

Reading Record – Fiction

 **Fixing Cars** Level 14



Name: _____ Date: _____ Age: _____

Text: Fixing Cars Level: 14

R.W.: 128 Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self-corrections MSV	
4-5	Fixing cars was Bonnie's thing.	5				
	Her teacher called it a gift.	11				
	She said Bonnie was the only kid she knew who could look under the hood of a car and name all the engine parts.	18 23 29 35				
	6	Bonnie's friend Rick shook his head as Bonnie changed the fan belt on her teacher's car.	41 47 51			
	"I don't know how you do it," said Rick. "I can't even find the engine in my mum's van!"	58 64 70				
7	"That's because it's under the passenger seat," Bonnie laughed.	74 79				
	"Come on. We don't want to miss the bus."	88				
9	"I'm looking forward to the day when we don't have to take the bus," said Rick.	94 102 104				
	"Will your dad buy you a car when you learn to drive?"	111 116				
	"You really don't know my parents very well, do you?"	122 126				
	Bonnie laughed.	128				
	Total:					

Reading Record Assessment

Fixing Cars Level 14

Fast  
FORWARD

Name: _____

Reading Level: _____

Accuracy level: _____ = 1: _____ = _____ %

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

Questions to Check for Understanding

Literal

1. What is "Bonnie's thing"? Yes/No
(Fixing cars is "Bonnie's thing".)
2. What day is Rick looking forward to? Yes/No
(The day Rick is looking forward to is when he and Bonnie don't have to catch the bus.)

Inferential

1. How does Bonnie know where the engine is in Rick's mum's car? Yes/No
(Bonnie knows where the engine is in Rick's mum's car because she knows a lot about cars.)
2. What does Bonnie mean when she says Rick doesn't know her parents very well? Yes/No
(Bonnie means that Rick doesn't understand that her parents don't think fixing cars is a good thing for a girl to do.)

Response

1. What do we mean when we say someone has a gift? Valid/Invalid
(Answers will vary.)

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

Reading Record – Factual

 **The Heart** Level 14



Name: _____ Date: _____ Age: _____

Text: The Heart Level: 14

R.W.: 158 Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self-corrections MSV
10	The heart acts like a pump, pumping blood around the body.	6 11			
11	The blood takes important things like oxygen and food to every part of the body. Without oxygen and food, the body's cells begin to die. The blood also takes away things the body doesn't need.	17 23 30 39 46			
12	After the blood has been pumped around the body, it comes back to the heart.	53 61			
13	When the blood reaches the heart, it goes into the right atrium. The right atrium then pumps the blood into the right ventricle. Before the blood can be pumped around the body again, it needs more oxygen. The right ventricle pushes the blood into the lungs so it can pick up the oxygen it needs. After the blood gets this oxygen, it becomes bright red.	67 73 80 84 91 98 105 114 122 126			
14	When the blood leaves the lungs, it goes back to the left atrium.	132 139			
15	From here the blood is pumped into the left ventricle. The left ventricle then pumps it around the body.	145 149 155 158			
Total:					

Reading Record Assessment



The Heart

Level 14



Name: _____

Reading Level: _____

Accuracy level: _____ = 1: _____ = _____ %

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

Questions to Check for Understanding

Literal

1. What two important things does the heart take to every cell in the body? Yes/No
(The two important things the heart takes to every cell of the body are oxygen and food.)
2. What does the right ventricle do? Yes/No
(The right ventricle pushes the blood into the lungs so it can pick up the oxygen it needs.)

Inferential

1. What sorts of things does the blood take away from the body? Yes/No
(The blood takes away waste like carbon dioxide from the body.)
2. Why does the blood go back to the heart after it has been pumped around the body? Yes/No
(The blood goes back to the heart so it can get oxygen and food before it is pumped around the body again.)

Response

1. Do you think it is important to eat healthy food? Why? Valid/Invalid
(Answers will vary.)

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

Phonics Assessment Level 14



Teacher's Copy

Fast 
FORWARD

Name: _____

Age: _____ Date: _____

Phonic Combination	Consonant + Phonic Combination Phonic Combination + Consonant	✓/✗	Blend + Phonic Combination	✓/✗	Digraph	✓/✗
ew	new		blew		chew	
oo	tool		stool			
air	pair		stair		chair	
ou	bounce		spout		shout	
are	ware		blare		share	
ore	more		score		shore	
oor	poor		floor			
ae	take		stake		shake	
oa	boat		float			
long a	pay		play			
long e	bee		tree		wheat	
long i	find		blind		shine	
		___/12		___/12		___/8

Combinations to focus on:

Comments:

Phonics Assessment Level 14



Student Copy

Fast 
FORWARD

Name: _____

Age: _____ Date: _____

new	blew	chew
tool	stool	
pair	stair	chair
bounce	spout	shout
ware	blare	share
more	score	shore
poor	floor	
take	stake	shake
boat	float	
pay	play	
bee	tree	wheat
find	blind	shine

High Frequency Words Assessment Level 14



Teacher's Copy

Name: _____

Age: _____ Date: _____

Word	✓/✗	Word	✓/✗	Word	✓/✗	Word	✓/✗
was		your		inside		away	
could		another		full		time	
how		going		great		first	
friend		door		because		doing	
buy		around		under		began	
went		said		there		most	
down		something		one		across	
very		right		behind		those	
were		fast		small		after	
their		somewhere		called		people	
every		you're		like		wanted	
what		gone		about		along	
from		just					

Number of Words Correct: ____ /50

High frequency words to focus on:

Comments:

High Frequency Words Assessment Level 14



Student Copy

Name: _____

Age: _____ Date: _____

was	your	inside	away
could	another	full	time
how	going	great	first
friend	door	because	doing
buy	around	under	began
went	said	there	most
down	something	one	across
very	right	behind	those
were	fast	small	after
their	somewhere	called	people
every	you're	like	wanted
what	gone	about	along
from	just		

Comprehension Assessment Fiction Level 14



 Student Copy

Name: _____ Age: _____ Date: _____

Fixing Cars

✓ or X

1. What does Bonnie's teacher call a gift? (literal)

2. What do Bonnie's parents always give her as presents for her birthday? (literal)

3. Why is Bonnie excited about the trip with her parents? (literal)

4. What do Bonnie's parents think of her gift? (inferential)

5. What does Bonnie's grandpa understand about her? (inferential)

6. Why do you think Bonnie's mother is worried about how her hair looks? (inferential)

7. Why do you think Bonnie's mother wants her to learn to cook and clean? (response)

Valid/
Invalid

8. Imagine you are Bonnie. Would you explain to your mother how you feel about fixing cars? Give reasons for your answer. (response)

Valid/
Invalid

9. Imagine you are Bonnie's mother. Would you want Bonnie to stop having an interest in cars? Explain why or why not. (response)

Valid/
Invalid

Comprehension Assessment

Factual Level 14



 Student Copy

Name: _____ Age: _____ Date: _____

The Heart

✓ or X

1. How long does it take for the heart to pump blood to every cell in the body? (literal) _____

2. What are the four places where the heart holds blood? (literal)

3. What makes the beating sound of the heart? (literal)

4. Why do you think a blue whale has such a big heart? (inferential)

5. What are two ways to listen to someone's heart? (inferential)

6. Why do you think the heart slows down when people sleep? (inferential)

7. Explain why the heart is one of the most important organs in the body. (response) _____

Valid/
Invalid

8. Do you think it is important to keep your heart healthy? Why or why not? (response) _____

Valid/
Invalid

9. What kinds of foods would be good for your heart? What kinds of foods would be bad for your heart? (response) _____

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.			✓/✗
Reading Record Comprehension	Inferential			✓/✗
	1.			✓/✗
	2.			✓/✗
Phonics Assessment	Response			Valid/Invalid
	1.			Valid/Invalid
	Combinations to be learned ew, oo, air, ou, are, ore, oor, a-e, oa, long a, long e, long i			___ /12
Phonics Assessment	Blends to be learned bl, st, sp, sc, fl, pl, tr			___ /12
	Digraphs to be learned ch, sh, wh			___ /8
	High Frequency Words Assessment	was, your, inside, away, could, another, full, time, how, going, great, first, friend, door, because, doing, buy, around, under, began, went, said, there, most, something, down, one, across, very, right, behind, those, were, fast, small, after, their, somewhere, called, people, every, you're, like, wanted, what, gone, about, along, from, just		___ /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 ew, oo, air, ou, are, ore, oor, a-e, oa, long a, long e, long i			___ /12
Phonics Assessment	Blends to be learned bl, st, sp, sc, fl, pl, tr			___ /12
	Digraphs to be learned ch, sh, wh			___ /8
	High Frequency Words Assessment	was, your, inside, away, could, another, full, time, how, going, great, first, friend, door, because, doing, buy, around, under, began, went, said, there, most, something, down, one, across, very, right, behind, those, were, fast, small, after, their, somewhere, called, people, every, you're, like, wanted, what, gone, about, along, from, just		___ /50
Comprehension Assessment	1.			✓/✗
	2.			✓/✗
	3.			✓/✗
	4.			✓/✗
	5.			✓/✗
	6.			✓/✗
	7.			Valid/Invalid
	8.			Valid/Invalid
	9.			Valid/Invalid