



ASSESSMENT SHEET

Name: _____ Age: _____ Date: _____

Recorder: _____ Heard Seen Unseen

| | |
|------------------------|------------------------------|
| Running words _____ | Easy (95-100%) _____ |
| Errors _____ | Instructional (90-94%) _____ |
| Accuracy _____ % | Hard (<90%) _____ |
| Self corrections _____ | S.C. 1: _____ |

| | |
|--------|------------------|
| Errors | Self-corrections |
| M S V | M S V |
| — — — | — — — |

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: Josh's new mates have him moving drugs for the gang.
Will good pills win over bad pills?

| | | | | | | | | | |
|--------------------------------|-------------------------------|---|----|--------|---|---|------------|---|---|
| TITLE - <i>Bad Kind</i> | Orange Level (7-8 y) | E | SC | Errors | | | Self Corr. | | |
| | | | | M | S | V | M | S | V |

2

Josh has some new mates. I don't like the look of them one bit. I'm sure they push drugs.

"Stay away from those guys," I tell him.

"Those guys won't hurt a fly," he says. "They're fun to be with."

Josh and I used to have fun. Now all Josh wants to do is hang with the gang.

"Got to go," he says. I watch him walk away and drop something into a bush.

3

Josh walks on and I see a police car come around the corner. The police stop next to Josh. They look in his bag. He has ¹⁰⁰▼ nothing. When they drive away, Josh flips them the finger.

4

When Josh is gone, I look in the bush and find a

bottle with pills. So Josh's into moving drugs for

the gang.

5

I take the pills home. My Gran has pills that make her

go to the toilet. They ¹⁵⁰▼ look almost like the pills in the

bottle. I put Gran's pills in the bottle. I get rid of the

other pills.

6

After dark I put the bottle back where Josh had

left it.

7

Two days later, I see Josh in the street. A car stops

and his new mates ²⁰⁰▼ get out. They are angry. "What

have you done?" they yell. "The guys who popped

our pills all got the runs!"

They grab Josh. A big guy hits him in the head.

Then the gang jumps back in the car. "Don't ever

come around us again!" they yell at him. # 250

M- Meaning *Does it make sense?*

S - Structure *Can it be said that way?*

V - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. What did Josh and his mates do that the author didn't like?
2. What does the author do with the pills he finds in the bush?
3. Why do Josh's mates get angry with him?
4. Why might the author tell Josh he should stay away from his new mates?
5. What might happen next?





ASSESSMENT SHEET

Name: _____ Age: _____ Date: _____

Recorder: _____ Heard Seen Unseen

| | |
|------------------------|------------------------------|
| Running words _____ | Easy (95-100%) _____ |
| Errors _____ | Instructional (90-94%) _____ |
| Accuracy _____ % | Hard (<90%) _____ |
| Self corrections _____ | S.C. 1: _____ |

| | | | | | |
|--------|---|---|------------------|---|---|
| Errors | | | Self-corrections | | |
| M | S | V | M | S | V |
| — | — | — | — | — | — |

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: What's hot and loud and rock?
It's the Battle of the Bands!

| | | | | | | | | | |
|---|-------------------------------|---|----|--------|---|---|---------------|---|---|
| TITLE - <i>Battle of the Bands</i> | Orange Level (7-8 y) | E | SC | Errors | | | Self Corr. | | |
| | | | | M | S | V | M | S | V |

2

Tonight is going to rock!

Five bands are playing at The Den.

They are playing in the “Battle of the Bands”.

Tonight one band will be named the top band of the year.

3

The first band, C U 2, is setting up on stage.

The other bands are waiting out the back for their turns.

“C U 2, C U 2!” the crowd yells.

4

The C U 2 guitarists are now tuning up.

The drummer is warming up.

The singer is testing the mike.

5

The crowd is ready.

Friends are standing together in groups.

They're calling to the band.

They ¹⁰⁰▼ want the music to start.

6

At last the band is ready.

The guitarists have finished tuning up.

The drummer has finished warming up.

The singer has finished testing the mike.

Hit it! / Play those guitars! / Beat those drums!

7

The singer is letting rip. / The crowd is loving it.

They just ¹⁵⁰▼ can't get enough.

8

Friends are dancing together in groups.

The mosh pit is rocking.

