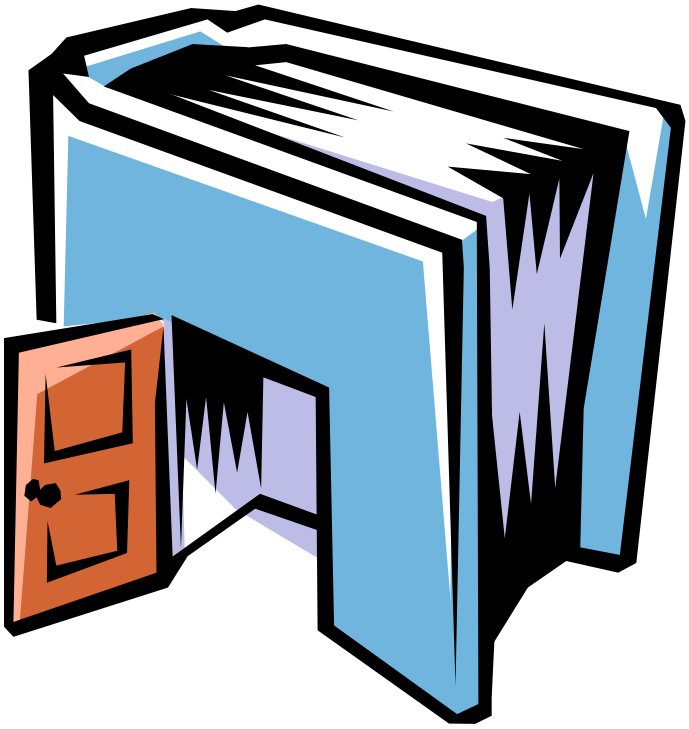
The Arkansas Literacy Coaching Benchmark Book Collection



University of Arkansas at Little Rock
Early Literacy Training Center
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The Arkansas Literacy Coaching Benchmark Book Collection was developed for use as an alternative to DRA testing. These formal assessments will be used in conjunction with the literacy assessment notebook. Although there are directions given on each individual book, there are some general guidelines that should be addressed.

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- All italicized writing is written as a script for the teacher.
- Each benchmark book has a standard introduction to be read exactly as worded to keep the assessment standard.
- Each benchmark book introduction gives the opportunity for the child to view the pictures before the book is read.
- The running record sheet referred to in each set of directions is a plain white sheet of paper so it may be stapled to the decoding sheet and placed in the literacy assessment notebook.
- Each set of directions has a decoding section and a comprehension section.
- Some books require the child to read the book silently depending on the level of text.
- Some books require a running record to be taken on the entire text while others are assigned certain pages. If the child is sent off to read the book silently, the running record should be taken after the comprehension is assessed to avoid confusion for the child.
- If the child is not required to read silently, the running record should be taken on the first reading.
- Some books chosen as benchmark books do not have the page numbers already on them. This is important in some cases because the running record is to be done on specified pages. The first page of the story begins as page one. This does not include any cover page or a table of contents etc. It is a good idea to number the pages yourself and double check with the running words (RW) to make sure you are accurate.

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The Arkansas Literacy Coaching Benchmark Book Collection was created by Donnie Skinner and Teresa Richardson for the UALR Arkansas Literacy Coaching Model/Early Literacy Training Center. Additional introductions added by Donnie Skinner.

We Like Fruit, by Millen Lee (Scholastic)
Level- A

RW 23 (pages 4-8)
The title of this story is We Like Fruit. This story tells about all of the different kinds of fruit people like. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and say: *Watch me as I point and read the first 2 pages of the story. We go to the store.* (page 1) *I like apples and oranges.* (page 2) *Now you point and read the rest of the story.*
Take a running record as the child reads pages 4-8. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

My Dog, by Haley Novak (Harcourt Brace)
Level- A

RW 20 (4-8)
The title of this story is My Dog. This story tells about a little dog and all the different things he can do. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and say: *Watch me as I point and read the first 2 pages of the story. My dog can run.* (page 1) *My dog can jump.* (page 2) *Now you point and read the rest of the story.*
Take a running record as the child reads pages 4-8. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

<u>*What Do Insects Do?</u>, by Susan Canizares and Pamela Chanko (Scholastic)
Level- A

RW 22 (pages 3-12)
The title of this story is <u>What Do Insects Do?</u> This story tells about all of the many things insects do to keep busy! Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and say: *Watch me as I point and read the first 2 pages of the story. What do insects do?.* (page 1) *They jump.* (page 2) *Now you point and read the rest of the story.*
Take a running record as the child reads pages 3-12. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in <u>Shaping Literate Minds</u> to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in <u>Shaping Literate Minds</u> to assess comprehension and determine if this is an appropriate level for the student.

