

# Reading Record – Fiction

 **Time Travel: Ship Ahoy! Level 13**



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Age:** \_\_\_\_\_

**Text:** Time Travel: Ship Ahoy! **Level:** 13

**R.W.:** 147 **Accuracy:** \_\_\_\_\_ **S.C. Rate:** \_\_\_\_\_

Page		E	S.C.	Errors MSV	Self-corrections MSV
4	Georgia and Charlie had a time machine.	7			
	It was inside a tree trunk	13			
	at the bottom of their garden.	19			
5	Georgia's and Charlie's last adventure	24			
	took them back to the time	30			
	of the dinosaurs.	33			
6	Now Georgia wanted another adventure.	38			
	Charlie was a bit afraid	43			
	but he still followed Georgia	48			
	inside the tree trunk.	52			
8	As soon as they were inside	58			
	the tree trunk, Georgia pressed	63			
	a green button. The tree started	69			
	spinning around and around.	73			
	Georgia and Charlie held on	78			
	to each other.	81			
9	"I can't wait to see where	87			
	the time machine takes us	92			
	this time," Georgia said.	96			
10	When the tree stopped spinning,	101			
	the trunk opened up and the	107			
	children stepped out. They saw a	113			
	crowd standing by some water.	118			
11	"Let's see where we are," said Georgia.	125			
	"I think I'll stay here," said Charlie.	132			
	"Okay!" snapped Georgia, and she started	138			
	walking away. Before long, Charlie ran	144			
	after his sister.	147			
<b>Total:</b>					

# Reading Record Assessment

 Time Travel: Ship Ahoy! Level 13

**Fast**    
**FORWARD**

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

Reading Level: \_\_\_\_\_

Accuracy level: \_\_\_\_\_ = 1: \_\_\_\_\_ = \_\_\_\_\_ %

Self-correction rate: \_\_\_\_\_ = \_\_\_\_\_ = 1: \_\_\_\_\_      Easy/Instructional/Hard

## Questions to Check for Understanding

### Literal

1. Where is Georgia and Charlie's time machine?  
(Georgia and Charlie's time machine is in their garden.)
2. What do Georgia and Charlie do when the tree starts spinning around?  
(Georgia and Charlie hold on to each other when the tree starts spinning around.)

### Inferential

1. Why might Charlie be afraid of another adventure?  
(Charlie might be afraid of another adventure because he felt scared on the first adventure.)
2. Why do Georgia and Charlie hold each other as the tree spins?  
(Georgia and Charlie hold each other as the tree spins so they don't fall down.)

### Response

1. Where would you like to go if you could travel by time machine?  
(Answers will vary.)

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

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# Reading Record – Factual

 Hip Hop Level 13



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Age: \_\_\_\_\_

Text: Hip Hop Level: 13

R.W.: 147 Accuracy: \_\_\_\_\_ S.C. Rate: \_\_\_\_\_

Page		E	S.C.	Errors MSV	Self-corrections MSV
8	In the 1970s, DJs from Jamaica started playing at parties in the Bronx.	6 10 13			
	These DJs had different ways of playing records from other DJs.	18 21 24			
	They liked to play parts of a song, and then say things in between.	32 38			
9	The music in the song was called the break.	43 47			
	The spoken part was called rapping.	53			
10	As rap music started to take off, DJs started to use rapping to talk about all kinds of things.	60 67 72			
11	They talked about how hard life could be for African-American people and for poor people.	79 83 87			
	They talked about making the world a better place for everybody.	93 98			
12	When DJs played the breaks in songs, people liked to get up and dance. Some of these dancers started a new dance. It was called break dancing.	105 113 120 125			
13	Break dancing was very different from any other kind of dancing. Break dancers had to do a lot of very hard moves.	131 138 147			
<b>Total:</b>					

# Reading Record Assessment



Hip Hop

Level 13



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

Reading Level: \_\_\_\_\_

Accuracy level: \_\_\_\_\_ = 1: \_\_\_\_\_ = \_\_\_\_\_ %

Self-correction rate: \_\_\_\_\_ = \_\_\_\_\_ = 1: \_\_\_\_\_      Easy/Instructional/Hard

## Questions to Check for Understanding

### Literal

1. How did the DJs from Jamaica play records?  
(DJs from Jamaica played parts of a song and then said things in between.)
2. What kinds of things did the DJs talk about when they were rapping?  
(When they were rapping, DJs talked about how hard life was for African-American and poor people and about making the world a better place for everybody.)

