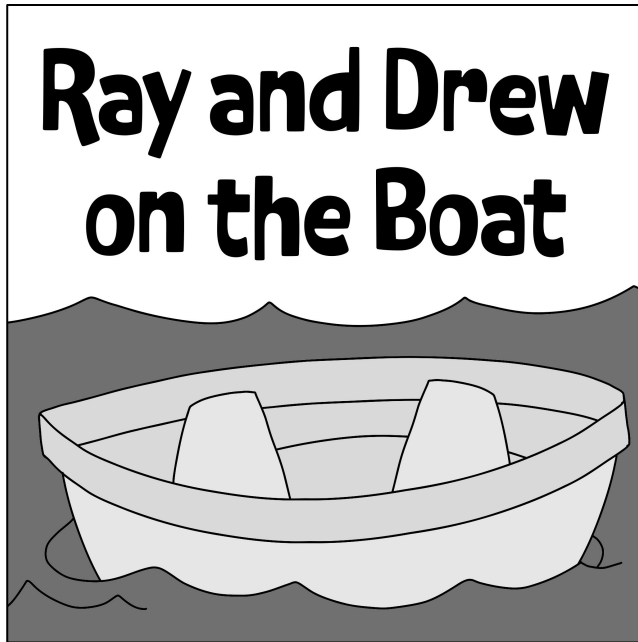




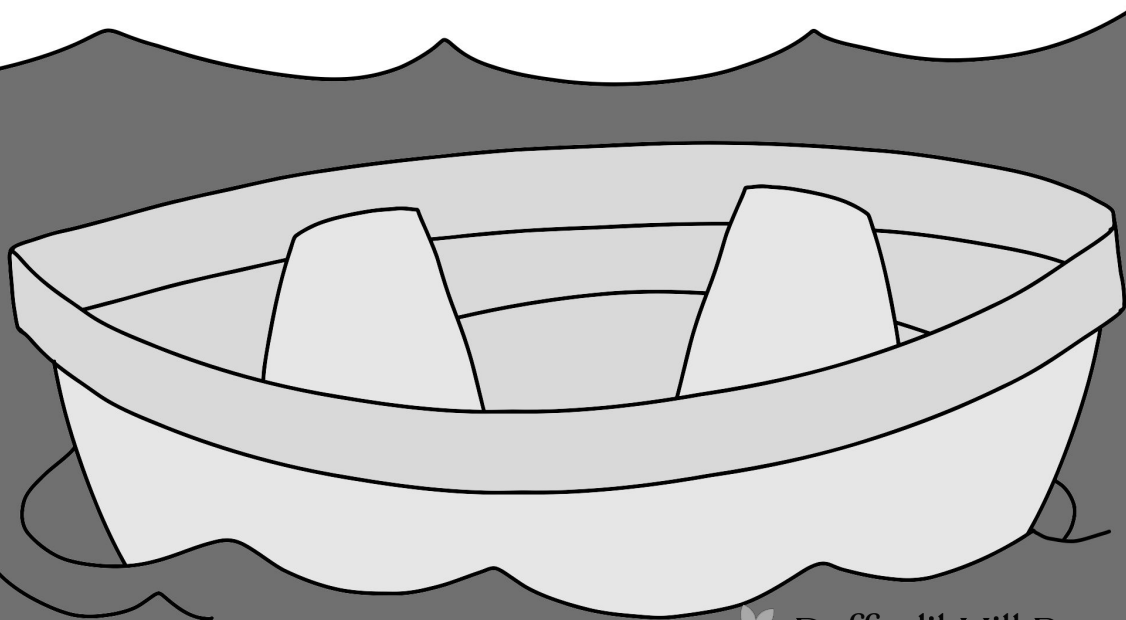
Daffodil Hill Press

**Assessment Text:** Ray and Drew on the Boat

**Skill:** Long Vowel Patterns



# Ray and Drew on the Boat





It is a bright day, so Ray and Drew take the row boat out on the pond. Ray leans to the side, and the boat rocks in the blue waves.



Drew grabs Ray's sleeve.

“Wait, Ray!” Drew cries.

“The boat will tip! We will fall in,  
and I don't have my swim suit on!”

