



# Informal Reading Inventory

## FIRST GRADE

First Grade  
Fall

# Informal Reading Inventory

## Reading Readiness



[themultisensoryclassroom.com](http://themultisensoryclassroom.com)

Student Name: \_\_\_\_\_  
Teacher Assessment Pages

1	_____
2	_____
3	_____
4	_____

Marking Oral Miscues

Scored as an error...

Miscue	Marking	Student Example	Instructor Action
Omission	Circle the word or words.	"The cat chased the..."	"The cat chased the..."
Addition	Circle the word and add a word.	"The cat chased the dog..."	"The cat chased the dog..."


### Informal Reading Inventory Instructions

**1. Awareness: reading words**

...the ability to recognize words before reading is the ability to recognize letters to sounds. Creating connections through reading readiness to these connections is essential.

**2. Word Knowledge: Dolch sight words**

...the ability to recognize words before reading is the ability to recognize letters to sounds. Creating connections through reading readiness to these connections is essential.



The Multisensory Classroom

b	e	k	q	v
d	f	n	j	u
h	m	s	z	
i	o	t	w	

Student Name: \_\_\_\_\_

Word	Initials	Finals	Blends	Other
the	th	the	th	good
and	an	and	an	word
for	fo	for	fo	next
one	o	one	o	pretty
are	ar	are	ar	

Comments: \_\_\_\_\_

Use the Marking Oral Miscues Guide to mark the miscues as you read and place a check in the appropriate box.

**Oral Reading Fluency sentences**

- The cat hit the bag.
- We had a...

Comprehension Questions

\_\_\_\_\_ (Oral) Where did Jack and Mom go to get a cat? (the pet shop)

\_\_\_\_\_ (Oral) What color cat did Jack want? (white)

\_\_\_\_\_ (Oral) What name did Jack choose for the cat? (Tab)

\_\_\_\_\_ (Oral) What did Mom say when Jack asked if he could get the white cat? (yes)

\_\_\_\_\_ (Oral) How does the cat feel about going home with Jack? (it is glad)

Oral Reading Comprehension Level	Incorrect Answers	Oral Reading Comprehension Level	Comments
Independent	0-1	Independent	
Struggling	2	Struggling	
Below	3+	Below	

Going to School

Jack and Mom went to the pet shop to get a cat. Jack was glad to get a cat. Which cat will Jack pick? He will pick the white cat. Mom said Jack will name the cat Tab. Tab is glad to go home with Jack.

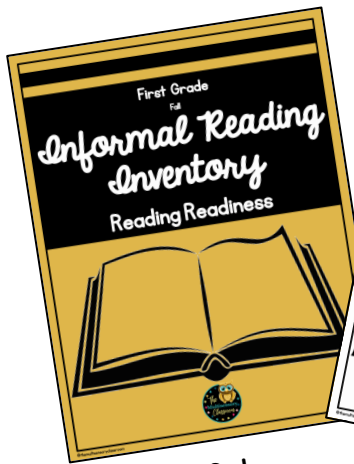
Going to School

Jill gets up for school. Mom helps Jill put on her blue dress. Jill is in first grade. The big yellow bus will be there to pick her up. Jill is glad to go to school.

# What's Inside

## For assessing first grade reading readiness

### Cover Sheets



Color



BW

### Step-by-step instructions for administering the inventory

#### Informal Reading Inventory: Instructions

##### Orthographic Awareness: spelling words

### Informal Reading Inventory

#### Instructions

This informal reading assessment is divided into 5 sections, each of which contains a separate reading skill (e.g., phonological awareness, phonemic awareness, phonics, etc.). The passages referred to in these instructions are found in the Teacher Assessment Pages (TAP) or the Student Pages (SP). If using the inventory for multiple students, you may wish to print and laminate TAP p. 6 and SP pp. 1-4.

##### Phonological Awareness: letters and sounds

**Purpose:** Phonological awareness is the general understanding of the sound structure of words. It enables students to understand the alphabetic principle that all letters have specific sounds associated with them. Once students can make this association, they have the means to put these sounds together to form new words.

**Directions:** Provide student with the page of letters titled "Phonological Awareness: letters and sounds" (SP 1). Student may view this page on an electronic device or be provided a paper copy. Have student say the name and sound of each letter in order. On the "Phonological Awareness: letters and sounds" section of TAP 1, place a check next to each correctly given letter or sound and then write the incorrect name or sound that the student gave.

If using a paper copy, either provide the whole page of letters or, if the student may be easily overwhelmed by the whole list, cut out the letters and present them one at a time to the student in the order listed on TAP 1 under "Phonological Awareness: letters and sounds." To have student view on an electronic device, download the SP digital PDF file to the device and have students swipe through each slide (there is one letter slide for the student to read).

##### Phonemic Awareness: blending individual phonemes, isolating individual phonemes (initial, final, middle)

**Purpose:** Phonemic awareness (PA) helps students identify and manipulate specific sounds in the spoken language (PA also provides a foundation for understanding written language as students learn that each sound is represented by written symbols (letters). These written symbols (letters) form words which, when strung together in the correct order, are used to create meaning from print.

**Directions:** Beginning on TAP 1, read the directions/prompts in each of the Phonemic Awareness subsections, starting with "Blending individual phonemes" on TAP 1 and completing the remaining subsections on TAP 2. Record student responses in the boxes provided under each subsection.

##### Phonics: decoding words

**Purpose:** Phonics is the skill of recognizing how sound-letter combinations blend to form preted words. The ability to blend sounds correctly helps the student begin to create meaning through words.

**Directions:** Have students read through each of the given words in the "Phonics: decoding words" section on SP 2. There are a total of ten words. Five are CVC words; the other five contain blends, digraphs, or both. Divide that page 2 into two 2 sets of these words. The top half may be given to the student to read the words at half an hour pace, or the words in the bottom half may be cut out and given to the student to read one at a time. Alternatively, this page may be read by downloading the SP file onto an electronic device. Use the grid at the top of TAP 3 to note any decoding (reading) or encoding (spelling) errors. One grid provided includes the most common types of errors. If the student makes an error, write the student's response in the column under "Student Response" and place a check mark under the error that was made. This helps identify and isolate where instruction is necessary. The errors listed include:

- **Letter Reversal:** students read or write letters backward or upside down (Ex: reading or writing "of" for "fo", or "u" for "u")
- **Letter Transposition:** students switch letters (Ex: reading or writing "near" for "near" or "hate" for "teah")
- **Letter Substitution:** students substitute letters for the letters that are already in the word (Ex: reading or writing "neat" for "neat")
- **Letter Omission:** students leave out letters when reading or writing (reading or writing "sp" for "years")

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Informal Reading Inventory: Teacher Assessment Pages (TAP 1)

#### Marking Oral Miscues

Scored as an error...

Miscue	Marking	Student Example	Instructor Analysis
Omission	Circle the word or letter(s) omitted.	The cat <u>shined</u> the book.	The cat <u>shined</u> the book.
Addition	Insert added word with arrow.	The cat <u>shined</u> the book.	The cat <u>shined</u> the book.
Substitution	Draw an arrow through the word and write in the word that was substituted.	The cat <u>shined</u> the book.	The cat <u>shined</u> the book.
Manipulation	Draw an arrow through the word and write the manipulated word above it.	The cat <u>shined</u> the book.	The cat <u>shined</u> the book.
Transposition	Draw the transposition symbol.	The cat <u>shined</u> the book.	The cat <u>shined</u> the book.
Repetition	Draw two or more words, draw a wavy line under the repeated words.	The cat <u>shined</u> the book.	The cat <u>shined</u> the book.
Words Added	After the words, circle the word for the add and cross it out.	The cat <u>shined</u> the book.	The cat <u>shined</u> the book.

Not scored as an error...

