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

<table>
<thead>
<tr>
<th>Description of NWF Performance</th>
<th>Sound by Sound</th>
<th>Sound by Sound</th>
<th>Sound by Sound</th>
<th>Sound by Sound</th>
<th>Whole Word Reading</th>
<th>Whole Word Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Accurate</td>
<td>Accurate</td>
<td>Not Accurate</td>
<td>Accurate</td>
<td>Not Accurate</td>
<td>Accurate</td>
</tr>
<tr>
<td>List Student Names</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Implications</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus on accuracy instruction at the letter-sound level.</td>
<td>Focus on blending fluency practice at the word level.</td>
<td>Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level.</td>
<td>Focus on blending fluency practice at the word level.</td>
<td>Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level.</td>
<td>Focus instruction on accuracy and fluency in connected text.</td>
</tr>
<tr>
<td></td>
<td>Identify known and unknown letter-sound combinations.</td>
<td>Instruction in “reading words the fast way”.</td>
<td>Instruction in “reading words the fast way”.</td>
<td>Instruction in “reading words the fast way”.</td>
<td>Instruction in “reading words the fast way”.</td>
<td></td>
</tr>
<tr>
<td><strong>Example Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continued Phonics Instruction in Reading Program</td>
<td>Blending practice in reading words accurately “the fast way”.</td>
<td>Continued Phonics Instruction in Reading Program</td>
<td>Blending practice in reading words accurately “the fast way”.</td>
<td>Continued Phonics Instruction in Reading Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fluency with known sounds:</td>
<td>*1-Minute Dash *Rapid Read Sounds</td>
<td>First, Fluency with known sounds:</td>
<td>*1-Minute Dash *Rapid Read Sounds</td>
<td>First, Fluency with known sounds:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*No Peeps</td>
<td>*5 x 5 Matrix *Rapid Read Words *Paired Peer Practice</td>
<td>*No Peeps</td>
<td>*5 x 5 Matrix *Rapid Read Words *Paired Peer Practice</td>
<td>*No Peeps</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Sound by Sound Not Accurate**
  - Student makes many letter-sound errors (less than 90% accuracy) or is prompted by the examiner to move on to the next letter sound.

- **Sound by Sound Accurate**
  - Student reads sound by sound and has minimal sound errors (over 90% accuracy).

- **Sound by Sound with Recoding Not Accurate**
  - Student reads letter-sounds and then reads nonsense words with many letter-sound or blending substitution errors (less than 90% accuracy).

- **Sound by Sound with Recoding Accurate**
  - Student reads letter-sounds and then reads nonsense words with over 90% accuracy. May also have hesitations, repetitions and slow pace.

- **Whole Word Reading Not Accurate**
  - Student reads whole nonsense words with good speed but makes many letter-sound or blending substitution errors (less than 90% accuracy).

- **Whole Word Reading Accurate**
  - Student reads whole nonsense words with good speed and accuracy (more than 90% accuracy).

- **Instructional Implications**
  - Focus on accuracy instruction at the letter-sound level.
  - Identify known and unknown letter-sound combinations.
  - Focus on blending fluency practice at the word level.
  - Instruction in “reading words the fast way”.
  - Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level.
  - Focus on blending fluency practice at the word level.
  - Instruction in “reading words the fast way”.
  - Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level.
  - Focus instruction on accuracy and fluency in connected text.

- **Example Activities**
  - Continued Phonics Instruction in Reading Program
  - Fluency with known sounds: *1-Minute Dash *Rapid Read Sounds
  - Blending practice in reading words accurately “the fast way”.
  - *No Peeps
  - Fluency with known words.
  - *5 x 5 Matrix *Rapid Read Words *Paired Peer Practice
  - Continued Phonics Instruction in Reading Program
  - First, Fluency with known sounds: *1-Minute Dash *Rapid Read Sounds
  - Then, blending practice in reading words accurately “the fast way”.
  - *No Peeps
  - Fluency with known words.
  - *5 x 5 Matrix *Rapid Read Words *Paired Peer Practice
  - Blending practice in reading words accurately “the fast way”.
  - *No Peeps
  - Fluency with known sounds: *1-Minute Dash *Rapid Read Sounds
  - Then, Fluency in reading words accurately “the fast way”.
  - *No Peeps
  - Fluency building activities in connected text.
  - *Repeated Reading Strategies
  - *Partner Reading Strategies