non fiction

INFORMAL PROSE INVENTORY

3

Hilton Ayrey

INFORMAL PROSE INVENTORY 3

CONTENTS

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	The Long Sleep	6 - 7	9	27 + 28
		Camping	6 - 7	10	29 + 30
2.8 - 3.2	Level 1	Alligators	7 - 8	11	31 + 32
		Bodies Need Bones	7 - 8	12	33 + 34
3.2 - 3.6	Level 2	Ducks	8 - 8½	13	35 + 36
		Autumn	8 - 8½	14	37 + 38
3.6 - 4.0	Level 3	Killer Plants	8½ - 9	15	39 + 40
		Recycling	8½ - 9	16	41 + 42
4.0 - 4.4	Level 4	The Elephant's Trunk	9 - 10	17	43 + 44
		The First Houses	9 - 10	18	45 + 46
4.4 - 4.8	Level 5	Insects	10 - 11	19	47 + 48
		Telling the Time	10 - 11	20	49 + 50
4.8 - 5.2	Level 6	Dolphins	11 - 12	21	51 + 52
		The Black Death	11 - 12	22	53 + 54
5.2 - 5.6	Level 7	Animal Territories	12 - 13	23	55 + 56
		Ned Kelly	12 - 13	24	57 + 58
5.6 - 6.0	Level 8	Piranhas	13 - 15	25	59 + 60
		The Ozone Layer	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 for IPI 1 and 2 are ***narrative*** and therefore focus on the reading skills specific to that genre.

Informal Prose Inventory 3 - non fiction follows the same structure as IPI 2 (9 levels, reading ages 6 to 15) but the selections are all ***non fiction***.

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.
Attempts have been made to provide passages that are culturally and geographically non specific. and are intrinsically interesting to children.

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 or article, their prior knowledge, and personal 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-phonic) "Does the student use visual cues from the letters and shape of words?"
   S = structure (syntax) "Is what the student read grammatically correct?"
   (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 detail 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
   (or No Response)

3. **Insertion** Indicate where the insertion occurs *and*
   using a caret mark e.g. run ^ 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.

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

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

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 semantic 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 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

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
noises.
4. __
I didn't mind the rats, but mum hated them.

"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.

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-crontrol
"That does it!" said Mum. " I'm calling a pest controller."

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.

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
97% 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

Instructional Level

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%	95.2%
Retelling Pass 50%	44%
Comprehension Pass 75%	80%

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. Practice with small chunks of text. Develop inferential comprehension in small group discussion.

Recommended Instructional Reading Age : **10 - 11**

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	
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 event or details that the student has not retold in Section A.*	
1. There were rats in the attic	☑	1	1. What was the problem at the beginning of the story?	☑
2. They made all sorts of noises	☐		2. How could they tell there were rats?	☑
3. The boy in the story didn't mind	☐		3. Was the storyteller worried about having rats in the attic?	☑
4. His Mum hated them	☑	6	4. What did the storyteller's mum think about having rats in the attic?	☑
5. His Mum asked Dad to do something about the rats	☑	5	5. What was the first thing she did about the rats?	☑
6. Dad said he would	☐		6. What was Dad's response?	☑
7. But he kept on reading his paper and eating his toast	☐		7. What did Dad actually do?	☒
8. The boy wanted his mother to get some traps	☑	2	8. What did the storyteller suggest his mother should do?	☑
9. He was going to set them up in the attic	☑	3	9. What was the storyteller going to do with the traps?	☑
10. He thought it would be scary but fun	☐		10. How did the storyteller feel about setting the traps?	☑
11. Mum didn't want any of the kids going into the attic	☑	4	11. How did the storyteller's mother feel about his plan?	☑
12. She was worried that they might get bitten by the rats	☐		12. What was the storyteller's mum worried about?	☑
13. The family heard the rats again	☐		13. What happened next that forced Mum into action?	☒
14. Mum had had enough	☑	7	14. Why did she decide to do something?	☑
15. Mum rang up a pest controller	☐		15. What did Mum do about the situation?	☑
16. That evening a strange man came to the door	☑	8	16. What happened that evening?	☑
17. He had wild black hair and a bushy beard	☐		17. Describe the man who came to their door?	☑
18. His eyes bulged and 2 of his teeth were missing	☐		18. What else can you remember about the man?	☑
RETELL TOTAL (PASS 50% = 9)	8/18 = 44%		INFERENTIAL COMPREHENSION	
			19. Why did Mum call the pest controller *She was frustrated with Dad. Didn't think he would do anything.*	☒
			20. Why didn't Dad do something about the rats? *He shuddered at the thought. He didn't like rats.*	☒
			COMPREHENSION TOTAL (PASS 75% = 15)	16/20 = 80%

The Long Sleep

All animals need to sleep. Some animals sleep lying down. Some animals sleep standing up.

Many animals go to sleep for several months when it gets cold and there is not much food. Before winter comes they eat lots of food and become round and fat.

They find a dark place to hide. Bears find caves to sleep in. Snakes dig into the ground. Fish dig themselves into the mud at the bottom of a river.

Their breathing slows down. Their heart slows down. They become very still and cold. It looks as though they are dead. They don't use much energy. They live off the fat they have stored in their bodies.

In spring when they wake up again they are thin and hungry.

Level 0

Camping

Some people like to go camping. They like to leave their house in the city and live in a tent. They like to go camping for a holiday. It is fun to cook on a campfire and sleep in sleeping bags. They like the fresh air.

The best places to camp are in forests, or near the water. In these places people can go for a hike, catch fish, have a swim, and find new things.

Some people like to be on their own. Other people like to camp with friends or family. It is great sitting around a campfire at night instead of watching TV.

The only problem with camping is when it starts to rain. Everything gets wet. It is time to pack up and go home.

Level 0

Alligators

Alligators make their nests near water. The female alligator makes a mound out of mud and grass. She lays her eggs in a hole in the top of the nest. She covers the eggs with leaves and twigs. The eggs are kept warm by the sun, the leaves, and the twigs.

The mother takes good care of her eggs. She watches carefully over her nest. She stops animals that want to take her eggs.

After two months the baby alligators hatch out of their eggs. The babies call for help from inside the nest. The mother uncovers the nest. She takes the babies from the nest. She carries them in her mouth. She drops them into the nearby water. The baby alligators can swim very well.

Now they are safe from land animals, but birds, fish or snakes may catch them.

Bodies Need Bones

Who needs bones? We all do. Without our bones we would just flop down on the floor. The bones in our bodies are all joined together from our head to our feet. We can't see our bones because they are inside our bodies.

Our bones do three things for us. Firstly, everything inside our body is connected to our bones. Our bones support our bodies and give them shape.

The second thing our bones do is to protect all the important parts in our body. Our bones are hard. They are placed around the soft parts like our heart.

The third thing they do is to work together with our muscles. Our muscles are joined to our bones and they push and pull the bones to make them move. This helps us to move about.

Ducks

If you pass by a large pond or lake you might see ducks on the water.

Ducks have feathers that are waterproof which help them to float. They also keep them warm. Ducks have webbed feet. They work like paddles and help them to swim. They can also walk on soft mud without sinking.

On the ground they walk slowly but in the sky they can fly very fast. Ducks often land on water. They open their wings to slow down. They land feet first and make a spray of water in front of them.

Ducks eat small water animals and plants from the pond. You can see their tails sticking out of the water when they are looking for food. Sometimes they will feed in the fields near the water. They like to catch worms and insects.

Some ducks fly away when it gets cold in winter. They can fly long distances to find a place where it is warmer.

Level Two

Autumn

The season is changing from summer to autumn. The days are getting shorter and the nights are getting longer. The sun is lower in the sky during the day and this makes the shadows longer. The sun doesn't feel as warm and you have to put on more clothes.

In autumn the berries on bushes and trees become soft and ripe. Nuts also ripen. Their shells burst and they fall onto the ground which means there is plenty of food for the animals which feed on them.

On farms the last crops ripen in the autumn sun. They are harvested before the colder weather spoils them. In the mountains or high places where there will be winter snow, the farmers move their stock down to lower slopes as winter approaches.

By late autumn, the leaves on many trees are dead and have fallen. They make a crunchy carpet on the ground. The sky is grey and the wind is cold.

Level Two

Killer Plants

People, animals, and insects all eat plants. But there are some plants that bite back. These are meat-eating plants. Animals that wander too close may find themselves being eaten.

There are many different kinds of meat-eating plants. They grow all over the world. Some are so small that you could step on them and not notice. Others grow high above the floor of the forest. Some have traps as big as a football. Others trap their food with tiny leaves that look like threads. They all look like ordinary plants until you see them grab an insect.

The most famous meat-eating plant is the Venus fly trap. The plant is not very tall but any insect that lands on it faces death. Its leaves form a trap. There are sensitive hairs on the leaves. These are the triggers that make the leaves snap shut. The plant then uses a special fluid that kills the insect and eats it up.

After about 10 days, the trap reopens, but all that is left of the insect will be its hard outer shell. The wind blows this away and the trap is now ready for more.

Level Three

Recycling

Every week households in the city are throwing away more and more rubbish. Some of this could be recycled.

There are two reasons for doing this. Firstly, there is too much rubbish. Burning it and dumping it have been the most common ways of getting rid of it. But now there is so much to get rid of, it is having a bad effect on our environment. Burning causes air pollution and land is becoming too valuable to be used as a dumping ground.

The second reason is that we are running out of the materials that are used to make these things in the first place.

It makes sense to try and reuse some of the things we throw away. It does take a bit of time on your part but it is well worth it. Glass, paper, and cans are easily sorted. Many cities now give out special bins to help you do this and these are emptied every week. There are also special places where you can leave empty cans and old newspapers.

Something else you can do is use your food scraps to make compost for your garden.

Level Three

The Elephant's Trunk

An elephant's trunk is a very handy piece of equipment. Because of its enormous size and the way it is built, the elephant depends on its trunk for many everyday tasks.

Firstly, its neck is too short to allow it to reach the ground to feed. Neither does it have the agility to climb trees to reach food that is high up. The amazing trunk solves these problems.

The trunk is actually an extension of the nose and upper lip and has projections like fingers on the tip of it. These fingers allow the elephant to pick up small objects like berries, fruit, and leaves from trees, which can then be placed into its mouth.

The trunk is also very strong and can be used to lift heavy objects, pull down trees, scoop out holes, and fight other males during mating season.

