# INFORMAL PROSE INVENTORY 1



**Hilton Ayrey** 

## sample eBook

### **CONTENTS**

Introduction to this Resource
Administration of the Tests
Recording Miscues
Analysing Miscues
Sample Recording sheets
Student Scripts
Recording Sheets
Acknowledgements

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 - 81/2	13	35 + 36
		The Climber	8 - 81/2	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

<sup>\*</sup>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

<sup>\*\*</sup> 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-phonic) "Does the student use visual cues from the letters and shape of words?"

S = structure (syntax) "Is what the student read grammatically correct?" (See pages 4 and 5 for procedures on recording and analysing miscues)

#### RETELLING

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

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

#### COMPREHENSION

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

- 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. substitution e.q. seem text

same

- 2. Omission Put a dash above the omitted word he went for some lunch e.q. (or No Response)
- 3. Insertion Indicate where the insertion occurs and using a caret mark. jump and hop e.g. Write the insertion above the caret mark

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

Accuracy rate (%) = nos of words in the passage - nos of uncorrected miscues X 100 nos of words in the passage

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 NOTpart 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
- Self Corrections Write SC 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 <u>HAVE BEEN USED</u> 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 <u>at least</u> 50% visually correct then circle V

night That evening the boy went for a walk	<b>(() ( ()</b>	Meaning and syntax have been retained. No visual correlation.
brush I'm wearing shorts and a bush shirt	M (V) (S)	Visually more than 50%. Syntactically OK but the meaning has changed
cong-coc-tong Nobody tries out concoctions on themselves	M	Relying on visual cues. Nonsense word means meaning and syntax not being used
Not only was it bright purple	<b>(M)</b> V (5)	Meaning and syntax retained. Neglected cue was visual
Concentrate  No blade of grass grew in all it's concrete playground.	M	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: J	ohn Smith	Date: 22-4-2001	Ag	e : 1	yrs 41	mths	
Title: Rat	ts	Running words : 248	Readir	ig A	ge : 1	l0-1	1
We had rats	s in our attic. They s	scampered over the rafters, making			<b>reading</b> cle cues <b>us</b>	miscu	es
	I. noses 2.	gawed nawed at things, making little		1.	M	$\bigcirc$	<u>(S)</u>
3. scrapped		-		2. 3.	(W)	(v) (v)	<u>(5)</u> 5
scraping no noises.	ises. And they leap	t about, making scuttling, thumping		4.	(W)	$\frac{v}{v}$	(5)
4	·			5.	(M)	(v)	5
I dian't mind	d the rats, but mum	nated them.	97%	6.	W	V	<u>(5)</u>
"Derek you	must do something	about those rats," she said to Dad.  5. sh shudder	-	7.	M	V	<u>S</u>
"You really	must." "I will, dear	, I will," Dad said. He shuddered a	Instructional Leve	8. 9.	M (M)	(v) (v)	<u>(5)</u> 5
little, and co		s paper and eating his toast. Mum	ruc	10.	M	$\overline{(v)}$	(s)
7. signed	-	taps/SC	tio	11.	M	$\overline{(V)}$	5
signed. Sn	e knew Dad. Gets	some traps Mum," I said. "I'll set	nal	12.	M	(V)	(5)
	attic for you." I tho	ought of creeping across the attic,	Le	13.	Μ	V	5
8. touch a torch in c	ne hand and a trap	in the other. It would be scary.	<u>e</u>	14.	M	V	5
		•		15. 16.	M	V V	5
But it would	But it would be fun. Mum shook her head. "I'm not having any of 94%						5
you kids up		gone," she said. "What if one bit		17. 18.	M		5 5
you?" "Th	<ol> <li>bit ney wouldn't bite me</li> </ol>	e," I said. "No!" Mum's finger waved		19.	M	V	5
	say / SC	-		20.	М	٧	5
Illy way	rou stay down from	there! And tell Jeff and Sarah to		Analy	sis of se	e <i>lf corr</i> ues used	<i>ections</i> during
stay down t		I sighed. "Yes Mum," I said. We		1.	miscue	self	correction
were all sile		nd concentrated on his paper. There		2.	M(V)		)) V S ()) V S
was a patta	r patter cares the	attia right above us		3.	M V :		1 V S
was a patte	r-patter across the	attic, right above us.  II. cron-crontrol		4.	M V :	5 A	1 V S
"That does	it!" said Mum. " I'm	calling a pest controller."		5.	M V :	5 A	1 V S
And she we	ent to the phone. Ea	arly in the evening, a strange man		6.	M V :	5 A	1 V S
	·			7.	M V	S 1	1 V S
amved at t	ne door. He had wi	ld black hair and bushy beard. His		8.	M V		1 V S
eyes bulged	d, and two of his tee	eth were missing.		9.	M V		1 V S
		Ta		10.	M V :	۸ <u>ر</u>	1 V S
Accuracy Pass 97%	95.2%	use of cues : Meaning = 5712 (42%) Visual :	= 10/12 (83%)	Syn		12 (759	
Retelling Pass 50%	44%	Relying heavily on visual cues to decode unfamiliendings. Some awareness of text not making sento monitor own reading - Does that make sense	se (S/C rate) ? Does that so	. Need ound r	s to be ight?	encour	aged
Comprehen Pass 75%	sion 80%	Retelling superficial with poor sequence. Practise inferential comprehension in with small group dispersion of the Recommended Instructional Recomme	scussion.		10 -		

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.

		"Rats"	Level 5	
Sec	tion A : Retell		Section B : Questions to check Comprehension	
passa Numi	r initial reading by student, give them the opportunity to nge silently before attempting retelling. ber responses to indicate retelling sequence. e half if some details are left out.	reread the	After retelling, tick boxes in this section that have already been cover 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.	red by
1.	There were rats in the attic	_	What was the problem at the beginning of the story?	$\checkmark$
2.	They made all sorts of noises		2. How could they tell there were rats?	$\checkmark$
3.	The boy in the story didn't mind		3. Was the storyteller worried about having rats in the attic?	$\checkmark$
4.	His Mum hated them	< < >	4. What did the storyteller's mum think about having rats in the attic?	$\checkmark$
5.	His Mum asked Dad to do something about the rats	t <u></u>	5. What was the first thing she did about the rats?	$\checkmark$
6.	Dad said he would		6. What was Dad's response?	ightharpoons
7.	But he kept on reading his paper and eatir his toast	ng	7. What did Dad actually do?	$\times$
8.	The boy wanted his mother to get some tr	raps 2	8. What did the storyteller suggest his mother should do?	$\checkmark$
9.	He was going to set them up in the attic	✓ 3	<ol><li>What was the storyteller going to do with the traps?</li></ol>	$\checkmark$
10.	He thought it would be scary but fun		10. How did the storyteller feel about setting the traps?	$\checkmark$
11.	Mum didn't want any of the kids going into the attic	4	11. How did the storyteller's mother feel about his plan?	
12.	She was worried that they might get bitte by the rats	en _	12. What was the storyteller's mum worried about?	$\checkmark$
13.	The family heard the rats again		13. What happened next that forced Mum into action?	X
14.	Mum had had enough	7	14. Why did she decide to do something?	<u>/</u>
15.	Mum rang up a pest controller		15. What did Mum do about the situation?	$\checkmark$
16.	That evening a strange man came to the d	oor 8	16. What happened that evening?	<u> </u>
17.	He had wild black hair and a bushy beard		17. Describe the man who came to their door?	$\checkmark$
18.	His eyes bulged and 2 of his teeth were missing		18. What else can you remember about the man?	
	ETELL TOTAL 8/18 =	44%	INFERENTIAL COMPREHENSION  19. Why did Mum call the pest controller  She was frustrated with Dad. Didn't think he would do anything.	X
			20. Why didn't Dad do something about the rats?  He shuddered at the thought. He didn't like rats.	$\times$
			COMPREHENSION TOTAL (PASS 75% = 15)	30%

## **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. Murn 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?"

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!" Lthought, 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."

Hooked 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 *Trypanasoma 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 *Trypanasoma* 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:	1	Age:				
Title: Snow Day		Running words: 131	Reading A	ge : 6 -	7	Leve	:1 0	
						lysis of un reading m le cues used	iscues	
When Sarah wok	ke up some	thing was different. There	e was a		1.	М	V	5
funny light comin	a in throug	h her bedroom window. F	Her room		2.	M	V	5
, 0				97%	3. 4.	M	V	<b>S</b>
was very cold. Sl	he got out	of bed and looked out the	window.		5.	M	V	5
Everything was	covered in	white. Snow was falling.	t didn't	Instruct Leve	6.	*	V	5
snow very often	There wor	ıld be no school today.		iction.	7. 8.	M	V	5
-					9.	M	V	5
Sarah rushed ou	tside. She	didn't notice the cold on h	er feet.	94%	10.	М	V	5
She ran around a	and around	in circles. Bessie her dog	g joined in	3	11.	M	V	5
the fun She her	kad and iu	mood their a to lick Sarah	'a food		12. 13.	M	V	S 5
the full. She bar	ked and ju	mped, trying to lick Sarah	s tace.		14.	M	V	5
"Sarah! What are	you doing	?" It was her mother. She	was		15.	M	V	5
loughing	<b>\$</b> .				16.	Μ	V	5
laughing.	4 13				17.	Μ	V	5
"Come inside. Ly	vill find son	nething warm for you to w	ear."		18.	W	V	5
Opensky post in factor			and the second second		19. 20.	M	V	5
Saran sat in from	t or the fire	warming her toes and pla	anning now			IV\ alysis of se		
she was going to	make the	biggest snowman ever.				Circle c miscue		d during correction
					1.	M V 5	_	V 5
					2.	MVS		V S
3'					3. 4.	M V S	_	V 5
					<del>4</del> . 5.	M V S	_	V 5
					6.	M V S		V 5
					7.	M V S	_	V 5
					8.	MVS		VS
					9.	M V 5		V 5
					10.	M V S	M	V 5
Accuracy		Comments about readin	a behaviour	:				
Pass 97%			9					
Puss 97 / <sub>0</sub>								
Retelling								
Pass 50%								
Comprehension								
Pass 75%		Danaman de d'Estats	الحجاج المسمة	<b>.</b>				
russ / 3 /o		Recommended Instruct	ionai Readin	g Age:				

