

Listening to Readers

Reader Name: _____

Date: _____

Skill: Silent e * **Text:** June and the Cone

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 CVCe words in isolation. This assessment is only useful if the child has the underlying phonics knowledge.

Introduce the text.

"Today, you'll read a book. You try to read the title. Yes, this book is called *June and the Cone*. In this book, June gets an ice cream cone, but it turns into a bit of a problem. Let's read to find out what happens."

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

	Text	Notes
1	<p>June and Pop get in line at <u>the</u> snack truck.</p> <p>[Speech bubble] Can <u>you</u> make <u>me</u> <u>a</u> big cone?</p> <p>[Speech bubble] Here <u>you</u> <u>go</u>!</p>	<p><i>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/."</i></p>
2	<p>June gets <u>her</u> cone.</p> <p><u>She</u> licks it.</p> <p>Then, <u>she</u> takes <u>a</u> bite.</p> <p>[Speech bubble] Ack! I got <u>a</u> drop on <u>my</u> nose!</p>	
3	<p>June wipes at <u>the</u> spot on <u>her</u> nose.</p> <p><u>Her</u> cone drips and drips.</p>	
4	<p><u>The</u> cone <u>is</u> <u>a</u> huge mess!</p> <p>It <u>is</u> on June's face, <u>her</u> hands, and <u>her</u> dress.</p> <p>[Speech bubble] I think it is time <u>for</u> <u>a</u> bath!</p>	

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[Speech bubble] Next time, I will get a cup!

Total word count: 84
56 decodable words, 28 HFW

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 June felt when her ice cream cone started to drip?

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 more automaticity in order to read in phrases

Additional Notes: