

INFORMAL PROSE INVENTORY

2



Hilton Ayrey

sample eBook

CONTENTS

Introduction to this Resource	3
Administration of the Tests	4
Recording Miscues	5
Analysing Miscues	6
Sample Recording sheets	7-8
Student Scripts	9-26
Recording Sheets	28-62
Acknowledgements	63

Noun Frequency Readability Scale *	PAT Reading Comp Levels**	Story Title	Equivalent Reading Age	Student Scripts Page Number	Recording Sheets Page Numbers
Below 2.8	Level 0	A New Friend	6 - 7	9	27 + 28
		Outside	6 - 7	10	29 + 30
2.8 - 3.2	Level 1	Glen's Toys	7 - 8	11	31 + 32
		The Day Michael Made the News	7 - 8	12	33 + 34
3.2 - 3.6	Level 2	To Give Away - One Goat	8 - 8½	13	35 + 36
		Crow's Idea	8 - 8½	14	37 + 38
3.6 - 4.0	Level 3	Our Robot	8½ - 9	15	39 + 40
		Henry Mouse	8½ - 9	16	41 + 42
4.0 - 4.4	Level 4	Ants	9 - 10	17	43 + 44
		Ben's First Disco	9 - 10	18	45 + 46
4.4 - 4.8	Level 5	After the Storm	10 - 11	19	47 + 48
		Chirpy	10 - 11	20	49 + 50
4.8 - 5.2	Level 6	The Shoplifter	11 - 12	21	51 + 52
		Zena Finds Food	11 - 12	22	53 + 54
5.2 - 5.6	Level 7	The Doughnut	12 - 13	23	55 + 56
		A Virtual Pain	12 - 13	24	57 + 58
5.6 - 6.0	Level 8	The Racehorse and the Cat	13 - 15	25	59 + 60
		Marbles	13 - 15	26	61 + 62

*This scale is based on the average frequency of nouns in the reading material being rated. Each noun is classified on a 9-point scale, and the mean rating calculated to estimate the level of difficulty.
See W.B. Elley and A.C. Croft, *Assessing the Difficulty of Reading Materials: The Noun Frequency Method*, Wellington, NZCER, 1989

** See Progress Achievement Test Reading Manual page 21

INTRODUCTION TO THIS RESOURCE

PURPOSE

Many teachers will be familiar with running records as a valuable diagnosis reading tool. Information gained about reading strategies enable teachers to identify the student's needs for reading instruction. An Informal Prose Inventory is a collection of graded texts for this purpose. This resource provides a systematic approach to

- diagnosing and monitoring decoding skills
- monitoring retelling and comprehension skills - literal and inferential
- tracking reading achievement over time as students demonstrate mastery of the graded passages in three areas - accuracy (decoding), retelling, and comprehension

DESCRIPTION

Informal Prose Inventory 1 has nine levels of increasing difficulty, with two selections at each level from reading age 6 to 15.

Informal Prose Inventory 2 has the same nine levels with a further two selections at each level.

All selections are *narrative* and therefore focus on the reading skills specific to that genre.

The levels and the Noun Frequency Readability Scale are the same as those used in the Progressive Achievement Test (PAT) : Reading Comprehension , NZCER.

The passages have been carefully selected to fit the above levels using the Noun Frequency Method, and have been trialled extensively in classrooms.

While attempts have been made to provide gender and cultural balance in selecting the stories, choosing stories that were intrinsically interesting to children was also an important consideration.

Informal Prose Inventory 3 follows the same structure (9 levels, reading ages 6 to 15) but the selections are all *non fiction*.

These tests measure ACCURACY, RETELLING, AND COMPREHENSION. This approach recognises that a high level of reading accuracy does not necessarily correlate with a corresponding depth of understanding. If a student can meet the criteria for all three of these reading skills, then they have mastered this level and can move on to the next. Scoring less than the pass mark in 1 or 2 of these skills suggests that there is more work to be done at this level.

If Accuracy falls below 94%, then decoding weaknesses will be significantly interfering with comprehension and a lower level should be attempted.

It is important to note that inconsistencies in scores may arise depending on the individual student's response to the underlying concepts in the story, their prior knowledge, and experience.

ADMINISTRATION OF THE TESTS

ACCURACY

The focus here is on decoding, the student's ability to use the available cues (MVS) to recognise the words in the passage. The material should be unseen to best assess this ability.

1. Help the student feel comfortable and relaxed. Explain the task.
2. Get the student to read the story out loud from the student's script provided.
3. Record the student's reading behaviour on the recording sheet, side 1.
4. A pass for this section is 97%. A score of less than 94% will generally indicate that this passage is too difficult and you may choose to stop here and try a lower level.
5. The columns on the right hand side of the recording sheet allow for a much deeper analysis of reading strategies used by the reader.

MVS refers to the 3 main reading cues used in decoding text.

M = meaning (semantics) "Does the student read for meaning?"

V = visual (grapho-phonetic) "Does the student use visual cues from the letters and shape of words?"

S = structure (syntax) "Does the student use language patterns?"

(See pages 4 and 5 for procedures on recording and analysing miscues)

RETELLING

This gives information on how well the student has understood the story structure and can remember the details of the story. With narrative text there is a storyline that provides a sequence for the reader to hook onto. Does the student use this schema?

1. Give the student the opportunity to reread the passage silently before attempting retelling. The first reading focussed on decoding. The second reading gives them the opportunity to check meaning and prepare themselves for retelling.
2. Ask student to retell the passage. Suggest that they start at the beginning and try to include any events and details they can remember.
3. Using Section A, side 2 of the recording sheet, tick the boxes of the events or details as they are retold. Numbering the responses gives you additional information about the student's ability to maintain the story sequence. Retelling does not have to be word for word. You are looking for understanding of concepts, ideas, and detail. Score half if some events or details are not quite correct or omitted.
4. A pass for this section is 50%.

COMPREHENSION

The use of question prompts allows the tester to determine the level of understanding of the events that took place in the story, but were not mentioned in the retelling.

1. When the student has finished RETELLING, tick the boxes in Section B that have already been covered satisfactorily in Section A.
2. Use the questions provided to check comprehension of events and details not retold.
3. Ask the inferential questions to test students ability to "read between the lines".
A possible answer is given, but students may be able to justify others from the text.
4. A pass for this section is 75%

RECORDING MISCUES

Marking the prose passage

While the student reads the passage out loud, the person administering the test records any deviations that are made from the text.

Suggested conventions for recording

- 1. Substitution** Write the substitution above the text. e.g. *seem* substitution
same text
- 2. Omission** Put a dash above the omitted word e.g. he [—]went for some lunch
- 3. Insertion** Indicate where the insertion occurs using a caret mark. e.g. run ^{and} jump and hop
Write the insertion above the caret mark

If these miscues are uncorrected by the student, then they are included in the miscue analysis to calculate the accuracy rate.

Accuracy rate (%) = $\frac{\text{nos of words in the passage} - \text{nos of uncorrected miscues}}{\text{nos of words in the passage}} \times 100$

$$= \frac{218 - 9}{218} \times 100 = 96\%$$

Record all other reading behaviours as this will give you additional information about the strategies the student is using. These are not counted as miscues and are **NOT** part of the accuracy calculation.

- 1. Repetition** Mark above the word with **R** for repetition of a word.
Mark with an arrow to show a phrase, or a number of words have been reread.
This indicates they are monitoring their reading and are rereading to check their initial reading (a good sign).
- 2. Pause** Mark with //
- 3. Self Corrections** Write SC e.g. next SC substitution then self corrected
night text
Here the student miscues but then corrects the miscue without being prompted. Once again, this is a positive sign because it indicates that monitoring for meaning and syntax is taking place.
Self corrections are analysed separately from uncorrected miscues.

ANALYSING MISCUES

Miscue Analysis originated from research done by Dr. K. S. Goodman. For research purposes the classification of a readers' miscues requires a taxonomy of 48 categories. For practical use in the classroom, only the three major categories are used for the day to day observation of children's reading behaviour.

Miscue or Mistake?

The two words describe the same thing – any difference between what a child says, and the words on the page. However, mistake means “random error” and may have the connotation of being wrong – a condemnation. The use of the term “miscue” is an attempt to escape the value judgment, but more important, suggests that the difference between what the child says and what is on the printed page are not random errors but are “cued” by the thought and language of the reader as he attempts to follow what the author is saying.

Miscues may range from an unimportant change of a word that does not interfere with meaning, to a total breakdown in understanding demonstrated by the readers' miscues bearing little relationship to the original text.

By recording and then analysing miscues, the teacher can begin to see what is happening to cause the differences between the student's oral response and the text on the page. By classifying and interpreting the miscues the teacher is able to bring a great deal of confidence to the direction of his / her teaching.

Recording uncorrected Miscues

Number each uncorrected miscue, then go to the table on the right hand side of the recording sheet. For each miscue, circle the strategies that **HAVE BEEN USED** while making the miscue.

M = Meaning. Did the miscue retain the meaning intended by the author?

If “Yes” then circle M. The reader used the meaning or semantics cues.

If “No” then don't circle the M

S = Syntax – language structure. Did the miscue retain grammatical correctness?

Does the language pattern used sound right?

If “Yes” then circle S. if “No” then don't.

Consider the language pattern only, not whether it retains the intended meaning.

V = Grapho-phonics – visual. Does the miscue show that the student has used visual cues?

If the miscue is at least 50% visually correct then circle V

night That evening the boy went for a walk	Ⓜ V Ⓢ	Meaning and syntax have been retained. No visual correlation.
brush I'm wearing shorts and a bush shirt	M Ⓟ Ⓢ	Visually more than 50%. Syntactically OK but the meaning has changed
cong-coc-tong Nobody tries out concoctions on themselves	M Ⓟ S	Relying on visual cues. Nonsense word means meaning and syntax not being used
a Not only was it \wedge bright purple	Ⓜ V Ⓢ	Meaning and syntax retained. Neglected cue was visual
concentrate No blade of grass grew in all it's concrete playground.	M Ⓟ S	Only visual cues used. Meaning lost. Syntactically it doesn't work.

By working out % scores you will get an indication of which cues the student is relying on.

E.g. Meaning = 85% Visual = 30% Syntax = 75%

Student is using context and language structure well but needs work on visual skills

Sample Recording sheets :
This example illustrates the recording conventions outlined on page 5
and the miscue analysis outlined on page 6.

Name : **John Smith** Date : **22-4-2001** Age : **9yrs 4mths**
Title : **Rats** Running words : **248** Reading Age : **10-11**

<p>We had rats in our attic. They scampered over the rafters, making 1. noses 2. gawed little scratching noises. They gnawed at things, making little 3. scrapped scraping noises. And they leapt about, making scuttling, thumping 4. _ noises. I didn't mind the rats, but mum hated them.</p> <p>"Derek you must do something about those rats," she said to Dad. 5. sh--shudder "You really must." "I will, dear, I will," Dad said. He shuddered a 6. the little, and continued reading his paper and eating his toast. Mum 7. signed taps/SC sighed. She knew Dad. "Get some traps Mum," I said. "I'll set them in the attic for you." I thought of creeping across the attic, 8. touch a torch in one hand and a trap in the other. It would be scary.</p> <p>But it would be fun. Mum shook her head. "I'm not having any of you kids up there until they're gone," she said. "What if one bit 9. bit you?" "They wouldn't bite me," I said. "No!" Mum's finger waved say / SC my way. "You stay down from there!" And tell Jeff and Sarah to stay down too. Understand?" I sighed. "Yes Mum," I said. We 10. con-constrated were all silent. Dad frowned and concentrated on his paper. There was a patter-patter across the attic, right above us. 11. cron-cronrol "That does it!" said Mum. "I'm calling a pest controller."</p> <p>And she went to the phone. Early in the evening, a strange man arrived at the door. He had wild black hair and bushy beard. His eyes bulged, and two of his teeth were missing.</p>	97%	<i>Analysis of uncorrected reading miscues</i> Circle cues used during miscue			
	Instructional Level	1.	M	V	S
		2.	M	V	S
		3.	M	V	S
		4.	M	V	S
		5.	M	V	S
		6.	M	V	S
		7.	M	V	S
		8.	M	V	S
		9.	M	V	S
		10.	M	V	S
		11.	M	V	S
		12.	M	V	S
		13.	M	V	S
		14.	M	V	S
		15.	M	V	S
	94%	16.	M	V	S
		17.	M	V	S
		18.	M	V	S
		19.	M	V	S
	20.	M	V	S	
		<i>Analysis of self correction</i> Circle cues used during miscue self correction			
	1.	M	V	S	
	2.	M	V	S	
	3.	M	V	S	
	4.	M	V	S	
	5.	M	V	S	
	6.	M	V	S	
	7.	M	V	S	
	8.	M	V	S	
	9.	M	V	S	
	10.	M	V	S	

Accuracy Pass 97%	95.2%	Comments about reading behaviour : Self Correction Rate 1 : 6 Use of cues : Meaning = 5 /12 (42%) Visual = 10/12 (83%) Syntax = 8/12 (75%) Relying heavily on visual cues to decode unfamiliar words - poor recognition of word endings. Some awareness of text not making sense (S/C rate). Needs to be encouraged to monitor own reading - Does that make sense? Does that sound right? Retelling superficial with poor sequence. Practise with small chunks of text. Develop inferential comprehension in with small group discussion. Recommended Instructional Reading Age : 10 - 11
Retelling Pass 50%	44%	
Comprehension Pass 75%	80%	

Retelling the Story : Section A
This gives information about student's understanding of story structure and their ability to remember story details in sequence.

Comprehension Check : Section B
The questions allow the tester to determine the level of understanding of the events that took place in the story with the aid of prompts.

LITERAL COMPREHENSION : "Rats"		Level 5
Section A : Retell	Section B : Questions to check Comprehension	
<i>After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.</i>	<i>After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.</i>	
1. There were rats in the attic <input checked="" type="checkbox"/>	1. What was the problem at the beginning of the story? <input checked="" type="checkbox"/>	
2. They made all sorts of noises <input type="checkbox"/>	2. How could they tell there were rats? <input checked="" type="checkbox"/>	
3. The boy in the story didn't mind <input type="checkbox"/>	3. Was the storyteller worried about having rats in the attic? <input checked="" type="checkbox"/>	
4. His Mum hated them <input checked="" type="checkbox"/>	4. What did the storyteller's mum think about having rats in the attic? <input checked="" type="checkbox"/>	
5. His Mum asked Dad to do something about the rats <input checked="" type="checkbox"/>	5. What was the first thing she did about the rats? <input checked="" type="checkbox"/>	
6. Dad said he would <input type="checkbox"/>	6. What was Dad's response? <input checked="" type="checkbox"/>	
7. But he kept on reading his paper and eating his toast <input type="checkbox"/>	7. What did Dad actually do? <input type="checkbox"/>	
8. The boy wanted his mother to get some traps <input checked="" type="checkbox"/>	8. What did the storyteller suggest his mother should do? <input checked="" type="checkbox"/>	
9. He was going to set them up in the attic <input checked="" type="checkbox"/>	9. What was the storyteller going to do with the traps? <input checked="" type="checkbox"/>	
10. He thought it would be scary but fun <input type="checkbox"/>	10. How did the storyteller feel about setting the traps? <input checked="" type="checkbox"/>	
11. Mum didn't want any of the kids going into the attic <input checked="" type="checkbox"/>	11. How did the storyteller's mother feel about his plan? <input checked="" type="checkbox"/>	
12. She was worried that they might get bitten by the rats <input type="checkbox"/>	12. What was the storyteller's mum worried about? <input checked="" type="checkbox"/>	
13. The family heard the rats again <input type="checkbox"/>	13. What happened next that forced Mum into action? <input type="checkbox"/>	
14. Mum had had enough <input checked="" type="checkbox"/>	14. Why did she decide to do something? <input checked="" type="checkbox"/>	
15. Mum rang up a pest controller <input type="checkbox"/>	15. What did Mum do about the situation? <input checked="" type="checkbox"/>	
16. That evening a strange man came to the door <input checked="" type="checkbox"/>	16. What happened that evening? <input checked="" type="checkbox"/>	
17. He had wild black hair and a bushy beard <input type="checkbox"/>	17. Describe the man who came to their door? <input checked="" type="checkbox"/>	
18. His eyes bulged and 2 of his teeth were missing <input type="checkbox"/>	18. What else can you remember about the man? <input checked="" type="checkbox"/>	
RETELL TOTAL (PASS 50% = 9)	INFERENTIAL COMPREHENSION	
8/18 = 44%	19. Why did Mum call the pest controller? <i>She was frustrated with Dad. Didn't think he would do anything.</i>	<input type="checkbox"/>
	20. Why didn't Dad do something about the rats? <i>He shuddered at the thought. He didn't like rats.</i>	<input type="checkbox"/>
	COMPREHENSION TOTAL (PASS 75% = 15)	16/20 = 80%

A New Friend

by Hilton Ayrey

Peter wanted a pet. Every time he passed the pet shop he would stop and stare at the pets through the window.

One day his father said he had a surprise for him. They got into the car and drove to the pet shop.

“Why are we here?” asked Peter.

“Tomorrow is your birthday,” said Dad. “You can choose any pet you would like for a present.”

Peter ran into the shop. He walked past the rows of cages. What would he choose?

There were some little mice. They were having fun running around their cage. There were three very cute kittens that were curled up fast asleep.

At the back of the shop was a little puppy. He had sad eyes and floppy ears. Peter knew that this was his new friend.

Level 0

Outside

by Hilton Ayrey

The door was open. The kitten walked outside and looked around. She had never been outside before. There were lots of new things to play with. She ran after a leaf. Then she rolled on the grass. She jumped up at the flowers in the garden. This was fun. After a while she was tired. She found a sunny spot and went to sleep.

When she woke up it was getting dark. The sun had gone down. It was getting cold. She missed her brothers and sisters. She missed her mother. A dog barked and made her frightened. Where was home? She had walked a long way. Now she didn't know how to get back.

She heard a noise and jumped. It was her mother. She had come to find her missing kitten.

Level 0

Glen's Toys

by Linda McIntyre

"Put your toys away, please Glen," said his mother. Glen didn't put his toys away. He went to bed and left them all over the floor – his dump truck and digger, his cars and trains and animals and trees.

During the night, a strange noise woke Glen up.

"What's happening?" Glen wondered, climbing out of bed. As he walked to the living room, the noises grew louder and louder.

"Oh no!"

Glen could hardly believe his eyes.

There was a huge hole in the middle of the living room. Glen's toy digger had dug right through the carpet and floor boards.

The digger was still digging, deeper and deeper.

Glen's dump truck was carting away big loads and dumping them by the kitchen door.

Animals were chewing the green carpet, and cars and trains roared about the room.

Level One

The Day Michael Made the News

by Phillippa Werry

Once there was a boy called Michael, whose family only liked watching TV. They watched TV at breakfast, and after school, and during dinner, and before bed.

Michael liked going to the park to play football, but his dad only liked sport on TV.

Michael liked going to the zoo to look at the animals, but his mum only liked nature programmes on TV.

Michael liked playing games, and making models, but his brother and sister only liked game shows on TV.

One day, Michael was walking home after playing football when he heard a lot of shouting coming from a shop.

There was a bang, and another bang, and a scream, and a crash.

A man with a mask over his face, and a bag in his hand, rushed out of the shop and jumped into a car.

Level One

To Give Away - One Goat

by Diane Foley

Mum saw an advertisement in the newspaper -

“Goat to give away to a good home.”

“Why don’t we have a goat?” said Mum. “I’ve always wanted a goat.”

“Goats eat everything,” said Dad. But Mum was already on her way to the phone. Dad sighed. He knew that we were about to get a goat.

“This is a very clever goat,” said the lady who gave us Milly. Mum smiled and nodded, and put Milly in the back seat of the car on an old blanket.

On the way home, Mum sang a song about Old MacDonald having a goat on his farm, and Milly ate the blanket.

Milly’s new home was the back field. Mum thought the goat would like living in the back field. She was wrong. It took Milly less than five minutes to find the hole in the fence and get into the orchard.

“She’ll eat the trees,” grumbled Dad, as he went to get his tools to fix the fence.

Dad was right. Milly was put back in her field.

Level Two

Crow's Idea

Retold by John Macalister

One year, the dry season went on for much longer than usual. Everyone was thirsty. The lakes and ponds dried up. The rivers dried up. The grass died, and all the leaves fell off the trees. But still the rain did not come. It was a terrible drought.

Crow was so thirsty, he didn't know what to do. He flew back and forth, looking for water. And the further he flew, the thirstier he became.

Suddenly, as he was flying low over the plains, he noticed a water pot on the ground under a tree. He flew down and landed beside it. There were dead leaves from the thirsty tree all around the pot. Crow looked into the pot, and what did he see? A dead leaf. But the dead leaf was floating on water!

The thirsty crow was so happy. "I've found water! I've found water!" he cried.

He raised himself on tiptoes and put his head and beak over the side of the pot. But he couldn't reach the water.

"Oh no," he cried. "My neck's too short!"

Level Two

Our Robot

by Lorraine Williams

Our robot thinks he's one of us. He wants to do all the things that humans do. He wants to eat potato chips in front of the television. He wants to travel on a number 19 bus. He wants to hang around in the mall.

Last Father's Day, he wanted to give Dad a present. My big sister Krystal said, "Robots don't give Father's Day presents."

But robots can be really stubborn. Our robot spent hours in the garden shed, hammering like mad, making something.

On Father's Day, our robot dragged us all outside. In the middle of the road, in front of the house, was a well, a thing.

Happy Father's Day!

Our robot made Dad admire the thing from this angle and from that angle.

"What is it?" Mum whispered to Krystal and me.

We didn't know. It had a bit of this and a bit of that. And a bicycle wheel up there and a drainpipe down there. There was a doorbell and a couple of long bits of string, lots of wood, hundreds of nails, and some sticky tape.

"Er..... It's very nice," said Dad. "Just what I've always wanted - I think."

Mum said she thought it was an ornament.

"Maybe it's a kennel for the dog," I said.

Our robot said it was a time machine.

Level Three

Henry Mouse

by Don Laing

Henry stood outside the burrow under the old log. He could never go back to his old home again. What should he do? He slowly cleaned his whiskers. He began to walk.

At first he followed the path he knew, down to the stream where he had been frightened by the rat just a night ago. Then he knew what he must do. He must find somewhere to hide - somewhere safe from the wind, the rain, the owls, and all the other dangers.

The night wore on, and Henry moved further away from all the places he knew. He ran from tree to tree, from rock to rock, listening, and sniffing the air for the sounds and smells of danger. Fear gripped him deep inside.

At last, he came to a rock with a gap on one side. Gently, Henry squeezed into it and found himself in a small hollow under the rock. But he was not alone! Henry was face to face with a mouse of about his own size and age. And from its smell, Henry knew the stranger was also a male.

At first, Henry and the stranger circled each other, sniffing at each others bodies, sizing each other up. The stranger attacked first — after all he had been in the hollow before Henry and by rights it was his.

Level Three

Ants

by Ingrid Horrocks

Hamish liked honey. He liked honey sandwiches, fresh bread with honey, and honey on hot buttered toast. In winter, he liked hot lemon drinks flavoured with honey. In hot weather, he liked banana milkshakes flavoured with...honey.

When the hot weather arrived, so did the ants.

First of all, Hamish saw one ant on his big toe when he was playing football in the driveway. He wiggled his foot and squashed the ant.

A week later, there were hundreds of ants marching up the driveway. Hamish got the garden hose and washed them all away. Next day they were back. Hamish wondered whether they were the same ants or different ones.

One Saturday morning Hamish was spreading strawberry jam on his toast when a big splodge of jam dropped onto the bench. When he came back to make himself a sandwich for lunch, the splodge of bright red jam was black and squirming. Lines of tiny black insects were streaming all over the yellow kitchen bench. The ants were having a feast. Hamish grabbed the tea towel and flicked them into the sink.

That afternoon, Hamish cut himself a slice of fresh, white bread and spread honey thickly on it. "Yum!" he said as the sweetness filled his mouth.

Then Hamish felt something crunchy between his teeth. He looked at his slice of bread. Four black ants were swimming in the golden honey. "Yuk!" he shouted and spat into the bin.

Level Four

Ben's First Disco

by Iona McNaughton

Ben's father was embarrassing.

It wasn't his arguments with the next door neighbour or the funny old clothes he wore that Ben minded. He didn't even care that much when Dad started chatting to strangers as if they were old friends.

What really bothered Ben about his father was his great enthusiasm for everything Ben did.

At school concerts, he sat in the front row and always clapped the loudest.

"Bravo, Ben! Encore!" he would shout, standing up and beaming around at the hall full of parents.

"Great tackle, Ben! Nice shot!" he would scream, running up and down the sideline of the soccer field, whenever Ben managed to get his foot to the ball.

Worst of all, he sometimes hugged Ben in front of his friends. Ben hadn't minded it when he was younger. He'd liked his dad coming to watch him play sport and he enjoyed his big bear hugs. It made him feel warm and wanted.

But now he was eleven. A boy didn't need his father hanging around any more.

Especially at his first disco, he thought as he read the notice that was being handed around the class.

Ben was pretty excited about the disco but he did have one or two problems. Would Kate want to dance with him?

And, most importantly, would his father want to come?

The very idea made Ben feel sick with worry.

Level Four

After the Storm

by Alan Bagnall

Water, water, everywhere; even the sunshine felt wet. The morning after the storm was all boots, mud and drips, dripping into puddles.

Tessa and I followed Dad down to the river. Lots of other people were there looking to see what the river had brought down during the storm. Near the river's mouth, whole trees lay stranded in the mud. They looked as if they were waiting for a giant to replant them.

But the dads soon started their chainsaws. Then the mothers and children loaded trailers with firewood.

"Let's explore," Tessa said, after we had helped Dad with the firewood for a while. We squelched away through the mud.

"Where are we heading?" I called, trailing behind. Tessa pointed to something half buried in the mud.

"Just an old fridge," I called. "Slimy and rusty."

"Too small for a fridge. But it must be hollow," Tessa reasoned, "or else it wouldn't have floated here. We've just got to open it."

I tapped the box with a stone. "It doesn't sound hollow and there's no door."

Tessa wasn't discouraged. We ran home to get Dad's sledgehammer and crowbar. Then we took turns bashing at the rusty box.

It was hard work. Blobs of black mud splattered on our arms and legs, dried, and flaked off.

Dad noticed we were busy with something and came to see.

"Probably an old furnace. Look after those tools, you girls!" He wandered off again.

"I thought Dad would have been more excited," Tessa puffed, giving the box a mighty whack with the sledgehammer.

Level Five

Chirpy

by John Parker

It was dark outside when Smoky padded into the kitchen, meowing in the muffled way that meant her jaws were clamped around something she'd caught. Cam looked up at the sound and saw dark, spiky black legs dangling from the cat's mouth. It was a cricket that she was carrying. When she dropped it on the floor, it lay still.

Usually, they hopped and jumped when she released them — but only on the same spot. Smoky always seemed to know how to cripple a cricket so that she could prod and play with it before she ended the entertainment with a scrunch.

"You've overdone it this time, Smoky," said Cam. "This one's dead meat." He pushed the cat away, but as he bent down and picked up the corpse, it suddenly came to life, wriggling in his cupped hands. Cam got a shock. He let the insect slip through his fingers. It fell onto the floor - and Smoky pounced. The cricket hopped, dodged the cat's paws by a whisker, and scuttled underneath the dishwasher. After a few minutes of waiting for it to come out, Smoky lost interest and wandered into the living room to be with Cam's dad, who was watching TV.

Cam shone a light underneath the dishwasher. The beam picked out cobwebs, dust, and a couple of old salted peanuts, but no cricket. "It must be there somewhere," Cam thought. "Still, it's probably injured. It'll most likely end up dying under there."

Level Five

The Shoplifter

by Hilton Ayrey

I feel so embarrassed. I never want to go back there again. I'm furious with Mark. My mother will kill me if she finds out.

At lunchtime, Mark had started going on about a new snowboarding magazine he had seen at the book shop.

So there we are standing outside the shop and suddenly Mark gets all shifty and acts like he is really cool.

"We really need that magazine. I'll show you how to get it for nothing!"

I knew what was coming next. I had my suspicions about Mark and his snowboarding magazine collection. Before I knew it I had followed him into the shop and there was no going back.

"Just start reading a magazine and keep an eye on old Mr. Jefferies," whispered Mark as he moved off to the snowboarding magazine section. Panic set in. All those lectures from my Dad about shoplifting came flooding back.

"Right we're out of here," said Mark as he brushed past me.

Mr. Jefferies seemed to be staring right at my reddening face. Quickly, I turned towards the shop entrance and almost knocked an old lady to the ground.

Mark was waiting for me around the corner. Grinning from ear to ear, he pulled out the snowboarding magazine from under his sweatshirt. Nervously I looked over my shoulder expecting to see Mr. Jefferies hurrying after us.

Suddenly Mark burst out laughing. "Well look at you. The professional. There's nothing much I need to teach you!" I was confused. What did he mean.

And then I realized. In my hand was this month's Pro Wrestling magazine.

Level Six

Zena Finds Food

by Hilton Ayrey

Zena was a fat cat. Fat and lazy. It wasn't because of an extra meal here or there. It was the result of being totally spoilt over a long period of time. Exercise was not something she was interested in. Her days were spent eating and sleeping.

She was pure white which made her size even more obvious. When she walked it looked as if she had swallowed a football. When she lay on the kitchen tiles with her legs in the air (as she often did) her jelly belly spread out and she could easily be mistaken for a rug.

When her owner took her for a check-up one day, the vet insisted on a diet. When Zena turned up for a meal that night she was horrified. Water and some horrible dry cat biscuits. "Where's my steak?" she muttered to herself as she wandered off to her basket and sulked, hoping that this was a bad dream. Unfortunately there was more of the same for breakfast and lunch.

She had heard that some of the cats in the area hunted for food so she decided to take action. She slunk out to the garden to explore the menu.

The birds in the garden took no notice of her as they were used to coming and going freely without being bothered. Zena crouched in a hunting position and watched her prey. Closer and closer they came, pecking at the worms and insects in the lawn. All her hunting instincts returned to her as she lay in wait. Closer and closer came the targets. She tensed her muscles, ready to strike and.....fell asleep in the hot sun.

Level Six

The Doughnut

by John Lockyer

I'm not taking all the blame. It's Dad's fault, too. If he hadn't slept in I wouldn't have missed the bus and been late for school. If I hadn't been late for school, I would have been in class instead of alone in the hall. And if I hadn't been alone, I wouldn't have been tempted.

Mandy, she's to blame, too. She knows I love doughnuts. She should have kept her pack shut.

I wouldn't have done it if it was just an ordinary doughnut. But it wasn't. It was special - long and golden brown, sprinkled with sticky brown sugar. And cream. Lovely fresh cream mixed with strawberry jam. My mouth waters and my stomach rumbles just thinking about it. Ooh! And when the sweet scents wafted up and tickled my nostrils, I had to have a taste. Just a finger of cream and jam, though. Mmm, if only it had been one finger.....It was two, and then three. Then the doughnut was out of the bag. I was licking mouthfuls of cinnamon sugar. Delicious cinnamon sugar that touched my tongue and melted. I couldn't stop myself. I really couldn't. I chomped into crispy dough. A couple of chews, a swallow, and another bite. I kept on licking, biting, chewing, swallowing until it was gone. I grabbed the bag, ripped it, licked it clean. I was out of control.....

I don't care. No one can prove it was me. No one saw me. Miss Grey will be angry. She'll ask questions, but she won't know it was me. The only way anyone can find out is to cut me open and they won't do that.

Level Seven

A Virtual Pain

by Rupert Alchin

"Brendon, darling. Happy birthday! Mmmwwaa!" Great Aunty Mildred landed a fierce kiss on my cheek. "I've got you the most wonderful present!" she said, raking through her purse.

I discreetly wiped the lipstick off my face and smiled politely. There'd be a lot of polite smiles for the week of Aunty M's visit.

"Aha! Here it is darling. I want you to open it right away!"

I just knew there would be something horrific inside the parcel - and it couldn't have been worse. Not only was it bright purple, but nobody has virtual pets any more. They're so totally out of fashion it's not funny.

"I know how popular these things are!" declared Aunty Mildred.

"Wow, Aunty Mildred. Cool!" I heard myself say.

"That means he likes it," explained Mum, who was standing nearby with a nervous grin.

My academy-award-winning performance may have pleased Aunty M, but it wouldn't help my new toy. This little pet was going to lead a lonely life - and die a tragically early death. No nasty lump of plastic with a flake of silicon for a brain was going to ruin my image. I decided to take it to school the next day and ditch it at the first opportunity.

Next morning, I shoved it to the very bottom of my schoolbag. If it got hungry before lunchtime, there were plenty of chocolate wrappers down there for it to chew on. The problem was, I forgot that those stupid little nuisances make noises when they want feeding. I was in class and had just about finished a particularly tough section of division problems when suddenly I heard a squeaky, whining sound. I didn't pay much attention to it until I realized that it was coming from.... my schoolbag!

Level Seven

The Racehorse and the Cat

by Diana Valk

Brit was a racehorse. He was glorious to look at, but ill tempered as a volcano and just as lonely. He threatened the stablehands and fought the other horses when he could. Even his owner dreaded a nip when he lead Brit in, victorious after a race. Brit's owner spoke well of him for coming in first so often. His owner kept him because he was a winner - a horse born to be out in front always. His value increased every time he ran.

One evening, Brit stood morose and fretful, alone in his box. He had a fancy to eat hay from the rack above his manger. Tearing at the hay with his strong teeth, he took no notice of the stable cat curled up asleep in his manger. Wisps of hay drifted down, but the cat merely twitched and went on sleeping, until a single hayseed fell into her right ear. That woke her. She shook her head and sat up. Then she sneezed - one small cat sneeze, but it was enough to enrage Brit.

He laid flat his ears, bared his teeth and loomed above the little cat, immense and bony, meaning to break her spine. Was the cat terrified? Not at all. Nor did she flinch and leap away. She puffed out her fur, till she looked twice her size, and crooned high in her throat with fury.

Brit was almost on her now. His great head lunged down. The little cat screeched and struck at him. Then they ran out of threats. Their anger was spent. Now Brit's ears came forward till their curved tips all but met above his forelock. His lips closed and he blew softly on the enemy through widened nostrils. The cat rose on her quarters, reaching to rub her button-nose against Brit's muzzle. Nothing more - but enough. Brit went back to crunching his hay, while his friend in the manger purred into dreams.

Level Eight

Marbles

by Andrew Blake

There are no true heroes to this story, and only the game itself comes over with any credit. It came, it triumphed, and it gave only pleasure before it was betrayed.

There are no heroes but, all the same, a story must have characters, and perhaps someone who stood a bit above the rest was Vic DiMaggio.

Picture him for a moment. Small, dark-eyed, and quick, he wore all the signs of someone who must do well in life. He buzzed with nervous energy, and that smile of his could charm the very birds from the trees.

No one ever played a better game. Even when he'd beaten you, you always went back to him so that he could clean you out all over again. Eyes beaming, arm around your shoulder, smile in its usual place, he'd confide in you, "You almost had me that time. Tell you what I'll do, I'll lend you some and play you again. Next time you'll win. You'll see."

On the other side of the story was "Our Ronnie" Smith—a quiet boy with freckles.

His father worked in an armaments factory, and this slight contact with the weapons of war had given Our Ronnie a spectacular imagination, so that he won the essay prize every year.

He played, too, but he was one of the good-natured losers who make up the bulk of the human population.

As for a stage, nowhere was ever better designed for the drama than the little school called St Joseph's. Shut off by high brick walls from an industrial district, St Joseph's was perfectly flat, and not one blade of grass grew in all its concrete playgrounds.

One day, as if it were a powerful virus, an ancient game swept over the walls from the outer world. Suddenly, no one could remember a time before we lived, ate, and breathed just so that we could play marbles.

Level Eight

Name: _____ Date : _____ Age : _____

Title : A New Friend Running Words : 133 Reading Age : 6 - 7 Level 0

<p>Peter wanted a pet. Every time he passed the pet shop he would stop and stare at the pets through the window.</p> <p>One day his father said he had a surprise for him. They got into the car and drove to the pet shop.</p> <p>“Why are we here?” asked Peter.</p> <p>“Tomorrow is your birthday,” said Dad. “You can choose any pet you would like for a present.”</p> <p>Peter ran into the shop. He walked past the rows of cages. What would he choose ?</p> <p>There were some little mice. They were having fun running around their cage. There were three very cute kittens that were curled up fast asleep.</p> <p>At the back of the shop was a little puppy. He had sad eyes and floppy ears. Peter knew that this was his new friend.</p>	<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue			
	1.	M	V S	
	2.	M	V S	
	3.	M	V S	
	97%	4.	M V S	
	Instructional Level	5.	M	V S
		6.	M	V S
		7.	M	V S
		8.	M	V S
		9.	M	V S
		94%	10.	M V S
		11.	M	V S
		12.	M	V S
		13.	M	V S
		14.	M	V S
	15.	M	V S	
	16.	M	V S	
	17.	M	V S	
	18.	M	V S	
	19.	M	V S	
20.	M	V S		
<i>Analysis of self corrections</i> Circle cues used during miscue self correction				
1.	M V S	M V S		
2.	M V S	M V S		
3.	M V S	M V S		
4.	M V S	M V S		
5.	M V S	M V S		
6.	M V S	M V S		
7.	M V S	M V S		
8.	M V S	M V S		
9.	M V S	M V S		
10.	M V S	M V S		

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "A New Friend"

Level 0

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. Peter wanted a pet <input type="checkbox"/>	1. What did Peter want ? <input type="checkbox"/>
2. Every time he passed the pet shop <input type="checkbox"/>	2. When did Peter look in the shop window ? <input type="checkbox"/>
3. He would stare at the pets through the window <input type="checkbox"/>	3. What did he do whenever he passed the pet shop? <input type="checkbox"/>
4. One day his father had a surprise for him <input type="checkbox"/>	4. What did Peter's father have for him ? <input type="checkbox"/>
5. They got in the car <input type="checkbox"/>	5. What did Peter and his father do ? <input type="checkbox"/>
6. They drove to the pet shop <input type="checkbox"/>	6. Where did Peter and his father go ? <input type="checkbox"/>
7. Peter asked "Why are we here ?" <input type="checkbox"/>	7. What question did Peter ask his Dad ? <input type="checkbox"/>
8. Dad said that tomorrow was his birthday <input type="checkbox"/>	8. What was happening the next day ? <input type="checkbox"/>
9. Peter could choose a pet for a present <input type="checkbox"/>	9. What did his Dad say Peter could do ? <input type="checkbox"/>
10. Peter ran into the shop <input type="checkbox"/>	10. What did Peter do when he got out of the car ? <input type="checkbox"/>
11. Peter walked past the rows of cages <input type="checkbox"/>	11. What did Peter do once he was inside the pet shop ? <input type="checkbox"/>
12. Peter didn't know what he was going to choose <input type="checkbox"/>	12. What was Peter thinking as he looked at all the pets ? <input type="checkbox"/>
13. There were some little mice They were having fun running around their cage <input type="checkbox"/>	13. What were the first pets Peter saw ? What were they doing ? <input type="checkbox"/>
14. There were three very cute kittens They were curled up fast asleep <input type="checkbox"/>	14. What other pets did Peter see ? What were they doing ? <input type="checkbox"/>
15. At the back of the shop <input type="checkbox"/>	15. Where was the last pet Peter saw ? <input type="checkbox"/>
16. There was a little puppy <input type="checkbox"/>	16. What pet was at the back of the shop ? <input type="checkbox"/>
17. The puppy had sad eyes and floppy ears <input type="checkbox"/>	17. What did the little puppy look like ? <input type="checkbox"/>
18. Peter knew that this was his new friend <input type="checkbox"/>	18. What did Peter think of this puppy ? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Why was his Dad getting Peter a pet for his birthday ? *He knew Peter really wanted one.*
20. Why did Peter run into the pet shop ? *He was excited about choosing a pet .*

COMPREHENSION
TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : Outside Running Words : 133 Reading Age : 6 - 7 Level 0

<p>The door was open. The kitten walked outside and looked around. She had never been outside before. There were lots of new things to play with. She ran after a leaf. Then she rolled on the grass. She jumped up at the flowers in the garden.</p> <p>This was fun. After a while she was tired.</p> <p>She found a sunny spot and went to sleep.</p> <p>When she woke up it was getting dark. The sun had gone down. It was getting cold. She missed her brothers and sisters. She missed her mother. A dog barked and made her frightened. Where was home ?</p> <p>She had walked a long way. Now she didn't know how to get back. She heard a noise and jumped. It was her mother. She had come to find her missing kitten.</p>	<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue			
	1.	M	V S	
	2.	M	V S	
	3.	M	V S	
	97%	4.	M V S	
	Instructional Level	5.	M	V S
		6.	M	V S
		7.	M	V S
		8.	M	V S
		9.	M	V S
		94%	10.	M V S
		11.	M	V S
		12.	M	V S
		13.	M	V S
		14.	M	V S
	15.	M	V S	
	16.	M	V S	
	17.	M	V S	
	18.	M	V S	
	19.	M	V S	
20.	M	V S		
<i>Analysis of self corrections</i> Circle cues used during miscue self correction				
1.	M V S	M V S		
2.	M V S	M V S		
3.	M V S	M V S		
4.	M V S	M V S		
5.	M V S	M V S		
6.	M V S	M V S		
7.	M V S	M V S		
8.	M V S	M V S		
9.	M V S	M V S		
10.	M V S	M V S		

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "Outside"

Level 0

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. The door was open

1. What was open at the beginning of the story ?

2. The kitten walked outside and looked around

2. Where did the kitten go at the beginning of the story ? What was the first thing she did ?

3. She had never been outside before

3. What was new about going outside ?

4. There were lots of new things to play with

4. What did the kitten like about being outside ?

5. She chased a leaf

5. What were the things she played with outside ?

6. She rolled on the grass

6. What else did she play with ?

7. She jumped up at the flowers in the garden

7. What else did she play with ?

8. She was having fun

8. How was she enjoying being outside ?

9. After a while she was tired

9. What happened after a while ?

10. The kitten found a sunny spot She went to sleep

10. When she got tired, what did the kitten do ?

11. When she woke up it was getting dark

11. What did the kitten notice when she woke up ?

12. The sun had gone down It was getting cold

12. What else did she notice ?

13. She missed her brothers and sisters She missed her mother

13. Who did the kitten miss ?

14. A dog barked and made her frightened

14. What happened to make her frightened ?

15. The kitten had walked a long way from home.

15. What was the kitten's problem ?

16. Now she didn't know how to get back.

16.

17. The kitten heard a noise and jumped.

17. Something else gave her a fright. What was it ?

18. The kitten's mother had come to find her missing kitten.

18. Who made the noise ? What was the mother cat doing ?

RETELL TOTAL

(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Why had the kitten never been outside before ? *She was very young.*

20. Why did the dog frighten her ? *It might have been a new, strange noise.*

COMPREHENSION

TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : Glen's Toys Running Words : 136 Reading Age : 7 - 8 Level 1

<p>"Put your toys away, please Glen," said his mother.</p> <p>Glen didn't put his toys away. He went to bed and left them all over the floor – his dump truck and digger, his cars and trains and animals and trees.</p> <p>During the night, a strange noise woke Glen up.</p> <p>"What's happening?" Glen wondered, climbing out of bed. As he walked to the living room, the noises grew louder and louder.</p> <p>"Oh no!" Glen could hardly believe his eyes.</p> <p>There was a huge hole in the middle of the living room.</p> <p>Glen's toy digger had dug right through the carpet and floor boards. The digger was still digging, deeper and deeper.</p> <p>Glen's dump truck was carting away big loads and dumping them by the kitchen door.</p> <p>Animals were chewing the green carpet, and cars and trains roared about the room.</p>	<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue					
	1.	M	V	S		
	2.	M	V	S		
	3.	M	V	S		
	97%	4.	M	V	S	
	Instructional Level	5.	M	V	S	
		6.	M	V	S	
		7.	M	V	S	
		8.	M	V	S	
	94%	9.	M	V	S	
	10.	M	V	S		
	11.	M	V	S		
	12.	M	V	S		
	13.	M	V	S		
	14.	M	V	S		
	15.	M	V	S		
	16.	M	V	S		
	17.	M	V	S		
	18.	M	V	S		
	19.	M	V	S		
20.	M	V	S			
<i>Analysis of self corrections</i> Circle cues used during miscue self correction						
1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "Glen's Toys"

Level 1

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. Glen's mother <input type="checkbox"/>	1. Who asked Glen to do something ? <input type="checkbox"/>
2. Asked him to put away his toys <input type="checkbox"/>	2. What did Glen's mother ask him to do ? <input type="checkbox"/>
3. He went to bed <input type="checkbox"/>	3. What did Glen do about his toys ? <input type="checkbox"/>
4. And left them all over the floor <input type="checkbox"/>	4. <input type="checkbox"/>
5. His dump truck and digger <input type="checkbox"/>	5. What were the toys he had been playing with ? <input type="checkbox"/>
6. His cars and train <input type="checkbox"/>	6. <input type="checkbox"/>
7. His animals and trees <input type="checkbox"/>	7. <input type="checkbox"/>
8. During the night a strange noise woke Glen <input type="checkbox"/>	8. What happened later on that night ? <input type="checkbox"/>
9. Glen wondered what was happening <input type="checkbox"/>	9. What did Glen think when he woke up ? <input type="checkbox"/>
10. He climbed out of bed and walked to the living room <input type="checkbox"/>	10. What did Glen do when he woke up ? <input type="checkbox"/>
11. He couldn't believe his eyes <input type="checkbox"/>	11. What did he think when he got to the living room ? <input type="checkbox"/>
12. There was a huge hole in the middle of the living room <input type="checkbox"/>	12. What did he see in the living room ? <input type="checkbox"/>
13. The digger had dug through the carpet and the floorboards <input type="checkbox"/>	13. What had the digger done ? <input type="checkbox"/>
14. The digger was digging, deeper and deeper <input type="checkbox"/>	14. What was it doing now ? <input type="checkbox"/>
15. The dump truck was carting away big loads <input type="checkbox"/>	15. What was the dump truck doing ? <input type="checkbox"/>
16. And dumping them by the kitchen door <input type="checkbox"/>	16. Where was the dump truck dumping it's loads ? <input type="checkbox"/>
17. Animals were chewing the green carpet <input type="checkbox"/>	17. What were the animals doing ? <input type="checkbox"/>
18. Cars and trains roared about the room <input type="checkbox"/>	18. What were the other toys doing ? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. Why didn't Glen put his toys away ? <i>He forgot or he couldn't be bothered.</i> <input type="checkbox"/>
20. What had happened during the night ? <i>The toys had come to life.</i> <input type="checkbox"/>

COMPREHENSION

TOTAL (PASS 75% = 15)

Name:

Date :

Age :

Title : Michael Made the News

Running Words : 139

Reading Age : 7 - 8

Level 1

Once there was a boy called Michael, whose family only liked watching TV. They watched TV at breakfast, and after school, and during dinner, and before bed.

Michael liked going to the park to play football, but his dad only liked sport on TV.

Michael liked going to the zoo to look at the animals, but his mum only liked nature programmes on TV.

Michael liked playing games, and making models, but his brother and sister only liked game shows on TV.

One day, Michael was walking home after playing football when he heard a lot of shouting coming from a shop.

There was a bang, and another bang, and a scream, and a crash. A man with a mask over his face, and a bag in his hand, rushed out of the shop and jumped into a car.

Analysis of uncorrected Reading miscues
Circle cues used during miscue

	1.	M	V	S
	2.	M	V	S
	3.	M	V	S
97%	4.	M	V	S
Instructional Level	5.	M	V	S
	6.	M	V	S
	7.	M	V	S
	8.	M	V	S
94%	9.	M	V	S
	10.	M	V	S
	11.	M	V	S
	12.	M	V	S
	13.	M	V	S
	14.	M	V	S
	15.	M	V	S
	16.	M	V	S
	17.	M	V	S
	18.	M	V	S
	19.	M	V	S
	20.	M	V	S

Analysis of self corrections
Circle cues used during miscue self correction

1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : " Michael Made the News "

Level 1

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. There was a boy called Michael <input type="checkbox"/>	1. Who is the story about ? <input type="checkbox"/>
2. Whose family only liked watching TV <input type="checkbox"/>	2. What was the only thing his family liked doing ? <input type="checkbox"/>
3. They watched TV at breakfast and after school <input type="checkbox"/>	3. When did his family like watching TV ? <input type="checkbox"/>
4. During dinner and before bed <input type="checkbox"/>	4. What other times did they like watching TV ? <input type="checkbox"/>
5. Michael liked going to the park <input type="checkbox"/>	5. Where did Michael like to go to play ? <input type="checkbox"/>
6. To play football <input type="checkbox"/>	6. What did Michael like to play at the park ? <input type="checkbox"/>
7. His dad only liked sport on TV <input type="checkbox"/>	7. What did Michael's dad like to do ? <input type="checkbox"/>
8. Michael liked going to the zoo to look at animals <input type="checkbox"/>	8. Where else did Michael like to visit ? <input type="checkbox"/>
9. His mum only liked nature programmes on TV <input type="checkbox"/>	9. What did Michael's mum like to do ? <input type="checkbox"/>
10. Michael liked playing games and making models <input type="checkbox"/>	10. What else did Michael like doing at home ? <input type="checkbox"/>
11. His brother and sister only liked game shows on TV <input type="checkbox"/>	11. What did Michael's brother and sister like to do ? <input type="checkbox"/>
12. One day, Michael was walking home after playing football <input type="checkbox"/>	12. On the day in the story, where was Michael going ? What had he been doing ? <input type="checkbox"/>
13. He heard a lot of shouting coming from a shop <input type="checkbox"/>	13. What did Michael hear on his way home ? Where was it coming from ? <input type="checkbox"/>
14. There was a bang, another bang, a scream and a crash <input type="checkbox"/>	14. What other noises did Michael hear ? <input type="checkbox"/>
15. A man with a mask over his face <input type="checkbox"/>	15. Who did Michael see after hearing all the noise ? What was the man wearing ? <input type="checkbox"/>
16. And a bag in his hand <input type="checkbox"/>	16. What was the man carrying ? <input type="checkbox"/>
17. Rushed out of the shop <input type="checkbox"/>	17. What did Michael see the man do ? <input type="checkbox"/>
18. And jumped into a car <input type="checkbox"/>	18. What did the man do next ? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. How was Michael different from the rest of his family ? *His family liked to watch TV.*
20. Who do you think the man was ? Why ? *A robber. He had a mask over his face. The shouts and screams.*

COMPREHENSION
TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : To Give Away - One Goat Running Words : 175 Reading Age : 8 - 8½ Level 2

<p>Mum saw an advertisement in the newspaper -</p> <p>“Goat to give away to a good home.”</p> <p>“Why don’t we have a goat?” said Mum. “I’ve always wanted a goat.”</p> <p>“Goats eat everything,” said Dad. But Mum was already on her way to the phone. Dad sighed. He knew that we were about to get a goat.</p> <p>“This is a very clever goat,” said the lady who gave us Milly. Mum smiled and nodded, and put Milly in the back seat of the car on an old blanket. On the way home, Mum sang a song about Old MacDonald having a goat on his farm, and Milly ate the blanket. Milly’s new home was the back field. Mum thought the goat would like living in the back field.</p> <p>She was wrong. It took Milly less than five minutes to find the hole in the fence and get into the orchard.</p> <p>“She’ll eat the trees,” grumbled Dad, as he went to get his tools to fix the fence. Dad was right. Milly was put back in her field.</p>	<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue		
	1.	M	V S
	2.	M	V S
	3.	M	V S
	4.	M	V S
	97%	5.	M V S
	Instructional Level	6.	M V S
		7.	M V S
		8.	M V S
		9.	M V S
		10.	M V S
	94%	11.	M V S
	12.	M V S	
	13.	M V S	
	14.	M V S	
	15.	M V S	
	16.	M V S	
	17.	M V S	
	18.	M V S	
	19.	M V S	
20.	M V S		
<i>Analysis of self corrections</i> Circle cues used during miscue self correction			
1.	M V S	M V S	
2.	M V S	M V S	
3.	M V S	M V S	
4.	M V S	M V S	
5.	M V S	M V S	
6.	M V S	M V S	
7.	M V S	M V S	
8.	M V S	M V S	
9.	M V S	M V S	
10.	M V S	M V S	

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : " To Give Away - One Goat "

Level 2

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. Mum saw an advertisement in the newspaper <input type="checkbox"/>	1. What did Mum see at the beginning of the story which started everything off ? <input type="checkbox"/>
2. The advertisement said "Goat to give away to a good home" <input type="checkbox"/>	2. What did the advertisement say ? <input type="checkbox"/>
3. The family didn't have a goat and Mum had always wanted one <input type="checkbox"/>	3. Why did Mum want a goat ? <input type="checkbox"/>
4. Dad said that goats eat everything <input type="checkbox"/>	4. What did Dad say about goats ? <input type="checkbox"/>
5. Mum rang up anyway <input type="checkbox"/>	5. What did Mum do about the advertisement ? <input type="checkbox"/>
6. Dad knew they were going to get a goat <input type="checkbox"/>	6. What did Dad think was going to happen when Mum went to the phone ? <input type="checkbox"/>
7. The lady who gave away the goat said Milly was very clever <input type="checkbox"/>	7. What did the lady who gave away the goat say about it ? <input type="checkbox"/>
8. Mum put Milly in the back seat of the car on an old blanket <input type="checkbox"/>	8. How did Mum get Milly home ? <input type="checkbox"/>
9. On the way home Mum sang "Old MacDonald had a goat" <input type="checkbox"/>	9. What did Mum do on the way home ? <input type="checkbox"/>
10. And the goat ate the blanket <input type="checkbox"/>	10. What did the goat do on the way home ? <input type="checkbox"/>
11. Milly's new home was the back field <input type="checkbox"/>	11. Where was Milly's new home ? <input type="checkbox"/>
12. Mum thought Milly would like living in the back field. Mum was wrong <input type="checkbox"/>	12. How did Mum think Milly would feel about her new home ? Was she right ? <input type="checkbox"/>
13. It took Milly less than five minutes <input type="checkbox"/>	13. How long did it take Milly to do something about being in the back field ? <input type="checkbox"/>
14. To find the hole in the fence <input type="checkbox"/>	14. How did Milly get out of her field ? <input type="checkbox"/>
15. And get into the orchard <input type="checkbox"/>	15. Where did she go once she got out of her field ? <input type="checkbox"/>
16. Dad said Milly would eat the trees <input type="checkbox"/>	16. What was Dad worried about ? <input type="checkbox"/>
17. And went to get his tools to fix the fence <input type="checkbox"/>	17. What was Dad going to do about the problem ? <input type="checkbox"/>
18. Dad was right. Milly was put back in her field <input type="checkbox"/>	18. Was Dad right ? What happened to Milly ? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Do you think Milly was clever ? Why ? <i>It only took her 5 mins to escape from her field.</i> <input type="checkbox"/>
20. Why did she escape ? <i>She wanted something interesting to eat.</i> <input type="checkbox"/>

COMPREHENSION

TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : Crow's I dea Running Words : 180 Reading Age : 8 - 8½ Level 2

One year the dry season went on for much longer than usual. Everyone was thirsty. The lakes and ponds dried up. The rivers dried up. The grass died, and all the leaves fell off the trees. But still the rain did not come. It was a terrible drought. Crow was so thirsty, he didn't know what to do. He flew back and forth, looking for water. And the further he flew, the thirstier he became. Suddenly, as he was flying low over the plains, he noticed a water pot on the ground under a tree. He flew down and landed beside it. There were dead leaves from the thirsty tree all around the pot. Crow looked into the pot, and what did he see? A dead leaf. But the dead leaf was floating on water! The thirsty crow was so happy. "I've found water! I've found water!" he cried. He raised himself on tiptoes and put his head and beak over the side of the pot. But he couldn't reach the water. "Oh no," he cried. "My neck's too short!"

Analysis of uncorrected Reading miscues		
Circle cues used during miscue		
1.	M	V S
2.	M	V S
3.	M	V S
4.	M	V S
97%	5.	M V S
Instructional Level	6.	M V S
	7.	M V S
	8.	M V S
	9.	M V S
	10.	M V S
	94%	11.
12.	M	V S
13.	M	V S
14.	M	V S
15.	M	V S
16.	M	V S
17.	M	V S
18.	M	V S
19.	M	V S
20.	M	V S
Analysis of self corrections		
Circle cues used during miscue self correction		
1.	M V S	M V S
2.	M V S	M V S
3.	M V S	M V S
4.	M V S	M V S
5.	M V S	M V S
6.	M V S	M V S
7.	M V S	M V S
8.	M V S	M V S
9.	M V S	M V S
10.	M V S	M V S

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : " Crow's Idea "

Level 2

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. There was a much drier season than usual <input type="checkbox"/>	1. What was different about this season ? <input type="checkbox"/>
2. Everyone was thirsty <input type="checkbox"/>	2. Because it was a dry season, how did the animals and birds feel ? <input type="checkbox"/>
3. The lakes, ponds, and rivers dried up <input type="checkbox"/>	3. What dried up ? <input type="checkbox"/>
4. The grass died and the leaves fell off the trees <input type="checkbox"/>	4. What happened to the plants ? <input type="checkbox"/>
5. Still the rain didn't come It was a terrible drought <input type="checkbox"/>	5. Because there was no rain for a long time, what was the result ? <input type="checkbox"/>
6. Crow was so thirsty he didn't know what to do <input type="checkbox"/>	6. How did Crow feel about the drought ? <input type="checkbox"/>
7. He flew back and forth looking for water. <input type="checkbox"/>	7. What did Crow do to try and find water ? <input type="checkbox"/>
8. The further he flew the thirstier he got <input type="checkbox"/>	8. What happened because of this ? <input type="checkbox"/>
9. As Crow was flying low over the plains <input type="checkbox"/>	9. Where was Crow flying when he noticed something ? <input type="checkbox"/>
10. He noticed a water pot on the ground under a tree <input type="checkbox"/>	10. What did he notice ? Where was the water pot ? <input type="checkbox"/>
11. He flew down and landed beside it <input type="checkbox"/>	11. What did he do when he saw the water pot ? <input type="checkbox"/>
12. There were dead leaves from the thirsty tree <input type="checkbox"/>	12. What was around the water pot ? <input type="checkbox"/>
13. Crow looked into the pot <input type="checkbox"/>	13. What did he do once he had landed ? <input type="checkbox"/>
14. He saw a dead leaf floating on water <input type="checkbox"/>	14. What did he see when he looked into the pot ? <input type="checkbox"/>
15. Crow was very happy because he had found water <input type="checkbox"/>	15. How did he feel about what he saw in the pot ? <input type="checkbox"/>
16. He got on his tiptoes and put his head and beak over the side of the pot <input type="checkbox"/>	16. How did he try to get the water in the pot ? <input type="checkbox"/>
17. He couldn't reach the water <input type="checkbox"/>	17. Was he able to get the water ? <input type="checkbox"/>
18. His neck was too short <input type="checkbox"/>	18. Why couldn't he get the water ? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. How much water was there in the pot ? <i>Not much because he couldn't reach it.</i> <input type="checkbox"/>
20. What is a drought ? <i>When there is no rain and everything gets very dry.</i> <input type="checkbox"/>

