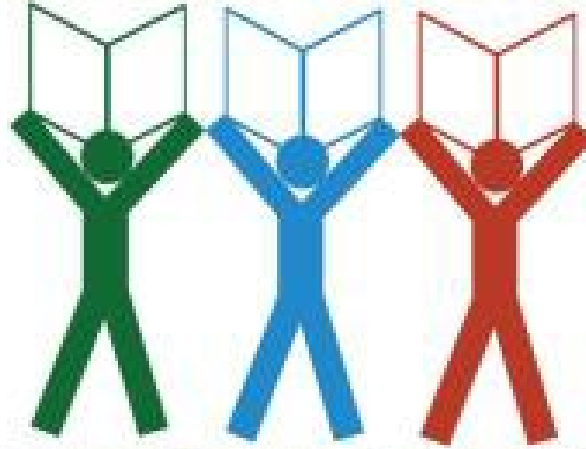# Adults CAN Learn to READ!

It's Never Too Late | Adults Can Learn to Read

Training Toolkit

March 2024 Update

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We have included the ABeCeDarian Placement Test here at the end of the toolkit instructions to make it easily available to you. You can also find it at abcdrp.com and in this toolkit's appendices at our website acltr.org.

To understand why we have
so many poor readers in this country,
listen to the podcast
SOLD A STORY by Emily Hanford.

WELCOME

This Philadelphia-based reading initiative - now in its newest stage - has seen many variations throughout the last decade. It started as a pilot for Center For Literacy and Mayor's Commission on Literacy, and then became regularly scheduled programming at the Kingsessing Neighborhood Library. As COVID and building renovations have stopped operations since 2020, we are very excited to join with the Free Library of Philadelphia and others to promote this program, and reach more of the city's adult beginning reader population.

OVERVIEW

For many years, educators have been split in the Reading Wars, between those who have used whole language methods or balanced literacy and those who have taught with decoding/phonics curricula. During those same years, reading levels around the country have remained disappointing. Many children have not been able to read at their appropriate grade level. There are many adult poor readers who are unable to read well enough to handle the tasks of daily living.

As reading programs developed further, it became clear that methods centered on decoding and phonics showed better results, but still left too many unskilled readers.

As a certified reading specialist, I have over 45 years experience as an instructor. I started as a public middle school teacher and shifted into adult education when I retired from the School District of Philadelphia.

I received my Master's in the Psychology of Reading from Temple University in 1977. I have attended many professional conferences and have been trained in and used numerous programs, such as Project Assist, Wilson, Lindamood Bell LIPS, Phono-Graphix and ABeCeDarian. I have not been interested in reinventing the wheel, but rather in finding the best programs and materials to put together an effective curriculum for my students.

Phono-Graphix was developed over 25 years ago with a fresh new approach, shown here:

THE BARE BONES OF READING

The essentials of phonemic skills and decoding that a person must learn to be a good reader:

CONCEPTS
1. Letters or combinations of letter are just pictures of sounds
2. A spelling for a sound can be more than one letter.
3. A sound can be represented by more than one spelling
4. A spelling can stand for more than one sound

SKILLS
1. Segmenting
2. Blending
3. Phoneme Manipulation

INFORMATION
Know the code - the spellings for sounds

RULES
- No Guessing!
- Read word from left to right and pay attention to every letter.

From Phono-Graphix, explained in the book 'Reading Reflex' by Carmen and Geoffrey McGuinness

Phono-Graphix very significantly changed reading instruction to go from speech-to-letters, instead of the reverse, and came up with a simple structure of learning to read instead of countless phonics rules.

Dr. Michael Bend agreed with much of Phono-Graphix, and developed the ABeCeDarian (ABCD) program to provide teacher guides and student workbooks for this explicit, systematic, sequential, efficient method, with plenty of free support materials at www.abcdrp.com - some of which will be included in this toolkit.

In late 2019, Dr. Bend introduced me to the exciting research findings being reported by Dr. David Kilpatrick and The Reading League, called the Science of Reading. We are continuing to learn from them and improving our program.

SCIENCE & RESEARCH

For the last three or four decades, scientists have been researching to find out how people learn to read, and brain scans have given information not available before. The results are eye opening.

