



# **Reading**

## **Components of Reading Investigation (CoRI)**

## Components of Reading Investigation (CoRI)

The CoRI is designed to help you gain more insight into specific areas of difficulty experienced by those students measured as below the Year 3 national reading benchmark.

The CoRI provides activities that assist you to judge a student's grasp of four of the five key components of reading:

### **1 Phonemic awareness**

The ability to hear sounds in spoken language.

### **2 Phonics**

Understanding the relationship between letters and sounds in reading and writing.

### **3 Fluency**

The ability to read accurately at an appropriate pace with good intonation.

### **4 Vocabulary**

Recognition of high frequency words, as well as knowledge about words, their meanings and pronunciation.

Note that the fifth component of reading, **Text Comprehension** (the ability to understand what is being read, and the development of higher-order thinking skills) is assessed through the pre- and post-tuition assessments.

### Administering the CoRI

The CoRI is administered one-to-one, and does not require the student to do any writing.

For each component of reading, there are

A Administration guidelines

B Student worksheets

C Tutor record sheets

The CoRI assessment will take about 30 to 45 minutes in total. The CoRI can be administered over one or two sessions or each component can be administered separately. The investigation provides a quick insight into specific areas where your students may need additional support, rather than an exhaustive study of students' fundamental reading strategies.

You will obtain the most useful diagnostic information about students when students can successfully complete at least some parts of each activity. It is not helpful to persist when the activity has clearly become too difficult. If you believe a student is not able to attempt an activity and achieve some success, it is better to modify the activity. For example, if the Fluency passage is far too hard for a student to attempt to read independently, then read it aloud yourself and discuss it together.

**The pre-tuition assessment must be administered BEFORE the CoRI.** The CoRI is then administered to those students who were measured as below the Year 3 national benchmark for reading. You may also find it useful for students in other years.

NOTE

In the administration guidelines for each of the activities:

**What you say is printed in bold.**

What you need to do, or other instructions or comments, are printed in normal Roman letters, like this sentence.

When you need to say a sound, rather than a letter name, the sound is enclosed between slashes, as in the statement: **The first sound in the word *car* is /k/.**

CoRI reports

CoRI reports can be automatically generated through the Assessment Tools software. You will need to enter the scores for each activity into the software. A report will then be generated highlighting areas where tuition is required. The final scores must be entered into the National Tuition Management System available through the *An Even Start* website at [www.anevenstart.dest.gov.au/ntms.htm](http://www.anevenstart.dest.gov.au/ntms.htm).



# **Reading**

## **Components of**

### **Reading**

#### **Investigation**

##### **(CoRI)**

## **Phonemic**

### **Awareness**

## Phonemic Awareness

**Phonemic awareness** refers to the student's ability to hear sounds in spoken language. There are four activities to assess phonemic awareness:

- 1 **Match rhyming words**
- 2 **Generate rhyming words**
- 3 **Identify phonemes in words**
- 4 **Manipulate sounds in words**

For these activities, all instructions **MUST** be spoken aloud to the student. Do not allow any written materials to be visible to the student.

### Time

5 to 10 minutes.

### Equipment

Print-out of *Pictures* worksheet (attached)

*Tutor record sheets* (attached - one set of 4 pages per student)

### Preparation

Print-out the worksheet and *Tutor record sheets* (attached).

Familiarise yourself with the *Tutor record sheets* (attached).

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## **1 Match rhyming words**

**First we are going to think about words that rhyme. The words *hop* and *top* rhyme. They both have the sound /op/ at the end. The words *meal* and *real* rhyme. They both have the sound /eal/ at the end.**

**Look at this picture sheet. We will do the first row as an example.**

Show the student the *Pictures* sheet. Point to the picture of the fish.

**This picture shows a *fish*. Say the word *fish*.**

Ask the student to repeat the word *fish* to make sure they have heard correctly.

**Now listen to the words for the other things in this row.**

Point to the pictures as you say the words *bed*, *dish*, *gate*.

**Which of these words rhymes with *fish*?**

Give the student an opportunity to answer. If the student is having difficulty, tell them the correct answer.

**The word *dish* rhymes with *fish*. Both words have the sound /ish/ at the end.**

Repeat the words if necessary.

**Now we will go through the other sets of words.**

If it helps the student to focus on the task, isolate each row of pictures. Cover the other pictures with a blank sheet of paper so the student sees one row at a time.

Work through the five tasks below. For each task, follow this process:

- Point to the picture as you say the first word.
- Ask the student to repeat the word.
- Say the other words.
- Ask the student to say which word rhymes with the first word.
- Repeat the words if necessary.
- Record the student's responses on the *Tutor record sheet*.

**1a rat: mat, dog, web**

**1b hen: cup, pen, bag**

**1c stick: train, frog, brick**

**1d sock: sun, house, clock**

**1e hand: pin, sand, book**

Go straight on to the next Phonemic Awareness activity.

## **2      Generate rhyming words**

**Now you are going to tell me a word that rhymes with some other words. Your word can be a real word or a made-up word.**

**We will do an example first. Listen to these words: *hot, not*.**

Ask the student to repeat the words to make sure they have heard correctly.

**Now, tell me another word that rhymes with the words *hot* and *not*.**

Give the student an opportunity to answer. If the student is having difficulty, tell them a possible correct answer.

**Some words that rhyme with *hot* and *not* are *lot, plot, mot*.**

Remind students that they can say real words or made-up words (like *mot*).

**Now we will do this with some other words.**

Work through the three tasks below. For each set of words, follow this process:

- Say the two words.
- Ask the student to repeat the words.
- Ask the student to tell you a word that rhymes with these two words.
- Repeat the words if necessary.
- Record the student's responses on the Tutor record sheet.

**2a    fly, sky, \_\_\_\_\_**

**2b    seal, reel, \_\_\_\_\_**

**2c    tent, bent, \_\_\_\_\_**

Go straight on to the next Phonemic Awareness task.

### **3 Identify phonemes in words**

**Now I will say a word, and I want you to tell me all the sounds in the word, in the order that you hear them.**

**We will do an example first. Listen to the word *bus*.**

Ask the student to repeat the word to make sure they have heard correctly.

**The sounds in the word *bus* are /b/ /u/ /s/. Say the sounds, /b/ /u/ /s/.**

Give the student time to repeat the sounds in sequence.

**Now I will ask you about some other words.**

Work through the five tasks below. For each task, follow this process:

- Say the word.
- Ask the student to repeat the word.
- Ask the student to tell you all the sounds in the word, in the order that they hear them.
- Repeat the word if necessary.
- Record the student's responses on the *Tutor record sheet*.

**3a fish**

**3b tent**

**3c trip**

**3d sweet**

**3e stump**

Go straight on to the next Phonemic Awareness task.



#### **4 Manipulate sounds in words**

**Now I am going to say a word and ask you to take part of it away.**

**We will do an example first. Listen to this word: *bin*. What word is left when I take the sound /b/ away from the start of the word *bin*? (Use sounds, not letter names.)**

Give student the opportunity to answer. If the student is having difficulty, tell them the correct answer: *in*

**Say the words after me: *bin, in*.**

Ask the student to repeat the words to make sure they have heard correctly.

**Now we will do some other words.**

Work through the three tasks below, where the student is asked to take out the first sound in the word. For each of the three tasks, follow this process:

- Say the word.
- Ask the student to repeat the word after you.
- Ask the student to say the word that is left when you take away the first sound from the word.
- Repeat the word if necessary.
- Record the student's responses on the *Tutor record sheet*.

**4a Take away the /c/ sound from *cup*.**

**4b Take away the /h/ sound from *hand*.**

**4c Take away the /t/ sound from *train*.**

**Now I am going to take away a sound from another part of the word.**

**Here's an example. What word is left if you take the /t/ sound from the end of the word *goat*? (Use sounds, not letter names.)**

Give student the opportunity to answer. If the student is having difficulty, tell them the correct answer: *go*.

