Reading Record – Fiction

▶▶ The Game   Level 12

Fast FORWARD ▶▶

Name: _____   Date: _____   Age: _____

Text: _The Game_____   Level: _____12_____

R.W.: _____156_____   Accuracy: _____   S.C. Rate: _____

Page			E	S.C.	Errors MSV	Self-corrections MSV
16	Michael looked out of the cave,	6				
	"Run!" he shouted.	9				
	The two boys ran quickly.	14				
	"There's the control tower!"	18				
	shouted Michael.	20				
	"Let's go!" shouted Brad.	24				
17	Suddenly, a giant cyborg stepped out	30				
	from behind a tree.	34				
19	Brad rolled over the ground and ran	41				
	at the cyborg. He jumped onto its back.	49				
	The cyborg swooped and grabbed at Brad.	56				
	It tried to shake him off.	62				
	Brad pulled out a pen and jammed it	70				
	into the cyborg's control panel.	75				
	The cyborg started to shake and spin.	82				
	Then, it fell to the ground.	88				
20	"Run to the control tower!" shouted Brad.	95				
21	Brad and Michael ran to the control tower.	103				
	Brad put the disk in.	108				
	He started to shut down the game.	115				
	A red light started flashing.	120				
22	But, suddenly, another cyborg	124				
	came out from behind a rock.	130				
	"Take my hand!" shouted Brad.	135				
23	Brad pushed the flashing red light.	141				
	Suddenly, there was a loud noise.	147				
	Brad and Michael span around.	152				
	They turned upside down.	156				
Total:						

Reading Record Assessment

▶▶ **The Game   Level 12**

Fast ▶▶ **FORWARD**

Name: _____

Reading Level: _____

Accuracy level: _____ = 1: _____ = _____%

Self-correction rate: _____ = _____ = 1: _____   **Easy/Instructional/Hard**

Questions to Check for Understanding

Literal

1. What jumps out from behind a tree?
   (A cyborg jumps out from behind the tree.)

2. What happens when Brad jams a pen in the cyborg's control panel?

   (When Brad jams a pen in the cyborg's control panel, it starts to shake and spin, then it falls to the ground.)

Inferential

1. How does Michael know where the control tower is?
   (Michael knows where the control tower is because he can see it in the distance.)

2. How does Brad know where the cyborg's control panel is?
   (Brad knows where the cyborg's control because he has played the game before.)

Response

1. What would you do if you were faced by a cyborg?
   (Answers will vary.)

Analysis of reading behaviours (meaning, structural and visual information, self-monitoring, self-correcting, fluency)

_____

_____

_____

_____

_____

_____

Reading Record – Factual

▶▶ Gold   Level 12

Name: _____ **Date:** _____ **Age:** _____

Text: _Gold_____ **Level:** _____12_____

R.W.: _____140_____ **Accuracy:** _____ **S.C. Rate:** _____

Page			E	S.C.	Errors MSV	Self-corrections MSV
6	Gold has been used by people for	7				
	more than 6 000 years.	11				
	It was most likely first found on the	19				
	ground and used as a tool.	25				
8	The Egyptians were one of the first	32				
	groups of people to use gold in art.	40				
9	The Egyptians also made jewellery	45				
	from gold. They wore jewellery on	51				
	most parts of their bodies.	56				
	Some Egyptian mummies	59				
	were buried in gold cases,	64				
	filled with gold jewellery.	68				
10	About 3 000 years ago, the Chinese	74				
	started to use gold as money.	80				
	Over time, people all over the world	87				
	started to use gold as money.	93				
	About 2 500 years ago, the first	99				
	gold coins were made	103				
	in a country called Lydia.	108				
11	About 2 000 years ago, the Romans	114				
	started to make gold coins.	119				
12	Gold was used to make coins for	126				
	hundreds and hundreds of years.	131				
	In the early 1900s, gold started	137				
	costing too much.	140				
Total:						

Reading Record Assessment

▶▶ **Gold** **Level 12**

Fast▶▶ Forward

Name: _____

Reading Level: _____

Accuracy level: _____ = 1: _____ = _____%

Self-correction rate: _____ = _____ = 1: _____   Easy/Instructional/Hard

Questions to Check for Understanding

Literal

1. How long have people been using gold?
(People have been using gold for more than 6000 years.)

2. Who was one of the first groups of people to use gold in art?
(The Egyptians were one of the first groups to use gold in art.)

