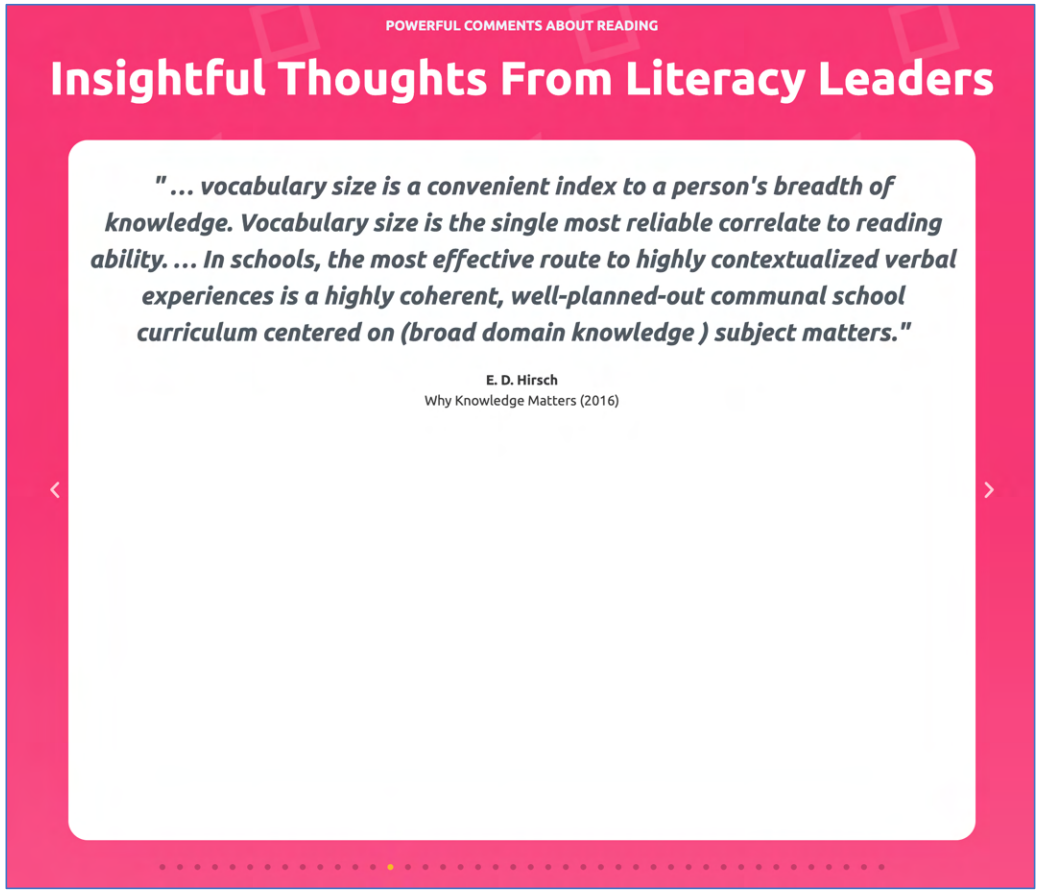
AnyOneCanRead ® is a completely **FREE**, online, digital, all-inclusive subject-matter Kindergarten-to-4th-grade college-ready-tracking curriculum, largely consisting of the highly respected, free Core Knowledge ® curriculum, now available here in an easy-to-access online interface, instead of just via paper-based pdfs. AOCR ® will continue to build through 12th-grade.

- **Uses a revolutionary new interactive assistive reading technology, the "Magic Ladder," to help drive the most powerful explicit and systematic "phonetics" experience ever created, helping to build decoding mastery**
- **Covers broad-domain-knowledge subject matter that generates a documented 26,000+ unique-word vocabulary through 4th-grade (building toward 100,000 unique words for high school grads), with all new words provided to the educator at the beginning of every single lesson, for oral PRE-TEACHING of new words**
- **Reading complexity is designed to build gradually, providing a much longer runway ramp to help ALL children to master the foundational reading skills required to be a great reader**
- **Will eventually prepare high school graduates to read successfully at a TRUE college readiness level**

LEARN MORE

The AOCR Homepage

Scrolling quotes about literacy
from icons in the field of reading →



The AOCR Homepage

Description of the Educator Portal →

TOOLS FOR EDUCATORS

How To Use AOCR

ANNOUNCEMENT 2/25/22: pdfs ADDED (at the bottom of the Educator Portal area): AOCR "TRAINING MANUAL" AND "PLAYBOOK," PHONICS SCOPE & SEQUENCE RED WORDS, 800+ EARLY-LEARNER FREQUENT WORDS, NEW WORDS BY-LESSON THROUGH 4TH-GRADE

Reading science instructional practices must be utilized in order to move the literacy needle in the U.S.

AOCR's Educator Portal is full of science-of-reading resources and best practices to enhance classroom instruction. Find things like these in the Educator Portal:

- **The AOCR ® "Training Manual": Comprehensive Description Of All AOCR ® Toolkit Elements And How To Use Them**
- **The AOCR ® "Playbook": Links To Everything On Our Site - Including The Table Of Contents To All Of Our Lessons - Conveniently Accessible From A pdf**
- **Pdfs To Important Elements Of The AOCR ® Experience, Such As "Teaching Words" Used In Our Phonics Scope-And-Sequence Activities, All Unique Vocabulary Words Exposed In Every Single Lesson, Etc.**
- **Links To Powerful Literacy Related Podcasts, Webinars, Articles, Books, And Websites**

GO TO EDUCATOR PORTAL

The Educator Portal = Lots Of Resources About Literacy!

Websites

- The Reading League
- Square Panda Multisensory Phonics Learning
- Core Knowledge (R)
- TextProject TM
- "LexTutor" by Paul Nation & Colleagues
- Learning Stewards
- Children Of The Code
- ReadWorks (R)
- SchoolDigger TM: State Test Scores
- What Works Clearinghouse
- EdReports
- Achieve The Core / Student Achievement Partners
- Instruction Partners
- Project Gutenberg
- The Nation's Report Card (NAEP)
- Reading Rockets
- Shanahan On Literacy
- Louisa C. Moats Homepage (blog, etc.)
- The Marshall Memo
- Unite For Literacy
- National After School Association

Links For Purchasing Great Literacy Books

- Daniel T. Willingham: The Reading Mind
- Daniel T. Willingham: Raising Kids Who Read
- Mark Seidenberg: Language At The Speed Of Sight
- Natalie Wexler: The Knowledge Gap
- E.D. Hirsch, Jr.: Why Knowledge Matters
- Hochman & Wexler: The Writing Revolution
- David A. Kilpatrick: Essentials Of Assessing, Preventing, & Overcoming Reading Difficulties
- Meredith & David Liben: Know Better, Do Better
- Kathy Ganske: Word Journeys
- Diane McGuinness: Why Our Children Can't Read
- Beck, McKeown, Kucan: Bringing Words To Life
- Oakhill, Cain, Elbro: Understanding And Teaching Reading Comprehension
- Marilyn Jager Adams: Beginning To Read
- Annette Lareau: Unequal Childhoods
- Dana Suskind: Thirty Million Words: Building A Child's Brain
- Paul Tough: Whatever It Takes: Geoffrey Canada's Quest To Change Harlem

Articles

- Schmitt/Jiang/Grabe: The Percentage Of Words Known In A Text And Reading Comprehension
- Daniel T. Willingham: The Usefulness Of BRIEF Instruction In Reading Comprehension Strategies
- Daniel T. Willingham: How To Teach Critical Thinking
- Daniel T. Willingham: What Is Developmentally Appropriate Practice?
- Daniel T. Willingham: How Knowledge Helps
- The Effects Of Dyad Reading And Text Difficulty On Third-Graders' Reading Achievement
- Student Achievement Partners: An Examination Of Teachers College Units Of Study (Lucy Calkins' Program)
- Why Curriculum Materials Matter by EdReports
- Curriculum Research: What We Know And Where We Need To Go
- Curriculum Literacy In Schools Of Education? The Hole At The Center Of American Teacher Preparation
- Heckman & Masterov: The Productivity Argument For Investing In Young Children
- Accelerating Student Learning With High Dosage Tutoring
- Student Achievement Partners: An Examination Of McGraw Hill Education's Wonders, An Elementary School Literacy Curriculum
- Hattie & Hamilton: Education Cargo Cults Must Die
- Daniel T. Willingham: Knowledge Matters - Restoring Wonder And Excitement To The Classroom
- On The Wrong Track: How Tracking Is Associated With Dropping Out Of High School
- The Evidence Behind Effective Reading Instruction Is Clear

Podcasts / Webinars

- Amplify Education's Reading Science Podcasts
- The Reading League Podcasts
- Emily Hanford: Hard Words - Why Aren't Kids Being Taught To Read? (2018)
- Emily Hanford: At A Loss For Words (2019)
- Emily Hanford: What The Words Say (2020)
- David A. Kilpatrick: Why Phonemic Proficiency Is Necessary For All Readers
- The Companion Pdf Presentation To Kilpatrick's Above Webinar

AOCR's Assessment Passages

- Assessment Passages Reading Content
- Instructions For Assessment Passages

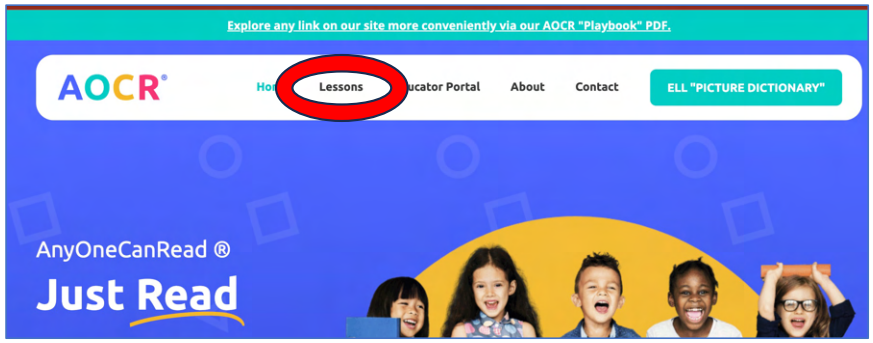
AOCR PDFs

- AOCR TABLE-OF-CONTENTS FULL "PLAYBOOK" REV-11/8/22
- AOCR PHONICS-ONLY PLAYBOOK REV-11/8/22
- QUICK LIST SPECIFIC PHONICS TAUGHT REV-11/8/22
- PHONICS ACTIVITY #2 "TEACHING WORDS" REV-11-8-22
- PHONICS ACTIVITY #3 "TEACHING WORDS"
- NEW VOCABULARY INTRODUCED, BY-LESSON, COMPLETE THROUGH END OF 4TH-GRADE REV-2/10/22
- AOCR TRAINING MANUAL REV-2/25/22

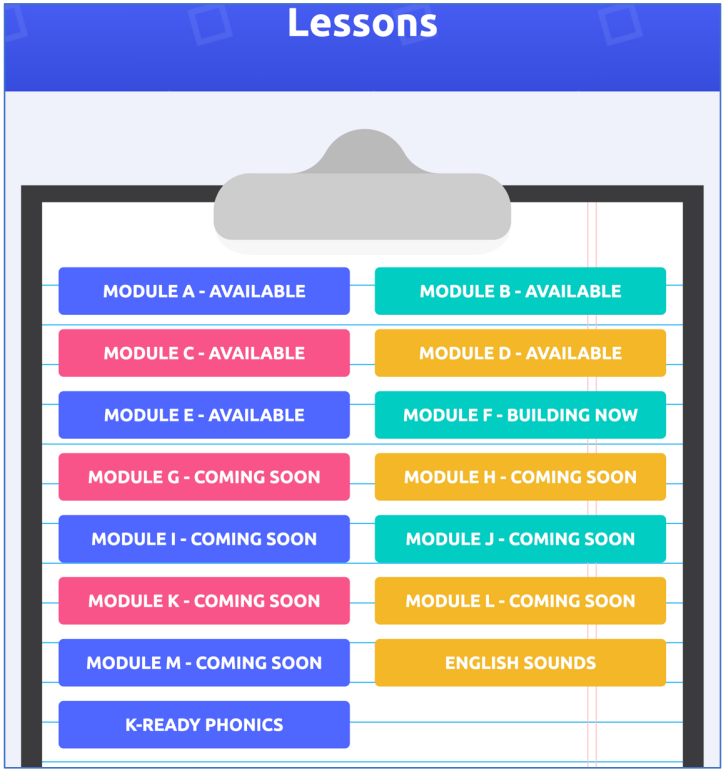
Reading Content Access Method 1: By-Lessons Only

Getting To Reading Content ("Lessons"): Method One: "Batches Of Lessons-Only"

Click "Lessons" at the top of the homepage →



You'll make your choice from the clipboard



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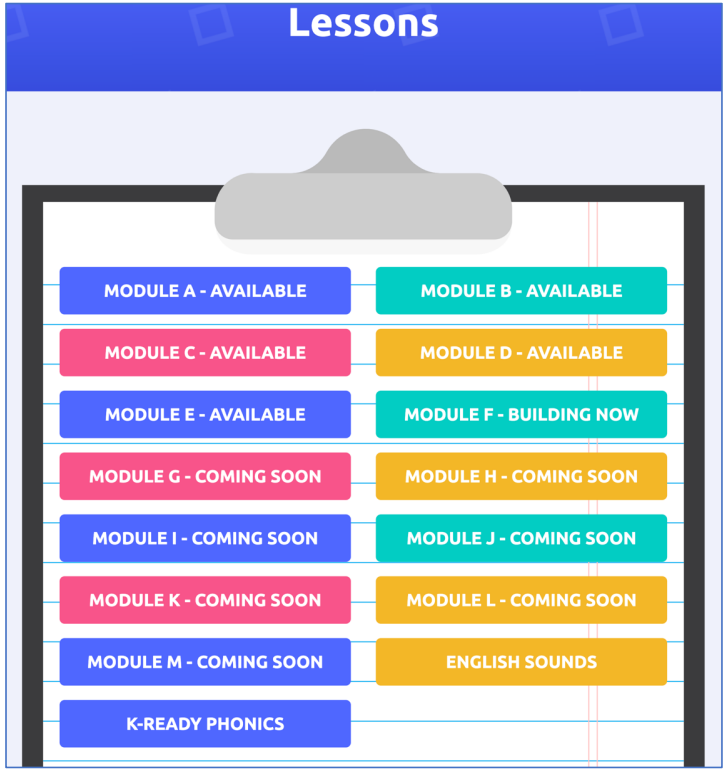
Getting To Reading Content ("Lessons"): Method One: "Batches Of Lessons Only" → What Are The "Modules?"



Modules A through M mean "Kindergarten to 12th-grade"

Why do we do that?

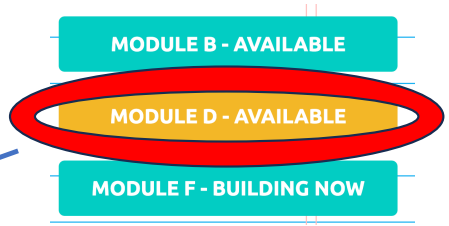
Lots of interventions (remediation) may occur with AOCR, and what if we have an 8th-grader who we need to start back at 2nd-grade? Do we want to embarrass them? OF COURSE NOT!