### Inferential

1. Look at the photograph of Big Daddy Kane on page 10. How can you tell that the audience is enjoying listening to him?  
(I can tell the audience is enjoying listening to Big Daddy Kane because they are looking at him and dancing.)
2. Why was rap music so popular in the Bronx in the 1970s?  
(Rap music was so popular in the Bronx in the 1970s because the DJs rapped about things people were concerned about.)

### Response

1. Do you think rap music has a place in music today? Make a list of things DJs might rap about today.  
(Answers will vary.)

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

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# Phonics Assessment Level 13



Teacher's Copy

**Fast**   
**FORWARD**

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

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

Phonic Combination	Consonant + Phonic Combination Phonic Combination + Consonant	✓/✗	Blend + Phonic Combination	✓/✗	Digraph	✓/✗
ow	yellow		blow		show	
an	band		plan		than	
ry	every		scary		cherry	
ent	different		spent			
ing	dancing		sting		thing	
ey	money					
tion	organisation		station			
ite	meteorite		spite		white	
long a	wait		place		shape	
long e	see		tree		cheat	
long i	time		tried		shine	
long o	bone		stone			
		___/12		___/11		___/8

Combinations to focus on:

Comments:

# Phonics Assessment Level 13



Student Copy

**Fast**   
**FORWARD**

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

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

yellow	blow	show
band	plan	than
every	scary	cherry
different	spent	
dancing	sting	thing
money		
organisation	station	
meteorite	spite	white
wait	place	shape
see	tree	cheat
time	tried	shine
bone	stone	

# High Frequency Words Assessment Level 13



Teacher's Copy

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

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

Word	✓/✗	Word	✓/✗	Word	✓/✗	Word	✓/✗
sold		world		know		across	
widely		some		still		maybe	
used		different		years		wasn't	
easy		someone		because		since	
too		kind		soon		talk	
together		more		mostly		problem	
along		quickly		between		close	
every		belong		lived		sorry	
short		meet		tried		why	
their		important		thank		yesterday	
there		place		until		tomorrow	
became		need		about		would	
new		leave					

Number of Words Correct: \_\_\_\_ /50

High frequency words to focus on:

Comments:

# High Frequency Words Assessment Level 13



Student Copy

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

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

sold	world	know	across
widely	some	still	maybe
used	different	years	wasn't
easy	someone	because	since
too	kind	soon	talk
together	more	mostly	problem
along	quickly	between	close
every	belong	lived	sorry
short	meet	tried	why
their	important	thank	yesterday
there	place	until	tomorrow
became	need	about	would
new	leave		

# Comprehension Assessment

## Fiction Level 13



 Student Copy

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

### Time Travel: Ship Ahoy!

✓ or X

1. Where did Georgia and Charlie go during their last adventure? (literal)

\_\_\_\_\_

2. What do Georgia and Charlie see when they step out of the time machine? (literal) \_\_\_\_\_

\_\_\_\_\_

3. What does the boy do and say when Georgia and Charlie stop him from getting on the ship? (literal) \_\_\_\_\_

\_\_\_\_\_

4. Why does Charlie follow Georgia into the time machine even though he is a bit afraid? (inferential) \_\_\_\_\_

\_\_\_\_\_

5. Why are the people in the crowd so interested in how Georgia and Charlie look? (inferential) \_\_\_\_\_

\_\_\_\_\_

6. Why does Georgia stop the boy getting on the ship? (inferential)

\_\_\_\_\_

7. If you were Charlie, would you want to go on another adventure after this one? Why or why not? (response) \_\_\_\_\_

\_\_\_\_\_

Valid/  
Invalid

8. Imagine you are on the dock instead of Georgia. Would you explain to the boy why you are stopping him getting on the ship? Explain your answer. (response) \_\_\_\_\_

