

INFORMAL PROSE INVENTORY

1



Hilton Ayrey

sample eBook

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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	Snow Day	6 - 7	9	27 + 28
		The Big game	6 - 7	10	29 + 30
2.8 - 3.2	Level 1	A Clown called Smiler	7 - 8	11	31 + 32
		The Wet Teddy Bear	7 - 8	12	33 + 34
3.2 - 3.6	Level 2	Baby Tom	8 - 8½	13	35 + 36
		The Climber	8 - 8½	14	37 + 38
3.6 - 4.0	Level 3	The School Fair	8½ - 9	15	39 + 40
		The Big Wave	8½ - 9	16	41 + 42
4.0 - 4.4	Level 4	Jam Sandwiches	9 - 10	17	43 + 44
		Tama's Birthday Watch	9 - 10	18	45 + 46
4.4 - 4.8	Level 5	The Side Car	10 - 11	19	47 + 48
		Rats	10 - 11	20	49 + 50
4.8 - 5.2	Level 6	The Case of the Broken Window	11 - 12	21	51 + 52
		Mayday	11 - 12	22	53 + 54
5.2 - 5.6	Level 7	Dead Rat Live on Stage	12 - 13	23	55 + 56
		Stagehand	12 - 13	24	57 + 58
5.6 - 6.0	Level 8	Old Finchley	13 - 15	25	59 + 60
		Jungle Brothers	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

Each IPI has nine levels of increasing difficulty (Reading Ages from 6–15 years), with two selections at each level.

Informal Prose Inventory 1 – Narrative text

Informal Prose Inventory 2 – Narrative text

Informal Prose Inventory 3 – Non Fiction text

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

The passages have been carefully selected to fit the above levels using the Noun Frequency Method, and have been trialled extensively in classrooms. While attempts have been made to provide gender and cultural balance in selecting the stories, choosing stories that were intrinsically interesting to children was also an important consideration.

Many of these stories have been published in the New Zealand School Journals. *Please note that the reading age assigned to each passage has been calculated for that passage specifically and may not always be the same as that assigned to the whole story as published in the School Journals.*

All selections in IPI 1 are narrative and therefore focus on the reading skills specific to that genre.

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

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

It is important to note that inconsistencies in scores may arise depending on the individual student's response to the underlying concepts in the story, their prior knowledge, and 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-phonetic) "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 using a caret mark. e.g. run ^{and} jump and hop
Write the insertion above the caret mark

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

$$\begin{aligned} \text{Accuracy rate (\%)} &= \frac{\text{nos of words in the passage} - \text{nos of uncorrected miscues}}{\text{nos of words in the passage}} \times 100 \\ &= \frac{218 - 9}{218} \times 100 = 96\% \end{aligned}$$

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

- 1. Repetition** Mark above the word with **R** for repetition of a word.
Mark with an arrow to show a phrase, or a number of words have been reread.
This indicates they are monitoring their reading and are rereading to check their initial reading (a good sign).

- 2. Pause** Mark with //

- 3. Self Corrections** Write *SC* e.g. next SC substitution then self corrected
night text

Here the student miscues but then corrects the miscue without being prompted. Once again, this is a positive sign because it indicates that monitoring for meaning and syntax is taking place.

Self corrections are analysed separately from uncorrected miscues.

ANALYSING MISCUES

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

Miscue or Mistake?

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

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

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

Recording uncorrected Miscues

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

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

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

If "No" then don't circle the M

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

Does the language pattern used sound right?

If "Yes" then circle S. if "No" then don't.

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

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

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

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

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

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

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

Sample Recording sheets :

This example illustrates the recording conventions outlined on page 5 and the miscue analysis outlined on page 6.

Name : John Smith		Date : 22-4-2001		Age : 9yrs 4mths	
Title : Rats		Running words : 248		Reading Age : 10-11	
<p>We had rats in our attic. They scampered over the rafters, making 1. noses 2. gawed little scratching noises. They gnawed at things, making little 3. scrapped scraping noises. And they leapt about, making scuttling, thumping noises. 4. _ I didn't mind the rats, but mum hated them.</p> <p>"Derek you must do something about those rats," she said to Dad. 5. sh--shudder "You really must." "I will, dear, I will," Dad said. He shuddered a 6. the little, and continued reading his paper and eating his toast. Mum 7. signed taps/SC sighed. She knew Dad. "Get some traps Mum," I said. "I'll set them in the attic for you." I thought of creeping across the attic, 8. touch a torch in one hand and a trap in the other. It would be scary.</p> <p>But it would be fun. Mum shook her head. "I'm not having any of you kids up there until they're gone," she said. "What if one bit 9. bit you?" "They wouldn't bite me," I said. "No!" Mum's finger waved say / SC my way▲ "You stay down from there!" And tell Jeff and Sarah to stay down too. Understand?" I sighed. "Yes Mum," I said. We 10. con-constrated were all silent. Dad frowned and concentrated on his paper. There was a patter-patter across the attic, right above us. 11. cron-crontrol "That does it!" said Mum. "I'm calling a pest controller."</p> <p>And she went to the phone. Early in the evening, a strange man arrived at the door. He had wild black hair and bushy beard. His eyes bulged, and two of his teeth were missing.</p>				Analysis of uncorrected reading miscues <small>Circle cues used during miscue</small>	
				97%	Instructional Level
				94%	
<p>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."</p> <p>And she went to the phone. Early in the evening, a strange man arrived at the door. He had wild black hair and bushy beard. His eyes bulged, and two of his teeth were missing.</p>				Analysis of self corrections <small>Circle cues used during miscue self correction</small>	
Accuracy Pass 97%		95.2%		Comments about reading behaviour : Self Correction Rate 1 : 6 Use of cues : Meaning = 5 / 12 (42%) Visual = 10 / 12 (83%) Syntax = 8 / 12 (15%)	
Retelling Pass 50%		44%		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?	
Comprehension Pass 75%		80%		Retelling superficial with poor sequence. Practise with small chunks of text. Develop inferential comprehension in with small group discussion.	
Recommended Instructional Reading Age : 10 - 11					

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

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

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

Snow Day

by Hilton Ayrey

When Sarah woke up something was different. There was a funny light coming in through her bedroom window. Her room was very cold. She got out of bed and looked out the window. Everything was covered in white. Snow was falling. It didn't snow very often. There would be no school today.

Sarah rushed outside. She didn't notice the cold on her feet. She ran around and around in circles. Bessie her dog joined in the fun. She barked and jumped, trying to lick Sarah's face.

"Sarah! What are you doing?" It was her mother. She was laughing.

"Come inside. I will find something warm for you to wear." Sarah sat in front of the fire warming her toes and planning how she was going to make the biggest snowman ever.

Level 0

The Big Game

by Hilton Ayrey

It was Saturday and today was the big game. Brian wasn't feeling well. His head hurt and his throat was sore. He wasn't hungry but he knew he had to eat his breakfast or his mother would know something was wrong. She always made him go back to bed when he wasn't feeling well.

Down at the park his team was getting ready. Brian joined in. He didn't feel like running around but he did his best for the team.

There were five minutes to go and no one had scored a goal. His head was spinning. His legs were very tired. Peter passed the ball to him in front of the goal.

Somehow he got his foot in the way and the ball went into the goal. They had won.

Level 0

A Clown Called Smiler

by Ruth Dallas

On Rona's birthday, the postman brought her a parcel. It was from Rona's Nana. When Rona opened the parcel, she found a doll that was dressed like a clown. He wore red pants and a blue coat. He had a big smile on his face.

Rona called the clown "Smiler". She took him with her everywhere she went.

One day, Rona took him with her to the swings and seesaws. She gave him a ride. Then she put him down while she had her turn on the slide. After she had played on the slide, she went home with some other kids.

When she was going to bed that night, she looked for Smiler. She always made him sit on a chair by her bed, so that she could see him when she woke in the morning. Where was Smiler?

Level One

The Wet Teddy Bear

by Ruth Dallas

Did you hear what happened to the blue teddy bear when he was left outside all night? He lost his voice. The children found him out in the rain. They squeezed him, but not a sound came out of him. Then they had to go to school and leave him.

Mrs Bear didn't know what to do. She decided to take Teddy to Doctor Koala Bear, who sat in the corner of the play room.

Doctor Koala Bear was so old that he was bald. He wore dark glasses on his nose and a red ribbon round his neck.

Mrs Bear said, "The children left my little boy out in the rain last night. He got soaking wet. Now he has lost his voice."

Doctor Koala said to Teddy, "Say AA-H."

The little bear opened his mouth wide but no sound came.

Level One

Baby Tom

by Irene Adcock

“We’re going to the supermarket,” said Mum. “I want to buy a cake for tea.”

We took the baby to the supermarket. Mum put him in a trolley. “You look after Tom,” she said. “I’ll find the cake and some other things.”

Tom liked being in a trolley. “Goo!” he called, and waved to the supermarket man. The man was too busy sweeping the floor to wave back.

Then I saw my friend Sharon. “Hello Sharon,” I said. I left the trolley and went to talk to her.

There was a big noise. Baby Tom had thrown a tin of jam on the floor. The man looked angry.

“Push Tom away from those tins,” said Sharon. I pushed him to the other side. Then I bent down to pick up the tin of jam that Tom had thrown.

There was a loud noise. Tom had pulled out a packet of cornflakes, and all the rest had fallen onto the floor.

The man came running, and Sharon went away. I began to pick up packets of cornflakes.

“Get that baby out of here!” said the man.

Level Two

The Climber

by Marie Gibson

Lucy liked climbing. When she was two, she climbed up the shelves in the kitchen cupboard. She was after the jar of lollies at the top.

When she was three, she climbed the pine tree to see if the blackbird had laid any eggs yet.

When she was four, she climbed onto the roof and looked down the chimney. It was Christmas time, and she wanted to know if Santa had come yet.

The day Lucy turned five, she started school. She liked the look of the school roof. It was much higher than her own roof at home. There was a trellis for the roses that reached right up to it.

One day, Lucy climbed the trellis and hauled herself up onto the roof. She'd never been so high before! She could even see the traffic on the main road.

Suddenly she heard children shouting in the playground.

"Lucy's on the roof!" they shouted.

Her teacher came out. He looked worried.

"Sit down! Keep still Lucy!" he called to her.

Lucy sat down and the teacher made off towards the office.

After a few minutes, Lucy heard a siren in the distance.

Level Two

The School Fair

by Sonny Mulheron

Danny and Michael had to bring something for the school fair. Anything – sweets, plants from the garden, maybe a pair of shoes that were too small, some books, or a cake.

They asked their mother to bake a cake for the fair, but she hated baking and said no.

Michael said, “Can I look in the plastic bag where you put all the things you don’t want any more?”

His mother said yes.

Michael found a red scarf, a green and white tablecloth, and some material with a black pattern all over it.

“That’ll do me,” he thought.

He showed his mother and she said it was all right to take them to school for the fair. So Michael did.

But Danny didn’t have anything to take. The next day he came home from school with a cardboard pattern for a big floppy clown.

“Will you make one for me?” he asked. “I’ll help.”

“All right,” said his mother.

They found an old pink silky dress, an old white pillowcase, some brown wool, and Dad’s old blue jeans. They put the pattern on the pillow case and cut out the shape of the clown – his arms, long legs, head, and body. Mum sewed him together. Then Danny stuffed his body and head with old pantyhose and socks.

Level Three

The Big Wave

by Kay Mooney

"A big wave is expected to hit the coast of New Zealand later today."

That's what I heard when Gran switched on the radio at breakfast time. An earthquake in South America had started it off, and now it was coming right across the Pacific Ocean.

Gran was delighted. She loved disasters.

"I remember when I was a girl, there was a wave like this," she told me. "It smashed the bridge over the harbour."

After breakfast, Gran took me into town. Everybody was talking about the big wave. The shop people were all busy putting the goods on the bottom shelves up to the top shelves.

At the fruit shop, Gran asked Mr Chan if he thought there was any danger.

"Go home lady just to be safe, and take the lovely child with you," he said in his polite way.

Out in the street, everyone seemed to be hurrying in the same direction. They were not going home. Gran kept asking people where they were hurrying off to.

"Up the hill, to get a good place to see the wave," one woman said.

"Good idea," said Gran. She took me by the hand.

"Come with me."

Level Three

Jam Sandwiches

by John Smith

During my childhood, we owned a farm. It wasn't much of a farm – fifty hectares of hills, covered with gorse and blackberry. But the farm backed on to bigger, bush-covered hills. To us kids, it was paradise. We liked nothing better than to get out for a day in the bush.

One fine Saturday, my friend Harry came over with his younger brother, Jimmy. We were going exploring in the bush. Mum made us some jam sandwiches for lunch, and I put them in a sugar bag. I took some twine and tied it around the sugar bag, so I could sling it over my shoulders like a pack.

By lunchtime, we had crossed a couple of ridges and got down into the creek bed. Just as we were about to eat our lunch, Harry said, "I smell goats." I didn't take much notice, because Harry was always saying things like that, pretending he knew a lot more than me about the bush.

But then Jimmy said, "Up there, on top of the bank!" There, looking at us, was the biggest, fiercest, smelliest billy goat I had ever seen in my life. His horns curved back over his head and ended in sharp tips; his beard seemed to go to his chest.

At first, we wanted to run away, but we couldn't run with Jimmy – he was too small and would keep falling over. So we sat there and looked at the goat, who looked back at us. Nobody moved.

Level Four

Tama's Birthday Watch

by Alan Bagnall

Last year, my little brother Tama got a watch for his birthday. Mum and Dad gave it to him – a Japanese watch with a black nylon strap and a big shiny silver face. It was the sort you could wear underwater.

Tama wore it all the time when we went to stay with Nana for the Christmas holidays. We had heaps of fun at Nana's. A TV crew was making a film about the day when a famous missionary landed, and there was this old-time sailing ship anchored in the bay.

They had built a Maori village, and three big canoes lay on the beach. Tama and I played around the set every day, watching them make the film. Nana and all her neighbours were in it.

One day, the director asked Nana if we could be "extras" too. Just olden-day kids, splashing about in the water as the famous missionary landed.

"But no togs!" the director demanded. "This film has got to look like a real day in 1820."

That upset Nana. (Nana wore a feather cloak for her part.)

It didn't worry us.

"We'll stay in the water up to our middles, Nana."

We made Nana give in.

After a whole morning of learning what we had to do, the final shooting began.

Level Four

The Sidecar and the Spuds

by Denis Parsonson

Mr Reid our neighbour, had a powerful Harley Davidson motorbike. It was a lion of a machine! My mother caught me playing on it once and said I was never to do so again. But I sometimes slipped through the sliding door of Mr Reid's garage, sat astride the big machine and imagined myself speeding along at 150 kilometres an hour.

One such time I heard footsteps coming. Panic! The motorbike had a side-car attached. Quickly I slipped into it, pulled the cover over and crouched down. The corner was lifted and a sack was flung in. Then the cover was fastened down and the engine started.

Off we went. It was dark and the noise was deafening. Going round corners threw me from side to side. I thought we were going to tip over. There were loud echoing noises as we crossed bridges and the noise of other vehicles boomed in as we passed them. Then we were bumping furiously along some rough road.

This was nothing like the motorbike ride I had imagined. I was not enjoying the experience at all. If only Mr Reid would stop. I would willingly face him and confess that I'd been playing with his Harley Davidson.

On and on we sped – around corners, over bridges, along rough roads. I thought I would suffocate if it lasted much longer. Then we were slowing down. We stopped and I heard a gate open.

Level Five

Rats

by John O'Brien

We had rats in our attic. They scampered over the rafters, making little scratching noises. They gnawed at things, making little scraping noises. And they leapt about, making scuttling, thumping noises.

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

"Derek you must do something about those rats," she said to Dad. "You really must."

"I will, dear, I will," Dad said. He shuddered a little, and continued reading his paper and eating his toast. Mum 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, 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 you?"

"They wouldn't bite me," I said.

"No!" Mum's finger waved my way. "You stay down from there! And tell Jeff and Sarah to stay down too. Understand?"

I sighed. "Yes Mum," I said.

We were all silent. Dad frowned and concentrated on his paper. There was a patter-patter across the attic, right above us.

"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.

Level Five

The Case of the Broken Window

by Margaret Schroder

Inspector Edwards, chief crime-solver with Central Police, had been hastily called to a house in the suburbs. Normally, he would never be called to anything less than a murder. But this was different. The house he had been called to was his own!

Mrs Edwards met him at the door.

"I'm sorry to interrupt you in the middle of your work day John, but this is an emergency."

"Not a problem," said Inspector Edwards. "Things were quiet at Central, anyway. Now, tell me what's happened."

"Come with me," said Mrs Edwards. "I'll show you."

She led the way into the lounge and without another word pointed to the ranch-slider door that opened onto the sundeck. Sharp-edged pieces of broken glass framed a huge hole in the middle of the door. Shattered fragments littered the deck and carpet.

"Hmm," murmured the inspector thoughtfully. "Who did it?"

"That's the problem," answered Mrs Edwards. "I suspected the children, but they all say it's not them, and they each have an alibi. I don't know how it happened."

Inspector Edwards reached into his jacket pocket for his notebook and pen. "Tell me what you know," he said.

Mrs Edwards sat down in a comfortable chair and began her story. "It was just after half past three. I'd almost finished the vacuum cleaning when the power suddenly went off, so I phoned Martin next door to ask if he had power. He said he'd phoned the electricity company and they'd told him the power would be off for half an hour while the wires were checked. Then he asked me over for a cup of tea – he's got a gas stove.

"I was sitting down at Martin's kitchen table when I heard the crash. I came running back to find this. Do you think someone tried to break in?"

Level Six

Mayday

by Christine Ashton

Ben waited until he was sure Mum and Nick were asleep. Then he bundled up his sleeping bag and crept downstairs. It was hard to move quietly through a strange place in the dark. He stubbed his toe on the edge of the hearth and gasped. The front door squeaked when he opened it, and he froze, listening carefully in case he had woken anyone.

Outside, he switched on his torch and made his way down the long drive to where the boat was parked at the back of the section. They'd had a great weekend sailing *Kestrel* on the lake, but now she was on her trailer behind their friend's house.

With the rigging wires looping everywhere, climbing aboard was awkward. The boom now occupied the berth Ben had slept in. He found another and unrolled his sleeping bag onto it.

Although he missed the sound of water lapping against the hull, it felt good to be on board *Kestrel* again. He wriggled into the sleeping bag, closed his eyes, and drifted into sleep.

It was still dark when Ben was woken by the movement of the boat. Outside, an engine rumbled softly. Footsteps crunched on the gravel. An unfamiliar voice hissed, "Hurry up! Get that thing on."

Suddenly the trailer, with Ben and the boat on it, was moving. As it turned out of the drive, Ben peeked out and saw that it was being towed by a ute. Someone was stealing the *Kestrel*.

Level Six

Dead Rat Live on Stage

by Donna Giltrap

The surgery appeared to have been a success. Barbie's new cyberleg was attached and fully functional. Lucy looked at it proudly. Creating a leg to replace the one her twin brother Mark had bitten off during one of his turns had taken her several weeks.

In the room next door, a loud thumping noise started as Dead Rat finished their pizza break. Mark and a bunch of his friends who thought they could play the guitar were rehearsing. Lucy rolled her eyes heavenwards as Mark began to howl the lyrics to the group's latest composition. Was he really singing, "I gave you my heart and you fed it to a dog"? It was time she offered the group her writing skills.

"Hi Luce," Mark greeted her when she poked her head around the door. "You won't believe this, but we've got a real gig to play at."

"It's true," said Sjam, Dead Rat's drummer. "We're going to play at the school dance."

"Isn't your mother on the organising committee?" asked Lucy suspiciously.

"Yeah," admitted Sjam. "But that's got nothing to do with it."

"Hey, Luce, you're still going to the dance, aren't you?" asked Mark.

"Do they hand out free earplugs?" enquired Lucy. "Get real, Mark. Of course I'm not going to the dance if Dead Rat's playing."

Mark handed the mike to Sjam and hustled Lucy out the door. "You have to come," he hissed when they were standing in the hallway.

"I need you. The dance is on the twenty-first!"

Lucy's jaw dropped. "The twenty-first! You can't go to the dance that night, Mark, not with your condition. The twenty-first is a full moon!

If you turn into a wolf in the middle of the school hall, you'll get expelled! What would Mum and Dad say?"

Level Seven

Stagehand

by John Lockyer

Our school, as its major event of the year, produced the musical, *The Wizard of Oz*. A cast of one hundred, a live orchestra, real props, costuming and make-up.

I was keen to be involved, and auditioned for every part: Dorothy, Wizard, Tin Man, Lion, Scarecrow, Munchkin, Jitterbug, and Soldier – everything.

Then the audition results were announced. I hadn't a major role. I hadn't a minor role. Not even a Munchkin. All I heard was, "Stacey Hedgeman – stagehand."

"Stagehand!" I thought, skulking out of the hall teary eyed. "How boring. I'm not doing that job."

Rehearsals began. I would sit and listen outside the hall as the principal actors stumbled through their parts. I had a copy of the script and would read along with them. After three weeks, I knew the principals' parts better than they did. They may have used more expression, or sung the songs more sweetly, but they didn't know their speaking parts as well as I did.

A few days later, Ms Shearn, the producer, approached me in the playground.

"I overheard you reciting the script the other day, Stacey. I thought you were very good."

I looked at the ground and blushed.

"You know Stacey," she continued. "That stagehand's job is still open if you want it. Someone with your knowledge of the play would be really valuable. Think about it. We start full rehearsals next week. If you're interested, come along."

I saw her shadow move off, and I rolled a pebble with my toe.

Level Seven

Old Finchley

by Laurie Mantell

I sometimes wonder if old Finchley has the right temperament to be a research scientist. He keeps asking when he'll be coming back. After all, it was his own fault. Nobody - but nobody - tries out concoctions on themselves any more. But Finchley, well, he must've pumped about a thousand cc's into himself before I noticed he was shrinking. Visibly.

It was funny watching him, because his clothes didn't shrink. They simply bunched up around him so that he looked like a small boy in his father's clothes. Except he kept getting smaller and smaller.

As Dawson and I watched him, he dwindled down to nothing. All we could see were Finchley's clothes on the floor. They looked so odd, because the lab coat was on top, shirt and trousers inside and, I suppose, underclothes inside again. It gave me an eerie feeling, and I think Dawson was a bit shaken, too.

Dawson was sitting at his bench in front of a microscope he'd been using to examine a culture smear of *Trypanosoma gambiense*. He sort of absently looked through the 'scope again and nearly passed out when he found old Finchley waving back from the other end.

Seems Finchley had hitched a ride on a dust mote and landed on the *Trypanosoma* culture. Of course, we didn't know that then. We didn't know till Finchley told us later. But anyhow, as I said, Dawson nearly passed out. He jumped off his stool and pointed at the microscope, too shocked to speak.

So I had a look myself – and there was old Finchley dancing up and down like a banshee.

I've always thought Finchley was skinny with his clothes on, but without his clothes – whew! He was scrawny; skin and bone and, dancing around like that, well he looked peculiar.

Level Eight

Jungle Brothers

by Kenneth Gilbert

Cappy, Dirk Fallon's little Capuchin monkey, sat in the strange forest gazing mournfully at his motionless master.

Exhausted by tropical fever, Dirk, a broad-shouldered young gold hunter, lay beside an animal trail that twisted here and there under the thick canopy of the Guatemalan rain forest. When the first hot dizziness warned him that he had been stricken with the dreaded jungle malady, he knew a weakening moment of terror at the thought of dying alone in the wilderness. Then he grew delirious, and finally he fell into the coma of crisis. Eventually, he would awaken clearheaded and free from fever, or he would slip into eternal slumber, reaching adventure's end there in the jungle – alone.

And yet he was not alone, for Cappy sat on guard. He crouched beside Dirk, bewildered by the strange unresponsiveness of the big, kind man-god, and fearful of the unseen menace that seemed to lurk everywhere in the dense bush.

This was the land of Cappy's ancestors, but the little grey monkey was seeing it for the first time. Before this, Dirk Fallon had done his exploring in more temperate regions, but stories of the gold to be found along the Guatemalan rivers had lured him to the tropics, and he had brought Cappy for company.

Now Cappy crouched miserably beside Dirk, well aware that something terrible had happened to his master. He knew too that darkness was creeping over the rain forest, and that the jungle life was awakening.

Instinctively he feared the night prowlers, most of them dangerous to little monkeys who foolishly stayed on the ground instead of taking to the trees. Yet he would not leave the man he adored, even though remaining might mean swift death.

Level Eight

Name :

Date :

Age :

Title : Snow Day

Running words : 131

Reading Age : 6 - 7

Level 0

When Sarah woke up something was different. There was a funny light coming in through her bedroom window. Her room was very cold. She got out of bed and looked out the window. Everything was covered in white. Snow was falling. It didn't snow very often. There would be no school today. Sarah rushed outside. She didn't notice the cold on her feet. She ran around and around in circles. Bessie her dog joined in the fun. She barked and jumped, trying to lick Sarah's face. "Sarah! What are you doing?" It was her mother. She was laughing. "Come inside. I will find something warm for you to wear." Sarah sat in front of the fire warming her toes and planning how she was going to make the biggest snowman ever.

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 : "Snow Day"

Level 0

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. When Sarah woke up something was different <input type="checkbox"/>	1. What was the first thing Sarah noticed when she woke up ? <input type="checkbox"/>
2. There was a funny light coming in her bedroom window <input type="checkbox"/>	2. What was coming in her bedroom window? <input type="checkbox"/>
3. Her room was very cold <input type="checkbox"/>	3. What was it like in her room ? (What was the temperature) <input type="checkbox"/>
4. She got out of bed and looked out the window <input type="checkbox"/>	4. What was the first thing Sarah did ? <input type="checkbox"/>
5. Everything was covered in white <input type="checkbox"/>	5. What did she see when she looked out the window ? <input type="checkbox"/>
6. Snow was falling <input type="checkbox"/>	6. What was happening outside ? <input type="checkbox"/>
7. It didn't snow very often <input type="checkbox"/>	7. What does the story tell you about snow falling where Sarah lived ? <input type="checkbox"/>
8. There would be no school today <input type="checkbox"/>	8. What would happen that day because it was snowing ? <input type="checkbox"/>
9. Sarah rushed outside <input type="checkbox"/>	9. What did Sarah do after she looked out the window? <input type="checkbox"/>
10. She didn't notice the cold on her feet <input type="checkbox"/>	10. What didn't she notice once she was outside in the snow ? <input type="checkbox"/>
11. She ran around and around in circles <input type="checkbox"/>	11. What did she do once she got outside ? <input type="checkbox"/>
12. Bessie her dog joined in the fun <input type="checkbox"/>	12. Who joined in ? <input type="checkbox"/>
13. She barked and jumped up trying to lick her face <input type="checkbox"/>	13. How did Bessie join in the fun? <input type="checkbox"/>
14. "Sarah! What are you doing?" It was her mother <input type="checkbox"/>	14. Someone called out to Sarah. Who was it and what did they say? <input type="checkbox"/>
15. She was laughing <input type="checkbox"/>	15. What did Sarah's mother think about what Sarah was doing ? <input type="checkbox"/>
16. "Come inside. I will find something warm for you to wear." <input type="checkbox"/>	16. What did Sarah's mother tell her to do ? What was she going to get her ? <input type="checkbox"/>
17. Sarah sat in front of the fire warming her toes <input type="checkbox"/>	17. What did Sarah do when she came inside ? <input type="checkbox"/>
18. And planning how she was going to make the biggest snowman ever <input type="checkbox"/>	18. What was Sarah planning to do (when she was sitting in front of the fire) ? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. Why would the snow mean that school would be closed ? *It was too cold in the classrooms. Children couldn't get to school etc*
20. Why would Sarah not notice the cold on her feet? *She was too excited*

COMPREHENSION
TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : The Big Game

Running words : 141

Reading Age : 6 - 7

Level 0

Analysis of uncorrected reading miscues
Circle cues used during miscue

It was Saturday and today was the big game. Brian wasn't feeling well. His head hurt and his throat was sore. He wasn't hungry but he knew he had to eat his breakfast or his mother would know something was wrong. She always made him go back to bed when he wasn't feeling well.

Down at the park his team was getting ready. Brian joined in. He didn't feel like running around but he did his best for the team. There were five minutes to go and no one had scored a goal. His head was spinning. His legs were very tired. Peter passed the ball to him in front of the goal. Somehow he got his foot in the way and the ball went into the goal. They had won.

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 : "The Big Game"

Level 0

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. It was Saturday <input type="checkbox"/>	1. What day was it ? <input type="checkbox"/>
2. Today was the big game <input type="checkbox"/>	2. What was special about this day ? <input type="checkbox"/>
3. Brian wasn't feeling well <input type="checkbox"/>	3. How was Brian feeling ? <input type="checkbox"/>
4. His head hurt and his throat was sore <input type="checkbox"/>	4. How did Brian know he wasn't well ? <input type="checkbox"/>
5. He wasn't hungry <input type="checkbox"/>	5. How did he feel about eating breakfast ? <input type="checkbox"/>
6. He had to eat his breakfast <input type="checkbox"/>	6. What did he have to do about his breakfast ? <input type="checkbox"/>
7. Or his mother would know there was something wrong <input type="checkbox"/>	7. What would happen if he didn't eat his breakfast ? <input type="checkbox"/>
8. She always made him go back to bed when he wasn't feeling well <input type="checkbox"/>	8. What did his mother make him do if he wasn't feeling well ? <input type="checkbox"/>
9. Down at the park his team was getting ready <input type="checkbox"/>	9. What was happening down at the park ? <input type="checkbox"/>
10. Brian joined in <input type="checkbox"/>	10. What did Brian do when he arrived at the park ? <input type="checkbox"/>
11. He didn't feel like running around but he did his best for the team <input type="checkbox"/>	11. How was Brian feeling about playing ? What did he do about that ? <input type="checkbox"/>
12. There were 5 minutes to go <input type="checkbox"/>	12. How long was there to go in the match ? <input type="checkbox"/>
13. No one had scored a goal <input type="checkbox"/>	13. With 5 minutes to go how many goals had been scored ? <input type="checkbox"/>
14. His head was spinning and his legs were tired <input type="checkbox"/>	14. With 5 minutes to go how was Brian feeling ? <input type="checkbox"/>
15. Peter passed the ball to him in front of the goal <input type="checkbox"/>	15. What did Peter do ? <input type="checkbox"/>
16. Somehow he got his foot in the way <input type="checkbox"/>	16. What did Brian do when Peter passed him the ball ? <input type="checkbox"/>
17. And the ball went into the goal <input type="checkbox"/>	17. Where did the ball go after it hit Brian's foot ? <input type="checkbox"/>
18. They had won <input type="checkbox"/>	18. Who won the game ? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. Why did Brian want to play the game ?
He didn't want to let his team down

20. Why was Brian's head spinning and his legs were tired?
He wasn't feeling well

COMPREHENSION
TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : A Clown called Smiler

Running words : 140

Reading Age : 7 - 8

Level 1

Analysis of uncorrected reading miscues
Circle cues *used* during miscue

On Rona's birthday, the postman brought her a parcel. It was from Rona's Nana. When Rona opened the parcel, she found a doll that was dressed like a clown. He wore red pants and a blue coat. He had a big smile on his face.

Rona called the clown "Smiler". She took him with her everywhere she went.

One day, Rona took him with her to the swings and seesaws. She gave him a ride. Then she put him down while she had her turn on the slide. After she had played on the slide, she went home with some other kids.

When she was going to bed that night, she looked for Smiler.

She always made him sit on a chair by her bed, so that she could see him when she woke in the morning.

Where was Smiler?

Instructional Level	97%	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
	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 : "A Clown called Smiler"

Level 1

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. On Rona's birthday <input type="checkbox"/>	1. What special day was it ? <input type="checkbox"/>
2. The postman brought her a parcel <input type="checkbox"/>	2. What did the postman bring Rona ? <input type="checkbox"/>
3. From her Nana <input type="checkbox"/>	3. Who sent the parcel ? <input type="checkbox"/>
4. It was a clown doll <input type="checkbox"/>	4. What was in the parcel ? <input type="checkbox"/>
5. He wore red pants <input type="checkbox"/>	5. What was the clown wearing ? <input type="checkbox"/>
6. And a blue coat <input type="checkbox"/>	6. What else ? <input type="checkbox"/>
7. He had a big smile on his face <input type="checkbox"/>	7. What did the clown have on his face ? <input type="checkbox"/>
8. Rona called him Smiler <input type="checkbox"/>	8. What did Rona call the clown ? <input type="checkbox"/>
9. She took him everywhere she went <input type="checkbox"/>	9. What did Rona do with the clown ? <input type="checkbox"/>
10. She took him to the swings/seesaw <input type="checkbox"/>	10. Where did she go with the clown ? <input type="checkbox"/>
11. She gave him a ride <input type="checkbox"/>	11. What did she do with the clown at the playground ? <input type="checkbox"/>
12. She put him down <input type="checkbox"/>	12. What did Rona do after she had given the clown a ride ? <input type="checkbox"/>
13. While she had a turn on the slide <input type="checkbox"/>	13. Why did she put Smiler down ? <input type="checkbox"/>
14. She went home with some other kids <input type="checkbox"/>	14. What did Rona do after she had played on the slide ? <input type="checkbox"/>
15. At bedtime she looked for Smiler <input type="checkbox"/>	15. When did Rona notice that Smiler was missing ? <input type="checkbox"/>
16. She always put him on a chair by the bed <input type="checkbox"/>	16. Where did Rona usually put Smiler at bedtime ? <input type="checkbox"/>
17. So she could see him when she woke <input type="checkbox"/>	17. Why did she put Smiler on the chair by her bed ? <input type="checkbox"/>
18. In the morning <input type="checkbox"/>	18. When did she want to be able to see Smiler ? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. What had happened to Smiler ?
She had left him at the playground.

20. Why did Rona leave Smiler at the playground ?
She was having fun and forgot about him.

COMPREHENSION

TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : The Wet Teddy Bear

Running words : 142

Reading Age : 7 - 8

Level 1

Analysis of uncorrected reading miscues
Circle cues used during miscue

Did you hear what happened to the blue teddy bear when he was left outside all night? He lost his voice. The children found him out in the rain. They squeezed him, but not a sound came out of him. Then they had to go to school and leave him.

Mrs Bear didn't know what to do. She decided to take Teddy to Doctor Koala Bear, who sat in the corner of the play room.

Doctor Koala Bear was so old that he was bald. He wore dark glasses on his nose and a red ribbon round his neck.

Mrs Bear said, "The children left my little boy out in the rain last night. He got soaking wet. Now he has lost his voice."

Doctor Koala said to Teddy, "Say AA-H."

The little bear opened his mouth wide but no sound came.

97%
Instructional Level

1.	M	V	S
2.	M	V	S
3.	M	V	S
4.	M	V	S
5.	M	V	S
6.	M	V	S
7.	M	V	S
8.	M	V	S
9.	M	V	S
10.	M	V	S
11.	M	V	S
12.	M	V	S
13.	M	V	S
14.	M	V	S
15.	M	V	S
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 Wet Teddy Bear"

Level 1

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. The blue teddy bear <input type="checkbox"/>	1. Who was the story about? <input type="checkbox"/>
2. Was left outside all night <input type="checkbox"/>	2. What happened to the blue teddy bear? <input type="checkbox"/>
3. He lost his voice <input type="checkbox"/>	3. What else had happened as a result? <input type="checkbox"/>
4. The children found him in the rain <input type="checkbox"/>	4. Who found him and where was he? <input type="checkbox"/>
5. They squeezed him <input type="checkbox"/>	5. What did they do to him? <input type="checkbox"/>
6. No sound came out of him <input type="checkbox"/>	6. What happened when they squeezed him? <input type="checkbox"/>
7. They had to go to school <input type="checkbox"/>	7. Where did the children have to go? <input type="checkbox"/>
8. And leave him <input type="checkbox"/>	8. What did they do with the blue teddy bear? <input type="checkbox"/>
9. Mrs Bear didn't know what to do <input type="checkbox"/>	9. What did Mrs Bear think when she found him? <input type="checkbox"/>
10. She took him to see Dr Koala Bear <input type="checkbox"/>	10. What did she decide to do? <input type="checkbox"/>
11. Who sat in the corner of the playroom <input type="checkbox"/>	11. Where was Dr Koala Bear? <input type="checkbox"/>
12. Dr Koala Bear was so old he was bald <input type="checkbox"/>	12. Describe Dr Koala Bear <input type="checkbox"/>
13. He wore dark glasses on his nose <input type="checkbox"/>	13. What else can you remember about Dr Koala Bear? <input type="checkbox"/>
14. And a red ribbon around his neck <input type="checkbox"/>	14. What else can you remember about Dr Koala Bear? <input type="checkbox"/>
15. Mrs Bear told him what had happened <input type="checkbox"/>	15. What did Mrs Bear tell Dr Koala Bear? <input type="checkbox"/>
16. Dr Koala Bear said..."Say AA-H" <input type="checkbox"/>	16. What did Dr Koala Bear ask Teddy to do? <input type="checkbox"/>
17. The little bear opened his mouth wide <input type="checkbox"/>	17. What did the blue teddy bear do? <input type="checkbox"/>
18. No sound came out <input type="checkbox"/>	18. What happened when Teddy opened his mouth? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Why couldn't Teddy make a sound?
Water was in his voice box.

20. Is this a true story? How do you know?
No. Teddy bears can't talk.

COMPREHENSION
TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : Baby Tom

Running words : 185

Reading Age : 8 - 8½

Level 2

“We’re going to the supermarket,” said Mum. “I want to buy a cake for tea.” We took the baby to the supermarket.

Mum put him in a trolley. “You look after Tom,” she said. “I’ll find the cake and some other things.”

Tom liked being in a trolley. “Goo!” he called, and waved to the supermarket man. The man was too busy sweeping the floor to wave back.

Then I saw my friend Sharon. “Hello Sharon,” I said.

I left the trolley and went to talk to her. There was a big noise. Baby Tom had thrown a tin of jam on the floor. The man looked angry.

“Push Tom away from those tins,” said Sharon. I pushed him to the other side. Then I bent down to pick up the tin of jam that Tom had thrown. There was a loud noise. Tom had pulled out a packet of cornflakes, and all the rest had fallen onto the floor. The man came running, and Sharon went away. I began to pick up packets of cornflakes.

“Get that baby out of here!” said the man.

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 : "Baby Tom"

Level 2

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. The storyteller, mother and baby <input type="checkbox"/>	1. Who were the three people at the beginning of the story? <input type="checkbox"/>
2. Went to the supermarket <input type="checkbox"/>	2. Where did they go shopping? <input type="checkbox"/>
3. To buy a cake for tea <input type="checkbox"/>	3. What did they go to the supermarket for? <input type="checkbox"/>
4. Mum put baby Tom in a trolley <input type="checkbox"/>	4. Where did they put baby Tom? <input type="checkbox"/>
5. Girl (or boy) had to look after Tom while mum did the shopping <input type="checkbox"/>	5. Who looked after Tom in the supermarket? What did Mum do? <input type="checkbox"/>
6. Tom liked being in the trolley <input type="checkbox"/>	6. What did Tom think about being put in the trolley? <input type="checkbox"/>
7. Tom waved to the supermarket man <input type="checkbox"/>	7. Who did Tom wave to? <input type="checkbox"/>
8. The man was too busy sweeping the floor to wave back <input type="checkbox"/>	8. How did the supermarket man react to Tom's wave? <input type="checkbox"/>
9. The storyteller left the trolley to talk to her/his friend Sharon <input type="checkbox"/>	9. What did the storyteller do while she/he was waiting? <input type="checkbox"/>
10. There was a big noise <input type="checkbox"/>	10. What happened while she/he was talking to Sharon? <input type="checkbox"/>
11. Tom had thrown a tin of jam on the floor <input type="checkbox"/>	11. What had caused the big noise? <input type="checkbox"/>
12. The storyteller pushed Tom away from the tins to the other side (of the aisle) <input type="checkbox"/>	12. What did the storyteller do when Tom threw the tin of jam on the floor? <input type="checkbox"/>
13. The storyteller bent down to pick up the tin of jam <input type="checkbox"/>	13. What else did the storyteller do? <input type="checkbox"/>
14. There was a loud noise <input type="checkbox"/>	14. What happened next? <input type="checkbox"/>
15. Tom had pulled out a packet of cornflakes <input type="checkbox"/>	15. What had Tom done now? <input type="checkbox"/>
16. And all the rest had fallen on the floor <input type="checkbox"/>	16. What happened when Tom pulled out a packet of cornflakes? <input type="checkbox"/>
17. The supermarket man ran over <input type="checkbox"/>	17. How did the supermarket man react to this problem? <input type="checkbox"/>
18. The man told the storyteller to get the baby out of the supermarket <input type="checkbox"/>	18. What did the man say to them? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. Why did Sharon walk away?
She didn't want to get into trouble.

20. Why was the supermarket man angry?
Because he was busy and Tom was making more work.

COMPREHENSION
TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : The Climber

Running words : 194

Reading Age : 8 - 8½

Level 2

Lucy liked climbing. When she was two, she climbed up the shelves in the kitchen cupboard. She was after the jar of lollies at the top. When she was three, she climbed the pine tree to see if the blackbird had laid any eggs yet.

When she was four, she climbed onto the roof and looked down the chimney. It was Christmas time, and she wanted to know if Santa had come yet.

The day Lucy turned five, she started school. She liked the look of the school roof. It was much higher than her own roof at home. There was a trellis for the roses that reached right up to it. One day, Lucy climbed the trellis and hauled herself up onto the roof. She'd never been so high before! She could even see the traffic on the main road. Suddenly she heard children shouting in the playground. "Lucy's on the roof!" they shouted.

Her teacher came out. He looked worried.

"Sit down! Keep still Lucy!" he called to her.

Lucy sat down and the teacher made off towards the office.

After a few minutes, Lucy heard a siren in the distance.

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
94%	11.	M	V	S
	12.	M	V	S
	13.	M	V	S
	14.	M	V	S
	15.	M	V	S
	16.	M	V	S
	17.	M	V	S
	18.	M	V	S
	19.	M	V	S
	20.	M	V	S

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 Climber"

Level 2

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. Lucy liked climbing
2. When she was two, she climbed up the shelves in the kitchen cupboard
3. After the jar of lollies at the top
4. When she was three, she climbed the pine tree
5. To see if the blackbird had laid her eggs
6. When she was four she climbed onto the roof
7. To look down the chimney to see if Santa had come yet
8. Lucy started school the day she turned five
9. She liked the look of the school roof
10. It was higher than her one at home
11. There was a trellis for the roses that reached up to the school roof
12. One day she climbed the trellis and got onto the roof
13. She had never been so high before
14. She could see the traffic on the main road
15. The children started shouting out "Lucy's on the roof"
16. Her teacher came out He looked worried
17. He told her to sit down and keep still
18. The teacher went off towards the office

1. What did Lucy like doing?
2. What did she climb when she was two?
3. What was she after?
4. What did she climb when she was three?
5. What was she trying to find out?
6. What did she climb when she was four?
7. What was she trying to see?
8. What happened when she turned five?
9. What did she like about the school?
10. What did she notice about the school roof?
11. What was there that reached up to the school roof?
12. How did she get onto the roof of the school?
13. What did she notice about being up on the school roof?
14. What could she see?
15. What happened when the other children saw her up there?
16. Who came out to see what was going on? What did he think when he saw Lucy?
17. What did her teacher tell her to do?
18. Where did her teacher go?

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Why did the teacher look worried?
He thought she might slip and fall.
20. Who did the teacher call to come and help?
The fire brigade - siren in the distance.

COMPREHENSION

TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : The School Fair

Running words : 218

Reading Age : 8½ - 9

Level 3

Danny and Michael had to bring something for the school fair.

Anything – sweets, plants from the garden, maybe a pair of shoes that were too small, some books, or a cake.

They asked their mother to bake a cake for the fair, but she hated baking and said no. Michael said, “Can I look in the plastic bag where you put all the things you don’t want any more?” His mother said yes.

Michael found a red scarf, a green and white tablecloth, and some material with a black pattern all over it. “That’ll do me,” he thought.

He showed his mother and she said it was all right to take them to school for the fair. So Michael did. But Danny didn’t have anything to take. The next day he came home from school with a cardboard pattern for a big floppy clown.

“Will you make one for me?” he asked. “I’ll help.”

“All right,” said his mother. They found an old pink silky dress, an old white pillowcase, some brown wool, and Dad’s old blue jeans. They put the pattern on the pillow case and cut out the shape of the clown – his arms, long legs, head, and body. Mum sewed him together. Then Danny stuffed his body and head with old pantyhose and socks.

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 : "The School Fair"

Level 3

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. Danny and Michael had to bring something for the school fair <input type="checkbox"/>	1. What did Michael and Danny have to do? <input type="checkbox"/>
2. It could be anything...name 2 examples <input type="checkbox"/>	2. What were some of the things there were told they could bring? <input type="checkbox"/>
3. The boys asked their mum to bake a cake <input type="checkbox"/>	3. What did they ask their mum to do? <input type="checkbox"/>
4. She hated baking and said no <input type="checkbox"/>	4. What was her response? Why? <input type="checkbox"/>
5. Michael asked if he could look in the plastic bag <input type="checkbox"/>	5. Where did Michael want to look for things he could take to the fair? <input type="checkbox"/>
6. Where mum kept things she didn't want anymore <input type="checkbox"/>	6. What did Mum use the plastic bag that he wanted to look in, for? <input type="checkbox"/>
7. He found a red scarf <input type="checkbox"/>	7. What were the three things that Michael found? <input type="checkbox"/>
8. A green and white tablecloth <input type="checkbox"/>	8. Can you think of anything else? <input type="checkbox"/>
9. Some material with a black pattern all over it <input type="checkbox"/>	9. Can you think of anything else? <input type="checkbox"/>
10. Mum said he could take them to school <input type="checkbox"/>	10. What did Mum say he could do with the things he had found? <input type="checkbox"/>
11. Danny didn't have anything <input type="checkbox"/>	11. What did Danny have to take to the fair? <input type="checkbox"/>
12. Danny brought home a cardboard pattern for a floppy clown the next day <input type="checkbox"/>	12. What did Danny bring home from school the next day? <input type="checkbox"/>
13. He asked Mum if she would make a clown and he would help <input type="checkbox"/>	13. What did Danny want to do with the pattern? <input type="checkbox"/>
14. They found an old pink silky dress and an old white pillow case <input type="checkbox"/>	14. What things did they find to make the clown? <input type="checkbox"/>
15. Some brown wool and Dad's old jeans <input type="checkbox"/>	15. Can you think of anything else? <input type="checkbox"/>
16. They put the pattern on the pillow case and cut out the shape of the clown <input type="checkbox"/>	16. What was the first thing they had to do to make the clown? <input type="checkbox"/>
17. Mum sewed the clown together <input type="checkbox"/>	17. What did Mum do after they had cut out the shape? <input type="checkbox"/>
18. Danny stuffed the body and head with old pantyhose and socks <input type="checkbox"/>	18. What did Danny do to finish it off? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. Why did the boys have to take things to school for the school fair? *To raise money for the school.*
20. Why did Mum keep things she didn't want, in a plastic bag? *They might be useful sometime.*

COMPREHENSION
TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : The Big Wave

Running words : 198

Reading Age : 8½ - 9

Level 3

“A big wave is expected to hit the coast of New Zealand later today.”

That’s what I heard when Gran switched on the radio at breakfast time.

An earthquake in South America had started it off, and now it was coming right across the Pacific Ocean.

Gran was delighted. She loved disasters.

“I remember when I was a girl, there was a wave like this,” she told me. “It smashed the bridge over the harbour.”

After breakfast, Gran took me into town. Everybody was talking about the big wave. The shop people were all busy putting the goods on the bottom shelves up to the top shelves.

At the fruit shop, Gran asked Mr Chan if he thought there was any danger.

“Go home lady just to be safe, and take the lovely child with you,” he said in his polite way. Out in the street, everyone seemed to be hurrying in the same direction. They were not going home.

Gran kept asking people where they were hurrying off to.

“Up the hill, to get a good place to see the wave,” one woman said.

“Good idea,” said Gran. She took me by the hand. “Come with me.”

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
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 Big Wave"

Level 3

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. A big wave was expected to hit NZ
2. Later that day
3. That's what it said on the radio at breakfast
4. The wave had been started by an earthquake
5. In South America
6. Now it was coming across the Pacific Ocean
7. Gran was delighted
8. She loved disasters
9. She remembered when she was a girl
10. A wave smashing the harbour bridge
11. After breakfast Gran and the storyteller went to town
12. Everybody was talking about the big wave
13. The shop people were putting their goods on the top shelves
14. Mr Chan (the fruit shopkeeper) thought Gran and the storyteller should go home
15. In the street, everybody was going up the hill
16. To get a good place to see the wave
17. Gran thought it was a good idea
18. Gran took the storyteller's hand and set off

1. What was the news that they heard?
2. When was the wave expected to hit?
3. How did they find out about this wave?
4. What had caused this wave?
5. Where had the earthquake occurred?
6. What was the wave doing now?
7. How did Gran react to the news?
8. Why was she delighted by the news?
9. Gran remembered something from the past. How old was she when it happened?
10. What was it that happened when she was a girl?
11. What did Gran and the storyteller do after breakfast?
12. What was everybody in the town doing?
13. What were the shop people doing?
14. Who was Mr Chan? What advice did Mr Chan give?
15. Where were people in the street going?
16. Why were they going up the hill?
17. What did Gran think about everybody going up the hill?
18. What did Gran decide to do?

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Why were the shopkeepers putting their goods on the top shelves? *In case there was a flood.*
20. Why didn't Gran do what Mr Chan suggested? *Gran loved disasters. She wanted to see the wave.*

COMPREHENSION
TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : Jam Sandwiches

Running words : 250

Reading Age : 9 - 10

Level 4

During my childhood, we owned a farm. It wasn't much of a farm – fifty hectares of hills, covered with gorse and blackberry. But the farm backed on to bigger, bush-covered hills. To us kids, it was paradise. We liked nothing better than to get out for a day in the bush.

One fine Saturday, my friend Harry came over with his younger brother, Jimmy. We were going exploring in the bush. Mum made us some jam sandwiches for lunch, and I put them in a sugar bag. I took some twine and tied it around the sugar bag, so I could sling it over my shoulders like a pack. By lunchtime, we had crossed a couple of ridges and got down into the creek bed. Just as we were about to eat our lunch, Harry said, "I smell goats." I didn't take much notice, because Harry was always saying things like that, pretending he knew a lot more than me about the bush.

But then Jimmy said, "Up there, on top of the bank!"

There, looking at us, was the biggest, fiercest, smelliest billy goat I had ever seen in my life. His horns curved back over his head and ended in sharp tips; his beard seemed to go to his chest.

At first, we wanted to run away, but we couldn't run with Jimmy – he was too small and would keep falling over. So we sat there and looked at the goat, who looked back at us. Nobody moved.

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
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

97%

Instructional Level

94%

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 : "Jam Sandwiches"

Level 4

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. The storyteller lived on a farm as a child <input type="checkbox"/>	1. Where did the storyteller use to live? When in his lifetime did this story take place? <input type="checkbox"/>
2. The farm was 50 hectares of hills covered in gorse and blackberry <input type="checkbox"/>	2. Describe the farm <input type="checkbox"/>
3. The farm backed onto bigger, bush covered hills <input type="checkbox"/>	3. What backed onto the farm? <input type="checkbox"/>
4. The kids liked to spend a day in the bush at the back of the farm <input type="checkbox"/>	4. What did the boys like doing better than anything else? <input type="checkbox"/>
5. One Saturday, the storyteller, his friend Harry, and Jimmy (Harry's little brother) <input type="checkbox"/>	5. Who was involved in the expedition? <input type="checkbox"/>
6. Went exploring in the bush <input type="checkbox"/>	6. What were they going to do on Saturday? <input type="checkbox"/>
7. Mum made them some jam sandwiches <input type="checkbox"/>	7. What did the storyteller have for his lunch? Who made the sandwiches? <input type="checkbox"/>
8. The storyteller put the sandwiches in a sugar sack <input type="checkbox"/>	8. What did the storyteller put his lunch in? <input type="checkbox"/>
9. And used some twine to make the sugar sack into a pack <input type="checkbox"/>	9. How did he carry his lunch? <input type="checkbox"/>
10. The boys stopped to eat lunch in a creek bed <input type="checkbox"/>	10. Where did they stop for lunch? <input type="checkbox"/>
11. Harry said he smelt goats <input type="checkbox"/>	11. What happened when they were just about to eat their lunch? <input type="checkbox"/>
12. The storyteller didn't take much notice <input type="checkbox"/>	12. How did the storyteller react to Harry saying that he smelt goats? <input type="checkbox"/>
13. Harry was always pretending to know more than the others about the bush <input type="checkbox"/>	13. Why didn't he take much notice of Harry? <input type="checkbox"/>
14. On the top of the bank was a big, fierce, smelly goat <input type="checkbox"/>	14. What did they see on top of the bank? <input type="checkbox"/>
15. It had horns curved back over it's head ending in sharp tips <input type="checkbox"/>	15. Describe the goat. <input type="checkbox"/>
16. And a long beard that seemed to go to it's chest <input type="checkbox"/>	16. What else can you remember about the goat? <input type="checkbox"/>
17. The boys wanted to run away <input type="checkbox"/>	17. What did the boys want to do when they saw the goat? <input type="checkbox"/>
18. They couldn't because Jimmy was too small and would keep falling over <input type="checkbox"/>	18. Why couldn't the boys run away from the goat? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. Was the farm they lived on very good?
It wasn't much of a farm but the kids loved it.

20. Why was Harry always pretending he knew lots about the bush?
He was trying to impress everyone.

COMPREHENSION
TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : Tama's Birthday Watch

Running words : 218

Reading Age : 9 - 10

Level 4

Last year, my little brother Tama got a watch for his birthday. Mum and Dad gave it to him – a Japanese watch with a black nylon strap and a big shiny silver face. It was the sort you could wear under water.

Tama wore it all the time when we went to stay with Nana for the Christmas holidays. We had heaps of fun at Nana's. A TV crew was making a film about the day when a famous missionary landed, and there was this old-time sailing ship anchored in the bay.

They had built a Maori village, and three big canoes lay on the beach. Tama and I played around the set every day, watching them make the film. Nana and all her neighbours were in it.

One day, the director asked Nana if we could be "extras" too. Just olden-day kids, splashing about in the water as the famous missionary landed.

"But no togs!" the director demanded. "This film has got to look like a real day in 1820."

That upset Nana. (wore a feather cloak for her part.)

It didn't worry us. "We'll stay in the water up to our middles, Nana."

We made Nana give in.

After a whole morning of learning what we had to do, the final shooting began.

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
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

97%
Instructional Level

94%

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 : "Tama's Birthday Watch"

Level 4

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. Tama got a watch for his birthday <input type="checkbox"/>	1. What did Tama get for his birthday? <input type="checkbox"/>
2. It was Japanese with a black nylon strap <input type="checkbox"/>	2. Describe Tama's watch <input type="checkbox"/>
3. It had a shiny silver face and could be worn underwater <input type="checkbox"/>	3. What else can you remember about the watch? <input type="checkbox"/>
4. Tama wore it all the time <input type="checkbox"/>	4. What did Tama think of his watch? <input type="checkbox"/>
5. They were at Nana's for the Christmas holidays <input type="checkbox"/>	5. Where were the children staying? <input type="checkbox"/>
6. A TV crew was making a movie <input type="checkbox"/>	6. What was happening at Nana's while they were there? <input type="checkbox"/>
7. About the day a famous missionary landed <input type="checkbox"/>	7. What was the film about? <input type="checkbox"/>
8. There was an old-time sailing ship anchored in the bay <input type="checkbox"/>	8. What were the special things (props) the TV crew had for the film? <input type="checkbox"/>
9. They had built a maori village <input type="checkbox"/>	9. Can you remember anything else? <input type="checkbox"/>
10. Three big canoes lay on the beach <input type="checkbox"/>	10. Can you remember anything else? <input type="checkbox"/>
11. Tama and the storyteller played around the set every day <input type="checkbox"/>	11. What did Tama and the storyteller do every day? <input type="checkbox"/>
12. Nana and all her neighbours were in the film <input type="checkbox"/>	12. Who were the actors in the film that the children knew? <input type="checkbox"/>
13. One day the director asked Nana if the children could be extras <input type="checkbox"/>	13. What did the director ask Nana permission for? <input type="checkbox"/>
14. They had to splash in the water with no togs on <input type="checkbox"/>	14. What would the children have to do as extras? <input type="checkbox"/>
15. Nana was upset It didn't worry the children <input type="checkbox"/>	15. How did Nana and the children feel about being extras? <input type="checkbox"/>
16. They were going to stay in the water up to their middles <input type="checkbox"/>	16. What were the children going to do so that it didn't matter that they had no togs on? <input type="checkbox"/>
17. The children made Nana give in <input type="checkbox"/>	17. What did the children make Nana do? <input type="checkbox"/>
18. They spent the morning learning what to do <input type="checkbox"/>	18. How long did they have to practice for? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. What are "extras"?
Extra people in the film to make up the crowd scenes etc.

20. Why did Nana get upset?
She didn't think it was right for the children to take off their clothes for the film.

COMPREHENSION
TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title: The Sidecar

Running words: 239

Reading Age: 10-11

Level 5

Mr Reid our neighbour, had a powerful Harley Davidson motorbike. It was a lion of a machine! My mother caught me playing on it once and said I was never to do so again. But I sometimes slipped through the sliding door of Mr Reid's garage, sat astride the big machine and imagined myself speeding along at 150 kilometres an hour.

One such time I heard footsteps coming. Panic! The motorbike had a side-car attached. Quickly I slipped into it, pulled the cover over and crouched down.

The corner was lifted and a sack was flung in. Then the cover was fastened down and the engine started.

Off we went. It was dark and the noise was deafening. Going round corners threw me from side to side. I thought we were going to tip over. There were loud echoing noises as we crossed bridges and the noise of other vehicles boomed in as we passed them. Then we were bumping furiously along some rough road.

This was nothing like the motorbike ride I had imagined. I was not enjoying the experience at all. If only Mr Reid would stop. I would willingly face him and confess that I'd been playing with his Harley Davidson.

On and on we sped – around corners, over bridges, along rough roads.

I thought I would suffocate if it lasted much longer. Then we were slowing down. We stopped and I heard a gate open.

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
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

97%

Instructional Level

94%

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 Sidecar"

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. Mr Reid the storyteller's neighbour <input type="checkbox"/>	1. Who was Mr Reid? <input type="checkbox"/>
2. Had a Harley Davidson motorbike <input type="checkbox"/>	2. What did Mr Reid own? <input type="checkbox"/>
3. The storyteller's mother caught him playing on it <input type="checkbox"/>	3. What did the storyteller get caught doing? <input type="checkbox"/>
4. She said he was never to do it again <input type="checkbox"/>	4. What did his mother tell him after he got caught? <input type="checkbox"/>
5. But sometimes he would slip into Mr Reid's garage <input type="checkbox"/>	5. Did the storyteller obey his mother? What did he do? <input type="checkbox"/>
6. He imagined himself speeding along at 150km an hour <input type="checkbox"/>	6. What did the storyteller imagine himself doing? <input type="checkbox"/>
7. On one occasion the storyteller heard footsteps coming <input type="checkbox"/>	7. One day the storyteller was on the bike. What happened? <input type="checkbox"/>
8. The storyteller hid in the attached side-car <input type="checkbox"/>	8. What did the storyteller do when he heard the footsteps coming? <input type="checkbox"/>
9. Someone threw a sack into the sidecar <input type="checkbox"/>	9. What did the person who came into the garage do? <input type="checkbox"/>
10. Then they started the bike and took off <input type="checkbox"/>	10. What happened next? <input type="checkbox"/>
11. It was dark and the noise was deafening <input type="checkbox"/>	11. What was it like in the side-car? <input type="checkbox"/>
12. The storyteller got thrown from side to side going around corners <input type="checkbox"/>	12. What happened when the motorbike went around corners? <input type="checkbox"/>
13. There were loud echoing noises as they crossed a bridge <input type="checkbox"/>	13. What could the storyteller hear when they crossed bridges? <input type="checkbox"/>
14. Other vehicles boomed as they passed <input type="checkbox"/>	14. How did the storyteller know there were other vehicles on the road? <input type="checkbox"/>
15. Then they bumped furiously along some rough road <input type="checkbox"/>	15. What sort of road did they end up on? <input type="checkbox"/>
16. The storyteller wished Mr Reid would stop <input type="checkbox"/>	16. What did the storyteller want Mr Reid to do? <input type="checkbox"/>
17. He would willingly confess that he had been playing with his bike <input type="checkbox"/>	17. What was the storyteller prepared to do if Mr Reid would only stop? <input type="checkbox"/>
18. Finally they slowed down and stopped. The storyteller heard a gate open <input type="checkbox"/>	18. How did the ride end? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. What does "It was a lion of a machine" mean?
The bike was very powerful. It roared like a lion.

20. Why didn't the storyteller enjoy the ride?
He was scared. He couldn't see where he was going.

COMPREHENSION
TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : Rats

Running words : 248

Reading Age : 10-11

Level 5

We had rats in our attic. They scampered over the rafters, making little scratching noises. They gnawed at things, making little scraping noises.

And they leapt about, making scuttling, thumping noises.

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

"Derek you must do something about those rats," she said to Dad.

"You really must." "I will, dear, I will," Dad said. He shuddered a little, and continued reading his paper and eating his toast. Mum 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, 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 you?"

"They wouldn't bite me," I said.

"No!" Mum's finger waved my way. "You stay down from there! And tell Jeff and Sarah to stay down too. Understand?" I sighed. "Yes Mum," I said.

We were all silent. Dad frowned and concentrated on his paper. There was a pater-pater across the attic, right above us.

"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
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
	14.	M	V	S
	15.	M	V	S
	94%	16.	M	V
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%

Retelling
Pass 50%

Comprehension
Pass 75%

Comments about reading behaviour :

Recommended Instructional Reading Age :

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 <input type="checkbox"/>	1. What was the problem at the beginning of the story? <input type="checkbox"/>
2. They made all sorts of noises <input type="checkbox"/>	2. How could they tell there were rats? <input type="checkbox"/>
3. The storyteller didn't mind the rats <input type="checkbox"/>	3. Was the storyteller worried about having rats in the attic? <input type="checkbox"/>
4. The storyteller's Mum hated them <input type="checkbox"/>	4. What did the storyteller's mum think about having rats in the attic? <input type="checkbox"/>
5. Mum asked Dad to do something about the rats <input type="checkbox"/>	5. What was the first thing Mum did about the rats? <input type="checkbox"/>
6. Dad said he would <input type="checkbox"/>	6. What was Dad's response? <input type="checkbox"/>
7. But he kept on reading his paper and eating his toast <input type="checkbox"/>	7. What did Dad actually do? <input type="checkbox"/>
8. The storyteller wanted his mother to get some traps <input type="checkbox"/>	8. What did the storyteller suggest his mother should do about the rats? <input type="checkbox"/>
9. The storyteller was going to set them up in the attic <input type="checkbox"/>	9. What was the storyteller going to do with the traps? <input type="checkbox"/>
10. The storyteller thought it would be scary but fun <input type="checkbox"/>	10. How did the storyteller feel about setting the traps? <input type="checkbox"/>
11. Mum didn't want any of the kids going into the attic <input type="checkbox"/>	11. How did Mum feel about the storyteller's plan? <input type="checkbox"/>
12. Mum was worried that the kids might get bitten by the rats <input type="checkbox"/>	12. What was Mum worried about? <input type="checkbox"/>
13. The family heard the rats again <input type="checkbox"/>	13. What happened next that forced Mum into action? <input type="checkbox"/>
14. Mum had had enough <input type="checkbox"/>	14. Why did she decide to do something? <input type="checkbox"/>
15. Mum rang up a pest controller <input type="checkbox"/>	15. What did Mum do about the situation? <input type="checkbox"/>
16. That evening a strange man came to the door <input type="checkbox"/>	16. What happened that evening? <input type="checkbox"/>
17. He had wild black hair and a bushy beard <input type="checkbox"/>	17. Describe the man who came to their door? <input type="checkbox"/>
18. His eyes bulged and two of his teeth were missing <input type="checkbox"/>	18. What else can you remember about the man? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

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)

Name :

Date :

Age :

Title: Case of the Broken Window Running words: 304 Reading Age : 11-12 Level 6

Inspector Edwards, chief crime-solver with Central Police, had been hastily called to a house in the suburbs. Normally, he would never be called to anything less than a murder. But this was different. The house he had been called to was his own!

Mrs Edwards met him at the door. "I'm sorry to interrupt you in the middle of your work day John, but this is an emergency."

"Not a problem," said Inspector Edwards. "Things were quiet at Central, anyway. Now, tell me what's happened."

"Come with me," said Mrs Edwards. "I'll show you." She led the way into the lounge and without another word pointed to the ranch-slider door that opened onto the sundeck. Sharp-edged pieces of broken glass framed a huge hole in the middle of the door. Shattered fragments littered the deck and carpet.

"Hmm," murmured the inspector thoughtfully. "Who did it?"

"That's the problem," answered Mrs Edwards. "I suspected the children, but they all say it's not them, and they each have an alibi. I don't know how it happened."

Inspector Edwards reached into his jacket pocket for his notebook and pen.

"Tell me what you know," he said.

Mrs Edwards sat down in a comfortable chair and began her story. "It was just after half past three. I'd almost finished the vacuum cleaning when the power suddenly went off, so I phoned Martin next door to ask if he had power. He said he'd phoned the electricity company and they'd told him the power would be off for half an hour while the wires were checked. Then he asked me over for a cup of tea – he's got a gas stove. I was sitting down at Martin's kitchen table when I heard the crash.

I came running back to find this. Do you think someone tried to break in?"

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
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

97%

Instructional Level

94%

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 Case of the Broken Window"

Level 6

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. Inspector Edwards got a phone call <input type="checkbox"/>	1. What happened to start the story? <input type="checkbox"/>
2. To come to a house in the suburbs <input type="checkbox"/>	2. What did Inspector Edwards have to do? <input type="checkbox"/>
3. Normally he only answered murder calls <input type="checkbox"/>	3. What sort of cases did the inspector normally deal with? <input type="checkbox"/>
4. But this was his own home <input type="checkbox"/>	4. Why did he get involved with this case? <input type="checkbox"/>
5. His wife took him through to the lounge <input type="checkbox"/>	5. What did his wife do when he arrived? <input type="checkbox"/>
6. He saw a huge hole in the ranch-slider door <input type="checkbox"/>	6. What did he see in the lounge? <input type="checkbox"/>
7. He saw fragments of glass on the carpet and on the sundeck outside <input type="checkbox"/>	7. What else did he see? <input type="checkbox"/>
8. He asked his wife to tell him what she knew <input type="checkbox"/>	8. What did he ask his wife? <input type="checkbox"/>
9. His wife said she thought it might have been the children at first <input type="checkbox"/>	9. Who did she think had done it? <input type="checkbox"/>
10. But they all had an alibi <input type="checkbox"/>	10. Why couldn't it have been the children? <input type="checkbox"/>
11. She was vacuuming when the power went off <input type="checkbox"/>	11. What was the inspector's wife doing when the power went off? <input type="checkbox"/>
12. She rang her friend Martin next door to see if he had power <input type="checkbox"/>	12. What was the first thing she did when the power went off? <input type="checkbox"/>
13. Martin had phoned the electricity company <input type="checkbox"/>	13. What had Martin already done? <input type="checkbox"/>
14. The power was going to be off for $\frac{1}{2}$ an hour while the wires were checked <input type="checkbox"/>	14. What had Martin found out? <input type="checkbox"/>
15. Martin asked her over for a cup of tea <input type="checkbox"/>	15. What did Martin ask her to do? <input type="checkbox"/>
16. He had a gas stove <input type="checkbox"/>	16. How could Martin make her a cup of tea? <input type="checkbox"/>
17. She was sitting at Martin's kitchen table when she heard the crash <input type="checkbox"/>	17. What was she doing when she heard a crash? <input type="checkbox"/>
18. She came running back over and found the broken window <input type="checkbox"/>	18. What did she do when she heard the crash? What did she find? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. Why was he only called out to murder cases?
He was the chief crime solver-he handled the important cases.
20. Why did Mrs Edwards go next door for a cup of tea?
Something to do until the power came back on.

COMPREHENSION
TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : *Mayday*

Running words : 246

Reading Age : 11-12

Level 6

Ben waited until he was sure Mum and Nick were asleep. Then he bundled up his sleeping bag and crept downstairs. It was hard to move quietly through a strange place in the dark. He stubbed his toe on the edge of the hearth and gasped. The front door squeaked when he opened it, and he froze, listening carefully in case he had woken anyone.

Outside, he switched on his torch and made his way down the long drive to where the boat was parked at the back of the section. They'd had a great weekend sailing *Kestrel* on the lake, but now she was on her trailer behind their friend's house. With the rigging wires looping everywhere, climbing aboard was awkward. The boom now occupied the berth Ben had slept in. He found another and unrolled his sleeping bag onto it. Although he missed the sound of water lapping against the hull, it felt good to be on board *Kestrel* again. He wriggled into the sleeping bag, closed his eyes, and drifted into sleep.

It was still dark when Ben was woken by the movement of the boat. Outside, an engine rumbled softly. Footsteps crunched on the gravel. An unfamiliar voice hissed, "Hurry up! Get that thing on."
Suddenly the trailer, with Ben and the boat on it, was moving. As it turned out of the drive, Ben peeked out and saw that it was being towed by a ute. Someone was stealing the *Kestrel*.

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	
	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 : "Mayday"

Level 6

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. Ben waited until Mum and Nick were asleep then crept downstairs <input type="checkbox"/>	1. What did Ben wait for at the beginning of the story? <input type="checkbox"/>
2. He stubbed his toe on the hearth. The front door squeaked when he opened it <input type="checkbox"/>	2. How did Ben hurt himself? What happened when Ben opened the door? <input type="checkbox"/>
3. Ben stopped and listened carefully in case he had woken anyone <input type="checkbox"/>	3. Why did Ben stop before he went outside? <input type="checkbox"/>
4. Outside Ben switched on his torch <input type="checkbox"/>	4. What did Ben do once he got outside? <input type="checkbox"/>
5. Ben walked down the drive to where the boat was parked <input type="checkbox"/>	5. Where did Ben go once he was outside? <input type="checkbox"/>
6. He climbed aboard the boat <input type="checkbox"/>	6. What did Ben do when he got to the boat? <input type="checkbox"/>
7. All the rigging wires (gear/equipment) made getting on board awkward <input type="checkbox"/>	7. Why was it awkward (to get onto the boat)? <input type="checkbox"/>
8. Ben found a place to sleep and unrolled his sleeping bag <input type="checkbox"/>	8. What did Ben do when he got onto the boat? <input type="checkbox"/>
9. Ben missed the sound of water lapping against the boat <input type="checkbox"/>	9. What did Ben miss? <input type="checkbox"/>
10. It felt good to be back on board the boat <input type="checkbox"/>	10. How did Ben feel now he was back on board? <input type="checkbox"/>
11. Ben wriggled into his sleeping bag and drifted into sleep <input type="checkbox"/>	11. What did Ben do next? <input type="checkbox"/>
12. Ben was woken by the movement of the boat <input type="checkbox"/>	12. What woke Ben up? <input type="checkbox"/>
13. Outside an engine rumbled softly <input type="checkbox"/>	13. What were the three things Ben heard when he woke up? <input type="checkbox"/>
14. He heard footsteps crunch on the gravel <input type="checkbox"/>	14. <input type="checkbox"/>
15. He heard an unfamiliar voice <input type="checkbox"/>	15. <input type="checkbox"/>
16. Suddenly the trailer, boat and Ben were moving <input type="checkbox"/>	16. What started to happen to the boat? <input type="checkbox"/>
17. Ben peeked out and saw a ute towing the boat <input type="checkbox"/>	17. When Ben had a look, what did he see? <input type="checkbox"/>
18. Someone was stealing the boat <input type="checkbox"/>	18. What was happening? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Why was Ben sneaking out to sleep in the boat?
He missed being on the boat.

20. Why did Ben think the boat was being stolen?
The unfamiliar voice / It was the middle of the night etc.

COMPREHENSION

TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : Dead Rat Live on Stage

Running words : 298

Reading Age : 12-13

Level 7

The surgery appeared to have been a success. Barbie's new cyberleg was attached and fully functional. Lucy looked at it proudly. Creating a leg to replace the one her twin brother Mark had bitten off during one of his turns had taken her several weeks. In the room next door, a loud thumping noise started as Dead Rat finished their pizza break. Mark and a bunch of his friends who thought they could play the guitar were rehearsing. Lucy rolled her eyes heavenwards as Mark began to howl the lyrics to the group's latest composition. Was he really singing, "I gave you my heart and you fed it to a dog"? It was time she offered the group her writing skills.

"Hi Luce," Mark greeted her when she poked her head around the door.

"You won't believe this, but we've got a real gig to play at." "It's true," said Sjam, Dead Rat's drummer. "We're going to play at the school dance."

"Isn't your mother on the organising committee?" asked Lucy suspiciously.

"Yeah," admitted Sjam. "But that's got nothing to do with it."

"Hey, Luce, you're still going to the dance, aren't you?" asked Mark.

"Do they hand out free earplugs?" enquired Lucy. "Get real, Mark. Of course I'm not going to the dance if Dead Rat's playing." Mark handed the mike to Sjam and hustled Lucy out the door. "You have to come," he hissed when they were standing in the hallway. "I need you. The dance is on the twenty-first!" Lucy's jaw dropped. "The twenty-first! You can't go to the dance that night, Mark, not with your condition. The twenty-first is a full moon! If you turn into a wolf in the middle of the school hall, you'll get expelled! What would Mum and Dad say?"

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
17.	M	V	S
94% 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 : "Dead Rat Live on Stage"

Level 7

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. Barbie's new cyberleg was working well <input type="checkbox"/>	1. What was the surgery that Lucy had to do? <input type="checkbox"/>
2. Twin brother Mark had bitten it off <input type="checkbox"/>	2. What had happened to Barbie's leg? <input type="checkbox"/>
3. In the next room Dead Rat had just finished a pizza break <input type="checkbox"/>	3. What was happening in the room next door? <input type="checkbox"/>
4. Dead Rat were Mark and his friends who thought they could play the guitar <input type="checkbox"/>	4. Who were Dead Rat? <input type="checkbox"/>
5. The band were rehearsing <input type="checkbox"/>	5. What were they doing? <input type="checkbox"/>
6. Lucy thought their lyrics were useless <input type="checkbox"/>	6. What did Lucy think of their new song? <input type="checkbox"/>
7. Mark was singing "I gave you my heart and you fed it to a dog" <input type="checkbox"/>	7. What were the lyrics Mark was singing? <input type="checkbox"/>
8. Lucy thought she should offer to write lyrics for them <input type="checkbox"/>	8. How did Lucy think she could help? <input type="checkbox"/>
9. Dead Rat were going to play at the school dance <input type="checkbox"/>	9. What were Dead Rat excited about? <input type="checkbox"/>
10. Sjam's mother was on the organising committee <input type="checkbox"/>	10. What did Sjam's mother have to do with the dance? <input type="checkbox"/>
11. Lucy thought Sjam's mum had got them the gig <input type="checkbox"/>	11. Why was Lucy suspicious about them having a gig? <input type="checkbox"/>
12. Sjam said that his mum had nothing to do with it <input type="checkbox"/>	12. What did Sjam think about Lucy's suspicions? <input type="checkbox"/>
13. Mark wanted to know if Lucy was still going to the dance <input type="checkbox"/>	13. What was the question Mark asked Lucy? <input type="checkbox"/>
14. Lucy asked if they would be handing out free earplugs <input type="checkbox"/>	14. What did Lucy want to know about the dance? <input type="checkbox"/>
15. Then she said there would be no way she would go if Dead Rat were playing <input type="checkbox"/>	15. Was she going to go to the dance? Why not? <input type="checkbox"/>
16. Mark said she had to come because he needed her help <input type="checkbox"/>	16. Why did Mark want her to be there? <input type="checkbox"/>
17. The dance was on the 21st and it was going to be a full moon <input type="checkbox"/>	17. What night was the dance going to be on? <input type="checkbox"/>
18. If Mark turned into a wolf in the middle of the school hall he would get expelled <input type="checkbox"/>	18. What was likely to happen to Mark on this night? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. What was Mark's "condition"?
He was a werewolf.
20. Why had Mark bitten off Barbie's leg?
Mark had bitten it off when he was a werewolf.

COMPREHENSION
TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : Stagehand

Running words : 252

Reading Age : 12-13

Level 7

Our school, as its major event of the year, produced the musical, *The Wizard of Oz*. A cast of one hundred, a live orchestra, real props, costuming and make-up. I was keen to be involved, and auditioned for every part: Dorothy, Wizard, Tin Man, Lion, Scarecrow, Munchkin, Jitterbug, and Soldier – everything. Then the audition results were announced. I hadn't a major role. I hadn't a minor role. Not even a Munchkin. All I heard was, "Stacey Hedgeman – stagehand."

"Stagehand!" I thought, skulking out of the hall teary eyed. "How boring. I'm not doing that job." Rehearsals began. I would sit and listen outside the hall as the principal actors stumbled through their parts. I had a copy of the script and would read along with them. After three weeks, I knew the principals' parts better than they did. They may have used more expression, or sung the songs more sweetly, but they didn't know their speaking parts as well as I did. A few days later, Ms Shearn, the producer, approached me in the playground.

"I overheard you reciting the script the other day, Stacey. I thought you were very good." I looked at the ground and blushed.

"You know Stacey," she continued. "That stagehand's job is still open if you want it. Someone with your knowledge of the play would be really valuable. Think about it. We start full rehearsals next week. If you're interested, come along."

I saw her shadow move off, and I rolled a pebble with my toe.

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
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%

Retelling
Pass 50%

Comprehension
Pass 75%

Comments about reading behaviour :

Recommended Instructional Reading Age :

LITERAL COMPREHENSION : "Stagehand"

Level 7

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. The school produced the musical "The Wizard of Oz" <input type="checkbox"/>	1. What was the school's major event of the year? <input type="checkbox"/>
2. There was a cast of 100, a live orchestra <input type="checkbox"/>	2. What were the special things about this major event? <input type="checkbox"/>
3. There were real props, costuming, make-up <input type="checkbox"/>	3. Can you remember anything else? <input type="checkbox"/>
4. Stacey wanted to be in the play <input type="checkbox"/>	4. How did Stacey feel about the play? <input type="checkbox"/>
5. She auditioned for every part <input type="checkbox"/>	5. What did Stacey do to get in the play? <input type="checkbox"/>
6. She didn't get a part, but was asked to be the stagehand <input type="checkbox"/>	6. What happened? Did she get a part? <input type="checkbox"/>
7. She got upset - skulked out of the hall teary eyed <input type="checkbox"/>	7. How did Stacey feel about missing out? What did she do about it? <input type="checkbox"/>
8. Wasn't going to do it - thought it would be boring <input type="checkbox"/>	8. Was she going to take on the stagehand's job? Why not? <input type="checkbox"/>
9. She sat outside the hall during rehearsals <input type="checkbox"/>	9. Where did she sit during the rehearsals? <input type="checkbox"/>
10. And read the script along with the actors <input type="checkbox"/>	10. What did she do during rehearsals? <input type="checkbox"/>
11. After three weeks <input type="checkbox"/>	11. How long did she do this for? <input type="checkbox"/>
12. She knew the principal speaking parts better than the actors <input type="checkbox"/>	12. After that length of time, what had happened? <input type="checkbox"/>
13. Ms Shearn the producer came up to her in the playground <input type="checkbox"/>	13. What happened in the playground? <input type="checkbox"/>
14. She had overheard her reciting the script <input type="checkbox"/>	14. Why did Ms Shearn come up to her? <input type="checkbox"/>
15. Stacey looked at the ground and blushed <input type="checkbox"/>	15. What did Stacey do when Ms Shearn approached her? <input type="checkbox"/>
16. Ms Shearn offered her the stagehand's job again <input type="checkbox"/>	16. What did Ms Shearn offer her? <input type="checkbox"/>
17. She thought her knowledge of the play would be really valuable <input type="checkbox"/>	17. Why did Ms Shearn offer her the stagehand's job again? <input type="checkbox"/>
18. Stacey rolled a pebble with her toe as Ms Shearn moved off <input type="checkbox"/>	18. What did Stacey do as Ms Shearn walked away? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENCEAL COMPREHENSION

19. Why did she think being a stagehand would be boring? *She wanted an acting part.*

20. Why did she keep her head down when Ms Shearn approached her? *She was embarrassed / angry.*

COMPREHENSION
TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : Old Finchley

Running words : 299

Reading Age : 13-15

Level 8

I sometimes wonder if old Finchley has the right temperament to be a research scientist. He keeps asking when he'll be coming back. After all, it was his own fault. Nobody - but nobody - tries out concoctions on themselves any more. But Finchley, well, he must've pumped about a thousand cc's into himself before I noticed he was shrinking. Visibly. It was funny watching him, because his clothes didn't shrink. They simply bunched up around him so that he looked like a small boy in his father's clothes. Except he kept getting smaller and smaller. As Dawson and I watched him, he dwindled down to nothing. All we could see were Finchley's clothes on the floor. They looked so odd, because the lab coat was on top, shirt and trousers inside and, I suppose, underclothes inside again. It gave me an eerie feeling, and I think Dawson was a bit shaken, too.

Dawson was sitting at his bench in front of a microscope he'd been using to examine a culture smear of *Trypanosoma gambiense*. He sort of absently looked through the 'scope again and nearly passed out when he found old Finchley waving back from the other end. Seems Finchley had hitched a ride on a dust mote and landed on the *Trypanosoma* culture. Of course, we didn't know that then. We didn't know till Finchley told us later. But anyhow, as I said, Dawson nearly passed out. He jumped off his stool and pointed at the microscope, too shocked to speak. So I had a look myself - and there was old Finchley dancing up and down like a banshee.

I've always thought Finchley was skinny with his clothes on, but without his clothes - whew! He was scrawny; skin and bone and, dancing around like that, well he looked peculiar.

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
17.	M	V	S
94% 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 : "Old Finchley"

Level 8

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. The storyteller wondered if Finchley had the right temperament <input type="checkbox"/>	1. What did the storyteller think of Finchley? <input type="checkbox"/>
2. To be a research scientist <input type="checkbox"/>	2. What was Finchley's job? <input type="checkbox"/>
3. He had tried out one of his concoctions on himself <input type="checkbox"/>	3. What did Finchley do that was wrong? <input type="checkbox"/>
4. He pumped 1000cc's into himself <input type="checkbox"/>	4. How had he tried his concoction? <input type="checkbox"/>
5. It had made him shrink away to nothing <input type="checkbox"/>	5. What effect did the concoction have on Finchley? <input type="checkbox"/>
6. Finchley looked funny because his clothes didn't shrink <input type="checkbox"/>	6. What was funny about Finchley shrinking? <input type="checkbox"/>
7. There were just the clothes left in a pile the way he had been wearing them <input type="checkbox"/>	7. Why did his clothes look funny? <input type="checkbox"/>
8. After Finchley shrunk, Dawson was the first to see him <input type="checkbox"/>	8. Who saw Finchley first after he had shrunk? <input type="checkbox"/>
9. Dawson was looking through a microscope <input type="checkbox"/>	9. What was Dawson doing when he saw Finchley? <input type="checkbox"/>
10. He nearly passed out - he was too shocked to speak <input type="checkbox"/>	10. How did Dawson react when he saw Finchley? <input type="checkbox"/>
11. When he saw Finchley waving back at him <input type="checkbox"/>	11. What was Finchley doing? <input type="checkbox"/>
12. Finchley had hitched a ride on a dust mote <input type="checkbox"/>	12. How did Finchley get to where they saw him? <input type="checkbox"/>
13. And landed on the culture that Dawson was studying <input type="checkbox"/>	13. What had Finchley landed on? <input type="checkbox"/>
14. They didn't find that out until later <input type="checkbox"/>	14. When did they find out about Finchley's travels? <input type="checkbox"/>
15. The storyteller had a look through the microscope <input type="checkbox"/>	15. When did the storyteller see Finchley? <input type="checkbox"/>
16. He saw Finchley dancing up and down like a banshee <input type="checkbox"/>	16. What did the storyteller see Finchley doing? <input type="checkbox"/>
17. The storyteller had always thought that Finchley was skinny with his clothes on <input type="checkbox"/>	17. What did the storyteller think of Finchley's appearance before all this happened? <input type="checkbox"/>
18. Without his clothes on he was scrawny, just skin and bones <input type="checkbox"/>	18. How did Finchley look with his clothes off? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Why does the storyteller think that Finchley wasn't a good research scientist?
He tries things out on himself / He is too impatient.
20. Can you work out from the story if Finchley gets back to normal size?
It says "he keeps asking when he'll be coming back."

COMPREHENSION
TOTAL (PASS 75% = 15)

Name :

Date :

Age :

Title : **Jungle Brothers**

Running words : **287**

Reading Age : **13-15**

Level **8**

Cappy, Dirk Fallon's little Capuchin monkey, sat in the strange forest gazing mournfully at his motionless master. Exhausted by tropical fever, Dirk, a broad-shouldered young gold hunter, lay beside an animal trail that twisted here and there under the thick canopy of the Guatemalan rain forest. When the first hot dizziness warned him that he had been stricken with the dreaded jungle malady, he knew a weakening moment of terror at the thought of dying alone in the wilderness. Then he grew delirious, and finally he fell into the coma of crisis. Eventually, he would awaken clearheaded and free from fever, or he would slip into eternal slumber, reaching adventure's end there in the jungle – alone. And yet he was not alone, for Cappy sat on guard.

He crouched beside Dirk, bewildered by the strange unresponsiveness of the big, kind man-god, and fearful of the unseen menace that seemed to lurk everywhere in the dense bush.

This was the land of Cappy's ancestors, but the little grey monkey was seeing it for the first time. Before this, Dirk Fallon had done his exploring in more temperate regions, but stories of the gold to be found along the Guatemalan rivers had lured him to the tropics, and he had brought Cappy for company.

Now Cappy crouched miserably beside Dirk, well aware that something terrible had happened to his master. He knew too that darkness was creeping over the rain forest, and that the jungle life was awakening.

Instinctively he feared the night prowlers, most of them dangerous to little monkeys who foolishly stayed on the ground instead of taking to the trees. Yet he would not leave the man he adored, even though remaining might mean swift death.

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
17.	M	V	S
94% 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 : "Jungle Brothers"

Level 8

Section A : Retell

Section B : Questions to check Comprehension

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

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

1. Cappy, a little monkey <input type="checkbox"/>	1. Who was Cappy? <input type="checkbox"/>
2. Was sitting in a strange forest <input type="checkbox"/>	2. Where was Cappy? <input type="checkbox"/>
3. Looking sadly at his motionless master <input type="checkbox"/>	3. What was Cappy doing? <input type="checkbox"/>
4. His master had tropical fever <input type="checkbox"/>	4. What was wrong with Dirk Fallon, his master? <input type="checkbox"/>
5. Dirk had fallen into a coma <input type="checkbox"/>	5. What had happened to Dirk because of the tropical fever? <input type="checkbox"/>
6. From which he would either get better <input type="checkbox"/>	6. Once he had fallen into a coma, what were the two things that could happen to him? <input type="checkbox"/>
7. Or die <input type="checkbox"/>	7. <input type="checkbox"/>
8. Cappy sat on guard <input type="checkbox"/>	8. What did Cappy do next? <input type="checkbox"/>
9. He couldn't understand why his master wouldn't respond <input type="checkbox"/>	9. What was Cappy puzzled about? <input type="checkbox"/>
10. The jungle was where his ancestors came from <input type="checkbox"/>	10. What was special about this jungle for Cappy? <input type="checkbox"/>
11. It was the first time he had ever been here <input type="checkbox"/>	11. Had Cappy ever been here before? <input type="checkbox"/>
12. His master had come here to look for gold <input type="checkbox"/>	12. What had his master Dirk come here for? <input type="checkbox"/>
13. He had brought Cappy for company <input type="checkbox"/>	13. Why had Dirk brought Cappy with him? <input type="checkbox"/>
14. Cappy knew that something terrible had happened to his master <input type="checkbox"/>	14. What did Cappy think about his master lying on the jungle floor? <input type="checkbox"/>
15. He was worried about the night prowlers in the jungle <input type="checkbox"/>	15. What was in the jungle that Cappy was worried about? <input type="checkbox"/>
16. Cappy knew he should take to the trees <input type="checkbox"/>	16. What did Cappy know he should do? <input type="checkbox"/>
17. He couldn't leave his master <input type="checkbox"/>	17. Why didn't he get off the jungle floor? <input type="checkbox"/>
18. Even though it might mean swift death if he stayed <input type="checkbox"/>	18. What might happen to him if he stayed with his master? <input type="checkbox"/>

RETELL TOTAL
(PASS 50% = 9)

INFERENTIAL COMPREHENSION

19. Why wouldn't Cappy leave Dirk?
Dirk had brought him for company - they were very close.

20. How did Cappy know about the dangers of the forest when he had never been there before?
It was the land of his ancestors - instinct.

COMPREHENSION

TOTAL (PASS 75% = 15)

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