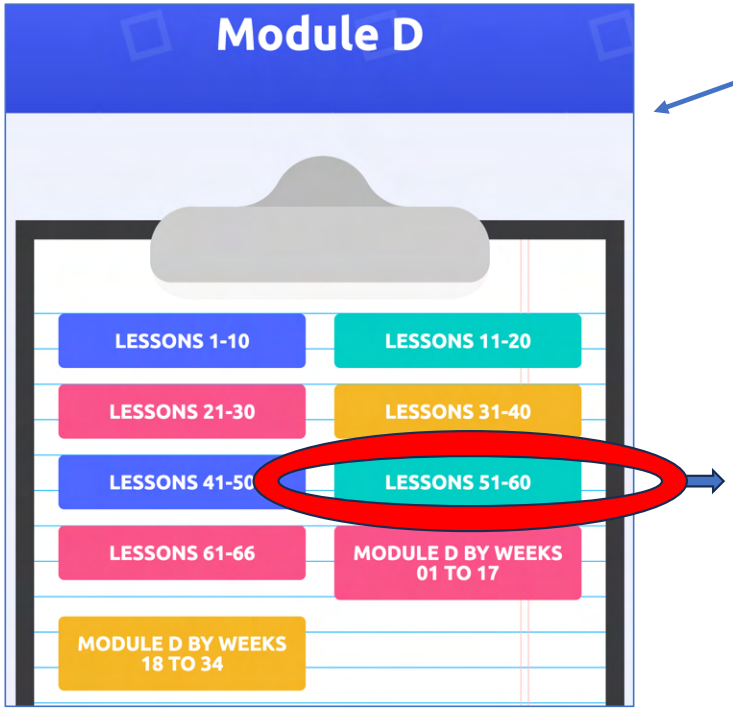
They just want to start at a point where they can read the text! By using the "Module" terminology, we avoid layering more "shame" on top of them!

continued →

Getting To Reading Content ("Lessons"): Method One: "Batches Of Lessons Only"

Let's select Module D (we know that it's 3rd-grade) →





A new clipboard JUST for Module D; lessons are in batches (we'll talk about "by-weeks" in a bit); select lessons 51-60

AnyOneCanRead®

Module D – Lessons 51 to 60

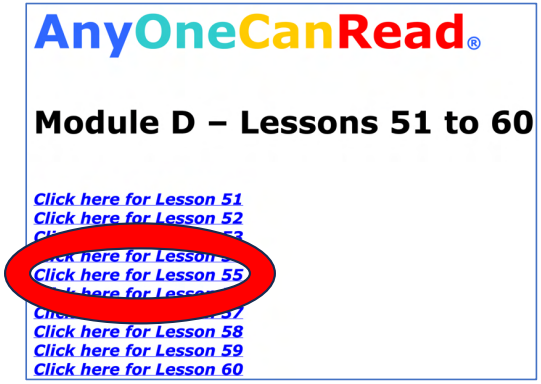
Click here for Lesson 51
Click here for Lesson 52
Click here for Lesson 53
Click here for Lesson 54
Click here for Lesson 55
Click here for Lesson 56
Click here for Lesson 57
Click here for Lesson 58
Click here for Lesson 59
Click here for Lesson 60

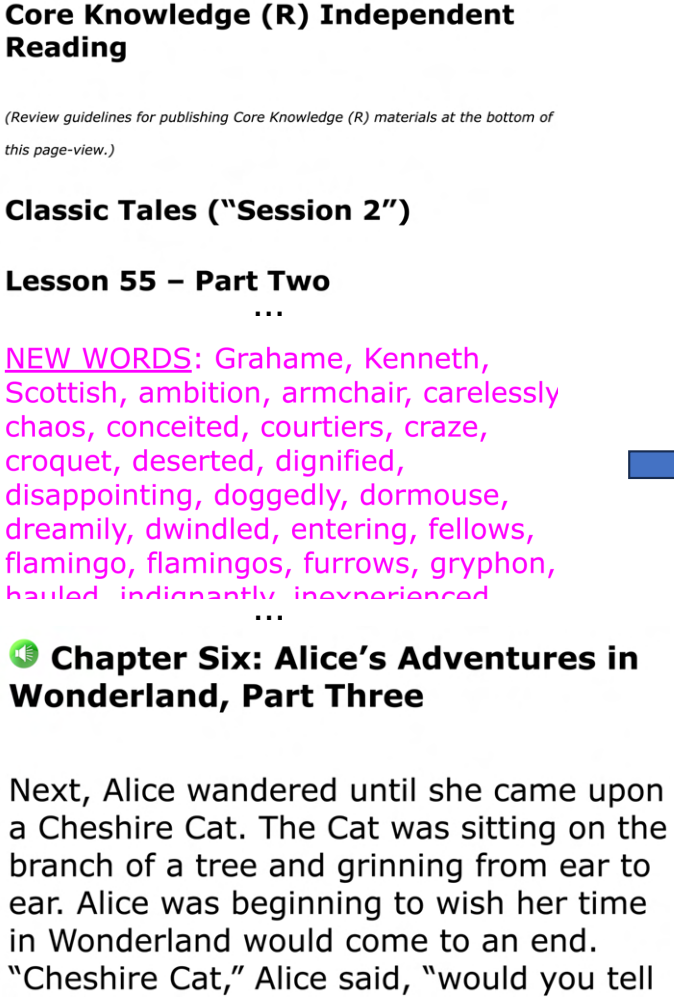
These are hyperlinks for this landing page

continued →

Getting To Reading Content ("Lessons"): Method One: "Batches Of Lessons Only"

Select lesson 55, and now you're at your lesson!





Just close the tab when you're done with your reading!

continued →

Getting To Reading Content ("Lessons"): Method One: "Batches Of Lessons Only"

What are the hot pink words at the beginning of each lesson?!

NEW WORDS: Grahame, Kenneth, Scottish, ambition, armchair, carelessly chaos, conceited, courtiers, craze, croquet, deserted, dignified, disappointing, doggedly, dormouse, dreamily, dwindled, entering, fellows, flamingo, flamingos, furrows, gryphon, hauled, indignantly, inexperienced

AOCR is the ONLY curriculum (that we're aware of) that tracks EVERY single unique new vocabulary word that is exposed to the student, from lesson-to-lesson. The above pink words are NEW words that the student has NOT seen in any prior AOCR lesson!

The teacher should orally PRE-TEACH the meanings of all "likely unknown" new words to the class (the teachers know their students!) BEFORE the students launch into their independent silent reading of the passages!

AOCR's vocabulary "intentionality" allows us to <eventually> "guarantee" a K-12th-Grade vocabulary that will have one academically ready for a tough 4-year college!

Reading Content Access Method 2: Lessons & Phonics Combined – Laid Out By Weeks In The School Year

Getting To Reading Content ("Lessons"): Method Two: Lessons & Phonics Combined, By School Week

Let's select Module A (we know that it's Kindergarten), but instead of by just Lesson "blocks," let's select the curriculum by school week (to include lessons AND phonics):

Hyper-links will take you to Lessons plus Phonics for each week of the school year

AnyOneCanRead®

Module A – Weeks 1 to 17

Click here for WEEK 1

Click here for WEEK 2

Click here for WEEK 3

Click here for WEEK 4

Click here for WEEK 5

continued →

Getting To Reading Content ("Lessons"): Method Two: Lessons & Phonics Combined, By School Week

You'll start with the week's lessons:

WEEK ONE

WEEK ONE READING PASSAGES

Lesson 1 – Core Knowledge (R) Independent Reading

(Review guidelines for publishing Core Knowledge (R) materials at the bottom of this page-view.)

NEW WORDS : and cat dad dog

Pet Fun

Pet cat .

Pet dog .

Pet pig .

NEW WORDS : Jin Kim Min at but fed had him led man ox ran sat

Ox And Man

Ox ran and ran .

Getting To Reading Content ("Lessons"): Method Two: Lessons & Phonics Combined, By School Week

Then you'll scroll down to the week's phonics activities

Three types of Phonics "Activities" in Module A (Kindergarten):

"Activity #1": "Repeat of the above reading passages"

"Activity #2": "Scope and sequence" → phonics exposure laid out in an explicit order

"Activity #3": "Most frequent words" → ~800 words count for ~70% of word exposures in our cumulative K-to-2nd grade lessons!

Phonics Activity #3 ends after Week 22 of Module B is completed

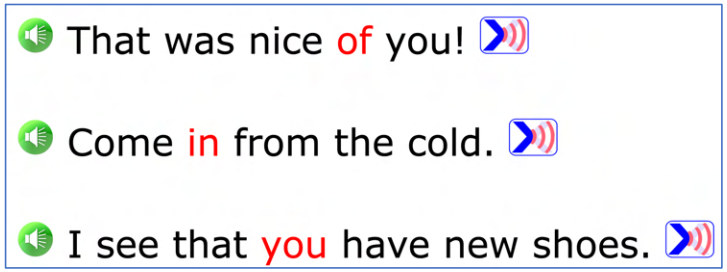
Phonics Activity #1 ends after Module B is completed

Let's learn how the phonics activities work and then review the make-up of each of the three types of activity

continued →

Getting To Reading Content ("Lessons"): Method Two: Lessons & Phonics Combined, By School Week → How All Of The Phonics Activities Work

You will see a green speaker button at the beginning of passages or sentences:



Words in red are the targeted "teaching words" (students not expected to learn to read the black-font written words at this point)

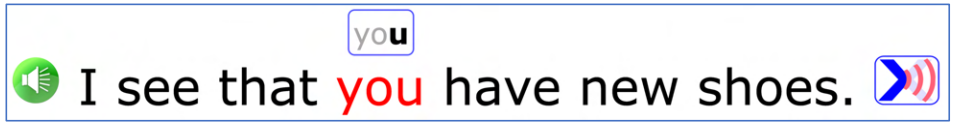
Click the speaker button, and the passage is read to you out-loud, but it will stop reading when it gets to the red teaching word

The student will click on / screen touch the red word, each letter in the word is sounded-out, and then the word is spoken as a whole

continued →

Getting To Reading Content ("Lessons"): Method Two: Lessons & Phonics Combined, By School Week → How All Of The Phonics Activities Work

When the word has been sounded-out – and then spoken as a whole – then the read-out-loud will continue until completion of the sentence or the passage:



The student is then to return to the red word, click / touch it one more time, and this time the students are asked to sound-out the word <u>themselves</u>

It is VERY important that the student practices the sound-out!! → it is repeated sound-outs that "train the brain" (number of needed repeated sound-outs varies by-child) to eventually recognize the word INSTANTANEOUSLY without needing a sound-out anymore ("orthographic mapping")

continued →

Getting To Reading Content ("Lessons"): Method Two: Lessons & Phonics Combined, By School Week → **Phonics Activity #1**

Passages from that week's lessons and / or prior lessons are provided

Students engage with the red-stop-word process, ending by sounding-out the target word(s) themselves

Additional benefit is that our passage choices engage the students in repeated readings of lessons that they've had before

WEEK ONE PHONICS READ-ALONGS

FROM AOCR PHONICS ACTIVITY #1, ABOVE READING PASSAGES

Pet Fun

Pet cat .

Pet dog .

Pet pig .

Pet hog .

Ox And Man

Ox ran and ran .

Jin ran at him ,

But Ox ran on .

Kim had him ,

Getting To Reading Content ("Lessons"): Method Two: Lessons & Phonics Combined, By School Week → **Phonics Activity #2**

Sentences from AOCR's highly comprehensive scope-and-sequence word database (thousands of targeted red vocabulary words ordered in a systematic and explicit way, in order to build decoding mastery) are provided, starting with two-letter, vowel-consonant words, and building in letter-sound-spelling complexity from there

Students engage with the red-stop-word process, ending by sounding-out the red target word themselves

FROM AOCR PHONICS ACTIVITY #2, "SCOPE AND SEQUENCE"

* *Important reminder: the students are **NOT** expected to learn the written black-font words in these sentences at this point in time! – the goal is to just learn the red words – but the black-font words are certainly good for building strong **oral** vocabulary, of course!*

* **Activity 1) VC WORDS:**

There's an ad in the neighborhood newsletter for a babysitter.

My friend Al got a dog.

Did you know that I am left-handed?

continued →

Getting To Reading Content ("Lessons"): Method Two: Lessons & Phonics Combined, By School Week → **Phonics Activity #2: AOCR's Scope and Sequence Is The Most Comprehensive That We've Found Anywhere**

AOCR PHONICS SCOPE AND SEQUENCE READ-ALONG LESSONS TABLE-OF-CONTENTS

01) VC - All Short Vowels
02) CVC - Short A
03) CVC - Short E
04) CVC - Short I
05) CVC - Short O
06) CVC - Short U
07) Other 3-Letter C & V
08) CVCC - Short A
09) CCVC - Short A
10) CVCC - Short E
11) CCVC - Short E
12) CVCC - Short I
13) CCVC - Short I
14) CVCC - Short O
15) CCVC - Short O
16) CVCC - Short U
17) CCVC - Short U
18) Other 4-Letter C & V
19) 2/3/4-Letter Single-Cons Short-Vowel, ADD SILENTS
20) Long A - Cons - Silent E
21) Long E - Cons - Silent E
22) Long I - Cons - Silent E
23) Long O - Cons - Silent E
24) Long U - Cons - Silent E
25) CVCCC - Short A
26) CCVCC - Short A
27) CCCVC - Short A
28) Other CV - Short A inc. Silents
29) CVCCC - Short E
30) CCVCC - Short E
31) Other CV - Short E inc. silents
32) CVCCC - Short I
33) CCVCC - Short I
34) CCCVC - Short I
35) Other CV - Short I inc. silents
36) CVCCC - Short O
37) CCVCC - Short O
38) CCCVC - Short O
39) Other CV - Short O inc. silents
40) CVCCC - Short U
41) CCVCC - Short U
42) CCCVC - Short U
43) Other CV - Short U inc. silents
44) The "are" sound when A is silent and R makes its letter-name sound
45) S sounds like Z
46) C sounds like S
47) G sounds like J
48) The "ER" sound spelled with "ER"
49) The "ER" sound spelled with "UR"
50) The "ER" sound spelled with "IR"
51) The "ER" sound spelled with "EAR"
52) The "ER" sound spelled with "OR"
53) The "OR" sound (spelled ONLY with letters "OR" at this point in time)
(We suggest that this is the LONG-O sound "rolling into" the "ER" sound) *
54) Letter Y can also sound like LONG-I or SHORT-I
LONG I
SHORT I
55) More ways to spell the "LONG-A" sound (descending order of frequency)
Letters "AI"
Letters "AY" / "AYE"
Letters "EI" / "EIG" / "EIGH"
Letters "EY"
Letters "EA"
Letters "AE"
Letters "AU"
Letters "OE"
56) More ways to spell the "LONG-E" sound (descending order of frequency)
Letters "EE" ... then the "EE" Long-E rolls into the "ER" sound
Letters "EA" ... then the "EA" Long-E rolls into the "ER" sound
Letters "IE" ... then the "IE" Long-E rolls into the "ER" sound
Letter "E" "by itself" ... then the "E" Long-E rolls into the "ER" sound
Letter "I" (much higher frequency of this once into multiple syllable words!)
Letters "EY"
Letters "EI" ... then the "EI" Long-E rolls into the "ER" sound
Letters "AY"
57) More ways to spell the "LONG-I" sound (descending order of frequency)
Letters "IE"
Letter "I" "by itself" ... then the "I" Long-I rolls into the "ER" sound
Letters "IRE" & "YRE" ... where the "I" or "Y" Long-I rolls into the "ER" sound
Letters "IGH"
Letters "EI"
Letters "AI"
Letters "UI"
Letters "IGN"

continued →

Getting To Reading Content ("Lessons"): Method Two: Lessons & Phonics Combined, By School Week → **Phonics Activity #2: AOCR Scope and Sequence The Most Comprehensive That We've Found Anywhere**

58) More ways to spell the "LONG-O" sound (descending order of frequency)

** (NOTE: this will include additional spellings of the already introduced "OR" sound)*

Letters "OA" ... then the "OA" Long-O rolls into the "ER" sound

Letter "O" "by itself"

Letters "OW"

Letter "A" ... then the "A" Long-O rolls into the "ER" sound

Letters "OU" ... then the "OU" Long-O rolls into the "ER" sound

Letters "AU"

Letters "EAU"

Letters "OE" & "OH" when the "OE" or "OH" Long-O rolls into the "ER" sound

Letters "EW"

Letters "OUGH"

Letters "EO"

59) More ways to spell the "LONG-U" sound (descending order of frequency)

Letters "EW"

Letter "U" "by itself" ... then the "U" Long-U rolls into the "ER" sound

Letters "UE"

Letters "OU"

Letters "EU"

Letters "EAU"

60) More ways to spell the 5 short-vowel sounds

Short Letter A: "AU"

Short Letter A: "A-consonant-silent E"

Short Letter A: "AI"

Short Letter E: "EA"

Short Letter E: "E-consonant-silent E"

Short Letter E: "AI"

Short Letter E: "AY"

Short Letter I: "UI"

Short Letter I: "EE"

Short Letter I: "IE"

Short Letter O: "A" or "AA"

Short Letter U: "O-consonant-silent E"

Short Letter U: "O by itself"

Short Letter U: "OO"

Short Letter U: "OU"

Short Letter U: "U-consonant-silent E"

61) Letters "S" & "H" 'morphing' in a way that makes the Consonant "SH" sound

62) Letters "C" & "H" 'morphing' in a way that makes the Consonant "CH" sound

63) Letters "T" & "H" 'morphing' in a way that makes the 1) Consonant "TH" sound (we call this the "HISSING" TH sound)

64) Letters "T" & "H" 'morphing' in a way that makes the 2) Consonant "TH" sound (we call this the "BUZZING" TH sound)

65) Consonant-D can sound like Consonant-T

66) Extending the 5 {Long-vowel -- consonant -- silent E} spellings into 5-letter words

Letter "A"

Letter "E"

Letter "I" ... then the "I" Long-I rolls into the "ER" sound

Letter "O" ... then the "O" Long-O rolls into the "ER" sound

Letter "U"

At this juncture, we finally allow the usage of 2-syllable teaching-words.

67) The "ING" sound

Letter-Y can make the Long-E sound at the end of a word:

68) Letter-Y is "by-itself" as the word's 2nd-syllable, it makes the Long-E sound; and the 1st-syllable is a root word

69) Letter-Y is in the 2nd-syllable, still making the Long-E sound; the 1st-syllable contains a root word, but the last letter of the root word is doubled as a silent consonant

70) All other versions of Letter-Y making the Long-E sound in the 2nd-syllable, where the 1st-syllable may or may not be a root word.

71) Letter-U can make the Consonant-W sound

72) Letters-P & H and letters-G & H are combined together to make the Consonant-F sound

73) The "AIR" sound and its many spellings

At this juncture, we cover the remaining vowel sounds (we've already covered the 5 Short-vowel, the 5 Long-vowel, and the "ER" vowel sounds)

74) The "OY" sound spelled 3 ways

75) The "OU" sound spelled 4 ways

76) The "AW" sound spelled 4 ways

77) The 1) "OO" sound (like in "boot") spelled 10 ways

78) The 2) "OO" sound (like in "book") spelled 6 ways

All phonics activities are complete up to this point! (10/15/23)

79) 2-syllable word building: CV | CVCC words

80) 2-syllable word building: CVC | CVCC words

81) The "schwa" sound spelled with Letter-A

82) The "schwa" sound spelled with Letter-E

83) The "schwa" sound spelled with Letter-I

84) The "schwa" sound spelled with Letter-O

85) The "schwa" sound spelled with Letter-A

86) The "schwa" sound spelled with Letter-Y

87) Additional spellings of the "ER" sound (you've already learned 5 such spellings)

88) Other rarities (actual order of presentation TBD)

Letter-Z can sound like Consonant-S

Letter-F can sound like Consonant-V

Letter-X can sound like Consonant-Z

Letter-D can sound like Consonant-J

Letter-X can sound like Consonant-G

Letter-I can sound like Consonant-Y

Letter-O can "incorporate" a Consonant-W sound, without Letter-W present

Letters "LL" can make the Consonant-Y sound

Letter-N can "incorporate" a Consonant-Y sound, without Letter-Y present

89) The 11 spellings of the Consonant-SH sound

90) The 11 spellings of the Consonant-CH sound

91) The "ZH" sound and its 13 spellings

continued →

Getting To Reading Content ("Lessons"): Method Two: Lessons & Phonics Combined, By School Week → **Phonics Activity #2: Summary**

All of the letter-sound-spellings that we've just shown you MUST BE EXPLICITLY TAUGHT!

No educator could memorize all of that (and shouldn't have to!) → that's why we've BUILT IT FOR EDUCATORS, inside of one easy-to-use, single, convenient digital online portal!

- It's all out there for you to pull up and use in SECONDS, ready to exercise a child's brain with each of their own individualized / differentiated practice needs
- We estimate that the red teaching words alone will be a vocabulary of about 7,000 words (when all phonics activities are completed)!

If you prefer a different scope and sequence than what we've suggested, you can go in any order that you want, outside of the by-week phonics activities → we'll show you that when we explain Method Three for accessing our reading content

Getting To Reading Content ("Lessons"): Method Two: Lessons & Phonics Combined, By School Week → **Phonics Activity #3**

Wouldn't it make sense to build written vocabulary with as many high-frequency words as possible, as quickly as possible?! AOCR does this, along with crucial sound-out practice!

Phonics Activity #3 exposes the 500 most frequent words in AOCR's K-2 curriculum (in descending order of frequency) – and then continues with 333 more frequent words (in alphabetical order) found from other sources

- These 833 words represent 72% of all word exposures (words-read) in AOCR's K-2 curriculum!
- They are all learned before the end of Module B (1st-grade)!

FROM AOCR PHONICS ACTIVITY #3, "MOST FREQUENT WORDS"

Please feed the dog.

Is that a bee?

We have a cat and a dog.

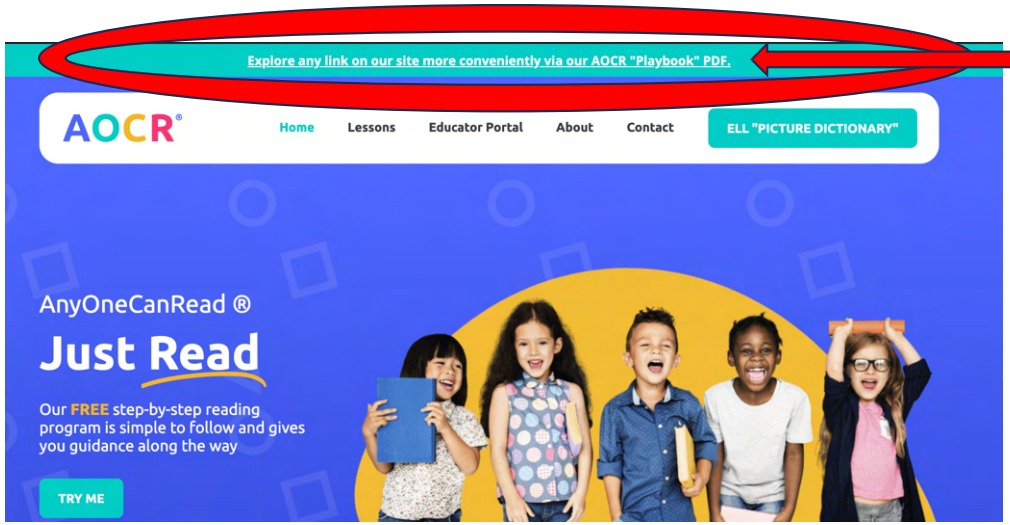
I'll go to bed now.

Reading Content Access Method 3:
Use The "AOCR Playbook" pdf →
Embedded Links To Everywhere In The Site

DETAILS ON LESSONS

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf

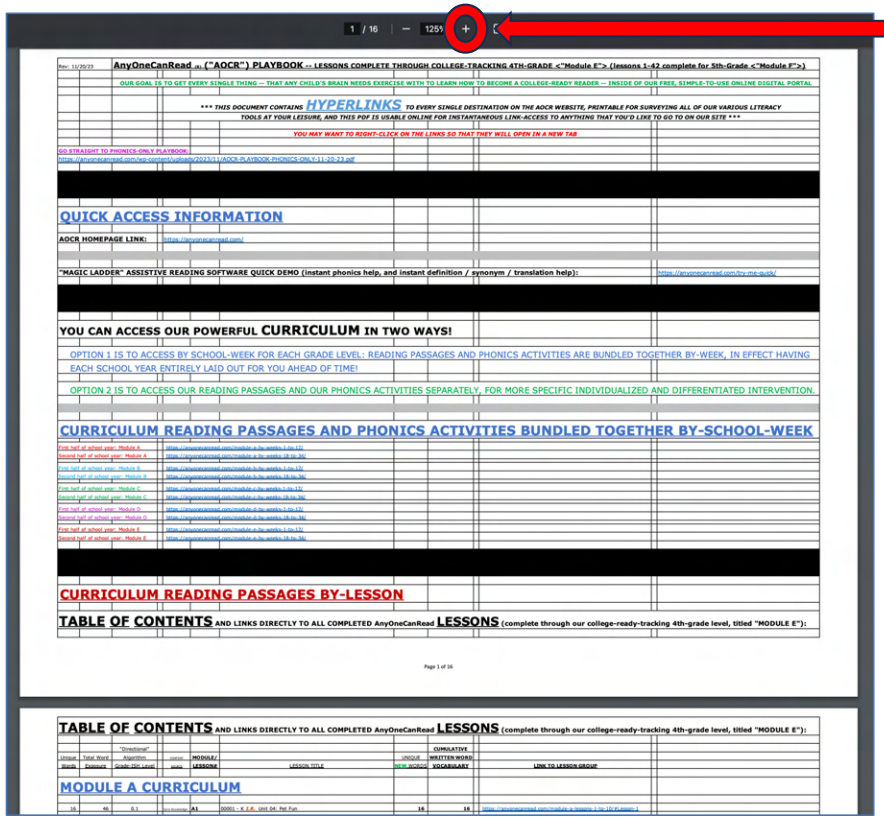
Getting to it is super-easy: the link is a floating bar at the top of each page-view:



Click on this link

Getting To Reading Content (“Lessons”): Method Three: Use The “AOCR Playbook” pdf

After clicking the link, a pdf will open up:



Note: increase the pdf font size by clicking on the “+” button

Getting To Reading Content (“Lessons”): Method Three: Use The “AOCR Playbook” pdf

What’s in the pdf?

- A bird’s-eye view of every single link in the AOCR website (nothing more than a simple “table of contents,” really)

- These embedded links take you immediately to the page-view that you want to open, for instant access in seconds!

- Printable for skimming through to look for items of interest

- “Bunched” into sections for easy navigation … let’s take a tour →

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

Sections of "different information types" are segregated by thick black rows

"Quick Access":

QUICK ACCESS INFORMATION	
AOCR HOMEPAGE LINK:	https://anyonecanread.com/
"MAGIC LADDER" ASSISTIVE READING SOFTWARE QUICK DEMO (instant phonics help, and instant definition / synonym / translation help):	https://anyonecanread.com/try-me-quick/
YOU CAN ACCESS OUR POWERFUL CURRICULUM IN TWO WAYS!	

Curriculum and phonics activities bundled by school week:

CURRICULUM READING PASSAGES AND PHONICS ACTIVITIES BUNDLED TOGETHER BY-SCHOOL-WEEK	
First half of school year: Module A	https://anyonecanread.com/module-a-by-weeks-1-to-17/
Second half of school year: Module A	https://anyonecanread.com/module-a-by-weeks-18-to-34/
First half of school year: Module B	https://anyonecanread.com/module-b-by-weeks-1-to-17/
Second half of school year: Module B	https://anyonecanread.com/module-b-by-weeks-18-to-34/
First half of school year: Module C	https://anyonecanread.com/module-c-by-weeks-1-to-17/
Second half of school year: Module C	https://anyonecanread.com/module-c-by-weeks-18-to-34/
First half of school year: Module D	https://anyonecanread.com/module-d-by-weeks-1-to-17/
Second half of school year: Module D	https://anyonecanread.com/module-d-by-weeks-18-to-34/
First half of school year: Module E	https://anyonecanread.com/module-e-by-weeks-1-to-17/
Second half of school year: Module E	https://anyonecanread.com/module-e-by-weeks-18-to-34/

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

CAVEAT: what is one of the biggest advantages of using the **FREE** AOCR curriculum?

JUST INTRODUCE THE LESSONS TO STUDENTS IN THE ORDER IN WHICH WE HAVE LAID OUT THE CURRICULUM!

