Listening to Readers

Reader Name: _____   Date: _____

Skill: suffix -s, double letters, digraphs ✳ **Text:** The Pet Shop

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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 suffix -s, double letters, and digraphs 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 *The Pet Shop.* In this book, Chip and his sister go to the pet shop to look at the pets! Let's read and see if we can find out what pet they want to get."

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

	Text	Notes
1	Beth <u>and</u> Chip <u>go</u> in to <u>the</u> pet shop. [Speech bubble] <u>Look</u>! <u>The</u> pet shop! <u>I</u> wish <u>I</u> had <u>a</u> pet fish. [Speech bubble] Well, <u>we</u> can check if <u>the</u> shop <u>has</u> fish!	*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/."*
2	Chip <u>sees</u> <u>a</u> dish <u>for</u> <u>a</u> cat <u>and</u> <u>a</u> bath <u>for</u> <u>a</u> dog. [Speech bubble] <u>Do</u> <u>you</u> sell fish? [Speech bubble] Yes! <u>The</u> fish <u>are</u> in <u>the</u> back.	
3	Chip <u>looks</u> at <u>all</u> <u>the</u> fish. Then he taps <u>his</u> chin. [Speech bubble] <u>Look</u>! That fish <u>has</u> <u>a</u> ship <u>and</u> <u>a</u> shell!	
4	Chip <u>and</u> Beth get <u>the</u> fish. [Speech bubble] Can <u>we</u> get this red fish? [Speech bubble] Yes!	

Total word count: 86
50 decodable words, 36 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 Chip felt when he got the fish at the end?

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: