

Reading Record – Fiction



The Contest Level 23



Name: _____ Date: _____ Age: _____

Text: The Contest Level: 23

R.W.: 141 Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self-corrections MSV
4	Arachne was a talented young spinner and weaver.	8			
	She had learned all she knew from her teacher	17			
	Athena, the Greek goddess of arts and crafts.	25			
	Arachne made the most wonderful fabrics and	32			
	tapestries that were not only beautiful, but were	40			
	used like paintings, to tell stories.	46			
	Unhappily for her, she was proud and stubborn, and	55			
6	it was only a matter of time before she and the	66			
	powerful, and equally proud and stubborn, Athena,	73			
	clashed.	74			
	That's lovely work, my dear.	79			
	Yes, I am pleased with it. I think it's the best thing	91			
	that's ever been done in this workshop.	98			
	What? Better than the goddess Athena's work?	105			
7	Yes, look at this and tell me it's not better	115			
	than Athena's work.	118			
	It's not a good idea to boast that you are better	129			
	than a goddess.	132			
	After all, she did teach you everything you know.	141			
Total:					

Reading Record – Factual



Aztec Beliefs Level 23



Name: _____ Date: _____ Age: _____

Text: *Aztec Beliefs* Level: 23

R.W.: 147 Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self-corrections MSV
4	The Aztecs were a native American people who lived in Central America between the 14th and 16th centuries.				
	The Aztecs were originally from North America, but they migrated south to the area that is now modern Mexico in search of a better place to live.				
5	When the Aztecs first arrived in Central America, they were subjects of the Toltec people who already ruled the area.				
	But, when the Aztecs had been there for about 100 years, they started to set up their own empire.				
	Over the next 100 years, this empire grew to cover the area that is now Mexico and Guatemala.				
6	The Aztec population was divided into four main classes. Nobles were the highest and most powerful class. They included the emperor and his extended family, as well as governors in charge of local areas, and members of the government. The nobles owned most of the land.				
Total:					

Reading Record Assessment

Aztec Beliefs Level 23



Name: _____

Reading level: _____

Accuracy level: _____ = 1: _____ = _____ %

Self-correction rate: _____ = _____ = 1: _____

Easy/Instructional/Hard

Questions to Check for Understanding

Literal

1. Where did the Aztecs set up their empire? Yes/No
(The Aztecs set up their empire in the area that is now Mexico and Guatemala.)
2. How many main classes were there in the Aztec population? Yes/No
(There were four main classes.)

Inferential

1. Who ruled over the Aztecs when they arrived in Central America? Yes/No
(The Toltec people.)
2. How long did it take for the population of Tenochtitlan to reach 200 000 people? Yes/No
(It took approximately 175 years.)

Response

1. If you were an Aztec, which class in the population would you prefer to have been a member of? Why? Valid/Invalid

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

Phonics Assessment Level 23



Teacher's Copy



Name: _____

Age: _____ Date: _____

Phonic Combination		Consonant + Phonic Combination Phonic Combination + Consonant	✓/✗	Blend + Phonic Combination Phonic Combination + Blend	✓/✗	Digraph	✓/✗
long e		tea		skis		these	
long o		owned		float		though	
/er/		world		twirl		whirl	
/or/		awesome		draw		thought	
long a		daily		stay		they	
long oo sound		you		truth		who	
/sh/		short		ensure			
/j/ = soft g		large					
/air/		pair		flair		chair	
/ear/		here		clear		shear	
			___/10		___/9		___/8

Combinations to focus on:

Comments:

Phonics Assessment Level 23

 Student Copy



Name: _____

Age: _____ Date: _____

tea	skis	these
owned	float	though
world	twirl	whirl
awesome	draw	thought
daily	stay	they
you	truth	who
short	ensure	
large		
pair	flair	chair
here	clear	shear

High Frequency Words Assessment Level 23

 Teacher's Copy



Name: _____

Age: _____ Date: _____

Word	✓/X	Word	✓/X	Word	✓/X	Word	✓/X
although		enough		countries		keeps	
around		thought		democracy		objects	
brought		better		people		money	
each		think		alike		already	
knew		teach		government		lovely	
before		month		different		beautiful	
every		cheque		mothers		person	
suddenly		using		later		account	
walk		areas		together		cities	
world		easier		two		coins	
nights		discovered		against		public	
slave		weapons		change			
because		history		reduce			

Number of Words Correct: ____ /50

High frequency words to focus on:

Comments:

