Emergent Reader Series Foundational Skills Guide

Post–Emergent Reader 9 Formative Assessment A Nonsense Word Sub-Test

Teacher's Guide

Student Response Record

_____
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., *p-o-s*). 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., *pas* or *p-a-s*) in the Response column. Make any useful observations about the student's decoding process (e.g., confuses *a* and *o*) 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 _____ / 5 = _____ % 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. pos			
2. cag			
3. tam			
4. dack			
5. nop			

Analysis: Look for error patterns

Consonant difficulties: _____

Vowel difficulties: _____

Sound-blending difficulties: _____

Instructional implications: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Emergent Reader Series Foundational Skills Guide

Post–Emergent Reader 9 Formative Assessment A Real Word Sub-Test

Student Response Record

_____
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., *m-a-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., *mad* or *m-a-d*) in the Response column. Make any useful observations about the student's decoding process (e.g., confuses *d* and *t*) 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.*

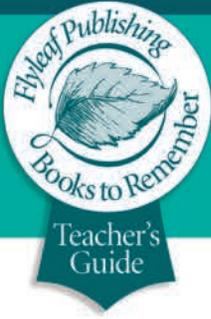Total number of words correct _____ / 6 = _____ % correct.

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. dock			
2. got			
3. mat			
4. cans			
5. pots			
6. mop			

Analysis: Look for error patterns

Consonant difficulties: _____

Vowel difficulties: _____

Sound-blending difficulties: _____

Instructional implications: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Emergent Reader Series Foundational Skills Guide

Post–Emergent Reader 9 Formative Assessment A Target Letter-Sound Correspondence Sub-Test

Teacher's Guide

Student Response Record

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 and letter combinations. Try to say the sound each letter or letter combination 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. a	Short /a/ sound spelled *a*		
2. o	Short /o/ sound spelled *o*		
3. s	Consonant /s/ sound spelled *s*		
4. m	Consonant /m/ sound spelled *m*		
5. c	Consonant /k/ sound spelled *c*		
6. n	Consonant /n/ sound spelled *n*		
7. k	Consonant /k/ sound spelled *k*		
8. ck	Consonant /k/ sound spelled *ck*		
9. t	Consonant /t/ sound spelled *t*		
10. p	Consonant /p/ sound spelled *p*		
11. g	Consonant /g/ sound spelled *g*		
12. d	Consonant /d/ sound spelled *d*		

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

Graphically similar letter substitutions: _____

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

Instructional implications: _____

_____

_____

_____

_____

_____

Flyleaf Publishing
Books to Remember
Teacher's Guide

Emergent Reader Series Foundational Skills Guide

Post–Emergent Reader 9 Formative Assessment A
High-Frequency Puzzle Word Sub-Test

Student Response Record

_____
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., *y-es*). If the student responds incorrectly, write a 0. Note incorrect responses in the Word Substitution column.

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. I			11. like		
2. yes			12. in		
3. and			13. to		
4. likes			14. is		
5. see			15. it		
6. you			16. go		
7. all			17. the		
8. we			18. my		
9. a			19. she		
10. on					

Total number of words correct _____ / 19 = _____ % 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 9 Formative Assessment A
Passage Reading Accuracy Sub-Test

Teacher's Guide

Student Response Record

_____
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.

Give your students the Student Reading Sheet version of this passage. Say: *Here is a story for you to read to me. The title of the story is* Tom Likes to Nap. *After you are done reading, I will ask you questions about what happened in the story. I will be writing while you are reading.*

Total number of words correct _____ / 56 = _____ % 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.

Tom Likes to Nap

Dan is a man.
Tom is Dan's cat.
Tom likes to nap.

Tom naps on Dan's cap.
Not on the cap, Tom.

Tom likes Dan's pot.
Tom naps in the pot.
Not in the pot, Tom.

Tom got on the mat.
Tom likes the mat.
You can nap on the mat, Tom.

Tom likes to nap.

Analysis: Look for patterns

Note error patterns in word reading (high-frequency words, sound 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
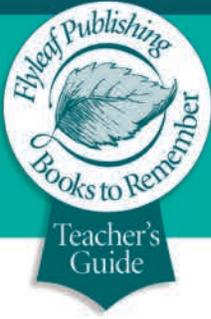
Post–Emergent Reader 9 Formative Assessment A
Reading Comprehension Sub-Test

Teacher's Guide

Student Response Record

_____
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. Who are the characters in the story? (Tom and Dan)

+ / 0 _____

1b. How do you know? (The text says "Dan is a man" and "Tom is Dan's cat.")