- Text complexity builds in a very slow, gradual fashion, though all grade-levels

- Phonics-type exposures build in a logical order that simultaneously builds vocabulary and letter pattern recognition

- Vocabulary builds at a faster rate than other curricula, front-loading (**in general**) more-frequent words intentionally

- Everything that any child's brain could need practice with - to learn to read - is right there in our single, convenient digital portal

- As an educator, it's all laid out for you → easy to use with fast ramp-up

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

Sections of "different information types" are segregated by thick black rows

Curriculum-alone by Module and lesson order (phonics activities will be accessed independently):

CURRICULUM READING PASSAGES BY-LESSON

TABLE OF CONTENTS AND LINKS DIRECTLY TO ALL COMPLETED AnyOneCanRead **LESSONS** (complete through our college-ready-tracking 4th-grade level, titled "MODULE E"):

Page 1 of 16

TABLE OF CONTENTS AND LINKS DIRECTLY TO ALL COMPLETED AnyOneCanRead **LESSONS** (complete through our college-ready-tracking 4th-grade level, titled "MODULE E"):

Unique Words	Total Word Exposure	"Directional" Algorithm Grade-ISH Level	CONTENT SOURCE	MODULE/ LESSON#	LESSON TITLE	UNIQUE NEW WORDS	CUMULATIVE WRITTEN WORD VOCABULARY	LINK TO LESSON GROUP
MODULE A CURRICULUM								
16	46	0.1	Core Knowledge	A1	00001 - K I.R. Unit 04: Pet Fun	16	16	https://anyonecanread.com/module-a-lessons-1-to-10/#Lesson-1
15	32	0.1	Core Knowledge	A2	00002 - K I.R. Unit 05: Ox And Man	13	29	https://anyonecanread.com/module-a-lessons-1-to-10/#Lesson-2
22	28	0.1	AnyOneCanRead	A3	00003 - Pattern-Builder Poems 0001	21	50	https://anyonecanread.com/module-a-lessons-1-to-10/#Lesson-3
19	31	0.1	AnyOneCanRead	A4	00004 - Pattern-Builder Poems 0002	16	66	https://anyonecanread.com/module-a-lessons-1-to-10/#Lesson-4
23	48	0.1	AnyOneCanRead	A5	00005 - Pattern-Builder Poems 0003	17	83	https://anyonecanread.com/module-a-lessons-1-to-10/#Lesson-5
29	47	0.1	AnyOneCanRead	A6	00006 - Poems And Rhymes 0001	20	103	https://anyonecanread.com/module-a-lessons-1-to-10/#Lesson-6
	376	0.9	Core Knowledge	A91	00091 - G1 I.R. Unit 01: Snap Shots (Part Three)	5	2,052
226	414	0.9	Core Knowledge	A92	00092 - G1 I.R. Unit 01: Snap Shots (Part Four)	7	2,059
210	478	0.9	AnyOneCanRead	A93	00093 - Poems And Rhymes 0042	43	2,102
MODULE B CURRICULUM							
215	403	1.0	AnyOneCanRead	B1	00094 - Poems And Rhymes 0043	51	2,153
223	379	1.0	AnyOneCanRead	B2	00095 - <Fast Break> Inf./Deriv. Builder 0004	70	2,223
233	452	1.0	AnyOneCanRead	B3	00096 - Pattern-Builder Poems 0011	69	2,292
216	695	1.9	Core Knowledge	B100	00193 - G2 I.R. Unit 01: The Cat Bandit (Part Two)	9	6,161
273	609	1.9	AnyOneCanRead	B101	00194 - Stories Misc 0005: The First Snow	27	6,188
411	700	1.9	AnyOneCanRead	B102	00195 - <Fast Break> Short / Long 0001	84	6,272
276	579	1.9	AnyOneCanRead	B103	00196 - Stories Misc 0006: The Witch Barber	34	6,306
MODULE C CURRICULUM							
229	548	2.0	AnyOneCanRead	C1	00197 - Stories Misc 0007: "Dino Lady" Zoe	21	6,327
301	502	2.0	AnyOneCanRead	C2	00198 - <Fast Break> 3-Letter-Vocab-Builder 0002	79	6,406
405	927	2.0	AnyOneCanRead	C3	00199 - Poems And Rhymes OBM 0008	45	6,451
558	967	2.0	AnyOneCanRead	C4	00200 - <Fast Break> Dale-Chall Vocab 0001	263	6,714
510	1,442	2.0	AnyOneCanRead	C5	00201 - Stories Misc 0008: The Balloon Drone	87	6,801
582	1,815	2.9	Core Knowledge	CB1	00277 - READ-TO FROM K: H&G 02: Native Americans	36	11,039
526	1,357	2.9	AnyOneCanRead	CB2	00278 - Poems And Rhymes OBM 0019	40	11,079
MODULE D CURRICULUM							
	861	3.0	Core Knowledge	D1	00279 - G1 I.R. Unit 06: Grace (Part One)	11	11,090
	716	3.0	Core Knowledge	D2	00280 - G1 I.R. Unit 06: Grace (Part Two)	13	11,103
	861	3.0	Core Knowledge	D3	00281 - G1 I.R. Unit 06: Grace (Part Three)	12	11,115
	786	3.0	Core Knowledge	D4	00282 - G1 I.R. Unit 06: Grace (Part Four)	15	11,130
	896	3.0	Core Knowledge	D5	00283 - G1 I.R. Unit 06: Grace (Part Five)	11	11,141
	2,861	3.9	Core Knowledge	D64	00342 - READ-TO FROM K: 11 Taking Care Of The Earth (Part Two)	85	17,014
1,407	2,881	3.9	Core Knowledge	D65	00343 - READ-TO FROM K: 11 Taking Care Of The Earth (Part Three)	92	17,106
1,207	2,526	3.9	AnyOneCanRead	D66	00344 - <Fast Break> Inf./Deriv. Builder DD + EE now-combined	335	17,441
MODULE E CURRICULUM							
491	1,467	4.0	AnyOneCanRead	E1	00345 - Beatrix Potter 0015: The Tale Of Tay True-Mouse	71	17,512
553	2,229	4.0	Core Knowledge	E2	00346 - READ-TO FROM K: SCI 01 Pushes and Pulls	64	17,576
	2,363	4.0	Core Knowledge	E3	00347 - G3 I.R. Unit 04: Stories Of Ancient Rome (Part One)	12	17,588
	2,055	4.0	Core Knowledge	E4	00348 - G3 I.R. Unit 04: Stories Of Ancient Rome (Part Two)	58	17,646
	2,435	4.0	Core Knowledge	E5	00349 - G3 I.R. Unit 04: Stories Of Ancient Rome (Part Three)	64	17,710
2,036	1,342	***	Core Knowledge	**	Memo: 00441 - G3 H&G Unit 07 The Thirteen Colonies (Part Two) - Glossary and Image Subtitles words		25,867
663	2,904	4.9	Core Knowledge	E98	00442 - READ-TO FROM G2: SCI 01 Properties Of Matter	41	25,908
1,169	2,349	4.9	AnyOneCanRead	E99	00443 - <Fast Break> Inf./Deriv. Builder FF	300	26,208
MODULE F CURRICULUM (SO FAR)							
	4,261	5.0	AnyOneCanRead	F1	00444 - Stories Misc: The Boxcar Children (first half) Chapters 1-3	69	26,277
	4,889	5.0	AnyOneCanRead	F2	00445 - Stories Misc: The Boxcar Children (first half) Chapters 4-6	60	26,337
2,137	3,888	5.0	AnyOneCanRead	F3	00446 - Stories Misc: The Boxcar Children (first half) Chapters 7-8	101	26,438
	5,260	5.0	Core Knowledge	F4	00447 - READ-TO G3 I.R. Unit 10: Daily Living In Colonial America (Part One)	78	26,516
	4,875	5.0	Core Knowledge	F5	00448 - READ-TO G3 I.R. Unit 10: Daily Living In Colonial America (Part Two)	98	26,614

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

Sections of "different information types" are segregated by thick black rows

Extra information provided in our curriculum section:

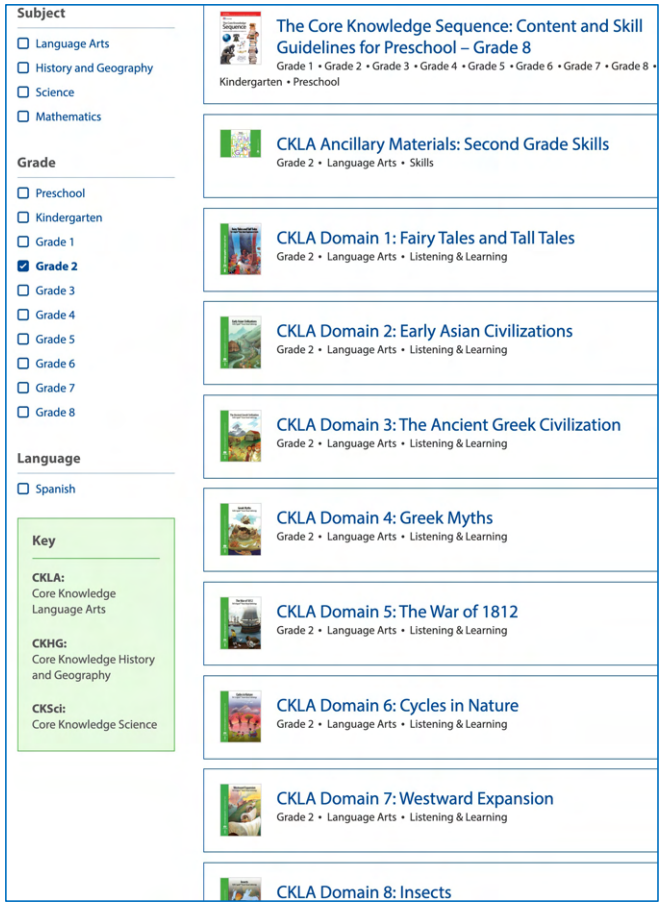
1	2	3	4	5	6	7	8	9
Unique Words	Total Word Exposure	"Directional" Algorithm Grade-ISH Level	CONTENT SOURCE	MODULE/ LESSON#	LESSON TITLE	UNIQUE NEW WORDS	CUMULATIVE WRITTEN WORD VOCABULARY	LINK TO LESSON GROUP
	3,591	4.6	Core Knowledge	E64	00408 - G3 *I.R.* Unit 08: Native American Stories (Part One)	39	22,634	https://anyonecanread.com/module-e-lessons-61-to-70/#Lesson-64
	3,758	4.6	Core Knowledge	E65	00409 - G3 *I.R.* Unit 08: Native American Stories (Part Two)	50	22,684	https://anyonecanread.com/module-e-lessons-61-to-70/#Lesson-65
1,724	1,344	---	Core Knowledge	**	Memo: 00409 - G3 I.R. Unit 08 (Glossary and Image Subtitles words)		22,684	
	4,278	4.6	Core Knowledge	E66	00410 - *READ-TO* FROM G1: 09 Fairy Tales <Scary> (Part One)	52	22,736	https://anyonecanread.com/module-e-lessons-61-to-70/#Lesson-66
1,439	5,213	4.6	Core Knowledge	E67	00411 - *READ-TO* FROM G1: 09 Fairy Tales <Scary> (Part Two)	55	22,791	https://anyonecanread.com/module-e-lessons-61-to-70/#Lesson-67
483	898	4.6	AnyOneCanRead	E68	00412 - <Fast Break> Fill Many Iconic Word Lists' Remaining Gaps 0002	87	22,878	https://anyonecanread.com/module-e-lessons-61-to-70/#Lesson-68
	6,477	4.6	Core Knowledge	E69	00413 - *READ-TO* FROM G1: 08 Animals & Habitats (Part One)	95	22,973	https://anyonecanread.com/module-e-lessons-61-to-70/#Lesson-69
	5,610	4.6	Core Knowledge	E70	00414 - *READ-TO* FROM G1: 08 Animals & Habitats (Part Two)	65	23,038	https://anyonecanread.com/module-e-lessons-61-to-70/#Lesson-70
1,950	2,522	4.6	Core Knowledge	E71	00415 - *READ-TO* FROM K: SCI 03 Changing Environments	49	23,087	https://anyonecanread.com/module-e-lessons-71-to-80/#Lesson-71
	4,797	4.6	AnyOneCanRead	E72	00416 - Ghost Stories 0001 (Part One)	104	23,191	https://anyonecanread.com/module-e-lessons-71-to-80/#Lesson-72
2,020	4,597	4.6	AnyOneCanRead	E73	00417 - Ghost Stories 0001 (Part Two)	129	23,320	https://anyonecanread.com/module-e-lessons-71-to-80/#Lesson-73
418	703	4.6	AnyOneCanRead	E74	00418 - <Fast Break> Fill Many Iconic Word Lists' Remaining Gaps 0003	115	23,435	https://anyonecanread.com/module-e-lessons-71-to-80/#Lesson-74
920	3,135	4.6	AnyOneCanRead	E75	00419 - Stories Misc 0016 - Finding Funny	78	23,513	https://anyonecanread.com/module-e-lessons-71-to-80/#Lesson-75
462	680	4.7	AnyOneCanRead	E76	00420 - <Fast Break> Suffixes 02: "-LY"	152	23,665	https://anyonecanread.com/module-e-lessons-71-to-80/#Lesson-76
	4,535	4.7	Core Knowledge	E77	00421 - *READ-TO* FROM G3: 10 Colonial America Deep Dive (Part One)	58	23,723	https://anyonecanread.com/module-e-lessons-71-to-80/#Lesson-77

Column headers, left-to-right: 1) unique words in each lesson; 2) total words to read in each lesson; 3) grade-level for EACH lesson, as calculated by a powerful algorithm; 4) whether the content came from Core Knowledge ® or from AOCR; 5) module and lesson #; 6) title of each lesson; 7) number of new words introduced to the student in each new lesson; 8) cumulative written vocabulary words introduced to the student since the first lesson of Kindergarten; 9) the link for instant access to open the tab to each lesson

Core Knowledge ® Content

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour https://www.coreknowledge.org/

CAVEAT: why is **Core Knowledge** ® the bulk of our curriculum content? …



continued →

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

CAVEAT: why is **Core Knowledge** ® the bulk of our curriculum content?

- Broad subject matter ("domain knowledge") curriculum where topics are introduced – and then reintroduced in later years for broader / deeper dives
  * ELA, poetry, history, geography, social studies, civics, government, biographies, science after science after science
  * Builds larger vocabulary, since each subject area has its "own" specific battery of vocab words
  * Incredible for building critical global background knowledge (a linchpin for strong literacy)
  * Developed over DECADES with many expert writers from multiple fields

- High-student-interest topics
  * Content is developed more like engaging "story-telling" → not dull and dry

- Highly vetted from multiple sources (example: check out Natalie Wexler's The Knowledge Gap!)

- Common-share-alike license with free version pdfs online: allows others to use AND to repurpose, including rewriting content (must cite that it came from Core Knowledge and cannot charge money for its usage)

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

Sections of "different information types" are segregated by thick black rows

More detail on lesson "<u>types</u>" in the AOCR curriculum:

Core Knowledge ® "Independent Silent Reading" lessons:

- Presented as-is without any adjustments / word changes to their original lesson

- Identified in the lesson title with a maroon "***I.R.***"

Core Knowledge	**A1**	00001 - K ***I.R.*** Unit 04: Pet Fun
Core Knowledge	**A2**	00002 - K ***I.R.*** Unit 05: Ox And Man

Core Knowledge	**B84**	00177 - G2 ***I.R.*** Unit 04: The Job Hunt (Part One)
Core Knowledge	**B85**	00178 - G2 ***I.R.*** Unit 04: The Job Hunt (Part Two)
Core Knowledge	**B86**	00179 - G2 ***I.R.*** Unit 04: The Job Hunt (Part Three)

Core Knowledge	**D34**	00312 - G2 ***I.R.*** Unit 06: The War Of 1812 (Part One)
Core Knowledge	**D35**	00313 - G2 ***I.R.*** Unit 06: The War Of 1812 (Part Two)
Core Knowledge	**D36**	00314 - G2 ***I.R.*** Unit 06: The War Of 1812 (Part Three)
Core Knowledge	**D37**	00315 - G2 ***I.R.*** Unit 06: The War Of 1812 (Part Four)

Note: AOCR is carefully following Core Knowledge "Common Share-Alike" usage guidelines; AOCR is using Core Knowledge because we believe that it is the most powerful broad-domain-knowledge curriculum that has ever been created.

continued →

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

Sections of "different information types" are segregated by thick black rows

More detail on lesson "types":

Core Knowledge ® "**Read-To**" lessons:

- Lessons mostly taken from Core Knowledge lessons that teachers read to students and are not assigned as "independent silent reading"

- Lessons are re-written by AOCR to lower the grade-level in order to ADD lessons to the battery of independent written reading content that the students will experience

- Identified in the lesson title with an orange "***READ-TO***"

Core Knowledge	**B61**	00154 - ***READ-TO*** FROM K: 02: The Five Senses (Part One)
Core Knowledge	**B62**	00155 - ***READ-TO*** FROM K: 02: The Five Senses (Part Two)
Core Knowledge	**B63**	00156 - ***READ-TO*** FROM K: 02: The Five Senses (Part Three)
Core Knowledge	**B64**	00157 - ***READ-TO*** FROM K: 02: The Five Senses (Part Four)

Core Knowledge	**C65**	00261 - ***READ-TO*** FROM K: H&G 03: Exploring And Moving To America (Part 01)
Core Knowledge	**C66**	00262 - ***READ-TO*** FROM K: H&G 03: Exploring And Moving To America (Part 02)
AnyOneCanRead	**C67**	00263 - Poems And Rhymes OBM 0017
Core Knowledge	**C68**	00264 - ***READ-TO*** FROM K: 05 Farms (Part One)
Core Knowledge	**C69**	00265 - ***READ-TO*** FROM K: 05 Farms (Part Two)

Core Knowledge	**E84**	00428 - ***READ-TO*** FROM G2: 02 Early Asian Civilizations (Part One)
Core Knowledge	**E85**	00429 - ***READ-TO*** FROM G2: 02 Early Asian Civilizations (Part Two)
Core Knowledge	**E86**	00430 - ***READ-TO*** FROM G2: 03 H&G Culture of Japan
AnyOneCanRead	**E87**	00431 - <Fast Break> 3-Letter-Vocab-Builder 0003
Core Knowledge	**E88**	00432 - ***READ-TO*** FROM G2: 08 Insects (Part One)
Core Knowledge	**E89**	00433 - ***READ-TO*** FROM G2: 08 Insects (Part Two)

continued →

AnyOneCanRead ® Content

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

Sections of "different information types" are segregated by thick black rows

More detail on lesson "<u>types</u>":

AOCR "Poems And Rhymes":

- Public domain poems and nursery rhymes

Big Bus, Stop !