It's hot! / It's loud! / It's rock!

It's the "Battle of the Bands"! # 176

M- Meaning *Does it make sense?*

S - Structure *Can it be said that way?*

V - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. Why are five bands playing at The Den?
2. What do the crowd yell?
3. What do they think of C U 2?
4. Why might the crowd like C U 2?
5. What might be meant by "The mosh pit is rocking"?





ASSESSMENT SHEET

Name: _____ Age: _____ Date: _____

Recorder: _____ Heard Seen Unseen

| | |
|------------------------|------------------------------|
| Running words _____ | Easy (95-100%) _____ |
| Errors _____ | Instructional (90-94%) _____ |
| Accuracy _____ % | Hard (<90%) _____ |
| Self corrections _____ | S.C. 1: _____ |

| | | | | | |
|--------|---|---|------------------|---|---|
| Errors | | | Self-corrections | | |
| M | S | V | M | S | V |
| — | — | — | — | — | — |

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: You really need to pass the exam to get the job you want.
You've studied hard for it so why can't you understand any of it?

| | | | | | | | | | |
|---------------------------|-------------------------------|---|----|--------|---|---|---------------|---|---|
| TITLE - Exam Blues | Orange Level (7-8 y) | E | SC | Errors | | | Self Corr. | | |
| | | | | M | S | V | M | S | V |

2

I enter the exam room with the others.

I have studied hard for this exam.

I really need to pass so I can get the job I truly want.

Everyone looks worried. / I feel sick and scared.

3

We all sit down.

The teacher says, "Turn off your cell phones everyone and put them away." / We turn them off and put them away.

The big hand of the clock marches towards the twelve.

"Start now!" the teacher says to the class.

4

All heads go down. / I read the exam paper.

I don't understand the first page.

It must be nerves.

100
▼
I look again but it doesn't make any sense.

My chest is tight. / I put up my hand.

| | | | | | | | |
|---|----|---|---|---|---|---|---|
| E | SC | M | S | V | M | S | V |
| | | | | | | | |

“Excuse me, I can’t understand the words!” I squeak.

“Sure you can,” says the teacher. / “It’s too hard,” I say.

5

“Do the questions you know first,” she says.

150

“But I don’t understand any of it,” I say.

“Just try!” she tells me.

I look at the paper. Maybe I can do it.

I need to be able to do it.

I really, really want that job.

6

I pick up my pen. / My neighbour has a cold.

He sneezes loudly. / Aa-choo!

200

How can I think with all this noise?

The teacher brings some tissues.

My neighbour blows his nose.

It sounds like a trumpet.

Everyone laughs. # 222

M- Meaning *Does it make sense?*

S - Structure *Can it be said that way?*

V - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. What does the teacher tell everyone to do with their cell phones?
2. Why does the author need to do well in the exam?
3. What happens when he reads the exam paper?
4. Why might the author not understand the exam paper?
5. What might happen next?





ASSESSMENT SHEET

Name: _____

Age: _____

Date: _____

Recorder: _____

Heard Seen Unseen

Running words _____ Easy (95-100%) _____
 Errors _____ Instructional (90-94%) _____
 Accuracy _____ % Hard (<90%) _____
 Self corrections _____ S.C. 1: _____

Errors Self-corrections
 M S V M S V
 - - - - -

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: A new car with great paint work, a motor that runs well, new brake pads and a cool steering wheel cover. You'd think this car was good to go but the new owner thinks otherwise.

TITLE - *Good to Go*

Orange Level (7-8 y)

| E | SC | Errors | | | Self Corr. | | |
|---|----|--------|---|---|------------|---|---|
| | | M | S | V | M | S | V |
| | | | | | | | |

2

Hey, I love the car!
 Thanks. I just got it.
 The paint work looks /great. There's hardly a / mark on it.
 I know. It's had only / one other owner. It was /a woman who really
 looked after it.

3

What's the motor like? It / sounds like it runs well.
 Good, really good. It's / got quite low kilometres.
 Good tyres.
 Mmm. The last owner / put a new set on just six / months ago.

4

What else has it had / done to it?
 It's got new brake / pads in the front.
 Cool steering wheel.
 You're all set and good ¹⁰⁰▼ to go.

5

Well...
 There are a few small things I / plan to do.

I'd like to give it a hot paint job; / maybe flames.

