A multiple-use reading probe designed to gain insight into a reader’s comprehension skills and reading behaviours with the purpose of determining teaching strategies.

CREATED, DESIGNED & WRITTEN BY
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COMPANION ASSESSMENT TO PROBE GREY
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INTRODUCTION

‘Students should be encouraged to read carefully, to use the evidence, and draw legitimate conclusions. Studying a writer’s work in this way makes demands on your intelligence and your concentration, whereas guessing the point he [sic] is making, without regard to logic or to the clues he has dropped, is as easy as it is unrewarding.’


There is no point in reading if you don’t understand what you are reading about. Knowing how to read every word in a text does not necessarily mean the reader understands them all.

While reading often and widely is a major contributor to success, for many young people the ability to comprehend at a high level doesn’t just happen naturally – it needs to be taught. And taught not once, not twice, but regularly throughout their schooling.

This involves teaching the skills of close and intelligent reading. These skills must not be overlooked. They must not be dismissed as unimportant, or just too hard to achieve.

To ensure students get the guidance and practice they need, teachers of reading must continue to develop their understanding of the reading process and the skills successful readers require.

Teachers must use close and intelligent observations of their students to help determine existing skills and the achievements their students make.

A CONTROLLED IN-DEPTH INTERVIEW

PROBE Reading Comprehension Assessment (PROBE) is an assessment resource that can help make these observations. While PROBE assists teachers to determine a student’s reading level, the focus of attention should not simply be on a numerical outcome. It is more important to utilise the strengths of this assessment to:

• get a greater understanding as to how students engage with the texts.
• get an insight into whether the mental images they are forming match the intent of the author.
• see if they can reorganise scattered information, pick up complex and simple inferences, work out unknown vocabulary in context and form an opinion directly related to the text.

In effect, PROBE is a controlled in-depth interview that will, if the information gathered is well considered, greatly help teachers to determine specific teaching strategies for their students.

PROBE 2 REVISED

PROBE 2 was first published in April 2011. PROBE BLUE is the 2020 revised edition of PROBE 2. It has been revised, upgraded, and rebranded to align with its companion assessment PROBE GREY.

While it has the same stories and questions as PROBE 2, the Guide and the Answer sections have been extensively revised, in particular the taxonomy and the notes that accompany each answer. These revisions strengthen the assessment and help make analysis more precise.

The student texts have been reformatted to make it easier for students to search for answers.

PARALLEL ASSESSMENTS

PROBE GREY (with 40 new stories and questions) is parallel to its companion PROBE BLUE. They have the same design and same method of levelling. While they are each stand-alone resources, having both will provide more choice.

NOTE: The Online PROBE Course is applicable to both comprehension assessment resources.

ABOUT THE CREATORS

PROBE BLUE has been created, designed and written by Chris Parkin, Catherine Parkin & Barnaby Parkin. Chris and Catherine both have had extensive and varied teaching experiences – working with primary (elementary), secondary and adult students and teachers in New Zealand and Australia for more than four decades. Their experience in reading assessment and analysis led them to recognise that a high level of reading accuracy did not necessarily correlate with a corresponding depth of understanding.

Barnaby’s breadth of knowledge, keen analytical skills and eye for detail has been invaluable in the refinement of this revised work.
ABOUT THE TEXTS

PURPOSE-WRITTEN
Each of the forty texts has been purpose-written. They appear in no other publication. The texts have been controlled to suit the level of difficulty in both content and concept. They have been meticulously worked to accommodate a full range of comprehension questions. This avoids the problems posed by material which has not been specifically written for an assessment or has been taken out of context.

They have been written as complete units, with no reliance on previous or later information.

The texts have been written and organised with a high interest level and include both fiction and non-fiction at each reading age. This reflects the view that the two types of writing are distinct in their internal organisation, use of vocabulary and the demands each makes on the reader.

Omitting one or the other could disadvantage readers or misrepresent real ability.

Some students are more comfortable, for example, with the objectivity and sequential presentation of factual information contained in non-fiction texts. Others cope more readily with the subjectivity, varied use of vocabulary and less predictable structure of fiction.

CONTENT
Poetry, technical and instructional writing have been intentionally omitted as research suggests that the specialised vocabulary makes the noun frequency method unreliable in these genres.

Fictional texts are devoid of fantasy. The themes, settings and characters of the stories have been carefully considered to ensure they appear plausible to most readers.

In selecting topics for non-fiction texts every effort has been made to ensure factual accuracy. Numerous sources have been consulted and facts have been cross-referenced. Topics involving debatable or controversial information have been avoided.

The overlapping of consecutive texts allows for a wider choice of material in a small range.

LANGUAGE FEATURES
To reduce bias and enable the assessor to more accurately evaluate the reader’s ability to draw on the information contained in the texts, they are, as much as possible:


As this is an assessment of a reader’s ability to decode and comprehend text, there are:

1. no pictures  2. limited title clues.

READING LEVELS
The reading age of the texts has been largely determined using the Elley Noun Frequency Method (Elley, W.B. and Croft, A.C., – NZCER, revised edition 1989), with some cross-checking using the Fry Readability Formula (Modified) for higher level texts.

For texts with fewer than 25 nouns, in which the Noun Frequency Method is acknowledged to be unreliable, Holdaway’s Sight Words and Progression of Word Recognition Skills (Holdaway, D., Ashton Scholastic, 1972), and Bedrock Sight Words have been used.

In addition to these readability tools, the creators have used their collective experience to determine the linguistic and conceptual complexity of each text.

ACKNOWLEDGEMENTS
Catherine Parkin wrote thirty eight of the forty original stories in PROBE2/BLUE. Hard Tack was contributed by Barnaby Parkin (Oxford, UK) and The Big Race by Samuel Parkin (London, UK).

The need for this resource to have a variety of stories, written in such a way that they are compact, cover twenty reading levels, meet the needs of six question types and could be used with students both young and old from around the world is a credit to Catherine’s skill as a precision writer.