Miscue	Marking	Student Example	Instructor Analysis
Self-correction	Draw an arrow after the word(s) that a check mark over the word.	The cat <u>shined</u> the book.	The cat <u>shined</u> the book.
Manipulation	• Draw an arrow through the word and write the manipulated word above it. • Ask to switch equipment. • Representations of the same word more than once in a passage (Interpretation of the same word multiple times in a passage is only scored as one error).	The cat <u>shined</u> the book.	The cat <u>shined</u> the book.
Pace	Draw two vertical lines between the words.	The cat <u>shined</u> the book.	The cat <u>shined</u> the book.

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## Guide for Marking Oral Miscues



# What's Inside

For assessing first grade reading readiness

## Student response pages

The collage displays several student response pages for first grade reading readiness assessment. The pages include:

- A grid of letters: b, e, k; d, f, n; a, h, m; c, i, o; g, l, p.
- A page titled "Orthographic Awareness: Spelling Words" with a name line and four sets of numbered lines (1-4, 5-8).
- A page titled "Oral Reading Fluency and Comprehension: Story A" with a story "A Cat for Jack" and four numbered lines for response.
- A page titled "Oral Reading Fluency: Sentences" with a story "Going to School" and four numbered lines for response.
- A "Sight Word Knowledge" page with a grid of words: my, here, all, good; come, was, there, want; blue, that, now, too; where, she, came, pretty; away, they, ride, is.
- A "Phonics: Decoding Words" page with words: ed, bent; un, dish; eck, thump; op.
- A page with words: check, stop, bent, dish, thump, run.

Assess the following skills:

- Phonological awareness
- Phonics
- Orthographic awareness (spelling)
- Sight word knowledge
- Oral reading fluency
- Reading comprehension



# What's Inside

## For assessing first grade reading readiness

### Teacher assessment pages

Informal Reading Inventory Teacher Assessment Pages (TRIP 1)

### Informal Reading Inventory

Teacher Assessment Pages

Student Name: \_\_\_\_\_ First Grade (1st)

**Phonological Awareness: letters and sounds**

Place a check next to any letter/word the student does not know. Write the incorrect name/sound.

Letter	Name	Sound	Letter	Name	Sound
b			o		
d			p		
a			q		
c					
g					
e					
f					
h					
i					
l					
k					
m					
n					

Letter sounds: \_\_\_\_\_

**Blending individual phonemes**

**Directions:**  
Say I am going to say the sounds of a word. Listen.  
Say a.b.c (space between each sound) What word?  
Say r...u...k (space between each sound) What word?

Words	r...u...k	r...k...u
_____		
_____		

Phonics: decoding words

Write incorrect responses in the "Student Response" column and place a check under the type of error committed. Remind students to look for lowercase letters.

Word	Student Response	Initial Consonant	Next Sound	Final Consonant	Number of Letters	Number of Vowels	Letter Order	Letter Position
1 hat								
2 pig								
3 dot								
4 bed								
5 ran								
6 clock								
7 ship								
8 boat								
9 duck								
10 thumb								

Orthographic Awareness: spelling

Write incorrect responses in the "Student Response" column and place a check under the type of error.

Word	Student Response	Initial Consonant	Next Sound	Final Consonant	Number of Letters	Number of Vowels	Letter Order	Letter Position
1 pot								
2 wig								
3 bed								
4 fan								
5 hat								
6 band								
7 flea								
8 brush								

Informal Reading Inventory Teacher Assessment Pages (TRIP 2)

### Phonemic Awareness cont'd

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

**Isolating individual phonemes (v/c/s)**

**Directions:**  
Say I am going to say a word, and I would like you to tell me the first sound you hear in the word.  
Say. Listen carefully to the word. "flag," what is the first sound you hear in the word "flag"? (f) /f/

Additional practice examples: hope, try  
\*It may be necessary to remind the child to give the sound rather than the letter name.

