

LAUBACH WAY TO

Reading

A time-tested method that has taught millions of adults to read

DIAGNOSTIC INVENTORY TEACHER'S GUIDE

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Introduction

The *Laubach Way to Reading Diagnostic Inventory* reflects reading skills taught in the four levels of the *Laubach Way to Reading (LWR)* series.

This basic series, designed for adults, offers systematic instruction in the sounds and structures of words, word meanings, reading comprehension, and writing practice. Material increases in difficulty and complexity as a student progresses from book 1 through book 4.

To make the best use of time for learning and teaching basic skills, it is very helpful to determine what a new student already knows about reading. When this is established, instruction and learning may begin at an appropriate level, and the teacher or tutor has guidance as to which skill areas to stress with the particular student.

Purpose of the *LWR Diagnostic Inventory*

The *LWR Diagnostic Inventory* is an aid for people teaching basic reading to adults. It is of particular use in conjunction with *Laubach Way to Reading*, since the sequence of skills follows that of *LWR* and since suggestions for remediation are keyed to *LWR*.

The purpose of the *LWR Diagnostic Inventory* is both to place students in the appropriate *LWR* skill book and to give the teacher a fairly detailed record of a student's present reading skills. By profiling a student's strengths and weaknesses in reading, the *Diagnostic Inventory* alerts a teacher to the skills that probably ought to receive special emphasis during lessons and to the skills that may only require relatively short periods of time for learning.

Steps in Administering the *LWR Diagnostic Inventory*

1. Administer the *LWR* Screening Lists. This consists of four fairly short word lists, one list for each level of the *LWR* series. It will give a rough indication of the appropriate book level for the student.

There are three items you will need:

- a. The *LWR* Screening Lists, from which the student will read.
- b. The *LWR* Screening Lists Record Sheet, on which you will record the student's correct answers as he gives them.
- c. Directions for giving the *LWR* Screening Lists, found in Part 1 of this manual.

The *LWR* Screening Lists and the accompanying *LWR* Screening Lists Record Sheet are each a single sheet. They are given in Part 1 of this manual. You may print and/or photocopy the appropriate number of copies for all students being placed in *LWR*. One copy of the *LWR* Screening Lists sheet can be used over and over again, but you will need a copy of the *LWR* Screening Lists Record Sheet for each student.

A chart given both in this manual and on the *LWR* Screening Lists Record Sheet tells how to use the results to determine which Student Reading Profile the student should take.

- 2. Administer the appropriate Student Reading Profile.** There are four Student Reading Profiles. Each reflects the major phonics, word analysis, comprehension, and writing skills taught in one of the four *LWR* skill books. Part 2 of this manual explains how to administer and score the Student Reading Profile.
- 3. Place the student in the appropriate skill book.** Consult Part 3 of this manual for information on placement. The person who administers the Student Reading Profile may also fill out the Checklist of Skills to Emphasize given in Part 3. This will provide a summary for the tutor of the skills that need special attention.
- 4. Learning and teaching take place.** As you are teaching, refer to the Checklist of Skills to Emphasize and to Part 4 of this manual, which recommends exercises and materials to help with skill areas in which the student needs extra work.

Administering the *LWR Diagnostic Inventory*: Summary of Steps

1. Administer the *LWR* Screening Lists.

(See Part 1 of manual.)



Place student in one of the four Student Reading Profiles.
(See Part 1 of manual.)



2. Administer the appropriate Student Reading Profile.

(See Part 2 of manual.)



3. Place student in the appropriate *LWR* skill book.

(See Part 3 of manual.)



Person who administered Student Reading Profile fills out
the Checklist of Skills to Emphasize for the tutor's use.
(See Part 3 of manual.)



4. Learning and teaching take place.

Refer to the Checklist of Skills to Emphasize.
(See Part 4 of manual for recommended activities and materials
in skill areas in which student needs extra work.)

Time Needed to Administer

The amount of time needed to administer the *LWR Diagnostic Inventory*—including both the Screening Lists and a Student Reading Profile—varies with the particular student. In general, allow up to 15 or 20 minutes for the Screening Lists if the student goes through all four of them. Another hour to an hour and a half should be allowed for the Student Reading Profile.

Ways to Administer the *LWR Diagnostic Inventory*

In either an adult basic education center or a volunteer literacy center, there are three possible ways to administer the *LWR Diagnostic Inventory*:

1. A staff intake person administers both the Screening Lists and the appropriate Student Reading Profile to the student at the same session. This person also fills out the Checklist of Skills to Emphasize for the tutor's use. The results should be available to the tutor before the first teaching session with the student.
2. A staff intake person administers the Screening Lists. The tutor or teacher administers the appropriate Student Reading Profile during the first session or sessions with the student.
3. The tutor or teacher administers both the Screening Lists and the appropriate Student Reading Profile. The Screening Lists may be done at the first session. The appropriate Student Reading Profile may be completed during the same first session or during the first few sessions.

Once the Student Reading Profile is completed and scored, the tutor may refer to the Checklist of Skills to Emphasize and to Part 4 of this manual for ideas on using *LWR* to the best advantage for the particular student.

Helping Your Student Feel Calm

Many people experience anxiety when their skills are to be evaluated. This tends to be especially true for adult low-level readers. As you work through these materials with your student, do all you can to ease whatever anxiety he or she may be feeling. Here are some suggestions on how to do this.

1. Provide a calm, warm, accepting, reassuring atmosphere for your student. If you are relaxed, your student will relax and feel less anxious.
2. Begin by talking about something totally nonthreatening (the weather, for example). A few minutes of this is enough, however. In general, students appreciate it when you stay on task.

3. Avoid referring to any part of the *LWR Diagnostic Inventory* as a “test.” It isn't a test in the sense that most students remember tests. That is, your student won't be compared with other students, and there is no question of passing or failing.

Emphasize that the purpose is to get a profile, or picture, of where the student is in reading. With the help of this picture, you will be able to give lessons that are at the right level for the student: not too difficult, and not too easy.

Explain that although the process takes an hour or two away from a regular lesson, in the long run it will save time. This is because, with the results, you will be able to move quickly over things the student already knows. And you will know when extra time and activities will probably be needed. So the Diagnostic Inventory will allow you to be more in tune with the student's present reading skills and will thus help you give lessons that meet the particular needs of the student.

4. Part of the anxiety about being evaluated comes from fear of making mistakes. Many students, after years of experience, have decided that making mistakes is painful. And the strategy they've come to rely on is one of avoiding situations in which they might make mistakes.

Reassure your student that in the Laubach method, mistakes are a natural part of learning. A mistake is nothing but a signal that something hasn't been learned yet. In any learning situation—learning to repair cars, learning to cook, or whatever—mistakes give the learner useful information. They tell what still needs to be learned. In the Laubach method, mistakes are *valued* because they give both teacher and student a sense of what to work on.

5. As you work through the Diagnostic Inventory with the student, be very open in discussing the process. When you discover something interesting, share the discovery with the student. Make the student a partner in the process.
6. The Diagnostic Inventory is designed to help you attune yourself to the student. Look for additional ways of doing this. For example, at some point early in your teaching, begin trying to get a sense of your particular student's learning style. As you give the Diagnostic Inventory, and as you begin *LWR*, observe what sorts of activities and interactions seem to help your student feel both calm and interested. Make adjustments when something upsets the student.

Also, some useful things to ask about are: What school experiences that you can remember were really helpful? What teacher or tutor that you remember was good at helping you learn? What did that person do that worked well? Answers to these questions might give you some useful ideas about ways of working with your student.

An Important Tip

As you administer the *LWR* Screening Lists and the Student Reading Profiles, explain to the student that you will not be telling him whether his answer is right or not as you go along. When the student answers an item orally, make some noncommittal response to indicate that you heard him, such as: “Thank you. Go on to number 6.” Be very careful not to give any positive or negative feedback about the student’s answer in anything you say or do.

Skills Assessment and the Teacher’s Craft

The *LWR* Screening Lists are designed to give you a rough indication of where in the *LWR* series a particular student should begin. The *LWR* Student Reading Profiles are designed to validate and refine that placement and to give you a sense of what a particular student’s present reading skills are.

But, as with all tools which sample skills, the best one can claim for these tools is that they are *generally* accurate. Chances are that they will be fairly accurate for your particular student, but there can be no absolute guarantee of that.

And so, you will need to use some common sense as you work with these tools. If, after you start your student somewhere in *LWR*, you discover that he lacks certain important prerequisite skills, then make adjustments.

Here’s an example. The *LWR* Screening Lists might place your student in Student Reading Profile 2. Your student completes Student Reading Profile 2, and you get a sense of his or her present reading skills. You begin teaching in book 2. After a lesson or two, you realize that your student hasn’t yet learned to identify two initial consonant sounds taught in book 1. Still, except for that problem, you feel that book 2 is at the right level for your student.

So, rather than take your student all the way through book 1, you just go back and teach the particular initial consonant sounds the student needs to learn. To find appropriate material, you can refer to the Scope and Sequence charts at the front of *Teacher’s Edition 1*. These charts will show all of the places where a particular skill is taught either in the skill book itself or in exercises that appear only in the teacher’s manual.

You can also go to Part 4 of this manual, which will tell you where to go in *LWR* for help and will also suggest activities you may use to teach the particular skill.

The point is that your student’s scores in these materials will give you useful information about his or her present reading skills. But you should also be alert for gaps in your student’s skills which the *LWR Diagnostic Inventory* fails to uncover. Then respond to your student’s needs accordingly. This sort of flexibility and sensitivity is part of the teacher’s craft. The Screening Lists and the Student Reading Profiles are good tools. But, as with good carpenter’s tools, it still takes care to get a good result.

Part 1 Screening

How to Administer the *LWR* Screening Lists

You will need a copy of the Screening Lists (one sheet) for the student to read from and a copy of the Screening Lists Record Sheet (one sheet) for you to record the student’s correct answers and his total score. Both of these items appear in this manual and you may print and/or photocopy as many copies as you need.

You may want to fold the Screening Lists sheet lengthwise so that only one list appears at a time. Or you may use a blank piece of paper to cover all but List 1 when S. begins.

T: In a moment, I am going to ask you to read some words. The purpose is to find out where you are in your reading. That way, we can work at a level that’s right for you.

T: Look at the first list. Read each word you know. If you aren’t sure you know a word, say what you think it might be, or just say, “I don’t know.” Then go on to the next word.

Check (✓) each word that S. reads correctly. If S. misses four words in a row on any list, stop at that point.

When S. has finished a list—or if you have stopped him—record the total correct for that list. (If you stopped him, record the total correct before you stopped.)

If S. scored at mastery level for a list, go on to the next list. If S. scored at less than mastery level, see the chart below.

Note: No matter where S. finishes on the lists, compliment S. on his effort and be supportive.

