

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Island Reading Assessment**

Selection from Nelson Literacy

Oral Reading

### **Tom Longboat**

#### **Training, Farming, and Winning** (Please note if student reads this subtitle)

Longboat trained using a program of jogging and long-distance walking. He won the Caledonia race in 1906. He continued to train while spending the summer working on a farm. In the fall of 1906, he entered the annual “Around the Bay” race in Hamilton, Ontario. The 32-km event attracted all the top runners in Canada. With about 8 km to go, Longboat exploded past the race favourite and won by three minutes. Ten days after his win in Hamilton, Longboat entered the 24-km Ward Marathon in Toronto. His time knocked two minutes off the previous record.

Longboat moved to Toronto and began formal training. When he entered the famous Boston Marathon in April 1907, he was favoured to win. His time broke the record by a full five minutes! When he returned to Toronto after the race, the whole city celebrated his victory.

Halting

Careful

Confident

Fluent

Q: Why do you think the author states that Longboat had to battle both his running competitors as well as racism? (Inferring meaning from text)

## Reading Assessment

### CONFERENCE

After reading give a compliment to the reader, then ask the following questions:

When you come to a challenging word, how do you figure it out?

(Keep prompting by saying, "What other strategies do you use?")

**Word strategies:**

- |  |   |
|--|---|
| <input type="checkbox"/> reread it   | <input type="checkbox"/> look at the pictures                               |
| <input type="checkbox"/> ask someone   | <input type="checkbox"/> break the word into syllables                      |
| <input type="checkbox"/> look it up in the dictionary                        | <input type="checkbox"/> chunk the word                                     |
| <input type="checkbox"/> skip it   | <input type="checkbox"/> cover parts of the word and look for smaller words |
| <input type="checkbox"/> sound it out  |   |
| <input type="checkbox"/> try and figure out what makes sense in the sentence |   |

Other: \_\_\_\_\_

If what you are reading does not make sense, what do you do?

(Keep prompting by saying, "What other strategies do you use?")

**Sense strategies:**

- |  |  |
|--|--|
| <input type="checkbox"/> reread it   | <input type="checkbox"/> look in the paragraph for words I do know |
| <input type="checkbox"/> skip it   | <input type="checkbox"/> look at the pictures and the captions     |
| <input type="checkbox"/> try another book  | <input type="checkbox"/> try and make it make sense                |
| <input type="checkbox"/> make a picture in my mind   | <input type="checkbox"/> ask someone                               |
| <input type="checkbox"/> make notes on what I've read  |  |
| <input type="checkbox"/> make a connection between the text, yourself, the world, another text |  |

Other: \_\_\_\_\_

Did you know much about this topic before? \_\_\_\_\_

What connections can you make to this article?

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What is something about this article that you learned or something that surprised you?

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What **goal** do you think would be most appropriate for you to become an even better reader and thinker?

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\*\*Give another compliment to this student