

Reading Record – Fiction

 **More Like Home** Level 25



Name: _____ Date: _____ Age: _____

Text: More Like Home Level: 25

R.W.: 148 Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self-corrections MSV
10	I had felt fear before. Fear had been a part of my life ever since the soldiers started coming to the village. But, now, I felt something worse – a deep feeling of sadness and loss to be leaving my homeland.	12			
	I'm tired.	40			
	Let's rest here for a while then.	42			
		49			
11	We woke at sunrise to the sound of a truck pulling up nearby.	60			
	Quick! Soldiers!	62			
	My heart beat like a drum.	64			
	Shh.	70			
	We sat still, hardly breathing.	71			
		76			
12	Do you think they were looking for us?	84			
	I don't know, but they'd take us anyway.	92			
	Let's go quickly.	95			
	The soldiers often kidnapped children for the army.	103			
	I can't see anything, or anyone.	109			
13	We just have to keep going.	115			
	Then, just as I'd almost given up hope ...	123			
	We're looking for the border.	128			
	You've crossed the border. You can keep walking	136			
	with us to the camp. We're all going to the	146			
	same place.	148			
Total:					

Reading Record Assessment

 More Like Home Level 25



Name: _____

Reading level: _____

Accuracy level: _____ = 1: _____ = _____%

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

Easy/Instructional/Hard

Questions to Check for Understanding

Literal

- | | |
|--|--------|
| 1. Why does Grace's heart beat like a drum?
(She and Moses see soldiers arriving.) | Yes/No |
| 2. How does Grace know she has found people from the same area as her?
(The people speak the same language as Grace.) | Yes/No |

Inferential

- | | |
|---|--------|
| 1. Why is Grace desperate to find a face she knows?
(She hopes to hear news from home.) | Yes/No |
| 2. Why does Grace feel numb as she walks to the border?
(She has just heard that her village was burnt to the ground, and that it is possible that no one survived.) | Yes/No |

Response

- | | |
|---|---------------|
| 1. How do you think Grace and Moses would have felt when they found people they knew? | Valid/Invalid |
|---|---------------|

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

Reading Record – Factual



The Great Wall of China Level 25



Name: _____ Date: _____ Age: _____

Text: The Great Wall of China Level: 25

R.W.: 165 Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self-corrections MSV
4	I've always wanted to travel to China. I love Chinese	10			
	art and food, and this year, I decided to study	20			
	Chinese language at school.	24			
	As a part of our studies, a small group of us visited	36			
	China with two of our teachers. We had the best time!	47			
5	The highlight of my trip was visiting the Great Wall	57			
	of China.	59			
	We arrived in Beijing (pronounced: <i>Bay-jing</i>) and	66			
	travelled to Simatai, which is one of the parts of	76			
	the Great Wall that is close by. It took us a few	88			
6	hours to reach Simatai by bus from the centre	97			
	of the city.	100			
	The Great Wall of China is the longest man-made	109			
	structure on Earth. Although a lot of the wall has	119			
	now fallen into ruin, what is left covers a distance	129			
Total:	of more than 4000 kilometres across the north of	137			
	China. It runs from the Yellow Sea in the east,	147			
	curves around the north of Beijing and ends up	156			
	in Xinjiang (pronounced <i>Shin-gee-ang</i>) province far	162			
	in the west.	165			

Reading Record Assessment

The Great Wall of China Level 25



Name: _____

Reading level: _____

Accuracy level: _____ = 1: _____ = _____ %

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

Easy/Instructional/Hard

Questions to Check for Understanding

Literal

1. Where did the author go after she arrived in Beijing?
(Simatai) Yes/No
2. Where does the Great Wall begin and end?
(It begins at the Yellow Sea in the east and ends at Xinjiang in the west.) Yes/No

Inferential

1. Why is the Great Wall an important historical site?
(The Great Wall is very old, is culturally important, and is the longest man-made structure on Earth.) Yes/No
2. Why has much of the Great Wall fallen into ruin?
(Because it is over 4000 years old) Yes/No

Response

1. Why do you think visiting the Great Wall was the highlight of the author's trip? Valid/Invalid

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

Phonics Assessment Level 25

 Teacher's Copy



Name: _____

Age: _____ Date: _____

Phonic Combination		Consonant + Phonic Combination Phonic Combination + Consonant	✓/✗	Blend + Phonic Combination Phonic Combination + Blend	✓/✗	Digraph	✓/✗
est		nest		crest		chest	
ad		bad		traditional			
im		imperial		impressive			
un		bun				shun	
por		important				porch	
en		environment		spent		when	
ex		experiment					
in		individuals				inch	
re		retina					
par		part				parch	
			___/10		___/4		___/6

Combinations to focus on:

Comments:

Phonics Assessment Level 25

 Student Copy



Name: _____

Age: _____ Date: _____

nest	crest	chest
bad	traditional	
imperial	impressive	
bun		shun
important		porch
environment	spent	when
experiment		
individuals		inch
retina		
part		parch