Triune Initiatives thanks all the volunteers, young and old, who obligingly took part in trialling the texts and the questions, thereby helping to fine-tune this work.
THE PROBE KIT COMPONENTS

BOOK ONE: MANUAL
Contents:
Part 1: Guide purpose, procedure, options and taxonomy
Part 2: Determiner pre-test – purpose and procedure
Part 3: Answers includes notes and key words
Part 4: Copymasters Recording Sheets

BOOK TWO: STUDENT TEXTS
Contents:
PROBE BLUE Determiner word lists
40 stories and questions (fiction & non-fiction)
Students read stories from this book only
Replacements are available

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WHAT YOU CAN AND CANNOT COPY
Triune Initiatives is the sole copyright owner of PROBE BLUE Reading Comprehension Assessment.

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CONDITIONS FOR LEGAL USE OF COPYMASTERS
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• It is permissible to upload completed Record Sheets to a database.
• Copies can only be made (directly) from Part 4: Copymasters in a legally purchased PROBE manual.
• Copies of copies are NOT permissible.

NO CHANGES PERMITTED
THIS WORK MUST NOT: 1. be reformatted. 2. have texts or questions altered. 3. have illustrations added.

PURCHASING KITS & COMPONENTS
PROBE BLUE Reading Comprehension Assessment – full kit
Two book kit: 1. Manual (includes copymasters) 2. Student Texts

PROBE BLUE Reading Comprehension Assessment – Supplementary kit
• Same stories and questions as in the full kit.
• Supplementary kits are only sold to schools for use on the one site (campus).
• Each campus must have at least one full kit to access copymasters.
• Specialists, private educators & teachers who work in more than one school require a full kit.

Additional Student Texts are not available.
Replacement components can be purchased. Proof of original purchase may be requested.
Polonius: What do you read, my lord?
Hamlet: Words, words, words.
Polonius: What is the matter, my lord?

W. Shakespeare, The Tragedy of Hamlet, Prince of Denmark
EFFECTIVE USE

To ensure the effectiveness of this assessment, assessors should be familiar with the texts being used and the structure and methodology of the procedure.

THE PURPOSE OF PROBE

PROBE is designed to help identify instructional need and monitor individual progress. It can be used as part of formal reporting.

WHO CAN ADMINISTER PROBE

• General classroom teachers to education specialists.

HOW PROBE SHOULD BE ADMINISTERED

• The assessment is designed to be used with individual students only.

WHO CAN BE ASSESSED WITH PROBE

• 7-year-olds to adults – wherever English is being read.
• Those below 7 years who decode well.
• Students learning to read English as a second language.

FAMILIARISE YOURSELF WITH THIS ASSESSMENT

• Read the Guide.
• Read the stories.
• Read the questions.
• Read the answers.
• Read the notes and keywords.

A comprehensive online PROBE course is available.

QUICK GUIDE TO USING THIS ASSESSMENT

• Have the Manual and Student Texts book at hand (not copies).
• From Part 4: Copymasters, print copies of all the sets you are likely to use.
• Organise the student, advising them how the assessment will proceed.
• Establish the starting point.
• Decide which Option is going to be used.
• Select the appropriate text(s) to be used.
• Have the relevant Recording Sheet ready.
• Have the Manual open at the corresponding answer page.
• Begin the assessment. More than one text will be required.
There is considerably more to reading than surface meaning. For students to become more insightful and analytical in their reading, they need to be able to ‘read between and beyond the lines’.

As students progress through the school system, increasingly the expectation is that they can reorganise information, comprehend the underlying inferences, infer the meaning of unfamiliar or unknown words from context, evaluate the text by extending beyond what is given, and react to what has been read.

The purpose of creating the PROBE question taxonomy is to demonstrate the relationship between the questions, and their progressive nature.

This taxonomy has not been developed from or matched to any other educational taxonomies, e.g. *Taxonomy of Educational Objectives*, Bloom, B. S., et al.

**LITERAL (LI)**

**DEFINITION:** Finding information that is given directly in the text.

**FEATURES:** Answers are found in a single sentence.

**IMPORTANCE:** Fundamental to all other question types.

**NUMBER OF QUESTIONS:** One per text in SETS 1–20.

**REORGANISATION (RO)**

**DEFINITION:** Reconstructing two or more literal pieces of information contained in the text.

**FEATURES:** Pieces can be within two adjacent sentences or scattered throughout the text. Reorganisation could be regarded as *complex literal*.

The knowledge and skills of this type:
- **generally** require those of the literal question and, at times, simple inference and/or vocabulary.
- **specifically** require those for joining or grouping relevant information.

**IMPORTANCE:** Required for both fiction and non-fiction reading.

It is necessary for reading timetables, menus, guides and manuals, and doing internet searches. It is a vital sub-skill of inference, vocabulary, evaluation & reaction.

**NUMBER OF QUESTIONS:** One per text in SETS 1–4. Two per text in SETS 5–20.
PROBE TAXONOMY

THE REORGANISATION QUESTION (RO)

SPECIFIC TO PROBE
Reconstructing two or more literal pieces of information contained in the text

KNOWLEDGE AND SKILLS REQUIRED

- OTHER QUESTION TYPES: Literal.
- THE PLURAL FORM: Indicates that the answer is to be either a list or a total.
- CONNECTORS: Transitional words/phrases that join information within two or more sentences.
- USE OF CONVENTIONS: e.g. the asterisk, the dash, italics and quotation marks.
- REFERENTS: Words that refer to (replace) parent words or phrases across two or more sentences.

Reorganisation types:
1: **Joined** – merging of interrelated elements found within two or more sentences.
   Two types: Joined, Joined with referent.
2: **Grouped** – merging, comparing, listing or counting (totalling) key elements.
   Four types: Grouped, Grouped with referent, Grouped with elimination, Grouped with calculation.

MODEL TEXT

Alex was struggling to write a thank-you card to send to his Aunty May. This was because he had broken his arm last week. He said to his mother that he would phone his aunt. She said a card would be better, as May was hard of hearing. His aunt knew he was keen to go fishing and had sent him a high-quality rod and reel for his birthday. He wanted to thank her for this gift, as well as the tackle box and the book *Fishing For Beginners*, that his friend had told him was the best.

MODEL QUESTION

QUESTION:
What gifts did his aunt send to Alex?