\_\_\_\_\_

Valid/  
Invalid

9. Imagine you are Georgia. What would you tell Charlie about the *Titanic*.

\_\_\_\_\_

Valid/  
Invalid

# Comprehension Assessment

## Factual Level 13



 Student Copy

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

### Hip Hop

✓ or X

1. List all the things that are a part of hip hop culture. (literal)

\_\_\_\_\_  
\_\_\_\_\_

2. How did people outside the Bronx learn about break dancing? (literal)

\_\_\_\_\_  
\_\_\_\_\_

3. What happened to graffiti art because people liked it so much? (literal)

\_\_\_\_\_  
\_\_\_\_\_

4. Look at the photographs of the break dancers on pages 12 and 13. Why have they tied down the legs of their pants? (inferential)

\_\_\_\_\_  
\_\_\_\_\_

5. Why did the city councils hand over public spaces for graffiti artists to paint on? (inferential) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. Why did it take such a long time for hip hop to become popular outside African-American neighbourhoods? (inferential) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. Why do you think hip hop culture is so important for many people who live in the Bronx? (response) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Valid/  
Invalid

8. Imagine you are going to be DJ at your class dance. What topics would you rap about during songs you play? (response) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Valid/  
Invalid

9. Did this book change any of your ideas or opinions about hip hop? Which ones? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Valid/  
Invalid

# Initial Placement Assessment Summary



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			Valid/Invalid
Phonics Assessment	Combinations to be learned ow, an, ry, ent, ing, ey, tion, ite, long a, long e, long i, long o			___ /12
	Blends to be learned bl, pl, sc, sp, st, tr			___ /11
	Digraphs to be learned sh, th, ch, wh			___ /8
High Frequency Words Assessment	sold, widely, used, easy, too, together, along, every, short, their, there, became, new, world, some, different, someone, kind, more, quickly, belong, meet, important, place, need, leave, know, still, years, because, soon, mostly, between, lived, tried, thank, until, about, across, maybe, wasn't, since, talk, problem, close, sorry, why, yesterday, tomorrow, would			___ /50
Comprehension Assessment	1.			✓/✗
	2.			✓/✗
	3.			✓/✗
	4.			✓/✗
	5.			✓/✗
	6.			✓/✗
	7.			Valid/Invalid
	8.			Valid/Invalid
	9.			Valid/Invalid

# End of Level Assessment Summary



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.			✓/✗
Reading Record Comprehension	Inferential			✓/✗
	1.			✓/✗
	2.			✓/✗
Phonics Assessment	Response			Valid/Invalid
	1.			Valid/Invalid
	Combinations to be learned ow, an, ry, ent, ing, ey, tion, ite, long a, long e, long i, long o			___ /12
Phonics Assessment	Blends to be learned bl, pl, sc, sp, st, tr			___ /11
	Digraphs to be learned sh, th, ch, wh			___ /8
	High Frequency Words Assessment	sold, widely, used, easy, too, together, along, every, short, their, there, became, new, world, some, different, someone, kind, more, quickly, belong, meet, important, place, need, leave, know, still, years, because, soon, mostly, between, lived, tried, thank, until, about, across, maybe, wasn't, since, talk, problem, close, sorry, why, yesterday, tomorrow, would		___ /50
Comprehension Assessment	1.			✓/✗
	2.			✓/✗
	3.			✓/✗
	4.			✓/✗
	5.			✓/✗
	6.			✓/✗
	7.			Valid/Invalid
	8.			Valid/Invalid
	9.			Valid/Invalid