High Frequency Words Assessment Level 25

 Teacher's Copy



Name: _____

Age: _____ Date: _____

Word	✓/✗	Word	✓/✗	Word	✓/✗	Word	✓/✗
allowed		farther		attack		touching	
months		desperately		attachment		measured	
aunt		laughed		suit		allow	
quickly		middle		switching		eleven	
language		strengthen		popular		greatness	
afterwards		slow		bright		older	
strangely		perfect		colour		systems	
necessary		alternatives		excellent		lose	
hour		current		perceive		bought	
half		course		receive		own	
touched		describing		caught		fewer	
exactly		opinion		easier			
further		colour		loosens			

Number of Words Correct: ____ /50

High frequency words to focus on:

Comments:

High Frequency Words Assessment Level 25

 Student Copy



Name: _____

Age: _____ Date: _____

allowed	farther	attack	touching
months	desperately	attachment	measured
aunt	laughed	suit	allow
quickly	middle	switching	eleven
language	strengthen	popular	greatness
afterwards	slow	bright	older
strangely	perfect	colour	systems
necessary	alternatives	excellent	lose
hour	current	perceive	bought
half	course	receive	own
touched	describing	caught	fewer
exactly	opinion	easier	
further	colour	loosens	

Comprehension Assessment

Fiction Level 25

 Student Copy



Name: _____ Age: _____ Date: _____

More Like Home

✓ or X

1. What did Moses's mother tell them to do if it wasn't safe to go back to the village? (literal)

2. Describe the conditions in the refugee camp. (literal)

3. How does Grace react when she is told that they're going to Australia? (literal)

4. What happens to Grace's mum and her baby? (inferential)

5. On page 6, why is Grace not sure that she believes her own words? (inferential)

6. Why does Grace fall asleep in minutes once she's set up camp? (inferential)

7. Why do you think soldiers kidnapped children for the army? (response)

Valid/
Invalid

8. How would you feel if you were forced to leave your home and go to another country? (response)

Valid/
Invalid

9. Why might it be hard for Grace to go on a plane? (response)

Valid/
Invalid

Comprehension Assessment

Factual Level 25



Student Copy



Name: _____ Age: _____ Date: _____

The Great Wall of China

✓ or X

1. When was the Great Wall placed on the World Heritage List? (literal)

2. Why is the Great Wall so wide? (literal)

3. Why is the Great Wall so popular with tourists? (literal)

4. Why was the Great Wall placed on the World Heritage List? (inferential)

5. Why did nomadic invaders try to attack China during the imperial period?
(inferential)

6. When does most of the Great Wall that tourists visit today date from?
In which dynasty was it built? (inferential)

7. How do you think visiting the Great Wall would have helped the author
and her classmates with their studies? (response)

Valid/
Invalid

8. What other landmarks around the world can you think of that can be
seen as symbols of strength and power? (response)

Valid/
Invalid

9. What famous landmarks around the world would you most like to visit?
Why? (response)

Valid/
Invalid

Initial Placement Assessment Summary: Level 25



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.			
	Inferential			Yes/No
	1.			Yes/No
	2.			
Phonics Assessment	Response			Valid/Invalid
	1.			
Phonics Assessment	Phonic combinations to be learned est, ad, im, un, por, en, ex, in, re, par			___ /10
	Blends to be learned cr, tr, pr, sp			___ /4
	Digraphs to be learned ch, sh, wh			___ /6
High Frequency Words Assessment	allowed, farther, attack, touching, months, desperately, attachment, measured, aunt, laughed, suit, allow, quickly, middle, switching, eleven, language, strengthen, popular, greatness, afterwards, slow, bright, older, strangely, perfect, colour, systems, necessary, alternatives, excellent, lose, hour, current, perceive, bought, half, course, receive, own, touched, describing, caught, fewer, exactly, opinion, easier, further, colour, loosens			___ /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 25



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.			
	Inferential			Yes/No
	1.			Yes/No
	2.			
Phonics Assessment	Response			Valid/Invalid
	1.			
Phonics Assessment	Phonic combinations to be learned est, ad, im, un, por, en, ex, in, re, par			___ /10
	Blends to be learned cr, tr, pr, sp			___ /4
	Digraphs to be learned ch, sh, wh			___ /6
High Frequency Words Assessment	allowed, farther, attack, touching, months, desperately, attachment, measured, aunt, laughed, suit, allow, quickly, middle, switching, eleven, language, strengthen, popular, greatness, afterwards, slow, bright, older, strangely, perfect, colour, systems, necessary, alternatives, excellent, lose, hour, current, perceive, bought, half, course, receive, own, touched, describing, caught, fewer, exactly, opinion, easier, further, colour, loosens			___ /50
Comprehension Assessment	1.			✓/X
	2.			✓/X
	3.			✓/X
	4.			✓/X
	5.			✓/X
	6.			✓/X
	7.			Valid/Invalid
	8.			Valid/Invalid
	9.			Valid/Invalid