



## **Additional easier texts (stage 4-5)**

*These texts can be used to assess the reading accuracy and fluency of students in years 7-9 who cannot read the texts in the previous section, at an instructional level with age appropriate fluency.*

True blue

A real hero

Christmas spirit

Hey, lads, I've just had a great idea!

Nappy attack

Best of both worlds

Green fingers

Gwennie

Ivy

Spooked

Down came a spider

The hold-up

COMMONWEALTH OF AUSTRALIA

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## Readability of additional texts

The appropriate level of text for an individual student is text that the student can read with above 90% (instructional level) or above 95% (independent level) accuracy, with a fluency of at least 100 correct words per minute.

Information about the readability of this collection of passages for assessment comes from the Spelling and Grammar check on Microsoft Word (Flesch-Kincaid readability grade level; reading ease score), and from using Fry's readability graph. Further information on using the Fry Readability Graph to determine the readability of other texts can be found at:

<http://school.discoveryeducation.com/schrockguide/fry/fry.html>

<b>Group 1</b>			
<i>Title</i>	<i>Flesch-Kincaid readability grade</i>	<i>Reading ease</i>	<i>Fry readability grade</i>
True Blue	0	98.2	1
Christmas Spirit	0.2	91	<1
A Real Hero	0.4	97.1	1
Hey, Lads, I've Just Had a Great Idea	0.4	94.6	1
<b>Group 2</b>			
<i>Title</i>	<i>Flesch-Kincaid readability grade</i>	<i>Reading ease</i>	<i>Fry readability grade</i>
Nappy Attack	0.9	82.9	2
Best of Both Worlds	1	87.1	1
Green Fingers	1.2	87.8	2
<b>Group 3</b>			
<i>Title</i>	<i>Flesch-Kincaid readability grade</i>	<i>Reading ease</i>	<i>Fry readability grade</i>
Gwennie	1.6	93.2	3
Ivy	1.2	95	5
Spooked	1	83.2	4
<b>Group 4</b>			
<i>Title</i>	<i>Flesch-Kincaid readability grade</i>	<i>Reading ease</i>	<i>Fry readability grade</i>
Down Came a Spider	2.5	72.1	4
The Hold-up	2.8	84.3	5

**Student's copy**

**True blue**

Mick tossed his bags on the back of the truck. Blue jumped up and sat in the cab. Mick got into the truck and started it up. Man and dog set off. Out west they went.

Blue was a cattle dog. He was bred to work with cattle. Mick got him when he was just a pup. Everywhere Mick went Blue went too.

The truck rocked and bumped in the sand and dust on the track. This was outback Australia. As far as a man could see, there was red sand and green scrub.

Mick and Blue were glad they had left the camp and were glad to be going west to look for zinc and copper.

Back at the camp the men packed up.

Sam said, "It's good that Mick knows where he's going. That's a bad track he's on."

## Teacher's copy

### Accuracy and fluency measure

Student's name:

Date:

Key		Semantic (meaning - m)	Grammatical (structure or syntax - s)	Graphological (visual - v)	Phonological (p)	Error analysis		Analysis	
Word count	Title: <b>True blue</b>					E	SC	E msvp	SC msvp
13	Mick tossed his bags on the back of the truck. Blue jumped up								
28	and sat in the cab. Mick got into the truck and started it up. Man								
36	and dog set off. Out west they went.								
50	Blue was a cattle dog. He was bred to work with cattle. Mick got								
62	him when he was just a pup. Everywhere Mick went Blue went								
63	too.								
76	The truck rocked and bumped in the sand and dust on the track.								
89	This was outback Australia. As far as a man could see, there was								
94	red sand and green scrub.								
108	Mick and Blue were glad they had left the camp and were glad to								
117	be going west to look for zinc and copper.								
125	Back at the camp the men packed up.								
137	Sam said, "It's good that Mick knows where he's going. That's a								
141	bad track he's on."								

Strategies used

- o Re-reads
- o Reads on
- o Self-corrects

o Reads for meaning

- o Uses multiple cues (msvp)
- o Uses syllables to problem-solve
- o High frequency words accurate

o Uses punctuation

- o Expression
- o Fluent
- o Makes substitutions/omissions

Fluency: correct words per minute

Guide  
Y 3-4 80-100 cwpm  
Y 5-6 100-120 cwpm

Accuracy %

Easy (96-100%)  
Instructional (90-95%)  
Hard (<90%)

Self-correction rate

$\frac{E + SC}{SC}$       E.g.  $\frac{15 + 5}{5}$   
= ratio 1:      = ratio 1:4

Comments

## Comprehension measure

### Text questions: True blue

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

### Use of contextual information

- Type 1
- (a) Where did Mick toss his bags?
  - (b) Where did Blue jump up and sit?
  - (c) What was Blue?
  - (d) What did the truck rock and bump in?
- Type 2
- (a) Why did Mick take Blue out west?
  - (b) Describe outback Australia.
  - (c) Why did Sam say that Mick was on a 'bad track'?
- Type 3
- (a) What do you think Mick would have packed in his bags?
  - (b) Why do you think Mick took Blue everywhere?
  - (c) Why is it 'good that Mick knows where he is going'?

### Use of semantic information

- (a) How would you 'toss' something?
- (b) What is a 'pup'?
- (c) What is the 'cab' part of a truck?
- (d) Where is 'outback Australia'?
- (e) What does 'man and dog set off' mean?
- (f) What is a 'cattle dog'?
- (g) What does 'bred' mean?

**Student's copy**

**A real hero**

Ann liked Prince a lot, and Prince liked Ann. He used to go over to her place to see her, so I used to go along with him.

But things at home weren't so good. Dad still wasn't too happy about having a dog around. If something was missing he would blame Prince. If any plants in the garden were broken, Dad would say that Prince had sat on them. I got a bit sick of it all.

Then one Saturday Dad went fishing and it was just as well for Prince and me that he did. You see, that was the day that Prince came running round the side of our house with a black chicken in his mouth. If Dad had seen Prince he would have made me get rid of him there and then. Anyway, I just about died when I saw Prince with that chicken.

## Teacher's copy

### Accuracy and fluency measure

Student's name:

Date:

Key	Semantic (meaning - m)	Grammatical (structure or syntax - s)	Graphological (visual - v)	Phonological (p)	Error analysis		Analysis	
Word count	Title: <b>A real hero</b>				E	SC	E msvp	SC msvp
13	Ann liked Prince a lot, and Prince liked Ann. He used to go							
28	over to her place to see her, so I used to go along with him.							
39	But things at home weren't so good. Dad still wasn't too							
49	happy about having a dog around. If something was missing							
60	he would blame Prince. If any plants in the garden were							
73	broken, Dad would say that Prince had sat on them. I got a							
78	bit sick of it all.							
90	Then one Saturday Dad went fishing and it was just as well							
104	for Prince and me that he did. You see, that was the day that							
115	Prince came running round the side of our house with a							
127	black chicken in his mouth. If Dad had seen Prince he would							
140	have made me get rid of him there and then. Anyway, I just							
149	about died when I saw Prince with that chicken.							

Strategies used

- Re-reads
- Reads on
- Self-corrects

Reads for meaning

- Uses multiple cues (msvp)
- Uses syllables to problem-solve
- High frequency words accurate

Uses punctuation

- Expression
- Fluent
- Makes substitutions/omissions

Fluency: correct words per minute

Guide

- Y 3-4 80-100 cwpm
- Y 5-6 100-120 cwpm

Accuracy %

- Easy (96-100%)
- Instructional (90-95%)
- Hard (<90%)

Self-correction rate

- |                     |                         |
|---------------------|-------------------------|
| $\frac{E + SC}{SC}$ | E.g. $\frac{15 + 5}{5}$ |
| = ratio 1:          | = ratio 1:4             |

Comments

## Comprehension measure

### Text questions: A real hero

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

### Use of contextual information

- Type 1
- (a) Who did Prince like?
  - (b) What was Dad still not too happy about?
  - (c) What would Dad say if any plants in the garden were broken?
  - (d) What did Prince have in his mouth when he came running around the side of the house?
- Type 2
- (a) How do you know that Prince liked Ann?
  - (b) Why weren't things at home so good?
  - (c) Why was it 'just as well' that Dad went fishing on Saturday?
- Type 3
- (a) Why do you think that Dad didn't want to have a dog around the house?
  - (b) How do you think Prince got the chicken?
  - (c) Why would Dad make Ann get rid of Prince if he'd seen him with the chicken?

### Use of semantic information

- (a) What is Prince?
- (b) What is another way of saying 'something was missing'?
- (c) What does 'blame' mean?
- (d) What do you do when you go fishing?
- (e) What does 'I got a bit sick of it all' mean?
- (f) What does 'I just about died' mean?

**Student's copy**

**Christmas spirit**

Karl was lost. He was in a hire car. He had got it at the airport. The map was not much good. He should have bought a better one. It showed only the main roads, not the little lanes. And the weather was bad. It was snowing. Soon it would be dark.

The airport had a hotel. He should have spent the night there. But he wanted to be home for Christmas. He wanted to wake up at home. He had been away in Hong Kong. He had not seen his family for two years. His mum and dad had moved house. They had lived in a big town, near their work. When Karl and his sister left, the house was too big for them.

"You'll love the cottage," his mum wrote in a letter. "It is really pretty. I've been working in the garden. I can't wait for you to see it."

He said the address out loud.

"Holly Cottage, Church Lane, Wetford."

## Teacher's copy

## Accuracy and fluency measure

Student's name:

Date:

Key		Semantic (meaning - m)	Grammatical (structure or syntax - s)	Graphological (visual - v)	Phonological (p)	Error analysis		Analysis	
Word count	Title:	<b>Christmas spirit</b>				E	SC	E msvp	SC msvp
16	Karl was lost. He was in a hire car. He had got it at the airport.								
28	The map was not much good. He should have bought a better								
40	one. It showed only the main roads, not the little lanes. And								
52	the weather was bad. It was snowing. Soon it would be dark.								
64	The airport had a hotel. He should have spent the night there.								
76	But he wanted to be home for Christmas. He wanted to wake								
89	up at home. He had been away in Hong Kong. He had not								
101	seen his family for two years. His mum and dad had moved								
113	house. They had lived in a big town, near their work. When								
125	Karl and his sister left, the house was too big for them.								
138	"You'll love the cottage," his mum wrote in a letter. "It is really								
151	pretty. I've been working in the garden. I can't wait for you to								
153	see it."								
159	He said the address out loud.								
164	"Holly Cottage, Church Lane, Wetford."								