This chart explains how to use a student’s *LWR* Screening Lists score.

| Screening List | Total Correct | Recommendation |
|----------------|---------------|---------------------------------------|
| List 1 | 9–10 | Go on to List 2. |
| | 0–8 | Administer Student Reading Profile 1. |
| List 2 | 13–15 | Go on to List 3. |
| | 8–12 | Administer Student Reading Profile 2. |
| | 0–7 | Administer Student Reading Profile 1. |
| List 3 | 13–15 | Go on to List 4. |
| | 8–12 | Administer Student Reading Profile 3. |
| | 0–7 | Administer Student Reading Profile 2. |
| List 4 | 13–20 | Administer Student Reading Profile 4. |
| | 0–12 | Administer Student Reading Profile 3. |

DIAGNOSTIC INVENTORY

LWR Screening Lists

| List 1 | List 2 | List 3 | List 4 |
|---------------|---------------|---------------|---------------|
| 1. in | 1. glass | 1. cry | 1. about |
| 2. is | 2. send | 2. loaf | 2. bought |
| 3. the | 3. dropped | 3. die | 3. shook |
| 4. a | 4. far | 4. flight | 4. gentle |
| 5. to | 5. running | 5. eleven | 5. cough |
| 6. has | 6. after | 6. future | 6. thumb |
| 7. her | 7. quick | 7. menu | 7. weigh |
| 8. this | 8. girls | 8. money | 8. schedule |
| 9. she | 9. then | 9. retire | 9. wrong |
| 10. his | 10. hurry | 10. short | 10. pressure |
| | 11. which | 11. snow | 11. league |
| | 12. were | 12. table | 12. excuse |
| | 13. dishes | 13. zero | 13. annoy |
| | 14. work | 14. sleep | 14. choose |
| | 15. from | 15. paint | 15. ache |
| | | | 16. crawl |
| | | | 17. beautiful |
| | | | 18. hour |
| | | | 19. above |
| | | | 20. argue |

LWR Screening Lists Record Sheet

Student's name _____

Date _____ Person administering _____

| List 1 | List 2 | List 3 | List 4 |
|----------------------------|----------------------------|----------------------------|----------------------------|
| _____ 1. in | _____ 1. glass | _____ 1. cry | _____ 1. about |
| _____ 2. is | _____ 2. send | _____ 2. loaf | _____ 2. bought |
| _____ 3. the | _____ 3. dropped | _____ 3. die | _____ 3. shook |
| _____ 4. a | _____ 4. far | _____ 4. flight | _____ 4. gentle |
| _____ 5. to | _____ 5. running | _____ 5. eleven | _____ 5. cough |
| _____ 6. has | _____ 6. after | _____ 6. future | _____ 6. thumb |
| _____ 7. her | _____ 7. quick | _____ 7. menu | _____ 7. weigh |
| _____ 8. this | _____ 8. girls | _____ 8. money | _____ 8. schedule |
| _____ 9. she | _____ 9. then | _____ 9. retire | _____ 9. wrong |
| _____ 10. his | _____ 10. hurry | _____ 10. short | _____ 10. pressure |
| | _____ 11. which | _____ 11. snow | _____ 11. league |
| | _____ 12. were | _____ 12. table | _____ 12. excuse |
| | _____ 13. dishes | _____ 13. zero | _____ 13. annoy |
| | _____ 14. work | _____ 14. sleep | _____ 14. choose |
| | _____ 15. from | _____ 15. paint | _____ 15. ache |
| | | | _____ 16. crawl |
| | | | _____ 17. beautiful |
| | | | _____ 18. hour |
| | | | _____ 19. above |
| | | | _____ 20. argue |
| Total Correct: _____/10 | Total Correct: _____/15 | Total Correct: _____/15 | Total Correct: _____/20 |
| Mastery Level: 9/10 | Mastery Level: 13/15 | Mastery Level: 13/15 | Mastery Level: 18/20 |

Part 2

Administering the Student Reading Profiles

Administering Student Reading Profile 1

Student Reading Profile 1 reflects the instructional tasks included in *LWR 1*. The seven parts in this Student Reading Profile are:

1. Segmentation
2. Auditory Discrimination
3. Sounds and Letters
4. Word Recognition
5. Writing
6. Parts of Written Language
7. Comprehension

Before you begin, print the Student Reading Profile. Then separate the teacher's pages (the first five pages) from the student pages.

You will use the teacher's pages for scoring the first sections of the reading profile while S. is answering questions. Teacher's page 1 is the Summary Record, which you will use at the end to record the student's total scores for all sections of the Student Reading Profile.

Before beginning, explain to S. that doing this Student Reading Profile should take an hour to an hour and a half. Be very warm and supportive throughout the process of giving this reading profile. If S. becomes overly frustrated by any section of the profile, stop, and go on to the next section.

1. SEGMENTATION

Note: In section 1-A and in a number of sections in this Student Reading Profile, S. is given an example or two for practice. It may happen that S. will have difficulty producing a correct response for a particular practice item. If so, before beginning the regular items, take time to explain both the practice task and the correct response. If S. then *still* cannot perform the task, try one or two regular items. Move on to the next section if S. also misses these items.

1-A: Number of Words in a Sentence

(Teacher's page 2, no student page)

You will need seven coins, preferably all the same denomination, for this section. No other student material is needed. Place the seven coins in front of S., in a mass.

T: I am going to say some sentences. Listen carefully. You are going to use one coin for each word in a sentence. For example, if I say, "Dick walked," you would use one coin for the word *Dick* and another coin for the word *walked*.

As you say *Dick walked*, place one coin for each word in front of S. Place the two coins in the student's left-right order.

T: Repeat the sentence, and point to the coin that stands for each word.

S. should point to the first coin at the left and say, "Dick." Then S. should point to the second coin and say, "walked."

T: That's right: *Dick walked*. This coin stands for *Dick*, and this coin stands for *walked*.

If S. had difficulty, place the seven coins together again, and use this second example:

T: Let's try another sentence. Remember, you are to place coins in a row in front of you. Place one coin for each word in the sentence. Here is the sentence: *Mother works hard*. Use one coin for each word in the sentence I just said.

S. should place three coins in a row left to right.

T: Say the sentence again, pointing to each coin that stands for a word.

S. should point to the three coins from left to right as if reading words in a sentence as he says, "Mother works hard."

Now read the following sentences, placing the seven coins together prior to reading each one. On the teacher's scoring page 2, put a check mark in the blank in front of each sentence if S. selects the correct number of coins *and* if S. says a word in the sentence for each coin.

Note: Say the sentences at a normal speaking rate. Do not emphasize the break between words. But be careful not to slur words together so that *Bill and I* becomes *Bill'n'I* or to stretch words out unnaturally so that *yesterday* becomes *yester-day*.

- | | | |
|-------|-----------------------------------|-----------|
| _____ | 1. John smiled. | (2 words) |
| _____ | 2. She went shopping yesterday. | (4 words) |
| _____ | 3. Bill and I were playing cards. | (6 words) |

Total Correct: _____/3 Mastery Level: 3/3

1-B. Initial Consonants

(Teacher's page 2, no student page)

This time, you will need just two coins.

T: Words are made up of individual sounds. Listen for the *first* sound you hear in each word. And listen for the *group* of sounds which make up the rest of the word.

T: For example, if I say the word *cat*, the first sound in *cat* is /c/. (Select one coin for /c/, and place it in front of S.) And the rest of the sounds in *cat* are /at/. (Select one coin for /at/, and place it in front of S.)

Point to the coin on the left and say /c/. Point to the next coin and say /at/. Then blend /c/ and /at/ and say *cat*.

T: (Point to the coin on the left.) What sound does this coin stand for? [S: /c/] Yes, /c/. (Point to the next coin.) What sound does this coin stand for? [S: /at/] Yes, /at/.

T: I'm going to say some words. I want you to listen to the words. Then place a coin in front of you to show the sound you hear at the *beginning* of the word and say that sound. Place another coin to show the group of sounds you hear at the *end* of the word, and say that.

Say the words below. (The correct student responses are in parentheses.)

On teacher's scoring page 2, put a check in the blank if S. can separate the initial consonant from the rest of the word. S. should place one coin for the initial consonant and say it, and then place another coin for the rest of the word and say it.

Do not count an item correct if S. is not able to separate the *initial* consonant from the spoken word. For example, *pet* and *pe-t* are both incorrect.

- _____ 1. pet (p-et)
- _____ 2. cold (c-old)
- _____ 3. sit (s-it)
- _____ 4. made (m-ade)
- _____ 5. loop (l-oop)

Total Correct: _____/5 Mastery Level: 5/5

1-C. Final Consonants

(Teacher's page 2, no student page)

Again, you will need two coins.

T: This time, I want you to listen for the *last* sound you hear in each word I say. You are going to use one coin for all the sounds that come before the last sound. Use another coin for the last sound.

T: Let's try a word. If I say the word *pan*, the first group of sounds is /pa/. (Pronounce *pa* as in *pan*. As you say /pa/, place a coin in front of S.) And the last sound in *pan* is /n/. (As you say /n/, place one coin to the right of the first coin.)

T: (Point to the coin on the left.) /pa/ (Point to the other coin.) /n/ (Sweep your finger across both coins.) *Pan*.

T: (Point to the coin on the left.) What sound does this coin stand for? [S: /pa/] Yes, /pa/. (Point to the other coin.) What sound does this coin stand for? [S: /n/] Yes, /n/.

T: I'm going to say some words. Listen to the words carefully. Place one coin in front of you to show the sounds you hear at the beginning of the word, and say those sounds. Then place another coin to show the sound at the end of the word, and say that sound.

Say the words below. (The correct student responses are in parentheses.)

On teacher's scoring page 2, put a check mark in the blank if S. can separate the final consonant from the rest of the word. S. should place one coin for the first group of sounds and say it, and then place another coin for the final consonant and say it.

Do not count an item correct if S. is not able to separate the *final* consonant from the spoken word. For example, *pan* and *p-an* are both incorrect. Also, producing one coin and saying /n/ is incorrect.

- | | | |
|-------|--------|--------|
| _____ | 1. sun | (su-n) |
| _____ | 2. bad | (ba-d) |
| _____ | 3. hat | (ha-t) |
| _____ | 4. mop | (mo-p) |
| _____ | 5. leg | (le-g) |

Total Correct: _____/5 Mastery Level: 5/5

2. AUDITORY DISCRIMINATION

2-A. Initial Consonants

(Teacher's page 3, no student page)

T: I'm going to say a word. Listen carefully to the *beginning* sound in that word. Then I'm going to say two more words. You tell me which of the two words begins like my word.

T: Let's try an example first. My word is *feather*. The other two words are *farmer* and *girl*. Which word starts like *feather*? [S: farmer] Yes, *farmer* begins with the same sound as *feather*.

Say the words below. As S. answers, check his *correct* answers on teacher's page 3 of the reading profile. If it becomes clear that S. is quite unable to do this task, stop, and go on to 2-B.

- | | | | |
|-----------------|------------------|------------------|---------------|
| _____ 1. dog | (ditch, farm) | _____ 10. little | (man, laugh) |
| _____ 2. mother | (hand, mask) | _____ 11. toast | (think, test) |
| _____ 3. cough | (couch, hope) | _____ 12. sun | (mean, soup) |
| _____ 4. jump | (jelly, fire) | _____ 13. number | (next, vine) |
| _____ 5. yellow | (weather, yeast) | _____ 14. zebra | (zoo, lady) |
| _____ 6. ghost | (sense, get) | _____ 15. fence | (last, fight) |
| _____ 7. wire | (fence, west) | _____ 16. parrot | (book, pig) |
| _____ 8. hope | (hollow, fire) | _____ 17. rose | (river, next) |
| _____ 9. baby | (basket, vest) | _____ 18. vest | (house, vine) |

Total Correct: _____/18 Mastery Level: 16/18

2-B. Final Consonants

(Teacher's page 3, no student page)

T: I'm going to say a word. Listen carefully to the *last* sound in that word. Then I will say two more words. You tell me which of the two words ends like my word.

T: Here's an example. My word is *hat*. The other two words are *door* and *fit*. Which word ends like *hat*? [S: fit] Yes, *fit* ends like *hat*.

Say the words below. As S. answers, check his *correct* answers on teacher's page 3 of the reading profile booklet. If it becomes clear that S. is quite unable to do this task, stop, and go on to Part 3.

- | | | | |
|----------------|---------------|-----------------|--------------|
| _____ 1. cab | (robe, sash) | _____ 7. road | (mud, girl) |
| _____ 2. hog | (raft, big) | _____ 8. like | (pick, tent) |
| _____ 3. man | (laugh, pin) | _____ 9. lime | (egg, seem) |
| _____ 4. stop | (sweep, tear) | _____ 10. core | (tear, moon) |
| _____ 5. leave | (save, more) | _____ 11. dress | (home, base) |
| _____ 6. call | (sun, full) | _____ 12. haze | (mean, doze) |

Total Correct: _____/12

Mastery Level: 10/12

3. SOUNDS AND LETTERS

Give S. the student's pages of the Student Reading Profile. Since you have removed the teacher's pages, student's page 6—where this section begins—will be the first page showing.

3-A. Names of Letters

(Teacher's page 4, student's page 6)

T: Look at these letters. I'm going to point to them one by one. When I point to a letter, tell me if it is a capital or small letter, and tell me its *name*. The name of a letter is the way the letter is said when you say the alphabet.

T: (Point to E on the student's page.) Here's an example. The name of this first letter is *capital E*. Now let's continue. I'll be checking off the ones you get correct.

Point to each letter on the student's page, going down each column. As S. answers, use teacher's page 4 to record *all* of the student's answers, as follows:

- Put a check in the blank if S. names the letter correctly. (Count the capital *E* as correct.)
- Leave blank if S. gives no answer.
- Write in the student's answer if he gives the wrong letter name. The teacher will then be able to analyze the kinds of errors the student makes.

Stop if S. misses any five items in a row. Then go on to 3-B.

| | | | | | |
|---------|---------|---------|---------|---------|---------|
| _____ E | _____ i | _____ W | _____ B | _____ h | _____ I |
| _____ P | _____ S | _____ n | _____ v | _____ A | _____ m |
| _____ K | _____ T | _____ r | _____ g | _____ U | _____ L |
| _____ l | _____ o | _____ e | _____ z | _____ D | _____ C |
| _____ M | _____ Q | _____ f | _____ x | _____ R | _____ q |
| _____ N | _____ j | _____ b | _____ a | _____ G | _____ Y |
| _____ d | _____ H | _____ F | | | |

Total Correct: _____/39 Mastery Level: 37/39

3-B. Sounds for Letters

(Teacher's page 4, student's page 6)

T: Now look at these letters. When I point to a letter, tell me the sound that the letter stands for. For example, the sound for the first letter is /e/. (Say the short *e* sound.) Now let's continue.

Point to each letter on the student's page, going down each column. For the last column (*qu, ch, th, sh*), ask: "What sound do these two letters together stand for?" As S. answers, use teacher's page 4 to record *all* of the student's answers, as follows:

- Put a check in the blank if S. gives the correct sound. (Count the capital *E* as correct.)
- Leave blank if S. gives no answer.
- Write in the student's answer if he gives the wrong sound. The teacher will then be able to analyze the kinds of errors the student makes.

Stop if S. misses any five items in a row. Then go on to Part 4.

Note: If S. gives the long sound for a vowel, ask: "What is another sound for that letter?" For *th*, accept either the sound in *thank* or the sound in *this*.

| | | | | | |
|---------|---------|---------|---------|---------|----------|
| _____ E | _____ w | _____ n | _____ v | _____ d | _____ qu |
| _____ k | _____ H | _____ s | _____ x | _____ R | _____ ch |
| _____ t | _____ o | _____ f | _____ L | _____ G | _____ th |
| _____ M | _____ j | _____ B | _____ A | _____ c | _____ sh |
| _____ P | _____ i | _____ z | _____ u | _____ y | |

Total Correct: _____/29

Mastery Level: 25/29

4. WORD RECOGNITION

(Teacher's page 5, student's page 7)

T: Read these words. If you don't know a word, say what you think it might be. If you still can't get it, say, "I don't know," and go on.

On teacher's page 5, record *all* of the student's answers, as follows:

- Put a check in the blank if S. reads the word correctly.
- Leave blank if S. gives no answer.
- Write in the student's answer if he gives the wrong word. The teacher will then be able to analyze the kinds of errors the student makes.

Stop if S. misses eight words in a row. Then go on to Part 5.

Note: If S. hesitates, after about five seconds, you may say the word and count it incorrect. If S. makes a mistake but then self-corrects it, the item should be counted correct.

- | | | |
|---------------|-------------------|------------------|
| _____ 1. this | _____ 13. he | _____ 25. tell |
| _____ 2. is | _____ 14. not | _____ 26. run |
| _____ 3. the | _____ 15. are | _____ 27. shop |
| _____ 4. to | _____ 16. up | _____ 28. thanks |
| _____ 5. has | _____ 17. says | _____ 29. fish |
| _____ 6. her | _____ 18. do | _____ 30. box |
| _____ 7. she | _____ 19. no | _____ 31. name |
| _____ 8. in | _____ 20. looking | _____ 32. street |
| _____ 9. him | _____ 21. puts | _____ 33. Mr. |
| _____ 10. and | _____ 22. get | _____ 34. Mrs. |
| _____ 11. for | _____ 23. one | _____ 35. you |
| _____ 12. at | _____ 24. two | _____ 36. give |

Total Correct: _____/36

Mastery Level: 32/36

5. WRITING

(Teacher's page 5, student's page 7)

T: (Point to the two sets of guidelines.) A name is printed on the first set of guidelines as an example for you. On the second set of guidelines, please print your name the way the example is printed.

Score the student's writing of his name as follows:

- 2 points: Letters are reasonably recognizable and well-formed.
- 1 point: Capital and lowercase letters are used correctly.
- 1 point: Space is left between words.

Total Correct: _____/4 Mastery Level: 3/4

6. PARTS OF WRITTEN LANGUAGE

6-A. Identifying Sentences

(Teacher's page 5, student's page 8)

T: (Point to story 1.) Look over this story. How many sentences are in the story? Tell me the number of sentences.

S. may simply scan the story to determine the number of sentences. If he reads the complete story—either out loud or silently—do not stop him.

Repeat the process for story 2.

On teacher's page 5, write the number in the blank only if S. gives the correct number as the answer. Do not give any points for an incorrect answer.

_____ 1. (2 points for 2 sentences)

_____ 2. (3 points for 3 sentences)

Total Correct: _____/5 Mastery Level: 5/5

6-B. Identifying Paragraphs

(Teacher's page 5, student's page 8)

T: Look over this story. How many paragraphs are in the story? Tell me the number of paragraphs.

S. may simply scan the story to determine the number of paragraphs. If he reads the complete story—either out loud or silently—do not stop him.

On teacher's page 5, record the number 4 in the blank only if S. gives the correct answer, 4. Do not give any points for an incorrect answer.

Total Correct: _____/4 Mastery Level: 4/4

6-C. Capitalization

(Student's page 9)

T: This page is about using capital letters. In each group, the same sentence is written three different ways. The words are the same, but capital letters are used in different places. One sentence in the group is right, and the other two sentences are wrong.

Have S. read aloud the three sentences in number 1 to observe that the words are the same but capital letters are used in different places.

T: Put a check mark in the blank by the sentence that has capital letters in the right places.

Let S. complete the rest of this page by himself.

You can score this page and the remainder of Student Reading Profile 1 after S. has finished all of it.

Answers: 1. c

2. b

3. a

4. b

Total Correct: _____/4 Mastery Level: 3/4

6-D. Punctuation

(Student's page 10)

T: This page is about using punctuation marks. (Point to the punctuation marks in the box at the top of the page.)

T: These are the punctuation marks that this page deals with. (Point to each mark as you say its name.) Period, exclamation point, question mark, apostrophe, and quotation marks.

T: In each group below, the same sentence is written three different ways. The words are the same, but the punctuation marks are different. One sentence in the group is right, and the other two sentences are wrong.

Have S. read aloud the three sentences in number 1 to observe that the words are the same but the punctuation at the end is different.

T: Put a check mark in the blank by the sentence that has the correct punctuation marks.

Let S. complete the rest of this page by himself.

Answers: 1. a 3. a
 2. c 4. b

Total Correct: _____/4 Mastery Level: 3/4

7. COMPREHENSION

(Student's pages 11–13)

T: (Indicate pages 11 and 12.) On these two pages are seven very short stories. Read each story, and then read the three sentences below it. Put a check mark by the sentence that has the same meaning as the story.

Note: If necessary to help S. understand what to do, work through the first item together with S. (count it as a “free” correct answer). Allow S. to read aloud or silently, as he wishes. Stop if this exercise is clearly too difficult for S.

T: (Point to the last story, number 8, on page 13.) Now read this story and the questions after it. Put a check mark in front of either *Yes* or *No* as your answer to each question.

Answers: 1. b 5. c 8. A. b. No
 2. c 6. a B. a. Yes
 3. a 7. a C. a. Yes
 4. c

Total Correct: _____/10 Mastery Level 8/10

After S. has completed the Student Reading Profile, you can—in private—score those parts that you have not already scored. Check the correct items. Transfer the total score for all parts to Summary Record 1.

At this time, you can take the student pages from the reading profile and staple them together with the teacher's pages. The Summary Record should be on top.

Note: See Part 3 of this manual for instructions on placement and Part 4 for teaching suggestions.

SUMMARY RECORD 1

for Student Reading Profile 1

Student's name _____

Date _____ Person administering _____

| | Total Correct | Mastery Level |
|-------------------------------------|---------------|---------------|
| 1. Segmentation | | |
| 1-A. Number of Words in a Sentence | _____/3 | 3/3 |
| 1-B. Initial Consonants | _____/5 | 5/5 |
| 1-C. Final Consonants | _____/5 | 5/5 |
| 2. Auditory Discrimination | | |
| 2-A. Initial Consonants | _____/18 | 16/18 |
| 2-B. Final Consonants | _____/12 | 10/12 |
| 3. Sounds and Letters | | |
| 3-A. Names of Letters | _____/39 | 37/39 |
| 3-B. Sounds for Letters | _____/29 | 25/29 |
| 4. Word Recognition | | |
| | _____/36 | 32/36 |
| 5. Writing | | |
| | _____/4 | 3/4 |
| 6. Parts of Written Language | | |
| 6-A. Identifying Sentences | _____/5 | 5/5 |
| 6-B. Identifying Paragraphs | _____/4 | 4/4 |
| 6-C. Capitalization | _____/4 | 3/4 |
| 6-D. Punctuation | _____/4 | 3/4 |
| 7. Comprehension | | |
| | _____/10 | 8/10 |
| TOTAL | _____/178 | 159/178 |

Administering Student Reading Profile 2

Student Reading Profile 2 reflects the instructional tasks included in *LWR 2*. The six parts in this Student Reading Profile are:

1. Segmentation
2. Blending
3. Word Recognition
4. Consonant Blends and Digraphs
5. Word Parts
6. Comprehension

Before you begin, print the Student Reading Profile. Then separate the teacher's pages (the first three pages) from the student's pages.

You will use the teacher's pages for scoring the first sections of the reading profile while S. is answering questions. Teacher's page 1 is the Summary Record, which you will use at the end to record the student's total scores for all sections of the Student Reading Profile.

Before beginning, explain to S. that doing this Student Reading Profile should take an hour to an hour and a half. Be very warm and supportive throughout the process of giving this reading profile. If S. becomes overly frustrated by any section of the profile, stop, and go on to the next section.

1. SEGMENTATION

Note: In section 1-A and in a number of sections in this Student Reading Profile, S. is given an example or two for practice. It may happen that S. will have difficulty producing a correct response for a particular practice item. If so, before beginning the regular items, take time to explain both the practice task and the correct response. If S. then *still* cannot perform the task, try one or two regular items. Move on to the next section if S. also misses these items.

1-A: Segmenting Vowels in Words

(Teacher's page 2, no student page)

You will need two coins, preferably of the same denomination, for this section. No other student material is needed. Place the two coins in front of S.

- T: I'm going to say some words to you. Listen carefully. Each word will have two sounds. For each sound, place one coin here. (Point to a place in front of S. away from the coins.) Then tell me the sound for each coin you have put down.
- T: For example, in the word *me*, I hear two sounds. I hear /m/. (Select one coin and place it in front of S.) And I hear /ē/. (Select another coin and place it beside the other coin; coins should be in the student's left-right order.) The word *me* has the sounds /m/ and /ē/. (Point to one coin as you say each sound.)
- T: Show the sounds in *me* by pointing to the coins. Show me the coin that stands for /m/. [S. points to first coin.] Show me the coin that stands for /ē/. [S. points to second coin.] That's right. This coin stands for /m/, and this coin stands for /ē/.
- T: Now you try one yourself. Listen for the two sounds in *Ed*. Say the sounds in *Ed*. Place a coin in front of you to stand for *each sound* in *Ed*. [S. does the task.] Once more, point to the coins, and say the sounds in *Ed*. [S. points and says sounds.] Very good. Those are the sounds in *Ed*.
- T: Now I'm going to say some more words that have two sounds. For each word I say, place one coin in front of you as you say *each sound* in the word.

Say the words below. S. should put down two coins for each word, as you have already told him there are two sounds. S. must say the sound which each coin stands for. On teacher's page 2, put a check mark in the blank in front of each word if S. puts down two coins *and* says the correct sound for each. (The correct sounds are in parentheses.)

Note: You may pronounce words again during the task if necessary.

- _____ 1. no (n-o)
_____ 2. up (u-p)
_____ 3. at (a-t)
_____ 4. if (i-f)
_____ 5. egg (e-gg)

Total Correct: _____/5 Mastery Level: 5/5

1-B: Segmenting Words into Sounds

(Teacher's page 2, no student page)

Place five coins in front of S. in a mass.

T: I'm going to say some more words. This time there will be *more* sounds in each of the words. You must listen carefully so you can hear each of the sounds. Place one coin in front of you for each sound you hear in the words I say. Then point to each coin and say the sounds.

T: Here's an example. In the word *Sam*, I hear /s/ (place one coin in front of S.), /a/ (place a second coin), and /m/ (place a third coin). The sounds in *Sam* are /s/—/a/—/m/. (Point to each coin as you repeat the sounds.)

T: Now you try one yourself. Listen for the sounds in *camp*. Say the sounds in *camp*. Place a coin in front of you to stand for *each sound* in *camp*. [S. does the task.] Once more, point to the coins, and say the sounds in *camp*. [S. points and says sounds: /c/—/a/—/m/—/p/.] Very good. Those are the sounds in *camp*.

T: Now I'm going to say some more words. For each word I say, place one coin in front of you as you say *each sound* in the word.

Say the words below. S. must select the correct number of coins to stand for the sounds in each word. For each coin, S. must say the correct sound. On teacher's page 2, put a check mark in the blank in front of each word if S. selects the correct number of coins *and* says the correct sound for each.

Note: Count items 2–5 correct if S. preserves the consonant blend (e.g., sl-o-t) or separates the blend (e.g., s-l-o-t). It is not correct if the vowel is joined to a consonant (e.g., c-ol-d). The consonant blends here are *sl*, *dr*, *ld*, *str*.

- | | | |
|-----------------|-------------|---|
| _____ 1. hat | 3: | (h-a-t) |
| _____ 2. slot | 3 or 4: | (sl-o-t) or (s-l-o-t) |
| _____ 3. drop | 3 or 4: | (dr-o-p) or (d-r-o-p) |
| _____ 4. cold | 3 or 4: | (c-o-ld) or (c-o-l-d) |
| _____ 5. stripe | 3, 4, or 5: | (str-i-pe) or (st-r-i-pe) or (s-t-r-i-pe) |

Total Correct: _____/5 Mastery Level: 5/5

2. BLENDING

(Teacher's page 2, student's page 4)

Give S. the student's pages of the Student Reading Profile. Since you have removed the teacher's pages, student's page 4—where this section begins—will be the first page showing.

T: (Point to the nonsense words on the student's page.) The words in this part are nonsense words. Don't try to make them real words. Read the example. (Point to *fap*.)

If necessary, help S. by sounding out /f/—/a/—/p/ and then blending the sounds together to make *fap*. Then have S. read the other words by himself.

If S. reads the nonsense word correctly with a short vowel sound, count the item as correct. Put a check mark in the blank on teacher's page 2.

_____ 1. sud _____ 3. rin _____ 5. tef
_____ 2. mag _____ 4. pom
Total Correct: _____/5 Mastery Level: 5/5

3. WORD RECOGNITION

(Teacher's page 3, student's page 4)

T: Now read these real words. If you don't know a word, try to sound it out.
If you still can't get it, say, "I don't know," and go on.

On teacher's page 3, record *all* of the student's answers, as follows:

- Put a check in the blank if S. reads the word correctly.
 - Leave blank if S. gives no answer.
 - Write in the student's answer if he gives the wrong word.
- This will help the teacher analyze the student's errors.

Stop if S. misses eight words in a row. Then go on to Part 4.

Note: If S. hesitates, after about five seconds, you may say the word and count it incorrect. If S. makes a mistake but then self-corrects it, the item should be counted correct.

_____ 1. work _____ 16. them _____ 31. many
_____ 2. after _____ 17. were _____ 32. let's
_____ 3. will _____ 18. what _____ 33. truck
_____ 4. picked _____ 19. said _____ 34. burn
_____ 5. friends _____ 20. glass _____ 35. fix
_____ 6. car _____ 21. was _____ 36. first
_____ 7. us _____ 22. help _____ 37. family
_____ 8. another _____ 23. cannot _____ 38. marry
_____ 9. stopped _____ 24. that _____ 39. sister
_____ 10. quick _____ 25. comes _____ 40. who
_____ 11. large _____ 26. their _____ 41. plan
_____ 12. from _____ 27. cents _____ 42. which
_____ 13. job _____ 28. laugh _____ 43. with
_____ 14. funny _____ 29. dollar _____ 44. bringing
_____ 15. hurried _____ 30. little _____ 45. son
Total Correct: _____/45 Mastery Level: 40/45

4. CONSONANT BLENDS AND DIGRAPHS

4-A. Initial Consonant Blends and Digraphs

(Student's page 5)

T: I'm going to say some words. Listen for the *beginning* sounds. Circle the letters that my word starts with. (Point to the example line on the student's page.)

T: Here's an example. My word is *twelve*. What are the beginning letters of *twelve*? Circle them. [S. circles *tw*.]

Say the words below. Score this section and the rest of the reading profile later.

| | | | | |
|----------|-----|----|----|----|
| (black) | 1. | bl | br | dr |
| (grass) | 2. | gl | gr | pr |
| (skirt) | 3. | st | sl | sk |
| (pretty) | 4. | pl | pr | tr |
| (when) | 5. | wh | tw | fr |
| (stop) | 6. | pr | tr | st |
| (clock) | 7. | gl | cl | sk |
| (drop) | 8. | tr | br | dr |
| (then) | 9. | th | tw | wh |
| (friend) | 10. | tr | fr | dr |

Total Correct: _____/10 Mastery Level: 9/10

4-B. Final Consonant Blends and Digraphs

(Student's page 5)

T: I'm going to say some more words. This time, listen for the ending sounds. Circle the letters that my word ends with. (Point to the example line on the student's page.)

T: Here's an example. My word is *ranch*. What are the last letters of *ranch*? Circle them. [S. circles *nch*.]

Say the words below. Score this section later.

| | | | | |
|---------|----|-----|-----|----|
| (bank) | 1. | nt | nk | nd |
| (left) | 2. | ft | st | th |
| (hand) | 3. | nt | nk | nd |
| (sing) | 4. | nch | nt | ng |
| (fast) | 5. | sh | st | sk |
| (bath) | 6. | th | sh | ft |
| (lunch) | 7. | ng | nch | nk |
| (wish) | 8. | th | st | sh |

Total Correct: _____/8 Mastery Level: 7/8

5. WORD PARTS

5-A. Endings

(Student's page 6)

T: (Point to the words on the student's page.) Look at these words. I'm going to ask you to change each word by adding an ending. For example, this word is *hunt* (point to *hunt* at the top of the page). On the second set of guidelines, *hunt* is changed to *hunter*.

Say the words below, using this format:

T: This word is _____. (Point to the printed word on the student's page.)
Write the word _____. (Say the word with its ending.)

You may give an example sentence for each word with an ending, as needed. Stop if S. misses four items in a row. Then go on to 5-B.

- | | | | |
|----------|-----------|-----------|-----------|
| 1. look | (looking) | 6. help | (helped) |
| 2. match | (matches) | 7. get | (getting) |
| 3. live | (lived) | 8. give | (giving) |
| 4. farm | (farmer) | 9. yell | (yelled) |
| 5. plan | (planned) | 10. large | (larger) |

Total Correct: ____/10

Mastery Level: 9/10

5-B. Substituting Beginning Consonant Sounds

(Student's page 7)

T: (Point to the words on the student's page.) Look at these words. I'm going to ask you to make new words by changing the *beginning* sounds. For example, this word is *luck*. (Point to first example word.) Here, it is changed to *truck*. (Point to second example word.)

Say the words below, following this format:

T: This word is _____. (Point to the word on the student's page.)
Change the word to _____.

Stop if S. misses four items in a row. Then go on to Part 5-C.

- | | | | |
|---------|---------|---------|---------|
| 1. sell | (tell) | 6. hen | (when) |
| 2. turn | (burn) | 7. art | (part) |
| 3. mop | (chop) | 8. tank | (thank) |
| 4. dish | (wish) | 9. top | (stop) |
| 5. back | (black) | 10. ten | (then) |

Total Correct: ____/10

Mastery Level: 9/10

5-C. Substituting Vowels

(Student's page 8)

T: (Point to the words on the student's page.) Look at these words. Again, I'm going to ask you to make new words by changing part of the word. This time, you will change the *vowel*. Remember, the vowels are *a, e, i, o, u*.

T: For example, this word is *nut*. (Point to first example word.) Here, we have changed *nut* to *net* by changing the vowel *u* to *e*. (Point to second example word.)

Say the words below, following this format:

T: This word is _____. (Point to the word in the student's booklet.)
Change the word to _____.

Stop if S. misses three items in a row. Then go on to Part 6.

- | | | | |
|---------|--------|---------|--------|
| 1. pack | (pick) | 4. fan | (fun) |
| 2. ship | (shop) | 5. stop | (step) |
| 3. hot | (hat) | | |

Total Correct: ____/5

Mastery Level: 4/5

6. COMPREHENSION

(Student's pages 9–11)

Ask S. to read the stories and put a check mark next to the best answer. S. may read silently or aloud. Stop if this exercise is clearly too difficult for S.

Answers: 1. a 3. c 5. A. c 6. A. b 7. A. a
 2. b 4. b B. b B. c B. b

Total Correct: ____/10 Mastery Level: 8/10

After S. has completed the Student Reading Profile, you can—in private—score those parts that you have not already scored. Check the correct items. Transfer the total score for all parts to Summary Record 2.

At this time, you can take the student pages from the reading profile and staple them together with the teacher's pages. The Summary Record should be on top.

Note: See Part 3 of this manual for instructions on placement and Part 4 for teaching suggestions.

SUMMARY RECORD 2 for Student Reading Profile 2

Student's name _____

Date _____ Person administering _____

| | Total Correct | Mastery Level |
|--|---------------|---------------|
| 1. Segmentation | | |
| 1-A. Segmenting Vowels in Words | _____ /5 | 5/5 |
| 1-B. Segmenting Words into Sounds | _____ /5 | 5/5 |
| 2. Blending | _____ /5 | 5/5 |
| 3. Word Recognition | _____ /45 | 40/45 |
| 4. Consonant Blends and Digraphs | | |
| 4-A. Initial Consonant Blends and Digraphs | _____ /10 | 9/10 |
| 4-B. Final Consonant Blends and Digraphs | _____ /8 | 7/8 |
| 5. Word Parts | | |
| 5-A. Endings | _____ /10 | 9/10 |
| 5-B. Substituting Beginning Consonant Sounds | _____ /10 | 9/10 |
| 5-C. Substituting Vowels | _____ /5 | 4/5 |
| 6. Comprehension | _____ /10 | 8/10 |
| TOTAL | _____ /113 | 101/113 |

Administering Student Reading Profile 3

Student Reading Profile 3 reflects the instructional tasks included in *LWR 3*. The five parts in this Student Reading Profile are:

1. Word Recognition
2. Word Parts
3. Spelling
4. Comprehension
5. Practical Reading and Writing

Before you begin, print the Student Reading Profile. Then separate the teacher's pages (the first two pages) from the student's pages.

