

## Administering the reading passages

**Approach:** One to one

**Level:** Year 4 and year 8

**Resources:** Reading Band Indicator chart and 18 texts at 6 reading bands.

**1. Identify the student's reading band, using the Reading Band Indicator.**

**2. Locate the folder of 3 reading passages that match the student's band.**

**3. Allow the student to choose a passage from the set.**

**4. Once the student has selected a passage, locate and follow the matching guide sheet.**

*I want you to read this story/information to me from this dot to the next dot, and to think about what the story/information is about as you read. If you come to words you don't know, do what you usually do when you try to work out new words.*

*Try to work out the words aloud so that I can find out how you do it. Don't worry about mistakes but stop and correct them if you are able to. I will keep quiet and let you work things out unless you get badly stuck.*

*Think about the story/information as you read. When you have finished I will ask you to tell me about it, and I will ask you some questions.*

- The introduction should be presented in a conversational rather than formal manner.
- Please confine what is said to the information given in the introduction.
- It is most important that the student is helped to feel at ease from the outset, and throughout the session.

**5. While the student is reading, record errors and self corrections on the student's record sheet.**

- Avoid rush, allow ample time for the student to think and work on difficulties.
- Don't give prompts.
- Only give help when requested or if the student is confused and cannot proceed. In these circumstances: first ask the student to "try that again," then if necessary tell the student the unknown word.
- Recording errors: mark an x for each word incorrectly read, or for each word added or omitted. If a line is omitted, count as one error. If two words are reversed ("she said" for "said she") count as one error. Write "sc" above a cross when the student self-corrects.

**6. Recall and comprehension.**

*Now I want you to tell me in your own words what this story/information was all about.*

- Standard probe questions are provided.
- There are 3 comprehension questions: a literal question requiring the student to show the answer in the text and 2 questions requiring inferences from what has been read.

**7. After reading one passage, the student selects one other from the same folder unless the passage is too easy or too hard.**

- If changing to another band, don't bother with the recall and comprehension section of the guide sheet for the inappropriate band. If the student is already on the 0 band, proceed with that band.

**Confirmation of reading band**

- The preferred word accuracy rate is 1 error (including self corrections) in 10 to 20 running words.
- Check their error range against those that have been calculated for the text.
- Each student will complete 2 passages at the appropriate reading band. Students for whom the first text proves too easy or too difficult will read 3 passages in all.

**If the passage proves too difficult**

If the error rate is greater than the expected rate, to the extent that the student's fluency and the opportunity to get meaning are frustrated, make a judgement about whether to:

- a. suggest that the student discontinue that passage and try another;
  - b. allow the student to finish the passage;
  - c. read/share it with the student.
- In any case, the use of passages at that band should be discontinued, and the next lower band used.

**If the passage proves too easy**

If there are too few errors to establish any trends or strategies (the error rate is less than expected) go to the next higher band. Asking the recall and comprehension questions for the easy passage is not necessary.

- If the student is already on the top band, proceed with that band and ask the questions.