Researchers were frustrated for decades because they couldn't get what they were learning to educators. Ultimately, The Reading League was formed and began to successfully spread the word. It now has branches in many states, including Pennsylvania, and I hope we can get involved.

A small percentage of people easily figure out the letter sound correspondences and phonological skills needed to read. I learned to read with "Dick and Jane", and I do not remember any talk about phonics or sounding out words. I read voraciously and effortlessly. It has been suggested that people who figured out on their own how reading works and love reading, may be today's reading teachers, who therefore think whole language and loads of reading are all that is necessary.

As Dr. Michael Bend explains, humans are born naturally able to learn to speak, but we are not born naturally able to learn how to read. In order to read, a particular area in the brain that is involved with processing isolated speech sounds has to develop. Developing this area does not easily happen in all people, but almost everyone can do this with the right instruction. In this toolkit, we have improved our curriculum by including strategies that the Science of Reading has found to be successful.

"Learning words is not done by visual memory"

Most of us have probably assumed that learning to read words is a visual memory process, but what the scientists have learned is that reading depends on phonological awareness and skills. Learning a word by visual memory can take many, many exposures. Learning a word by orthographic mapping can bring it to automaticity instantly or almost instantly.

Dr. Louisa Moats defines a phoneme as the smallest unit of sound that can change the meaning of a word. If a person has phonological awareness, they know the letter/sound correspondences, what sounds letters or groups of letters represent. They can identify separate words, syllables, and individual sounds. They need to know how to segment words into their individual sounds in order to spell, and in order to be able to sound out words, they need to be able to blend together those sounds represented by the letters. Many teachers have been teaching these skills.

The enlightening findings of the Science of Reading are that these skills are essential, but not enough. Instant recall of words also necessitates learning mental phoneme manipulation to create that part of the brain where thousands of words can be quickly stored and automatically retrieved, which is called orthographic mapping. It has been found that these phonological skills are what most poor readers lack, and, the good news is that adults can learn them just as successfully as children using these methods. It's never too late!

This toolkit explains how to teach our adult beginning readers, using the strategies that will help them learn more successfully, some of which we didn't know before. Dr. Michael Bend has added phoneme manipulation lessons to *ABeCeDarian*, and Dr. David Kilpatrick, in his book *Equipped for Reading Success*, has an extensive curriculum of One Minute Activities to help students gain the ability to do orthographic mapping.

A good reader recognizes tens of thousands of words instantly.

How does that happen? Good readers:

a) have a large oral vocabulary. Our adult readers already have an oral vocabulary that far exceeds what they can read.
b) know that sounds are represented by letters. They are able to segment words into their individual sounds.
c) are able to blend the sounds represented by letters into words. They can sound out words.
d) can mentally manipulate phonemes to create orthographic mapping for instant recall.

TO START AN ADULT BEGINNING READERS CLASS

I. Assess Readers Individually

Jordan Oral Screening Test	This lets you see how many words students know and how they handle unknown words. Gives a rough grade level.
ABeCeDarian **Placement Test** **ESSENTIAL TO DO**	Indicates where to start students in the program and what supplements to do. Free at the website www.abcdrp.com.
REWARDS **Word List**	If the students test out of ABCD A and B, this determines if they are ready to finish decoding instruction with *REWARDS*.

If students are appropriate for beginning classes, they will test into Level A Short Version or Level Long B-1 or Short B on the ABCD Placement Test.

II. Form Groups

Create learning groups of up to five people who can work on the same level in ABCD. It has proven very beneficial to teach in this way rather than individually. Students form a support group and encourage each other.

MATERIALS OVERVIEW

A. *ABeCeDarian* (ABCD)

Teaches sound/letter knowledge, phonemic skills, phonics and phonological skills like phoneme manipulation. Be sure to get the most recently updated manuals. Website: www.abcdrp.com or www.shopabcdrp.com

Key Features of ABCD

1. Practice everything until it can be done correctly and easily. Have students use whiteboards to continue practicing encoding (spelling) and decoding activities after they have done them in their workbooks. Spelling or encoding is just the reverse phonemic skill to decoding, so do lots of both.
2. Using the script helps you to explain clearly and not talk too much.
3. Use mistakes to guide how to figure out the right answer.
4. No guessing - do not encourage.
5. Distribute Practice – every so often during a lesson, go back to what was worked on earlier.
6. Do not be put off because this is written to teach children. The materials do not look childish, and adults who are poor readers need to learn the same skills.
7. Do not move on to the next unit until the group can easily do the current unit.

Important: Always give students time to think and to answer. Teach classmates not to jump in and give answers. Explain to them that it is NOT helping, and just makes people nervous.

Check out these sections in the teacher's guides:

You may be surprised at what you won't teach.
(A p. 35-38, B p. 34-36)
Get ready to teach ABCD. (A p. 39-50)
How to pronounce sounds. (A p. 40-41; B p. 38)
How to correct errors. (A p. 41-44; B p. 33-34 and 38-40; video on ABCD website.)

Whole Language instruction had students repeatedly read in order to memorize. When they came to an unfamiliar word, they were told to look at the picture, look at the first letter and guess. Research has found that this method does NOT help anyone learn to read well. We should never encourage guessing.

1. *ABeCeDarian* Teacher Manual A-Short Version
   MAOH 2020 Homeschooling and Tutoring Edition

Level Short A teaches beginning letter/sound knowledge of single consonants, short vowels, and sh, ch, th, ck, and how to segment, blend and manipulate phonemes.

Name of Activity	TG Explained (on page)	TG Script (on page)	Student Book (on page)
Word Puzzle	25-26	52-53	4
Isolated Letter/Sound Practice	26-27	53	5
Tap & Say	27	53-55	6
Say-and-Write	27	55	7-8
Spelling Chain & Reading Chain	27-28	55-56	9
Sound Game for Phoneme Manipulation	28	63-64	18 (Unit 2)
Reading Rimes	28-29	57	11
Spelling Test	29	56-57	10
Reading Words	29	57	12
Reading Sentences (Unit 3)	29	73-74	31 (Unit 2)
Unit Checkout		58	

2. *ABeCeDarian* Teacher Manual B-1
   MB1 2020 Homeschooling and Tutoring Edition

Level B assumes mastery of Level A and teaches more complex letter/sound knowledge (multiple spellings for a sound, multiple sounds for a spelling) and multi-syllable words.

Name of Activity	TG Explained (on page)	TG Script (on page)	Student Book (on page)
Spelling & Reading Chains	22	46	4-5
Phoneme (Speech Sound) Manipulation	22	46	
Sorting Words	23	47-48	6-7
Flexing	23-24	55 -56 (Unit 2)	20 (Unit 2)
Reading Two-Syllable Words	24-25	79-83 (Unit 6)	68-72 (Unit 6)
Breaking Words Apart	25	48-49	8
Isolated Letter/Sound Practice	25-26	54-55 (Unit 2)	19 (Unit 2)
Reading Rimes & Nonsense Words	26-27	63 (Unit 3)	32 (Unit 3)
Word Reading Practice	27	49	9
Completing Sentences	27	49-50	10-11
Fables	27		
Unit Checkout	50		

3. *REWARDS* - This is not part of ABCD, but if a student completes or tests out of ABCD A and B, moving on to the multi-syllable program *REWARDS* as part of their class work should complete their development of decoding skills. Most students really enjoy learning to read and to spell these long words. Website: www.voyagersopris.com

Suggested Use

REWARDS comes in two levels, Intermediate and Secondary. They both cover much the same material, but the lower level goes a little more slowly.

You can do most of the activities except the sections called Oral Activities without the teacher's guide, if you don't have it.

Students must master the sounds of the single vowels and vowel combinations. (B & C) Starting with the second lesson, students should work until they are able to easily do that review of them. (B)

You will notice in Activity D that the book uses an asterisk under long vowels. You may want to change that to the more commonly used straight line over them. Notice that a boxed spelling means that that vowel combination has two common pronunciations.

Starting with lesson two, students will be asked to read all the prefixes and suffixes they have learned. They should work until they can do this easily. (G)

Do a lot more white board spelling, not just the four asked for in the book.

In the Secondary book, starting with lesson 13, Activity H has twelve sentences. Develop fluency by having students practice until they can read the page in one minute. This is Activity J in the Intermediate book.

You can decide whether your students will benefit from the Content-Area Vocabulary and Passage Reading and Comprehension Activities in the final lessons in both books.

B. One Minute Activities

Dr. Michael Bend has revised ABCD to include more phoneme manipulation to develop orthographic mapping, which research has found necessary to be a good reader.

Our adult students very often have severe reading difficulties and will benefit from more practice to develop automatic reading.

David Kilpatrick, in his book *Equipped for Reading Success*, explains thoroughly the science behind the need for orthographic mapping and presents an extensive set of leveled One Minute Activities to develop it. They teach the phoneme manipulation needed for instant word learning and recall. Website: https://equippedforreadingsuccess.com/

Suggested Use

It makes sense to start our adult students at the beginning of the program and work through it as they master each level. Therefore, it is not necessary for us to give the PAST, the placement test, to each student, but we can look at it to get a quick idea of what is covered in the One Minute Activities. (Included in our Appendices or at thepasttest.com)

One Minute Activities require blending, segmenting, isolation and two kinds of manipulation—deletion and substitution. In order to be able to orthographically map words for automatic retrieval, a student must be able to do these phoneme manipulations instantly in their mind. At the beginning of each level, if they cannot and are making numerous mistakes, Kilpatrick suggests several multisensory techniques to teach them the new task and help them through what he calls the Multisensory Stage.

1. Use letters, perhaps on a white board, to illustrate what is supposed to be done.
2. Use tokens to stand for letters/sounds and show what action is to be taken.

Once students understand and are able to do the task, they are at the Knowledge Stage and can start doing One Minute Activities. They can do them mentally, but not quickly.

The Automatic Stage is when they can do the One Minute Activity quickly and easily. A few days at this stage and it is time to go to the next level. An answer is automatic when it is given correctly in two seconds or less.

Note: Pronounce multi-syllable words the way they are said, not the way they are spelled. For example, Monday should be pronounced /Mun/ /day/ and puddle should be pronounced /pu/ /ddle/.

Intersperse as many One Minute Activities throughout the class time as you can. These are quick and game-like, and can be fun. Usually there are 28-29 One Minute Activities at each level, but re-do them if still not mastered.

HOWEVER, if you are unable to buy *Equipped for Reading Success*, there is at least a temporary alternative:

In 1973, Dr. Jerome Rosner created one of the first programs to train phonological awareness, called *Auditory-Motor Skills Program*. Responding to ongoing research and teacher experience, Dr. Philip J. McInness built on that to create his program, *Assure Readiness for Learning (ARL)*, and then worked with Dr. David Kilpatrick to write the most up-to-date strategies, the One Minute Activities.

The One Minute Activities are copyright protected, so you must buy *Equipped for Reading Success* to do them, but Rosner's original program became public domain in 1983. We have included it in the Appendices, which you can try out until you can get Kilpatrick's book with the most current program. (Google Rosner's Auditory-Motor Skills Program)

Meanwhile, Rosner's activities have been organized to match as well as possible with Kilpatrick's One Minute Activities, which will facilitate switching over when you can get the book.

C. Practice Reading

David Kilpatrick recommends using linguistic readers first because they focus on word families—or rimes—just as students learn at the beginning of phoneme manipulation for orthographic mapping.

Linguistic readers are hard to find but more may be being written due to SOR. However, *Let's Read: A Linguistic Approach* by Barnhart and Barnhart is still available.
Website: www.amazon.com

Suggested Use

Start with *Let's Read*, if you have it, and then move on to *Talk of the Block*—the short vowel series and then the long vowel series. The eight workbooks have stories with adult characters and interests, accompanied with questions. It is currently out of print, but New Readers Press will print *Talk of the Block* books to order. Unfortunately, you may have to get 5 copies of a title to get them.
Website: www.newreaderspress.com | Phone: 800-448-8878

D. Crazy Cards

There are 25 decks organized by sounds and spelling patterns as Starters, Blends, Crazy Shorts, Crazy Longs, Crazy Mores. The company has offered a discount to anyone using our toolkit.
Website: www.soundreaders.com/crazy-cards

Suggested Use

Near the end of each class, choose the deck that practices the focus of the current ABCD unit. The game is played like Uno or Crazy Eights. Adapt the game by having students lay their cards on the table so they can be helped if they miss a play. Students have to read the cards they lay so help them if they need it. Don't let other students jump in and answer.

