



Developmental Reading Assessment[®] K-3 Handbook

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Analyzing Student Performance: Descriptions and Examples

In *DRA2, K–3*, there are consistent and clear criteria on the Continuums for scoring student responses. Students can meet these criteria by using a variety of responses. Please note that there is more than one correct answer for each response. It is the amount of clarity, appropriateness of content, and insight demonstrated in the response that generally determines the level of performance.

To ensure reliable scoring, it is essential that you become familiar with the criteria used for establishing performance levels as well as with the texts that your students will be reading. For this reason, definitions and examples are given in this section of the Teacher Guide to illustrate the types of Independent and Advanced responses for Reading Engagement and Comprehension on the Continuum. You will also find directions for scoring to help you analyze and score students' oral and/or written responses.

On the *DRA2, K–3*, Continuum, a score of

- 4 represents an Advanced performance
- 3 represents an Independent performance
- 2 represents either a Developing (Levels A–12) or an Instructional (Levels 14–40) performance
- 1 represents either an Emerging (Levels A–12) or Intervention (Levels 14–40) performance

When scoring students' oral and/or written responses, read and consider content only. All structural and/or mechanical errors (grammar, punctuation, and/or spelling) should not be factored into your decision, but they can be noted for instruction.

Authors' Note: Student examples included in this section reflect responses given by students. Spelling has been altered to make the examples easier to read. Generally, no other mechanical or grammatical corrections have been made.

Reading Engagement

Engagement consists of

- the amount of reading
- knowledge of books and authors
- the variety of the materials read
- personal awareness as a reader

The Reading Engagement questions help you to become aware of students' preferences and alert you to students who are somewhat passive about reading or have limited literacy experiences. It is important that students not only learn how to read, but that they also spend time reading on a daily basis and find reading enjoyable.

In *DRA2*, Levels A through 24, student oral responses to reading-preference questions and ongoing classroom observations are used to evaluate the student's overall engagement as a reader. The prompts and questions in this section change from the lower to the higher *DRA2* text levels.

Emergent Readers (DRA2 Levels A–3)

For Emergent readers, Reading Engagement includes literacy support, favorite book, and book-handling skills.

Literacy Support refers to the support provided by parents and/or others when they read to or listen to emerging readers.

Being able to tell about a Favorite Book indicates that the reader has had the opportunity to hear books read and reread aloud.

Book-Handling Skills demonstrate the reader's ability to control a book while reading and reflect his or her previous experiences with "reading" books independently.

Evaluation of the student's literacy support and ability to identify and tell about a favorite book should be based on his or her responses to prompts given during the assessment. Evaluate the student's skill in holding and turning pages of a book based on your observations.

Examples of Emergent Readers' Reading Engagement Oral Responses

LITERACY SUPPORT Prompt: <i>"Who reads with you or to you at home?"</i>	Developing Descriptor: Names at least one person who reads with him or her at home	Oral-Response Example: <i>My mom</i>
	Independent Descriptor: Names several people who read with him or her at home	Oral-Response Example: <i>Mom, Xavier, Brittany</i>
FAVORITE BOOK Prompt: <i>"Tell me about one of your favorite books."</i>	Developing Descriptor: Tells something about a favorite book	Oral-Response Examples: 1. <i>I like the book where the pigeon drives the bus.</i>
		2. <i>Care Bears</i> (Note: Even though this child named a book, the response is scored at the developing level because he/she did not tell about the book.)
	Independent Descriptor: Gives title and shares some specific details about favorite book	Oral-Response Example: <i><u>Brown Bear</u> What Brown Bear and the other animals can see. I can already read it.</i>
BOOK-HANDLING SKILLS Teacher prompts student to hold or turn a page when needed.	Emerging Descriptor: Relies on others to hold and turn pages of a book	
	Developing Descriptor: Holds and/or turns pages of a book when prompted	
	Independent Descriptor: Holds and turns pages of a book independently	

Early and Transitional Readers (DRA2 Levels 4–24)

For Early and Transitional readers, Reading Engagement consists of Book Selection and Sustained Reading.

Book Selection refers to the students' ability to select appropriately leveled books for independent reading, as well as to identify and talk about favorite book(s). Learning how to select appropriately leveled reading materials to fulfill multiple purposes enables students to become more independent in the classroom and have greater control over their choice of reading materials. When students are given opportunities to choose their own texts, they are more likely to read and enjoy reading.

Note: Questions and prompts are included in this section so that you are aware of the student's reading preference(s) and the support the student is receiving at home.

These questions and prompts include:

- Who reads with you or to you at home?
- Would you rather listen to a story or read a story to someone? Why?
- Do you like to read alone, with a buddy, or with a group? Why?
- How do you choose the books you read?
- What kinds of books do you like to read?
- Whom do you read with at home?
- Tell me about one of your favorite books.

Sustained Reading refers to the student's ability to read independently for a period of time. The amount of time developing readers are able to read independently increases over time. In this section, evaluate students' ability to select new texts and sustain independent reading based on your ongoing classroom observations.

A student needs to meet all the Independent criteria to be considered independent. If he or she only meets part of the criteria, select the Developing/Instructional descriptor. For example, if a student selects new texts independently most of the time but only gives a book title, or tells about a book in general terms, and/or is uncertain about a favorite book, you would choose the Developing/Instructional descriptor on the Continuum.

The student also needs to meet all Advanced criteria on the Continuum to be considered advanced.

Examples of Early/Transitional Readers' Reading Engagement Oral Responses

<p>BOOK SELECTION</p> <p>Prompt: <i>"Tell me about one of your favorite books."</i></p>	<p>Independent Descriptor: Selects new texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event</p>	<p>Oral-Response Examples: 1. <i>Old Hat, New Hat</i> In the end he gets his old hat back. 2. <i>Henry and Mudge</i> When Mudge took the dog test and won</p>
	<p>Advanced Descriptor: Selects a variety of "just right texts"; identifies favorite book by title and gives an overview of the book</p>	<p>Oral-Response Examples: 1. <i>Cookie's Week</i> Cookie climbed up the curtains and fell everywhere. Even though they thought he might rest, I think he will get himself in more trouble. 2. <i>But No Elephant</i> It's about a guy selling pets. He sells them all except the elephant. Then a girl takes it and it gets stuck in her house.</p>
	<p>SUSTAINED READING</p> <p>Note: No prompts are given. Your evaluation of a student's ability to sustain independent reading is based on your ongoing classroom observations.</p>	<p>Independent Descriptor: Sustains independent reading for at least ____* minutes at a time</p> <p>*Note the length of time increases over time from 5 minutes to 15 minutes by the end of first grade.</p>
	<p>Advanced Descriptor: Sustains independent reading for an extended period of time</p>	

Extending Readers (DRA2, Levels 28–38)

For Extending readers, evaluate the students' overall engagement as readers based on their written responses to questions and prompts about Wide Reading and Self-Assessment/Goal Setting on the Student Reading Survey.

Wide Reading refers to the type and amount of reading students do on a regular basis. It also gives insight into the students' preferences as readers.

A student needs to meet all Independent criteria in order to be considered independent. If he or she only meets part of the criteria, select the Instructional descriptor. For example, the student lists on-grade-level texts that he or she has finished reading but does not list what he or she is presently reading at school and/or home.

The student also needs to meet all Advanced criteria on the Continuum to be considered advanced. An advanced student needs to have at least one title from three different genres among six or more book titles listed on the Student Reading Survey.

Examples of Extending Readers' Reading Engagement Written Responses

<p>WIDE READING</p> <p>Prompts:</p> <p>1. What books have you finished reading lately? You may use your record of books read.</p> <p>2. What are you reading at school and at home now?</p>	<p>Independent Descriptor:</p> <p>Titles within 2 genres or multiple books within a genre; generally on-grade-level texts</p>	<p>Student Response Examples:</p> <p>1. <u>Sunset of the Sabertooth</u> <u>Junie B. Jones and Some Monkey Business</u> <u>Mouse Soup</u> <u>Mouse Tales</u></p> <p>2. <u>Handmade Sign Language</u> <u>Junie B. Jones Loves Handsome Warren</u></p>
	<p>Advanced Descriptor:</p> <p>Titles across 3 or more genres; many on- and above-grade-level texts</p>	<p>Student Response Examples</p> <p>1. <u>A to Z Mysteries</u> <u>Helen Keller: Courage in the Dark</u> <u>The Great Houdini</u> <u>Junie B. Jones: Boo and I Mean it!</u></p> <p>2. <u>Series of Unfortunate Events</u> <u>Junie B. Jones</u></p>

Engaged readers have a growing understanding about their strengths and needs as readers. They also have goals and some plan of action for themselves as readers. Students' responses to the Self-Assessment/Goal Setting questions give you insight into how students perceive themselves as readers, as well as their ability to monitor and reflect upon their reading behaviors.

As in the sections above, a student must meet all the criteria for Independent and/or Advanced on the Continuum to be considered at those levels of performance. If part of the criteria is not met, then

select the previous descriptor. For example, if the student identified three strengths (an Advanced response) for self-assessment but identified two goals (an Independent response), you would select the Independent descriptor on the Continuum. If the student identified three strengths (an Advanced response) for self-assessment but identified one goal (an Instructional response), you would select the Instructional descriptor on the Continuum. The student did not meet the criteria for Independent and his or her response indicates a need for instruction in setting goals as a reader.

Examples of Extending Readers' Reading Engagement Written Responses

<p>SELF-ASSESSMENT/ GOAL SETTING</p> <p>Prompts:</p> <p>1. What are 3 things you do well as a reader?</p> <p>2. What are 3 things you would like to work on to become a better reader?</p>	<p>Independent Descriptor: 2 specific strengths and 2 specific goals related to the reading process</p>	<p>Response Examples:</p> <p>1. Strengths:</p> <ul style="list-style-type: none"> • <i>think about what I am reading</i> • <i>reading with expression</i> <p>2. Goal(s):</p> <ul style="list-style-type: none"> • <i>figure out words when there are no pictures</i> • <i>read longer chapter books</i>
	<p>Advanced Descriptor: 3 specific strengths and 3 specific goals that reflect a higher level of thinking</p>	<p>Response Examples:</p> <p>1. Strengths:</p> <ul style="list-style-type: none"> • <i>I sound out words</i> • <i>I read . and ! and ?</i> <p>2. Goal(s):</p> <ul style="list-style-type: none"> • <i>I want to slow down and think about my reading</i> • <i>I want to learn to figure out hard words</i>
	<p>Advanced Descriptor: 3 specific strengths and 3 specific goals that reflect a higher level of thinking</p>	<p>Response Examples:</p> <p>1. Strengths:</p> <ul style="list-style-type: none"> • <i>stopping and thinking about what I am reading</i> • <i>making connections</i> • <i>read fast</i> <p>2. Goal(s):</p> <ul style="list-style-type: none"> • <i>slow down so I don't miss anything</i> • <i>try to read more historical fiction</i> • <i>make sure I sound like the people talking</i>
	<p>Advanced Descriptor: 3 specific strengths and 3 specific goals that reflect a higher level of thinking</p>	<p>Response Examples:</p> <p>1. Strengths:</p> <ul style="list-style-type: none"> • <i>understanding what I read</i> • <i>picking just-right books</i> • <i>knowing how to sound out a lot of words</i> <p>2. Goal(s):</p> <ul style="list-style-type: none"> • <i>make more predictions in my head</i> • <i>read the Magic Tree House books in order</i> • <i>understand words I don't know</i>

Comprehension

The next section of the Handbook provides general directions for scoring students' oral or written responses. Also included are examples of Independent and Advanced student responses to the Comprehension questions and prompts in the Teacher Observation Guides (Levels 4–24) and in the Student Booklets (Levels 28–38) for each Benchmark Assessment Book.

Examples of Developing/Instructional or Emerging/Intervention responses have not been included in this section. It is assumed that if you know what Independent and Advanced responses include, you will recognize a partial or partially correct response. Partial or partially correct responses are scored as Developing/Instructional on the Continuum. Students' responses that are incorrect, very limited, or omitted are scored as Emerging/Intervention on the Continuum.

Constructing meaning before, during, and after reading a text is at the heart of reading. The ability to effectively comprehend, and then retell and/or write a summary that includes important information (e.g., key concepts, facts, and vocabulary in a nonfiction text; important characters, events, and

details in a fiction text) is essential for all successful readers/learners. Students' responses to the prompts and questions given orally and/or in writing in the Student Booklets demonstrate how well they use comprehension skills and strategies to

- understand the text
- think beyond the literal level
- support their thoughts with details from the text

The selected skills and strategies included in the Comprehension section of the *DRA2, K–3, Continuum* change as you move from the lower to the higher text levels.

It is critical that you know the *DRA2* texts that your students are reading. It is impossible to make sound, consistent judgments about students' levels of comprehension if you do not know the stories and nonfiction texts that you are using with students.

<i>DRA2, K–3, Text Levels</i>		4–16	18–24	28–38	40
Comprehension Skills and Strategies	Previewing	Oral			
	Prediction		Oral	Dictated	Written
	Retelling	Oral	Oral		
	Nonfiction Text Features	Oral		Dictated	
	Fiction Text Features			Dictated	
	Summary			Scaffolded/Written	Written
	Making Connections	Oral			
	Reflection	Oral	Oral	Written	Written
	Interpretation		Oral	Written	Written
	Literal Comprehension			Written	Written
Metacognitive Awareness				Written	

Previewing: Description

When students preview a text (Levels 4–16), they use background knowledge, the book title, the introduction given by the teacher, and information from the illustrations to construct a tentative story. In *DRA2, K–3*, students are asked to look at the pictures and tell what is happening in the story.

Note that it is important during the assessment to record in the margin on the Teacher Observation Guide key ideas and vocabulary/names, as well as connecting language that the students included in their preview. These notes will help you make better judgments and support why you selected specific descriptors on the Continuum.

To evaluate a student's preview, note his or her use of connecting language (such as *and, then, now*), as well as the inclusion of key vocabulary, characters, and events depicted in the illustrations. Also consider if the student needed to be prompted during this portion of the assessment.

Select an Advanced performance on the Continuum if the student's preview includes:

- characters' names given in the introduction
- at least four events or actions depicted in the illustrations
- key vocabulary given in the introduction or depicted in the illustrations
- connecting language/transitional words or phrases (such as *and, then, in the end*) without prompting

Select an Independent performance if the student's preview includes:

- characters' names given in the introduction
- at least three events or actions depicted in the illustrations
- some key vocabulary given in the introduction or depicted in the illustrations
- some connecting language/transitional words or phrases (such as *and, then, in the end*) without prompting

Students must meet all the criteria for the Independent or Advanced performance on the Continuum to be considered at those levels. If part of the criteria is not met, then select either an

Emerging/Intervention or Developing/Instructional descriptor.

Select a Developing/Instructional performance if a student

- comments briefly about each event or action
- does not use connecting language
- needs to be prompted to tell what else is happening or depicted in the text

If a student only comments briefly about each event or action when he or she is prompted or is uncertain about what is happening in the illustrations, select an Emerging/Intervention performance.

Prediction: Description

When students predict, they use their knowledge of text structures, background knowledge, book title, cover, and the introductory passage to propose what is likely to occur in the remaining text. The readers' predictions and questions form a purpose for reading and a basis for monitoring their comprehension. In the *DRA2, K–3* (Levels 18–40), after reading a designated passage, students predict what they think will happen in a fiction text. In a nonfiction text, they pose questions they think will be answered based on the title and table of contents.

Note that it is important during the assessment to record as much as possible what students included in their oral predictions in the margins of the Teacher Observation Guide. These notes will not only help you make better judgments but will also document why you selected specific descriptors on the Continuum.

To evaluate a student's predictions, note if the predictions go beyond what was read aloud and if each prediction is different, not just a restatement. Also note the student's use of tentative language (such as *may, might, probably, think*), transitional words and phrases (such as *and, in the end, then*), characters' names, and/or concepts vocabulary included in the introduction or pages read aloud.

Select an Advanced performance on the Continuum if the student makes three or more thoughtful predictions that go beyond what he or she read aloud.

Consider predictions “thoughtful” when it is evident that the student

- based on his or her predictions on the title, ideas/information from the introduction and page(s) read aloud, as well as prior experiences with similar texts
- used tentative language such as *may, might, probably, think*
- included characters’ names and/or concepts and key vocabulary without prompting

Select an Independent performance if the student makes at least two reasonable predictions that go beyond what he or she read aloud. Consider predictions “reasonable” when it is evident that the student

- used the ideas/information from the introduction and page(s) read aloud as the primary basis for his or her predictions
- included at least the main characters’ names and some concepts and key vocabulary without prompting

The student must meet all the criteria for Independent or Advanced on the Continuum to be considered at one of those levels. If part of the criteria is not met or the student needed prompting, then select either a Developing/Instructional or Emerging/Intervention descriptor.

Select a Developing/Instructional performance when a student makes at least one reasonable prediction based on what he or she has heard in the introduction or read aloud and/or was prompted.

Select an Emerging/Intervention performance if the student makes an unrelated prediction or was uncertain about what might happen in the rest of the text.

Retelling: Description

The oral retelling in the *DRA2, K–3* (Levels 4–24), gives students the opportunity to think about and retell the story or information in a nonfiction text they have read. Students are asked to start at the beginning and tell what happened in the story or what the author said about the topic. There are specific prompts or questions to use if the student gives a limited retelling or omits important information.

To help you evaluate a student's oral retelling, it is important during the assessment to record as much of the retelling as possible. Underlining on the Story Overview as well as jotting down other information the student includes in the retelling will not only help you make better judgments but will also document why you selected specific descriptors on the Continuum. If you notice during the retelling that it is difficult to underline on the Story Overview, it generally indicates that the student is recalling events out of sequence, misunderstood the story, or is retelling less significant information. It will help when you score if you number the events as they were retold if the student retells them out of sequence. If you tape-record *DRA2* conferences, you may listen again to the retelling if needed.

As you evaluate the student's oral retelling, use what you have underlined and made note of on the Story Overview. On the Continuum, oral retelling is subdivided into the following four areas:

Fiction Texts	Nonfiction Texts
• Sequence of events	• Key ideas and facts
• Characters and details	• Details
• Vocabulary	• Vocabulary
• Teacher support	• Teacher support

Select the descriptor that best reflects the students' performance in each of these four areas. The descriptors selected as Emerging/Intervention or Developing/Instructional indicate what a student needs to learn next in order to give an effective retelling.

