

Listening to Readers

Reader Name: _____

Date: _____

Skill: Advanced Vowel Teams and R-controlled Vowels * **Text:** Troy Helps Out

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 vowel teams and R-controlled 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. It's called *Troy Helps Out*. In this book Troy helps his dad out at the grocery store. Read to see how Troy helps his dad."

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

	Text	Notes
1	<p>Troy and his Dad are at <u>the</u> food store.</p> <p>Dad says, "Troy, <u>you</u> are in charge."</p> <p>Dad shows Troy <u>the</u> list.</p> <p>"Read <u>the</u> list and tell <u>me</u> <u>what</u> <u>we</u> need." says Dad.</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>"Look! Trout! And big crab claws!"</p> <p>Troy points <u>to</u> a tray and asks,</p> <p>"<u>What</u> are these, Dad?"</p> <p>Dad says, "Those are prawns.</p> <p>Prawns are shrimp."</p>	
3	<p>Troy and dad walk past a shelf <u>of</u> toys. "Toys are not on <u>the</u> list," Troy thinks.</p> <p><u>He</u> tells his dad, "Next <u>we</u> need to get bread, sprouts, and oil."</p>	
4	<p>Troy helps Dad get all the things on the list. "Thank you, Troy! I think this can be your new job!" Dad says.</p> <p>Troy smiles a proud smile. "Yes, I will get <u>the</u> food and <u>you</u> can cook it!"</p>	

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Total word count: 126
110 decodable words, 16 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 Troy felt after helping his dad? Why?

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: