

# **Literacy Learner Analysis Project**

**TE 846: Accommodating Differences in Literacy  
Learners**

**Jacy Nay--Spring 2013**

**I. Brief Background and Reason for Project Focus:**

Gracie is one of my third graders this year and will be turning 9 very soon. She is one of the most polite and helpful students in my class. She also worries a lot and never wants to disappoint anyone! Grace is a very responsible student--she always makes sure to complete her homework on time and uses her class time wisely. Overall, she is a great student!

When I asked Grace if she enjoyed reading, she rated it about a 5 out of 10! She said, "It's not the best thing in the world, but I like it." This actually took me by surprise; her attitude towards reading never seemed to be that of a negative nature. She always seems to be really enjoying her books in class.

At the beginning of this school year, and almost into winter, Grace seemed to be scoring on the lower end of the scale for her reading level. We do multiple assessments in the fall to see where students are at, and then again in the winter after Christmas break. For the most part, she was scoring in the range of end of second grade to beginning of third. Her scores/levels fluctuated between the multiple assessments. Overall though, I saw a common difficulty for her across the board--fluency. Because her fluency was lacking, I felt that this was what was probably holding her back in her retell and comprehension as well.

I chose Grace as my focal student because I felt like she was so close to where she needed to be! I thought that with a little bit of a challenge and some pushing, she could become a great reader. She has commendable work ethic, so, I see her making great strides. I'm hoping that by the end of the school year, her fluency will have improved immensely and maybe she will enjoy reading even more! Maybe a 7 out of 10!

**II. Home and Family:**

Gracie's family is very supportive of her school and extracurricular activities. Mom (Sarah) comes into our classroom every Thursday to put together my Friday Folders and is always there to pick Grace up from school. Sarah and I touch base almost daily. She expressed a concern of her's regarding Grace's spelling skills. Spelling is not one of her strong suits, and I reassured Sarah that I would continue to help Grace with those skills, but ultimately, I didn't see it affecting her in a serious manner.

Currently, Sarah has gone back to school. Grace mentioned to me, when she first learned Mom was going back to school, that she was not happy about it! She was worried that she would never see her anymore. I gather that Dad, David, works quite long hours as well. When it comes to literate life routines, Grace mentioned that Mom would read to her and her brother at night occasionally, or if they asked, she would read to them.

In our classroom, students are given a reading log for each month. So, each night for reading homework, students are supposed to read for at least 20 minutes and then "Check for Understanding" by writing 2-4 good quality sentences that summarizes what they read. In Grace's case, she typically does her reading at Grandma's house every Monday at Tuesday because Mom is at school and Dad is at work. At her grandma's house, Grace will read out loud to her. She mentioned that her grandma will help her with unknown words if she needs the assistance. Wednesdays, Thursdays, and Fridays, she reads at home. While at home, she'll read in her head so she doesn't bother her mom, whom is working on homework. Sarah has told me before that Grace does her reading each night, for the most part, but sometimes it's a struggle to get her to do her "Check for Understanding." Apparently she isn't a fan of writing at night! Grace did mention that if she's really tired one night, she will read for about 10 minutes and then the next night she'll read for 30 minutes to ensure that her minutes are being read. Sometimes, she will read on the weekends, but only if she didn't read one of the week nights and needs to get caught up, or if she's bored. Some of her favorite books are from the Judy Moody collection.

**III: Emotional Climate:**

At the beginning of the school year, we established what our language arts block was going to consist of. We adopted the structures of the Daily 5 and CAFE programs. Personally, I'm a huge advocate of these programs. I like that students are building their stamina in a variety of areas (i.e. reading, writing, fluency, etc.). To ensure that students were being introduced to specific skills and strategies needed to help them become better readers, we built our CAFE menu. This menu displays strategies that each student should be focusing on in the following categories: **Comprehension, Accuracy, Fluency, & Expand Vocabulary**. Students place their sticky notes under a specific category and use the strategies displayed during Daily 5 or silent reading.

It was important that we established the roles of the students and the teacher during each Daily 5 section. We made anchor charts for each section (Read-to-Self, Word Work, Work-on-Writing, Listen-to-Reading, & Read-to-Someone) so students would be familiar with the expectations and goals for our language arts block. Overall, our main reasons for doing the activities were weaved throughout each Daily 5; we wanted to become better readers and writers and to build our stamina to ensure we were getting the most out of our literacy learning experiences.

With Daily 5, students are able to choose "Good fit books" using the "IPICK" acronym (I choose a book, **P**urpose; Why do I want to read it?, **I**nterest; Does it interest me?, **C**omprehend; Do I understand it?, **K**now; Do I know most of the words?). Giving students the choice as to what they are reading has proven very motivating and beneficial in our classroom setting. Students understand that they have reading obligations and expectations, but are given mini-choices throughout their literacy experiences to enhance their learning. Mandel-Morrow and Gambrell state, "The most widespread recommendation for motivation is providing choices. In the classroom, students are often thrilled to have a choice in their reading" (Mandell-Morrow & Gambrell, 2011, pg.187).

As a class, we engage in Read-to-Self at the beginning of our language arts block. Grace has repeatedly told me that she enjoys this time. Part of her enthusiasm comes from the fact that she is reading chapter books that are associated with our book



club; which is something she loves! Having that collaboration time amongst our small group has helped her to become more engaged with her reading because she is expected to come to the group ready to discuss any prompts, questions, or ideas given by her peers or myself. I definitely think she finds success, interest, and independence within her literacy learning environment because of the structure and choices that our language arts block offers. Consistently, she is on task and always involved in whatever Daily 5 she chooses.

#### **IV. Literacy History:**

Gracie entered third grade at a reading level, per Fountas and Pinnell, of an N. This means that she was reading at the beginning of a third grade level. Her second grade teacher had informed me that Grace struggled with accuracy and fluency. Even though she was where she needed to be entering third grade, she still had areas to improve upon to ensure progression throughout her third grade year. Before school started in the fall, I also knew that Gracie was a kind, hard-working, responsible student. I was confident that she would continue to grow in the area of literacy with her positive attitude, her family's support, and my instruction.

Grace's family has always encouraged reading in their household. Reading was something that was done most nights before bed time. Both Gracie and her brother enjoyed being read to as well. As mentioned previously, Sarah, expressed a concern regarding Grace's spelling skills, and I knew that I would need to continue to help Grace with those skills as well. Her mom also informed me that she thought Grace's oral retell was one of her stronger skills. This was something they would practice at home on occasion and through the summer so she would not regress.

## V. Tests Given and Summary of Test Results:

Several assessments were given to distinguish Grace's literacy (reading) needs. These were administered in the fall and then again in the winter. The following assessments were conducted to determine Grace's Literacy needs: DIBELS, Running Record, Edperformance, Star, Fluency with Punctuation, and the Spelling Inventory.

**DIBELS** is an oral reading assessment that establishes a better understanding of a student's fluency, accuracy, and retelling needs.

We use the **Running Record** to identify which areas of reading (comprehension, fluency, and accuracy) students are struggling with, as well as their strengths. Once we find their "instructional level," we use that information to help guide our instruction in order to successfully move them to the next level.

The **Edperformance** assessment helps to pinpoint a student's proficiency level and corresponds with the state standards for that particular subject. In our case, we test our students' reading and math skills. The results of the test distinguishes: student placement, instructional needs, instructional adjustments, and a measurement of the student's gains over the course that he/she is tested.

**Star** assessments are somewhat similar to Edperformance. The results of a Star test reveals which students need to reach benchmark, proficiency levels, and grade level equivalency. You can also use it as a tool for progress monitoring.

With the **Spelling Inventory**, I'm more able to see where my student's struggle phonetically and the skills that I need to be instructing; whether it be whole class or small groups.

The final assessment I used was a fluency activity (**Fluency with Punctuation**) that I found on ReadingResource.net. This assessment has students focusing on reading with attention to punctuation and practicing punctuation fluency by using letters of the alphabet.

I chose to focus more closely with the DIBELS, Running Record, and the Fluency with Punctuation assessments to identify Gracie's reading needs because I felt that these three tests would give me a more accurate snapshot of her strengths and

weaknesses relating to fluency. Below you will find the results of those three assessments in detail.

### ***Running Record:***

I administered a Running Record prior to instruction to see where she was with her reading abilities about mid-year (Samuels & Farstrup, 2011). Plenty of Pets is a Fountas & Pinnell guided reading Level P; which is where third graders are expected to be by the end of the third grade school year. Fluency and accuracy was assessed using the default rubric found on the Recording Form. Her comprehension was assessed by using the follow-up questions at the end of the test.

Based on the cueing systems, Gracie made errors mostly on visual cues, but also used visual cues for her self-corrections as well. Pertaining to fluency, I did not record her WPM, but based on the fluency rubric, she scored a 1 on the scoring key. She reads primarily in two-word phrases or word-by-word. She had very little expressive interpretation (intonation) or pausing guided by the author's meaning and punctuation. Her self-correction rate was 1:6, which shows me that she self-corrected one time for every six words misread. With that, I interpreted that she does not use many self-monitoring or decoding strategies. She also repeated words or phrases three different times. Her overall Accuracy percentage for this story was a 95% which is considered to be her comfortable instructional level.

There are three categories for the comprehension section. The Key Understandings a student should be able to retell *Within the Text* are 3-4 important events from the story in sequence. A student should be able to infer information about the story in *Beyond the Text*, and give specific details and/or opinions in *About the Text*. During the comprehension section, Grace scored a 3 for *Within the Text*, a 3 for *Beyond the Text*, and a 2 for *About the Text*. Her overall comprehension score was an 8/10; 80%. With this text, that is considered "Satisfactory."

After instruction, as a post-assessment, I re-administered the Running Record Plenty of Pets, which was a few months after her pre-assessment was given. Grace's accuracy this time around was slightly lower, falling under the category of "Below 95%." She scored a 2 on the fluency rubric, reading primarily in three- or four-word phrase

groups. She had some smooth, expressive interpretation and pausing guided by the author's meaning and punctuation. Grace also mostly displayed appropriate stress and rate with some slowdowns. Her self-correction rate was 1:4.25. She repeated words or phrases five different times, and her overall comprehension score was 7/10; 70%.

