



Teacher's
Guide

Decodable Literature Library Foundational Skills Guide

RS2: Post-Long Vowels with Silent *e* Formative Assessment A Nonsense 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 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., *sn-ike* or *s-n-ī-k*). 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., *sike* for *snike*) in the Response column. Make any useful observations about the student's decoding process (e.g., leaves out a sound in a blend, substitutes the short vowel for the long vowel sound) in the Comments column.

Cover all but the list of nonsense words on the Student Word Lists. **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.*

Pronunciation Key

All nonsense words should be pronounced with long vowel sounds.

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

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

Word List	+/0	Response	Comments
1. snike			
2. spone			
3. shebe			
4. chupe			
5. drate			
6. fope			
7. glode			
8. shuke			
9. meve			
10. grafe			
11. trame			
12. flipe			

Analysis: Look for error patterns

Consonant blend/digraph difficulties: _____

Vowel difficulties: _____

Whole word blending difficulties: _____

Instructional implications: _____



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RS2: Post-Long Vowels with Silent *e* Formative Assessment A

Real 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 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., *sn-ā-k* or *sn-ake*). 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., *snack* or *sake*) in the Response column. Make any useful observations about the student's decoding process (e.g., leaves out a sound in a blend) in the Comments column.

Cover all but the list of real words on the Student Word Lists. **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 ____ / 12 = ____ % correct.

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

Word List	+/0	Response	Comments
1. snake			
2. fuse			
3. drive			
4. doze			
5. eve			
6. slope			
7. chase			
8. tune			
9. thrive			
10. shame			
11. use			
12. crate			

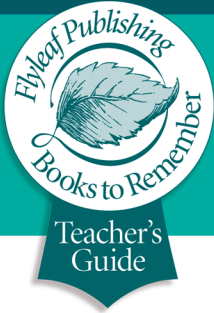
Analysis: Look for error patterns

Consonant blend/digraph difficulties: _____

Vowel difficulties: _____

Whole word blending difficulties: _____

Instructional implications: _____



Decodable Literature Library Foundational Skills Guide

RS2: Post–Long Vowels with Silent *e* Formative Assessment A

Multisyllabic Real and Nonsense 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 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., *ex-cuse*). If the student responds incorrectly, write a 0 in the +/0 column and record what the student said (e.g., *excus* or *excoos*) in the Response column. Make any useful observations about the student's decoding process (e.g., leaves out a syllable) in the Comments column.

Cover all but the list of multisyllabic real and nonsense words on the Student Word Lists. **Say:** *Here is a list of words. The first six are real words that we say. Words seven through twelve are 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.*

Nonsense Word Pronunciations

The first syllables of nonsense words 7–11 should be pronounced as closed syllables (short vowel pronunciations) and the second syllables as silent *e* syllables with long vowel pronunciations. Word 12 should be pronounced with a schwa in the first syllable and a long vowel in the second syllable, because it is a silent *e* syllable. Syllables are divided on the record sheet to remind you of the pronunciations.

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

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

Real Word List	+/0	Response	Comments
1. excuse			
2. mistake			
3. disrobe			
4. complete			
5. ignite			
6. suppose			
Nonsense Word List	+/0	Response	Comments
7. exmipe			
8. treptale			
9. conteve			
10. chibflate			
11. conbute			
12. amoze			

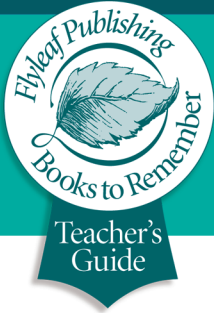
Analysis: Look for error patterns

Note any differences in performance between real words and nonsense words: _____

Blend simplification, omission/substitution, or vowel error: _____

Syllable simplification or sound reversals: _____

Instructional implications: _____



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RS2: Post-Long Vowels with Silent *e* 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 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 Word Lists.

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.*

Total number of words correct ____ / 27 = ____ % correct.

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

Word List	+/0	Word Substitution	Word List	+/0	Word Substitution
1. found			15. opened		
2. likes			16. take		
3. wanted			17. want		
4. way			18. warm		
5. without			19. warmed		
6. around			20. why		
7. light			21. looks		
8. more			22. much		
9. pulled			23. onto		
10. how			24. plays		
11. lived			25. eat		
12. made			26. eating		
13. makes			27. two		
14. old					

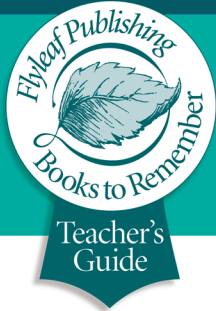
Analysis: Look for error patterns

Unfamiliar vowel patterns: _____

Difficulties with words with irregular spellings: _____

Other: _____

Instructional implications: _____



RS2: Post–Long Vowels with Silent *e* Formative Assessment A

Passage Reading Accuracy Sub-Test

Student Response Record

Student Name _____

Date _____

Listening to students read the Student Reading Passage enables you to assess their word reading accuracy in the context of sentences in a simple story. Record miscues above the appropriate word on your copy of the passage. If you want to collect oral reading fluency data, as subtly as possible, time the read for the first minute. Make a bracket around the last word at one minute (for later calculation of WCPM). Try to let the student complete their oral reading of the story without disruption. **Say:** *This is a story for you to read to me. The title of the story is "The Best Picnic Ever." After you are done reading, I will give you some questions to answer about what you have read.*

The Best Picnic Ever

4

Cole and Kate were invited to a picnic to benefit the animal shelter. At the picnic, there were games and races to compete in. Cole and Kate decided to compete in the sack race. Steve and June competed in the race, too. Each kid got into a sack and had to stand on the line to begin the race.

33

63

Get set, go! The kids all hopped as fast as they could hop until they got to the finish line. Cole and June **collided** with each other and fell down on the grass. Kate and Steve hopped fast, but Kate crossed the finish line in front.

94

Each kid got a cupcake for finishing the race, but Kate got a prize for winning. She got a big rubber crocodile with white stripes. The kids ate hot dogs for their picnic lunch and had their cupcakes for dessert. When it was time for the picnic to end, Cole and Kate went with their mom to visit the shelter animals.

124

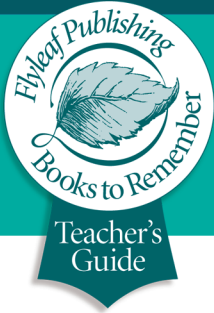
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170

Kate spotted a little kitten all alone. The kitten was so cute. Cole asked their Mom if they could bring the kitten home to live with them. Mom said yes! They decided to name the kitten Picnic. This was Kate and Cole's best picnic ever!

199

215



Decodable Literature Library Foundational Skills Guide

RS2: Post–Long Vowels with Silent *e* Formative Assessment A

Passage Reading Accuracy Sub-Test, *continued*

Student Response Record

Student Name

Date

Total number of words correct ____ / 215 = ____ % correct.

Words correct per minute: ____

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

Note: The Hasbrouck-Tindal Oral Reading Fluency Chart reproduced below shows the range of oral reading fluency rates for students in grades 1 and 2, as determined by data collected by Jan Hasbrouck and Gerald Tindal. Use this table to make instructional decisions that relate to the fluency level of your students.

Analysis: Look for error patterns

Note error patterns in word reading (high-frequency words, multisyllabic words, blending, specific consonants, consonant digraphs, or vowel patterns) and problems with fluency (automaticity or prosody). Use the Miscue Error Analysis Record Sheet and associated instructions to obtain a comprehensive understanding of student error patterns.

Notes: _____

Instructional implications: _____

Hasbrouck-Tindal Oral Reading Fluency Chart

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM	Average Weekly Improvement
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6



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RS2: Post–Long Vowels with Silent *e* Formative Assessment A Reading Comprehension Sub-Test Answer Key

Student responses to text-dependent multiple choice and fill in the blank questions enable you to assess their comprehension of the passage they have read. This assessment has been designed for students to take independently. Give each student a copy of the Reading Comprehension Sub-Test Student Response Sheet and a copy of the Student Reading Passage so they can refer to it when completing the assessment.

Say: *Read the questions about the story you just finished. Circle the letter that goes with the best answer. You may reread the story to help you answer the questions. For the last part, fill in the blanks to finish the sentences based on what happens in the story.*

On the Reading Comprehension Sub-Test Student Record, note the total number of questions answered correctly out of 10 and determine the percentage correct for each student. Refer to the Assessment section in the Overview for support in identifying student learning profiles and adjusting instruction based on specific student needs.

