Parent Report for Charles Simon

Academic year: Current (2014-2015)
Select Students by: Class
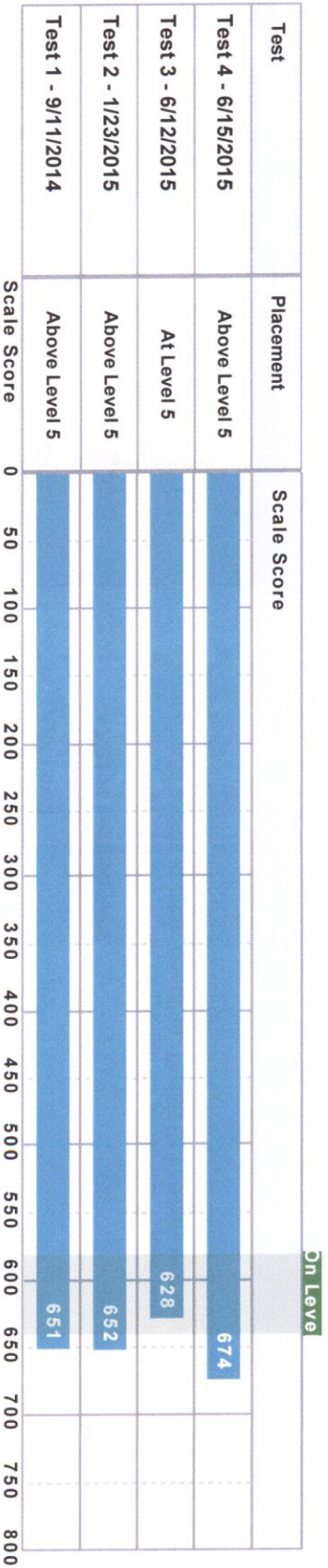
Class: ELA 5 Sec 252 Evans (Reading)
Student: Simon, Charles

Show: Spring - 05/13/2015 - 06/20/2015
Batch: All Students

What Is i-Ready?

i-Ready is an online assessment program focused on reading and math. Charles has recently taken the i-Ready assessment at school. This report gives you a snapshot of your child's performance.

Charles's Overall Reading Performance

Test	Placement	Scale Score
Test 4 - 6/15/2015	Above Level 5	674
Test 3 - 6/12/2015	At Level 5	628
Test 2 - 1/23/2015	Above Level 5	652
Test 1 - 9/11/2014	Above Level 5	651

Scale Score: 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

On Level

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What are the Reading Domains?

Phonological Awareness

Phonological Awareness is the understanding that a spoken word is made up of different parts and that each of these parts makes a sound. For example, the word *bat* includes the sounds /b/, /a/, and /t/, and the word *batter* can be broken into two syllables that make the sounds /bat/ and /ter/. Phonological Awareness is an important building block for Phonics. Readers need to be able to distinguish, or make out, the individual sounds in spoken words before they can fully master matching sounds to letters.

Phonics

Phonics instruction teaches children how to connect the sounds they hear in spoken words to the letters they see in written words. For example, a student who can connect sounds to letters knows to read "th" in *then* as a single sound /th/, rather than the sound /t/ and the sound /h/. Students have to learn many different connections between sounds and spelling patterns. In fact, there are so many connections that learning Phonics can feel like learning the rules to understand a hidden code. But this skill is mastered by taking one step at a time, learning one rule and then another, and so on. Once students can make these connections quickly and easily, they can really start to read for meaning.

High-Frequency Words

High-Frequency Words are the words that appear most often in what children read. Words such as *the*, *and*, and *it* are high-frequency words. Because these words appear so often, readers must learn to recognize them automatically. Also, these words are often spelled in ways that can be confusing. Words such as *could* and *there* do not follow the rules that connect sounds to letters in most words. Learning to recognize these words automatically helps students read more quickly and easily, which gives them a better opportunity to understand what they are reading.

Vocabulary

Vocabulary is the name for the words a student knows. The more words a student knows, the easier it is to understand what he or she reads. Good readers know the meanings of many words. Students grow their vocabularies by hearing and reading new words, talking about words, and being taught specific words.