Grace scored a 2 for *Within the Text*, a 3 for *Beyond the Text*, and a 2 for *About the Text*. With this text, she again scored "Satisfactory" for the comprehension portion.

After the post-assessment, I felt that I should administer the other Level P Running Record, Animal Instincts. This is a nonfictional text where Plenty of Pets is fictional. I wanted to have both level P texts administered after instruction in order to compare results. With Animal Instincts, Grace scored a 96% for accuracy. She again scored a 2 on the fluency rubric, reading primarily in three- or four-word phrase groups. She had some smooth, expressive interpretation and pausing guided by the author's meaning and punctuation. Grace also mostly displayed appropriate stress and rate with some slowdowns. Her self-correction rate was slightly higher at 1:5.5. She repeated words or phrases on four different occasions. Grace scored a 3 for *Within the Text*, a 1 for *Beyond the Text*, and a 2 for *About the Text*. Overall, her comprehension score was a 6/10; 60%. With this text, that is considered to be "Limited" comprehension. For convenience, the pre and post assessment results are outlined below in Table 1.

**Table 1:**

Assessment--Level P	Accuracy	Self-Correction	Fluency	Comprehension
Pre-assessment-- <i>Fiction</i>	95%	1:6	1	80%
Post-assessment-- <i>Fiction</i>	< 95%	1:4.25	2	70%
Post-assessment-- <i>Nonfiction</i>	96%	1:5.5	2	60%

***Oral Reading Fluency:***

Through the several assessments that have been given this fall and winter, fluency was identified as an area of concern for Gracie. I administered the DIBELS Oral Reading Fluency Grade 3/Benchmark 2.1, 2.2, and 2.3 (Samuels & Farstrup, 2011). She first read, "Horseback Treasure Hunt." Grace read 94 words total with 6 errors at the end of one minute. Her errors were reading "is" for "was," "wait" for "watch," "They" for "He," "a" for "the" and being told "envelopes" and "Hector." Grace's WCPM (words correct per minute) for this pre-assessment was 88. Her Retell Total was 93 WPM and the Quality of Response was a 3 because she provided three or more details in a meaningful sequence.

Benchmark 2.2 was then administered. Grace read, "Raising a Calf." Grace read 70 words total with 6 errors at the end of one minute. Her errors were being told "gerbils," "calves," "compete," and "competition." She read "live" (short i vowel sound) instead of "live" (long i vowel sound.) She also read "I" for "It." Grace had one self-correction on this story as well. Her WCPM for this pre-assessment was 64, and her Retell Total was 89. Again, she scored a 3.

Her last pre-assessment for DIBELS was Benchmark 2.3, "Skimboarding." At the end of one minute, Grace had read 93 words total with 9 errors. Her errors were reading "into" for "onto," "run" for "ran," "she" for "they," "into" again for "onto," and "distance" for "direction." She omitted the word "out," and I told her the word "shallow." Grace also inserted an 's' on the word "toward" and omitted the 'er' ending on "skateboarder." Grace had one self-correction for this story. Her WCPM for this assessment was 84, while her Retell Total was 104 and the Quality of Response was again a 3.

After instruction, Benchmark 2.1, 2.2, and 2.3 were re-administered. At the end of one minute for Benchmark 2.1, Grace read 102 words total and had 3 errors. She read "Danny" for "Denny," "this" for "that," and "a" for "the." She had one self-correction. Grace's WCPM was 99 and her Retell Total was 78. The Quality of Response was a 4 because she provided 3 or more details in a meaningful sequence that captured a main idea.

I then re-administered Benchmark 2.2. Grace read 113 words total and had 5 errors. She inserted an 's' on the word "pet," inserted the word "show" between "livestock competition," read "complete" for "compete," and "energy" for "injured." I told her the word "enclosure." She had one self-correction. Her WCPM was 108 and the Retell Score was 64. The Quality of Response was a 3.

Lastly, I re-administered 2.3. Grace read 93 total words and had five errors. She read "into" for "onto" two different times, "the" for "their," and "Evan" for "even." She omitted the 's' on "boards" as well. Grace's WCPM for this post-assessment was 88 and her Retell Total was 67 with a Quality of Response score of 3. For convenience, the results of these pre and post assessments are outlined in Table 2.

**Table 2:**

<b>Assessment</b>	<b>Errors</b>	<b>Words Correct Per Minute (WCPM)</b>
Benchmark 2.1 pre-assessment	6	88
Benchmark 2.2 pre-assessment	6	64
Benchmark 2.3 pre-assessment	9	84
Benchmark 2.1 post-assessment	3	99
Benchmark 2.2 post-assessment	5	108
Benchmark 2.3 post-assessment	5	88

***Fluency with Punctuation:***

After identifying intonation (expression) and enhancing phrasing and prosody using punctuation as areas for improvement, the Fluency with Punctuation activity was given as a pre-assessment. I cut out the strips that used letters of the alphabet, along with punctuation, and showed them to Grace one at a time. I only used the first five strips for the pre and post-assessment. Strip one focused on periods, strip two focused on question marks, strip three focused on commas, strip four focused on exclamation points, and strip five focused on all the different marks. The first round of pre-assessing, I just had Grace read aloud the strips to me. The second time around, I recorded her reading the strips aloud. I wanted to be able to play them back to her once the instruction took place.

After reading the first strip, I noticed that Grace stopped at all the periods but she sounded robotic; she was mostly reading one letter at a time. With strip two, she did not make her voice go up at the end for the question marks, and she struggled with the “words” that were made up using letters of the alphabet. There were a couple different times that she stumbled and had to restart. Strip three, focusing on commas, I noticed that she paused for the commas, but almost a little too long. It reminded me of her stopping at the periods. She did not show much excitement for the exclamation points except for “o!” with strip four. Again, she struggled reading the variations of “words” and misread a few of the letters. For example, she read “ghijklmn!” as “qgrhijklmn” and then repeated the ‘n’ again at the end. I’m assuming she thought the ‘g’ was a ‘q’ at first and then self-corrected, but it sounded as though she blended it all together. Grace was able to correctly stop at the periods and pause at the commas with strip five, but did not pay attention to the question marks or exclamation points, just as before.

After instruction, I re-administered the five strips. Grace was able to stop at the periods as expected and her phrasing of the “words” did not sound as robotic. She was chunking some of the letters together so that it didn’t sound like she was reading each letter individually. With strip two, she was able to successfully make her voice go higher at the end of three out of the five “words” by paying attention to the question marks. Grace paused at the commas with strip three, and decreased the amount of wait time

noticeably than in the previous pre-assessment. With strip four, she was able to show some form of excitement in her voice when using the exclamation points. She also had less struggles and repeats this time around. Strip five was her best success--she read the combinations almost flawlessly by paying attention to the variety of punctuation accurately.

**VI. Lesson Plan Matrix:**

Lesson Foci/Date	Objectives (include including performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will use to deliver the main objectives of the lesson)	On-going assessment (to measure attainment of objectives)
Fluency *Intonation March 8th	Grace will read text as the author would say it; conveying the meaning or feeling. She will change her voice to match a character, read like she is speaking (not like a robot), and move her voice up and down.  CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.  CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.	Macmillan/McGraw-Hill Basal teacher edition, student book, story: <i>Pecos Bill "A Tall Tale Story"</i> (pages 358-359), and iPhone Voice Memo	I will be using Running Records as the main assessment to see if her fluency score is improving. The goal is for her fluency score to improve from a 1 to a 2 or 3.



Lesson Foci/Date	Objectives (include including performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will use to deliver the main objectives of the lesson)	On-going assessment (to measure attainment of objectives)
Fluency *Punctuation March 25th	Grace will use punctuation to enhance phrasing and prosody. She will make her voice go up for question marks, take short breaths or pauses for commas, and show excitement for exclamation points.  CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.  CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.	Fluency activity strips, iPhone Voice Memos, <i>Miss Nelson is Missing!</i> (pages 8, 10, 14, & 28), 2 examples of an online read-aloud, headphones, and laptop	I will be using Fluency with Punctuation and DIBELS as the main assessments to see if Grace has improved in this area. Her recordings of the fluency activity should show a noticeable difference from the previous first recordings. In the DIBELS booklet, I will be able to recognize if she: Reads with appropriate phrasing, intonation/expression, and observed punctuation by using the <i>General ORF Response Patterns for all three passages</i> section.

**VII. Reflections on Your Differentiated Literacy Lesson Plans:**

When reflecting on this entire learning process that took place with Grace, I am pleasantly pleased with her overall reading progress. Her main, over-arching goal was to improve in the area of fluency. In order to improve in this general area, we needed to zoom in on two particular areas of fluency that I felt would help her to become a better, more fluent reader. We focused on intonation (reading with expression) and reading with attention to punctuation. Each of these skills would help Grace to be able to read smoothly and automatically, with expression and attention to punctuation. This was our main goal.

In the beginning, Grace was scoring a 1 in fluency with her Running Record assessments (See Running Record Pre-Assessment (Fiction) in the Appendices of Work). She was reading primarily in two-word phrases with some three- and four-word groups and some word-by-word reading. Noticeably, there was almost no smooth, expressive interpretation or pausing guided by the author's meaning and punctuation. She read with almost no stress or inappropriate stress, with slow rate most of the time. After instruction, which pertained to the focal skills within fluency, her fluency scores went up to a 2 on both post-assessments that were administered (fiction and nonfiction). It was also evident that her fluency had progressed just by listening to her first recorded attempts and final recorded attempts of those specific skills. Whether she was focusing on reading with expression or paying attention to the punctuation, there is a noticeable difference in her voice and her overall prosody when you compare the first attempts with the final attempts that were taken after instruction.

With Grace, I realized that direct instruction was going to prove more beneficial with her. It was important that she practiced these skills on her own time as well, such as during Read-to-Self or silent reading. However, when teaching her these skills more in depth, I found that she responded well to choral reading, listening to recorded text online, following along, and then reading it aloud. It also proved beneficial to record Gracie's first and final attempts with these skills to help her recognize how she was reading (See Audio Samples in Appendices of Work). She very quickly distinguished when she was reading fluently and when she was reading like a robot. There were several occasions during a lesson when she would say, "I sound like a robot," after hearing herself on the recorder. Other times, when pertaining to the punctuation marks, she would make comments such as, "I did better this time than last because I raised my voice at the end for the question marks," or, "I really showed excitement in my voice this time when reading the exclamation points." Being able to model the skills for Gracie during the lessons was also an eye-opener for her. I had mentioned to her during our punctuation lesson to watch my facial expressions. I explained that fluent readers will often convey feeling or what the author meant when he/she wrote the text through facial expressions. Grace quickly caught on to this because several times she commented on how she noticed that my eyes got bigger when I was showing excitement while reading.

Because I know that Gracie worries sometimes, during our punctuation lesson, I improvised and added another small piece, spur of the moment. I asked her to go out into the hallway to read pages 8, 10, 14, and 28 of *Miss Nelson is Missing*. I gave her my iPhone so she could use the voice memo to record herself. This was after she had heard the read-alouds online and we had practiced the skills a bit more together. What drove this decision was the fact that she had expressed a couple different times that she didn't want to bother the other students whom were reading or that she was afraid they were going to make fun of her. I knew that if she was by herself, she would really be able to let her guard down and be completely engaged with the book to practice her fluency skills. I was happily surprised when she came back in and played her recording for me. Right away I could hear the ease in her voice. She was reading with expression, changing her voice for the different characters (especially Miss Viola Swamp), and paying attention to the punctuation marks (See Audio Samples in Appendices of Work). Providing her that safe environment to practice her skills and strategies was exactly what Grace needed in that moment of time (Mandell-Morrow & Gambrell, 2011).

Once I re-administered the DIBELS benchmarks (2.1, 2.2, and 2.3) after our time together, I was shocked to see how much she had improved with her Words Correct Per Minute (See Table 2). She increased by 9 words per minute in benchmark 2.1, a whopping 44 words in benchmark 2.2, and 4 words in benchmark 2.3. Not only did her WCPM increase overall with each benchmark, her oral retell stayed consistent and did not drop either. In fact, it actually increased in benchmark 2.1 during the post-assessment. This solidifies that perhaps my initial thought of her "lack of fluency" was affecting her comprehension at times. With this, it might be evident that as her fluency progresses (specifically in the area of prosody) her chances for more understanding will improve as well (Samuels & Farstrup, 2011).

During this learning process, I thought that assessing Grace with both Level P Running Records would serve beneficial to the data portion of this project. Although her fluency score did increase to a 2, her comprehension decreased to 60% (See Table 1). I think the nonfictional story was a bit more challenging for her overall; to the point where I don't feel that she was enjoying what she was reading. If I were to do this

portion of the instruction again, I would do it differently. First, I probably would not re-administer the same Running Record again to avoid testing bias. I would choose another story that aligned with the Level P of Fountas & Pinnell; one that would be more of interest to Grace. Reading A-Z has an abundance of stories that correlate with Fountas & Pinnell that I could utilize to re-administer the post-assessment effectively. Second, I would stay within the same genre (fiction) and not use a nonfictional piece, as this proved to be more difficult for her to read. The point of the assessment was to see if her fluency had improved. Granted, this goal was met, but other areas of literacy decreased when switching genres. With her accuracy being a 96% and her comprehension being 60%, she still falls under the category of that being her “instructional” level, however, I think the essence of what we were focusing on was lost a bit because of the difficulty the story posed.

As I mentioned earlier, I am pleased with the fluency progress that Grace has made in such a short period of time. I truly believe that her motivation, work ethic, and positive attitude played an important role in this learning experience and helped her to meet a vast amount of her goals. I am confident that her literacy needs will continue to be met in the upcoming year. I will most definitely be using the knowledge that I have gained from this endeavor, along with the course readings, thoughts, and advice from my peers, to further improve my literacy instruction.

## **VIII. Recommendations to Teachers and Parents/Caregivers**

### ***Recommendations to Teachers***

With Gracie, you will get a kind, responsible, and hard-working student. She enjoys reading and collaborating with others about the texts that she is engaged in. Grace receives a sufficient amount of literacy support at home, which has aided in her literacy progress. She responds best to direct instruction. Grace understands that fluency is one of her main goals. Specifically, she has been focusing on intonation (expression) and punctuation; reading with attention to punctuation.

One of Gracie’s goals has been to read with expression. In order to obtain this goal, we worked on changing her voice to match a character, reading like she would

speak (and not like a robot), and moving her voice up and down. I chose books that were interesting and “just right” for her when practicing this new skill. It was important that Grace was practicing this skill with texts that allowed for such fluency, such as texts full of animation and different characters. Reader’s Theater or even choosing books that are in a play format would be great choices. I always introduced the lesson in the same manner; reminding her of what good readers do. We would review what fluency meant and what each category pertained to (pace, phrasing, intonation, and punctuation).

I would first have Gracie read the book cold for a minute or two. Then, I would either practice choral reading with her, where I would read the passage and then have her read, or I would have her listen to a read-aloud of the story online and then have her practice by breaking the book up into specific passages. Often, I would record Grace while she was practicing reading with expression. I found that this helped her recognize when she was reading like a robot and when she was reading with expression. We both found this tool very helpful and informational.

Grace can be very good at this specific skill if she feels safe in her environment. I recommend that she practice sometimes on her own, perhaps with the recording device, so she can really focus on the skill at hand, and not worry about bothering the other students or feeling embarrassed. There were a couple different occasions where she was nervous or embarrassed to read too loudly and with a lot of expression because she feared that she would be bothering the other students while they read, or that they would make fun of her. Reassurance is going to be key with Grace because she tends to worry sometimes.

Another goal of Grace’s has been to focus on the punctuation in the text to enhance phrasing and prosody. We worked on stopping at periods, taking breaths at commas, making her voice go up for question marks, showing excitement for exclamation points, and using quotation marks to change voice for characters. When practicing this skill, it is again important to choose tools or books that will challenge and interest her at the same time. I used strips of paper that allowed Grace to practice punctuation fluency by using letters of the alphabet. Each strip focused on a different punctuation. However, the very last strip (there were five total) combined all the

different marks. This tool proved difficult for Grace at times in the beginning, but once she heard me read them aloud, she quickly caught on and knew what was expected. She was eager to learn and to become a more fluent reader.

For more fluency practice, Grace will need plenty of opportunities to read, reread, and hear different texts read aloud during the school day. A great time for her to do this would be during Read-to-Self or silent reading, Read-to-Someone (shared, paired, or choral reading), or Listen-to-Reading (taped, recorded, or orally read texts). It would also be beneficial for Grace to read at home each night for at least 20 minutes, continuing to practice these skills with her family.

### ***Recommended to Parents***

Dear Sarah and David,

Thank you so much for allowing me to work with your daughter, Grace. She has been an exceptional student throughout this school year. I couldn't have asked for a more motivated and determined student.

Together, we discussed and identified her literacy strengths and weaknesses. One of Grace's stronger skills is being able to comprehend and retell what she has read. She does a nice job making connections and inferences with the books that she is engaged in. After administering several pre-assessments at the beginning and middle of the school year, I discovered that fluency was an area of literacy where Grace could improve upon. One particular area of fluency that we worked on was intonation, or reading with expression. It is important that Gracie is reading with feeling in her voice to convey the meaning or feeling as the author would say it.

How this might look at home is having Grace read text that she finds interesting first of all! This will help keep her motivated throughout her practices. Books that offer a lot of animation or different characters will be appropriate for this skill. I also found it beneficial to record her while she is reading a book for the first time through and then playing it back for her to hear herself. She has already told me that she has been using her iPod at home to record herself! That's awesome! Right away, she'll be able to recognize if she is reading with expression, as the author would say it, or if she's

reading like a robot. Giving her reminders that she should be reading as if she was speaking and telling the story will help to keep her on track as well.

Another area of fluency that we focused on was reading with attention to punctuation. Having Grace pay attention to the punctuation that the author uses in the text will help enhance that expression that I discussed earlier and the rhythm in which she reads. We want to make sure that she is not reading one word at a time, but more in chunks and meaningful phrases.

At home, you can again have her record herself practicing with a text that has a variety of punctuation (periods, commas, question marks, exclamation points, and quotation marks). Allowing her to hear those recordings will give her the opportunity to see if she's reading with attention to the punctuation, and it will allow her to compare her beginning trial runs with her last. You could also write simple sentences that display specific punctuation that you want her focusing on. Things to notice during this skill would be: Stopping at periods, taking breaths at commas, making her voice go up for question marks, showing excitement for exclamation points, and using quotation marks to change voice for characters.

I would continue to have Grace practice her reading often throughout the summer. As she reads aloud to one of you, that would be a great opportunity to remind her to continue to work on the skills that she has been practicing to ensure she is being a fluent reader; as good readers do! I have no doubt that Grace will continue to grow and progress throughout the upcoming school years in the area of literacy. She is a wonderful student whom puts forth a great deal of effort, even when challenged. Thank you again, and best wishes to all of you in the upcoming school year!

Yours in Education,

Miss Nay

**IX. Appendices of Work:*****Outline for a Daily Lesson Plan***

**Date:** 3/8/13

**Objective(s) for today's lesson: (Intonation)** Grace will read text as the author would say it; conveying the meaning or feeling. She will change her voice to match a character, read like she is speaking (not like a robot), and move her voice up and down.

CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.

**Rationale** (Explain why this content and/or skill is important and worthwhile, and how you will work to make it relevant to your students' lives): Fluency is an integral part within literacy that acts as a bridge, connecting phonics (word recognition) and comprehension. Fluency is more than just reading with speed. It is important that Grace understands that reading fluently will enhance phrasing and prosody while increasing what she understands. This will make reading even more enjoyable for her.

**Materials & supplies needed:** Macmillan/McGraw-Hill Basal teacher edition, student book, story: *Pecos Bill "A Tall Tale Story"* (pages 358-359), and iPhone Voice Memo



<b>Procedures and approximate time allocated for each event</b>	<b>Academic, Social and Linguistic Support during each event</b>
<p>• <b><u>Introduction to the lesson</u></b> (What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences in and out of school? How will I motivate them to become engaged in the lesson and understand its real world purpose?) (___ minutes)</p> <p>“Grace, today we are going to focus on a specific part of fluency. Do you remember what fluency is?” Here, I will refer her to our CAFE menu which describes fluency as, “I can read accurately, with expression, and understand what I read.” “The part that we are focusing on is intonation, or reading with expression. This is an important skill that good readers practice. It makes reading more enjoyable! When you read with expression, you are reading as if you are speaking and not like a robot. This is the way that the author would be saying the words, allowing you to convey the feeling and meaning of the text.” (2 minutes)</p> <p>“We are going to start by reading pages 358 and 359 from the play, <i>Pecos Bill ‘A Tall Tale Play.’</i> While you are reading, I am going to record your attempts before and after we practice this particular skill to help you recognize the difference between reading with expression and reading without expression.” (2 minutes)</p> <p>• <b><u>OUTLINE of key events during the lesson</u></b> (Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (___ minutes)</p> <p>As Grace is reading the two pages “cold” I will be recording her so that when she finishes, I can play the recording back. At that time, I will ask her, “What did you notice when you heard yourself read those two pages?” Listen to response. “Do you think that you read the text as the way the author would say it?” Listen to response. “How would you do it differently next time?” Listen to response. Between each question, as I listen to Grace’s answer, I will offer any helpful input, and encourage her to think like a “fluent reader.” After she has heard her recording, and we have discussed it, I will read the two pages aloud so she can hear how I change my voice for the different characters.</p> <p>After Grace has heard me model what good readers do when they are focusing on reading with expression, I will ask her, “What did you notice about the way that I read those passages?” Listen to response. I’m hoping that she will be able to recognize the difference between reading like a robot and reading with feeling; changing my voice for each character.</p> <p>Once we have had the opportunity to discuss and distinguish the difference between her first reading and my reading, I will then direct Grace to reread the two pages, but this time I’m going to break them up into two sections. First, she will practice page 358 by herself, and then I will record her second attempt, reading the passage aloud. After the recording, I will play it back so Grace can hear what she sounded like after we practiced the skill.</p>	<p>Using the CAFE menu, address the definition of fluency and what each area means. Reiterate the fact that we will be focusing on reading with expression.</p> <p>Allow Grace to hear her recordings of her first and final attempts.</p> <p>I am using the story, <i>Pecos Bill “A Tall Tale Story”</i> because this is a story from our reading books that would be considered appropriate for Grace’s reading level/range.</p>

<p>I will ask her to compare her first attempt with her second attempt. “What did you notice you did with your voice this time around after you heard me model the passages for you and you were given the opportunity to practice reading with expression?” Listen to response. I’m hoping that Grace will notice that her voice changed for the different characters and that she was reading the way that the author would be saying it; as if Grace was each of the characters, telling a story. Once we have discussed and compared the two recordings, I will have her repeat the same steps for page 359 and I will ask her to compare her first and second attempts with that particular passage. (20-25 minutes)</p> <p>• <b><u>Closing summary for the lesson</u></b> <i>(How will I bring closure to the lesson and actively involve children in reflecting on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?)</i> (___ minutes)</p> <p>In closing, we will review fluency, what the specific areas of fluency are, and the main focal point of today’s lesson (reading with expression). The question, “What did you do differently today during your reading that you haven’t normally done in the past?” will be asked and discussed with Grace. I will remind Grace to continue to practice this skill everyday as she does Read-to-Self, silent reading, and while reading at home for her homework/reading log. (3-5 minutes)</p> <p>• <b><u>Transition to next learning activity</u></b></p> <p>“Reading with expression is just one area of fluency where you convey meaning and feeling. We will also be discussing how good readers pay attention to the punctuation in a text. Okay? You are all set for today! You have time to select one Daily 5 before the timer goes off and it’s time for math.” (1 minute)</p> <p><b>Assessment</b> <i>(How will I gauge the students’ learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps?)</i></p> <p>I will be using Running Records as the main assessment to see if her fluency score is improving. The goal is for her fluency score to improve from a 1 to a 2 or 3.</p>	<p><b>Academic, Social, and Linguistic Support during assessment</b></p>
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### ***Outline for a Daily Lesson Plan***

**Date:** 3/25/13

**Objective(s) for today's lesson: (Punctuation)** Grace will use punctuation to enhance phrasing and prosody. She will make her voice go up for question marks, take short breaths or pauses for commas, and show excitement for exclamation points.

CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.

**Rationale** (Explain why this content and/or skill is important and worthwhile, and how you will work to make it relevant to your students' lives): **Fluency is an integral part within literacy that acts as a bridge, connecting phonics (word recognition) and comprehension. Fluency is more than just reading with speed. It is important that Grace understands that reading fluently will enhance phrasing and prosody while increasing what she understands. This will make reading even more enjoyable for her. Good readers read smoothly and automatically, with expression and attention to punctuation.**

**Materials & supplies needed:** Fluency activity strips, iPhone Voice Memos, *Miss Nelson is Missing!* (pages 8, 10, 14, & 28), 2 examples of an online read-aloud, headphones, and laptop

<b>Procedures and approximate time allocated for each event</b>	<b>Academic, Social and Linguistic Support during each event</b>
<p>• <b><u>Introduction to the lesson</u></b> <i>(What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences in and out of school? How will I motivate them to become engaged in the lesson and understand its real world purpose?)</i> (___ minutes)</p> <p>“Okay, Grace, first of all, tell me how your reading with expression has been going.” Listen to response. “Remember, fluency is an important part of literacy and good readers pay attention to their fluency. We want to be able to read the words accurately, with expression, and understand what we read.” Again, I will redirect her to the CAFE menu and remind her that her sticky note is under Fluency, so we should be practicing those strategies often. “One of your goals is to pay attention and read the punctuation that is used in a text. What I’m going to have you do is read each of these strips through once, and I’m going to record you. Remember why we use the recordings?” Listen to response. Hopefully Grace will recognize the importance of hearing herself being recorded so that she can distinguish when she is reading fluently and when she is reading like a robot. “After you’ve read each strip, we’ve listened to your recording, and discussed what we noticed, I’m going to read the strips aloud to you in a way that a good reader would read. It’s going to be important that you listen to my voice and even watch my facial expressions because when you read fluently, sometimes our facial expressions show how we are feeling and convey the meaning of the text that the author intended. Later, you’re going to listen to two different read-alouds of <i>Miss Nelson is Missing</i> online. Then, you are going to practice this skill aloud while reading book pages 8, 10, 14, and 28 of <i>Miss Nelson is Missing</i>. Again, we will record your first attempts and then your final attempts after we have practiced the skill even more.” (3-5 minutes)</p>	<p>Using the CAFE menu, address the definition of fluency and what each area means. Reiterate the fact that we will be focusing on reading with expression.</p>
<p>• <b><u>OUTLINE of key events during the lesson</u></b> <i>(Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials)</i> (___ minutes)</p> <p>Administer first round of Fluency with Punctuation. Grace will read each strip, one at a time, while being recorded. After each recording, we will listen and then discuss what we noticed. I will then model how a fluent reader would read the strips, paying close attention to the punctuation marks. It will be important that I show Grace that you stop at periods, take breaths at commas, make your voice go up for question marks, and show excitement for exclamation points. It will be beneficial for Grace to practice this skill several times with each individual strip, so she starts to recognize the difference between reading fluently and reading like a robot.</p> <p>After Fluency with Punctuation is administered, recorded, discussed, and practiced, Gracie will listen to two different read-alouds on my laptop with her headphones. Once Grace has listened to each read-aloud, I will ask, “What did you notice that each reader did while reading <i>Miss Nelson is Missing</i>?” Listen to</p>	<p>Allow Grace to hear her recordings of her first and final attempts.</p>
	<p>Use my laptop to listen to read-alouds as iPads will not support the flash software.</p>

<p>response. “Do you think that you could practice reading a few pages as they had?” Listen to response. “I would like you to start with page 8. While you are reading aloud, I am going to record you.” After Grace has practiced this skill the first time around with each page, listened to her recordings, and discussed what she noticed, then I will model the skill aloud for her using each of the four pages as well. Once I have modeled what is expected, I will again have her practice, but this time quietly to herself. Then, I will have her practice the skill to me, but louder this time. Once we have practiced and modeled the correct way to use this skill, I will record her final attempts for each page. We will then listen to her recordings and discuss what she noticed this time around. “How does your final attempt compare to your first attempt?” Listen to response. “Why would you want to read with expression and attention to punctuation?” Listen to response. (25-30 minutes)</p> <p>• <b><u>Closing summary for the lesson</u></b> <i>(How will I bring closure to the lesson and actively involve children in reflecting on their experiences? How will I help them make connections to prior lessons or prepare for future experiences? What kind of feedback do I want from them at this time?)</i> (___ minutes)</p> <p>“Grace, I have already seen an improvement with your fluency. We are going to continue to practice these skills during Read-to-Self, Read-to-Someone, Listen-to-Reading, and while you are doing your reading at home for homework. Practicing these skills at home with your family will only help you to reach your goals in becoming a good, fluent reader all the time. How do you feel about your reading now since we’ve been working together?” Listen to response and add any last additional comments. (3 minutes)</p> <p>• <b><u>Transition to next learning activity</u></b></p> <p>“You are all set for today! You have time to select one Daily 5 before the timer goes off, and then it will be time for math.”</p> <p><b>Assessment</b> <i>(How will I gauge the students’ learning as I implement the lesson plan and once the lesson is completed? Specifically, what will I look for? How will I use what I am learning to inform my next steps?)</i></p> <p>I will be using Fluency with Punctuation and DIBELS as the main assessments to see if Grace has improved in this area. Her recordings of the fluency activity should show a noticeable difference from the previous first recordings. In the DIBELS booklet, I will be able to recognize if she: Reads with appropriate phrasing, intonation/ expression, and observed punctuation by using the <i>General ORF Response Patterns for all three passages</i> section.</p>	<p><b>Academic, Social, and Linguistic Support during each event</b></p> <p>I know Grace tends to worry sometimes or act a little shy in front of others, so, I will reassure her that she doesn’t need to worry about the other students in the classroom. This is her time to practice one of her goals, and she doesn’t need to worry about the volume of her voice or other students making fun of her for reading with expression and paying attention to the punctuation</p>
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**Audio Samples of Pre and Post Assessment Results (Fluency with Punctuation),  
Reading with Expression (*Pecos Bill "A Tall Tale Story"*), and Reading with  
Attention to Punctuation (fluency strips and *Miss Nelson is Missing*)**

**Audio Samples**

**DIBELS Oral Reading Fluency Pre-Assessment (Benchmark 2.1, 2.2, and 2.3)  
Results**

**2 DIBELS® Oral Reading Fluency**  
Grade 3/Benchmark 2.1

Total words:	94
Errors (include skipped words): -	6
Words correct: =	88

**Horseback Treasure Hunt**

0 It <sup>is</sup> was Denny's birthday, and his three best friends were coming to 12  
 12 his grandfather's ranch to ride horses and look for treasure. When his 24  
 24 friends got there, Denny explained, "We've got to <sup>wait</sup> watch for clues in blue 37  
 37 envelopes along the trail. The clues lead to a treasure that Grandpa hid 50  
 50 this morning." 52  
 52 Joe, Ray, and Hector couldn't wait to get on their horses and ride 65  
 65 down the trail. Denny and his grandfather led the way until Joe called 78  
 78 out, "There's something blue on that tree." <sup>They</sup> He rode over and grabbed the 91  
 91 envelope off <sup>a</sup> the low branch. 96  
 96 "Your next note is near a goat," he read. 105  
 105 In a flash, the boys turned and rode down to the goat pen where Ray 120  
 120 found the next envelope on a fence post. It read, "Find high ground, then 134  
 134 look down." 136  
 136 "I think we're supposed to ride to the top of that hill," said Denny. 150  
 150 "It's the highest place around." 155  
 155 They rode to the top of the hill and searched for clues until Hector 169  
 169 hollered, "The clue is sticking out from under this rock." He jumped 181  
 181 down and pulled the envelope free. "Take ten steps south and make them 194  
 194 big, then grab a shovel and start to dig," he read. 205  
 205 The boys joined arms and took ten steps south. They discovered 216  
 216 three shovels and an orange circle painted on the ground. They all dug as 230  
 230 dirt flew everywhere. 233

## 2 DIBELS® Oral Reading Fluency

Grade 3/Benchmark 2.1

Retell: Horseback Treasure Hunt

► Now tell me as much as you can about the story you just read. Ready, begin.

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> and discontinue the task.

<del>0</del>	<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>	<del>6</del>	<del>7</del>	<del>8</del>	<del>9</del>	<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>	<del>14</del>	<del>15</del>	<del>16</del>	<del>17</del>	<del>18</del>	<del>19</del>	<del>20</del>	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>																				
<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>	<del>30</del>	<del>31</del>	<del>32</del>	<del>33</del>	<del>34</del>	<del>35</del>	<del>36</del>	<del>37</del>	<del>38</del>	<del>39</del>	<del>40</del>	<del>41</del>	<del>42</del>	<del>43</del>	<del>44</del>	<del>45</del>	<del>46</del>	<del>47</del>	<del>48</del>	<del>49</del>	<del>50</del>	<del>51</del>	<del>52</del>	<del>53</del>	<del>54</del>	<del>55</del>	<del>56</del>	<del>57</del>	<del>58</del>	<del>59</del>	<del>60</del>	<del>61</del>	<del>62</del>	<del>63</del>	<del>64</del>	<del>65</del>	<del>66</del>	<del>67</del>	<del>68</del>	<del>69</del>	<del>70</del>	<del>71</del>
<del>72</del>	<del>73</del>	<del>74</del>	<del>75</del>	<del>76</del>	<del>77</del>	<del>78</del>	<del>79</del>	<del>80</del>	<del>81</del>	<del>82</del>	<del>83</del>	<del>84</del>	<del>85</del>	<del>86</del>	<del>87</del>	<del>88</del>	<del>89</del>	<del>90</del>	<del>91</del>	<del>92</del>	<del>93</del>	<del>94</del>																							

Retell Total: 93

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- |   |                             |   |                                                                               |
|---|-----------------------------|---|-------------------------------------------------------------------------------|
| 1 | Provides 2 or fewer details | 3 | Provides 3 or more details in a meaningful sequence                           |
| 2 | Provides 3 or more details  | 4 | Provides 3 or more details in a meaningful sequence that captures a main idea |



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11	92	93	94

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## 2 DIBELS® Oral Reading Fluency

Grade 3/Benchmark 2.2

► **Now read this story to me.**  
**Please do your best reading.**  
**Ready, begin.**

Total words:	<u>70</u>
Errors (include skipped words):	<u>6</u>
Words correct: =	<u>64</u>

### Raising a Calf

0 Some of your friends probably have pet dogs or cats. Others might 12

12 have ~~gerbils~~<sup>sc</sup> or goldfish. But do you know anyone who has a baby 25

25 cow? ~~It~~<sup>It</sup> might astonish you to know that many children do! Every year, 38

38 thousands of young people raise baby cows, or ~~calves~~<sup>sc</sup>, to ~~compete~~<sup>sc</sup> in 50

50 livestock shows. 52

52 Imagine that you are going to raise a calf for a livestock ~~competition~~<sup>sc</sup>. 65

65 Get ready to work hard! First, ~~you~~<sup>sc</sup> must prepare a place for your calf. It 80

80 needs a clean, dry pen that is roomy enough to run around. The enclosure 94

94 should have a good fence so the calf can't escape and get injured or lost. 109

109 Before you put the calf in its new home, check to make sure there is 124

124 nothing sharp or dangerous. Calves like to explore and put everything in 136

136 their mouth. It is your responsibility to watch out for them and protect 149

149 them. 150

150 Once you bring your calf home, provide food and water each day and 163

163 make sure its pen is always clean. Your calf will need fresh water twice 177

177 a day. The calf won't drink dirty water, so dispose of the previous water 191

191 first. The calf's food should be fresh, too. Damp or dirty food is bad for 206

206 the calf, so clean out any old grain or hay before you put out fresh food. 222

222 Be careful to give your calf the proper amount of food. Eating extra food 236

236 can make a calf sick. Never skip these chores because the calf depends 249

249 on you for everything it needs. 255

you 269  
 can be 286  
 292

## 2 DIBELS® Oral Reading Fluency

Grade 3/Benchmark 2.2

Retell: Raising a Calf

► **Now tell me as much as you can about the story you just read. Ready, begin.**

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/ Reminder</b>	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> and discontinue the task.

<del>0</del>	<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>	<del>6</del>	<del>7</del>	<del>8</del>	<del>9</del>	<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>	<del>14</del>	<del>15</del>	<del>16</del>	<del>17</del>	<del>18</del>	<del>19</del>	<del>20</del>	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>
<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>	<del>30</del>	<del>31</del>	<del>32</del>	<del>33</del>	<del>34</del>	<del>35</del>	<del>36</del>	<del>37</del>	<del>38</del>	<del>39</del>	<del>40</del>	<del>41</del>	<del>42</del>	<del>43</del>	<del>44</del>	<del>45</del>	<del>46</del>	<del>47</del>	<del>48</del>			
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<del>72</del>	<del>73</del>	<del>74</del>	<del>75</del>	<del>76</del>	<del>77</del>	<del>78</del>	<del>79</del>	<del>80</del>	<del>81</del>	<del>82</del>	<del>83</del>	<del>84</del>	<del>85</del>	<del>86</del>	<del>87</del>	<del>88</del>	<del>89</del>	<del>90</del>	<del>91</del>	<del>92</del>	<del>93</del>	<del>94</del>			

Retell Total: 89

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- |   |                             |   |                                                                               |
|---|-----------------------------|---|-------------------------------------------------------------------------------|
| 1 | Provides 2 or fewer details | 3 | Provides 3 or more details in a meaningful sequence                           |
| 2 | Provides 3 or more details  | 4 | Provides 3 or more details in a meaningful sequence that captures a main idea |

**2** DIBELS® Oral Reading Fluency  
Grade 3/Benchmark 2.3

► *Now read this story to me.  
Please do your best reading.  
Ready, begin.*

Total words:	<u>93</u>
Errors (include skipped words):	<u>9</u>
Words correct: =	<u>84</u>

0 As the waves rolled onto the shore, a group of teens ran into the surf 15  
 15 with funny round boards under their arms. Allie looked up from reading 27  
 27 her book and watched them. When <sup>she</sup> they reached the wet sand, <sup>sc</sup> they tossed 40  
 40 their boards toward the incoming waves. Then, they quickly jumped onto 51  
 51 them. Some of them fell flat into the water. Others were able to glide 65  
 65 out into the surf or over the shallow water. One boy was even able to flip 81  
 81 his board around and change <sup>direction</sup> direction, like a skateboarder. It looked like 93  
 93 great fun and good exercise. Allie's friend Morgan told her the group was 106  
 106 skimboarding. 107  
 107 That night, after dinner, Allie asked her Dad if he had ever 119  
 119 skimboarded. He hadn't, but he said he would be willing to learn. They 132  
 132 read about it together in a magazine. They decided they would rent 144  
 144 boards and try it that weekend. Over the next few days, Allie studied the 158  
 158 motions of the skimboarders carefully. From her reading, she knew that 169  
 169 timing was very important. 173  
 173 When Saturday came, Allie was ready to head for the beach early. 185  
 185 First, she and her dad practiced running to the shore and tossing their 198  
 198 boards into the surf. Next, they repeated their first step and added the 211  
 211 jump onto the board. On their first try, they both fell backwards into the 225  
 225 surf and sat laughing at each other. This was not as easy as it looked! 240  
 240 After several attempts, they were each able to glide a little way on 253

**2** DIBELS® Oral Reading Fluency  
Grade 3/Benchmark 2.3

Retell: Skimboarding

► Now tell me as much as you can about the story you just read. Ready, begin.

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

|||||

Retell Total: 104

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- |                               |                                                                                 |
|-------------------------------|---------------------------------------------------------------------------------|
| 1 Provides 2 or fewer details | 3 Provides 3 or more details in a meaningful sequence                           |
| 2 Provides 3 or more details  | 4 Provides 3 or more details in a meaningful sequence that captures a main idea |

**DIBELS Oral Reading Fluency Post-Assessment (Benchmark 2.1, 2.2, and 2.3) Results**

**2 DIBELS® Oral Reading Fluency**  
Grade 3/Benchmark 2.1

Total words:	<u>102</u>
Errors (include skipped words): -	<u>3</u>
Words correct: =	<u>99</u>

**Horseback Treasure Hunt**

0 It was Denny's birthday, and his three best friends were coming to 12  
 12 his grandfather's ranch to ride horses and look for treasure. When his 24  
 24 friends got there, Denny explained, "We've got to watch for clues in blue 37  
 37 envelopes along the trail. The clues lead to a treasure that Grandpa hid 50  
 50 this morning." 52  
 52 Joe, Ray, and Hector couldn't wait to get on their horses and ride 65  
 65 down the trail. Denny and his grandfather led the way until Joe called 78  
 78 out, "There's something blue on that tree." He rode over and grabbed the 91  
 91 envelope off the low branch. 96  
 96 "Your next note is near a goat," he read. 105  
 105 In a flash, the boys turned and rode down to the goat pen where Ray 120  
 120 found the next envelope on a fence post. It read, "Find high ground, then 134  
 134 look down." 136  
 136 "I think we're supposed to ride to the top of that hill," said Denny. 150  
 150 "It's the highest place around." 155  
 155 They rode to the top of the hill and searched for clues until Hector 169  
 169 hollered, "The clue is sticking out from under this rock." He jumped 181  
 181 down and pulled the envelope free. "Take ten steps south and make them 194  
 194 big, then grab a shovel and start to dig," he read. 205  
 205 The boys joined arms and took ten steps south. They discovered 216  
 216 three shovels and an orange circle painted on the ground. They all dug as 230  
 230 dirt flew everywhere. 233

**2** DIBELS® Oral Reading Fluency  
Grade 3/Benchmark 2.1

Retell: Horseback Treasure Hunt

► Now tell me as much as you can about the story you just read. Ready, begin.

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> and discontinue the task.

<del>0</del>	<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>	<del>6</del>	<del>7</del>	<del>8</del>	<del>9</del>	<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>	<del>14</del>	<del>15</del>	<del>16</del>	<del>17</del>	<del>18</del>	<del>19</del>	<del>20</del>	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>	
<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>	<del>30</del>	<del>31</del>	<del>32</del>	<del>33</del>	<del>34</del>	<del>35</del>	<del>36</del>	<del>37</del>	<del>38</del>	<del>39</del>	<del>40</del>	<del>41</del>	<del>42</del>	<del>43</del>	<del>44</del>	<del>45</del>	<del>46</del>	<del>47</del>	<del>48</del>	<del>49</del>	<del>50</del>	<del>51</del>	<del>52</del>
<del>53</del>	<del>54</del>	<del>55</del>	<del>56</del>	<del>57</del>	<del>58</del>	<del>59</del>	<del>60</del>	<del>61</del>	<del>62</del>	<del>63</del>	<del>64</del>	<del>65</del>	<del>66</del>	<del>67</del>	<del>68</del>	<del>69</del>	<del>70</del>	<del>71</del>	<del>72</del>	<del>73</del>	<del>74</del>	<del>75</del>	<del>76</del>	<del>77</del>	<del>78</del>	<del>79</del>
<del>80</del>	<del>81</del>	<del>82</del>	<del>83</del>	<del>84</del>	<del>85</del>	<del>86</del>	<del>87</del>	<del>88</del>	<del>89</del>	<del>90</del>	<del>91</del>	<del>92</del>	<del>93</del>	<del>94</del>												

Retell Total: 78

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- 1 Provides 2 or fewer details
- 2 Provides 3 or more details
- 3 Provides 3 or more details in a meaningful sequence
- 4 Provides 3 or more details in a meaningful sequence that captures a main idea

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46	47	48
69	70	71
92	93	94

i: 78

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## 2 DIBELS® Oral Reading Fluency

Grade 3/Benchmark 2.2

► Now read this story to me.  
Please do your best reading.  
Ready, begin.

Total words:	113
Errors (include skipped words):	5
Words correct =	108

### Raising a Calf

0 Some of your friends probably have pet<sup>s</sup> dogs or cats. Others might 12

12 have gerbils or goldfish. But do you know anyone who has a baby 25

25 cow? It might astonish you to know that many children do! Every year, 38

38 thousands of young people raise baby cows, or calves, to compete<sup>complete</sup> in 50

50 livestock shows. 52

52 Imagine that you are going to raise a calf for a livestock<sup>show</sup> competition. 65

65 Get ready to work hard! First, you must prepare a place for your calf. It 80

80 needs a clean, dry pen that is roomy enough to run around. The enclosure<sup>energy</sup> 94

94 should have a good fence so the calf can't escape and get injured<sup>energy</sup> or lost. 109

109 Before you put the calf<sup>in</sup> in its new home, check to make sure there is 124

124 nothing sharp or dangerous. Calves like to explore and put everything in 136

136 their mouth. It is your responsibility to watch out for them and protect 149

149 them. 150

150 Once you bring your calf home, provide food and water each day and 163

163 make sure its pen is always clean. Your calf will need fresh water twice 177

177 a day. The calf won't drink dirty water, so dispose of the previous water 191

191 first. The calf's food should be fresh, too. Damp or dirty food is bad for 206

206 the calf, so clean out any old grain or hay before you put out fresh food. 222

222 Be careful to give your calf the proper amount of food. Eating extra food 236

236 can make a calf sick. Never skip these chores because the calf depends 249

249 on you for everything it needs. 255

you 269  
 can be 286  
 292

## 2 DIBELS® Oral Reading Fluency

Grade 3/Benchmark 2.2

Retell: Raising a Calf

► **Now tell me as much as you can about the story you just read. Ready, begin.**

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> and discontinue the task.

<del>0</del>	<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>	<del>6</del>	<del>7</del>	<del>8</del>	<del>9</del>	<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>	<del>14</del>	<del>15</del>	<del>16</del>	<del>17</del>	<del>18</del>	<del>19</del>	<del>20</del>	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>																				
<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>	<del>30</del>	<del>31</del>	<del>32</del>	<del>33</del>	<del>34</del>	<del>35</del>	<del>36</del>	<del>37</del>	<del>38</del>	<del>39</del>	<del>40</del>	<del>41</del>	<del>42</del>	<del>43</del>	<del>44</del>	<del>45</del>	<del>46</del>	<del>47</del>	<del>48</del>	<del>49</del>	<del>50</del>	<del>51</del>	<del>52</del>	<del>53</del>	<del>54</del>	<del>55</del>	<del>56</del>	<del>57</del>	<del>58</del>	<del>59</del>	<del>60</del>	<del>61</del>	<del>62</del>	<del>63</del>	<del>64</del>	65	66	67	68	69	70	71
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94																							

Retell Total: 64

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- |                                      |                                                                                        |
|--------------------------------------|----------------------------------------------------------------------------------------|
| <b>1</b> Provides 2 or fewer details | <b>3</b> Provides 3 or more details in a meaningful sequence                           |
| <b>2</b> Provides 3 or more details  | <b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea |



**2** DIBELS® Oral Reading Fluency  
Grade 3/Benchmark 2.3

► Now read this story to me.  
Please do your best reading.  
Ready, begin.

Total words:	<u>93</u>
Errors (include skipped words): -	<u>5</u>
Words correct: =	<u>88</u>

0 As the waves rolled onto the shore, a group of teens ran into the surf 15  
 15 with funny round boards under their arms. Allie looked up from reading 27  
 27 her book and watched them. When they reached the wet sand, they tossed 40  
 40 their boards toward the incoming waves. Then, they quickly jumped onto 51  
 51 them. Some of them fell flat into the water. Others were able to glide 65  
 65 out into the surf or over the shallow water. One boy was <sup>even</sup> able to flip 81  
 81 his board around and change direction, like a skateboarder. It looked like 93  
 93 great fun and good exercise. Allie's friend Morgan told her the group was 106  
 106 skimboarding. 107  
 107 That night, after dinner, Allie asked her Dad if he had ever 119  
 119 skimboarded. He hadn't, but he said he would be willing to learn. They 132  
 132 read about it together in a magazine. They decided they would rent 144  
 144 boards and try it that weekend. Over the next few days, Allie studied the 158  
 158 motions of the skimboarders carefully. From her reading, she knew that 169  
 169 timing was very important. 173  
 173 When Saturday came, Allie was ready to head for the beach early. 185  
 185 First, she and her dad practiced running to the shore and tossing their 198  
 198 boards into the surf. Next, they repeated their first step and added the 211  
 211 jump onto the board. On their first try, they both fell backwards into the 225  
 225 surf and sat laughing at each other. This was not as easy as it looked! 240  
 240 After several attempts, they were each able to glide a little way on 253

**2** DIBELS® Oral Reading Fluency  
Grade 3/Benchmark 2.3

Retell: Skimboarding

► Now tell me as much as you can about the story you just read. Ready, begin.