Words	v...	c...	Response	Words	v...	c...	Response
some				get			
read				had			

**Initial phonemes (f/v/s)**

Say a word, and I would like you to tell me the last sound you hear in the word.  
Say to this word, "run," what is the last sound you hear in the word "run"? (n) /n/

Examples: three, about  
Try to remind the child to give the sound rather than the letter name.

v...	Response	Words	v...	Response
		mine		
		mix		
		map		

**Initial phonemes (middle)**

Say a word, and I would like you to tell me the middle sound you hear in the word.  
Say to this word, "sit," what is the middle sound you hear in the word "sit"? (i) /i/

Examples: duck, run  
Try to remind the child to give the sound rather than the letter name.

v...	Response	Words	v...	Response

Informal Reading Inventory Teacher Assessment Pages (TRIP 3)

### Sight Word Knowledge

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

Place a check next to each word for which the student needs additional instruction.

all	good	one	was	there	was	was	was

**Oral Reading Fluency: sentences**

Use the "Marking Oral Miscues Guide" to mark the sentences as it was read and place a check in the appropriate box.

Independent	Substituted	Fluently

**Oral Reading Fluency and Comprehension story A**

Read the student during and reading. Use "Marking Oral Miscues Guide" to mark the story as it was read. Fill in the columns for miscues below to determine the student's words correct per minute. Add comprehension questions from the story and place a check next to the oral reading comprehension level.

**A Cat for Jack**

Jack and Mom went to the pet shop to get a cat. Jack was glad to get a cat. Which cat will Jack pick? He will ask Mom for the white cat. Mom said yes! Jack will name the cat Tab. Tab is glad to go home with Jack.

Calculation Grid	
1. words in passage	99
2. words read accurately	
3. Subtract #2 from #1	
4. Multiply #3 by 60	
5. Record student reading time (in seconds)	
6. Divide #4 by #5	

Informal Reading Inventory Teacher Assessment Pages (TRIP 4)

### Comprehension Questions

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

1. \_\_\_\_\_ (Other) Where did Jack and Mom go to get a cat? (the pet shop)

2. \_\_\_\_\_ (Other) What color cat did Jack want? (white)

3. \_\_\_\_\_ (Other) What name did Jack choose for the cat? (Tab)

4. \_\_\_\_\_ (Other) What did Mom say when Jack asked if he could get the white cat? (yes)

5. \_\_\_\_\_ (Other) How does the cat feel about going home with Jack? (it is glad)

Oral Reading Comprehension Level	Incorrect Answers	Oral Reading Comprehension Level	Comments
Independent	0/1		
Substantial	2		
Fluently	3+		

**Silent Reading Comprehension Story B**

If only for silent reading, assess oral comprehension. Have the student during silent reading and ask comprehension questions from the story. Place a check next to the silent reading comprehension level if using for oral reading. Follow same procedure as preceding story.

**Going to School**

Jill gets up for school. Mom helps Jill put on her blue dress. Jill is in first grade. The big yellow bus will be there soon to pick her up. Jill is glad to go to school.

Calculation Grid	
1. words in passage	37
2. words read accurately	
3. Subtract #2 from #1	
4. Multiply #3 by 60	

### Marking Oral Miscues

Scored as an error...

Miscue	Marking	Student Example	Instructor Analysis
Omission	Circle the word or letter(s) omitted.	"The cat chased the birds."	The cat chased the birds.
Addition	Insert added word with a vertical line.	"The cat he chased the birds."	The cat chased the birds.
Substitution	Draw a line through the word and write in the word that was substituted.	"The cat caught the birds."	The cat chased the birds.
Malpronunciation	Draw a line through the word and write the mispronounced word above it.	"The cat chased the birds."	The cat chased the birds.
Transposition	Draw the transposition symbol.	"The chased cat the birds."	The cat chased the birds.
Repetition	For two or more words, draw a wavy line under the repeated words.	"The cat chased cat chased the birds."	The cat chased the birds.
Words Added	After five words, provide the word for the child and cross it out.	"The cat... the birds."	The cat chased the birds.

Not scored as an error...

Miscue	Marking	Student Example	Instructor Analysis
Self-correction	Circle words written five seconds before a check mark over the word.	"The cat chased chased the birds."	The cat chased the birds.
Malpronunciation	do not check do not check repeat do not check do not check do not check do not check do not check	"The cat chased the birds."	The cat chased the birds.
Pause	Draw two vertical lines between the words.	"The cat... chased the birds."	The cat chased the birds.

