

Reading Series 1: Overview

Assessment

We offer two different types of assessments in Reading Series 1: brief progress monitoring assessments to be given at the completion of each book's instruction and more in-depth formative assessments at the end of 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 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 read nonsense words; real words, including multisyllabic "rabbit" words, words with initial and final blends, and words with inflectional endings; and High-Frequency Puzzle Words. (Note that because Reading Series 1 books do not introduce new target letter-sound correspondences, no letter-sound correspondences are noted in the Reading Series 1 assessment materials.)

Nonsense Words. Assesses students' ability to apply orthographic knowledge to unfamiliar/novel words. Using nonsense words eliminates the possibility that a student already 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 (includes multisyllabic "rabbit" words, words with initial and final blends, and words with inflectional endings). Assesses students' ability to apply knowledge of letter-sound correspondences in reading words. This assessment includes a mix of words from the book and words not in the book but spelled with the same phonics elements.

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.

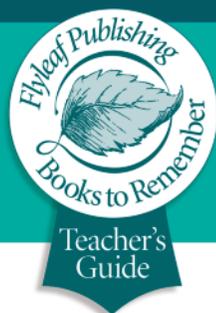
Book-by-Book Oral Reading Fluency Assessments and Miscue Analysis

Located in the Post-Reading section of each Foundational Skills Guide, oral reading fluency assessments allow you to determine students' words correct per minute (WCPM) and collect data for a miscue analysis as a means to monitor student progress. A miscue error analysis record sheet is provided help you to analyze word reading accuracy.

Note: The oral reading fluency assessment can also be used as a cold read before beginning instruction of a book. This pre-assessment can then be compared to how the student reads after completing the instructional sequence to create a more dynamic look at how students respond to instruction.

Formative Assessments

Located in the Foundational Skills Guide binder, at the beginning (pre-test) and end (post-test) of the Foundational Skills Guides, the formative assessments are designed to help you understand what students know when they enter Reading Series 1 and what they have learned upon completion of the series' Foundational Skills and Close Reading instruction. There are two formative assessments (A and B), allowing you to retest students as necessary. Use Student Response Records to record answers, difficulties, confusions, and error patterns and to make note of instructional implications. Student reading sheets are provided for each assessment. The assessments allow you to see how well students are reading real and nonsense single-syllable and multisyllabic words, high-frequency puzzle words, and multi-paragraph passages. The focus is on closed syllables with digraphs and blends (clusters) and words with inflectional endings. This formative assessment allows for a thorough analysis of students' skills in the full-alphabetic phase of reading, assessing their readiness to transition to reading long vowels and variant vowels in Flyleaf Publishing's Decodable Literature Library Reading Series 2.



Reading Series 1: Overview

Nonsense Word Sub-Test (includes single-syllable and multisyllabic word assessments). Assesses students' ability to apply orthographic knowledge to unfamiliar/novel words. Using nonsense words eliminates the possibility that a student already knows a word by sight, and thus assesses his or her ability to recognize or decode phonics patterns. A student's process in decoding nonsense words is similar to the process they will use when they encounter unfamiliar words when reading independently.

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 the Emergent Reader Series Foundational Skills Scope and Sequence). The emphasis is on words with closed syllables with blends.

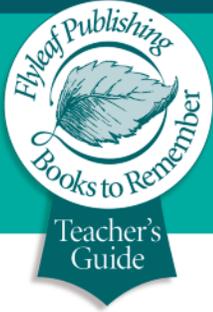
High-Frequency Puzzle Word Sub-Test. Assesses students' ability to recognize the cumulative High-Frequency Puzzle Words that have been introduced. High-Frequency Puzzle Words are words that occur frequently in text and should be recognized by sight with automaticity but that are likely beyond students'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

Note: The 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 in spring to read the text in the range of 53 (50th percentile) to 82 (75th percentile) WCPM (Hasbrouck and 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 addresses fluent reading in more complex decodable texts. Determining a student's WCPM at the end of Reading Series 1 gives you a useful benchmark as you enter Reading Series 2, in which fluency and reading rate continue to be an instructional focus.

Reading Comprehension Sub-Test. Assesses students' ability to answer text-dependent questions about narrative passages and/or poems 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. Students are encouraged to reread the text to find evidence for their answers, to be consistent with Close Reading Guide instruction and educational standards.



Reading Series 1: Overview

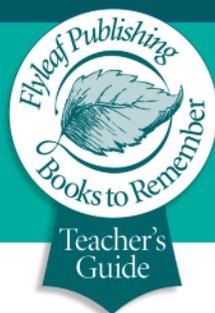
Interpreting Word and Passage Reading Assessment Performance

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 complete the Reading Series 1 assessments, they are expected to have gained competence in the full-alphabetic phase of word reading development.

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

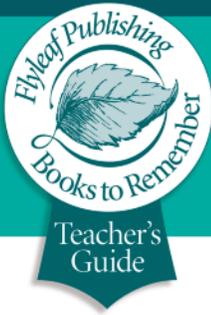
1. A student reads all word lists and passages automatically. This student has strong orthographic processing skills that are highly automatized and will contribute to fluent reading. This student may be ready to transition into Reading Series 2, which will explicitly teach consonant digraphs, long vowel patterns, and *r*-controlled vowels.
2. A student struggles with the nonsense word lists, but does better on the real word lists. This student will benefit from frequent practice reading new words in or out of text to achieve automaticity. 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 on a Miscue Error Analysis Record Sheet 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 struggle to decode words or may display other indicators of gaps in their letter-sound correspondence knowledge. In this case, administer assessments from the Emergent Reader series to determine what the gaps in knowledge are, and then deliver appropriate instruction. 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. This student may benefit from Word Chains, Phoneme-Grapheme Mapping, and Fingers for Sounds activities then applying phonemic awareness skills to sound-by-sound blending activities with letters.
6. A student struggles with multisyllabic words. This student will need more explicit practice in applying syllable division strategies and recognizing vowel patterns once the word is divided.
7. A student is accurate in word reading, but data from the oral reading fluency assessment (WCPM) suggest the student is reading below the 50th percentile or still reading word-by-word. This student will need more time spent on phrase-cued speech or other fluency interventions described in the chart that follows.
8. Miscue error analysis suggests the student does not self-correct and/or miscues do not make sense. This student needs more attention to self-monitoring strategies.



Reading Series 1: Overview

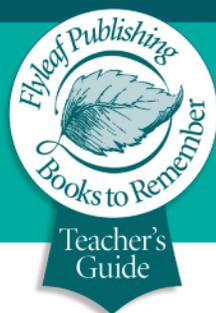
The following chart identifies word and passage reading difficulties and their causes and offers interventions to address each type of difficulty.

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 Emergent Reader Series Foundational Skills Guide Introduce Target Letter-Sound Correspondence activities. Have students engage in additional graphomotor practice by asking them to write the letter and say the sound.
The student substitutes one consonant sound for another.	<p>The student confuses letters that have sounds that are produced in the same place in the mouth: <i>p-b, t-d, s-z, k-g, f-v, n-d, m-b</i>.</p> <p>The student confuses graphemes that have similar graphic features (e.g., <i>b-d</i>).</p> <p>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.</p>	<p>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 sorts to help students hear consonant sounds in words (to contrast the phonemes that are confused).</p> <p>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 Emergent Reader Series Foundational Skills Guide Introduce Target Letter-Sound Correspondence activities. Or do auditory picture card sorts contrasting words that have the letter-sound correspondences that are confused.</p> <p>Create word chains that specifically target sounds that present difficulties. Follow the Word Chains Model Lesson and create 5–10 word chains using the specific phoneme-grapheme targets identified as needing more practice.</p>
Vowel difficulties		
The student does not recognize or pronounce specific vowel sounds.	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>/i/-/e/, /e/-/a/, /u/-/o/</i>	<p>Create auditory picture card sorts using the Auditory Picture Card Sorts for Medial Short Vowel Sounds Model Lesson.</p> <p>Create additional word chains that keep the instructional focus on vowel changes (with consonant changes as necessary). Follow the Word Chains Model Lesson. Focus on CVC words.</p>
Inflectional-ending difficulties		
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 Connecting Spelling to Meaning Model Lesson. Be sure to stress the portion of the activity that asks students to pronounce words with inflectional endings.
Multisyllabic-word difficulties		
A student can only read multisyllabic words by sight (automatically) but does not apply any strategies to decode unfamiliar multisyllabic words.	Student has relied on guessing or recognizes words that have been read multiple times. Student has not had enough explicit instruction or practice in applying syllable division strategies.	Work with Phoneme-Grapheme Mapping with Map and Swoop until the student can complete the steps on their own.