6

I want to hot up the motor at some stage, too.

Mag wheels would look great, don't you think?

And I plan to lower the springs.

I need a pair of racing ¹⁵⁰▼ driver seats and those

'nana' car seat covers have got to go.

Oh, and a new exhaust system. I want it to / sound phat!

When that's all done ...

7

You'll be broke!

True. There's no way all that's

getting done for a while. But...

8

This new sound system is going ²⁰⁰▼ in

right now!

Then I'll be good to go. # 210

M- Meaning *Does it make sense?*

S - Structure *Can it be said that way?*

V - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. What do the author's friends like about his car?
2. What does the author think he needs to do about the seat covers?
3. What does he think is the most urgent thing to do to the car?
4. Why might the friends think the car is all set and good to go?
5. Why might the author want to put the new sound system in right now?



Tammy just says, “It’s all right.” She’s ¹⁵⁰ nice as well as pretty and clever and cute - not to mention single!

5

Then the producer has an idea. “Tammy can step forward and lift her hand. That will be easier for you.” It works really well in rehearsal. When Tammy steps forward and lifts her hand, it’s much ²⁰⁰ easier for me to bend and kiss it.

6

On the opening night there’s a full house. I’m really nervous. So is everyone else. It’s time for the big wedding scene. I step forward to bend and kiss Tammy’s hand. She steps forward too, and lifts her hand.

7

But since I’m ²⁵⁰ nervous, I bend over too fast. And since Tammy’s nervous, she lifts her hand too fast. She punches me hard on the nose. # 273

M- Meaning *Does it make sense?* **S - Structure** *Can it be said that way?* **V - Visual** *Does it look similar?*

COMPREHENSION QUESTIONS

1. Why does the author join the local drama group?
2. How does he feel about Tammy Thompson?
3. What happens on opening night?
4. Why might the author feel so nervous?
5. Why might Tammy be no longer single after opening night?





ASSESSMENT SHEET

Name: _____ Age: _____ Date: _____

Recorder: _____ Heard Seen Unseen

| | |
|------------------------|------------------------------|
| Running words _____ | Easy (95-100%) _____ |
| Errors _____ | Instructional (90-94%) _____ |
| Accuracy _____ % | Hard (<90%) _____ |
| Self corrections _____ | S.C. 1: _____ |

| | | | | | |
|--------|---|---|------------------|---|---|
| Errors | | | Self-corrections | | |
| M | S | V | M | S | V |
| — | — | — | — | — | — |

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: When writing an application for a job there are some things employers do not want to read!

| | | | | | | | | | |
|--|-------------------------------|---|----|--------|---|---|------------|---|---|
| TITLE - <i>How Not to Win a Job</i> | Orange Level (7-8 y) | E | SC | Errors | | | Self Corr. | | |
| | | | | M | S | V | M | S | V |

2

NAME: Call me Grumpy – people at my last work / place did!

SEX: I don't think that it's any of your business.

EDUCATION: Yes.

3

DO YOU HAVE ANY SPECIAL SKILLS?

Not that I've noticed. And not that anyone else

has ever commented on!

MOST NOTABLE ACHIEVEMENT:

I have an amazing collection of stolen pens and / note paper.

LAST POSITION HELD: Let's not go there. Please!

4

DESIRED POSITION: The Boss. But I'm happy to start

at the bottom.

If I was in a position to be choosy, I wouldn't be

applying here in the first place.

100

DESIRED SALARY: Well. Put it this way I don't

expect to be paid MORE than the boss!

PREVIOUS SALARY: A lot less than I'm worth,

but the boss didn't see it that way.

5

REASON FOR LEAVING LAST POSITION:

It sucked. Everyone picked on me which made / me even grumpier!

SPECIAL AWARDS OR RECOGNITION RECEIVED:

150

In the three weeks I was at my last job I won

“The Grumpiest Person of the Week” award three / weeks running.

HOURS AVAILABLE TO WORK: Any. I don't have any

friends or life outside of work at all.

6

PREFERRED HOURS: The least I can work for the most

200

amount of money I can get.

DO YOU HAVE ANY PHYSICAL CONDITIONS THAT WOULD

MAKE IT IMPOSSIBLE FOR YOU TO LIFT UP TO 20KG?

It depends what of! # 225

M- Meaning *Does it make sense?*

S - Structure *Can it be said that way?*

V - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. Name a question the applicant was asked?
2. What was his answer?
3. What special skills did he list on the job application?
4. What might the employer think of the applicant's answers?
5. Do you think he'll get the job? Why or why not?



I'll take you to practice tonight.”

4

“Man, it’s hot. My friends are all at the pool.

I wish I could take the car and join them.”

150

“You could take the bus. It goes close by the pool.”

5

“Mmm. I could if I had a timetable. I must get one.”

“You do need one. Hop in and I’ll give you a ride

to the pool today.”

6

“I really want to take Sarah to the movies.

200

I’d like to pick her up and take her in the car.”

“The bus goes right past her house and then on to / the movie theatre.”

7

“I know but I still haven’t got a bus timetable.”

“Okay! What time’s the movie?

I hope it’s one I’ll like.”

8

250

“It’s okay, thanks. I need to get a bus timetable.

Right now!” # 254

M- Meaning *Does it make sense?*

S - Structure *Can it be said that way?*

V - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. Why does the author want to go to the pool?
2. Why can't he take the bus?
3. Why does his mother say she hopes the movie is one she'll like?
4. Why might the author have finally decided to get a bus timetable?
5. Why might it have taken him so long to get a bus timetable?



| | | | | | |
|---|----|--------|-----|------|-----|
| E | SC | Errors | | Self | |
| | | M | S V | M | S V |

We can't skate on the footpath because we could hurt someone walking along the ¹⁵⁰ ▼ footpath.

We can't skate in the school grounds because we could hurt one of the school children."

"You're right," says the mayor. "You do need a skate park. What good is a skateboard if you have nowhere safe to skate? Draw me a plan for a skate park."

5

The ²⁰⁰ ▼ skateboarders draw a plan for a skate park.

It has blocks for them to jump over.

It has steps to jump down.

It has a rail for grinding.

It has a flat area where they can ollie and tic tac.

The skateboarders show the plan to the mayor.

The mayor ²⁵⁰ ▼ likes the plan. He shows it to the / builders. #259

M- Meaning *Does it make sense?* **S - Structure** *Can it be said that way?* **V - Visual** *Does it look similar?*

COMPREHENSION QUESTIONS

1. Why do the skateboarders think they need a skate park?
2. What does the mayor say when they tell him they need a skate park?
3. What does the skateboarders' plan have on it?
4. Why might the skateboarders say "phat" when they see the skate park?
5. Why might the mayor have been so keen on building a skate park?





ASSESSMENT SHEET

Name: _____ Age: _____ Date: _____

Recorder: _____ Heard Seen Unseen

| | |
|------------------------|------------------------------|
| Running words _____ | Easy (95-100%) _____ |
| Errors _____ | Instructional (90-94%) _____ |
| Accuracy _____ % | Hard (<90%) _____ |
| Self corrections _____ | S.C. 1: _____ |

| | | | | | |
|--------|---|---|------------------|---|---|
| Errors | | | Self-corrections | | |
| M | S | V | M | S | V |
| — | — | — | — | — | — |

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: Sam finally manages to talk Dad into getting a cell phone but will she be able to talk him into using it?

| | | | | | | | | | |
|---------------------------------------|-------------------------------|---|----|--------|---|---|------------|---|---|
| TITLE - <i>That Text Thing</i> | Orange Level (7-8 y) | E | SC | Errors | | | Self Corr. | | |
| | | | | M | S | V | M | S | V |

2

“You’re late,” said Dad.

“I’ve been waiting for you for ages.”

“The bus broke down again.

Dad, if you had a cell phone I could have let you / know,” said Sam.

“You really should get a cell phone, Dad.

Everyone has a cell phone.

You must be the only person over ten years old / who doesn’t have one.”

3

“I do plan to get a cell phone. I just can’t decide which one. I like the silver ones but the buttons are far too small. Which do you think is the best one?”

4

100
▼

“Well. If it were me, I’d get this one that can transfer speech to text. It has a gig of memory. It takes photos and videos. It connects to the web and...”

“Stop right there. I’m talking about a phone,

just a phone to call people and so they can send me

messages. It doesn't need to be ¹⁵⁰ a computer!

I'm still learning how to use the DVD player."

