

# Reading Record – Fiction

 **Harry Helps Out** Level 7



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

Text: Harry Helps Out Level: 7

R.W.: 119 Accuracy: \_\_\_\_\_ S.C. Rate: \_\_\_\_\_

Page		E	S.C.	Errors MSV	Self corrections MSV
8	The next day, as Harry walked home	7			
	from school, he saw Mrs Black	13			
	outside her house.	16			
	“Hello, Harry,” she called out.	21			
	“Hello, Mrs Black,” he said as he walked by.	30			
	Mrs Black called out again.	35			
	“Harry, can you help me?” she said.	42			
	Harry did not want to talk to Mrs Black,	51			
	but he did not want to say no.	59			
	So, he stopped and turned around.	65			
10	Harry walked over to Mrs Black.	71			
	“I think you are just the boy to help me	81			
	with this,” she said as she walked inside.	89			
	“What is it?” said Harry as he walked in, too.	99			
	“With this,” said Mrs Black,	104			
	showing Harry a big box that was sitting	112			
on a desk in her back room.	119				
<b>Total:</b>					

# Reading Record Assessment

## ▶▶ Harry Helps Out Level 7



Reading Level: \_\_\_\_\_

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

Self-correction rate: \_\_\_\_\_ = \_\_\_\_\_ = 1: \_\_\_\_\_      Easy/Instructional/Hard

### Questions to Check for Understanding

#### Literal

- 1. What does Mrs Black call out? Yes/No  
(Mrs Black calls out, "Hello, Harry.")
- 2. What is sitting on the desk? Yes/No  
(A computer is sitting on the desk.)

#### Inferential

- 1. Why does Harry stop and turn around? Valid/Invalid  
(Harry stops and turns around because he doesn't want to be rude to Mrs. Black.)
- 2. What do you think one of Harry's hobbies might be? Valid/Invalid  
(One of Harry's hobbies is playing with computers.)

#### Response

- 1. Why doesn't Harry want to say no to Mrs Black? Valid/Invalid  
(Answers will vary.)

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

---

---

---

---

---

---

---

---

---

---

# Reading Record – Factual

## ▶▶ Skateboarding Level 7



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

Text: skateboarding Level: 7

R.W.: 98 Accuracy: \_\_\_\_\_ S.C. Rate: \_\_\_\_\_

Page		E	S.C.	Errors MSV	Self corrections MSV
8	Skateboarders are part of a big group or community.	6			
	This is called the skateboarding community.	9			
	This is not a community of people who live in the same place.	15			
	It is a community of people who like to do the same things.	22			
9	People in the skateboarding community like to have special skateboarding clothes.	28			
	They like to take their skateboards with them and ride them all the time!	34			
		41			
10	Skateboarders have to work hard when they ride.	45			
	They have to run, jump and swing around a lot.	52			
	Skateboarding is a good way for people to get fit, and to stay fit.	58			
		66			
		74			
		84			
		90			
		98			
<b>Total:</b>					

# Reading Record Assessment



## Skateboarding Level 7



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

Reading Level: \_\_\_\_\_

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

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

Easy/Instructional/Hard

### Questions to Check for Understanding

#### Literal

1. What do skateboarders like to have? Yes/No  
(Skateboarders like to have special skateboarding clothes.)
2. What can skateboarders do when they are very fit? Yes/No  
(When they are very fit, skateboarders can move around and do a lot more on their boards.)

#### Inferential

1. Who is in the skateboarding community? Valid/Invalid  
(The people in the skateboarding community are people who like to go skateboarding.)
2. How do you think skateboarders stay fit? Valid/Invalid  
(Skateboarders stay fit by skateboarding.)

#### Response

1. How do you think a person might become a member of a skateboarding community? Valid/Invalid  
(Answers will vary.)

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

---

---

---

---

# Phonics Assessment Level 7



Teacher's Copy

**Fast**   
**FORWARD**

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

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

Phonic Combination	✓/✗	Consonant + Phonic Combination Phonic Combination + Consonant	✓/✗	Blend + Phonic Combination	✓/✗	Digraph	✓/✗
ap		cap		flap			
at		bat		flat		chat	
in		bin		skin		shin	
op		top		flop		shop	
og		dog		frog			
ack		back		black		shack	
oo		moon		spoon			
ock		rock		flock		shock	
ink		pink		stink		think	
est		rest				chest	
eat		beat		treat		wheat	
ear		year		clear		shear	
air		hair		stair		chair	
ee		need		sleep		sheet	
			___/14		___/13		___/11

Combinations to focus on:

Comments:

# Phonics Assessment Level 7



Student Copy

**Fast**   
**FORWARD**

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

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

cap	flap	
bat	flat	chat
bin	skin	shin
top	flop	shop
dog	frog	
back	black	shack
moon	spoon	
rock	flock	shock
pink	stink	think
rest		chest
beat	treat	wheat
year	clear	shear
hair	stair	chair
need	sleep	sheet