ANSWER:
1. (fishing) rod and reel  2. tackle box  3. the book *Fishing For Beginners*

NOTE:
LIST OF 3 GIFTS – ALL REQUIRED.
IF NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.
GROUPED with referent. Gathered from three sentences (1, 5, 6)
REFERENT: 'his, him, he’ refer to Alex ♦ 'her’ refers to 'his aunt' ♦ ‘this gift’ refers to the ‘rod and reel’
KEYS:
Alex / His aunt / had sent him a high-quality rod and reel / He wanted to thank her for this gift, as well as the tackle box and the book *Fishing For Beginners*

QUESTION FORM: The interrogative ‘What’ is asking for a thing.
MATCHED WORDS: Alex...gifts (question) gift (text)...his aunt...send (question) sent* (text) *past tense
Number of matched words: 5. Location: 1st, 5th & 6th sentence.
Order: inverted. ‘his Aunt...Alex’ (question) ‘Alex...his Aunt’ (text)
PLURAL FORM: gifts (more than one) – asking for a list.
PART THREE

ANSWERS

Includes key words and notes to help with both marking accuracy and the knowledge and skills required to answer specific questions.

- Features pp. 38–40
- Quick Reference p. 41
- Sets 1–20 fiction and non-fiction answers pp. 42–81

Do not copy Part 3

It is an infringement of international copyright law.
This is an assessment of close and intelligent reading. Assessor must be familiar with Parts 1, 2, 3, and 4 before using this assessment. If the methodology is changed, the purpose of the assessment will be invalidated. Incorrect results will be detrimental to the student.

AN IMPERATIVE
Always have the Guide open at the relevant answer page, and refer to it when testing to ensure the assessment is not compromised.

THE OUTLINES
They are designed to make the writer’s intent clear and provide a general idea and some specific features of each story.

DON'T share the outlines with students.

On five occasions the outline has a note about words used in the text that are not in the word count. 

E.g. NOTE: inuit is not in the word count. You can pronounce this word for the students, but do not give an explanation.

THE ANSWERS
Answers must relate to the question and to the text. It is not an assessment of prior knowledge or creative thinking.

Each answer a student gives must be compared to the assessment answer. Discernment must be used to determine whether the student’s answer is correct.

While an exact match does not have to be given, the student’s intent must match the PROBE answer. The response cannot be one that is considered ‘close enough’ or ‘almost right’.

PROBE is not designed for half marks. Don’t give them.

Answers are presented in three ways.

1. One answer.
   E.g. At the top of a hill

2. One answer expressed in more than one way.
   E.g. Up at the sky • In the sky
   A bullet point (•) separates each variation.

3. Two or more answers.
   E.g. 1. Seeing the sky  2. Seeing all the way down the hill
   Each answer is numbered.
Every day. Every day the three friends played together. It was a secret place where they could do what they wanted. They hadn’t told anyone. That was the way they liked it.

Andy’s • Andy’s mother’s. Because Andy’s mother was calling from the back door.

Every day. Every day the three friends played together.

The grass was scratchy. There were spiders and caterpillars there.


They were never too far away to hear Andy’s mother calling / when she had food ready for them.

An important feature is the proximity of their ‘hideout’ to the house.

A timeless story of children enjoying a summer of hot, hazy days. They have each other and their imaginations.

sometimes a caterpillar crawled / across / leg or a spider ran up / arm.

An important feature is the proximity of their ‘hideout’ to the house.

Sometimes a caterpillar crawled / across / leg or a spider ran up / arm.

Sometimes a caterpillar crawled / across / leg or a spider ran up / arm.
ANSWERS

GONE

OUTLINE: A story where a positive action has a negative affect. The reader has to unravel some simple inferences:
1. The bird did not know where or why the tree had gone.
2. The man who cut the tree down and the property owner, Mrs Jones, did not know the bird had a nest in the tree.
3. The homeless bird has no choice but to settle in a tree down the road.

1. **LI**

**Mrs Jones**

**NOTE:** ONLY ACCEPTABLE ANSWER

**KEYS:** Mrs Jones looked up at it and said, “Noisy thing...”

2. **RO**

**Trying to find its nest and the tree that it was in (had been in)**

**NOTE:** UNACCEPTABLE (not enough): “The tree had been cut down.”

IF UNCLEAR/NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.

**GROUPED** with referent. Gathered from two sentences (1, 2)

**REFERENTS:** The first ‘it’ refers to the ‘bird’ the second ‘it’ refers to the ‘nest’

**KEYS:** Round and round / bird flew, / it / couldn’t find / nest or / tree that it was in.

3. **RO**

1. **Cut the tree down**
2. **Take the wood away**
3. **Remove the stump**

**NOTE:** LIST OF 3 THINGS – ALL REQUIRED.

IF NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.

**GROUPED** with referent. Gathered from three sentences (5, 6, 7)

**REFERENT:** ‘He’ refers to the ‘man’

**KEYS:** man who / cut / tree down / He put / wood onto / truck / drove away. He / back tomorrow / remove / stump of / tree.

4. **IN**

**The tree the man had chopped down • Mrs Jones’ tree**

**NOTE:** CLUE: ‘It just couldn’t find its nest or the tree it was in’ – implies the tree was the one that was chopped down.

**KEYS:** bird / just couldn’t find / nest or / tree / it was in. Mrs Jones / the man who had cut her old, rotting tree down

5. **IN**

**NO. She didn’t know why it wouldn’t go away**

**NOTE:** CLUES: ‘Why doesn’t it just go away?’ • ‘I think it’s looking for something’ – implies neither the man nor Mrs Jones knew about the nest.

**KEYS:** bird / Mrs Jones looked up at it and said, “Noisy thing. Why doesn’t it just go away?”

“I think it’s looking for something,” said the man

6. **VO**

**The part of the tree that is left in the ground**

**NOTE:** UNACCEPTABLE (unclear): “Bottom of the tree.”

IF UNCLEAR/NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.

**LINK:** ‘cut the tree down’ TO ‘come back...remove the stump of the tree’ – implies there’s no stump until a tree is felled.

