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

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<th>Description of NWF Performance</th>
<th>Instructional Implications</th>
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<td>• Focus on accuracy instruction at the letter-sound level.</td>
<td>• Continued Phonics Instruction in Reading Program</td>
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<td>Sound by Sound Accurate</td>
<td>• Identify known and unknown letter-sound combinations.</td>
<td>• Fluency with known sounds:</td>
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<td>Whole Word Reading Not Accurate</td>
<td>• Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level.</td>
<td>*No Peeps</td>
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<tr>
<td>Whole Word Reading Accurate</td>
<td>• Focus on blending fluency practice at the word level.</td>
<td>• 5 x 5 Matrix</td>
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<td>• Instruction in “reading words the fast way”.</td>
<td>• Paired Peer Practice</td>
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<td>• Student reads whole nonsense words with good speed and accuracy (more than 90% accuracy).</td>
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**List Student Names**

- 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**

- **Sound by Sound Not Accurate**: Focus on accuracy instruction at the letter-sound level. Identify known and unknown letter-sound combinations.
- **Sound by Sound Accurate**: Focus on blending fluency practice at the word level. Instruction in “reading words the fast way”.
- **Sound by Sound with Recoding Not Accurate**: Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level.
- **Sound by Sound with Recoding Accurate**: Focus on blending fluency practice at the word level. Instruction in “reading words the fast way”.
- **Whole Word Reading Not Accurate**: Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level.
- **Whole Word Reading Accurate**: Focus instruction on accuracy and fluency in connected text.

**Example Activities**

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