LEVELLED TEXTS

The PM Benchmark Reading Assessment Resource was developed explicitly to help teachers develop reading assessment skills, strategies, and a depth of understanding. It includes 16 accurately levelled fiction texts, two fiction cards, and two non-fiction cards, each at a PM Benchmark reading level, with an orientation, title, and the key features in red. The resource has been designed to assess reading levels using unseen, meaningful texts.

Text:

Wet-Day Popcorn

Reading Level: Level 13 Recount (Fictional)

Reading Behaviours Observed During the Reading Record

1. Knowledge and Skills:

- Recognised the high-frequency words in the text
- Understood the general meaning of the text
- Read the text word-by-word reflecting limited or no understanding
- Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding
- Attended to meaning

2. Strategies:

- Understood the main events of the text
- Used story grammar
- Recognised the social context
- Retold coherently using appropriate vocabulary
- Included details of main events

3. Comprehension:

- Concepts about print established
- Read the text word-by-word reflecting limited or no understanding
- Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding
- Attended to meaning

Retelling Indicators – Summary

1. Orientation

- Provided by the student: No
- Provided by the student: No
- Provided by the student: No

2. Retelling

- Recount (Fictional)
- Independent
- Self-correcting

3. Comprehension

- Inferential 1st
- Inferential 2nd

4. Self-correction rate

- Step 1: Retelling
- Step 2: Comprehension

5. Reading Record

- Steps 1–4
- Steps 5–8
- Steps 9–12
- Steps 13–16


For in-depth procedures refer to Teachers' Resource Book pages 28–39 for analysis and recommendations.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

Reading Record – Summary

Inferential 1st

• Concepts about print established
• Read the text word-by-word reflecting limited or no understanding
• Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding
• Attended to meaning

Inferential 2nd

• Concepts about print established
• Read the text word-by-word reflecting limited or no understanding
• Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding
• Attended to meaning

Comprehension Questions to Check for Understanding

1. Why did Katie have to blow on the popcorn? (She wasn't cross with the children.)
2. Why did Mum throw the popcorn on the table? (She wanted to get some honey to make the popcorn balls.)

Calculate Self-correction Rate

S.C. rate:

| 1 : 5 | 80% |
| 1 : 6 | 83% |
| 1 : 7 | 85.5% |
| 1 : 14 | 93% |
| 1 : 20 | 95% |
| 1 : 100 | 99% |

PLANNING

Teacher: ____________________________________