COMPREHENSION
TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : Our Robot Running Words : 221 Reading Age : 8½ - 9 Level 3

<p>Our robot thinks he's one of us. He wants to do all the things that humans do. He wants to eat potato chips in front of the television. He wants to travel on a number 19 bus. He wants to hang around in the mall. Last Father's Day, he wanted to give Dad a present.</p> <p>My big sister Krystel said, "Robots don't give Father's Day presents." But robots can be really stubborn. Our robot spent hours in the garden shed, hammering like mad, making something.</p> <p>On Father's Day, our robot dragged us all outside. In the middle of the road, in front of the house, was a well, a thing.</p> <p><i>Happy Father's Day!</i> Our robot made Dad admire the thing from this angle and from that angle.</p> <p>"What is it?" Mum whispered to Krystel and me. We didn't know. It had a bit of this and a bit of that. And a bicycle wheel up there and a drainpipe down there. There was a doorbell and a couple of long bits of string, lots of wood, hundreds of nails, and some sticky tape.</p> <p>"Er.... It's very nice," said Dad. "Just what I've always wanted - I think." Mum said she thought it was an ornament.</p> <p>"Maybe it's a kennel for the dog," I said.</p> <p>Our robot said it was a time machine.</p>	<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue					
	1.	M	V	S		
	2.	M	V	S		
	3.	M	V	S		
	4.	M	V	S		
	5.	M	V	S		
	97%	6.	M	V	S	
	Instructional Level	7.	M	V	S	
		8.	M	V	S	
		9.	M	V	S	
		10.	M	V	S	
		11.	M	V	S	
		12.	M	V	S	
		13.	M	V	S	
		94%	14.	M	V	S
		15.	M	V	S	
		16.	M	V	S	
	17.	M	V	S		
	18.	M	V	S		
	19.	M	V	S		
20.	M	V	S			
<i>Analysis of self corrections</i> Circle cues used during miscue self correction						
1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : " Our Robot "

Level 3

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. The robot wants to do things humans do <input type="checkbox"/>	1. What is the matter with the robot ? <input type="checkbox"/>
2. He wants to eat potato chips in front of TV <input type="checkbox"/>	2. What are the 4 things mentioned in the story that the robot wants to be able to do ? <input type="checkbox"/>
3. He wants to travel on a number 19 bus <input type="checkbox"/>	3. <input type="checkbox"/>
4. He wants to hang around in the mall <input type="checkbox"/>	4. <input type="checkbox"/>
5. Last Father's Day he wanted to give Dad a present <input type="checkbox"/>	5. <input type="checkbox"/>
6. Big sister Krystal said robots don't give Father's Day presents <input type="checkbox"/>	6. What did Krystal say to the robot ? <input type="checkbox"/>
7. But robots can be stubborn <input type="checkbox"/>	7. What does the story say about how robots behave ? <input type="checkbox"/>
8. The robot spent hours in the garden shed hammering like mad, making something <input type="checkbox"/>	8. What did the robot end up doing ? Whereabouts did he do it ? <input type="checkbox"/>
9. On Father's Day the robot took everyone outside <input type="checkbox"/>	9. What happened on Father's Day ? <input type="checkbox"/>
10. The present was in the middle of the road, in front of the house <input type="checkbox"/>	10. Where had the robot put the present ? <input type="checkbox"/>
11. The robot made dad admire it from all angles <input type="checkbox"/>	11. What did the robot make dad do when he showed him the present? <input type="checkbox"/>
12. No one knew what it was <input type="checkbox"/>	12. What did the family think of the present ? <input type="checkbox"/>
13. It was made of lots of bits and pieces, a bicycle wheel, a drainpipe and a doorbell <input type="checkbox"/>	13. What was the present made out of ? <input type="checkbox"/>
14. Long pieces of string, lots of wood, hundreds of nails, and some sticky tape <input type="checkbox"/>	14. What else ? <input type="checkbox"/>
15. Dad said it was very nice, just what he wanted <input type="checkbox"/>	15. What did Dad say to the robot about the present ? <input type="checkbox"/>
16. Mum thought it was an ornament <input type="checkbox"/>	16. What did Mum think it was ? <input type="checkbox"/>
17. The storyteller thought it might have been a kennel for the dog <input type="checkbox"/>	17. What did the person telling the story think it might have been ? <input type="checkbox"/>
18. The robot said it was a time machine <input type="checkbox"/>	18. What did the robot say it was ? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. Why did Krystal say that robots don't give Father's Day presents ? <i>Robots aren't supposed to have feelings.</i> <input type="checkbox"/>
20. Why did Dad say it was just what he had always wanted ? <i>He didn't want to be rude.</i> <input type="checkbox"/>

COMPREHENSION
TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : Henry Mouse Running Words : 223 Reading Age : 8½ - 9 Level 3

<p>Henry stood outside the burrow under the old log. He could never go back to his old home again. What should he do ? He slowly cleaned his whiskers. He began to walk.</p> <p>At first he followed the path he knew, down to the stream where he had been frightened by the rat just a night ago. Then he knew what he must do. He must find somewhere to hide - somewhere safe from the wind, the rain, the owls, and all the other dangers.</p> <p>The night wore on, and Henry moved further away from all the places he knew. He ran from tree to tree, from rock to rock, listening, and sniffing the air for the sounds and smells of danger. Fear gripped him deep inside. At last, he came to a rock with a gap on one side.</p> <p>Gently, Henry squeezed into it and found himself in a small hollow under the rock. But he was not alone! Henry was face to face with a mouse of about his own size and age.</p> <p>And from its smell, Henry knew the stranger was also a male.</p> <p>At first, Henry and the stranger circled each other, sniffing at each others bodies, sizing each other up. The stranger attacked first - after all he had been in the hollow before Henry and by rights it was his.</p>	<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue					
	1.	M	V	S		
	2.	M	V	S		
	3.	M	V	S		
	4.	M	V	S		
	5.	M	V	S		
	97% 6.	M	V	S		
	Instructional Level	7.	M	V	S	
		8.	M	V	S	
		9.	M	V	S	
		10.	M	V	S	
		11.	M	V	S	
		12.	M	V	S	
		13.	M	V	S	
		94% 14.	M	V	S	
		15.	M	V	S	
		16.	M	V	S	
	17.	M	V	S		
	18.	M	V	S		
	19.	M	V	S		
20.	M	V	S			
<i>Analysis of self corrections</i> Circle cues used during miscue self correction						
1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : " Henry Mouse "

Level 3

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. Henry stood outside the burrow under the old log <input type="checkbox"/>	1. Where was Henry at the start of the story ? <input type="checkbox"/>
2. He could never go back to his old home <input type="checkbox"/>	2. What did he know he could never do ? <input type="checkbox"/>
3. He cleaned his whiskers then began to walk <input type="checkbox"/>	3. What were the first two things he did ? <input type="checkbox"/>
4. He followed the path he knew down to the stream <input type="checkbox"/>	4. Where did he go first of all ? <input type="checkbox"/>
5. Where he had been frightened by the rat the night before <input type="checkbox"/>	5. What had happened at the stream the night before ? <input type="checkbox"/>
6. Then he knew he had to find somewhere to hide <input type="checkbox"/>	6. He knew he had to do something. What was it ? <input type="checkbox"/>
7. He had to be safe from the wind and the rain <input type="checkbox"/>	7. What were the dangers he needed to be safe from ? <input type="checkbox"/>
8. Also the owls and other dangers <input type="checkbox"/>	8. What other dangers were there ? <input type="checkbox"/>
9. As night wore on he moved further away from the places he knew <input type="checkbox"/>	9. As the night wore on, where did he go ? <input type="checkbox"/>
10. He ran from tree to tree, rock to rock, listening , sniffing for sounds / smells of danger <input type="checkbox"/>	10. While he was moving around, what was he doing to try and protect himself from danger ? <input type="checkbox"/>
11. Fear gripped him deep inside <input type="checkbox"/>	11. How was he feeling ? <input type="checkbox"/>
12. Henry found a rock with a gap on one side <input type="checkbox"/>	12. What was the hiding place he found ? <input type="checkbox"/>
13. He squeezed into the gap He found a small hollow under the rock <input type="checkbox"/>	13. How did he get in ? What sort of place did he find when he got through the gap ? <input type="checkbox"/>
14. Henry came face to face with another mouse The mouse was about his own size and age <input type="checkbox"/>	14. What else did he find in the hollow ? Describe the other mouse. <input type="checkbox"/>
15. Henry knew the other mouse was a male from its smell <input type="checkbox"/>	15. What did he know about this other mouse ? How did he know it was a male ? <input type="checkbox"/>
16. Henry and the stranger circled each other sniffing, sizing each other out <input type="checkbox"/>	16. What was the first thing the two mice did ? <input type="checkbox"/>
17. The stranger attacked first <input type="checkbox"/>	17. Who attacked first ? <input type="checkbox"/>
18. The stranger had been there first By rights the hollow belonged to him <input type="checkbox"/>	18. Why did the other mouse attack first ? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Fear gripped him deep inside - what does that mean ? *He was very frightened.*
20. What was Henry frightened of ? *Other animals that might catch him.*

COMPREHENSION

TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : Ants Running Words : 242 Reading Age : 9 - 10 Level 4

<p>Hamish liked honey. He liked honey sandwiches, fresh bread with honey, and honey on hot buttered toast. In winter, he liked hot lemon drinks flavoured with honey. In hot weather, he liked banana milkshakes flavoured with...honey. When the hot weather arrived, so did the ants. First of all, Hamish saw one ant on his big toe when he was playing football in the driveway. He wiggled his foot and squashed the ant. A week later, there were hundreds of ants marching up the driveway. Hamish got the garden hose and washed them all away. Next day they were back. Hamish wondered whether they were the same ants or different ones. One Saturday morning Hamish was spreading strawberry jam on his toast when a big splodge of jam dropped onto the bench. When he came back to make himself a sandwich for lunch, the splodge of bright red jam was black and squirming. Lines of tiny black insects were streaming all over the yellow kitchen bench. The ants were having a feast. Hamish grabbed the tea towel and flicked them into the sink. That afternoon, Hamish cut himself a slice of fresh, white bread and spread honey thickly on it. "Yum!" he said as the sweetness filled his mouth. Then Hamish felt something crunchy between his teeth. He looked at his slice of bread. Four black ants were swimming in the golden honey. "Yuk!" he shouted and spat into the bin.</p>	<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue					
	1.	M	V	S		
	2.	M	V	S		
	3.	M	V	S		
	4.	M	V	S		
	5.	M	V	S		
	6.	M	V	S		
	97%	7.	M	V	S	
	Instructional Level	8.	M	V	S	
		9.	M	V	S	
		10.	M	V	S	
		11.	M	V	S	
		12.	M	V	S	
		13.	M	V	S	
		14.	M	V	S	
		94%	15.	M	V	S
	16.	M	V	S		
	17.	M	V	S		
	18.	M	V	S		
	19.	M	V	S		
20.	M	V	S			
<i>Analysis of self corrections</i> Circle cues used during miscue self correction						
1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "Ants"

Level 4

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. Hamish liked honey <input type="checkbox"/>	1. What was it that Hamish liked ? <input type="checkbox"/>
2. He liked honey sandwiches, fresh bread with honey and honey on hot buttered toast <input type="checkbox"/>	2. What food did he like to have honey on ? <input type="checkbox"/>
3. In winter he liked hot lemon drinks flavoured with honey <input type="checkbox"/>	3. What did he like to have honey with in winter ? <input type="checkbox"/>
4. In hot weather he liked banana milkshakes flavoured with honey <input type="checkbox"/>	4. What did he like to have honey with in hot weather ? <input type="checkbox"/>
5. When the hot weather arrived, so did the ants <input type="checkbox"/>	5. What happened when the hot weather arrived ? <input type="checkbox"/>
6. He first saw one on his big toe when he was playing football in the driveway <input type="checkbox"/>	6. What was he doing when he saw the first ant ? Where was the ant ? <input type="checkbox"/>
7. He wiggled his foot and squashed the ant <input type="checkbox"/>	7. What did he do with the first ant he saw ? <input type="checkbox"/>
8. A week later there were hundreds of ants marching up the driveway <input type="checkbox"/>	8. When did Hamish next see ants ? How many were there ? What were they doing ? <input type="checkbox"/>
9. He washed them away with the garden hose <input type="checkbox"/>	9. What did he do to the ants on the driveway ? <input type="checkbox"/>
10. Next day they were back. He wondered if they were the same ones <input type="checkbox"/>	10. How long was it before he saw the ants again ? What did he think when he saw the ants again ? <input type="checkbox"/>
11. Saturday morning he was spreading strawberry jam on his toast. Jam dropped on the bench <input type="checkbox"/>	11. What was Hamish doing on Saturday morning ? What happened while he was spreading the jam ? <input type="checkbox"/>
12. When he made a sandwich for lunch, the splodge of red jam was black and squirming <input type="checkbox"/>	12. When he came back at lunchtime, what had happened to the jam ? <input type="checkbox"/>
13. Lines of tiny, black insects were streaming all over the yellow kitchen bench <input type="checkbox"/>	13. What else did he see on the bench ? <input type="checkbox"/>
14. Hamish grabbed the tea towel and flicked them into the sink <input type="checkbox"/>	14. What did he do this time to get rid of the ants ? <input type="checkbox"/>
15. That afternoon Hamish had a slice of fresh, white bread and spread honey thickly on it <input type="checkbox"/>	15. What happened later that afternoon ? <input type="checkbox"/>
16. Hamish felt something crunchy between his teeth <input type="checkbox"/>	16. When did Hamish first notice the ants this time ? <input type="checkbox"/>
17. There were 4 black ants swimming in the golden honey <input type="checkbox"/>	17. What did he see when he looked at his slice of bread ? <input type="checkbox"/>
18. "Yuk" he shouted and spat into the bin <input type="checkbox"/>	18. What did he do when he realised what was happening ? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Why was the splodge of jam black and squirming?
The ants had found it.
20. How did the ants get into Hamish's mouth ?
They must have been in the honey.

COMPREHENSION
TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : Ben's First Disco Running Words : 233 Reading Age : 9 - 10 Level 4

Ben's father was embarrassing. It wasn't his arguments with the next door neighbour or the funny old clothes he wore that Ben minded. He didn't even care that much when Dad started chatting to strangers as if they were old friends. What really bothered Ben about his father was his great enthusiasm for everything Ben did. At school concerts, he sat in the front row and always clapped the loudest. "Bravo, Ben! Encore!" he would shout, standing up and beaming around at the hall full of parents. "Great tackle, Ben! Nice shot!" he would scream, running up and down the sideline of the soccer field, whenever Ben managed to get his foot to the ball. Worst of all, he sometimes hugged Ben in front of his friends. Ben hadn't minded it when he was younger. He'd liked his dad coming to watch him play sport and he enjoyed his big bear hugs. It made him feel warm and wanted. But now he was eleven. A boy didn't need his father hanging around any more. Especially at his first disco, he thought as he read the notice that was being handed around the class. Ben was pretty excited about the disco but he did have one or two problems. Would Kate want to dance with him? And, most importantly, would his father want to come? The very idea made Ben feel sick with worry.

Analysis of uncorrected Reading miscues		
Circle cues used during miscue		
1.	M	V S
2.	M	V S
3.	M	V S
4.	M	V S
5.	M	V S
6.	M	V S
97%	7.	M V S
Instructional Level	8.	M V S
	9.	M V S
	10.	M V S
	11.	M V S
	12.	M V S
	13.	M V S
	14.	M V S
	94%	15.
16.	M V S	
17.	M V S	
18.	M V S	
19.	M V S	
20.	M V S	
Analysis of self corrections		
Circle cues used during miscue self correction		
1.	M V S	M V S
2.	M V S	M V S
3.	M V S	M V S
4.	M V S	M V S
5.	M V S	M V S
6.	M V S	M V S
7.	M V S	M V S
8.	M V S	M V S
9.	M V S	M V S
10.	M V S	M V S

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "Ben's First Disco"

Level 4

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. Ben's father was embarrassing <input type="checkbox"/>	1. What was the problem with Ben's father ? <input type="checkbox"/>
2. Ben didn't mind his arguments with the next door neighbours <input type="checkbox"/>	2. What were the 3 things that Dad did which Ben <i>didn't</i> mind ? <input type="checkbox"/>
3. Or the funny old clothes he wore <input type="checkbox"/>	3. <input type="checkbox"/>
4. He didn't care when Dad started chatting to strangers as if they were old friends <input type="checkbox"/>	4. <input type="checkbox"/>
5. He was bothered by his father's great enthusiasm for everything he did <input type="checkbox"/>	5. What was it that really bothered Ben about his father ? <input type="checkbox"/>
6. At school concerts he sat in the front row and always clapped the loudest <input type="checkbox"/>	6. In what ways did Dad show his enthusiasm ? <input type="checkbox"/>
7. He would shout, stand up and beam at all the hall full of parents <input type="checkbox"/>	7. What else would Dad do at school concerts ? <input type="checkbox"/>
8. "Great tackle. Nice shot" he would scream, running up and down the soccer field sidelines <input type="checkbox"/>	8. What would Dad do at soccer matches ? <input type="checkbox"/>
9. Worst of all he sometimes hugged Ben in front of his friends <input type="checkbox"/>	9. What was the worst thing Dad did in front of Ben's friends ? <input type="checkbox"/>
10. Ben hadn't minded it when he was younger <input type="checkbox"/>	10. What was different for Ben when he was younger ? <input type="checkbox"/>
11. He liked Dad coming to watch him play sport and enjoyed his bear hugs <input type="checkbox"/>	11. What did Ben <i>use</i> to like Dad doing ? <input type="checkbox"/>
12. It made him feel warm and wanted <input type="checkbox"/>	12. How did Ben <i>use</i> to feel about the things Dad did ? <input type="checkbox"/>
13. But now he was eleven and didn't need his father hanging around anymore <input type="checkbox"/>	13. What had changed that made him feel differently ? <input type="checkbox"/>
14. Ben's first disco was coming up <input type="checkbox"/>	14. What was the special event that was coming up ? <input type="checkbox"/>
15. Ben was pretty excited but had some problems <input type="checkbox"/>	15. How did Ben feel about the disco ? <input type="checkbox"/>
16. Would Kate want to dance with him <input type="checkbox"/>	16. What were two things to do with the disco that Ben was worried about ? <input type="checkbox"/>
17. Would his father want to come <input type="checkbox"/>	17. <input type="checkbox"/>
18. The idea of his Dad wanting to come to the disco made him feel sick with worry <input type="checkbox"/>	18. How did Ben feel about Dad coming to the disco ? <input type="checkbox"/>

RETELL TOTAL

(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. What made Ben think about the disco ?
There was a notice being handed around his class.

20. Why didn't he want his Dad hanging around anymore ?
When you're older it's not cool to have your Dad around.

COMPREHENSION

TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : After the Storm Running Words : 259 Reading Age : 10 - 11 Level 5

<p>Water, water, everywhere; even the sunshine felt wet. The morning after the storm was all boots, mud and drips, dripping into puddles. Tessa and I followed Dad down to the river. Lots of other people were there looking to see what the river had brought down during the storm. Near the river's mouth, whole trees lay stranded in the mud. They looked as if they were waiting for a giant to replant them. But the dads soon started their chainsaws. Then the mothers and children loaded trailers with firewood.</p> <p>"Let's explore," Tessa said, after we had helped Dad with the firewood for a while. We squelched away through the mud. "Where are we heading?" I called, trailing behind. Tessa pointed to something half buried in the mud. "Just an old fridge," I called. "Slimy and rusty." "Too small for a fridge. But it must be hollow," Tessa reasoned, "or else it wouldn't have floated here. We've just got to open it." I tapped the box with a stone. "It doesn't sound hollow and there's no door." Tessa wasn't discouraged. We ran home to get Dad's sledgehammer and crowbar. Then we took turns bashing at the rusty box. It was hard work. Blobs of black mud splattered on our arms and legs, dried, and flaked off. Dad noticed we were busy with something and came to see.</p> <p>"Probably an old furnace. Look after those tools, you girls!" He wandered off again. "I thought Dad would have been more excited," Tessa puffed, giving the box a mighty whack with the sledgehammer.</p>	<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue					
	1.	M	V	S		
	2.	M	V	S		
	3.	M	V	S		
	4.	M	V	S		
	5.	M	V	S		
	6.	M	V	S		
	7.	M	V	S		
	97%	8.	M	V	S	
	Instructional Level	9.	M	V	S	
		10.	M	V	S	
		11.	M	V	S	
		12.	M	V	S	
		13.	M	V	S	
		14.	M	V	S	
		15.	M	V	S	
		16.	M	V	S	
	94%	17.	M	V	S	
	18.	M	V	S		
	19.	M	V	S		
20.	M	V	S			
<i>Analysis of self corrections</i> Circle cues used during miscue self correction						
1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "After the Storm"

Level 5

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. There was water everywhere the morning after the storm
2. Tessa and the storyteller followed Dad down to the river
3. Lots of people were looking to see what the river had brought down during the storm
4. Near the river mouth there were lots of trees lying in the mud
5. The trees looked like they were waiting for a giant to replant them
6. The dads started their chainsaws
7. The mothers and the children loaded trailers with firewood
8. Tessa and the storyteller helped Dad for a while with the firewood
9. Then they went exploring They found something buried in the mud
10. The storyteller thought it was a fridge Tessa thought it was too small for a fridge.
11. Tessa thought it must be hollow to have floated
12. It didn't sound hollow and there was no door
13. They went home to get Dad's sledgehammer and crowbar
14. They took turns at bashing at the rusty box It was hard work
15. Blobs of mud splattered on their arms and legs, dried, and flaked off
16. Dad came to see what they were doing He thought it was probably an old furnace
17. Dad told them to look after the tools then wandered off
18. Tessa thought Dad would have been more excited about what they had found

1. What was it like on the morning after the storm ?
2. What did Tessa and the storyteller do first ?
3. Why were there lots of people at the river ?
4. What did they see at the river mouth ?
5. What did the trees look like they were doing ?
6. What did the dads do about the mess ?
7. What did the mothers and the children do down at the river ?
8. What did Tessa and the storyteller do first of all down at the river ?
9. What did Tessa suggest they do after a while ? What did they find ? Where was it ?
10. What did the storyteller think it was ? Tessa disagreed with her. Why?
11. What did Tessa say about how the box got there?
12. What did they notice about the box once they had had a good look ?
13. What did they decide to do to open the box ?
14. When they arrived back with the tools, what did they do ? Was it an easy job ?
15. What happened to them as they worked ?
16. What did Dad do when he saw them at work ? What did he think the box was ?
17. What did he remind the girls to do ?
18. What did Tessa say about Dad as he walked off ?

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. "Even the sunshine felt wet." What does this mean?
It's a way of saying that everything was VERY wet.
20. What had happened to the trees ?
The river had flooded and knocked them over.

COMPREHENSION

TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : Chirpy Running Words : 246 Reading Age : 10 - 11 Level 5

It was dark outside when Smoky padded into the kitchen, meowing in the muffled way that meant her jaws were clamped around something she'd caught. Cam looked up at the sound and saw dark, spiky black legs dangling from the cat's mouth. It was a cricket that she was carrying. When she dropped it on the floor, it lay still. Usually, they hopped and jumped when she released them - but only on the same spot. Smoky always seemed to know how to cripple a cricket so that she could prod and play with it before she ended the entertainment with a scrunch. "You've overdone it this time, Smoky," said Cam. "This one's dead meat." He pushed the cat away, but as he bent down and picked up the corpse, it suddenly came to life, wriggling in his cupped hands. Cam got a shock. He let the insect slip through his fingers. It fell onto the floor - and Smoky pounced. The cricket hopped, dodged the cat's paws by a whisker, and scuttled underneath the dishwasher. After a few minutes of waiting for it to come out, Smoky lost interest and wandered into the living room to be with Cam's dad, who was watching TV. Cam shone a light underneath the dishwasher. The beam picked out cobwebs, dust, and a couple of old salted peanuts, but no cricket. "It must be there somewhere," Cam thought. "Still, it's probably injured. It'll most likely end up dying under there."

Analysis of uncorrected Reading miscues		
Circle cues used during miscue		
1.	M	V S
2.	M	V S
3.	M	V S
4.	M	V S
5.	M	V S
6.	M	V S
97%	7.	M V S
Instructional Level	8.	M V S
	9.	M V S
	10.	M V S
	11.	M V S
	12.	M V S
	13.	M V S
	14.	M V S
	94%	15.
16.	M V S	
17.	M V S	
18.	M V S	
19.	M V S	
20.	M V S	

Analysis of self corrections			
Circle cues used during miscue self correction			
1.	M	V S	M V S
2.	M	V S	M V S
3.	M	V S	M V S
4.	M	V S	M V S
5.	M	V S	M V S
6.	M	V S	M V S
7.	M	V S	M V S
8.	M	V S	M V S
9.	M	V S	M V S
10.	M	V S	M V S

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "Chirpy"

Level 5

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. It was dark outside when Smoky came into the kitchen <input type="checkbox"/>	1. What time of day was it ? <input type="checkbox"/>
2. Cam could tell she had something in her mouth by the way she meowed <input type="checkbox"/>	2. How could Cam tell that Smoky had caught something without seeing it ? <input type="checkbox"/>
3. It was a cricket. It's spiky black legs dangled from the cat's mouth <input type="checkbox"/>	3. What could Cam see in Smoky's mouth ? What was it ? <input type="checkbox"/>
4. Smoky dropped the cricket on the floor and it lay still <input type="checkbox"/>	4. What did Smoky do with the cricket ? What did the cricket do when Smoky dropped it? <input type="checkbox"/>
5. Usually the crickets would jump and hop when Smoky let them go <input type="checkbox"/>	5. What usually happened when Smoky let crickets go like this ? <input type="checkbox"/>
6. Smoky knew how to cripple the cricket so she could play with it until she scrunched it <input type="checkbox"/>	6. What did Smoky do to a cricket before she killed it ? <input type="checkbox"/>
7. Cam thought she had killed this one <input type="checkbox"/>	7. What did Cam think had happened to this cricket ? <input type="checkbox"/>
8. Cam pushed Smoky away and picked up the corpse <input type="checkbox"/>	8. What did Cam do with the cricket ? <input type="checkbox"/>
9. Cam got a shock. The cricket came to life in his hands and wriggled <input type="checkbox"/>	9. What happened after Cam picked the cricket up? <input type="checkbox"/>
10. The insect slipped through his fingers and fell to the floor <input type="checkbox"/>	10. Once the cricket came to life, what happened to it ? <input type="checkbox"/>
11. Smoky pounced <input type="checkbox"/>	11. What did Smoky do when the cricket fell to the floor ? <input type="checkbox"/>
12. The cricket hopped, dodged the cat's paws <input type="checkbox"/>	12. What did the cricket do once it fell to the floor ? <input type="checkbox"/>
13. And disappeared under the dishwasher <input type="checkbox"/>	13. Where did the cricket go ? <input type="checkbox"/>
14. Smoky waited for a couple of minutes for it to come out <input type="checkbox"/>	14. Once the cricket disappeared what did Smoky do ? <input type="checkbox"/>
15. Smoky lost interest and wandered into the living room to be with Cam's dad watching TV <input type="checkbox"/>	15. After waiting for a while, what did Smoky do next ? <input type="checkbox"/>
16. Cam shone a light underneath the dishwasher <input type="checkbox"/>	16. What did Cam do to try and find the cricket ? <input type="checkbox"/>
17. The beam picked out cobwebs, dust, salted peanuts but no cricket <input type="checkbox"/>	17. What did he see under the dishwasher ? Was the cricket under the dishwasher ? <input type="checkbox"/>
18. Cam thought the cricket was injured and would end up dying under the dishwasher <input type="checkbox"/>	18. What did Cam think would happen to the cricket? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. "You've overdone it this time Smoky." What did Cam mean ? *Smoky had already killed the cricket.*
20. Where did Cam think the cricket had gone ? *He thought it was somewhere under the dishwasher.*

COMPREHENSION
TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : The Shoplifter Running Words : 263 Reading Age : 11 - 12 Level 6