1. What was the picnic a benefit for?
 - A. Steve's birthday.
 - B. The animal shelter.
 - C. The hospital.

2. How is the word *collided* used in this story?
 - A. Cole and Kate hopped faster than Steve and June.
 - B. Cole and June bumped into each other.
 - C. Cole and June crossed the finish line at the same time.

3. Why did Kate get a rubber crocodile?
 - A. Because it was a prize for winning.
 - B. Because she liked crocodiles.
 - C. Because she helped plan the picnic.

4. What can you infer about Kate and Cole?
 - A. They are the same age.
 - B. They are best friends.
 - C. Kate is Cole's sister.

5. Why did Kate and Cole decide to name the kitten Picnic?
 - A. Because they had a great day at the shelter picnic.
 - B. Because Kate didn't want the kitten to be left alone.
 - C. Because their mom liked the name Picnic best.

6. Kate and Cole wanted the kitten because it was alone and so cute.

7. But they had to ask their mom first.

8. So they did and Mom said yes.

9. Then they decided to name the kitten Picnic.

10. It was the best picnic ever because they had fun and they got a kitten at the picnic.

Name: _____ Date: _____

Read the questions about the story you just finished. Circle the letter that goes with the best answer. You may reread the story to help you answer the questions.

1. What was the picnic a benefit for?
 - A. Steve's birthday.
 - B. The animal shelter.
 - C. The hospital.

2. How is the word **collided** used in this story?
 - A. Cole and Kate hopped faster than Steve and June.
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 - C. Cole and June crossed the finish line at the same time.

3. Why did Kate get a rubber crocodile?
 - A. Because it was a prize for winning.
 - B. Because she liked crocodiles.
 - C. Because she helped plan the picnic.

4. What can you infer about Kate and Cole?
 - A. They are the same age.
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Continued on next page.



Name: _____ Date: _____

5. Why did Kate and Cole decide to name the kitten Picnic?

- A. Because they had a great day at the shelter picnic.
- B. Because Kate didn't want the kitten to be left alone.
- C. Because their mom liked the name Picnic best.

Fill in the blanks to finish the sentences based on what happens in the story.

6. Kate and Cole wanted the kitten because _____
_____ .

7. But they had to ask _____ .

8. So they did and _____
_____ .

9. Then they decided to name the kitten _____ .

10. It was the best picnic ever because _____
_____ .



1. snike	1. snake	1. excuse	1. found	15. opened
2. spone	2. fuse	2. mistake	2. likes	16. take
3. shebe	3. drive	3. disrobe	3. wanted	17. want
4. chupe	4. doze	4. complete	4. way	18. warm
5. drate	5. eve	5. ignite	5. without	19. warmed
6. fope	6. slope	6. suppose	6. around	20. why
7. glode	7. chase	7. exmipe	7. light	21. looks
8. shuke	8. tune	8. treptale	8. more	22. much
9. meve	9. thrive	9. conteve	9. pulled	23. onto
10. grafe	10. shame	10. chibflate	10. how	24. plays
11. trame	11. use	11. conbute	11. lived	25. eat
12. fiipe	12. crate	12. amoze	12. made	26. eating
			13. makes	27. two
			14. old	



The Best Picnic Ever

Cole and Kate were invited to a picnic to benefit the animal shelter. At the picnic, there were games and races to compete in. Cole and Kate decided to compete in the sack race. Steve and June competed in the race, too. Each kid got into a sack and had to stand on the line to begin the race.

Get set, go! The kids all hopped as fast as they could hop until they got to the finish line. Cole and June **collided** with each other and fell down on the grass. Kate and Steve hopped fast, but Kate crossed the finish line in front.

Each kid got a cupcake for finishing the race, but Kate got a prize for winning. She got a big rubber crocodile with white stripes. The kids ate hot dogs for their picnic lunch and had their cupcakes for dessert. When it was time for the picnic to end, Cole and Kate went with their mom to visit the shelter animals.

Kate spotted a little kitten all alone. The kitten was so cute. Cole asked their Mom if they could bring the kitten home to live with them. Mom said yes! They decided to name the kitten Picnic. This was Kate and Cole's best picnic ever!