5

"Okay. How about this one? It has nice big buttons

and a big screen. You won't need to put your glasses

on to read the text."

"Just show me how to make a call and read your

²⁰⁰ messages. I won't be doing that text thing."

6

"I've set it all up for you. I've put in all the numbers

you'll need and it's fully charged. I've even sent you

a text so you can just reply to me. You won't have

to look up my number in your contacts."

²⁵⁰ "My what?" asked Dad. "I said I won't be doing

that text thing - just reading yours." # 266

M- Meaning *Does it make sense?*

S - Structure *Can it be said that way?*

V - Visual *Does it look similar?*

COMPREHENSION QUESTIONS

1. Why does Sam think Dad needs a cell phone?
2. What kind of phone does she say she'd get for herself?
3. What kind of phone does Dad get?
4. Why might Dad have said he won't be doing that text thing?
5. What might happen next?





ASSESSMENT SHEET

Name: _____ Age: _____ Date: _____

Recorder: _____ Heard Seen Unseen

| | |
|------------------------|------------------------------|
| Running words _____ | Easy (95-100%) _____ |
| Errors _____ | Instructional (90-94%) _____ |
| Accuracy _____ % | Hard (<90%) _____ |
| Self corrections _____ | S.C. 1: _____ |

| | |
|--------|------------------|
| Errors | Self-corrections |
| M S V | M S V |
| — — — | — — — |

Finger points _____ Voice points _____ Fluent _____ Monotone _____ Expressive _____

COMMENT: _____

INTRODUCTION: Joe's brother decides to teach Joe a lesson for not driving him in his car. When the lesson backfires, it's not Joe, however, who learns a lesson.

| | | | | | | | | | |
|------------------------------|-------------------------------|---|----|--------|---|---|------------|---|---|
| TITLE - <i>Wheels</i> | Orange Level (7-8 y) | E | SC | Errors | | | Self Corr. | | |
| | | | | M | S | V | M | S | V |

| | | | | | | | | | |
|---|---|---|----|---|---|---|---|---|---|
| 2 | <p>I need to teach Joe a lesson. Joe's my brother, but he treats me badly. Joe has his own car and I don't. He treats me so badly he never drives me anywhere in his car.</p> <p>"Please, Joe," I beg him. "Please drive me."</p> | E | SC | M | S | V | M | S | V |
| 3 | <p>"I'm not driving you anywhere at any time," says Joe. "You do enough driving for the two of us. You drive me crazy!"</p> <p>Joe thinks this is funny. I don't think it's at all funny.</p> <p>"Come on, Joe. I just want you to drive me to the game."</p> | E | SC | M | S | V | M | S | V |
| 4 | <p>It's really my friends who want Joe to ¹⁰⁰ drive us.</p> <p>Then we can all go to the game together. None of</p> | E | SC | M | S | V | M | S | V |

| TITLE - <i>Wheels</i> | Orange Level (7-8y) | | Errors | | | Self Corr. | | |
|---|-----------------------|----|--------|---|---|------------|---|---|
| | E | SC | M | S | V | M | S | V |
| <p>my friends has an older brother. They don't know what it's like. They think you can just ask and you'll get driven anywhere at any time.</p> <p>"No chance," says Joe. "Get your own wheels."</p> | | | | | | | | |
| <p>5 This makes me angry. He knows I haven't got my licence▼ and he knows I don't have the money to buy my own wheels. I want to get him back for being so mean. I want to teach Joe a lesson. If he won't drive me in his car, he shouldn't be able to drive in it at all.</p> | | | | | | | | |
| <p>6 I sneak ²⁵⁰▼ outside. I use a match to let the air out of the tyres on Joe's car. Pfffft! goes the first tyre. I go from one wheel to the next. Pfffft! Pfffft! Pfffft! Joe won't get far with four flat tyres! That'll teach him a lesson. # 295</p> | | | | | | | | |

M- Meaning *Does it make sense?* **S - Structure** *Can it be said that way?* **V - Visual** *Does it look similar?*

COMPREHENSION QUESTIONS

1. What does the author want Joe to do?
2. What does Joe think about driving the friends to the game?
3. What does the author do to teach Joe a lesson?
4. How might the author have felt when Joe said he wouldn't drive them to the game?
5. What might happen next?