**KEYS:** cut / tree down / put / wood onto / truck / He / come back tomorrow and remove the stump of the tree.

7. **EV**

**The tree with its nest in had been cut down**

**NOTE:** This is the main idea of the story. Most of the text must be used to answer this question.

**INCORRECT:** ‘It (the bird) was tired.’ • ‘It’s night time.’

IF UNCLEAR/NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.

**KEYS:** small, black bird / couldn’t find / nest or / tree / it was in. / the man who had cut / tree down that morning. / small, black bird settled down for / night in a tree at / end of / road.

8. **RA**

YES. 1. **It was old and rotting** (its life was over)
2. **It could have fallen on someone or something** (was old and rotting)

**NOTE:** ONE REASON REQUIRED. The reason must relate to the text. You can say: “Show me where it says that.”

IF UNCLEAR/NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.

**KEYS:** YES. man / cut / old, rotting tree down

NO. bird / the nest / the tree / it was in. / the man / cut / tree down
OUTLINE: A straightforward story about cheetahs and how they are different from the other big cats.
Knowledge of the dash and semi-colon is needed to see that cheetahs, not big African cats, are the fastest land animals.
‘...cheetahs – big African cats; the fastest...’

The reader must understand that the old African story of the black marks on cheetahs’ faces is folklore – not fact.

1. LI 1. Big cats 2. Great cats 3. Large cats

NOTE: LIST OF 3 NAMES – ALL REQUIRED.
IF NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.
KEYS: Big cats, great cats, large cats – all are names for the largest members of the cat family.


NOTE: LIST OF 5 ANIMALS – ALL REQUIRED.
IF NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.
GROUPED. Gathered from three sentences (1, 2, 3)
CONNECTORS: ‘Included’ (‘Included are lions, tigers...’) AND ‘Also’ (‘Also in the family are cheetahs...’)
KEYS: large cats / members of the cat family. Included are lions, tigers, jaguars / leopards. Also in the family are cheetahs

3. RQ 1. Can’t draw their claws back 2. Can’t growl 3. Don’t live as long 4. Black marks on their faces (like tears)

NOTE: LIST OF 4 WAYS – 2 REQUIRED.
IF NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.
GROUPED with referent. Gathered from five sentences (4, 5, 6, 10, 13)
REFERENT: ‘They’ refers to ‘cheetahs’
KEYS: cheetahs / different to / other big cats. / can’t draw their claws back into their paws, / Unlike other large cats, cheetahs cannot growl. / They don’t live / long compared / other large cats. / story says / black marks on / cheetahs’ faces are / tear stains

4. IN Africa

NOTE: LINK: the dash directly links ‘cheetahs’ TO ‘big African cats’
KEYS: cheetahs – big African cats

5. IN A growl

NOTE: CLUE: Double negative: ‘unlike...cannot’ (negative + negative = positive) – implies all other cats can growl.
KEYS: Unlike other large cats, cheetahs cannot growl.

6. VO Join • come together

NOTE: CLUE: ‘all...to make’ – implies gathering more than one thing.
KEYS: shape of / head / very long legs, / large heart and lungs / rough foot pads all combine to make / cheetah / very fast runner.

7. VO Pull • retract

NOTE: CLUE: (‘draw’) ‘back into’
KEYS: Cheetahs / They can’t draw their claws back into their paws, but this is useful for extra gripping power

8. EV The marks go from the eyes to the mouth, making it look as if the cheetah has been crying (for its dead cubs)

NOTE: Africans of long ago knew that many cubs died and so made up the story about the black marks.
IF UNCLEAR/NOT ENOUGH, you can ask: ‘Can you tell me more?’ NO ½ mark.
LINK: ‘Many cubs don’t survive’ TO ‘An old African story’
KEYS: Cheetahs / They have black marks on their faces / from / eyes down to / mouths. / Many cubs don’t survive into adulthood. / An old African story says / black marks on / cheetahs’ faces are / tears stains of the mothers, crying for their lost children.

9. EV 1. The grip of their claws (not retractable) 2. Their rough foot pads

NOTE: BOTH THINGS REQUIRED. The things must relate to the text. You can say: “Show me where it says that.”
IF UNCLEAR/NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.
KEYS: Cheetahs / They can’t draw their claws back into their paws, but this is useful for extra gripping power when moving at high speeds. / The rough foot pads all combine to make the cheetah a very fast runner.

10. RA YES. It helps their survival because: 1. Adults don’t live long in the wild 2. Young have a low survival rate

NOTE: ONE REASON REQUIRED. The reason must relate to the text. You can say: “Show me where it says that.”
UNACCEPTABLE (not related): “YES. You can get to see them.” or “NO. It’s cruel.”
IF UNCLEAR/NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.
KEYS: YES. Cheetahs / They don’t live / long compared to other large cats. Many cubs don’t survive into adulthood. / die from starvation, disease or are killed by other animals.
NO. cheetahs / the fastest land animals in the world. / The shape of the head / long legs, / large heart / lungs / rough foot pads all combine to make the cheetah a very fast runner.
OUTLINE: A reporter interviews Lily, a local identity. She reflects on her past. Lily and the reporter share the narration, using both direct and reported speech. The story is non-linear, with Lily portrayed first as an old lady, then a young girl and finally as an old lady again.

1. **LI** On Hinton Avenue

**NOTE:** ONLY ACCEPTABLE ANSWER

**KEYS:** Lily / who owns the kennels on Hinton Avenue

2. **RO** In her youth • when she was young

**NOTE:** JOINED with referent. Gathered from two sentences (4, 5)

**REFERENTS:** 'her' and 'she' refer to 'Lily'

**KEYS:** In her youth Lily had been ill. She spent / time in hospital.

3. **RO** Outside the window (in the garden)

**NOTE:** JOINED with referent. Gathered from four sentences (7, 8, 11, 14)

**REFERENT:** 'she' refers to 'Lily'

**KEYS:** armchair by a low window overlooking the garden / Ruff, / sometimes sit outside the window. / Lily sitting in / armchair by the open window. / She looked up / saw Ruff, / staring at the tray.

4. **IN** YES. She was in hospital for a long time and she had to recover still more at home

**NOTE:** CLUE: 'long time in hospital' ♦ 'recovery...slow'

**KEYS:** Lily spent / long time in hospital. Back home, her recovery was slow

5. **IN** A journalist/writer/reporter

**NOTE:** LINK: 'ill' ♦ 'long time in hospital' TO 'recovery' ♦ 'slow' ♦ 'regained...strength'

**KEYS:** Lily ill. She long time in hospital. Back home, recovery slow when regained strength, able sit short time each day.

6. **VO** Getting better • regaining health/strength • recuperation

**NOTE:** LINK: 'little appetite' ♦ 'must eat everything' TO 'I can't eat all of this' – implies she could not cope with the meal.

**KEYS:** She little appetite, told that to get better she must eat everything cooked for her. / She looked with dismay at meal. 'I can't eat all of this,' she thought.

7. **VO** Despair • dread • no enthusiasm • unable to cope

**NOTE:** LINK: 'little appetite' ♦ 'must eat everything' TO 'I can't eat all of this' – implies she could not cope with the meal.

**KEYS:** Lily loves dogs, but her opinion of them not always so high. Lily ill. Back home, recovery slow she often lonely. Ruff, the dog, outside window. Lily didn't like dogs, gave no encouragement / She looked with dismay at meal 'I can't eat all of this,' / She saw Ruff, tongue hanging out, staring at tray. / she realised Ruff could be useful. / I gave him some, from then on, Ruff came every day. We both enjoyed it

8. **EV** NO. When she regained her strength she was able to sit in the chair for a just a short time each day

**NOTE:** LINK: 'when she regained her strength' TO 'was able to sit' – implies that she couldn't sit up at first.

**KEYS:** Lily in hospital. Back home / recovery / slow / armchair and when she regained her strength, / was able to sit in it for a short time each day.

9. **EV** 1. Kept her company (at a time when she was lonely) 2. Helped her by eating the food that she couldn't eat

**NOTE:** BOTH THINGS REQUIRED.

**IF UNCLEAR/NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.

**KEYS:** Lily loves dogs, but her opinion of them not always so high. Lily ill. Back home, recovery slow she often lonely. Ruff, the dog, outside window. Lily didn't like dogs, gave no encouragement / She looked with dismay at meal 'I can't eat all of this,' / She saw Ruff, tongue hanging out, staring at tray. / she realised Ruff could be useful. / I gave him some, from then on, Ruff came every day. We both enjoyed it

10. **RA** YES. 1. She couldn't eat all of her food 2. It gave her a friend 3. It led to her liking dogs (and owning kennels)

**NOTE:** ONE REASON REQUIRED. The reason must relate to the text. You can say: “Show me where it says that.” IF UNCLEAR/NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.

**KEYS:** Lily owns kennels she loves dogs, but her opinion of them not always high. / She looked at / meal / 'I can't eat all of this,' / She saw Ruff, realised Ruff useful. / gave him some, Ruff came every day. / both enjoyed it / I slowly got better.

**NO.** She had little appetite, told that to get better must eat everything cooked for her. / She looked with dismay at meal 'I can't eat all of this,' / She saw Ruff, realised Ruff useful. / gave him some, / Ruff came every day. / both enjoyed it
OUTLINE: An informative text on the knowledge that people have gained about natural navigational skills. It dispels the long-held belief that without visible landmarks, humans go round in circles because one leg is stronger than the other. Both humans and pigeons use visual clues, but for humans, it is dominant. Pigeons have magnetite in their brains, enabling them to use Earth's magnetic field. We have a trace of magnetite in our noses, suggesting that humans once had this ability.

1. LI Iron-based crystals

NOTE: ONLY ACCEPTABLE ANSWER

KEYS: iron-based crystals called magnetite

2. RO 1. Visual clues (seeing landmarks) 2. Using the Earth's magnetic field (magnetite in their brains)

NOTE: LIST OF 2 WAYS – BOTH REQUIRED.

GROUPED with referent. Gathered from six sentences (8, 9, 10, 11, 12, 13)

REFERENTS: 'they', 'their' and 'them' refer to 'homing pigeons' ♦ 'this' refers to 'iron-based crystals...in their brains'

CONNECTOR: 'But' ('But they are equipped...')

KEYS: Homing pigeons find / way home / Like humans, they will use visual clues. They / seen following highways, / around roundabouts / turning at intersections. But they are equipped with more than one method of navigation. They have iron-based crystals / in their brains. Somehow this enables them to use / Earth's magnetic field to find their way.

3. RO They use visual clues • they look for landmarks

NOTE: JOINED with referent. Gathered from two sentences (8, 9)

REFERENTS: 'their' ♦ 'they' refer to 'homing pigeons'

KEYS: Homing pigeons find their way home no matter where they start from. Like humans, they will use visual clues.

4. IN NO. It says 'Somehow'

NOTE: CLUE: ‘Somehow’ – implies people do not know.

KEYS: They have / magnetite in their brains. Somehow this enables them to use the Earth’s magnetic field to find their way.

5. IN NO. Experiments have proved this wrong

NOTE: LINK: ‘one leg stronger than the other’ ♦ ‘would veer off’ TO ‘Experiments...have proved this to be wrong’

KEYS: This strange occurrence used to be explained away by saying / humans have one leg stronger than the other / that we would veer off in / direction of / weaker leg. Experiments with blindfolded people / proved this to be wrong. / humans, / use visual clues.

6. VQ State of the surroundings • state of things around you

NOTE: UNACCEPTABLE (not enough): “The weather.”

IF UNCLEAR/NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.

CLUE: ‘very foggy or very dark’

KEYS: When the conditions are very foggy or very dark

7. VQ An extremely small amount

NOTE: CLUE: ‘if only just’

KEYS: bones in our noses contain magnetite – if only just a trace.

8. EV They had no visual clues (were blindfolded)

NOTE: LINK: ‘no visible landmarks, people lose all sense of direction’ TO ‘Experiments with blindfolded people’ ♦ ‘proved...humans...use visual clues’

KEYS: When / very foggy / very dark / no visible landmarks, people lose all sense of direction. / usually walk / in circles. / This / occurrence used to be explained / by saying / humans have one leg stronger than the other / we would veer off in / direction of / weaker leg. Experiments with blindfolded people / proved this to be wrong. / humans, / use visual clues.

9. EV Using the Earth’s magnetic field

NOTE: CLUE: ‘use the Earth’s magnetic field to find their way’ – implies that they don’t need visual clues.

KEYS: Homing pigeons / will use visual clues. / But / are equipped with more than one method of navigation. They have / magnetite in their brains. / this enables them to use the Earth’s magnetic field to find their way.

10. RA YES. 1. Gives an alternative/easier method for finding your way 2. Less chance of ever being lost

NOTE: ONE REASON REQUIRED. The reason must relate to the text. You can say: “Show me where it says that.”

IF UNCLEAR/PINES NOT ENOUGH, you can ask: “Can you tell me more?” NO ½ mark.

KEYS: YES. Homing pigeons find their way home no matter where they start from. / They have / magnetite in their brains. / this enables them to use / Earth’s magnetic field to find their way. / bones in our noses contain magnetite / just a trace. / early humans may have been better at finding their way through unknown territory, without relying on vision.
PART FOUR
COPYMASTERS

Recording Sheet Use p.84
Organisation of Texts p.85
Recording Sheet Copymasters pp.86–125
Determiner Quick Guide p.126
Determiner Recording Sheet Copymaster p.127
Student Reading Record Copymaster p.128

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In 1704, the captain of the Cinque Ports intended to sail around the dangerous southern coast of South America. The crew and the second in command, Alexander Selkirk, feared the ship was not seaworthy and would break apart. When the captain refused to listen to him, Selkirk demanded to be left on an island off the coast of Chile, counting on being picked up by the next British ship. Taking his bedding, rifle, knife and personal items he was put ashore. There were goats, cats, rats, fruit and vegetables on the island, left there some time before by Spanish sailors. There was fresh water and the climate was mild. He built a hut and settled down, waiting to be rescued. He taught himself how to make fire. When the ammunition for his rifle ran out, he had to outrun the wild goats over steep, rugged terrain. Goats were a valuable source of food, providing him with milk and meat. He only had his books and some tame cats and goats for company. It was more than four years before two British ships arrived for fresh supplies. The landing party stared with amazement as Selkirk approached them dressed only in goatskins. By coincidence, one of them had also been on the Cinque Ports. Selkirk learned that it had sunk off the coast of Peru and most of the crew had drowned. His decision of four years ago probably saved his life.

Selkirk demanded to be left on the island. He taught himself how to make fire. When the ammunition for his rifle ran out, he had to outrun the wild goats over steep, rugged terrain. Goats were a valuable source of food, providing him with milk and meat. He only had his books and some tame cats and goats for company. It was more than four years before two British ships arrived for fresh supplies.

The landing party stared with amazement as Selkirk approached them dressed only in goatskins. By coincidence, one of them had also been on the Cinque Ports. Selkirk learned that it had sunk off the coast of Peru and most of the crew had drowned. His decision of four years ago probably saved his life.

1. What had Spanish sailors left on the island?
2. Why did Selkirk demand to be left on the island?
3. What are four ways the goats on the island were of value to Selkirk?
4. How did Selkirk manage to survive the loneliness?
5. Was it easy for Selkirk to catch goats after the ammunition ran out? How do you know that?
6. ‘...the ship was not seaworthy...’ What does the word seaworthy mean?
7. ‘The landing party stared...’ What does the word party mean here?
8. What fresh supplies could the British landing party have been coming for?
9. How did the decision of four years ago probably save his life?
10. Was Selkirk’s desire to be left on the island a foolish one? Why do you think that?

A minimum comprehension pass is 70% (With 6 or 8 questions the result is rounded to nearest 10). The reference table gives percentages for Set items with 6 or 8 questions.

- If result is below 70% go down to a lower set – if necessary keep going down until the result is <70%.
- If result is 70% or above, go up to a higher set – if necessary keep going up until the result is >70%.
- The independent reading level is the student’s best pass (70% or more).
- This process applies to both fiction and non-fiction texts.

Bracketing will normally reduce the number of texts required to find a pass level.

**Reference Table:** Comprehension Question Percentages for 6 & 8 questions (rounded to nearest 10)

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th></th>
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<th>8</th>
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<td>4/6</td>
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<tr>
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<td>1/8</td>
<td>10%</td>
<td>2/8</td>
<td>30%</td>
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<td>40%</td>
<td>4/8</td>
<td>50%</td>
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<td></td>
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<td>60%</td>
<td>6/8</td>
<td>80%</td>
<td>7/8</td>
<td>90%</td>
<td>minimum pass 6/8</td>
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</table>

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ORGANISATION OF TEXTS

Copymasters are for recording purposes only – not for students to read from.
Stories in the Student Texts book are appropriately paragraphed, sized and spaced.
The texts are organised in 20 sets – 2 stories for each set (one fiction & one non-fiction).
Each set has a reading age/level span of 12 months. Consecutive sets overlap each other by 6 months.
The number of questions for each text ranges from 6 to 10.

QUESTION TYPES PER TEXT

<table>
<thead>
<tr>
<th>Sets</th>
<th>Literal (LI)</th>
<th>Reorganisation (RO)</th>
<th>Inference (IN)</th>
<th>Vocabulary (VO)</th>
<th>Evaluation (EV)</th>
<th>Reaction (RA)</th>
<th>Total</th>
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<tr>
<td>1–4</td>
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<td>1</td>
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<td>5–8</td>
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<td>1</td>
<td>1</td>
<td>8</td>
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<td>9–20</td>
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READY REFERENCE & PAGE FINDER