**Now we will do some other words.**

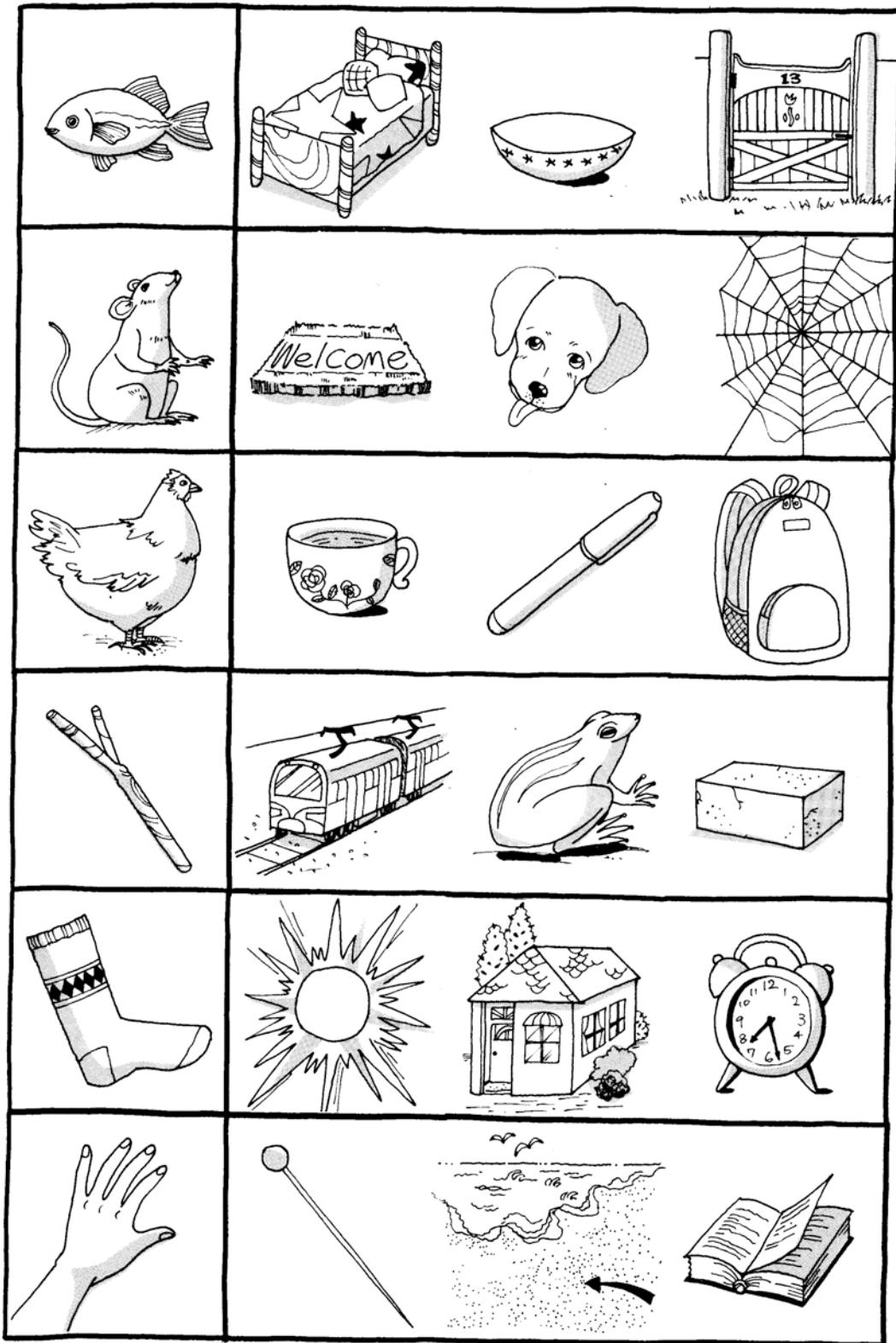
Work through the three tasks below, where the student is asked to take out the final sound, or a sound in the middle of a word. For each task, follow this process:

- Say the word.
- Ask the student to repeat the word after you.
- Ask the student to say what word is left when you take away the [ /.../ ] sound from the [end / middle] of the word.
- Repeat the word if necessary.
- Record the student's responses on the *Tutor record sheet*.

- 4d** Take away the /th/ sound from tooth.
- 4e** Take away the /m/ sound from farm.
- 4f** Now take away a middle sound. Take away the /w/ sound from swing.

This is the end of the Phonemic awareness assessment.

Phonemic Awareness Activity 1– Picture sheet



Phonemic awareness:

**Activity 1 – Match rhyming words**

1. Tick one box in each row to record student responses as you work through the activity.

Word sets	Student responses			Skill assessed
	correct	incorrect	no response	
<b>rat</b> <b>mat, dog, web</b>	mat	dog web		Identify a rhyme in a 3-letter word.
<b>hen</b> <b>cup, pen, bag</b>	pen	cup bag		Identify a rhyme in a 3-letter word.
<b>stick</b> <b>train, frog, brick</b>	brick	train frog		Identify a rhyme in a word beginning with an initial blend (different initial blend in <i>st</i> and <i>br</i> ).
<b>sock</b> <b>sun, house, clock</b>	clock	sun house		Identify a rhyme with strong competing information (similar initial letter in <i>sock</i> and <i>sun</i> ).
<b>hand</b> <b>pin, sand, book</b>	sand	bin book		Identify a rhyme with strong competing information (words not rhyming but which contain /n/ as third sound in <i>pin</i> and <i>hand</i> ).
<b>Total Correct</b>				

2. Enter the total number of correct responses (maximum score is 5) for *Matching rhyming words* into the software.

3. Review the student’s capacity to recognise rhyme.

4. It is recommended that you follow up with tuition activities in this area if the student gets more than one word set incorrect.