This is a fun, relaxing, group-building way to finish class.

This app is for independent practice at home, on public transportation or before and after class. There are 262 lessons. Students should work on a lesson until mastered. Spencer Learning provides support materials online.

Windows and Macintosh Versions: Download the complete program for free for 10 days from https://spencerlearning.com.The complete program can be used for free for 10 days and after that purchase a license at the website.

IOS and Android Versions: Download the free Ultimate Phonics Reading App from the Apple or Google Play app store. The first 50 lessons are permanently free and get the rest of the 262 lessons by purchasing them within the app.

Website: www.spencerlearning.com

Suggested Use

Load the first 50 lessons on the student's phone or other devices. Work with each student so they are comfortable using the app on their own. If possible before or after class, check students' mastery of lessons they feel are completed and keep a class chart for motivation.

CONCLUSION

The findings of the Science of Reading are increasingly changing instruction around the country, even here in Philadelphia schools. Pennsylvania has a chapter of the Reading League. We may be the first to bring this instruction here for adults because very few people attempt to tackle adult beginning reading - and there is a huge need.

With dedicated teachers, who are passionate about helping other adults, and this toolkit, we can offer this opportunity to more Philadelphians. Adult beginning readers should not be ignored. We have the tools, and with the right people, we can make a real change.

SAMPLE CLASS

Activity	Notes
One Minute Activity	Keep track of what each student has mastered, and vary levels within group, if needed and possible
ABeCeDarian Lesson	Assess students to form groups where all students can work on the same level
One Minute Activity	
Practice Reading	- Begin with Linguistic Readers if available *Talk of the Block* series, read story together and go over written work done for homework. If you have time, read the next story together and assign for homework.
One Minute Activity	
Crazy Cards	Choose the deck that best practices the current ABCD unit
Homework	- Practice current and past ABCD units - Read linguistic story or *Talk of the Block* story. If *Talk of the Block*, do the written work. - Continue work on *Ultimate Phonics* app. Check out and record mastery of finished lessons.

IMPORTANT: During class, keep a quick evaluation and written record of everything you do. This lets you know where to proceed for the next class and functions as your lesson planning. It also lets you make sure you are ready with any needed materials.

Helpful Tip: have a selection of dollar store glasses in case students forget theirs or don't have them.

TOOLKIT RESOURCES

BOOKS

o *Equipped for Reading Success* by David A. Kilpatrick, Ph.D., 2016
o *Speech to Print* 3rd Edition, by Louisa Cook Moats, 2020
o *Reading Reflex* by McGuinness & McGuinness
o "A Better Way to Teach Reading" by Jane M. Von Bergen, 5/17/2021 (https://thephiladelphiacitizen.org/better-way-teach-reading/) (in Appendices)

PROGRAM

o *ABeCeDarian* by Michael Bend, (be sure to get most recent versions at www.shopabcdrp.com or abcdrp.com)
o *REWARDS* by Archer, Gleason & Vachon, (voyagersopris.com)
o *Auditory-Motor Skills* by Jerome Rosner (available at https://equippedforreadingsuccess.com) (in Appendices)

READING MATERIALS

o *Let's Read: A Linguistic Approach* by Barnhart & Barnhart, 2010

o New Readers Press (www.newreaderspress.com)
Talk of the Block is out of print but they will print to order if you call: 800-448-8878. Must print 5 of each title.

