Overview

Teacher's Guide

Assessment

We offer two different types of assessments in the Emergent Reader Series: brief progress monitoring assessments to be given at the completion of each book's instruction and more in-depth formative assessments given at periodic developmental milestones in the series.

Book-by-Book Progress Monitoring Assessments

Located in the Post-Reading section of each Foundational Skills Guide, progress monitoring assessments are designed to be a brief assessment administered upon completion of each book's Day 5 Close Reading Guide instruction to track students' word reading progress in order to provide support or adjust instruction as needed. Use the Book-by-Book Progress Monitoring Assessment Student Response Record (found in the Blackline Master section of this Foundational Skills Guide) to note miscues and error patterns and record plans to adjust instruction.

Components of these progress monitoring assessments are designed to assess students' ability to identify target letter-sound correspondences, apply phonics knowledge to decode nonsense words and real words, and read high-frequency puzzle words.

Target Letter-Sound Correspondences. Assesses students' ability to identify the phoneme-grapheme correspondence for the grapheme that has been introduced in the book.

Nonsense Words. Assesses students' ability to apply orthographic knowledge to unfamiliar/novel words. Using nonsense words eliminates the possibility that a student knows a word by sight.

Note: We do not advocate practicing nonsense words in instruction because, ultimately, word recognition has to do with meaning, but this is an effective research-based assessment tool.

Real Words. Assesses students' ability to apply knowledge of letter-sound correspondences in reading words. This assessment is a mix of words from the book and words not in the book but spelled with the same phonics elements (see Emergent Reader Foundational Skills Scope & Sequence).

New High-Frequency Puzzle Words. Assesses students' ability to recognize the new High-Frequency Puzzle Words that have been introduced in the book. High-Frequency Puzzle Words are words that occur frequently in text and should be recognized by sight with automaticity but that are likely beyond students' phonics knowledge.

Formative Assessments

Located in the Foundational Skills Guide binder after Emergent Reader Series Foundational Skills Guides 9, 18, 27, and 41, the formative assessments are designed to help you understand what students have learned in the Foundational Skills and Close Reading instruction. There are two formative assessments (A and B) at each milestone, allowing you to retest students as necessary. Use Student Response Records to record answers, difficulties, confusions, and error patterns, and make note of instructional implications. Student reading sheets are provided for each assessment. The specific phonics skills that trigger the formative assessments are as follows:

- Post–Emergent Reader 9: Target letter-sound correspondences including two short vowels (*a, o*). These are assessed in isolation and in words with closed syllables.

- Post–Emergent Reader 18: Target letter-sound correspondences including all of the short vowels (*a, e, i, o, u*). These are assessed in isolation and in words with closed syllables, including some consonant blends/clusters.

- Post–Emergent Reader 27: Target letter-sound correspondences including all of the short vowels (*a, e, i, o, u*). These are assessed in isolation and in words with closed syllables, including some digraphs and additional consonant blends/clusters.

- Post–Emergent Reader 41: Target letter-sound correspondences including the long /ē/ sound spelled *ee*. These are assessed in isolation and in multisyllabic words, including some inflectional endings and additional consonant blends/clusters. This final formative assessment allows for a thorough analysis of students' skills in the alphabetic phase of reading, assessing their readiness to transition to reading long vowels and variant vowels in Flyleaf Publishing's Decodable Literature Library.

Components of the formative assessments are designed to assess students' ability to identify target letter-sound correspondences; read high-frequency puzzle words, apply phonics knowledge to decode nonsense words and real words, and to read and comprehend passages.

Nonsense Word Sub-Test. Assesses students' ability to apply orthographic knowledge to unfamiliar/novel words. Using nonsense words eliminates the possibility that a student knows a word by sight.

Real Word Sub-Test. Assesses students' ability to apply knowledge of letter-sound correspondences in reading words. This assessment is a mix of words from the books that have been read and words not in the books, but spelled with the same phonics elements (see Foundational Skills Emergent Reader Scope & Sequence).

Target Letter-Sound Correspondence Sub-Test. Assesses students' ability to identify phoneme-grapheme correspondences for the graphemes that have been explicitly taught and practiced. This assessment should be used when students have difficulty with accuracy on word list assessments.

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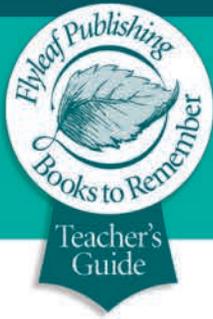
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High-Frequency Puzzle Word Sub-Test. Assesses students' ability to recognize the cumulative High-Frequency Puzzle Words that have been introduced. High-Frequency Puzzle Words are words that occur frequently in text and should be recognized by sight with automaticity but that are likely beyond students' phonics knowledge.

Note: According to reading research, a "sight word" is any word that readers automatically recognize without decoding. A goal of instruction is for as many words as possible to become sight words so that reading becomes more fluent. For some students, words become sight words after only several readings; other students require many repetitions of reading a word before it is recognized by sight (Ehri, 2014). This understanding is important for differentiation of instruction.

Passage Reading Accuracy Sub-Test. Assesses students' ability to read with accuracy and fluency in the context of sentences in a passage.

Note: The Post–Emergent Reader 41 assessments ask you to record students' words correct per minute (WCPM) during the Passage Reading Accuracy Sub-Test. According to Hasbrouck Tindal norms, the expectation would be for first grade students mid-year to read the text in the range of 23 (50th percentile) to 47 (75th percentile) WCPM (Hasbrouck & Tindal, 2005). At this stage of development, a wide range of WCPM scores can be expected. Students need to gain accuracy and automaticity at the word level during the full-alphabetic phase so they can read with the prosody of a fluent reader. Flyleaf's Decodable Literature Library will address fluent reading in more complex decodable texts. Determining a student's WCPM at the end of the Emergent Reader Series gives you a useful benchmark as you enter the Decodable Literature Library series, in which fluency and reading rate are more of an instructional focus.

Reading Comprehension Sub-Test. Assesses students' ability to answer text-dependent questions about narrative passages and an informational passage and apply the metacognitive strategies that have been modeled during Close Reading instruction, including rereading for better understanding, using knowledge of story grammar to interpret text, and making inferences supported by evidence from the text and illustrations.
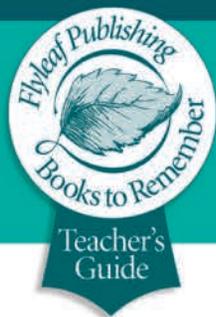
Interpreting Word and Passage Reading Assessment Performance

After delivering progress monitoring and formative assessments, you need to analyze students' individual word reading performance. Consistent data collection and analysis of that data across assessments yields valuable information for response to intervention (RTI) and differentiated instruction.

Note: By the time students reach the Post–Emergent Reader 41 assessments, they are expected to have firmly entered the full-alphabetic phase of word reading development.

Profiles that typically emerge due to individual student differences are as follows:

1. A student reads all word lists and passages automatically. This student has strong orthographic processing skills that are highly automatized and will contribute to fluent reading. This student may be ready to transition into the Decodable Literature Library Reading Series One books that have companions in the Emergent Reader Series to gain practice reading more complex texts.

2. A student struggles with the nonsense word lists, but does better on the real word lists. This student will benefit from frequent practice of reading new words in or out of text to achieve automaticity. This student has achieved automaticity for words that have been practiced. Take note if a student makes more errors on real words that are not found in the book. When students have difficulties with nonsense words or words that have not been practiced, it demonstrates that the orthographic patterns are not automatized. The nonsense word assessment can also identify specific letter-sound correspondences that need to be practiced.

3. A student decodes both the nonsense word and real word lists slowly and recognizes few real words automatically, but is accurate. This student is still glued to the print and needs more practice for automaticity (e.g., word chains, practice with words in and out of text). High-frequency words may also present a challenge and should be practiced repeatedly if necessary.

4. A student makes multiple miscues on words. If this occurs, you will need to record the miscues and analyze error patterns to determine instructional implications. Respond with more explicit teaching of the grapheme/phoneme relationships and more practice with word chains and reading text. Some students may be unable to decode words or may display other indicators of gaps in their letter-sound correspondence knowledge. In this case, administer a periodic check of previously introduced letter-sound correspondences in isolation. Keep track of letter-sound correspondences and re-administer assessments periodically to check progress. Consider relationships between sounds, as some students have phoneme-based confusions and tend to confuse sounds that are similar in the place of articulation.

5. A student can sound out a word into component sounds, but has difficulty blending the sounds back into a word. This may signal a specific problem with phonemic awareness that should be addressed with additional sound-by-sound blending practice.

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The following chart identifies word and passage reading difficulties and their causes and offers interventions to address each type of difficulty.

| What is the word/passage reading problem?	What might be causing the problem?	What can you do about it?
Consonant difficulties		
The student does not recognize or pronounce specific consonant sounds.	The student has missed instruction in a particular consonant sound or needs more instruction.	Provide more instruction linking sounds to letters. Revisit the Foundational Skills Guide Introduce Target Letter-Sound Correspondence activities. Have students engage in additional grapho-motor practice by asking them to write the letter and say the sound.
The student substitutes one consonant sound for another.	The student confuses letters that have sounds that are produced in the same place in the mouth: *p-b, t-d, s-z, k-g, f-v, n-d, m-b.* The student confuses graphemes that have similar graphic features (e.g., *b-d*). **Note:** Be sensitive to the fact that students who are English language learners or who speak a nonstandard English dialect at home may not pronounce certain consonant sounds. These students will also benefit from multisensory feedback when learning letter-sound correspondences.	Use instruction that will help the student discriminate between voiced (noisy) and unvoiced (quiet) sounds and between nasal and non-nasal sounds. Create your own auditory picture card word sorts for initial sounds to contrast the phonemes that are confused. Offer multisensory feedback to help students compare and contrast the sounds they are confusing based on the visual features of the letters that represent them. Revisit the Foundational Skills Guide Introduce Target Letter-Sound Correspondence activities. Or do auditory picture word sorts contrasting words that have the letter-sound correspondences that are confused. Create word chains that keep the vowel constant but change out initial and final consonant sounds. Follow the model lesson for Word Chains and create 5–10 word chains using the specific phoneme-grapheme targets identified as needing more practice.
Vowel difficulties		
The student does not recognize or pronounce specific vowel sounds.	The student has missed instruction in a particular vowel sound or needs more instruction.	Give multisensory feedback (back of hand under chin) to contrast short vowels. Revisit the Foundational Skills Guide Introduce Target Letter-Sound Correspondence activities that focus on vowels, specifically the vowel staircase portion of the activity. Help student associate the vowel sound with a key word.
The student substitutes one vowel sound for another.	The student confuses vowels that are articulated in close proximity to each other in the mouth. Refer to the vowel staircase to identify proximity of one short vowel sound from another: /i/-/e/, /e/-/a/, /u/-/o/	Use auditory picture card sorts following the model lesson for Auditory Picture Sorts for Medial Vowel Sounds. Create additional word chains that keep the instructional focus on vowel changes (with consonant changes as necessary). Follow the model lesson for Word Chains. Focus on CVC words.
Inflectional endings		
The student does not pronounce the inflectional endings during oral reading.	Student may not use the inflectional endings in their own speech.	Practice using inflectional endings orally in words and sentences. Follow the model lessons for Word Sums and Connecting Spelling to Meaning. Be sure to stress the portion of the activity that asks students to pronounce words with inflectional endings. Create your own word sorts with inflectional endings by sound. For example, pronunciation of –*ed* (/id/, /d/, /t/), pronunciation of plural –*s* marker (/s/, /z/).

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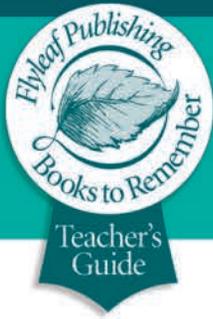
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What is the word/passage reading problem?	What might be causing the problem?	What can you do about it?
Sound-blending difficulties		
The student has difficulty decoding or recognizing words with initial or final blends. One sound in the initial and/or final blend is omitted when the word is decoded or pronounced.	Student has difficulty producing both sounds in an initial blend because they are not perceiving more than three sounds in a word. Student has particular difficulty perceiving both sounds in a final nasal consonant cluster (*nt*, *nd*, *mp*) because both sounds in the cluster are articulated in the same place in the mouth.	Use additional segmenting and blending practice and add on the number of sounds little by little. Follow the model lesson for Say-It-and-Move-It or Fingers for Sounds. Use multi-sensory cueing (finger on side of nose) to emphasize the nasal sound in the blend. Follow the model lesson for Phoneme-Grapheme Mapping Extension (with alternating three- and four-sound block pattern). Provide additional segmenting and blending practice. Follow the model lesson for Word Chains and Sound-by-Sound Blending.
The student sounds out each grapheme while decoding, but does not correctly blend back the sounds in a word.	The student has an underlying phonemic awareness problem with blending sounds together.	Offer more practice with decoding using sound-by-sound blending. Follow the model lesson for Sound-by-Sound Blending. Practice the oral blending of sounds into recognizable words. Follow the model lesson for Say-It-and-Move-It or Fingers for Sounds. Focus on blending sounds. Review scaffolds and start with two-phoneme words (e.g., *at*, *it*, *if*, *in*) and build up to three-phoneme words.
Automaticity		
The student has difficulty recognizing by sight words that have been practiced in reading text (affects both high-frequency words and words with the targeted phonics element).	Student is still in the "glued to the print" stage of word reading development and sounds out every word. The student may have difficulty with phonological processing speed, meaning how rapidly they can name letters or pronounce words in print.	Offer additional practice with word chains *and* reading words from the books both in and out of text. Follow the model lesson for Word Chains. Use fluency grids for high-frequency words and words introduced in each book for specific target letter-sound correspondences. Create fluency grids as described in the model lesson for Puzzle Word Fluency Instruction. Provide additional opportunities for word reading practice by engaging in individual and choral readings of the text.
Prosody (Applies to Emergent Reader 17 and beyond)		
A student is reading word-by-word after practicing multiple rereads of the text and seems to be struggling more than his/her peers. Student does not attend to punctuation in comparison with peers.	Student has had insufficient practice and instruction in reading phrases. Student needs more practice gaining automaticity with reading words by sight.	Using phrase-cued reading approach, model and guide students in reading phrases without stopping. Make loops under phrases in sentences using a pencil in printed text or with a dry-erase marker under sentences written on a white board. Model reading the text with appropriate phrasing and attention to punctuation during choral reading activities.

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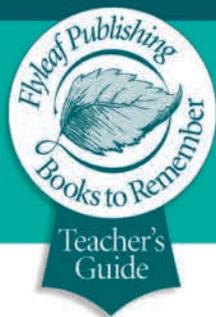
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Interpreting Reading Comprehension Assessment Performance

After delivering the reading comprehension portion of the formative assessments, you will need to analyze student reading comprehension performance. Consistent analysis of students' reading comprehension across assessments can yield valuable information for response to intervention (RTI) purposes and/or to determine which students need additional comprehension instruction.

Note: When recording student responses to text-dependent comprehension questions, it is critical to note exactly what the student said and not just mark the response right or wrong. For analysis purposes, the most useful information will come from the quality of the student response and the evidence the student can give to support their answer.

The following chart lists the reading comprehension skills that are expected to be emerging at this point and interventions to use if skill is not emerging.

Desired comprehension skill	What you can do if skill is not emerging
Student retells events in sequence in response to questions about what happens.	Work with sequence words and help student to identify the events in the order they occurred in the story, using picture support as needed. Give student an opportunity to practice stating specific story grammar components immediately following a teacher model. The oral expression of story grammar elements helps student to internalize story structure.
Student makes an inference from the text or illustration in their question responses.	Direct student's attention to clues in the illustration and/or text, and ask specific questions that lead student to the inference. For example, generate multiple inferences with student based on an illustration in the text (e.g., season, place, a character's expression). Use a sentence frame to support stating the inference: "I infer _____ because I notice _____ in the illustration."
Student uses some connecting words that have been modeled (*first, next, then, after that, finally, but, so, because*).	Make the connecting words available for student to use as manipulatives during retells. Model retells for student to repeat and practice. Work with specific story grammar elements (e.g., identifying how a character feels and using the word *because* to explain the reason for those feelings).
Student uses vocabulary from the text they have read.	Prompt student to use vocabulary words to answer specific questions. Say: *Tell me that again, and use the word _____ .* Ask a text-dependent question that specifically requires the vocabulary word to be used. For example, ask: *What word did the author use to describe a butterfly's thin body?* (slender). Say: *Now you describe a butterfly using the word* slender. Encourage students to answer in complete sentences.
Student makes connections to other texts they have read.	Have copies of stories with similar themes available during instructional time and practice making intertextual connections as part of the close reading routine. Be more explicit in using the illustrations to compare story grammar elements between texts (e.g., compare the characters and the setting).
Student uses evidence (e.g., key details) from the text to support their answers. (This is assessed with the part b follow-up Reading Comprehension Sub-Test questions.)	Direct the student back to the text to find evidence for their responses. Say, for example: *Can you read me the part in the book that tells you that?* Provide sentence frames with the academic language for giving evidence: "I know _____ because the text says _____ ." Create questions that scaffold students to find supporting details (evidence) in the text or illustrations.