You will use the teacher's pages for scoring the first section of the reading profile while S. is answering questions. Teacher's page 1 is the Summary Record, which you will use at the end to record the student's total scores for all sections of the Student Reading Profile.

Before beginning, explain to S. that doing this Student Reading Profile should take an hour to an hour and a half. Be very warm and supportive throughout the process of giving this reading profile. If S. becomes overly frustrated by any section of the profile, stop, and go on to the next section.

1. WORD RECOGNITION

(Teacher's page 2, student's page 3)

Give S. the student's pages of the Student Reading Profile. Since you have removed the teacher's pages, student's page 3—where this section begins—will be the first page showing.

T: We are going to start by having you read some words. Read each word aloud. If you aren't sure of a word, try to sound it out or say what you think it might be. If you still can't get it, say, "I don't know," and go on.

On teacher's page 2, record *all* of the student's answers, as follows:

- Put a check in the blank if S. reads the word correctly.
- Leave blank if S. gives no answer.
- Write in the student's answer if he gives the wrong word. The teacher will then be able to analyze the kinds of errors the student makes.

Stop if S. misses seven words in a row. Then go on to Part 2.

Note: If S. hesitates, after about five seconds, you may say the word and count it incorrect. If S. makes a mistake but then self-corrects it, the item should be counted correct.

- | | | |
|------------------|--------------------|------------------------|
| _____ 1. alone | _____ 17. here | _____ 33. spoken |
| _____ 2. paid | _____ 18. homework | _____ 34. write |
| _____ 3. nice | _____ 19. license | _____ 35. sleepy |
| _____ 4. bake | _____ 20. loaf | _____ 36. table |
| _____ 5. beans | _____ 21. cities | _____ 37. stairs |
| _____ 6. night | _____ 22. forty | _____ 38. teeth |
| _____ 7. away | _____ 23. where | _____ 39. I'll |
| _____ 8. dear | _____ 24. money | _____ 40. these |
| _____ 9. corner | _____ 25. won't | _____ 41. snow |
| _____ 10. cry | _____ 26. music | _____ 42. united |
| _____ 11. die | _____ 27. cheaper | _____ 43. oldest |
| _____ 12. care | _____ 28. radio | _____ 44. tried |
| _____ 13. wild | _____ 29. retired | _____ 45. most |
| _____ 14. before | _____ 30. want | _____ 46. find |
| _____ 15. flight | _____ 31. Friday | _____ 47. thirty-three |
| _____ 16. safely | _____ 32. eighteen | _____ 48. there |

Total Correct: _____/48 Mastery Level: 43/48

2. WORD PARTS

2-A. Compound Words

(Student's page 3)

Introduce this section and read the directions on the student's page to the student as shown below.

T: This part is about words that have two smaller words in them. Read the big word. Then write the two short words that you see in it. Here's an example. (Point to example on student's page.) The big word is *homework*. The two short words in it are *home* and *work*.

Let S. complete this section by himself. Score this section and all remaining parts of the Student Reading Profile after S. has finished all of it.

- Answers:
- | | | | |
|---------|------|---------|-------|
| 1. week | end | 4. pay | check |
| 2. land | lady | 5. some | times |
| 3. any | one | 6. my | self |

Total Correct: _____/6 Mastery Level: 6/6

2-B. Contractions

(Student's page 4)

T: In this part, you will read the word. Then write the two words that it comes from. The example word is *it's*. The two words that it comes from are *it* and *is*.

Let S. complete this section by himself. When scoring, count the answer as correct only if it is spelled correctly.

- Answers:
- | | |
|------------|------------|
| 1. I am | 4. we will |
| 2. was not | 5. you are |
| 3. what is | 6. do not |

Total Correct: _____/6 Mastery Level: 5/6

2-C. Endings

(Student's page 4)

T: (Point to the words on the student's page.) Look at these words. I'm going to ask you to change each word by adding an ending. For example, this word is *party*. (Point to example.) It is changed to *parties*. (Point.)

Say the words below, using this format:

T: This word is _____. (Point to the printed word on the student's page.)
Write the word _____. (Say the word with its ending.)

You may give an example sentence for each word with an ending, as needed.

- | | |
|-------------------|--------------------|
| 1. high (higher) | 5. slow (slowly) |
| 2. sun (sunny) | 6. nice (nicer) |
| 3. fast (fastest) | 7. big (biggest) |
| 4. cry (cries) | 8. carry (carried) |

Total Correct: ____/8 Mastery Level: 7/8

3. SPELLING

(Student's page 4)

T: Now you will do some spelling. There are 20 spelling words. Listen carefully as I say each word. Then listen, and I will give you a sentence with the word in it. After that, write the word in the space. Even if you aren't sure of the spelling, give each word a try.

Give the number, then the word, and then the example sentence. You may repeat the word and example if necessary.

- | | |
|-------------|---|
| 1. take | Please <i>take</i> the food home. |
| 2. coat | She was wearing a red <i>coat</i> . |
| 3. tie | He forgot to <i>tie</i> his shoes. |
| 4. meal | That was a good <i>meal</i> . |
| 5. paint | I want to <i>paint</i> my kitchen. |
| 6. near | We live <i>near</i> the school. |
| 7. window | The <i>window</i> was open. |
| 8. dry | It was wet, but now it's <i>dry</i> . |
| 9. play | The puppy wants to <i>play</i> . |
| 10. wheel | A car has a steering <i>wheel</i> . |
| 11. tore | I <i>tore</i> my new shirt. |
| 12. smile | He has a nice <i>smile</i> . |
| 13. valley | They live in a <i>valley</i> . |
| 14. share | Will you <i>share</i> your lunch with me? |
| 15. tired | She felt <i>tired</i> . |
| 16. morning | I had breakfast this <i>morning</i> . |
| 17. right | Make a <i>right</i> turn here. |
| 18. chair | Please sit on that <i>chair</i> . |
| 19. evening | We watched TV yesterday <i>evening</i> . |
| 20. woke | She <i>woke</i> up early this morning. |

Total Correct: ____/20 Mastery Level: 17/20

4. COMPREHENSION

(Student's pages 5–6)

4-A. Three Days at Snake River

T: In Part 4, you will read a story and then answer questions about the story. Then you will do the same with a second story.

T: (Point to the story on page 5.) This story is about the Masons' trip. You may read the story silently or aloud, as you prefer. Then answer the questions about it. As you answer the questions, you can look back at the story.

In the answers, spelling does not count, and the sentence need not be grammatically correct or grammatically complete.

- Answers to 4-A:
1. b. to Snake River.
 2. Any sentence about having fun, fishing, playing in the water, or picking up pretty rocks.
 3. a. Yes.
 4. A hundred dollars *or* \$100.

4-B. Fire at Home

T: This story is about a fire at Joe's house. Read the story, and then follow the directions below it.

Note: If S. has difficulty understanding the instructions on page 6, offer help. To make the task on page 6 easier, you may print each of the six sentences on a separate slip of paper. Then have S. place the slips of paper in the proper order.

- Answers to 4-B:
2. Joe went to sleep.
 1. Joe was smoking in bed.
 6. The fire was put out.
 4. The puppy woke Joe up.
 3. The bed started burning.
 5. Joe called the fire department.

Total Correct for Part 4: _____/10

Mastery Level: 8/10

5. PRACTICAL READING AND WRITING

(Student's pages 7–10)

T: This section is about the kind of practical reading and writing a person does in everyday life. On each page, there are instructions which we will read together. Then there is something for you to read. And then there are some questions for you to answer.

T: Now read the directions at the top of page 7. I'll help you with difficult words. Then follow the directions.

Watch to see that S. understands what to do. If S. gets confused, explain again what to do. When S. finishes page 7, have S. continue with pages 8 through 10. Help S. with any difficult words in the directions. For the application on page 10, be sure S. understands that he is to fill in the form about himself.

If S. becomes overly frustrated by any of these tasks, encourage him to move on to the next section. Try not to end Part 5 until S. has attempted all the tasks.

Answers to Part 5:

5-A. Check

1. Kay Block
2. Helen Porter
3. April 30, 2011
4. May rent
5. \$375.00 (may be spelled out)

Total Correct: _____/5

Mastery Level: 5/5

5-C. Bill

1. Brake repair
2. Labor
3. \$2.50
4. \$38.00

Total Correct: _____/4

Mastery Level: 4/4

5-B. Letter

1. Carla
2. Gail and Jason
3. April 3, 2011
4. b
5. May 28 (2011 is optional)
6. 2:00 p.m.

Total Correct: _____/6

Mastery Level: 6/6

5-D. Timetable

1. 8:55 a.m.
2. 1:20 p.m.
3. (Gate) 3
4. 505 and 675
5. 9:25 a.m.

Total Correct: _____/5

Mastery Level: 4/5

5-E. Application

Score 1 point for each of the following items. Answers must be spelled correctly. Appropriate abbreviations are acceptable, as is a number for the month.

- | | | | |
|----------------|-----------------------|----------------|---------------|
| 1 — Last Name | Address: | Date of Birth: | 1 — Age |
| 1 — First Name | 1 — Number and Street | 1 — Month | 1 — Sex |
| | 1 — City | 1 — Day | 1 — Signature |
| | 1 — State | 1 — Year | |
| | 1 — Zip Code | | |

Total Correct: _____/12

Mastery Level: 11/12

After S. has completed the Student Reading Profile, you can—in private—score those parts that you have not already scored. Check the correct items. Transfer the total score for all parts to Summary Record 3.

At this time, you can take the student pages from the reading profile and staple them together with the teacher's pages. The Summary Record should be on top.

Note: See Part 3 of this manual for instructions on placement and Part 4 for teaching suggestions.

SUMMARY RECORD 3 for Student Reading Profile 3

Student's name _____

Date _____ Person administering _____

| | Total Correct | Mastery Level |
|---|---------------|---------------|
| 1. Word Recognition | _____/48 | 43/48 |
| 2. Word Parts | | |
| 2-A. Compound Words | _____/6 | 6/6 |
| 2-B. Contractions | _____/6 | 5/6 |
| 2-C. Endings | _____/8 | 7/8 |
| 3. Spelling | _____/20 | 17/20 |
| 4. Comprehension | _____/10 | 8/10 |
| 5. Practical Reading and Writing | | |
| 5-A. Check | _____/5 | 5/5 |
| 5-B. Letter | _____/6 | 6/6 |
| 5-C. Bill | _____/4 | 4/4 |
| 5-D. Timetable | _____/5 | 4/5 |
| 5-E. Application | _____/12 | 11/12 |
| TOTAL | _____/130 | 116/130 |

Administering Student Reading Profile 4

Student Reading Profile 4 reflects the instructional tasks included in *LWR 4*. The six parts in this Student Reading Profile are:

1. Word Recognition
2. Word Parts
3. Word Meanings
4. Comprehension
5. Spelling
6. Practical Reading

Before you begin, print the Student Reading Profile. Then separate the teacher's pages (the first two pages) from the student's pages.

You will use the teacher's pages for scoring the first sections of the reading profile while S. is answering questions. Teacher's page 1 is the Summary Record, which you will use at the end to record the student's total scores for all sections of the Student Reading Profile.

Before beginning, explain to S. that doing this Student Reading Profile should take an hour to an hour and a half. Be very warm and supportive throughout the process of giving this reading profile. If S. becomes overly frustrated by any section of the profile, stop and go on to the next section.