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/ Reminder</b>	If the student stops or hesitates for 3 seconds, select one of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> and discontinue the task.

<del>0</del>	<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>	<del>6</del>	<del>7</del>	<del>8</del>	<del>9</del>	<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>	<del>14</del>	<del>15</del>	<del>16</del>	<del>17</del>	<del>18</del>	<del>19</del>	<del>20</del>	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>
<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>	<del>30</del>	<del>31</del>	<del>32</del>	<del>33</del>	<del>34</del>	<del>35</del>	<del>36</del>	<del>37</del>	<del>38</del>	<del>39</del>	<del>40</del>	<del>41</del>	<del>42</del>	<del>43</del>	<del>44</del>	<del>45</del>	<del>46</del>	<del>47</del>	<del>48</del>			
<del>49</del>	<del>50</del>	<del>51</del>	<del>52</del>	<del>53</del>	<del>54</del>	<del>55</del>	<del>56</del>	<del>57</del>	<del>58</del>	<del>59</del>	<del>60</del>	<del>61</del>	<del>62</del>	<del>63</del>	<del>64</del>	<del>65</del>	<del>66</del>	<del>67</del>	<del>68</del>	<del>69</del>	<del>70</del>	<del>71</del>			
<del>72</del>	<del>73</del>	<del>74</del>	<del>75</del>	<del>76</del>	<del>77</del>	<del>78</del>	<del>79</del>	<del>80</del>	<del>81</del>	<del>82</del>	<del>83</del>	<del>84</del>	<del>85</del>	<del>86</del>	<del>87</del>	<del>88</del>	<del>89</del>	<del>90</del>	<del>91</del>	<del>92</del>	<del>93</del>	<del>94</del>			

Retell Total: 67

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- 1** Provides 2 or fewer details
- 2** Provides 3 or more details
- 3** Provides 3 or more details in a meaningful sequence
- 4** Provides 3 or more details in a meaningful sequence that captures a main idea

Fluency with Punctuation Pre and Post-Assessment Strips

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Running Record Pre-Assessment (Fiction) Results

*end of p. 3*

Plenty of Pets • LEVEL P • FICTION

Recording Form

Student Gracie Johnson Grade 3rd Date 1/17/2013  
 Teacher Miss Nay School U.C. Elem.

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Nate loved animals and really wanted a pet. He was allergic to all kinds of animals so he was feeling sorry for himself. Read to find out what made him feel better.

Summary of Scores:	
Accuracy	<u>95%</u>
Self-correction	<u>1:12</u>
Fluency	<u>1</u>
Comprehension	<u>80%</u>
Writing	

Sources of Information Used

Page	Start Time ____ min. ____ sec.	Plenty of Pets Level P, RW: 206, E: 12	Sources of Information Used							
			E	SC	E			SC		
					M	S	V	M	S	V
1										
		Mr. Lee's <sup>slo ok</sup> commanding voice brought the classroom to attention. "Listen up! I need someone <sup>to</sup> care for <sup>Scotty/SC</sup> Scooter this weekend. Any volunteers?"								
		All around the classroom, students who <sup>told her</sup> hoped to be picked to bring home the <sup>to told her</sup> adorable, fuzzy hamster shot their hands up high. Instead, Nate put his chin in his hand and sighed. Although Nate loved animals, he was allergic to <sup>every</sup> everything furry, fluffy, or feathery.								
Subtotal			3	1	0	0	1	0	0	1


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Plenty of Pets • LEVEL P • FICTION

Recording Form

Part One: Oral Reading *continued*

Page	Text	Sources of Information Used									
		E	SC	E			SC				
				M	S	V	M	S	V		
2 <i>cont.</i>	do I have to be allergic to everything?" he fretted as he trudged downstairs. His mom smiled. "I have exciting										
3	news!" she exclaimed. "My friend Dr. Hung, who works at the <u>aquarium,</u> <i>told her</i> could use your help with the animals on Saturdays. How about it?"		1		M	S	V				
<b>Subtotal</b>		1	-								
 End Time ____ min. ____ sec.		<b>Total</b>	10	2	0	0	0				

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Have the student finish reading the book silently.

*Just right to read*

Recording Form

*Plenty of Pets* • LEVEL P • FICTION

Accuracy Rate	Errors	12	10-11	8-9	6-7	4-5	1-3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

Self-Corrections \_\_\_\_\_

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Fluency Score	0	1	2	3	<p><b>Fluency Scoring Key</b></p> <p>0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.</p> <p>1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.</p> <p>2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.</p> <p>3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.</p>

Reading Rate <i>(Optional)</i>	End Time	_____ min. _____ sec.
	Start Time	_____ min. _____ sec.
	Total Time	_____ min. _____ sec.
	Total Seconds	_____
$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$		
$12,360 \div \text{_____} = \text{_____ WPM}$		

Plenty of Pets • LEVEL P • FICTION

Recording Form

**Part Two: Comprehension Conversation**

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

*Teacher:* Talk about what happened in this story.

Comprehension Scoring Key	
0	Reflects <b>unsatisfactory</b> understanding of the text. Either does not respond or talks off the topic.
1	Reflects <b>limited</b> understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects <b>satisfactory</b> understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects <b>excellent</b> understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p><b>Within the Text</b></p> <p>Tells 3–4 important events from the story in sequence, such as: Nate wanted a pet but he couldn't have one because of his allergies; his mom sent him to help at the aquarium; he fed the dolphins; he got a fish for a pet.</p> <p><i>Note any additional understandings:</i></p>	<p>What was Nate's problem?</p> <p>What happened in the story?</p> <p>What else happened?</p>	<p>0 1 2 <b>3</b></p>
<p><b>Beyond the Text</b></p> <p>Nate felt (any answer consistent with the text) because he couldn't have a pet.</p> <p>Mom knew how he felt because she tried to think of another way he could be with animals.</p> <p>Mom planned on getting him a fish and that's why she sent him to the aquarium. She knew he liked animals and she wanted him to get to like animals that didn't have fur.</p> <p><i>Note any additional understandings:</i></p>	<p>How did Nate feel in the first part of the story?</p> <p>Do you think Mom knew how Nate felt? What makes you think that?</p> <p>Why do you think Mom sent Nate to the aquarium?</p>	<p>0 1 2 <b>3</b></p>

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*Continued on next page.*



Recording Form

Plenty of Pets • LEVEL P • FICTION

**Part Two: Comprehension Conversation** *continued*

Key Understandings	Prompts	Score
<p><b>About the Text</b></p> <p>The title helps you understand that Nate could have plenty of pets, just not ones with fur.</p> <p>It was a nice ending for Nate to name the fish Little Splash after the dolphin in the aquarium.</p> <p><i>Note any additional understandings:</i></p>	<p>What does the title <u>Plenty of Pets</u> mean?</p> <p>Did you like the ending? What did you like about it?</p>	<p>0 1 <u>2</u> 3</p>

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Guide to Total Score	
9-10	Excellent Comprehension
7-8	Satisfactory Comprehension
5-6	Limited Comprehension
0-4	Unsatisfactory Comprehension

Subtotal Score: 8 / 9

Add 1 for any additional understandings: 1

Total Score: 8 / 10

**Part Three: Writing About Reading** *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading
0 Reflects <b>no</b> understanding of the text.
1 Reflects <b>very limited</b> understanding of the text.
2 Reflects <b>partial</b> understanding of the text.
3 Reflects <b>excellent</b> understanding of the text.

-----

Explain how you think the visit to the aquarium helped Nate. You can draw a sketch to go with your writing.

Running Record Post-Assessment (Fiction) Results

Plenty of Pets • LEVEL P • FICTION

Recording Form

Student Gracie Johnson Grade 3<sup>rd</sup> Date 4/15/13  
 Teacher Miss Nag School UCE

Recording Form

Part One: Oral Reading

Summary of Scores:	Below 95%
Accuracy	
Self-correction	1:4.25
Fluency	2
Comprehension	7/10
Writing	

Place the book in front of the student. Read the title and introduction.

Introduction: Nate loved animals and really wanted a pet. He was allergic to all kinds of animals so he was feeling sorry for himself. Read to find out what made him feel better.

Page	Start Time ____ min. ____ sec.	Plenty of Pets Level P, RW: 206, E: 12	Sources of Information Used								
			E	SC	E			SC			
					M	S	V	M	S	V	
1			2								
<p><i>Misc comment...</i>                      Mr. Lee's commanding voice brought the classroom to <i>attend</i> attention. "Listen up! I need someone to care for Scooter) this weekend. Any volunteers?"                      All around the classroom, students who hoped to be picked to bring home the adorable, fuzzy hamster <i>shoot/sc</i> shot their hands up high. Instead, Nate put his <i>e/r</i> chin in his hand) and sighed. Although Nate loved animals, he was allergic to <i>any/sc</i> everything furry, fluffy, or feathery.</p>											
Subtotal			6	3							

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Recording Form

Plenty of Pets • LEVEL P • FICTION

Part One: Oral Reading *continued*

Page	Text	Sources of Information Used								
		E	SC	E			SC			
				M	S	V	M	S	V	
2	<p>The bell rang, and Nate grabbed his backpack and headed home in a downpour. His neighbor, <sup>Miss</sup> Mrs. Gonzalez, pulled up beside him in her minivan. "Hop in," she said. "It's a deluge out there!" Even before the door closed, Nate's nose started to tickle. "Achoo!" he sneezed loudly. "Achoo! Achoo!" Rubbing his red, itchy eyes, Nate <sup>croaked</sup> croaked, "Is there an animal in here?" "Just Daisy!" Mrs. Gonzalez said <sup>sheepishly</sup> sheepishly, as a pudgy bulldog poked its head over the front seat. Nate walked home. <sup>and sniffed</sup> A sniffing Nate woke up Saturday morning feeling sorry for himself. "Why</p>	2								
<b>Subtotal</b>		5	1							

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Plenty of Pets • LEVEL P • FICTION

Recording Form

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 <i>cont.</i>	do I have to be allergic to everything?" he fretted as he trudged downstairs. His mom smiled. "I have exciting	2							
3	news!" she exclaimed. "My friend Dr. Hung, who works at the aquarium, could use your help with the animals on Saturdays. How about it?"								
<b>Subtotal</b>		2	0						
<b>Total</b>		13	4						



End Time \_\_\_ min. \_\_\_ sec.