Phonemic Awareness:

**Activity 2 – Generate rhyming words**

1. Tick one box in each row to record student responses as you work through the activity.

Word sets	Student responses			Skill assessed
	Correct	Incorrect	No response	
fly, sky, _____				Generate a rhyme for words that end with /i/ (long open vowel).
seal, reel, _____				Generate a rhyme for words that end with /eel/ (long vowel plus single consonant).
tent, bent, _____				Generate a rhyme for words that end with /ent/ (short vowel plus consonant blend).
<b>Total Correct</b>				

2. Enter the total number of correct responses (maximum score is 3) for *Generate rhyming words* into the software.

3. Review the responses in relation to the skills assessed (column 5) to identify areas of strength and weakness.

4. It is recommended that you follow up with tuition activities in this area if the student does not complete all three words correctly.

Phonemic Awareness:

**Activity 3 – Identify phonemes in words**

1. Write the student’s responses in the second column as you work through the activity. Show the separate sounds that the student produces with slashes (e.g. /b/u/s/).

<b>Word</b>	<b>Student’s response</b>	<b>Correct</b> Says all individual phonemes	<b>Partially Correct</b> Combines some phonemes	<b>Partially Correct</b> Gives correct and incorrect phonemes	<b>Incorrect:</b> Does not make a match between word and phonemes	<b>No response</b>
<i>Example</i> <b>bus</b>		/b/u/s/	/b/us/ or /bu/s/	e.g. /b/u/t/ /b/as/	e.g. /p/a/	
<b>fish</b>						
<b>tent</b>						
<b>trip</b>						
<b>sweet</b>						
<b>stump</b>						
<b>Total correct</b>						

2. Enter the total number of correct responses (maximum score is 5) for *Identify phonemes in words* into the software.

3. After the session, review the student’s responses: work across each row to find the best description of the student’s response. Tick one box in each row.

4. It is recommended that you follow up with tuition activities in this area if student does not complete all five words correctly.

Note that students who struggle to identify the sounds in words need to first practise blending sounds into words.

Phonemic Awareness:

**Activity 4 – Manipulate sounds in words**

1. Tick one box in each row to record student responses as you work through the activity.

Change the word ...	Student responses			Skill assessed
	Correct answer	Incorrect answer	No response	
<b>Take /c/ from cup</b>	up			Delete initial phoneme to create a new word.
<b>Take /h/ from hand</b>	and			Delete initial phoneme to create a new word. (Word contains a blend: nd.)
<b>Take /t/ from train</b>	rain			Delete initial phoneme to create a new word. (Separate an initial blend: tr – r.)
<b>Take /th/ from tooth</b>	too			Delete final phoneme to create a new word.
<b>Take /m/ from farm</b>	far			Delete final phoneme to create a new word. (Separate final consonant from vowel-consonant digraph /ar/.)
<b>Take /w/ from swing</b>	sing			Delete internal phoneme to create a new word. (Separate the second letter in a blend sw – w.)
<b>Total Correct</b>				

2. Enter the total number of correct responses (maximum score is 6) for *Manipulate sounds in words* on-line.

3. Review the responses in relation to the skills assessed, to identify areas of strength and weakness.

4. It is recommended that you follow up with tuition activities in this area if student gets more than two words incorrect.



# **Reading**

## **Components of Reading Investigation (CoRI)**

### **Phonics**



## Phonics

**Phonics** refers to the student's ability to relate sounds to written symbols (for reading and writing). There are two activities to assess phonics:

**1 Identify letter names and sounds**

**2 Decode new words**

For these activities, the student will read from two worksheets.

### Time

5 to 10 minutes.

### Equipment

Print-outs of *Letters of the alphabet* and *New words* worksheets (attached).

*Tutor record sheets* (one set of 2 pages per student - attached).

### Preparation

Print out the worksheets and *Tutor record sheets* (attached).

Familiarise yourself with the *Tutor record sheets* (attached).

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## **1 Identify letter names and sounds**

**Look at these letters.**

Show the *Letters of the alphabet* worksheet to the student.

**I want you to tell me the name and sound of each letter. We will practise with the first letter.**

Point to the first letter.

**This is the letter *a*. That is its name. It can make the sound /a/.**

Point to the next letter in the row.

**Now I'd like you to tell me the name and the sound of each letter.**

Point to the letters across the first row from left to right. Some letters make several sounds. Accept any sound the student gives that the letter can make. The purpose of this activity is to find out if the student is able to provide a sound for each letter.

If it helps the student to focus on the task isolate each row of letters. Cover the letters with a blank piece of paper and show one row at a time.

If the student is confused by your asking for names and sounds together, then ask for the sound of each letter first. Move through the table row by row.

If the student is struggling (for example, takes more than 3 seconds to attempt a response), move to the next letter, or ask:

**Can you say the name or sound of any other letters in this row?**

Work through the sheet row by row.

Record the student's responses on the *Tutor record sheet*.  
Go straight on to the next phonics task.

## **2 Decode new words**

**Look at this list of words. These are the names of some places in an imaginary country.**

Point to the first word.

The sounds in this word are /h/ /usp/. If I say the sounds together it makes /husp/. **This word is *Husp*.**

Point to Figon.

**Now look at this word.**

**You say the sounds in this word.**

Allow student to say the sounds.

**Now say the sounds together.**

**I want you to read the other words to me as I point to them. Say the sounds first and then say the sounds together to make the word.**

Point to the third word (Shappet).

Repeat this process for each word.

If it helps the student to focus on the task isolate each word. Cover the words with a blank piece of paper and show one word at a time.

Encourage the student to keep going if they are successfully sounding out the words, even if they cannot blend the sounds together.

Note that there are many ways of sounding out a word, from giving the sounds of individual letters to various different blends. Any sequence of sounds that represents all the letters in the word should be scored as correct. Some letters or combinations of letters may have several sounds in English. Any plausible sound for each letter or combination of letters is also acceptable.

If the student is struggling (for example, cannot sound out two or three words in a row), allow them to stop. Record the student's responses on the *Tutor record sheet*.

This is the end of the phonics assessment.

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Phonics Activity 1 – Letters of the alphabet

a m t s i f

d r o g l h

u c b n k v

e w j p y x

q z

\*\*\*\*\*

Phonics Activity 2 – New words

Husp

Figon

Shappet

Moplig

Vaneriss

Pindobeck

Yelpattin

Conthegat

Windrumesty

Samborextrabin

Phonics:

**Activity 1 – Identify letter names and sounds**

1. Record correct student responses as you work through the activity. For each letter of the alphabet, note whether the student could name the letter, and give a correct sound.

a	m	t	s	i	f
name ✓ or ✗ sound ✓ or ✗	name sound	name sound	name sound	name sound	name sound
d	r	o	g	l	h
name sound	name sound	name sound	name sound	name sound	name sound
u	c	b	n	k	v
name sound	name sound	name sound	name sound	name sound	name sound
e	w	j	p	y	x
name sound	name sound	name sound	name sound	name sound	name sound
q	z				
name sound	name sound				
<b>Total Correct</b>					
<b>Count a letter as correct when the name AND sound is given</b>					

2. Enter the total number of correct responses (maximum score is 26) for *Identify letter names and sounds* into the software.

3. Review the responses in relation to the skills assessed:

- naming the letters of the alphabet
- saying a sound associated with the letters.

4. It is recommended that you follow up with tuition activities in this area if student has given ANY incorrect responses.

Phonics:

**Activity 2 – Decode new words**

1. Write the student’s responses in the unshaded column. Show any separation of sounds with slashes (e.g. /H/usp/).

<b>Word</b>	<b>Student’s response</b> Tick if correct. Write response if incorrect	<b>Correct</b> Blends correct sounds together	<b>Partially correct</b> Produces correct sounds	<b>Incorrect</b> Gives other responses	<b>No response</b>	<b>Decoding skill assessed</b>
<i>Example</i> <b>Husp</b>		/Husp/	e.g. /H/usp/ /Hu/s/p/	e.g. /Hus/		
Figon						2-syllable word
Shappet						2-syllable word
Moplig						2-syllable word
Vaneriss						3-syllable word
Pindobeck						3-syllable word
Yelpattin						3-syllable word
Conthegat						3-syllable word
Windrumesty						4-syllable word
Samborextrabin						5-syllable word
<b>Total Correct</b>						

2. Enter the total number of correct responses (maximum score is 9) for *Decode new words* on-line.

3. After the session, work across each row to find the best description of any incorrect responses. Tick one box in each row to describe the student’s incorrect response.

4. Review student’s ability to decode new words.

5. It is recommended that you follow up with tuition activities in this area if student is unable to produce the correct sounds (partially correct) for two or more words. Students struggling to blend 3-syllable words require tuition activities in this area.



# **Reading**

## **Components of Reading Investigation (CoRI)**

### **Fluency**



## Fluency

**Fluency** refers to the student's ability to read accurately at an appropriate pace with good intonation. There is one activity to assess fluency:

### Reading aloud

For this activity the student will read from a print-out of *Moving House*.

#### Time

About 10 minutes.

#### Equipment

Stop watch

Print-out of *Moving House* (attached)

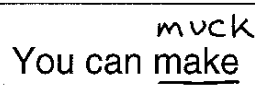

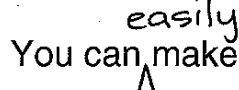
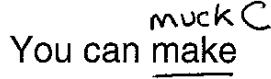
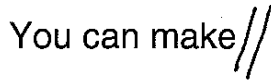
*Tutor record sheets* (one per student - attached)

#### Preparation

Print out *Moving House*.