Reading Series 1: Overview

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.	<p>Student has difficulty producing both sounds in an initial blend because they are not perceiving more than three sounds in a word.</p> <p>Student has particular difficulty perceiving both sounds in a final nasal consonant cluster (<i>nt, nd, mp</i>) because both sounds in the cluster are articulated in the same place in the mouth.</p>	<p>Use additional segmenting and blending practice and add on the number of sounds little by little. Follow the Fingers for Sounds Model Lesson.</p> <p>Use multisensory cueing (finger on side of nose) to emphasize the nasal sound in the blend. Follow the Phoneme-Grapheme Mapping to Focus on Blends Model Lesson.</p> <p>Provide additional segmenting and blending practice. Follow the Word Chains and Fingers for Sounds Model Lessons.</p>
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.	<p>Offer more practice with decoding using sound-by-sound blending. Follow the Sound-by-Sound Blending Model Lesson.</p> <p>Practice the oral blending of sounds into recognizable words. Follow the Fingers for Sounds Model Lesson. Review scaffolds and start with two-phoneme words (e.g., <i>at, it, if, in</i>) and build up to three-phoneme words and then four-phoneme words.</p> <p>Scaffold students with pictures to help them make the connection between the segmented word and the real word.</p>
Automaticity		
The student has difficulty recognizing sight words that have been practiced in reading text (affects both high-frequency words and words with the targeted phonics element).	<p>Student is still in the "glued to the print" stage of word reading development and sounds out every word.</p> <p>The student may have difficulty with phonological processing speed, meaning how rapidly they can name letters or pronounce words in print.</p>	<p>Offer additional practice with word chains and reading words from the books both in and out of text. Follow the Word Chains Model Lesson.</p> <p>Use fluency grids for high-frequency words and words introduced in each book. Create fluency grids as described in the Puzzle Word Fluency Model Lesson.</p> <p>Provide additional opportunities for word reading practice by engaging in individual and choral readings of the text.</p>
Prosody		
<p>The student is reading word-by-word after practicing multiple rereads of the text and seems to be struggling more than his/her peers.</p> <p>Student does not attend to punctuation in comparison with peers.</p> <p>The student is reading in phrases and with proper prosody most of the time, but according to oral reading fluency data is reading below the 50th percentile.</p>	<p>Student has had insufficient instruction and/or practice in reading phrases.</p> <p>Student needs more practice gaining automaticity with reading words by sight. Student needs more practice with multisyllabic words.</p> <p>Student exhibits one or more of the following behaviors that affect their prosody: pausing, rereading, self-correcting, stumbling on multisyllabic words.</p>	<p>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. Refer to the Phrase-Cued Reading Model Lesson.</p> <p>Model reading the text with appropriate phrasing and attention to punctuation during choral reading activities.</p> <p>Pinpoint specific reading behaviors that affect prosody and address the behaviors with fluency or word reading intervention strategies.</p> <p>Provide feedback to the student on errors they make during an individual fluency practice session, then have them reread the passage again.</p>



Reading Series 1: Overview

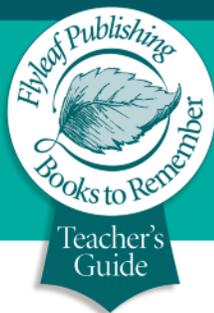
Interpreting Reading Comprehension Assessment Performance

After delivering the reading comprehension portion of the formative assessments, you will need to analyze student's 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.

Outcome of 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 from the book as needed.
Student retells/recaps specific story grammar components when asked (e.g., the initiating event, story resolution).	Give student an opportunity to practice stating specific story grammar components immediately following a teacher model or use story grammar bookmarks to cue students to the part of the story to retell or recap. 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 sequence transition words, connecting words, and mental-state verbs that have been modeled (<i>first, next, then, after that, finally, but, so, because, realize, decide</i>).	Make the 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 <i>because</i> to explain the reason for those feelings). Provide a sentence frame to support use of academic language: "I realize that (the character) decided to ____ because _____."
Student uses vocabulary from the text they have read.	Prompt student to use vocabulary words to answer specific questions. Say: <i>Tell me that again, and use the word ____.</i> Ask a text-dependent question that specifically requires the vocabulary word to be used. For example, ask: <i>What word did the author use to describe how the duck moves on the pond? (drift).</i> Say: <i>Now you describe the duck moving using the word drift.</i> Encourage students to answer in complete sentences.
Student uses context as a clue to the meaning of words or phrases in the text.	Create cloze passages from the text and have students fill in the missing vocabulary word. Ask students to explain how they figured out which word to insert.



Reading Series 1: Overview

Outcome of desired comprehension skill	What you can do if skill is not emerging
Students can identify the frequently occurring root words and their inflectional forms.	Spend more time with Connecting Spelling to Meaning activities and have students write out word sums.
Students can distinguish shades of meaning among verbs that differ in manner.	Have students become word conscious about verbs. Collect lists of related verbs from the word lists in the back of each book and compare and contrast the verbs. Encourage students to add words they notice in their reading to the word lists.
Students use frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	Provide a sentence frame to support use of academic language: "Jen feels ____ because ____."
Student makes connections to other texts they have read.	Have copies of stories with similar themes, character experiences, or events 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).
Students can determine who is telling the story from evidence in the text.	Identify clues in the text and illustrations that indicate who is telling the story.
Student uses evidence (e.g., key details) from the text to support their answers.	Direct the student back to the text to find evidence for their responses. For example, say: <i>Can you read me the part in the book that tells you that?</i> 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.

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