<p>I feel so embarrassed. I never want to go back there again. I'm furious with Mark. My mother will kill me if she finds out.</p> <p>At lunchtime, Mark had started going on about a new snowboarding magazine he had seen at the book shop. So there we are standing outside the shop and suddenly Mark gets all shifty and acts like he is really cool.</p> <p>"We really need that magazine. I'll show you how to get it for nothing!"</p> <p>I knew what was coming next. I had my suspicions about Mark and his snowboarding magazine collection. Before I knew it I had followed him into the shop and there was no going back.</p> <p>"Just start reading a magazine and keep an eye on old Mr. Jefferies,"</p> <p>whispered Mark as he moved off to the snowboarding magazine section.</p> <p>Panic set in. All those lectures from my Dad about shoplifting came flooding back. "Right we're out of here," said Mark as he brushed past me. Mr. Jefferies seemed to be staring right at my reddening face. Quickly, I turned towards the shop entrance and almost knocked an old lady to the ground.</p> <p>Mark was waiting for me around the corner. Grinning from ear to ear, he pulled out the snowboarding magazine from under his sweatshirt. Nervously I looked over my shoulder expecting to see Mr. Jefferies hurrying after us.</p> <p>Suddenly Mark burst out laughing. "Well look at you. The professional. There's nothing much I need to teach you!" I was confused. What did he mean.</p> <p>And then I realized. In my hand was this month's Pro Wrestling magazine.</p>	<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue					
	1.	M	V	S		
	2.	M	V	S		
	3.	M	V	S		
	4.	M	V	S		
	5.	M	V	S		
	6.	M	V	S		
	97%	7.	M	V	S	
	Instructional Level	8.	M	V	S	
		9.	M	V	S	
		10.	M	V	S	
		11.	M	V	S	
		12.	M	V	S	
		13.	M	V	S	
		14.	M	V	S	
		15.	M	V	S	
		94%	16.	M	V	S
		17.	M	V	S	
	18.	M	V	S		
	19.	M	V	S		
20.	M	V	S			
<i>Analysis of self corrections</i> Circle cues used during miscue self correction						
1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "The Shoplifter"

Level 6

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. The storyteller felt very embarrassed
He didn't want to go back to the shop again
2. He was furious with Mark. He said his mother would kill him if she found out
3. At lunchtime Mark went on about a new snowboarding magazine he had seen at the book shop
4. They were standing outside the book shop
Mark started getting shifty and acted real cool
5. Mark said that they really needed the magazine and he would show how to get it for nothing
6. The storyteller knew what was coming next. He was suspicious about Mark's magazine collection
7. Before he knew it he had followed Mark into the shop and there was no going back
8. Mark told the storyteller to read a magazine and keep an eye on old Mr Jefferies
9. Mark moved off to the snowboarding magazine section
10. The storyteller started to panic. His Dad's lectures about shoplifting came flooding back
11. "Right we're out of here," said Mark as he brushed past the storyteller
12. The storyteller thought Mr Jefferies was staring right at him and his face was going red
13. Quickly, he turned towards the shop entrance
He almost knocked an old lady to the ground
14. Mark was waiting around the corner, grinning.
He pulled the magazine out from his sweatshirt
15. The storyteller looked over his shoulder
expecting Mr Jefferies to be coming after them
16. Mark laughed and called him "the professional"
"There's nothing much I need to teach you"
17. The storyteller didn't know what Mark was talking about
18. The boy realized he had a Pro Wrestling magazine in his hand

1. How did the storyteller feel at the beginning of the story? What was it he didn't want to do again?
2. How did the storyteller feel about Mark? What did he think his mother would do?
3. What started everything off?
4. What was happening outside the shop?
5. What did Mark want to do? Why?
6. How did the storyteller think about what Mark was going to do?
7. What did he do about it (when Mark went into the shop)?
8. What did Mark tell the storyteller to do once they were in the shop?
9. What did Mark do once they were in the shop?
10. How did the boy feel when Mark moved off? What did he remember?
11. What did Mark say to him next?
12. What did the boy think Mr Jefferies was doing in the shop? How did that make him feel?
13. What happened when the boy went to leave the shop?
14. Where was Mark waiting for him? What did Mark do as the boy came up to him?
15. What was the storyteller worried about once he left the shop? What was he expecting?
16. What did Mark say to the storyteller once they met up again outside?
17. How did the storyteller react to what Mark said?
18. What was the storyteller holding?

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Why did the boy's face go red in the shop?
He knew they were doing something wrong
20. Why did Mark call him "the professional"?
Because he had stolen the magazine without trying

COMPREHENSION
TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : Zena Finds Food Running Words : 278 Reading Age : 11 - 12 Level 6

<p>Zena was a fat cat. Fat and lazy. It wasn't because of an extra meal here or there. It was the result of being totally spoilt over a long period of time.</p> <p>Exercise was not something she was interested in. Her days were spent eating and sleeping. She was pure white which made her size even more obvious. When she walked it looked as if she had swallowed a football.</p> <p>When she lay on the kitchen tiles with her legs in the air (as she often did) her jelly belly spread out and she could easily be mistaken for a rug.</p> <p>When her owner took her for a check-up one day, the vet insisted on a diet.</p> <p>When Zena turned up for a meal that night she was horrified. Water and some horrible dry cat biscuits. "Where's my steak?" she muttered to herself as she wandered off to her basket and sulked, hoping that this was a bad dream. Unfortunately there was more of the same for breakfast and lunch.</p> <p>She had heard that some of the cats in the area hunted for food so she decided to take action. She slunk out to the garden to explore the menu.</p> <p>The birds in the garden took no notice of her as they were used to coming and going freely without being bothered. Zena crouched in a hunting position and watched her prey. Closer and closer they came, pecking at the worms and insects in the lawn. All her hunting instincts returned to her as she lay in wait. Closer and closer came the targets. She tensed her muscles, ready to strike and.....fell asleep in the hot sun.</p>	<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue					
	1.	M	V	S		
	2.	M	V	S		
	3.	M	V	S		
	4.	M	V	S		
	5.	M	V	S		
	6.	M	V	S		
	7.	M	V	S		
	97%	8.	M	V	S	
	Instructional Level	9.	M	V	S	
		10.	M	V	S	
		11.	M	V	S	
		12.	M	V	S	
		13.	M	V	S	
		14.	M	V	S	
		15.	M	V	S	
		16.	M	V	S	
	94%	17.	M	V	S	
	18.	M	V	S		
	19.	M	V	S		
20.	M	V	S			
<i>Analysis of self corrections</i> Circle cues used during miscue self correction						
1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "Zena finds Food"

Level 6

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. Zena was a fat and lazy cat <input type="checkbox"/>	1. What do we find out about Zena at the start of the story ? <input type="checkbox"/>
2. It wasn't because of extra meals. It was the result of being totally spoilt over a long time <input type="checkbox"/>	2. Why was Zena fat and lazy ? <input type="checkbox"/>
3. She wasn't interested in exercise Her days were spent eating and sleeping <input type="checkbox"/>	3. How did Zena feel about exercise ? What did she spend all day doing ? <input type="checkbox"/>
4. She was pure white which made her size more obvious <input type="checkbox"/>	4. What does the story say about her colour and her size ? <input type="checkbox"/>
5. When she walked it looked like she had swallowed a football <input type="checkbox"/>	5. What happened when she walked ? <input type="checkbox"/>
6. When she lay on the kitchen tiles with her legs in the air <input type="checkbox"/>	6. What did Zena like to do on the kitchen floor ? <input type="checkbox"/>
7. Her jelly belly spread out She could easily be mistaken for a rug <input type="checkbox"/>	7. What was the problem when she lay on the kitchen tiles ? <input type="checkbox"/>
8. Her owner took her for a check-up one day The vet said she needed to go on a diet <input type="checkbox"/>	8. Where did her owner take her one day ? What did the vet say ? <input type="checkbox"/>
9. When Zena turned up for a meal that night she was horrified...water and dry eat biscuits <input type="checkbox"/>	9. What changed after the visit to the vet ? <input type="checkbox"/>
10. Zena said "Where's my steak" and went to her basket to sulk <input type="checkbox"/>	11. What did Zena say, and what did she do when she discovered the changes (to her food) ? <input type="checkbox"/>
11. Zena hoped it was a bad dream but it was the same for breakfast and lunch <input type="checkbox"/>	11. What did Zena hope that these changes were ? What did she find out the next day ? <input type="checkbox"/>
12. She had heard that some of the cats in the neighbourhood hunted for food <input type="checkbox"/>	12. What had Zena heard about some of the other cats in the neighbourhood ? <input type="checkbox"/>
13. Zena decided to take action She went out to the garden to explore the menu <input type="checkbox"/>	13. What did Zena decide to do about her problem with meals ? <input type="checkbox"/>
14. The birds took no notice because Zena never usually bothered them <input type="checkbox"/>	14. How did the birds in the garden react to Zena ? Why did they react this way ? <input type="checkbox"/>
15. Zena crouched in a hunting position and watched her prey <input type="checkbox"/>	15. What did Zena do once she was in the garden ? <input type="checkbox"/>
16. The birds came closer and closer pecking at the worms and insects in the lawn <input type="checkbox"/>	16. What did the birds do as Zena crouched and watched <input type="checkbox"/>
17. Zena's hunting instincts returned as she lay in wait. The targets came closer <input type="checkbox"/>	17. What came back to Zena as she lay in wait ? <input type="checkbox"/>
18. She tensed her muscles ready to strikeand fell asleep in the hot sun <input type="checkbox"/>	18. What happened at the end of the story ? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. Why did the birds in the garden take no notice of Zena ? *She had never hunted them before.*
20. Zena went into the garden to "explore the menu" What does that mean? *To see what there was to eat.*

COMPREHENSION
TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : The Doughnut Running Words : 278 Reading Age : 12 - 13 Level 7

<p>I'm not taking all the blame. It's Dad's fault, too. If he hadn't slept in I wouldn't have missed the bus and been late for school. If I hadn't been late for school, I would have been in class instead of alone in the hall. And if I hadn't been alone, I wouldn't have been tempted. Mandy, she's to blame, too. She knows I love doughnuts. She should have kept her pack shut. I wouldn't have done it if it was just an ordinary doughnut. But it wasn't. It was special - long and golden brown, sprinkled with sticky brown sugar. And cream. Lovely fresh cream mixed with strawberry jam. My mouth waters and my stomach rumbles just thinking about it. Ooh! And when the sweet scents wafted up and tickled my nostrils, I had to have a taste. Just a finger of cream and jam, though. Mmm, if only it had been one finger.....It was two, and then three. Then the doughnut was out of the bag. I was licking mouthfuls of cinnamon sugar. Delicious cinnamon sugar that touched my tongue and melted. I couldn't stop myself, I really couldn't. I chomped into crispy dough. A couple of chews, a swallow, and another bite. I kept on licking, biting, chewing, swallowing until it was gone. I grabbed the bag, ripped it, licked it clean. I was out of control....</p> <p>I don't care. No one can prove it was me. No one saw me. Miss Grey will be angry. She'll ask questions, but she won't know it was me. The only way any one can find out is to cut me open and they won't do that.</p>	<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue					
	1.	M	V	S		
	2.	M	V	S		
	3.	M	V	S		
	4.	M	V	S		
	5.	M	V	S		
	6.	M	V	S		
	7.	M	V	S		
	97%	8.	M	V	S	
	Instructional Level	9.	M	V	S	
		10.	M	V	S	
		11.	M	V	S	
		12.	M	V	S	
		13.	M	V	S	
		14.	M	V	S	
		15.	M	V	S	
		16.	M	V	S	
	94%	17.	M	V	S	
	18.	M	V	S		
	19.	M	V	S		
20.	M	V	S			
<i>Analysis of self corrections</i> Circle cues used during miscue self correction						
1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "The Doughnut"

Level 7

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. The storyteller said she was not going to take all the blame <input type="checkbox"/>	1. How did the storyteller feel about what had happened ? <input type="checkbox"/>
2. It was Dad's fault as well If Dad hadn't sleep in <input type="checkbox"/>	2. Who else did the storyteller want to blame ? What had Dad done wrong ? <input type="checkbox"/>
3. The storyteller wouldn't have missed the bus and been late for school <input type="checkbox"/>	3. What happened because Dad slept in ? <input type="checkbox"/>
4. Then she wouldn't have been alone in the hall and she wouldn't have been tempted <input type="checkbox"/>	4. What happened because the storyteller was late to school ? <input type="checkbox"/>
5. Mandy was to blame as well <input type="checkbox"/>	5. Who else did the storyteller want to blame ? <input type="checkbox"/>
6. Mandy knew she loved doughnuts Mandy should have kept her pack shut <input type="checkbox"/>	6. What had Mandy done that was wrong ? <input type="checkbox"/>
7. It wasn't an ordinary doughnut It was special - long and golden brown <input type="checkbox"/>	7. How did the storyteller describe the doughnut ? <input type="checkbox"/>
8. Sprinkled with sticky brown sugar and fresh cream mixed with strawberry jam <input type="checkbox"/>	8. What did the doughnut have on it ? <input type="checkbox"/>
9. Even now the storyteller's mouth waters and stomach rumbles just thinking about it <input type="checkbox"/>	9. How does the storyteller feel about the doughnut now as she is telling the story ? <input type="checkbox"/>
10. When the sweet scents wafted up and tickled her nostrils, she had to have a taste <input type="checkbox"/>	10. What was it that convinced her she had to have a taste ? <input type="checkbox"/>
11. She didn't just have one taste, she had three <input type="checkbox"/>	11. Did she have a taste ? How many ? <input type="checkbox"/>
12. Then the doughnut was out of the bag and the girl was licking mouthfuls of cinnamon sugar <input type="checkbox"/>	12. After she had three tastes, what did she do next ? <input type="checkbox"/>
13. The cinnamon sugar touched her tongue and melted <input type="checkbox"/>	13. What was special about the cinnamon sugar ? <input type="checkbox"/>
14. She really couldn't stop herself She kept on eating until it was all gone <input type="checkbox"/>	14. Once she had started eating the doughnut, what happened ? <input type="checkbox"/>
15. Then she grabbed the bag and licked it clean She was out of control <input type="checkbox"/>	15. What did she do with the bag the doughnut came in ? How was she behaving ? <input type="checkbox"/>
16. She didn't care No one could prove it was her <input type="checkbox"/>	16. How did she feel about what she had done ? Why didn't she care ? <input type="checkbox"/>
17. Miss Grey would be angry She would ask questions <input type="checkbox"/>	17. What did she think Miss Grey would do ? <input type="checkbox"/>
18. The only way anyone could find out was to cut the girl open and she didn't think they would do that <input type="checkbox"/>	18. What was the only way that she thought they could prove it was her who had taken the doughnut? <input type="checkbox"/>

RETELL TOTAL

(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. "I was out of control." What did that mean ?
She couldn't stop herself.
20. How might Miss Grey work out it was her ?
She was late to school. Everyone else was in the classroom.

