

Running Record Guidelines VESD 2008 - 2009



Running Record Committee

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The Running Record Committee was formed to address consistency between teachers at the site level and all sites within the Victor Elementary School District. The DRA2 Kit has made many changes from the original kit. It is the committee's wish not to make our formal Running Record Program more complicated and time consuming for teachers. Therefore, the DRA changes reflected in this document are intended to create district wide unity when using the new DRA2 kit and keep accurate information about VESD students. Our hope is that if teachers believe doing a complete study as indicated by the DRA2 to gather more in-depth information for a particular student, they will do so for the benefit of the child, for the parents, and to guide their teaching strategies.

The Running Record Committee

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Purposes of the Record of Oral Reading

1. An assessment tool used to determine the reading level of a child.
2. Place the running record level on the VESD Report Card.
3. Analyze the data and use the critical information to drive instruction.
4. Place children in appropriate guided reading groups or classes.
5. Share placement and growth with parents at conferences.
6. Keep an in-depth record of reading growth over time.
7. Up-to-the-minute assessment to be shared at SST's or with parents, etc.

RUNNING RECORDS AS AN ASSESSMENT TOOL

Purpose: *A formal assessment tool used to determine the reading level of a child and to ensure continuity among schools.*

- **Guidelines:**

- Running records are used to determine the initial placement of a student.
- Formal running records (RR) with analysis are required trimesterly.
- Informal RR can be done as needed with leveled books that are not part of the DRA, DRA2, or the Reading Recovery Series.
- It is recommended that RR's be done before SST's.
- The teacher sits beside the child (one on one) during the formal running record assessment using an unseen text.
- It is suggested that the teacher hold the running record at an angle so the child cannot see the coding marks.
- Teacher may want to tape record the running record and retelling for later purposes.
- Running record introduction/preview
 - ✓ The teacher does not talk about the text or the pictures during the preview on a formal assessment.
- DRA2 forms (as indicated in this packet) **must be** fully completed to ensure district-wide consistency and to provide formal records for present and future teachers. Those forms are:
 - ✓ DRA2 oral reading fluency forms for running record coding which are located in the *Blackline Masters* or on the *Blackline Master CD*.
 - ✓ Story Overview (pgs. 32-79) highlighted for comprehension or After Reading Written Summary form located in the *DRA2 Blackline Masters* (Levels 28-40)
 - ✓ Literal Comprehension, Interpretation Questions, and Reflection located in the *Blackline Masters* (Levels 28-40)
 - ✓ DRA2 Comprehension Rubric (pgs. 21-22)
 - ✓ Small DRA2 Running Record Analysis Form located on p. 26.
- **TOLDS** affect the students' number of miscues, their fluency, comprehension, and problem solving. Tell the child to "try it" or "go on". This allows students to apply the reading strategies and teachers to analyze the use of the strategies for further teaching purposes.
Please review the TOLD Policy on pages 17 and 18 of this document.
- Do not use the same text twice. Use an alternate book. Refer to the DRA titles in this packet.

DRA2 Kit: Training Overview

General Information

To keep track of all materials in the DRA2 kit, please number the DRA2 kit assigned to you and put the same number on each book and manual.

There is only 1 copy of titles A – 16 in DRA2. Please see the list of the DRA2 Titles located in the back of this packet.

There are 3 copies of each title for levels 18 – 40 in DRA2.

In the new DRA2 Kit, some of the words have been changed that better match a student's developmental reading stage. There are new books, including nonfiction texts. Book illustrations are now better aligned with the text.

Teachers need to read and be familiar with each DRA2 book before administering a running record.

It is recommended that when administering a test, the text should not be overheard by other students.

We recommend that students not passing fluency in levels 14+ due to the oral reading time limit (WPM range) be allowed to continue reading the passage.

The teacher needs to focus on fluency outside of this assessment if a concern exists. This is recommended because some students are able to pass the comprehension with the use of cueing strategies. If pressured to attend to the time element, some students may not continue to use the cueing strategies that would normally progress into fluency.

New changes:

For the purposes of time and consistency, the Running Record Committee is recommending that teachers use the condensed version of the Comprehension Scoring Guide/Rubric on pgs. 21-22.

- Abbreviations used incorrectly count as one error for the same abbreviation throughout the text (Ex: Mr. for Mrs **or** Mrs. for Miss, etc.).
- Percentages of accuracy on the number of miscues varies with each book (please check the Teacher Observation Guide in the *Blackline Masters* Manual for correct passing percentage beginning at the independent level).
- If a student's score falls in a shaded area, **THE STUDENT DOES NOT PASS**. Refer to the DRA2 *Blackline Masters* Miscues and Accuracy Chart for each story.

	INTERVENTION (INTRVN)	INSTRUCTIONAL (INSTR)	INDEPENDENT (IND)	ADVANCED (ADV)
Number of Miscues				
Percent of Accuracy				

- It is recommended that if a second grade student scores a 99% (advanced level) and has the highest score possible on the comprehension portion, the teacher should skip the next level and test the student on the following level. Example: A student scoring 99 on level 28 should be tested on the 34 instead of the 30.
- If a student scores at 94-96%, it is our recommendation that they do not move on to the next level.

DRA2 RUNNING RECORD FORMATS

(with VESD recommendations)

Levels A -3	Levels 4 – 12	Levels 14 - 16
<p>Teacher selects the text.</p> <p>Teacher introduces the text. Look for the appropriate Teacher Observation Guide located in the <i>Blackline Masters</i> book. Look for the bold T under the <u>Introduction and Preview</u> in the #2 section titled “Oral Reading” or “Oral Reading Fluency”.</p> <p>Child looks at the pictures and tells what is happening. Teacher does <u>not</u> discuss pictures or text during overview.</p> <p>1) Child points and reads the story; teacher takes a <u>running record</u>.</p> <p>2) Teacher asks the <u>questions</u> following the reading passage indicated by the T: found in the <i>DRA2 Blackline Masters</i></p> <p>3) Teacher completes the <u>Reading Behavior Checklist</u> and attaches it to the running record.</p> <p>4) Teacher <u>analyzes</u> running record using DRA Small RR Form.</p> <p>5) Record information on <u>Running Record Log</u>.</p>	<p>Teacher selects the text.</p> <p>Teacher introduces the text. Look for the appropriate Teacher Observation Guide located in the <i>Blackline Masters</i> book. Look for the bold T under the <u>Introduction and Preview</u> in the #2 section titled “Oral Reading” or “Oral Reading Fluency”.</p> <p>Child looks at the pictures and tells what is happening. Teacher does <u>not</u> discuss pictures or text during overview.</p> <p>1) Child points and reads the story; teacher takes a <u>running record</u>.</p> <p>2) If the oral reading was passing, child <u>retells the story</u>; teacher highlights the retelling on the <u>Story Overview</u>. (It is suggested that no more than 2 prompts be given.)</p> <p>3) Teacher completes the <u>DRA Comprehension Rubric</u>.</p> <p>4) Teacher analyzes running record using DRA Small RR Form.</p> <p>5) Optional: Teacher may choose to use the <u>DRA2 Word Analysis Teacher Guide</u>.</p> <p>6) Record information on <u>Running Record Log</u>.</p>	<p>Teacher selects the text.</p> <p>Teacher introduces the text. Look for the appropriate Teacher Observation Guide located in the <i>Blackline Masters</i> book. Look for the bold T under the <u>Introduction and Preview</u> in the #2 section titled “Oral Reading” or “Oral Reading Fluency”.</p> <p>Child looks at the pictures and tells what is happening. Teacher does <u>not</u> discuss pictures or text during overview.</p> <p>1) Teacher will <u>time</u> the student for fluency. (This information is for teacher use and does not determine whether a child passes or fails the reading passage)</p> <p>2) Child points and reads the story; teacher takes a <u>running record</u>.</p> <p>3) If the oral reading was passing, child <u>retells the story</u>; teacher highlights the retelling on the <u>Story Overview</u>. (It is suggested that no more than 2 prompts be given.)</p> <p>4) Teacher asks <u>Student Response questions</u> for either fiction of nonfiction found on bottom of the <u>DRA Comprehension Rubric</u>.</p> <p>5) Teacher analyzes running record using DRA Small RR Form.</p> <p>6) Optional: Teacher may choose to use the <u>DRA2 Word Analysis Teacher Guide</u>.</p> <p>7) Record information on <u>Running Record Log</u>.</p>

***PASSING A RUNNING RECORD:** Students must pass the % found in the *DRA2 Blackline Masters* **and** the DRA Comprehension Rubric VESD Adaptation.

DRA2 RUNNING RECORD FORMATS

(with VESD recommendations)

Levels 18 - 24	Levels 28-40
<p>Teacher selects the text.</p> <p>Teacher introduces the text. Look for the appropriate Teacher Observation Guide located in the <i>Blackline Masters</i> book. Look for the bold T under the <u>Introduction and Preview</u> in the #2 section titled “Oral Reading” or “Oral Reading Fluency”.</p> <p>1) Teacher will <u>time</u> the student for fluency. (This information is for teacher use and does not determine whether a child passes or fails the reading passage)</p> <p>2) Child reads the story to the ★; teacher takes a <u>running record</u>.</p> <p>3) Child <u>reads the story silently</u> to prepare for retelling. Teacher may encourage rereading. Once a student begins the retell, they may <u>not</u> go back to the text.</p> <p>4) Teacher highlights the retelling on the <u>Story Overview</u>. (It is suggested that no more than 2 prompts be given from the ones listed in the book.)</p> <p>5) Teacher also asks <u>Student Response questions</u> for either fiction of nonfiction found on bottom of <u>DRA Comprehension Rubric</u>.</p> <p>6) Teacher analyzes running record using DRA Small RR Form.</p> <p>7) Optional: Teacher may choose to use the <u>DRA2 Word Analysis Teacher Guide</u>.</p> <p>8) Record information on <u>Running Record Log</u>.</p>	<p>Teacher selects the text.</p> <p>Teacher introduces the text. Look for the appropriate Teacher Observation Guide located in the <i>Blackline Masters</i> book. Look for the bold T under the <u>Introduction and Preview</u> in the #2 section titled “Oral Reading” or “Oral Reading Fluency”.</p> <p>Optional: Teachers can use the “Before Reading” and “Text Features” sections on pgs 1-3 for each story in the <i>Student Booklet</i>.</p> <p>1) Teacher will <u>time</u> the student for fluency. (This information is for teacher use and does not determine whether a child passes or fails the reading passage).</p> <p>2) Child reads the story to the ★; teacher takes a <u>running record</u>.</p> <p>3) Child <u>reads the story silently</u> to prepare for retelling. Teacher may encourage rereading.</p> <p>4) Students complete either the <u>After Reading Written Summary</u> (found in <i>DRA2 Blackline Masters</i>) or teacher records retelling on the <u>Story Overview</u>. Students MAY look back in the book. However, teacher may NOT guide student in any way.</p> <p>5) Students respond to <u>Literal Comprehension, Interpretation Questions, and Reflection</u>. Teacher may read the prompts and/or scribe their responses.</p> <p>6) If using the DRA (not DRA2) , the teacher also asks <u>Student Response questions</u> for either fiction of nonfiction found on bottom of <u>DRA Comprehension Rubric</u>.</p> <p>7) Teacher analyzes running record using DRA Small RR Form..</p> <p>8) Record information on <u>Running Record Log</u>.</p>

***PASSING A RUNNING RECORD:** Students must pass the % found in the *DRA2 Blackline Masters* **and** the DRA Comprehension Rubric VESD Adaptation.

Emergent Stage: Levels A-3

- Teachers do not discuss the pictures or the text during a picture walk. The teacher may use general prompts, such as “Now what is happening?” or “Turn the page,” but do not ask specific questions or make any comments.
- In levels 2-3, students answer the questions following the reading passage indicated by the bold T (**T**). The information obtained from the Printed Language Concepts (DRA2)/Observations of Reading Behaviors (DRA) should be used as needed. See the Reading Behavior Checklist in this document (p. 20).
- There are other supplemental assessments (See DRA2 *Word Analysis* Teacher Guide and *Word Analysis* Student Assessment Book which provide further analysis through assessment tasks.)

Early Stage: Levels 4-12

- Teachers do not discuss the pictures or the text during a picture walk. The teacher may use general prompts, such as “Now what is happening?” or “Turn the page,” but do not ask specific questions or make any comments.
- Story Overviews are provided in this document (pgs. 32-79) or use the DRA2 disk.
- A teacher may prompt the child if he/she leaves out information after they are done with the retelling. Those question prompts are on the Teacher Observation Guides for each story in the *Blackline Masters* under the Comprehension Section.
- In Levels 4-12, it is recommended by the Running Record Committee that the Reading Engagement, Reflection, and Making Connections sections of the DRA2 continuum are optional.
- **All students will be assessed using the VESD adapted DRA Comprehension Rubric Form for Levels 4-24 on p. 21.**
- There are other supplemental assessments (See DRA2 *Word Analysis* Teacher Guide and *Word Analysis* Student Assessment Book which provide further analysis through assessment tasks.)

Transitional Stages: Levels 14-16

- Teachers do not discuss the pictures or the text during a picture walk. The teacher may use general prompts, such as “Now what is happening?” or “Turn the page,” but do not ask specific questions or make any comments.
- Story Overviews (pgs.32-79) for retelling are provided in the packet or you may use the DRA2 disk.
- **All students will be assessed using the VESD adapted DRA2 Comprehension Rubric for Levels 4-24 on p. 21.**
- Specific questions are now required for comprehension. They can be found on the VESD DRA2 Comprehension Rubric or in the Teacher Observation Guide for each story.
- Teachers time their students on fluency for the reading. The Fluency Chart should be used as teacher information. Students can be moved on to the next level based on their oral reading and comprehension. This is to allow students time to master the cueing systems. Students who fall in the shaded areas need extra support from the teacher in the area of fluency.
- In Levels 14-16, it is recommended by the Running Record Committee that the Reading Engagement, Reflection, and Making Connections sections of the DRA2 continuum are optional and not required for scoring.
- There are other supplemental assessments (See DRA2 *Word Analysis* Teacher Guide and *Word Analysis* Student Assessment Book which provide further analysis through assessment tasks.)

Transitional Stages: Levels 18-24

- Teachers time their students on fluency for the reading (up to the★). The Fluency Chart should be used as teacher information. Students can be moved on to the next level based on their oral reading and comprehension. This is to allow students time to master the cueing systems. Students who fall in the shaded areas need extra support from the teacher in the area of fluency.
- Beginning at these levels, the students are given the RR section of the text first (up to the★), then they read the rest of the book independently to prepare for the comprehension section of the DRA2. Teachers may encourage the students to reread the text before they come back for the retell. Once the student starts the retelling they cannot go back to the text.
- Story Overviews (pgs. 32-79) for retelling are provided in this document or you may use the DRA2 disk.

- **All students will be assessed using the VESD adapted DRA2 Comprehension Rubric for levels 4 – 24 on p. 21.**
- Specific questions are now required for comprehension. They can be found on the VESD DRA2 Comprehension Rubric (p.21) and on the Story Overview.
- In Levels 18-24, it is recommended by the Running Record Committee that the Reading Engagement, Interpretation, and Reflection sections of the DRA2 continuum are optional and not required for scoring.
- There are other supplemental assessments (See DRA2 *Word Analysis* Teacher Guide and *Word Analysis* Student Assessment Book which provide further analysis through assessment tasks.).

Extended Stage: Levels 28-40

- Teachers time their students on fluency for the reading (up to the★). The Fluency Chart should be used as teacher information. Students can be moved on to the next level based on their oral reading and comprehension. This is to allow students time to master the cueing systems. Students who fall in the shaded areas need extra support from the teacher in the area of fluency.
- The students are given the RR section of the text first (up to the ★), then they read the rest of the book independently to prepare for the comprehension section of the DRA2.
- **All students will be assessed using the VESD adapted DRA2 Comprehension Rubric for levels 28 – 40 on p. 22.**
- All students will be required to complete **either** the After Reading Written Summary form found in the DRA2 *Blackline Masters* or they may orally summarize while teacher records the retelling on the appropriate Story Overview (provided by the district. See pgs. 32-79. *Students are allowed to look back in the book. The teacher, however, CANNOT guide the student to the page or the section in the text which contains the answer and they cannot prompt students during the retelling.*
- Students will respond to the Literal Comprehension, Interpretation Questions, and Reflection section found in the Student Booklet. The teacher may read aloud the prompts in the student booklet and/or scribe their responses. *Students are allowed to look back in the book. The teacher, however, CANNOT guide the student to the page or the section in the text which contains the answer and they cannot prompt students during the retelling.*

- If using the original DRA, use the Literal Comprehension, Interpretation, and Reflection form provided on p. 23.
- In the Teacher Guide for DRA2, see pages 130-139 for blackline practice sheets to prepare students to complete the comprehension section of the student booklet on their own.
- There are other supplemental assessments. See the DRA2 *Word Analysis* Teacher Guide and *Word Analysis* Student Assessment Book which provide further analysis through assessment tasks.

DRA2 Titles

Please follow the guidelines below.

First Grade Levels and Titles	Kindergarten and Second Grade Levels and Titles
1 - What is Red? 2 - Bath Time 3 - Look at Me 4 - Get Your Umbrella 6 - Time to Play 8 - The Lost Book 10 - Grandma's Surprise 12 - Allie's Wish 14 - A New School 16 - Monkey's Stepping Stones 16 - Animal Homes 18 - Game Day 20 - Turtle's Big Race 24 - Thin as a Stick 28 - From Peanuts to Peanut Butter 28 - Missing Sneakers 30 - Tiger's Whirlwind Day 34 - Summer Discovery 38 - A Trip Through Time 40 - All the Way Under 40 - the Amazing Octopus	A - Can You Sing? 1 - Things That Go 2 - I Can See 3 - The "I Like" Game 4 - Where is my Hat? 6 - Why are we Stopping? 8 - Duke 10 - Shoe Boxes 12 - Robert's New Friend 14 - The Wagon 16 - Baby Birds 16 - Chip to the Rescue 16 - <i>A Pot of Gold - DRA*</i> 18 - A Giant in the Forest 20 - Green Freddie 24 - A Wonderful Day 28 - You Don't Look Beautiful to Me 28 - Animals Can Help 28 - <i>Incredible Journey*</i> 30 - Busy Helpers 30 - <i>Touchdown *</i> 34 - The Mystery at the Mays' House 34 - <i>Be Nice to Josephine *</i> 38 - Trouble at Beaver Pond 38 - Mae Jemison 38 - <i>Amelia Earhardt *</i> 38 - <i>Slamming Sammy *</i> 40 - A Journey of Freedom 40 - <i>Old Ben Bailey *</i> 40 - A pack of Wolves 44 - <i>Danger n the Deep *</i>

- Books from previous DRA Kit not included in the new DRA2 Kit

Reading Recovery – Alternate Levels

First Grade Levels and Titles	Kindergarten and Second Grade Levels and Titles
1 - A Bird Can Fly 2 - Hats 3 - At the Zoo 4 - Table on the Porch 5 - A Bird and a Hippo 6 - Dave's Tricks 7 - Mr. Jumble at the Zoo 8 - The Boat Ride 9 - Tub in the Yard 10 - John and His Drum	11 - Old Man Moss 14 - George the Porcupine 16 - Hippo in the Hole 18 - A Man and a Dog 20 - (28 DRA) The Mouse and the Elephant 22 - (30 DRA) Light of the Sun

INFORMAL RUNNING RECORDS

- The informal running record is used to allow the teacher to determine the progress of reading fluency and comprehension.
- The analysis of running record data allows the teacher to determine the cueing systems a student is using or not using.
- Running record data reveals the independent, instructional or frustration level of a student.
- It is given throughout the year to assist teachers for planning mini-lessons and guided reading sessions.
- The books used for an informal running record include any leveled books such as Reading A-Z, Rigby, Wright Group, and Sundance.
- DRA, DRA2, or Reading Recovery books should not be used for informal running records.
- Informal running records should be given to students you feel have made enough progress to change reading groups. Informal running records should be given when a child's progress in reading indicates no progress or the reading selections seem too difficult.
- Progress reports
- SST's

VESD Running Record Prompts and Coding Chart: Recommended for District Continuity
The teacher may only use the following two prompts during the Running Record.

1. If a child stops, wait five seconds (longer if a child is problem solving) and say "You try it".
2. If the child completely mixes up the sentence, indicate the starting point and say, "Try that again."
3. Then start the recording for that sentence again.

Coding	Examples of coding	Number of Errors
Accurate reading	✓ or no notation	no error
Sounding out	<u>duh a n gr</u> A dangerous storm...	1 error if word is incorrect
Substitution	<u>saw</u> <u>gr/grass/grund</u> was ground	1 error
Substitution repeated throughout	<u>runs</u> ran	1 error each time
Substitutions of same name, abbreviations or contraction	<u>Katie</u> <u>Mrs.</u> <u>I will</u> Kate Mr. I'll	Counts as only 1 error per word for entire text
Omission	<u>-</u> ran	1 error
Insertion	<u>and</u> ^ <u>and he</u> ^	1 error per word
Self-Correction	<u>flew/SC</u> fall	No error
Appeal/Stuck/TOLD	<u> </u> <u> </u> <u>s-a-i-d</u> said You try it. <u>T</u>	Teacher Prompt 1. Wait 5 seconds 2. Say "You try it." 3. Notate attempts, if any 4. If still unsuccessful, give a TOLD <u>1 Error Per TOLD</u>
TOLD after multiple attempts	<u>sad sayed s-a-i-d</u> <u>A</u> said <u>T</u>	Use teacher prompt if student makes several unsuccessful attempts & stops. 1. Notate attempts 2. Student stops and appeals 3. Give a TOLD <u>1 Error Per TOLD</u>
Repetition with wrong word	<u>can/can/can R3</u> could	1 error
Repetition of sentence	<u>Then the dog ran</u> R#	No error
Mixed up sentence See #3 above for procedure TTA = Try That Again	<u>The girl said</u> Said the girl / TTA	1 error for "TTA" plus any additional errors made during the second reading.
Numerals	<u>10,000</u> 10,000,000	No error Use for instructional purposes
Pronunciation (speech/dialect)	<u>git</u> <u>picture</u> <u>ā way</u> get pitcher away	No error
Pronunciation (grammar)	<u>like-ed</u> <u>look-ed</u> <u>walk-ed</u> liked looked walked	Counts as only 1 error total per word/per text
Long pauses	Hand / me / that / rope.	No error
Reversal of words	She quickly <u>Sagreed</u> ...	1 error

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TO IDS

TOIDS are given to support meaning and fluency. One error is given per TOID

However, a TOID is given ONLY when:

1. The reader makes no attempt at an unknown word or appeals to the teacher.

Teacher Prompt:

- ① Wait 5 seconds
- ② Say “You try it.”
- ③ Note attempts, if any
- ④ If still unsuccessful, give a TOID

OR

2. A child makes several unsuccessful attempts at an unknown word and does not continue reading.

Teacher Prompt:

- ① Note all (multiple) attempts
- ② Student stops or appeals
- ③ Give a TOID

TOIDS affect the student’s number of miscues, his/ her fluency, comprehension, and problem solving. Therefore, teachers should not give the “TOID” until the procedures above are followed. If TOIDS are given quickly and without following the proper procedures, it can affect the outcome of the running record. If a student stops and does not attempt a word, teachers need to tell the child “You try it.” This encourages the student to apply all the reading strategies they know, discourages the use of too many “TOIDS” which means more errors, and allows the teacher to note and analyze the use or non-use of the strategies for further teaching purposes.

Guidelines for Analyzing Running Records

Refer to the Running Record Prompts and Coding chart on p. 17.

- **Words mispronounced due to a speech problem or dialect** may be coded but are not counted as errors.

Examples:

Student response
Text

git	pitcher	our
get	picture	are

- **Words mispronounced due to grammar** throughout the text are coded as one error.

Examples:

Student response
Text

like-ed	look-ed	walk-fid
liked	looked	walked

- **Repeated Substitutions:**

1. If the child makes an error (e.g., *run* for *ran*) and uses it repeatedly throughout the text, **it counts as an error every time.**
2. The substitution of a proper name (e.g., *Mary* for *Molly* or *Katie* for *Kate*) is counted as only one error throughout the text.
3. A miscue on a contraction counts as only one error for the same contraction throughout the text.
4. A miscue on an abbreviation counts as only 1 error for that abbreviation for the entire text.

Examples:

Student response
Text

I'll	I will	can not	Mrs.	Mrs.
I will	I'll	can't	Mr.	Miss

- **Miscues of numerals** are not to be counted in the total number of miscues, but they can be noted for future instruction.

Examples:

Student response
Text

10,000
1,000,000

Reading Behavior Checklist: Levels 2-3

The Reading Behavior Checklist is a diagnostic tool for teachers to use for next step teaching.

Student Name _____

Check Observed Behaviors:

- ☐ Directionality (moves left to right)
- ☐ Points to words, consistent 1 to 1 match
- ☐ Understands first letter of a word/begin/begins/beginning
- ☐ Understands last letter of a word/end/ends/ending
- ☐ Understands the term letter
- ☐ Understands the term sound
- ☐ Self corrects
- ☐ Reads using cueing systems (pictures/language/initial letters)

✂-----

Reading Behavior Checklist: Levels 2-3

The Reading Behavior Checklist is a diagnostic tool for teachers to use for next step teaching.

Student Name _____

Check Observed Behaviors:

- ☐ Directionality (moves left to right)
- ☐ Points to words, consistent 1 to 1 match
- ☐ Understands first letter of a word/begin/begins/beginning
- ☐ Understands last letter of a word/end/ends/ending
- ☐ Understands the term letter
- ☐ Understands the term sound
- ☐ Self corrects
- ☐ Reads using cueing systems (pictures/language/initial letters)

DRA2 Comprehension Rubric
VESD Adaptation for Levels 4-24

Name _____ Date _____

Grade _____ Teacher _____

Comprehension Scores	Below 6 7 8 9	Approaching 10 11 12 13 14 15	Proficient 16 17 18 19 20 21	Advanced 22 23 24
Sequence of Events (Retelling)	① Includes 1 or 2 events (limited)	② Includes at least 3 events, some in random order (partial)	③ Includes most of the important events in sequence	④ Includes all of the important events in sequence
Characters/ Animals/ Objects (nouns)	① Refers to nouns using general pronouns (he, she, it, they)	② Refers to nouns using generic names (boy, girl, dog)	③ Refers to most nouns by name	④ Refers to all nouns by name
Details/ Vocabulary	① Includes 1 or no important details/ vocabulary from text	② Includes some important details/ vocabulary	③ Includes most of the important details/ vocabulary	④ Includes all important details/ vocabulary
Understanding	① Incorrect information, limited understanding	② Responds with some misinterpretation; uses some understanding of key concepts	③ Responds with no misinterpretation; understands key concepts	④ Responds with interpretation that reflects higher level thinking
Teacher Prompts	① Requires 4 or more questions or prompts	② Requires 3 questions or prompts	③ Requires 1-2 questions or prompts	④ Requires no questions or prompts
Student Responses Levels 4-12	① No response to teacher prompts	② Limited responses to teacher prompts	③ Adequate response to teacher prompts	④ In depth response to teacher prompts
★Student Responses Levels 14-24 <i>See questions below</i>	① Gives an unrelated response or no response	② Gives a limited response and/or a general reason	③ Gives a specific event/fact/action and a relevant reason	④ Gives a specific event/fact/action and a relevant reason that reflects higher level thinking

★ Ask the fiction or nonfiction question for Student Responses Levels 14-24.
Check the question asked.

☐ **Fiction:** What was the most important thing that happened in the story and why is it important?

Or

☐ **Nonfiction:** What did you learn from this book and why is it important to know?

DRA2 Comprehension Rubric
VESD Adaptation for Levels 28-40

Name _____ Date _____

Grade _____ Teacher _____

Comprehension Scores	Below 6 7 8 9	Approaching 10 11 12 13 14 15	Proficient 16 17 18 19 20 21	Advanced 22 23 24
Sequence of Events/ Facts (Retelling/ Summary)	① Includes 1 or 2 ideas/facts/events in own language and/or copied text	② Includes at least 3-4 ideas/facts/events, some in random order (partial)	③ Includes 5+ important ideas/facts/events in sequence	④ Includes all of the important events in sequence
Characters/ Animals/ Objects (nouns)	① Refers to nouns using general pronouns (he, she, it, they)	② Refers to nouns using generic names (boy, girl, dog)	③ Refers to most nouns by name	④ Refers to all nouns by name
Details/ Vocabulary	① Includes 1-2 or no important details/ vocabulary from text	② Includes 3-4 important details/ vocabulary	③ Includes 5+ important details/ vocabulary	④ Includes all important details/ vocabulary
Literal Comprehension	① Incorrect information, limited understanding	② Responds with some misinterpretation; uses some understanding of key concepts	③ Responds with no misinterpretation; understands key concepts	④ Responds with interpretation that reflects higher level thinking
Interpretation/ Student Responses	① Little or no understanding of important text implications	② Partial understanding of important text; little or no detail	③ Understands important text and has relevant supporting details	④ Higher level understanding of important text implications; includes supporting rationale
★Reflection See questions below or questions in the DRA2 student booklet	① Gives an unrelated response or no response	② Gives a limited response and/or a general reason	③ Gives a specific event/fact/action and a relevant reason	④ Gives a specific event/fact/action and a relevant reason that reflects higher level thinking

★ Ask the fiction or nonfiction question for Student Responses Levels 28-40.
Check the question asked.

☐ **Fiction:** What was the most important thing that happened in the story and why is it important?

Or

☐ **Nonfiction:** What did you learn from this book and why is it important to know?

Student Form for Literal Comprehension, Interpretation and Reflection
Original DRA: Levels 28-40

Student Name _____

Date _____

Teacher _____

Grade _____

Literal Comprehension:

List 3 things you know about the main character(s), animal(s) or object(s).

1. _____
2. _____
3. _____

Interpretation:

What do you think the author is trying to tell you in this story?

Reflection:

☐ **Fiction:** What was the most important thing that happened in the story and why is it important?

☐ **Nonfiction:** What did you learn from this book and why is it important to know?

Informal Running Record Form

Name: _____ Teacher _____ Date _____

E = error
M = Meaning

SC = Self Corrections
S = Structure

V = Visual

Page		E	SC	Information/Cues Used	
				E	SC
				M S V	M S V

Page		E	SC	Information/Cues Used	
				E	SC
				M S V	M S V



DRA Small RR Form

[illegible]

Page 26 of 86

Steps to Analyze a Running Record

When you are ready to analyze a running record, you will need to use the DRA small RR Form (p. 26) and staple or lay it to the right side of the reading passage. Fill in the columns to the right of the lines of text the student read and you have marked.

Begin by looking at any error the student has made in the first line. Mark the number of errors made in the first column to the right of the line. If the student self corrected any of these errors, mark the number of self-corrections in the second column to the right of the line.

Next determine whether the errors and self-corrections were made as a result of meaning, structure, or visual cueing. For a description of each of these cues, review the explanations provided below and on p. 29. Write MSV in each column for each error and self-correction made. Circle the appropriate letter for the **cue used** by the student. See the following page (link to Reading a-z.com) for an analyzed running record sample.

The teacher uses the data from the running record to individual instruction for the child in areas indicated as problems.

Terms for Analyzing the Running Record

- Errors (E)--Errors are tallied during the reading whenever a child does any of the following:
 - Substitutes another word for a word in the text
 - Omits a word
 - Inserts a word
 - Has to be told a word – **PLEASE REVIEW THE “TOLD” POLICY ON PAGES 17-18 IN THIS DOCUMENT**
- Self-correction (SC)--Self-correction occurs when a child realizes her or his error and corrects it. When a child makes a self-correction, the previous substitution is not scored as an error.
- Meaning (M)--Meaning is part of the cueing system in which the child takes her or his cue to make sense of text by thinking about the story background, information from pictures, or the meaning of a sentence. These cues assist in the reading of a word or phrase.
- Structure (S)--Structure refers to the structure of language and is often referred to as syntax. Implicit knowledge of structure helps the reader know if what she or he reads sounds correct.
- Visual (V)--Visual information is related to the look of the letters in a word and the word itself. A reader uses visual information when she or he studies the beginning sound, middle or ending sounds, word length, familiar word chunks, and so forth. This is also referred to as the graphophonics cueing system.

To review a sample of an Analyzed Running Record, please use the following link:

<http://www.readinga-z.com/>

1. Click on the Assessment tab at the top of Reading A-Z home page.
2. Go to the sidebar on the right and click on Benchmark Books and Running Records.
3. Scroll down to the Sample Running Record titled (Reading A-Z - Running Record - Level D)

THE CUEING SYSTEMS

1. Visual:/graphophonic: Use of letter/sound cues. Students look at the B/M/E of the word for letter and sound cues.

Cueing Questions/Prompts

- Does it look right?
- What would you expect to see if that word were _____?
- What letter would expect to see at the beginning of _____?
- Look at that word again, think about the sound of the first letter.
- Do you know a word like that?
- What else do you know about that word?
- What do you expect to see at the beginning, the end, after the _____?

2. Syntactic/Structure: The structure of the sentence. Knowledge of language structure. Students use grammar, word order, tense, number, and gender.

Cueing Questions/ Prompts

- Does it sound right?
- You said _____. Does that sound right?
- You might say it that way, but is that the way we would see it in a book?
- Does that sound like talking?

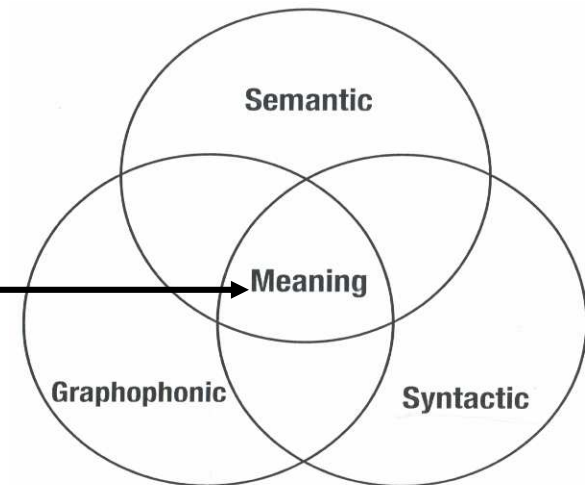
3. Semantics/Meaning: The meaning of the message. Previous experience or knowledge of subject matter. Students use pictures, experiences and sense.

Cueing Questions/Prompts

- Does it make sense?
- You said _____. Does that make sense?
- What do you think it might be?
- Did you check the picture?
- What is happening in the story?

The successful use of all the Cueing Systems creates meaning for the reader.

******When analyzing the running record, the teacher indicates the cues the child uses when making an error and/or self correction.**



Running Record Log

Name _____ Grade _____

[illegible]

Leveling Correlation Table

Wright Group Levels	K-1				1-2						2		3		3			4			5			6				
	EARLY EMERGENT				UPPER EMERGENT						EARLY FLUENCY				FLUENCY						PROFICIENCY							
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z		
Fountas & Pinnell	A	B	C		D	E	F	G	H	I	J		K	L M	N		O	P	Q	R	S	T	U	V	W	X	Y	
Reading Recovery	1	2	3	4	5 6	7 8	9 10	11 12	13 14	15 16 17	18	19	20	20+	20+		22		24		26	27	28					
<u>DRA</u> <u>Levels</u>	A 1	2	2	3 4	5 6	7 8	9 10	11 12	13 14	16	18	20	24	28	30	34	38		40			44						
Lexile Levels	100							200	251 300	301 350	401 450	451 500	501 550	551 600	601 650	651 700	701 750		751 800		801 850	851 900	901 950	951 1000	1001 1050	1051 +		
Reading a - z	aa A	B	C		D	E	F	G	H	I	J		K	L	MNO			P	Q	R	S	T	U	V	W	X		



Grey boxes indicate grade level overlaps.

The Leveling Correlation Table provides an approximate correlation of the various leveling systems. Teachers are encouraged to adjust these levels according to personal evaluation as they may have leveling characteristics that differ slightly.

Wright Group

Fountas & Pinnell: Irene C. Fountas and Gay Su Pinnell, *Matching Books to Readers* (Portsmouth, NH, 1999).

Reading Recovery is a registered service mark of Ohio State University.

DRA: Joetta Beaver, *Developmental Reading Assessment Resource Guide* (Glenview, IL: Celebration Press, 1977).

Lexile Frameworks developed by MetaMetrics, Inc.

Reading a-z ([Reading a-z.com](http://Reading-a-z.com))



Story Overviews

Levels 4-44 for

Comprehension/ Retelling

Purposes

- 1. Copy story overview for student**
- 2. Highlight areas covered by student during retelling**
- 3. The bottom of the story overviews can be used to make notes on student behaviors**

We wish to thank the primary teaching staff at Discovery School of the Arts for writing and graciously providing the committee with the story overviews for district running record use.

Get Your Umbrella - Level 4

Story Overview:

Kim and her Dad are getting ready to walk to school on a rainy day.

1. Dad told Kim to get her umbrella.
2. Kim looked in the closet. No umbrella.
3. Kim looked under the bed. No umbrella.
4. Kim found her umbrella in the kitchen.
5. Kim told Dad she got her umbrella.

Ending: Dad told Kim the sun was out (or it had stopped raining).

Where Is My Hat - Level 4

Story Overview:

1. Ben misses hat, looks under the bed, and says, "It is not here."
2. Mom looks in closet and says, "It is not here."
3. Ben looks in his toy box and says, "It is not here."
4. Mom looks behind a chair and...

Ending: Mom finds hat behind the chair with dog lying on it and says, "Here it is!"

Time to Play – Level 6

Story Overview:

1. Pam and Lee played soccer. Then they did different things after school. They didn't have time to play.
2. On Monday, Lee went to art class after school. He had no time to play with Pam.
3. On Tuesday, Pam went to Grandma's house after school. She had no time to play with Lee.
4. On Wednesday, Lee went to the store with his mom.
5. On Thursday, Pam had a soccer game.

Ending: On Friday, Lee and Pam had time to play together. They had fun.

Why Are We Stopping? – Level 6

Story Overview:

1. Policeman stopped bus.
2. Truck stopped behind bus and the driver said, “Why are we stopping?”
3. Car stopped behind truck and the driver said, “Why are we stopping?”
4. Mother and baby ducks went across the street.
5. Policeman said, “Go,” and the bus, the truck, and car went on...

Ending: Ducks swam in a pond.

The Lost Book – Level 8

Story Overview:

1. The class was going to the library. There were 10 books but they only had 9 books. The teacher and children looked for the book.
2. Teacher told children, “We must find the lost book.”
3. Two boys looked under a rug and found one black bug and one penny but no book.
4. Two girls looked behind a bookcase and found a yellow ball and some blocks but no book.
5. A boy and girl looked in their backpacks and found no book.

Ending: The teacher looked under some papers on his desk and found the book.

Duke – Level 8

Story Overview:

1. Duke is a black and white dog with big feet.
2. He can do lots of tricks.
3. Duke sits up and shakes hands, and Jim says, “Good dog.”
4. Duke jumps over Jim’s arm, and Jim says, “Good dog.”
5. Duke gets the ball, and Jim says “Good dog.”

Ending: Duke keeps Jim clean by licking him.

Grandma's Surprise – Level 10

Story Overview:

1. One morning Mom decided to make a surprise lunch for Grandma. They all said yes.
2. Ben and Dad made soup because Grandma loves soup.
3. Rose made a picture of three little kittens because Grandma loves kittens.
4. Mom put purple and yellow flowers in a tall vase because grandma loves flowers.
5. They all went to Grandma's house.
6. They gave Grandma the soup, flowers and picture.

Ending: Grandma surprised them with an apple pie.

Shoe Boxes – Level 10

Story Overview:

Beginning

1. Mandy and her brother and sister got new shoes.

Middle

2. Mandy's brother got new soccer shoes.
3. He then puts a caterpillar in his red shoe box with white stripes.
4. Mandy's sister gets new baseball shoes.
5. She puts baseball cards and the string in her blue shoe box.
6. Mandy gets new blue birthday shoes.

Ending:

7. She gave her green shoe box with flowers on it to her baby sister.
8. Her baby sister sits on Mandy's shoebox.

Allie's Wish – Level 12

Story Overview:

1. Allie wished she had a pet of her own. She helped other people take care of their pets.
2. On Mondays, Allie helped Lee take care of his dog. She loved his dog.
3. On Wednesdays, Allie helped Sam take care of his bird. She loved the bird.
4. On Fridays, Allie brushed and played with Mrs. May's cat.
5. Allie and her dad went to see Mrs. May's cat.
6. Mrs. May's cat had kittens, and she asked Allie if she'd like to have one.

Ending: Allie asked her dad if she could have a kitten. He said, "Yes." Allie had her own pet to take care of.

Robert's New Friend – Level 12

Story Overview:

1. Robert isn't sure he likes his new baby sister Maria because she cries.
2. Mama's giving Maria a bath-can't play with Robert; Robert feels left out because Mama is busy taking care of Maria.
3. Papa's feeding Maria-can't read to Robert; Robert feels left out because Papa is busy taking care of Maria.
4. One day Mama can't stop Maria from crying.
5. Robert puts his finger in Maria's hand and she stops crying.

