Flyleaf Publishing
Books to Remember

Teacher's Guide

Emergent Reader Series Foundational Skills Guide

Post–Emergent Reader 18 Formative Assessment A Nonsense Word Sub-Test

Student Record Sheet

_____
Student Name

_____
Date

If the student reads the word correctly, blending it without saying the individual sounds, write a + sign in the +/0 column. If the student sounds out the word correctly, but in a sound-by-sound manner, write a + in the +/0 column and use dashes in the Response column to indicate the way in which it was sounded out (e.g., *j-i-t*). Write any useful observations in the Comments column. If the student responds **incorrectly**, write a 0 in the +/0 column and record what the student said (e.g., *jot* or *j-o-t*) in the Response column. Make any useful observations about the student's decoding process (e.g., confuses *o* and *i*) in the Comments column.

Cover all but the list of Nonsense Words on the Student Reading Sheet. Say: *Here is a list of nonsense words. Nonsense words are words that are not real. Try to read each word one at a time, from the top of the list to the bottom. I will be writing while you are reading.*

Note: Students should use short vowel pronunciation in reading each of these words.

Total number of
words correct _____ / 12 = _____ % correct.

Refer to the assessment section in the Overview of this guide for support in identifying student learning profiles and adjusting instruction based on specific student needs.

Word List	+/0	Response	Comments
1. jit			
2. bef			
3. fub			
4. heg			
5. rill			
6. lud			
7. frip			
8. bift			
9. rond			
10. plub			
11. hest			
12. blick			

Analysis: Look for error patterns
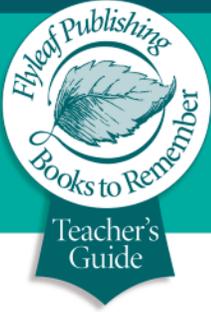
Consonant difficulties: _____

Vowel difficulties: _____

Sound-blending difficulties: _____

Instructional implications: _____

_____

_____

_____

Emergent Reader Series Foundational Skills Guide

Post–Emergent Reader 18 Formative Assessment A Real Word Sub-Test

Teacher's Guide

Student Record Sheet

_____
Student Name

_____
Date

If the student reads the word correctly, blending it without saying the individual sounds, write a + sign in the +/0 column. If the student sounds out the word correctly, but in a sound-by-sound manner, write a + in the +/0 column and use dashes in the Response column to indicate the way in which it was sounded out (e.g., *j-e-t*). Write any useful observations in the Comments column. If the student responds **incorrectly**, write a 0 in the +/0 column and record what the student said (e.g., *jit* or *j-i-t*) in the Response column. Make any useful observations about the student's decoding process (e.g., confuses *i* and *e*) in the Comments column.

Cover all but the list of Real Words on the Student Reading Sheet. Say: *Here is a list of words. These are real words that we say. Try to read each word one at a time, from the top of the list to the bottom. I will be writing while you are reading.*

Word List	+/0	Response	Comments
1. jet			
2. fin			
3. rub			
4. hug			
5. lip			
6. bell			
7. fond			
8. frog			
9. rust			
10. gift			
11. slip			
12. best			

Total number of words correct _____ / 12 = _____ % correct.

Refer to the assessment section in the Overview of this guide for support in identifying student learning profiles and adjusting instruction based on specific student needs.

Analysis: Look for error patterns

Consonant difficulties: _____

Vowel difficulties: _____

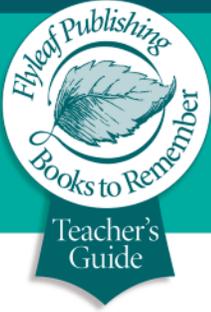Sound-blending difficulties: _____

Instructional implications: _____

_____

_____

_____

_____

Emergent Reader Series Foundational Skills Guide

Post–Emergent Reader 18 Formative Assessment A Target Letter-Sound Correspondence Sub-Test

Teacher's Guide

Student Record Sheet

_____
Student Name

_____
Date

Use this assessment if students cannot complete the nonsense word and real word assessments with more than 50% accuracy or if you need to check student knowledge of specific letter-sound correspondences.

If the student pronounces the letter sound correctly, write a + sign in the +/0 column. If the response is **incorrect**, write a 0. If the student substitutes one letter for another, note the substitution.

Cover all but the list of Target Letter-Sound Correspondences on the Student Reading Sheet. Say: *Here is a list of letters. Try to say the sound each letter makes, from the top of the list to the bottom. I will be writing while you are reading.*

Letters	Letter-Sound Response	+/0	Letter Substitution
1. i	Short /i/ sound spelled *i*		
2. e	Short /e/ sound spelled *e*		
3. u	Short /u/ sound spelled *u*		
4. r	Consonant /r/ sound spelled *r*		
5. l	Consonant /l/ sound spelled *l* or *ll*		
6. h	Consonant /h/ sound spelled *h*		
7. f	Consonant /f/ sound spelled *f*		
8. b	Consonant /b/ sound spelled *b*		
9. j	Consonant /j/ sound spelled *j*		

Total number of
words correct _____ / 9 = _____ % correct.

Refer to the assessment section in the Overview of this guide for support in identifying student learning profiles and adjusting instruction based on specific student needs.

