Primary student texts

Each text set includes:
• a student’s copy of the text from the original
• a student’s copy in clear type
• a teacher’s copy of accuracy and fluency measure recording sheet
• a comprehension measure containing text questions of different types.

Eggs                          Collecting water
Judo and kendo                The race
Brian’s wheelchair            Don’t waste water
Be a star performer           Fantastic fruit
COMMONWEALTH OF AUSTRALIA

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Readability of primary student texts

The appropriate level of text for instructional purposes is text that a student can read with above 90% accuracy (instructional level). For independent reading appropriate level text is text that a student can read with 95% and above accuracy (independent level).

The number of high frequency words within a text is one factor which determines the readability of the text. Each of the primary school texts states the percentage of high frequency words it contains and is an indicator of the readability of that text.

The references used to determine this percentage are either the research of Maryann Eeds which identified 227 high frequency words from children’s literature K-3 or Dale Johnson who compiled a list of basic vocabulary for beginning reading. The first 100 words which Johnson included in his basic vocabulary are the ones used here to indicate readability.

References:


Student's copy

Eggs

A quick check for freshness is to pop a raw egg in its shell in a glass of water. If it sinks to a completely horizontal position it’s very fresh; if it tilts slightly it’s probably around a week old and if it floats it’s not very fresh.

Why does this happen? It’s to do with the air pocket at the end of the egg. In a really fresh egg it’s very small but as the egg gets older the air pocket becomes larger. This air pocket can be clearly seen at the wide end of a hard-boiled egg when you remove the shell.

Copied under Part VB. Adapted from *The egg case: cracked wide open*, CHOICE, 2007
Eggs

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Why does this happen? It’s to do with the air pocket at the end of the egg. In a really fresh egg it’s very small but as the egg gets older the air pocket becomes larger. This air pocket can be clearly seen at the wide end of a hard-boiled egg when you remove the shell.
### Teacher's copy

49% of the text consists of Johnson first 100 *A Basic Vocabulary*

### Accuracy and fluency measure

**Student's name:**

<table>
<thead>
<tr>
<th>Word count</th>
<th>Title: <strong>Eggs</strong></th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>A quick check for freshness is to pop a</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>raw egg in its shell in a glass of water. If it</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>sinks to a completely horizontal position</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>it's very fresh; if it tilts slightly it's probably</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>around a week old and if it floats it's not</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>very fresh.</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Why does this happen? It's to do with the</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>air pocket at the end of the egg. In a really</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>fresh egg it's very small but as the egg gets</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>older the air pocket becomes larger. This</td>
<td></td>
</tr>
<tr>
<td>93</td>
<td>air pocket can be clearly seen at the</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>wide end of a hard-boiled egg when you</td>
<td></td>
</tr>
<tr>
<td>105</td>
<td>remove the shell.</td>
<td></td>
</tr>
</tbody>
</table>

**Strategies used**
- o Reads for meaning
- o Uses punctuation
- o Reads on
- o Uses multiple cues (msvp)
- o Expression
- o Re-reads
- o Uses syllables to problem-solve
- o Fluent
- o Self-corrects
- o High frequency words accurate
- o Makes substitutions/omissions

**Fluency: correct words per minute**

**Accuracy %**

<table>
<thead>
<tr>
<th>Guide</th>
<th>Easy (96-100%)</th>
<th>Instructional (90-95%)</th>
<th>Hard (&lt;90%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y 3-4</td>
<td>E + SC</td>
<td>E + SC</td>
<td>E + SC</td>
</tr>
<tr>
<td>Y 5-6</td>
<td>E + SC</td>
<td>E + SC</td>
<td>E + SC</td>
</tr>
</tbody>
</table>

**Self-correction rate**

- = ratio 1:4

### Comments
Comprehension measure

Text questions: Eggs
The text questions should be asked orally, with the student providing oral responses transcribed by the teacher. Students may refer to the text for answers; so the text should remain available to them throughout the activity.

