

NEW READERS PRESS, DIVISION OF PROLITERACY WORLDWIDE

**BASIC LITERACY
WORKSHOP LEADER'S GUIDE:
*READ TRAINING***

Jane H. Root, Ph.D.
Reading Consultant

1999 Revision
by
Kathleen A. Hinchman, Ph.D.
Syracuse University

with

Antonio Morales

ISBN 978-1-56853-346-9



9 781568 533469

Introduction for the Workshop Leader

The READ assessment segment of the training workshop requires considerable orchestration by the workshop leader. You will be using a training audio-tape but stopping it frequently to provide explanation as scripted below and as workshop participants' needs seem to dictate. Stop the tape whenever you hear the tone or whenever you sense confusion or questions.

The following workshop outline contains the audio-tape transcript and a script of information for you to share with your trainees. Of course, you may word the script in your own way, but be sure to cover all the points suggested.

Before the workshop, you will need to have an audio-tape player and the training audio-tape ready. Distribute copies of the training materials, and then proceed as the script indicates. Training materials include participants' copies of the READ manual and recoding pad, photocopies of the recording pad, pages 3, 7, 19, 23, 27, and 31, and pencils and pens.

Workshop Leader Script

(These sections contain information to be shared by the Workshop Leader. Italics indicate additional directions.)

READ is an informal reading inventory with three parts: sight words, word analysis skills, and a reading/listening inventory. It is designed to find out what your student knows and where to begin teaching him or her. It also provides a reading level so progress can be documented. This training will help you to administer the assessment reliability, that is, in a way that is comparable to others who use this instrument.

The nature of READ is such that you may have to make judgments about your student's understandings. I encourage you to do so, but to be conservative with such decisions. You so not do students a favor by imagining them to be able to read text that in reality is too difficult for them to handle.

All you need is the READ manual, a recoding pad, and a pencil. You will most likely want to sit opposite your student to administer this assessment. In this way, your instructions are in the manual on the page facing you, and materials for the student will be facing him or her.

*BASIC LITERACY TRAINER'S GUIDE: READ

Let's look at the sheets in the recording pad. We will be working through these, and we will review the entire assessment. Note that there are two versions of the sight word portion of the assessment, two copies of the word analysis portion, and four passages at each level of the reading/listening portion. These may be used when you decide to reassess your student.

The manual contains instructions for administering each part. There are also a variety of word lists and passages that you will ask the student to read. A section explaining implications for teaching called "*Using Results*" is located in the back of the manual.

Allow time for workshop participants to look through READ manual. Check to be sure everyone knows which pages students and tutors will use, respectively.

We will listen to the LVA training tape now, stopping frequently to read the manual, record a student's responses, or discuss your questions. Have the manual opened to page 2.

Audio-tape Transcript

When you meet your student, your first concern will be to find out his or her goals. Such information helps you plan good tutoring sessions. TUTOR contains a number of ways to orchestrate this initial conversation.

Another part of beginning is gaining a sense of what your student already knows about how to read so that you can build instruction on this knowledge.

You will use READ for this latter part of this process, to:

1. assess existing reading competencies, and
2. ascertain the level of passage that your student can read most effectively.

During your first administration of READ with a student, you will be getting a measure of present abilities so that you can begin teaching. Repeated use of READ will indicate progress and further areas for teaching. READ is divided into three parts:

1. *Sight Words*, which are word lists of increasing difficulty to assess ability to recognize common words immediately, without applying phonics skills
2. *Word Analysis Skills*, which are exercises to determine ability to read certain letter clusters and
3. *the Reading/Listening Inventory*, which includes varied passages of increasing difficulty to determine oral reading fluency and reading and listening comprehension.

You will want to gather the diagnostic information READ can provide when you and your student are comfortable but as soon as possible after you meet. This assessment may be re-

*BASIC LITERACY TRAINER'S GUIDE: READ

administered at any time, although you will probably want to wait until you see some indication of progress or until a reasonable period of time has passed.

Look at your recording pad, page 3, and manual, page 5. As you can see, Part 1 consists of four lists of very common words, called sight words. These words were randomly chosen from words which research has indicated comprise much of what we read as adults.

Beginning with list 1, ask your student to read the words on the lists. Place a check on the recording pad for each correct answer, and note pronunciation for incorrect responses. Stop when the student misreads three words on any one list.

Note that there are two versions of part 1 to allow for re-testing.

Do not let the next sheet in the recording pad scare you. This is one that says part 2 at the top. There are two identical pages to use for the repeated assessment. There are sections on the front and back of these sheets. (TONE)

Workshop Leader Directions

Allow time for those you are training to locate part 2 in the recording pads and in the manual.

Audio-tape Transcript

You will find it easy to give the word analysis portion of READ after you have practiced it. You will notice that Section A concerns blending the sounds of the alphabet with the word ending "olo," which will tell you if the student knows the sounds to go with each letter. Section B assesses the student's knowledge of letter names. You should record answers with a check to indicate correct responses or with a notation of what the student actually said if it deviates from the text.

Then you will go on to Section C to determine if your student reads frequently reversed words from left to right without reversing letter order. All the words on this list are also words if they are read from right to left. Section D is composed of three-letter words. If all goes well with reading these words, then you will go on to Sections E through I, according to directions that accompany each section.

The last sections of part 2, J through M, consider the reader's skill with reading suffixes, c and g variations, silent letters, and longer words made up of letter combinations already tested.

You may re-administer this portion of the assessment when it's time to re-test. Please do not teach specific words the assessment uses. This portion of the assessment is to consider whether the student can use decoding skills to figure out the word, not to see if your student knows the words themselves. (TONE)

Workshop Leader Script

Does anyone have questions on the first two parts of READ? We will go on to part 3 now, beginning on page 18 of the manual. Have page 11 of the recording pad ready.

Audio-tape Transcript

Now you come to a whole series of sheets for Part 3. You should ask your students to read one passage at each level until the student exceeds the number of errors allowed for either word recognition or comprehension for that passage. You and your student should preview the topics and choose a single passage from the four at each level, using other passages for later re-testing.

Note the section of the manual with the version of the passage the student will read. It has only the passage on it. As the student reads, you will record any errors that occur on your recording sheet. After removing the passage from the student, you will ask the questions on your sheet, marking correct answers with a check and noting incorrect responses.

You will stop asking your student to read and answer questions when the error rate for either word recognition or comprehension exceeds the level indicated for that passage on the recording sheet. When this happens, read the next passage to your student and ask the questions to assess listening comprehension. Continue until the student exceeds the error rate for comprehension.

Take a minute or two to look through the passages in Part 3 and note the questions that accompany them. (TONE)

Workshop Leader Directions

Allow those you are training to note the series of stories in Part 3 in the READ manual and recording pad.

Audio-tape Transcript

Now we will go back to the beginning and complete a simulated administration of READ. Please note that our “teacher” and “student” are reading from a prepared script so that you can practice scoring the assessment in a reasonable fashion. The performance of your student is likely to vary from what you hear during this practice session.

Use your pencil and recording sheets for this. Read the instructions on page 5 of the READ manual before we begin. (TONE)

Workshop Leader Directions

Talk about instructions and questions with workshop participants. Hand out photocopies of page 3 of the recording pad. Then turn on the audio-tape.

Audio-tape Transcript

Listen as the "student" reads Form A, List 1.

STUDENT: The, that, with, by, but, what, she, been, no, up (TONE)

Workshop Leader Script

How did you record the responses for this student?

ANSWER: one error

Did you note the error?

ANSWER: The student said "what" for "which"

Should we proceed to list 2?

ANSWER: Yes. The student did not miss three words.

Audio-tape Transcript

Listen now as the student reads List 2.

STUDENT: New, me, many, wore, scold, Mr., make, long, under, lost (TONE)

Workshop Leader Script

How did you score this list?

ANSWER: Four errors

Did you write what the student said so you can analyze the errors?

ANSWER: Yes new for now, wore for where, scold for should and lost for list.

What should you do now?

ANSWER: Go on to Part 2. The student missed more than the permissible number of words.

Note that word lists and ideas for teaching sight words appear in TUTOR> Do not simply teach students to memorize the words on READ.