Familiarise yourself with the method of recording any reading errors as the student reads, as shown below. Please note that you can use your own method of recording if preferred.

How to record errors as the student reads:

Type of error	How to notate	Example
Misread word(s)	Underline and write replacement word(s) above	
Words omitted	Circle omissions	
Words inserted	Mark point of insertion and write added words above	
Self-correction of error	Write C next to error	
Reading discontinued	Draw a double line where reading ended	

#### Support

The student should be encouraged to read the passage independently up to the point where they have made five errors and are clearly struggling. Do not count self-corrections as errors. After this, use your judgment to provide whatever support is necessary to allow the student to experience success in reading the rest of the passage

fluently. For example, give words when the student hesitates or ask the student to shadow you as you read the rest of the passage aloud.

**This story is called *Moving house*.**

Have a brief discussion about the passage. For example:

**What do you think is happening in the picture? What is the dog doing? What does “moving house” usually mean?**

**I want to see how well you can read *Moving house* aloud to me. But first, I will give you a bit of time to read it to yourself before you read it aloud.**

Allow the student a minute to look at the text. If they are clearly not using the time productively, move straight on to reading aloud.

**Now I want you to read to me as well as you can.**

Set the timer and encourage the student to read the passage independently. If the student hesitates at any time during the reading, ask them to try to read the word, or to go on to the next word.

While the student is reading independently, keep track of their reading by using the recording system, which is reproduced on the *Tutor record sheet*. Record the time the student takes to read the passage independently.

If the student has made five uncorrected errors and is clearly struggling, then stop the timer, rule off the last phrase attempted and help the student to read the rest of the passage.


After reading the text, complete the activity with a short discussion.

When the student has finished reading, use your record of errors and time taken to complete the tables on the second page of the *Tutor record sheet*. This will help you to decide if the student needs further fluency instruction and what kind of instruction is most appropriate.

It is useful to analyse the kinds of errors that the student has made. Consider whether the errors are mainly in the area of *semantics* (reading for meaning), *syntax* (grammar and structure), or *graphophonics* (letters and sounds). This will help you to select appropriate activities for further fluency work, if necessary.

This is the end of the Fluency assessment.

Fluency



## Moving house

Joe woke up.  
His bed was shaking. His dog, Buster, was barking.  
"What's going on?" Joe asked Buster.  
Buster kept barking.  
Joe tried to get out of bed. The floor was shaking.  
The windows were rattling.  
Joe had to hold onto his bed.  
Buster barked louder.  
The windows rattled louder.  
"Mum!" yelled Joe.  
Mum came to Joe's door.  
"What's going on?" asked Joe.  
"I told you," she said, "we're moving house today."

An Even Start - National Tutoring Program

1A Moving house |

Fluency:

**Activity 1 – Reading aloud**

1. Mark reading errors on the passage as the student reads aloud independently.
2. If the student has read the whole passage independently, then record the time taken in seconds.
3. Total the number of errors (do not count self-corrections as errors) in the right-hand column.

PASSAGE	RECORDING ERRORS AND SELF CORRECTIONS
<p>Moving House</p> <p>Joe woke up.</p> <p>His bed was shaking. His dog, Buster, was barking.</p> <p>“What’s going on?” Joe asked Buster.</p>	<p><b>Mis-read word(s)</b> Underline and write the replacement word(s) above.</p> <p style="text-align: center;">wake Joe <u>woke</u> up.</p>
<p>Buster kept barking.</p> <p>Joe tried to get out of bed. The floor was shaking.</p>	<p><b>Words omitted</b> Circle omissions</p> <p>Joe woke <u>up</u>.</p>
<p>The windows were rattling.</p> <p>Joe had to hold onto his bed.</p> <p>Buster barker louder.</p>	<p><b>Words inserted.</b> Mark point of insertion and write added words.</p> <p style="text-align: center;">tried to Joe woke up. ^</p>
<p>The windows rattled louder.</p> <p>“Mum!” yelled Joe.</p> <p>Mum came to Joe’s door.</p>	<p><b>Self corrections</b> Write C next to the error.</p> <p style="text-align: center;">wake C Joe <u>woke</u> up.</p>
<p>“What’s going on?” asked Joe.</p> <p>“I told you,” she said, “we’re moving house today.”</p>	<p><b>Total number of errors</b></p> <p>_____</p> <p><i>Count misread, omitted and inserted words. Do not count self-corrections as errors.</i></p>
	<p><b>Time taken</b></p> <p>_____ seconds</p>

Passage has 74 words

4. Review the student responses in relation to the reading strategies and aspects of fluency highlighted in the summary table. This will assist you to focus your teaching for this student. Do not enter this information into the software.