1. WORD RECOGNITION

(Teacher's page 2, student's page 3)

Give S. the student's pages of the Student Reading Profile. Since you have removed the teacher's pages, student's page 3—where this section begins—will be the first page showing.

T: Please read these words. If you don't know a word, try to sound it out. If you still can't get it, say, "I don't know," and go on.

On teacher's page 2, record *all* of the student's answers, as follows:

- Put a check in the blank if S. reads the word correctly.
- Leave blank if S. gives no answer.
- Write in the student's answer if he gives the wrong word. The teacher will then be able to analyze the kinds of errors the student makes.

Stop if S. misses seven words in a row. Then go on to Part 2.

Note: If S. hesitates, after about five seconds, you may say the word and count it incorrect. If S. makes a mistake but then self-corrects it, the item should be counted correct.

- | | | |
|----------------------|---------------------|----------------------|
| _____ 1. crawl | _____ 21. national | _____ 41. hour |
| _____ 2. cure | _____ 22. climb | _____ 42. January |
| _____ 3. pull | _____ 23. machine | _____ 43. discussion |
| _____ 4. should | _____ 24. Tuesday | _____ 44. although |
| _____ 5. almost | _____ 25. fault | _____ 45. poor |
| _____ 6. wrap | _____ 26. true | _____ 46. beautiful |
| _____ 7. about | _____ 27. mechanic | _____ 47. square |
| _____ 8. daughter | _____ 28. insurance | _____ 48. through |
| _____ 9. experience | _____ 29. tough | _____ 49. avoid |
| _____ 10. cough | _____ 30. choose | _____ 50. couldn't |
| _____ 11. pleasure | _____ 31. amusement | _____ 51. thought |
| _____ 12. weigh | _____ 32. knock | _____ 52. energy |
| _____ 13. review | _____ 33. caught | _____ 53. small |
| _____ 14. decision | _____ 34. accept | _____ 54. June |
| _____ 15. rescue | _____ 35. emergency | _____ 55. newspaper |
| _____ 16. occupation | _____ 36. rough | _____ 56. pleasant |
| _____ 17. physical | _____ 37. schedule | _____ 57. shook |
| _____ 18. usually | _____ 38. employee | _____ 58. August |
| _____ 19. crowd | _____ 39. headache | _____ 59. annoy |
| _____ 20. useless | _____ 40. bought | _____ 60. shoot |

Total Correct: _____/60 Mastery Level: 54/60

2. WORD PARTS

T: The next three sections are about parts of words. In each section, there are instructions and an example for you to follow.

2-A. Contractions

(Student's page 3)

Have S. read the directions for 2-A. Help him with any difficult words. Then go over the example with him. As S. begins, watch to see that he understands what to do. If S. gets confused, explain again what to do.

This part and the remainder of the Student Reading Profile may be scored after S. has finished all of it.

- | | | |
|----------|------------|-------------|
| Answers: | 1. I'm | 4. they'll |
| | 2. we're | 5. wouldn't |
| | 3. haven't | 6. here's |

Total Correct: _____/6 Mastery Level: 6/6

2-B. Compound Words

(Student's page 4)

Have S. read the directions for 2-B. Help him with any difficult words. Then go over the example with him. As S. begins, watch to see that he understands what to do. If S. gets confused, explain again what to do.

Answers: Answers may be in any order, not just this order.

- | | |
|---------------------|------------------|
| 1. Example—no score | 6. grandchildren |
| 2. baseball | 7. overdose |
| 3. bedroom | 8. rowboat |
| 4. bookkeeping | 9. sidewalk |
| 5. downtown | 10. watchdog |

Total Correct: ____/9

Mastery Level: 8/9

2-C. Suffixes

(Student's page 4)

Have S. read the directions for 2-C. Help him with any difficult words. Then go over the example with him. As S. begins, watch to see that he understands what to do. If S. gets confused, explain again what to do.

- | | | |
|----------|---------------------|-----------|
| Answers: | 1. Example—no score | 6. -ful |
| | 2. -less | 7. -or |
| | 3. -hood | 8. -ship |
| | 4. -ment | 9. -al |
| | 5. -ous | 10. -ness |

Total Correct: ____/9

Mastery Level: 8/9

3. WORD MEANINGS

T: The next two sections are about word meanings.

3-A. Words That Mean the Same

(Student's page 5)

Have S. read the directions. Help him with any difficult words. Then go over the example with him.

- | | | |
|----------|---------------------|----------------------|
| Answers: | 1. Example—no score | 7. physician: doctor |
| | 2. almost: nearly | 8. recreation: fun |
| | 3. chef: cook | 9. scream: shout |
| | 4. sad: unhappy | 10. silent: quiet |
| | 5. improved: better | 11. strange: unusual |
| | 6. nation: country | 12. wrong: incorrect |

Total Correct: ____/11

Mastery Level: 10/11

3-B. Words That Mean the Opposite

(Student's page 5)

Have S. read the directions. Help him with any difficult words. Then go over the example with him.

- Answers:
- | | |
|---------------------|------------|
| 1. Example—no score | 7. famous |
| 2. smooth | 8. huge |
| 3. rich | 9. weak |
| 4. peace | 10. safety |
| 5. full | 11. enemy |
| 6. strength | 12. short |

Total Correct: _____/11

Mastery Level: 10/11

4. COMPREHENSION

(Student's pages 6–7)

T: In this part, you will read a story and then answer some questions about it. Then you will do the same for another story. As you answer the questions, you may look back at the story.

Allow S. to read silently or aloud, as he prefers. When S. has finished answering the questions for the first story, have him go on to the second one.

In the answers, spelling does not count, and the sentence need not be grammatically correct or grammatically complete.

- Answers to 4-A:
1. The south side
 2. c
 3. c
 4. b
 5. c

- Answers to 4-B.
1. In the Senate Office Building
 2. b
 3. A sentence should indicate that the day care center will stay open long hours because Senate employees must often work late.
 4. b
 5. c

Total Correct for Part 4: _____/10

Mastery Level: 8/10

5. SPELLING

(Student's page 8)

T: Now you will do some spelling. There are 20 spelling words. Listen carefully as I say each word. Then listen, and I will give you a sentence with the word in it. After that, write the word in the space. Even if you aren't sure of a spelling, give each word a try.

Give the number, then the word, and then the example sentence. You may repeat the word and example if necessary.

| | |
|---|---|
| 1. used | I bought a <i>used</i> car. |
| 2. noise | That music sounds like <i>noise</i> to me. |
| 3. could | I wish I <i>could</i> sing. |
| 4. found | First he lost it, and then he <i>found</i> it. |
| 5. action | It's time to take <i>action</i> . |
| 6. knew | I <i>knew</i> it was a mistake. |
| 7. wall | There is a high <i>wall</i> around that building. |
| 8. argue | Please don't <i>argue</i> with each other. |
| 9. frown | He had a <i>frown</i> on his face. |
| 10. January | The first month of the year is <i>January</i> . |
| 11. stood | After sitting a long time, we <i>stood</i> up. |
| 12. awful | An <i>awful</i> thing happened. |
| 13. happiness | Some people find <i>happiness</i> in their work. |
| 14. taught | My mother <i>taught</i> me to drive. |
| 15. school | He works at a market after <i>school</i> . |
| 16. cause | What was the <i>cause</i> of the accident? |
| 17. unemployed | She was <i>unemployed</i> for three months. |
| 18. thought | I <i>thought</i> I heard something. |
| 19. accident | In the <i>accident</i> , two cars crashed. |
| 20. although | He is very strong <i>although</i> he is small. |
| Total Correct: _____/20 Mastery Level: 17/20 | |

6. PRACTICAL READING

(Student's pages 8–10)

T: This section is about the kind of practical reading and writing a person does in everyday life. On each page, there are instructions which we will read together. Then there is something for you to read. And then there are some questions for you to answer.

T: Now read the directions for 6-A on page 8. I'll help you with difficult words. Then follow the directions.

Watch to see that S. understands what to do. If S. gets confused, explain again what to do. When S. finishes Part 6-A on page 8, have S. continue with pages 9 and 10. Help S. with any difficult words in the directions.

If S. becomes overly frustrated by any of these tasks, encourage him to move on to the next section. Try not to end Part 6 until S. has attempted all the tasks.

Answers to Part 6: **6-A. Want Ads**

1. 376 Circle Drive
2. After 5:30
3. The landlord
4. Nurse's aide
5. In person
6. 2–5 p.m.

Total Correct: ____/6

Mastery Level: 5/6

6-B. Table of Contents

1. The Constitution
2. 65
3. a. Chapter 6
b. 71
4. a. Chapter 3
b. 40

Total Correct: ____/6

Mastery Level: 5/6

6-C. Dictionary

picnic — pig
piece
picture
pie

damp — dark
dance
danger
dare

1. b
2. a

Total Correct: ____/8

Mastery Level: 7/8

After S. has completed the Student Reading Profile, you can—in private—score those parts that you have not already scored. Check the correct items. Transfer the total score for all parts to Summary Record 4.

At this time, you can take the student pages from the reading profile and staple them together with the teacher's pages. The Summary Record should be on top.

Note: See Part 3 of this manual for instructions on placement and Part 4 for teaching suggestions.

SUMMARY RECORD 4 for Student Reading Profile 4

Student's name _____

Date _____ Person administering _____

| | Total Correct | Mastery Level |
|-----------------------------------|---------------|---------------|
| 1. Word Recognition | _____/60 | 54/60 |
| 2. Word Parts | | |
| 2-A. Contractions | _____/6 | 6/6 |
| 2-B. Compound Words | _____/9 | 8/9 |
| 2-C. Suffixes | _____/9 | 8/9 |
| 3. Word Meanings | | |
| 3-A. Words That Mean the Same | _____/11 | 10/11 |
| 3-B. Words That Mean the Opposite | _____/11 | 10/11 |
| 4. Comprehension | _____/10 | 8/10 |
| 5. Spelling | _____/20 | 17/20 |
| 6. Practical Reading | | |
| 6-A. Want Ads | _____/6 | 5/6 |
| 6-B. Table of Contents | _____/6 | 5/6 |
| 6-C. Dictionary | _____/8 | 7/8 |
| TOTAL | _____/156 | 138/156 |

Placing the Student in the *LWR* Series

PLACEMENT OF THE STUDENT

After administering one of the Student Reading Profiles, consult the appropriate section below for instructions on placing the student.

After Scoring Student Reading Profile 1

Consult Summary Record 1 for the record of a student's areas of mastery and non-mastery.

You may start your student in book 2 if:

- A. his total score was at mastery level,
or
- B. his scores were at mastery level on these parts:
 - 1. Segmentation
 - 3. Sounds and Letters
 - 4. Word Recognition
 - 5. Writing
 - 7. Comprehension.

If the student scored at mastery level in all parts listed in B above but his writing showed serious deficiencies in ability to form legible letters, use the Writing Lesson and Homework sections of the lessons in book 1 before going on to book 2.

If your student's total score was near mastery level (in the 120–158 range), you may choose to begin with book 1, using the Alternative Method for Teaching Lessons 1–5 described in the *LWR* Teacher's Edition 1. Otherwise, begin in book 1, following the regular method.

After Scoring Student Reading Profile 2

Consult Summary Record 2 for the record of a student's areas of mastery and non-mastery. You may start your student in book 3 if:

- A. his total score was at mastery level,
or
- B. his scores were at mastery level on these parts:
 - 2. Blending
 - 3. Word Recognition
 - 5. Word Parts
 - 6. Comprehension.

Otherwise, begin the student in book 2. If the student did not achieve mastery in Blending (Part 2), however, you should do some work on this before beginning book 2. See the suggestions for blending in Part 4 of this manual.