### Strategies used

- o Re-reads
- o Reads on
- o Self-corrects

### o Reads for meaning

- o Uses multiple cues (msvp)
- o Uses syllables to problem-solve
- o High frequency words accurate

### o Uses punctuation

- o Expression
- o Fluent
- o Makes substitutions/omissions

### Fluency: correct words per minute

#### Guide

- Y 3-4 80-100 cwpm
- Y 5-6 100-120 cwpm

### Accuracy %

- Easy (96-100%)
- Instructional (90-95%)
- Hard (<90%)

### Self-correction rate

$$\frac{E + SC}{SC} \quad \text{E.g. } \frac{15 + 5}{5}$$

= ratio 1:                      = ratio 1:4

### Comments

## Comprehension measure

### Text questions: Christmas spirit

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

### Use of contextual information

- Type 1
- (a) What was Karl in?
  - (b) What was not much good?
  - (c) What did Karl want to be home for?
- Type 2
- (a) Why should Karl have spent the night at the airport hotel?
  - (b) Who was the house too big for?
  - (c) Why wouldn't the map help Karl to find his way to his parents' cottage?
- Type 3
- (a) How could Karl solve his problem?
  - (b) What do you think will happen when Karl gets to his parents' cottage?
  - (c) Why do you think that hire cars should have good maps in them?

### Use of semantic information

- (a) 'Karl was lost.' What does 'lost' mean?
- (b) What is a 'hire car'?
- (c) What is a 'lane'?
- (d) What is a 'hotel'?
- (e) What does 'moved house' mean?
- (f) What is a 'cottage'?

**Student's copy**

**Hey, lads, I've just had a great idea!**

My friend, Wayne Lane, is full of good ideas. Well, that's what he thinks. But if his ideas are that good, why do they always go wrong?

One time, we went on holiday in Wales. Wayne had one of his great ideas then. His Uncle Charlie had a van, and an old caravan near Conway. We could use them – any time at all. Free! There was room for all our gang. Wayne, his brother Jimmy, my mate Pepsi Pete and me, Big Dave.

Good old Uncle Charlie, I thought.

Wayne didn't tell me about the state of the van. Or that it smelled like a chicken shed inside. But it was a van, wasn't it?

Up came Charlie's van, sounding like a shooting range. We just stared! What a heap! I shut up fast. No van, no holiday.

**Teacher’s copy**

**Accuracy and fluency measure**

Student’s name:

Date:

Key	Semantic (meaning - m)	Grammatical (structure or syntax - s)	Graphological (visual - v)	Phonological (p)	Error analysis		Analysis	
Word count	Title: <b>Hey, lads, I’ve just had a great idea!</b>				E	SC	E msvp	SC msvp
12	My friend, Wayne Lane, is full of good ideas. Well, that’s what							
26	he thinks. But if his ideas are that good, why do they always go							
27	wrong?							
39	One time, we went on holiday in Wales. Wayne had one of							
52	his great ideas then. His Uncle Charlie had a van, and an old							
63	caravan near Conway. We could use them – any time at all.							
74	Free! There was room for all our gang. Wayne, his brother							
83	Jimmy, my mate Pepsi Pete and me, Big Dave.							
89	Good old Uncle Charlie, I thought.							
102	Wayne didn’t tell me about the state of the van. Or that it							
115	smelled like a chicken shed inside. But it was a van, wasn’t it?							
125	Up came Charlie’s van, sounding like a shooting range. We							
138	just stared! What a heap! I shut up fast. No van, no holiday.							

Strategies used

- Re-reads
- Reads on
- Self-corrects

Reads for meaning

- Uses multiple cues (msvp)
- Uses syllables to problem-solve
- High frequency words accurate

Uses punctuation

- Expression
- Fluent
- Makes substitutions/omissions

Fluency: correct words per minute

Guide

- Y 3-4 80-100 cwpm
- Y 5-6 100-120 cwpm

Accuracy %

- Easy (96-100%)
- Instructional (90-95%)
- Hard (<90%)

Self-correction rate

$$\frac{E + SC}{SC} \quad \text{E.g. } \frac{15 + 5}{5}$$

= ratio 1:                      = ratio 1:4

Comments

## Comprehension measure

### Text questions: Hey, lads, I've just had a great idea!

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

#### Use of contextual information

- Type 1
- (a) What is Wayne Lane full of?
  - (b) What did Uncle Charlie have?
  - (c) What did the van smell like inside?
  - (d) What did Uncle Charlie's van sound like?
- Type 2
- (a) Who were the members of the gang?
  - (b) What were the good points about Wayne's idea?
  - (c) Why did Big Dave "shut up fast" when he saw the van?
- Type 3
- (a) Why do you think the gang wanted to go on a holiday?
  - (b) Describe what you think Uncle Charlie's van would have looked like.

#### Use of semantic information

- (a) What does 'full of good ideas' mean?
- (b) What is an 'uncle'?
- (c) What is a 'caravan'?
- (d) What would a 'chicken shed' smell like?
- (e) What is a 'shooting range'?
- (f) What is a 'holiday'?

**Student's copy**

## **Nappy attack**

One day I am going to be rich. I am going to make a million. Maybe two. How? I am going to invent a really way-out computer game. I am going to call it 'Nappy Attack'. Grown-ups will hate it. But kids will love it.

I got the idea for the game last Monday. It came to me in a dream. Monday was just another 'Moan-day'. Mum was moaning about my bedroom – "Clean it up, or else!" My sister, Beth, was moaning about her bedroom – "Keep out, or else!" Even my brother, Tom, was moaning and he is only a baby.

"He needs changing," said Mum. "Will you do it, Beth? I'm dog-tired."

"I did it last time," Beth said running for the door. "It's Craig's turn."

## Teacher's copy

## Accuracy and fluency measure

Student's name:

Date:

Key		Semantic (meaning - m)	Grammatical (structure or syntax - s)	Graphological (visual - v)	Phonological (p)	Error analysis		Analysis	
Word count	Title: <b>Nappy attack</b>					E	SC	E msvp	SC msvp
15	One day I am going to be rich. I am going to make a million.								
27	Maybe two. How? I am going to invent a really way-out								
37	computer game. I am going to call it 'Nappy Attack'.								
47	Grown-ups will hate it. But kids will love it.								
62	I got the idea for the game last Monday. It came to me in a								
71	dream. Monday was just another 'Moan-day'. Mum was								
82	moaning about my bedroom – "Clean it up, or else!" My sister,								
92	Beth, was moaning about her bedroom – "Keep out, or else!"								
104	Even my brother, Tom, was moaning and he is only a baby.								
114	"He needs changing," said Mum. "Will you do it, Beth?"								
117	I'm dog-tired."								
130	"I did it last time," Beth said running for the door. "It's Craig's								
131	turn."								

### Strategies used

- Re-reads
- Reads on
- Self-corrects

### o Reads for meaning

- Uses multiple cues (msvp)
- Uses syllables to problem-solve
- High frequency words accurate

### o Uses punctuation

- Expression
- Fluent
- Makes substitutions/omissions

### Fluency: correct words per minute

#### Guide

- Y 3-4 80-100 cwpm
- Y 5-6 100-120 cwpm

### Accuracy %

- Easy (96-100%)
- Instructional (90-95%)
- Hard (<90%)

### Self-correction rate

$$\frac{E + SC}{SC} \quad \text{E.g. } \frac{15 + 5}{5}$$

= ratio 1:                      = ratio 1:4

### Comments

## Comprehension measure

### Text questions: Nappy attack

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

### Use of contextual information

- Type 1
- (a) What is going to be invented?
  - (b) What was Monday?
  - (c) What was Mum moaning about?
  - (d) What was Beth moaning about?
- Type 2
- (a) What is the computer game going to be called?
  - (b) Why didn't Mum want to change Tom's nappy?
  - (c) What is it Craig's turn to do?
- Type 3
- (a) Why do you think that grown-ups will hate the computer game?
  - (b) Why do you think everyone is trying to avoid changing Tom's nappy?
  - (c) Why do you think Mum has 'Moan-days'?

### Use of semantic information

- (a) What does 'going to make a million. Maybe two.' mean?
- (b) What does 'way-out' mean?
- (c) What is an 'idea'?
- (d) Show me how you 'moan'.
- (e) What does 'the baby needs changing mean'?
- (f) How do you feel if you are 'dog-tired'?

**Student's copy**

**Best of both worlds**

Su's full name was Su-ling Harris. Her mother was Chinese. Her father was English. At school, Su-ling felt different from the other girls. Her family ate different food. Her mum wore different clothes.

Su once tried to talk about it with her dad, but he got angry. He loved her mum very much.

"What's the matter Su?" he asked. "Are you ashamed of your mum?"

"No, of course not," Su said. "Its just that people at school say things."

"What sort of things?" her dad asked. Su couldn't tell him. She knew he would be hurt.

"Take no notice," her dad told her. "You were born here. You're English."

But Su didn't always feel English. The trouble was, she didn't feel Chinese either. Su had her mother's dark eyes but her father's brown wavy hair. She was taller than a Chinese girl would be. Su felt neither one thing nor the other.

**Teacher’s copy**

**Accuracy and fluency measure**

Student’s name:

Date:

Key	Semantic (meaning - m)	Grammatical (structure or syntax - s)	Graphological (visual - v)	Phonological (p)	Error analysis		Analysis	
Word count	Title: <b>Best of both worlds</b>				E	SC	E msvp	SC msvp
10	Su’s full name was Su-ling Harris. Her mother was Chinese.							
20	Her father was English. At school, Su-ling felt different from							
31	the other girls. Her family ate different food. Her mum wore							
33	different clothes.							
47	Su once tried to talk about it with her dad, but he got angry.							
53	He loved her mum very much.							
64	“What’s the matter Su?” he asked. “Are you ashamed of your							
65	mum?”							
78	“No, of course not,” Su said. “Its just that people at school say							
79	things.”							
90	“What sort of things?” her dad asked. Su couldn’t tell him.							
96	She knew he would be hurt.							
107	“Take no notice,” her dad told her. “You were born here.							
109	You’re English.”							
120	But Su didn’t always feel English. The trouble was, she didn’t							
131	feel Chinese either. Su had her mother’s dark eyes but her							
142	father’s brown wavy hair. She was taller than a Chinese girl							
152	would be. Su felt neither one thing nor the other.							

Strategies used

- o Re-reads
- o Reads on
- o Self-corrects

o Reads for meaning

- o Uses multiple cues (msvp)
- o Uses syllables to problem-solve
- o High frequency words accurate

o Uses punctuation

- o Expression
- o Fluent
- o Makes substitutions/omissions

Fluency: correct words per minute  
Guide

- Y 3-4 80-100 cwpm
- Y 5-6 100-120 cwpm

Accuracy %

- Easy (96-100%)
- Instructional (90-95%)
- Hard (<90%)

Self-correction rate

$$\frac{E + SC}{SC} \quad \text{E.g. } \frac{15 + 5}{5}$$

= ratio 1:                      = ratio 1:4

Comments

## Comprehension measure

### Text questions: Best of both worlds

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

### Use of contextual information

- Type 1
- (a) What was Su's full name?
  - (b) What was Su's mother?
  - (c) How did Su-ling feel at school?
  - (d) What did Su-ling's dad do when she tried to talk to him about it?
- Type 2
- (a) Why did Su-ling feel different from the other girls at school?
  - (b) Describe Su-ling's appearance.
  - (c) Why did Su-ling's dad get angry when she tried to talk about feeling different?
- Type 3
- (a) What sorts of things do you think the girls may have said to Su-ling to make her feel different?
  - (b) How do you think Su-ling would like to change her life?
  - (c) Why does Su-ling feel 'neither one thing nor the other'?

### Use of semantic information

- (a) What is your 'full name'?
- (b) What does 'ashamed' mean?
- (c) What does 'wavy hair' look like?
- (d) What does 'take no notice' mean?
- (e) What do you think 'different' food is?
- (f) Explain 'Su felt neither one thing nor the other'.

**Student's copy**

## **Green fingers**

When Bill retired everyone told him to keep busy.

"You'll need a hobby," they said. "Time hangs heavy when you're at home."

"Days seem to get longer as you get older," said his retired friends.

But Bill knew all this. He had a hobby. It was something he'd been doing for years. Now with all this time to himself he could really get on with it.

Bill had always loved growing things. He'd never had a garden, only a backyard. But he had a small greenhouse there. When he had worked at the factory he'd not had much time for his plants. So his hobby hadn't been a problem for his wife, Winnie. But now she was really fed up.

## Teacher's copy

## Accuracy and fluency measure

Student's name:

Date:

Key	Semantic (meaning - m)	Grammatical (structure or syntax - s)	Graphological (visual - v)	Phonological (p)	Error analysis		Analysis	
Word count	Title: <b>Green fingers</b>				E	SC	E msvp	SC msvp
9	When Bill retired everyone told him to keep busy.							
19	"You'll need a hobby," they said. "Time hangs heavy when							
22	you're at home."							
34	"Days seem to get longer as you get older," said his retired							
35	friends.							
47	But Bill knew all this. He had a hobby. It was something							
59	he'd been doing for years. Now with all this time to himself							
66	he could really get on with it.							
76	Bill had always loved growing things. He'd never had a							
86	garden, only a backyard. But he had a small greenhouse							
98	there. When he had worked at the factory he'd not had much							
111	time for his plants. So his hobby hadn't been a problem for his							
120	wife, Winnie. But now she was really fed up.							

### Strategies used

- Re-reads
- Reads on
- Self-corrects

### o Reads for meaning

- Uses multiple cues (msvp)
- Uses syllables to problem-solve
- High frequency words accurate

### o Uses punctuation

- Expression
- Fluent
- Makes substitutions/omissions

### Fluency: correct words per minute

Guide  
Y 3-4 80-100 cwpm  
Y 5-6 100-120 cwpm

### Accuracy %

Easy (96-100%)  
Instructional (90-95%)  
Hard (<90%)

### Self-correction rate

$\frac{E + SC}{SC}$       E.g.  $\frac{15 + 5}{5}$   
= ratio 1:      = ratio 1:4

### Comments

## Comprehension measure

### Text questions: Green fingers

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

### Use of contextual information

- Type 1
- (a) What did everyone tell Bill to do when he retired?
  - (b) What had Bill always loved?
  - (c) Where had Bill worked?
- Type 2
- (a) Why did Bill's retired friends say he would need a hobby?
  - (b) What was Bill's hobby?
  - (c) How long had Bill had a hobby?
- Type 3
- (a) What does Bill do each day now he has retired?
  - (b) What changes do you think Bill made to his backyard after he retired?
  - (c) Why do you think Winnie became 'fed up' after Bill retired?

### Use of semantic information

- (a) What does 'retired' mean?
- (b) What does 'hobby' mean?
- (c) How do you 'keep busy'?
- (d) What is a 'greenhouse'?
- (e) What does it mean to be 'fed up'?
- (f) What does 'Time hangs heavy when you're at home' mean?

**Student's copy**

**Gwennie**

What a night. It was getting worse every minute now. The air was full of flying snow flakes. They made me feel a bit dizzy, as if I couldn't think straight. I had the windscreen wipers going all the time. Still I found myself leaning forward in my seat, peering out into the darkness.

I started going up another hill. I heard the engine groaning. I felt the tyres slipping on the ice, just a little bit. I changed down a gear. Then down another gear.

Someone was humming to herself. Someone was humming a little tune, just behind me.

I looked in my mirror. The girl called Gwennie was sitting a couple of seats back. She had a comb in her hand, and she was fiddling with her hair. She was looking at her reflection in the window. And humming this tune.

She saw me looking at her, and she smiled at me. 'I've got to look my best,' she said.

## Teacher's copy

### Accuracy and fluency measure

Student's name:

Date:

Key		Semantic (meaning - m)	Grammatical (structure or syntax - s)	Graphological (visual - v)	Phonological (p)	Error analysis		Analysis	
Word count	Title: <b>Gwennie</b>					E	SC	E msvp	SC msvp
10	What a night. It was getting worse every minute now.								
21	The air was full of flying snow flakes. They made me								
34	feel a bit dizzy, as if I couldn't think straight. I had the								
43	windscreen wipers going all the time. Still I found								
52	myself leaning forward in my seat, peering out into								
54	the darkness.								
64	I started going up another hill. I heard the engine								
76	groaning. I felt the tyres slipping on the ice, just a								
86	little bit. I changed down a gear. Then down another gear.								
93	Someone was humming to herself. Someone was								
100	humming a little tune, just behind me.								
110	I looked in my mirror. The girl called Gwennie was								
122	sitting a couple of seats back. She had a comb in her								
132	hand, and she was fiddling with her hair. She was								
141	looking at her reflection in the window. And humming								
143	this tune.								
154	She saw me looking at her, and she smiled at me.								
162	'I've got to look my best,' she said.								

Strategies used

- o Re-reads
- o Reads on
- o Self-corrects

o Reads for meaning

- o Uses multiple cues (msvp)
- o Uses syllables to problem-solve
- o High frequency words accurate

o Uses punctuation

- o Expression
- o Fluent
- o Makes substitutions/omissions

Fluency: correct words per minute

Guide

Y 3-4 80-100 cwpm

Y 5-6 100-120 cwpm

Accuracy %

Easy (96-100%)

Instructional (90-95%)

Hard (<90%)

Self-correction rate

$\frac{E + SC}{SC}$       E.g.  $\frac{15 + 5}{5}$

= ratio 1:      = ratio 1:4

Comments

## Comprehension measure

### Text questions: Gwennie

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

### Use of contextual information

- Type 1
- (a) What was the air full of?
  - (b) What were the tyres slipping on?
  - (c) Who was sitting 'a couple of seats back'?
- Type 2
- (a) Describe what was making it difficult to drive?
  - (b) Who was humming a tune?
  - (c) Why was Gwennie looking at her reflection in the window?
- Type 3
- (a) What sort of vehicle are they in?
  - (b) Why do you think the driver was leaning forward in his seat?
  - (c) Why do you think Gwennie was humming a tune?

### Use of semantic information

- (a) What does 'the air was full of flying snow flakes' mean?
- (b) How do you feel if you are 'dizzy'?
- (c) What are 'windscreen wipers'?
- (d) How does an engine 'groan'?
- (e) What does 'changed down a gear' mean?
- (f) Show how you 'hum'.

**Student's copy**

## Ivy

The ivy rustled and tapped at the windows in a horrible way.

Barry had never seen anything like it. Old Mrs Hudson's cottage was being strangled by the stuff. All the walls and windows as well as the front door were covered. It was even starting to spread over the roof.

He stood in the lane and stared, feeling scared. A little wind was making the ivy move to and fro like hundreds of snakes. Then Barry realised there wasn't any wind. The afternoon was completely still, so what was making the ivy rattle?

Barry shuddered and ran back to his gran's house as fast as he could.

He didn't like the country. It was boring, and when it wasn't boring it was scary. The owls seemed to hoot all night.

**Teacher’s copy**

**Accuracy and fluency measure**

Student’s name:

Date:

Key		Semantic ( <i>meaning - m</i> )	Grammatical ( <i>structure or syntax - s</i> )	Graphological ( <i>visual - v</i> )	Phonological ( <i>p</i> )	Error analysis		Analysis	
Word count	Title: <b>Ivy</b>					E	SC	E msvp	SC msvp
12	The ivy rustled and tapped at the windows in a horrible way.								
22	Barry had never seen anything like it. Old Mrs Hudson’s								
33	cottage was being strangled by the stuff. All the walls and								
45	windows as well as the front door were covered. It was even								
51	starting to spread over the roof.								
63	He stood in the lane and stared, feeling scared. A little wind								
75	was making the ivy move to and fro like hundreds of snakes.								
84	Then Barry realised there wasn’t any wind. The afternoon								
94	was completely still, so what was making the ivy rattle?								
104	Barry shuddered and ran back to his gran’s house as								
108	fast as he could.								
120	He didn’t like the country. It was boring, and when it wasn’t								
131	boring it was scary. The owls seemed to hoot all night.								

Strategies used

- Re-reads
- Reads on
- Self-corrects

Reads for meaning

- Uses multiple cues (msvp)
- Uses syllables to problem-solve
- High frequency words accurate

Uses punctuation

- Expression
- Fluent
- Makes substitutions/omissions

Fluency: correct words per minute

Guide  
Y 3-4 80-100 cwpm  
Y 5-6 100-120 cwpm

Accuracy %

Easy (96-100%)  
Instructional (90-95%)  
Hard (<90%)

Self-correction rate

$\frac{E + SC}{SC}$       E.g.  $\frac{15 + 5}{5}$   
= ratio 1:      = ratio 1:4

Comments

## Comprehension measure

### Text questions: Ivy

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

### Use of contextual information

- Type 1
- (a) What rustled and tapped at the windows in a horrible way?
  - (b) What did Barry realise?
  - (c) Where did Barry run back to?
- Type 2
- (a) What was Mrs Hudson's cottage being strangled by?
  - (b) Where was the ivy growing on the cottage?
  - (c) How could an afternoon be 'completely still'?
- Type 3
- (a) Why did Barry shudder and run back to his gran's house?
  - (b) Why do you think there was so much ivy growing over the cottage?
  - (c) What do you think was making the ivy move?

### Use of semantic information

- (a) What is 'ivy'?
- (b) What is a 'cottage'?
- (c) What is a 'gran'?
- (d) What is an 'owl'?
- (e) What does the 'cottage was being strangled' by the ivy mean?
- (f) What does 'shuddered' mean?

**Student's copy**

## **Spooked**

Dad called it a secret drawer. It certainly was very odd, slotting into the base of the old chest so you'd never have known it was there. No knob, no handle, no keyhole; no means of pulling it open. I tried to jiggle it loose, but the drawer fitted much too tightly.

I managed to tip the chest forward, hoping the drawer might slide out, and then I noticed a chink – a key-shaped hole in the wood that I hadn't noticed before. A tiny piece of wood had fallen out onto the carpet. The drawer had never been jammed. It had a hidden lock.

I'd found the chest in Dad's workshop and wanted it straight away. It was just the right size for hiding my heaps of old horror comics, the ones that Mum would have liked to chuck straight into the bin. She thought they were gruesome. They were. But that was the point. They'd feel at home in that chest.

**Teacher’s copy**

**Accuracy and fluency measure**

Student’s name:

Date:

Key	Semantic (meaning - m)	Grammatical (structure or syntax - s)	Graphological (visual - v)	Phonological (p)	Error analysis		Analysis	
Word count	Title: <b>Spooked</b>				E	SC	E msvp	SC msvp
11	Dad called it a secret drawer. It certainly was very odd,							
23	slotting into the base of the old chest so you’d never have							
34	known it was there. No knob, no handle, no keyhole; no							
47	means of pulling it open. I tried to jiggle it loose, but the							
52	drawer fitted much too tightly.							
62	I managed to tip the chest forward, hoping the drawer							
73	might slide out, and then I noticed a chink – a key-shaped							
86	hole in the wood that I hadn’t noticed before. A tiny piece of							
97	wood had fallen out onto the carpet. The drawer had never							
104	been jammed. It had a hidden lock.							
115	I’d found the chest in Dad’s workshop and wanted it straight							
128	away. It was just the right size for hiding my heaps of old							
139	horror comics, the ones that Mum would have liked to chuck							
149	straight into the bin. She thought they were gruesome. They							
161	were. But that was the point. They’d feel at home in that							
162	chest.							

Strategies used

- o Re-reads
- o Reads on
- o Self-corrects

o Reads for meaning

- o Uses multiple cues (msvp)
- o Uses syllables to problem-solve
- o High frequency words accurate

o Uses punctuation

- o Expression
- o Fluent
- o Makes substitutions/omissions

Fluency: correct words per minute

Guide

- Y 3-4 80-100 cwpm
- Y 5-6 100-120 cwpm

Accuracy %

- Easy (96-100%)
- Instructional (90-95%)
- Hard (<90%)

Self-correction rate

$$\frac{E + SC}{SC} \quad \text{E.g. } \frac{15 + 5}{5}$$

= ratio 1:                      = ratio 1:4

Comments

## Comprehension measure

### Text questions: Spooked

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

### Use of contextual information

- Type 1
- (a) What did Dad call the drawer?
  - (b) How did the drawer fit?
  - (c) What had fallen onto the carpet?
- Type 2
- (a) Describe what the drawer looked like.
  - (b) Why did Dad call it a secret drawer?
  - (c) Why didn't the drawer slide out?
- Type 3
- (a) Why do you think that the chest had a secret drawer built into it?
  - (b) Why did the drawer not have a handle?
  - (c) What do you think the stories in the comics would have been about?

### Use of semantic information

- (a) What is a 'secret'?
- (b) What is a 'chest'?
- (c) What is a 'knob'?
- (d) What is a 'workshop'?
- (e) What does 'gruesome' mean?
- (f) What does 'they'd feel at home' mean?

**Student's copy**

**Down came a spider**

Susan began to run a bath. She knew that always helped her to relax. She turned the hot tap full on. The bathroom became warm and steamy. With the sound of running water and the warm air it made her think of the butterfly centre the weekend before.

She stepped into the bath and lay back, so that only her head and the top of her neck were above the warm water. With her right foot she turned on the hot tap. Susan liked her bath to be as hot as possible.

She began to feel more relaxed now and a little sorry for Adam. For the first time since they were married she had really shouted at him. She was glad she had not said some of the things that had been on her mind. She had been shocked at herself for thinking such unkind things.

## Teacher's copy

## Accuracy and fluency measure

Student's name:

Date:

Key	Semantic (meaning - m)	Grammatical (structure or syntax - s)	Graphological (visual - v)	Phonological (p)	Error analysis		Analysis	
Word count	Title: <b>Down came a spider</b>				E	SC	E msvp	SC msvp
10	Susan began to run a bath. She knew that always							
22	helped her to relax. She turned the hot tap full on. The							
31	bathroom became warm and steamy. With the sound of							
43	running water and the warm air it made her think of the							
48	butterfly centre the weekend before.							
61	She stepped into the bath and lay back, so that only her head							
73	and the top of her neck were above the warm water. With							
86	her right foot she turned on the hot tap. Susan liked her bath							
92	to be as hot as possible.							
104	She began to feel more relaxed now and a little sorry for							
115	Adam. For the first time since they were married she had							
128	really shouted at him. She was glad she had not said some of							
140	the things that had been on her mind. She had been shocked							
147	at herself for thinking such unkind things.							

Strategies used  
 Re-reads  
 Reads on  
 Self-corrects

Reads for meaning  
 Uses multiple cues (msvp)  
 Uses syllables to problem-solve  
 High frequency words accurate

Uses punctuation  
 Expression  
 Fluent  
 Makes substitutions/omissions

Fluency: correct words per minute  
 Guide  
 Y 3-4 80-100 cwpm  
 Y 5-6 100-120 cwpm

Accuracy %  
 Easy (96-100%)  
 Instructional (90-95%)  
 Hard (<90%)

Self-correction rate  

$$\frac{E + SC}{SC} \quad \text{E.g. } \frac{15 + 5}{5}$$
 = ratio 1:      = ratio 1:4

Comments

## Comprehension measure

### Text questions: Down came a spider

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

### Use of contextual information

- Type 1
- (a) What had Susan begun to do?
  - (b) What did she turn full on?
  - (c) How did Susan like her bath to be?
- Type 2
- (a) Why did Susan run a hot bath?
  - (b) Why did the bathroom make Susan think of the butterfly centre?
  - (c) Why did Susan start to feel sorry for Adam?
- Type 3
- (a) How do you think Susan would have been feeling before she had the bath?
  - (b) Why do you think Susan had been shocked at herself for thinking unkind things about Adam?

### Use of semantic information

- (a) What is a 'bath'?
- (b) How do you run a hot bath?
- (c) How do you feel if you are relaxed?
- (d) What is a 'warm and steamy' bathroom?
- (e) What is a 'butterfly centre'?
- (f) What does 'as hot as possible' mean?

**Student's copy**

**The hold-up**

The driver looked across at Oliver as he drove past. Oliver wished suddenly that he'd worn his old jacket instead of his new red parka. Anyone who saw the parka would be sure to remember it. His heart began to thud. He said to Amy, "Listen, Sis, go back home quickly."

Amy stared. "What for? Are you nuts or something?"

"I think the guy in that car is up to something," said Oliver desperately. "Please go, Amy."

He looked along the street. Except for a few passing motorists, no-one else was about. Later there would be streams of children going to school, some with their parents.

Amy said, "You've been watching too much telly, Oliver. If you don't like walking with me, just say so. I'll go on ahead."

**Teacher’s copy**

**Accuracy and fluency measure**

Student’s name:

Date:

Key		Semantic (meaning - m)	Grammatical (structure or syntax - s)	Graphological (visual - v)	Phonological (p)	Error analysis		Analysis	
Word count	Title: <b>The hold-up</b>					E	SC	E msvp	SC msvp
10	The driver looked across at Oliver as he drove past.								
19	Oliver wished suddenly that he’d worn his old jacket								
30	instead of his new red parka. Anyone who saw the parka								
41	would be sure to remember it. His heart began to thud.								
51	He said to Amy, “Listen, Sis, go back home quickly.”								
60	Amy stared. “What for? Are you nuts or something?”								
73	“I think the guy in that car is up to something,” said Oliver								
77	desperately. “Please go, Amy.”								
88	He looked along the street. Except for a few passing motorists,								
98	no-one else was about. Later there would be streams of								
106	children going to school, some with their parents.								
116	Amy said, “You’ve been watching too much telly, Oliver. If								
129	you don’t like walking with me, just say so. I’ll go on ahead.”								

Strategies used

- Re-reads
- Reads on
- Self-corrects

Reads for meaning

- Uses multiple cues (msvp)
- Uses syllables to problem-solve
- High frequency words accurate

Uses punctuation

- Expression
- Fluent
- Makes substitutions/omissions

Fluency: correct words per minute

Guide

- Y 3-4 80-100 cwpm
- Y 5-6 100-120 cwpm

Accuracy %

- Easy (96-100%)
- Instructional (90-95%)
- Hard (<90%)

Self-correction rate

$$\frac{E + SC}{SC} \quad \text{E.g. } \frac{15 + 5}{5}$$

= ratio 1:                      = ratio 1:4

Comments

## Comprehension measure

### Text questions: The hold-up

The following questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers, and so the text should remain available to the student.

### Use of contextual information

- Type 1
- (a) Who looked across at Oliver?
  - (b) What did Oliver wish?
  - (c) What did Oliver think about the guy in the car?
- Type 2
- (a) What worries Oliver about his red parka?
  - (b) Who is Amy?
  - (c) Why did Amy think that Oliver wanted her to go home?
- Type 3
- (a) Why do you think Oliver would have liked 'streams of children' to be around?
  - (b) Why did Oliver tell Amy to go home?
  - (c) What do you think Oliver might be planning to do?

### Use of semantic information

- (a) What is 'Sis' short for?
- (b) What is a 'parka'?
- (c) What does 'his heart began to thud' mean?
- (d) What does 'up to something' mean?
- (e) How would you sound if you said something 'desperately'?
- (f) What does 'streams of children' mean?

