

Reading Record – Fiction

 **Ben Fox Saves the Day** Level 6



Name: _____ Date: _____ Age: _____

Text: Ben Fox Saves the Day Level: 6

R.W.: 104 Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self-corrections MSV
4	One day, Ben Fox went to the shop for his mum. 11				
	He was outside the shop 16				
	getting oranges out of a box, 22				
	when the woman from the shop shouted, 29				
	“Stop him! Stop him!” 33				
	Ben looked up at the woman. 39				
5	“See that boy running away!” 44				
	she shouted. “He has my bag.” 50				
	Ben looked down the street. 55				
6	“I can see a boy. 60				
	He has a blue top and black shorts on 69				
	and he has a red bag,” Ben said. 77				
	“Yes, that is him,” said the woman. 84				
7	“And that is my bag!” 89				
	“Stay here,” said Ben to the woman. 96				
	“I will get your bag back for you.” 104				
Total:					

Reading Record Assessment

 Ben Fox Saves the Day Level 6



Name: _____

Reading Level: _____

Accuracy level: _____ = 1: _____ = _____ %

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

Easy/Instructional/Hard

Questions to Check for Understanding

Literal

- | | |
|--|--------|
| 1. What does the woman shout when the boy takes her bag?
(The woman shouts "Stop him! Stop him!") | Yes/No |
| 2. What colour are the boy's shorts?
(The boy's shorts are black.) | Yes/No |

Inferential

- | | |
|---|--------|
| 1. Why does Ben chase the boy?
(Ben chases the boy because he has stolen the woman's bag.) | Yes/No |
| 2. What else could Ben have bought from the fruit shop?
(Ben could also have bought watermelon, pears, lettuce, tomatoes and bananas from the fruit shop.) | Yes/No |

Response

- | | |
|---|---------------|
| 1. How would you feel if someone stole your bag?
(Response answers will vary.) | Valid/Invalid |
|---|---------------|

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

Reading Record – Factual

 **At the Shops** Level 6



Name: _____ Date: _____ Age: _____

Text: At the Shops Level: 6

R.W.: 94 Accuracy: _____ S.C. Rate: _____

Page		E	S.C.	Errors MSV	Self-corrections MSV
4	People buy things at shops.	5			
	People need shops because	9			
	they cannot make or grow	14			
	all the things they need.	19			
	People can shop day and night.	25			
5	Some shops sell food.	29			
	Some shops sell clothes.	33			
	And some shops sell toys.	38			
6	A lot of shops sell food.	44			
	Some food shops sell fruit.	49			
	Some food shops sell meat.	54			
	And some food shops sell fish.	60			
7	These people work in a fruit shop.	67			
	They are called greengrocers.	71			
	These people work in a meat shop.	78			
	They are called butchers.	82			
	This man works in a fish shop.	89			
	He is called a fishmonger.	94			
Total:					

Reading Record Assessment



At the Shops

Level 6



Name: _____

Reading Level: _____

Accuracy level: _____ = 1: _____ = _____ %

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

Easy/Instructional/Hard

Questions to Check for Understanding

Literal

1. Can people shop day and night? Yes/No
(Yes, people can shop day and night.)
2. What do we call people who work in a fruit shop? Yes/No
(People who work in a fruit shop are called greengrocers.)

Inferential

1. What kinds of food come from a farm? Yes/No
(The kinds of food that come from a farm are meat, fruit, and vegetables.)
2. What machine is used to make clothes in a factory? Yes/No
(The machine used to make clothes in a factory is a sewing machine.)

Response

1. Why do you think people go to a market to buy their food? Valid/Invalid
(Response answers will vary.)

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

Phonics Assessment Level 6

 Teacher's Copy

Fast 
FORWARD

Name: _____

Age: _____ Date: _____

Phonic Combination	Consonant + Phonic Combination Phonic Combination + Consonant	✓/✗	Blend + Phonic Combination	✓/✗	Digraph	✓/✗
an	man		flan			
op	top		stop		shop	
ay	day		stay			
oy	boy		ploy			
ar	far		star		chart	
er	her		stern			
ow (oe)	tow		blow		show	
ou	out		cloud		shout	
eat	seat		treat		wheat	
ear	year		clear		shear	
air	hair		stair		chair	
ake	bake		flake		shake	
ing	sing		sting		thing	
		___/13		___/13		___/9

Combinations to focus on:

Comments:

Phonics Assessment Level 6



Student Copy

Fast 
FORWARD

Name: _____

Age: _____ Date: _____

man	flan	
top	stop	shop
day	stay	
boy	ploy	
far	star	chart
her	stern	
tow	blow	show
out	cloud	shout
seat	treat	wheat
year	clear	shear
hair	stair	chair
bake	flake	shake
sing	sting	thing

High Frequency Words Assessment Level 6

 Teacher's Copy



Name: _____

Age: _____ Date: _____

Word	✓/✗	Word	✓/✗	Word	✓/✗	Word	✓/✗
after		again		around		away	
came		children		come		down	
eat		first		friend		gave	
have		here		house		how	
inside		little		your		made	
make		more		new		night	
out		over		people		said	
school		some		stay		take	
these		they		time		under	
very		want		was		what	
when		where		who		you	
look		I've		don't		I'm	
can't		it's					

Number of Words Correct: ____ /50

High frequency words to focus on:

Comments:

High Frequency Words Assessment Level 6



 Student Copy

Name: _____

Age: _____ Date: _____

after	again	around	away
came	children	come	down
eat	first	friend	gave
have	here	house	how
inside	little	look	made
make	more	new	night
out	over	people	said
school	some	stay	take
these	they	time	under
very	want	was	what
when	where	who	you
your	can't	don't	I'm
it's	I've		

Comprehension Assessment

Fiction Level 6



Student Copy

Name: _____ Age: _____ Date: _____

Ben Fox Saves the Day

✓ or ✗

1. What does the woman shout when the boy takes her bag?
(literal)

2. What colour are the boy's shorts? (literal)

3. What are the children playing on in the park? (literal)

4. Why does Ben chase the boy? (inferential)

5. What else could Ben have bought at the fruit shop? (inferential)

6. In what places does the story take place? (inferential)

7. Do you think the way Ben stops the thief is clever? Why?
(response)

Valid/
Invalid

8. How would you feel if someone stole your bag? (response)

Valid/
Invalid

9. Why do you think the boy steals the bag? (response)

Valid/
Invalid

Comprehension Assessment

Factual Level 6



 Student Copy

Name: _____ Age: _____ Date: _____

At the Shops

✓ or X

1. People can shop day and night. True or false? (literal)

2. People who work in a fruit shop
are called _____. (literal)

3. Where are clothes made? (literal)

4. What kinds of food come from the farm? (inferential)

5. What machine is used to make clothes in the factory? (inferential)

6. What kind of toy can be hand-made by people? (inferential)

7. Do you think shops should be open day and night?
Why or why not? (response)

Valid/
Invalid

8. Why do you think people go to a market to buy their food?
(response)

Valid/
Invalid

9. What kind of shop would you like to run and why? (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.			✓/X
	2.			✓/X
Reading Record Comprehension	Inferential			
	1.			✓/X
	2.			✓/X
Phonics Assessment	Response			
	1.			Valid/Invalid
	Combinations to be learned an, op, ay, oy, ar, er, ow, ou, eat, ear, air, ake, ing			___ /13
Phonics Assessment	Blends to be learned fl, st, pl, bl, cl, tr			___ /13
	Digraphs to be learned sh, ch, wh, th			___ /9
	High Frequency Words Assessment	after, again, around, away, came, children, come, down, eat, first, friend, gave, have, here, house, how, inside, little, look, made, make, more, new, night, out, over, people, said, school, some, stay, take, these, they, time, under, very, want, was, what, when, where, who, you, your, can't, don't, I'm, it's, I've		___ /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



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.			✓/X
	2.			✓/X
Reading Record Comprehension	Inferential			
	1.			✓/X
	2.			✓/X
Reading Record Comprehension	Response			
	1.			Valid/Invalid
Phonics Assessment	Combinations to be learned an, op, ay, oy, ar, er, ow, ou, eat, ear, air, ake, ing			___ /13
	Blends to be learned fl, st, pl, bl, cl, tr			___ /13
	Digraphs to be learned sh, ch, wh, th			___ /9
High Frequency Words Assessment	after, again, around, away, came, children, come, down, eat, first, friend, gave, have, here, house, how, inside, little, look, made, make, more, new, night, out, over, people, said, school, some, stay, take, these, they, time, under, very, want, was, what, when, where, who, you, your, can't, don't, I'm, it's, I've			___ /50
Comprehension Assessment	1.			✓/X
	2.			✓/X
	3.			✓/X
	4.			✓/X
	5.			✓/X
	6.			✓/X
	7.			Valid/Invalid
	8.			Valid/Invalid
	9.			Valid/Invalid