Note: It is possible for a student to score well enough to begin in book 3 but not to score at mastery level on Segmentation (Part 1). If this is the case with your student, as you teach in book 3, look carefully for indications that the student may be memorizing but not truly learning the lessons. Students who have difficulty with the segmenting tasks might *seem* to have more reading skills than they actually do.

After Scoring Student Reading Profile 3

Consult Summary Record 3 for the record of a student's areas of mastery and non-mastery. You may start your student in book 4 if his or her total score was at mastery level.

If the student's scores were at mastery level in everything except Practical Reading and Writing (Part 5), go through the Reading for Living sections of the lessons in book 3 before beginning book 4.

If the student's scores were at mastery level in everything except Spelling (Part 3), you may want to use books in *Focus on Phonics*—emphasizing spelling instead of reading—before beginning book 4. See suggestions on spelling in Part 4 of this manual.

Otherwise, begin the student in book 3.

After Scoring Student Reading Profile 4

Consult Summary Record 4 for the record of a student's areas of mastery and non-mastery.

If the student's total scores are at the mastery level, that suggests referral to a higher-level set of materials—such as the appropriate level in *Challenger* or *Endeavor*—or to a higher-level program.

If the student's scores were at mastery level in everything except Practical Reading (Part 6), go through the Reading for Living sections of the lessons in book 4.

If the student's scores were at mastery level in everything except Spelling (Part 5), you may want to use *Focus on Phonics*—emphasizing spelling instead of reading. See suggestions on spelling in Part 4 of this manual.

Otherwise, begin the student in book 4.

PREPARATION FOR THE TUTOR

As you go through a skill book with the student, concentrate especially on areas in which he did not score at mastery level on the Student Reading Profile he took. Refer to Part 4 for further teaching suggestions for these skill areas.

It will also be helpful if the person administering the Student Reading Profile prepares for the tutor's use the Checklist of Skills to Emphasize, which appears on the following pages.

The person filling out the Checklist should analyze the kinds of errors the student made in each section of non-mastery and add notes that will be useful to the tutor. For example, if the student needs work on adding endings to words, you might indicate which endings seem most troublesome. Or it might be that the student needs work on changing final *y* to *i* before various endings. If a student had difficulties with word recognition, you should indicate any observable patterns—such as particular spellings for a vowel sound, or beginning or ending consonant blends, or words with endings.

Diagnostic Inventory

Checklist of Skills to Emphasize

Student's name _____ Date _____

Person filling out checklist _____

1. Student may be placed in _____

2. Any preliminary work needed before beginning in materials named in #1.

**SKILL
BOOK
LEVEL**

SKILL AREA
(Check if not mastered.)

NOTES TO TUTOR

Segmentation

- | | |
|---|--|
| 1 | <input type="checkbox"/> Number of Words in a Sentence _____ |
| 1 | <input type="checkbox"/> Initial Consonants _____ |
| 1 | <input type="checkbox"/> Final Consonants _____ |
| 2 | <input type="checkbox"/> Segmenting Vowels in Words _____ |
| 2 | <input type="checkbox"/> Segmenting Words into Sounds _____ |

Sounds and Letters

- | | |
|---|---|
| 1 | <input type="checkbox"/> Names of Letters _____ |
| 1 | <input type="checkbox"/> Sounds for Letters _____ |

Auditory Discrimination

- | | |
|---|---|
| 1 | <input type="checkbox"/> Initial Consonants _____ |
| 1 | <input type="checkbox"/> Final Consonants _____ |
| 2 | <input type="checkbox"/> Blending _____ |

Consonant Blends and Digraphs

- | | |
|---|--|
| 2 | <input type="checkbox"/> Initial Consonant Blends and Digraphs _____ |
| 2 | <input type="checkbox"/> Final Consonant Blends and Digraphs _____ |

**SKILL
BOOK
LEVEL**

SKILL AREA
(Check if not mastered.)

NOTES TO TUTOR

1-2-3-4 **Word Recognition** _____

Parts of Written Language

1 Identifying Sentences _____

1 Identifying Paragraphs _____

1 Capitalization _____

1 Punctuation _____

Word Parts

2 Substituting Beginning Consonant Sounds _____

2 Substituting Vowels _____

2-3 Endings _____

3-4 Compound Words _____

3-4 Contractions _____

4 Suffixes _____

Word Meanings

4 Words That Mean the Same _____

4 Words That Mean the Opposite _____

1-2-3-4 **Comprehension** _____

3-4 **Practical Reading and Writing** _____

Writing

1 Manuscript (printing) _____

3 Cursive (handwriting) _____

3-4 Spelling _____

Part 4 Using the Results in Teaching

Using the Results of the *LWR Diagnostic Inventory in Teaching*

As you go through a skill book with a student, concentrate especially on skill areas in which he did not score at mastery level in the Student Reading Profile that was given. Then, if you feel your student needs still more practice in a particular reading skill, return to this section for ideas on additional activities and materials.

Each *LWR* skill book has an accompanying teacher's edition. At the beginning of each teacher's edition is a Scope and Sequence chart. Refer to this chart to find lessons in which there are exercises on a particular skill. The chart refers both to exercises that appear in the skill book itself and to those exercises described only in the teacher's manual which are to be done orally or on the board with the student. Exercises that appear only in the teacher's manual are usually part of the Skills Practice section of each lesson. After finding the lessons in the Scope and Sequence chart, you can then refer to the Table of Contents in the teacher's manual for specific page references in both the skill book and the manual.

You may also find it helpful to refer to the two sections at the end of each lesson in the teacher's manual: Checking Progress and Meeting Individual Needs. There, you will find ideas for other reinforcement activities.

Additional supplementary materials referred to here include *Focus on Phonics* and *More Stories*. *Focus on Phonics* is designed to supplement *LWR* with additional practice on phonics and word analysis skills. A *Focus on Phonics* workbook may be used along with the *LWR* book of the same number. Practice numbers in a *Focus on Phonics* workbook correspond with lesson numbers in the *LWR* skill book of the same level.

For each level of *LWR*, there is a supplementary *More Stories* reader. In the reader, there are three additional reading selections for each lesson. The vocabulary in the stories is controlled to the vocabulary taught in the skill books up to that point.

The following is a list of all of the skills covered in Student Reading Profiles 1–4, along with suggestions for teaching. The skill book level is indicated where appropriate.

SEGMENTATION: Level 1

In Student Reading Profile 1, the segmentation exercises assess a student's readiness for reading. If a student does

not achieve mastery on the segmentation sections, do some readiness exercises of the type below before beginning *LWR* book 1 with your student.

Number of Words in a Sentence

- Say some short sentences that have only one-syllable words, such as:

Look at the man.
Walk to the store.
Read the book.

Ask S. to tap the table once for each word in a sentence. Tap along with S. if this is needed. Then have S. put down one coin for each word in a sentence.

- Choose some short sentences with one- and two-syllable words. This time, say a sentence, then pause after each word, allowing time for S. to put down a coin for each word. After the coins are placed, put them in a mass again. Then say each sentence at a normal speaking pace. After each sentence, have S. place one coin for each word, as he says each word.

Initial Consonants

- Choose some one-syllable words beginning with one consonant. Say a word to S., and have S. repeat. Then say the word, separating the initial consonant, and have S. repeat, placing one coin for the beginning consonant and one for the rest of the word. Then say a different word with the same initial consonant, and have S. try to separate the initial consonant, placing coins. For example:

T: let.
S: let.

T: l-et.
S: l-et.

T: lot.
S: l-ot.

- Print the words you used in the exercise above. Have S. circle the initial consonants, and have S. say the words, separating the initial consonants (e.g., *l-et*, *l-ot*).

Final Consonants

- Follow the methods for initial consonants, except this time separate the final consonant.

SEGMENTATION: Level 2

Segmenting Vowels in Words

Choose some one-syllable words which contain just two sounds (e.g., *go*). Say a word, and have S. repeat. Then say the word, separating the two sounds, and have S. repeat, placing one coin for each sound. Say the complete word now, and have S. try to separate the sounds, using the coins. For example:

T: go.

S: go.

T: /g/— /ō/.

S: /g/— /ō/.

T: go.

S: /g/— /ō/.

Go over the same word several times this way if necessary. Print the word on paper. Have S. put a coin on the letter that stands for each sound as you say it.

Segmenting Words into Sounds

Using words with three or four sounds, follow the pattern demonstrated in this example:

T: plot.

S: plot.

T: Separate the sounds. Say: /pl/—/ot/.

S: /pl/—/ot/.

T: /pl/.

S: /pl/.

T: Separate the sounds in /pl/. Say: /p/—/l/.

S: /p/—/l/.

T: plot. Say: /ot/.

S: /ot/.

T: Separate the sounds in /ot/. Say: /o/—/t/.

S: /o/—/t/.

T: plot. Try to separate all the sounds.

Say: /p/—/l/—/o/—/t/.

S: /p/—/l/—/o/—/t/.

SOUNDS AND LETTERS: Level 1

Names of Letters

- If S. has difficulty with a letter, go back to the book 1 lesson where it is first taught.
- Have S. copy a letter; then have S. name the letter. After S. copies and names a letter, have S. try to write the letter from memory.
- In *Focus on Phonics 1*, the part on Beginning Sounds and Letters contains naming exercises. The first two sections for each letter are particularly useful for naming.

The last section is useful for visual discrimination of a letter from other letters with a similar shape.

- Make flash cards of the lowercase letters. Reteach each letter, eliminating cards that S. calls correctly at least four or five times when the card is presented. Have S. practice writing (printing) any of the letters that are particularly troublesome.
- If S. has difficulty relating the lowercase and capital forms of the same letter, use flash cards to have him match. Give only a few pairs at a time.

Sounds for Letters

- Use flash cards as for letter names, except have S. give the sounds instead.
- In *Focus on Phonics 1*, use the part on Beginning Sounds and Letters.

AUDITORY DISCRIMINATION: Level 1

Initial Consonants

- For initial consonant sounds S. missed, go back to the *LWR* lesson in book 1 where the initial consonant sound is taught. Refer to the Scope and Sequence chart at the beginning of *Teacher's Edition 1*.
- In *Focus on Phonics 1*, use the section on Beginning Sounds and Letters, the Beginning Sounds Worksheets, and the Tests for Beginning Consonant Sounds.
- Using syllables made up of a consonant plus a vowel, have S. try to identify the syllable that begins with the same consonant sound as the first syllable you say. (You need not confine yourself to short vowel sounds.) For example:

T: Which begins with the same sound as /do/ — /di/ or /fa/?

S: /di/.

Final Consonants

- For final consonant sounds S. missed, go back to the book 1 lesson where the final consonant sound is taught. Refer to the Scope and Sequence chart at the beginning of *Teacher's Edition 1*.
- In *Focus on Phonics 1*, use the section on Ending Sounds and Letters, the Ending Sounds Worksheets, the Review of Beginning and Ending Sounds, and the Tests for Ending Consonant Sounds.
- Using syllables made up of a vowel plus a consonant, have S. try to identify the syllable that ends with the same consonant sound as the first syllable you call. For example:

T: Which ends with the same sound as /ab/ — /ib/ or /ag/?

S: /ib/.

BLENDING: Level 2

If S. had difficulty with blending, then before beginning book 2, you should do some work with one-syllable regularly spelled words with short vowel sounds.

It will be easier for S. to begin blending sounds if you start with a few words having only consonants that are *continuants*. That means that the sound can be continued or sustained. Some examples are *f, m, n, r, s, v, z*. (Use *r* only as a beginning sound.) Some words you might work with are:

| | | | | | |
|-----|------|-----|------|-----|-----|
| fan | fuss | mom | miss | rim | Sam |
| fin | fuzz | man | mess | ram | sun |
| fun | | men | | run | van |

Demonstrate to S. how to blend sounds. Write the word for S., and say the individual sounds while pointing to each letter. For example, using *fun*, you would say: /f/—/u/—/n/. Say the sounds more and more quickly until they are blended to make the word *fun*. Have S. repeat the process.

