



# Doxey Elementary

## What is NWF – CLS?

**N**onsense **W**ord **F**luency – **C**orrect **L**etter **S**ounds: The student is presented with a list of VC and CVC nonsense words (for example, *sig, rav, ov*) and asked to read the words. (V = Vowel; C= Consonant). The student is stopped after one minute. Students are asked to read the word, but are given credit for each correct letter sound produced.

## Why is it important?

**NWF** measures a student's ability to decode individual phonemes (sounds) and then blend them together to read. They are an indicator of a student's progress in acquiring early alphabetic principle skills. By using nonsense words, we can find out whether a child knows the most common sound for letters (letter–sound correspondence), and whether a child can blend the sounds to read words he has never seen before. (Dr. Joanne Meier)

## Who is tested and what are the benchmarks?

**Kindergarten** students should be able to correctly read at least 28 letter sounds by the end of the year. If this benchmark is not obtained, don't lose hope. Continue with specific practice until they know all letter sounds with little to no difficulty.

**First grade** students should be able to correctly read at least 58 letter sounds by the end of the year.\*

**Second grade** students should STILL be able to correctly read at least 54 letter sounds at the beginning of the year. \*Again, if this benchmark is not obtained, practice.

## How can I help my child?

Kindergarten children learn the names and sounds of individual letters. To become the readers of words, they need to start blending as they sound: first stage /c/ /ă/ /t/, next stage /c//ăt/, final stage /căt/. “Chunking” phonemes automatically is what good readers do when they come upon a word they do not know. First and second grade students should not be trying to read phoneme by phoneme because there is typically no meaning associated with a single sound. By the time they

get to the end of a multisyllabic word, they've lost the meaning of it. The purpose of reading is to gather meaning from words for information or enjoyment.

Examples:



First Stage:

- Below you will find cards with single letters on them. You can make play out of creating VC and CVC words using these cards (both real and nonsense).

Next Stage:

- You can use the single consonant cards for the onsets (first letter) and the multi-letter cards for the rimes. Now children can create VC and CVC words using onset and rime.

Final Stage:

- Children can put cards two or three cards together to create words. (Remember, every word needs a vowel.) The final goal is to read the word without sounding it out first by the beginning of first grade.



Books, magazines, environmental print –

- When choosing words for your child to sound out in books or other printed material, choose words that follow the VC and CVC rules cited below. If you come across a word that does not follow the usual rule, teach it as a sight word (examples: *of, was*). [Sight words are simply memorized not sounded out.]
- Do not have children try to read a book by sounding out every word. The purpose of reading is comprehension. This is why we want children to move past sounding out one word after another when reading. It interrupts comprehension.

RULE: In closed-syllables/words (VC) (*un, es, at, etc.*), the vowel usually makes the short sound.

RULE: In CVC syllables/words (*non, cat, dis, etc.*), the vowel usually makes the short sound.

The reading of VC and CVC words, then syllables, should be automatic. This kind of practice is planned and deliberate, but still should be kept to short intervals of 5-10 minutes of practice per session.

ab

ad

ag

ack

am

an

ap

ar

at

ax

eck

ell

em

en

er

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ip

ir

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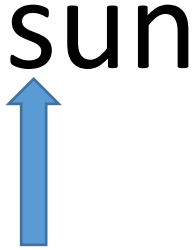
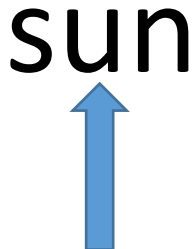
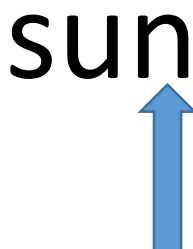

x

z



What do you do if your child is struggling with this skill? Practice reading VC and CVC words using this research based routine. (Keep sessions to 5-10 minutes.)

### Blending Routine

Look at the first letter of the word.		Say the sound of the first letter in the word.
Look at the second letter of the word.		Say the sound of the second letter in the word.
Look at the third letter of the word.		Say the sound of the third letter of the word.
		Say the sound of each letter in the word faster and faster and blend the sounds until you read the word.