Student ...	SELDOM or not at all	SOME of the time	MOST of the time
SELF-CORRECTS to improve meaning			
Accurately SOUNDS out letters and blends in unknown words			
Uses PUNCTUATION to pause, stop and read on appropriately			
Uses appropriate INTONATION to convey the meaning of the text			

5. Review the information you collected about the number of errors and the time the student took to read *Moving house* and use this to identify the student's reading aloud score in the table below.

**Reading Aloud Score** *Tick one box*

Fluency instruction not required at this level	Fluency instruction appropriate at this level	Fluency instruction required at a lower level*
<ul style="list-style-type: none"> <li>• no prompting</li> <li>• up to 2 errors</li> <li>• up to 80 seconds to read all passage independently</li> </ul>	<ul style="list-style-type: none"> <li>• no prompting</li> <li>• 3 to 4 errors</li> <li>• up to 90 seconds to read all passage independently</li> </ul>	<ul style="list-style-type: none"> <li>• prompting required AND/OR</li> <li>• 5 or more errors</li> </ul>
<b>Score 2 for this box</b>	<b>Score 1 for this box</b>	<b>Score 0 for this box</b>

\*Fluency is a measure of accuracy and speed. A student making more than 5 errors in this passage needs to improve their accuracy by reading easier passages before focussing on speed.

6. Look at the box you ticked. Enter the score for this box (maximum score is 2) for *Reading aloud* words into the software.

7. The box you ticked will help you to identify the fluency instruction requirements for this student.

*Reading accuracy and passage difficulty*

If, in reading the whole passage without prompting, the student makes three or four errors, then the passage is at an appropriate level of instructional difficulty (about 5 errors per 100 words). This means the student requires some support to read the passage, but the challenges are not overwhelming. It is recommended that passages of similar difficulty be used for further fluency practice to improve accuracy. If the student requires prompting and/or makes five or more errors, it is recommended that easier passages be used for further fluency instruction.

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*Reading speed*

An appropriate speed for the student to read this passage, without prompting and few errors (see above), is approximately 74 seconds (1 minute and 14 seconds). An early reader has a reading speed of about 60 words per minute (one word per second). A student with an appropriate reading speed may still require support to improve accuracy, intonation and use of punctuation. It is recommended that students reading at considerably less than 60 words per minute be given further fluency practice to increase their speed based on passages that they can read with few errors and no prompting.



# **Reading**

## **Components of Reading Investigation (CoRI)**

### **Vocabulary**

## Vocabulary

**Vocabulary** refers to the student's recognition of high-frequency words and to the students' knowledge of words and their meanings and pronunciation. There are three activities to assess vocabulary:

- 1 **Read sight words**
- 2 **Match vocabulary to a picture (receptive vocabulary)**
- 3 **Generate words (expressive vocabulary)**

### Time

10 to 15 minutes.

### Equipment

Print-out of *Sight words* worksheet, initially folded in half vertically, with only the left-hand column visible (attached).

Print-out of *River scene* worksheet, initially folded in half horizontally, with only the top half visible.

*Tutor record sheets* (one set of 3 pages per student - attached)

Computer loaded with 'Vocabulary\_worksheet.doc' ready to show

OR COLOUR print-outs of the two photographs, *Leaping* and *River scene* (attached)

### Preparation

Print out the worksheets and *Tutor record sheets* (attached).

Familiarise yourself with the *Tutor record sheets*.

Print out the two photos OR have computer files ready to open.

### 1 Read sight words

**Now we are going to read a list of words.**

Show student the left-hand column of words on the *Sight words* worksheet.

**I want you to read as many of these words as you can.**

Encourage student to read down the column, as far as they can.

If it helps the student to focus on the task isolate each word. Cover the words with a blank piece of paper and show one word at a time.

If they cannot read two or three words in a row, offer them the opportunity to find other words that they know:

**Are there any other words you can read in this list?**

Mark correct words on the *Tutor record sheet*, and also mistaken attempts. Then turn the student's sheet over to the second column (right-hand side of *Sight words* worksheet).

**How many words can you read in this column? Read as many words as you can.**

Encourage student, and then record on the *Tutor record sheet*.

Go straight on to the next Vocabulary activity.



## **2 Match vocabulary to a picture (receptive vocabulary)**

This is a very short assessment of students' ability to recognise the meaning of words when they hear them. The activity includes both high and not-so-high frequency words.

Have ready the colour print-out or screen version (on computer) of the photograph, *River scene* (Activity 2 from Vocabulary worksheets).

**Now we are going to have a look at a photo. I will ask you to point to some things in the photo.**

Show student a colour print-out or on-screen version of the photograph, *River scene*.

Ask student to point to each of the following in turn.