The elephant also breathes through its trunk. It can use it like a straw to suck in water and blow it into its mouth or spray it over its body. The elephant can completely submerge itself in water and use its trunk as a snorkel to breathe.

It is also a very sensitive organ which the elephant can raise in the air and detect scents carried by the wind.

Level Four

The First Houses

The first humans were hunters and moved around looking for food. They had few tools or skills and weren't very well organised. They lived in small groups in caves.

As people learnt how to grow food instead of having to hunt for it, they also learnt how to build their own shelters. Simple tents and huts were made by tying tree branches together and covering them with skins, bark, or leaves.

As farming became more established, shelters became more permanent and people started living together in villages. Because there were more people they could work together on bigger building projects.

They built stronger and more permanent huts from mud bricks. The mud was mixed with straw and shaped into blocks. These were left in the sun to harden and dry. The straw helped the mud to stay together and stopped the bricks from cracking as they dried. The walls made from these mud bricks were held together by mortar or cement.

Over a period of time houses became more complicated and more attractive in appearance. As better tools were developed people found different ways to build houses. Instead of just one living space there were rooms and hallways. By the Middle Ages, most houses in Europe were made of wood.

Level Four

Insects

Insects live almost everywhere, in all sorts of places. Most insects live in gardens, forests, or near rivers. Some live indoors in our homes. Some even live in the frozen Antarctic.

There are more different kinds of insects than any other living creatures. Although they may look very different from each other, they all have a body that is divided up into a head, a thorax, and an abdomen. They also have at least one pair of antennae which they use to feel and to smell.

They usually taste with their mouth parts but some taste through their feet. This means they can tell when they have landed on something sweet.

Some insects eat plants. Others eat other animals and some eat dead animals. Some suck blood from larger animals.

Most insects have developed ways of keeping themselves safe from other animals who would like to eat them. Many insects have hard shells or cases which protect their tasty insides from the sharp beaks of birds. Some butterflies have special markings which look like enormous eyes to frighten away those animals looking for a butterfly snack. Wasps and bees have colourful stripes as a warning to birds and other animals that they sting.

Other insects camouflage themselves. They melt into their surroundings so that their enemies don't spot them. Stick insects look like sticks. They even have the same shape.

Level Five

Telling the Time

Throughout history people have found ways of measuring the passing of time. The simplest method is to compare the position of the sun in the sky.

The oldest form of clock was a shadow clock or sundial. This was a stick or rod attached to a plate with regular marks on it to indicate hours. As the sun moved through the sky, the shadow on the plate told the time of day.

There have been other methods of telling the time when there was no sunlight. The Chinese burnt a knotted rope and noted the length of time required for the fire to travel from one knot to the next. A similar idea was a candle with notches at regular intervals. This gave a rough idea of how much time had past since it was lit.

The water clock consisted of a large container from which water leaked slowly from an opening in the bottom. The level of the water left inside showed the time on a scale marked on the wall of the container.

Another ancient clock was the sandglass. This was a sealed container with a very narrow waist in the middle. An amount of sand took a known time to trickle through the waist. The period of time it took for this to happen was often an hour, so it was also called an hourglass.

Dolphins

Many people think that dolphins are fish, but they are actually mammals just like humans. They are warm-blooded and air breathing just like us. Most dolphins are light or dark grey. Their bodies are smooth, long, and slender. They live their whole lives in the water throughout the oceans.

They cannot breathe under water so they have to hold their breath when they go under and come up regularly for fresh air. They have a nose called a blowhole on the top of their head. This means the dolphin doesn't have to rise far above the water to breathe. They probably do not sleep like we do because they must surface regularly to breathe so part of their brain is always alert.

Dolphins can hold their breath for up to twenty minutes compared with less than one minute for most humans. This means they can dive very deep, up to 0.8 kilometres or half a mile.

Dolphins dive to hunt for food. Many eat squid. Some also eat shrimp and octopus. Mainly they eat smaller fish.

Unfortunately, many dolphins do not live out their full lifespan. Even if they avoid predators such as sharks and orcas, dolphins face many threats from humans. Thousands are taken every year for meat, oil, and fishing bait. Thousands more are killed as pests, blamed for eating valuable fish and seafood. Many others die accidentally, tangled in drift fishing nets along with other sea life.

The Black Death

A plague is any disease which causes the death of many people at one time. Different kinds of plagues have cursed the human race throughout history.

The most feared and widespread of all plagues was known as "The Black Death". The disease was carried by fleas on rats and once people became infected it was passed on very easily to others.

This disease started with a fever followed by painful swelling of the glands. It was called the Black Death because the victims got red spots on their skin which turned black. People with the Black Death died very quickly, usually within three days. There was no cure for it. Nothing that the doctors tried worked.

The worst outbreak of the disease was in the 14th century in Europe and Asia. Twenty five percent of the population died and it continued to be a problem for the next three hundred years.

Normal life almost came to a standstill and law and order broke down. Crops were left to wither in the fields and cattle wandered about untended. Houses were deserted as some people left the cities to try and escape. People, even children, were left to die on their own by their families. Dead bodies were dumped in the street or buried in mass graves. Everyone was in a state of panic and worried only about their own survival.

The plague still exists today but modern medicine means you have a fifty per cent chance of surviving if you get it.

Animal Territories

Many animals establish a territory, an area where they live and feed. If there is a limited food supply, an animal will defend its territory to protect this supply of food. Others will only fight for a territory in which they can nest and rear their young at breeding time. Territorial animals know exactly where the boundaries of their territory are.

Animals from the same species compete fiercely for an area. This is because their needs are very similar. Animals of different species may be less competitive because their needs are different. If their food supply is different their territories may overlap.

Bird's territories are among the easiest to find, especially during breeding time in spring. In most species of bird, each male claims a territory. A small bird like a robin only needs a garden. The golden eagle may claim as much as 80 square kilometres (30 sq miles).

Many animals stake out and mark their territories with scent. Dogs and foxes use urine as scent markers. Some mammals have special scent glands. Antelopes and deer, for example, mark trees with an oily scent from glands between their eyes. This scent warns other males that they have reached a rival's territory.

Like birds, mammals try to scare away rivals. Howler Monkeys make fierce booming noises to frighten off competition. If male mammals meet at the edge of each other's territory, they may fight fiercely. Male sea elephants claim a small area of beach and collect a group of females. They will fight rival bulls to the death to defend this territory.

However, most territorial skirmishes are bluff and end when the weaker animal retreats, unharmed.

Level Seven

Ned Kelly

More than 120 years after his death, the Australian public still can't make up their minds about whether Ned Kelly, the famous bushranger, was a hero or a villain.

In 1865, Ned Kelly's father died suddenly when Ned was 11, leaving Ned, the eldest of seven children, the man of the family. He became a skilled bush worker, breaking horses, fencing, and mustering cattle, to support his family.

However, the Kelly family were constantly in trouble with the police for all sorts of petty crimes, often to do with cattle and horse stealing. Ned grew up believing the authorities were the enemy. The turning point came in 1878 when a policeman went to the Kelly household to arrest Dan, Ned's brother, on a charge of horse theft. Ned and Dan hid out in the bush and were joined by two other long time friends.

A search-party was sent out to capture Ned and his brother. In a shoot out at Stringybark Creek, three policemen were shot and killed. Despite a huge manhunt, the gang managed to remain at large for 16 months during which time they robbed banks and gained a large following amongst other disgruntled settlers.

Eventually the police caught up with them. The Kelly gang wore their famous armour during a final gunfight at Glenrowan. Ned could have escaped but chose to advance on the police firing his weapons. Most of the police bullets bounced off his thick armour, but eventually he was shot in the legs and captured. The rest of the gang died in the battle.

The authorities wanted to deal quickly with the situation. Ned was charged with murder, tried very quickly, and sentenced to death by hanging.

Piranhas

Thanks to the way they have been portrayed in the movies, the most feared of all the water creatures would have to be sharks and piranhas. While the appearance and the habits of sharks are well known, piranhas are more of a mystery.

Most of the piranha species never grow more than 60 centimetres (2 feet) long. Their colouring varies from silver and orange to almost completely black. They are oval shaped, with blunt heads, but their most notable feature is their powerful jaws and razor sharp teeth. These teeth, in the shape of triangles, close together like cutting shears, and can shred flesh from a bone in seconds.

The species that is closest to the popular image of a ferocious killer is the red-bellied piranha, which has the strongest jaws and sharpest teeth of them all. They are definitely carnivorous and are considered dangerous to humans.

This species hunts in groups of up to a hundred. They spread out to look for prey. When something is found, the rest of the group is signaled and they all rush to the spot in a feeding frenzy. Each fish in the group rushes in to take a bite and then swims away to make way for the others. They have excellent hearing and may also be attracted by commotion in the water or the scent of blood. They can quickly reduce a large mammal to a skeleton, although this rarely happens. Usually they prefer prey that is only slightly larger than them or smaller.

While the shark's reputation as a man-eater is well established, that of the piranha is an exaggeration. Most of the 20 species of the piranha that live in South American rivers and lakes are docile vegetarians feeding on fruit, seeds, or leaves. This explains how they are able to live alongside other fish without wiping them out.

Level Eight

The Ozone Layer

Since the 1980's the ozone layer has become an important issue for scientists and politicians.

As far as we know, our planet is the only one that supports life. It is the special conditions provided by our atmosphere that make this possible. Life on earth depends upon the light and heat energy that radiates from the sun. The atmosphere works like a big blanket around the earth keeping it at the right temperature.

However, not all the energy from the sun is of benefit to us. About five percent of this solar radiation is made up of unwanted ultraviolet rays. For humans, over exposure to these rays causes sunburn and the risk of skin cancer. It can cause eye disorders and weaken the immune system which reduces the ability to protect ourselves from diseases. These rays can also penetrate into the sea, killing plankton, the food for many marine animals.

Fortunately, a layer of oxygen in the atmosphere called the ozone layer, absorbs nearly all of this harmful radiation. When UV rays meet ozone in the atmosphere, they are absorbed by the ozone.

The problem facing us all is that scientists have now discovered that the amount of ozone is 40% less than it was 30 years ago. The ozone layer over parts of the earth has been rapidly thinning or completely disappearing so more of the harmful rays are getting through.

It seems that one of the main causes is an artificial chemical CFC that has been used widely in spray cans and released into the atmosphere. The use of CFC is now banned in most countries but it will be a long time before the problem will improve. The more we understand about the ozone layer, the more we will be able to prevent further damage.

Name :	Date :	Age :
Title : The Long Sleep	Running words : 125	Reading Age : 6-7 Level 0

All animals need to sleep. Some animals sleep lying down. Some animals sleep standing up. Many animals go to sleep for several months when it gets cold and there is not much food. Before winter comes they eat lots of food and become round and fat. They find a dark place to hide. Bears find caves to sleep in. Snakes dig into the ground. Fish dig themselves into the mud at the bottom of a river. Their breathing slows down. Their heart slows down. They become very still and cold. It looks as though they are dead. They don't use much energy. They live off the fat they have stored in their bodies. In spring when they wake up again they are thin and hungry.

	Analysis of uncorrected reading miscues Circle cues ***used*** during miscue		
	1.	M	V S
	2.	M	V S
97%	3.	M	V S
Instructional Level	4.	M	V S
	5.	M	V S
	6.	M	V S
	7.	M	V S
94%	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
	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 : The Long Sleep — Level 0

Section A : Retell

After initial reading by the 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.

1. All animals need to sleep	☐
2. Some animals sleep lying down Some animals sleep standing up	☐
3. Many animals go to sleep for several months	☐
4. When it gets cold and there is not much food	☐
5. Before winter comes they eat lots of food	☐
6. They become round and fat	☐
7. They find a dark place to hide	☐
8. Bears find caves to sleep in	☐
9. Snakes dig into the ground	☐
10. Fish dig themselves into the mud at the bottom of a river	☐
11. Their breathing slows down	☐
12. Their heart slows down	☐
13. They become very still and cold	☐
14. It looks as though they are dead	☐
15. They don't use much energy	☐
16. They live off the fat they have stored in their bodies	☐
17. In spring when they wake up again	☐
18. They are thin and hungry	☐

RETELL TOTAL ☐
(PASS 50% = 9)

Section B : Questions to check Comprehension

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. What does it say at the beginning about all animals ?	☐
2. What positions do animals sleep in ?	☐
3. What do many animals do for several months ?	☐
4. When do these animals go to sleep for a long time ?	☐
5. What do they do to prepare for this long sleep ?	☐
6. What happens to them when they eat lots of food ?	☐
7. What do the animals try to find for this long sleep ?	☐
8. Where do bears go for their long sleep ?	☐
9. Where do snakes go for their long sleep ?	☐
10. Where do fish go for their long sleep ?	☐
11. What happens to the animals' bodies as they start this long sleep ?	☐
12. What else happens ?	☐
13. What else happens?	☐
14. How do these animals look when they are in this long sleep ?	☐
15. What don't they use much of while they are asleep ?	☐
16. How does their body get food while they are asleep ?	☐
17. When does the long sleep end ?	☐
18. What does the report tell you about the animals when they wake up ?	☐

INFERENTIAL COMPREHENSION

19. Why do the animals eat lots of food before winter ? *To keep them alive while they are asleep.*	☐
20. Why do they find a dark place to hide ? *So that other animals don't disturb them.*	☐

COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name :	Date :	Age :
Title : Camping	Running words : 129	Reading Age : 6-7 Level 0

Some people like to go camping. They like to leave their house in the city and live in a tent. They like to go camping for a holiday. It is fun to cook on a campfire and sleep in sleeping bags. They like the fresh air.

The best places to camp are in forests, or near the water. In these places people can go for a hike, catch fish, have a swim, and find new things.

Some people like to be on their own. Other people like to camp with friends or family. It is great sitting around a campfire at night instead of watching TV.

The only problem with camping is when it starts to rain. Everything gets wet. It is time to pack up and go home.

		Analysis of uncorrected reading miscues Circle cues *used* during miscue		
	1.	M	V	S
	2.	M	V	S
97%	3.	M	V	S
Instructional Level	4.	M	V	S
	5.	M	V	S
	6.	M	V	S
	7.	M	V	S
94%	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
	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 : Camping — Level 0

Section A : Retell

After initial reading by the 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.

1. Some people like to go camping ☐
2. They like to leave their house in the city ☐
3. And live in a tent ☐
4. They like to go camping for a holiday ☐
5. It is fun to cook on a campfire ☐
6. And sleep in sleeping bags ☐
7. They like the fresh air ☐
8. The best places to camp are in forests ☐
9. Or near the water ☐
10. In these places people can go for a hike, catch fish ☐
11. Have a swim
    Find new things ☐
12. Some people like to be on their own ☐
13. Other people like to camp with friends or family ☐
14. It is great sitting around a campfire at night ☐
15. Instead of watching TV ☐
16. The only problem with camping is when it starts to rain ☐
17. Everything gets wet ☐
18. It is time to pack up and go home ☐

RETELL TOTAL ☐
(PASS 50% = 9)

Section B : Questions to check Comprehension

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. What does the report say at the beginning about people and camping ? ☐
2. What do people leave behind when they go camping ? ☐
3. What do people live in when they are camping ? ☐
4. Why do people go camping ? ☐
5. What does the report say are the fun things about camping ? ☐
6. What else do people like about camping ? ☐
7. What else do people like about camping ? ☐
8. Where are the best places to go camping ? ☐
9. What other place is good for camping ? ☐
10. What are the things that people can do which make these places good for camping ? ☐
11. What other things can they do ? ☐
12. What does the report say about who people like to camp with ? ☐
13. What else does it say ? ☐
14. What is a good thing to do at night when you are camping ? ☐
15. What might you be doing instead if you were at home ? ☐
16. What is the only problem with camping ? ☐
17. What happens when it rains while you are camping ? ☐
18. What does the report say you should do if it starts raining ? ☐

INFERENTIAL COMPREHENSION

19. Why do people go camping for a holiday ? ☐
    It is very different from normal life .
20. What would be the problem with camping for a long time ? *You would miss the comforts of home .* ☐

COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name :	Date :	Age :
Title : Alligators	Running words : 140	Reading Age : 7 - 8 Level 1

Alligators make their nests near water. The female alligator makes a mound out of mud and grass. She lays her eggs in a hole in the top of the nest. She covers the eggs with leaves and twigs. The eggs are kept warm by the sun, the leaves, and the twigs. The mother takes good care of her eggs. She watches carefully over her nest. She stops animals that want to take her eggs. After two months the baby alligators hatch out of their eggs. The babies call for help from inside the nest. The mother uncovers the nest. She takes the babies from the nest. She carries them in her mouth. She drops them into the nearby water. The baby alligators can swim very well.

Now they are safe from land animals, but birds, fish or snakes may catch them.

	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 : Alligators — Level 1

Section A : Retell

After initial reading by the 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.

1. Alligators make their nests near water	☐
2. The female alligator makes a mound out of mud and grass	☐
3. She lays her eggs in a hole in the top of the nest	☐
4. She covers the eggs with leaves and twigs	☐
5. The eggs are kept warm by the sun, the leaves, and the twigs	☐
6. The mother takes good care of her eggs	☐
7. She watches carefully over her nest	☐
8. She stops animals that want to take her eggs	☐
9. After two months the baby alligators hatch out of their eggs	☐
10. The babies call for help	☐
11. From inside the nest	☐
12. The mother uncovers the nest	☐
13. She takes the babies from the nest	☐
14. She carries them in her mouth	☐
15. She drops them in the nearby water	☐
16. The baby alligators can swim very well	☐
17. Now they are safe from land animals	☐
18. But birds, fish or snakes may catch them	☐

RETELL TOTAL
(PASS 50% = 9) ☐

Section B : Questions to check Comprehension

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. Where do alligators make their nests ?	☐
2. Who makes the nest ? What is the nest made out of ?	☐
3. Where are the eggs laid ?	☐
4. What does the female do with the eggs once they are laid ?	☐
5. What 3 things keep the eggs warm ?	☐
6. How does the mother treat her eggs ?	☐
7. How does the mother take good care of her eggs ?	☐
8. What is the danger for the eggs and what does she do about that ?	☐
9. How long before the baby alligators hatch out of their eggs ?	☐
10. Once they have hatched, what is the first thing the babies do ?	☐
11. Where are the babies when they cry for help ?	☐
12. What does the mother do when she hears her babies cry for help ?	☐
13. What does she do once she has uncovered the nest ?	☐
14. How does she carry her babies ?	☐
15. Where does she take her babies ? What does she do with them ?	☐
16. How do the baby alligators manage when they are put in the water ?	☐
17. What are the babies safe from when they are in the water ?	☐
18. What animals can still get the baby alligators ?	☐

INFERENTIAL COMPREHENSION

19. Why does the mother cover the eggs ? *To hide them and keep them warm.*	☐
20. Why are they safe from land animals in the water ? *They can swim fast / land animals don't go in the water.*	☐

COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name :	Date :	Age :
Title : Bodies Need Bones	Running words : 135	Reading Age : 7 - 8 Level 1

Who needs bones? We all do. Without our bones we would just flop down on the floor. The bones in our bodies are all joined together from our head to our feet. We can't see our bones because they are inside our bodies.

Our bones do three things for us.

Firstly, everything inside our body is connected to our bones. Our bones support our bodies and give them shape.

The second thing our bones do is to protect all the important parts in our body. Our bones are hard. They are placed around the soft parts like our heart.

The third thing they do is to work together with our muscles. Our muscles are joined to our bones and they push and pull the bones to make them move. This helps us to move about.

	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 : Bodies Need Bones — Level 1

Section A : Retell

After initial reading by the 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.

1. We all need bones	☐
2. Without our bones we would just flop on the floor	☐
3. The bones in our bodies are all joined together	☐
4. From our head to our feet	☐
5. We can't see our bones	☐
6. Because they are inside our bodies	☐
7. Our bones do three things for us	☐
8. Firstly, everything inside our body is connected to our bones	☐
9. Our bones support our bodies	☐
10. And give them shape	☐
11. Bones also protect all the important parts of our body	☐
12. Our bones are hard	☐
13. They are placed around the soft parts like our heart	☐
14. Our bones also work together with our muscles	☐
15. Our muscles are joined to our bones	☐
16. The muscles push and pull the bones	☐
17. To make them move	☐
18. This helps us to move about	☐
RETELL TOTAL (PASS 50% = 9)	☐

Section B : Questions to check Comprehension

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. What does it say about bones at the beginning of the report ?	☐
2. What would happen to our bodies without our bones ?	☐
3. What does it say about all the bones in our body ?	☐
4. From where to where are our bones joined ?	☐
5. Can we see our bones ?	☐
6. Why can't we see our bones ?	☐
7. How many things do our bones do for us ?	☐
8. What is connected to our bones ?	☐
9. Because everything is connected to our bones, how do our bones help us ?	☐
10. How else does this help our bodies?	☐
11. What is the second way that our bones help us ?	☐
12. How do our bones protect us ?	☐
13. What parts of our bodies do they protect ?	☐
14. What is the third way that our bones help us ?	☐
15. What is joined to our bones ?	☐
16. What do the muscles do to the bones?	☐
17. Why do the muscles push and pull our bones ?	☐
18. In what way do our muscles and bones working together help us ?	☐
INFERENTIAL COMPREHENSION	
19. What would happen if all our bones weren't joined together? *They wouldn't support the body.*	☐
20. How do bones protect the heart ? *They form a cage with the heart inside .*	☐
COMPREHENSION TOTAL (PASS 75% = 15)	☐

Name : Date : Age :

Title : Ducks | Running words : 160 | Reading Age : 8 - 8½ | Level 2

If you pass by a large pond or lake you might see ducks on the water. Ducks have feathers that are waterproof which help them to float. They also keep them warm.

Ducks have webbed feet. They work like paddles and help them to swim. They can also walk on soft mud without sinking.

On the ground they walk slowly but in the sky they can fly very fast. Ducks often land on water. They open their wings to slow down. They land feet first and make a spray of water in front of them.

Ducks eat small water animals and plants from the pond. You can see their tails sticking out of the water when they are looking for food.

Sometimes they will feed in the fields near the water. They like to catch worms and insects.

Some ducks fly away when it gets cold in winter. They can fly long distances to find a place where it is warmer.

		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
	5.	M	V	S
Instructional Level	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

	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 : Ducks — Level 2

Section A : Retell	Section B : Questions to check Comprehension
After initial reading by the 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. If you pass by a large pond or lake you might see ducks on the water ☐	1. Where does the report say you might see ducks ? ☐
2. Ducks have feathers that are waterproof ☐	2. What does it say about ducks' feathers ? ☐
3. Which help them to float They also keep them warm ☐	3. How do the feathers help the ducks ? ☐
4. Ducks have webbed feet ☐	4. What does it say about ducks feet ? ☐
5. They work like paddles and help them to swim ☐	5. How do the ducks feet help them ? ☐
6. They can also walk on soft mud without sinking ☐	6. In what other way do the webbed feet help the ducks ? ☐
7. On the ground they walk slowly ☐	7. How do ducks move on the ground ? ☐
8. But in the sky they can fly very fast ☐	8. How do ducks move in the sky ? ☐
9. Ducks often land on the water ☐	9. Where do ducks often land ? ☐
10. They open their wings to slow down ☐	10. How do they land on the water ? ☐
11. They land feet first and make a spray of water in front of them ☐	11. What part of the duck hits the water first when they land ? What happens to the water ? ☐
12. Ducks eat small water animals and plants from the pond ☐	12. What do ducks eat from the pond ? ☐
13. You can see their tails sticking out of the water when they are looking for food ☐	13. How do you know ducks are looking for food when they are on the water ? ☐
14. Sometimes they will feed in the fields near the water ☐	14. What is another place that they like to feed ? ☐
15. They like to catch worms and insects ☐	15. What food do they catch in the fields near the water ? ☐
16. Some ducks fly away when it gets cold in winter ☐	16. What happens when it gets cold in winter ? ☐
17. They can fly long distances ☐	17. How far can ducks fly ? ☐
18. To find a place where it is warmer ☐	18. Where do the ducks fly away to ? ☐
RETELL TOTAL (PASS 50% = 9) ☐	**INFERENTIAL COMPREHENSION**
	19. Why do ducks have waterproof feathers ? *They spend a lot of the time on the water.* ☐
	20. Why do ducks walk slowly on the ground ? *They are designed for movement on the water and in the air.* ☐
	COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name :	Date :	Age :
Title : Autumn	Running words : 160	Reading Age : 8 - 8½ Level 2

The season is changing from summer to autumn. The days are getting shorter and the nights are getting longer. The sun is lower in the sky during the day and this makes the shadows longer. The sun doesn't feel as warm and you have to put on more clothes.

In autumn the berries on bushes and trees become soft and ripe. Nuts also ripen. Their shells burst and they fall onto the ground which means there is plenty of food for the animals which feed on them.

On farms the last crops ripen in the autumn sun. They are harvested before the colder weather spoils them. In the mountains or high places where there will be winter snow, the farmers move their stock down to lower slopes as winter approaches.

By late autumn, the leaves on many trees are dead and have fallen. They make a crunchy carpet on the ground.

The sky is grey and the wind is cold.

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
	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

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 : Autumn — Level 2

Section A : Retell

After initial reading by the 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.

1. The season is changing from summer to autumn	☐
2. The days are getting shorter and the nights are getting longer	☐
3. The sun is lower in the sky during the day	☐
4. This makes the shadows longer	☐
5. The sun doesn't feel as warm	☐
6. You have to put on more clothes	☐
7. In autumn the berries on bushes and trees become soft and ripe	☐
8. Nuts also ripen	☐
9. Their shells burst and they fall onto the ground	☐
10. This means there is plenty of food for the animals that feed on nuts	☐
11. On farms the last crops ripen in the autumn sun	☐
12. The crops are harvested	☐
13. Before the cold weather spoils them	☐
14. In the mountains or high places where there will be snow	☐
15. The farmers move their stock down to lower slopes as winter approaches	☐
16. By late autumn the leaves on many trees are dead and have fallen	☐
17. The leaves make a crunchy carpet on the ground	☐
18. The sky is grey and the wind is cold	☐

RETELL TOTAL ☐
(PASS 50% = 9)

Section B : Questions to check Comprehension

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. What change of season is talked about at the beginning of the article ?	☐
2. What is happening to the days and the nights ?	☐
3. What is happening to the sun ?	☐
4. What changes because the sun is lower in the sky during the day ?	☐
5. What else is different about the sun in autumn ?	☐
6. What do you have to do as a result of the change ?	☐
7. What happens to the berries in autumn ?	☐
8. What happens to the nuts in autumn ?	☐
9. What happens to the nuts when they are ripe ?	☐
10. Why is it a good time for the animals that eat nuts ?	☐
11. What does the autumn sun do on the farms ?	☐
12. What happens to the crops ?	☐
13. Why do the farmers harvest their crops ?	☐
14. Where will there be snow ?	☐
15. What do the farmers do with their stock up in the mountains ?	☐
16. What happens to the leaves on many trees?	☐
17. What happens to the fallen leaves ?	☐
18. What does it say about the sky and the wind ?	☐

INFERENTIAL COMPREHENSION

19. What would happen if the farmers didn't harvest their crops? *They wouldn't be able to use/sell them.*	☐
20. Why do the farmers move their stock ? *They don't want them to get caught in the snow .*	☐

COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name : Date : Age :

Title : Killer Plants Running words : 193 Reading Age : 8½ - 9 Level 3

People, animals and insects all eat plants. But there are some plants that bite back. These are meat-eating plants. Animals that wander too close may find themselves being eaten.

There are many different kinds of meat-eating plants. They grow all over the world. Some are so small that you could step on them and not notice. Others grow high above the floor of the forest. Some have traps as big as a football. Others trap their food with tiny leaves that look like threads. They all look like ordinary plants until you see them grab an insect.

The most famous meat-eating plant is the Venus fly trap. The plant is not very tall but any insect that lands on it faces death. Its leaves form a trap. There are sensitive hairs on the leaves. These are the triggers that make the leaves snap shut. The plant then uses a special fluid that kills the insect and eats it up. After about 10 days, the trap reopens, but all that is left of the insect will be its hard outer shell. The wind blows this away and the trap is now ready for more.

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
	11.	M	V	S
94%	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 : Killer Plants — Level 3

Section A : Retell

After initial reading by the 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.

1. People, animals, and insects all eat plants	☐
2. There are some plants that bite back. These are meat-eating plants	☐
3. Animals that wander too close may find themselves being eaten	☐
4. There are many different kinds of meat-eating plants	☐
5. They grow all over the world	☐
6. Some are so small you could step on them and not notice	☐
7. Others grow high above the floor of the forest	☐
8. Some plants have traps as big as a football	☐
9. Others trap their food with tiny leaves that look like threads	☐
10. They all look like ordinary plants until you see them grab an insect	☐
11. The most famous meat-eating plant is the Venus fly trap	☐
12. The plant is not very tall but any insect that lands on it faces death	☐
13. Its leaves form a trap	☐
14. There are sensitive hairs on the leaves.	☐
15. These are the triggers that make the leaves snap shut	☐
16. The plant then uses a special fluid that kills the insect and eats it up	☐
17. After about 10 days the leaf reopens	☐
18. All that is left of the insect will be its hard outer shell	☐

RETELL TOTAL ☐
(PASS 50% = 9)

Section B : Questions to check Comprehension

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. According to the report, who eat plants ?	☐
2. What do some plants do ? What do you call plants who bite back ?	☐
3. What happens to animals who wander too close to meat-eating plants?	☐
4. What are we told about the number of meat-eating plants ?	☐
5. Where do these meat-eating plants grow ?	☐
6. How small are some of these meat-eating plants ?	☐
7. How big are some of these meat-eating plants ?	☐
8. What does it say about the size of the traps these plants have ?	☐
9. What does it say about very small traps ?	☐
10. When do you realize that these aren't ordinary plants ?	☐
11. What is the most famous meat-eating plant ?	☐
12. What size is the Venus fly trap and how deadly is it ?	☐
13. What part of the Venus fly trap forms the trap ?	☐
14. What special things are on the leaves ?	☐
15. What sets the trap off ?	☐
16. What does the plant do once the insect has been trapped ?	☐
17. When does the leaf reopen ?	☐
18. What is left of the insect when the leaf reopens ?	☐

INFERENTIAL COMPREHENSION

19. How does the plant know when to close the trap? *When an insect touches the hairs on the leaf.*	☐
20. Why is the hard outer shell left behind ? *The plant can't eat it / break it down.*	☐

COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name :	Date :	Age :
Title : Recycling	Running words : 192	Reading Age : 8½ - 9 Level 3

Every week households in the city are throwing away more and more rubbish. Some of this could be recycled.

There are two reasons for doing this. Firstly, there is too much rubbish. Burning it and dumping it have been the most common ways of getting rid of it. But now there is so much to get rid of, it is having a bad effect on our environment. Burning causes air pollution and land is becoming too valuable to be used as a dumping ground.

The second reason is that we are running out of the materials that are used to make these things in the first place.

It makes sense to try and reuse some of the things we throw away. It does take a bit of time on your part but it is well worth it. Glass, paper, and cans are easily sorted. Many cities now give out special bins to help you do this and these are emptied every week. There are also special places where you can leave empty cans and old newspapers.

Something else you can do is use your food scraps to make compost for your garden.

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
	11.	M	V	S
94%	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 : Recycling — Level 3

Section A : Retell

After initial reading by the 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.

1. Every week households in the city are throwing away more and more rubbish ☐
2. Some of this could be recycled ☐
3. The first reason—there is too much rubbish ☐
4. Burning and dumping it have been the most common ways of getting rid of it ☐
5. Now there is so much to get rid of ☐
6. It is having a bad effect on our environment ☐
7. Burning causes air pollution ☐
8. Land is becoming too valuable to be used as a dumping ground ☐
9. The second reason—we are running out of the materials used to make things ☐
10. It makes sense to try and reuse some of the things we throw away ☐
11. It does take a bit of time on your part ☐
12. But it is well worth it ☐
13. Glass, paper, and cans are easily sorted ☐
14. Many cities give out special bins to help you do this ☐
15. These are emptied every week ☐
16. There are also special places where you can leave empty cans and old newspapers ☐
17. Something else you can do is use your food scraps ☐
18. To make compost for your garden ☐

RETELL TOTAL ☐
(PASS 50% = 9)

Section B : Questions to check Comprehension

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. What happens in most households in the city every week ? ☐
2. What does the author think could be done with some of this rubbish ? ☐
3. What is the first reason given for recycling ? ☐
4. What have been the most common ways of getting rid of rubbish in the past ? ☐
5. Why is there a problem now with getting rid of rubbish this way ? ☐
6. What is happening now that there is so much rubbish ? ☐
7. What is the bad effect of burning rubbish ? ☐
8. What is the bad effect of dumping rubbish ? ☐
9. What is the second reason given for recycling rubbish ? ☐
10. Because of these reasons what does the author suggest we should do ? ☐
11. What will it mean for you if you start to recycle your rubbish ? ☐
12. How does the author think you will feel about making the effort to recycle ? ☐
13. What types of rubbish can be easily sorted ? ☐
14. What do many cities do to help you sort your rubbish ? ☐
15. What happens to this rubbish once you sort it into special bins ? ☐
16. There are also some special places mentioned. What are they for ? ☐
17. What is the last suggestion the author makes for recycling rubbish ? ☐
18. How can you recycle food scraps ? ☐

INFERENTIAL COMPREHENSION

19. Why has pollution from burning rubbish become a problem ? *There is a lot more rubbish to burn.* ☐
20. Why does it take time to recycle rubbish ? *You have to sort your rubbish.* ☐

COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name : Date : Age :

Title : The Elephant's Trunk Running words : 213 Reading Age : 9 - 10 Level 4

An elephant's trunk is a very handy piece of equipment. Because of its enormous size and the way it is built, the elephant depends on its trunk for many everyday tasks.

Firstly, its neck is too short to allow it to reach the ground to feed. Neither does it have the agility to climb trees to reach food that is high up. The amazing trunk solves these problems.

The trunk is actually an extension of the nose and upper lip and has projections like fingers on the tip of it. These fingers allow the elephant to pick up small objects like berries, fruit, and leaves from trees, which can then be placed into its mouth.

The trunk is also very strong and can be used to lift heavy objects, pull down trees, scoop out holes, and fight other males during mating season.

The elephant also breathes through its trunk. It can use it like a straw to suck in water and blow it into its mouth or spray it over its body. The elephant can completely submerge itself in water and use its trunk as a snorkel to breathe. It is also a very sensitive organ which the elephant can raise in the air and detect scents carried by the wind.

		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
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
94%	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		
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 Elephant's Trunk — Level 4

Section A : Retell

After initial reading by the 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.

1. An elephant's trunk is a very handy piece of equipment	☐
2. Because of its size and the way it is built, it depends on its trunk for many everyday tasks	☐
3. Its neck is too short to allow it to reach the ground to feed	☐
4. It doesn't have the agility to climb trees to reach food that is high up	☐
5. The trunk is actually an extension of the nose and upper lip	☐
6. It has projections like fingers on the tip of it	☐
7. These fingers allow the elephant to pick up small objects (berries, fruit, leaves)	☐
8. Which can then be placed into its mouth	☐
9. The trunk is also very strong	☐
10. It can be used to lift heavy objects and pull down trees	☐
11. Also used to scoop out holes and fight other males during mating season	☐
12. The elephant also breathes through its trunk	☐
13. It can use it like a straw to suck in water	☐
14. And blow it into its mouth or spray it over its body	☐
15. The elephant can completely submerge itself in water	☐
16. And use its trunk as a snorkel to breathe	☐
17. It is also a very sensitive organ	☐
18. Which the elephant can raise in the air and detect scents carried by the wind	☐

RETELL TOTAL
(PASS 50% = 9) ☐

Section B : Questions to check Comprehension

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. What does the author say about an elephant's trunk in the introduction ?	☐
2. Why does an elephant depend on its trunk ? What does it depend on its trunk for ?	☐
3. What problems would an elephant have feeding if it didn't have a trunk ?	☐
4. What other problem is mentioned ?	☐
5. What is the trunk an extension of ?	☐
6. What does the trunk have on its tip ?	☐
7. How do these fingers help the elephant ?	☐
8. Once the elephant has picked up these small objects what can it do with them ?	☐
9. What is another feature of the trunk that is mentioned?	☐
10. What can the elephant do because of the strength of its trunk ?	☐
11. What other things can the elephant do because of the strength of its trunk ?	☐
12. What is another feature of the trunk that is mentioned ?	☐
13. Because it can breathe through its trunk, what does the elephant do ?	☐
14. What does the elephant do with the water it sucks up ?	☐
15. What does the report say about elephants in water ?	☐
16. How does the elephant breathe when it is under water ?	☐
17. What is the last feature of the trunk that is mentioned ?	☐
18. Because the trunk is very sensitive, what can the elephant use it for ?	☐

INFERENTIAL COMPREHENSION

19. What would happen to an elephant without a trunk ? *It would probably die of starvation.*	☐
20. Why would an elephant spray water over itself ? *To cool itself down or to clean itself.*	☐

COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name : Date : Age :

Title : The First Houses Running words : 210 Reading Age : 9 - 10 Level 4

The first humans were hunters and moved around looking for food. They had few tools or skills and weren't very well organised. They lived in small groups in caves. As people learnt how to grow food instead of having to hunt for it, they also learnt how to build their own shelters. Simple tents and huts were made by tying tree branches together and covering them with skins, bark, or leaves.

As farming became more established, shelters became more permanent and people started living together in villages. Because there were more people they could work together on bigger building projects.

They built stronger and more permanent huts from mud bricks. The mud was mixed with straw and shaped into blocks. These were left in the sun to harden and dry. The straw helped the mud to stay together and stopped the bricks from cracking as they dried. The walls made from these mud bricks were held together by mortar or cement.

Over a period of time houses became more complicated and more attractive in appearance. As better tools were developed people found different ways to build houses. Instead of just one living space there were rooms and hallways. By the Middle Ages, most houses in Europe were made of wood.

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
97% 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
94% 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

Instructional Level

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 : The First Houses — Level 4

Section A : Retell

After initial reading by the 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.

1. The first people were hunters and moved around looking for food	☐
2. They had few tools or skills and weren't very well organised	☐
3. They lived in small groups in caves	☐
4. As people learnt how to grow food instead of having to hunt for it	☐
5. They also learnt how to make their own shelters	☐
6. Simple tents and huts were made	☐
7. By tying tree branches together and covering them with skins, bark, or leaves	☐
8. As farming became more established, shelters became more permanent	☐
9. People started living together in villages	☐
10. Because there were more people they could work together on bigger building projects	☐
11. They built stronger and more permanent huts from mud bricks	☐
12. Mud mixed with straw, shaped into blocks, left in the sun to harden and dry	☐
13. The straw helped the the mud stick together and stopped the bricks cracking as they dried	☐
14. The walls made from these mud bricks were held together by mortar or cement	☐
15. Over time houses became more complicated and attractive in appearance	☐
16. As better tools were developed people found different ways to build houses.	☐
17. Instead of just one living space there were rooms and hallways	☐
18. By the Middle Ages, most houses in Europe were made of wood	☐

RETELL TOTAL
(PASS 50% = 9) ☐

Section B : Questions to check Comprehension

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. How did the first people get their food ?	☐
2. What does it say about the tools and skills of the first people ?	☐
3. Where did these first people live ?	☐
4. How did the food supply change ?	☐
5. What else did people learn to do ?	☐
6. What sort of shelters did they start making ?	☐
7. What were these simple shelters made out of ?	☐
8. What happened to shelters as farming became more established ?	☐
9. What changed about the way people lived together ?	☐
10. What was the advantage of people living together in villages ?	☐
11. What was the next development in the building of houses ?	☐
12. How were mud bricks made ?	☐
13. Why did they use straw when making mud bricks ?	☐
14. What held the mud brick walls together ?	☐
15. How did the appearance of houses change over time ?	☐
16. How did the development of better tools change the building of houses ?	☐
17. What changes were made to the living space inside houses ?	☐
18. What had happened by the Middle Ages ?	☐

INFERENTIAL COMPREHENSION

19. Why did the first humans live in caves ? *They didn't know how to build houses / didn't have any tools.*	☐
20. Why did farmers build permanent shelters instead of living in caves ? *They didn't have to move around looking for food* <u>or</u> *They wanted to be near their farms*	☐

COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name : Date : Age :

Title: Insects Running words: 230 Reading Age: 10-11 Level 5

Insects live almost everywhere, in all sorts of places. Most insects live in gardens, forests, or near rivers. Some live indoors in our homes. Some even live in the frozen Antarctic.

There are more different kinds of insects than any other living creatures. Although they may look very different from each other, they all have a body that is divided up into a head, a thorax, and an abdomen. They also have at least one pair of antennae which they use to feel and to smell.

They usually taste with their mouth parts but some taste through their feet. This means they can tell when they have landed on something sweet.

Some insects eat plants. Others eat other animals and some eat dead animals. Some suck blood from larger animals.

Most insects have developed ways of keeping themselves safe from other animals who would like to eat them. Many insects have hard shells or cases which protect their tasty insides from the sharp beaks of birds.

Some butterflies have special markings which look like enormous eyes to frighten away those animals looking for a butterfly snack. Wasps and bees have colourful stripes as a warning to birds and other animals that they sting.

Other insects camouflage themselves. They melt into their surroundings so that their enemies don't spot them. Stick insects look like sticks. They even have the same shape.

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
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

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 : Insects — Level 5

Section A : Retell

After initial reading by the 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.

1. Insects live almost everywhere, in all sorts of places ☐
2. Most live in gardens, forests, or near rivers ☐
3. Some live indoors in our homes ☐
4. Some live in the frozen Antarctic ☐
5. There are more different kinds of insects than any other living creatures ☐
6. They all have a body that is divided into a head, thorax, and an abdomen ☐
7. They also have at least one pair of antennae which they use to feel and to smell ☐
8. They usually taste with their mouth parts ☐
9. Some taste through their feet–they can tell when they have landed on something sweet ☐
10. Some insects eat plants, some eat other animals, some eat dead animals ☐
11. Some insects suck blood from larger animals ☐
12. Most insects have developed ways of keeping themselves safe from other animals ☐
13. They have hard shells or cases to protect themselves against the sharp beaks of birds ☐
14. Butterflies have markings (enormous eyes) to frighten away animals wanting to eat them ☐
15. Bees and wasps have colourful stripes as a warning to birds etc that they sting ☐
16. Other insects camouflage themselves ☐
17. They melt into their surroundings so their enemies can't spot them ☐
18. Stick insects look like sticks. They even have the same shape ☐

RETELL TOTAL ☐
(PASS 50% = 9)

Section B : Questions to check Comprehension

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. What does it say in the introduction about where insects live ? ☐
2. What are the places that most insects live ? ☐
3. What other places are mentioned that you can expect to find insects? ☐
4. What other places are mentioned that you can expect to find insects? ☐
5. What does it say about the number of different kinds of insects? ☐
6. What do all insects have in common ? ☐
7. What does it say about antennae ? What are they used for ? ☐
8. How do insects taste things ? ☐
9. What is unusual about the way some insects taste ? Why is this useful ? ☐
10. What do insects eat ? ☐
11. What do some insects get from larger animals? ☐
12. What have insects had to develop ? ☐
13. How do some insects protect themselves from birds ? ☐
14. What do some butterflies have to protect themselves ? ☐
15. How do bees and wasps protect themselves? ☐
16. What is another way of protection that is mentioned ? ☐
17. How does an insect protect itself when it uses camouflage ? ☐
18. What is the example given of an insect camouflaging itself? ☐

INFERENTIAL COMPREHENSION

19. Why do "enormous eyes" on butterflies wings frighten away animals? ☐
    Enormous eyes usually means an enormous animal
20. Why do some insects suck blood from larger animals ? ☐
    Blood is their food.

COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name : Date : Age :

Title : Telling the Time Running words : 228 Reading Age : 10-11 Level 5

Throughout history people have found ways of measuring the passing of time. The simplest method is to compare the position of the sun in the sky. The oldest form of clock was a shadow clock or sundial. This was a stick or rod attached to a plate with regular marks on it to indicate hours. As the sun moved through the sky, the shadow on the plate told the time of day. There have been other methods of telling the time when there was no sunlight. The Chinese burnt a knotted rope and noted the length of time required for the fire to travel from one knot to the next. A similar idea was a candle with notches at regular intervals. This gave a rough idea of how much time had past since it was lit.

The water clock consisted of a large container from which water leaked slowly from an opening in the bottom. The level of the water left inside showed the time on a scale marked on the wall of the container.

Another ancient clock was the sandglass. This was a sealed container with a very narrow waist in the middle. An amount of sand took a known time to trickle through the waist. The period of time it took for this to happen was often an hour, so it was also called an hourglass.

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
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

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 : Telling the Time — Level 5

Section A : Retell

After initial reading by the 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.

1. Throughout history people have found ways of measuring the passing of time	☐
2. The simplest method is to compare the position of the sun in the sky	☐
3. The oldest form of clock was a shadow clock or sundial	☐
4. This was a stick or rod attached to a plate with regular marks on it to indicate hours	☐
5. As the sun moved through the sky, the shadow on the plate told the time of day	☐
6. There have been other methods of telling the time when there was no sunlight	☐
7. The Chinese burnt a knotted rope	☐
8. They noted the length of time for the fire to travel from one knot to the next	☐
9. A similar idea was a candle with notches at regular intervals	☐
10. This gave a rough idea of how much time had passed since it was lit	☐
11. The water clock consisted of a large container	☐
12. From which water leaked slowly from an opening in the bottom	☐
13. The level of the water left inside showed the time on a scale marked on the container wall	☐
14. Another ancient clock was the sandglass	☐
15. This was a sealed container with a very narrow waist in the middle	☐
16. An amount of sand took a known time to trickle through the waist	☐
17. The period of time it took for this to happen was often an hour	☐
18. So it was also called an hourglass	☐
RETELL TOTAL (PASS 50% = 9)	☐

Section B : Questions to check Comprehension

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. What does the introduction say about measuring time ?	☐
2. What is the simplest method of measuring the passing of time ?	☐
3. What is the oldest form of clock ?	☐
4. What does a sundial look like ?	☐
5. How do you tell the time using a sundial ?	☐
6. What do the other methods of telling the time NOT rely on ?	☐
7. What did the Chinese do to tell the time ?	☐
8. How did burning a knotted rope help to tell the time ?	☐
9. Describe the time measuring device using a candle ?	☐
10. How could you tell the time using a candle ?	☐
11. Describe a water clock ?	☐
12. What happens to the water in a water clock ?	☐
13. How do you measure time using a water clock ?	☐
14. What was the name of the last clock mentioned ?	☐
15. Describe what a sandglass looks like ?	☐
16. How do you measure the passing of time using a sandglass ?	☐
17. What length of time did a sandglass usually measure ?	☐
18. What was the other name for a sandglass ?	☐
INFERENTIAL COMPREHENSION	
19. When would a sundial be of no use? *On a cloudy day or at night.*	☐
20. What is the problem with a candle clock ? *Candles burn down at different rates.*	☐
COMPREHENSION TOTAL (PASS 75% = 15)	☐

Name : Date : Age :

Title: Dolphins Running words: 243 Reading Age : 11-12 Level 6

Many people think that dolphins are fish, but they are actually mammals just like humans. They are warm-blooded and air breathing just like us. Most dolphins are light or dark grey. Their bodies are smooth, long, and slender. They live their whole lives in the water throughout the oceans They cannot breathe under water so they have to hold their breath when they go under and come up regularly for fresh air. They have a nose called a blowhole on the top of their head. This means the dolphin doesn't have to rise far above the water to breathe. They probably do not sleep like we do because they must surface regularly to breathe so part of their brain is always alert. Dolphins can hold their breath for up to twenty minutes compared with less than one minute for most humans. This means they can dive very deep, up to 0.8 kilometres or half a mile. Dolphins dive to hunt for food. Many eat squid. Some also eat shrimp and octopus. Mainly they eat smaller fish.

Unfortunately, many dolphins do not live out their full lifespan. Even if they avoid predators such as sharks and orcas, dolphins face many threats from humans. Thousands are taken every year for meat, oil, and fishing bait. Thousands more are killed as pests, blamed for eating valuable fish and seafood. Many others die accidentally, tangled in drift fishing nets along with other sea life.

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.	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 : Dolphins — Level 6

Section A : Retell

After initial reading by the 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.

1. Many people think dolphins are fish, but they are actually mammals just like humans	☐
2. They are warm blooded and air breathing just like us	☐
3. Most dolphins are light or dark grey. Their bodies are smooth, long, and slender	☐
4. They live their whole lives in the water throughout the oceans of the world	☐
5. They cannot breathe under water. They hold their breath and come up for fresh air	☐
6. Have a nose called a blowhole on the top of their head—don't have to rise above surface	☐
7. They don't sleep like we do—must surface regularly-part of their brain is always alert	☐
8. Dolphins can hold their breath for up to 20 minutes—most humans less than 1 minute	☐
9. This means they can dive very deep - 0.8 km or 1/2 a mile	☐
10. Dolphins dive to hunt for food	☐
11. Many eat squid. Some eat shrimp, octopus. Mainly they eat smaller fish	☐
12. Unfortunately, many dolphins do not live out their full lifespan	☐
13. Even if they avoid predators such as sharks and orcas	☐
14. They face many threats from humans	☐
15. Thousands are taken every year for meat, oil, and fishing bait	☐
16. Thousands more are killed as pests	☐
17. They are blamed for eating valuable fish and seafood	☐
18. Many others die accidentally, tangled in drift fishing nets along with other sea life	☐

RETELL TOTAL
(PASS 50% = 9) ☐

Section B : Questions to check Comprehension

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. What do many people think dolphins are ? What type of animal are dolphins ?	☐
2. Why are dolphins mammals ?	☐
3. What does it say about the way they look ?	☐
4. Where do dolphins live ?	☐
5. What does it say about the way dolphins breathe ?	☐
6. How do dolphins breathe when they come to the surface ?	☐
7. What does it say about the way dolphins sleep ?	☐
8. How long can dolphins hold their breath compared to humans ?	☐
9. Because they can hold their breath for so long, what are they able to do ?	☐
10. How do they hunt for food ?	☐
11. What food do dolphins eat?	☐
12. What does the report say about the length of many dolphins lives ?	☐
13. Who are dolphins natural enemies ?	☐
14. Who else threatens dolphins other than their natural enemies ?	☐
15. Why do humans kill dolphins ?	☐
16. What is the other reason mentioned for humans killing dolphins ?	☐
17. Why do humans see dolphins as being pests ?	☐
18. How do dolphins get killed accidentally ?	☐

INFERENTIAL COMPREHENSION

19. What would happen if dolphins slept like we do? *They would drown.*	☐
20. What could be done to reduce the number of dolphins killed accidentally? *Stop people using drift fishing nets.*	☐

COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name : Date : Age :

Title : The Black Death Running words : 251 Reading Age : 11-12 Level 6

A plague is any disease which causes the death of many people at one time. Different kinds of plagues have cursed the human race throughout history. The most feared and widespread of all plagues was known as "The Black Death". The disease was carried by fleas on rats and once people became infected it was passed on very easily to others.

This disease started with a fever followed by painful swelling of the glands. It was called the Black Death because the victims got red spots on their skin which turned black. People with the Black Death died very quickly, usually within three days. There was no cure for it. Nothing that the doctors tried worked.

The worst outbreak of the disease was in the 14th century in Europe and Asia. Twenty five percent of the population died and it continued to be a problem for the next three hundred years.

Normal life almost came to a standstill and law and order broke down. Crops were left to wither in the fields and cattle wandered about untended. Houses were deserted as some people left the cities to try and escape. People, even children, were left to die on their own by their families. Dead bodies were dumped in the street or buried in mass graves. Everyone was in a state of panic and worried only about their own survival. The plague still exists today but modern medicine means you have a fifty percent chance of surviving if you get it.

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
	8.	M	V	S
	9.	M	V	S
Instructional Level	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

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 : The Black Death — Level 6

Section A : Retell

After initial reading by the 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.

1. A plague is any disease which causes the death of many people at one time	☐
2. Different kinds of plagues have cursed the human race throughout history	☐
3. The most feared and widespread of all plagues was know as the Black Death	☐
4. The disease was carried by fleas on rats It was passed on very easily to others	☐
5. The disease started with a fever followed by painful swelling of the glands	☐
6. Was called Black Death because the victims got red spots on their skin that turned black	☐
7. People with the Black Death died quickly, usually within 3 days	☐
8. There was no cure for it Nothing the doctors tried worked	☐
9. The worst outbreak of the disease was in the 14th century	☐
10. In Europe and Asia	☐
11. 25% of the populuation died and it continued to be a problem for the next 300 years	☐
12. Normal life almost came to a standstill Law and order broke down	☐
13. Crops were left to wither in the fields Cattle wandered about untended	☐
14. Houses were deserted as some people left the cities to try and escape	☐
15. People, even children, were left to die on their own by their families	☐
16. Dead bodies were dumped in the street or buried in mass graves	☐
17. Everyone was in a state of panic They only worried about their own survival	☐
18. The plague still exists today. If you get it you have a 50% chance of surviving	☐
RETELL TOTAL (PASS 50% = 9)	☐

Section B : Questions to check Comprehension

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. What is a plague ?	☐
2. What has been the effect of plagues ?	☐
3. Why was the Black Death important ?	☐
4. How was the disease carried ?	☐
5. How would people know they had it ?	☐
6. Why was it called the Black Death	☐
7. What happened to people who caught the Black Death ?	☐
8. Why did they all die ?	☐
9. When was the Black Death at its worst ?	☐
10. Whereabouts did this outbreak of the Black Death occur ?	☐
11. How many people died ? How long did it last for ?	☐
12. What effect did it have on normal life ? What broke down as a result of the plague ?	☐
13. What happened to the crops and cattle ?	☐
14. How did some people try to escape the plague ?	☐
15. What happened to people who were dying ?	☐
16. What happened to all the dead bodies ?	☐
17. How did everyone feel ? What were they worried about ?	☐
18. What information is there about the Black Death today ?	☐
INFERENTIAL COMPREHENSION	
19. What does it mean when it says that law and order broke down ? *People did what they liked etc.*	☐
20. Why were cattle and crops left untended ? *Farmers were dead or didn't care anymore.*	☐
COMPREHENSION TOTAL (PASS 75% = 15)	☐

Name : Date : Age :

Title : Animal Territories Running words : 276 Reading Age : 12-13 Level 7

Many animals establish a territory, an area where they live and feed. If there is a limited food supply, an animal will defend its territory to protect this supply of food. Others will only fight for a territory in which they can nest and rear their young at breeding time. Territorial animals know exactly where the boundaries of their territory are. Animals from the same species compete fiercely for an area. This is because their needs are very similar. Animals of different species may be less competitive because their needs are different. If their food supply is different their territories may overlap. Bird's territories are among the easiest to find, especially during breeding time in spring. In most species of bird, each male claims a territory. A small bird like a robin only needs a garden. The golden eagle may claim as much as 80 square kilometres (30 sq miles). Many animals stake out and mark their territories with scent. Dogs and foxes use urine as scent markers. Some mammals have special scent glands. Antelopes and deer, for example, mark trees with an oily scent from glands between their eyes. This scent warns other males that they have reached a rival's territory. Like birds, mammals try to scare away rivals. Howler Monkeys make fierce booming noises to frighten off competition. If male mammals meet at the edge of each other's territory, they may fight fiercely. Male sea elephants claim a small area of beach and collect a group of females. They will fight rival bulls to the death to defend this territory. However, most territorial skirmishes are bluff and end when the weaker animal retreats, unharmed.

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
97%	8.	M	V	S
	9.	M	V	S
	10.	M	V	S
Instructional Level	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

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 : Animal Territories — Level 7

Section A : Retell	Section B : Questions to check Comprehension
After initial reading by the 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. Many animals establish a territory, an area where they live and feed ☐	1. What is an animals territory ? ☐
2. If food is limited, an animal will defend its territory to protect this supply of food ☐	2. What is one reason given for animals defending their territory ? ☐
3. Others will only fight for a territory in which to nest and rear their young at breeding time ☐	3. What is another reason given for animals defending their territory ? ☐
4. Territorial animals know exactly where the boundaries of their territories are ☐	4. How well do territorial animals know the boundaries of their territories ? ☐
5. Animals from same species compete fiercely for an area because needs are very similar ☐	5. What happens when animals of the same species live in the same area ? Why ? ☐
6. Animals of different species may be less competitive—their needs are different ☐	6. What happens when animals of different species live in the same area ? Why ? ☐
7. If their food supply is different their territories may overlap ☐	7. When might territories overlap ? ☐
8. Bird's territories are among the easiest to find, especially during breeding time (spring) ☐	8. Which animals' territories are the easiest to find and at what time of the year ? ☐
9. In most species of bird, each male claims a territory ☐	9. Who claims the territory in most bird species ? ☐
10. A small bird (robin) only needs a garden Golden eagle may claim 80sq kms (30sq miles) ☐	10. How big is a small bird's territory compared to a large bird ? (give specific details) ☐
11. Animals mark their territories with scent Dogs and foxes use urine as scent markers ☐	11. How do some animals mark their territory ? What is one example of scent marking ? ☐
12. Antelopes and deer mark trees with an oily scent from glands between their eyes ☐	12. What is the other example of scent marking given in this report ? ☐
13. This scent warns other males that they have reached a rival's territory ☐	13. What is the purpose of the scent marking ? ☐
14. Like birds, mammals try to scare away rivals Howler monkeys make fierce booming noises ☐	14. What is another way that mammals protect their territory ? What is the example given ? ☐
15. If male mammals meet at the edge of their territories, they may fight fiercely ☐	15. What might happen when two male mammals meet at the edge of their territories ? ☐
16. Male sea elephants claim a small area of beach and collect a group of females ☐	16. What sort of territory do male sea elephants establish ? ☐
17. They will fight rival bulls to the death to defend this territory ☐	17. How do male sea elephants react to a another male who approaches their territory ? ☐
18. Most territorial skirmishes are bluff and end when the weaker animal retreats unharmed ☐	18. What usually happens when two males confront each other over territory ? ☐
RETELL TOTAL (PASS 50% = 9) ☐	**INFERENTIAL COMPREHENSION**
	19. Why does the male establish the territory ? *That's their role in nature .* ☐
	20. Why would an animal back down from a fight over territory ? *He knows he is not as strong.* ☐
	COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name :	Date :	Age :
Title : Ned Kelly	Running words : 283	Reading Age : 12-13 Level 7

More than 120 years after his death, the Australian public still can't make up their minds about whether Ned Kelly, the famous bushranger, was a hero or a villain. In 1865, Ned Kelly's father died suddenly when Ned was 11, leaving Ned, the eldest of seven children, the man of the family. He became a skilled bush worker, breaking horses, fencing, and mustering cattle, to support his family. However, the Kelly family were constantly in trouble with the police for all sorts of petty crimes, often to do with cattle and horse stealing. Ned grew up believing the authorities were the enemy. The turning point came in 1878 when a policeman went to the Kelly household to arrest Dan, Ned's brother, on a charge of horse theft. Ned and Dan hid out in the bush and were joined by two other long time friends. A search party was sent out to capture Ned and his brother. In a shoot out at Stringybark Creek, three policemen were shot and killed. Despite a huge manhunt, the gang managed to remain at large for 16 months during which time they robbed banks and gained a large following amongst other disgruntled settlers. Eventually the police caught up with them. The Kelly gang wore their famous armour during a final gunfight at Glenrowan. Ned could have escaped but chose to advance on the police firing his weapons. Most of the police bullets bounced off his thick armour, but eventually he was shot in the legs and captured. The rest of the gang died in the battle. The authorities wanted to deal quickly with the situation. Ned was charged with murder, tried very quickly, and sentenced to death by hanging.

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
97%	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
	16.	M	V	S
94%	17.	M	V	S
	18.	M	V	S
	19.	M	V	S
	20.	M	V	S

Instructional Level

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 : Ned Kelly — Level 7

Section A : Retell

After initial reading by the 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.

1. The Australian public still can't make up their mind about Ned Kelly, the famous bushranger ☐
2. Was he a hero or a villian ☐
3. When Ned was 11 (1865) his father died. Ned (eldest) became the man of the family ☐
4. Became skilled bush worker (breaking horses, fencing, mustering cattle) to support family ☐
5. Kelly family were constantly in trouble with the police-to do with cattle & horse stealing ☐
6. Ned grew up believing the authorities were the enemy ☐
7. Turning point was when a policeman came to arrest brother Dan on charge of horse theft ☐
8. Ned and Dan hid out in the bush and were joined by two long time friends ☐
9. A search party was sent out to capture Ned and his brother ☐
10. In a shoot out at Stringybark Creek, three policemen were shot and killled ☐
11. Despite a huge manhunt, the gang managed to remain at large for 16 months ☐
12. During this time they robbed banks ☐
13. They gained a large following amongst other disgruntled settlers ☐
14. The Kelly gang wore their famous armour during a final gunfight at Glenrowan ☐
15. Ned could have escaped but chose to advance on the police firing his weapons ☐
16. The police bullets bounced off his armour Eventually shot in the legs and captured ☐
17. The rest of the gang died in the battle ☐
18. Ned was charged with murder, tried quickly, and sentenced to death by hanging ☐

RETELL TOTAL
(PASS 50% = 9) ☐

Section B : Questions to check Comprehension

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. How do the Australian public feel about Ned Kelly ? ☐
2. What can't they (the Australian public) make their minds up about ? ☐
3. What happened when Ned was only 11 ? What effect did that have on his family ? ☐
4. How did Ned support his family ? ☐
5. What other problem did the family have ? ☐
6. How did Ned feel about the authorities ? ☐
7. What happened that was a turning point for Ned ? ☐
8. What did Ned and his brother do and who joined them ? ☐
9. What did the police do when Ned and his brother hid out in the bush ? ☐
10. What happened that made the situation really serious ? ☐
11. What happened after the policemen were shot ? ☐
12. What did they do while they were "at large" ? ☐
13. What did other people think of the Kelly gang ? ☐
14. What was unusual about the Kelly gang at the final gunfight ? ☐
15. What did Ned do when he could have escaped ? ☐
16. What happened when Ned advanced on the police ? ☐
17. What happened to the rest of the gang during the battle at Glenrowan ? ☐
18. What happened to Ned after he was captured? ☐

INFERENTIAL COMPREHENSION

19. Why did the gang gain a following amongst the other settlers ? ☐
    They also distrusted the authorities.
20. Why did the authorities want to get rid of Ned quickly ? *He had lots of support from the public.* ☐

COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name :	Date :	Age :
Title : Piranhas	Running words : 310	Reading Age : 13-15 Level 8

Thanks to the way they have been portrayed in the movies, the most feared of all the water creatures would have to be sharks and piranhas. While the appearance and the habits of sharks are well known, piranhas are more of a mystery. Most of the piranha species never grow more than 60 centimetres (2 feet) long. Their colouring varies from silver and orange to almost completely black. They are oval shaped, with blunt heads, but their most notable feature is their powerful jaws and razor sharp teeth. These teeth, in the shape of triangles, close together like cutting shears, and can shred flesh from a bone in seconds. The species that is closest to the popular image of a ferocious killer is the red-bellied piranha, which has the strongest jaws and sharpest teeth of them all. They are definitely carnivorous and are considered dangerous to humans. This species hunts in groups of up to a hundred. They spread out to look for prey. When something is found, the rest of the group is signaled and they all rush to the spot in a feeding frenzy. Each fish in the group rushes in to take a bite and then swims away to make way for the others. They have excellent hearing and may also be attracted by commotion in the water or the scent of blood. They can quickly reduce a large mammal to a skeleton, although this rarely happens. Usually they prefer prey that is only slightly larger than them or smaller. While the shark's reputation as a man-eater is well established, that of the piranha is an exaggeration. Most of the 20 species of the piranha that live in South American rivers and lakes are docile vegetarians feeding on fruit, seeds, or leaves. This explains how they are able to live alongside other fish without wiping them out.

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
94% 19.	M	V	S
20.	M	V	S

Instructional Level

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 : Piranhas — Level 8

Section A : Retell

After initial reading by the 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.

1. Sharks and piranhas –the most feared water creatures because of portrayal in movies	☐
2. The appearance and habits of sharks are well known—piranhas are more of a mystery	☐
3. Most of the piranha species never grow more than 60cms (2 feet) long	☐
4. Their colouring varies from silver and orange to almost completely black	☐
5. They are oval shaped with blunt heads	☐
6. Their most notable feature is their powerful jaws and razor sharp teeth	☐
7. Teeth are the shape of triangles: close like shears: shred flesh from a bone in seconds	☐
8. The species closest to the popular image of ferocious killer is the red-bellied piranha	☐
9. They have strongest jaws / sharpest teeth Definitely carnivorous, dangerous to humans	☐
10. They hunt in groups (up to 100) and spread out to look for prey	☐
11. When something is found - group is signalled. They rush to the spot in a feeding frenzy	☐
12. Each fish rushes in to take a bite, then swims away to make way for the others	☐
13. They have excellent hearing—also attracted by commotion in the water / scent of blood	☐
14. They can quickly reduce a large mammal to a skeleton, although this rarely happens	☐
15. Usually they prefer prey that is only slightly larger than them or smaller	☐
16. Shark's reputation as a maneater is well established, the piranha's is an exaggeration	☐
17. Most of 20 species in Sth American lakes and rivers are vegetarians (fruit, seeds, leaves)	☐
18. This explains how they are able to live alongside other fish without wiping them out	☐

RETELL TOTAL ☐
(PASS 50% = 9)

Section B : Questions to check Comprehension

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. What are the most feared water creatures ? Why are they feared according to this report ?	☐
2. How well known are the appearance and habits of sharks and piranhas ?	☐
3. How big do piranhas grow ?	☐
4. What is the colouring of piranhas ?	☐
5. What does it say about the shape of piranhas ?	☐
6. What is the most notable feature of piranhas ?	☐
7. Describe the piranhas' teeth	☐
8. Which species of piranha is a ferocious killer ?	☐
9. What makes the red-bellied piranha dangerous ?	☐
10. How do the red-bellied piranha hunt ?	☐
11. What happens when one of the group finds something to eat ?	☐
12. How does each fish behave in the feeding frenzy ?	☐
13. How else are these piranha attracted to prey ?	☐
14. What can a group of these piranhas do to a large mammal ? Does this happen often ?	☐
15. What size prey do the red-bellied piranha usually go after ?	☐
16. What does it say about the reputations of sharks and piranhas ?	☐
17. What do most piranhas eat ? Where do they mostly live ?	☐
18. Why is it fortunate that most piranha are vegetarian ?	☐

INFERENTIAL COMPREHENSION

19. Why are piranhas more of a mystery than sharks? *More is known about sharks - they are everywhere.*	☐
20. Why is the reputation of the piranha exaggerated? *Most of them are vegetarians not man-eaters.*	☐

COMPREHENSION TOTAL (PASS 75% = 15) ☐

Name : Date : Age :

Title : The Ozone Layer Running words : 300 Reading Age : 13-15 Level 8

Since the 1980's the ozone layer has become an important issue for scientists and politicians. As far as we know, our planet is the only one that supports life. It is the special conditions provided by our atmosphere that make this possible. Life on earth depends upon the light and heat energy that radiates from the sun. The atmosphere works like a big blanket around the earth keeping it at the right temperature. However, not all the energy from the sun is of benefit to us. About five percent of this solar radiation is made up of unwanted ultraviolet rays. For humans, over exposure to these rays causes sunburn and the risk of skin cancer. It can cause eye disorders and weaken the immune system which reduces the ability to protect ourselves from diseases. These rays can also penetrate into the sea, killing plankton, the food for many marine animals. Fortunately, a layer of oxygen in the atmosphere called the ozone layer, absorbs nearly all of this harmful radiation. When UV rays meet ozone in the atmosphere, they are absorbed by the ozone. The problem facing us all is that scientists have now discovered that the amount of ozone is 40% less than it was 30 years ago. The ozone layer over parts of the earth has been rapidly thinning or completely disappearing so more of the harmful rays are getting through. It seems that one of the main causes is an artificial chemical CFC that has been used widely in spray cans and released into the atmosphere. The use of CFC is now banned in most countries but it will be a long time before the problem will improve. The more we understand about the ozone layer, the more we will be able to prevent further damage.

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
94%	19.	M	V	S
	20.	M	V	S

Instructional Level

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 : The Ozone Layer — Level 8

Section A : Retell	Section B : Questions to check Comprehension
After initial reading by the 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. Since the 1980's, the ozone layer has become an important issue for scientists & politicians ☐	1. How long has the ozone layer been an important issue ? Who does it say it is important for ? ☐
2. Our planet is the only one that supports life Our atomosphere makes that possible ☐	2. What is special about our planet ? What makes it possible for earth to support life ? ☐
3. Life on earth depends upon light and heat energy that radiates from the sun ☐	3. What does life on earth depend on ? ☐
4. Atmosphere is like a big blanket around the earth—keeps it at the right temperature ☐	4. How does the atmosphere work ? What does it do ? ☐
5. 5% of solar radiation is unwanted UV rays ☐	5. What does the report say about some of the solar radiation ? ☐
6. Over exposure to these rays causes sunburn and the risk of skin cancer ☐	6. What happens if people are overexposed to these UV rays ? ☐
7. Can cause eye disorders; can weaken immune system which protects us from diseases ☐	7. What are some other problems that UV rays can cause in humans ? ☐
8. UV rays can also penetrate into the sea-kills plankton, the food for many marine animals ☐	8. What bad effect can UV rays have on the sea ? ☐
9. Oxygen (ozone) layer in the atomosphere absorbs nearly all of this harmful radiation ☐	9. How does the ozone layer help us ? ☐
10. Problem facing us all—the amount of ozone is 40% less than it was 30 years ago ☐	10. How does the ozone layer compare with 30 years ago ? ☐
11. Ozone layer over parts of the earth has been rapidly thinning or completely disappearing ☐	11. What is happening to the ozone layer ? ☐
12. So more of the harmful rays are getting through ☐	12. What is happening now that the ozone layer is thinner and in some places has disappeared ? ☐
13. It seems that one of the main causes is an artifical chemical CFC ☐	13. What seems to be one of the main causes for the disappearing ozone layer ? ☐
14. This has been used widely in spray cans and released into the atomosphere ☐	14. How did CFC get into the atmosphere ? ☐
15. The use of CFC is now banned in most countries ☐	15. What have most countries done about CFC ? ☐
16. It will be a long time before the problem will improve ☐	16. When will the problem be solved ? ☐
17. The more we understand about the ozone layer ☐	17. What does it say about the ozone layer at the end of the report ? ☐
18. The more we will be able to prevent further damage ☐	18. What will we be able to do if we understand more about the ozone layer ? ☐
RETELL TOTAL (PASS 50% = 9) ☐	**INFERENTIAL COMPREHENSION**
	19. Why is the ozone layer an important issue for politicians ? *They make the decisions.* ☐
	20. Why will it take a long time for the problem to improve ? *Takes a long time for ozone layer to replenish.* ☐
	COMPREHENSION TOTAL (PASS 75% = 15) ☐