

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

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

 Text: **The Thunderstorm**

 Level: **19**

 Text Type: **Narrative**

 Running Words for Assessment: **256**

 Total Running Words: **440**

## 1. Reading Record

**Book orientation:** This book is a narrative about twin sisters who were caught in a thunderstorm.

Page	Text	E	S.C.	Errors	S.C.
02	Ruby and Ella were twin sisters who lived in the city.			M S V	M S V
	One afternoon after school, the twins were walking			M S V	M S V
	home together when they saw a flash of lightning.			M S V	M S V
03	“A thunderstorm is coming,” said Ruby. “We should			M S V	M S V
	hurry.” Ella gave a little shiver. “I really don’t like			M S V	M S V
	storms,” she said. “Don’t worry,” said Ruby. “We are			M S V	M S V
	nearly home. If we walk quickly, we will be there in			M S V	M S V
	a few minutes.”			M S V	M S V
04	Soon, the girls reached the pet shop halfway along			M S V	M S V
	High Street. Yesterday, they had stopped to look at			M S V	M S V
	the birds, but today they hurried past.			M S V	M S V
05	Next door to the pet shop was a shoe store. The			M S V	M S V
	woman in the shoe store was closing up early. When			M S V	M S V
	the woman saw Ruby and Ella, she said, “There is a			M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
	storm coming. Are you girls all right?" "I think so,"			M S V	M S V
	said Ella. "We are nearly home."			M S V	M S V
06	As Ruby and Ella hurried along the street,			M S V	M S V
	they heard a loud clap of thunder. Ella let			M S V	M S V
	out a little scream and grabbed Ruby's			M S V	M S V
	hand tightly. "Don't be frightened," said			M S V	M S V
	Ruby, quietly. "Thunder can't hurt us."			M S V	M S V
07	Suddenly, a drop of rain splashed onto			M S V	M S V
	Ruby's nose. Another one slid down her arm.			M S V	M S V
	"Oh dear," Ruby said. "We had better find			M S V	M S V
	some shelter from the rain." 206			M S V	M S V
09	Outside the shop stood a table and a large			M S V	M S V
	umbrella. "Look," said Ella, pointing at the umbrella.			M S V	M S V
	"We can wait underneath there until the rain			M S V	M S V
	stops." Ruby nodded, and the twins hurried			M S V	M S V
	towards the umbrella. Just as they reached it,			M S V	M S V
	a strong wind sprang up and blew the			M S V	M S V
	umbrella over. 256			M S V	M S V
<b>Total</b>					

## 2. Retell

### Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold main events/facts without assistance from teacher prompts or book support Yes  No
- Summarized main events/facts succinctly Yes  No
- Retold main events/facts using text-specific vocabulary Yes  No
- Retold main events/facts coherently and confidently 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. Where did Ruby and Ella live?

*(They lived in a house in the city.)*

2. Why didn't the girls wait under the umbrella?

*(A strong wind sprang up and blew the umbrella over.)*

3. Who rescued the girls?

*(Their dad rescued them.)*

##### Inferential

1. How did the girls know that there was going to be a thunderstorm?

*(They knew that thunder would follow the flash of lightning.)*

2. Why did the woman in the shoe store ask the girls if they were all right?

*(She was worried about them. / She knew the girls could be frightened.)*

3. What could happen to a tree if it was hit by lightning?

*(The tree could split and fall over. / Branches could come off the tree.)*

### 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

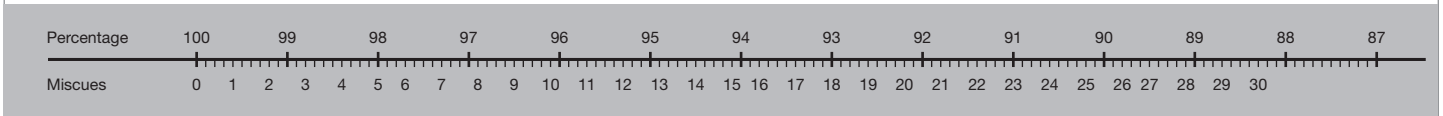
Errors		
M	S	V

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	3rd

Level of Understanding		
Excellent 6	Satisfactory 4–5	Unsatisfactory 0–3

### Recommendations for Future Development

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

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

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