Reading ISAT: Word Analysis
Skills: Phonetic Clues and Decoding Strategies

Students: RIT Above 230:
- Uses multiple cueing systems when reading (e.g., phonetic and structural analysis, syntactic structure, semantic context)

Students: RIT 221-230:
- Uses multiple cueing systems when reading (e.g., phonetic and structural analysis, syntactic structure, semantic context)

Students: RIT 211-220:
- Divides multi-syllabic words into syllables
- Uses multiple cueing systems (e.g., phonetic and structural analysis, syntactic structure, semantic context)

Students: RIT 201-210:
- Divides words into syllables correctly
- Divides multi-syllabic words into syllables
- Uses multiple cueing systems (e.g., phonetic and structural analysis, syntactic structure, semantic context)

Students: RIT 191-200:
- Uses phonetic and structural analysis, the syntactic structure, and/or the semantic context to decode words
- Identifies words with similar vowel sounds
- Understands and applies the concept of syllables
- Identifies the number of syllables in a word
- Divides words into syllables correctly
- Recognizes compound words using context clues
- Recognizes contractions
- Recognizes contractions using context clues

Students: RIT 181-190:
- Identifies words with the same long vowel sound
- Identifies words with r-controlled vowels
- Uses vowel digraphs to decode unknown words (e.g., aw, ea, eigh)
- Divides words into syllables
- Uses phonetic and structural analysis, the syntactic structure, and/or the semantic context to decode words
- Understands and applies the concept of syllables
- Identifies the number of syllables in a word
- Recognizes compound words
- Recognizes contractions
- Recognizes contractions using context clues

Students: RIT 171-180:
- Uses diphthongs to decode unknown words (e.g., ee, oy, ough)
- Identifies words with r-controlled vowels
- Identifies words with the same short vowel sound
- Uses vowel digraphs to decode unknown words (e.g., aw, ea, eigh)
- Understands the concept of syllables
- Uses syntax (word order) to decode words
- Uses semantics (word meaning) to decode words
- Identifies compound words
- Recognizes compound words
- Identifies contractions
- Identifies contractions using context clues

Students: RIT 161-170:
- Uses basic elements of phonetic analysis and/or structural analysis to decode unknown words
- Uses diphthongs to decode unknown words (e.g., ee, oy, ough)
- Uses consonant blends to decode unknown words (e.g., bl, cr, spl)
- Uses word families to decode unknown words (e.g., -an, -in, -at)
- Uses letter/sound relationships to decode unknown words
- Identifies words with the same short vowel sound
- Uses vowel digraphs to decode unknown words (e.g., aw, ea, eigh)
- Uses syntax (word order) to decode words
- Uses semantics (word meaning) to decode words
- Identifies compound words
- Identifies compound words using context clues
- Identifies contractions
- Identifies contractions using context clues

Information taken from NWEA DesCartes
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Students: RIT 151-160:
- Uses beginning consonants to decode unknown words
- Uses diphthongs to decode unknown words (e.g., ee, oy, ough)
- Uses consonant digraphs to decode unknown words (e.g., sh, th, wh, ch)
- Uses ending consonants to decode unknown words
- Uses letter/sound relationships to decode unknown words
- Uses syntax (word order) to decode words
- Uses semantics (word meaning) to decode words
- Identifies compound words using context clues

Students: RIT Below 151:
- Uses beginning consonants to decode unknown words
- Uses consonant digraphs to decode unknown words (e.g., sh, th, wh, ch)