Have the student finish reading the book silently.

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Recording Form

*Plenty of Pets* • LEVEL P • FICTION

13

Accuracy Rate	Errors	12	10-11	8-9	6-7	4-5	1-3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

Self-Corrections

1.4.25

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Fluency Score	0	1	2	3
	<p><b>Fluency Scoring Key</b></p> <p><b>0</b> Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.</p> <p><b>1</b> Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.</p> <p><b>2</b> Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.</p> <p><b>3</b> Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.</p>			

Reading Rate <i>(Optional)</i>	End Time	___ min. ___ sec.
	Start Time	___ min. ___ sec.
	Total Time	___ min. ___ sec.
	Total Seconds	___
<p><math>(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}</math></p> <p>12,360 <math>\div</math> _____ = _____ WPM</p>		

**Part Two: Comprehension Conversation**

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p><b>Within the Text</b></p> <p>Tells 3–4 important events from the story in sequence, such as: Nate wanted a pet but he couldn't have one because of his allergies; his mom sent him to help at the aquarium; he fed the dolphins; he got a fish for a pet.</p> <p>Note any additional understandings: He didn't sneeze once at all while at the aquarium.</p> <p>He felt sorry for himself.</p>	<p>What was Nate's problem?</p> <p>What happened in the story?</p> <p>What else happened?</p>	<p>0 1 2 3</p> <p>2</p>
<p><b>Beyond the Text</b></p> <p>Nate felt (any answer consistent with the text) because he couldn't have a pet take home the hamster. was allergic to animals</p> <p>Mom knew how he felt because she tried to think of another way he could be with animals.</p> <p>Mom planned on getting him a fish and that's why she sent him to the aquarium. She knew he liked animals and she wanted him to get to like animals that didn't have fur.</p> <p>Note any additional understandings:</p>	<p>How did Nate feel in the first part of the story? Sorry for himself</p> <p>Do you think Mom knew how Nate felt? Yes, because she would see him everyday + be sad that he didn't get to volunteer to take home the hamster.</p> <p>What makes you think that? Because she knew he was sad + wanted to see the animals + those are the only animals he's not allergic to.</p> <p>Why do you think Mom sent Nate to the aquarium? She sent him to the aquarium because she knew he was sad so at the aquarium he wouldn't be allergic to those animals.</p>	<p>0 1 2 3</p> <p>3</p>

Continued on next page.

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Recording Form

Plenty of Pets • LEVEL P • FICTION

**Part Two: Comprehension Conversation** *continued*

Key Understandings	Prompts	Score
<p><b>About the Text</b></p> <p>The title helps you understand that Nate could have plenty of pets, just not ones with fur.</p> <p>It was a nice ending for Nate to name the fish Little Splash after the dolphin in the aquarium.</p> <p><i>Note any additional understandings:</i></p>	<p><i>It doesn't matter how many pets you have, just as long as you have one.</i></p> <p>What does the title Plenty of Pets mean?</p> <p>Did you like the ending? What did you like about it?</p> <p><i>Yes. I liked that even though he couldn't have an animal, his mom still got him a goldfish. He named him Splash - dolphin</i></p>	<p><i>Mary</i></p> <p>0-1-2-3</p>

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Guide to Total Score	
9-10	Excellent Comprehension
<b>7-8</b>	<b>Satisfactory Comprehension</b>
5-6	Limited Comprehension
0-4	Unsatisfactory Comprehension

Subtotal Score: 7/9  
 Add 1 for any additional understandings: 0/1  
 Total Score: 7/10

**Part Three: Writing About Reading** *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading
0 Reflects <b>no</b> understanding of the text.
1 Reflects <b>very limited</b> understanding of the text.
2 Reflects <b>partial</b> understanding of the text.
3 Reflects <b>excellent</b> understanding of the text.

-----

Explain how you think the visit to the aquarium helped Nate. You can draw a sketch to go with your writing.

Running Record Post-Assessment (Nonfiction) Results

*end of pg 3*

**Animal Instincts** • LEVEL P • NONFICTION Recording Form

Student Gracie Johnson Grade 3<sup>rd</sup> Date 4/15/13  
 Teacher Miss Mary School UCE

**Recording Form**  
**Part One: Oral Reading**

*Place the book in front of the student. Read the title and introduction.*

**Introduction:** An instinct is something you are born ready to do.  
 Read to find out about the instincts dogs and cats have.

**Summary of Scores:**

Accuracy 96%  
 Self-correction 1:5.5  
 Fluency 2  
 Comprehension 6/10  
 Writing 1

Page	Start Time	min.	sec.	Sources of Information Used												
				E	SC	E			SC							
						M	S	V	M	S	V					
1																
Introduction When you were a baby, you learned how to walk. Later, you learned to read and do many other things. But some things you didn't need to learn. When you were an infant, for example, no one had to teach you how to cry when you were hungry. You were born knowing how to do that. A baby's cry is one example of an instinct—a behavior that is built-in, not learned. Different animals are born with different instincts.  Dogs and Cats Dogs and cats have many instinctual behaviors. Some of their actions might																
<b>Subtotal</b>																

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	<p>seem odd to us. Yet your family pets are behaving in exactly the same way as their <sup>ancestors</sup> did thousands of years ago.</p> <p>The Pack Is Back</p> <p>The dogs you know are probably household pets and live indoors. Wild dogs live in packs—groups in which animals live, work, and hunt together.</p> <p>Dogs in a pack depend on one another to survive, so pack instinct is very strong. The leader of the pack is the <sup>smallest</sup> smartest dog. The other dogs in the pack obey the leader. This instinct is one <sup>of the</sup> reasons that pet dogs are such <sup>developed</sup> devoted family members. Dogs regard their human families as their packs</p>	1							
3	and one family member as the leader of the pack.								
Subtotal		3	1						
Total		51	92						
End Time _____ min. _____ sec.									

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Have the student finish reading the book silently.

Accuracy Rate	Errors	13	11-12	8-10	6-7	4-5	1-3	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

**Self-Corrections**

\_\_\_\_\_

**Fluency Score**    0   1   2   3

**Fluency Scoring Key**

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

**Reading Rate**

End Time    \_\_\_ min. \_\_\_ sec.

Start Time    \_\_\_ min. \_\_\_ sec.

Total Time    \_\_\_ min. \_\_\_ sec.

Total Seconds    \_\_\_\_\_

$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$

$12,780 \div \text{_____} = \text{_____ WPM}$

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**Part Two: Comprehension Conversation**

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

**Comprehension Scoring Key**

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

*Teacher:* Talk about what you learned in this book.

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Key Understandings	Prompts	Score
<p><b>Within the Text</b></p> <p>Tells 3–4 important facts from the text, such as: You are born with instincts; you don't have to learn to do something that is an instinct; dogs and cats have instincts (chase moving things; pounce on things).</p> <p><i>No one has to teach you. Cars</i></p> <p>The glossary tells the meaning of some of the words in the book. (Gives an example, such as: Ancestors means the past relatives of cats and dogs.)</p> <p><i>It's what you're ready to do when born</i></p> <p><i>Note any additional understandings:</i></p>	<p>Tell what you learned about animal instincts.</p> <p>What are some examples of animal instincts? <i>crying</i></p> <p><i>Text Feature Probe:</i> Turn to the glossary in the back of the book. What kind of information does it give you? Give an example of a word from the glossary.</p> <p><i>Tells me what ancestors are... It pulls out interesting words + tells you what they mean.</i></p>	<p>0 1 2 <b>3</b></p>
<p><b>Beyond the Text</b></p> <p>Instincts are important because they help animals survive.</p> <p>Different animals have different instincts because they need different things to survive. <i>different animals so they have different instincts</i></p> <p>Animals use their instincts even if they don't need them anymore because they are born with them.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think instincts are important?</p> <p>Why do different animals have different instincts?</p> <p>Why do animals keep doing things like hunting even when they don't need to any more?</p> <p><i>They live in a pack so they go out and get food for their family members.</i></p> <p><i>The smartest animals do.</i></p>	<p>0 <b>1</b> 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p><b>About the Text</b></p> <p>On page 1, the author talks about how babies have instincts, like crying, that they are born with.</p> <p>The author tries to help you see that both people and animals have instincts. He wants you to understand more about how animals behave.</p> <p>Note any additional understandings:</p> <p><i>teach you about this stuff.</i></p> <p><i>to use them correctly</i></p>	<p>How did the author help you understand instincts on page 1?</p> <p>Why do you think the author wrote the book?</p>	<p>0 1 <b>2</b> 3</p>

**Guide to Total Score**

- 9-10 Excellent Comprehension
- 7-8 Satisfactory Comprehension
- 5-6 Limited Comprehension**
- 0-4 Unsatisfactory Comprehension

Subtotal Score: 6/9

Add 1 for any additional understandings: 0/1

Total Score: 6/10

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

**Writing About Reading**

- 0 Reflects no understanding of the text.
- 1 Reflects very limited understanding of the text.
- 2 Reflects partial understanding of the text.
- 3 Reflects excellent understanding of the text.

Choose either a dog or a cat. Make two columns. In the first column, make a list of instincts. In the second column, tell how each behavior helps the animal (even if they no longer do it). You can draw a sketch to go with your writing.

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