High Frequency Words Assessment Level 23

 Student Copy



Name: _____

Age: _____ Date: _____

although	enough	countries	keeps
around	thought	democracy	objects
brought	better	people	money
each	think	alike	already
knew	teach	government	lovely
before	month	different	beautiful
every	cheque	mothers	person
suddenly	using	later	account
walk	areas	together	cities
world	easier	two	coins
nights	discovered	against	public
slave	weapons	change	
because	history	reduce	

Comprehension Assessment

Fiction Level 23

 Student Copy



Name: _____ Age: _____ Date: _____

The Contest

✓ or X

1. What is the theme of Athena's tapestry? (literal)

2. What does Athena do to Arachne's tapestry? (literal)

3. What does Athena do to Arachne to punish her? (literal)

4. On page 9, what has happened to the old woman? (inferential)

5. Why does Athena say that Arachne has insulted the gods with her work? (inferential)

6. How does Athena show her anger when Arachne boasts that her work is the best (pages 7– 9) ? (inferential)

7. Do you think Arachne is sensible to challenge Athena to a contest? Why or why not? (response)

Valid/
Invalid

8. Do you think Arachne deserves to be turned into a spider? Why or why not? (response)

Valid/
Invalid

9. Do you agree with Arachne when she says that the gods are terrible? Why or why not? (response)

Valid/
Invalid

Comprehension Assessment

Factual Level 23



Student Copy



Name: _____ Age: _____ Date: _____

Aztec Beliefs

✓ or X

1. Name four of the gods the Aztecs worshipped. (literal)

2. What qualities were seen to be the most important ones a man could have? (literal)

3. What happened when the building of the Great Temple in Tenochtitlan was finished? (literal)

4. Why would two drops of blood have been a better offering to the gods than fruit, vegetables or flowers? (inferential)

5. What did the Aztecs do with some of their prisoners of war? (inferential)

6. What modern day city is set on the site of the Aztec capital? (inferential)

7. Why do you think the Aztecs decided to set up their own empire? (response)

Valid/
Invalid

8. Were the Aztec people right to look for heavenly signs that the end of the world was coming? Why or why not? (response)

Valid/
Invalid

9. Do you think the Aztecs were a peace-loving people? Why or why not? (response)

Valid/
Invalid

Initial Placement Assessment Summary: Level 23



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
Phonics Assessment	Response			Valid/Invalid
	1.			Valid/Invalid
				Valid/Invalid
Phonics Assessment	Phonic combinations to be learned long e, long o, /er/, /or/, long a, long oo sound, /sh/, /j/ = soft g, /air/, /ear/			___ /10
	Blends to be learned sk, fl, tw, dr, st, tr, en, fl, cl			___ /9
	Digraphs to be learned ch, sh, th, wh			___ /8
High Frequency Words Assessment	account, against, alike, already, although, areas, around, beautiful, because, before, better, brought, change, cheque, cities, coins, countries, democracy, different, discovered, each, easier, enough, every, government, history, keeps, knew, later, lovely, money, month, mothers, nights, objects, people, person, public, reduce, slave, suddenly, teach, think, thought, together, two, using, walk, weapons, world			___ /50
Comprehension Assessment	1.			✓/X
	2.			✓/X
	3.			✓/X
	4.			✓/X
	5.			✓/X
	6.			✓/X
	7.			✓/X
	8.			Valid/Invalid
	9.			Valid/Invalid

End of Level Assessment Summary: Level 23



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
Phonics Assessment	Inferential			Yes/No
	1.			Yes/No
	2.			Yes/No
Phonics Assessment	Response			Valid/Invalid
	1.			Valid/Invalid
	Phonic combinations to be learned long e, long o, /er/, /or/, long a, long oo sound, /sh/, /j/ = soft g, /air/, /ear/			___ /10
Phonics Assessment	Blends to be learned sk, fl, tw, dr, st, tr, en, fl, cl			___ /9
	Digraphs to be learned ch, sh, th, wh			___ /8
	High Frequency Words Assessment account, against, alike, already, although, areas, around, beautiful, because, before, better, brought, change, cheque, cities, coins, countries, democracy, different, discovered, each, easier, enough, every, government, history, keeps, knew, later, lovely, money, month, mothers, nights, objects, people, person, public, reduce, slave, suddenly, teach, think, thought, together, two, using, walk, weapons, world			___ /50
Comprehension Assessment	1.			✓/X
	2.			✓/X
	3.			✓/X
	4.			✓/X
	5.			✓/X
	6.			✓/X
	7.			✓/X
	8.			Valid/Invalid
	9.			Valid/Invalid