

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

 Text: **How Birds Fly**

 Level: **25**

 Text Type: **Explanation**

 Running Words for Assessment: **274**

 Total Running Words: **362**

1. Reading Record

Card orientation: This is a non-fiction text. It is an explanation about how birds fly.

Page	Text	E	S.C.	Errors	S.C.
02	<p>There are many kinds of birds. They all have feathers that cover their bodies and wings. Most birds can fly because their wings are rounded on top and curved underneath. This shape is called an “aerofoil”.</p> <p>Many birds get ready to fly by bending their legs and spreading out their wings. Then, they spring forwards and flap both wings quickly with their strong muscles. Their wings push against the air and allow the birds to lift off the ground.</p>			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
				M S V	M S V
				M S V	M S V
03	<p>Some large birds are too heavy to spring up and take flight. They have to run and flap their wings so that they can gather enough speed to leave the ground.</p> <p>Other large birds jump from cliffs, where there are strong breezes. They spread their wings and begin to flap as the breeze lifts them up. Once birds are in flight, they flap their wings to stay up in the air. The longest feathers on their wings give birds the power to push through the air. Other</p>			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
				M S V	M S V
				M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
	<p>wing feathers are shorter and wider, and help to form the aerofoil. Birds have sleek bodies that allow them to move easily through the air.</p> <p>They are lighter than other animals, because they have hollow bones. Tiny feathers cover their bodies and keep them warm and dry as they fly.</p> <p>When birds are in the air, they often stop flapping their wings and hold them open to glide on the breeze. They tilt their wings and tail feathers to turn from side to side, and to slow down or land.</p> <p>Many birds fly in different ways. Falcons glide in search of prey, and dive fast to catch it.</p>			<p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p>	<p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p> <p>M S V</p>
	Total				

274

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	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

3. Comprehension Questions

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

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

1. Why can most birds fly?

(Their wings are rounded on top and curved underneath. / Their wings are an aerofoil shape.)

Inferential

1. Why do many birds bend their legs as they get ready to fly?
(Bending their legs helps them to spring or push up into the air.)
2. Why do geese fly more slowly over longer distances?
(to save or conserve their energy for the long flight)
3. How do hummingbirds drink the nectar from flowers as they are hovering?
(They push their long beaks down into the flowers and suck the nectar out.)

Applied Knowledge

1. Why is it difficult for birds to fly if they have gaps in their wings?
(Air flows through the gaps and upsets the direction of their flight.)
2. How do flightless birds escape from predators?
(Most flightless birds can run fast because they have long, strong legs and feet.)

Vocabulary

1. Replace the noun 'power' in this sentence: *The longest feathers on their wings give birds the power to push through the air.*
(strength / force / energy)

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

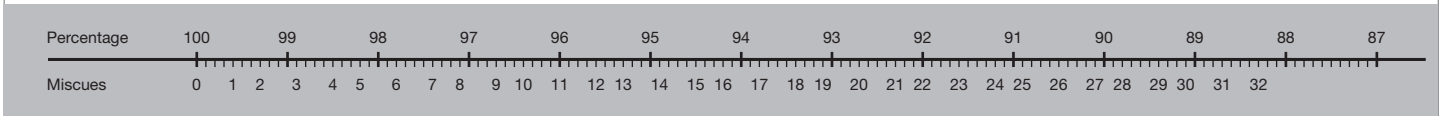
Errors		
M	S	V

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		
Inferential	1st	2nd	3rd
Applied Knowledge	1st	2nd	
Vocabulary	1st		

Level of Understanding		
Excellent 7	Satisfactory 5–6	Unsatisfactory 0–4

Recommendations for Future Development

Teacher: _____

Date assessment summary completed: _____

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