

Indicator Aligned Inventory for Word Recognition

Purpose:

The purpose of the Indicator Aligned Inventory for Word Recognition (IAI - WR) is to identify specific skills in the area of word recognition in alignment with state ELA Standards and Indicators within the Foundations of Literacy. This tool is based on The Simple View of Reading which states that reading comprehension is the product of word recognition multiplied by language comprehension (Gough & Tunmer, 1998). This is expanded upon by Scarborough's Reading Rope (Scarborough, 2001) which outlines each of the skills within the strands of word recognition and language comprehension. The word recognition strand includes phonemic and phonological awareness (PA), phonics (Ph), and automatic word recognition (AWR). Reading fluency is considered as becoming increasingly automatic as all of the strands for word recognition and language comprehension are woven together.

With The Simple View of Reading in mind, the first question to ask when a student demonstrates reading challenges is *"If the passage were read aloud to the student, could he/she accurately answer the comprehension questions?"* If the answer is "Yes (the student could answer the comprehension questions if the passage were read aloud), the obstacle to reading comprehension lies within one or more of the skills within the strand of word recognition.

The IAI - WR references students across grade levels K-12 and the standards and indicators that would apply to them. This tool prompts for each of the indicators in the Foundations of Literacy broken down by those expected within the first semester of each grade level (kindergarten through second-grade) and those expected by the end of the last two semesters of each grade level (kindergarten through second-grade).

The IAI-WR is not meant to replace universal screeners, or any formative or summative assessments and/or progress monitoring tools as required by a district. The IAI-WR is one of many diagnostic tools that can be used effectively for any *"students who do not score at benchmark ... (so that) deficit skills are pinpointed, and groups are formed using this data to drive the instructional support (SC MTSS Handbook, 2019).*

Materials Provided:

1. Kindergarten: Prompts for the indicators taught first semester kindergarten and indicators taught second semester kindergarten
2. 1st Grade: Prompts for the indicators taught first semester first grade and indicators taught second semester first grade
3. 2nd Grade: Prompts for the indicators taught first semester second grade and indicators taught second semester second grade
4. Findings "At A Glance" by grade level
5. Findings "At A Glance" by standard (e.g. phonological awareness, phonics, fluency).
6. Card Prompts (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
7. Fluency Norms
8. Letter Tiles
9. Summary of Findings (for school teams)

Materials Needed:

1. IAI-WR for grade levels appropriate for that student (see chart below)
2. Card prompts and letter tiles (included and should be printed on card stock and cut before the first administration)

3. Blank paper and pencil
4. Fluency norms and timer

Directions:

1. **Begin with card #1** – letter name and letter sound correspondence.
2. **Administer the section closest to the student’s current grade level and current semester** (completion of first semester or completion of the last semester of the grade level). If the student is in third grade or beyond, begin with the completion of second semester second-grade.
For example...

Student’s Grade	Month of the Year	Directions
Kindergarten	November	Do not administer this tool as the student has not yet received instruction in all skills assessed.
Kindergarten	February	Administer the first semester kindergarten only.
Kindergarten	May	Administer both the first semester and second semester kindergarten sections.
1 st grade	October	Administer second semester kindergarten section. If the student does not demonstrate mastery of all skills, administer the first semester kindergarten section.
1 st grade	January	Administer first semester first-grade section. If the student does not demonstrate mastery of all skills, administer the second semester kindergarten section. If the student does not demonstrate mastery of all skills, administer the first semester kindergarten section (as needed).
1 st grade	May	Both first semester and second semester first grade may be administered. If the student does not demonstrate mastery of all skills, administer the first and second semester kindergarten section.
2 nd grade	March	Administer first semester second-grade section. If the student does not demonstrate mastery of all skills, administer the second semester first-grade section. If the student does not demonstrate mastery of all skills, administer the first semester first-grade section. If the student does not demonstrate mastery of all skills, administer the second semester kindergarten section. If the student does not demonstrate mastery of all skills, administer the first semester kindergarten section.
3 rd grade and beyond	September (and any time difficulties are discovered)	Begin the with the second semester second-grade. Continue down each grade level (second semester, then first semester) until the student demonstrates mastery of all skills.

Note: Even though letter-sound correspondence (card #1) is a first semester kindergarten indicator (ELA.K.F.3.3), it may save time to administer this for every student in every grade level.

3. **Complete the “At A Glance Findings by Grade Level”** for each grade level completed to outline specific gaps and support instruction.
4. **Complete the “At A Glance Findings by Standard”** if the weaknesses center specifically around 1-2 specific standards and there is a need to work systematically to target instruction.
5. **Complete the “Summary of Findings”** to assist with providing the team a visually clear method of outlining where the student is currently performing in relationship to the student’s current grade level.

Frequently Asked Questions:

- **Why begin with letters and sounds?**
 - Letter sound correspondence is a kindergarten indicator. However, there are a surprising number of students who struggle with various letter-sound correspondences such as vowel teams, consonant digraphs, etc. This is a critical piece of the “code” that is necessary for decoding and encoding.
- **Why does the IAI-WR refer to vowels as their “name” vs. their “sound” (as opposed to short and long vowels)?**
 - The concept of short and long vowels is confusing as these terms do not relate to the length of how long the vowel sound is produced by the vocal mechanism or the length with which the vowel is written. In fact, there are not two different versions of the same vowel (e.g., a short version of “o” and a long version of “o”), but rather these are completely different vowel sounds.. While the terms “short and long” are often used by adults when discussing vowels, it can often result in confusion for children. As such, to help support young children still developing abstract thinking skills the vowel saying its name will refer to the “long” vowels and vowels saying their sound will refer to “short” vowels
- **What is the criteria for mastery?**
 - The criteria for mastery is all skills are met for the given grade level/semester. Stop when there are no errors.
- **How long does it take to administer the IAI – WR?**
 - **The length of time to administer the IAI - WR will depend** on how many grade levels are assessed. This does NOT have to be given all at one time.
- **What can be used for the Oral Reading Fluency passages?**
 - For the Oral Reading Fluency (ORF) passages based on Lexile levels appropriate for the grade level may be used and/or grade level appropriate passages from DIBELS. Passages based on a “letter” (e.g., “Level M”), may not be used. Passages have also been provided from the [Really Great Reading website](#) (card numbers 7, 8, 9, 10, 11).
 - **ORF Directions:** Students should read aloud for one minute. Note any errors made (words read or pronounced incorrectly, omitted, read out of order, or words pronounced for the student by the examiner after a 3-second pause). Calculate the total of words read correctly per minute (WCPM).
 - **Scoring ORF:** The Hasbrouck-Tindal norms (2017) have been provided and may be used as it is a valid and reliable tool based on three widely used ORF assessments (DIBELS, DIBELS Next, and easy CBM). According to the Hasbrouck-Tindall norms, students scoring 10 or more words below the 50th percentile are considered “below average”. Students with “below average” benchmark reading fluency scores are at risk for reading difficulties and may be the result of difficulties in phonological awareness and/or phonics which are part of the Foundations of Literacy standards. ORF may also be impacted by difficulties with language structure (morphology and syntax) and vocabulary.
 - Average weekly improvement is the average words per week growth you can expect from a student. This was calculated by dividing the difference between the fall and spring scores by 32, the typical number of weeks between the fall and spring administration. For grade 1, since there is no fall administration the average weekly improvement was calculated by dividing the difference between

the winter and spring scores by 16, the typical number of weeks between the winter and spring administrations.

- **What is the difference between when letters are listed between virgules (/-/) as opposed to quotations (“-“)?**
 - Letters written between virgules (/-/) indicate that the SOUND that the letter represents should be stated. NOTE: It is important to state the letter sound as one sound. For example, /b/ is one sound, but adding “uh” (as in “buh”) is two sounds. The same can be said for /l/ (not “luh”), /r/ (not “ruh”), /t/ (not “tuh”), etc.
 - Letters written between quotation marks (“-“) indicate that the NAME of the letter should be stated.
 - **Can the IAI be used for progress monitoring?**
 - No. The purpose of the IAI is to identify gaps in skill development in accordance with the 2024 SC ELA standards and indicators. Each skill is very specific, distinct, and must developed to mastery.
 - **What if the student has difficulty pronouncing the speech sound?**
 - In a situation where a student has difficulty with articulation development and correctly producing a sound, the teacher can provide an additional prompt of “show me which one represents the /---/ sound” in order to rule out difficulty with pronunciation vs. lack of knowledge.
 - **Why is the amount of time that it takes for the student to respond important to note?**
 - When students do not demonstrate automaticity with the skills or takes a long time to respond, this can ultimately impact a student’s reading fluency. Even if the student arrives at the correct response, reading fluency can still be impacted as the student attempts to compensate for a lack of automaticity with various skills.
 - **Can this tool be used with students in middle and high school?**
 - While the IAI - WR specifically aligns to indicators within grades K-2 of Foundations of Literacy, any teacher third grade and beyond can use the tool using the second semester second-grade inventory as a starting point. If needed, the teacher can continue down each grade level (second semester, then first semester) until the student demonstrates mastery of skills. This will give the teacher insight into what the student can do and where to begin targeted instruction.
 - **Why does the tool ask if the student speaks another language or a dialect?**
 - Students who are not native English speakers and/or who speak with a dialect may have differences in phonology that are unlike General American English (the language of academic texts). These differences warrant additional time and explicit instruction. With this in mind, there also needs to be consideration given for the student’s Stage of Language Acquisition and whether or not the student should be expected to demonstrate mastery (see below).
 - As an example of how differences in the sounds of General American English and a student’s primary language or dialect may impact comprehension, consider how the social studies topic of Westward Expansion and a discussion of the “gold rush” may impact comprehension if the student’s primary language or dialect does not include final consonant clusters. The student may be thinking “goal rush” (a term associated with soccer) as opposed to “gold rush”.
 - Information regarding phonemes (sounds) and phonology (units of sound) that are not present or that may be actualized differently in other languages is provided in the table below.
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Phonological Differences from General American English and Common Languages/Dialects

* Phonemes are not written in the International Phonetic Alphabet in order to ensure consistent understanding.

*To decrease confusion, the vowel saying its name will refer to the “long” vowels and vowels saying their sound will refer to “short” vowels

Name of Language or Dialect	English CONSONANT phonemes NOT present or realized differently in the Language or Dialect	English VOWEL phonemes NOT present in the Language or Dialect	PHONOLOGY Differences (This language or dialect does not include the following General American English patterns of phonology/syllable structure which requires additional time and explicit instruction).
African American English	<p>/th/ (voiced) replaced with /d/ in initial position.</p> <p>/th/ (voiced) replaced with /v/ in medial position.</p> <p>/th/ (voiceless) replaced with /f/ in medial and final position.</p> <p>Omission of /r/ in medial and/or final position (e.g., “aiight” for “alright”, “doe” for “door”)</p> <p>Omission of /l/ in final consonant cluster and final consonant position (“toe” for “told”/”too” for “tool”)</p> <p>Replacing /ng/ with /n/ (e.g., “cookin” for “cooking”)</p> <p>Omission or changes in voicing of final consonants (e.g., “maa” for “man”/“hiz” for “his”)</p>	Differences in vowels (e.g., “ball” for “boil”, “fill” for “feel”, “pin” for “pen”)	<p>Omission of unstressed syllable (e.g., “came” for “became”)</p> <p>Differences in consonant clusters (e.g., “skreet” for “street”, “tes” for “test”, “han” for “hand”)</p> <p>Sound reversal in consonant clusters (e.g., “axe” for “ask”, “ekscape” for “escape”)</p>
Arabic	/p, v, ng, j, ch, r/	a (name and sound), e (name and sound), o (sound), i (sound), u (sound), “ah” (as in “tall”), /oo/ (as in “book”), and schwa	No consonant clusters



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Czech	/ r, w, j, ng, th (voiced and voiceless)/	a (name and sound), u (sound), “ah” (as in “tall”), /oo/ (as in “book”), and schwa	Final consonants are not voiced.
Farsi	/w, r, th (voiced and voiceless)/	i (sound), e (sound), u (sound), “ah” (as in “tall”), /oo/ (as in “book”), and schwa	Words do not begin with an /s/ consonant cluster.
French	/r, h, ch, j, th (voiced and voiceless)/	i (sound), a (name), u (sound), /oo/ (as in “book”)	English is a stress-timed language and French is a syllable timed language. Therefore, English syllable stress will need additional time and explicit instruction.
German	/j, w, r, zh (as in “pleasure”), th (voiced and voiceless)/	u (sound), a (sound), o (name)/	Final consonants are not voiced.
Hmong	/b, g, z, j, d, w, r, th (voiced and voiceless)/	a (sound), u (name and sound), e (name), i (sound), /oo/ (as in “book”)	There are 6-7 different tones in Hmong. A word spoken in one tone can have a different meaning when spoken in another tone.
Japanese	/f, v, l, zh (as in “pleasure”), sh, ch, j, r, th (voiced and voiceless)/	e (sound), i (sound), a (sound), u (name and sound), “ah” (as in “tall”), /oo/ (as in “book”), and schwa	-No consonant clusters. -Words only end in vowels or /n/. -Words cannot begin with /n/. - No diphthongs.



Name of Language or Dialect	English CONSONANT phonemes NOT present or realized differently in the Language or Dialect	English VOWEL phonemes NOT present in the Language or Dialect	PHONOLOGY Differences (This language or dialect does not include the following General American English patterns of phonology/syllable structure which requires additional time and explicit instruction).
Korean	/b, d, f, g, j, r, sh, ch, w, y, v, zh (as in “pleasure”), th (voiced and voiceless)/	a (sound), e (name), i (sound), /oo/ (as in “book”), and schwa	-/b/ never appears at the beginning of words. -Only 7 consonants occur at the end of words: /p, t, k, m, n, ng, l/. -Consonant clusters are only in inter-syllabic positions.
Mandarin	/b, d, g, h, j, r, sh, ch, w, y, v, z, zh (as in “pleasure”), th (voiced and voiceless)/	a (sound), u (sound), i (sound), “ah” (as in “tall”), /oo/ (as in “book”), and schwa	Mandarin Chinese has no difference in vowel length. As such, additional time and explicit instruction for “short” vowel sounds is important.
Portuguese	/ch, j, h, ng, y, r, w, zh (as in “pleasure”), th (voiced and voiceless)/	a (sound), u (sound), /oo/ (as in “book”)	Many dialectal variations within the one language.
Russian	/r, ng, h, j, w, th (voiced and voiceless)/	“ah” (as in “tall”), u (sound), i (sound), a (sound), e (name), “ah” (as in “tall”), /oo/ (as in “book”), and schwa	Final consonants are not voiced.
Spanish	/h, j, ng, sh, v, z, r, zh (as in “pleasure”), th (voiced and voiceless)/	a (sound), u (sound), e (sound), i (name), “ah” (as in “tall”), /oo/ (as in “book”), and schwa	- Only 5 consonants occur at the end of words: /r, s, l, n, d/. -Spanish is predominantly CV or CVCV. Therefore, no consonant clusters at the end of words. -There are no /s/ consonant clusters.



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Tagalog	/f, v, z, r, zh (as in “pleasure”), th (voiced and voiceless)/	a (sound), i (name and sound), u (sound), “ah” (as in “tall”), /oo/ (as in “book”), and schwa	No consonant clusters.
Telugu/ Kannada	/t, d, n, ng, s, sh, h, z, l, w, r, zh (as in “pleasure”), th (voiced and voiceless)/	i (sound), e (sound), u (sound), a (sound), “ah” (as in “tall”), /oo/ (as in “book”), and schwa	Most words end in vowels.
Thai	/g, v, z, sh, ch, j, r, zh (as in “pleasure”), th (voiced and voiceless)/	a (sound), u (sound), “ah” (as in “tall”), /oo/ (as in “book”), and schwa	- Limited consonant clusters. - Most words are single syllable.
Vietnamese	/sh, j, v, r, , zh (as in “pleasure”), th (voiced and voiceless)/	i (sound), u (sound), a (name and sound), /oo/ (as in “book”)	-No consonant clusters. -Vietnamese is predominantly CV syllable shape. - Final consonants are voiceless.

Stages of Language Acquisition

Stage	Title	Description
Stage 1	Silent or preproduction	<ul style="list-style-type: none"> - Occurs within the range of the first three months of L2 exposure. - Silent period as responses in the second language are typically gestural and/or nonverbal - May comprehend approximately 500 words and use some new words in the second language



Stage	Title	Description
Stage 2	Early production	<ul style="list-style-type: none">- Occurs within the range of three–six months of L2 exposure- May comprehend approximately 1,000 words receptively- Oral language includes one to three-word phrases- Typically, can answer “who” and “what” questions with short answers as well as “yes/no” questions
Stage 3	Speech emergence/ Telegraphic and Formulaic Speech	<ul style="list-style-type: none">- Occurs within the range of six months–two years of L2 exposure- Comprehends approximately 3,000 words- Speaks in simple sentences of three to four words- Asks simple questions- Grammatical errors are present which would not be considered atypical for this stage
Stage 4	Intermediate fluency	<ul style="list-style-type: none">- Occurs within the range of two–three years of L2 exposure- Comprehends approximately 6,000 words- Sentence production includes some complex sentence types- Speaker can ask for clarification and state opinions in the second language- The speaker will make few grammatical errors
Stage 5	Advanced language proficiency	<ul style="list-style-type: none">- Speaker can fully participate in the academic setting- Speech includes primarily complex sentences with appropriate grammar- Vocabulary is comparable to native speakers

Indicator Aligned Inventory for Word Recognition and the SC CCR ELA Standards

Student Name: _____

Date of Administration: _____

Administered by: _____

***Does the student speak another language or dialect?** ___Yes ___No

If yes, refer to phonological differences information. This does not negate the need for the student to master the letter-sound correspondences, but rather illustrates the need for more time and more explicit instruction.

Has the student repeated a grade? ___Yes ___No

Did the student consistently attend kindergarten? ___Yes ___No

Letter Name and Letter Sound Correspondences

For ALL students who have completed the first semester of kindergarten and above

phonics and the alphabetic principle	card #1	<p>Prompt: <i>Tell me the <u>name</u> of each letter.</i> Use Card #1. Show the first two rows. Circle incorrect or omitted letters. Once finished, for any incorrect/no responses, say <i>Show me</i> ___ and if points correctly, underline.</p> <p style="text-align: center;">b c d f g h j k l m n p q r s t v w x y z a e i o u</p>	<p>___ / 26 letters named or pointed to</p>	<p>Did the student respond quickly (within 2-4 seconds)?</p> <p style="text-align: center;">Yes No</p>
phonics and the alphabetic principle	card #1	<p>Prompt: <i>Tell me the <u>sound</u> each letter/letter combination makes.</i> Use Card #1. Circle incorrect or omitted letters. Student should not add “uh” (e.g., “t” as /t/, not “tuh”). Once finished, for incorrect/no responses, say, <i>Show me</i> ___ and if points correctly, underline but student is still given full credit.</p> <p>Note: For letters that represent more than one sound (e.g. c/c represents the /s/ and /k/ sounds), prompt with “<i>What is <u>another</u> sound it represents?</i>” Student must produce both sounds the letter(s) represent in order to receive full credit.</p> <p style="text-align: center;">b c/c d f g/g h j k l m n p q r s t v w x y z a/a e/e i/i o/o u/u (short vowel/long vowel) wh sh ch th/th (voiced/unvoiced) ng ar er ir ur or (1st grade) oi ow oo/oo aw ee ay igh ew (2nd grade)</p>	<p>___ / 30 for end of K5</p> <p>___ / 36 for end of 1st grade</p> <p>___ / 44 for end of 2nd grade and above</p>	<p>Did the student respond quickly (within 2-4 seconds)?</p> <p style="text-align: center;">Yes No</p>

Indicator Aligned Inventory for Word Recognition and the SC CCR ELA Standards

If completed first semester of kindergarten

Indicator	Materials	Prompt	Findings
ELA.K.F.1.1 phonological awareness	none	<p>Trial: Count the number of words in this sentence with me ‘I love to eat cookies’. Count and show five fingers. Say “There were five words in the sentence.”</p> <p>Prompt: Your turn, how many words are in these sentences...</p> <p>1. My dog is brown. (4) 2. Go get the red book. (5)</p>	____ / 2
ELA.K.F.1.2 phonological awareness	none	<p>Trial: Listen to these words. <i>top, turnip, terrible, and tremendous.</i> Those all start with /t/.</p> <p>Prompt: Do these words all start with the same sound?</p> <p>1. ball, beach, buzz, bike (yes) 2. What about fish, farm, grapes, flag? Do they start with the same sound?” (no)</p>	____ / 2
ELA.K.F.1.3 phonological awareness	none	<p>Trial: Think about words that rhyme such as ‘cat, hat, sat, mat, pat, rat’.</p> <p>Prompt: Do these words rhyme?</p> <p>1. man, can, house (no) 2. break, lake, take (yes)</p>	____ / 2
ELA.K.F.1.3 phonological awareness	none	<p>Prompt: Tell me as many words as you can think of that rhyme with ‘back’. Tally number of rhyming words produced. (Do not count “back”. Nonsense words count.)</p> <p style="text-align: right;">(total _____)</p>	____ / 2 at least two rhyme
ELA.K.F.1.3 phonological awareness	none	<p>Prompt: Tell me which word does NOT rhyme?</p> <p>1. frog, dad, fog, jog (dad) 2. star, hill, pill, mill (star)</p>	____ / 2
ELA.K.F.3.7 phonological awareness	none	<p>Trial: Let’s talk about syllables. The word <i>birthday</i> has two syllables “<i>birth- day</i>”. Put one finger on palm for each syllable. Student does with their fingers. “<i>Two. There were two syllables.</i>”</p> <p>Prompt: How many syllables are in ...?</p> <p>1. Napkin (2) 2. Calendar (3) 3. Dog (1) 4. Watermelon (4)</p>	____ / 4
ELA.K.F.2.1 concepts of print	book	<p>Trial: Let’s talk about books. Give the student a grade level book.</p> <p>Prompt: Show me the....</p> <p>1. front cover 2. back cover 3. title page 4. “Where do you begin reading?”</p>	____ / 4

<p>ELA.K.F.2.2 ELA.K.F.2.3</p> <p>concepts of print</p>	<p>book</p>	<p>Prompt: Pick a page of text. <i>Point to one word at a time for the whole page.</i> If student is a reader, say <i>Read this page for me.</i></p> <p>1. track/point one word at a time 2. moves left to right 3. moves top to bottom</p>	<p>____ / 3</p>
<p>ELA.K.F.2.4</p> <p>concepts of print</p>	<p>book</p>	<p>Prompt: Pick a page of text. Ask the four questions. Accept correct pointing or verbal responses.</p> <p>1. Where is the beginning of the sentence? 2. How do you know? 3. Where is the end of the sentence? 4. How do you know?</p>	<p>____ / 4</p>
<p>ELA.K.F.2.5</p> <p>concepts of print</p>	<p>book</p>	<p>Prompt: Pick a page of text. Ask the three questions. Substitute sound/letter depending on page.</p> <p>1. “Which letter on this page makes the /t/ sound? What’s the letter’s name?” 2. “Which letter on this page makes the /s/ sound? What’s the letter’s name?” 3. “Which word on this page represents the word “____” (word from page)?</p>	<p>____ / 3</p>
<p>ELA.K.F.3.1</p> <p>phonics and the alphabetic principle</p>	<p>card #1</p>	<p>Prompt: <i>Tell me the name of each letter.</i> Use Card #1. Show the first two rows. Circle incorrect or omitted letters. Once finished, for any incorrect/no responses, say <i>Show me __</i> and if points correctly, underline.</p> <p>b c d f g h j k l m n p q r s t v w x y z</p> <p>a e i o u</p>	<p>____ / 26 letters named or pointed to</p>
<p>ELA.K.F.3.3</p> <p>phonics and the alphabetic principle</p>	<p>card #1</p>	<p>Prompt: <i>Tell me the sound each letter makes.</i> Use Card #1. Circle incorrect or omitted letters. Once finished, for incorrect/no responses, say, <i>Show me __</i> and if points correctly, underline. Note: For letters that make more than one sound, prompt with <i>What is another sound it represents?</i> Student should not add “uh” (e.g., “t” as /t/, not “tuh”)</p> <p>b c/c d f g/g h j k l m n p q r s</p> <p>t v w x y z</p> <p>a/a e/e i/i o/o u/u (short vowel/long vowel)</p> <p>wh sh ch th/th (voiced/unvoiced)</p>	<p>____ / 44 letter-sound correspondences stated or pointed</p>

