

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_ Date of assessment: \_\_\_\_\_

 Text: **Bear Cubs in Danger** Level: **14** Text Type: **Narrative** Total Running Words: **242**

### 1. Reading Record

**Book orientation:** This story is about two bear cubs who get into danger.

Page	Text	E	S.C.	Errors	S.C.
03	One morning in spring,			M S V	M S V
	two little cubs			M S V	M S V
	played in the new, green grass.			M S V	M S V
	Their mother had fed them			M S V	M S V
	before she went down to the river			M S V	M S V
	to catch fish.			M S V	M S V
05	The day was warm,			M S V	M S V
	and the cubs had been playing			M S V	M S V
	in the grass for a long time.			M S V	M S V
	Now they were hungry again.			M S V	M S V
	But their mother was still			M S V	M S V
	down at the river.			M S V	M S V
07	The cubs did not go down			M S V	M S V
	to the river.			M S V	M S V
	They ran back to their den.			M S V	M S V
	Some ants were running around			M S V	M S V
	in the rocks and sand.			M S V	M S V
	The cubs tried to catch them			M S V	M S V
09	and eat them.			M S V	M S V
	Then, the cubs saw some bees			M S V	M S V
	flying out of an old log.			M S V	M S V
	One of the cubs hit the log			M S V	M S V
	with his little claws.			M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
11	More bees came out of the log, and flew around the cubs' heads.			M S V M S V	M S V M S V
	The cubs had to get away fast. They started to run down to the river to find their mother. But up on a hill was a big brown bear. He was watching the cubs.			M S V M S V M S V M S V	M S V M S V M S V M S V
13	The big brown bear roared at the little cubs. He showed his sharp teeth and ran down the hill. The big brown bear was going to get the cubs.			M S V M S V M S V M S V M S V M S V	M S V M S V M S V M S V M S V M S V
	The cubs climbed all the way up a tree. But the big bear was too heavy to climb the tree. The cubs' mother looked up and saw the big bear watching her cubs. She had to save them.			M S V M S V M S V M S V M S V M S V	M S V M S V M S V M S V M S V M S V
15	The cubs climbed all the way up a tree. But the big bear was too heavy to climb the tree. The cubs' mother looked up and saw the big bear watching her cubs. She had to save them.			M S V M S V M S V M S V M S V M S V	M S V M S V M S V M S V M S V M S V
	The mother ran after the big bear. Now her cubs were safe.			M S V M S V	M S V M S V
<b>Total</b>					

242

## 2. Retell

### Retelling Indicators to Check for Understanding

*Tick relevant boxes*

- Retold main events/facts without assistance from teacher prompts or book support
- Summarized main events/facts succinctly
- Retold main events/facts using text-specific vocabulary
- Retold main events/facts coherently and confidently

Yes  No

Yes  No

Yes  No

Yes  No

### 3. Comprehension Questions

Note: Please ensure the student has read the complete book before starting the comprehension questions.

#### Comprehension Questions to Check for Understanding

Tick relevant boxes

##### Literal

1. Why did the mother bear go down to the river?

*(She went down to the river to catch some fish.)*

2. Why did the cubs try to catch the ants?

*(They wanted to eat them.)*

3. What was the big brown bear doing up on the hill?

*(He was watching the little cubs.)*

##### Inferential

1. Why did one of the cubs hit the log with his little claws?

*(He wanted to make the bees fly away. / He wanted to get the honey out of the log.)*

2. Why did the cubs climb up the tree?

*(so that the big bear wouldn't get them)*

### 4. Analysis

#### Reading Behaviours Observed During the Reading Record

Tick relevant boxes

##### 1. Knowledge and skills

- Automatically recognized high-frequency words in the text
- Accurately decoded most text-specific vocabulary

##### 2. Strategies

Able to process text effectively by:

- Predicting
- Searching for print details
- Self-correcting
- Attending to meaning
- Cross-checking to confirm

##### 3. Fluency

- Read the text consistently with natural rhythm and phrasing, reflecting a depth of understanding
- Read some of the text with natural rhythm and phrasing, reflecting understanding
- Read the text with irregular phrasing, reflecting limited understanding
- Read the text word-by-word, reflecting limited or no understanding

## Summary

### Reading Record

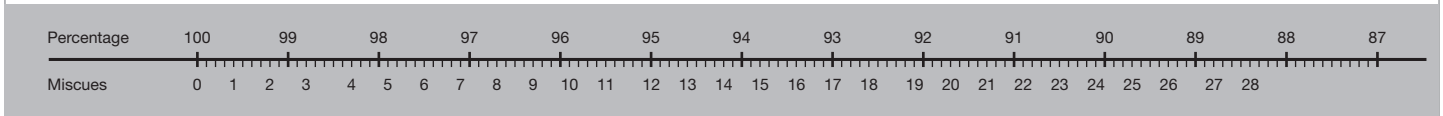
Errors		
M	S	V

Self-Corrections		
M	S	V

Accuracy: \_\_\_\_\_ %

S.C. rate: **1** : \_\_\_\_\_

Reading Level		
Independent >95%	Instructional 90–95%	Difficult <90%



### Reading Behaviours Observed

1. Knowledge and Skills:
2. Strategies:
3. Fluency:

### Retelling Indicators

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0–2

### Comprehension

Questions Answered Correctly			
Literal	1st	2nd	3rd
Inferential	1st	2nd	

Level of Understanding		
Excellent 5	Satisfactory 3–4	Unsatisfactory 0–2

### Recommendations for Future Development

Teacher: \_\_\_\_\_

Date assessment summary completed: \_\_\_\_\_

Refer to the Teacher's Resource Book for recommendations for future development.