Inferential

1. Look at the picture of gold on page 6. Why would gold be good to use to make tools?
(Gold would be good to use to make tools because it looks hard and strong.)

2. What sort of coins might be made from gold today?
(The sort of coins that might be made from gold today are special commemorative coins.)

Response

1. Do you think gold would have made good tools? Why or why not?
(Answers will vary.)

Analysis of reading behaviours (meaning, structural and visual information, self-monitoring, self-correcting, fluency)

_____
_____
_____
_____
_____
_____

Phonics Assessment Level 12

▶▶ Teacher's Copy

Fast FORWARD

Name: _____

Age: _____   Date: _____

Phonic Combination	Consonant + Phonic Combination / Phonic Combination + Consonant	✓/✗	Blend + Phonic Combination	✓/✗	Digraph	✓/✗
-ow	cow		crowd			
-or	born		store		thorn	
-ay	way		play			
-ea	team		speak		cheat	
-ai	hail		trail			
-oi	coin		spoil			
-ou	round		cloud		shout	
-ee	need		tree		wheel	
-ong	long		wrong		thong	
-ck	rock		stock		shock	
-ing	sing		bring		thing	
-all	call		small			
-ear	year		clear		shear	
-er	her		stern			
		___/14		___/14		___/8

Combinations to focus on:

Comments:

Phonics Assessment Level 12

▶▶ *Student Copy*

Fast FORWARD

Name: _____

Age: _____   **Date:** _____

cow	crowd	
born	store	thorn
way	play	
team	speak	cheat
hail	trail	
coin	spoil	
round	cloud	shout
need	tree	sheep
long	wrong	thong
rock	stock	shock
sing	bring	thing
call	small	
year	clear	shear
her	stern	

High Frequency Words Assessment Level 12

▶▶ Teacher's Copy

Fast FORWARD

Name: _____

Age: _____   **Date:** _____

Word	✓/✗	Word	✓/✗	Word	✓/✗	Word	✓/✗
each		always		guess		suddenly	
along		soon		right		quickly	
being		only		move		through	
very		people		know		few	
more		around		better		past	
many		almost		forever		would	
same		table		sort		alone	
began		stay		also		walk	
because		need		that		gave	
join		grow		most		wants	
fall		alive		are		know	
again		made		were		knew	
saves		where					

Number of Words Correct: ____ /50

High frequency words to focus on:

Comments:

High Frequency Words
Assessment Level 12

▶▶ **Fast FORWARD**

▶▶ *Student Copy*

Name: _____

Age: _____   **Date:** _____

each	always	guess	suddenly
along	soon	right	quickly
being	only	move	through
very	people	know	few
more	around	better	past
many	almost	forever	would
same	table	sort	alone
began	stay	also	walk
because	need	that	gave
join	grow	most	wants
fall	alive	are	know
again	made	were	knew
saves	where		

