

Listening to Readers

Reader Name: _____

Date: _____

Skill: blends * **Text:** Fred's Flower

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 consonant blends in isolation. This assessment is only useful if the child has the underlying phonics knowledge.

Introduce the text.

"Today, you'll read a book. This book is called *Fred's Flower*. In this book, Fred wants to grow a flower." Point to the word *flower*. "This is the word *flower*. You read it! Now let's read the book and see if Fred's flower grows."

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

Text		Notes
1	Fred <u>wants to</u> plant <u>a</u> <u>flower</u> . <u>He</u> <u>looks</u> <u>for</u> <u>the</u> best spot.	<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	Fred digs in <u>the</u> spot. <u>He</u> drops in <u>the</u> bulb. Plop!	
3	Fred fills it back in. <u>He</u> pats it flat. <u>He</u> sings <u>a</u> song <u>to</u> help <u>the</u> <u>flower</u> get big. [Speech bubble]: Get big and strong!	
4	At last, it is spring! <u>The</u> <u>flower</u> stands tall in <u>the</u> sun. [Speech bubble]: <u>My</u> <u>flower</u> smells <u>good</u> !	

Total word count: 63

40 decodable words, 23 HFW (including *flower*)

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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 Fred felt when his flower grew?

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: