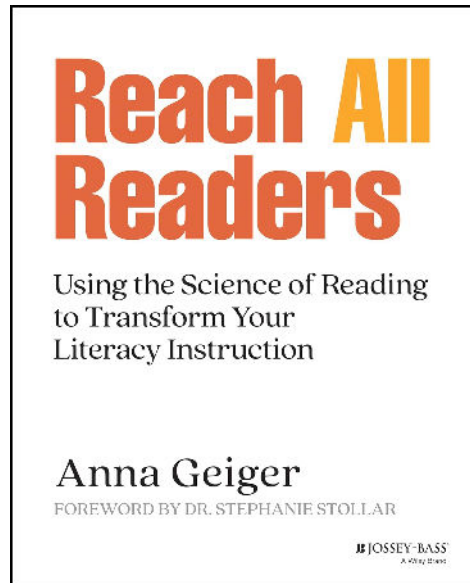


If This, Then That Assessment Charts



Read about assessment in
Chapter 11 of *Reach All
Readers*.

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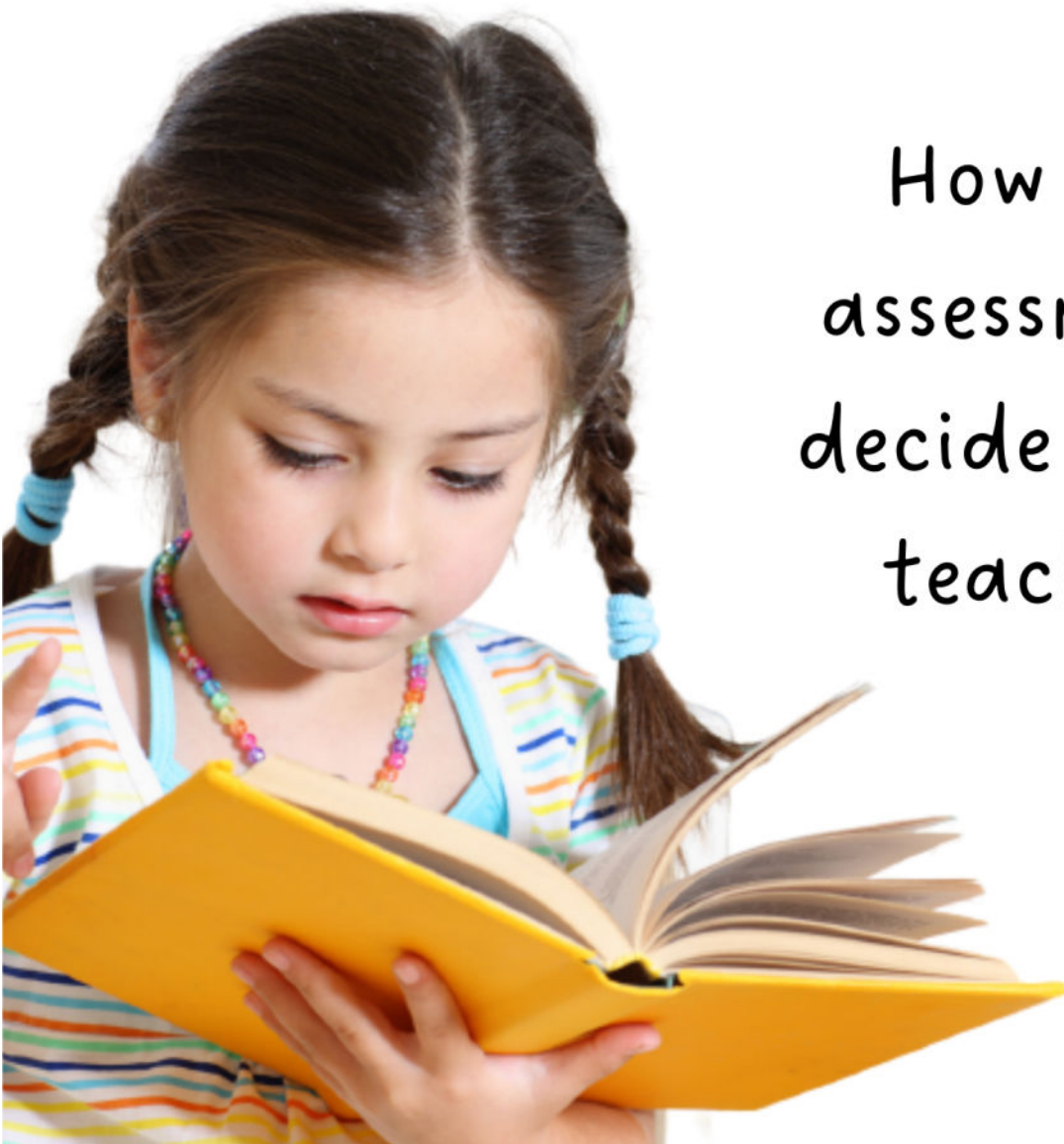
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IF THIS, THEN, THAT

How to use
assessment to
decide what to
teach next



Use a universal screener like [Acadience](#) three times a year to determine whether or not your students meet benchmark.

Benchmark is the minimum score students should achieve to be on track to being an okay reader.

Use the following flow charts to help you decide what to teach when students score below benchmark on a particular measure.

If a student is below benchmark on
LETTER NAMING FLUENCY (LNF) ...

Look at the data

Did the student get a
lot of letter names
incorrect?

Give a diagnostic
assessment to find
out exactly what
letters the child knows
and doesn't know.

Give explicit
instruction in letter
names and sounds.

Was the student
accurate, but slow at
naming the letters?

Set a goal for
improving
automaticity.

Do activities that
build fluency with
letter names and
sounds.

Teaching Tips

- If students struggle with remembering letter sounds, try using a **mnemonic alphabet**.
- Try **other techniques** for helping students remember letter names and sounds.

Teaching Tips

- Use fluency building activities to help students identify letters and sounds quickly. Students can practice **writing the alphabet daily, using fluency grids, and more.**

If a student is below benchmark on
FIRST SOUND FLUENCY (FSF) or
PHONEME SEGMENTATION FLUENCY (PSF)

Give a
phonemic
awareness
diagnostic
assessment.

The assessment will
show you what
phonemic awareness
skills to focus on.

Teach the lowest skill the student hasn't yet
mastered in this progression:

- Isolating initial sounds
- Isolating final sounds
- Isolating medial sounds
- Segmenting and blending VC words
- Segmenting and blending CVC words
- Segmenting and blending CCVC or CVCC words
- Segmenting and blending CCVCC or CCCVCC words

Teaching Tips

- Start with oral activities. "Put these sounds together: /a/ /t/" or "Say the sounds in PIN."
- As you teach letters, include them in [word mapping activities](#).

If a student is below benchmark on
NONSENSE WORD FLUENCY (NWF)

Look at the data

Was the student
inaccurate with letter
sounds?

Give an assessment
to find out what letter
sounds the students
knows and doesn't
know.

Give explicit
instruction in letter
sounds and decoding
of VC and CVC words.

Did the student know
the sounds but was
unable to blend them
together correctly?

Set a goal for
automaticity.

Give explicit
instruction in blending
and practice fluency
with single words.

Teaching Tips

- If students struggle with remembering letter sounds, try using a [mnemonic alphabet](#).
- Try [other techniques](#) for helping students remember letter names and sounds.

Teaching Tips

- Start with words with continuous sounds (s, f, m, v, etc.).
- Try [successive blending](#) before teaching sound-by-sound blending.
- Use [blending lines](#), [roll and read games](#), and [fluency pyramids](#) for fluency with CVC words.

If a student is below benchmark on
ORAL READING FLUENCY (ORF)

Look at the data

Was the student's
accuracy low?

Give a phonics
diagnostic
assessment.

Teach the lowest
phonics pattern the
student hasn't
mastered.

Did the student read
accurately at a good
rate, but struggled
with Retell?

Give a
comprehension
diagnostic
assessment.

Practice summarizing
and monitoring
comprehension.

Was the student
accurate but slow?

Set a goal for a higher
WCPM (words correct
per minute).

Practice fluency
building at the word
and text level. Track
progress.

Teaching Tips

- Use **blending lines**.
- Practice with **decodable text**.
- Include **spelling dictation**.

Teaching Tips

- Teach **paragraph shrinking**.
- Teach students to **monitor comprehension**.

Teaching Tips

- Use **repeated reading** techniques.

Possible Lesson Format
PHONEMIC AWARENESS & LETTER SOUNDS FOCUS



1	Review previously learned letter sounds	2 m
2	Isolate phonemes (initial, final, and/or medial)	3 m
3	Oral segment and blend 2-3 phonemes using chips	3 m
4	Explicitly teach 2-3 new letters and sounds	4 m
5	Practice writing new letters	4 m
6	Phoneme-grapheme mapping using new letters	5 m
7	If students are ready, practice spelling CVC words	10 m

Possible Lesson Format
PHONICS FOCUS



1	Review previously learned phonics skills	2 m
2	Phonemic awareness warm-up related to the new sound-spelling	1 m
3	Explicitly teach new sound-spelling	3 m
4	Practice blending words with the new sound-spelling	3 m
5	Do word work (chains, ladders, sorts)	3 m
6	Teach 1-2 new high frequency words	3 m
7	Practice spelling words with the new sound-spelling	5 m
8	Read decodable text featuring the new sound-spelling	10 m

Possible Lesson Format
FLUENCY FOCUS



1	Review previously learned phonics skills	2 m
2	Explicitly teach new sound-spelling or multi-syllable word reading strategy	4 m
4	Practice spelling words with new and previously learned sound-spellings	5 m
5	Fluency building with word lists or fluency grids	5 m
6	Repeated reading of decodable or authentic text	15 m

Possible Lesson Format
COMPREHENSION FOCUS



1	Review phonics skills or multi-syllable word reading	3 m
2	Explicitly teach a new comprehension strategy (paragraph shrinking, locating cohesive ties, identifying text structure, using a graphic organizer, etc.)	5-7 m
4	Read a fiction or nonfiction text together, using the above skill to help students comprehend the text	10-20 m
5	If they are ready, observe while students apply the strategy independently or in pairs	5 m