***Nonsense Word Fluency***

**What is Nonsense Word Fluency?**

The DIBELS Nonsense Word Fluency (NWF) measure is a standardized, individually administered test of the alphabetic principle - including letter-sound correspondence in which letters represent their most common sounds and of the ability to blend letters into words in which letters represent their most common sounds. The student is presented a sheet of paper with randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to produce verbally the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. For example, if the stimulus word is "baf" the student could say /b/ /a/ /f/ or say the word /baf/ to obtain a total of three letter-sounds correct. The student is allowed 1 minute to produce as many letter-sounds as he/she can, and the final score is the number of letter-sounds produced correctly in one minute. Because the measure is fluency based, students should receive a higher score if they are phonologically recoding the word, as they will be more efficiently producing the letter sounds, and receive a lower score if they are providing letter sounds in isolation. The intent of this measure is that students are able to read unfamiliar words as whole words, not just name letter sounds as fast as they can. The NWF measure takes about 2 minutes to administer and has over 20 alternate forms for monitoring progress.

**What can we do to improve performance on the NWF measure?**

* **Letterland Resource Notebook:**  Pocket Chart Word Building pp. A 29 – A 30, Reading Words On The Chalkboard p. A 31, Word Dictation pp. A 32 – A 34, Spelling With Individual Letter Sets pp. A 36- A 39
* **FCRR Activities: (K-1) Phonics : Part 2-** This section deals with Letter-Sound Correspondence pp. 027 – LSC-F, **Part 3-** This section deals with Onset and Rime pp. 048- 062,
* **FCRR Activities:Phonics (Grades 2-3):** Letter Sound Match, Word Blender, Diagraph Roll A Word, Diagraph Bingo, Change My Word, Map-A-Word, Word Spinners
* **Marilyn Adams’ Phonemic Awareness in Young Children:**  Guess Who p. 94, Picture Names p. 95, I’m thinking Of Something p. 97, Picture Names p. 98, Picture Search p. 100, Introduction To How Words Are Spelled p. 101, Swap A Letter p. 103, Sounding Words p. 104
* **Interventions For Reading Success:** (Haager, Dimino, Windmueller): Spelling Two Sound Words p. 129, Spelling Three Sound Words p. 130, Four Sound Words p. 132, Spelling Pictures p. 134, Adding an Initial Consonant Sound p. 135, Adding a Final Consonant Sound p. 137, Adding a Sound to Form an Initial Consonant Blend p. 139, Adding an Initial Consonant Blend p. 141, Adding a Second Sound to Form an Initial Consonant Blend p. 143, Deleting an Initial Consonant Sound p. 145, Deleting the First Sound From an Initial Consonant Blend p. 147, Deleting the Second Sound From an Initial Consonant Blend p. 149, Deleting a Final Consonant Sound p. 151, Substituting An Initial Consonant Sound p. 153, Substituting a Final Consonant Sound p. 155, Substituting a Medial Vowel Sound p. 158, Substituting Initial, Medial, and Final Sounds p. 160

**Advanced Word Study: Blending and Segmenting**

* **FCRR Activities: Phonological Awareness (K-1) Phonics : Part 4-** Word Study **Part 5-** Syllable Patterns and Morpheme Structures
* **FCRR Activities:Phonics (Grades 2-3): Part 3-** Variant Correspondences **Part 4-** Syllable Patterns **Part 5-** Morpheme Structures
* **FCRR Activities: Fluency (Grades 2-3) Part 1-**Letter-Sound Correspondence/Word Parts
* **Interventions For Reading Success:** (Haager, Dimino, Windmueller): **Lessons 18-45** pp. 162-216