Big bus ,

Stop !

Stop for me !

I've got my hand up !

Sea Frog

Here we sail ,

So fast and free ,

And the frog in the sea ,

He can't catch me !

continued →

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

Sections of "different information types" are segregated by thick black rows

More detail on lesson "<u>types</u>":

AOCR "Pattern Builder Poems":

- Practice with most-frequent rhyming-pattern-spellings

Letters "-AN":

Stan The Man

My name is Fran ,

And I am a fan ,

Of a guy named Stan ,

Whose Gran is named Ann ,

Letters "-AY":

May Day

"On this May day ,

Can we stay ,

Out here to play ?"

"I have to say ,

continued →

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

Sections of "different information types" are segregated by thick black rows

More detail on lesson "<u>types</u>":

AOCR public domain (including self-written) stories:

- Intentionally grade-leveled (re-written) stories (such as 23 Beatrix Potter stories!) …

<u>Kindergarten</u>

Mouse thinks she's sick . "Hmm," he thinks . So ! He slides to the floor . Down . Down . Down he goes .

Miss Madge looks worse . Quite ill. She drools . She moans . Mouse comes near .

<u>2nd-Grade</u>

There was a nice hot fireplace smell. Lucie saw a very short, stout person. She was standing at the table. She had an iron in her hand. She stared anxiously at Lucie. Her bright gown was tucked up. She wore a large apron. It fit over her striped petticoat. Her little black nose twitched. It went, "sniffle, snaffle, snuffle." And her eyes went "twinkie, twinkle." Underneath her cap, where Lucie

continued →

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

Sections of "different information types" are segregated by thick black rows

More detail on lesson "<u>types</u>":

AOCR public domain (including self-written) stories:

- … more public domain classics:

<u>The Velveteen Rabbit (4th-Grade)</u>

The Rabbit could not allege to be a model of anything. That's because he was incognizant of the existence of real living rabbits. He presumed that they were all stuffed with sawdust wadding, like himself. And he knew that sawdust was anachronistic. It should never be alluded to in modernistic circles. There was another toy in the home. It had been made by the disabled soldiers. That was

<u>The Boxcar Children (5th-Grade)</u>

To tell the truth, Henry had found a few things in the culch which he had stored in his own pocket. The hoardings consisted of an allotment of bent and rusty nails of all sizes. And there were a few screws and nuts. The doctor returned at 6:00 PM. He found Henry corking up the turpentine and apportioning the brushes on the shelf.

continued →

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Sections of "different information types" are segregated by thick black rows

More detail on lesson "<u>types</u>":

AOCR internally-designated "Fast-Break" lessons → Type One: plurals, verb tense, comparative / superlative, and possessive building (we take root words that the student has already learned and build more words in that word family; this is done via simple sentences)

<u>Kindergarten</u>

I'm looking up .

That bird's singing .

Mom's making cake .

He's feeling bad .

That's Tom's horse .

<u>4th-Grade</u>

We are believers about global warming!

His hotheaded reply got him in trouble.

These backrests might help on a long drive.

Our kids love to go to various playlands.

continued →

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More detail on lesson "<u>types</u>":

AOCR internally-designated "Fast-Break" lessons → Type Two: there are lots of iconic word lists out there that focus on building "more important" vocabulary words (likely to see them more in **<u>print</u>**); these sentences "finish off" the inclusion of these word list words in our curriculum:

<u>Kindergarten: "Dolch Words"</u>

I can do that on my own .

Hand me some paper .

Can I go to the party ?

Draw a picture for me .

<u>Marzano 3rd-Grade Words</u>

Tofu is a soybean product.

Light the charcoal on the grill.

That trapeze artist is quite an acrobat.

The sheriff pulled his gun from his holster.

continued →

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

Sections of "different information types" are segregated by thick black rows

More detail on lesson "<u>types</u>":

AOCR internally-designated "Fast-Break" lessons → Type <u>Three</u>: in 5th- and 6th-Grade, we will cover the 20 most frequent prefixes and the 20 most frequent suffixes; again, this is via simple sentences

<u>Prefix Example</u>

Lesson 42 – Prefixes 01 "UN-"

The prefix "UN-" means "not." Examples: "unfriendly" means "not friendly"; "unsure" means "not sure." Etc …

This fabric's uncoated.

Untamed beasts roam this jungle.

It's unsafe to swim here.

We're both "Smiths," but we're unrelated.

Their hamster's uncaged.

<u>Suffix Example</u>

Lesson 42 – Suffixes 05: "-FUL"

The suffix "-FUL" means "full of." Examples: "careful" means "full of care"; "restful" means "full of rest"; "prideful" means "full of pride." Etc …

I won the food-eating contest, but my bellyful of hot dogs has made me sick to my stomach.

To me, it's clear that the V.P. of Marketing is blameful for the botched new product launch.

This cracked, rusted tool is totally unuseful and should be thrown out.

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DETAILS ON PHONICS ACTIVITIES

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Accessing the powerful vocabulary-building phonics activities - #2 (review pages 26 & 27) <u>independently</u> from the silent reading lessons – you'll see links for each specific phonics activity:

Activity 3) **CVC WORDS, SHORT-E FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-3
Activity 4) **CVC WORDS, SHORT-I FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-4
Activity 5) **CVC WORDS, SHORT-O FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-5
Activity 6) **CVC WORDS, SHORT-U FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-6
Activity 7) **OTHER 3-LETTER, NON-CVC WORDS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-7
4-LETTER WORDS WITH ONLY SHORT-VOWELS AND SINGLE CONSONANTS:	
Activity 8) **CVCC WORDS, SHORT-A FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-8
Activity 9) **CCVC WORDS, SHORT-A FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-9
Activity 10) **CVCC WORDS, SHORT-E FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-10
Activity 11) **CCVC WORDS, SHORT-E FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-11
Activity 12) **CVCC WORDS, SHORT-I FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-12
Activity 13) **CCVC WORDS, SHORT-I FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-13
Activity 14) **CVCC WORDS, SHORT-O FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-14
Activity 15) **CCVC WORDS, SHORT-O FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-15
Activity 16) **CVCC WORDS, SHORT-U FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-16
Activity 17) **CCVC WORDS, SHORT-U FOCUS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-17
Activity 18) **OTHER 4-LETTER, NON-CVCC OR CCVC WORDS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-18
INTRODUCE SILENT LETTERS IN 3- AND 4-LETTER WORDS WHERE NON-SILENT LETTERS ARE ONLY SHORT-VOWELS AND SINGLE-CONSONANTS:	
Activity 19) **INTRODUCE SILENT LETTERS INTO 3- & 4-LETTER SINGLE-CONSONANT- AND SHORT-VOWEL-ONLY WORDS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-19
INTRODUCE THE FIVE LONG-VOWEL SOUNDS, BUT ONLY IN SPELLINGS WHERE THERE IS A LONG-VOWEL, A SINGLE-CONSONANT, AND THEN A SILENT-E AT THE END OF THE WORD:	
Activity 20) **LONG-A -> SINGLE-CONSONANT -> SILENT-E 3- & 4-LETTER WORDS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-20
Activity 21) **LONG-E -> SINGLE-CONSONANT -> SILENT-E 3- & 4-LETTER WORDS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-21
Activity 22) **LONG-I -> SINGLE-CONSONANT -> SILENT-E 3- & 4-LETTER WORDS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-22
Activity 23) **LONG-O -> SINGLE-CONSONANT -> SILENT-E 3- & 4-LETTER WORDS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-23
Activity 24) **LONG-U -> SINGLE-CONSONANT -> SILENT-E 3- & 4-LETTER WORDS**	https://anyonecanread.com/scope-and-sequence-set-one/#Activity-24

continued →

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Sections of "different information types" are segregated by thick black rows

Accessing the powerful vocabulary-building phonics activities - #2 (review pages 26 & 27) <u>independently</u> from the silent reading lessons – subgrouped in this order of progression:

2-LETTER WORDS WITH ONLY SHORT-VOWELS AND SINGLE CONSONANTS:

3-LETTER WORDS WITH ONLY SHORT-VOWELS AND SINGLE CONSONANTS:

4-LETTER WORDS WITH ONLY SHORT-VOWELS AND SINGLE CONSONANTS:

INTRODUCE SILENT LETTERS IN 3- AND 4-LETTER WORDS WHERE NON-SILENT LETTERS ARE ONLY SHORT-VOWELS AND SINGLE-CONSONANTS:

INTRODUCE THE FIVE LONG-VOWEL SOUNDS, BUT ONLY IN SPELLINGS WHERE THERE IS A LONG-VOWEL, A SINGLE-CONSONANT, AND THEN A SILENT-E AT THE END OF THE WORD:

5-LETTER WORDS WITH ONLY SHORT-VOWELS, SINGLE CONSONANTS, AND SILENT LETTERS:

LETTER-R MAKES ITS ALPHABET LETTER-NAME SOUND, AND IT IS PRECEDED BY A SILENT VOWEL (like in the word "farm"):

LETTER-S SOUNDS LIKE SINGLE-CONSONANT LETTER-Z:

LETTER-C SOUNDS LIKE SINGLE-CONSONANT LETTER-S:

LETTER-G SOUNDS LIKE SINGLE-CONSONANT LETTER-J:

THE MOST FREQUENT SPELLINGS OF THE "ER" VOWEL SOUND:

THE "OR" SOUND, SPELLED JUST WITH THE LETTERS "OR":

LETTER-Y MAKING THE LONG-I OR THE SHORT-I SOUND:

MORE WAYS TO SPELL THE LONG-A SOUND:

MORE WAYS TO SPELL THE LONG-E SOUND:

MORE WAYS TO SPELL THE LONG-I SOUND:

MORE WAYS TO SPELL THE LONG-O SOUND:

MORE WAYS TO SPELL THE LONG-U SOUND:

MORE WAYS TO SPELL THE FIVE SHORT-VOWEL SOUNDS:

THE "SH" SOUND:

THE "CH" SOUND:

THE "TH" SOUND (THE "HISSING SOUND" VERSION):

THE "TH" SOUND (THE "BUZZING SOUND" VERSION):

LETTER-D SOUNDS LIKE SINGLE-CONSONANT LETTER-T:

EXPAND TO 5-LETTER WORDS THE FIVE LONG-VOWEL SOUNDS IN SPELLINGS WHERE THERE IS A LONG-VOWEL, A SINGLE-CONSONANT, AND THEN A SILENT-E AT THE END OF THE WORD:

THE "ING" SOUND:

LETTER-Y BEHAVIORS AT THE END OF WORDS (OR SYLLABLES) WHERE IT MAKES THE LONG-E SOUND:

LETTER-U SOUNDS LIKE SINGLE-CONSONANT LETTER-W:

LETTER COMBINATIONS "PH" AND "GH" MAKE THE SINGLE-CONSONANT-F SOUND:

THE "AIR" SOUND AND ITS MANY SPELLINGS:

THE REMAINING VOWEL SOUNDS (YOU'VE ALREADY LEARNED THE SHORT-VOWELS, THE LONG-VOWELS, AND "ER"):

2-SYLLABLE WORD BUILDING:

THE "SCHWA" SOUND AND ITS 6 DIFFERENT LETTER SPELLINGS:

MORE SPELLINGS OF THE "ER" VOWEL SOUND:

RARITIES:

THE MANY MULTIPLE SPELLINGS OF THE "SH," "CH," AND "ZH" SOUNDS:

continued →

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Sections of “different information types” are segregated by thick black rows

Accessing the powerful vocabulary-building phonics activities - #3:

Phonics "Activity #3": these activities concentrate on building word knowledge on the most frequent words that one is likely to find in average texts. In the case of our curriculum, knowing these 800+ words will cover 72% of all word-exposures ("words read") in our cumulative K to 2nd-grade curriculum:											
									https://anyonecanread.com/frequent_word_builder/		

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DETAILS ON STUDENT ASSESSMENTS

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AOCR student <u>Assessments:</u>

- There are lots of great assessment tools out there, BUT …
  * Many are expensive
  * Many require high expertise and tons of training
  * Many are complex and time-consuming to administrate

- AOCR wants to get you directionally close, very quickly, where <u>anyone</u> can do the assessment → find the student's "sweet spot" for a non-frustrating reading start in AOCR's lesson order
  * You want to start a student in AOCR's lesson order where they know roughly 98 out of 100 words in the passage, INSTANTLY
  * Once you get into the lesson-reading, fine tune up or down a half-grade level or so if the starting point seems to be too easy or too hard

continued →

Getting To Reading Content (“Lessons”): Method Three: Use The “AOCR Playbook” pdf → Here’s A Tour

Sections of “different information types” are segregated by thick black rows

Assessments as laid out in the pdf:

In the AOCR learning-to-read-experience, educators find the point in our curriculum where a student knows ~98 out of every 100 words. At this point, a student will start with confidence, display no internal shame, and be perfectly set to have the educator "pull them up" the reading complexity ladder, GENTLY but steadily, by very simply just reading the passages in progressive order from the individualized starting point, with the educator pre-teaching all new vocabulary words (presented at the beginning of each lesson in HOT PINK.)	***This link gives instructions for giving the assessments:*** https://anyonecanread.com/assessment-instructions/
Assessment Number 1A – Mom’s New Car ("Module B")	https://anyonecanread.com/assessment-passages/#Assessment-1A
Assessment Number 1B – The Mouse ("Module B")	https://anyonecanread.com/assessment-passages/#Assessment-1B
Assessment Number 1C – The Secret Door ("Module B")	https://anyonecanread.com/assessment-passages/#Assessment-1C
Assessment Number 2A – Jay Frog ("Module C")	https://anyonecanread.com/assessment-passages/#Assessment-2A
Assessment Number 2B – The Water Watchers ("Module C")	https://anyonecanread.com/assessment-passages/#Assessment-2B
Assessment Number 2C – The Witch Barber ("Module C")	https://anyonecanread.com/assessment-passages/#Assessment-2C
Assessment Number 3A – Mystery, The Hungry Horse ("Module D")	https://anyonecanread.com/assessment-passages/#Assessment-3A
Assessment Number 3B – Redd The Cat ("Module D")	https://anyonecanread.com/assessment-passages/#Assessment-3B
Assessment Number 3C – The Tomb Raiders ("Module D")	https://anyonecanread.com/assessment-passages/#Assessment-3C
Assessment Number 4A – The Clarkes’ Christmas Dinner ("Module E")	https://anyonecanread.com/assessment-passages/#Assessment-4A
Assessment Number 4B – Falling Softly ("Module E")	https://anyonecanread.com/assessment-passages/#Assessment-4B
Assessment Number 4C – Snake On The Loose ("Module E")	https://anyonecanread.com/assessment-passages/#Assessment-4C
Assessment Number 5 – The First Snow ("Module F")	https://anyonecanread.com/assessment-passages/#Assessment-5
Assessment Number 6 – Reading Faces ("Module G")	https://anyonecanread.com/assessment-passages/#Assessment-6
Assessment Number 7 – My First Trip To The Beach ("Module H")	https://anyonecanread.com/assessment-passages/#Assessment-7
Assessment Number 8 – Rodeo Cat ("Module I")	https://anyonecanread.com/assessment-passages/#Assessment-8
Assessment Number 9 – Scrooge Sees Marley’s Ghost ("Module J")	https://anyonecanread.com/assessment-passages/#Assessment-9
Assessment Number 10 – Escape Of The Ape ("Module K")	https://anyonecanread.com/assessment-passages/#Assessment-10
Assessment Number 11 – The Miller, His Son, And Their Mule ("Module L")	https://anyonecanread.com/assessment-passages/#Assessment-11
Assessment Number 12 – The Castaways ("Module M")	https://anyonecanread.com/assessment-passages/#Assessment-12
Assessment for College-Ready ("16th-Grade" Level!)	https://anyonecanread.com/assessment-passages/#Assessment-College-Ready

continued →

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

Sections of "different information types" are segregated by thick black rows

What you do:

- You set a timer (2-minutes Module B passage; 3-minutes all other Modules' passages)
- Student reads passage
- Note where they are in the passage when the timer goes off
- Place them in our lesson order based on where they finish:
  * If they finish somewhere in the ***bold-italic font area***, that's their sweet spot … if the passage is from Module B, start them at lesson B1 in our curriculum, if the passage if from Module D, start them at lesson D1, etc.
  * If they finish BEFORE they get to the bold-italic font area, then the passage is too difficult for them → keep moving them <u>back</u> an assessment grade level until they finish in a bold-italic area of a passage
  * If they read BEYOND the bold-italic font area, then the passage is too easy for them, so, keep moving them <u>up</u> an assessment grade level until they finish in a bold-italic area of a passage

continued →

Getting To Reading Content (“Lessons”): Method Three: Use The “AOCR Playbook” pdf → Here’s A Tour

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Here’s what a passage will look like:

yell, “TIMBER!”

I shut my eyes. I took a deep breath. ***Surprise! Nothing bad for sixty seconds. But then, “OUCH!” Here it comes. Then, “OUCH” again. Over and over! When would this end!?***

This went on for nine minutes. But it seemed like five hours.

continued →

Getting To Reading Content ("Lessons"): Method Three: Use The "AOCR Playbook" pdf → Here's A Tour

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What's the assessment based on?:

- Targeting accurate-words-per-minute ("AWPM") specs as follows (this is the center of the bold-italic parts of the passages):
  * Mod. B target: 70 AWPM
  * Mod. C target: 110 AWPM
  * Mod. D target: 130 AWPM
  * Mod. E target: 140 AWPM
  * Mod. F and beyond target: 150 AWPM

- Example: Mod. F and beyond passages are each exactly 450 words. A reader at 150 AWPM will finish the last bold-italic word exactly as the timer goes off. Etc …

- Reminder: Once you get into the AOCR lesson-reading, fine tune up or down a half-grade level or so if the starting point seems to be too easy or too hard

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WHAT ELSE IS ON THE AOCR SITE?

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The rest of AOCR's tools … so far!

CURRICULUM FOR LEARNING ENGLISH FOR NATIVE SPANISH SPEAKERS

This is under construction -- and growing fast -- but we want to make it available for everyone in whatever current state it is in:	https://anyonecanread.com/zell/

ENGLISH-LANGUAGE-LEARNER "PICTURE DICTIONARY"

ENGLISH-LANGUAGE-LEARNER PICTURE "DICTIONARY," TO FASTER BUILD DAILY LIVING AND NEEDED "TOURISTY-WORDS-MASTERY" FOR ELLers:

SET ONE: architecture, clothing, colors, food: fruits, food: desserts / sweets, food: vegetables:	https://anyonecanread.com/esl-picture-dictionary-set-one/
SET TWO: home, jobs, living creatures, music, nature, numbers, school, sports, transportation:	https://anyonecanread.com/esl-picture-dictionary-set-two/

**** As of this PLAYBOOK revision 11/20/23, 1,000 entries are in the PICTURE DICTIONARY; our plan is to eventually build this to THOUSANDS of entries over time ****

OTHER INFORMATION

EDUCATOR PORTAL: HOW TO USE AOCR, AND EDUCATOR MATERIALS:	https://anyonecanread.com/educator-portal/
MAKING THE CASE FOR THE GROUNDBREAKING AnyOneCanRead "LEARNING-TO-READ-EXPERIENCE":	

Page 15 of 16

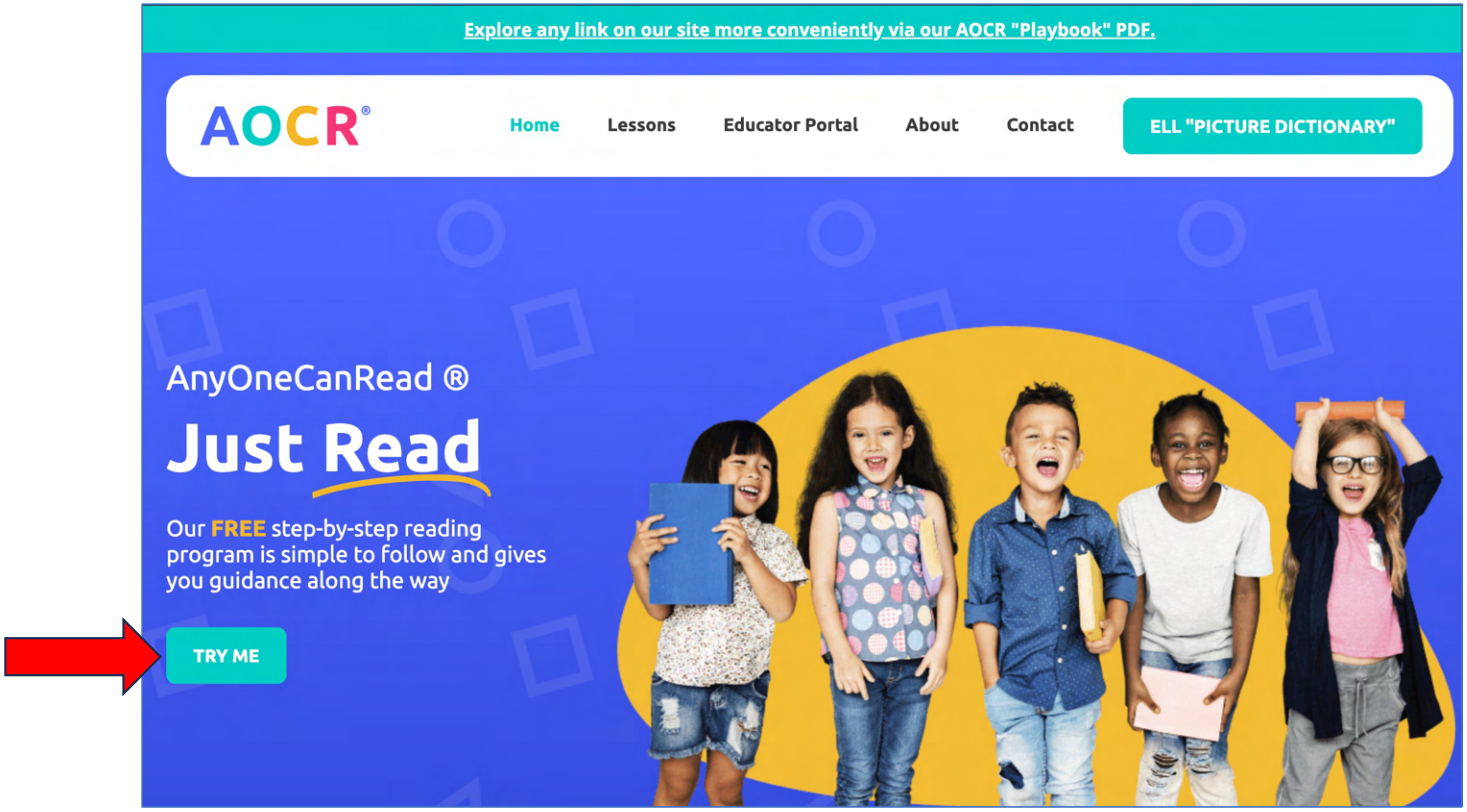
TABLE OF CONTENTS AND LINKS DIRECTLY TO ALL COMPLETED AnyOneCanRead LESSONS (complete through our college-ready-tracking 4th-grade level, titled "MODULE E"):

Unique Words	Total Word Exposure	"Directional" Algorithm Grade-ISH Level	CONTENT SOURCE	MODULE/ LESSON#	LESSON TITLE	UNIQUE NEW WORDS	CUMULATIVE WRITTEN WORD VOCABULARY	LINK TO LESSON GROUP
					WHAT IS ANYONECANREAD, EXACTLY? ("ABOUT US"):	https://anyonecanread.com/about/		
					DESIGNED FOR ALL STUDENTS TO BECOME GREAT READERS:	https://anyonecanread.com/designed-for-all-children-to-become-great-readers/		
					A COMPREHENSIVE APPROACH TO LEARNING TO READ:	https://anyonecanread.com/making-the-grade/		

APPENDIX 1

Groundbreaking Assistive Reading Technology

Start With The **"Try Me" Button** On The AOCR Homepage



INSTANT One-On-One **By-Letter-Sound-Out** Computer Tutor!

* Revolutionary new assistive-reading online technology that sounds-out each letter correctly in a word

* Student touchscreens or mouse-clicks an unrecognized word:
  - May take multiple touches (letter sounds occur in a “layered” order)
  - Each letter-sound is voiced
  - The entire word is spoken as a whole
  - Students should verbally practice the sound-out themselves

INSTANT One-On-One **Word Meaning** Computer Tutor!

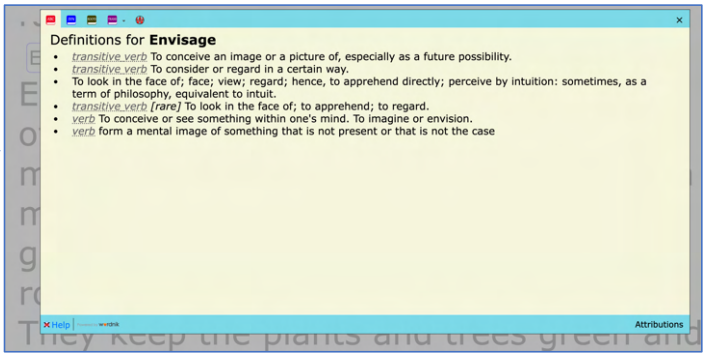
* This tool is auto-activated in Module D, and it will be available for all grade-levels 3rd-and-above: (it can be manually turned on for Modules A to C)
  - Don't know the word's meaning? Touch or click the word and then click on the red **W**.

En·vi·sage

Envisage a rainforest.

* A window pops open in the <u>same</u> tab:

@



* Four tabs @ provide: 1) definitions, 2) synonyms, 3) word origins, and 4) translations!

1 Definitions for **Envisage**
- *transitive verb* To conceive an image or a picture of, especially as a future possibility.
- *transitive verb* To consider or regard in a certain way.
- To look in the face of; face; view; regard; hence, to apprehend directly; perceive by intuition: sometimes, as a term of philosophy, equivalent to intuit.
- *transitive verb [rare]* To look in the face of; to apprehend; to regard.
- *verb* To conceive or see something within one's mind. To imagine or envision.
- *verb* form a mental image of something that is not present or that is not the case

2 Synonyms for **Envisage**

Verb

it was envisaged that such hospitals would be opened in all the principal towns
- foresee, predict, forecast, foretell, anticipate, expect, think likely, envision
- intend, propose, mean

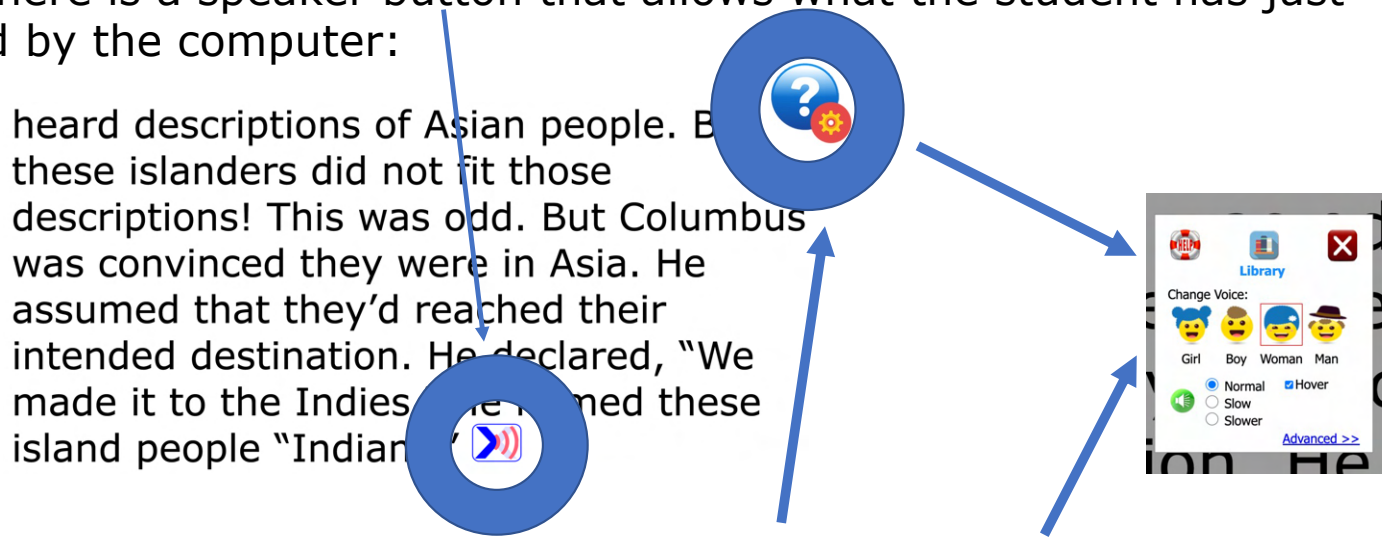
I cannot envisage what the circumstances will be in twenty years time
- imagine, contemplate, visualize, envision, picture, see in one's mind's eye
- conceive of, think of, understand, grasp, appreciate, apprehend
- ideate

3 Roots for **Envisage**
- early 19th century: from French envisager, from en- 'in' + visage 'face'

4 Envisage (zh)
- 正视
- 设想

INSTANT Out-Loud **Buddy-Reading** Computer Tutor!