Ending: Robert decides he likes Maria and tells Mama he will help take care of Maria, too.

A New School – Level 14

Story Overview:

1. Kate and her family moved into a new house, and in the morning she would go to a new school. She wondered if she would like her new school and have any friends.
2. Kate's father took her to her new classroom.
3. Kate sat next to the teacher as she read a story to the class. Kate liked The story, but she wasn't sure whether she would like the school.
4. At reading time, two boys read with Kate on a rug. Kate felt a little better, but she still wasn't sure whether she would like her new school.
5. At math time, a boy and a girl made pictures out of shapes together with Kate. They had fun. The boy made a bird, the girl made a dog and Kate made a house.
6. At lunch time, a girl gave a cookie to Kate. She was starting to like her new school.

Ending: After school, Kate walked home with her mother. She told about her new friends. She liked her new school.

Fiction: What was the most important thing that happened in the story and why is it important?

The Wagon – Level 14

Story Overview:

1. Kevin's big brother gets a new wagon; he carries newspapers in it-but Kevin never gets to ride in it.
2. Brother gives it to sister; she uses it for a sandbox-but Kevin gets to ride in it.
3. Sister gives it to their other brother; he uses it for a fort-but Kevin never gets to ride in it.
4. Brother gives wagon to Kevin; wagon is old and dirty and has dents in it.
5. Brothers and sister wash the wagon, take out the dents, and paint it bright green.

Ending: The wagon looks better than new because they've painted Kevin's name on it.

Fiction: What was the most important thing that happened in the story and why is it important?

Animal Homes – Level 16

Story Overview:

1. Some animals make their homes in trees (squirrels, wasps, raccoons, birds). Squirrels use twigs and leaves to build a nest.
2. Some animals make their homes under the ground (rabbits, ants, chipmunks). Rabbits use their paws to dig tunnels and make rooms in the ground.
3. Some animals build their homes in the water (beaver, fish, alligators), Beavers use sticks and mud to make their homes in the water.
4. Some animals make their homes in caves (bats, sea lions, bears). Bats hang upside down in dark caves to sleep.
5. Some animals make their homes in logs (porcupines, snakes, snails). Porcupines put grass in logs to make homes for their babies.

Nonfiction: What did you learn from this book and why is it important to know?

Baby Birds – Level 16

Overview:

1. Birds make nests in the spring. Robins make round nest from mud, twigs, leaves, and grass.
2. Birds lay Birds make nests in the spring. Robins make round nest from mud, twigs, leaves, and grass.
3. Birds keep their eggs warm. Mother robbing keeps her eggs warm by sitting on the nest for about 13 days. She turns the eggs every day.
4. Baby birds then hatch from the eggs. Baby robins use their beaks to crack open the eggshells.
5. The babies cannot fly. They don't have feathers, and they cannot see.
6. Mother and father birds feed the babies. Robins feed their babies worms and bugs for about 35 meals a day.
7. Baby birds grow. Baby robins grow feathers, and their eyes open.
8. In about 14 days, baby robins leave the nest and learn to fly.

Nonfiction: What did you learn from this book and why is it important to know?

Chip to the Rescue – Level 16

Story Overview:

Beginning:

1. Chip the mouse and Dot the giraffe were good friends.
2. Some giraffes did not know why Chip and Dot were friends.
3. The giraffes thought Chip can't do anything because he is small.

Middle:

4. The giraffes went kite flying and Dot asked Chip to go.
5. The kites flew high in the sky.
6. The wind blew so hard that the kits got stuck in some trees.
7. The giraffes were sad. They could not get the kites out of the trees,
8. Chip got the kite strings out of the branches.
9. The giraffes cheered for Chip.

Ending:

10. Chip could do things the giraffes can't do because he is small.

Fiction: What was the most important thing that happened in the story and why is it important?

Monkey's Stepping Stones – Level 16

Story Overview:

Beginning:

1. Monkey took a walk to look for butterflies.
2. Mother told Monkey not to go far. Lots of animals eat monkeys.

Middle:

3. Monkey saw a purple butterfly and followed it deep into the jungle.
4. He came to a river and used the hippos as stepping stones to walk across the river.
5. He saw the purple butterfly again.
6. All of a sudden, Monkey saw a tiger!
7. He ran to the river, but the hippos were gone.
8. Bird told Monkey to use the vine, but the vine was too short.
9. Hippos popped out of the water, and Monkey used the hippos as stepping stones.

Ending:

10. Monkey was safe on the other side of the river, and he went home.

Fiction: What was the most important thing that happened in the story and why is it important?

The Pot of Gold – Level 16

Story Overview:

1. Grumble sees elf – and remembers elf has the gold.
2. Grumble catches the elf. The elf says, “Let me go.”
3. Grumble says, “Take me to your pot of gold and then I’ll let you go.”
4. Elf takes Grumble to a big tree and tells him, “You’ll have to dig deep to get it.”
5. Grumble marks tree with red scarf.
6. He makes the elf promise not to take the red scarf off.
7. He runs home and gets a shovel.
8. He comes back and finds a red scarf on every tree.
9. Grumble begins to yell and scream and stomp his fee.

Ending: Grumble begins digging and “may still be digging.”

Fiction: What was the most important thing that happened in the story and why is it important?

A Man and a Dog – Level 18

Story Overview:

1. A fox and a dog were friends. They were hungry and cold.
2. The fox told the dog to go to a human's house for food.
3. Dog went alone. After a long walk, he saw chickens.
4. The chickens made a terrible noise.
5. The human told the dog to go away. But dog said he was hungry and cold.
6. The human fed the dog. He kept eating.

Ending: The dog and human became friends.

Fiction: What was the most important thing that happened in the story and why is it important?

Game Day – Level 18

Story Overview:

1. Raccoon found a shiny stopwatch by the river and put it around her neck.
2. Raccoon saw otter. She helped the Otter get ready for Game Day by timing his as he swam.
4. Raccoon saw rabbit. She helped Rabbit get ready by telling him when to start.
5. Raccoon saw squirrel. She helped Squirrel get ready by measuring how far she could jump.
6. On her way home, Raccoon felt sad. She didn't feel she could do anything well.
7. The next day was Game Day. Raccoon's friends all won shiny medals.
8. That night the animals had a party. Raccoon felt sad.
9. Then Raccoon's friends gave her a shiny medal for helping them.

Ending: Raccoon was proud of her new medal. She could be a good friend.

Fiction: What was the most important thing that happened in the story and why is it important?

A Giant in the Forest – Level 18

Story Overview:

1. The boy was playing and his mom told him to go to the lake and take a bath. She gave him some soap.
2. Mother told the boy, “You’ll be safe in the lake because the giant can’t swim-and be home before dark.
5. On his way to lake to take a bath, boy found a baby bird on the ground and put it back in its nest.
6. Mother bird sang-boy sat down and listened.
7. It was getting dark when he got to the lake.
8. Boy started home after dark-giant chased him.
9. Boy ran back to the lake-dropped his soap and ...

Ending: Giant slipped on soap and fell into lake.

Fiction: What was the most important thing that happened in the story and why is it important?

Turtle's Big Race – Level 20

Story Overview:

1. Turtle thought the pond he lived in was a good place. (Grassy bank to sit on and many fish to eat.)
2. During the winter he slept at the bottom of the pond and dreamed of spring, but the pond was different in the spring.
3. Beaver wanted to fight Turtle for the pond, but Turtle knew he couldn't win a fight. (Beaver had a very big tail and sharp teeth.)
4. Turtle said he would race. The loser must leave the pond.
5. Beaver knew he could win. (Turtle had short legs and a heavy shell.)
6. As they raced across the pond, Beaver was ahead of Turtle. But Turtle had a plan. (He bit Beaver's tail with his jaws.)
7. When Beaver flipped his tail over his head, Turtle popped out of the pond and flew over Beaver's head. Turtle landed on the grassy bank on the other side of the pond and won the race.
8. Beaver lost the race and would have to leave the pond, but Turtle asked Beaver to share the pond with him because it was big enough for two.

Ending: Turtle sat on the grassy bank and said, "This is a good place to live."

Fiction: What was the most important thing that happened in the story and why is it important?

Green Freddie -Level 20

Story Overview:

1. Freddie sat on the log. "He wasn't eating. He wasn't drinking. He wasn't thinking."
2. Squirrel came along and asked Freddie, "Don't you wish you looked like me? My fur is pretty. You're all green."
3. Chipmunk came along and asked Freddie, "Don't you wish you looked like me? My fur is pretty. You're all green."
4. Freddie cried.
5. Wise owl asked why Freddie was crying and then told him things all around him were green.

Ending: Freddie croaks loudly so everyone can hear green is a great color to be.

Fiction: What was the most important thing that happened in the story and why is it important?

Thin as a Stick - Level 24

Story Overview:

1. A long time ago Lizard was a fat and lazy fellow. He didn't even move to get his food. He stuck out his tongue to eat ants.
2. Prairie Dog bumped his head on the rock where Lizard was sitting and asked, "Who put this rock here?"
3. Lizard said, "Not me. Maybe you should watch where you are going."
4. Prairie Dog said, "Maybe you should watch where you are going." Then he gave the rock a big shove.
5. Lizard held on tight to the rock as it rolled down the hill and stopped at the bottom, not far from a river.
6. He was too big and heavy to wiggle out from under the rock. No one heard Lizard's cries for help.
7. As the days passed, Lizard lost weight and was able to slither out from under the rock.
8. Lizard was very thirsty, so he raced to the river. He looked at his reflection and was sad because he was as thin as a stick and not a fine fat fellow.
9. Hawk flew over Lizard, looking for dinner. He flew down toward Lizard.

Ending: Lizard darted between two rocks out to Hawk's sight and said, "I may be as thin as a stick, but I'm also as fast as lightning." From that day on, Lizard was quite happy to be as thin as a stick.

Fiction: What was the most important thing that happened in the story and why is it important?

The Wonderful Day – Level 24

Story Overview:

1. Roger found giant cabbage in road.
2. He rolled cabbage to his front door; cabbage was too big to go through the door.
3. Roger cried-then said, “Crying never helps anything. Thinking helps. I’ll do some good thinking.
4. He called al the rabbits to a cabbage party-rabbits of all kinds eat cabbage.
5. Now the cabbage was small enough to go through the door.

Ending: Roger rolled a small cabbage inside

Fic tion: What was the most important thing that happened in the story and why is it important?

Animals Can Help – Level 28

Story Overview:

1. Some people have animals that are more than just pets. The animals are trained to help people.
2. Some help people feel better, some help people move and get stronger. Others help people who cannot see, hear or move.
3. These animals are called service animals. They help people in the hospital who are sad to feel happy.
4. Animals are trained to visit people in nursing homes. It makes them feel more at home and is good therapy, because it makes people use their hands.
5. Service animals can be dogs, monkeys and even horses can be trained.
6. A dog can let a deaf person know if an alarm is buzzing or if someone is knocking at the door. The dog gently touches their owner so the owner knows. They become the owner's ears.
7. Dogs can also be someone's eyes by helping blind people cross streets safely, lead them through busy streets and stores. The dog helps them know where to go.
8. Monkeys help people who can't use their hands by picking things up on command.
9. Tiny horses wear a harness and help people who cannot walk. The horses are strong and steady.

Ending: Service animals are helpful to people.

Nonfiction: What did you learn from this book and why is it important to know?

From Peanuts to Peanut Butter – Level 28

Story Overview:

1. Where Peanuts Grow

Most are grown on farms in the southern part of the United States (Texas, Alabama, Georgia, and North Carolina) because the weather is warm and the soil is sandy.

2. How Peanuts Grow

In the spring peanuts are planted in fields.
They grow underground on pegs.

3. Gathering Peanuts

In the fall a machine (digger) digs up the plants.
The machine shakes off sand and places peanuts on the ground.
A machine (combine) picks up the plants and pulls off the peanuts.
The peanuts are put into a bin (hopper).
The peanuts are put into the peanut wagons to dry.

4. Making Peanut Butter

Shells are taken off.
At the factory after the peanuts are roasted, a machine rubs off the skins.
Then a grinding machine grinds the peanuts to make peanut butter.
Peanut butter is put into jars. The jars are packed in boxes.

5. Peanut butter Treats

People eat peanut butter with celery, pretzels, and crackers or mix it with ice cream or cookies.

Nonfiction: What did you learn from this book and why is it important to know?

Incredible Journeys: Animal Migration – Level 28

Story Overview:

1. Migration is a journey animals take each year.
2. Animals migrate for different reason.
 - Some migrate to find food and water (elephants and mule deer).
 - Some migrate to lay eggs (green turtles).
 - Some migrate to raise their babies (fur seals).
3. Animals are guided in different ways.
 - Birds use the sun, moon, and stars.
 - Salmon use their sense of smell.
 - Humpback whales follow their landmarks along the seacoast.
4. Some animals make incredible journeys.
 - Arctic terns fly thousands of miles from the Arctic to the Antarctic and back each year.
 - During the rainy season on Christmas Island, red crabs travel from the rain forest to the ocean to lay eggs. (People put wood across their doors to keep out the crabs.)

Nonfiction: What did you learn from this book and why is it important to know?

Missing Sneakers - Level 28

Story Overview:

Beginning:

1. Sara, a young girl, and her family are moving.
2. Sara was packing and her mother reminded her to put the cat "Sneakers" in his crate first thing in the morning.
3. In the morning, Sneakers was playing with a small plastic jungle ball, which Sara picked up and placed in the box with Sneakers other toys.

Middle:

4. The movers came. They went to Sara's room, picked up a box and carried it downstairs.
5. Sara looked for Sneakers, but she could not find him. She searched everywhere – den, kitchen, cupboards, drawers, outside, tree.
6. Sara walked pass the moving truck and heard a jungle sound.

End:

7. She found the box that was making noise. Sneakers was inside playing with his ball.
8. She carried Sneakers to her room and put him in his crate.
9. "We're ready," said Sara. "Come on, Sneakers. Let's go see our new home!"

Fiction: What was the most important thing that happened in the story and why is it important?

You Don't Look Beautiful to Me – Level 28

Story Overview:

1. Little Skunk on rock- Mother Skunk said, "You are so beautiful."
2. Little Skunk ran off to talk to his friends.
3. Little Skunk met Little Rabbit- told him what his mother said about his being so beautiful. Rabbit made fun of Little Skunk's long tail and short ears-"You're not beautiful at all."
4. Little Skunk met Little Deer and told him what his mother said. Little Deer said, "You're awfully small and I bet you can't run fast with those short legs. You don't look beautiful to me."
5. Little Skunk met Little Snake-told what his mother said. Little Snake said, "You're much too fat and your skin doesn't have pretty designs on it. You don't look beautiful to me."
6. Little Skunk went home sobbing to Mother Skunk and told her what everyone said. He wanted to know which was better-his legs or Deer's legs, his tail or Rabbit's tail.
7. Mother Skunk said neither. "All animals are beautiful in a different way." Then she helped him understand by having him compare different things-rock and tree.

Ending: Little Skunk understands: "We're all beautiful. Everything in the forest is different and beautiful."

Fiction: What was the most important thing that happened in the story and why is it important?

Busy Helpers - Level 30

Story Overview:

Beginning:

1. Pedro and Ann liked to play together.
2. Miss Clark and dog Zane lived next door
3. Miss Clark broke her leg.
4. Pedro and Ann wanted to help Miss Clark.

Middle:

5. They went to her house every afternoon to do odd jobs: Pedro- weeds, Ann played with Zane
6. Miss Clark sent Pedro and Ann to store to get some groceries.
7. "Don't leave Zane alone."
8. Ann and Zane waited outside the store.
9. Pedro was taking a long time in the store...Ann decided to leave
10. Zane and go in to find him.
11. When they came out Zane was gone.
12. Pedro and Ann got mad at each other- and blamed the other for it.
"You shouldn't have left Zane." "You shouldn't have taken so long."

Ending:

13. They were both sad and crying when they got to Miss Clark's house.
14. When they got to Miss Clark's they both explained what happened and said it was their own fault.
15. Zane was at home.
16. Miss Clark said "You'll do better next time."
"Who wants some chocolate cake?"

Fiction: What was the most important thing that happened in the story and why is it important?

Tiger's Whirlwind Day – Level 30

Story Overview:

1. Mom and Dad prepared for a storm. Karla searched for Tiger and found him under the porch; then carried him into the house just as the rain started.
2. Something crashed against the house and the power went off.
3. A strong gust of wind pushed open the front door. Tiger was frightened and ran away from Karla.
4. The door slammed shut and Dad locked the door. Karla asked, "Where's Tiger?" and took a flashlight from Mom to look for him.
5. Karla started to go outside when she couldn't find Tiger anywhere in the house. Dad said no and Karla felt awful. She didn't know where Tiger was.
6. Mom and Dad said that cats are pretty good at taking care of themselves and told Karla stories until the storm passed.
7. When the storm was over, Karla, Dad, and Mom went out to look for Tiger.
8. Karla found Tiger under some papers and books under the porch and told him that he had scared her.

Ending: Karla took tiger into the house to dry him off. She whispered, "You had a whirlwind day."

Fiction: What was the most important thing that happened in the story and why is it important?

Touchdown! – Level 30

Story Overview:

1. Alan lived next to an old, empty house; Alan and his friends, Russell and Greg, liked playing football in the empty yard.
2. Alan watched each day as men worked on the empty house.
3. One day a man, woman, and a girl got out of a car in front of the house.
4. The boys were worried that they wouldn't be able to play football in the yard.
5. Next day, boys were tossing football in Alan's yard; the girl, Lisa, came over and asked boys to play touch football in her yard; Alan said OK and...

Ending: Lisa and Alan were on the same team; Lisa was a good football player and made a touchdown. Alan began to think about baseball season. Lisa said-“Let's play some more.”

Fiction: What was the most important thing that happened in the story and why is it important?

Be Nice To Josephine – Level 34

Story Overview:

1. Charlie thinks Saturdays are holidays because he plays baseball; Charlie's mother asks him to help entertain her cousin's little girl-to be nice to Josephine.
2. Charlie takes Josephine fishing. They go the long way so they won't go past the schoolyard where his friends are playing baseball. Josephine carries everything.
2. Josephine doesn't act like Charlie thought a girl would. She's quiet, digs for worms, and eats a peanut butter and mustard sandwich. Charlie decides not to give her the rotten apple.
4. They go home the short way. Charlie carries everything; at the school his friends want to know if he had to spend the whole day with her, and ...

Ending: Charlie says, "No, I wanted to. She's my cousin...Blood's thicker than water - families are important."

Fiction: What was the most important thing that happened in the story and why is it important?

Summer Discovery - Level 34

Story Overview:

1. On the last day of school, Noah was thinking about what he wanted to do during summer vacation. (He wanted to work on his rock collection and find a piece of peacock ore.)
2. Noah's mom told him that he was going to stay with his grandparents during the summer.
3. Noah was very upset. (He ran out of the kitchen into his room and slammed the door. "There goes my summer," he said to himself.)
4. To get his grandparents' home, Noah first took a bus and then rode in his grandparents' car. (Gramps drove so slowly that a long line of cars snaked behind their car.)
5. Gram and Gramps tried very hard to make Noah feel at home. Noah helped Gram and Gramps but he missed his mother and home. (Noah helped Gram read the labels at the supermarket. He read books to Gramps at night.)
6. One day Gram and Noah went to a movie with Mrs. Peck and her grandson, Cody. Gram made Noah take an old sweater that had belonged to his dad. (Noah stuffed it into his backpack.) Noah was miserable.
7. When they got back from the movie, Noah found that he had a package from his mom. She had sent his rock collection.
8. Gramps got an old box from the attic and showed Noah the rock collection he had started when he was Noah's age.

Ending: Noah found a piece of peacock ore in Gramps' rock collection. Gramps told Noah they could look for rocks. Noah decided the summer might not be so bad after all.

Fiction: What was the most important thing that happened in the story and why is it important?

The Mystery at the May's House - Level 34

Story Overview:

1. Zoe can't find her necklace with a silver heart on it and her bracelet that has a silver horse on it. Sam teases Zoe and she thinks he might have taken it.
2. The following morning Sam has lost his lucky pencil. Sam thinks that Zoe has taken it. Dad says that lucky things may seem important but what is really important is thinking hard and doing your best.
3. As the days went by more items started to disappear. Then they began to reappear. They weren't too worried until dad couldn't find his striped tie and mom couldn't find her yarn and knitting needles.
4. Aunt Clara comes to visit and they were going to take pictures when Zoe said they needed the Cat for the photo. They began to look for the cat.
5. They find the cat under the sofa and they also find all the missing items.

Ending: They decide that maybe they should spend more time with Cat When they are home. They also decide to buy her some new toys.

Fiction: What was the most important thing that happened in the story and why is it important?

A Trip Through Time - Level 38

Story Overview:

Beginning:

1. Hector and Rosa visit their grandparents in their old country home for two weeks.
2. They think it will be boring because there are no electronic games or TV.

Middle:

3. Hector and Rosa discover a shed. They find a big sled.
4. Rosa and Hector get into the sled and travel back in time to 1620 to Plymouth Colony.
5. Rosa and Hector meet Cal and Sarah who are children from 1620.
6. Cal and Sarah play games like Hide and Seek for fun. Sarah shows Rosa her poppet – a small doll made of cloth.
7. Rosa and Hector go back to the sled and travel in time again - The sled shakes and spins.
8. A girl named Clara is playing with a hoop. Other children are playing with paper crowns and hats, green capes and swords for fun.
9. Rosa and Hector get into the sled again and this time they cross their fingers and tap their toes to get home.

Ending:

10. Hector and Rosa change their minds about being bored and feel this will be the most fun two weeks they will ever have.

Fiction: What was the most important thing that happened in the story and why is it important?

Mae Jamison – Level 38

Mae's Childhood

The children in her class in Chicago were sharing what they wanted to be when they grew up. She said she wanted to be a scientist. Her teacher said she must mean a nurse. She said no! Young Mae Jamison could read and count and she knew she wanted to be a scientist.

Mae was born in Alabama in 1956 as the youngest of three. At three they moved to Chicago Illinois. She was a good student and worked hard. She loved the library and books about space. By ten she knew she would travel in space.

Mae as a Young Women

Mae finished high school at 16. Then she went to college and earned two degrees. Finally she went to medical school to become a doctor. Mae traveled and helped sick people and learned about herself. She traveled to Thailand, Kenya, Liberia, Cuba, and Sierra Leone.

In 1985 she returned to U.S. and worked as a doctor while she went to night school. She studied math and science and applied to the space program to become an astronaut. Not many women were in the space program. She wanted to be the first African American in to fly in space.

Mae's First Flight in Space

In 1987 she made it into the program in Texas as one of fifteen. She learned how to work and live in space and how the space shuttle worked. Mae trained in a jet and in water tanks that helped her learn how to float, eat, drink, and work on the space shuttle. The training was difficult. Mae had to wait four years after her training to go into space.

Mae's First Flight in Space

In 1992 she traveled on the Endeavour with six others and became the first African American women in space. She ate, then went to the launch pad, and as she was about to take off she remembered her childhood dream was about to come true. The shuttle soared into flight in only 8 minutes.

In the Spacelab

In orbit Mae put away the launch suits chairs and cleaned up. While in space she saw her hometown, hurricane Bonnie and other amazing things on the earth. The team did many experiments including, how a tadpole would turn into a frog in space (it was the same as on earth). While in space she did tests involving bones, muscles and the heart. She hoped to learn how space affects the body and how not to sick in space.

A Dream Come True

Mae's flight was 8 days and over 3 million miles. It was her dream come true. Her hometown had a party for her. Mae's hard work and belief in herself took her to the stars and beyond!

Nonfiction: What did you learn from this book and why is it important to know?

Amelia Earhart – Level 38

Story Overview:

1. Amelia's childhood

- Amelia was born in Kansas. She was smart, brave, and loved nature.
- She built a roller coaster in her backyard. She said it was just like flying.

2. Amelia's first flight

- When she was 23, she took her first airplane ride. (It was 10 minutes long.)
- When she was 25, she bought her first plane. (It was bright yellow and she named it the canary.)
- She was the first woman to fly across the Atlantic. She was a passenger.

3. Amelia's trip

- In 1932 she was the first woman to fly alone across the Atlantic.
- Her plane needed a lot of work.
- She flew from New Jersey.
- It was not an easy flight. Some of her instruments stopped working, a storm threw her off course, her windshield became very icy, and gasoline was leaking on her.
- She landed in a farmer's field in Ireland instead of Paris, France.

4. What Amelia believed

- Amelia said it was important for women to try new things.
- People would fly someday across the ocean in nice, safe airplanes.

Nonfiction: What did you learn from this book and why is it important to know?

Slammin' Sammy - Level 38

Story Overview:

1. Sammy as a boy

Sammy was born and grew up in the Dominican Republic.

His father died when Sammy was 7 years old. He helped his mother by shining shoes, selling oranges, and washing cars.

He dreamed of playing baseball in the United States. (He used a milk carton for a glove, a stuffed sock for a ball, and a branch for a bat.)

2. Sammy tries out for a baseball team

When Sammy was 16 he tried out for a baseball team (Texas Rangers) in the United States and made it. (He was paid \$3,500.00 and gave most of it to his mother.)

3. Sammy begins to hit homers

Sammy played with the Texas Rangers, the White Sox, and the Chicago Cubs. (He got better and better as he played.)

4. Great home run race.

In 1998, Sammy and Mark McGuire were part of "The Great Home Run Race." Sammy hit 66 home runs and came in second.

5. Hero on and off the field

Sammy received awards for playing baseball and helping others. (National League's Most Valuable Player, The 1998 Sportsman of the Year, and the Roberto Clemente Man of the Year award)

Sammy has helped people in need in both the Dominican Republic and in the United States.

Nonfiction: What did you learn from this book and why is it important to know?

Trouble at the Beaver Pond – Level 38

Story Overview:

1. Mother Beaver on log dam watched her two kits play on the shore by the pond; she was uneasy about the kits being on land; they belong in water where they can dive and swim.
2. Mother beaver saw an old black bear coming toward the pond.
3. Mother beaver swam toward the bear and splashed to get his attention; she led the bear away from the kits.
4. The bear almost caught the mother beaver.
5. Mother beaver reached deeper water. She kept swimming downstream and slapping her tail to lead the bear away from the pond.
6. The bear finally gave up and disappeared into the woods.

Ending: Mother beaver swam into the lodge where she found her scared kits.

Fiction: What was the most important thing that happened in the story and why is it important?

A Journey to Freedom – Level 40

Story Overview:

Jed was lying down in the slave cabin. He heard his mother, Bess, come in. She told him that they needed to leave because Master Boyd was dying. She had overheard Master Boyd's son say that he would sell some of the young slaves when his father died.

Jed and Bess ran off through the woods at night and slept during the day. Bess told Jed that if anything happened to her, he should follow the North Star and to not tell anyone his real name until they were safely on the Underground Railroad. They ran out of food and scavenged for berries and roots.

The next night Bess started towards a house. Jed didn't think it was safe to go to a stranger's house. Bess explained that she knew it was part of the Underground Railroad by the lantern hanging on the hitching post & the quilt hanging on the line.

The house belonged to a white couple- Mr. & Mrs. Wills. They fed them and gave them clothes & shoes. They showed them a reward poster offering money for their capture. A man came to the Wills' house. He was their conductor & would take them to the next safe house. He put them in a wagon with a false bottom. Having chickens in cages piled on top of the false wagon bottom hid them.

The next safe house smelled of frying onion & garlic. Mr. Scott, the owner, gave them food & told them to eat quickly. He opened a cupboard with a hidden passage that lead to a secret room. He told them to wait there until the slave chasers were gone. The Scotts had cooked up strong smelling food to throw the slave chaser's dogs off their scent. The slave chasers ate dinner with the Scotts and left. Bess came down with a fever. They stayed with the Scotts until she was well.

The next conductor took them to the edge of a river and gave them ferry tickets. A ferryman took them across the river and they met a black woman-Rose Hamm. Jed asked if she was a runaway slave. She said that she was born free & that they were also free because they were in the North.

Rose explained that she would take them over the border into Canada, where they'd have the freedom to make their own decisions.

Bess and Jed were happy. Jed said that he wanted to be an Underground Railroad conductor when he grew up.

Fiction: What was the most important thing that happened in the story and why is it important?

A Pack of Wolves - Level 40

The Gray Wolf

- Large numbers of Gray wolves once lived in North America.
- People started to farm, build cities and raise cattle and they wanted to protect their cattle and pets. They killed about nine out of every ten wolves.
- There are five types of gray wolves found in North America: eastern timber, Great Plains, Rocky Mountain, Mexican, and Arctic wolves. Males tend to be larger than females.
- Fur ranges in color from white, gray, or black.
- Wolves have very good senses.
- They can spot a rabbit 400 yards away, hear mice under ground, and smell (sniff) its prey a mile away.

Life in a Pack

- Gray wolves live in packs 6 to 15 wolves.
- They hunt large animals in packs and can take down an animal ten times bigger than a wolf.
- A pack of wolves **roam** over the same area, up to 500 square miles.
- They defend their land, mark borders with their scent, and howl to warn others to keep out.
- Wolves howl to keep the pack together, at the start of a chase, or for fun. A wolf pack has a social order. The strongest of the pack is the leader and the other members are the **offspring** of the lead pair. Every wolf has a **rank** in the pack. The lead wolf leads the hunt, divides the food and **settles** fights.
- When wolves won't obey the leader, the leader growls or **nips** their neck.

How Wolves Hunt

- Wolves hunt by working together to catch large prey like deer or **elk**.
- They attack one of the animals, sometimes one wolf goes for the throat and the others grab the rear legs.
- Hunting is hard work for the wolves.
- Each wolf eats up to 20 lbs. of meat.
- Leftovers may be buried for later.
- For the pack to survive, they need to kill about one large animal per week.
- Wolves will catch mice, beaver, and rabbits, and go fishing for salmon.

Parenting: A Group Effort

- Gray wolves pick mates for life. Usually only the lead pair mates and has pups.
- When the female is pregnant, she looks for a den and sometimes digs deep tunnels to her den.
- Wolves give birth to a litter of 4 to 6 pups and they are born blind and deaf and weigh 1 lb.. They are dependent on their mother.
- The mother will **nurse** each pup and they can see, hear, walk at 3 weeks.
- Each member of the pack helps raise and feed the pups.
- At 6 months the pups are strong enough to go on hunting trips.
- More than ½ the pups die before they are 1 yr. old from accidents, disease, starvation, and attacks from **predators**.

Protecting Wolves

- Gray wolves are a **threatened** species.
- People are working to save them and 13 states are trying to protect them.
- In 1995, the U.S. Fish and Wildlife Service set 30 wolves free in Yellowstone.
- **Ranchers** and farmers were upset because they thought the wolves would kill their **livestock** and hurt businesses.
- To keep peace, the government pays for livestock killed by wolves.

