

LAUBACH WAY TO

Reading

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

DIAGNOSTIC INVENTORY TEACHER'S GUIDE

DIANE J. SAWYER, PH.D.

CRAIG DOUGHERTY, PH.D

SALLY LIPA, PH.D



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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