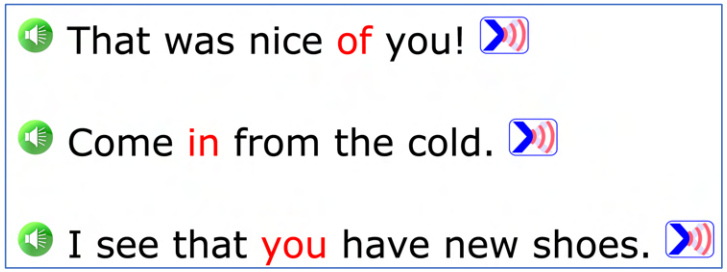
* Every few paragraphs, there is a speaker button that allows what the student has just read to be read out-loud by the computer:



* Clicking the blue question mark at the top right of the screen opens a box: check the "NORMAL" button, and it sets the reading speed to 180 words-per-minute; the "SLOW" button drops it to 150 words-per-minute.
  - The student can practice reading out-loud -- with the computer -- to build their competence at reading within the optimal reading speed range!

Reminder: **Red Teaching Words** Process

You will see a green speaker button at the beginning of passages or sentences:



Words in red are the targeted "teaching words" (students not expected to learn to read the black-font written words at this point)

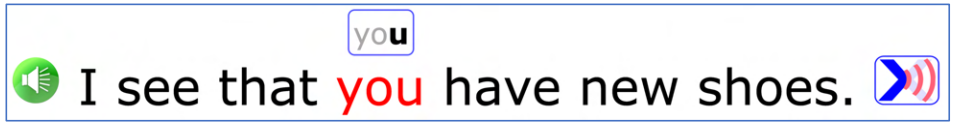
Click the speaker button, and the passage is read to you out-loud, but it will stop reading when it gets to the red teaching word

The student will click on / screen touch the red word, each letter in the word is sounded-out, and then the word is spoken as a whole

continued →

Reminder: **Red Teaching Words** Process

When the word has been sounded-out – and then spoken as a whole – then the read-out-loud will continue until completion of the sentence or the passage:



The student is then to return to the red word, click / touch it one more time, and this time the students are asked to sound-out the word <u>themselves</u>

It is VERY important that the student practices the sound-out!! → it is repeated sound-outs that "train the brain" (number of needed repeated sound-outs varies by-child) to eventually recognize the word INSTANTANEOUSLY without needing a sound-out anymore ("orthographic mapping")

APPENDIX 2

A Presentation That We Use In Setting Up Tutoring Initiatives That Use AOCR

Summer Reading Initiative At <Your> Learning Center

The AnyOneCanRead® ® ("AOCR")

"Learning-To-Read-Experience"

What Will Each Of You Do, And What Will We (AOCR) Do?

* You will be assigned one student.
* We will have assessed that student for their "sweet spot" reading complexity level (where they won't be frustrated and will already know most of the words that they're reading).
* We'll tell you which lesson-# to start on, and you simply have them progress in ascending order of AOCR's lesson-#s from there (please don't skip around; go in order of the lesson-#s).
* The way that AOCR is designed, as you move up in lesson-#-progress, the grade-level complexity builds slowly to higher levels.
* You'll have an online pdf for your own student, and you can open the lessons from the pdf itself (SUPER-easy!).
* The student will read out-loud from a computer device with you 3 hours per week (if you have a tag-team tutor partner, you can alternate weeks; just please make sure that your partner starts up exactly where you left off).
* Each lesson has hot pink words identified. You are going to ORALLY pre-teach those words BEFORE the student starts reading out-loud to you. We'll go into more detail on your options for how to do that.
* The student will then read out-loud to you.
* If a student gets to a word that they are struggling to pronounce, please encourage the student to get the sound-out from the computer! Then have the student repeat the sound-out, letter-by-letter.

**** Objective: not only do we want to eliminate the usual deleterious "summer slide," but we actually want to move the student UP a quarter-grade, a half-grade … who knows?! ****

AOCR's Perspective: What's The "Prize?" (The Overall Primary Objective)

Build MASSIVE vocabulary! < College-ready at 12th-grade exit >

E.D. Hirsch, Jr: *" … vocabulary size is a convenient index to a person's breadth of knowledge.* ***Vocabulary size is the single most reliable correlate to reading ability****."*

What "counts" as "credit" for being a <u>known</u> vocabulary word? → Must **INSTANTLY RECOGNIZE / PRONOUNCE** and **UNDERSTAND** the meaning of the word in its correct context, since so many words have multiple meanings >.

What's "death" for comprehension? → having to stop on words to figure them out
< PRONUNCIATION and / or UNDERSTANDING >.

Highest comprehension = you instantly know 98 out of every 100 words that you read!

What “Input Factors” Get One To “Massive Vocabulary?”

* Decoding mastery < sounding-out each letter correctly in a word >.
  + Tough to teach comprehensive phonics WITHOUT assistive computer-based help (AOCR)!

* Reading VERY broad subject matter content; i.e., a “broad domain knowledge” curriculum that includes all kinds of different subject matters → Core Knowledge ® and AOCR content.
  + Very intentional vocabulary development inside of the content presented (AOCR).
  + Orally pre-teaching ALL new vocabulary words before the student reads them (AOCR).

* Independent reading at the speed of 150 to 180 accurate words per minute < “fluency” >.
  + Need a computer buddy-reader to practice reading out-loud at these speeds (AOCR).

* Voracious reading practice, including repeated readings.

* Writing practice → lots of it.

* Adept with key comprehension tips and strategies.

**** The above are NOT “in linear order” → building competence in EACH above area helps to build competence in the other areas < not a meal with “set courses in a certain order” → it’s a one-pot soup >! ****

Curriculum Advantage! https://www.coreknowledge.org/

* Built largely with the world's best English curriculum: Core Knowledge ®.

* Building Core Knowledge inside of an online digital environment, so that it has access to AOCR's assistive reading technologies.

* Includes all subject areas except for math: literature, poetry, history, geography, social studies, government, civics, biographies, science after science after science, etc.

INSTANT One-On-One **By-Letter-Sound-Out** Computer Tutor!

* Revolutionary new assistive-reading online technology that sounds-out each letter correctly in a word

* Student touchscreens or mouse-clicks an unrecognized word:
  - May take multiple touches (letter sounds occur in a “layered” order)
  - Each letter-sound is voiced
  - The entire word is spoken as a whole
  - Students should verbally practice the sound-out themselves

Red Teaching Words Process For Explicit / Systematic **Phonics Scope & Sequence**

You will see a green speaker button at the beginning of passages or sentences:

That was nice of you!

Come in from the cold.

I see that you have new shoes.

Words in red are the targeted "teaching words" (students not expected to learn to read the black-font written words at this point)

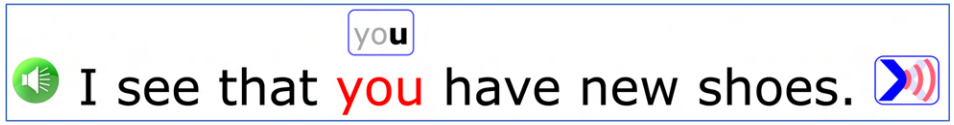
Click the speaker button, and the passage is read to you out-loud, but it will stop reading when it gets to the red teaching word

The student will click on / screen touch the red word, each letter in the word is sounded-out, and then the word is spoken as a whole

continued →

Red Teaching Words Process For Explicit / Systematic **Phonics Scope & Sequence**

When the word has been sounded-out – and then spoken as a whole – then the read-out-loud will continue until completion of the sentence or the passage:



The student is then to return to the red word, click / touch it one more time, and this time the students are asked to sound-out the word <u>themselves</u>

It is VERY important that the student practices the sound-out!! → it is repeated sound-outs that "train the brain" (number of needed repeated sound-outs varies by-child) to eventually recognize the word INSTANTANEOUSLY without needing a sound-out anymore ("orthographic mapping")

INSTANT One-On-One **Word Meaning** Computer Tutor!

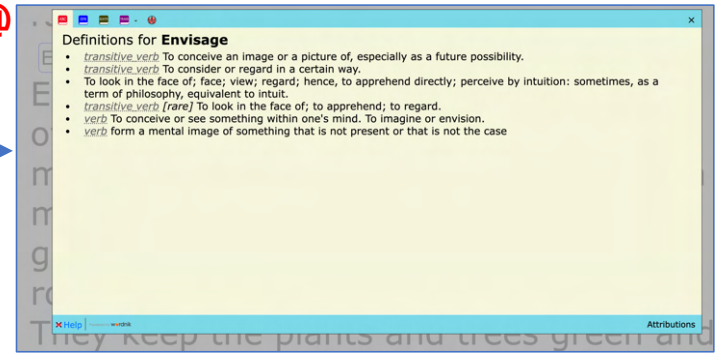
* This tool is auto-activated in Module D, and it will be available for all grade-levels 3rd-and-above: (it can be manually turned on for Modules A to C)
  - Don't know the word's meaning? Touch or click the word and then click on the red **W**.

En·vi·sage

Envisage a rainforest.

* A window pops open in the <u>same</u> tab:

@



* Four tabs @ provide: 1) definitions, 2) synonyms, 3) word origins, and 4) translations!

1 Definitions for **Envisage**
- *transitive verb* To conceive an image or a picture of, especially as a future possibility.
- *transitive verb* To consider or regard in a certain way.
- To look in the face of; face; view; regard; hence, to apprehend directly; perceive by intuition: sometimes, as a term of philosophy, equivalent to intuit.
- *transitive verb [rare]* To look in the face of; to apprehend; to regard.
- *verb* To conceive or see something within one's mind. To imagine or envision.
- *verb* form a mental image of something that is not present or that is not the case

2 Synonyms for **Envisage**

Verb

it was envisaged that such hospitals would be opened in all the principal towns
- foresee, predict, forecast, foretell, anticipate, expect, think likely, envision
- intend, propose, mean

I cannot envisage what the circumstances will be in twenty years time
- imagine, contemplate, visualize, envision, picture, see in one's mind's eye
- conceive of, think of, understand, grasp, appreciate, apprehend
- ideate

3 Roots for **Envisage**
- early 19th century: from French envisager, from en- 'in' + visage 'face'

4 Envisage (zh)
- 正视
- 设想

Intentional Vocabulary Development AND Tracking

* We analyze our text for the "best words to learn first":
  - These are higher frequency words as outlined in over 50 different iconic word lists like Dolch, Fry, Coxhead Academic, Text Project™, BNC-COCA, etc.
  - When we've encountered a majority of the words in a given list, up to a certain lesson, we "finish off the list" in a specially designed type of AOCR lesson:

Lesson 60 – Dolch-Builder

NEW WORDS : letter men money morning mother myself nest open own paper party picture pretty pull read robin seed sister squirrel street today together under upon use wash water wood write

I can do that on my own .

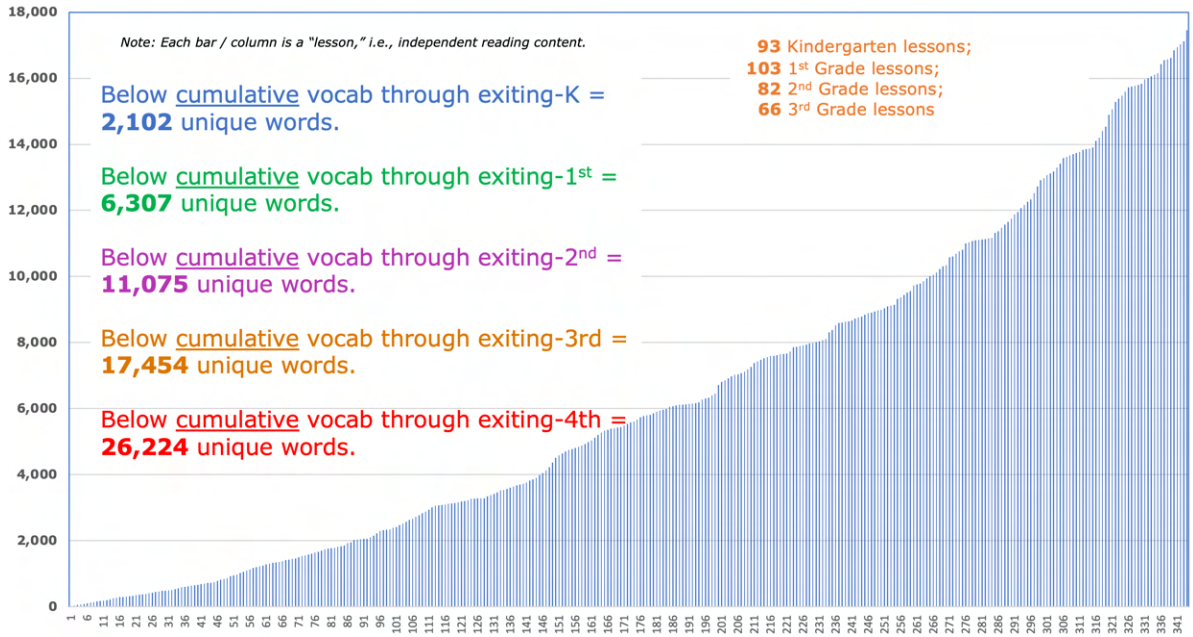
Hand me some paper .

Can I go to the party ?

Draw a picture for me .

Intentional Vocabulary Development AND Tracking

* We track every single **new** vocabulary word from the first lesson of Kindergarten through every lesson in the curriculum.



* We're now complete with the curriculum through "college-ready" 4th-grade:
  - Exiting AOCR 4th-graders will know **over 26,000 words**!

And Vocabulary Tracking Allows for **PRE-TEACHING** Of All New Words

* Every new word -- in every single NEW lesson -- is laid out in hot pink < new words are identified versus all vocabulary cumulatively learned from all prior lessons >.
  - Educator can look at all new words in each lesson in a batch, at the top of the lesson.
  - Or, the educator can attack the new words one-by-one, or paragraph-by-paragraph, inside of the text, as the student is reading.

Lesson 60 – Dolch-Builder

NEW WORDS : letter men money morning mother myself nest open own paper party picture pretty pull read robin seed sister squirrel street today together under upon use wash water wood write

Top of lesson

… and …

I can do that on my own .

Hand me some paper .

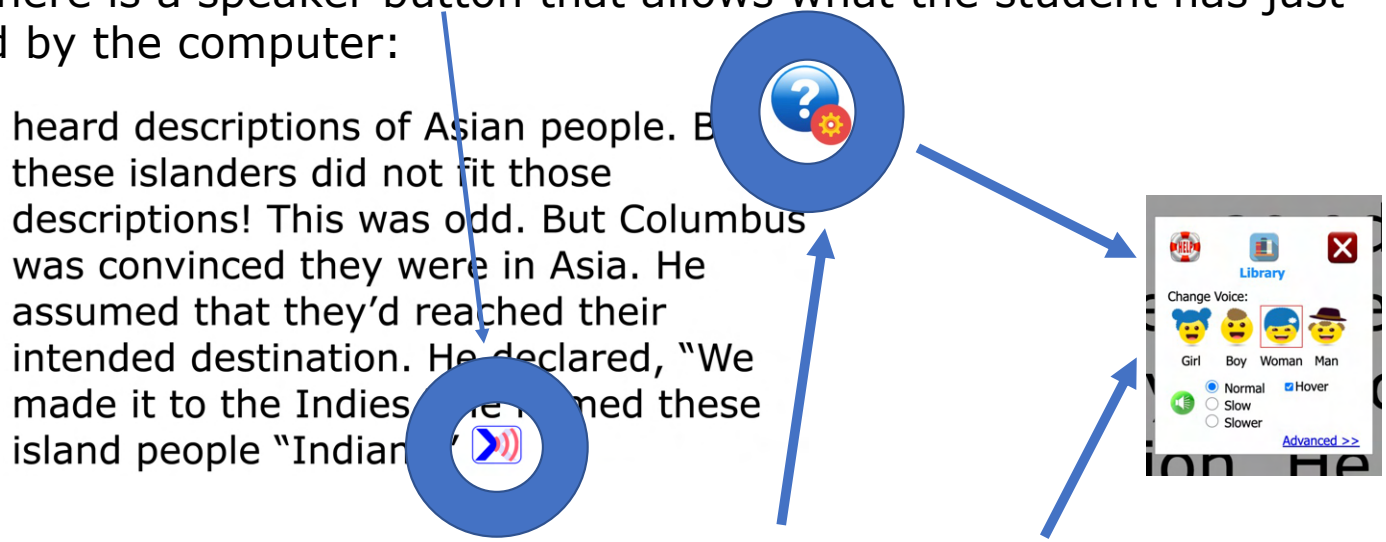
Can I go to the party ?