*NB: Record any prompts provided to enable the student to answer the questions.*

Use of contextual information

Type 1  
  a) How do you check the freshness of an egg?
  b) How old is an egg if it tilts slightly?
  c) Where can you see the air pocket?

Type 2  
  a) What size is the air pocket in an egg that is a week old?
  b) Why does an egg that is not fresh float?
  c) Why does a very fresh egg sink to a horizontal position?

Type 3  
  a) If you are testing for freshness, why does the raw egg have to be in its shell when you pop it in the water?
  b) Why does the egg have to be hard-boiled for you to see the air pocket?
  c) Why might you want to know the freshness of an egg?

Use of semantic understanding

  a) The author says to ‘pop a raw egg in a glass of water.’ What does ‘pop’ mean?
  b) The author talks about a ‘raw egg.’ What does ‘raw’ mean?
  c) Describe in your own words what ‘horizontal position’ is.
Collecting Water

Rainwater that falls from the sky is collected in different ways. It can be caught by roofs and gutters and stored in tanks.

In the country, this is the only water that some people have.

Windmills are often used to pump underground water to the surface.

Sometimes, water comes to the surface by itself to form a spring, or an oasis in the desert.

Water can also travel underground. People have to dig wells to reach it.
Collecting water

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Water can also travel underground. People have to dig wells to reach it.
Part 1 – Assessment

Primary student texts

FROM ASSESSMENT TO PROGRAMMING
Assisting students requiring additional support in reading

Teacher’s copy
49% of the text consists of M.Eeds Bookwords

Accuracy and fluency measure

Student’s name: [Redacted]
Date: [Redacted]

<table>
<thead>
<tr>
<th>Word count</th>
<th>Title: Collecting water</th>
<th>Error analysis</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
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<td>Rainwater that falls from the sky</td>
<td>E</td>
<td>SC</td>
</tr>
<tr>
<td>10</td>
<td>is collected in different</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>ways. It can be caught by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>roofs and gutters and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>stored in tanks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>In the country, this is the only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>water that some people have.</td>
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</tr>
<tr>
<td>40</td>
<td>Windmills are often used to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>pump underground water to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>the surface.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Sometimes, water comes to the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>surface by itself to form a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>spring, or an oasis in the desert.</td>
<td></td>
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</tr>
<tr>
<td>69</td>
<td>Water can also travel underground.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>People have to dig wells to reach it.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategies used:
o Reads for meaning
o Re-reads
o Reads on
o Self-corrects

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
E + SC
E.g. 15 + 5
SC
5

Comments
Comprehension measure

Text questions: Collecting water
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.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information

Type 1  
(a) Where does rainwater come from?  
(b) Why do we use windmills?  
(c) What is an oasis?

Type 2  
(a) How can we save and store rainwater?  
(b) How can people reach underground water?  
(c) What does a windmill help us to do?

Type 3  
(a) How could you collect rainwater?  
(b) Why do people pump underground water to the surface?  
(c) What are some other ways a windmill could be used to help people?

Use of semantic information

(a) In this text what is a ‘tank’.  
(b) In this text what is a ‘spring’.  
(c) In this text what does ‘in the country’ mean?  
(d) ‘Water comes to the surface by itself’. In this text what is the ‘surface’?
Judo and kendo are martial arts. They began as samurai fighting skills.

In kendo, students learn to fight with long sticks. They dress up like samurai, with a mask, breastplate and gloves. Once trained, they fight with wooden swords.

There are no weapons used in judo. The word judo means ‘gentle way’.

In a judo school, the colour of the belt tells what level a student has reached. Beginners start with a red belt, then, after a test, move on to white. The next belts are yellow, orange, green, blue, brown and, finally, black.
Judo and kendo

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<table>
<thead>
<tr>
<th>Strategies used</th>
<th>Key</th>
<th>Semantic (meaning - m)</th>
<th>Grammatical (structure or syntax - s)</th>
<th>Graphological (visual - v)</th>
<th>Phonological (p)</th>
<th>E</th>
<th>SC</th>
<th>E</th>
<th>msvp</th>
<th>SC</th>
<th>msvp</th>
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<tbody>
<tr>
<td>o Reads for meaning</td>
<td></td>
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<tr>
<td>o Uses punctuation</td>
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<tr>
<td>o Uses multiple cues (msvp)</td>
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<td>o Uses syllables to problem-solve</td>
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<td>o Fluent</td>
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<tr>
<td>o Makes substitutions/omissions</td>
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<td></td>
</tr>
</tbody>
</table>

Fluency: correct words per minute

Guide

Y 3-4  80-100 cwpm  Easy (96-100%)
Y 5-6  100-120 cwpm  Instructional (90-95%)

Accuracy %

Self-correction rate

$E + SC = \frac{15 + 5}{5} = \text{ratio } 1:4$
Comprehension measure

Text questions: Judo and kendo
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.

The text questions have been linked to the ESL Scales. This will provide additional information about the language demands of the questions and can assist in the analysis of the ESL student’s needs.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information
Type 1  (a)  What are judo and kendo? (3.5.8)
(b)  How did judo and kendo begin? (3.7.5)
(c)  In judo what does the colour belt tell us? (3.5.8)

Type 2  (a)  What colour is the highest level in judo? (4.7.6)
(b)  How are kendo and judo different? (4.5.3)
(c)  In kendo, when do students fight with wooden swords? (4.7.11)

Type 3  (a)  Why do kendo students dress up with a mask, breastplate and gloves? (5.7.5)
(b)  Judo and Kendo are martial arts. What are martial arts? (6.5.11)
(c)  Why is judo a gentle way of defending yourself? (5.7.5)

Use of semantic information
(a)  Samurai wear a breastplate. What is a breastplate?
(b)  What are weapons?
(c)  What is a samurai?
(d)  Judo means ‘gentle way’. What does gentle mean?
This extract is about Greg. He was quick at most things but always came last in class races. Even though he watched the others carefully, Greg was always left off the mark. One day a new teacher came to the school. She watched Greg as he watched others and so she found the clue to his problem. When she took the class out to run a race and Greg was last as usual, she told the class to run another race but with a different start. She said she would drop her hand, instead of saying GO!

As they went back to the starting line, Greg was so excited that he was jumping like a kangaroo. He had eyes like an eagle’s. He could see that signal even if the teacher were a dot on the horizon. He had long legs, strong legs too. He could run like an emu. He was going to win this race. He knew.

Steadily he watched, and as the teacher’s hand began to fall, he was up and away, off down the track. With nobody ahead of him it seemed a different race, so quick, so easy, so much fun.

He crossed the line first! The teacher smiled at him and he watched her lips form the words, ‘Well done’. Greg smiled back. She had found the clue. She knew a way for him to win the race.
Student’s copy

The race

This extract is about Greg. He was quick at most things but always came last in class races. Even though he watched the others carefully, Greg was always last off the mark. One day a new teacher came to the school. She watched Greg as he watched others and so she found the clue to his problem. When she took the class out to run a race and Greg was last as usual, she told the class to run another race but with a different start. She said she would drop her hand, instead of saying GO!

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Teacher's copy

59% of the text consists of M.Eeds Bookwords

Accuracy and fluency measure

Student's name: 

<table>
<thead>
<tr>
<th>Word count</th>
<th>Title: The race</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>This extract is about Greg. He was quick at most</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>things but always came last in class races. Even</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>though he watched the others carefully, Greg was</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>always last off the mark. One day a new teacher</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>came to the school. She watched Greg as he</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>watched others and so she found the clue to his</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>problem. When she took the class out to run a</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>race and Greg was last as usual, she told the class</td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>to run another race but with a different start. She</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>said she would drop her hand, instead of saying</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>GO!</td>
<td></td>
</tr>
<tr>
<td>107</td>
<td>As they went back to the starting line, Greg was</td>
<td></td>
</tr>
<tr>
<td>116</td>
<td>so excited that he was jumping like a kangaroo.</td>
<td></td>
</tr>
<tr>
<td>122</td>
<td>He had eyes like an eagle's.</td>
<td></td>
</tr>
<tr>
<td>126</td>
<td>He could see that</td>
<td></td>
</tr>
<tr>
<td>136</td>
<td>signal even if the teacher were a dot on the</td>
<td></td>
</tr>
<tr>
<td>145</td>
<td>horizon. He had long legs, strong legs too. He</td>
<td></td>
</tr>
<tr>
<td>156</td>
<td>could run like an emu. He was going to win this</td>
<td></td>
</tr>
<tr>
<td>159</td>
<td>race. He knew.</td>
<td></td>
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</tbody>
</table>
Title: The race

167 Steadily he watched, and as the teacher’s hand
178 began to fall, he was up and away, off down the
187 track. With nobody ahead of him it seemed a
196 different race, so quick, so easy, so much fun.
205 He crossed the line first! The teacher smiled at
214 him and he watched her lips form the words,
222 ‘Well done’. Greg smiled back. She had found
234 the clue. She knew a way for him to win the race.

Strategies used
- Reads for meaning
- Uses punctuation
- Uses multiple cues (msvp)
- Expression
- Uses syllables to problem-solve
- Fluent
- Self-corrects
- High frequency words accurate
- Makes substitutions/omissions

Fluency: correct words per minute
- Easy (96-100%)
- Instructional (90-95%)
- Hard (<90%)

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

Self-correction rate
- E + SC
- E.g. 15 + 5
- SC
- 5

Comments
Comprehension measure

Text questions: The race
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.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information
Type 1  (a) Who is this extract about?
        (b) What did Greg do when the teacher’s hand began to fall?
        (c) Why was Greg jumping like a kangaroo?

Type 2  (a) Why do you think Greg needed to watch the others carefully in class races?
        (b) How were the two races different?
        (c) How did Greg know he was going to win the race?

Type 3  (a) Why did Greg win the race with a different start?
        (b) What was Greg’s problem?
        (c) Why might it be important to have a new teacher?

Use of semantic information
(a) Greg was always ‘last off the mark’. In this text what does ‘last off the mark’ mean?
(b) Greg was ‘jumping like a kangaroo’. In this text what does ‘jumping like a kangaroo’ mean?
(c) Greg had ‘eyes like an eagle’s’. In this text what does ‘eyes like an eagle’s’ mean?
(d) What is a ‘signal’?
(e) What is the ‘horizon’?
BRIAN’S WHEELCHAIR

“Hi, my name is Brian. I can walk without a wheelchair, but I use my chair when I play basketball because I can’t run very well. Basketball is my favourite sport. I play basketball nearly every Saturday morning with a group of other kids who use wheelchairs, too.

When I use my chair, I push the silver rims on the wheels to make myself go fast. The sloping wheels make it easier for me to turn quickly. That helps me spin around to take a quick shot, and also helps me avoid crashes during the game.”

Many children like Brian would like to play basketball in the Paralympic Games one day.

See copyright information on the back of each section heading
<table>
<thead>
<tr>
<th>Student’s copy</th>
</tr>
</thead>
</table>

**Brian’s wheelchair**

“Hi, my name is Brian. I can walk without a wheelchair, but I use my chair when I play basketball because I can’t run very well. Basketball is my favourite sport. I play basketball nearly every Saturday morning with a group of other kids who use wheelchairs, too.

When I use my chair, I push the silver rims on the wheels to make myself go fast. The sloping wheels make it easier for me to turn quickly. That helps me spin around to take a quick shot, and also helps me avoid crashes during the game.”

Many children like Brian would like to play basketball in the Paralympic Games one day.
Teacher’s copy

51% of the text consists of M.Eeds Bookwords

Accuracy and fluency measure

Student’s name: Brian

<table>
<thead>
<tr>
<th>Word count</th>
<th>Title: Brian’s wheelchair</th>
<th>Key</th>
<th>Semantic (meaning - m)</th>
<th>Grammatical (structure or syntax - s)</th>
<th>Graphological (visual - v)</th>
<th>Phonological (p)</th>
<th>Error analysis</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>“Hi, my name is Brian. I can walk”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
<td>SC</td>
</tr>
<tr>
<td>16</td>
<td>without a wheelchair, but I use my chair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
<td>SC msvp</td>
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<tr>
<td>24</td>
<td>when I play basketball because I can’t run</td>
<td></td>
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<td>E</td>
<td>SC msvp</td>
</tr>
<tr>
<td>31</td>
<td>very well. Basketball is my favourite sport.</td>
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<td>SC msvp</td>
</tr>
<tr>
<td>37</td>
<td>I play basketball nearly every Saturday</td>
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<td>SC msvp</td>
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<tr>
<td>45</td>
<td>morning with a group of other kids who</td>
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<tr>
<td>48</td>
<td>use wheelchairs, too.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>E</td>
<td>SC msvp</td>
</tr>
<tr>
<td>57</td>
<td>When I use my chair, I push the silver</td>
<td></td>
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<td>E</td>
<td>SC msvp</td>
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<tr>
<td>66</td>
<td>rims on the wheels to make myself go fast.</td>
<td></td>
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<td>SC msvp</td>
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<tr>
<td>74</td>
<td>The sloping wheels make it easier for me</td>
<td></td>
<td></td>
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<td></td>
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<td>E</td>
<td>SC msvp</td>
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<tr>
<td>81</td>
<td>to turn quickly. That helps me spin</td>
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<td>SC msvp</td>
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<tr>
<td>89</td>
<td>around to take a quick shot, and also</td>
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<td>96</td>
<td>helps me avoid crashes during the game.”</td>
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<td>E</td>
<td>SC msvp</td>
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<td>103</td>
<td>Many children like Brian would like to</td>
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<td>play basketball in the Paralympic Games</td>
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<td>one day.</td>
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Strategies used
- o Reads for meaning
- o Re-reads
- o Reads on
- o Self-corrects

Fluency: correct words per minute

Guide
- Y 3-4: 80-100 cwpm (Easy, 96-100%)
- Y 5-6: 100-120 cwpm (Instructional, 90-95%)
- Y 7: 120-140 cwpm (Hard, <90%)

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

Self-correction rate
- E + SC
- E.g. 15 + 5
- SC

Comments
Comprehension measure

Text questions: Brian’s wheelchair

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.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information

Type 1
(a) What is Brian’s favourite sport?
(b) When does Brian play basketball?
(c) Who does Brian play basketball with?

Type 2
(a) What makes it easier for the wheelchair to turn quickly?
(b) How do the sloping wheels help Brian?

Type 3
(a) What helps Brian avoid crashes during a game?
(b) What do you think it would be like to play basketball in a wheelchair?

Use of semantic information

(a) What does ‘avoid’ mean?
(b) What are “sloping wheels’?
(c) What does ‘favourite’ mean?
(d) What part of the wheel is ‘the rim’?
(e) In this text what does ‘take a quick shot’ mean?
Australia has the lowest rainfall out of all the continents, except for Antarctica. Recently, much of the country has been in drought. As Australia’s population grows, our need for water increases. We have to think carefully about how we can use less water.

The average family in Australia uses over 4 full bathtubs of water a day. That’s around 700 litres every day.

There are lots of ways you and your family can save water and protect one of our most important resources.

Paths should be swept with a broom, not hosed.

A bucket should be used instead of a hose to wash a car as this can save hundreds of litres of water.

When you brush your teeth, you should use a glass of water to rinse your mouth because leaving the tap running can waste 70 bathtubs of water a year.

You should have short showers or shallow baths.

Remind your family not to waste water and tell them that you are saving them money as well as saving the planet.
Don’t waste water

Australia has the lowest rainfall out of all the continents, except for Antarctica. Recently, much of the country has been in drought. As Australia’s population grows, our need for water increases. We have to think carefully about how we can use less water.

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You should have short showers or shallow baths.

Remind your family not to waste water and tell them that you are saving them money as well as the planet.
### Accuracy and fluency measure

**Student's name:**

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<th>Key</th>
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<th>Grammatical (structure or syntax - s)</th>
<th>Graphological (visual - v)</th>
<th>Phonological (p)</th>
<th>Error analysis</th>
<th>Analysis</th>
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<td>Australia has the lowest rainfall out of all the continents, except</td>
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<td>E msvp</td>
<td>SC msvp</td>
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<tr>
<td>22</td>
<td>for Antarctica. Recently, much of the country has been in drought.</td>
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<td>As Australia's population grows, our need for water increases.</td>
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<td>We have to think carefully about how we can use less water.</td>
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<td>57</td>
<td>The average family in Australia uses over 4 full bathtubs of water a day.</td>
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<td>63</td>
<td>That's around 700 litres every day.</td>
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<td>76</td>
<td>There are lots of ways you and your family can save water and</td>
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<td>83</td>
<td>protect one of our most important resources.</td>
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<td>92</td>
<td>Paths should be swept with a broom, not hosed.</td>
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<td>104</td>
<td>A bucket should be used instead of a hose to wash a</td>
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<td>114</td>
<td>car as this can save hundreds of litres of water.</td>
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<td>122</td>
<td>You should have short showers or shallow baths.</td>
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<td>130</td>
<td>When you brush your teeth, you should use</td>
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<td></td>
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<td>138</td>
<td>a glass of water to rinse your mouth</td>
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<td></td>
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<td>143</td>
<td>because leaving the tap running</td>
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<tr>
<td>151</td>
<td>can waste 70 bathtubs of water a year.</td>
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<tr>
<td>164</td>
<td>Remind your family not to waste water and tell them that you are</td>
<td></td>
<td></td>
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<tr>
<td>172</td>
<td>saving them money as well as the planet.</td>
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</table>

**Strategies used**
- o Reads for meaning
- o Uses punctuation
- o Re-reads
- o Uses multiple cues (msvp)
- o Expressions
- o Reads on
- o Uses syllables to problem-solve
- o Fluent
- o Self-corrections
- o High frequency words accurate
- o Makes substitutions/omissions

**Fluency: correct words per minute**

<table>
<thead>
<tr>
<th>Guide</th>
<th>Y 3-4 80-100 cwpm</th>
<th>Y 5-6 100-120 cwpm</th>
</tr>
</thead>
</table>

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

**Accuracy %**

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

**Self-correction rate**
- E + SC
- E.g. 15 + 5
- SC
- 5

**Comments**
Comprehension measure

Text questions: Don’t waste water
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.

*NB: Record any prompts provided to enable the student to answer the questions.*

Use of contextual information
Type 1  
(a) What happens when Australia’s population grows?  
(b) How many full bathtubs of water does the average family use each day?

Type 2  
(a) How many litres of water does the average Australian family use each day?  
(b) When cleaning your teeth why should you use a glass of water to rinse your mouth?  
(c) How can your family protect one of our most important resources?

Type 3  
(a) Why do we need to think about using less water?  
(b) Why should paths be swept with a broom and not hosed?  
(c) Why is water such an important resource?

Use of semantic information

(a) In this text what does ‘shallow baths’ mean?  
(b) In this text water is an important resource. Can you think of another important resource?  
(c) In this text what does ‘the country has been in drought’ mean?
be a STAR performer

Your body can only perform at its best when you look after it. This means you should exercise and eat the right foods in the proportions shown in this food pyramid.

Exercise helps you to digest food. Fibre in food also helps your body to digest food properly and helps your body’s waste to pass out quickly.

Foods that come from animals, such as meat, milk and eggs, do not have any fibre but fruit and vegetables have a lot. However, there is more fibre on the outside than on the inside of fruit and vegetables. If you peel away the outside, you remove most of the fibre. Foods that have had their peel, skins or husks removed are usually low in fibre. When wheat is refined into white flour it is processed to remove most of the fibre.

If you want to be a star performer, you should switch to high fibre foods. Try eating wholemeal bread instead of refined and processed white bread and choose brown rice instead of white.
Student's copy

Be a star performer

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If you want to be a star performer, you should switch to high fibre foods. Try eating wholemeal bread instead of refined and processed white bread and choose brown rice instead of white.
Teacher’s copy

44% of the text consists of M.Eeds Bookwords

Accuracy and fluency measure

Student’s name:  
Title: Be a star performer

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<th>Date:</th>
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<tr>
<td>11</td>
<td>Your body can only perform at its best when you look</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>after it. This means you should exercise and eat the</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>right foods in the proportions shown in this food pyramid.</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Exercise helps you to digest food. Fibre in food also helps</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>your body to digest food properly and helps your body’s</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>waste to pass out quickly.</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Foods that come from animals, such as meat, milk and eggs,</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>do not have any fibre but fruit and vegetables have</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>a lot. However, there is more fibre on the outside than</td>
<td></td>
</tr>
<tr>
<td>101</td>
<td>on the inside of fruit and vegetables. If you peel away</td>
<td></td>
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<tr>
<td>109</td>
<td>the outside, you remove most of the fibre.</td>
<td></td>
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<tr>
<td>119</td>
<td>Foods that have had their peel, skins or husks removed</td>
<td></td>
</tr>
<tr>
<td>129</td>
<td>are usually low in fibre. When wheat is refined into</td>
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<tr>
<td>140</td>
<td>white flour it is processed to remove most of the fibre.</td>
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<tr>
<td>150</td>
<td>If you want to be a star performer, you should</td>
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<tr>
<td>158</td>
<td>switch to high fibre foods. Try eating wholemeal</td>
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<tr>
<td>166</td>
<td>bread instead of refined and processed white bread</td>
<td></td>
</tr>
<tr>
<td>173</td>
<td>and choose brown rice instead of white.</td>
<td></td>
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</table>

Strategies used
- o Reads for meaning
- o Uses punctuation
- o Re-reads
- o Uses multiple cues (msvp)
- o Reads on
- o Uses syllables to problem-solve
- o Self-corrects
- o High frequency words accurate
- 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
- E + SC
- E.g. 15 + 5
- SC
- = ratio 1:4

Comments
Comprehension measure

Text questions: Be a star performer

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.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information

Type 1  
(a) What does fibre in food help you do?
(b) What foods do not have any fibre?
(c) Where is most of the fibre found in fruit and vegetables?

Type 2  
(a) What happens when you peel fruit or vegetables?
(b) What is wheat turned into?
(c) What are two things you can you do to look after your body?

Type 3  
(a) What do you think a star performer is?
(b) What is this article mainly about?
(c) What would happen if you didn’t eat enough fibre?

Use of semantic information

(a) Explain ‘perform’ when the text reads “Your body can only perform at its best…”
(b) What else can ‘perform’ mean?
(c) What does ‘digest’ mean?
(d) What does ‘refined’ mean?
Fantastic Fruit

Everyone knows that fruit is good for you. However, according to some researchers, children who watch a lot of television are likely to eat more food that is high in fat, salt and sugar and eat less fruit and vegetables. Experts say that children should eat two serves of fruit each day.