<table>
<thead>
<tr>
<th>Set</th>
<th>Level ¹</th>
<th>Q’s ²</th>
<th>Fiction</th>
<th>Non-fiction</th>
<th>Pages</th>
<th>Student Texts</th>
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<tbody>
<tr>
<td>1.</td>
<td>5.0–6.0</td>
<td>6</td>
<td>The Bird in the Tree</td>
<td>Pet Fish</td>
<td>42–43</td>
<td>5–6</td>
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<td>2.</td>
<td>5.5–6.5</td>
<td>6</td>
<td>In the Garden</td>
<td>Day and Night</td>
<td>44–45</td>
<td>7–8</td>
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<td>3.</td>
<td>6.0–7.0</td>
<td>6</td>
<td>Jack’s Choice</td>
<td>Water</td>
<td>46–47</td>
<td>9–10</td>
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<td>4.</td>
<td>6.5–7.5</td>
<td>6</td>
<td>Snap</td>
<td>Teeth</td>
<td>48–49</td>
<td>11–12</td>
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<td>5.</td>
<td>7.0–8.0</td>
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<td>Jessie’s Book</td>
<td>Desert Life</td>
<td>50–51</td>
<td>13–14</td>
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<td>6.</td>
<td>7.5–8.5</td>
<td>8</td>
<td>Gone</td>
<td>Lighthouses</td>
<td>52–53</td>
<td>15–16</td>
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<td>7.</td>
<td>8.0–9.0</td>
<td>8</td>
<td>Summer Hideout</td>
<td>Apples</td>
<td>54–55</td>
<td>17–18</td>
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<td>8.</td>
<td>8.5–9.5</td>
<td>8</td>
<td>Aunty Bett</td>
<td>Cave Homes</td>
<td>56–57</td>
<td>19–20</td>
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<td>9.</td>
<td>9.0–10.0</td>
<td>10</td>
<td>The Big Race</td>
<td>Cheetahs</td>
<td>58–59</td>
<td>21–22</td>
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<td>10.</td>
<td>9.5–10.5</td>
<td>10</td>
<td>All to Themselves</td>
<td>Instant Fire</td>
<td>60–61</td>
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<td>11.</td>
<td>10.0–11.0</td>
<td>10</td>
<td>Treasure Hunt</td>
<td>The Green Land</td>
<td>62–63</td>
<td>25–26</td>
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<td>12.</td>
<td>10.5–11.5</td>
<td>10</td>
<td>Grand Idea</td>
<td>Silbo Gomero</td>
<td>64–65</td>
<td>27–28</td>
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<td>13.</td>
<td>11.0–12.0</td>
<td>10</td>
<td>Talking to Lily</td>
<td>Trenchers</td>
<td>66–67</td>
<td>29–30</td>
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<td>14.</td>
<td>11.5–12.5</td>
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<td>Where’s Freddie</td>
<td>Selkirk</td>
<td>68–69</td>
<td>31–32</td>
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<tr>
<td>15.</td>
<td>12.0–13.0</td>
<td>10</td>
<td>Bay Rescue</td>
<td>Beckford’s Folly</td>
<td>70–71</td>
<td>33–34</td>
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<tr>
<td>16.</td>
<td>12.5–13.5</td>
<td>10</td>
<td>Just Nothing</td>
<td>Hard Tack</td>
<td>72–73</td>
<td>35–36</td>
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<tr>
<td>17.</td>
<td>13.0–14.0</td>
<td>10</td>
<td>Along the Shore</td>
<td>Homing In</td>
<td>74–75</td>
<td>37–38</td>
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<td>18.</td>
<td>13.5–14.5</td>
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<td>Arf</td>
<td>Diamonds</td>
<td>76–77</td>
<td>39–40</td>
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<td>19.</td>
<td>14.0–15.0</td>
<td>10</td>
<td>Heat Wave</td>
<td>Smallpox</td>
<td>78–79</td>
<td>41–42</td>
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<td>20.</td>
<td>14.5–15.5</td>
<td>10</td>
<td>Before the Swarm</td>
<td>Frankenstein</td>
<td>80–81</td>
<td>43–44</td>
</tr>
</tbody>
</table>

1. Level – Reading Age span (in years)  
2. Q’s – Number of Questions
Round and round and round the small, black bird flew, calling loudly again and again. No matter how hard it tried, it just couldn’t find the nest or the tree that it was in. Mrs Jones looked up at it and said, “Noisy thing. Why doesn’t it just go away?” “I think it’s looking for something,” said the man who had cut her old, rotting tree down that morning. He put the wood onto the back of his truck and slowly drove away. He would come back tomorrow and remove the stump of the tree.

Mrs Jones cleaned up the leaves and went inside. She didn’t give the bird another thought. As the sun sank low in the sky, a very tired, small, black bird settled down for the night in a tree at the end of the road.

**COMPREHENSION QUESTIONS**

1. Who said “Noisy thing...”?
2. Why was the bird flying round and round?
3. What were the three things the man had to do?
4. Which tree was the bird’s nest in?
5. Did Mrs Jones know the bird had a nest in the tree? How do you know that?
6. ‘...remove the stump...’ What does the word stump mean here?
7. Why did the bird have to settle in a tree at the end of the road?
8. Was it a good idea to chop the tree down? Why do you think that?
Big cats, great cats, large cats – all are names for the largest members of the cat family. Included are lions, tigers, jaguars, and leopards. Also in the family are cheetahs – big African cats; the fastest land animals in the world. Cheetahs are different to the other big cats. They can’t draw their claws back into their paws, but this is useful for extra gripping power when moving at high speeds. Unlike other large cats, cheetahs cannot growl. They make a hissing noise or a sound like a bird chirping. They have black marks on their faces that go from their eyes down to their mouths. The shape of the head, the very long legs, the large heart and lungs and the rough foot pads all combine to make the cheetah a very fast runner. They don’t live very long compared to other large cats. Many cubs don’t survive into adulthood. They die from starvation, disease, or are killed by other animals. An old African story says the black marks on the cheetahs’ faces are the tear stains of the mothers, crying for their lost children.

**ORAL READING ANALYSIS – OPTION 1 ONLY**

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<th>SELF-CORRECTIONS:</th>
<th>SPEED</th>
<th>HESITATION</th>
<th>omission</th>
<th>insertion</th>
<th>DEPENDENCE</th>
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<tr>
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<td>high</td>
<td>low</td>
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<td>/185 (178 = 96%)</td>
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**COMMENT:**

**COMPREHENSION QUESTIONS**  Write down student’s responses – NOT just a tick or a cross.

- **LI**  □  1. What are the three names given to the largest members of the cat family?
- **RO**  □  2. What animals are in the large cat family?
- **RO**  □  3. In what ways is a cheetah different to other big cats?
- **IN**  □  4. Where do cheetahs live?
- **IN**  □  5. What noise is made by all big cats except the cheetah?
- **VO**  □  6. ‘...combine to make the cheetah...fast...’ What does the word combine mean here?
- **VO**  □  7. ‘They can’t draw their claws...’ What does the word draw mean here?
- **EV**  □  8. Why are the black marks on a cheetah’s face called ‘tear stains’?
- **EV**  □  9. What two things about the cheetah’s feet help it when running at speed?
- **RA**  □  10. Should cheetahs be kept in zoos? Why do you think that?