To evaluate a student's retelling of fiction texts, note if the retelling includes

- the important events in sequence
- the characters' names

- important details
- language/vocabulary from the text

Also consider the number of prompts given after the initial retelling.

To evaluate a student's retelling of nonfiction texts, note if the retelling includes

- the key ideas and facts
- important details
- language/vocabulary from the text

Also consider the number of prompts given after the initial retelling.

CONTINUUM

Select an Advanced performance in the four areas for retelling on the Continuum when

- the vast majority of the information on the Story Overview is underlined or highlighted in sequential or logical order
- the student included the characters' names and important details for fiction texts or all key ideas/facts and important details for non-fiction texts
- the student's use of language/vocabulary from the text reflects a good understanding of key words and/or concepts
- no prompts were used during the retelling

Every statement on the overview needs to be included in some fashion in order for the retelling to be considered Advanced.

Select an Independent performance in the four areas in retelling when

- much of the information on the Story Overview is underlined or highlighted generally in sequential or logical order
- most of the characters' names and some important details included by the student are noted
- the student's use of language/vocabulary from the text reflects a basic understanding of key words and/or concepts
- only one or two prompts were used during the retelling

Most statements on the overview need to be included in some fashion in order for the retelling to be considered Independent.

Select a Developing/Instructional performance if the student

- gives a partial retelling
- retells events out of sequence; refers to characters using pronouns
- includes misinterpretation
- uses some language/vocabulary from the text that reflects only some understanding of key words/concepts
- requires three or four prompts during retelling

Select an Emerging/Intervention performance if the student

- gives a limited retelling (1–2 events or details)
- refers to characters using general pronouns
- includes incorrect information
- uses general terms or labels reflecting limited understanding of key words/concepts
- requires five or more prompts during retelling

Note that no examples of students' oral retellings have been included at this time.

Nonfiction Text Features: Description

In the *DRA2*, K–3, nonfiction text features include the book title, table of contents, headings, boldfaced words within the text, glossary, labels, captions, and information presented graphically in charts, graphs, maps, diagrams, and timelines. Developing readers are in the process of learning to use nonfiction text features to determine how the text is organized and how to access information presented graphically.

Level 16 Nonfiction

Students reading the nonfiction texts at Level 16 are asked to access information from either a chart or timeline.

Levels 28 Nonfiction

Students reading nonfiction texts at Level 28 are asked to tell why the author used an identified heading. They are also asked to tell what information is presented either in a map or in a web.

Level 38 Nonfiction

Students reading a nonfiction text at Level 38 are asked to tell the information presented in either a map or a graph. They are also asked to locate the glossary and tell what an identified word with multiple meanings means in the selected text.

To evaluate students' ability to use nonfiction text features, consider

- the accuracy of the information they note
- the vocabulary, terms, and labels they used as an indication of their level of understanding
- specific details included in their responses
- how quickly they access the information

CONTINUUM

Select an Advanced performance on the Continuum if the student gives an accurate response that includes specific details in his or her response.

Select an Independent performance if the student gives an accurate response to the prompts but includes few or no specific details.

For students who give a partial response or a partially correct response, select an Instructional performance on the Continuum. If the student is unsure or cites incorrect information, select an Intervention performance.

Note that students must meet the criteria for Independent or Advanced for both prompts to be considered Independent or Advanced. If he or she only meets part of the criteria, select the previous level descriptor. For example, if the student does not know why the author used a heading but was able to tell you what the map showed, you would select the Instructional descriptor on the Continuum.

The following are examples of students' oral responses for DRA2 Levels 16, 28, and 38.

Level 16 NF Animal Homes

<p>USING NONFICTION TEXT FEATURES</p> <p>Prompt: Turn to the chart on page 14. Use the chart, and tell me what animals make their homes in the water. How is the rabbit's home different from the squirrel's home on this chart?</p>	<p>Independent Descriptor: Locates and uses information in the chart to accurately respond to both prompts</p> <p>Student Oral-Response Example: <i>Beaver, alligator, and fishes. Rabbits live under the ground. Squirrels live in trees.</i></p>	<p>Advanced Descriptor: Quickly locates and uses information in the chart to accurately respond with details to both prompts</p> <p>Student Oral-Response Example: <i>Beavers, alligators, and fish. Rabbits live in holes they dig under the ground. Squirrels live in nests they build up high in trees.</i></p>
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Level 28 NF Animals Can Help

<p>NONFICTION TEXT FEATURES</p> <p>Prompt: Turn to page 2. Why do you think the author put a heading at the top of this page? Turn to the web on page 15. What does this web show you?</p>	<p>Independent Descriptor: Accurate information accessed from text features</p> <p>Student Response Example: <i>To tell you about what you are reading about.</i> <i>It shows different ways animals can help people.</i></p>	<p>Advanced Descriptor: Detailed information accessed from text features</p> <p>Student Response Example: <i>To help people know that this part is about animals that help.</i> <i>It shows what animals are service animals and what they do to help people who can't see or move.</i></p>
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Level 38 NF Mae Jemison: Shooting for the Stars

<p>NONFICTION TEXT FEATURES</p> <p>Prompt: Turn to page 4. Read the map and tell me what this map shows you. Turn to the glossary. What does the word <i>degrees</i> mean in this book?</p>	<p>Independent Descriptor: Accurate information accessed from text features</p> <p>Student Response Example: <i>It shows where Mae visited as a young doctor.</i> <i>Certification given to students who have completed advanced training or education.</i></p>	<p>Advanced Descriptor: Detailed information accessed from text features</p> <p>Student Response Example: <i>The map shows you the countries Mae visited as a young doctor. She was in Cuba, Sierra Leone, Liberia, Kenya, and Thailand.</i> <i>Certificates given to students who have completed advanced training or education.</i></p>
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Fiction Text Features: Description

In *DRA2, K–3*, fiction text features include the book title and cover, the illustrations, and the written text. Readers use information from these features to construct tentative ideas about the story, the characters, the setting, and the plot.

Levels 28–38

In this portion of the assessment, Extending readers are asked to use information from the title, the initial illustrations, and the text read aloud to tell what they know so far about two of the main characters.

To evaluate students' ability to use fiction text features, consider

- the accuracy of the information they include in their descriptions of each character
- the vocabulary they use as an indication of their level of understanding
- specific details included in their responses

CONTINUUM

Select an Advanced performance on the Continuum if the student accurately describes each character with at least three specific details. These responses are often literal and reflect information included in the title and/or illustrations.

Select an Independent performance if the student accurately describes each character with at least two specific details. These responses are also literal but include less specific details from the text than an Advanced response.

If student gives a partial response (e.g., describes only one of the characters) or a partially correct response, select an Instructional performance. If the student is unsure or cites incorrect information, select Intervention.

Note that students must meet the criteria for Independent or Advanced for both characters. If he or she only meets part of the criteria, select the previous level descriptor.

The following are sample responses for *DRA2, K–3*, Levels 28 and 38.

Level 28 F *Missing Sneakers*

<p>USE OF TEXT FEATURES</p> <p>Prompt: Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about Sara and Sneakers.</p>	<p>Independent Descriptor: Description of each character; includes at least 2 specific details</p> <p>Student Response Example: Sara: <i>Sara is moving. She has a black cat named Sneakers.</i> Sneakers: <i>He likes to go outside.</i></p>	<p>Advanced Descriptor: Description of each character; includes at least 3 specific details</p> <p>Student Response Example: Sara: <i>Sara is a little girl. She is packing boxes to move. She has to take care of her cat.</i> Sneakers: <i>He likes to sneak outside. He is black with white paws.</i></p>
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Level 38 F *Trouble at the Beaver Pond*

<p>USE OF TEXT FEATURES</p> <p>Prompt: Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about the mother beaver and her kits.</p>	<p>Independent Descriptor: Description of each character; includes at least 2 specific details</p> <p>Student Response Example: Mother Beaver: <i>The mother beaver is working on the dam. She is watching her babies.</i> Kits: <i>The kits are play fighting. They are on land.</i></p>	<p>Advanced Descriptor: Description of each character; includes at least 3 specific details.</p> <p>Student Response Example: Mother Beaver: <i>The mother beaver used her big tail and strong front paws to work on the dam. She likes her kits to stay close.</i> Kits: <i>The brother and sister kits are playing on the land. They move more quickly in water.</i></p>
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Making Connections: Description

Making connections with what one reads enhances the reader's understanding of, and at times appreciation for, a text. Connections to self, the world, and other texts support higher-level thinking, such as predicting, interpreting, comparing, contrasting, and evaluating. It also makes a text more memorable. Early and Transitional readers reading *DRA2* Levels 4–16 tell you what a text makes them think of or what connections they made as they read.

To evaluate students' ability to make connections, consider

- the type and level of the connection
- if the connection made reflects a deeper understanding, a basic understanding, or a limited understanding of what was read

Select an Advanced performance on the Continuum if the student makes a thoughtful connection that reflects a deeper understanding of the text. These responses may include text-to-self or text-to-text connections. They generally include specific details.

Select an Independent performance if the student makes a literal connection reflecting a basic understanding. These responses most frequently are text-to-self connections and may include one or two details.

For students who cite similar objects or actions given in the text, such as “my umbrella” or “when I skate” for their connection, select a Developing/Instructional performance on the Continuum. These types of connections often reflect a limited understanding of the story or text.

When students name an object or event in the text and do not personalize it, such as “food” or “playing,” make an unrelated connection, or cannot think of anything, select an Emerging/Intervention performance.

Use the following student examples of oral responses as an initial basis for your evaluation of students' ability to make connections.

Level 4 F: *Where Is My Hat?*

<p>MAKING CONNECTIONS</p> <p>Prompt: What did this story make you think of? or What connections did you make while reading this story?</p>	<p>Independent Descriptor: Makes a literal connection that reflects a basic understanding of the story</p> <p>Student Oral-Response Example: <i>It reminded me of when I couldn't find my ball.</i></p>	<p>Advanced Descriptor: Makes a thoughtful connection that reflects a deeper understanding of the story</p> <p>Student Oral-Response Example: <i>It made me think of when I lost My Little Pony and found it under my bed.</i></p>
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Level 10 F: *Grandma's Surprise*

<p>MAKING CONNECTIONS</p> <p>Prompt: What did this story make you think of? or What connections did you make while reading this story?</p>	<p>Independent Descriptor: Makes a literal connection that reflects a basic understanding of the story</p> <p>Student Oral-Response Example: <i>When I do things with my mom for my dad</i></p>	<p>Advanced Descriptor: Makes a thoughtful connection that reflects a deeper understanding of the story</p> <p>Student Oral-Response Example: <i>I made a surprise call for dad's birthday. We got a cake for him and he didn't know it. He was in Costa Rica so we celebrated with the surprise cake when he got home.</i></p>
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Level 16 NF: *Animal Homes*

<p>MAKING CONNECTIONS</p> <p>Prompt: What did this book make you think of? or What connections did you make while reading this book?</p>	<p>Independent Descriptor: Makes a literal connection that reflects a basic understanding of the text</p> <p>Student Oral-Response Example: <i>About a bird that made a nest in my tree</i></p>	<p>Advanced Descriptor: Makes a thoughtful connection that reflects a deeper understanding of the text</p> <p>Student Oral-Response Example: <i>Other animal homes they didn't mention like bees in hives and turtles in water and their shells</i></p>
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Summary: Description

The Scaffolded Summary in *DRA2, K–3*, gives students reading text Levels 28–38 an opportunity to compose a summary that reflects their level of understanding of what they have read. It is assumed that these Extending readers are able to effectively retell what they have read orally. Unlike an oral retelling that includes most of the information from a text, summaries are not expected to be as long or as detailed as a retelling. Note that students may use the book as they construct their summaries.

Levels 28–38

The summary page in the Student Booklets for *DRA2, Levels 28–38* scaffolds students' summaries by including transitional words/phrases (e.g., *In the beginning, next, after that*) for stories and main headings in nonfiction texts. In a scaffolded summary, students first determine the important ideas and details within the text, and then use the provided transitional words/phrases or headings to organize their thoughts and write what they think is most important for others to know about the story or topic.

Level 40

At Level 40 students are prompted to include the important characters, events, facts, and details from the beginning, middle, and end of the story or nonfiction text. The summary page in the Student Booklets does not include transitional words/phrases or headings.

To evaluate students' summaries, read for or consider only the content. All structural and/or mechanical errors (grammar, punctuation, and/or spelling) should not be factored into your decision, but they can be noted for future instruction.

On the Continuum, scaffolded written summaries are subdivided into the following two areas: the scaffolded summary and the vocabulary included in the written summary. You are to select the descriptor that best reflects the student's performance in each of these two areas on the Continuum:

- For fiction texts, students are expected to use the transitional words/phrases to write a one-page summary that includes the major events from the beginning, middle, and end, the characters' names, important details, and

language/vocabulary from the text that reflects at least a basic understanding of key words/concepts.

- For nonfiction texts, students are expected to use the headings to write a one-page summary that includes the major ideas with supporting facts, important details, and key vocabulary from the text that reflects at least a basic understanding of key words/concepts.

Select an Advanced performance in the two areas for summary on the Continuum if the summary

- is generally written in the students' own words
- includes all the important events from the beginning, middle, and end
- includes all the important characters' names and important details
- includes language/vocabulary from the text that reflects a good understanding of key words and/or concepts

Select an Independent performance in the two areas for summary if the summary

- is generally written in the students' own words
- includes many of the important events from the beginning, middle, and end
- includes important characters' names and some details
- includes language/vocabulary from the text that reflects a basic understanding of key words and/or concepts

If the summary does not reflect at least a basic understanding, determine if it is a partial (Instructional response) or very limited (Intervention response) summary.

- The Instructional summaries may include misinterpretation.
- The Intervention summaries may include incorrect information.

When there is a significant amount of incorrect information, the summary is to be scored as Intervention even though the student has written a lot or included other accurate information. This student needs to learn how to monitor his or her comprehension and use fix-up strategies when the meaning is not clear.

The descriptors selected at Instructional or Intervention indicate what students need to learn next in order to construct a more effective written summary.

Use the student examples of written responses included in this Teacher Guide for the *DRA2, K–3*, texts you are using as an initial basis for your evaluation of students' written summaries. You will find after you read five to six summaries of the same text, you will be able to select the appropriate descriptor more quickly. It may also help if initially you summarize the text yourself, jotting down what you think is important.

Literal Comprehension: Description

The ability to recall, locate, and use specific information stated in a text enables readers to respond to literal comprehension questions as well as support opinions and justify responses. Literal comprehension also provides the basis for making predictions, inferences, and connections.

Students reading *DRA2* text Levels 28–40 locate and use information explicitly stated in the text to respond to a prompt in the Student Booklet.

To evaluate students' literal comprehension, consider

- the accuracy of the information
- the amount of detail included in the response

Advanced responses include accurate detailed information. Independent responses also include accurate information but generally only a few details. Partial or partially correct responses are scored as Instructional. Incorrect responses and no response are scored as Intervention.

Use the student examples of the written responses included for the *DRA2* texts as an initial basis for your evaluation of students' responses. Note that students may copy directly from the text to respond to literal prompts or questions and that their responses may vary and still be accurate.

Interpretation: Description

The ability to go beyond the literal meaning of a text enables readers to gain a deeper understanding as they use prior knowledge to grasp the meaning of what is implied by the author.

In the Interpretation section of *DRA2, K–3*, students reading Levels 18–40 use critical-thinking skills to answer questions that require them to infer beyond the literal information given in the text. Students either tell or write about what they think was implied in the text in response to a question or prompt.

To evaluate students' ability to make inferences, consider

- how well they understand important text implications
- what supporting details are included in their response

Select an Advanced performance on the Continuum if students demonstrated insightful understanding of important text implications and included supporting details in their response.

Select an Independent performance if students understood important text implications and included some supporting details. The difference between an Independent and an Advanced performance is that Advanced is more thoughtful, goes deeper, and/or connects more details within the story.

If students' interpretation only reflects some understanding of the important text implications and includes few or no supporting details, select an Instructional performance. Often these responses are more literal or include misinterpretation. You often have to infer students' intended meaning.

When students do not respond or demonstrate little understanding of important text implications, select an Intervention performance. These responses are often based on incorrect information.

Use the student examples of the oral responses below or written responses starting on page 88 as an initial basis for your evaluation of students' ability to interpret/make inferences.

Level 18 F Game Day

<p>INTERPRETATION</p> <p>Prompt: What do you think the author is trying to tell you in this story?</p>	<p>Independent Descriptor: Understands important text implications; may include supporting details</p> <p>Student Oral-Response Example: <i>That it is good to be helpful and a #1 friend.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications with supporting details or rationale</p> <p>Student Oral-Response Example: <i>Since Raccoon learned that helping friends can be good, you should always be proud of yourself for helping people.</i></p>
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Level 20 F Green Freddie

<p>INTERPRETATION</p> <p>Prompt: What do you think the author is trying to tell you in this story?</p>	<p>Independent Descriptor: Understands important text implications; may include supporting details</p> <p>Student Oral-Response Example: <i>Everybody doesn't have to look or be the same. It's okay to be different.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications with supporting details or rationale</p> <p>Student Oral-Response Example: <i>It doesn't matter about your skin color. You can be glad what color you are, like white people and black people.</i></p>
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Reflection: Description

Readers use their prior knowledge to help them determine the importance of, reflect on, and evaluate what they read. Students' abilities to establish and/or use criteria when making judgments are important skills in critical reading and thinking. In *DRA2, K-3*, students reading Levels 18-40 identify what they think is the most significant event or message in a text and give reason(s) for their opinion. The ability to justify one's response is an important skill for all readers/learners. It enables others to know the basis for a decision and provides an opening for further discussion.

To evaluate students' ability to reflect and identify significant events and/or messages, consider

- Did this student identify a significant event or message?
- Did he or she give at least a relevant reason for his or her opinion?

Select an Advanced performance on the Continuum if the student identifies a significant message/event and gives reason(s) for his or her opinion that demonstrates higher-level thinking. When identifying the most important event, Advanced students generally understand that a chain of events leads to the resolution or conclusion. They often identify the initial or at least an earlier event in the story as most important. When identifying the most important message, they are able to synthesize information from the text and prior knowledge to relay a significant message.

Select an Independent performance if the student identifies a significant message/event and gives a relevant reason(s) for his or her opinion. At times, these responses identify the same event or message as students give for Advanced. The difference is in the reason given. The reason is relevant but does not reflect higher-level or more in-depth thinking.

Select an Instructional performance if the student identifies a less significant message/event and gives a general reason for his or her opinion.

When students do not respond or identify an unrelated message/event and/or give no reason for their opinion, select an Intervention performance. These responses are often based on incorrect information.

Use the student examples of the oral responses below or the written responses starting on page 88 as an initial basis for your evaluation of students' level of performance for Reflection.

Level 18 F Game Day

<p>REFLECTION</p> <p>Prompt:</p> <ol style="list-style-type: none"> 1. What do you think was the most important thing that happened in this story? 2. Why do you think that was important? 	<p>Independent Descriptor: Identifies a significant event <i>and</i> gives relevant reason(s) for opinion</p> <p>Student Oral-Response Example:</p> <ol style="list-style-type: none"> 1. <i>That all the animals got a medal, no one got left out.</i> 2. <i>No one was sad.</i> 	<p>Advanced Descriptor: Identifies a significant event <i>and</i> gives reason(s) for opinion that reflects higher-level thinking</p> <p>Student Oral-Response Example:</p> <ol style="list-style-type: none"> 1. <i>Raccoon's friends gave her a medal. Then she knew she was a good friend.</i> 2. <i>Because she had been sad but now she was happy and proud.</i>
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Level 20 F Green Freddie

<p>REFLECTION</p> <p>Prompt:</p> <ol style="list-style-type: none"> 1. What do you think was the most important thing that happened in this story? 2. Why do you think that was important? 	<p>Independent Descriptor: Identifies a significant event <i>and</i> gives relevant reason(s) for opinion</p> <p>Student Oral-Response Example:</p> <ol style="list-style-type: none"> 1. <i>The wise owl helped the frog see that green was a good color to be.</i> 2. <i>Because he was being kind to Freddie.</i> 	<p>Advanced Descriptor: Identifies a significant event <i>and</i> gives reason(s) for opinion that reflects higher-level thinking</p> <p>Student Oral-Response Example:</p> <ol style="list-style-type: none"> 1. <i>When the owl came to help Freddie.</i> 2. <i>The owl helped him understand people or animals could be different colors and that's okay.</i>
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Examples of Student Written Responses (Levels 28–40)

This section of the Handbook provides examples of Independent and Advanced written student responses to the Comprehension questions and prompts in the Student Booklet for each Benchmark Assessment Book in Levels 28–40.

Level 28: NF *Animals Can Help*

<p>PREDICTION</p> <p>Prompt: Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?</p>	<p>Independent Descriptor: At least 2 reasonable questions that go beyond page(s) read aloud</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>What are service animals?</i> 2. <i>Why do they need animals in nursing homes?</i> 	<p>Advanced Descriptor: 3 thoughtful questions that go beyond page(s) read aloud</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>What do service animals do?</i> 2. <i>How do they train them?</i> 3. <i>How do service animals help people?</i>
<p>NONFICTION TEXT FEATURES</p> <p>Prompt:</p> <ol style="list-style-type: none"> 1. Turn to page 2. Why do you think the author put a heading at the top of this page? 2. Turn to the web on page 15. What does this web show you? 	<p>Independent Descriptor: Accurate information accessed from text features</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>To tell you about what you are reading about.</i> 2. <i>It shows different ways animals can help people.</i> 	<p>Advanced Descriptor: Detailed information accessed from text features</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>To help people know that this part is about animals that help.</i> 2. <i>It shows what animals are service animals and what they do to help people who can't see or move.</i>
<p>SCAFFOLDED SUMMARY</p> <p>Prompt: Write 2 important facts in your own words for each heading. You may use the book to help you.</p>	<p>Independent Descriptor: Summary in own language; includes important ideas <u>and</u> a few supporting facts from each section</p> <p>(See student response example on next page.)</p>	<p>Advanced Descriptor: Summary in own language; includes the most important ideas <u>and</u> some facts from each section</p> <p>(See student response example on next page.)</p>

Level 28 NF Animals Can Help (continued)

<p>SCAFFOLDED SUMMARY: VOCABULARY</p> <p>Prompt: Write 2 important facts in your own words for each heading. You may use the book to help you.</p>	<p>Independent Descriptor: Most language/vocabulary from the text; basic understanding of most key words/concepts</p> <p>Student Response Example: Animal Helpers: <i>Help people who can't see. Some make people laugh and make them feel better.</i> Service Animals: <i>Help people who can't move, see, or hear.</i> Dogs: <i>Help people who cannot hear.</i> Monkeys: <i>Help people do stuff when they can't move.</i> Horses: <i>Help people walk down stairs.</i></p>	<p>Advanced Descriptor: All important language/vocabulary from the text; good understanding of key words/concepts</p> <p>Student Response Example: Animal Helpers: <i>Some animals can help you feel better. Some animals help people move and get stronger.</i> Service Animals: <i>Service animals are trained to help people who can't see, hear, or move.</i> Dogs: <i>Trained dogs help people who can't hear. When they hear a sound they touch their owner.</i> Monkeys: <i>Monkeys help people who can't move. A monkey follows its owner's commands.</i> Horses: <i>A horse wears a special harness. It helps people walk.</i></p>
<p>LITERAL COMPREHENSION</p> <p>Prompt: List 2 ways animals help in hospitals and nursing homes.</p>	<p>Independent Descriptor: Accurate response</p> <p>Student Response Example: <i>They make people feel more at home and they make them laugh.</i></p>	<p>Advanced Descriptor: Accurate response with specific details</p> <p>Student Response Example: <i>They help sick people laugh when they do tricks. Petting the animals make people move and use their hands.</i></p>
<p>INTERPRETATION</p> <p>Prompt: Why do you think a dog must be trained before it can help someone who cannot see?</p>	<p>Independent Descriptor: Understands important text implications; may include supporting details</p> <p>Student Response Example: <i>It won't know what to do. It might lead the person into a busy road.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications with supporting details or rationale</p> <p>Student Response Example: <i>If the dog is not trained it won't know how to help. They need to learn how to lead them across streets and up and down stairs so their owners are safe.</i></p>
<p>REFLECTION</p> <p>Prompt: What do you think is the most important thing you learned from reading this book? Tell why you think it is important.</p>	<p>Independent Descriptor: Significant message and a relevant reason for opinion</p> <p>Student Response Example: <i>I learned that dogs and cats visit people in nursing homes. That's important because they make old people smile.</i></p>	<p>Advanced Descriptor: Significant message and reason for opinion that reflects higher-level thinking</p> <p>Student Response Example: <i>I learned how monkeys help people who can't move. I think that is important because monkeys can do things for them that they can't do anymore by themselves and they are more like you and me.</i></p>

Level 28 NF From *Peanuts to Peanut Butter*

<p>PREDICTION</p> <p>Prompt: Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?</p>	<p>Independent Descriptor: At least 2 reasonable questions that go beyond page(s) read aloud</p> <p>Student Response Example: 1. <i>How can you make peanut butter?</i> 2. <i>How do you get the peanuts from the plants?</i></p>	<p>Advanced Descriptor: 3 thoughtful questions that go beyond page(s) read aloud</p> <p>Student Response Example: 1. <i>How is peanut butter made in the factory?</i> 2. <i>How do they make crunchy and smooth?</i> 3. <i>How are peanuts gathered?</i></p>
<p>NONFICTION TEXT FEATURES</p> <p>Prompt: 1. Turn to page 4. Why do you think the author put a heading at the top of this page? 2. Now read the map, and tell me what it shows you.</p>	<p>Independent Descriptor: Accurate information accessed from text features</p> <p>Student Response Example: 1. <i>So if someone wants to know about growing peanuts they look on this page.</i> 2. <i>Shows where in U.S. peanuts are grown.</i></p>	<p>Advanced Descriptor: Detailed information accessed from text features</p> <p>Student Response Example: 1. <i>It tells you that this part tells you about growing peanuts.</i> 2. <i>You know which of the states in the US peanuts grow. Yellow shows where peanuts are grown. Green parts are where peanuts are not grown.</i></p>
<p>SCAFFOLDED SUMMARY</p> <p>SCAFFOLDED SUMMARY: VOCABULARY</p> <p>Prompt: Write 2 important facts in your own words for each heading. You may use the book to help you.</p>	<p>Independent Descriptor: Summary in own language; includes important ideas <u>and</u> a few supporting facts from each section</p> <p>Independent Descriptor: Most language/vocabulary from the text; basic understanding of most key words/concepts</p> <p>Student Response Example: Growing Peanuts: <i>Peanuts are grown at farms. They come through the soil after two weeks.</i> Gathering Peanuts: <i>A digger digs them up in the fall.</i> Making Peanut Butter: <i>They are ground one time to make chunky and two times to make smooth.</i> Peanut Butter Treats: <i>You can eat peanut butter on different foods.</i></p>	<p>Advanced Descriptor: Summary in own language; includes the most important ideas <u>and</u> some supporting facts from each section</p> <p>Advanced Descriptor: All important language/vocabulary from the text; good understanding of key words/concepts</p> <p>Student Response Example: Growing Peanuts: <i>Peanuts grow on farms where it is warm. Peanuts grow in sandy soil.</i> Gathering Peanuts: <i>Peanuts are dug up by machine called digger. After two or three days the peanuts are dried and picked up.</i> Making Peanut Butter: <i>They are roasted. For chunky peanut butter peanuts are ground once. They are ground twice for creamy.</i> Peanut Butter Treats: <i>Peanut butter can be in ice cream and cookies. It is good for you.</i></p>

Level 28 NF From Peanuts to Peanut Butter (continued)

<p>LITERAL COMPREHENSION</p> <p>Prompt: List 2 reasons that most peanuts are grown in the southern part of the United States.</p>	<p>Independent Descriptor: Accurate response</p> <p>Student Response Example: Peanuts grow well in the South because...</p> <ol style="list-style-type: none"> 1. <i>The soil is sandy.</i> 2. <i>The weather is warm.</i> 	<p>Advanced Descriptor: Accurate response with specific details</p> <p>Student Response Example: Peanuts grow well in the South because...</p> <ol style="list-style-type: none"> 1. <i>Peanuts grow in rich, sandy soil.</i> 2. <i>They need warm days and nights to grow.</i>
<p>INTERPRETATION</p> <p>Prompt: Why do you think people use machines to gather peanuts and make peanut butter?</p>	<p>Independent Descriptor: Understands important text implications; may include supporting details</p> <p>Student Response Example: <i>It's too much work for humans to do.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications with supporting details or rationale</p> <p>Student Response Example: <i>Because it's harder to do it by hand. It is easier and quicker when machines do it.</i></p>
<p>REFLECTION</p> <p>Prompt: What do you think is the most important thing you learned from reading this book? Tell why you think it is important.</p>	<p>Independent Descriptor: Significant message and a relevant reason for opinion</p> <p>Student Response Example: <i>How they made peanut butter because I was wondering how to make it.</i></p>	<p>Advanced Descriptor: Significant message and reason for opinion that reflects higher-level thinking</p> <p>Student Response Example: <i>I learned that peanut butter is good for you. It gives you energy. That's important because now when I eat peanut butter I know it is good for me.</i></p>

Level 28 F *Missing Sneakers*

<p>USE OF TEXT FEATURES</p> <p>Prompt: Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about Sara and Sneakers.</p>	<p>Independent Descriptor: Description of each character; includes at least 2 specific details</p> <p>Student Response Example: Sara: <i>Sara is moving. She has a black cat named Sneakers.</i> Sneakers: <i>He likes to go outside.</i></p>	<p>Advanced Descriptor: Description of each character; includes at least 3 specific details</p> <p>Student Response Example: Sara: <i>Sara is a little girl. She is packing boxes to move. She has to take care of her cat Sneakers.</i> Sneakers: <i>He likes to sneak outside. He is black with white paws.</i></p>
<p>PREDICTION</p> <p>Prompt: What are 3 things you think might happen in the rest of this story?</p>	<p>Independent Descriptor: At least 2 reasonable predictions that go beyond the text read aloud</p> <p>Student Response Example: 1. <i>Sneakers might get lost during the move.</i> 2. <i>They might find him back at the old house.</i></p>	<p>Advanced Descriptor: 3 thoughtful predictions that go beyond the text read aloud</p> <p>Student Response Example: 1. <i>Sneakers is going to get lost.</i> 2. <i>Sara might find him up in the tree.</i> 3. <i>Sneakers might get left behind and Sara will be upset.</i></p>
<p>SCAFFOLDED SUMMARY</p> <p>SCAFFOLDED SUMMARY: VOCABULARY</p> <p>Prompt: Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.</p>	<p>Independent Descriptor: Summary in own language; includes important characters, many of the important events, and some details from the beginning, middle, and end</p> <p>Independent Descriptor: Most language/vocabulary from the text; basic understanding of most key words/concepts</p> <p>Student Response Example: In the beginning: <i>There's a family and a cat and they were moving to a new house with their cat Sneakers.</i> Next: <i>So the mother told Sara that they were moving so she had to put her cat in a crate.</i> Then: <i>The next morning it was time to go but Sara didn't put her cat in the cat crate.</i> After that: <i>Sneakers was gone then she look all over the house and she ask all of the moving men.</i> In the end: <i>Then she look outside and in the back yard. Then she heard jingle ball and she look in the moving truck. Then she found her cat.</i></p>	<p>Advanced Descriptor: Summary in own language; includes all important characters, events, and details from the beginning, middle, and end</p> <p>Advanced Descriptor: All important language/vocabulary from the text; good understanding of key words/concepts</p> <p>Student Response Example: In the beginning: <i>Sara and Sneakers were going to move from their old house to a new house.</i> Next: <i>Sara's mom said to put Sneakers in his crate first thing in the morning. Sneakers loved to sneak out.</i> Then: <i>Sara heard the moving truck. She went downstairs to see what the moving men were doing. She forgot to put Sneakers back in his crate.</i> After that: <i>Sara went back to her room. When she got to her room she realized Sneakers was gone.</i> In the end: <i>She looked everywhere till she heard a jingling noise and looked in the moving truck and found Sneakers in a box. Then they went to the new house.</i></p>

Level 28 F Missing Sneakers (continued)

<p>LITERAL COMPREHENSION</p> <p>Prompt: List 2 places where Sara looked for Sneakers.</p>	<p>Independent Descriptor: Accurate response</p> <p>Student Response Example: <i>1. in the den</i> <i>2. under some bushes.</i></p>	<p>Advanced Descriptor: Accurate response with specific details</p> <p>Student Response Example: <i>1. in the cupboards in the kitchen</i> <i>2. up a tree in the backyard.</i></p>
<p>INTERPRETATION</p> <p>Prompt: What do you think Sara learned?</p>	<p>Independent Descriptor: Understands important text implications; may include supporting details</p> <p>Student Response Example: <i>To keep an eye on Sneakers and put Sneakers inside his crate when her mother told her.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications with supporting details or rationale</p> <p>Student Response Example: <i>Sara learned that watching Sneakers is very important because she didn't want another pet. He was very special to her.</i></p>
<p>REFLECTION</p> <p>Prompt: What do you think is the most important event in this story? Tell why you think it is important.</p>	<p>Independent Descriptor: Significant event and a relevant reason for opinion</p> <p>Student Response Example: <i>When Sara heard the jingling noise in the box.</i> <i>Because that's how she found Sneakers.</i></p>	<p>Advanced Descriptor: Significant event and reason for opinion that reflects higher-level thinking</p> <p>Student Response Example: <i>When Sara found her cat, Sneakers.</i> <i>Because that's the only pet that she has and if she didn't find him and had to leave she would be very sad.</i></p>

<p>USE OF TEXT FEATURES</p> <p>Prompt: Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about Little Skunk and Little Rabbit.</p>	<p>Independent Descriptor: Description of each character; includes at least 2 specific details</p> <p>Student Response Example: Little Skunk: <i>His mother said Little Skunk is beautiful. Little Skunk is happy.</i> Little Rabbit: <i>Little Rabbit said Little Skunk is not beautiful.</i></p>	<p>Advanced Descriptor: Description of each character; includes at least 3 specific details</p> <p>Student Response Example: Little Skunk: <i>I know that Mother Skunk thinks Little Skunk is beautiful. Little Skunk has shiny fur. He's happy and ran off to tell the other animals.</i> Little Rabbit: <i>Little Rabbit has long ears and a short tail. He does not think Little Skunk is beautiful.</i></p>
<p>PREDICTION</p> <p>Prompt: What are 3 things you think might happen in the rest of this story?</p>	<p>Independent Descriptor: At least 2 reasonable predictions that go beyond the text read aloud</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> <i>Everyone is going to say Baby Skunk is not beautiful.</i> <i>Mother Skunk might get mad and tell his friends to go away.</i> 	<p>Advanced Descriptor: 3 thoughtful predictions that go beyond the text read aloud</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> <i>Little Skunk might meet other animals that think he's not pretty just like Little Rabbit said.</i> <i>Little Skunk might think to himself that he is really ugly.</i> <i>At the end a snake might tell him, "Do you think I'm ugly because someone else said I'm ugly?" And the snake might say don't believe them.</i>
<p>SCAFFOLDED SUMMARY</p>	<p>Independent Descriptor: Summary in own language; includes important characters, many of the important events, and some details from the beginning, middle, and end</p> <p>(See student response example on next page.)</p>	<p>Advanced Descriptor: Summary in own language; includes all important characters, events, and details from the beginning, middle, and end</p> <p>(See student response example on next page.)</p>

SCAFFOLDED SUMMARY: VOCABULARY

Prompt:
Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.

In the beginning,
Next,
Then,
After that,
In the end,

Independent Descriptor:
Most language/vocabulary from the text; basic understanding of most key words/concepts
Student Response Example:
In the beginning: *Mother Skunk said that Little Skunk was beautiful he was so happy he ran in the forest.*
Next: *He met a rabbit he said his tail was too long his ears they were too tiny.*
Then: *He met a deer he said that his legs were too short.*
After that: *He met a snake he said he much too fat and you don't have pretty designs.*
In the end: *Mother Skunk said everything was beautiful in its own way.*

Advanced Descriptor:
All important language /vocabulary from the text; good understanding of key words/concepts
Student Response Example:
In the beginning: *His mother said that he was beautiful. And when his mother said that she thought he was beautiful and he was happy about it.*
Next: *He went to the forest and told Rabbit that his mother said that he was beautiful. And Rabbit said that he wasn't.*
Then: *He ran into a deer and he said that his mom said that he was beautiful. And the deer said that he wasn't.*
After that: *He ran into a snake and he said what his mother said he was beautiful. But snake said no he wasn't.*
In the end: *He ran home and he told his mother what they said about him that he wasn't beautiful after all. But his mother explained to him that everybody is different. Little Skunk touched the tree and rock. He said everything in the woods is beautiful.*

LITERAL COMPREHENSION

Prompt:
List 2 reasons why Little Deer did not think Little Skunk was beautiful.

Independent Descriptor:
Accurate response
Student Response Example:
1. *He is small.*
2. *His legs are short.*

Advanced Descriptor:
Accurate response with specific details
Student Response Example:
1. *Little Skunk was small for an animal.*
2. *He can't run very fast with his short legs.*

INTERPRETATION

Prompt:
What do you think Little Skunk learned?

Independent Descriptor:
Understands important text implications; may include supporting details
Student Response Example:
He learned all the animals can be beautiful.

Advanced Descriptor:
Insightful understanding of important text implications with important supporting details or rationale
Student Response Example:
I think he learned that everything can be beautiful but in different ways.

REFLECTION

Prompt:
What do you think is the most important event in this story? Tell why you think it is important.

Independent Descriptor:
Significant event and a relevant reason for opinion
Student Response Example:
When he learned everything is beautiful. Because everything is beautiful in its own way.

Advanced Descriptor:
Significant event and reason for opinion that reflects higher-level thinking
Student Response Example:
When the Mother Skunk gave Little Skunk the example of the tree and the rock because then the Little Skunk thinks he's beautiful like the other animals—even though he is different.

Level 30 F *Busy Helpers*

<p>USE OF TEXT FEATURES</p> <p>Prompt: Think about the title, the pictures, and what you have read so far. Tell me what you know about Pedro and Ann.</p>	<p>Independent Descriptor: Description of each character; includes at least 2 specific details</p> <p>Student Response Example: Pedro: <i>Ann and Pedro are friends. They are nice kids.</i> Ann: <i>Ann plays every afternoon at Pedro's house. She wants a dog.</i></p>	<p>Advanced Descriptor: Description of each character; includes at least 3 specific details</p> <p>Student Response Example: Pedro: <i>Pedro plays with Ann almost every afternoon. They help Miss Clark.</i> Ann: <i>Ann wants a dog but her brother is allergic to them. Ann plays with Zane, Miss Clark's dog.</i></p>
<p>PREDICTION</p> <p>Prompt: What are 3 things you think might happen in the rest of this story?</p>	<p>Independent Descriptor: At least 2 reasonable predictions that go beyond the text read aloud</p> <p>Student Response Example: 1. <i>They will help Mrs. Clark more.</i> 2. <i>I think Miss Clark's leg will get better.</i></p>	<p>Advanced Descriptor: 3 thoughtful predictions that go beyond the text read aloud</p> <p>Student Response Example: 1. <i>I think Miss Clark will get better.</i> 2. <i>Pedro and Ann might do a really good job helping since its called Busy Helpers.</i> 3. <i>Miss Clark will be happy that Pedro and Ann are helping.</i></p>
<p>SCAFFOLDED SUMMARY</p> <p>SCAFFOLDED SUMMARY: VOCABULARY</p> <p>Prompt: Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.</p> <p>In the beginning, Next, Then, After that, In the end,</p>	<p>Independent Descriptor: Summary in own language; includes important characters, many of the important events, and some details from the beginning, middle, and end</p> <p>Independent Descriptor: Most language/vocabulary from the text; basic understanding of most key words/concepts</p> <p>Student Response Example: In the beginning: <i>Most afternoons Ann and Pedro played in the back yard at Pedro's house.</i> Next: <i>Miss Clark broke her leg.</i> Then: <i>Ann and Pedro started to help Miss Clark.</i> After that: <i>They went to the store and lost Zane and were looking for him.</i> In the end: <i>They told Miss Clark what happened and then Miss Clark said it's ok because Zane came back. They were all happy.</i></p>	<p>Advanced Descriptor: Summary in own language; includes all important characters, events, and details from the beginning, middle, and end</p> <p>Advanced Descriptor: All important language/vocabulary from the text; good understanding of key words/concepts</p> <p>Student Response Example: In the beginning: <i>Pedro and Ann are helping Miss Clark because she broke her leg.</i> Next: <i>Miss Clark gives the kids odd jobs. They do a good job pulling weeds and taking care of Zane.</i> Then: <i>Miss Clark said "can you kids get some groceries and walk Zane?" Miss Clark said "do not leave Zane alone."</i> After that: <i>They walked Zane to the store. Ann went into the grocery looking for Pedro. Ann left Zane alone and he ran away. They were upset and looked everywhere.</i> In the end: <i>They found him at Miss Clark's house and they promised never to leave him alone again.</i></p>

Level 30 F Busy Helpers (continued)

<p>LITERAL COMPREHENSION</p> <p>Prompt: List 3 ways that Pedro and Ann helped Miss Clark.</p>	<p>Independent Descriptor: Accurate response</p> <p>Student Response Example: 1. <i>Walked Zane</i> 2. <i>Washed dishes</i> 3. <i>Got groceries</i></p>	<p>Advanced Descriptor: Accurate response with specific details</p> <p>Student Response Example: 1. <i>Pedro washed the dishes.</i> 2. <i>Ann gave Zane a bath.</i> 3. <i>They pulled weeds from the yard.</i></p>
<p>INTERPRETATION</p> <p>Prompt: Why do you think Miss Clark said to Pedro and Ann that they would do better next time?</p>	<p>Independent Descriptor: Understands important text implications; may include supporting details</p> <p>Student Response Example: <i>Now they know Zane runs home when he is left alone.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications with supporting details or rationale</p> <p>Student Response Example: <i>They were pretty good. They learned their lesson and lessons make people do better.</i></p>
<p>REFLECTION</p> <p>Prompt: 1. What do you think is the most important event in this story? 2. Tell why you think it is important.</p>	<p>Independent Descriptor: Significant event and a relevant reason for opinion</p> <p>Student Response Example: 1. <i>When they found Zane at home.</i> 2. <i>Because he wasn't lost.</i></p>	<p>Advanced Descriptor: Significant event and reason for opinion that reflects higher-level thinking</p> <p>Student Response Example: 1. <i>When Pedro and Ann told Miss Clark that they lost Zane.</i> 2. <i>People don't get into trouble when they tell the truth.</i></p>

Level 30 F *Tiger's Whirlwind Day*

<p>USE OF TEXT FEATURES</p> <p>Prompt: Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about Karla and Tiger.</p>	<p>Independent Descriptor: Description of each character; includes at least 2 specific details</p> <p>Student Response Example: Karla: <i>Karla takes care of her cat. She takes Tiger in the house.</i> Tiger: <i>Tiger the cat doesn't like storms or water.</i></p>	<p>Advanced Descriptor: Description of each character; includes at least 3 specific details</p> <p>Student Response Example: Karla: <i>I know that Karla is very anxious about Tiger. Karla is very helpful. I know that she helped her dad carry the chairs into the garage to get ready for the storm.</i> Tiger: <i>Tiger does not like wind or water. He is a scaredy-cat.</i></p>
<p>PREDICTION</p> <p>Prompt: What are 3 things you think might happen in the rest of this story?</p>	<p>Independent Descriptor: At least 2 reasonable predictions that go beyond the text read aloud</p> <p>Student Response Example: 1. <i>The lights go out.</i> 2. <i>Tiger gets scared and runs away.</i></p>	<p>Advanced Descriptor: 3 thoughtful predictions that go beyond the text read aloud.</p> <p>Student Response Example: 1. <i>Tiger will get lost in the wind and rain.</i> 2. <i>Karla might be sad because Tiger is not there.</i> 3. <i>They'll find him at the end and they'll be happy.</i></p>
<p>SCAFFOLDED SUMMARY</p> <p>SCAFFOLDED SUMMARY: VOCABULARY</p> <p>Prompt: Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.</p> <p>In the beginning, Next, Then, After that, In the end,</p>	<p>Independent Descriptor: Summary in own language; includes important characters, many of the important events, and some details from the beginning, middle, and end</p> <p>Independent Descriptor: Most language/vocabulary from the text; basic understanding of most key words/concepts</p> <p>Student Response Example: In the beginning: <i>Karla had a cat. She helped her dad get the chairs so they don't break in the storm.</i> Next: <i>Mom got candles and flashlights in case the lights go out.</i> Then: <i>Karla was watching TV and she was with her cat Tiger. Thunder made the lights go out. The wind opened the door and Tiger went out.</i> After that: <i>She asked if she could go out. It's too dangerous. They said Tiger would hide.</i> In the end: <i>The storm ends. Karla finds Tiger under the porch.</i></p>	<p>Advanced Descriptor: Summary in own language; includes all important characters, events, and details from the beginning, middle, and end</p> <p>Advanced Descriptor: All important language/vocabulary from the text; good understanding of key words/concepts</p> <p>Student Response Example: In the beginning: <i>Karla was helping Dad. Mom was getting candles and flashlights ready. There was a storm coming. Karla finds Tiger hiding.</i> Next: <i>They watched about the storm on the news. All of a sudden, a tree tipped on the wires. The power went out.</i> Then: <i>Wind pushed the door open. Papers and books blew out the door. Karla thinks Tiger ran outside.</i> After that: <i>Her parents won't let her go outside to look for Tiger. They try to cheer her up by telling stories.</i> In the end: <i>After the storm blew over they looked outside. Karla found Tiger under the porch. He was sopping wet. He wasn't scared.</i></p>

Level 30 F Tiger's Whirlwind Day (continued)

<p>LITERAL COMPREHENSION</p> <p>Prompt: List 3 things that happened when something crashed against Karla's house during the storm.</p>	<p>Independent Descriptor: Accurate response</p> <p>Student Response Example: 1. <i>Tiger ran away from Karla.</i> 2. <i>The lights went out.</i> 3. <i>TV went out.</i></p>	<p>Advanced Descriptor: Accurate response with specific details</p> <p>Student Response Example: 1. <i>Tiger jumped off Karla's lap and ran away.</i> 2. <i>All the lights went out.</i> 3. <i>The refrigerator and the TV stopped working.</i></p>
<p>INTERPRETATION</p> <p>Prompt: Why do you think Karla said Tiger had a whirlwind of a day?</p>	<p>Independent Descriptor: Understands important text implications; may include supporting details</p> <p>Student Response Example: <i>It's windy when storms happen and Tiger was out in the storm.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications with supporting details or rationale</p> <p>Student Response Example: <i>Because Tiger got swept up in a whirlwind of papers and books and ended up outside.</i></p>
<p>REFLECTION</p> <p>Prompt: 1. What do you think is the most important event in this story? 2. Tell why you think it is important.</p>	<p>Independent Descriptor: Significant event <u>and</u> a relevant reason for opinion</p> <p>Student Response Example: 1. <i>When Karla found Tiger.</i> 2. <i>Because she was happy he was safe.</i></p>	<p>Advanced Descriptor: Significant event <u>and</u> reason for opinion that reflects higher-level thinking</p> <p>Student Response Example: 1. <i>When Karla kept calling Tiger's name.</i> 2. <i>Because he came out from the papers under the porch.</i></p>

Level 34 F. *The Mystery at the Mays' House*

<p>USE OF TEXT FEATURES</p> <p>Prompt: Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about Zoe and Sam.</p>	<p>Independent Descriptor: Description of each character; includes at least 2 specific details</p> <p>Student Response Example: Zoe: <i>Zoe and Sam are twins.</i> Sam: <i>Sam teases Zoe when she lost her bracelet and necklace.</i></p>	<p>Advanced Descriptor: Description of each character; includes at least 3 specific details</p> <p>Student Response Example: Zoe: <i>Zoe's heart necklace disappears. She uses her necklace when she takes a test.</i> Sam: <i>I know that Sam and Zoe are twins and Sam likes to tease Zoe.</i></p>
<p>PREDICTION</p> <p>Prompt: What are 3 things you think might happen in the rest of this story?</p>	<p>Independent Descriptor: At least 2 reasonable predictions that go beyond the text read aloud</p> <p>Student Response Example: 1. <i>I think that Sam is going to miss some things too.</i> 2. <i>I think that Zoe and Sam's cat took their things.</i></p>	<p>Advanced Descriptor: 3 thoughtful predictions that go beyond the text read aloud</p> <p>Student Response Example: 1. <i>Some more things will go missing.</i> 2. <i>Sam will keep teasing but will help her find them.</i> 3. <i>They will probably find out the mystery.</i></p>
<p>SCAFFOLDED SUMMARY</p> <p>SCAFFOLDED SUMMARY: VOCABULARY</p> <p>Prompt: Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.</p> <p><i>In the beginning, Next, Then, After that, In the end,</i></p>	<p>Independent Descriptor: Summary in own language; includes important characters, many of the important events, and some details from the beginning, middle, and end</p> <p>Independent Descriptor: Most language/vocabulary from the text; basic understanding of most key words/concepts</p> <p>Student Response Example: In the beginning: <i>Zoe's things like her necklace and her bracelet and her pink shoelace are missing.</i> Next: <i>Sam lost his pencil, his baseball sock and his toothbrush.</i> Then: <i>Before you knew it their dad lost his green striped tie.</i> After that: <i>Then they had to get ready for a picture and they needed their cat for the picture.</i> In the end: <i>They find Cat and all of their things under the sofa with the cat. The cat had taken all of their stuff.</i></p>	<p>Advanced Descriptor: Summary in own language; includes all important characters, events, and details from the beginning, middle, and end</p> <p>Advanced Descriptor: All important language/vocabulary from the text; good understanding of key words/concepts</p> <p>Student Response Example: In the beginning: <i>One day at the Mays' house Zoe said I can't find my silver heart. then Sam couldn't find his lucky pencil.</i> Next: <i>Dad couldn't find his striped tie and Mom couldn't find her yarn and the knitting needles.</i> Then: <i>Aunt Clara came to their house to take a family picture and Zoe said Cat should be in the picture with us.</i> After that: <i>They looked in the spots that they knew she liked but she wasn't there. They looked under the sofa and they found Cat.</i> In the end: <i>She had Zoe's necklace on her paw. Then the family lifted up the sofa and found all the missing stuff. Cat wasn't getting a lot of time with the family that's why she took the stuff.</i></p>

Level 34 F *The Mystery at the Mays' House* (continued)

<p>LITERAL COMPREHENSION</p> <p>Prompt: List 2 things that Zoe and Sam were each missing.</p>	<p>Independent Descriptor: Accurate response</p> <p>Student Response Example: Zoe: <i>shoelace, bracelet</i> Sam: <i>lucky pencil, sock</i></p>	<p>Advanced Descriptor: Accurate response with specific details</p> <p>Student Response Example: Zoe: <i>silver heart necklace, pink shoe lace,</i> Sam: <i>lucky pencil, baseball sock</i></p>
<p>INTERPRETATION</p> <p>Prompt: Why do you think Sam and Zoe did not suspect the cat?</p>	<p>Independent Descriptor: Understands important text implications; may include supporting details</p> <p>Student Response Example: <i>I think they did not suspect him because usually a cat would not take things.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications with supporting details or rationale</p> <p>Student Response Example: <i>They didn't think it was Cat because she probably took things when they were gone. She was good when they were home.</i></p>
<p>REFLECTION</p> <p>Prompt:</p> <ol style="list-style-type: none"> 1. What do you think is the most important event in this story? 2. Tell why you think it is important. 	<p>Independent Descriptor: Significant event <u>and</u> a relevant reason for opinion</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>I think when they got the cat out from under the couch with the chain.</i> 2. <i>Because then they found everything.</i> 	<p>Advanced Descriptor: Significant event <u>and</u> reason for opinion that reflects higher-level thinking</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>When Aunt Clara came to take their family picture</i> 2. <i>Because when they looked for Cat they found their stuff.</i>

<p>USE OF TEXT FEATURES</p> <p>Prompt: Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about Noah and his mom.</p>	<p>Independent Descriptor: Description of each character; includes at least 2 specific details</p> <p>Student Response Example: Noah: <i>Noah always gets notes by his mother. Noah likes to collect rocks.</i> Noah's mom: <i>Noah's mom works at the hospital.</i></p>	<p>Advanced Descriptor: Description of each character; includes at least 3 specific details</p> <p>Student Response Example: Noah: <i>Noah is at his last day at school. He hides notes from mom. He has a rock collection.</i> Noah's mom: <i>His mom works late sometimes at the hospital because his dad died.</i></p>
<p>PREDICTION</p> <p>Prompt: What are 3 things you think might happen in the rest of this story?</p>	<p>Independent Descriptor: At least 2 reasonable predictions that go beyond the text read aloud</p> <p>Student Response Example: 1. <i>Noah is going to look for a way not to go to his grandma and grandpa.</i> 2. <i>When Noah goes to grandparents he's going to find something cool.</i></p>	<p>Advanced Descriptor: 3 thoughtful predictions that go beyond the text read aloud</p> <p>Student Response Example: 1. <i>Noah might be mad about having to stay with his grandparents in the summer.</i> 2. <i>Maybe he'll find more rocks for his collection.</i> 3. <i>He will find that is not so bad and he'll like it.</i></p>
<p>SCAFFOLDED SUMMARY</p> <p>SCAFFOLDED SUMMARY: VOCABULARY</p> <p>Prompt: Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.</p> <p>In the beginning, Next, Then, After that, In the end,</p>	<p>Independent Descriptor: Summary in own language; includes important characters, many of the important events, and some details from the beginning, middle, and end</p> <p>Independent Descriptor: Most language/vocabulary from the text; basic understanding of most key words/concepts</p> <p>Student Response Example: In the beginning: <i>Noah was just finishing school and was looking forward to a good summer.</i> Next: <i>He heard the news that he was going to stay at his grandparent's house and was very mad.</i> Then: <i>Noah was having fun when he was reading his book to gramps.</i> After that: <i>There was a package for Noah that turned out to be his rock collection.</i> In the end: <i>Gramps and Noah found Gramp's rock collection and they decided to build their collections together.</i></p>	<p>Advanced Descriptor: Summary in own language; includes all important characters, events, and details from the beginning, middle, and end</p> <p>Advanced Descriptor: All important language/vocabulary from the text; good understanding of key words/concepts</p> <p>Student Response Example: In the beginning: <i>Noah was planning to play with friends and go to the pool for summer but his mom wanted him to go to his grandparents' house for the summer.</i> Next: <i>Noah's grandmother wanted him to go to the supermarket so he could read the labels on the cans and boxes because his grandfather cannot eat salt.</i> Then: <i>His grandfather gave him some old books his dad had but he could not read them so he read to his grandfather <u>Freckle Juice</u>.</i> After that: <i>Noah's grandmother ask if he wanted to see a movie with her friend and her grandson he did.</i> In the end: <i>Noah's mom sent him his rock collection and after Noah thanked his mother his grandfather showed Noah his rock collection and Noah thought it would be a good summer after all.</i></p>

Level 34 F Summer Discovery (continued)

<p>LITERAL COMPREHENSION</p> <p>Prompt: List 3 things that Noah thought about the detective stories Gramps found in the attic.</p>	<p>Independent Descriptor: Accurate response</p> <p>Student Response Example: 1. <i>He thought the print was too small.</i> 2. <i>He thought they looked old and boring.</i></p>	<p>Advanced Descriptor: Accurate response with specific details</p> <p>Student Response Example: 1. <i>Noah thought they would be hard to read.</i> 2. <i>He thought the pages were old and brown.</i> 3. <i>The story looked boring.</i></p>
<p>INTERPRETATION</p> <p>Prompt: What do you think Noah learned?</p>	<p>Independent Descriptor: Understands important text implications; may include supporting details</p> <p>Student Response Example: <i>Sometimes bad things turn out good. Noah and Gramps both liked rocks.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications with supporting details or rationale</p> <p>Student Response Example: <i>I think Noah learns to wait and see and not think that things will be bad before they happen.</i></p>
<p>REFLECTION</p> <p>Prompt: 1. What do you think is the most important event in this story? 2. Tell why you think it is important.</p>	<p>Independent Descriptor: Significant event <u>and</u> a relevant reason for opinion</p> <p>Student Response Example: 1. <i>When Gramps found his old rock collection in the attic.</i> 2. <i>Because it made Noah happy.</i></p>	<p>Advanced Descriptor: Significant event <u>and</u> reason for opinion that reflects higher-level thinking</p> <p>Student Response Example: 1. <i>When Noah finds he has got something in common with Gramps.</i> 2. <i>Because his summer won't be boring after all.</i></p>

Level 38 F A Trip Through Time

<p>USE OF TEXT FEATURES</p> <p>Prompt: Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about Rosa and Hector.</p>	<p>Independent Descriptor: Description of each character; includes at least 2 specific details</p> <p>Student Response Example: <i>Rosa: Rosa and Hector are at their grandmas and grandpas house and they are not having fun.</i> <i>Hector: Hector likes video and computer games.</i></p>	<p>Advanced Descriptor: Description of each character; includes at least 3 specific details</p> <p>Student Response Example: <i>Rosa: Rosa is Hector's sister. They are used to having electronics but when they are at their grandma and grandpa's house they don't have any.</i> <i>Hector: Hector thinks it is going to be boring.</i></p>
<p>PREDICTION</p> <p>Prompt: What are 3 things you think might happen in the rest of this story?</p>	<p>Independent Descriptor: At least 2 reasonable predictions that go beyond the text read aloud</p> <p>Student Response Example: <i>1. Rosa and Hector might go on a sled.</i> <i>2. It goes through time.</i> <i>3. They end up having a fun trip.</i></p>	<p>Advanced Descriptor: 3 thoughtful predictions that go beyond the text read aloud</p> <p>Student Response Example: <i>1. I think they find something that has powers to travel through time.</i> <i>2. They get a little freaked out and not scared but like a feeling you get when you're on an adventure.</i> <i>3. Then they are having a lot of fun at the end.</i></p>
<p>SCAFFOLDED SUMMARY</p> <p>SCAFFOLDED SUMMARY: VOCABULARY</p> <p>Prompt: Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.</p> <p><i>In the beginning, Next, Then, After that, In the end,</i></p>	<p>Independent Descriptor: Summary in own language; includes important characters, many of the important events, and some details from the beginning, middle, and end</p> <p>Independent Descriptor: Most language/vocabulary from the text; basic understanding of most key words/concepts</p> <p>Student Response Example: <i>In the beginning: Rosa and Hector were asking their grandparents if they have a TV, DVD player, and more.</i> <i>Next: Their grandparents said that they didn't need any so they didn't have any.</i> <i>Then: Rosa and Hector said they will go outside and explore.</i> <i>After that: They found a sled and traveled to the pilgrims in the 1620's. Then they went to another place.</i> <i>In the end: They finally got back to their own time. They thought they would have a good time.</i></p>	<p>Advanced Descriptor: Summary in own language; includes all important characters, events, and details from the beginning, middle, and end</p> <p>Advanced Descriptor: All important language/vocabulary from the text; good understanding of key words/concepts</p> <p>Student Response Example: <i>In the beginning: Hector and Rosa are going to their grandparents house. They think it will boring because they don't have a TV or computer.</i> <i>Next: They go into the shed and find lots of old things. A sled takes them back in time to 1620 with the Pilgrims.</i> <i>Then: They go to a different time and see a play about soldiers saving a queen and princess from a dragon.</i> <i>After that: They want to go home again in 2006 in Vermont. They cross their fingers and their toes.</i> <i>In the end: Rosa and Hector get back to their grandparents house. They think it will be the most exciting two weeks.</i></p>

Level 38 F A Trip Through Time (continued)

<p>LITERAL COMPREHENSION</p> <p>Prompt: List 3 things Rosa and Hector saw in the shed when they returned to their own time.</p>	<p>Independent Descriptor: Accurate response</p> <p>Student Response Example: 1. toys 2. tools 3. a sled</p>	<p>Advanced Descriptor: Accurate response with specific details</p> <p>Student Response Example: 1. old hoop 2. brown trunk 3. rag doll</p>
<p>INTERPRETATION</p> <p>Prompt: At the end of the story, why do you think Rosa and Hector thought it was going to be the most fun two weeks?</p>	<p>Independent Descriptor: Understands important text implications; may include supporting details</p> <p>Student Response Example: <i>I think that they think there will be more adventures.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications; important supporting details</p> <p>Student Response Example: <i>Because they will play with the sled all 2 weeks and keep going back in time.</i></p>
<p>REFLECTION</p> <p>Prompt: 1. What do you think is the most important event in the story? 2. Tell why you think it is important.</p>	<p>Independent Descriptor: Significant event <u>and</u> a relevant reason for opinion</p> <p>Student Response Example: 1. <i>When they pulled the lever on the sled.</i> 2. <i>Because they got to travel through time.</i></p>	<p>Advanced Descriptor: Significant event <u>and</u> reason(s) for opinion that reflects higher-level thinking</p> <p>Student Response Example: 1. <i>That the grandparents had no TV.</i> 2. <i>Because if they did Rosa and Hector wouldn't see the shed or find anything cool.</i></p>

Level 38 NE Mae Jemison: Shooting for the Stars

<p>PREDICTION</p> <p>Prompt: Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?</p>	<p>Independent Descriptor: At least 2 reasonable questions that go beyond page(s) read aloud Student Response Example: 1. <i>How was the space training?</i> 2. <i>When was the first space flight?</i></p>	<p>Advanced Descriptor: 3 thoughtful questions that go beyond page(s) read aloud Student Response Example: 1. <i>What was Mae's first space training like?</i> 2. <i>What is a Space Lab?</i> 3. <i>How did her dream come true?</i></p>
<p>NONFICTION TEXT FEATURES</p> <p>Prompt: 1. Turn to page 4. Read the map and tell me what this map shows you. 2. Turn to the glossary. What does the word <i>degrees</i> mean in this book?</p>	<p>Independent Descriptor: Accurate information accessed from text features Student Response Example: 1. <i>It shows you where Mae visited as a young doctor.</i> 2. <i>Certification given to students who have completed advanced training or education.</i></p>	<p>Advanced Descriptor: Detailed information accessed from text features Student Response Example: 1. <i>The map shows you the countries Mae visited as a young doctor. She was in Cuba, Sierra Leone, Liberia, Kenya, and Thailand.</i> 2. <i>Certificates given to students who have completed advanced training or education.</i></p>
<p>SCAFFOLDED SUMMARY</p> <p>SCAFFOLDED SUMMARY: VOCABULARY</p> <p>Prompt: Write a summary of this book in your own words. Include the important ideas and facts. You may use the book and the headings below to help you write your summary.</p> <p>Mae's Childhood Mae as a Young Woman Mae's Space Training Mae's First Flight in Space In the Spacelab A Dream Come True</p>	<p>Independent Descriptor: Summary in own language; includes important ideas <u>and</u> a few supporting facts from each section</p> <p>Independent Descriptor: Most language/vocabulary from the text; basic understanding of most key words/concepts Student Response Example: Mae's Childhood: <i>When Mae was a kid her dream was to go into space. But she also wanted to be a doctor.</i> Mae as a Young Woman: <i>Mae became a doctor and went around the world. She got back and signed up for the space program.</i> Mae's Space Training: <i>For a whole year she trained. She had to wait four years to go up in space.</i> Mae's First Flight in Space: <i>Mae ate breakfast and changed into her space suit and got into space with the other six people.</i> In the Spacelab: <i>When she was in space she studied about frogs.</i> A Dream Come True: <i>When she got back people had parties for her.</i></p>	<p>Advanced Descriptor: Summary in own language; includes the most important ideas <u>and</u> some supporting facts from each section</p> <p>Advanced Descriptor: All important language/vocabulary from the text; good understanding of key words/concepts Student Response Example: Mae's Childhood: <i>She wanted to be a scientist and go into space. She lived in Chicago.</i> Mae as a Young Woman: <i>Mae got 2 degrees. She became a doctor and traveled around the world. Then she applied to be an astronaut.</i> Mae's Space Training: <i>She went up in a training jet. She learned how to eat and drink in space. She could float around.</i> Mae's First Flight in Space: <i>In 1992 she worked in the Spacelab. The Endeavour was in space 8 minutes. Her flight took 8 days.</i> In the Spacelab: <i>She saw hurricane Bonnie and Chicago. She watched tadpoles grow into frogs.</i> A Dream Come True: <i>She was the first African American woman in space. Chicago had a party for her when she got back.</i></p>

Level 38 NF Mae Jemison- Shooting for the Stars (continued)

<p>LITERAL COMPREHENSION</p> <p>Prompt: List 3 things that Mae learned to do in the astronaut training program.</p>	<p>Independent Descriptor: Accurate response</p> <p>Student Response Example: 1. <i>She learned how to put on her suit.</i> 2. <i>She learned how to move in space.</i> 3. <i>She learned about the shuttle.</i></p>	<p>Advanced Descriptor: Accurate response with specific details</p> <p>Student Response Example: 1. <i>How to eat and drink in space.</i> 2. <i>How to move around while floating in the air.</i> 3. <i>How to work in the space suit.</i></p>
<p>INTERPRETATION</p> <p>Prompt: Why do you think Mae wanted to be an astronaut?</p>	<p>Independent Descriptor: Understands important text implications; may include supporting details</p> <p>Student Response Example: <i>I think Mae wanted to be an astronaut because she always wanted to see outer space.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications with supporting details or rationale</p> <p>Student Response Example: <i>I think she wanted to be an astronaut because she wanted to learn about space and to find out ways not to get sick in space.</i></p>
<p>REFLECTION</p> <p>Prompt: 1. What do you think is the most important thing that you learned from this book? 2. Tell why you think it is important.</p>	<p>Independent Descriptor: Significant message <u>and</u> a relevant reason for opinion</p> <p>Student Response Example: 1. <i>That she was the first African American woman to go into space.</i> 2. <i>She wanted to be and she got what she wanted because she worked hard.</i></p>	<p>Advanced Descriptor: Significant message <u>and</u> reason for opinion that reflects higher-level thinking</p> <p>Student Response Example: 1. <i>I thought she had confidence in herself to keep wanting to be a scientist even though it wasn't encouraged.</i> 2. <i>I think it is important because she had to believe in herself no matter what anyone said.</i></p>

Level 38 NF *Slammin' Sammy: A Real Hero*

PREDICTION

Prompt:

Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?

Independent Descriptor:

At least 2 reasonable questions that go beyond page(s) read aloud

Student Response Example:

1. *Does he make the baseball team?*
2. *What is the Great Home Run Race?*

Advanced Descriptor:

3 thoughtful questions that go beyond page(s) read aloud

Student Response Example:

1. *How many home runs did Sammy hit?*
2. *Why is he called Slammin Sammy?*
3. *I wonder if he gets hurt when it says hero on and off the field.*

NONFICTION TEXT FEATURES

Prompt:

1. Turn to page 13. Read the graph, and tell me what this graph shows you.
2. Turn to the glossary. What does the word *scouts* mean in this book?

Independent Descriptor:

Accurate information accessed from text features

Student Response Example:

1. *It shows how much home runs he did. The home runs Sammy made in June were twenty home runs. In September he made eleven home runs.*
2. *Scouts mean when people who are sent out to find ball players.*

Advanced Descriptor:

Detailed information accessed from text features

Student Response Example:

1. *I think he put it in a graph because he wants you to see the numbers clearly. Its easier to understand. In June he hit 20 and Sept. 11 so he hit 9 more home runs in June.*
2. *Scouts are people who are sent out to find talented ball players.*

SCAFFOLDED SUMMARY

Independent Descriptor:

Summary in own language; includes important ideas and a few supporting facts from each section

Advanced Descriptor:

Summary in own language; includes the important ideas and some supporting facts from each section

SCAFFOLDED SUMMARY: VOCABULARY

Independent Descriptor:

Most language/vocabulary from the text; basic understanding of most key words/concepts

Advanced Descriptor:

All important language/vocabulary from the text; good understanding of key words/concepts

Prompt:

Write a summary of this book in your own words. Include the important ideas and facts. You may use the book and the headings below to help you write your summary.

Student Response Example:

Sammy as a Boy: *When Sammy was a boy he wanted to play baseball but he used a milk carton as a glove and a stuffed sock for a ball and a branch for a bat.*
 Sammy Tries Out for a Baseball Team: *When Sammy was sixteen he went to a team tryout and made it but he got switched to the white sox and then to cubs.*
 Sammy Begins to Hit Home Runs: *He began hitting home runs on the cubs team.*
 The Great Home Run Race: *In 1998 he hit sixty home runs then a total of sixty-six.*
 A Hero on and off the Field: *Then he gave some money to the people so they could rebuild homes in his home country.*

Student Response Example:

Sammy as a Boy: *Sammy dreamed of playing baseball. He had to play baseball with a ball of socks for the ball a tree branch for the bat and a milk carton for the glove.*
 Sammy Tries out for a Baseball Team: *When Sammy was 16 he went to the Rangers team to tryout. This was his chance to play in the United States. It was his dream and he made it.*
 Sammy Begins to Hit Home Runs: *Playing in the United States was not easy. He spoke Spanish and very little English. He began to hit home runs.*
 The Great Home Run Race: *Lots of baseball players were known for hitting home runs. Sammy was in a race with Mark McGuire to hit more than 61 home runs.*

Sammy as a Boy
 Sammy Tries Out for a Baseball Team
 Sammy Begins to Hit Home Runs
 The Great Home Run Race
 A Hero on and off the Field

Level 38 NF *Slammin' Sammy: A Real Hero* (continued)

		<p><i>Mark won but Sammy hit 66 home runs. A Hero on and off the Field: The 1998 season was exciting for Sammy. He won many awards for his skills and for the good work he did for people in his country.</i></p>
<p>LITERAL COMPREHENSION</p> <p>Prompt: List 3 things that Sammy used to play baseball when he was a young boy.</p>	<p>Independent Descriptor: Accurate response</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>a milk carton</i> 2. <i>a stick</i> 3. <i>a ball of socks</i> 	<p>Advanced Descriptor: Accurate response with specific details</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>milk carton as a glove</i> 2. <i>stuffed socks as a ball</i> 3. <i>tree branch as a bat</i>
<p>INTERPRETATION</p> <p>Prompt: Why do you think Sammy wants to help the people in his home country?</p>	<p>Independent Descriptor: Understands important text implications; may include supporting details</p> <p>Student Response Example: <i>Because he remembered he had a hard time when he was a kid.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications with supporting details</p> <p>Student Response Example: <i>I think he wants to help people in his home country because he has enough money to help them and he wants to be nice to his family and friends.</i></p>
<p>REFLECTION</p> <p>Prompt:</p> <ol style="list-style-type: none"> 1. What do you think is the most important thing that you learned from this book? 2. Tell why you think it is important. 	<p>Independent Descriptor: Significant message <u>and</u> a relevant reason for opinion</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>That it's nice to be a hero when you're playing baseball, and when you're helping out other people.</i> 2. <i>You're doing something for your team and other people.</i> 	<p>Advanced Descriptor: Significant message <u>and</u> reason for opinion that reflects higher-level thinking</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>That Sammy Sosa was a great baseball player and did really good things for his country. He bought computers for schools and lots more good stuff.</i> 2. <i>Because his country probably didn't have enough money to pay for all of that but he did.</i>

Level 38 F *Trouble at the Beaver Pond*

<p>USE OF TEXT FEATURES</p> <p>Prompt: Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about the mother beaver and her kits.</p>	<p>Independent Descriptor: Description of each character; includes at least 2 specific details</p> <p>Student Response Example: Mother Beaver: <i>The mother beaver is working on the dam. She is watching her babies.</i> Kits: <i>The kits are play fighting. They are on land.</i></p>	<p>Advanced Descriptor: Description of each character; includes at least 3 specific details</p> <p>Student Response Example: Mother Beaver: <i>The mother beaver used her big tail and strong front paws to work on the dam. She liked her kits to stay close.</i> Kits: <i>The brother and sister kits played on the land. They move more quickly in water.</i></p>
<p>PREDICTION</p> <p>Prompt: What are 3 things you think might happen in the rest of this story?</p>	<p>Independent Descriptor: At least 2 reasonable predictions that go beyond the text read aloud</p> <p>Student Response Example: 1. <i>Kits might get in danger.</i> 2. <i>Their mother and father might go looking for them.</i></p>	<p>Advanced Descriptor: 3 thoughtful predictions that go beyond the text read aloud</p> <p>Student Response Example: 1. <i>The kits are going to get in trouble because a black bear is going to chase them.</i> 2. <i>The kits will go under water into the safe lodge.</i> 3. <i>The mother follows the kits in the lodge to keep them safe.</i></p>
<p>SCAFFOLDED SUMMARY</p> <p>SCAFFOLDED SUMMARY: VOCABULARY</p> <p>Prompt: Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.</p> <p>In the beginning, Next, Then, After that, In the end,</p>	<p>Independent Descriptor: Summary in own language; includes important characters, many of the important events, and some details from the beginning, middle, and end</p> <p>Independent Descriptor: Most language/vocabulary from the text; basic understanding of most key words/concepts</p> <p>Student Response Example: In the beginning: <i>Mother was working on the log dam watching her kits.</i> Next: <i>The kits were play wrestling and getting farther and farther from the water.</i> Then: <i>The mother saw a bear and tried to bring the bear down stream away from the kits.</i> After that: <i>The bear saw her and jumped in but the water was not deep so the beaver swam in till the water got deep and the bear went home.</i> In the end: <i>The mother went to the kits they were safe.</i></p>	<p>Advanced Descriptor: Summary in own language; includes all important characters, events, and details from the beginning, middle, and end</p> <p>Advanced Descriptor: All important language/vocabulary from the text; good understanding of key words/concepts</p> <p>Student Response Example: In the beginning: <i>There was a mother beaver that had two kits playing while she worked on the dam.</i> Next: <i>While the kits were playing they wandered farther away. A black bear appeared. The mother got the bears attention so he wouldnt see the kits.</i> Then: <i>The bear chased after the mother beaver. It was a long chase. The mother almost got caught a few times.</i> After that: <i>The bear gave up. Then it was safe for the kits to come back to the dam.</i> In the end: <i>Finally everyone was safe. The kits couldnt go more than a few feet from the water.</i></p>

Level 38 ■ *Trouble at the Beaver Pond* (continued)

<p>LITERAL COMPREHENSION</p> <p>Prompt: List 3 ways the bear was described.</p>	<p>Independent Descriptor: Accurate response</p> <p>Student Response Example: 1. <i>old</i> 2. <i>black</i> 3. <i>hungry</i></p>	<p>Advanced Descriptor: Accurate response with specific details</p> <p>Student Response Example: 1. <i>old black bear</i> 2. <i>weak old eyes</i> 3. <i>hungry and smelling the air</i></p>
<p>INTERPRETATION</p> <p>Prompt: At the end of the story, why wouldn't the mother beaver let the kits go more than a few feet from the water?</p>	<p>Independent Descriptor: Understands important text implications; may include supporting details</p> <p>Student Response Example: <i>Because another bear might come and the kits could get hurt.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications with supporting details or rationale</p> <p>Student Response Example: <i>Because she didn't want anything to happen like what happened with the bear.</i></p>
<p>REFLECTION</p> <p>Prompt:</p> <ol style="list-style-type: none"> 1. What do you think is the most important event in this story? 2. Tell why you think it is important. 	<p>Independent Descriptor: Significant event <u>and</u> a relevant reason for opinion</p> <p>Student Response Example: 1. <i>The mom got home safe.</i> 2. <i>So she could take care of her babies.</i></p>	<p>Advanced Descriptor: Significant event <u>and</u> reason for opinion that reflects higher-level thinking</p> <p>Student Response Example: 1. <i>When the mom got the bears attention.</i> 2. <i>She didn't want her kits to die and she saved their lives by getting the bears attention.</i></p>

<p>QUESTIONING/ PREDICTION</p> <p>Prompt: List 3 questions that you had while reading the first part of this story.</p> <p>What are 3 things that you think might happen in the rest of this story?</p>	<p>Independent Descriptor: At least 2 reasonable questions and predictions that go beyond the text read aloud</p> <p>Student Response Example: 1. <i>Why can't she go in the water, you don't have to swim?</i> 2. <i>Why didn't she tell the truth?</i></p> <p>1. <i>That it won't be so bad to go in the water.</i> 2. <i>Maybe she will get embarrassed in front of her cousin.</i></p>	<p>Advanced Descriptor: At least 3 thoughtful questions and predictions that go beyond the text read aloud</p> <p>Student Response Example: 1. <i>What will happen when Sonya goes in the ocean?</i> 2. <i>Will Sonya confess and say she can't swim?</i> 3. <i>Will Sonya go under the water?</i></p> <p>1. <i>I think Sonya will try to hold off going in the ocean.</i> 2. <i>I think if Sonya goes in the ocean she won't go in far.</i> 3. <i>I also think Sonya will conquer her fear of going down under the water.</i></p>
<p>SUMMARY</p> <p>Prompt: Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.</p>	<p>Independent Descriptor: Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end</p> <p>Student Response Example: <i>Sonya came to the beach with Katie. Katie raced to the ocean. Sonya didn't know how to swim, so she took her time doing things. But when Katie said are you afraid of the water No Sonya said. So she went in the water. There was a big wave and something got her leg. She cried for the life guard. When the life guard picked it up it was sea weed. So they got ice cream. Then the life guard taught Sonya how to go in the water. After that she had fun.</i></p>	<p>Advanced Descriptor: Well-organized summary in own language; includes all important characters' names, specific details, and all important events from the beginning, middle, and end</p> <p>Student Response Example: <i>In the beginning of the story Sonya, Katie, Uncle Jack, and Aunt Lisa went to the beach. When they got there Katie jumped right in the ocean. Sonya, Katie's cousin, tried to hold off going into the water because she was afraid.</i> <i>In the middle Katie asked Sonya if she was afraid of the water and Sonya said no. So Sonya and Katie were going into the water. Katie was pulling Sonya to a big wave and Sonya tried to run away from it but she got hit by it. When she got up she felt like a octopus was pulling her down under the water. She yelled for help and the lifeguard came to her and rescued her. Sonya felt embarrassed that it was a piece of seaweed.</i> <i>At the end Uncle Jack got Katie and Sonya ice cream. The lifeguard and Katie taught Sonya to go all the way under. And they had fun.</i></p>

Level 40 F All the Way Under (continued)

<p>LITERAL COMPREHENSION</p> <p>Prompt: List 3 things that you know about Sonya.</p>	<p>Independent Descriptor: Information from the text that accurately responds to question(s) or prompt(s)</p> <p>Student Response Example: 1. <i>She was afraid of the water.</i> 2. <i>She learns to be in the water.</i> 3. <i>She has fun.</i></p>	<p>Advanced Descriptor: All important information from the text that effectively responds to question(s) or prompt(s)</p> <p>Student Response Example: 1. <i>She can not swim.</i> 2. <i>She is afraid to go under the water.</i> 3. <i>She does not want anyone to know.</i></p>
<p>INTERPRETATION</p> <p>Prompt: How did Sonya's feeling about being at the beach change in this story?</p>	<p>Independent Descriptor: Understands important text implications; relevant supporting details</p> <p>Student Response Example: <i>She was happy at the end because she learned to dunk her head under.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications; important supporting details</p> <p>Student Response Example: <i>Sonya was afraid at first. Sonya's feeling changes because when she got to know how to dunk her head under water and surf the waves and when she knew that a lifeguard was there in case anything happened in the water she liked it.</i></p>
<p>REFLECTION</p> <p>Prompt: 1. What do you think is the most important event in this story? 2. Tell why you think that event is important.</p>	<p>Independent Descriptor: Significant message or event <u>and</u> a relevant reason for opinion</p> <p>Student Response Example: 1. <i>When the lifeguard tells her she will teach her how to swim.</i> 2. <i>Because then she learns not to be afraid and can go in the water.</i></p>	<p>Advanced Descriptor: Significant message or event <u>and</u> reason(s) for opinion that reflects higher-level thinking</p> <p>Student Response Example: 1. <i>The most important event is when Sonya fought her fears and went into the water.</i> 2. <i>It is important because if she didn't go in the water she would of stayed afraid.</i></p>
<p>METACOGNITIVE AWARENESS</p> <p>Prompt: Check 1 strategy that you used to help you understand this story. Give at least 2 specific examples from this story that show how you used this comprehension strategy.</p>	<p>Independent Descriptor: At least 1 specific example from the text related to the identified strategy; may include details</p> <p>Student Response Example: <i>I pictured what was happening. On page four and five I pictured them in my head at the beach.</i></p>	<p>Advanced Descriptor: At least 2 specific examples from the text related to the identified strategy; includes details</p> <p>Student Response Example: <i>I asked myself questions as I read. In the part when Sonya was drowning I asked myself if she was going to make it back alive. Then I asked if she would learn how to swim.</i></p>

Level 40 NF *The Amazing Octopus*

**QUESTIONING/
PREDICTION**

Prompt:

What questions did you have as you were reading the first part of this text?

What do you think you will learn from reading the rest of this text?

Independent Descriptor:

At least 2 reasonable questions and predictions that go beyond the text read aloud

Student Response Example:

1. *What does cold-blooded mean?*
2. *How does it use gills and funnels to breathe?*
1. *How long the life is.*
2. *How they have amazing abilities.*
3. *How does the life cycle look like?*

Advanced Descriptor:

At least 3 thoughtful questions and predictions that go beyond the text read aloud

Student Response Example:

1. *Why does an octopus live in the ocean?*
2. *How big can the octopus get?*
3. *Why does it have a big head?*
1. *How an octopus survives.*
2. *Where it gets its food.*
3. *The life cycle of an octopus.*

SUMMARY

Prompt:

Write a summary of this book in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.

Independent Descriptor:

Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section

Student Response Example:

The octopus is a cold-blooded creature. More than 150 kinds can be found in the world. The biggest octopus is 20 feet from arm tip to arm tip. The octopus eats meat, sees well in the dark, and hunts alone. When the meals come, the octopus floats down like an open flower and traps it. Then they squirt poison in it. After that the prey dies quickly. If the octopus is alarmed, it changes it's color for protection. They like to hide. They use tricks to survive. To scare predators, the octopus puffs up and flashes fake "eyes." Octopuses live alone, most of their lives. When the mom makes the den, she lays 100,000 eggs. Only a few babies live.

Advanced Descriptor:

Summary in own language; includes all important ideas, key vocabulary, and supporting facts from each section

Student Response Example:

Octopus live deep in the ocean. A octopus has 8 arms and on the arms are suckers. Many kinds of octopuses have 2,000 suckers. A octopus has 2 eyes that can turn a half circle. A octopus eats meat. Every night a octopus glides on the ocean floor with its suckers looking for food. Octopuses make a web of themselves when prey comes it closes down. When a octopus gets alarmed it changes color. When a eel comes to a octopus and the octopus can't escape it leaves arm behind. Octopuses live in caves. Males die soon after mating. A female octopus lays 100,000 eggs and cleans them with their suckers. Only a small number of the eggs survive. Octopuses have amazing abilities like they can change color and blend in with the environment.

Level 40 NF *The Amazing Octopus* (continued)

<p>LITERAL COMPREHENSION</p> <p>Prompt: List 3 facts about an octopus.</p>	<p>Independent Descriptor: Information from the text that accurately responds to question(s) or prompt(s)</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>They can turn their eyes in half circles</i> 2. <i>They use their suckers to clean their babies</i> 3. <i>Their skin can change colors</i> 	<p>Advanced Descriptor: All important information from the text that effectively responds to question(s) or prompt(s)</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>Octopuses have two eyes that can turn in half circles without moving their heads.</i> 2. <i>Octopuses have suckers they use to pick up food, to crawl, and to cling to things.</i> 3. <i>Octopuses have skin that can change colors and patterns to help them hide and to catch prey.</i>
<p>INTERPRETATION</p> <p>Prompt: What do you think would happen if there were no octopus predators in the ocean?</p>	<p>Independent Descriptor: Understands important text implication(s); relevant supporting details</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>Octopuses would survive in the ocean.</i> 2. <i>Since they lay 100,000 eggs there would be too many.</i> 	<p>Advanced Descriptor: Insightful understanding of important text implications; important supporting details</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>There would be more baby octopuses that live and grow into adults.</i> 2. <i>There would be less tiny prey that young octopuses eat because there are more octopuses.</i> 3. <i>More octopuses will mate as adults.</i>
<p>REFLECTION</p> <p>Prompt:</p> <ol style="list-style-type: none"> 1. What do you think is the most important thing about octopuses? 2. Tell why you think this is important. 	<p>Independent Descriptor: Significant message or information <u>and</u> a relevant reason for opinion</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>That they would use tricks to survive.</i> 2. <i>Well they want to live so they use their tricks like shooting water to stop them trying to eat them.</i> 	<p>Advanced Descriptor: Significant message or information <u>and</u> reason(s) for opinion that reflects higher-level thinking</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>I think camouflage is one of the most important.</i> 2. <i>Camouflage is one of the abilities that help them survive the predators.</i>
<p>METACOGNITIVE AWARENESS</p> <p>Prompt: Check 1 strategy that you used to help you understand this text. Give at least 2 specific examples from this book that show how you used this comprehension strategy.</p>	<p>Independent Descriptor: At least 1 specific example from the text related to the identified strategy; may include details</p> <p>Student Response Example: <i>I pictured what was happening when something cool was described and it had no pictures, like breaking off a leg.</i></p>	<p>Advanced Descriptor: At least 2 specific examples from the text related to the identified strategy; includes details</p> <p>Student Response Example: <i>I asked myself questions as I read. I asked why do female octopuses shoot the babies out of the den and then die and why do only so few babies live.</i></p>

**QUESTIONING/
PREDICTION**

Prompt:

List 3 questions that you had while reading the first part of this story.

What are 3 things that you think might happen in the rest of this story?

Independent Descriptor:

At least 2 reasonable questions and predictions that go beyond the text read aloud

Student Response Example:

1. *Do they have food to eat?*
2. *Where are they going?*
3. *I think they might go to the north.*
4. *Maybe someone caught them.*
5. *They are going to be happy if they reach freedom.*

Advanced Descriptor:

At least 3 thoughtful questions and predictions that go beyond the text read aloud

Student Response Example:

1. *Where will they go after they run away?*
2. *Does anyone help them along the way?*
3. *How did Bess know which way to go?*
4. *Jed and Bess will go through and get to freedom.*
5. *They will use the underground railroad.*
6. *They will help other people.*

SUMMARY

Prompt:

Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.

Independent Descriptor:

Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end

Student Response Example:

The main characters are Jed and Bess. One night they were in the cabin and his mother told him we have to leave because Master Boyd's son is going to try to sell young slaves. Jed's mother did not want them to be separated. So Jed got his things and they were off. Bess looked in the sky for a signal and said to Jed if anything happens follow the North Star that I showed you every night of your life. The following night they saw a light in the house. That meant it was safe. They knocked on the door and a man and woman helped them. They gave them food and clothes. The next day another person came to help them go to the next safe house. The next day Bess came up with a fever. Jed and the Scotts cared for her until she was well. The ferryman came to help to cross the river. They were free.

Advanced Descriptor:

Well-organized summary in own language; includes all important characters' names, specific details, and all important events from the beginning, middle, and end

Student Response Example:

Bess and Jed were running away because they were slaves. They headed for the underground railroad. The first stop was at a white man and woman's house. They could tell it was safe because it had a lantern on the post and a quilt on the line. A man knocked on the door and said I am a friend of a friend so they knew he was safe. Then the man put Bess and Jed in the false bottom of a wagon. When they got to the next house it had lots of strong smells. They showed Bess and Jed a secret room for them to sleep in. When they woke up the woman told Bess and Jed that they made all those strong scents to throw the dogs off track of their scent. Then another man took them on a long journey. Then he handed them ferry tickets. The ferry man was a friend of a friend too. The ferry man took them across. Then they were free. A woman named Rose met them in the north. They were safe and they could make their own decisions.

Level 40 F A Journey to Freedom (continued)

<p>LITERAL COMPREHENSION</p> <p>Prompt: List 3 things that you know about Jed.</p>	<p>Independent Descriptor: Information from the text that accurately responds to question(s) or prompt(s)</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>Jed worries a little.</i> 2. <i>He wants to be a conductor.</i> 3. <i>He is free, no more a slave.</i> 	<p>Advanced Descriptor: All important information from the text that effectively responds to question(s) or prompt(s)</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>At first Jed is worried.</i> 2. <i>Jed is young so he doesn't know about the Underground Railroad.</i> 3. <i>Jed wants to be a conductor some day.</i>
<p>INTERPRETATION</p> <p>Prompt: Why do you think Jed wanted to be an Underground Railroad conductor?</p>	<p>Independent Descriptor: Understands important text implication(s); relevant supporting details</p> <p>Student Response Example: <i>I think Jed wants to be an underground railroad conductor because he wants to help other slaves escape.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications; important supporting details</p> <p>Student Response Example: <i>I think Jed would join the underground railroad because he wants to help other slaves escape and be free like him and see the people be happy.</i></p>
<p>REFLECTION</p> <p>Prompt:</p> <ol style="list-style-type: none"> 1. What do you think is the most important event in this story? 2. Tell why you think that event is important. 	<p>Independent Descriptor: Significant message or event <u>and</u> a relevant reason for opinion.</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>Them running away.</i> 2. <i>Because Jed won't be separated from Bess.</i> 	<p>Advanced Descriptor: Significant message or event <u>and</u> reason(s) for opinion that reflects higher-level thinking.</p> <p>Student Response Example:</p> <ol style="list-style-type: none"> 1. <i>I think that the most important event is when Jed and his mother are free from slavery.</i> 2. <i>It took courage for them to be free. Slaves shall have the right to be free and not told what to do.</i>
<p>METACOGNITIVE AWARENESS</p> <p>Prompt: Check 1 strategy that you used to help you understand this story. Give at least 2 specific examples from this story that show how you used this comprehension strategy.</p>	<p>Independent Descriptor: At least 1 specific example from the text related to the identified strategy; may include details</p> <p>Student Response Example: <i>I pictured what was happening. Like when they got in the cabinet I pictured two people getting in a cabinet.</i></p>	<p>Advanced Descriptor: At least 2 specific examples from the text related to the identified strategy; includes details</p> <p>Student Response Example: <i>I asked myself questions as I read. I asked myself if Jed and Bess were actually going to run away and be safe. And I asked myself if they would get caught in the woods.</i></p>

Level 40 NE A Pack of Wolves

**QUESTIONING/
PREDICTION**

Prompt:

What questions did you have as you were reading the first part of this text?

What do you think you will learn from reading the rest of this text?

Independent Descriptor:

At least 2 reasonable questions and predictions that go beyond the text read aloud

Student Response Example:

1. *Why are their eyes yellow?*
2. *How do they hunt?*

1. *How they hunt their meals.*
2. *Why their ears are pointed.*
3. *Why they howl.*

Advanced Descriptor:

At least 3 thoughtful questions and predictions that go beyond the text read aloud

Student Response Example:

1. *Where is the most common place wolves settle?*
2. *Which type of wolves are most found?*
3. *Why do wolves howl?*

1. *I would learn how and what they do to get their food.*
2. *I would learn how many wolves are in a pack.*
3. *What it means when wolves howl.*

SUMMARY

Prompt:

Write a summary of this book in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.

Independent Descriptor:

Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section

Student Response Example:

There are five different types of gray wolves. There is Arctic wolf, Eastern Timber wolf, Great Plains wolf, Mexican wolf, and Rocky Mountain wolf. Gray wolves live in packs about 6 to 15. Gray wolves are also known for their howl. Their howl warns others to stay away. Gray wolves hunt large animals like deer or elk. Some wolves go for the throat while other wolves grab the hind legs. Female wolves give birth from 4 to 6 pups. After 6 months the pups are old enough to hunt their prey. People who value wolves are trying to save them.

Advanced Descriptor:

Summary in own language; includes all important ideas, key vocabulary, and supporting facts from each section

Student Response Example:

This is about wolves. Wolves travel in a pack. In a pack are 6 to 15 wolves. There are 5 types of wolves:

1. *Rocky Mountain wolf*
2. *Mexican wolf*
3. *Great Plains wolf*
4. *Eastern timber wolf*
5. *Arctic wolf*

Wolves howl for 5 reasons. They howl to keep the wolf pack together, warn other packs to keep out, start a chase, and for fun.

Wolves work together to hunt. While one wolf bites the elk's rear leg another one bites its neck. Each wolf eats 20 pounds of meat. Each wolf has a rank. The rank tells when it is your turn to eat.

The leader leads the hunt, divides the food, and settles fights. The leader is the only one that mates and has pups.

There are people today who are working to find ways to protect wolves and where they live.

Level 40 NF A *Pack of Wolves* (continued)

<p>LITERAL COMPREHENSION</p> <p>Prompt: List 3 facts about gray wolves.</p>	<p>Independent Descriptor: Information from the text that accurately responds to question(s) or prompt(s)</p> <p>Student Response Example: 1. <i>There are 5 types of wolves.</i> 2. <i>They eat moose.</i> 3. <i>The leader has pups.</i></p>	<p>Advanced Descriptor: All important information from the text that effectively responds to question(s) or prompt(s)</p> <p>Student Response Example: 1. <i>There are 5 types of gray wolves in North America.</i> 2. <i>Adult gray wolves can weigh between 50 and 145 pounds.</i> 3. <i>Their fur can range in color from white to gray to black.</i></p>
<p>INTERPRETATION</p> <p>Prompt: Why do you think wolves are able to survive in the wild?</p>	<p>Independent Descriptor: Understands important text implication(s); relevant supporting details</p> <p>Student Response Example: <i>I think they are able to survive in the wild because they live in big packs. They have good hunting skills and they can kill an animal twice their size.</i></p>	<p>Advanced Descriptor: Insightful understanding of important text implications; important supporting details</p> <p>Student Response Example: <i>I think wolves can survive the wild because they are good hunters. They live in groups called packs. They work together to catch their prey. They all survive because they divide up the food.</i></p>
<p>REFLECTION</p> <p>Prompt: 1. What do you think is the most important thing about gray wolves? 2. Tell why you think this is important.</p>	<p>Independent Descriptor: Significant message or information <u>and</u> a relevant reason for opinion</p> <p>Student Response Example: 1. <i>That they kill a really big prey.</i> 2. <i>So that they have enough meat for everyone.</i></p>	<p>Advanced Descriptor: Significant message or information <u>and</u> reason(s) for opinion that reflects higher-level thinking</p> <p>Student Response Example: 1. <i>That gray wolves are about to be extinct.</i> 2. <i>They need to be protected and if they aren't they will be all dead. Having laws to protect them is important.</i></p>
<p>METACOGNITIVE AWARENESS</p> <p>Prompt: Check 1 strategy that you used to help you understand this text. Give at least 2 specific examples from this book that show how you used this comprehension strategy.</p>	<p>Independent Descriptor: At least 1 specific example from the text related to the identified strategy; may include details</p> <p>Student Response Example: <i>I pictured when people started to kill the wolves and killed 9 of 10.</i></p>	<p>Advanced Descriptor: At least 2 specific examples from the text related to the identified strategy; includes details</p> <p>Student Response Example: <i>I pictured what was happening. When they were catching the prey I would picture it in my head how they were doing it. I also pictured wolves howling in a pack.</i></p>



Moving Into Instruction

As stated in the introduction, *DRA2, K–3*, is designed for kindergarten through third-grade classrooms with rich literate environments. A wide variety of developmentally appropriate books and other reading materials are available and accessible for students to read, reread, and enjoy. Reading and writing are taught as reciprocal processes and the planned activities, experiences, and assignments for the language arts block of time are meaningful to students. On a daily basis, all students

- hear a variety of literature read aloud
- read independently for a sustained period of time
- respond to literature in a variety of ways
- receive instruction, support, and specific feedback in guided reading/writing groups, individual conferences, and/or in mini-lessons

Developmentally appropriate assessments, such as *DRA2, K–3*, are truly an integral part of the teaching-learning process. They cannot stand alone. What happens before and after the assessment is most important. Information obtained from the assessment benefits both students and teachers only when it is used to guide instruction. The areas you check on the Focus for Instruction: Class Profile for each of the four stages of learning to read (Emergent, Early, Transitional, and Extending) identify what students need to learn next. Knowing this information will help you make more effective teaching decisions.

When choosing the most effective instructional techniques, it is important to value the reciprocity of the reading and writing processes. What students read has a definite impact on what they write. Writing personal narratives, informational pieces, and stories helps with comprehension. As developing readers learn how to analyze and work with words, they use what they know about letter/sound relationships, spelling patterns, and meaning units to decode words while reading and to spell words while writing.

This section, *Moving Into Instruction*, is designed to assist you in thinking about and planning for instruction that is based on your students' needs within the four stages of learning to read. It includes an overview in chart form of what Emergent, Early, Transitional, and Extending readers generally are able to do (control) and what they are in the process of learning. Common characteristics of the texts at the various stages as well as the strategic reading behaviors students need to learn are also shown in chart form as a reference.

On pages 130–139, there are generic blackline masters you may use in your classroom instruction. Select which masters you feel are most appropriate for first, second, or third grade.

Overview of Reading Stages: Emergent

In the Emergent stage of learning to read, shared and interactive writing are an effective means of modeling and teaching students how to attend to printed language, concepts of print, and letter-sound relationships. It is important to read aloud engaging books and simple poetry every day, as well as sing simple songs and nursery rhymes that students enjoy. These activities foster not only a love for reading but also the development of students' awareness of and the ability to attend to words and sounds in words.

Alphabet activities and picture sorts involving beginning letter sounds provide a means for students to build their knowledge of letter-sound relationships.

Emerging readers/writers benefit from having many opportunities to write. Through writing, these

students are learning to use their knowledge about letters, sounds, and words to construct simple messages. Giving them specific feedback as they read aloud what they have written reinforces what they control and provides direction for what they need to learn next.

As Emerging readers develop early strategies of left-to-right and one-to-one matching, they also benefit from shared reading experiences.

The following three charts will give you an overview of what Emerging readers generally control and are learning to do, the type of texts they read, and what you are to draw their attention to and teach before, during, and after reading a book.

Emergent Readers (DRA2 Levels A–3; Guided Reading Levels A–B)		
	Generally are able to . . .	Are learning to . . .
Reading Engagement	<ul style="list-style-type: none"> hold a book and turn the pages. look at the illustrations/photographs in books. identify and talk about a favorite story or book. 	<ul style="list-style-type: none"> select familiar texts for independent reading. read familiar patterned texts independently for a short period of time. talk about a favorite part of the book or story.
Oral Reading Fluency	<ul style="list-style-type: none"> recall a modeled simple sentence pattern. move left to right on at least one line of text. 	<ul style="list-style-type: none"> consistently match one-to-one (spoken word with written word). recognize a few high-frequency words (e.g., <i>the, I, in, he</i>). monitor using known words and text-picture match. identify letter/sound relationships. use beginning letter/sound relationships to problem-solve words. use beginning letter/sound relationships to confirm or discount word choice.
Comprehension	<ul style="list-style-type: none"> identify or name familiar objects and/or actions depicted in illustrations/photographs. 	<ul style="list-style-type: none"> understand the words used to talk about printed language concepts (e.g., <i>word, letter, begin, end, first, last, sound, and so on</i>). talk about what is happening in the illustrations or photographs. recall some events in a story. talk about favorite part of the book or story.



**Description of Emergent Stage Texts
(DRA2 Levels A–3; Guided Reading Levels A–B)**

Content

- familiar objects, actions, situations
- familiar vocabulary
- illustrations and photographs provide a high level of support

Genre/Text Structure

- simple recount
- caption book
- simple narrative

Language/Word Structures

- oral language structures
- very simple written language structures
- 1 to 3 sentence patterns with 1 to 2 word changes
- common high-frequency words and other predictable words

Layout

- consistent placement of text
- 1 to 3 lines of text
- up to 50 words
- larger font size with large spaces between words and lines of text

Emergent Strategic Reading Behaviors

Scaffold (Model, Teach, and Reinforce) Emergent Readers to . . .

Before Reading	<ul style="list-style-type: none"> • look at the cover illustration and think about the text. • listen to the book introduction given by the teacher. • look at the cover illustrations or photographs and tell what is pictured or what is happening. • listen and watch as the teacher models reading one or more pages.
During Reading	<ul style="list-style-type: none"> • use prior knowledge of the content, the pictures, and the modeled-sentence pattern to read the text. • problem-solve unknown words using pictures and prior knowledge, sentence structure, and initial letter/sound relationships. • monitor using one-to-one match, picture-text match, and known words. • cross-check when a word does not make sense, sound right, and/or look right. • self-correct miscues that do not make sense, sound right, and/or look right.
After Reading	<ul style="list-style-type: none"> • identify a part of the book they liked best and tell why.

Overview of Reading Stages: Early

In the Early stage, shared and interactive writing are effective means of teaching students how words, sentences, and stories are constructed. Shared/interactive experiences help Early readers learn how to

- attend to printed language
- segment words into onset and rime or phonemes
- identify sound(s) and write the corresponding letter(s)
- reread to monitor what they have written so far and plan what to write next

It is critical that teachers scaffold the selection of texts so that these readers are daily reading books that are at the appropriate level of challenge. Identifying a range of leveled texts from which students may choose will enable them to select “just right” texts for independent reading. It is also important for Early readers to have time to read and enjoy different genres on a daily basis.

Independent reading time needs to be closely monitored to see that these Early readers are actually reading. Having students take turns reading to and listening to a partner after they have read independently will increase the amount of time and the number of texts they read.

Early readers need to develop a growing core of known words that they can read quickly. These words provide a basis for decoding less familiar words. Providing students with timely and specific feedback about their writing and spelling helps them become better writers and attend more closely to word and/or letter features. Word-sorting activities also help these Early readers to attend to letter sequences within words.

The following three charts will give you an overview of what Early readers generally control and are learning to do, the type of texts they read, and what you are to draw their attention to and teach before, during, and after reading a book.

Early Readers (DRA2 Levels 4–12; Guided Reading Levels C–G)		
	Generally are able to . . .	Are learning to . . .
Reading Engagement	<ul style="list-style-type: none"> • select familiar texts for independent reading. • read familiar patterned texts independently for a short period of time. • tell about a favorite book. 	<ul style="list-style-type: none"> • select new texts from a range of leveled sets for independent reading. • sustain independent reading for a longer period of time.
Oral Reading Fluency	<ul style="list-style-type: none"> • consistently match one-to-one. • quickly recognize high-frequency words (e.g., <i>the, I, in, he</i>). • monitor using known words and text-picture match. • quickly identify familiar letter/sound relationships. • use beginning letter/sound relationships to problem-solve words. • use beginning letter(s)/sound(s) to confirm or discount word choice. 	<ul style="list-style-type: none"> • scan pages from top to bottom to locate text. • hold the story line while accessing visual information. • use meaning, structure, and visual information to problem-solve unknown words. • use dominant letter(s)/sound(s) to confirm or discount word choice. • decode one-syllable words by sequentially blending letter sounds. • use familiar letter sequences (onsets and rimes) to decode unknown words. • use analogies to decode words with similar spelling patterns (e.g., <i>day, night</i>). • read in 2–3-word phrases. • read dialogue with expression.
Comprehension	<ul style="list-style-type: none"> • understand the words used to talk about printed language concepts (<i>word, letter, begin, end, first, last, sound</i>, and so on). • talk about what is happening in the illustrations or photographs. • recall some events in a story. • talk about a favorite part of the book or story. 	<ul style="list-style-type: none"> • preview a text; construct tentative meaning using the illustrations or photographs. • orally retell the story or information. • identify a favorite part of a story and tell why. • make text-to-self connections.

Description of Early Stage Texts (DRA2 Levels 4–12)

Content

- familiar objects, actions, situations
- familiar vocabulary
- illustrations and photographs provide a high level of support

Genre/Text Structure

- realistic narratives with a sequence of events
- simple fairy tales and folktales
- simple informational texts
- simple poetry and songs

Language/Word Structures

- blend of oral and written language structures
- varied sentences with repeated phrases or refrains
- common high-frequency words, decodable 1–2 syllable words, fairly predictable words

Layout

- varied placement of text
- print placement support phrasing
- approximately 2–6 lines of text (50 to 150 words)

Early Strategic Reading Behaviors

Scaffold (Model, Teach, and Reinforce) Early Readers to . . .

Before Reading	<ul style="list-style-type: none"> • look at the cover illustration and think about the text (<i>What is this about? What kind of book is this? Where do I start reading?</i>). • listen to the book introduction given by the teacher. • look at the illustrations/photographs and tell what is happening.
During Reading	<ul style="list-style-type: none"> • use prior knowledge of the content, the pictures, and the printed text to read the book. • monitor using one-to-one match, picture-text match, and known words. • problem-solve unknown words using pictures, prior knowledge, sentence structure, and initial letter(s)/sound(s) relationships. • cross-check and self-correct when a word does not make sense, sound right, and/or look right. • monitor meaning; stop and reread when meaning is not clear. • predict what they think will happen next.
After Reading	<ul style="list-style-type: none"> • retell what they read with support/prompts. • identify a part of the book they liked best and tell why. • make text-to-self and text-to-text connections.

Overview of Reading Stages: Transitional

Transitional readers benefit from guided reading group experiences as well as buddy reading and independent reading times. Monitored independent reading provides students with opportunities to practice and reinforce new learning and should be a part of each school day.

Generally, Transitional readers are learning to read with increasing fluency. It is important to provide authentic reasons for rereading, such as reading aloud a favorite section of a book or poem to the class/group, participating in readers' theater, and audiotaping a portion of a text to self-assess his or her oral reading. Students may also do repeated readings of short passages in order to improve their reading rate and/or expression.

At this stage, students still need assistance selecting novel texts. Identifying a range of leveled texts from which students may select will ensure that they select "just right" material for independent reading. It is also important to encourage Transitional readers to read a variety of books and genres—narrative, informational, folktales, simple fantasies, poetry, etc.

Transitional readers/writers need timely and specific feedback about their independent writing (e.g., ideas, word choice, spelling, basic punctuation) to help them become better writers and readers, especially when their attention is focused on how other authors construct stories, informational pieces, etc. Calling their attention to their spelling helps them attend to letter sequences and patterns within words. Teacher-directed activities such as sorting words with long vowel patterns, segmenting polysyllabic words into syllables, and substituting beginning blends and inflectional endings also help these students to attend to words' letter sequences and vowel patterns. These types of activities increase students' awareness of how words are constructed and/or taken apart, a necessary skill for reading and writing.

The following three charts will give you an overview of what Transitional readers generally control and are learning to do, the type of texts they read, and what you are to draw their attention to and teach before, during, and after reading a book.

Transitional Readers (DRA2 Levels 14–24; Guided Reading Levels H–L)		
	Generally are able to . . .	Are learning to . . .
Reading Engagement	<ul style="list-style-type: none"> select novel texts from leveled sets for independent reading. sustain independent reading for a short period of time. tell about a favorite book. 	<ul style="list-style-type: none"> select novel texts from a range of leveled sets for independent reading. sustain independent reading for a longer period of time. read several familiar and/or novel texts independently at one sitting. read a beginning chapter book across several sittings. read different genres (e.g., simple biographies, simple mysteries, poetry).
Oral Reading Fluency	<ul style="list-style-type: none"> scan pages from top to bottom to locate text. hold the story line while accessing visual information. use meaning, structure, and visual information to problem-solve unknown words. use dominant letter(s)/sound(s) to confirm or discount word choice. decode one-syllable words by sequentially blending letter sounds. use familiar letter sequences (onsets and rimes) to decode unknown words. use analogies to decode words with similar spelling patterns (e.g., <i>day</i>, <i>may</i>). read in 2–3 word phrases. 	<ul style="list-style-type: none"> use multiple cues to problem-solve words quickly. take words apart (onsets, rimes, endings, contractions, compound words) to decode unknown words. search and monitor vowel patterns within words. use analogies to decode words with common spelling patterns (e.g., <i>out</i>, <i>shout</i>). quickly self-correct significant miscues. read in longer phrases. attend to and read punctuation. read dialogue with expression. read at an appropriate rate.

Transitional Readers continued
(DRA2 Levels 14–24; Guided Reading Levels H–L)

	Generally are able to . . .	Are learning to . . .
Comprehension	<ul style="list-style-type: none"> • preview a text; construct tentative meaning using the illustrations or photographs. • orally retell the story or information. • identify a favorite part of a story and tell why. • make text-to-self connections. 	<ul style="list-style-type: none"> • make predictions based on prior knowledge, the book title, and oral book introduction. • extract more meaning from the text; rely less on the illustrations. • monitor meaning across pages/short chapters. • recall main ideas and supporting details from previously read chapters or segments to continue constructing and monitoring meaning. • use fix-up strategies when meaning is not clear. • identify important ideas, details, and vocabulary to include in a retelling. • retell important ideas and details sequentially or in a logical order. • identify story elements (e.g., characters, setting, problem, solution). • make inferences and discuss what is implied or suggested in the text. • gain information from text features (e.g., book/chapter titles, headings, table of contents). • understand basic information presented graphically (e.g., simple maps, charts, timelines). • make text-to-text connections. • identify the most important event and tell why it is important. • support opinions with examples from the text or personal experience.



Description of Transitional Stage Texts
(DRA2 Levels 14–24; Guided Reading Levels H–L)

Content

- familiar and novel experiences, topics, and themes
- familiar as well as specialized and/or more challenging vocabulary
- illustrations and photographs provide a high level of support
- some information presented graphically in nonfiction texts
- characters are memorable

Genre/Text Structure

- variety of genres (realistic fiction, simple fantasies, basic informational texts, humor, poetry)
- traditional retellings of fairy tales/folktales
- repeated events and episodic chapters (beginning chapter books)
- series (e.g., *Henry and Mudge*, *Cam Jansen*, *Nate the Great*, *Frog and Toad*)

Language/Word Structures

- oral, written, and literary language structures
- large numbers of familiar/high-frequency words
- dialogue used to move the story along
- some descriptive language

Layout

- multiple lines of text per page
- may have some full pages of print (up to 20 lines of text)
- illustrations extend the text, depict characters and setting
- clear spacing between words and lines of text

Transitional Strategic Reading Behaviors

Scaffold (Model, Teach, and Reinforce) Transitional Readers to . . .

Before Reading	<ul style="list-style-type: none"> • look at the title and the cover illustration and think about the text (<i>What is this about? What kind of book is this? What are my expectations?</i>). • look at the illustrations/photographs and tell or think about what is happening. • preview texts, making predictions about what is likely to happen or identifying topics and information that may be included. • listen to the book introduction given by the teacher.
During Reading	<ul style="list-style-type: none"> • predict what they think will happen next; confirm and/or alter predictions. • read text with an appropriate rate, phrasing, and expression. • quickly problem-solve unknown/challenging words using multiple sources of information (e.g., meaning, sentence structure, visual). • take apart longer, unknown words (e.g., syllables, endings, common letter sequences) but also use letter-sounding if needed. • quickly self-correct significant miscues. • read silently. • monitor meaning across pages, segments, and/or chapters; stop and reread when meaning is not clear or lost.
After Reading	<ul style="list-style-type: none"> • include important characters, events, ideas, and details in oral retellings. • organize information presented in a retelling in a sequential or logical order. • identify a part of the book they liked best and tell why. • discuss text-to-self and text-to-text connections made while reading. • demonstrate understanding of the characters through discussion. • identify the most important thing that happened in the story. • use details from the text and personal experience to support opinion(s).

Overview of Reading Stages: Extending

It is important for readers in the Extending stage to read a variety of books, enjoy different genres, keep a record of what they have read, and write in response to their reading. At this stage, students generally read independently for longer periods of time and need less support, but they continue to benefit from guided reading group experiences, literature circles, and other book groups.

Generally, Extending readers are learning to read with more effective expression. It is still important to provide authentic reasons for rereading, such as participating in readers' theater and audiotaping a portion of a text to self-assess his or her oral reading. If needed, students may do repeated readings of short passages to improve their reading rate.

Asking students to read aloud their own writing with expression often enables them to hear the natural pauses and monitor their use of punctuation. As in the other stages of learning to read, Extending

readers/writers need timely and specific feedback about their independent writing (e.g., ideas, word choice, spelling, punctuation).

Extending readers will encounter more polysyllabic words as they read longer, more complex texts. It is important for these students to learn how to analyze words with two or more syllables, as well as identify meaning units within words (e.g., prefixes, base words, and/or suffixes) in guided reading and/or mini-lessons. Word sorts consisting of common syllable patterns, affixes, and/or base words help these developing readers attend to letter sequences, vowel patterns, and meaning units within words.

The following three charts will give you an overview of what Extending readers generally control and are learning to do, the type of texts they read, and what you are to draw their attention to and teach before, during, and after reading a book.

**Extending Readers
(DRA2 Levels 28–38; Guided Reading Levels M–P)**

	Generally are able to . . .	Are learning to . . .
Reading Engagement	<ul style="list-style-type: none"> • select novel texts from a range of leveled sets for independent reading. • sustain independent reading for a longer period of time. • read several familiar and/or novel texts independently at one sitting. • read a beginning chapter book across several sittings. • read different genres (e.g., simple biographies, simple mysteries, poetry). 	<ul style="list-style-type: none"> • select texts that match their reading level, interests, and purposes. • keep a record of books read. • read multiple books within a series, genre, or by an author. • identify and talk about favorite series, authors, and books. • increase independent reading stamina. • identify strengths as a reader. • identify things to learn or do in order to become a better reader.
Oral Reading Fluency	<ul style="list-style-type: none"> • use multiple cues to problem-solve words quickly. • take words apart (onsets, rimes, endings, contractions, compound words) to decode words. • use analogies to decode words with common spelling patterns (e.g., <i>out, shout</i>). • quickly self-correct significant miscues. • read in longer phrases. • attend to and read basic punctuation. • read dialogue with expression. • read at an appropriate rate. 	<ul style="list-style-type: none"> • read appropriately leveled texts with a high level of accuracy. • monitor meaning and use fix-up strategies when meaning is unclear. • search and monitor vowel patterns within words. • quickly take words apart (e.g., onsets, rimes, endings, compound words) to decode words. • identify and use familiar consonant and vowel patterns to divide two-to-three-syllable words. • use analogies to decode word segments with similar spelling patterns (e.g., <i>thought, bough</i>). • read with expression that conveys intended meaning. • read in longer, meaningful phrases. • adjust rate as needed.
Comprehension	<ul style="list-style-type: none"> • make predictions based on prior knowledge, the book title, and oral book introduction. • extract more meaning from the text; rely less on the illustrations. • monitor meaning across pages/short chapters. • recall main ideas and supporting details from previously read chapters or segments to continue constructing and monitoring meaning. • use fix-up strategies when meaning is not clear. • gain some information from text features (e.g., book/chapter titles, headings, table of contents). • understand basic information presented graphically. • identify important ideas, details, and vocabulary to include in a retelling. • retell important ideas and details sequentially or in a logical order. • identify story elements (e.g., characters, setting, problem, solution). • make text-to-self connections. 	<ul style="list-style-type: none"> • engage with the text by accessing prior knowledge and initial information from the text to make meaningful predictions. • generate relevant questions before and during reading. • identify important ideas, details, and vocabulary to include in a summary. • compose a written summary using their own language, key ideas, and vocabulary from the text. • identify the most important event and tell why it is important. • make text-to-text and text-to-world connections. • support opinions with examples from the text or personal experience. • make inferences and discuss or record what is implied or suggested in the text. • understand the meaning of common prefixes (e.g., <i>re-, un-</i>) and suffixes (e.g., <i>-less, -ful</i>). • participate in book discussions. • understand the purpose of titles/headings, boldface words, glossary, and captions. • use titles/headings as a basis for predictions and questions. • use boldface words, glossary, and captions to clarify meaning. • skim to locate and/or recheck information. • locate and restate information within the text to respond to literal questions. • interpret information presented graphically (e.g., basic charts, graphs, maps, diagrams).

Description of Extending Stage Texts
(DRA2 Levels 28–38; Guided Reading Levels M–P)

Content

- wide variety of experiences, topics, and themes that go beyond Extending readers' experience
- familiar as well as specialized and/or more challenging vocabulary
- illustrations/photographs provide a moderate to low level of support
- information presented graphically in nonfiction texts (e.g., charts, graphs, timelines, maps, diagrams)
- more descriptions/details of story elements (e.g., setting, characters, and plot)

Genre/Text Structure

- wide variety of genres (e.g., realistic fiction, informational texts, mystery, fantasy, biography, historical fiction, humor, adventure, poetry)
- longer chapter books that contain short chapters
- series (e.g., *Baby-Sitters Club*, *Magic Tree House*, *Magic School Bus*, *Junie B. Jones*)
- informational text structures (e.g., charts, comparison/contrast, cause/effect, directions, descriptions)

Language/Word Structures

- oral, written, and literary language structures
- content-specific language
- increasing number of polysyllabic words
- more challenging vocabulary that may require readers to identify and use meaning units (base/root words and affixes) within words

Layout

- multiple lines of text per page
- full pages of print
- illustrations extend the text, depict characters and setting
- information presented graphically generally reinforces the written text
- smaller font size and spacing between words and lines of text

Extending Strategic Reading Behaviors

Scaffold (Model, Teach, and Reinforce) Extending Readers to . . .

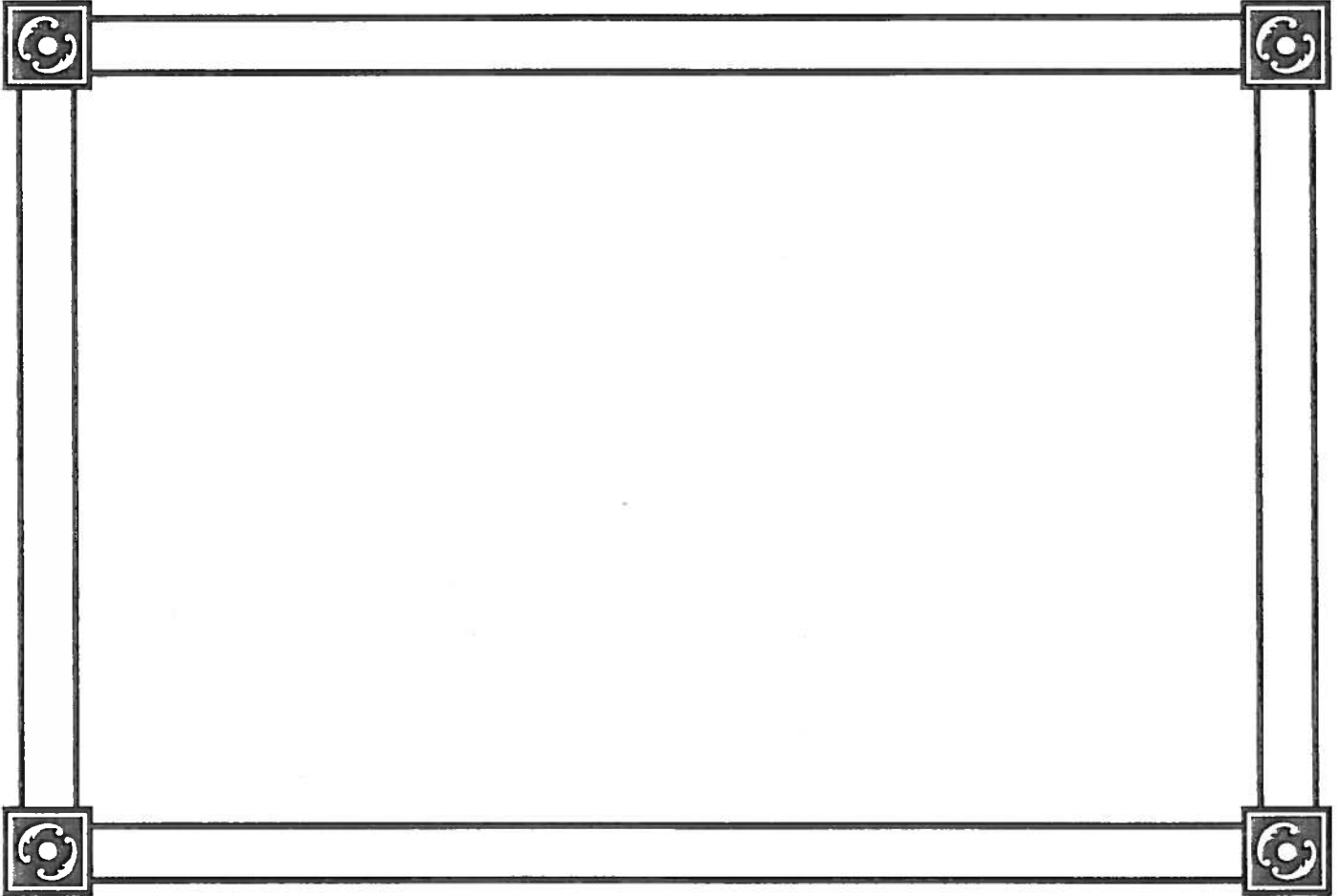
Before Reading	<ul style="list-style-type: none"> • look at the title and the cover illustration and think about the text (<i>What is this about? What kind of book is this? What are my expectations?</i>). • preview texts, making predictions about what is likely to happen or identifying topics and information that may be included.
During Reading	<ul style="list-style-type: none"> • predict what they think will happen next; confirm and/or alter predictions. • read text with an appropriate rate, phrasing, and expression. • quickly problem-solve unknown/challenging words using multiple sources of information. • take apart longer, unknown words (e.g., syllables, endings, common letter sequences). • quickly self-correct significant miscues. • read silently. • monitor meaning across pages, segments, and/or chapters. • use fix-up strategies when meaning is not clear.
After Reading	<ul style="list-style-type: none"> • discuss text-to-self, text-to-text, and/or text-to-world connections made while reading. • demonstrate understanding of the characters through discussion. • interpret characters' actions, decisions, behaviors. • discuss what the author is trying to say in the story/text (message). • identify the most important thing that happened in the story. • use details from the text and personal experiences to support opinion(s). • write a "scaffolded" summary. • compare and contrast characters, stories, and texts.

Picture Frame

Name _____

Date _____

Draw a picture of your favorite part of the story.



Tell why it is your favorite part.

Storyboard

Name _____

Date _____

Draw a picture in each box to show what happened in the story.


Beginning


Middle


End

Summary

Name _____

Date _____

AFTER READING

Summary

Write a summary of the story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. Use the words and phrases below to help you organize your summary.

In the beginning,

Next,

Then,

After that,

In the end,

Text Features and Prediction

Name _____ Date _____

Text Features

Think about the title, the pictures you have seen, and what you have read so far. What do you know about the characters _____ and _____ ?

Prediction

What are 2 things you think might happen in the rest of the story?

1. _____

2. _____

Prediction

Name _____

Date _____

List 3 questions that you had while reading the first part of the book.

1. _____

2. _____

3. _____

What are 3 things that you think might happen or that you might learn from reading the rest of the book?

1. _____

2. _____

3. _____

Reflection

Name _____

Date _____

What is the most important event in the story?

Why do you think it is important?

Reflection

Name _____

Date _____

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

Why do you think it is important?

Metacognitive Awareness

Name _____

Date _____

Check 1 strategy that you used to help you understand the book.

- I recalled what I know about the topic.
- I asked myself questions as I read.
- I made connections.
- I decided what was important to remember.
- I thought about the reasons why things happened.
- I pictured what was happening.

Give at least 2 specific examples from this book that show how you used this comprehension strategy.



Frequently Asked Questions About DRA2

For the results of *DRA2, K–3*, to be reliable and accurate, it is important for you to be familiar with the guidelines and procedures for administering the assessment. In addition to the guidelines provided in this Teacher Guide, here are answers to some of the most frequently asked questions teachers have about *DRA2* that you may find helpful.

What is the appropriate number of times to administer DRA2?

In general, the assessment is given twice a year (fall and spring) to provide teachers with information to guide instruction. There is always the option to administer the assessment more frequently. Oftentimes, the assessment is administered at mid-year to identify the needs or skills of students who are challenged readers. It is also given mid-year, in some cases, to monitor student progress and to provide more instructional guidance.

Is it okay to prompt the child and ask the child to reread with better expression?

No. When a student is reading aloud during the assessment, it is not an instructional moment. The information gained from the student's oral reading is intended to be a snapshot of the student's skills at that point in time. The teacher should use the information gleaned from the assessment to guide instruction in the weeks to come.

Do we count a word error if a child misreads the word every time it is repeated in the text?

Every error, except for the repetition of a person's name (*Raymond* for *Ramon*), is counted each time.

Does writing in the DRA2, K–3, give an accurate portrayal of comprehension?

It is true that students will not be able to write all they would tell in an oral retelling so they must determine what is most important to include in their written responses and how to organize their thoughts in a meaningful or logical order. The composing process gives students time to do so. It also enables students to reread and revise what they

have written in order to clarify their understanding of what they have read and/or written. Many state assessments ask for written responses as well. The *DRA2* gives teachers insight into how well Extending readers respond in writing.

How can DRA2 help me meet the needs of students in special education?

DRA2 can help to address students' IEP goals and objectives. For example, the *DRA* Continuum can be immediately turned into measurable goals and objectives.

Are there any parts of DRA2 that can be omitted and still maintain the integrity of the test?

No. The assessment was field-tested and revised based on the field-test feedback. One of the strengths of *DRA2* is that a student reads the entire text as opposed to an excerpt. This helps the student construct meaning or comprehend across extended text (beginning, middle, and end). The student is able to respond with more depth because more information and context is provided. This task resembles real-life reading.

How much should fluency be weighed in the earliest levels?

When students are just beginning to decode, they are less fluent because they are learning how to analyze and take words apart while constructing meaning. As students become more proficient in problem-solving unknown words, they become more fluent. In *DRA2* it is recommended that students read at least 30 words per minute beginning with Level 14. Students do read at different rates. Fluency becomes a concern when a student reads so slowly that it is difficult to gain enough momentum to comprehend. Allington, as well as Fountas and Pinnell, cite sources that suggest that by the end of first grade students should be reading approximately 60 words per minute. Fluency also impacts students' perceptions of themselves as readers and the amount they are able to read at any given time.

Recommended References

DRA2 was created to assess and document primary students' development as readers over time. Knowing how to create rich literate environments and learning experiences that honor the way children learn is also essential in establishing an effective early literacy learning program.

The following professional books are recommended as a means to guide and extend your understanding of effective ways to teach reading/writing in primary grades (K–3).

Allington, Richard L. *What Really Matters for Struggling Readers: Designing Research-Based Programs* (Second Edition). New York, NY: Allyn & Bacon, 2005.

Bamford, Rosemary A., and Janice V. Kristo. *Checking Out Nonfiction K–8: Good Choices for Best Learning*. Norwood, MA: Christopher-Gordon Publishers, 2000.

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Brand, Max. *Word Savvy: Integrated Vocabulary, Spelling, & Word Study, Grades 3–6*. Portland, ME: Stenhouse Publishers, 2004.

Calkins, Lucy McCormick. *The Art of Teaching Reading*. New York, NY: Allyn & Bacon, 2000.

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