+ / 0 _____

2a. What are the characters doing? (Tom is napping in different places. Dan is telling him not to nap in those places).

+ / 0 _____

2b. How do you know? (The text says Tom naps on Dan's cap/ in the pot/ on the mat. Dan tells Tom not to nap on the cap/ in the pot, but it is OK to nap on the mat.)

+ / 0 _____

3a. What do you know about the characters? (Tom likes to nap. Dan wants Tom to nap on the mat and not on the cap or in the pot.)

+ / 0 _____

3b. How do you know? (The text says "Tom likes to nap." In the story Dan says "Not on the cap" and "Not in the pot" and "You can nap on the mat, Tom.")

+ / 0 _____

4a. What other story does this remind you of? (*Pam Likes to Nap*)

+ / 0 _____

4b. Explain why. (In *Pam Likes to Nap*, the cat Pam likes to nap in different places.)

+ / 0 _____

Total number of questions correct _____ / 8 = _____ % 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: _____

_____

_____

_____

_____

_____

_____

Flyleaf Publishing
Books to Remember

Nonsense Words

1. pos
2. cag
3. tam
4. dack
5. nop

Real Words

1. dock
2. got
3. mat
4. cans
5. pots
6. mop

Target Letter-Sound Correspondences

1. a
2. o
3. s
4. m
5. c
6. n
7. k
8. ck
9. t
10. p
11. g
12. d

High-Frequency Puzzle Words

1. I
2. yes
3. and
4. likes
5. see
6. you
7. all
8. we
9. a
10. on
11. like
12. in
13. to
14. is
15. it
16. go
17. the
18. my
19. she

Tom Likes to Nap

Dan is a man.
Tom is Dan's cat.
Tom likes to nap.

Tom naps on Dan's cap.
Not on the cap, Tom.

Tom likes Dan's pot.
Tom naps in the pot.
Not in the pot, Tom.

Tom got on the mat.
Tom likes the mat.
You can nap on the mat, Tom.

Tom likes to nap.

Emergent Reader Series Foundational Skills Guide

Post–Emergent Reader 9 Formative Assessment B
Nonsense Word Sub-Test

Teacher's Guide

Student Response Record

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., *c-o-s*). 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., *cas* or *c-a-s*) in the Response column. Make any useful observations about the student's decoding process (e.g., confuses *o* and *a*) 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.

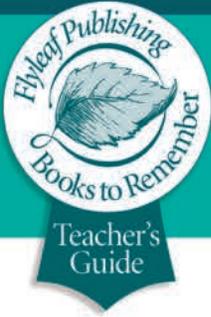Total number of words correct _____ / 5 = _____ % correct.

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. cos			
2. gack			
3. mot			
4. dap			
5. gad			

Analysis: Look for error patterns

Consonant difficulties: _____

Vowel difficulties: _____

Sound-blending difficulties: _____

Instructional implications: _____

_____

_____

_____

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_____

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_____

_____

Emergent Reader Series Foundational Skills Guide

Post–Emergent Reader 9 Formative Assessment B Real Word Sub-Test

Teacher's Guide

Student Response Record

_____

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., *t-o-p*). 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., *tap* or *t-a-p*) in the Response column. Make any useful observations about the student's decoding process (e.g., confuses *o* and *a*) 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.*

Total number of
words correct _____ / 6 = _____ % 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. can			
2. nap			
3. dock			
4. top			
5. got			
6. sat			

Analysis: Look for error patterns

Consonant difficulties: _____

Vowel difficulties: _____

Sound-blending difficulties: _____

Instructional implications: _____

_____

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_____

_____

_____

Emergent Reader Series Foundational Skills Guide

Post–Emergent Reader 9 Formative Assessment B Target Letter-Sound Correspondence Sub-Test

Teacher's Guide

Student Response Record

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 and letter combinations. Try to say the sound each letter or letter combination 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. a	Short /a/ sound spelled *a*		
2. o	Short /o/ sound spelled *o*		
3. s	Consonant /s/ sound spelled *s*		
4. m	Consonant /m/ sound spelled *m*		
5. c	Consonant /k/ sound spelled *c*		
6. n	Consonant /n/ sound spelled *n*		
7. k	Consonant /k/ sound spelled *k*		
8. ck	Consonant /k/ sound spelled *ck*		
9. t	Consonant /t/ sound spelled *t*		
10. p	Consonant /p/ sound spelled *p*		
11. g	Consonant /g/ sound spelled *g*		
12. d	Consonant /d/ sound spelled *d*		

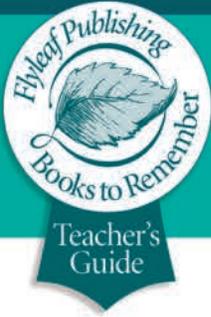Total number of words correct _____ / 12 = _____ % correct.