Nonfiction: What did you learn from this book and why is it important to know?

All the Way Under- Level 40

Story Overview:

1. Sonya was staying with her cousin Katie, her Uncle Jack and her Aunt Lisa.
2. Her uncle Jack took the day off from his work so they could all go to the beach.
3. But Sonya doesn't know how to swim and she won't admit it to her cousin Katie who loves the ocean.
4. While Katie was anxiously playing in the water, Sonya made up excuses about why she couldn't swim.
5. Katie got Sonya into the water.
6. Sonya went under the water and couldn't breathe.
7. Some seaweed wrapped around her leg but she thought it was an octopus.
8. The lifeguard got her and explained to Sonya that when she was young she was afraid of the water too.
9. The lifeguard said she would teach Sonya to swim.

Ending: Sonya and her relatives had ice cream. Sonya learned to put her head under water and wanted to go to the beach again.

Fiction: What was the most important thing that happened in the story and why is it important?

The Amazing Octopus – Level 40

Story Overview:

Parts of an Octopus

An Octopus is a cold-blooded and has no backbone. Its body is shaped like a balloon and can change its shape and color in less than a second. It has eight arms. Each arm has a row of suckers that help them pick up food. It has two eyes and they can turn in half circles without moving its head. It has gills and a funnel for breathing.

Abilities

An Octopus eats meat like crab, shrimp and clams. It sees well in the dark and hunts alone. It traps its food by floating down like a flower and trapping it. Most kinds shoot poison into their prey. When it gets scared, it can get bigger and change into many different colors or even clear as glass. Most are small and shy. They can change their skin bumpy or smooth to look like a rock, plant or a patch of sand.

To survive it can scare a predator by puffing up and flashing a fake eye. It can also shoot a big cloud of ink when frightened to give it time to escape. It can leave an arm behind to get away from a seal or eel. A new arm will grow back in time.

Where it lives

It makes a den in a cave. If it can't find a cave it will hunt and kill a large clam and live in its shell. It has no bones so it can fit in very small places. They do not like to share their den with other Octopuses.

Life Cycle

Octopuses live alone and only mate for a short period of time. Males die shortly after mating. A female lays up to 100,000 eggs and hangs them from the ceiling. The females guard the eggs for up to 6 months and clean the eggs with her suckers. When they hatch, she shoots them out of the den and then she dies. Most babies are eaten by prey. Those that survive will double in size within weeks.

Learning for Octopuses

If eaten, Octopuses are a good source of protein. People have feared them as "sea monsters". Most are harmless, but they do bite. Only a blue-ringed octopus has enough poison to kill a person. They are amazing animals and a lot can be learned from them.

Nonfiction: What did you learn from this book and why is it important to know?

Old Ben Bailey Meets His Match – Level 40

Story Overview:

1. Lester and his dad raised foxhounds for a living; Lester loved Funny to much to sell him.
2. One morning Funny followed Lester to school. Lester decided to leave Funny with Old Ben because he thought Old Ben wouldn't steal a dog in broad daylight.
3. After school Lester raced to Old Ben's; hurt his toe on the way; when he got to Old Ben's there was no sign of Funny.
4. Old Ben said Funny played dead and a big turkey buzzard flew away with him over the mountaintop.
5. Lester knew he was lying; he asked to ride Old Ben's mule home because his foot hurt. Old Ben told him to bring the mule back the next day on his way to school.
6. The next morning (Saturday) Old Ben came to Lester's place mad as a hornet, and wanted his mule back.
7. Lester said the mule grazed awhile, then stretched out to rest, and a whole flock of turkey buzzards flew away from him. Old Ben said that it was a lie. Big Les said if one turkey buzzard can carry a foxhound, then a flock can carry a mule.
8. At supper that night, Funny came back home, and the next morning Old Ben got his mule back.

Ending: Old Ben moved to Far Side.

Fiction: What was the most important thing that happened in the story and why is it important?

Danger in the Deep – Level 44

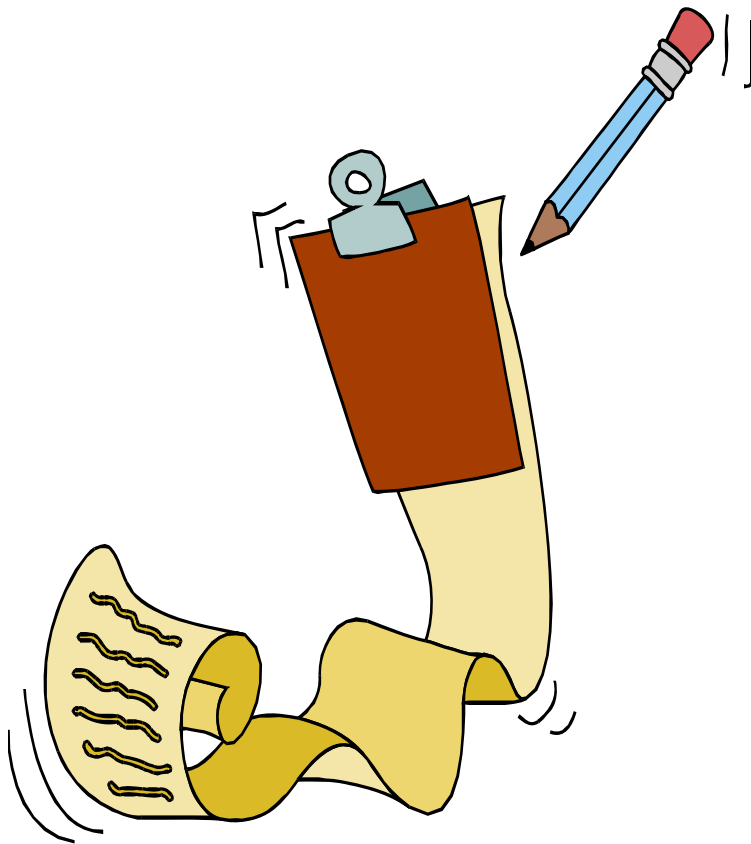
Story Overview:

1. Stan and Doug were diving for lobsters to sell.
2. Doug needed money for a bike. Stan needed money for clothes because his dad got hurt in an accident at work.
3. Both boys knew they shouldn't dive alone. Stan thought Doug was a better diver and would get all the lobsters first.
4. Boys dove. Stan saw one lobster, but there was a Moray eel by it. He left it alone; Then he saw an entire colony of lobsters.
5. Doug asked if he'd found any; Stan showed empty hands. Doug wanted to leave, but didn't want to leave Stan alone.
6. Stan dove again. Doug said he'd stay so nothing will happen to his fellow diver.
7. Stan found many lobsters. Doug kept diving and got two lobsters; wanted to leave; Offered to share one with Stan.
8. As Doug started to leave, Stan realized Doug had always been a friend. He knew Doug needed the lobsters, too; told him about the nest of the lobsters.
9. Both boys dove.
10. Stan saw lobster go into cave and got caught in the cave by a surge of underwater current when he tried to get the lobster.
11. Stan felt something grip his ankles. Doug pulled him out.

Ending: Stan and Doug agreed to come back tomorrow to get more and even save one for themselves. Glad they are together; hope to do things in the future.

Fiction: What was the most important thing that happened in the story and why is it important?

Grade Level Word Lists



Kindergarten Core Word List

1	the	23	not	45	here
2	of	24	he	46	help
3	and	25	can	47	play
4	a	26	your	48	am
5	to	27	said	49	yes
6	in	28	do		
7	is	29	will		
8	you	30	up		
9	that	31	them		
10	it	32	she		
11	we	33	would		
12	for	34	two		
13	on	35	like		
14	are	36	see		
15	with	37	could		
16	they	38	no		
17	at	39	my		
18	be	40	did		
19	this	41	go		
20	have	42	me		
21	I	43	look		
22	one	44	three		

**First Grade District Sight Word List based on DRA
Timester One Benchmark**

Name_____

Teacher_____

a	his	her	all
I	one	found	has
is	play	after	would
the	find	not	behind
see	boy	friend	they
said	time	went	but
are	two	your	him
you	out	their	this
and	where	girl	very
like	some	could	be
can	am	for	that
of	me	little	big
in	no	got	if
she	my	three	with
up	to	too	so
did	on	under	have
at	we	get	was
he	it	here	by
do	look	us	had
go	yes	were	what

Date Tested_____ Score_____

Date Tested_____ Score_____

Date Tested_____ Score_____

Date Tested_____ Score_____

**First Grade District Sight Word List based on DRA
Trimester Two Benchmark**

Name_____

Teacher_____

there	just	down	only
put	our	name	baby
when	into	should	how
about	want	wants	from
made	much	knew	than
say	stop	any	old
kind	people	well	back
who	them	book	each
came	man	school	most
may	first	home	other
which	an	small	take
as	will	care	end
make	most	father	help
it's	new	many	over
day	good	off	does
read	love	know	own
how	use	also	such
why	saw	sure	work
or	more	been	tell
way	then	start	come

Date Tested_____ Score_____

Date Tested_____ Score_____

Date Tested_____ Score_____

Date Tested_____ Score_____

**First Grade District Sight Word List based on DRA
 Timester Three Benchmark**

Name_____ Teacher_____

give set think even short animal great left away part above long still air same house below line these last	never brother teacher another called because mother different right water between through write number sister place around every again words	across asked worry climbed	
--	---	---	--

Date Tested_____ Score_____

Date Tested_____ Score_____

Date Tested_____ Score_____

Date Tested_____ Score_____

2nd Grade Core Words: Rebecca Sitton

[illegible]

Reading List for Determining a Running Record Level

You may use this list as a guide to determine a starting point to administer a running record. Have the child read the list. Once 3 or more words in row have been missed, start at the level indicated.

List 1 (L3)

see
I
a
to
is
the
it
my
go
me

List 2 (L6)

not
you
one
can
play
said
come
down
here
two

List 3 (L10)

funny
book
thank
good
know
your
show
little
home
soon

List 4 (L16)

kind
behind
told
ready
story
turtle
give
cry
fight
please

List 5 (L20)

fair
lazy
field
instead
breakfast
cage
ago
fourth
everything
cool

List 6 (L28)

thankful
written
reason
patient
manage
burst
struggle
museum
alarm
engine

List 7 (L34)

afford
scientific
festival
coward
booth
protest
nervous
eighty
level
shouldn't