The following book series start with a very low level:
  ▪ *Challenger*
  ▪ *Laubach Way to Reading*
  ▪ *Health Stories*
  ▪ *Life Goes On*
  ▪ *Novel Scenes*
  ▪ *Stories Plus*
  ▪ *That's Life*

APP

o *Ultimate Phonics* (www.spencerlearning.com)

WEBINARS and PODCAST

- The Reading League
- Sold a Story—podcast by Emily Hanford

FACEBOOK PAGES and YOUTUBE

- The Reading League—many pages
- Equipped for Reading Success
- Science of Reading
- David Kilpatrick

WEBSITES

- Adults Can Learn to Read: (www.acltr.org) See our 4-part video*
- Crazy Cards (www.soundreaders.com)
- The Reading League (www.thereadingleague.org)
- Equipped for Reading Success
  (www.equippedforreadingsuccess.com)

APPENDICES

SAMPLE LESSONS

w   s   o   sh   g   c   z   v   r   ch

j   f   b   y   u   qu   th   i   e   a

x   t   p   l   h   d   k   n   ck   m

f   e   l   d   k   r   c   j   qu   x

b   i   p   w   ck   a   h   o   v   y

th   g   n   u   ch   m   t   sh   s   z

y   s   m   g   a   z   t   n   h   b

sh   u   o   i   c   ch   v   p   j   d

th   w   qu   k   e   ck   x   r   l   f

y   t   ck   j   w   m   e   p   i   b

LETTER SOUNDS

Sam got a pig.

The cat had a nap on the mat.

Mom sat on the rug.

Tom can fill up the cup.

Sam and Tom must sit on the rug.

The frog fell in the mud.

Mom will let us get a cat.

Ted and Sam can zip up the hill.

The cat did not get the fish.

Tom will chop the log.

Ted had a chat with Mom and Tom.

The dog will not sit with the cat.

Sam left his hat in the van.

Jill went to the camp on the hill.

Tom got his wish.

fip	cheff	wint	spen	nam
dimp	shup	rit	grap	lish
shan	mot	pog	chen	mest
pell	thum	hith	rish	chup
fost	het	thit	fluss	cug
mun	fanch	clum	gat	snat

The Lion and the Mouse

A lion lay asleep in the forest. A little mouse walked in front of him. The lion woke up and laid his paw on the mouse to kill her.

"Do not kill me," said the poor mouse. "If you let me go, some day I will repay you."

The lion did not think that the mouse could ever help him, but he was a kind lion, and he let the mouse go.

Some days later, the lion was caught in the net of a hunter. He pulled and pulled at the ropes, but he could not get out of the net. So he let out a roar. The mouse heard the Lion roar and she came to him. She gnawed on the ropes. Soon the lion was free.

"Now you can see," said the Mouse, "that even a Mouse can help a Lion."

voose	tuke	brimp	snew	flork
tope	vield	glurn	trupe	pife
pount	nard	dirth	varsh	prain
moad	zeep	smeak	spaw	tright
jigh	snay	vate	daunch	noard
ofter	spreck	umple	zints	moint

ABeCeDarian Placement Assessment

Examiner Record Sheets

Name _____   Grade _____   Date Tested _____

Correct Per Minute

Letter/Sounds   _____

Text 1   _____

Nonsense 1   _____

Text 2   _____

Nonsense 2   _____

Place a checkmark on the appropriate line to determine the recommended placement in ABeCeDarian. Make sure that you have discontinued the assessment precisely according to directions.

Level A Use Level A1 followed by A2 for Kindergarten Students or older students who need extensive handwriting work Use Level A Short Version for all other students	<u>Text 1</u> less than 30 _____
Level B1 <u>If Letter/Sounds is less than 60</u>, supplement with the Letter/Sound Fluency Sheets contained in the Level A Blending/Segmenting Work <u>If Nonsense 1 is less than 20</u>, supplement with the Level A Blending/Segmenting Work	<u>Text 2</u> less than 90 _____
Level B (Short Version) <u>If Letter/Sounds is less than 60</u>, supplement with the Letter/Sound Fluency Sheets contained in the Level A Blending/Segmenting Work <u>If Nonsense 1 is less than 20</u>, supplement with Level A Blending/Segmenting Work	<u>Nonsense 2</u> less than 20 _____
Level C <u>If Letter/Sounds is less than 60</u>, supplement with the Letter/Sound Fluency Sheets contained in the Level A Blending/Segmenting Work	<u>Nonsense 2</u> greater than 20 _____

Letter/Sound Knowledge

Display the LETTER SOUNDS sheet and say:

Here is a page with some letters. When I tell you to start, please tell me the sounds for these letters. Begin here . . . (The teacher points to the first letter) . . . and read going across . (The teacher gestures going across the line). Then go on to the next line. Keep on saying sounds until I tell you to stop. You can begin when you are ready.

