

Automaticity: Repeated Reading

(30-45 minutes)

Grade Level: Second/Third Grade

Lesson Format: One-on-one instruction (this lesson could be taught in a small guided reading group)

Lesson Objectives:

Students will read a grade-level appropriate text accurately.

Students will read a grade-level appropriate text at an appropriate pace.

Standards:

**ELA2R2: The student demonstrates the ability to read orally with speed, accuracy, and expression.
The student**

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.

Materials:

- 2 copies of Reading Attitude Survey
- 2 copies of The Zacharys' Plans-Level N
- 2 copies of Our Old Friend, Bear-Level O
- 3 copies of *A Good Friend*
- 2+ Oral Reading Record Forms
- 2+ Running Record Worksheets
- Stopwatch
- 2 copies of the following poems by Kenn Nesbitt retrieved from www.poetry4kids.com
 - "I Do Not Want to go to Bed"
 - "My Pig Won't Let Me Watch TV"
 - "Bubble Wrap, Bubble Wrap"
 - "My Excellent Education"

Resources: MLPP Oral Reading Assessment

Rationale/ Background: Students need to be able to use letter-sound and high frequency word knowledge to quickly and accurately read a grade level text. Students who do this often do better on assessments, have a more positive reading attitude, and read more for pleasure. Fluent reading helps the student so that they will be able to use most of their cognitive resources comprehending the text. In order to establish appropriate fluency instruction for each child, an oral reading assessment should be performed to understand what each child knows when reading aloud.

Lesson Opening: Tell the student that you will be teaching them about a strategy that good readers use today. Say, “Before we get started, I want to learn more about what you know about reading. I would like you to tell me more about how you feel about reading by completing this survey. (Read each question to the child aloud and explain further, if necessary.)

After child completes the survey, discuss one or two of his answers to better connect with the student. Choose positive areas in which you can connect to or ask more about to make the child more comfortable.

Tell student, “My, you seem like you are a great reader! Do you know one thing that good readers do, they read with appropriate fluency. A fluent reader reads at a good rate: not too fast and not too slow, reads most words correctly, and reads with expression. It is so important to practice fluency because the quicker and more accurate you read, the more brain energy you can give to remembering and enjoying your story. I love to read because books are funny, connect with my life, and help me learn many things. Do you want to learn how to remember and enjoy a story better?” (Hopefully they will say “YES!”)

Continue, “You hear fluent reading when people read aloud because their voice sounds like they talk and they make reading sound interesting. Today I want to show you how to read using a natural voice. This means, read at the same rate that you talk. This is one way that you can become more fluent of a reader.”

Before Reading: Show the student two on-level books that may be of interest to him. Tell the student that he may choose one of the two books that he will read today. Give him a few minutes to view the cover, take a picture walk, and read the back of each book. (If the child does not know how to choose a book, tell him that a good way to choose a book is to read the title and look at the front cover. Assist by asking questions, if necessary.)

Ask the student what he predicts the story to be about. Listen to his responses. Tell the student that you will listen to his reading today. You want him to read using a natural voice. Tell him, “While you are reading I am going to be writing down all the things that you are doing well. I will be writing very fast so I can be as accurate as possible.”

When he is ready, begin the timer and complete a formal running record on the Running Record Worksheet. Have the child read the first page of the grade-level appropriate text with is 250 words. The teacher will conduct a formal running record of the child’s reading on the first page of the story.

After the child has completed reading, ask him to retell what he read. The teacher will then use the Oral Running Record Rubric to record the results of the running record.

During Reading: Tell the student all the wonderful things that he did while he was reading. Tell him that today you want to show him how to get even better at reading naturally. Tell the student, “Today I am going to read you a short passage called *A Good Friend*. I want you to listen to the rate at which I read. Notice how I read not too quick and not too slow. While I am reading I am not only reading all the words correctly, I also am pausing at commas and periods, raising my voice when it is a questions, and sounding excited when I see an exclamation mark. After I read the passage to you, you will get a chance to read it too.” The teacher will read the passage.

After the teacher reads, tell the student what he should have noticed about the teacher’s reading. Make sure to answer the following questions:

- How do you know I read naturally?
- What did I do to make my voice exciting?

Then, ask “What do you want to make sure to do with your voice when it is your turn to read?”

Tell the student that you would like them to practice reading with you. They will echo you after you read. The teacher will reread the passage sentence by sentence and the student will echo the teacher. (Repeat this step until the child’s oral reading sounds natural)

Next, praise the child for their good reading skills. Tell the child that now they will read the passage together. The student and teacher will read the passage chorally.

After Reading: Tell the child that they are ready to transfer their natural reading to read a funny poem. Place several funny poems in front of the child so they can transfer their learning about natural reading to a new text. Tell the child that poems are a great way to practice reading quickly and accurately because they usually have short lines. It is easy to read shorter lines because your eyes can quickly see which word comes next. Have the child select a poem that they think is funny and would like to practice. (If needed, tell them that they can pick a poem that sounds funny to them or that they are interested in.)

Tell him that he will perform the poem in front of his family at the end of the lesson because you want his family to see how fluent of a reader he is becoming. Have the child read the poem aloud. (If the child was not able to appropriately transfer their learning to the poem, ask the child, “Would you like to echo read or choral read to get you ready to perform?” The child chose one or both ways to practice. If he doesn’t know which strategy to pick, tell him to pick the way he learned the most.)

After the child has read the poem independently, ask the child to retell the text. You can prompt by saying, “What happened in the poem? How do you know?”

PRAISE THE CHILD! Tell them what you notice them doing well. Begin by saying, “You did _____! That is exactly what good readers do! I am so proud of all your hard work today.”

At the end of the lesson, invite the family into the study to listen to their child perform.

Lesson Conclusion: Tell the student, “Today and everyday when you are reading, I want you to read with a natural voice. This means reading at a similar rate that you speak. When you read naturally, your brain can focus on reading for meaning, like making connections, predicting, inferring, and enjoying your story. Today we practiced this by reading a passage at your reading level and then transferring your learning to a funny poem.

One way to practice reading naturally is to listen to experts read, echo them while reading, read together, and then read on your own.” Ask the child if they have any expert readers in their house. (If they do not think of it, tell them that their parents, grandparents, neighbors, older siblings, babysitters, etc are all expert readers and can help them get better.) Tell him that you would like them to listen to expert readers each day. After listening to the expert read, you would like them to practice naturally reading aloud by

echoing and reading with one big voice with the expert. They can also show off their skills and show the expert how great they are at natural reading by performing their reading independently at the end.

Remind the child that reading aloud naturally will help them read “in their head” naturally. The only way to get more natural at reading is by practicing.

Adaptations and Extensions:

- If the child’s formal assessment shows that the current text is too easy or too difficult, reassess with the appropriate level book.
- Adjust passage difficulty if necessary (*A Good Friend* is a beginning third grade text)
- Repeat any portions of “After Reading” as necessary until the child is able to read with a natural voice

Assessment of Objective:

Objective: Student will read a grade-level appropriate text accurately.

I will formally assess this objective with an Oral Reading Record.

Objective: Students will read a grade-level appropriate text at an appropriate pace.

I will know that they have met the objective if their reading aloud “voice” sounds like their speaking voice.

I will know that they have met the objective if they can read the passage and poem accurately and naturally.

Section VII

Oral Reading

Rationale

Oral reading provides a window for the listener to understand the integration of skills that the child uses to read. Children who read accurately, quickly, and in phrased units, often do better on assessments of reading, their attitudes toward reading are more positive, and they are more likely to read for pleasure. Fluency plays an important role in becoming a good reader. We also know that the integration of reading skills appropriate to the text level and genre, foster reading rates and accuracy related to comprehension.

One way to assess fluency is to document in written form the child's oral reading. By listening to, documenting in written form, and observing a child read, teachers gather information about the reading behaviors and cueing systems (meaning, structure, and visual) used by the student. In order to establish instructional priorities for each child in the early stages of literacy development, the teacher may use the Oral Reading assessment. This assessment helps teachers understand what individual children know and use when reading aloud. **Teachers' observations are crucial and critical factors informing their decisions about whom and when to assess.**

Definition

Observing and creating a written record for a child reading orally is a way of recording fluency, rate, accuracy, and the use of reading strategies. Fluency and rate are not the same but are related. Fluency reflects the ability of the reader to read smoothly, which includes paying attention to punctuation, grouping words into meaningful chunks, and using intonations that reflect appropriate meaning of text. Rate refers to the speed of oral and/or silent reading as measured in words per minute. Reading strategies include cues such as structure of language, meanings, and visual components.

Assessment Guidelines

Assess each child individually. The assessment area should be quiet and free from major distraction. Sit at a small table where you can sit beside the child and where the child can have the book placed on the table in front of her/him at a comfortable angle and distance. Sometimes many classroom teachers take oral reading records in the classroom during small group time and/or during "drop everything and read" time.

The Comprehension Assessment has been adapted for MLPP from the work of Dr. Dorsey Hammond of Oakland University, Ms. Deanna Birdyshaw of CIERA, Dr. Scott Paris of University of Michigan, and Dr. Elizabeth Sulzby of University of Michigan.

Use classroom observations to determine if a child is ready to have an oral reading record taken. If the child demonstrates an understanding of words, sentences, and story knowledge as well as some word recognition skill, he/she may be ready to read a portion of text needed for an oral reading record. The earliest oral reading may be the reading of pictures as labeling or a created story based on the child's experience and the pictures. Periodically assess all children so that records of each child's growth in reading can be maintained. Taking oral reading records more frequently on children who are not making expected progress will help you make informed decisions about what strategies to emphasize during small group guided reading activities.

Running records should be analyzed for student strengths and instructional needs, in order to provide criteria for planning future lessons and forming purposeful temporary groups for guided reading. Guided reading lessons use the text level corresponding to the group's instructional level. However, sometimes the group may include a range of student levels because the included students need a lesson pertaining to a specific skill or strategy.

Procedures

1. The teacher will select several books that may appeal to the **interests** of the student to be assessed. The books should also be at a **readability level** that matches the student's performance level. Generally, taking a running record at a child's **instructional level** will allow the teacher to obtain the most discriminating information for instruction. Additional oral reading records would be taken to establish the independent level of the student.
2. Sit with the child at a small table where you may hear and record the student's words quickly and accurately.
3. Ask the student to choose a book that he/she would like to read from the teacher's book selection.
4. Observe what book cues the student uses as he/she prepares to read the text; i.e., pictures on front of the book and the title.
5. Ask the student to **give a prediction** regarding what might take place in the book, and record the prediction.
6. Say to the student: **I want to write down everything you do correctly as you read. So, I am going to be writing down a lot of your words. I will try to write quickly, but I want to be accurate. Please read at a comfortable rate so we can both understand the story.**
7. Then turn to the **100 plus word passage** that you have pre-selected for the student to read aloud. Generally, this passage should be at the beginning of the book, or the teacher needs to set the context for what has occurred prior to the events being read about in the passage.
8. The teacher will make a written record of the words the child is reading, using the notation system that has been taught in training.

ORAL RETELLING OF TEXT JUST READ

1. Continue this assessment by asking the student to **retell** the text portion that was just read orally. Say to the student: **Please tell me what you understand happened in the story that you just read to me. Pretend that I did not hear you read the text and that you want me to know what happened.**
2. Using the appropriate retelling rubric (narrative or informational) that is provided, the teacher will record the level that the student's retelling is most like. It is possible that a student will be at different levels on the rubric for different text qualities.
3. **If an emergent reader is unable to gain meaning from a story because of multiple errors, she/he may need to have an intermediate assessment that allows a demonstration of the student's story comprehension after hearing the teacher read a story. If the teacher believes that further comprehension information may be needed, he/she may also use the oral/drawing retelling of a teacher read story.**

Recording Student Progress

The teacher will record the book name, book level, accuracy rate, self-correction rate, and rubric scores. See the Oral Reading Fluency Rubric and Oral Reading Retelling Rubric for criteria. Locate the level that is the "best fit" for the child's reading performance, and record that score on the student record under Oral Reading. Teachers need to specify the student's **instructional reading level** (the student is able to read a selected passage with 90 percent to 94 percent accuracy) in order to plan appropriate instruction using appropriate materials. It is also helpful for teachers to record the student's independent reading level (the student is able to read a selected passage with 95 percent to 100 percent accuracy) for each student in the observation/comments section of the individual literacy progress profile. This will help teachers provide students with appropriate books that can be read independently.

Analysis

The analysis of an oral reading record begins by identifying which cueing system the child uses most often. If the child is making substitutions in text that are based totally on one cueing system, then additional instructions to develop awareness and use of other cueing systems would be the next step. A good reader will use visual, meaning, and structure cues flexibly and strategically when trying to determine an unknown word during reading.

Consideration should be given to the accuracy and self-correction rates of the child as she/he reads. If a child makes multiple errors and shows little effort to self-correct, the teacher may wonder if the child has a view of reading as word calling, rather than making meaning or as a process of communicating ideas. Another possible scenario is the child who stops to work on every word for accuracy, using only visual cues to determine the word, rather than flexibly using meaning and structure cues.

A third way to analyze the approximations that the child made while reading is to categorize the types of words that created difficulty for the child. Are the words names or technical terms that are connected to the content and may reflect a lack of background knowledge about the text?

Reading Attitude Survey

Name: Alexander

Date: 6/18/2010

A fiction book is a book that tell you about real thing.

A nonfiction book is a book that that tell you about real thing

When I have time to relax, I usually (Circle the letter of your choice.)

- a. Take a nap
- b. Read a book
- c. Watch TV
- d. Go skateboarding
- e. Play a video game
- f. Other

I read because I like to read chapter books.

The kind of book I would buy with my own money would be a guide book for Super Mario Galaxy

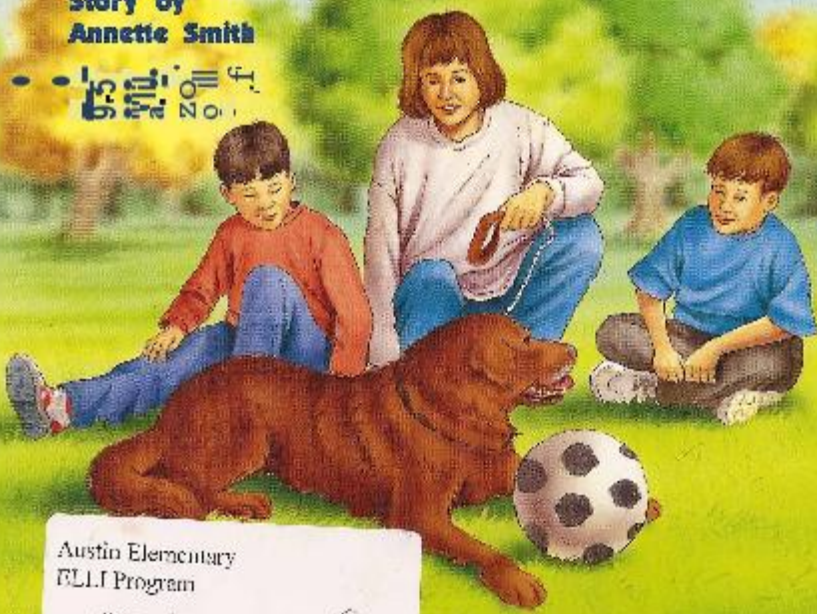
School reading assignments and what I read in my free time are different because I can read anything at home

School reading assignments would be more interesting if read more math book.

Our Old Friend, Bear

Story by
Annette Smith

1
2
3
4
5
6
7
8
9
10
11
12



Austin Elementary
ELLJ Program

RW 250+ Level 0

Student Alexander Age 9 Grade _____ Date _____

Running Record Worksheet					Information used	
Page	Title:	Level: <input type="radio"/>	E	SC	MSV	SC MSV
2	Our Old Friend, Bear					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ laid ✓ ✓ ✓ ✓ ✓ lay					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ in ✓ ✓ of					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ mother mom					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					

Oral Reading Record

Student Alexander Age 9 Grade _____ Date _____

Text Difficulty	Text Familiarity
<input checked="" type="checkbox"/> Easy Text (95-100% Correct)	<input checked="" type="checkbox"/> Not Previously Read
<input type="checkbox"/> Instructional Text (90-94% Correct)	<input type="checkbox"/> Read Previously
<input type="checkbox"/> Hard Text (Below 90% Correct)	

Text Title: Our Old Friend, Bear Text Level: 0

$$\begin{array}{ccccccc}
 \boxed{120} & - & \boxed{3} & = & \boxed{117} & \div & \boxed{120} & \times 100 = & \boxed{97.5\%} \\
 \text{Total Words} & & \text{Errors} & & & & \text{Total Words} & & \text{Accuracy Rate}
 \end{array}$$

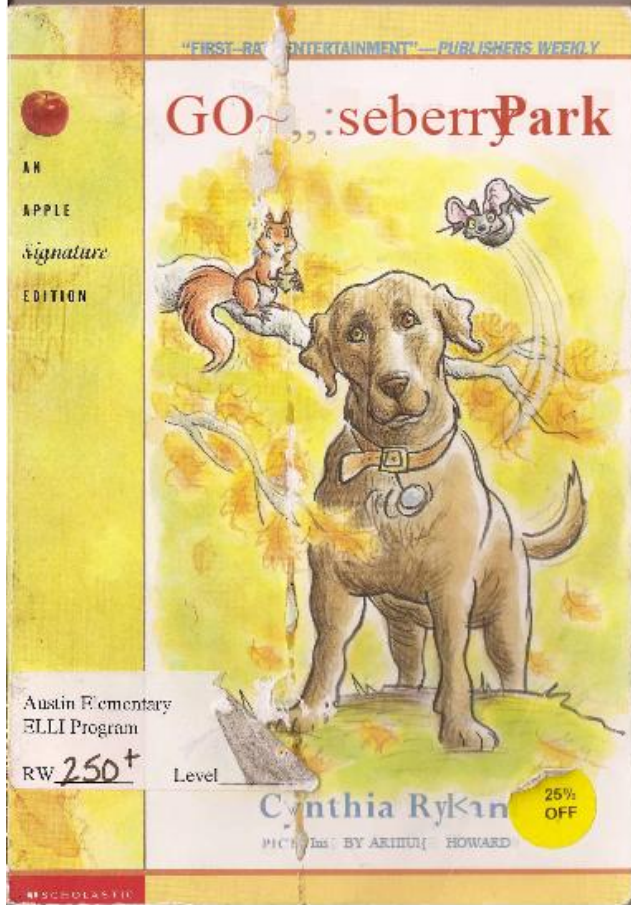
Example Scoring: 98 words read minus 6 errors equals 92. Then divide 92 by 98, and multiply by 100, and you will find the 93% accuracy rate. Do not round off the number.

$$\frac{\text{Total Errors} + \text{Total Self-Corrections}}{\text{Total Self-Corrections}} = \text{Rate of Self-Corrections} \quad \boxed{3:0}$$

<p>Competencies: (Check Observed behavior)</p> <p><input type="checkbox"/> Self-monitors</p> <p><input checked="" type="checkbox"/> 1 to 1 Matching</p> <p><input checked="" type="checkbox"/> Directionality</p> <p>At an unknown word, the child attempts to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input type="checkbox"/> Visual letter/Sound Identification</p> <p>Self Corrects by attempting to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input type="checkbox"/> Visual letter/Sound Identification</p>	<p>Fluency: (Check one)</p> <p><input type="checkbox"/> Silent, phrased reading (4)</p> <p><input checked="" type="checkbox"/> Mixed word-by-word and phrased reading (3)</p> <p><input type="checkbox"/> Mostly word-by-word reading (2)</p> <p><input type="checkbox"/> All word-by-word reading (1)</p> <p><input type="checkbox"/> Appropriate expression/intonation</p> <p>Retelling: (Write score from rubric in the box. For additional information, see individual student rubric sheet)</p> <table style="width: 100%;"> <tr> <td style="text-align: center;">Narrative</td> <td style="text-align: center;">Informational</td> </tr> <tr> <td><input type="checkbox"/> Plot's main idea</td> <td><input type="checkbox"/> Central purpose</td> </tr> <tr> <td><input checked="" type="checkbox"/> Story/element</td> <td><input type="checkbox"/> Restatement/elements</td> </tr> <tr> <td><input type="checkbox"/> Story structure</td> <td><input type="checkbox"/> Thought development</td> </tr> <tr> <td><input type="checkbox"/> Linguistic spillover</td> <td><input type="checkbox"/> Linguistic spillover</td> </tr> </table>	Narrative	Informational	<input type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose	<input checked="" type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/elements	<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development	<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover
Narrative	Informational										
<input type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose										
<input checked="" type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/elements										
<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development										
<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover										

Comments:

Too Easy!



Oral Reading Assessment

Student Alexander Age 9 Grade _____ Date _____

Text Difficulty	Text Familiarity
<input type="checkbox"/> Easy Text (95-100% Correct)	<input checked="" type="checkbox"/> Not Previously Read
<input checked="" type="checkbox"/> Instructional Text (90-94% Correct)	<input type="checkbox"/> Read Previously
<input type="checkbox"/> Hard Text (Below 90% Correct)	

Text Title: Gooseberry Park Text Level: P

$$\boxed{159} - \boxed{9} = \boxed{150} \div \boxed{159} \times 100 = \boxed{94\%}$$

Total Words Errors Total Words Accuracy Rate

Example Scoring: 98 words read minus 6 errors equals 92. Then divide 92 by 98, and multiply 100, and you will find the 93% accuracy rate. Do not round off the number.

$$\frac{\text{Total Errors} + \text{Total Self-Corrections}}{\text{Total Self-Corrections}} = \text{Rate of Self-Corrections} \quad \boxed{1:10}$$

<p>Competencies: (Check Observed behavior)</p> <p><input type="checkbox"/> Self-monitors</p> <p><input checked="" type="checkbox"/> 1-to 1 Matching</p> <p><input checked="" type="checkbox"/> Directionality</p> <p>At an unknown word, the child attempts to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input type="checkbox"/> Visual letter/Sound Identification</p> <p>Self Corrects by attempting to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input checked="" type="checkbox"/> Visual letter/Sound Identification</p>	<p>Fluency: (Check one)</p> <p><input type="checkbox"/> Fluent, phrased reading (4)</p> <p><input checked="" type="checkbox"/> Mixed word-by-word and phrased reading (3)</p> <p><input type="checkbox"/> Mostly word-by-word reading (2)</p> <p><input type="checkbox"/> All word-by-word reading (1)</p> <p><input type="checkbox"/> Appropriate expression/intonation</p> <p>Retelling: (Write score from rubric in the box. For additional information, see individual student rubric sheet)</p> <table border="0"> <tr> <td style="text-align: center;">Narrative</td> <td style="text-align: center;">Informational</td> </tr> <tr> <td><input type="checkbox"/> Plot's main idea</td> <td><input type="checkbox"/> Central purpose</td> </tr> <tr> <td><input type="checkbox"/> Story/element</td> <td><input type="checkbox"/> Restatement/element</td> </tr> <tr> <td><input checked="" type="checkbox"/> Story structure</td> <td><input type="checkbox"/> Thought development</td> </tr> <tr> <td><input type="checkbox"/> Linguistic spillover</td> <td><input type="checkbox"/> Linguistic spillover</td> </tr> </table>	Narrative	Informational	<input type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose	<input type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/element	<input checked="" type="checkbox"/> Story structure	<input type="checkbox"/> Thought development	<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover
Narrative	Informational										
<input type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose										
<input type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/element										
<input checked="" type="checkbox"/> Story structure	<input type="checkbox"/> Thought development										
<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover										

Comments:

Oral Reading Fluency Rubric

4 Fluent, phrased reading

Reads primarily in larger meaningful phrases; fluent, phrased reading with a few word-by-word slow downs for problem-solving; expressive interpretation is evident at places throughout the reading; attention to punctuation and syntax; rereading for problem-solving may be present but reading is generally fluent.

Mixed word-by-word and phrased reading

A mixture of word-by-word reading and fluent, phrased reading (expressive interpretation); there is evidence of attention to punctuation and syntax; reading for problem-solving may be present.

2 Mostly word-by-word reading

Mostly word-by-word reading but with some two-word phrasing and even a couple of three- or four-word phrases (expressive interpretation); evidence of awareness of syntax and punctuation, although not consistently so; rereading for problem-solving may be present.

1 All word-by-word reading

Very little fluency; all word-by-word reading with some long pauses between words; almost no recognition of syntax or phrasing (expressive interpretation); very little evidence of awareness of punctuation; perhaps a couple of two-word phrases but generally disfluent; some word groupings awkward.

A Good Friend

Misha stumbled into her room and sank down miserably onto her bed. She wished she could take back her angry and thoughtless words. She had told her best friend that she did not like her. She hadn't really meant it, but the angry words had just poured out.

Misha knew that she was jealous of Anna's talent for drawing. Anna could draw so beautifully, and Misha so wanted to be an artist. Misha felt her tears dripping onto her pillow, and then she felt something chilly and damp touch her arm. She looked down and saw her playful cat, Oliver.

Oliver meowed and rubbed against Misha's shoulder. The tearful girl began to stroke the affectionate cat. She petted him tenderly until her tears stopped. Oliver purred and rolled playfully onto his back. He patted Misha's hand, and Misha chuckled loudly.

Oliver knew how to make her forget her troubles. He was a good friend. Misha wanted to be a good friend, too. She decided to draw Anna a portrait of Oliver.

1. Why was Misha upset?
2. What did Oliver's actions persuade Misha to do?

Reading Attitude Survey

Name: Benjamin

Date: 6/15

A fiction book is a Earytol

A nonfiction book is a book with real stuff in it

When I have time to relax, I usually (Circle the letter of your choice.)

a. Take a nap

d. Go skateboarding

b. Read a book

e. Play a video game

c. Watch TV

f. Other play outside

I read because it's fun

The kind of book I would buy with my own money would be a chapter book

School reading assignments and what I read in my free time are different because

i read fitr books at school and chapter books at home

School reading assignments would be more interesting if you could

right and diff reading

The lacharys' Plans



RW 2.50 -t Level----W-

Austin Elementary
ELLI Program



Written by Jill Eggleton
Illustrated by Kelvin Hawley

Student Benjamin Age 8 Grade 3 Date U-19-10

Running Record Worksheet					Information used	
Page	Title:	Level:	E	SC	MSV	SC MSV
	<p>✓✓✓✓</p> <p>✓✓✓✓✓</p> <p>✓✓✓✓✓</p> <p>✓✓✓✓✓</p> <p><u>big</u></p> <p>✓✓✓✓✓</p> <p>✓✓✓ pause <u>my</u> <u>exer-cycle</u></p> <p>✓✓ 1:00min</p> <p>✓✓✓✓✓</p> <p>✓✓✓</p> <p>✓</p> <p>✓✓✓✓✓✓✓✓✓✓✓✓✓✓</p> <p>✓✓✓✓✓✓✓✓✓✓</p> <p>✓✓✓✓✓✓ <u>The room</u> ✓✓✓</p> <p>✓✓✓✓✓✓✓✓✓✓</p> <p>✓✓✓✓✓✓✓✓✓✓</p> <p>✓✓✓✓✓✓✓✓✓✓ <u>will be</u> ✓✓✓</p> <p>✓✓✓ ✓ <u>in the</u> ✓✓✓✓</p>					

Oral Reading Record

Student Benjamin Age 8 Grade 3 Date 1-15-10

Text Difficulty	Text Familiarity
<input type="checkbox"/> Easy Text (95-100% Correct)	<input checked="" type="checkbox"/> Not Previously Read
<input checked="" type="checkbox"/> Instructional Text (90-94% Correct)	<input type="checkbox"/> Read Previously
<input type="checkbox"/> Hard Text (Below 90% Correct)	

Text Title: The Zacharys' Plans Text Level: N

$$\frac{120 - 7}{120} \times 100 = 94\%$$

Total Words Errors Total Words Accuracy Rate

Example Scoring: 98 words read minus 6 errors equals 92. Then divide 92 by 98, and multiply by 100, and you will find the 93% accuracy rate. Do not round off the number.

$$\frac{\text{Total Errors} - \text{Total Self-Corrections}}{\text{Total Self-Corrections}} = \text{Rate of Self-Corrections} \quad \boxed{7:0}$$

<p>Competencies: (Check Observed behavior)</p> <p><input type="checkbox"/> Self-monitors</p> <p><input type="checkbox"/> 1 to 1 Matching</p> <p><input type="checkbox"/> Directionality</p> <p>At an unknown word, the child attempts to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input checked="" type="checkbox"/> Visual letter/Sound Identification</p> <p>Self Corrects by attempting to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input type="checkbox"/> Visual letter/Sound Identification</p>	<p>Fluency: (Check one)</p> <p><input type="checkbox"/> Fast, phrased reading (4)</p> <p><input checked="" type="checkbox"/> Mixed word-by-word and phrased reading (3)</p> <p><input type="checkbox"/> Mostly word-by-word reading (2)</p> <p><input type="checkbox"/> All word-by-word reading (1)</p> <p><input type="checkbox"/> Appropriate expression/intonation</p> <p>Retelling: (Write score from rubric in the box. For additional information, see individual student rubric sheet)</p> <table style="width: 100%;"> <tr> <td style="width: 50%;">Narrative</td> <td style="width: 50%;">Informational</td> </tr> <tr> <td><input checked="" type="checkbox"/> Plot's main idea</td> <td><input type="checkbox"/> Central purpose</td> </tr> <tr> <td><input type="checkbox"/> Story/element</td> <td><input type="checkbox"/> Restatement/elements</td> </tr> <tr> <td><input type="checkbox"/> Story structure</td> <td><input type="checkbox"/> Thought development</td> </tr> <tr> <td><input type="checkbox"/> Linguistic spillover</td> <td><input type="checkbox"/> Linguistic spillover</td> </tr> </table>	Narrative	Informational	<input checked="" type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose	<input type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/elements	<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development	<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover
Narrative	Informational										
<input checked="" type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose										
<input type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/elements										
<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development										
<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover										

Comments:

Benjamin not really stuck on exercise. He could not move in with the rest of text until he figured it out finally, I told him the word.

Oral Reading Fluency Rubric

4 Fluent, phrased reading

Reads primarily in larger meaningful phrases; fluent, phrased reading with a few word-by-word slow downs for problem-solving; expressive interpretation is evident at places throughout the reading; attention to punctuation and syntax; rereading for problem-solving may be present but reading is generally fluent.

Mixed word-by-word and phrased reading

A mixture of word-by-word reading and fluent, phrased reading (expressive interpretation); there is evidence of attention to punctuation and syntax; reading for problem-solving may be present.

2 Mostly word-by-word reading

Mostly word-by-word reading but with some two-word phrasing and even a couple of three- or four-word phrases (expressive interpretation); evidence of awareness of syntax and punctuation, although not consistently so; rereading for problem-solving may be present.

1 All word-by-word reading

Very little fluency; all word-by-word reading with some long pauses between words; almost no recognition of syntax or phrasing (expressive interpretation); very little evidence of awareness of punctuation; perhaps a couple of two-word phrases but generally disfluent; some word groupings awkward.

Feunias, I. & Pinnell, G. S. (1996). *Guided Reading: Good First Grade Reading for All Children*. Portsmouth, NH: Heinemann

MLPP Second Edition/2000

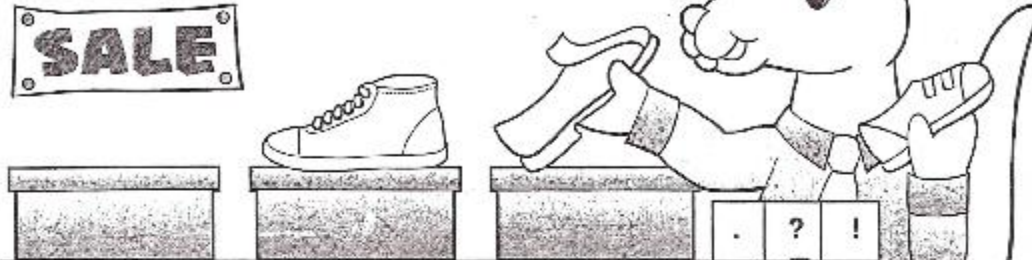
Proof #8 5/09/01

127

At the Shoe Store ~

Adding correct end marks

Write the missing end mark for each sentence.
Then circle the letter in the matching column.



	.	?	!
1. Have you shopped in Kirby's shoe store ²	F	G	N
2. It sells all kinds of shoes _	M	E	U
3. It has boots, sandals, and slippers _	K	M	Y
4. It also sells sneakers _	P	T	O
5. Is the big sneaker sale this weekend ~	H	O	L
6. The store will be busy during the sale	~	I	
7. Kirby has been busy getting ready _	C		
8. Does the store have sneakers in every size _	S	P	V
9. Wow, the shoeboxes are stacked to the ceiling _	B	J	I
10. My, it's going to be a ~sy weekend _!	P	W	H
11. But Kirby likes it that way _	I	K	Q
12. Can you guess why ~	R	N	A

To find out why Kirby likes busy weekends, write the circled letters above on the numbered lines below.

Sneaker sales always

rt - E P - H - I M H O P P I N G I
3 668 10 11 2 7 5 8 4 9 12 1

I Do Not Want to Go to Bed

I do not want to go to bed.

I like to stay up late.

I'm bouncing off the bedroom walls
and, frankly, feeling great!

I'm dancing like a maniac

instead of counting sheep.

My mom says, "Time for bed."

My dad yells, "Get your butt to sleep!"

I'm not sure what my bottom

has to do with anything,

but that's okay because I'd rather

jump around and sing.

I don't know what it was

that made me feel so wide awake.

Could it have been the Red Bull

and the double-chocolate cake?

I wonder if the seven cups

of coffee plus desert

of Hershey bars and Skittles

are what left me this alert?

My Pig Won't Let Me Watch TV

My pig won't let me watch *TV*.

It's totally unfair.

He watches anything he wants
but doesn't ever share.

I never get to watch cartoons
or anything like that.

He's busy watching farming shows.
I should have got a cat.

I should have got a goldfish
or a guinea pig or goat.
Instead, I've got this pig
who's always hogging the remote.

--Kenn Nesbitt

Bubble Wrap, Bubble Wrap

Bubble wrap, bubble wrap,
pop, pop, pop.
Wrapped around my bottom.
Wrapped around my top.

I'm double-wrapped in bubble wrap
It's covering my clothes.
It's wrapped around my fingers.
It's wrapped around my toes.

I've wrapped myself in bubble wrap
exactly as I'd planned.
But now I'm tied so tightly,
I can barely even stand.

I'm having trouble walking.
I can hardly even hop.
I guess I'll have to roll today.
Pop, pop, pop.

--Kenn Nesbitt (based on an idea by Donna Lee Murphy)

My Excellent Education

How to juggle.
How to hop.
How to make
my knuckles pop.

How to whinny.
How to cluck.
How to talk
like Donald Duck.

How to wiggle
both my ears.
How to fake
convincing tears.

How to yo-yo.
Capture flies.
Roll my tongue
and cross my eyes.

How to make a
piggy snout.
How to make
my eyes hurt.