

# Reading Record – Fiction



Making Headlines Level 20



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

Text: Making Headlines Level: 20

R.W.: 152 Accuracy: \_\_\_\_\_ S.C. Rate: \_\_\_\_\_

Page		E	S.C.	Errors MSV	Self-corrections MSV
4	It had been a long hard day in the classroom,	10			
	and Ms Cramble was looking tired. "Magee," she	18			
	said, shaking her head, "you haven't listened to me	27			
	all day. I should give you detention ... but I've got	37			
	a better idea."	40			
	Oh no! I hated it when she had better ideas.	50			
5	"I want you to help out on the school newspaper	60			
	for the next month," she said.	66			
	"The newspaper!" I groaned. I might have been	74			
6	full of smart jokes, but I was pretty bad at	84			
	everything else. What use would I be on the	93			
	newspaper?	94			
8	Working on the newspaper meant working with	101			
	Tilly Turner. Tilly was the editor and reporter and,	110			
	unlike me, she was good at everything.	117			
8	"Well, Magee, what sort of stories do you think	126			
	we should be working on for next week?" Tilly	135			
	asked me, as we walked over to the newspaper	144			
	room. I shrugged. I never read the newspaper.	152			
<b>Total:</b>					

# Reading Record Assessment



## Making Headlines Level 20



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

Reading level: \_\_\_\_\_

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

Self-correction rate: \_\_\_\_\_ = \_\_\_\_\_ = 1: \_\_\_\_\_

Easy/Instructional/Hard

### Questions to Check for Understanding

#### Literal

1. What is Ms Cramble's better idea for Magee? Yes/No  
(Ms Cramble's better idea for Magee is to get him to help out on the school newspaper for the next month.)
2. What does Tilly ask Magee when they are walking over to the newspaper room? Yes/No  
(Tilly asks Magee what sort of stories he thinks they should be working on for next week.)

#### Inferential

1. What are some of the things Tilly Turner is good at? Yes/No  
(Tilly Turner is good at sport, public speaking and pottery.)
2. How does Magee feel about working on the school newspaper? Yes/No  
(Magee doesn't feel happy about working on the school newspaper.)

#### Response

1. Do you think it is important to read the newspaper? Why or why not? Valid/Invalid

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

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# Reading Record – Factual

 **My Bushfire Diary Level 20**



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

**Text:** My Bushfire Diary **Level:** 20

**R.W.:** 154 **Accuracy:** \_\_\_\_\_ **S.C. Rate:** \_\_\_\_\_

Page		E	S.C.	Errors MSV	Self-corrections MSV
4	We live on the edge of a small town north of Sydney. 12				
	Our house looks out across bush and a gum tree forest. 23				
5	We haven't had much rain this summer, so the forest is 34				
	very dry. Everyone is worried about bushfires. People 42				
	keep asking, "Will this be one of those years?" 51				
	I hear so much about bushfires that I have decided 61				
	to keep my own diary over the summer. 69				
6	For weeks, the forest workers were clearing firebreaks 77				
	with bulldozers. A firebreak is a gap made in the forest 88				
	to help stop fire spreading. 93				
7	Before our town got so big, the forest workers used to 104				
	burn off parts of the forest in winter so there would be 116				
	gaps to stop any summer bushfire spreading. This is 125				
	called a "controlled burn". In the last few years, 134				
	people have built their houses near the forest This has 144				
	made it dangerous to do any more controlled burns. 153				
<b>Total:</b>					

# Reading Record Assessment



My Bushfire Diary Level 20



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

Reading level: \_\_\_\_\_

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

Self-correction rate: \_\_\_\_\_ = \_\_\_\_\_ = 1: \_\_\_\_\_

Easy/Instructional/Hard

## Questions to Check for Understanding

### Literal

1. Where does the writer of the diary live? Yes/No  
(The writer of the diary lives on the edge of a small town north of Sydney.)
2. Why does the writer of the diary decide to keep a diary? Yes/No  
(The writer of the diary decides to keep a diary because of hearing so much about bushfires.)

### Inferential

1. What do people mean when they ask, "Will this be one of those years?"? Yes/No  
(People mean will this be a year when there are terrible bushfires.)
2. Why would it be dangerous for firefighters to do controlled burns if people live near the forest? Yes/No  
(It would dangerous for firefighters to do controlled burns if people live near the forest because houses might be burnt down.)

### Response

1. Do you think it is a good idea that people have built homes near the forest?  
Why or why not? Valid/Invalid

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

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# Phonics Assessment Level 20

 Teacher's Copy



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

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

Syllable	Consonant + Syllable Syllable + Consonant	✓/✗	Blend + Syllable Syllable + Blend	✓/✗	Digraph	✓/✗
it	bit		spit			
in	bin		spin		chin	
de	den		desk			
ra	rat		rasp		rash	
ob	sob		blob			
to	top		told			
ar	bar		star		char	
ent	sent		spent			
an	ban		span			
en	ten				when	
sa	sap		salt		sash	
ey	hey		grey		whey	
		___/12		___/11		___/6

Combinations to focus on:

Comments:

# Phonics Assessment Level 20



Student Copy



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

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

bit	spit	
bin	spin	chin
den	desk	
rat	rasp	rash
sob	blob	
top	told	
bar	star	char
sent	spent	
ban	span	
ten		when
sap	salt	sash
hey	grey	whey

# High Frequency Words Assessment Level 20

 Teacher's Copy



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

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

Word	✓/✗	Word	✓/✗	Word	✓/✗	Word	✓/✗
because		thought		used		various	
although		replied		spread		countries	
mistake		years		which		against	
listened		allowed		wondering		become	
towards		instead		yesterday		believe	
whispered		easily		asking		heard	
wonder		special		ahead		through	
answered		level		affected		realised	
those		easier		decisions		following	
explained		however		families		modern	
smiled		themselves		receive		minutes	
woman		smaller		several		louder	
faster		century					

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

High frequency words to focus on:

Comments:

# High Frequency Words Assessment Level 20



Student Copy



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

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

because	thought	used	various
although	replied	spread	countries
mistake	years	which	against
listened	allowed	wondering	become
towards	instead	yesterday	believe
whispered	easily	asking	heard
wonder	special	ahead	through
answered	level	affected	realised
those	easier	decisions	following
explained	however	families	modern
smiled	themselves	receive	minutes
woman	smaller	several	louder
faster	century		

# Comprehension Assessment

## Fiction Level 20

 Student Copy



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

### Making Headlines

✓ or X

1. What are the three stories Tilly Turner already has for the school newspaper? (literal)

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

2. On Friday afternoon, what do Magee and Tilly see Brad Biggens doing? (literal)

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

3. What does Ms Cramble say to Magee on Monday morning? (literal)

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

4. What does Tilly think of Magee's suggested headlines? (inferential)

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

5. Why does Magee start to like helping out on the school newspaper? (inferential)

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

6. Why does Brad look surprised when the flash goes off in his face? (inferential)

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

7. Do you think Tilly might ask Magee to continue helping out on the school newspaper? Why or why not? (response)

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

Valid/  
Invalid

8. Why do you think Ms Cramble suggests Magee help out on the school newspaper? (response)

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

Valid/  
Invalid

9. Magee turns out to have a talent for coming up with good newspaper headlines. Think of some for your school newspaper. (response)

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

Valid/  
Invalid

# Comprehension Assessment

## Factual Level 20

 Student Copy



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

### My Bushfire Diary

✓ or X

1. Why is the forest dry? (literal)

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

2. What is a wildfire? (literal)

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

3. Why does the family have to leave their house? (literal)

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

4. What is a monsoon bucket? (inferential)

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

5. Why would a bushfire be bad for birds and animals? (inferential)

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

6. Why would the firefighters have to damp down hot spots? (inferential)

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

7. Do you think people should live near forests? Why or why not? (response)

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

Valid/  
Invalid

8. How would you feel if you had to abandon your house because of a bushfire? (response)

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

Valid/  
Invalid

9. Describe how you would feel if you were driving up to your house to find out whether or not it had burnt down. (response)

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

Valid/  
Invalid

# Initial Placement Assessment Summary: Level 20



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			Yes/No
	1.			Yes/No
	2.			Yes/No
Reading Record Comprehension	Inferential			Yes/No
	1.			Yes/No
	2.			Yes/No
Reading Record Comprehension	Response			Valid/Invalid
	1.			Valid/Invalid
				Valid/Invalid
Phonics Assessment	Syllables to be learned			___ /12
	it, in, de, ra, ob, to, ar, ent, an, en, sa, ey			___ /12
	Blends to be learned			___ /11
Phonics Assessment	sp, sk, bl, lt, gr, st, ld			___ /11
	Digraphs to be learned			___ /6
	ch, sh, wh			___ /6
High Frequency Words Assessment	because, although, mistake, listened, towards, whispered, wonder, answered, those, explained, smiled, woman, faster, thought, replied, years, allowed, instead, easily, special, level, easier, however, themselves, smaller, century, used, spread, which, wondering, yesterday, asking, ahead, affected, decisions, families, receive, several, various, countries, against, become, believe, heard, through, realised, following, modern, minutes, louder			___ /50
Comprehension Assessment	1.			✓/X
	2.			✓/X
	3.			✓/X
	4.			✓/X
	5.			✓/X
	6.			✓/X
	7.			Valid/Invalid
	8.			Valid/Invalid
	9.			Valid/Invalid

# End of Level Assessment Summary: Level 20



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			Yes/No
	1.			Yes/No
	2.			Yes/No
Reading Record Comprehension	Inferential			Yes/No
	1.			Yes/No
	2.			Yes/No
Reading Record Comprehension	Response			Valid/Invalid
	1.			Valid/Invalid
				Valid/Invalid
Phonics Assessment	Syllables to be learned			___ /12
	it, in, de, ra, ob, to, ar, ent, an, en, sa, ey			___ /12
	Blends to be learned			___ /11
Phonics Assessment	sp, sk, bl, lt, gr, st, ld			___ /11
	Digraphs to be learned			___ /6
	ch, sh, wh			___ /6
High Frequency Words Assessment	because, although, mistake, listened, towards, whispered, wonder, answered, those, explained, smiled, woman, faster, thought, replied, years, allowed, instead, easily, special, level, easier, however, themselves, smaller, century, used, spread, which, wondering, yesterday, asking, ahead, affected, decisions, families, receive, several, various, countries, against, become, believe, heard, through, realised, following, modern, minutes, louder			___ /50
Comprehension Assessment	1.			✓/X
	2.			✓/X
	3.			✓/X
	4.			✓/X
	5.			✓/X
	6.			✓/X
	7.			Valid/Invalid
	8.			Valid/Invalid
	9.			Valid/Invalid