Begin timing as soon as the student starts to read.

Put a slash (/) through any sound the student does not read correctly. If a student self-corrects an error, write SC over the letter and count as correct.

If a student does not say a sound in 3 seconds, say:

Skip that and go on to the next one.

The teacher should point to the next sound to prompt the student.

When 1 minute is up, mark how far the student has gotten with a right bracket,]. In the box at the bottom of this page, record the total number of letter/sounds correct and incorrect.

NOTE: Students get credit for any correct sound for the symbol.

w	s	o	sh	g	c	z	v	r	ch
j	f	b	y	u	qu	th	i	e	a
x	t	p	l	h	d	k	n	ck	m
f	e	l	d	k	r	c	j	qu	x
b	i	p	w	ck	a	h	o	v	y
th	g	n	u	ch	m	t	sh	s	z
y	s	m	g	a	z	t	n	h	b
sh	u	o	i	c	ch	v	p	j	d
th	w	qu	k	e	ck	x	r	l	f
y	t	ck	j	w	m	e	p	i	b

Total number of sounds read:	
Total number of errors:	
Total sounds correct in 1 minute:	

Proceed to the next assessment, TEXT 1, with all students.

Text 1 - One-letter consonants and vowels plus *sh, ch, th*

Display the TEXT 1 sheet and say:

  Here is a page with some sentences. When I tell you to start, please read them aloud to me as well as you can. When you finish reading one sentence, go on to the next without stopping. Keep on reading until I tell you to stop. Please begin when you are ready.

Begin timing as soon as the student starts to read. Put a slash (/) through any word the student does not read correctly. If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 3 seconds, tell the student the word and put a slash through it on the record sheet. Insertions of words may be noted on the record sheet but are not counted as errors.

Discontinue the test if the student makes more than 5 errors on the first 2 sentences.

When 1 minute is up, mark how far the student has gotten with a right bracket,]. If the student has read over 50 words correct in the minute, allow him to finish all of the sentences. In the table below record the total number of words read in 1 minute and the total number of student errors in 1 minute. Subtract the errors from the total words read to calculate the words correct in 1 minute.

Sam got a pig. (4)

The cat had a nap on the mat. (12)

Mom sat on the rug. (17)

Tom can fill up the cup. (23)

Sam and Tom must sit on the rug. (31)

The frog fell in the mud. (37)

Mom will let us get a cat. (44)

Ted and Sam can zip up the hill. (52)

The cat did not get the fish. (59)

Tom will chop the log. (64)

Ted had a chat with Mom and Tom. (72)

The dog will not sit with the cat. (80)

Sam left his hat in the van. (87)

Jill went to the camp on the hill. (95)

Tom got his wish. (99)

Total number of words read:	
Total number of errors:	
Total words correct in 1 minute:	

If the student reads 30 or more words correct in 1 minute, then proceed to the next assessment, NONSENSE WORDS 1.

If the student reads fewer than 30 words correct in 1 minute, then **discontinue** the assessment.

Nonsense Words 1 - One-letter consonants and vowels plus *sh, ch, th*

Display the NONSENSE WORDS 1 sheet and say:

   Here is a page with some nonsense words. They are not real words. When I tell you to start, please read these words out loud to me as well as you can. Begin here and read going across. Keep on reading until I tell you to stop. Please begin when you are ready.

Begin timing as soon as the student starts to read. Put a slash (/) through any word the student does not read correctly and above the word write what the student said. Correct pronunciations have the same vowel sound and hence will rhyme with the word in parentheses beneath the word the student is reading. (NOTE: The students do not see the words in parentheses. These are on the examiner's record sheet only.)

If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 5 seconds, tell the student the student to skip the word. Point to the next word to prompt the student and say,

   Try this one.

Discontinue the test if the student makes more than 5 errors on the first 2 rows.

When 30 seconds is up, say

   Stop.