Comprehension Assessment
Fiction   Level 12

▶▶ *Student Copy*

Fast FORWARD

Name: _____ **Age:** _____ **Date:** _____

The Game   ✓ or ✗

1. What does Brad hear through his headphones? (literal)

   _____
   _____   ☐

2. Why do Brad and Michael run into a cave? (literal)

   _____
   _____   ☐

3. How do the boys know where the control tower is? (literal)

   _____
   _____   ☐

4. How do you think Michael feels about being inside the game?
   (inferential)

   _____
   _____   ☐

5. Who or what do you think is firing the red laser? (inferential)

   _____
   _____   ☐

6. How do you think Michael feels at the end of the story?
   (inferential)

   _____
   _____   ☐

7. Do you think Brad is brave? Why or why not? (response)

   _____   Valid/
   _____   Invalid

8. Do you like this game? Would you like to play it? Give reasons for
   your answer. (response)

   _____   Valid/
   _____   Invalid

9. What game would you like to be inside? (response)

   _____   Valid/
   _____   Invalid

Comprehension Assessment
Factual   Level 12

▶▶ *Student Copy*

Fast FORWARD

Name: _____ **Age:** _____ **Date:** _____

Gold

✓ or ✗

1. Where is gold found? (literal)
    _____ ☐

2. Give two reasons why gold is valuable. (literal)
    _____ ☐

3. What are three uses of gold? (literal)
    _____
    _____ ☐

4. What things about gold do you think would have made people think it was nice? (inferential)
    _____
    _____ ☐

5. Why do you think the Egyptians started making jewellery from gold? (inferential)
    _____ ☐

6. Why do you think people started using gold as money? (inferential)
    _____
    _____ ☐

7. Why do you think a gold bracelet would be more valuable than a silver bracelet? (response)
    _____

    Valid/
    Invalid

8. See if you can think of another use for gold. Explain why gold would be the best metal for this use. (response)
    _____
    _____

    Valid/
    Invalid

9. Do you like gold? Give reasons for your answer. (response)
    _____

    Valid/
    Invalid

Initial Placement Assessment Summary

Fast FORWARD

Name: _____ **Age:** _____ **Date:** _____

Fluency and Accuracy		Correct words per minute	Accuracy Rate	Self-correction Rate
	Text 1		%	1:
	Text 2		%	1:

Comments on the information systems	Meaning	
	Structure	
	Visual	

Reading Record Comprehension	Literal 1. 2.	✓/✗ ✓/✗
	Inferential 1. 2.	✓/✗ ✓/✗
	Response 1.	Valid/Invalid

Phonics Assessment	Combinations to be learned ow, or, ay, ea, ai, oi, ou, ee, ong, ck, ing, all, ear, er	___ /14
	Blends to be learned cr, st, pl, sp, tr, cl, wr, br, sm	___ /14
	Digraphs to be learned th, ch, sh, wh	___ /8

High Frequency Words Assessment	each, along, being, very, more, many, same, began, because, join, fall, again, saves, always, soon, only, people, around, almost, table, stay, need, grow, alive, made, where, guess, right, move, feed, better, forever, sort, also, that, most, are, were, suddenly, quickly, through, few, past, would, alone, walk, gave, wants, know, knew	___ /50

Comprehension Assessment	1. 2. 3. 4. 5. 6. 7. 8. 9.	✓/✗ ✓/✗ ✓/✗ ✓/✗ ✓/✗ ✓/✗ Valid/Invalid Valid/Invalid Valid/Invalid

End of Level
Assessment Summary

Fast ▶▶ **FORWARD**

Name: _____ **Age:** _____ **Date:** _____

Fluency and Accuracy		Correct words per minute	Accuracy Rate	Self-correction Rate
	Text 1		%	1:
	Text 2		%	1:
Comments on the information systems	Meaning Structure Visual			
Reading Record Comprehension	Literal 1. 2.			✓/✗ ✓/✗
	Inferential 1. 2.			✓/✗ ✓/✗
	Response 1.			Valid/Invalid
Phonics Assessment	Combinations to be learned ow, or, ay, ea, ai, oi, ou, ee, ong, ck, ing, all, ear, er			___ /14
	Blends to be learned cr, st, pl, sp, tr, cl, wr, br, sm			___ /14
	Digraphs to be learned th, ch, sh, wh			___ /8
High Frequency Words Assessment	each, along, being, very, more, many, same, began, because, join, fall, again, saves, always, soon, only, people, around, almost, table, stay, need, grow, alive, made, where, guess, right, move, feed, better, forever, sort, also, that, most, are, were, suddenly, quickly, through, few, past, would, alone, walk, gave, wants, know, knew			___ /50
Comprehension Assessment	1. 2. 3. 4. 5. 6. 7. 8. 9.			✓/✗ ✓/✗ ✓/✗ ✓/✗ ✓/✗ ✓/✗ Valid/Invalid Valid/Invalid Valid/Invalid