# High Frequency Words Assessment Level 7



Teacher's Copy

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

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

Word	✓/✗	Word	✓/✗	Word	✓/✗	Word	✓/✗
and		did		good		have	
him		into		looked		not	
over		said		do		them	
were		you		there		was	
they		we		but		come	
going		gone		again		had	
our		mum		with		now	
of		she		Mrs		out	
want		are		be		down	
how		help		make		people	
this		very		well		your	
friend		like		special		that	
when		some					

Total number of Words Correct: \_\_\_\_ /50

High frequency words to focus on:

Comments:

# High Frequency Words Assessment Level 7



 Student Copy

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

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

and	did	good	have
him	into	looked	not
over	said	do	them
were	you	there	was
they	we	but	come
going	gone	again	had
our	mum	with	now
of	she	Mrs	out
want	are	be	down
how	help	make	people
this	very	well	your
friend	like	special	that
when	some		

# Comprehension Assessment Fiction Level 7



 Student Copy

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

## Harry Helps Outs

✓ or X

1. Where does Harry live? (literal)

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

2. Where is the box Mrs Black needs help with? (literal)

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

3. What is in the box? (literal)

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

4. Why doesn't Harry want to talk to Mrs Black? (inferential)

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

5. What things is Harry interested in? (inferential)

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

6. Why does Mrs Black need help? (inferential)

\_\_\_\_\_

7. Why does Mrs Black choose Harry to help her? (response)

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

Valid/  
Invalid

8. Do you think Mrs Black likes Harry? Why? (response)

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

Valid/  
Invalid

9. What do you think Mrs Black could help Harry with? (response)

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

Valid/  
Invalid

# Comprehension Assessment

## Factual Level 7



 Student Copy

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

### Skateboarding

✓ or X

1. How long has skateboarding been around for? (literal)

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

2. What were the first skateboards made of? (literal)

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

3. Where can skateboarders ride their skateboards? (literal)

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

4. Why were skateboards invented? (inferential)

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

5. What equipment does a skateboarder need? (inferential)

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

6. Who is in the skateboarding community? (inferential)

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

7. Why do skateboarders need helmets? (response)

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

Valid/  
Invalid

8. Why is skateboarding a good way to stay fit? (response)

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

Valid/  
Invalid

9. Look at the picture on page 12. Why do you think this accident happened? (response)

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

Valid/  
Invalid

# Initial Placement Assessment Summary: Level 7



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.			✓/✗
Reading Record Comprehension	Inferential			
	1.			✓/✗
	2.			✓/✗
Phonics Assessment	Response			
	1.			Valid/Invalid
	Combinations to be learned ap, at, in, op, og, ack, oo, ock, ink, est, eat, ear, air, ee			___ /14
Phonics Assessment	Blends to be learned fl, sk, fr, bl, cl, tr, st, sl, sp			___ /13
	Digraphs to be learned sh, ch, th, wh			___ /11
	High Frequency Words Assessment	again, and, are, be, but, come, did, do, down, friend, going, gone, good, had, have, help, him, how, into, like, looked, make, Mrs, mum, not, now, of, our, out, over, people, said, she, some, special, that, them, there, they, this, very, want, was, we, well, were, when, with, you, your. Contractions: none.		___ /50
Comprehension Assessment	1.			✓/✗
	2.			✓/✗
	3.			✓/✗
	4.			✓/✗
	5.			✓/✗
	6.			✓/✗
	7.			Valid/Invalid
	8.			Valid/Invalid
	9.			Valid/Invalid

# End of Level Assessment Summary: Level 7



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.			✓/✗
Reading Record Comprehension	Inferential			✓/✗
	1.			✓/✗
	2.			✓/✗
Phonics Assessment	Response			Valid/Invalid
	1.			Valid/Invalid
	Combinations to be learned ap, at, in, op, og, ack, oo, ock, ink, est, eat, ear, air, ee			___ /14
Phonics Assessment	Blends to be learned fl, sk, fr, bl, cl, tr, st, sl, sp			___ /13
	Digraphs to be learned sh, ch, th, wh			___ /11
	High Frequency Words Assessment	again, and, are, be, but, come, did, do, down, friend, going, gone, good, had, have, help, him, how, into, like, looked, make, Mrs, mum, not, now, of, our, out, over, people, said, she, some, special, that, them, there, they, this, very, want, was, we, well, were, when, with, you, your. Contractions: none.		___ /50
Comprehension Assessment	1.			✓/✗
	2.			✓/✗
	3.			✓/✗
	4.			✓/✗
	5.			✓/✗
	6.			✓/✗
	7.			Valid/Invalid
	8.			Valid/Invalid
	9.			Valid/Invalid