Draw a picture for me .

in the text.

INSTANT Out-Loud **Buddy-Reading** Computer Tutor!

* Every few paragraphs, there is a speaker button that allows what the student has just read to be read out-loud by the computer:



* Clicking the blue question mark at the top right of the screen opens a box: check the "NORMAL" button, and it sets the reading speed to 180 words-per-minute; the "SLOW" button drops it to 150 words-per-minute.
  - The student can practice reading out-loud -- with the computer -- to build their competence at reading within the optimal reading speed range!

What Else To Know? → **SUPER-EASY-PEASY TO USE**

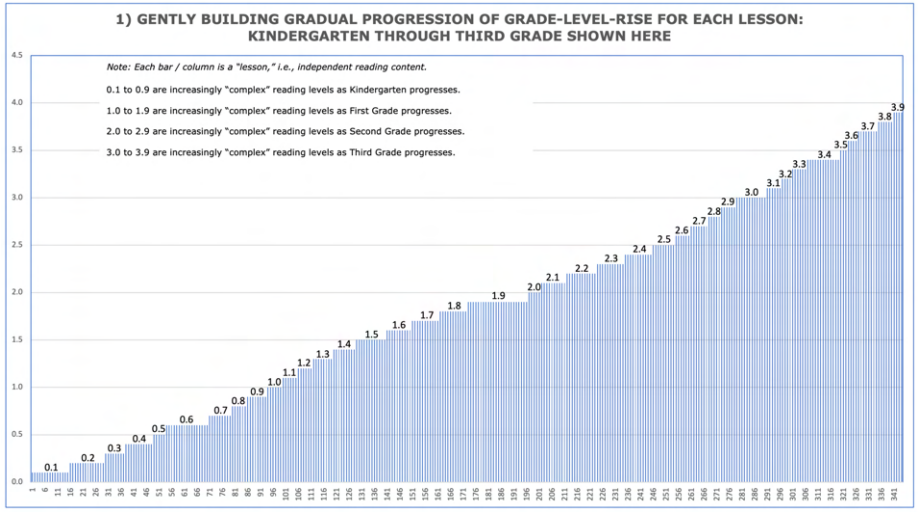
* No registration; no user-name; no password; no tracking back to a user-I.D. (privacy-safe) → open a lesson; it pops up in a tab; close the tab when done.

* Every link inside of our sight is accessible via a pdf that we call our "Playbook." Right-click on any link, and the lesson, phonics activity, etc. will open up in a new tab.

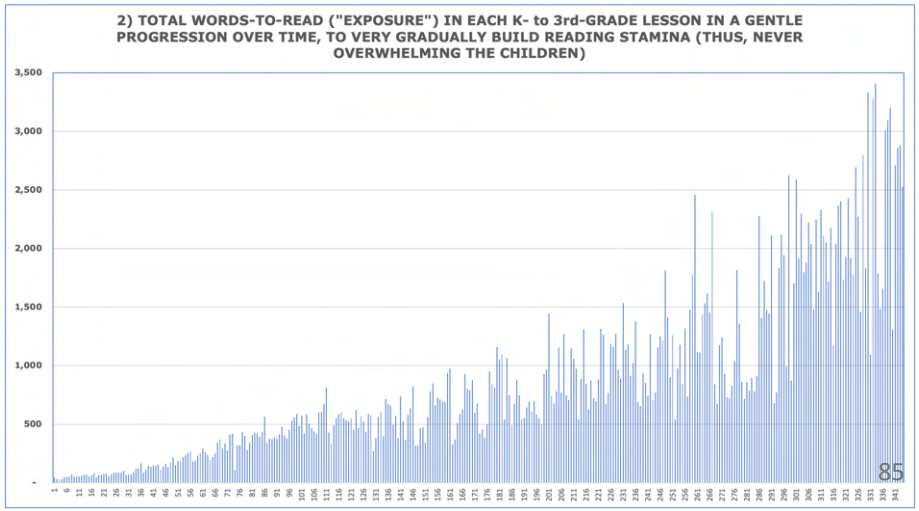
Core Knowledge	**C62**	00258 - ***READ-TO*** FROM K: H&G 04: Mount Rushmore Presidents	**62**	**9,503**	https://anyonecanread.com/module-c-lessons-61-to-70/#Lesson-62
AnyOneCanRead	**C63**	00259 - Poems And Rhymes OBM 0016	**56**	**9,559**	https://anyonecanread.com/module-c-lessons-61-to-70/#Lesson-63
AnyOneCanRead	**C64**	00260 - Stories Misc 0012: Snake On The Loose	**160**	**9,719**	https://anyonecanread.com/module-c-lessons-61-to-70/#Lesson-64
Core Knowledge	**C65**	00261 - ***READ-TO*** FROM K: H&G 03: Exploring And Moving To America (Part 01	**37**	**9,756**	https://anyonecanread.com/module-c-lessons-61-to-70/#Lesson-65
Core Knowledge	**C66**	00262 - ***READ-TO*** FROM K: H&G 03: Exploring And Moving To America (Part 02	**27**	**9,783**	https://anyonecanread.com/module-c-lessons-61-to-70/#Lesson-66
AnyOneCanRead	**C67**	00263 - Poems And Rhymes OBM 0017	**70**	**9,853**	https://anyonecanread.com/module-c-lessons-61-to-70/#Lesson-67
Core Knowledge	**C68**	00264 - ***READ-TO*** FROM K: 05 Farms (Part One)	**88**	**9,941**	https://anyonecanread.com/module-c-lessons-61-to-70/#Lesson-68
Core Knowledge	**C69**	00265 - ***READ-TO*** FROM K: 05 Farms (Part Two)	**67**	**10,008**	https://anyonecanread.com/module-c-lessons-61-to-70/#Lesson-69
Core Knowledge	**C70**	00266 - ***READ-TO*** FROM K: 05 Farms (Part Three)	**31**	**10,039**	https://anyonecanread.com/module-c-lessons-61-to-70/#Lesson-70
Core Knowledge	**C71**	00267 - ***READ-TO*** FROM K: 05 Farms (Part Four)	**70**	**10,109**	https://anyonecanread.com/module-c-lessons-71-to-82/#Lesson-71
AnyOneCanRead	**C72**	00268 - <Fast Break> Inf./Deriv. Builder 0012	**107**	**10,216**	https://anyonecanread.com/module-c-lessons-71-to-82/#Lesson-72
AnyOneCanRead	**C73**	00269 - <Fast Break> Coxhead-Builder 0001	**85**	**10,301**	https://anyonecanread.com/module-c-lessons-71-to-82/#Lesson-73
AnyOneCanRead	**C74**	00270 - Beatrix Potter 0009: The Tale Of Benjamin Bunny	**36**	**10,337**	https://anyonecanread.com/module-c-lessons-71-to-82/#Lesson-74
AnyOneCanRead	**C75**	00271 - <Fast Break> 4-Letter-Vocab-Builder 0002	**243**	**10,580**	https://anyonecanread.com/module-c-lessons-71-to-82/#Lesson-75
AnyOneCanRead	**C76**	00272 - Poems And Rhymes OBM 0018	**26**	**10,606**	https://anyonecanread.com/module-c-lessons-71-to-82/#Lesson-76
AnyOneCanRead	**C77**	00273 - Pattern-Builder Poems 0014	**77**	**10,683**	https://anyonecanread.com/module-c-lessons-71-to-82/#Lesson-77
AnyOneCanRead	**C78**	00274 - <Fast Break> Short / Long 0003	**75**	**10,758**	https://anyonecanread.com/module-c-lessons-71-to-82/#Lesson-78
AnyOneCanRead	**C79**	00275 - Stories Misc 0013: Myrtle & Erma's Gully-Washer	**45**	**10,803**	https://anyonecanread.com/module-c-lessons-71-to-82/#Lesson-79
AnyOneCanRead	**C80**	00276 - <Fast Break> 4-Letter-Vocab-Builder 0003	**191**	**10,994**	https://anyonecanread.com/module-c-lessons-71-to-82/#Lesson-80
Core Knowledge	**C81**	00277 - ***READ-TO*** FROM K: H&G 02: Native Americans	**36**	**11,030**	https://anyonecanread.com/module-c-lessons-71-to-82/#Lesson-81
AnyOneCanRead	**C82**	00278 - Poems And Rhymes OBM 0019	**40**	**11,070**	https://anyonecanread.com/module-c-lessons-71-to-82/#Lesson-82
Core Knowledge	**D1**	00279 - G1 ***I.R.*** Unit 06: Grace (Part One)	**13**	**11,083**	https://anyonecanread.com/module-d-lessons-1-to-10/#Lesson-1
Core Knowledge	**D2**	00280 - G1 ***I.R.*** Unit 06: Grace (Part Two)	**14**	**11,097**	https://anyonecanread.com/module-d-lessons-1-to-10/#Lesson-2
Core Knowledge	**D3**	00281 - G1 ***I.R.*** Unit 06: Grace (Part Three)	**14**	**11,111**	https://anyonecanread.com/module-d-lessons-1-to-10/#Lesson-3
Core Knowledge	**D4**	00282 - G1 ***I.R.*** Unit 06: Grace (Part Four)	**18**	**11,129**	https://anyonecanread.com/module-d-lessons-1-to-10/#Lesson-4
Core Knowledge	**D5**	00283 - G1 ***I.R.*** Unit 06: Grace (Part Five)	**13**	**11,142**	https://anyonecanread.com/module-d-lessons-1-to-10/#Lesson-5
Core Knowledge	**D6**	00284 - G1 ***I.R.*** Unit 06: Grace (Part Six)	**14**	**11,156**	https://anyonecanread.com/module-d-lessons-1-to-10/#Lesson-6
AnyOneCanRead	**D7**	00285 - <Fast Break> Dale-Chall Vocab 0003	**154**	**11,310**	https://anyonecanread.com/module-d-lessons-1-to-10/#Lesson-7
AnyOneCanRead	**D8**	00286 - Beatrix Potter 0010: Tom Kitten AND Timmy Tiptoes	**53**	**11,363**	https://anyonecanread.com/module-d-lessons-1-to-10/#Lesson-8
Core Knowledge	**D9**	00287 - ***READ-TO*** FROM K: 07 Kings And Queens (Part One)	**110**	**11,473**	https://anyonecanread.com/module-d-lessons-1-to-10/#Lesson-9
Core Knowledge	**D10**	00288 - ***READ-TO*** FROM K: 07 Kings And Queens (Part Two)	**93**	**11,566**	https://anyonecanread.com/module-d-lessons-1-to-10/#Lesson-10
Core Knowledge	**D11**	00289 - ***READ-TO*** FROM K: 07 Kings And Queens (Part Three)	**80**	**11,646**	https://anyonecanread.com/module-d-lessons-11-to-20/#Lesson-11

What Else To Know? → **Reading Complexity-Build Is Designed For A Very Gentle Learning Ramp**

* Grade-level text-complexity-build is a VERY gradual slope:



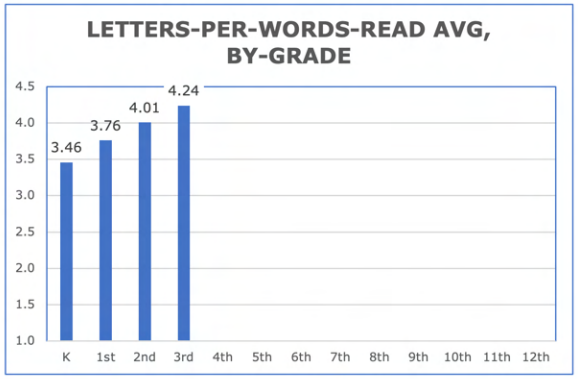
* Number of words-to-read per lesson builds at a very gradual rate:

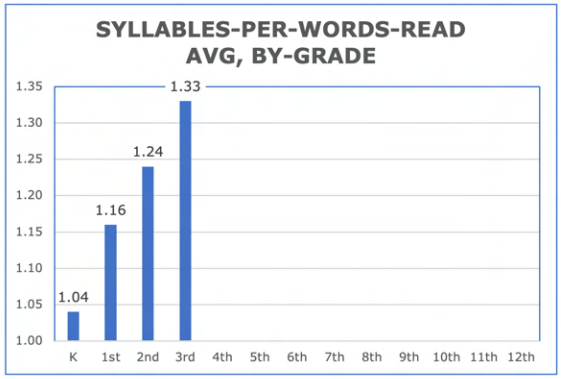


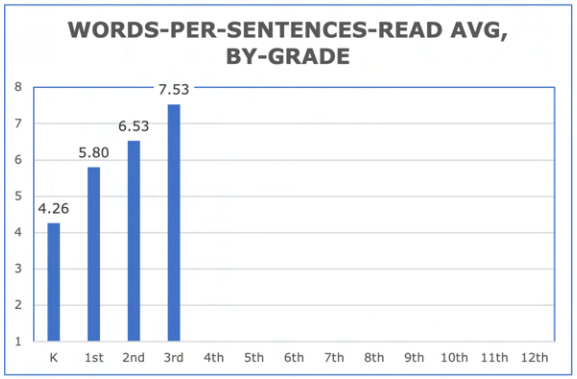
What Else To Know? → **Reading Complexity-Build Is Designed For A Very Gentle Learning Ramp**

* Even word- / syllable- / sentence-level complexity is intentionally designed for a very gradual complexity-build! @:

3) WORD / SYLLABLE / SENTENCE COMPLEXITY BUILDS VERY GRADUALLY







@ Ex: in 3rd-grade, 75% of words-encountered are still single-syllable, and only 22% of the words are more than 5-letters long.

Summary

* AOCR is designed to meet all best-practice "teaching-reading" requirements as expounded in the "science / research of reading." It views learning to read as a "process" and is designed with a "quality control" mindset to avoid "defects" in the process.

* AOCR is designed to:

  - Give America's kids a MUCH longer, carefully graduated "runway" – to allow for the right < and adequate > "brain work" to occur – for students to learn the uber-critical foundational / fundamental "mechanics" skills that 2/3s @ of America's kids are **NOT** getting in our nation's homes and schools.

  - Build vocabulary at a MUCH faster rate than we tend to do in the vast majority (98%?) of American classrooms.

* **The ultimate premise is simple: the best thing that we can do to help a child with their reading is to make sure that they know every word – in a passage that they're about to read – BEFORE THEY READ IT!!!!!**

@ Extrapolated from "NAEP" national reading scores … considerably more than a 2/3s failure rate during our COVID pandemic period.

One Final Note :)

THANK YOU FOR VOLUNTEERING TO READ WITH A CHILD!!!

YOU MAY LITERALLY BE SAVING A LIFE!