

# Reading Record – Fiction



*I Wish*

Level 22



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

Text:           *I Wish*           Level:   22  

R.W.:   158   Accuracy: \_\_\_\_\_ S.C. Rate: \_\_\_\_\_

Page		E	S.C.	Errors MSV	Self-corrections MSV
18	Pele watched a green spot bobbing up and down	9			
	on the waves.	12			
	“What’s that?” he asked Pete and Ron.	19			
	The three friends watched as the green spot came closer.	29			
19	“It’s a bottle,” said Ron. “I’m going to get it.”	39			
	He brought it back and stood it in the sand.	49			
	It was a very old, big, green bottle with a big cork in it.	63			
	Ron tried to pull the cork out, but it wouldn’t come out.	75			
20	Then Pele took the bottle and pulled and pulled,	84			
	but still the cork wouldn’t come out.	91			
	Then Pete had a turn. He held the bottle with his feet.	103			
	He gripped the cork tightly and pulled and pulled ...	112			
	Suddenly, in a cloud of smoke,	118			
	the cork shot out of the bottle.	125			
	The boys looked up and saw a giant genie	134			
	standing over them. “Thank you!” the genie roared.	142			
“You have saved my life. For setting me free,	151				
I will grant you one wish each.”	158				
<b>Total:</b>					

# Reading Record Assessment



I Wish

Level 22



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

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

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

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

Easy/Instructional/Hard

## Questions to Check for Understanding

### Literal

1. What is the green spot Pele sees bobbing up and down on the waves? Yes/No  
(The green spot Pele sees bobbing up and down on the waves is a very old, big green bottle.)
2. What does Pele wish for? Yes/No  
(Pele wishes to be back at school, reading.)

### Inferential

1. How does the genie feel about being out of the bottle? Yes/No  
(The genie is so happy to be out of the bottle that he grants the boys one wish each.)
2. How does Pele feel about being back at school, reading? Yes/No  
(Pele feels very happy to be back at school, reading.)

### Response

1. Why do you think Pele wishes to be back at school? Valid/Invalid

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

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# Reading Record – Factual

 Mining Level 22



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

Text:     Mining     Level:     22    

R.W.:     146     Accuracy: \_\_\_\_\_ S.C. Rate: \_\_\_\_\_

Page		E	S.C.	Errors MSV	Self-corrections MSV
6	Mining is a huge industry.	5			
	It is worth billions of dollars around the world.	14			
	If all mining was stopped tomorrow,	20			
	most economies around the world would suffer.	27			
	There would be high unemployment,	32			
7	and many people would run out of money.	40			
	Mining provides income for people living in	47			
	developing countries that have minerals	52			
	and natural resources.	55			
	People in these developing countries can then	62			
	feed, house and educate themselves.	67			
	Examples of these developing countries are	73			
8	Papua New Guinea, Jamaica,	77			
	Suriname, Guinea and Bolivia.	81			
	Many minerals dug from the ground	87			
10	are used to create things	92			
	that are used all around us.	98			
	One of the most important uses	104			
	of the Earth's natural resources	109			
	is as a source of energy.	115			
	Coal, oil, natural gas and uranium	121			
	are natural resources that are mined	127			
	and used to create energy.	132			
Coal is used to produce electricity,	138				
which illuminates homes and offices	143				
and powers equipment.	146				
<b>Total:</b>					

# Reading Record Assessment

 Mining Level 22



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

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

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

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

Easy/Instructional/Hard

## Questions to Check for Understanding

### Literal

1. What is the mining industry worth around the world? Yes/No  
(The mining industry is worth billions of dollars around the world.)
2. What is baby powder made from? Yes/No  
(Baby powder is made from a mineral called talc.)

### Inferential

1. How does mining provide income for developing countries with minerals and natural resources? Yes/No  
(Mining provides income for developing countries with minerals and natural resources because they can sell their minerals and natural resources to other countries.)
2. What are some metal utensils used in the kitchen that are made from minerals? Yes/No  
(Tongs, cutlery and kettles are utensils used in the kitchen that are made from minerals.)

### Response

1. Do you think economic value is a good argument in favour of mining? Valid/Invalid  
Why or why not?

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

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# Phonics Assessment Level 22

 Teacher's Copy



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

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

Phonic Combination		Consonant + Phonic Combination Phonic Combination + Consonant	✓/✗	Blend + Phonic Combination	✓/✗	Digraph	✓/✗
long u		few		blew		queue	
ea		leave		please		cheat	
/u/		until		stuff		shut	
/oo/		loose		school			
/er/		surface		stir		whirl	
long o		most		float		show	
long a		daily		players		they	
/or/		war		floor		shores	
long i		mine		sky		child	
			___/9		___/9		___/8

Combinations to focus on:

Comments:

# Phonics Assessment Level 22

 Student Copy



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

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

few	blew	queue
leave	please	cheat
until	stuff	shut
loose	school	
surface	stir	whirl
most	float	show
daily	players	they
war	floor	shores
mine	sky	child

# High Frequency Words Assessment Level 22

 Teacher's Copy



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

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

Word	✓/✗	Word	✓/✗	Word	✓/✗	Word	✓/✗
another		through		everything		able	
other		already		between		again	
quickly		above		inside		doing	
school		around		something		also	
work		nothing		world		because	
anything		slowly		bought		money	
behind		history		everybody		more	
month		began		however		whole	
myself		always		themselves		fast	
suddenly		cannot		enough		itself	
know		friends		would		sports	
last		people		many		under	
thought		brought					

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

High frequency words to focus on:

Comments:

# High Frequency Words Assessment Level 22

 Student Copy



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

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

another	through	everything	able
other	already	between	again
quickly	above	inside	doing
school	around	something	also
work	nothing	world	because
anything	slowly	bought	money
behind	history	everybody	more
month	began	however	whole
myself	always	themselves	fast
suddenly	cannot	enough	itself
know	friends	would	sports
last	people	many	under
thought	brought		

# Comprehension Assessment

## Fiction Level 22

 Student Copy



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

### I Wish

✓ or X

1. Why do Pele, Ron and Pete want to run away? (literal)

\_\_\_\_\_

2. What is growing everywhere on the tiny island? (literal)

\_\_\_\_\_

3. What comes out of the very old, big green bottle? (literal)

\_\_\_\_\_

4. Why are the three boys so happy? (inferential)

\_\_\_\_\_

\_\_\_\_\_

5. Are the boys frightened during the storm? (inferential)

\_\_\_\_\_

\_\_\_\_\_

6. What is the effect of Pete's wish? (inferential)

\_\_\_\_\_

\_\_\_\_\_

7. What does Pete mean when he says, "Freedom is calling."? (response)

\_\_\_\_\_

\_\_\_\_\_

Valid/  
Invalid

8. What do you think the boys' parents would think about the boys running away? (response)

\_\_\_\_\_

\_\_\_\_\_

Valid/  
Invalid

9. How does the phrase "Be careful what you wish for" apply to this story? (response)

\_\_\_\_\_

\_\_\_\_\_

Valid/  
Invalid

# Comprehension Assessment

## Factual Level 22

 Student Copy



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

### Mining

✓ or X

1. What does mining involve? (literal)

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

2. What is one of the most important uses of the Earth's natural resources? (literal) \_\_\_\_\_

\_\_\_\_\_

3. What can a new mine mean for indigenous people? (literal)

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

4. Which minerals would be wanted for their beauty? (inferential)

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

5. How will future generations suffer when natural resources are used up? (inferential)

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

6. In what way is mining a dangerous industry? (inferential)

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

7. Do you think mining equipment is an eyesore? Why or why not? (response)

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

Valid/  
Invalid

8. Do you think mining companies should be more sympathetic to the values of indigenous people? Why or why not? (response)

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

Valid/  
Invalid

9. Do you think the benefits of mining outweigh the negatives? Why or why not? (response)

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

Valid/  
Invalid

# Initial Placement Assessment Summary: Level 22



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.			
Reading Record Comprehension	Inferential			Yes/No
	1.			Yes/No
	2.			
Reading Record Comprehension	Response			Valid/Invalid
	1.			
Phonics Assessment	Phonic combinations to be learned			___ /9
	long u, ea, /u/, /oo/, /er/, long o, long a, /or/, long i			
Phonics Assessment	Blends to be learned			___ /7
	bl, sp, st, sch, fl, pl, sk			
Phonics Assessment	Digraphs to be learned			___ /5
	qu, ch, sh, wh, th			
High Frequency Words Assessment	another, other, quickly, school, work, anything, behind, month, myself, suddenly, know, last, thought, through, already, above, around, nothing, slowly, history, began, always, cannot, friends, people, brought, everything, between, inside, something, world, bought, everybody, however, themselves, enough, would, many, able, again, doing, also, because, money, more, whole, fast, itself, sports, under		___ /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 22



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.			Yes/No Yes/No
	Inferential 1. 2.			Yes/No Yes/No
	Response 1.			Valid/Invalid
Phonics Assessment	Phonic combinations to be learned long u, ea, /u/, /oo/, /er/, long o, long a, /or/, long i			___ /9
	Blends to be learned bl, sp, st, sch, fl, pl, sk			___ /7
	Digraphs to be learned qu, ch, sh, wh, th			___ /5
High Frequency Words Assessment	another, other, quickly, school, work, anything, behind, month, myself, suddenly, know, last, thought, through, already, above, around, nothing, slowly, history, began, always, cannot, friends, people, brought, everything, between, inside, something, world, bought, everybody, however, themselves, enough, would, many, able, again, doing, also, because, money, more, whole, fast, itself, sports, under			___ /50
Comprehension Assessment	1.			✓/X
	2.			✓/X
	3.			✓/X
	4.			✓/X
	5.			✓/X
	6.			✓/X
	7.			Valid/Invalid
	8.			Valid/Invalid
	9.			Valid/Invalid