ELA.K.F.1.6 phonological awareness	none	Prompt: 1. What is the first sound in the word “soon” (/s/) 2. What is the last sound in “jump?” (/p/) 3. What is the sound in the middle of “hat” (/a/)	___/ 3
ELA.K.F.1.7 phonological awareness	none	Prompt: We can play with words by adding a sound or taking off a sound like say “bat” (student repeats), but don’t say /b/. What is the new word? (at). Now say “at” (student repeats), but change /a/ to /i/ (it)? 1. Say “pit” (repeats) don’t say /p/. (What is the new word?) (it) 2. Say “it” (repeats) change /i/ to /a/. (at) 3. Say “at” (repeats), add /m/ at the beginning. (mat) 4. Say “bike” (repeats), but don’t say /k/. (bye)	___/ 4
ELA.K.F.3.6 phonics, phonological awareness	letter tiles “a, e, i, o u, m, n, p, b, s, t”	Trial: Make words with letter tiles. This is the word “stop” (Model using letter tiles to make “stop”). I make <u>top</u> by taking away the “s”. I make “tap” by changing “o” to “a”. Note: If any are incorrect, mark it as “wrong”, but fix the error and keep going. Prompt: 1. Show me an (correct sequence) (if incorrect, mark wrong, but fix error) 2. Show me man (add “m” at the beginning) 3. Show me map (remove “n” and replace with “p”) 4. Show me mop (remove “a” and replace with “o”)	___/ 4
ELA.K.F.3.4 ELA.K.F. 3.5 ELA.K.F.3.8 ELA.K.F.4.1	card #2	Prompt: Read words on this card. Some are real words, and some are not real words. Circle incorrect or not read in 2-4 seconds. Once finished, for incorrect/no responses say “Show me ___”. If points correctly, underline. CV: fi, hu, she, so VC: up, it, at, on, off CVC: zat, vip, gok, fet, dut, had, shop, man, six HFV: and, help, want, from	___/ 22 read or pointed to
ELA.K.F.4.2 ELA.K.F.4.3	K5 decodable book	Prompt: Read this book for me. There are no fluency norms for kindergarten, but note ... 1. accuracy 2. expression 3. blending of sounds 4. use visuals to confirm recognition	___/ 4

Findings at a Glance - Kindergarten

Student Name: _____ **Date:** _____

Current Grade: first semester K5 completed both semesters K5

Did the student demonstrate mastery of all letter-sound correspondences*? Yes No (* if completed K5)

Based on current grade, should the student have mastered all indicators below? Yes No

Concerns about length of time to respond (automatic recall)? Yes No

PA – ELA.F.1:	Concepts of Print- ELA.F.2:	Phonics – ELA.F.3:	Automatic Word Recognition - ELA.F.4:
<p><input type="checkbox"/> ELA.K.F.1.1 Count the number of words in a spoken sentence.</p> <p><input type="checkbox"/> ELA.K.F.1.2 Recognize alliterative spoken words.</p> <p><input type="checkbox"/> ELA.K.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.</p> <p><input type="checkbox"/> ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes and compound words.</p> <p><input type="checkbox"/> ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.</p> <p><input type="checkbox"/> ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p><input type="checkbox"/> ELA.K.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken CVC word.</p>	<p><input type="checkbox"/> ELA.K.F.2.1 Locate a book’s front cover, back cover, title page, and where to begin reading.</p> <p><input type="checkbox"/> ELA.K.F.2.2 Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.</p> <p><input type="checkbox"/> ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.</p> <p><input type="checkbox"/> ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p> <p><input type="checkbox"/> ELA.K.F.2.5 Identify letters and words within sentences.</p>	<p><input type="checkbox"/> ELA.K.F.3.1 Identify, name, and form all upper and lowercase letters with automaticity.</p> <p><input type="checkbox"/> ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.</p> <p><input type="checkbox"/> ELA.K.F.3.3 Produce one-to-one letter-sound correspondences for each consonant with automaticity.</p> <p><input type="checkbox"/> ELA.K.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word when decoding: <input type="checkbox"/> a. in a closed syllable (VC: at; CVC: bat); <input type="checkbox"/> b. in an open syllable (e.g. he, so, me, go, hi); <input type="checkbox"/> ELA.K.F.3.5 Blend letter sounds to decode vowel-consonant (VC) and consonant vowel-consonant (CVC) words in isolation and in text.</p> <p><input type="checkbox"/> ELA.K.F.3.6 Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words.</p> <p><input type="checkbox"/> ELA.K.F.3.7 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.</p> <p><input type="checkbox"/> ELA.K.F.3.8 Decode and encode words using: <input type="checkbox"/> a. VC; <input type="checkbox"/> b. CV; <input type="checkbox"/> c. CVC; <input type="checkbox"/> d. consonant digraphs (ch, sh, th, wh); and <input type="checkbox"/> e. combination (e.g., qu).</p>	<p><input type="checkbox"/> ELA.K.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.</p> <p><input type="checkbox"/> ELA.K.F.4.2 Read texts orally with accuracy and expression.</p> <p><input type="checkbox"/> ELA.K.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the word by analogy; and c. using visuals from the text to support decoding and confirm recognition.</p>

Indicator Aligned Inventory for Word Recognition and the SC CCR ELA Standards

If completed first semester of 1st Grade

Indicator	Materials	Prompt	Findings
ELA.1.F.2.1 concepts of print	nonfiction book that includes listed items	Trial: <i>Show me what you know about books.</i> Prompt: <i>Show me the...</i> 1. title of the book 2. table of contents 3. glossary 4. author’s name	___ / 4
ELA.1.F.4.2, ELA.1.F.4.3 fluency, automatic word recognition, words correct per minute	Card #7 “On The Ship” fluency norms (in guidance document), timer	Prompt: <i>Read the passage entitled ‘On The Ship’.</i> Record words correct per minute. Use Hasbrouck & Tindall (2017) norms or district approved norms. Words Correct Per Minute: _____ 59 WCPM or above = above benchmark (75 th - ≥90 th %ile) 17-29 WCPM = at benchmark (50 th %ile) 16 WCPM or below = below benchmark (25 th - ≤ 10 th %ile)	Above At Below
ELA.1.F.1.2 phonological awareness	timer	Trial: <i>Many words start with the same sound. For example, these words start with the /p/ sound; “pig, potato, purple, pirate, and principal’.</i> Prompt: <i>Tell me as many words as you can think of that start with the /m/ sound. Tally number of alliterative words produced.</i> Total _____ within 1 minute	Provides at least three within 1 minute Y / N
ELA.1.F.1.3 phonological awareness	none	Trial: <i>There are many words that rhyme- “bake, cake, lake, shake, and make”.</i> <i>Would “rose” rhyme with those words? No.</i> Prompt: Listen carefully. Tell me <u>which</u> of these words rhyme...” 1. Stay, May, Pink, Heart (Stay & May) 2. Tell me as many words as you can think of that rhyme with “line” Tally number of rhyming words produced. (Do not count “line.” Nonsense words DO count.)	Correctly answers #1 and gives at least 3 rhyming words Y / N
ELA.1.F.1.4 phonological awareness	none	Trial: <i>I’ll say a word, then tell you NOT to say part of the word or to add to the word. Say birthday” (student repeats) Say it again, but don’t say birth (day). Say dog” (student repeats) Say it again, then add house (doghouse)</i> Prompt: 1. “Say airport” (student repeats) “Say airport,” but don’t say “port” (air) 2. “Say straw” (student repeats) “Say straw and add “berry” to the end (strawberry)	___ / 2

