

## Listening to Readers: The Fort (R-Controlled Vowels)

Reader Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Skill:** R-Controlled Vowels \* **Text:** The Fort

### Who is this assessment for?

Ensure that you have done a phonic decoding (word reading assessment) prior to this assessment. Give this assessment to children who *can already* decode words with r-controlled vowels in isolation. This assessment is only useful if the child has the underlying phonics knowledge.

Note: To align with our scope and sequence and with a variety of phonics programs, this assessment includes CVCe words but *does not* include words with vowel teams.

### Introduce the text.

"Today, you'll read a book. This book is called *The Fort*. In this book, Kurt and Fern are at the park and they decide that they want to build a fort. A fort is a building that kids make, you may have made one inside, this one is outside." Show the last page with the kids in the fort. "Now you read the book to see how they built the fort!"

### As the child reads aloud, listen and record notes (words the child misread, attempted, or self corrected).

Note: Underlined words are irregular high frequency words. If the child does not know the word, you may choose to tell the word to the child.

"This word is was. Watch me read it: /w/ /u/ /z/, was."

### Text for Notetaking

Kurt and Fern sit on the swings at the park.

There is not much to do.

"This is such a bore," says Fern.

She drags a stick in the dirt.

1

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2

Fern looks at her stick.

“Let’s make a fort!” says Fern.

“Smart!” says Kurt. “First, let’s get a bunch of logs and sticks.”

3

Kurt and Fern start to stack up logs to form the walls of their fort.

They make a porch out of flat rocks and bark.

4

After a while, Kurt and Fern sit down.

Kurt says, “I like our fort!”

“Look! This bird likes our fort, too!” Fern says.

**Total word count:** 101  
69 decodable words, 32 HFW

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### Talk about the book.

If the child decodes the text well, you might choose to ask a few general comprehension questions. If needed, read the text again TO the child. Please note that a child who is learning to decode may have to spend most of their mental energy figuring out the words.

### Book Talk

What happened in this story?

How do you think Kurt and Fern feel at the end of the book? How do you know?

### Noticings

#### Strengths

- Sounds and blends words when necessary
- Recognizes many high frequency words
- Attempts to fix up errors
- Pauses and thinks about the story
- Reads in phrases

#### Next Steps

- When stuck, needs to sound and blend words rather than guessing
- Needs to look more closely at the print
- Needs to learn more high frequency words
- Needs to notice and fix up errors
- Needs to pause and think while reading
- Needs to have more automaticity in order to read in phrases

#### Additional Notes: