

Reading Champs Common Sense Mini-Lesson #037

IRI
(Informal Reading Inventory)



*Skill-by-skill, day at a time roadmaps
to Championship Reading Skills*

Created by

Rita M. Wirtz, M.A.

Edited by

Donald E. Werve, Jr., M.Ed.

Reading Champs
INSTRUCTIONAL HANDBOOKS

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Word Studies: Miscues Informal Reading Inventory (IRI)

INTRODUCTION

The Informal Reading Inventory helps determine both oral and silent reading skills. Usually, this consists of short passages at various difficulty levels. Use three tests, if possible; one for oral reading, one for silent reading, and a listening comprehension test. The resource guide at the bottom of this section has easy-to-use informal diagnostic titles perfect for at-home use.

Teaching skills relies on assessment: Use the diagnostic-prescriptive-evaluative cycle. Through standardized and other diagnostic tests, information regarding reading gaps is readily available. It is vital that you know your student's learning styles, interests, and needs; gather information through observation, conversations, and work products.

Of most importance, however, you need to motivate your student to want to read and to help him/her understand the importance of reading. The goal is to achieve championship reading skills and enhance the reader's self-esteem.

Your ultimate goal is to provide skills and results which will last your students for a lifetime.

**STUDENTS CAN IMPROVE SKILLS BY INDEPENDENT PRACTICE;
WORKING ON THEIR OWN, OR WITH A FRIEND.**

This mini-lesson is prepared primarily for Teachers, Reading Coaches, and Parent-teachers. It is not intended to be viewed as a part of the instructional curricula provided within the Common Sense Mini Lesson series. Unfortunately, it is extremely difficult to deal with Informal Reading Inventory practices and evaluative methodology without infringing on copyright and other intellectual property rights. The theoretical foundations of many of the IRI practices are covered lightly in *CSML-050: Understanding Learning*.

**We urge you to print this document for inclusion
into your CSML Binder and Materials
and to use the Reading Champs Smart Start Reading Inventory.
(See pages 2 and 3 of this handbook.)**

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Reading Champs SMART START READING INVENTORY GUIDE SUGGESTED MISCUE IDENTIFICATION CODES

Applicable for Reading Skill Levels 1-8+ or gaps

PAGE ONE

STUDENT ID _____

DATE _____

It can be useful, when possible, to record the student's reading. Play this back with the reading material in front of the student. Have the student record his or her own errors using the following method.

Then, depending on the most frequently occurring errors, practice intervention strategies (review or re-teach to noted errors). Be sure the student's growth in Skills mastered, Skills to master, and the easiest Markup System for miscues, which includes the following:

- | | |
|----------|----------------------------------------------------------------------|
| 1. "H" | Hesitates: Unsure of word or proper pronunciation. (See # 9) |
| 2. "PE" | Wrong word pronunciation: Write the word. |
| 3. "O" | Left out words or parts of words: Highlight or circle omissions. |
| 4. " " | Reading word-by-word: Focus on sight word instruction. |
| 5. "S" | Substitution(s): Write the substituted word above the error. |
| 6. "I" | Insertions(s): Note the inserted word(s) above the sentence. |
| 7. "~~" | Repetition(s): Wavy line shows repeated word or phrase. |
| 8. "R" | Reversal(s): Write the word "reversed." |
| 9. "P" | Pronunciation: Practice proper pronunciation, especially for vowels. |
| 10. "?" | Guessing: Underline guessed (or unknown) word(s). |

As feasible, corrections and interventions should be applied as soon as possible. Verbal miscues can be handled in real time, while the inventory is being discussed with the student. Errors requiring review or re-teaching should be done as soon as lesson sessions are available but whenever possible, these activities should be handled before moving on to further reading materials.

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NOTES

NOTES

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**Reading Champs
SMART START READING INVENTORY**

Applicable for Reading Skill Levels 1-8+ or gaps

PAGE ONE

STUDENT ID _____

DATE _____

Knows (+)		Needs (-)	
1. Concepts about print		Conventions	
2. Word Recognition		Letters Sounds Rhymes Initial Medial Final Bossy 'R' Blends Digraphs 'Special' – y, w, s Sounds Rules Digraphs Diphthongs Magic 'E' Vowel Teams Compound Words Contractions Syllables Roots Prefixes Suffixes	
_____ Letters / Alphabet			
_____ Phonemic Awareness			
_____ Consonants			
_____ Vowels			
_____ Structural Analysis			

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**Reading Champs
SMART START READING INVENTORY**

Applicable for Reading Skill Levels 1-8+ or gaps

PAGE TWO

STUDENT ID _____

DATE _____

Knows (+)	Needs (-)
3. _____ Oral Reading	Pronunciation Reversals (Note Errors) Insertions Omissions Repeats Punctuation Phrasing Expression
4. _____ Rate	Automatic Fluent
5. _____ Vocabulary	Sight Words Synonyms Antonyms Homonyms
6. _____ Spelling	Syllables Word Families Basic Rules
7. _____ Comprehension	Main Idea Details Sequence Cause and Effect Compare and Contrast Other

MAKE ANY DETAILED NOTES ON BACK OF THIS PAGE

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