COMPREHENSION

TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : A Virtual Pain Running Words : 293 Reading Age : 12 - 13 Level 7

<p>“Brendon, darling. Happy birthday! Mmmwwaa!” Great Aunty Mildred landed a fierce kiss on my cheek. “I’ve got you the most wonderful present!” she said, raking through her purse. I discreetly wiped the lipstick off my face and smiled politely. There’d be a lot of polite smiles for the week of Aunty M’s visit. “Aha! Here it is darling. I want you to open it right away!”</p> <p>I just knew there would be something horrific inside the parcel - and it couldn’t have been worse. Not only was it bright purple, but nobody has virtual pets any more. They’re so totally out of fashion it’s not funny. “I know how popular these things are!” declared Aunty Mildred. “Wow, Aunty Mildred. Cool!” I heard myself say. “That means he likes it,” explained Mum, who was standing nearby with a nervous grin. My academy-award-winning performance may have pleased Aunty M, but it wouldn’t help my new toy. This little pet was going to lead a lonely life - and die a tragically early death. No nasty lump of plastic with a flake of silicon for a brain was going to ruin my image. I decided to take it to school the next day and ditch it at the first opportunity. Next morning, I shoved it to the very bottom of my schoolbag. If it got hungry before lunchtime, there were plenty of chocolate wrappers down there for it to chew on. The problem was, I forgot that those stupid little nuisances make noises when they want feeding. I was in class and had just about finished a particularly tough section of division problems when suddenly I heard a squeaky, whining sound. I didn’t pay much attention to it until I realized that it was coming from.....my school bag!</p>	<i>Analysis of uncorrected Reading miscues</i> Circle cues used during miscue					
	1.	M	V	S		
	2.	M	V	S		
	3.	M	V	S		
	4.	M	V	S		
	5.	M	V	S		
	6.	M	V	S		
	7.	M	V	S		
	97%	8.	M	V	S	
	Instructional Level	9.	M	V	S	
		10.	M	V	S	
		11.	M	V	S	
		12.	M	V	S	
		13.	M	V	S	
		14.	M	V	S	
		15.	M	V	S	
		16.	M	V	S	
		17.	M	V	S	
		94%	18.	M	V	S
	19.	M	V	S		
20.	M	V	S			
<i>Analysis of self corrections</i> Circle cues used during miscue self correction						
1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about Reading behaviour :
Retelling Pass 50%		
Comprehension Pass 75%		
		Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "A Virtual Pain"

Level 7

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. It was Brendon's birthday
2. Great Aunt Mildred gave Brendon a big kiss on his cheek
3. Brendon wiped the lipstick off his face and smiled politely
4. Aunt Mildred had a present for Brendon in her purse and wanted him to open it straight away
5. Brendon knew it would be something horrific
6. It was a bright purple, virtual pet
7. Brendon thought virtual pets were totally out of fashion
8. Aunt Mildred thought virtual pets were very popular
9. Brendon pretended he liked the present "Wow Aunt Mildred. Cool!" he said
10. Brendon's mum said that this meant he liked it
11. This little pet was going to lead a lonely life and die a tragically early death
12. He wasn't going to let the virtual toy ruin his image
13. He decided to take it to school and get rid of it.
14. Brendon shoved it in his bag. It could chew on chocolate wrappers in his bag
15. He forgot that virtual pets made noises when they wanted to be fed
16. Brendon was in class. He had just finished some tough division problems
17. Suddenly he heard a squeaky, whining sound
18. Brendon didn't pay much attention to the sound until he realised it was coming from his bag

1. What was the special occasion?
2. How did Aunt Mildred greet Brendon?
3. What did Brendon do after Aunt Mildred kissed him?
4. Where was his present? What did Aunt Mildred want Brendon to do?
5. What was Brendon thinking about the present before he opened it?
6. What was the present? What colour?
7. What did Brendon think of virtual pets?
8. What did Aunt Mildred think of virtual pets?
9. What did Brendon say to Aunt Mildred about her present?
10. When Brendon said "Wow Aunt Mildred. Cool!", what did his mother say?
11. What sort of life did Brendon plan for his new toy?
12. What was Brendon worried about now that he had a virtual pet?
13. What was he going to do with the virtual pet?
14. What did he do with it next morning?
15. What important thing did he forget about virtual pets?
16. What was Brendon doing in class later that morning?
17. What did he hear?
18. Why did he suddenly pay attention to the noise?

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Why were there going to be lots of polite smiles for the week?
Aunt M was a bit much. Brendon found her embarrassing
20. How could a virtual pet ruin Brendon's image?
It wasn't cool to have one anymore.

COMPREHENSION
TOTAL (PASS 75% = 15)

LITERAL COMPREHENSION : "The Racehorse and the Cat"

Level 8

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A.

Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. Brit was a racehorse Glorious to look at <input type="checkbox"/>	1. Who or what was Brit ? What was he like to look at ? <input type="checkbox"/>
2. But ill-tempered like a volcano And just as lonely <input type="checkbox"/>	2. How did he behave ? <input type="checkbox"/>
3. He threatened the stablehands and fought the other horses when he could. <input type="checkbox"/>	3. How did he behave towards the stagehands and the other horses ? <input type="checkbox"/>
4. Even his owner dreaded a nip when he led Brit in after winning a race <input type="checkbox"/>	4. How did his owner feel about him ? <input type="checkbox"/>
5. His owner kept him because he was a winner <input type="checkbox"/>	5. Why did his owner keep him ? <input type="checkbox"/>
6. His value increased every time he won a race <input type="checkbox"/>	6. What happened when Brit won races ? <input type="checkbox"/>
7. One evening Brit was eating hay from the rack above his manger <input type="checkbox"/>	7. What was Brit eating on this particular evening? Where was the hay ? <input type="checkbox"/>
8. Brit took no notice of the stable cat curled up asleep in his manger <input type="checkbox"/>	8. What was in the manger ? What did Brit do about the sleeping cat ? <input type="checkbox"/>
9. A hayseed fell into the cat's ear The hayseed woke her up <input type="checkbox"/>	9. What woke the cat up ? <input type="checkbox"/>
10. The cat sneezed and this made Brit very angry <input type="checkbox"/>	10. What caused the problem between the cat and the horse ? <input type="checkbox"/>
11. Brit laid flat his ears, bared his teeth. He came towards the cat intending to break her spine <input type="checkbox"/>	11. Now that Brit was angry with the cat, what did he do ? <input type="checkbox"/>
12. The cat wasn't scared She didn't run away <input type="checkbox"/>	12. How did the cat feel about Brit's threats ? <input type="checkbox"/>
13. She puffed out her fur This made her look twice her size <input type="checkbox"/>	13. What did she do back at Brit ? <input type="checkbox"/>
14. She crooned high in her throat with fury (Made an angry, high pitched noise in her throat) <input type="checkbox"/>	14. What else did she do ? What sound did she make ? <input type="checkbox"/>
15. Brit lunged down at her The cat struck back <input type="checkbox"/>	15. What did they actually do to each other ? <input type="checkbox"/>
16. They ran out of threats and calmed down <input type="checkbox"/>	16. What happened next ? <input type="checkbox"/>
17. The horse blew softly on the cat The cat rubbed her nose against Brit's muzzle <input type="checkbox"/>	17. Once they had calmed down what did the horse do to the cat, and the cat do to the horse ? <input type="checkbox"/>
18. Brit went back to eating hay The cat went back to sleep in the manger <input type="checkbox"/>	18. How did the story end ? <input type="checkbox"/>

RETELL TOTAL

(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Brit was "ill tempered like a volcano". What does that mean ? *He had sudden outbursts of temper.*

20. Why did the enemies become friends ?
Because the cat stood up to Brit, or similar answer.

COMPREHENSION

TOTAL (PASS 75% = 15)

Name: _____ Date : _____ Age : _____

Title : Marbles Running Words : 319 Reading Age : 13 - 15 Level 8

There are no true heroes to this story, and only the game itself comes over with any credit. It came, it triumphed, and it gave only pleasure before it was betrayed. There are no heroes but, all the same, a story must have characters, and perhaps someone who stood a bit above the rest was Vic DiMaggio. Picture him for a moment. Small, dark-eyed, and quick, he wore all the signs of someone who must do well in life. He buzzed with nervous energy, and that smile of his could charm the very birds from the trees. No one ever played a better game. Even when he'd beaten you, you always went back to him so that he could clean you out all over again. Eyes beaming, arm around your shoulder, smile in its usual place, he'd confide in you, "You almost had me that time. Tell you what I'll do, I'll lend you some and play you again. Next time you'll win. You'll see." On the other side of the story was "Our Ronnie" Smith—a quiet boy with freckles. His father worked in an armaments factory, and this slight contact with the weapons of war had given Our Ronnie a spectacular imagination, so that he won the essay prize every year. He played, too, but he was one of the good-natured losers who make up the bulk of the human population. As for a stage, nowhere was ever better designed for the drama than the little school called St Joseph's. Shut off by high brick walls from an industrial district, St Joseph's was perfectly flat, and not one blade of grass grew in all its concrete playgrounds. One day, as if it were a powerful virus, an ancient game swept over the walls from the outer world. Suddenly, no one could remember a time before we lived, ate, and breathed just so that we could play marbles.

Analysis of uncorrected Reading miscues
Circle cues used during miscue

1.	M	V	S
2.	M	V	S
3.	M	V	S
4.	M	V	S
5.	M	V	S
6.	M	V	S
7.	M	V	S
8.	M	V	S
97% 9.	M	V	S
10.	M	V	S
11.	M	V	S
12.	M	V	S
13.	M	V	S
14.	M	V	S
15.	M	V	S
16.	M	V	S
17.	M	V	S
18.	M	V	S
19.	M	V	S
94% 20.	M	V	S

Analysis of self corrections
Circle cues used during miscue self correction

1.	M	V	S	M	V	S
2.	M	V	S	M	V	S
3.	M	V	S	M	V	S
4.	M	V	S	M	V	S
5.	M	V	S	M	V	S
6.	M	V	S	M	V	S
7.	M	V	S	M	V	S
8.	M	V	S	M	V	S
9.	M	V	S	M	V	S
10.	M	V	S	M	V	S

Accuracy Pass 97%		Comments about Reading behaviour : Recommended Instructional Reading Age :
Retelling Pass 50%		
Comprehension Pass 75%		

Section A : Retell

Section B : Questions to check Comprehension

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of events or details that the student has not retold in Section A.

1. There were no real heroes in this story Only the game itself comes over with any credit <input type="checkbox"/>	1. Were there any heroes in this story ? What was the only thing that came over with credit? <input type="checkbox"/>
2. Vic Di Maggio was one character who stood a bit above the rest <input type="checkbox"/>	2. Who was Vic Di Maggio ? Why was he special ? <input type="checkbox"/>
3. Vic was small, dark eyed and quick <input type="checkbox"/>	3. What are we told about Vic de Maggio's physical appearance ? <input type="checkbox"/>
4. He looked like someone who would do well in life (would be successful) <input type="checkbox"/>	4. What sort of person did the storyteller think Vic would become ? <input type="checkbox"/>
5. He buzzed with nervous energy <input type="checkbox"/>	5. What were some of the things that were said about his personality ? <input type="checkbox"/>
6. His smile could charm the birds from the trees <input type="checkbox"/>	6. <input type="checkbox"/>
7. No one played the game better than him. Even when he'd beaten you, you would go back for more <input type="checkbox"/>	7. How well did he play the game ? How did people feel about being beaten by Vic ? <input type="checkbox"/>
8. Eyes beaming, arm around your shoulder, smile in it's usual place, he'd say... <input type="checkbox"/>	8. What did Vic do to the people that he beat in the game ? <input type="checkbox"/>
9. "You almost had me that time. I'll lend you some. Next time you'll win" <input type="checkbox"/>	9. What did Vic say to the people he beat ? <input type="checkbox"/>
10. On the other side of the story was Ronnie Smith a quiet boy with freckles <input type="checkbox"/>	10. Who was the other important character ? What are we told about his physical appearance ? <input type="checkbox"/>
11. Ronnie's father worked in an armaments factory <input type="checkbox"/>	11. Where did Ronnie's father work ? <input type="checkbox"/>
12. Ronnie had a spectacular imagination He won the essay prize every year <input type="checkbox"/>	12. What was special about Ronnie ? What did Ronnie win every year ? <input type="checkbox"/>
13. Ronnie played too, but he was a good natured loser like most of the population <input type="checkbox"/>	13. How good was Ronnie at the game ? <input type="checkbox"/>
14. St Joseph's was perfectly designed for the drama <input type="checkbox"/>	14. Whereabouts did the story take place ? <input type="checkbox"/>
15. St Joseph's was shut off by high brick walls from an industrial district <input type="checkbox"/>	15. What information is given about the school and the district it belonged to ? <input type="checkbox"/>
16. St Joseph's was perfectly flat, and not a blade of grass grew in all it's concrete playground <input type="checkbox"/>	16. What was the playground at St Joseph's like ? <input type="checkbox"/>
17. One day, like a powerful virus, an ancient game swept over the walls from the outside world <input type="checkbox"/>	17. How did the storyteller describe the way the game arrived ? <input type="checkbox"/>
18. No one could remember a time when they didn't live, eat, breathe just so they could play marbles <input type="checkbox"/>	18. What effect did the game have on everyone ? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. Why did everyone want to play with Vic ?
Because he made them feel good even when they lost.

20. How did everyone in the story feel about marbles?
It was their only reason for living.

COMPREHENSION

TOTAL (PASS 75% = 15)

ACKNOWLEDGEMENTS

Thank you to the authors, and Learning Media, for granting permission to use extracts from the following stories, in this publication.

Glen's Toys was first published in the School Journal 1989 by Learning Media Limited on behalf of the Ministry of Education. © Linda McIntyre 1989.

The Day Michael Made the News was first published in the School Journal 1993 by Learning Media Limited on behalf of the Ministry of Education. © Philippa Werry 1993.

To Give Away-One Goat was first published in the School Journal 1995 by Learning Media Limited on behalf of the Ministry of Education. © Diane J. Foley 1995.

Crow's Idea was first published in the School Journal 1998 by Learning Media Limited on behalf of the Ministry of Education. © John Macalister 1998.

Our Robot was first published in the School Journal 1996 by Learning Media Limited on behalf of the Ministry of Education. © Lorraine Williams 1996.

Henry Mouse Part 3 : Henry Mouse Grows Up is reproduced by permission of the publishers Learning Media Limited PO Box 3293, Wellington, New Zealand. © Don Laing 1978.

Ants was first published in the School Journal 2000 by Learning Media Limited on behalf of the Ministry of Education. © Ingrid Horrocks 2000.

Ben's First Disco was first published in the School Journal 1992 by Learning Media Limited on behalf of the Ministry of Education. © Iona McNaughton 1992.

After the Storm was first published in the School Journal 1992 by Learning Media Limited on behalf of the Ministry of Education. © Alan Bagnall 1992.

Chirpy was first published in the School Journal 2000 by Learning Media Limited on behalf of the Ministry of Education. © John Parker 2000.

The Doughnut was first published in the School Journal 1990 by Learning Media Limited on behalf of the Ministry of Education. © John Lockyer 1990.

A Virtual Pain was first published in the School Journal 1999 by Learning Media Limited on behalf of the Ministry of Education. © Rupert Alchin 1999.

The Racehorse and the Cat is reproduced by permission of the publishers Learning Media Limited , PO Box 3293, Wellington, New Zealand. © Diana Valk 1971.

Marbles was first published in the School Journal 1989 by Learning Media Limited on behalf of the Ministry of Education. © Andrew Blake 1989.