Analysis: Look for error patterns

Graphically similar letter substitutions: _____

Phoneme confusion (e.g., voiced and voiceless sounds): _____

Instructional implications: _____

_____

_____
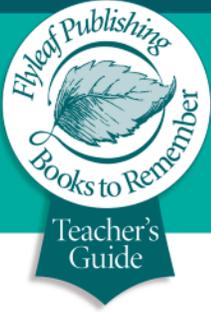
_____

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_____

Post–Emergent Reader 18 Formative Assessment A
High-Frequency Puzzle Word Sub-Test

Teacher's Guide

Student Record Sheet

_____
Student Name

_____
Date

If the student reads the word correctly, write a + sign in the +/0 column. If the student reads the word correctly after sounding it out, write a + sign in the +/0 column but use dashes in the Word Substitution column to indicate the way in which it was sounded out (e.g., *h-er*). If the student responds **incorrectly**, write a 0. Note incorrect responses in the Word Substitution column. Use the blank spaces for inclusion of any high-frequency words students missed on the last assessment.

Cover all but the list of High-Frequency Puzzle Words on the Student Reading Sheet. Say: *Here is a list of words. These are real words that we say. Try to read each word, from the top of the list to the bottom. I will be writing while you are reading.*

Word List	+/0	Word Substitution	Word List	+/0	Word Substitution
1. her			17. into		
2. oh			18. do		
3. little			19. what		
4. me			20. from		
5. no					
6. be					
7. he					
8. of					
9. that					
10. look					
11. too					
12. by					
13. do					
14. good					
15. for					
16. down					

Total number of words correct ____ / ____ = ____ % correct.

Refer to the assessment section in the Overview of this guide for support in identifying student learning profiles and adjusting instruction based on specific student needs.

Analysis: Look for patterns

Graphically similar letter substitutions: _____

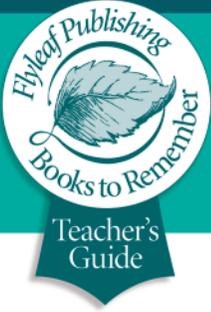Decoding attempts: _____

Instructional implications: _____

_____

_____

_____

_____

_____

Post–Emergent Reader 18 Formative Assessment A Passage Reading Accuracy Sub-Test

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Student Record Sheet

_____
Student Name

_____
Date

Listening to students read the following passage enables you to assess their **word reading** accuracy in the context of sentences in a simple story. Record miscues above each word.

Say: *This is a story for you to read to me. The title of the story is* Jim and the Frog. *After you are done reading I will ask you questions about what happened in the story. I will be writing while you are reading.*

Jim and the Frog

Jim likes to go to the pond.

He likes to look for frogs.

Jim sees a little green frog.

It hops into the grass.

Jim has a plan.

Jim gets a can.

He tricks the frog.

The frog hops into the can.

Jim slips the lid on the can.

Then Jim lifts the lid just a little.

The frog jumps into Jim's hands.

The frog did not like the can.

Jim lets the frog go.

It hops down the hill.

Jim is glad he let the frog go.

Total number of
words correct _____ / 88 = _____ % correct.

Refer to the assessment section in the Overview of this guide for support in identifying student learning profiles and adjusting instruction based on specific student needs.

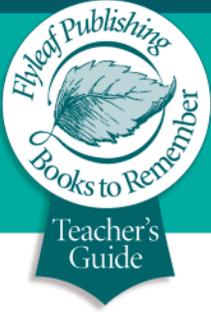**Analysis: Look for patterns**

Note error patterns in word reading (high-frequency words, blending, specific consonants, consonant clusters, vowels, or inflectional endings) and problems with fluency (automaticity or prosody).

Notes: _____

Instructional implications: _____

_____

_____

Emergent Reader Series Foundational Skills Guide

Post–Emergent Reader 18 Formative Assessment A Reading Comprehension Sub-Test

Student Record Sheet

_____
Student Name

_____
Date

The following text-dependent questions enable you to assess students' comprehension of the passage they have just read. Allow students to have access to the passage so they can reread when answering questions. Part b follow-up questions are important because they encourage students to identify evidence in the text that leads them to their answer. Suggested responses are given in parentheses.

To record student responses, circle + for correct and 0 for incorrect and write the answer given on the line provided.

1a. What do you know about the setting of the story? (The story's setting is next to a pond.)

+ / 0 _____

1b. How do you know? (The text says "Jim likes to go to the pond to look for frogs.")

+ / 0 _____

2a. What is Jim's plan? (to catch a frog with a can).

+ / 0 _____

2b. How do you know? (The text says, "Jim has a plan. He gets a can and tricks the frog to jump into it.")

+ / 0 _____

3a. What happens at the pond? (Sequence: Jim sees a frog, Jim gets a can, he tricks the frog and gets it to jump into the can, Jim puts the lid on the can, he lifts the lid a little, the frog jumps into Jim's hands, Jim lets the frog go and it hops away.)

+ / 0 _____

4a. Why is Jim glad at the end of the story? (He let the frog go because he realized it did not like being in the can. He is glad the frog is free.)

+ / 0 _____

4b. How do you know? (The text says that the frog did not like the can and that Jim was glad when the frog hopped away.)

+ / 0 _____

5a. What other story does this remind you of? (_The Sunset Pond_).

+ / 0 _____

5b. Explain why. (In _The Sunset Pond_, the boy, Matt, yelled to warn the frog that Bud the dog was swimming toward him. Matt did not want the frog to get caught or hurt.)

+ / 0 _____

Total number of
questions correct _____ / 9 = _____ % correct.

Refer to the assessment section in the Overview of this guide for support in identifying student learning profiles and adjusting instruction based on specific student needs.

Analysis: Student Performance

Reference student performance in relation to your grade-level standards for English Language Arts.

Instructional implications: _____

_____

_____

_____

_____

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_____