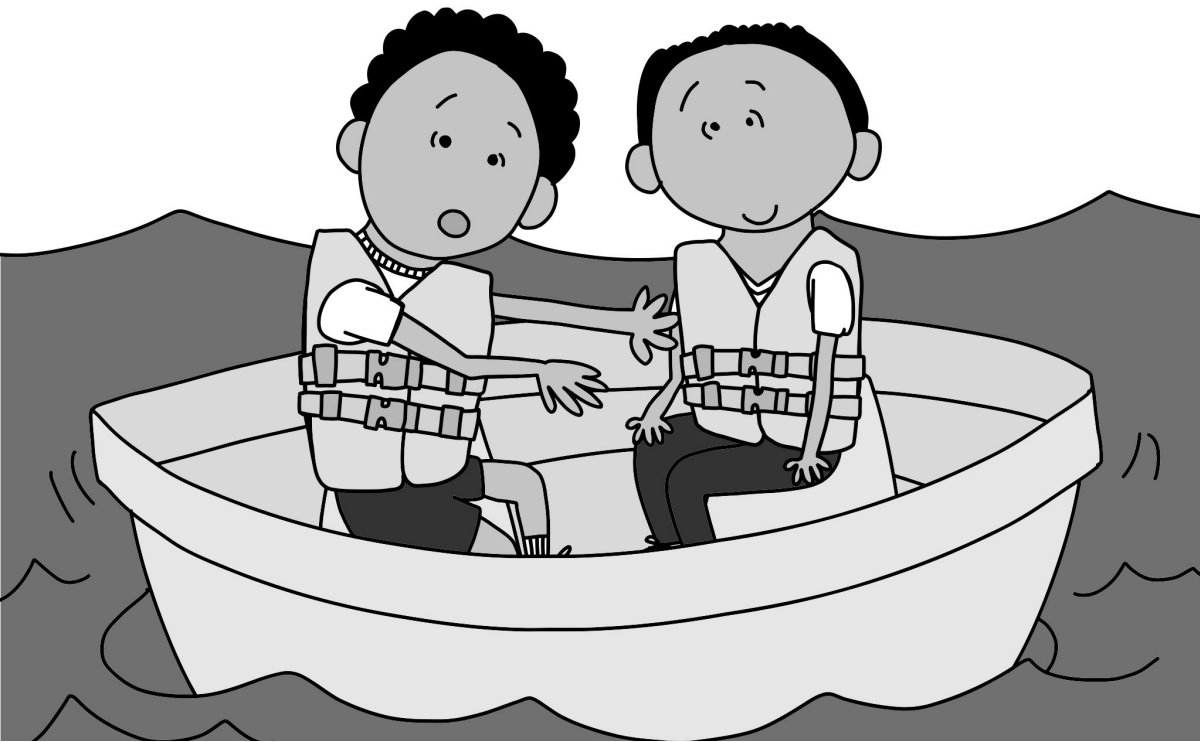


“All right. Say ‘please,’ and I will stop!”

Ray teases.

“Please, please stop!” Drew wails.

He looks like he might cry.



When Ray sees Drew's face, he stops.  
"That was not cool of me," says Ray.  
"I did not mean to make you feel bad."  
"It's okay," says Drew. "But let's  
make it a smooth ride the rest of the way!"

**Listening to Readers: Ray and Drew On the Boat (Vowel Teams)**

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

Date: \_\_\_\_\_

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

Note: To align with our scope and sequence and with a variety of phonics programs, this assessment includes CVCe words but *does not* include words with r-controlled vowels.

**Introduce the text.**

"Today, you'll read a book. This book is called *Ray and Drew On the Boat*. Ray takes his little brother Drew out on the pond in a boat. Sometimes Ray teases his brother on the boat. Read to find out what happens on the boat!"

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

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/, was."

| Text for Notetaking |                                                                                                                                                                                                                  |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                   | <p>It <u>is</u> a bright day, <u>so</u> Ray and Drew take <u>the</u> row boat <u>out</u> on <u>the</u> pond.</p> <p>Ray leans <u>to</u> <u>the</u> side, and <u>the</u> boat rocks in <u>the</u> blue waves.</p> |
| 2                   | <p>Drew grabs Ray's sleeve.</p> <p>"Wait, Ray!" Drew cries. "<u>The</u> boat will tip! We will fall in,</p>                                                                                                      |

## Listening to Readers: Ray and Drew On the Boat (Vowel Teams)

|                                                                    |                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                    | <p>and I <u>don't</u> <u>have</u> my swim suit on!"</p>                                                                                                                                                                                                               |
| 3                                                                  | <p>"All right. Say 'please,' and I will stop!" Ray teases.</p> <p>"Please, please stop!" Drew wails.</p> <p>He <u>looks</u> like he might cry.</p>                                                                                                                    |
| 4                                                                  | <p>When Ray sees Drew's face, he stops.</p> <p>"That <u>was</u> not cool of me," <u>says</u> Ray. "I did not mean <u>to</u> make <u>you</u> feel bad."</p> <p>"It's okay," says Drew. "But let's make it a smooth ride <u>the</u> rest <u>of</u> <u>the</u> way!"</p> |
| <p><b>Total word count:</b> 115<br/>97 decodable words, 18 HFW</p> |                                                                                                                                                                                                                                                                       |

**Listening to Readers: Ray and Drew On the Boat (Vowel Teams)****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 Drew felt when Ray rocked the boat?

**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:**