<p>ELA.1.F.1.5</p> <p>phonological awareness</p>	<p>none</p>	<p>Trial: We can break off the first sound in a word from the rest of the word. We can say, /s/ “aturday” or /t/ “oothbrush” or /ch/ “ocolate”. Your turn...</p> <p>Prompt:</p> <p>1. What is the first sound in the word “pocket”? (/p/) 2. What is the rest of the word? (“ocket”) 3. What word I am breaking apart ...“/k/” (pause) “andy” (candy)</p>	<p>___/ 3</p>
<p>ELA.1.F.3.8 (b, c, d, e, f, n, o)</p> <p>phonics</p>	<p>paper and pencil</p>	<p>Prompt: I’ll say the word and you write it. Circle words spelled incorrectly. Prompt and support by reminding student to write a letter(s) for each sound.</p> <p>- <u>consonant blends</u> (initial and final): 1. stop 2. pink 3. last</p> <p>- <u>consonant digraphs</u>: 4. back 5. when 6. shred 7. phone 8. lunch</p> <p>- <u>trigraphs</u>: 9. match 10. itch 11. fudge 12. pledge</p> <p>- <u>combination, floss pattern, VCe, final v</u>: 13. quiet 14. spell 15. rice 16. give</p>	<p>___/ 16</p>
<p>ELA.1.F.3.4 (a, b) ELA.1.F.4.1</p> <p>phonics, automatic word recognition</p>	<p>Card #3</p>	<p>Prompt: Read the words on this card. Circle if incorrect or not read in 2-4 seconds. Once finished, for incorrect/no responses, say, “Show me ___” If points correctly, underline.</p> <p><u>Closed syllables</u>: 1. then 2. will 3. not 4. down 5. each</p> <p><u>Open syllables</u>: 6. play 7. by 8. who 9. now 10. day</p> <p><u>Vowel Consonant -e (VCe)</u>: 11. these 12. made 13. like 14. time</p> <p><u>Initial blends</u>: 15. from 16. stop 17. skip 18. plant</p> <p><u>Final blends</u>: 19. just 20. find 21. ask 22. help</p> <p><u>Vowel-r syllables</u>: 23. part 24. turn 25. tore 26. after 27. more 28. first</p> <p><u>Two syllable-closed/closed</u>: 29. ended 30. asking 31. number</p> <p><u>Two syllable-open/closed</u>: 32. many 33. going 34. open 35. again 36. About</p>	<p>___/ 36 read or pointed to</p>

Indicator Aligned Inventory for Word Recognition and the SC CCR ELA Standards
If completed both semesters of 1st Grade

Indicator	Materials	Prompt	Findings
ELA.1.F.4.2, ELA.1.F.4.3 fluency, automatic word recognition, words correct per minute	Card #8 "The Fall" fluency norms (in guidance document), timer	<p>Prompt: <i>Read this passage entitled 'The Fall'...</i> Record words correct per minute. Use Hasbrouck & Tindall (2017) norms or district approved norms.</p> <p>Words Correct Per Minute: _____</p> <p>91 WCPM or above = above benchmark (75th - ≥ 90th %ile) 35-60 WCPM = at benchmark (50th %ile) 34 WCPM or below = below benchmark (25th - ≤ 10th %ile)</p>	Above At Below
ELA.1.F.1.7 phonological awareness	none	<p>Trial: <i>Words change by adding a sound, dropping a sound, or changing a sound. The word "lay" can change to "late" by adding a /t/ sound at the end. I can change "late" to "light" by changing /a/ to /i/. I can change "light" to "lie" by dropping the /t/.</i></p> <p>Prompt: <i>Now it's your turn...</i></p> <p>1. Say "stop" (student repeats) Now say "stop" - drop the /s/ sound (top)</p> <p>2. Say "treat" (student repeats) Now say "treat" - add /s/ to the beginning (street)</p> <p>3. Say "prize" (student repeats) Now say "prize" - change the /z/ to /d/ (pride)</p>	____ / 3
ELA.1.F.3.6 phonics	letter tiles (s, p, i, g, l, b, e, u, th, t, y, m, n, p, b, s, t, a)	<p>Trial: <i>Now let's do the same thing but using letters.</i></p> <p>Prompt:</p> <p>1. Build the word "them", now change it to "gem" (must switch "th" for "g")</p> <p>2. Build the word "stag", now change it to "sag" (must take away the "t")</p> <p>3. Build the word "nip", now change it to "snip" (must add "s")</p>	____ / 3



<p>ELA.1.F.3.8 (g, h, i, j, k, l, m)</p> <p>phonics</p>	<p>paper and pencil</p>	<p>Prompt: <i>I'll say a word and you write it.</i> Circle words spelled incorrectly. Prompt and support by reminding student to write a letter(s) for each sound.</p> <p><u>r-controlled vowels:</u> 1. shark 2. curl 3. mister <u>common inflectional endings:</u> 4. kisses 5. sunsets 6. walked 7. yelled 8. twisted 9. going</p> <p><u>contractions (am, is/has, not);</u> 10. I'm 11. isn't 12. she's</p> <p><u>vowel y in medial and final position:</u> 13. fly 14. baby 15. gym</p> <p><u>hard and soft "c" and "g" (end of words):</u> 16. page 17. dance 18. spice</p> <p><u>-ild, -ost, -old, -olt, and -ind patterns:</u> 19. mild 20. host 21. fold 22. kind</p> <p><u>silent letter combinations:</u> 23. knife 24. wrong 25. thumb 26. ghost</p>	<p>____ / 26</p>
<p>ELA.1. F.3.4 (c), ELA.1. F.3.7, ELA.1.F.4.1</p> <p>phonics, automatic word recognition</p>	<p>Card #4</p>	<p>Prompt: <i>Read the words on this card.</i> Circle incorrect or not read in 2-4 seconds. Once finished, for incorrect/no responses, say, "Show me ____" If points correctly, underline. All words are patterned High Frequency Words.</p> <p><u>1-3 syllable, vowel -r:</u> 1. important 2. story 3. never 4. other 5. together 6. girl 7. burn</p> <p><u>Two syllable, vowel teams:</u> 8. today 9. between 10. drawing 11. without 12. around</p> <p><u>Two syllable, consonant-le:</u> 13. ankle 14. people 15. little</p> <p><u>Two syllable, open, closed, VCe:</u> 16. seven 17. sentence 18. second 19. because</p>	<p>____ / 19 read or pointed to</p>



Findings at a Glance – 1st Grade

Student Name: _____ **Date:** _____

Current Grade: first semester 1st grade completed both semesters 1st grade

Did the student demonstrate mastery of all letter-sound correspondences*? Yes No

Based on current grade, should the student have mastered all indicators below? Yes No

Concerns about length of time to respond (automatic recall)? Yes No

PA – ELA.F.1 <i>ELA.1.F.1.1 and ELA.1.F.1.6: N/A</i>	Concepts of Print- ELA.F.2	Phonics – ELA.F.3 * = with prompting and support <i>ELA.1.F.3.1, ELA.1.F.3.2, ELA.1.F.3.3, and ELA.1.F.3.5: N/A</i>	Automatic Word Recognition - ELA.F.4
<input type="checkbox"/> ELA.1.F.1.2 Produce alliterative spoken words. <input type="checkbox"/> ELA.1.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words. <input type="checkbox"/> ELA.1.F.1.4 Delete and add a syllable within a spoken word including compound words. <input type="checkbox"/> ELA.1.F.1.5 Blend and segment onsets and rimes of multisyllabic words. <input type="checkbox"/> ELA.1.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes and say the resulting word.	<i>ELA.1.F.2.2, ELA.1.F.2.3, ELA.1.F.2.4, ELA.1.F.2.5 N/A</i> <input type="checkbox"/> ELA.1.F.2.1 Locate a book’s title, table of contents, glossary, and the names of author and illustrator.	<input type="checkbox"/> ELA.1.F.3.4 Identify/produce the vowel sound in a printed syllable or word to: <input type="checkbox"/> a. decode and encode regularly spelled one-syllable words (syllables include: closed, open, and vowel-consonant-e) including words with blends in initial and final position; <input type="checkbox"/> b. decode regularly spelled <u>one-syllable</u> words with vowel-r syllables (ar, er, ir, or, and ur); <input type="checkbox"/> c. decode two-syllable words using knowledge of syllables (closed, open, vowel-consonant-e, vowel-r, common vowel teams, and consonant-le), including compound words that fit multiple syllable types* <input type="checkbox"/> ELA.1.F.3.6 Delete, add, and substitute the initial, middle, and end letters in words to build or make new words. <input type="checkbox"/> ELA.1.F.3.7 Read a <u>two-syllable</u> word by breaking the word into syllables. <input type="checkbox"/> ELA.1.F.3.8 Decode and encode words using: <input type="checkbox"/> a. onset/rime*; <input type="checkbox"/> b. consonant blends (initial and final); <input type="checkbox"/> c. consonant digraphs (ch, sh, th, wh, ph, ck); <input type="checkbox"/> d. trigraphs (e.g. -tch, -dge); <input type="checkbox"/> e. combination (e.g., qu); <input type="checkbox"/> f. VCe; <input type="checkbox"/> g. r-controlled vowels (e.g., ar, er, ir, or, ur); <input type="checkbox"/> h. common inflectional endings that do not change the base word (e.g., -s, -ed); <input type="checkbox"/> i. contractions with am, is, has, and not; <input type="checkbox"/> j. hard & soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y)*; <input type="checkbox"/> k. vowel y in the final position of one-and two-syllable words, distinguishing the difference between the long /i/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound (e.g., fly-my; baby-happy, myth-gym) *; <input type="checkbox"/> l. words that follow the -ild, -ost, old, -olt, and -ind patterns (e.g., mild, host, fold, kind); <input type="checkbox"/> m. silent letter combos (e.g., kn, wr, mb, gh, gn) *; <input type="checkbox"/> n. words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass) *; <input type="checkbox"/> o. words with final /v/ sound, using knowledge that no English word ends with the letter “v” (e.g. have, give, save).	<input type="checkbox"/> ELA.1.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity. <input type="checkbox"/> ELA.1.F.4.2 Read texts orally with accuracy, appropriate rate, and expression. <input type="checkbox"/> ELA.1.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; and c. using context and visuals from the text to support monitoring and self-correcting.