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

Graphically similar letter substitutions: _____

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

Instructional implications: _____

_____

_____

_____

_____

_____

Emergent Reader Series Foundational Skills Guide

Post–Emergent Reader 9 Formative Assessment B
High-Frequency Puzzle Word Sub-Test

(Flyleaf Publishing — Books to Remember — Teacher's Guide)

Student Response Record

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., *y-es*). If the student responds **incorrectly**, write a 0. Note incorrect responses in the Word Substitution column.

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. I			11. like		
2. yes			12. in		
3. and			13. to		
4. likes			14. is		
5. see			15. it		
6. you			16. go		
7. all			17. the		
8. we			18. my		
9. a			19. she		
10. on					

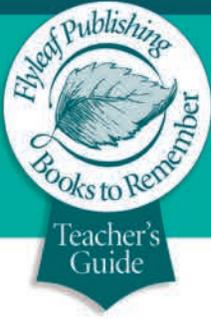Total number of words correct _____ / 19 = _____ % correct.

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: _____

_____

_____

_____

_____

_____

_____

_____

Emergent Reader Series Foundational Skills Guide

Post–Emergent Reader 9 Formative Assessment B Passage Reading Accuracy Sub-Test

Teacher's Guide

Student Response Record

_____
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* Tom Likes Socks. *After you are done reading I will ask you questions about what happened in the story. I will be writing while you are reading.*

Total number of
words correct _____ / 60 = _____ % 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.

Tom Likes Socks

Dan is a man.
Tom is Dan's cat.
Tom likes socks.

Tom likes Dan's socks.
Tom got Dan's sock.

Dan can't see the sock.
Is the sock in Dan's pack?
It is not.

Is Dan's sock in the pot?
It is not.

Dan pats Tom.
Tom has the sock.
My sock! Dan got the sock.

Tom, you like my socks!

Analysis: Look for patterns

Note error patterns in word reading (high-frequency words, sound 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 9 Formative Assessment B
Reading Comprehension Sub-Test

Student Response Record

_____
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.   Who are the characters in the story? (Tom and Dan)

+ / 0 _____

1b.   How do you know? (The text says "Dan is a man" and "Tom is Dan's cat.")

+ / 0 _____

2a.   What are the characters doing? (Dan is looking for his socks and Tom has the sock).

+ / 0 _____

2b.   How do you know? (The text says "Dan can't see the sock" and "Tom has the sock.")

+ / 0 _____

3a.   What do you know about the characters? (Tom likes socks and Dan has a cat).

+ / 0 _____

3b.   How do you know? (The text says "Tom likes socks" and "Tom is Dan's cat.")

+ / 0 _____

4a.   What other story does this remind you of? (_Dot and Dan_).

+ / 0 _____

4b.   Explain why. (In _Dot and Dan_, Dot likes to play with Dan's things.)

+ / 0 _____

Total number of
questions correct _____ / 8 = _____ % 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: _____

_____

_____

_____

_____

_____

_____

_____

1. cos

2. gack

3. mot

4. dap

5. gad

1. can

2. nap

3. dock

4. top

5. got

6. sat

1. a

2. o

3. s

4. m

5. c

6. n

7. k

8. ck

9. t

10. p

11. g

12. d

1. I

2. yes

3. and

4. likes

5. see

6. you

7. all

8. we

9. a

10. on

11. like

12. in

13. to

14. is

15. it

16. go

17. the

18. my

19. she

Tom Likes Socks

Dan is a man.
Tom is Dan's cat.
Tom likes socks.

Tom likes Dan's socks.
Tom got Dan's sock.

Dan can't see the sock.
Is the sock in Dan's pack?
It is not.

Is Dan's sock in the pot?
It is not.

Dan pats Tom.
Tom has the sock.
My sock! Dan got the sock.

Tom, you like my socks!