**Can you point to ...?**

- 2a**    **the sky**
- 2b**    **a boat**
- 2c**    **a person**
- 2d**    **a branch**
- 2e**    **the river bank**

Mark correct answers on the *Tutor record sheet*. Tally the student's score for these five words now or later.

If the student correctly identified the previous five words, then you might like to ask them the following three words to get an indication of the breadth of their vocabulary.

- 2f**    **some ripples**
- 2g**    **a reflection**
- 2h**    **some vegetation**

Go straight on to the next Vocabulary activity.

### **3 Generate words (expressive vocabulary)**

Have ready the colour print-out or screen version (on computer) of the photograph, *Leaping* (Activity 3 from Vocabulary worksheets), and the print-out of the *Leaping* answer sheet, with rows 6 to 10 initially folded under.

**Now look at this photo.**

Show student a colour print-out or on-screen version of the photograph, *Leaping*.

**I will ask you two questions about the photo, and I want you to tell me different words that could answer the questions.**

**My first question is: *What are the people doing?* One answer has been written on the answer sheet for you: *leaping*. What other words can you tell me that are about what the people are doing?**

Encourage student to give a variety of words, and ensure that they understand that they do not have to be able to write the words — you will write them down on the sheet.

Accept a range of words (or short phrases), such as *jumping, mucking around, playing, diving, splashing, bombing, stretching*. Write the student's words and phrases on the worksheet.

Then read the list back to the student, to acknowledge their work.

Show the second part of the sheet.

**My second question is this: *How do you think the people are feeling?* One word has been written for you — *fantastic*.**

Accept a range of words, such as *happy, joyful, delighted, crazy, really wicked, scared, brave, hot, ace, over the top*.

Then read this list back to the student, to acknowledge their work.

After the session, transfer the student's words to the *Tutor record sheet*.

This is the end of the Vocabulary assessment.

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Vocabulary Activity 1 – Sight words

at	one
she	have
came	school
go	down
from	after
was	over
me	play
good	up
is	here
went	take
said	some
look	night
make	them
home	could
now	under

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Vocabulary Activity 2 – *River scene*



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Vocabulary Activity 3 – *Leaping*



Student \_\_\_\_\_ Tutor \_\_\_\_\_ Date \_\_ / \_\_ / \_\_

Vocabulary:

**Activity 1 – Read sight words**

1. Mark student responses as you work through the activity.

Word	Correct	Incorrect	No attempt	Word	Correct	Incorrect	No attempt
at				one			
she				have			
came				school			
go				down			
from				after			
was				over			
me				play			
good				up			
is				here			
went				take			
said				some			
look				night			
make				them			
home				could			
now				under			
<b>Total correct (out of 30)</b>							

2. Enter the total number of correct responses (maximum score is 30) for *Read sight words* into the software.

3. Review the student's responses in this short assessment of ability to read and recognise high-frequency words.

4. It is recommended that you follow up with tuition activities in this area if the student gets more than two words incorrect

Student \_\_\_\_\_ Tutor \_\_\_\_\_ Date \_\_ / \_\_ / \_\_

Vocabulary:

**Activity 2 – Match vocabulary to a picture**

1. Tick one box in each row to show student responses as you work through the activity.

<b>Word</b>	<b>Correct</b>	<b>Incorrect</b>	<b>No response</b>
sky			
boat			
person			
branch			
river bank			
<b>Total Correct</b>			

*Optional less common words*

<b>Word</b>	<b>Correct</b>	<b>Incorrect</b>	<b>No response</b>
ripples			
reflection			
vegetation			

2. Enter the total number of correct responses for the first table (maximum score is 5) for *Match words to a picture* into the software.

3. Review the student's responses in this short assessment of ability to recognise word meanings. The activity includes both high-frequency and less common words.

4. It is recommended that you follow up with tuition activities in this area if the student gets one of the first five words incorrect. If the student knows the last three words, it is likely that their oral vocabulary knowledge is good.

Vocabulary:

**Activity 3 – Generate words**

1. Record the student’s responses in the tables below.

	<i>leaping</i>
1	
2	
3	
4	
	<i>fantastic</i>
5	
6	
7	
8	
<b>Total words generated</b>	

2. Enter the total number of correct words generated (maximum score is 8) for *Generate words* into the software.

3. Review the student’s responses in this short assessment of ability to generate vocabulary. In particular, this activity is designed to encourage students to think of verbs and adjectives.

4. It is recommended that you follow up with tuition activities in this area if the student has difficulty in generating at least two appropriate words altogether. If the student is able to generate three or four words for each question, it is likely that their oral vocabulary knowledge is good.



Student \_\_\_\_\_ Tutor \_\_\_\_\_ Date \_\_ / \_\_ / \_\_