Indicator Aligned Inventory for Word Recognition and the SC CCR ELA Standards

If completed first semester of 2nd Grade

Indicator	Materials	Prompt	Findings
ELA.2.F.4.2, ELA.2.F.4.3 (a, d, e, m, n) fluency, automatic word recognition, words correct per minute	Card #9 “Robots” fluency norms (in guidance document), timer	<p>Prompt: <i>Read this passage entitled ‘Robots’.</i> Record words correct per minute. Use Hasbrouck & Tindall (2017) norms or district approved norms.</p> <p>Words Correct Per Minute: _____ 109 WCPM or above = above benchmark (75th - ≥ 90th %ile) 85- 108 WCPM = at benchmark (50th %ile) 84 WCPM or below = below benchmark (25th - ≤ 10th %ile)</p>	Above At Below
ELA.2.F.1.7 phonological awareness	none	<p>Trial: <i>Sometimes we can make a new word by adding a sound, dropping a sound, or changing a sound. For example, I say “treat”, drop the final /t/ and make “tree” or I say “shop” change /o/ to /i/ and make “ship”, or say “bee”, but add /ch/ to the end and make “beach”. Now it’s your turn.</i></p> <p>Prompt: 1. Say “flight” (pause). Now say “flight” but drop /f/ (light)</p> <p>2. Say “store” (pause). Now say “store” but change /t/ to /n/ (snore)</p> <p>3. Say “ridge” (pause). Now say “ridge” but add /b/ to the beginning (bridge)</p>	____ / 3
ELA.2.F.3.6 phonics	letter tiles (s, w, ee, p, i, ng, g, l, b, e, u, th, ir, t, y, n)	<p>Trial: <i>Do the same thing but using letters.</i></p> <p>Prompt: 1. Build the word “sweeping”, now change it to “sleeping” (must switch “w” for “l”)</p> <p>2. Build the word “begin”, now change it to “begun” (must switch “i” to “u”)</p> <p>3. Build the word “thirty”, now change it to “thirsty” (must add “s”)</p>	____ / 3
ELA.2.F.4.3 (b, c) fluency, automatic word recognition, phonics	Card #5 decoding by analogy	<p>Trial: <i>The first two words on the top row are “he -her”. If those say “he-her”, it makes sense the word in bold says “defer”. Now it is your turn.</i></p> <p>Prompt: <i>Read the words in the next three rows.</i></p> <p style="text-align: center;">1. cluster 2. tangent 3. momentum</p>	____ / 3

Indicator Aligned Inventory for Word Recognition and the SC CCR ELA Standards

If completed both semesters of 2nd Grade

Indicator	Materials	Prompt	Findings
ELA.2.F.4.2, ELA.2.F.4.3 fluency, automatic word recognition, words correct per minute	Card #10 “The Puppet Show” fluency norms (in guidance document), timer	<p>Prompt: <i>Read this passage entitled “The Puppet Show”.</i> Record words correct per minute. Use Hasbrouck & Tindall (2017) norms or district approved norms.</p> <p>Words Correct Per Minute: _____ 124 WCPM or above = above benchmark (75th - ≥90th %ile) 73 - 123 at benchmark (50th %ile) 72 WCPM or below = below benchmark (25th - ≤ 10th %ile)</p>	Above At Below
ELA.2.F.3.8 (g, h, j, m, n) ELA.2.AOR.9.1 phonics, morphology	paper and pencil	<p>Prompt: <i>I’ll say the word and you write it”.</i> Circle words skipped or spelled incorrectly.</p> <p>alternate vowel spellings: 1. light 2. caught 3. eight 4. straight 5. bought 6. through 7. laugh 8. enough</p> <p>common inflectional endings: 9. shipped 10. shopping 11. tried 12. bigger 13. saddest 14. smiling 15. ladies</p> <p>vowel r combinations: 16. year 17. important 18. number 19. carpet 20. turtle 21. dirty 22. work 23. chair 24. wire</p> <p>hard and soft “c” and “g”: 25. giant 26. city 27. magic 28. dance</p> <p>words with silent letters: 29. known 30. wrong 31. ghost 32. limbs</p> <p>contractions: 33. I’m 34. didn’t 35. we’d 36. you’ve 37. they’ll 38. there’s</p> <p>prefixes: 39. unpack 40. preheat 41. return 42. disagree</p>	____ / 42



Findings at a Glance – 2nd Grade

Student Name: _____ **Date:** _____

Current Grade: first semester 2nd completed both semesters 2nd
 other: _____ grade

Did the student demonstrate mastery of all letter-sound correspondences*? Yes No

Based on current grade, should the student have mastered all indicators below? Yes No

Concerns about length of time to respond (automatic recall)? Yes No

PA – ELA.F.1 ELA.2.F.1.1, ELA.2.F.1.2, ELA.2.F.1.3, ELA.2.F.1.4, ELA.2.F.1.5, ELA.2.F.1.6 N/A	Phonics – ELA.F.3 ELA.2.F.3.1, ELA.2.F.3.2, ELA.2.F.3.3, ELA.2.F.3.5 - N/A	Automatic Word Recognition - ELA.F.4
<input type="checkbox"/> ELA.2.F.1.7 Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word.	<p><input type="checkbox"/> ELA.2.F.3.4 Identify the vowel in a printed syllable or word to:</p> <p><input type="checkbox"/> a. decode multisyllabic words with common syllable patterns (closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables); and <input type="checkbox"/> b. apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: rab-bit (CVC/CVC); o-pen (V/CVC); cab-in (CVC/VC); li-on (CV/VC).</p> <p><input type="checkbox"/> ELA.2.F.3.6 Delete, add, and substitute the initial, middle, and end letter combinations in words to build or make new multisyllabic words.</p> <p><input type="checkbox"/> ELA.2.F.3.7 Use knowledge of how syllables work to read multisyllabic words.</p> <p><input type="checkbox"/> ELA.2.F.3.8 Decode and encode multisyllabic words using:</p> <p><input type="checkbox"/> a. consonant digraphs (sh, th, ch, wh, ph, ck) <input type="checkbox"/> b. combination (e.g., qu); <input type="checkbox"/> c. three-consonant blends (e.g., str-, scr-); <input type="checkbox"/> d. blends containing digraphs (e.g., thr-, -nch); <input type="checkbox"/> e. trigraphs (e.g., -tch, -dge); <input type="checkbox"/> f. variable vowel teams and vowel diphthongs (oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay); <input type="checkbox"/> g. vowel-r combinations (ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur); <input type="checkbox"/> h. common inflectional endings that may change the base word (e.g., ed, -ing, -s, -es); <input type="checkbox"/> i. words with a after w read /ă/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall); <input type="checkbox"/> j. words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y); <input type="checkbox"/> k. words with vowel y in the final position of one-and two-syllable words, distinguishing the difference between the long /î/ sound in one-syllable words and the long /ē/ sound in two-syllable words; <input type="checkbox"/> l. words with vowel y in medial position, producing the short /î/ sound for these words (e.g., fly-my; baby-happy; myth-gym); <input type="checkbox"/> m. words with silent letter combinations. (e.g., kn, wr, gn, mb, gh); and <input type="checkbox"/> n. contractions with am, is, has, not, have, would, and will (e.g., I’m, he’s, she’s, isn’t, don’t, I’ve, he’d, they’ll)</p>	<input type="checkbox"/> ELA.2.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity. <input type="checkbox"/> ELA.2.F.4.2 Read texts orally with accuracy, appropriate rate, and expression. <input type="checkbox"/> ELA.2.F.4.3 Read texts by: <ol style="list-style-type: none"> using letter-sound knowledge to segment and blend sounds together; decoding the words by analogy; and using context and visuals from the text to support monitoring and self-correcting.



Findings at a Glance - By Strand

Student Name: _____ **Date:** _____

- Current Grade:**
- first semester K5, completed both semesters K5
 - first semester 1st grade, completed both semesters 1st grade
 - first semester 2nd, completed both semesters 2nd
 - other: _____ grade

Did the student demonstrate mastery of all letter-sound correspondences*? Yes No (* if completed K5)

Based on current grade, should the student have mastered all indicators below? Yes No

Concerns about length of time to respond (automatic recall)? Yes No

All Students - Letter Sound Correspondences

b c/c d f g/g h j k l m n p q

r s t v w x y z

wh sh ch th/th (voiced/unvoiced)

a/a e/e i/i o/o u/u (short vowel/long vowel)

ng ar er ir ur or (1st grade)

oi ow aw oo/oo ee ay (2nd grade)

Notes from student writing sample(s):

Error Type	Example from sample
PA - Phonological Awareness: <i>Is a <u>sound</u> missing or out of place?</i>	
MA – Morphological Awareness: <i>Are the affixes applied correctly to the base word? Is the derived word related to base word?</i>	
PH - Phonics: <i>Is a “rule/pattern” broken?</i>	
OM - Orthographic Mapping: <i>No rule/pattern is broken, no sounds or letters are out of place, no morphemes are included or incorrect, and the word means what it is supposed to mean, but it doesn’t look right.</i>	
S - Semantics: <i>Are there any errors based on meaning?</i>	



Standard 1 - Phonological Awareness

Kindergarten – Phonological Awareness

Date Identified	Standard/ Indicator	Area
	ELA.K.F.1.1	Count the number of words in a spoken sentence.
	ELA.K.F.1.2	Recognize alliterative spoken words.
	ELA.K.F.1.3	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
	ELA.K.F.1.4	Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes and compound words.
	ELA.K.F.1.5	Blend and segment onsets and rimes of single syllable spoken words.
	ELA.K.F.1.6	Orally identify initial, medial, and final phonemes in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
	ELA.K.F.1.7	Delete, add, and substitute the initial or final phonemes of a spoken CVC word.

1st Grade – Phonological Awareness

Date Identified	Standard/ Indicator	Area
	ELA.1.F.1.2	Produce alliterative spoken words.
	ELA.1.F.1.3	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.
	ELA.1.F.1.4	Delete and add a syllable within a spoken word including compound words.
	ELA.1.F.1.5	Blend and segment onsets and rimes of multisyllabic words.
	ELA.1.F.1.7	Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes and say the resulting word.

2nd Grade – Phonological Awareness

Date Identified	Standard/ Indicator	Area
	ELA.2.F.1.7	Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word.



Standard 2 - Concepts of Print

Kindergarten – Concepts of Print

Date Identified	Standard/Indicator	Area
	ELA.K.F.2.1	Locate a book’s front cover, back cover, title page, and where to begin reading.
	ELA.K.F.2.2	Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.
	ELA.K.F.2.3	Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.
	ELA.K.F.2.4	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.
	ELA.K.F.2.5	Identify letters and words within sentences.

1st Grade – Concepts of Print

Date Identified	Standard/Indicator	Area
	ELA.1.F.2.1	Locate a book’s title, table of contents, glossary, and the names of author(s) and illustrator(s).

Standard 3 – Phonics

Kindergarten- Phonics

Date Identified	Standard/ Indicator	Area
	ELA.K.F.3.1	Identify, name, and form all upper and lowercase letters with automaticity.
	ELA.K.F.3.2	Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.
	ELA.K.F.3.3	Produce one-to-one letter-sound correspondences for each consonant with automaticity
	ELA.K.F.3.4	Identify the vowel and produce the vowel sound in a printed syllable or word when decoding a. in a closed syllable (VC: at; CVC: bat); b. in an open syllable (e.g. he, so, me, go, hi); c. in a vowel- consonant-e (VCe) syllable with prompting and support.
	ELA.K.F.3.5	Blend letter sounds to decode vowel-consonant (VC) and consonant vowel-consonant (CVC) words in isolation and in text.
	ELA.K.F.3.6	Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words.
	ELA.K.F.3.7	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.
	ELA.K.F.3.8	Decode and encode words using: a. VC; b. CV; c. CVC; d. consonant digraphs (ch, sh, th, wh); e. combination (e.g., qu).



1st Grade - Phonics

Date Identified	Standard/ Indicator	Area
	ELA.1.F.3.4	Identify the vowel and produce the vowel sound in a printed syllable or word to: <ul style="list-style-type: none"> <input type="checkbox"/> a. decode and encode regularly spelled one-syllable words (syllables include: closed, open, and vowel-consonant-e) including words with blends in initial and final position; <input type="checkbox"/> b. decode regularly spelled one-syllable words with vowel-r syllables (ar, er, ir, or, and ur); <input type="checkbox"/> c. decode two-syllable words using knowledge of syllables (closed, open, vowel-consonant-e, vowel-r, common vowel teams, and consonant-le), including compound words that fit multiple syllable types*
	ELA.1.F.3.6	Delete, add, and substitute the initial, middle, and end letters in words to build or make new words.
	ELA.1.F.3.7	Read a two-syllable word by breaking the word into syllables.
	ELA.1.F.3.8	Decode and encode words using: <ul style="list-style-type: none"> <input type="checkbox"/> a. onset/rime*; <input type="checkbox"/> b. consonant blends (initial and final); <input type="checkbox"/> c. consonant digraphs (ch, sh, th, wh, ph, ck); <input type="checkbox"/> d. trigraphs (e.g. -tch, -dge); <input type="checkbox"/> e. combination (e.g., qu); <input type="checkbox"/> f. VCe; <input type="checkbox"/> g. r-controlled vowels (e.g., ar, er, ir, or, ur); <input type="checkbox"/> h. common inflectional endings that do not change the base word (e.g., -s, -ed); <input type="checkbox"/> i. contractions with am, is, has, and not; <input type="checkbox"/> j. hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y) *; <input type="checkbox"/> k. vowel y in the final position of one-and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym) *; <input type="checkbox"/> l. words that follow the -ild, -ost, old, -olt, and -ind patterns (e.g., mild, host, fold, kind) *; <input type="checkbox"/> m. silent letter combos (e.g., kn, wr, mb, gh, gn) *; <input type="checkbox"/> n. words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass) *; <input type="checkbox"/> o. words with final /v/ sound, using knowledge that no English word ends with a v. (e.g. have, give, save).



2nd Grade - Phonics

Date Identified	Standard/ Indicator	Area
	ELA.2.F.3.4	Identify the vowel in a printed syllable or word to: <ul style="list-style-type: none"> <input type="checkbox"/> a. decode multisyllabic words with common syllable patterns (closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables); and <input type="checkbox"/> b. apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: rab-bit (CVC/CVC); o-pen (V/CVC); cab-in (CVC/VC); li-on (CV/VC).
	ELA.2.F.3.6	Delete, add, and substitute the initial, middle, and end letter combinations in words to build or make new multisyllabic words.
	ELA.2.F.3.7	Use knowledge of how syllables work to read multisyllabic words.
	ELA.2.F.3.8	Decode and encode multisyllabic words using: <ul style="list-style-type: none"> <input type="checkbox"/> a. consonant digraphs (sh, th, ch, wh, ph, ck) <input type="checkbox"/> b. combination (e.g., qu); <input type="checkbox"/> c. three-consonant blends (e.g., str-, scr-); <input type="checkbox"/> d. blends containing digraphs (e.g., thr-, -nch); <input type="checkbox"/> e. trigraphs (e.g., -tch, -dge); <input type="checkbox"/> f. variable vowel teams and vowel diphthongs (oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay); <input type="checkbox"/> g. vowel-r combinations (ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur); <input type="checkbox"/> h. common inflectional endings that may change the base word (e.g., ed, -ing, -s, -es); <input type="checkbox"/> i. words with a after w read /ä/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall); <input type="checkbox"/> j. words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y); <input type="checkbox"/> k. words with vowel y in the final position of one-and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words; <input type="checkbox"/> l. words with vowel y in medial position, producing the short /ĭ/ sound for these words (e.g., fly-my; baby-happy; myth-gym); <input type="checkbox"/> m. words with silent letter combinations. (e.g., kn, wr, gn, mb, gh); and <input type="checkbox"/> n. contractions with am, is, has, not, have, would, and will (e.g., I'm, he's, she's, isn't, don't, I've, he'd, they'll)



Standard 4 - Automatic Word Recognition/Fluency

Kindergarten – Automatic Word Recognition/Fluency

Date Identified	Standard/ Indicator	Area
	ELA.K.F.4.1	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.
	ELA.K.F.4.2	Read texts orally with accuracy and expression.
	ELA.K.F.4.3	Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the word by analogy; and c. using visuals from the text to support decoding and confirm recognition.

1st Grade – Automatic Word Recognition Fluency

Date Identified	Standard/ Indicator	Area
	ELA.1.F.4.1	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.
	ELA.1.F.4.2	Read texts orally with accuracy, appropriate rate, and expression.
	ELA.1.F.4.3	Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; and c. using context and visuals from the text to support monitoring and self-correcting.

2nd Grade – Automatic Word Recognition/Fluency

Date Identified	Standard/ Indicator	Area
	ELA.2.F.4.1	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.
	ELA.2.F.4.2	Read texts orally with accuracy, appropriate rate, and expression.
	ELA.2.F.4.3	Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; and c. using context and visuals from the text to support monitoring and self-correcting.

Indicator Aligned Inventory for Word Recognition

Summary of Findings

Student Name: _____

Date of Administration: _____

Administered by: _____

***Does the student speak another language or dialect?** ___ Yes ___ No
(if yes, refer to phonological differences)

*Note: This does not negate the need for the student to master the letter-sound correspondences, but rather illustrates the need for more time and more explicit instruction.

Has the student repeated a grade? ___ Yes ___ No

Did the student consistently attend kindergarten? ___ Yes ___ No

Semester of Administration: 1st semester _____ grade or 2nd semester _____ grade

Standard	Kindergarten (indicators not yet mastered)	1 st grade (indicators not yet mastered)	2 nd grade (indicators not yet mastered)
Phonemic and Phonological Awareness			
Letter Name and/or Letter Sound Correspondence Errors			
Concepts of Print			
Phonics			
Automatic Word Recognition/Fluency			



Fluency Norms

2017 Hasbrouck & Tindal Oral Reading Fluency Data					
Grade	%ile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Expected Average Weekly Improvement
1	90	--	97	116	1.2
	75	--	59	91	2.0
	50	--	29	60	1.9
	25	--	16	34	1.1
	10	--	9	18	0.5
2	90	111	131	148	1.2
	75	84	109	124	1.3
	50	50	84	100	1.6
	25	36	59	72	1.1
	10	23	35	43	0.6
3	90	134	161	166	1.0
	75	104	137	139	1.1
	50	83	97	112	0.9
	25	59	79	91	1.0
	10	40	62	63	0.7
4	90	153	168	184	1.0
	75	125	143	160	1.1
	50	94	120	133	1.2
	25	75	95	105	0.9
	10	60	71	83	0.7
5	90	179	183	195	0.5
	75	153	160	169	0.5
	50	121	133	146	0.8
	25	87	109	119	1.0
	10	64	84	102	1.9
6	90	185	195	204	0.6
	75	159	166	173	0.4
	50	132	145	146	0.3
	25	112	116	122	0.3
	10	89	91	91	0.1



<u>b</u>	c	<u>d</u>	f	g
h	j	k	l	m
<u>n</u>	<u>p</u>	<u>q</u>	r	s
t	v	<u>w</u>	x	y
z	a	e	i	o
u	wh	sh	ch	th
ng	oi	oy	oo	au
aw	er	air	ear	or
ir	ar	ee	ou	ow



Card #1

b c d f g h j k l m

n p q r s t v w x y z

a e i o u

wh sh ch th

ng ar er ir ur or

oi ow oo aw

ee ay igh ew



Card #2

fi hu she so

up it at on off

zat vip gok fet dut had

shop man six

and help want from



Card #3

then will not down each

play by who now day

these made like time

from stop skip plant

just find ask help

part turn tore after more first

ended asking number

many going open again about



Card #4

important story never

other together girl burn

today between drawing

without around

ankle people little

seven sentence second because



Card #5

he her

defer

bus her

cluster

can went

tangent

go ten drum

momentum



Card #6

until second children

baby study today

because many myself
sentence seven

before after story
important number

between yellow below
always without

miracle article adorable

away about another
other around

On the Ship

Sam, Dad, and I take a trip on a ship. We took a	13
cab to the ship and got on. The ship is big, and	25
there is a lot to do. Sam and I shop for a hat.	38
Dad and I sit on a cot and fish. I get three fish in	52
a flash. One is too big, so my rod snaps. I can get	65
a new rod if I dash to the shop. At the shop, I saw	79
Sam. We find Dad, and we all go eat. The hot	90
ham dish is good! We have jam and figs too. The	101
figs give Sam a rash. They go in the trash, and	112
we go fish with my new rod. I will miss the ship	124
when we get off.	128

The Fall

When I went to play ball, my mom did tell me not	12
to run too fast. She did not want me to miss a	24
step and trip. I did trip when I went to catch a	36
pass from a pal in class. I fell down in the tall	48
grass. My leg had a cut and I had grass stuck in	60
the cuff of my pants. I did not want to call for my	73
mom. I did not want her to fuss and say, "What a	85
mess!" My pal did pull me up and help me to the	97
wall. I sat down to let my leg rest. Then, my mom	109
came and saw me on the wall. She gave my leg	120
a kiss and said the mess was not bad. She did	131
dab the cut with a cloth and brush the grass from	142
the cuff. Then, we went down the hill and got	152
new pants at the mall.	157

Robots

You can program robots to do many things. Robots can	10
do basic things like say “hello.” They can take a photo	21
and play music. Robots could be good at making a snack	32
as you are taking a bath. Robots can add and subtract to	44
find a result. They can even do complex math. You can	55
program robots to protect a secret camp or plan a trip to	67
Fresno. Some robots are silent, but some will respond if you	78
chat with them. You can program robots to tell you about	89
things like new events or the lunch menu. Robots can do	100
many things, but there is a limit to what they can do.	112
Robots cannot relax. They cannot be in a hotdog tasting	122
event. They will not use napkins. Robots cannot get sick	132
with a virus and cannot hiccup. Insects cannot sting them.	142
Robots will not have a tantrum or get upset if they get a	155
zero on a test. They will not brag about winning a math	167
contest. You can program a robot to do many things, but	178
they cannot think or act with no help.	186



The Puppet Show

There is a puppet show at six in the local children's hall	12
across the canal. You may want to see it. I even have	24
extra tickets for the second show at seven if you would	35
like to go. I went to the latest show, so I can tell you about	50
it. First, you will see a chimp puppet on a canvas	61
hammock. He will be munching on some bacon. Then, a	71
cricket puppet will come hopping across the grass to a	81
picnic blanket. It will pick at the spinach salad that the	92
humans put down. You will see a panda puppet in the	103
branches chomping on stems and a piglet puppet	111
hunting for bugs. The piglet thinks the cricket would be	121
good to eat. He is about to chomp down, but at that	133
instant, the panda falls off the branch and happens to	143
land in the spinach salad! The puppets all laugh and the	154
children all clap. At the end, the panel is taken down and	166
the humans who pretend to be the puppets say hello.	176
There is so much talent in this show. You will not regret it if	190
you go.	192