LITERAL COMPREHENSION: ""Sn Section A: Retell	now Day	Level 0 Section B: Questions to check Comprehension
After initial reading by student, give them the opportune 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.
When Sarah woke up something was different		What was the first thing Sarah noticed when she woke up?
2. There was a funny light coming in her bedroom window		2. What was coming in her bedroom window?
3. Her room was very cold		3. What was it like in her room? (What was the temperature)
4. She got out of bed and looked out the window	<b>'</b>	4. What was the first thing Sarah did?
5. Everything was covered in white		5. What did she see when she looked out the window?
6. Snow was falling		6. What was happening outside?
7. It didn't snow very often		7. What does the story tell you about snow falling where Sarah lived?
8. There would be no school today		8. What would happen that day because it was snowing?
9. Sarah rushed outside		9. What did Sarah do after she looked out the window?
10. She didn't notice the cold on her feet	I	10. What didn't she notice once she was outside in the snow?
11. She ran around and around in circles		11. What did she do once she got outside?
12. Bessie her dog joined in the fun		12. Who joined in ?
13. She barked and jumped up trying to lick her face		13. How did Bessie join in the fun?
14. "Sarah! What are you doing?" It was her mother		14. Someone called out to Sarah. Who was it and what did they say?
15. She was laughing		15. What did Sarah's mother think about what Sarah was doing?
16. "Come inside. I will find something warm for you to wear."		16. What did Sarah's mother tell her to do? What was she going to get her?
17. Sarah sat in front of the fire warming her toes		17. What did Sarah do when she came inside?
18. And planning how she was going to make the biggest snowman ever		18. What was Sarah planning to do (when she was sitting in front of the fire)?
DETELL TOTAL		INFERENTIAL COMPREHENSION
RETELL TOTAL (PASS 50% = 9)		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 Ga	ime	Running words :	141 Reading	g Age: 6	5 - 7	Le	vel	0
						lysis of un reading m le cues used	iscues	
It was Saturday a	and today v	vas the big game. Bri	an wasn't	<b> </b>	1.	M	٧	5
				-	2.	M	V	5
feeling well. His I	head hurt a	and his throat was sor	e. He wasn't	07%	3. 4.	M	V	<b>S</b>
				97%	5.	M	V	5
hungry but he kn	ew he had	to eat his breakfast of	or his mother	Inst	6.	W	V	5
				Instructi Level	7.	<b>M</b>	٧	5
would know som	nething was	s wrong. She always	made him go	onal	8.	M	٧	5
		t facilia a vialle			9.	M	٧	5
back to bed whe	n ne wasn	reeling well.		94%	10.	W	V	5
Down at the park	, his toom y	was gotting randy Pri	an ioinad in	,3	11. 12.	M	V	5
Down at the park	tilis tealli t	was getting ready. Bri	an joined in.	•	13.	M	V	S 5
He didn't feel like	running a	round but he did his b	est for the	-	14.	M	V	5
rie didirt leerlike	running a	dund but he did his b	-	15.	M	V	5	
team. There were	e five minu	tes to go and no one	had scored a	F	16.	M	٧	5
todiii. Tricic work		ies to go and no one	nad Goored a		17.	M	٧	5
goal. His head w	as spinning	g. His legs were very	tired. Peter	  -	18.	М	V	5
geem rue near				 	19.	M	V	5
passed the ball to	o him in fro	nt of the goal. Someh	now he got his	-	20.	M alysis of se	V elf cor	S rections
			3 - 3	-	7/1	Circle c miscue	self	l during correction
foot in the way a	nd the ball	went into the goal. Th	ney had won.	-	1.	MVS	_	V 5
	2			-	2. 3.	M V S		V S
3.				-	3. 4.	M V S	_	V 5
		Ì		-	5.	M V S	-	V 5
				-	6.	M V S	_	V 5
				-	7.	M V S	M	V 5
					8.	MVS		V 5
				  -	9.	MVS		V S
					10.	M V S	M	V 5
Accuracy		Comments about rea	ading behaviour	:				
Pass 97%								
Datallina								
Retelling								
Pass 50%								
Comprehension								
Pass 75%		Recommended Insti	ructional Readir	ng Age:				

LITERAL COMPREHENSION: "' Section A: Retell	"The Big (	Game" Level O Section B : Questions to check Comprehension
After initial reading by student, give them the oppor reread the passage silently before attempting retell 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		1. What day was it?
2. Today was the big game		2. What was special about this day?
3. Brian wasn't feeling well		3. How was Brian feeling?
4. His head hurt and his throat was sore		4. How did Brian know he wasn't well ?
5. He wasn't hungry		5. How did he feel about eating breakfast?
6. He had to eat his breakfast		6. What did he have to do about his breakfast?
7. Or his mother would know there was something wrong		7. What would happen if he didn't eat his breakfast?
She always made him go back to bed when wasn't feeling well	he 📗	8. What did his mother make him do if he wasn't feeling well?
9. Down at the park his team was getting red	idy	9. What was happening down at the park?
10. Brian joined in		10. What did Brian do when he arrived at the park?
<ol> <li>He didn't feel like running around but he d his best for the team</li> </ol>	lid 🔲	11. How was Brian feeling about playing? What did he do about that?
12. There were 5 minutes to go		12. How long was there to go in the match?
13. No one had scored a goal		13. With 5 minutes to go how many goals had been scored?
14. His head was spinning and his legs were time	red	14. With 5 minutes to go how was Brian feeling?
15. Peter passed the ball to him in front of the goal	ne	15. What did Peter do ?
16. Somehow he got his foot in the way		16. What did Brian do when Peter passed him the ball?
17. And the ball went into the goal		17. Where did the ball go after it hit Brian's foot?
18. They had won		18. Who won the game ?
RETELL TOTAL (PASS 50% = 9)		INFERENTIAL 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:			<u>-</u>				
					ge:				
Title: A Clown co	ılled Smiler	Running wor	ds: 140	Reading	) Age	: 7 -	8	Leve	el 1
							reading m	iscues	•
						1.	le cues <i>used</i>	during V	
On Rona's birtho	day, the pos	stman brought he	r a parcel. It	was		2.	M	V	S 
Company Describe No.						3.	M	V	5
from Rona's Nar	na. When R	ona opened the p	earcel, she fo	ound a	97%	4.	M	V	5
doll that was dre	ssed like a	clown. He wore r	ed pants and	d a blue	In	5.	M	V	5
					Instructi Level	6.	M	٧	5
coat. He had a b	oig smile on	his face.			tion	7.	M	٧	5
Rona called the	clown "Smi	ler". She took hi	m with her		2 48	8.	M	<u>V</u>	5
					94%	9. 10.	M	V	S 5
everywhere she	went.					11.	M		<u> </u>
One day, Rona	took him w	ith her to the swin	gs and			12.	M	V	5
			90 0			13.	M	٧	5
seesaws. She ga	ave him a r	ide. Then she put	him down w	hìle she		14.	М	٧	5
had har turn on t	the clide At	fter she had playe	d on the clic	do cho		15.	М	٧	5
nau nei tuin on t	irie slide. A	nter site nau playe	d on the sile	ie, sile		16.	M	٧	S
went home with	some other	kids.				17.	M	٧	5
)			14 0	••		18.	M	V	5
When she was g	going to bed	that night, she lo	oked for Sm	niler.		19. 20.	M	V	5 5
She always mad	le him sit or	n a chair by her be	ed, so that s	he			M alysis of s	-	
	•	,						ues use	d during correction
could see him w	hen she wo	ke in the morning	J.			1.	MVS	N	1 V S
Where was Smil	er?					2.	MVS		1 V S
Whole was simil	OI .S					3.	MVS	_	1 V S
						4.	MVS	_	1 V S
		,				5. 6.	M V S	_	1 V S 1 V S
						7.	M V S	_	1 V S
						8.	MVS	_	1 V S
						9.	MVS	_	1 V S
						10.	MVS	N	1 V 5
Accuracy		Comments about	readina be	haviour :					
Pass 97%									
Puss 97 /6									
Retelling									
Pass 50%									
Comprehension									
Pass 75%		Recommended I	nstructiona	l Reading	Age:				

LITERAL COMPREHENSION: Section A: Retell	"A Clown co	alled Smiler" Level : Section B : Questions to check Comprehension	1 on
After initial reading by student, give them the opportune of the passage silently before attempting reto Number responses to indicate retelling sequence. Score half if some details are left out.		After retelling, tick boxes in this section that have alread 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		1. What special day was it?	
2. The postman brought her a parcel		2. What did the postman bring Rona?	
3. From her Nana		3. Who sent the parcel?	
4. It was a clown doll		4. What was in the parcel ?	
5. He wore red pants		5. What was the clown wearing?	
6. And a blue coat		6. What else?	
7. He had a big smile on his face		7. What did the clown have on his face?	
8. Rona called him Smiler		8. What did Rona call the clown?	
9. She took him everywhere she went		9. What did Rona do with the clown?	
10. She took him to the swings/seesaw		10. Where did she go with the clown?	
11. She gave him a ride		11. What did she do with the clown at the play- ground?	
12. She put him down		12. What did Rona do after she had given the clown a ride?	
13. While she had a turn on the slide		13. Why did she put Smiler down?	
14. She went home with some other kids		14. What did Rona do after she had played on the slide?	
15. At bedtime she looked for Smiler		15. When did Rona notice that Smiler was missing?	
16. She always put him on a chair by the bed	d	16. Where did Rona usually put Smiler at bedtime	, 🗌
17. So she could see him when she woke		17. Why did she put Smiler on the chair by her bed?	
18. In the morning		18. When did she want to be able to see Smiler?	
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:	Ago	e:				
Title: The Wet Te	eddy Bear	Running words: 142	Reading i	Age:	7 -	8	Leve	el 1
						<i>lysis of un</i> <i>reading n</i> le cues <i>used</i>	niscues	•
Did you hear wha	at happene	ed to the blue teddy bear wh	nen he		1.	М	V	5
·		·			2.	M	V	5
was left outside a	all night? H	e lost his voice. The		97%	3. 4.	M	V	5 5
children found hi	m out in th	e rain. They squeezed him,	_		5.	M	V	5
sound came out	of him. The	en they had to go to school	and leave	Instructiona Level	6. 7.	W	V V	5 5
him.				na l	8.	M	٧	5
111111.				94%	9.	М	V	S
Mrs Bear didn't k	now what	to do. She decided to take 1	Γeddy to		10.	M	V	5
Doctor Koala Be	ar who sa	in the corner of the play ro	om S		11. 12.	M	V V	5
Doctor Roald Bet	ar, wrio sa	In the corner of the play for		-	13.	M	V	5 5
Doctor Koala Bea	ar was so	old that he was bald. He wo	re dark	F	14.		V	5
glaceae an hie na	oce and a	red ribbon round his neck.		F	15.	M	V	5
glasses on this fit	JSE allu a l	ed libborround dis lieck.			16.	М	٧	5
Mrs Bear said, "7	Γhe childre	n left my little boy out in the	rain last		17.	М	٧	S
wight the get of					18.	M	V	5
night. He got soa	iking wet. I	Now he has lost his voice."		-	19. 20.	<u>M</u>	V V	5 5
Doctor Koala sai	d to Teddy	, "Say AA-H."				M alysis of s		
The Bull Is							cues use	d during correction
The little bear op	enea nis n	nouth wide but no sound car	me.		1.	MVS	. N	1 V S
					2.	MVS		1 V S
3					3.	MVS		1 V S
				-	4. 5.	MVS	_	1 V S 1 V S
				-	6.	MVS		1 V S
	•			F	7.	MVS		1 V S
				F	8.	MVS	N	1 V S
	•				9.	MVS	N	1 V S
					10.	MVS		1 V S
Accuracy Pass 97%		Comments about reading l	behaviour:					
Retelling								
Pass 50%								
Comprehension Pass 75%		Recommended Instruction	nal Readina <i>F</i>	lge:				

LITERAL COMPREHENSION: "7 Section A: Retell	The Wet	Teddy Bear" Level 1 Section B: Questions to check Comprehension	n
After initial reading by student, give them the oppor reread the passage silently before attempting retelli Number responses to indicate retelling sequence.  Score half if some details are left out.		After retelling, tick boxes in this section that have already 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.	v been
1. The blue teddy bear		1. Who was the story about?	
2. Was left outside all night		2. What happened to the blue teddy bear?	5
3. He lost his voice		3. What else had happened as a result?	
4. The children found him in the rain		4. Who found him and where was he?	
5. They squeezed him		5. What did they do to him?	
6. No sound came out of him	A	6. What happened when they squeezed him?	
7. They had to go to school		7. Where did the children have to go?	
8. And leave him		8. What did they do with the blue teddy bear?	
9. Mrs Bear didn't know what to do		9. What did Mrs Bear think when she found him?	
10. She took him to see Dr Koala Bear		10. What did she decide to do?	
11. Who sat in the corner of the playroom		11. Where was Dr Koala Bear?	
12. Dr Koala Bear was so old he was bald		12. Describe Dr Koala Bear	
13. He wore dark glasses on his nose		13. What else can you remember about Dr Koala Bear?	
14. And a red ribbon around his neck		14. What else can you remember about Dr Koala Bear?	
15. Mrs Bear told him what had happened		15. What did Mrs Bear tell Dr Koala Bear?	
16. Dr Koala Bear said"Say AA-H"		16. What did Dr Koala Bear ask Teddy to do?	
17. The little bear opened his mouth wide		17. What did the blue teddy bear do?	
18. No sound came out		18. What happened when Teddy opened his mouth?	
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	n	Running words :	185	Reading A	ge : 8 -	81/2	L	_eve	12
						Analysis of uncorrected reading miscues Circle cues used during miscue			
"We're going to th	e supermar	ket," said Mum. "I	want to bu	y a cake		1.	M	٧	5
for tea." We took	the baby to	the supermarket.				2.	M	V	5
Mum nut him in a	trolley "Yo	u look after Tom,"	she said	"I'll find the		3.	M	V	5
Main pat min in a	tioney. To	u look alter Tolli,	Sile Salu.	THI HING WIE	97%	4. 5.	M	V	<u>5</u>
cake and some ot	ther things."		4			6.	M	V	<u> </u>
Tom liked being ir	n a trolley.	"Goo!" he called,	and wave	to the	Instructional Leve	7.	W	V	5
sunermarket man	The man	was too busy sw <b>e€</b>	ning the fl	oor to wave	uction .	8.	M	٧	5
Supermarket man.	. The man	was too busy swee	ping the n	Jui to wave	<u>a</u>	9.	M	<u>V</u>	5
back.					evel	10. 11.	M	V V	5 5
Then I saw my frie	end Sharon.	"Hello Sharon," I	said.		94%	12.	M		<u> </u>
l loft the tralley on	ما بروسا ام	U. 4. h. Th	aa a bia na	Dala	7 170	13.	M	V	5
i left the trolley an	id went to ta	lk to her. There w	as a big no	olse. Baby		14.	М	٧	5
Tom had thrown a	a tin of jam o	on the floor. The m	an looked	angry.		15.	Μ	٧	5
"Push Tom away i	from those t	ins," said Sharon.	I pushed h	aim to the		16.	M	V	5
						17. 18.	M	V V	5 5
other side. Then	I bent down	to pick up the tin o	of jam that	Tom had		19.	M		<u> </u>
thrown. There wa	s a loud no	se. Tom had pulle	d out a pa	cket of		20.	M	V	5
cornflakes, and al	I the rest ha	d fallen onto the flo	oor. The m	nan came		An	alysis of s Circle miscue	cues use	rrections d during correction
running, and Shar	on went aw	ay. I began to pick	k up packe	ts of		1.	MVS	, N	1 V S
		January Pro-				2.	MVS		1 V S
cornflakes.						3.	MVS		1 V S
"Get that baby out	t of here!" sa	aid the man.				4. 5.	MVS		1 V S 1 V S
						6.	MVS		1 V S
						7.	MVS		1 V S
						8.	MVS	, N	1 V 5
						9.	MVS	, N	1 V S
	T	Г				10.	MVS	<i>N</i>	1 V S
Accuracy Pass 97%		Comments abou	it reading	behaviour	:				
Retelling Pass 50%									
Comprehension Pass 75%		Recommended I	Instruction	onal Reading	a Age :				

LITERAL COMPREHENSION: "Ba Section A: Retell	by Tom	" Level 2 Section B: Questions to check Comprehension	
After initial reading by student, give them the opportureread 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 alread 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.	ly been
1. The storyteller, mother and baby		<ol> <li>Who were the three people at the beginning of the story?</li> </ol>	
2. Went to the supermarket		2. Where did they go shopping?	D
3. To buy a cake for tea		3. What did they go to the supermarket for?	
4. Mum put baby Tom in a trolley		4. Where did they put baby Tom?	
<ol><li>Girl (or boy) had to look after Tom while mum did the shopping</li></ol>		5. Who looked after Tom in the supermarket? What did Mum do?	
6. Tom liked being in the trolley	T	<ol><li>What did Tom think about being put in the trolley?</li></ol>	
7. Tom waved to the supermarket man		7. Who did Tom wave to?	
8. The man was too busy sweeping the floor to wave back		8. How did the supermarket man react to Tom's wave?	
<ol> <li>The storyteller left the trolley to talk to her/his friend Sharon</li> </ol>		9. What did the storyteller do while she/he was waiting?	
10. There was a big noise	F	10. What happened while she/he was talking to Sharon?	
11. Tom had thrown a tin of jam on the floor		11. What had caused the big noise?	
12. The storyteller pushed Tom away from the tins to the other side (of the aisle)		12. What did the storyteller do when Tom threw the tin of jam on the floor?	
13. The storyteller bent down to pick up the tin of jam		13. What else did the storyteller do?	
14. There was a loud noise		14. What happened next?	
15. Tom had pulled out a packet of cornflakes		15. What had Tom done now?	
16. And all the rest had fallen on the floor		16. What happened when Tom pulled out a packet of cornflakes?	
17. The supermarket man ran over		17. How did the supermarket man react to this problem?	
18. The man told the storyteller to get the baby out of the supermarket	′ 🔲	18. What did the man say to them?	
RETELL TOTAL (PASS 50% = 9)		INFERENTIAL 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 :	Α	ge:				
Title: The Climbe	er	Running words: 19	P4 Reading Ag	je:8-	81/2		_eve	.1 2
Lucy liked elimbing	\^/ban ab	- was two she slimb				lysis of un reading m le cues used	iscues	
Lucy likea ciimbing	g. wnen so	e was two, she climbo	ed up the shelves in	ŀ	1.	М	V	5
the kitchen cupboa	ard. She w	as after the jar of Iollic	es at the top. When		2.	M	V	5
she was three, she	e climbed th	e pine tree to see if th	ne blackbird had		3. 4.	M	V	5
laid any eggs yet.					5.	M	V	5
When she was fou	ır, she climb	ped onto the roof and	looked down the	97%	6. 7.	W	V	5 5
chimney. It was C	hristmas tir	ne, and she wanted to	know if Santa had	nstru	8.	M	٧	5
come yet.				Instructiona	9.	M	V	5 5
The day Lucy turn	ed five. she	started school. She I	iked the look of the	Level	11.	Μ	٧	5
, ,	·	4			12.	M	V	5
school roof. It was	s much high	er than her own roof	at home. There	94%	13. 14.	M	V V	5 5
was a trellis for the	e roses that	reached right up to it.	. One day, Lucy		15.	M	V	5
climbed the trellis	and hauled	herself up onto the ro	oof She'd never		16.	M	V	5
					17.	M	٧	5
been so high before	re! She cou	ald even see the traffic	c on the main road.		18.	Μ	٧	S
Suddenly she hea	rd children :	shouting in the playgr	ound. "Lucy's on		19.	M	V	5
			•		20.	M alysis of se	V elf.com	S
the roof !" they sh	outed.				A11		ues used	d during correction
Her teacher came	out. He loc	oked worried.			1.	M V S	_	\ V S
"Sit down! Keep s	still Lucy!" I	ne called to her.			2.	M V S	_	\
					3. 4.	M V S	_	V S
Lucy sat down and	the teache	r made off towards th	ne office.		5.	M V S		V 5
After a few minute	s, Lucy hea	rd a siren in the dista	nce.		6.	M V S	_	V 5
	•			•	7.	M V 5	M	V 5
					8.	MV5	M	V 5
					9.	MV5	_	V 5
					10.	MV5	M	\ V S
Accuracy Pass 97%		Comments about r	eading behaviour :					
Retelling Pass 50%								
russ 50 %								
Comprehension Pass 75%		Recommended Ins	structional Reading	Age:				

LITERAL COMPREHENSION: "The Section A: Retell	e Climb	ner" Level 2 Section B: Questions to check Comprehension	
After initial reading by student, give them the opportune 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 be 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.	been
1. Lucy liked climbing		1. What did Lucy like doing?	
<ol><li>When she was two, she climbed up the shelves in the kitchen cupboard</li></ol>		2. What did she climb when she was two?	
3. After the jar of lollies at the top		3. What was she after?	
4. When she was three, she climbed the pine tree		4. What did she climb when she was three?	
5. To see if the blackbird had laid her eggs		5. What was she trying to find out?	
6. When she was four she climbed onto the roo	Ä	6. What did she climb when she was four?	
<ol> <li>To look down the chimney to see if Santa had come yet</li> </ol>	Ğ	7. What was she trying to see?	
8. Lucy started school the day she turned five		8. What happened when she turned five?	
9. She liked the look of the school roof		9. What did she like about the school?	
10. It was higher than her one at home		10. What did she notice about the school roof?	
11. There was a trellis for the roses that reached up to the school roof		11. What was there that reached up to the school roof?	
12. One day she climbed the trellis and got onto the roof		12. How did she get onto the roof of the school?	
13. She had never been so high before		13. What did she notice about being up on the school roof?	
14. She could see the traffic on the main road		14. What could she see?	
15. The children started shouting out "Lucy's on the roof"		15. What happened when the other children saw her up there?	
16. Her teacher came out He looked worried		16. Who came out to see what was going on? What did he think when he saw Lucy?	
17. He told her to sit down and keep still		17. What did her teacher tell her to do?	
18. The teacher went off towards the office		18. Where did her teacher go?	
DETELL TOTAL		INFERENTIAL COMPREHENSION	
RETELL TOTAL (PASS 50% = 9)		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 :	A	ge:				
Title: The Scho	ol Fair	Running words: 218	B Reading A	lge:	$8\frac{1}{2}$ -	9 l	_eve	.1 3
Danny and Michae	el had to bri	ng something for the scho	ool fair.			<b>lysis of un</b> <b>reading m</b> le cues <b>used</b>	iscues	
•					1.	M	V	5
Anything – sweet	s, piants no	m the garden, maybe a p	alf of snoes		2. 3.	M	V	S
that were too small	II, some boo	oks, or a cake.			3. 4.	M	V	5
They asked their r	mother to ba	ake a cake for the fair, but	she hated		5.	M	V_	5
haking and said no	o Michael s	said, "Can I look in the pla	estic bag where	97%	6.	W	V	5
•				Ing	7. 8.	M	V	5 5
you put all the thin	igs you don	't want any more?" His n	nother said yes.	Instructional Leve	9.	M	V	5
Michael found a re	ed scarf, a g	reen and white tablecloth	, and some	tion	10.	M	V	5
material with a bla	eck pattern a	all over it. "That'll do me,"	he thought	<u>ē</u>	11.	M	V	5
		A		evel	12.	M	V	5
He showed his mo	other and sh	ne said it was all right to ta	ike them to	94%	13. 14.	M	V	5 5
school for the fair.	So Michae	el did. But Danny didn't ha	ave anything to	94%	15.	M	V	5
take. The next da	v he came l	home from school with a	cardboard		16.	M	V	5
					17.	M	V	5
pattern for a big flo	oppy clown.	<b>)</b>	,		18.	M	V	5
"Will you make or	ne for me?"	he asked. "I'll help."			19. 20.	M	V	5 5
"All right," said hi	is mother. T	They found an old pink sill	ky dress, an old			alysis of s	elf cor	
white pillowcase, s	some brown	wool, and Dad's old blue	e jeans.		1.	M V S	_	\ V 5
6/12			•		2.	MVS	<i>N</i>	\
They put the patte	rn on the bi	llow case and cut out the	shape of the		3.	MVS		\ V S
clown – his arms,	long legs, h	ead, and body. Mum sew	ved him		4.	MVS	_	\ V S
together. Then Da	annv stuffed	d his body and head with o	old pantvhose		5. 6.	M V S	_	\
		, <b>.</b>			7.	MVS		\
and socks.					8.	M V S	_	\ V 5
	7				9.	MVS	_	\
	Γ	Г	_		10.	MVS	N	\
Accuracy Pass 97%		Comments about read	ling behaviour :					
Retelling								
Pass 50%								
Comprehension Pass 75%		Recommended Instru	ctional Readina	Age :				

LITERAL COMPREHENSION: "The School Section A: Retell	ool Fair" Level 3 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.
Danny and Michael had to bring something for the school fair	What did Michael and Danny have to do?
2. It could be anythingname 2 examples	2. What were some of the things there were told they could bring?
3. The boys asked their mum to bake a cake	3. What did they ask their mum to do?
4. She hated baking and said no	4. What was her response? Why?
5. Michael asked if he could look in the plastic bag	5. Where did Michael want to look for things he could take to the fair?
Where mum kept things she didn't want anymore	6. What did Mum use the plastic bag that he wanted to look in, for?
7. He found a red scarf	7. What were the three things that Michael found?
8. A green and white tablecloth	8. Can you think of anything else?
9. Some material with a black pattern all over it	9. Can you think of anything else?
10. Mum said he could take them to school	10. What did Mum say he could do with the things he had found?
11. Danny didn't have anything	11. What did Danny have to take to the fair?
12. Danny brought home a cardboard pattern for a floppy clown the next day	12. What did Danny bring home from school the next day?
13. He asked Mum if she would make a clown and he would help	13. What did Danny want to do with the pattern?
14. They found an old pink silky dress and an old white pillow case	14. What things did they find to make the clown?
15. Some brown wool and Dad's old jeans	15. Can you think of anything else?
16. They put the pattern on the pillow case and cut out the shape of the clown	16. What was the first thing they had to do to make the clown?
17. Mum sewed the clown together	17. What did Mum do after they had cut out the shape?
18. Danny stuffed the body and head with old pantyhose and socks	18. What did Danny do to finish it off?
RETELL TOTAL (PASS 50% = 9)	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

Name :		Date:		Age:				
Title: The Big W	ave	Running words :	198 Reading	Age: 8½	- 9	L	.eve	3
						llysis of un reading m le cues used	iscues	
"A big wave is exp	ected to hit	the coast of New ∠	Zealand later today.	,	1.	M	V	5
That's what I hear	d when Gra	ın switched on the ı	adio at breakfast tir	ne.	2.	M	V	5
An earthquake in	South Ame	rica had started it of	ff, and now it was		3.	M	V	5
coming right acros	se the Pacif	ic Ocean			4. 5.	M	V	5 5
			4	97%	6.	W	V	5
Gran was delighte	ed. She love	ed disasters.		\$	7.	W	V	5
"I remember when	n I was a gir	l, there was a wave	like this," she told	Instructiona	8. 9.	M	V V	5 5
me. "It smashed t	the bridge o	ver the harbour."		tion	10.	M	V	5
			adv was talking abo	٦	11.	M	V	5
After breakfast, Gi	ran took me	into town. Everyb	ody was talking abo	<u>è</u>	12.	M	٧	5
the big wave. The	e shop peop	le were all busy pu	tting the goods on t	he 94%	13.	M	V	5
bottom shelves up	to the top	shelves			14.	M	V	5
					15.	M	V V	5
At the fruit shop, C	Gran asked	Mr Chan if he thou	ght there was any		16. 17.	M	V	5 5
danger.	4				18.	M	V	5
"Co home lady ive	et to be got	and take the lave	wohild with you"		19.	M	٧	5
Go nome lady jus	at to be sare	, and take the lovel	y chila with you,		20.	M	٧	S
he said in his polit	e way. Out	in the street, every	one seemed to be		An	alysis of se Circle c miscue	ues used	rections d during correction
hurrying in the sar	me directior	. They were not go	oing home.		1.	MVS	_	V 5
Gran kept asking	people whe	re they were hurryii	ng off to.		2.	MVS		V 5
					3. 4.	M V S		V 5
"Up the hill, to get	a good plac	e to see the wave,	" one woman said.		т. 5.	M V S	_	V 5
"Good idea," said	Gran. She	took me by the har	nd. "Come with me.	,,	6.	M V 5		V 5
					7.	M V 5		V 5
					8.	MV5	Μ	V 5
					9.	M V 5	_	V 5
	Ī	T			10.	MV5	Μ	V 5
Accuracy		Comments abou	t reading behavio	ur:				
Pass 97%								
Datallina								
Retelling								
Pass 50%								
Comprehension								
Pass 75%		Decommended T	instructional Dead	dina Ane ·				

LITERAL COMPREHENSION: "The Big W Section A: Retell	Vave" Level 3 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.
A big wave was expected to hit NZ	1. What was the news that they heard?
2. Later that day	2. When was the wave expected to hit?
3. That's what it said on the radio at breakfast	3. How did they find out about this wave?
4. The wave had been started by an earthquake	4. What had caused this wave?
5. In South America	5. Where had the earthquake occurred?
6. Now it was coming across the Pacific Ocean	6. What was the wave doing now?
7. Gran was delighted	7. How did Gran react to the news?
8. She loved disasters	8. Why was she delighted by the news?
9. She remembered when she was a girl	9. Gran remembered something from the past. How old was she when it happened?
10. A wave smashing the harbour bridge	10. What was it that happened when she was a girl?
11. After breakfast Gran and the storyteller went to town	11. What did Gran and the storyteller do after breakfast?
12. Everybody was talking about the big wave	12. What was everybody in the town doing?
13. The shop people were putting their goods on the top shelves	13. What were the shop people doing?
14. Mr Chan (the fruit shopkeeper) thought Gran and the storyteller should go home	14. Who was Mr Chan? What advice did Mr Chan give?
15. In the street, everybody was going up the hill	15. Where were people in the street going?
16. To get a good place to see the wave	16. Why were they going up the hill?
17. Gran thought it was a good idea	17. What did Gran think about everybody going up the hill?
18. Gran took the storyteller's hand and set off	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:	Α	ge:				
Title: Jam Sandw	viches	Running words: 250	Reading A	ge : 9	- 10	Le	evel	4
During my childhoo	od, we owned	d a farm. It wasn't much of a fa	rm – fifty			<i>lysis of un</i> <i>reading n</i> le cues <i>used</i>	iscues	5
hectares of hills cov	vered with ac	rse and blackberry. But the far	m backed on		1.	М	٧	5
	_	•			2.	M	V	5
to bigger, bush-cove	ered hills. To	us kids, it was paradise. We lik	red nothing		3. 4.	M	V	<b>S</b>
better than to get ou	ıt for a day in	the bush.			<del>4</del> .	M	V	5
One fine Saturday, r	my friend Ha	ry came over with his younger	brother,		6.	A	V	5
Jimmy. We were go	oing exploring	g in the bush. Mum made us so	ome jam	97%	7.	M	٧	5
sandwiches for lunc	h and I nut t	nem in a sugar bag. I took som	ne twine and		8.	M	V	5
	•			Inst	9. 10.	M	V V	5 5
tied it around the su	gar bag, so I	could sling it over my shoulder	s like a pack.	C t	11.	M	V	5
By lunchtime, we ha	nd crossed a	couple of ridges and got down i	into the creek	Instructional Leve	12.	M	V	5
bed. Just as we we	re about to e	at our lunch, Harry said, "I sme	ell goats."	الو	13.	М	٧	S
I didn't take much no	ntice hecaus	e Harry was always saying thir	ngs like that	<u>6</u>	14.	М	٧	5
		1	igo into triat,		15.	M	V	5
pretending he knew	a lot more th	an me about the bush.	3	94%	16. 17.	M	V V	5 5
But then Jimmy said	d, "Up there,	on top of the bank !"			18.	M	V	5
There, looking at us	, was the big	gest, fiercest, smelliest billy goa	at I had ever		19.	M	V	5
seen in my life. His	horns curved	d back over his head and ended	d in sharp tips:		20.	М	٧	5
his beard seemed to			in onarp apo,		An	alysis of s Circle of miscue	ues use	rrections ed during f correction
At first, we wanted to	o run away k	out we couldn't run with Jimmy	– he was too		1.	MVS	_	M V S
					2.	MVS		N V S
small and would kee	ep falling ove	r. So we sat there and looked a	at the goat,		3. 4.	MVS	_	N V S N V S
who looked back at	us. Nobody	moved.			5.	MVS	_	N V 5
					6.	MVS	_	N V 5
					7.	MVS	٨	N V S
					8.	MVS	_	N V 5
					9.	MVS	_	N V 5
					10.	MVS	٨	N V S
Accuracy Pass 97%		Comments about reading	; behaviour :					
Retelling Pass 50%								
Comprehension Pass 75%		Recommended Instructi	onal Reading	Age:				

LITERAL COMPREHENSION: "Jam So Section A: Retell	Andwiches" Level 4 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	1. Where did the storyteller use to live? When in his lifetime did this story take place?
The farm was 50 hectares of hills     covered in gorse and blackberry	2. Describe the farm
3. The farm backed onto bigger, bush covered hills	3. What backed onto the farm?
The kids liked to spend a day in the bush at the back of the farm	4. What did the boys like doing better than anything else?
5. One Saturday, the storyteller, his friend Harry, and Jimmy (Harry's little brother)	5. Who was involved in the expedition?
6. Went exploring in the bush	6. What were they going to do on Saturday?
7. Mum made them some jam sandwiches	7. What did the storyteller have for his lunch? Who made the sandwiches?
The storyteller put the sandwiches in a sugar sack	8. What did the storyteller put his lunch in?
9. And used some twine to make the sugar sack into a pack	9. How did he carry his lunch?
10. The boys stopped to eat lunch in a creek bed	10. Where did they stop for lunch?
11. Harry said he smelt goats	11. What happened when they were just about to eat their lunch?
12. The storyteller didn't take much notice	12. How did the storyteller react to Harry saying that he smelt goats?
13. Harry was always pretending to know more than the others about the bush	13. Why didn't he take much notice of Harry?
14. On the top of the bank was a big, fierce, smelly goat	14. What did they see on top of the bank?
15. It had horns curved back over it's head ending in sharp tips	15. Describe the goat.
16. And a long beard that seemed to go to it's chest	16. What else can you remember about the goat?
17. The boys wanted to run away	17. What did the boys want to do when they saw the goat?
18. They couldn't because Jimmy was too small and would keep falling over	18. Why couldn't the boys run away from the goat?
RETELL TOTAL	INFERENTIAL COMPREHENSION
(PASS 50% = 9)	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 :		Do	ate:		A	ge:				
Title : Tama's Birt	hday Wate	ch Runni	ing words	: 218	Reading	Age:	9 -	10 l	_evel	4
							And	alysis of u reading i		ted
Last year, my little b	orother Tama	got a watch fo	r his birthday	. Mum an	id Dad		_	cle cues <i>use</i>	<b>d</b> during r	
gave it to him – a Ja	apanese watc	h with a black	nylon strap a	and a big	shiny		1. 2.	M	V	5 5
silver face. It was th	ie sort you co	uld wear unde	r water.				3.	M	V	5
Tama wore it all the	•			or the Chri	ietmae		4.	M	V	5
		•					5.	M	V	5
holidays. We had he	eaps of fun at	Nana's. A TV	crew was m	aking a fi	lm about	97%	6.	W	V	S
the day when a fam	ous missiona	ry landed, and	there was th	nis old-tim	e sailing	Inst	7.	M	V	5
ship anchored in the	e bay.						8.	M	V	S 5
They had built a Ma	ori village, ar	d three hig ca	noos lay on t	ho boach	Tama	ructional Leve	10.	M	V	5
	-					<u>a</u>	11.	M	٧	5
and I played around	I the set every	/ day, watching	g them make	the film.	Nana	Leve	12.	M	V	5
and all her neighbou	urs were in it.						13.	M	V	5
One day, the directo	or asked Nan	a if we could be	e "extras" too	) Just old	len-day	94%	14.	M	V	5
·					ien day		15.	M	V	5
kids, splashing abou	ut in the wate	r as the famou	s missionary	landed.			16. 17.	M	V	5 5
"But no togs!" the d	lirector demai	nded. "This film	has got to le	ook like a	real day		18.	M		5
in 1820."							19.	M	V	5
							20.	M	V	5
That upset Nana. (v	vore a feather	cloak for her	part.)				Ar	nalysis of Circle	self cor	rections
It didn't worry us. "I	We'll stay in th	ne water up to	our middles,	Nana."			_	miscue	self	correction
We made Nana give	e in.						1. 2.	M V S		V 5 V 5
		what wa had	to do the fie	مناه م ما م	~ b ~ ~ ~ ~		3.	MVS		\
After a whole morni	ng or learning	what we had	to do, the lina	ai snootin	g began.		4.	MVS		V 5
		Ì					5.	MVS		V 5
							6.	M V S	5 <b>N</b>	V 5
							7.	M V S	5 <b>M</b>	V 5
							8.	M V S	5 <b>M</b>	V 5
							9.	M V S	5 M	V 5
							10.	M V S	5 M	\
Accuracy		Comments	about read	ding ber	naviour :					
Pass 97%										
Retelling										
Pass 50%										
Compachancian										
Comprehension										
Pass 75%		Recommend	ded Instru	ıctional	Reading	Age:				

LITERAL COMPREHENSION: "Tama's Bit Section A: Retell	rthday Watch" Level 4 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	1. What did Tama get for his birthday?
2. It was Japanese with a black nylon strap	2. Describe Tama's watch
It had a shiny silver face     and could be worn underwater	3. What else can you remember about the watch?
4. Tama wore it all the time	4. What did Tama think of his watch?
5. They were at Nana's for the Christmas holidays	5. Where were the children staying?
6. A TV crew was making a movie	6. What was happening at Nana's while they were there?
7. About the day a famous missionary landed	7. What was the film about?
There was an old-time sailing ship anchored in the bay	What were the special things (props) the TV crew had for the film?
9. They had built a maori village	9. Can you remember anything else?
10. Three big canoes lay on the beach	10. Can you remember anything else?
11. Tama and the storyteller played around the set every day	11. What did Tama and the storyteller do every day?
12. Nana and all her neighbour's were in the film	12. Who were the actors in the film that the children knew?
13. One day the director asked Nana if the children could be extras	13. What did the director ask Nana permission for?
14. They had to splash in the water with no togs on	14. What would the children have to do as extras?
15. Nana was upset It didn't worry the children	15. How did Nana and the children feel about being extras?
16. They were going to stay in the water up to their middles	16. What were the children going to do so that it didn't matter that they had no togs on?
17. The children made Nana give in	17. What did the children make Nana do?
18. They spent the morning learning what to do	18. How long did they have to practice for?
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:		Ag	ge :				
Title: The Sidecar	,	Running w	ords: 239	Reading	g Age	: 10	-11	Leve	el 5
Mr Poid our poighb	our had a pe	owerful Harley Davidsor	n motorbiko. It	was a			alysis of reading	miscue.	5
_	·	•			-	1.	M	V	5
lion of a machine!	My mother ca	aught me playing on it o	once and said I	was	Ì	2.	M	V	5
never to do so agai	n. But I som	etimes slipped through	the sliding dod	or of		3.	M	V	5
Mr Reid's garage,	sat astride th	e big machine and ima	gined myself s	peeding	-	4.	M	V	5
along at 150 kilome		•	4			5. 6.	W	V	5 5
					97%	7.	W	V	5
One such time I he	ard footsteps	coming. Panic! The m	otorbike had a	side-car		8.	M	V	5
attached. Quickly I	slipped into	it, pulled the cover over	er and crouched	d down.	Instructional Leve	9.	М	V	S
The corner was lifte	ed and a sac	k was flung in. Then th	e cover was fa	stened	C C	10.	M	V	5
down and the engir	o started				iona	11.	M	V	5
		686			Le	12. 13.	M	V V	5 5
Off we went. It was	s dark and th	e noise was deafening.	Going round	corners	<u>e</u>	14.		V	5
threw me from side	to side. I th	ought we were going to	tip over. Ther	e were	94%	15.	M	V	5
loud echoing noise:	s as we cros	sed bridges and the noi	se of other veh	nicles		16.	М	٧	S
	. 4					17.	Μ	V	5
boomed in as we p	assed them.	Then we were bumpin	g turiously alor	ng some	-	18.	М	V	5
rough road.		ASS			-	19.	M	V	5
This was nothing like	ke the motor	oike ride I had imagined	I. I was not en	joying	ŀ	20.	M nalysis of	V self co	5 orrections
the experience at a	II. If only Mr	Reid would stop. I wou	uld willingly fac	e him	-		Circle miscue	cues us	ed during If correction
and confess that I'd	l heen plavin	g with his Harley David	eon		-	1.	M V S		1 V S
					-	2. 3.	M V S		1 V S
On and on we spec	d – around co	orners, over bridges, alc	ong rough road	S.	-	4.	M V S	_	1 V S
I thought I would so	uffocate if it la	asted much longer. The	en we were slo	wing		5.	M V S	_	1 V S
down. We stopped	and I heard	a gate open.				6.	M V S	5 N	1 V S
		a gate ope				7.	M V S	5 N	1 V S
						8.	M V S	5 1	1 V S
						9.	M V S		1 V S
		I				10.	M V S	5   1	1 V S
Accuracy		Comments about 1	reading beh	aviour :					
Pass 97%									
Datallina									
Retelling									
Pass 50%									
Comprehension									
Pass 75%		  Recommended Ins	structional I	Readina	Aae:				

Recommended Instructional Reading Age:

LITERAL COMPREHENSION: "The . Section A: Retell	Sidec	ar" Level 5 Section B : Questions to check Comprehension	
After initial reading by student, give them the opportunity 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.	n
1. Mr Reid the storyteller's neighbour		1. Who was Mr Reid?	
2. Had a Harley Davidson motorbike		2. What did Mr Reid own?	
The storyteller's mother caught him playing on it		3. What did the storyteller get caught doing?	
4. She said he was never to do it again		4. What did his mother tell him after he got caught?	
5. But sometimes he would slip into Mr Reid's garage		5. Did the storyteller obey his mother? What did he do?	
6. He imagined himself speeding along at 150km an hour	7	6. What did the storyteller imagine himself doing?	
7. On one occasion the storyteller heard footsteps coming	K	7. One day the storyteller was on the bike. What happened?	
8. The storyteller hid in the attached side-car		8. What did the storyteller do when he heard the footsteps coming?	
9. Someone threw a sack into the sidecar		9. What did the person who came into the garage do?	
10. Then they started the bike and took off		10. What happened next?	
11. It was dark and the noise was deafening		11. What was it like in the side-car?	
12. The storyteller got thrown from side to side going around corners		12. What happened when the motorbike went around corners?	
13. There were loud echoing noises as they crossed a bridge		13. What could the storyteller hear when they crossed bridges?	
14. Other vehicles boomed as they passed		14. How did the storyteller know there were other vehicles on the road?	
15. Then they bumped furiously along some rough road		15. What sort of road did they end up on?	
16. The storyteller wished Mr Reid would stop		16. What did the storyteller want Mr Reid to do?	
17. He would willingly confess that he had been playing with his bike		17. What was the storyteller prepared to do if Mr Reid would only stop?	
18. Finally they slowed down and stopped The storyteller heard a gate open		18. How did the ride end?	
RETELL TOTAL (PASS 50% = 9)		INFERENTIAL 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 A	Age : 10	)-11	Le	vel	5
We had not a to a con-			Phys. Pod.			lysis of und reading m le cues used	iscues	
vve nad rats in our a	attic. They sc	ampered over the rafters, ma	King little		1.	M	V	5
scratching noises.	They gnawed	at things, making little scrap	ing noises.		2.	M	V	5
And they leapt abou	ıt, making sc	uttling, thumping noises.			3.	M	V	5
I didn't mind the rate	s, but mum h	ated them.			4. 5.	M	V	5 5
"Derek you must do	something a	bout those rats," she said to	Dad.	97%	6.	<b>E</b>	۷	5
"You really must." '	"I will, dear, I	will," Dad said. He shudder	ed a little, and		7.	W	٧	5
continued reading h	is paper and	eating his toast. Mum sighe	d. She knew	Ins	8. 9.	M	V V	5 5
•		aid. "I'll set them in the attic		Instructional Leve	10.	M	V	5
				tion	11.	M	٧	S
I thought of creeping	g across the	attic, a torch in one hand and	a trap in the	al Le	12.	M	V	5
other. It would be so	cary. But it v	vould be fun. Mum shook he	r head.	evel	13.	M	V	5
"I'm not having any	of you kids u	p there until they're gone," sh	e said.		14. 15.	M	V	S 5
"What if one bit you?				94%	16.	M	<u>v</u>	5
·	. 7		,3		17.	М	٧	5
"They wouldn't bite r	me," I said.		,		18.	M	٧	5
"No!" Mum's finger v	waved my wa	y. "You stay down from ther	e! And tell Jeff		19.	M	V	5
and Sarah to stay do	own too. Und	derstand?" I sighed. "Yes M	um," I said.		20.	M alysis of se	V elf cor	S
We were all silent.	Dad frowned	and concentrated on his pap	er. There was a		Α"	Circle co	ies used	d during correction
	`				1.	MVS	+	V 5
patter-patter across					2.	MVS	_	V S
"That does it!" said I	Mum. "I'm c	alling a pest controller." And	she went to the		3. 4.	M V S	_	V 5
phone. Early in the	evening, a s	trange man arrived at the doc	or. He had wild		5.	MVS		V 5
black hair and bush	v beard His	eyes bulged, and two of his	reeth were		6.	MVS		V 5
	y beard. This	cycs bulged, and two of mis	Cour were		7.	MVS	M	V 5
missing.					8.	MVS	M	V 5
					9.	MVS	_	V 5
					10.	MVS	M	V 5
Accuracy		Comments about readi	ng behaviour	:				
Pass 97%								
Retelling								
Pass 50%								
Comprehension								
Pass 75%		Dagammandad Tuatuu	stional Danelis	a 1 :				
1 433 / 3 /0		Recommended Instruc	Tional Keaain	y age:				

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

Name :			Date:		Α	ge :				
Title: Case of the	Broken W	indow	Running w	ords: 304	Readin	ig Age	: 11-	-12	Leve	16
							And	alysis of u reading i		ted
Inspector Edwards, ch	nief crime-solve	er with Cer	ntral Police, had	l been hastily ca	lled to		Circ	le cues <i>use</i>		
a house in the suburb	s. Normally, h	e would ne	ever be called to	anything less t	han a		1. 2.	M	V	<u> </u>
murder. But this was	different. The	house he	had been called	d to was his own	!		3.	M	V	5
Mrs Edwards met him	at the door '	'l'm sorry t	o interrupt you	in the middle of	vour		4.	M	V	5
		-	o intorrupt you	in the middle or	youi		5.	M	V	5
work day John, but th	_	-		4			6.	W	V	5
"Not a problem," said	Inspector Edwa	ards. "Th	ings were quiet	at Central, anyv	vay.		7.	W	V	S
Now, tell me what's ha	appened."						8.	M	V	5
"Come with me," said	Mrs Edwards.	"I'll show	you." She led	the way into the	lounge	97%	9. 10.	M	V	5 5
and without another w	ord pointed to	the ranch-	slider door that	opened onto the	9		11.	M	V	5
sundeck. Sharp-edge	ed pieces of bro	oken glass	framed a huge	hole in the mide	lle of	Inst	12.	M	V	5
the door. Shattered fra	•		4.			Instructional Leve	13.	M	٧	5
		$\mathcal{A}\mathcal{A}\mathcal{A}$		.4		tion	14.	M	V	5
"Hmm," murmured the	-		"Who did it?"			ت ار	15.	M	V	5
"That's the problem," a	answered Mrs	Edwards.	"I suspected th	e children, but th	ney all	eve	16.	M	<u>V</u>	5
say it's not them, and	they each hav	e an alibi.	I don't know ho	ow it happened."			17. 18.	M	V	5 5
Inspector Edwards rea	ached into his j	acket poc	ket for his noteb	oook and pen.		94%	19.	M	V	5
"Tell me what you kno	ow," he said.					J <del>-1</del> /0	20.	M	V	<u> </u>
Mrs Edwards sat dow	n in a comforta	ıble chair a	and began her s	story. "It was jus	st after		An	nalysis of . Circle miscue	cues used	
half past three. I'd alr	nost finished th	ne vacuum	cleaning when	the power sudd	enly		1.	M V S		V S
went off, so I phoned	Martin next do	or to ask if	he had power.	He said he'd ph	noned		2.	M V S		V 5
the electricity compan	9_						3.	MVS	5 M	V S
							4.	MVS	5 M	V 5
while the wires were	checked. Then	he asked	me over for a c	cup of tea – he's	got a		5.	M V S		V 5
gas stove. I was sittin	ig down at Mar	tin's kitche	en table when I	heard the crash.			6.	M V S		V 5
I came running back t	o find this. Do	you think	someone tried	to break in?"			7. 8.	M V S	_	V 5
							9.	MVS		V S
							10.	MVS		V 5
CA										
Accuracy		Comme	ents about i	reading beh	aviour :					
Pass 97%										
Retelling										
Pass 50%										
Comprehension										
Pass 75%		Decom	mandad Ta	etnuctional I	Daadina	A 00 :				
1. 433 / 3 /		KECOM	menaea Ins	structional l	zeuuirig	rye:				

LITERAL COMPREHENSION: "The Case Section A: Retell	of the Broken Window" Level 6 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	1. What happened to start the story?
2. To come to a house in the suburbs	2. What did Inspector Edwards have to do?
3. Normally he only answered murder calls	3. What sort of cases did the inspector normally deal with?
4. But this was his own home	4. Why did he get involved with this case?
5. His wife took him through to the lounge	5. What did his wife do when he arrived?
6. He saw a huge hole in the ranch-slider door	6. What did he see in the lounge?
7. He saw fragments of glass on the carpet and on the sundeck outside	7. What else did he see?
8. He asked his wife to tell him what she knew	8. What did he ask his wife?
9. His wife said she thought it might have been the children at first	9. Who did she think had done it?
10. But they all had an alibi	10. Why couldn't it have been the children?
11. She was vacuuming when the power went off	11. What was the inspector's wife doing when the power went off?
12. She rang her friend Martin next door to see if he had power	12. What was the first thing she did when the power went off?
13. Martin had phoned the electricity company	13. What had Martin already done?
14. The power was going to be off for ½ an hour while the wires were checked	14. What had Martin found out?
15. Martin asked her over for a cup of tea	15. What did Martin ask her to do?
16. He had a gas stove	16. How could Martin make her a cup of tea?
17. She was sitting at Martin's kitchen table when she heard the crash	17. What was she doing when she heard a crash?
18. She canme running back over and found the broken window	18. What did she do when she heard the crash? What did she find?
DETELL TOTAL	INFERENTIAL COMPREHENSION
RETELL TOTAL (PASS 50% = 9)	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	Le	vel 6
			Analy r	rsis of unc reading mis	
Ben waited until he v	was sure Mum and Nick were asleep. Then l	he bundled	1.	M	V 5
up his sleeping bag a	and crept downstairs. It was hard to move o	quietly	2.	M	V 5
through a strange pla	ace in the dark. He stubbed his toe on the e	edge of the	3.	M	V 5
hearth and gasped.	The front door squeaked when he opened in	t, and he	4. 5.	M	V S
froze, listening care	fully in case he had woken anyone.		6.		V 5
Outside he switched	d on his torch and made his way down the lo	97%	7.	,,,	V 5
Outside, he switched	of this torch and made his way down the to		8.		V 5
where the boat was p	parked at the back of the section. They'd ha	ad a great	9.		V 5
weekend sailing <i>Ke</i> s	strel on the lake, but now she was on her tra	ailer behind	10. 11.		V 5 V 5
their friend's house	With the rigging wires looping everywhere,	climbing	12.		V 5
			13.		V 5
aboard was awkward	d. The boom now occupied the berth Ben ha	ad slept in. $\frac{\aleph}{8}$	14.		V S
He found another an	nd unrolled his sleeping bag onto it. Although	h he missed	15.	M	V 5
the sound of water la	apping against the hull, it felt good to be on t	board Kestrel 94%	16.	M	V 5
			17.	M	V S
again. He wriggled i	nto the sleeping bag, closed his eyes, and c	<u> </u>	18.		V 5
sleep.	V (V)	<b>—</b>	19.		V 5
It was still dark when	Ben was woken by the movement of the bo		20.		V S
	oftly. Footsteps crunched on the gravel. An		Anai	Circle cue	If corrections es used during self correction
		- dilianiliai	1.	MV5	MVS
voice hissed, "Hurry	up! Get that thing on."		2.	M V 5	MVS
Suddenly the trailer,	with Ben and the boat on it, was moving. A	s it turned	3.	MVS	M V S
out of the drive Bon	peeked out and saw that it was being towe	ad by a ute	4. 5.	MV5 MV5	M V S
		d by a die.	6.	M V 5	MVS
Someone was steali	ng the Kestrel.	-		MVS	MVS
	•			M V S	MVS
	1		9.	MV5	MVS
			10.	MVS	MVS
Accuracy Pass 97%	Comments about reading	behaviour :			
Retelling					
Pass 50%					
russ 50 %					
Comprehension					

Recommended Instructional Reading Age:

Pass 75%

LITERAL COMPREHENSION: "Mayday" Section A: Retell	Level 6 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.
Ben waited until Mum and Nick were asleep then crept downstairs	What did Ben wait for at the beginning of the story?
He stubbed his toe on the hearth.     The front door squeaked when he opened it	2. How did Ben hurt himself? What happened when Ben opened the door?
Ben stopped and listened carefully in case he had woken anyone	3. Why did Ben stop before he went outside?
4. Outside Ben switched on his torch	4. What did Ben do once he got outside?
5. Ben walked down the drive to where the boat was parked	5. Where did Ben go once he was outside?
6. He climbed aboard the boat	6. What did Ben do when he got to the boat?
7. All the rigging wires (gear/equipment) made getting on board awkward	7. Why was it awkward (to get onto the boat)?
Ben found a place to sleep and unrolled his sleeping bag	8. What did Ben do when he got onto the boat?
Ben missed the sound of water lapping against the boat	9. What did Ben miss?
10. It felt good to be back on board the boat	10. How did Ben feel now he was back on board?
11. Ben wriggled into his sleeping bag and drifted into sleep	11. What did Ben do next?
12. Ben was woken by the movement of the boat	12. What woke Ben up?
13. Outside an engine rumbled softly	13. What were the three things Ben heard when he woke up?
14. He heard footsteps crunch on the gravel	14.
15. He heard an unfamiliar voice	15.
16. Suddenly the trailer, boat and Ben were moving	16. What started to happen to the boat?
17. Ben peeked out and saw a ute towing the boat	17. When Ben had a look, what did he see?
18. Someone was stealing the boat	18. What was happening?
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 :	A	ge:				
Title : Dead Rat Li	ive on Stag	ge Running words: 298	B Reading	Age	: 12-	-13	Leve	el 7
The surgery appear	red to have b	een a success. Barbie's new c	vberleg was			alysis of un reading n	niscues	7
0 7 11		icy looked at it proudly. Creatin	, c		1.	M	V	5
•			-		2.	M	V	5
replace the one her	twin brotner	Mark had bitten off during one	ot nis turns		3. 4.	M	V	5 5
had taken her seve	ral weeks. In	the room next door, a loud thur	nping noise		5.	M		5
started as Dead Ra	t finished the	ir pizza break. Mark and a bun	ch of his		6.	W	٧	5
friends who though	t they could p	play the guitar were rehearsing.	Lucy rolled		7.	W	V	5
her eyes heavenwa	ards as Mark	began to howl the lyrics to the g	roup's latest	97%	8. 9.	M	V	5 5
composition. Was	he really sind	ging, "I gave you my heart and y	ou fed it to a		10.	M	V	5
				nstr	11.	M	٧	5
•		e group her writing skills.		Instructional Leve	12.	M	V	5
"Hi Luce," Mark gre	eeted her wh	en she poked her head around	the door.	onal	13. 14.	M	V V	5 5
"You won't believe	this, but we'v	e got a real gig to play at." "It's	true," said	Lev	15.	M	V	5
Sjam, Dead Rat's	drummer. "W	e're going to play at the school	dance."	<u>@</u>	16.	M	٧	5
"Isn't your mother o	on the organis	sing committee?" asked Lucy si	uspiciously.		17.	M	V	5
·	4	at's got nothing to do with it."	, ,	94%	18. 19.	M	V V	5 5
					20.	M	V	5
		he dance, aren't you?" asked M			Ar		cues use	ed during
"Do they hand out f	ree earplugs	?" enquired Lucy. "Get real, Ma	ark. Of course		1.	miscue M V S		correction V S
I'm not going to the	dance if Dea	nd Rat's playing." Mark handed	I the mike to		2.	MVS		\
Sjam and hustled L	ucy out the c	loor. "You have to come," he h	nissed when		3.	M V S	N	\ V 5
		y. "I need you. The dance is o			4.	MVS		1 V S
		d. "The twenty-first! You can't o			5. 6.	MVS	_	\
					7.	MVS		\
dance that night, M	ark, not with	your condition. The twenty-first	is a full		8.	MVS	N	\ V S
moon! If you turn in	nto a wolf in t	he middle of the school hall, you	u'll get		9.	MVS	_	\ V S
expelled! What wo	ould Mum and	d Dad say?"			10.	MVS	, N	\
Accuracy		Comments about reading	behaviour:					
Pass 97%								
Retelling								
•								
Pass 50%								
Comprehension								
Pass 75%		Recommended Instruction	onal Reading	Age:				

LITERAL COMPREHENSION: "Dead Rat Section A: Retell	Live on Stage" Level 7 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.
Barbie's new cyberleg was working well	1. What was the surgery that Lucy had to do?
2. Twin brother Mark had bitten it off	2. What had happened to Barbie's leg?
In the next room Dead Rat had just finished a pizza break	3. What was happening in the room next door?
Dead Rat were Mark and his friends who thought they could play the guitar	4. Who were Dead Rat?
5. The band were rehearsing	5. What were they doing?
6. Lucy thought their lyrics were useless	6. What did Lucy think of their new song?
7. Mark was singing "I gave you my heart and you fed it to a dog"	7. What were the lyrics Mark was singing?
8. Lucy thought she should offer to write lyrics for them	8. How did Lucy think she could help?
9. Dead Rat were going to play at the school dance	9. What were Dead Rat excited about?
10. Sjam's mother was on the organising comittee	10. What did Sjam's mother have to do with the dance?
11. Lucy thought Sjam's mum had got them the gig	11. Why was Lucy suspicious about them having a gig?
12. Sjam said that his mum had nothing to do with it	12. What did Sjam think about Lucy's suspicions?
13. Mark wanted to know if Lucy was still going to the dance	13. What was the question Mark asked Lucy?
14. Lucy asked if they would be handing out free earplugs	14. What did Lucy want to know about the dance?
15. Then she said there would be no way she would go if Dead Rat were playing	15. Was she going to go to the dance? Why not?
16. Mark said she had to come because he needed her help	16. Why did Mark want her to be there?
17. The dance was on the 21st and it was going to be a full moon	17. What night was the dance going to be on?
18. If Mark turned into a wolf in the middle of the school hall he would get expelled	18. What was likely to happen to Mark on this night?
DETELL TOTAL	INFERENTIAL COMPREHENSION
RETELL TOTAL (PASS 50% = 9)	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)
	TOTAL (PASS /5% = 15)

Name: Date: Age: Reading Age: 12-13 Running words: 252 Title: Stagehand Level 7 Analysis of uncorrected reading miscues
Circle cues used during miscue Our school, as its major event of the year, produced the musical, The Wizard W S of Oz. A cast of one hundred, a live orchestra, real props, costuming and 2. S M 3. S make-up. I was keen to be involved, and auditioned for every part: 4. ้ร Dorothy, Wizard, Tin Man, Lion, Scarecrow, Munchkin, Jitterbug, and Soldier 5. M S - everything. Then the audition results were announced. I hadn't a major S ٧ S role. I hadn't a minor role. Not even a Munchkin. All I heard was, "Stacey ٧ 8. M S Hedgeman – stagehand." ٧ M S 10 ٧ S W ructional "Stagehand!" I thought, skulking out of the hall teary eyed. "How boring ٧ 11. S W I'm not doing that job." Rehearsals began. I would sit and listen outside the ٧ 12. S M Leve 13. ٧ M S hall as the principal actors stumbled through their parts. I had a copy of the 14. M ٧ S script and would read along with them. After three weeks, I knew the 15 S M ٧ 94% 16. M S principals' parts better than they did. They may have used more expression, ٧ 17. S W or sung the songs more sweetly, but they didn't know their speaking parts as 18. M ٧ S 19. M ٧ S well as I did. A few days later, Ms Shearn, the producer, approached me in 20. S M the playground. Analysis of self corrections Circle cues used during miscue self correction "I overheard you reciting the script the other day, Stacey. I thought you were MVSMVSvery good." I looked at the ground and blushed. 2. MVS MVS 3. MVS MVS"You know Stacey," she continued. "That stagehand's job is still open if you 4. MVSMVSwant it. Someone with your knowledge of the play would be really valuable. MVS MVS 5. 6. MVSMVSThink about it. We start full rehearsals next week. If you're interested, come 7. MVS MVS along." 8. MVSMVS9. MVS MVS I saw her shadow move off, and I rolled a pebble with my toe. MVS 10. MVS

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

LITERAL COMPREHENSION: "Stagehan Section A: Retell	Level 7 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.
The school produced the musical "The Wizard of Oz"	What was the school's major event of the year?
2. There was a cast of 100, a live orchestra	2. What were the special things about this major event?
3. There were real props, costuming, make-up	3. Can you remember anything else?
4. Stacey wanted to be in the play	4. How did Stacey feel about the play?
5. She auditioned for every part	5. What did Stacey do to get in the play?
6. She didn't get a part, but was asked to be the stagehand	6. What happened? Did she get a part?
7. She got upset - skulked out of the hall teary eyed	7. How did Stacey feel about missing out? What did she do about it?
8. Wasn't going to do it - thought it would be boring	8. Was she going to take on the stagehand's job? Why not?
9. She sat outside the hall during rehearsals	9. Where did she sit during the rehearsals?
10. And read the script along with the actors	10. What did she do during rehearsals?
11. After three weeks	11. How long did she do this for?
12. She knew the principal speaking parts better than the actors	12. After that length of time, what had happened?
13. Ms Shearn the producer came up to her in the playground	13. What happened in the playground?
14. She had overheard her reciting the script	14. Why did Ms Shearn come up to her?
15. Stacey looked at the ground and blushed	15. What did Stacey do when Ms Shearn approached her?
16. Ms Shearn offered her the stagehand's job again	16. What did Ms Shearn offer her?
17. She thought her knowledge of the play would be really valuable	17. Why did Ms Shearn offer her the stagehand's job again?
18. Stacey rolled a pebble with her toe as Ms Shearn moved off	18. What did Stacey do as Ms Shearn walked away?
RETELL TOTAL (PASS 50% = 9)	INFERENTIAL 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

Name:		Date:	Α	ge:				
Title: Old Finchle	ey .	Running words: 299	Reading A	lge:	13-15	5 L	.eve	l 8
I sometimes wonder if o	old Finchley ha	as the right temperament to be a rese	arch			lysis of un reading n le cues used	niscues	5
scientist. He keeps ask	king when he'll	be coming back. After all, it was his	own fault.		1.	M	V	5
Nobody - but nobody - 1	tries out conco	octions on themselves any more. But	Finchley,		2.	M	V	5
well. he must've pumpe	ed about a tho	usand cc's into himself before I notice	ed he was		3.	M	V	5
		ning him, because his clothes didn't s			4. 5.	M	V	5 5
	-	4	•		6.	M	V	5
simply bunched up arou	und him so tha	at he looked like a small boy in his fath	ner's		7.	W	V	5
clothes. Except he kep	t getting small	er and smaller. As Dawson and I wa	tched him,	97%	8.	M	٧	5
he dwindled down to no	othing. All we	could see were Finchley's clothes on	the floor.		9.	М	٧	5
They looked so odd, be	ecause the lab	coat was on top, shirt and trousers in	nside and, I		10.	M	V	S
suppose, underclothes	inside again. I	t gave me an eerie feeling, and I think	k Dawson	15 tr	11.	M	V	5
				Instructional Leve	12.	M	V	5
was a bit shaken, too.				onal	13. 14.	M	V V	5 5
Dawson was sitting at h	nis bench in fro	ont of a microscope he'd been using to	o examine a	Lev	15.	M	V	5
culture smear of Trypar	nasoma gamb	iense. He sort of absently looked thro	ough the	<u>6</u>	16.	M	V	5
'scope again and nearly	passed out v	when he found old Finchley waving ba	ck from the		17.	M	٧	5
other end. Seems Find	hley had hitch	ed a ride on a dust mote and landed	on the	94%	18.	Μ	٧	5
Trypanasoma culture	Of course, we	didn't know that then. We didn't know	w till		19.	Μ	V	5
					20.	Μ	V	S
		s I said, Dawson nearly passed out.			An	alysis of s Circle miscue	cues use	rrections ed during f correction
off his stool and pointed	d at the micros	cope, too shocked to speak. So I had	l a look		1.	MVS		M V S
myself - and there was	old Finchley	dancing up and down like a banshee.			2.	MVS	, ,	N V S
I've always thought Find	chley was skir	my with his clothes on, but without his	s clothes –		3.	MVS	, ^	N V S
whew! He was scrawn	v: skin and bo	ne and, dancing around like that, well	he looked		4.	MVS	, 1	N V S
					5.	MVS		N V S
peculiar.					6.	MVS	_	N V S
					7.	MVS	_	N V S
					8. 9.	M V S		N V S
					10.	MVS	_	N V S
48		Comments about reading h						.,
Accuracy		Comments about reading b	Jenaviour .					
Pass 97%								
Retelling								
Pass 50%								
1 433 30 70								
Comprehension								
Pass 75%		Recommended Instruction	nal Reading	Age:				

	TERAL COMPREHENSION: "C	Old Finch		
Sec	tion A : Retell		Section B : Questions to check Comprehension	
rere Nun	er initial reading by student, give them the oppor ad the passage silently before attempting retell. ber responses to indicate retelling sequence. re half if some details are left out.		After retelling, tick boxes in this section that have already be 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.	een
1.	The storyteller wondered if Finchley had tright temperament	the	What did the storyteller think of Finchley?	
2.	To be a research scientist		2. What was Finchley's job?	
3.	He had tried out one of his concoctions or himself		3. What did Finchley do that was wrong?	
4.	He pumped 1000cc's into himself		4. How had he tried his concoction?	
5.	It had made him shrink away to nothing		5. What effect did the concoction have on Finchley?	
6.	Finchley looked funny because his clothes didn't shrink	A	6. What was funny about Finchley shrinking?	
7.	There were just the clothes left in a pile t way he had been wearing them	the	7. Why did his clothes look funny?	
8.	After Finchley shrunk, Dawson was the fir to see him	st 🔽	8. Who saw Finchley first after he had shrunk?	
9.	Dawson was looking through a microscope		9. What was Dawson doing when he saw Finchley?	
10.	He nearly passed out - he was too shocked speak	to 🔲	10. How did Dawson react when he saw Finchley?	
11.	When he saw Finchley waving back at him		11. What was Finchley doing?	
12.	Finchley had hitched a ride on a dust mote		12. How did Finchley get to where they saw him?	
13.	And landed on the culture that Dawson was studying	S	13. What had Finchley landed on?	
14.	They didn't find that out until later		14. When did they find out about Finchley's travels?	
15.	The storyteller had a look through the microscope		15. When did the storyteller see Finchley?	
16.	He saw Finchley dancing up and down like a banshee		16. What did the storyteller see Finchley doing?	
17.	The storyteller had always thought that Finchley was skinny with his clothes on		17. What did the storyteller think of Finchley's appearance before all this happened?	
18.	Without his clothes on he was scrawny, just skin and bones		18. How did Finchley look with his clothes off?	
7	ETELL TOTAL		INFERENTIAL COMPREHENSION	
	PASS 50% = 9)		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	ટ :				
Title : Jungle Bro	others	Running words: 287	Reading Age	2: 1	3-15		_evel	8
3		<u> </u>				alysis of un		ed
Cappy, Dirk Fallon's little Capuchin monkey, sat in the strange forest gazing mournfully					reading miscues Circle cues used during miscue			
at his motionless mas	ter. Exhauste	d by tropical fever, Dirk, a broad-s	houldered young		1.	M	V	5
gold hunter, lay beside an animal trail that twisted here and there under the thick					2. 3.	M	V	5 5
canopy of the Guatemalan rain forest. When the first hot dizziness warned him that he					3. 4.	M	V	5
				-	5.	M	V	5
had been stricken with	h the dreaded	jungle malady, he knew a weaken	ing moment of		6.	W	V	5
terror at the thought o	f dying alone i	n the wilderness. Then he grew d	elirious, and		7.	W	V	5
finally he fell into the coma of crisis. Eventually, he would awaken clearheaded and 97%						M	V	5
free from fever, or he	would slip into	eternal slumber, reaching advent	ure's end there		9.	M	V	5
in the jungle – alone.	And vet he wa	as not alone, for Cappy sat on gua	ard.	占	10.	M	V	5
	•			stru	11. 12.	M	V	5
		d by the strange unresponsivenes		Instructional Leve	13.	M	V	5 5
man-god, and fearful of	of the unseen	menace that seemed to lurk every	where in the	onal	14.	M	V	5
dense bush.	4			Lev	15.	M	V	5
This was the land of C	Cappy's ances	tors, but the little grey monkey was	s seeing it for the	<u>e</u>	16.	M	V	5
first time. Before this,	Dirk Fallon ha	ad done his exploring in more tem	perate regions,		17.	М	V	5
but stories of the gold to be found along the Guatemalan rivers had lured him to the					18.	M	V	5
					19.	M	V	5
tropics, and he had brought Cappy for company.					20.	M	V	5
Now Cappy crouched miserably beside Dirk, well aware that something terrible had					Analysis of self corrections Circle cues used during miscue self correction			
happened to his master. He knew too that darkness was creeping over the rain forest,						MVS		V S
and that the jungle life was awakening.						MVS	_	V 5
Instinctively he feared the night prowlers, most of them dangerous to little monkeys					3. 4.	MVS		V 5
who foolishly stayed on the ground instead of taking to the trees. Yet he would not					<del>4</del> . 5.	MVS		V 5
leave the man he adored, even though remaining might mean swift death.					6.	MVS		V 5
leave the main he addred, even thought remaining might mean switt death.						MVS		V 5
				-	8.	MVS	M	V S
	7			•	9.	MVS	M	٧s
					10.	MVS	M	V 5
Accuracy Pass 97%		Comments about readin	g behaviour :					
Retelling Pass 50%								
Comprehension Pass 75%		Recommended Instruct	ional Reading A	ige :				

LITERAL COMPREHENSION : Section A : Retell	"Jungle Br	Brothers" Level 8 Section B : Questions to check Comprehension	
After initial reading by student, give them the opp reread the passage silently before attempting reto Number responses to indicate retelling sequence. Score half if some details are left out.		After retelling, tick boxes in this section that have already bee 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.	en
1. Cappy, a little monkey		1. Who was Cappy?	
2. Was sitting in a strange forest		2. Where was Cappy?	
3. Looking sadly at his motionless master		3. What was Cappy doing?	
4. His master had tropical fever		4. What was wrong with Dirk Fallon, his master?	
5. Dirk had fallen into a coma		5. What had happened to Dirk because of the tropical fever?	
6. From which he would either get better	A	6. Once he had fallen into a coma, what were the two things that could happen to him?	
7. Or die		7 00	]
8. Cappy sat on guard		8. What did Cappy do next?	]
<ol> <li>He couldn't understand why his master wouldn't respond</li> </ol>		9. What was Cappy puzzled about?	
10. The jungle was where his ancestors came from		10. What was special about this jungle for Cappy?	 ]
11. It was the first time he had ever been h	ere	11. Had Cappy ever been here before?	]
12. His master had come here to look for go	ld	12. What had his master Dirk come here for?	]
13. He had brought Cappy for company		13. Why had Dirk brought Cappy with him?	
14. Cappy knew that something terrible had happened to his master		14. What did Cappy think about his master lying on the jungle floor?	
15. He was worried about the night prowlers the jungle	s in	15. What was in the jungle that Cappy was worried about?	]
16. Cappy knew he should take to the trees		16. What did Cappy know he should do?	
17. He couldn't leave his master		17. Why didn't he get off the jungle floor?	
18. Even though it might mean swift death it stayed	f he	18. What might happen to him if he stayed with his master?	]
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)	

## **ACKNOWLEDGEMENTS**

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

A Clown called Smiler was first published in the School Journal 1984 by Learning Media Limited on behalf of the Ministry of Education. © Ruth Dallas 1984.

The Wet Teddy Bear was first published in the School Journal 1988 by Learning Media Limited on behalf of the Ministry of Education. © Ruth Dallas 1988.

Baby Tom at the Supermarket was first published in the School Journal 1982 by Learning Media Limited on behalf of the Ministry of Education. © Irene Adcock 1982.

The Climber was first published in the School Journal 1994 by Learning Media Limited on behalf of the Ministry of Education. © Marie Gibson 1994.

The School Fair was first published in the School Journal 1991 by Learning Media Limited on behalf of the Ministry of Education. © Sonny Mulheron 1991.

The Big Wave was first published in the School Journal 1988 by Learning Media Limited on behalf of the Ministry of Education. © Kay Monney 1988.

Tama's Birthday Watch was first published in the School Journal 1994 by Learning Media Limited on behalf of the Ministry of Education. © Alan Bagnall 1994.

Rats was first published in the School Journal 1984 by Learning Media Limited on behalf of the Ministry of Education. © John O'Brien 1984.

The Case of the Broken Window was first published in the School Journal 1997 by Learning Media Limited on behalf of the Ministry of Education. © Margaret Schroder 1997.

Mayday was first published in the School Journal 1998 by Learning Media Limited on behalf of the Ministry of Education. © Christine Ashton 1998.

Dead Rat Live on Stage was first published in the School Journal 1997 by Learning Media Limited on behalf of the Ministry of Education. © Donna Giltrap 1997.

**Stagehand** was first published in the School Journal 1988 by Learning Media Limited on behalf of the Ministry of Education. © John Lockyer 1988.

Old Finchley was first published in the School Journal 1983 by Learning Media Limited on behalf of the Ministry of Education. © Laurie Mantell 1983

Education. © Laurie Mantell 1983.

Jungle Brothers is reproduced by permission of the publishers Learning Media Limited on behalf of Ministry of Education, P O Box 3293, Wellington, New Zealand, by Kenneth Gilbert, © Crown, 1960.

Every endeavour has been made to contact the following authors but without success. If anyone can provide information about them, please contact the publisher.

Jam Sandwiches was first published in the School Journal 1982 by Learning Media Limited on behalf of the Ministry of Education. John Smith 1982.

The Sidecar and the Spuds was first published in the School Journal 1978 by Learning Media Limited on behalf of the Ministry of Education. © Denis Parsonson 1978.