Go on with words that have the same continuants (*f, m, n, r, s, v, z*) at the beginning but other consonants at the end. Then go on to words that begin or end with any consonant. If S. has trouble with these, have him say the beginning consonant and the vowel together and then add the final consonant. For example, to blend *pet*, have him say /pe/ and then add /t/.

CONSONANT BLENDS AND DIGRAPHS: Level 2

- For initial or final consonant blends and digraphs, refer to the Scope and Sequence chart at the beginning of *Teacher's Edition 2* for specific blends S. missed.
- Use part B of *Focus on Phonics 2* for work on initial and final consonant blends and digraphs. Use the table of contents to find the practice pages for the specific blends S. missed.

WORD RECOGNITION: Levels 1–4

For words that S. missed on the Student Reading Profile—or for any words being learned—use any of the following activities:

- List words S. missed. Read them with S. several times. Then have S. read them alone.
- For each word that S. missed, write a short sentence using the word. Have S. find and circle the word in the sentence.
- For each word S. missed, have S. dictate a sentence. Read back the sentence you've written; then have S. recall the sentence as you point to the words. Underline the target word, and have S. say it.

- For a word S. read incorrectly, write the word next to two similar words. For example, if S. missed *shop*, write it along with *ship* and *stop*. Name the word S. missed, and have S. point to that word.
- Have S. make flash cards of the words he or she missed. Then help S. practice the words by going over the flash cards.
- For Levels 2–3, help S. practice reading words which have a pattern similar to that of the word S. missed. Patterns might consist of the vowel + final consonant(s), or of the beginning consonant(s) + vowel. Refer to the Scope and Sequence chart at the beginning of each *LWR* teacher's manual for lessons in which particular spellings for vowel sounds are taught. Also, note whether words S. missed had particular beginning or ending consonant blends or digraphs, endings, prefixes, or suffixes, and find the places in *LWR* where these are taught.
- Have S. keep a pocket notebook of new words being learned. Together, think of words having similar spelling patterns, and write those on the same page as the original word. For example, for *glass*, similar words might be: *glad, pass, grass*.
- For a word S. missed, write the word down, and then divide it into syllables (e.g., *physical: phys i cal*). See if S. can now figure out the word. If not, write it out phonetically (e.g., *fiz i cul*). See if S. can figure it out. Return to the original word, and discuss various aspects of the word, comparing it to your phonetic spelling (e.g., in *physical*, the *ph* is sounded /f/ like *f*, and the *y* and the *i* both have the sound /i/).
- Part A of *Focus on Phonics 2*, *Focus on Phonics 3*, and *Focus on Phonics 4* may be used with their corresponding *LWR* skill books. Part B of *Focus on Phonics 2* may be used at any time after *LWR* book 2.

PARTS OF WRITTEN LANGUAGE: Level 1

Identifying Sentences

With S., discuss what sentences are, and try to discover his source of confusion about them. Also, give S. more practice with identifying sentences. The punctuation section of the lesson notes in *Teacher's Edition 1* is also helpful.

Identifying Paragraphs

- After reading the story in Lesson 6 of book 1, go over the Story Review section in the teacher's manual.
- With S., discuss what paragraphs are, and try to discover his source of confusion about them. Then give S. more practice identifying paragraphs. Use books, newspapers, form letters, magazines, and so on.

Capitalization

As you go through Lessons 6–10 on capital letters in book 1, draw special attention to the use of capital letters on names, at the beginning of sentences, and in the abbreviations *Mr.* and *Mrs.*

Punctuation

At the book 1 level, S. is expected only to *recognize* the purpose of the punctuation marks listed below and to respond to punctuation marks by reading sentences orally with the proper intonation. S. is not expected at this point to *produce* written sentences using these punctuation marks correctly. That comes gradually as S. progresses through the skill books.

- A sentence ends with a period.
 - A question ends with a question mark.
 - An exclamation comes at the end of something said with excitement.
 - Quotation marks set off what someone said.
 - The ending -'s means belongs to.
- Check the Scope and Sequence chart at the beginning of the teacher's manual for places where the punctuation marks are introduced and explained. As you read stories in book 1 with S., you may call attention to punctuation marks at any time to reinforce their purpose.
 - Go over the mistakes S. made in Student Reading Profile 1. Talk about the punctuation rule that is involved for each item missed.
 - Have S. read sentences or selections from *More Stories 1*, using punctuation marks as guides to verbal expression: a louder tone for an exclamation point, a conversational tone for quotation marks, a rising tone for a question mark, a short pause for a comma, and a longer pause for a period.

WORD PARTS

Substituting Beginning Consonant Sounds or Vowels: Level 2

Teach items S. missed in Student Reading Profile 2. Say the missed item, and ask S. to separate the sounds. For example, for *stop*, S. would say: /st/—/o/—/p/ or /s/—/t/—/o/—/p/. Point out the letters in the first word that are the same as the letters in the second word. Say both words, and have S. tell what sound in the second word is different. Now have S. write the second word.

Endings: Levels 2 and 3

Compound Words: Levels 3 and 4

Contractions: Levels 3 and 4

Suffixes: Level 4

- Refer to the Scope and Sequence chart at the beginning of the *LWR* teacher's manual you are working in for

particular endings S. is having difficulty with and for compound words, contractions, and suffixes.

If S. is having difficulty with suffixes, you might want to work on prefixes also, particularly if words with prefixes gave S. difficulty in the Word Meanings section of Student Reading Profile 4.

- Refer to the table of contents in the *Focus on Phonics* books for exercises on particular endings, compound words, contractions, and suffixes. Also, look in the teacher's editions for appendixes that list additional compound words and words with endings.

WORD MEANINGS: Level 4

- Refer to the Scope and Sequence charts at the beginning of *Teacher's Edition 4* for places where words that mean the same (synonyms) and words that mean the opposite (antonyms) are taught.
- Have a conversation where a word S. missed is used prominently. If the word is *chef*, you could discuss various jobs in restaurants. Have the printed word in front of S. for S. to see and study as you both talk about it.
- In Student Reading Profile 4, in the section on words that mean the same, note whether some of the student's wrong answers were opposites. If so, he may actually know the word meanings but may sometimes lose his concentration or answer impulsively.
- Also, note whether any of the words S. missed contained prefixes or suffixes. If so, refer to the Scope and Sequence chart in *Teacher's Edition 4* to locate places where these are taught.
- For words missed, have S. use both the original word given and its synonym (or antonym) in sentences.

COMPREHENSION: Levels 1–4

- A student who does not achieve mastery on comprehension might be centering his attention on recognizing words. If your student did not achieve mastery, ask him to read for meaning. Also, when you ask your student to read something, suggest particular information you'd like him to find, for example: "Read this story to find out the names of the uncle and aunt."
- The stories in the skill book of the appropriate level may be used, along with any oral follow-up questions in the teacher's manual or written questions in the skill book. You may ask additional oral questions as needed. Also, look through the Checking Progress and Meeting Individual Needs sections of each lesson in the teacher's manual for additional ideas.
- Have S. read single paragraphs from the skill book or the *More Stories* book for the level you are working on.

After S. reads a paragraph, ask questions about what the paragraph said (e.g., “What is the name of Mr. Oliver’s pup?”). Allow S. to look back at the paragraph at first. If S. does well with the first few paragraphs, give S. practice with not looking back at the paragraph when you ask questions. If S. has a lot of difficulty with understanding the meaning in paragraphs, work on single sentences instead.

- Have S. read various short selections. After reading each, have S. tell, without looking back at it, what the selection said. If S. has a lot of trouble with this, shorten the selections to two or three sentences. For example, S. reads: “Joe’s daughter is a runner. She’ll be running next Tuesday in the track meet.” T. says: “Tell me, in your own words, what you just read about.” S. answers something like: “Joe’s daughter is going to run in a track meet.”
- Have S. read short selections. After each, ask questions about content. For example, if a sentence says, “Carol works in a bank,” you might ask, “Where does Carol work?” Allow S. to look back at the selection, and have S. write the answers. If you want to write out your questions for S., try varying the form of your questions.

Typical forms of comprehension questions are multiple choice, true/false, fill in the blanks, and answering questions with short answers or complete sentences.

- If S. has difficulty with sequence of events, write out summary statements of key events in the story on separate slips of paper, and have S. arrange them in the order in which they happened.

It may also be helpful to call the student’s attention to the way that time expressions and other transitional phrases like before that or later that day help us to relate events in the story to one another in time. If a story you are working with is particularly rich in such expressions, have S. underline them.

PRACTICAL READING AND WRITING: Levels 3–4

- Go over the Reading for Living sections of lessons in book 3 or 4—whichever you are working in.
- Bring in some real-life items similar to those in the Reading for Living sections and go over them with S.
- Help S. write down a recipe he knows, write a short letter, write a want ad, etc. Discuss each step during the process.
- Go over various applications and forms. Those from your student’s actual life situation—such as job applications—make particularly good lessons. Ask questions about the forms to check understanding. (**Note:** If you have S. fill out the forms, allow him to make up facts to protect confidentiality.)

- S. may need some practice in skimming. Many kinds of practical reading materials are not read word for word from start to finish. We skim to find particular items that we are looking for. You might bring in some want ads for household goods and ask S. to skim for any that mention tables, and put a check mark beside them. Similarly, in ads for used cars, S. might skim for all that are below a certain price.
- If S. is particularly interested in a certain kind of practical reading material, you may want to study its specialized vocabulary more intensively—especially at the book 4 level. For example, want ads for jobs, rentals, used cars, and so on each have their own specialized abbreviations. There is much cooking vocabulary in recipes. Forms often ask for similar information in different ways.

WRITING

Manuscript Writing (Printing): Level 1. Use the Writing sections of the lessons in book 1.

Cursive Writing (Handwriting): Level 3. Although cursive writing is not covered in the *LWR Diagnostic Inventory*, you may want to teach it if S. does not have this skill. The *Laubach Way to Cursive Writing* workbook is designed to be used at the end of *LWR 3* before book 4 is started.

SPELLING: Levels 3–4

- The Skills Practice and Writing sections of lessons in the *LWR* skill books tend to be especially helpful for teaching spelling.
- For words that S. has difficulty with, say the word slowly, and then have S. say the word. Ask S. to spell the word. If S. still misspells the word, have S. now write it as you say the letters. Then divide the word into syllables and show S. the letter combinations that make up each syllable. Have S. spell each syllable, and then the whole word.
- Analyze words that give S. difficulty to see if his misspelling might be caused by not understanding any of the concepts listed below. If so, refer to the Scope and Sequence charts at the beginning of the teacher’s manual for the skill book you are working in.
 - endings
 - irregular plurals
 - compound words
 - contractions
 - prefixes
 - suffixes
- If you are already using *Focus on Phonics*, it may help a student with minor spelling problems, especially if the teacher will provide additional spelling drills and tests based on the content of the lessons. Some suggestions

are given in the teacher's editions for giving more of a spelling emphasis to the instruction.

- If a student who took Student Reading Profile 3 or 4 showed serious deficiencies in spelling, you may want to use *Patterns in Spelling*. This four-book series is designed specifically for adults who read at the third grade level or higher. As its title suggests, the series stresses patterns regularly found in English words. The patterns are composed of syllables, syllable endings, and consonant blends and digraphs. As students work through the program, they become increasingly independent spellers, learning not only to spell the words presented in the lessons but also to predict the spelling of other words that contain the same sound patterns.

The diagnostic/placement test for this series will help you to determine which spelling skills your student has mastered and which ones still need to be addressed. This test will also help you to place your student in the proper workbook:

Book 1: Patterns with Short Vowels

Book 2: Patterns with Long Vowels

Book 3: Patterns with Consonant Blends and Digraphs

Book 4: Patterns with Other Vowel Sounds