**COMPREHENSION ANALYSIS**

<table>
<thead>
<tr>
<th>LI LITERAL</th>
<th>/1</th>
<th>RO REORGANISATION</th>
<th>/2</th>
<th>COMMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN INFERENCE</td>
<td>/2</td>
<td>VO VOCABULARY</td>
<td>/2</td>
<td></td>
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<tr>
<td>EV EVALUATION</td>
<td>/2</td>
<td>RA REACTION</td>
<td>/1</td>
<td></td>
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<tr>
<td>TOTAL /10</td>
<td>%</td>
<td>minimum pass 70% (7/10)</td>
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</table>

**Non-fiction decision:**

- **up**
- **down**
- **final**

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Student Texts

COMPREHENSION ANALYSIS

- If 70%+ try a set up. If below 70% try a set down.
Lily is the old lady who owns the kennels on Hinton Avenue, looking after dogs when their owners go away. Everybody knows how much she loves dogs, but her opinion of them has not always been so high. She told me her story for my magazine. In her youth Lily had been ill. She had spent a long time in hospital. Back home, her recovery was slow and she was often lonely. There was an armchair by a low window overlooking the garden and when she regained her strength, Lily was able to sit in it for a short time each day. Ruff, the neighbour’s dog, would sometimes sit outside the window. Lily didn’t like dogs, so gave him no encouragement, shooing him away. She had very little appetite, but was told that to get better she must eat everything that was cooked for her. One afternoon, Lily was sitting in the armchair by the open window. She looked with dismay at the meal on the tray on her lap. ‘I can’t eat all of this,’ she thought. She looked up and saw Ruff, tongue hanging out, staring at the tray. That, she said, was when she realised Ruff could be useful. “Yes. I gave him some,” she said with amusement. “Well, from then on, Ruff came every day. We both enjoyed it and I slowly got better.”

**ORAL READING ANALYSIS – OPTION 1 ONLY**

**SELF-CORRECTIONS:**

- Accuracy: 228 (219 = 96%) %
- Speed: high
- Hesitation: low
- Omission: high
- Insertion: low
- Dependence: low

**COMPREHENSION QUESTIONS**

Write down student’s responses – NOT just a tick or a cross.

1. Where were Lily’s kennels?
2. When was Lily in hospital?
3. Where was Ruff when he was staring at the tray?
4. Was Lily’s illness serious? How do you know that?
5. Who was Lily talking to?
6. ‘...her recovery was slow...’ What does the word *recovery* mean here?
7. ‘She looked with *dismay*...’ What does the word *dismay* mean?
8. Had Lily been able to sit up when she first came home from hospital? How do you know that?
9. What two things did Ruff do to change Lily’s opinion of dogs?
10. Should Lily have fed Ruff? Why do you think that?

**COMPREHENSION ANALYSIS**

<table>
<thead>
<tr>
<th>LI LITERAL</th>
<th>1</th>
<th>RO REORGANISATION</th>
<th>2</th>
<th>COMMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN INFERENCE</td>
<td>2</td>
<td>VO VOCABULARY</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EV EVALUATION</td>
<td>2</td>
<td>RA REACTION</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>%</td>
<td>minimum pass 70% (7/10)</td>
<td></td>
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</tbody>
</table>

**NO HALF MARKS**

If 70%+ try a set up. If below 70% try a set down.

Fiction decision: up [ ] down [ ] final [ ]
When the conditions are very foggy or very dark and there are no lights, therefore no visible landmarks, people lose all sense of direction. When attempting to walk directly to their destination, they usually walk around in circles. The circles are surprisingly small; on average only twenty metres in diameter. Most people end up close to where they started, but don’t know it. They are totally confused. This strange occurrence used to be explained away by saying that humans have one leg stronger than the other and that we would veer off in the direction of the weaker leg. Experiments with blindfolded people have proved this to be wrong.

Homing pigeons find their way home no matter where they start from. Like humans, they will use visual clues. They have been seen following highways, even going around roundabouts and turning at intersections. But they are equipped with more than one method of navigation. They have iron-based crystals called magnetite in their brains. Somehow this enables them to use the Earth’s magnetic field to find their way. ‘Follow your nose’ is a saying used if someone doesn’t have a map or has only been given vague directions for getting to an unknown place. This means to act on instinct. Interestingly, the bones in our noses contain magnetite – if only just a trace. This could suggest that early humans may have been better at finding their way through unknown territory, without relying on vision.

**ORAL READING ANALYSIS – OPTION 1 ONLY**

<table>
<thead>
<tr>
<th>SELF-CORRECTIONS:</th>
<th>BEHAVIORS:</th>
</tr>
</thead>
</table>
|                  | SPEED:
|                  | high: low |
|                  | HESITATION:
|                  | low: high |
|                  | OMISSION:
|                  | low: high |
|                  | INSERTION:
|                  | low: high |
|                  | DEPENDENCE:
|                  | low: high |

**COMPREHENSION QUESTIONS**

Write down student’s responses – NOT just a tick or a cross.

- **LI** 1. What is magnetite?
- **RO** 2. What two ways do homing pigeons use for navigation?
- **RO** 3. In finding their way home how are humans like pigeons?
- **IN** 4. Do people know exactly how pigeons use Earth’s magnetic field? How do you know that?
- **IN** 5. Is the theory about one strong leg and one weak leg true? How do you know that?
- **VO** 6. ‘When the conditions are…’ What does the word conditions mean here?
- **VO** 7. ‘…only just a trace.’ What does the word trace mean here?
- **EV** 8. Why did the people in the experiment walk around in circles?
- **EV** 9. How would a homing pigeon navigate its way across a sandy desert?
- **RA** 10. Would you like to have more magnetite in your body? Why do you think that?