Fruit and fruit smoothies are a healthy energy choice. They are packed full of important vitamins, minerals and fibre which help children grow and develop. Eating fruit instead of fatty, sugary snacks will also give them vitality (energy) and help prevent some diseases including Type 2 diabetes and a wide variety of cancers.

Most school canteens have stopped selling junk food including lollies and soft drinks. As an alternative to unhealthy snacks and drinks, schools and canteens have been encouraging students to eat fruit. Some schools are even introducing fruit breaks to get children to eat fruit regularly.

In NSW, 55% of Year 6 boys and 37% of Year 6 girls drink more than one soft drink a day. A better choice is a fresh fruit smoothie. As well as containing fruit, smoothies are made with milk and yoghurt which gives children calcium for their growing bones.

So next time you need a quick energy boost, grab a juicy piece of fruit or a delicious fruit smoothie.
Fantastic fruit

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So next time you need a quick energy boost, grab a juicy piece of fruit or a delicious fruit smoothie.
**Teacher's copy**

32% of the text consists of Johnson first 100 *A Basic Vocabulary*

### Accuracy and fluency measure

<table>
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Everyone knows that fruit is good for you. However, according to some researchers, children who watch a lot of television are likely to eat more food that is high in fat, salt and sugar and eat less fruit and vegetables. Experts say that children should eat two serves of fruit each day.

Fruit and fruit smoothies are a healthy energy choice. They are packed full of important vitamins, minerals and fibre which help children grow and develop. Eating fruit instead of fatty, sugary snacks will also give them vitality and fibre which help children grow and develop. Eating fruit instead of fatty, sugary snacks will also give them vitality and help prevent some diseases including Type 2 diabetes and a wide variety of cancers.

Most school canteens have stopped selling junk food including lollies and soft drinks. As an alternative to unhealthy snacks and drinks, schools and canteens have been encouraging students to eat fruit. Some schools are even introducing fruit breaks to get children to eat fruit regularly.

In NSW, 55% of Year 6 boys and 37% of Year 6 girls drink more than one soft drink a day. A better choice is a fresh fruit.

**Fantastic fruit**
**Word count** | Title: **Fantastic fruit**
---|---
186 | smoothie. As well as containing fruit,
191 | smoothies are made with milk
195 | and yoghurt which gives
199 | children calcium for their
201 | growing bones.
208 | So next time you need a quick
215 | energy boost, grab a juicy piece of
221 | fruit or a delicious fruit smoothie.

**Strategies used**
- o Reads for meaning
- o Re-reads
- o Reads on
- o Self-corrects
- o Uses punctuation
- o Uses multiple cues (msvp)
- o Uses syllables to problem-solve
- o Fluent
- o High frequency words accurate
- 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**
- E + SC
- E.g. $15 + 5$
- = ratio 1:
- = ratio 1:4

**Comments**
Comprehension measure

Text questions: Fantastic Fruit

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.

NB: Record any prompts provided to enable the student to answer the questions.

Use of contextual information

Type 1
(a) Who is likely to eat less fruit and vegetables?
(b) How much fruit should children eat each day?
(c) What have some schools introduced to get children to eat fruit more regularly?

Type 2
(a) How have school canteens encouraged children to eat fruit?
(b) Why are fresh fruit smoothies a better choice than soft drink?
(c) Why are lollies and drinks considered unhealthy food?

Type 3
(a) Why have most school canteens stopped selling junk food?
(b) Why are children who watch a lot of television likely to eat less fruit and vegetables?
(c) In this text the author says experts say that children should eat two serves of fruit each day. Who do you think these experts are?

Use of semantic information

(a) The author says that ‘according to some researchers, children who watch a lot of television are likely to eat less fruit and vegetables’. What do researchers do?
(b) In this text what does ‘quick energy boost’ mean?
(c) In this text what does ‘alternative’ mean?