Now turn to page 11 in the READ manual and read the instructions. (*Distribute page 7 of the recording pad.*) Be ready with your pencil to score Part 2.

Give trainees time to read these instructions.

Audio-tape Transcript

Now we will listen to the student again and record the results in pencil in the recording sheets.

STUDENT: Molo, Rolo, Dolo, Solo, Folo, I don't know that one, Tolo, Polo, Colo, Lolo, Molo, Golo, Wolo, Bolo, Jolo, Holo, Yolo, Volo, Zolo, (TONE)

Workshop Leader Script

How did the student do on the letter sounds represented by these initial consonant substitutions?

ANSWER: The student only missed two, K and N.

To complete Section B, ask the student to tell you the names of the lower case letters listed and the upper case letters listed in Section A.

Now read instructions for Section C on page 13 of the READ manual.

Allow time for those in the training session to do so.

Audio-tape Transcript

List (Section) C checks reversal in letter order. This is the first section with a quick test. That is, if the first five words are read correctly, draw a line on the recording sheet after that last word and do not test further with this test (list). Check correct responses. Record incorrect responses on the line provided.

Now listen as the student reads the first five words in Section C.

STUDENT: Lap, was, rat, pot, on (TONE)

Workshop Leaders Script

What should you do?

ANSWER: Stop this part of the test because the student read the first five words, the quick test, correctly.

Read instructions for Section D on page 13 of the READ manual.

Allow time for those in your training session to read the instructions for Section D in the manual.

Audio-tape Transcript

Section D is a most important part of the word analysis check because it will often yield much information from only a small amount of reading.

Now listen as the student reads Section D.

STUDENT: Ban, cob, den, fed, hub. Gal, jot, kid, zen, mud, nag, loop, wet, pun, vat, sox, rut, yam, tag (TONE)

Workshop Leaders Script

What errors did you record?

ANSWER: The student said *den for din, loop for lop, wet for wit, tag for tug.*

Continue with Sections, E, F, G, H, and I in the same manner. We are not going to listen to and score these sections during this simulation, but please look them over now. Remember that the instructions said that these lists are given in order of difficulty. If the student misses all of the first five words on any of these lists, stop that portion of the assessment and proceed to part 3.

Many of you will discover you will not need to complete these sections because they will be too difficult for your student. Then you will need to go on to Part 3, which we will be discussing in a few minutes.

In actual practice, what you have done on Sections A through I will take little more that a few minutes. It goes quickly. You stop when the error rate is high, and you give only the quick test only when the student is responding with ease.

Allow time for participants to turn to appropriate sections of the recording pad and manual to administer Part 3. Distribute

photocopies of page 19 of the recording pad for marking the responses of the demonstration student.

Audio-tape Transcript

Now take the time to read the instructions for Part 3, the Reading/Listening Inventory, on pages 18 and 19 of the READ Manual. Note the instructions for recording errors on page 18 of the READ Manual. You may use whatever markings you want to, but you should be consistent so that you can translate later. The point is to indicate the kind of errors made.

You will hear a recording of a student reading the Level D, passage 1 on page 28 in the manual. Assume that the teacher and student together reviewed the topics of the passages at Level D and selected this passage. As you listen, look at your photocopy of page 19 in the recording pad. Circle the words that are omitted and indicate substitutions by writing the substituted word over the printed ones.
(TONE)

Workshop Leader Script

Look again at Instructions 1 through 5, page 18 of the READ manual to see how to do this.

You may want to write the coding system on chart paper or board for your trainees' convenience.

Audio-tape Transcript

I will read the instruction. Then the student will read and you will record. Now remember, this time just note omissions- circle them, and substitutions- add them. Ignore everything else. Now, the introduction to the passage:

All right, Dan, I am going to ask you to read some sentences aloud. When you are finished, I will ask you questions about what you have read. First let me tell you what the passage is about by reading this introduction.

You cannot always believe everything you see in an ad. The following passage explains some of the steps you can take to read ads with care.

STUDENT: When you read an ad, you expect to find out more about a product. Has the brands been tested? How does the product compare to other brands? What does it cost? How long does it last?

STUDENT CONTINUES NEXT PARAGRAPH: Sometimes, instead of facts, ads contain a lot of general statements. If all of these general statements were taken out, you would find that the ad told you very little about the product.
(TONE)

Workshop Leader Script

Now check your recording sheet as you review your markings.
You should have:

- circled the word “should” to signal an omission in the first sentence,
- substituted “brands” for “brand” in the second sentence,
- circled “of the ad,” which was omitted from the seventh sentence.

Sentences three through six were read correctly.

Note that we count each changed chunk of text as one error. Thus, we can count a total of three omission or substitution word recognition errors. This total should be written in the space provided for number of word recognition errors. Note that the number of errors is within the amount permitted, so we would ask the student to select and read a passage at Level E.

Note, too, that none of these errors significantly changed the meaning of the passage, and this is important instructional information. The passage's content and complexity seem at a level appropriate for additional student work. Indeed, the nature of these errors suggests that if the number of errors has exceeded the number usually permitted but the errors were all this type, you could ask the student to read another passage at Level D to see if he or she could do so with few errors to move on to a Level E passage.

Let's move on to Level E. We will use the first passage, on page 32 of the manual and on page 23 of the recording pad. In this passage, you will be marking self-corrections and insertions. Look again at page 18 of the READ manual to see how to do this.

Allow the trainees time to do so as you distribute photocopies of the first passage at Level E, from page 23 of the recording pad.

This time record only self-corrections and insertions as the student reads. The tutor will read the introduction first:

Audio-tape Transcript

It is important to think about and plan for retirement. Read the following passage to find out how retirement can change your life.

STUDENT: As you think about retiring...retirement, you may feel panic. What will you do? How will you use your time? Retirement can give you the chance to fill...fulfill your dreams. Maybe you want to travel. Maybe you want to help others.

STUDENT CONTINUES NEXT PARAGRAPH: Sometimes people stop working at the jobs in which they spent their lives doing. They try some different kind of work. They may need to work, for the money or for the benefits...either for the money or the benefits. If you continue to work after you get Social Security benefits, you can lose those benefits. (TONE)

Workshop Leader Script

Let's review our markings for our student's reading of this passage. You should have:

- inserted "retiring" with the self correction to "retirement" in the first sentence,
- inserted "fill" and the self correction to "fulfill" in the fourth sentence,
- inserted "in which" into the first sentence of the second paragraph,
- inserted "some" into the second sentence of the second paragraph, and
- noted the omission of "either" and its reinsertion as a self correction in the third sentence.

The second, third, fifth and sixth sentences in the first paragraph were read correctly, as was the fourth sentence in the second paragraph.

Note that we do not count self-corrections as errors because they mean that the student is trying to make sense of what he is reading. You should note the student's two errors on the space provided on the copy from the recording pad. According to the scoring criteria, he has made few enough errors to continue reading a Level F passage.

Audio-tape Transcript

Now let's put it all together on Level F, Passage 1. It is on page 36 in the manual and on page 27 of the recording pad.

This time, use all the marks you have used on the other two passages- and one more. If the student hesitates for five seconds- and I just silently count one-thousand-one, one-thousand-two, up to five to determine that, pronounce the word yourself and write "T" to indicate that you, the teacher, supplied the word. This time, mark omissions, substitutions, self-corrections, insertions, and the words which the teacher supplied. Here's the introduction:

Nowadays it seems like computers are everywhere. Read the following passage to find out how computers can be used in the library.

STUDENT: Many libraries use computers to store their list of books. Each library has instructions for this system. In most systems you can find a book by typing in the book's author, title, or subject.

STUDENTS CONTINUES NEXT PARAGRAPH: You can find out how many books the library has by one author. You can find the l...la...

Location.

STUDENT CONTINUES READING: You can find the location of the book. You also can tell whether the book is in the library.

STUDENT CONTINUES LAST PARAGRAPH: You may want a book, but you can't... You don't know the calling system. You can look for the book by typing onto the computer. (TONE)

Workshop Leader Script

Let's review what the student read. You should have:

- circled "call number " in the third sentence,
- circled "in the library computer system" to mark the omission in the first sentence of the second paragraph,
- written "T" to show teacher pronunciation over the word "location" and circled "in the library" to show the omission in the second sentence of the second paragraph,
- circled "so that you can use it" to show the omission in the third sentence of the second paragraph,
- circled "For example," to find," and "remember the author's name" to show the omissions in the first sentence of the third paragraph,
- written "calling" as a substitution for "call" and circled "number" and "If your library has a computer" to show the omissions in the second and third sentences of the third paragraph, and

- circled “the title” to show omission and written “onto” as substitution for “into” in the third sentence of the third paragraph.

The student read only the first sentence in the first paragraph without error.

If you've been working along with us, you should now be able to listen to the student read as you record exactly what occurs. Remember, you can always ask the student to slow down if you need more time. By counting the errors, you can determine a word recognition count. Count the errors for Passage F.

Allow time for this, and ask trainees for their answer.

There were 13 errors. These should be recorded in the space after “Word Recognition” on the recording pad copy. You will notice that the number of errors exceeded the seven allowed according to the scoring guide, so you would not ask him to read another passage. Do ask the comprehension questions, however. Write down his answers, scoring as you hear the student respond.

Review Instructions 8 & 9 on page 19 of the READ Manual to review how this is done.

Audio-tape Transcript

Now listen as the student responds to the reading comprehension questions. Record all of his answers, checking his responses for accuracy as you record.

All right Dan. Let's see what you remember. What do libraries use to store their list of books?

STUDENT: computers.

In most library computer systems, how can you find a book?

STUDENT: Use the computer.

How will you find the book you are looking for if you can't remember the author's name?

STUDENT: I would look up the title.

In the passage, what is a "call number"?

STUDENT: I don't remember.

What can you find out about a book from the library computer system?

STUDENT: The book's number, how many books by the same author, where the book is. (TONE. END OF TAPE)

Workshop Leader Script

You should have marked as correct questions 1, 3, and 5. Questions 2 and 4 were incorrect. You should write "2" to show the number of errors in the space after "Reading Comprehension" on the scoring sheet. Does it exceed the number of errors allowed on the scoring guide? Yes, because only one error was permitted. Thus, the student is identified as having a word recognition instructional level and reading comprehension instructional level at level E.

That is, you would want to select texts at Level E for this student to read as the basis for instruction in recognition of multi-syllabic words and comprehension of definitions in reading. It seemed that this student's errors in comprehension were tied to his difficulties in oral reading, and you may also want to talk about this difficulty with the student, especially if you see it in other reading samples. You may also want to encourage a student with such a large number of omissions to slow down and point or use an index card as he reads to help him mark his place.

Check to be sure that the concept "instructional level" is understood.

To assess the student's listening comprehension, you would go to another passage at level F. But you would read to the student and ask the comprehension questions since you would be assessing listening comprehension only.

If the student successfully answered the questions according to the scoring guide, you would list level F as his listening comprehension level. If he did not, you would repeat the assessment with lower level passages until he could successfully answer the questions. Read instructions 12 and 13 on page 19 in the READ Manual, and then let's discuss them to be sure you understand.

Leader should be sure that listening comprehension is understood.

The last thing we'll look at is the summary sheet, the green sheet on page 31; page 33 is a duplicate for reassessment. You'll be transferring the results you recorded for Parts 1, 2, and 3 onto this sheet. Look at the sheet, and read the directions on page 19 of the READ Manual for completing it.

Give trainees a photocopy of the summary sheet and have them work in pairs to figure out how to transfer results recorded from the simulation. Discuss their work and any questions they have.

You may also want to make a list of miscalled words during oral reading of lists and passages so that you can discern patterns of errors, as indicated in the manual.

Give trainees time to review pages 40 to 46 in the READ Manual, perhaps discussing by section.

Before you meet your student, spend some time reviewing the entire READ Manual and, perhaps, practicing with a friend. You may also want to audio-tape your first few administrations, with your student's permission of course. Don't use the tape in lieu of recording though, as students' pronunciations are always more easily discerned in face-to-face interactions.

Good luck! We're sure you'll learn a lot about your student from using this instrument!