

**General Performance Pattern and Instructional Recommendations based on Nonsense Word Fluency Assessment
(list students in appropriate column -- only list students once!)**

	Sound by Sound <i>Not Accurate</i>	Sound by Sound <i>Accurate</i>	Sound by Sound with Recoding <i>Not Accurate</i>	Sound by Sound with Recoding <i>Accurate</i>	Whole Word Reading <i>Not Accurate</i>	Whole Word Reading <i>Accurate</i>
List Student Names						
Description of NWF Performance	Student makes many letter-sound errors (less than 90% accuracy) or is prompted by the examiner to move on to the next letter sound.	Student reads sound by sound and has minimal sound errors (over 90% accuracy).	Student reads letter-sounds and then reads nonsense words with many letter-sound or blending substitution errors (less than 90% accuracy).	Student reads letter-sounds and then reads nonsense words with over 90% accuracy. May also have hesitations, repetitions and slow pace.	Student reads whole nonsense words with good speed but makes many letter-sound or blending substitution errors (less than 90% accuracy).	Student reads whole nonsense words with good speed and accuracy (more than 90% accuracy).
Instructional Implications	<ul style="list-style-type: none"> Focus on accuracy instruction at the letter-sound level. Identify known and unknown letter-sound combinations. 	<ul style="list-style-type: none"> Focus on blending fluency practice at the word level. Instruction in “reading words the fast way”. 	<ul style="list-style-type: none"> Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level. 	<ul style="list-style-type: none"> Focus on blending fluency practice at the word level. Instruction in “reading words the fast way”. 	<ul style="list-style-type: none"> Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level. 	<ul style="list-style-type: none"> Focus instruction on accuracy and fluency in connected text.
Example Activities	<ul style="list-style-type: none"> Continued Phonics Instruction in Reading Program Fluency with known sounds: <ul style="list-style-type: none"> *1-Minute Dash *Rapid Read Sounds 	<ul style="list-style-type: none"> Blending practice in reading words accurately “the fast way”. <ul style="list-style-type: none"> *No Peeps Fluency with known words. <ul style="list-style-type: none"> *5 x 5 Matrix *Rapid Read Words *Paired Peer Practice 	<ul style="list-style-type: none"> Continued Phonics Instruction in Reading Program First, Fluency with known sounds: <ul style="list-style-type: none"> *1-Minute Dash *Rapid Read Sounds Then, blending practice in reading words accurately “the fast way”. <ul style="list-style-type: none"> *No Peeps 	<ul style="list-style-type: none"> Blending practice in reading words accurately “the fast way”. <ul style="list-style-type: none"> *No Peeps Fluency with known words. <ul style="list-style-type: none"> *5 x 5 Matrix *Rapid Read Words *Paired Peer Practice 	<ul style="list-style-type: none"> Continued Phonics Instruction in Reading Program First, Fluency with known sounds: <ul style="list-style-type: none"> *1-Minute Dash *Rapid Read Sounds Then, Fluency in reading words accurately “the fast way”. <ul style="list-style-type: none"> *No Peeps 	<ul style="list-style-type: none"> Fluency building activities in connected text. <ul style="list-style-type: none"> *Repeated Reading Strategies *Partner Reading Strategies