Mark how far the student has gotten with a right bracket,]. In the box beneath the sentences record the total number of words read and the total number of student errors. Subtract the errors from the total words read to calculate the words correctly in 30 seconds.

fip	cheff	wint	spen	nam
(dip)	(Jeff)	(hint)	(den)	(ham)
dimp	shup	rit	grap	lish
(limp)	(pup)	(sit)	(gap)	(fish)
shan	mot	pog	chen	mest
(tan)	(not)	(hog)	(ten)	(rest)
pell	thum	hith	rish	chup
(tell)	(gum)	(myth)	(fish)	(cup)
fost	het	thit	fluss	cug
(frost)	(wet)	(sit)	(fuss)	(dug)
mun	fanch	clum	gat	snat
(bun)	(ranch)	(hum)	(sat)	(sat)

Total number of words read:	
Total number of errors:	
Total words correct in 30 seconds:	

Proceed to the next assessment, TEXT 2, with all students.

Text 2 - The Lion and the Mouse

Display the TEXT 2 sheet and say:

   Read this story out loud to me as well as you can. Keep on reading until I tell you to stop. If you don't know a word, I'll tell it to you. Please begin when you are ready.

Begin timing as soon as the student starts to read.

Put a slash (/) through any word the student does not read correctly. If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 3 seconds, tell the student the word and put a slash through it on the record sheet.   Insertions of words may be noted on the record sheet but are not counted as errors.

Discontinue the test if the student makes more than 10 errors on the first paragraph. When 1 minute is up, say:

   Stop.

In the box following the story, record the total number of words read, and the total number of errors. Subtract the errors from the total words read to calculate the words correct in 1 minute.

<div align="center">

The Lion and the Mouse

A lion lay asleep in the forest. A little mouse walked

in front of him. The lion woke up and laid his paw on

the (30) mouse to kill her.

"Do not kill me," said the (40) poor mouse. "If you let me

go, some day I (50) will repay you."

The lion did not think that the (60) mouse could ever help

him, but he was a kind (70) lion, and he let the mouse go.

Some days later, (80) the lion was caught in the net of a

hunter. (90) He pulled and pulled at the ropes, but he could (100)

not get out of the net. So he let out (110) a roar. The mouse

 heard the Lion roar and she (120) came to him. She gnawed

on the ropes. Soon the (130) lion was free.

"Now you can see," said the Mouse, (140) "that even a

Mouse can help a Lion."

</div>

Total number of words read:	
Total number of errors:	
Total words correct in 1 minute:	

If the student reads at a rate of 90 words correct per minute or greater, than continue with the next assessment, NONSENSE 2.

If the student reads the passage at a rate of less than 90 words correct per minute, then **discontinue** the assessment.

ABeCeDarian Placement Assessment

Nonsense Words 2 - Vowel Digraphs

Display the NONSENSE WORDS 2 sheet and say:

Here is a page with some nonsense words. They are not real words. When I tell you to start, please read these words out loud to me as well as you can. Begin here and read going across. Keep on reading until I tell you to stop. Please begin when you are ready.

Begin timing as soon as the student starts to read. Put a slash (/) through any word the student does not read correctly and above the word write what the student said. Correct pronunciations have the same vowel sound and hence will rhyme with the word in parentheses beneath the word the student is reading. (NOTE: The students do not see the words in parentheses. These are on the examiner's record sheet only.)

If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 3 seconds, tell the student the student to skip the word. Point to the next word to prompt the student and say:

Try this one.

Discontinue the test if the student makes more than 5 errors on the first 2 rows.

When 30 seconds is up, say:

Stop

Mark how far the student has gotten with a right bracket,]. In the box beneath the words record the total number of words read and the total number of student errors. Subtract the errors from the total words read to calculate the words correctly in 30 seconds.

voose	tuke	brimp	snew	flork
(moose)	(juke)	(limp)	(new)	(fork)
tope	vield	glurn	trupe	pife
(rope)	(field)	(turn)	(loop)	(life)
pount	nard	dirth	varsh	prain
(count)	(hard)	(birth)	(marsh)	(rain)
moad	zeep	smeak	spaw	tright
(toad)	(keep)	(weak)	(paw)	(tight)
jigh	snay	vate	daunch	noard
(high)	(say)	(late)	(launch)	(board)
ofter	spreck	umple	zints	moint
(softer)	(deck)	(crumple)	(hints)	(point)

Total number of words read:	
Total number of errors:	
Total words correct in 30 seconds:	