<u>Legs,</u> by Rachel Gosset and Margaret Ballinger (Scholastic)
Level-A

RW 11 (pages 3-7)
The title of this story is <u>Legs.</u> Some animals have no legs and some animals have a many legs! This story tells about different animals and how many legs they have. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and say: *Watch me as I point and read the first 2 pages of the story. No legs.* (page 1) *Two legs.* (page 2) *Now you point and read the rest of the story.*
Take a running record as the child reads pages 3-7. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in <u>Shaping Literate Minds</u> to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in <u>Shaping Literate Minds</u> to assess comprehension and determine if this is an appropriate level for the student.

I Like, by Gay Su Pinnell (Scholastic)
Level-A

RW 23 (pages 3-8)
The title of this story is I Like. In this story, a little girl is trying to guess her mother's secret. She asks a lot of questions to try and find out what it is. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and say: *Watch me as I point and read the first page of the story. I like to wake up. Now you point and read the rest of the story.*
Take a running record as the child reads pages 3-8. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

LUNCH, by Gay Su Pinnell (Scholastic)
Level-A

RW 18 (pages 3-8)
The title of this story is LUNCH. This story shows all the different foods a little girl likes to eat for lunch. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and say: *Watch me as I point and read the first page of the story. I like apples. Now you point and read the rest of the story.*
Take a running record as the child reads pages 3-8. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

My Cats, by Eileen Robinson (Scholastic)
Level-A

RW 35 (pages 3-8)
The title of this story is My Cats. The family in this story has many cats and they like to get on things! Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and say:
Let's look at the first page and see what the cats do. Watch me as I point and read the first page. My cats are on the chair. Now you read the rest of the story.
Take a running record as the child reads pages 3-8. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

***Hats Around the World,** by Liza Charlesworth (Scholastic)
Level-B

RW 52 (pages 3-14) Please note that the labels are not counted as part of the running words in the story.
The title of this story is Hats Around the World. This is a story that tells about many different types of hats people like to wear. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and say:
Watch me as I point and read the first 2 pages of the story. Everyone wears hats. (page 1) *My hat is big*. (page 2) *Now you point and read the rest of the story.*
Take a running record as the child reads pages 3-14. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Lunch at the Zoo, by Wendy Blaxland (Scholastic)
Level-B

RW 55 (pages 2-6)
The title of this story is Lunch at the Zoo. This is a story about many different types of animals that eat lunch at the zoo. The zoo keeper feeds the animals and the animals all think their lunch is yummy. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again say: *Watch me as I point and read the first page. 'This is MY lunch,' said the elephant. 'Yum! Yum!' Now you point and read the rest of the story.*
Take a running record as the child reads pages 2-6. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

My Cat Muffin, by Marjory Gardner (Scholastic)
Level-B

RW 30 (pages 2-7)
The title of this story is My cat muffin. This is story is about a little girl who thinks her cat Muffin is very special. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and say: *Watch me as I point and read the first page. My cat Muffin is funny. Now you point and read the rest of the story.*
Take a running record as the child reads pages 2-7. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Making Mountains, by Margaret Ballinger and Rachel Gosset (Scholastic)
Level-B

RW 30 (pages 2-6)
The title of this story is Making Mountains. The children in this story like to make things. First they make a mountain of dirt, then make other things out of it. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and say: *Watch me as I point and read the first page. We are making a mountain. Now you point as you read the rest of the story.*
Take a running record as the child reads pages 2-6. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

***Who Lives in a Tree?** By Susan Canizares and Daniel Moreton (Scholastic)
Level-B

RW 37 (pages 3-12)
The title of this story is Who Lives in a Tree? This story is about many different animals that live in trees! Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and say: *Watch me as I point and read the first 2 pages of the story. Who lives in a tree?* (page 1) *Raccoons live in trees.* (page 2) *Now you point and read the rest of the story.*
Take a running record as the child reads pages 3-12. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

<u>*Monkeys</u> by Susan Canizares and Pamela Chanko (Scholastic)
Level-B

RW 21 (pages 3-12)
The title of this story is <u>Monkeys.</u> This book tells about things that monkeys like to do. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and say: *Watch me as I point and read the first 2 pages of the story. What do monkeys do?* (page 1) *Monkeys climb.* (page 2) *Now you point and read the rest of the story.*
Take a running record as the child reads pages 3-12. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in <u>Shaping Literate Minds</u> to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in <u>Shaping Literate Minds</u> to assess comprehension and determine if this is an appropriate level for the student.

<u>How Many Fish?,</u> by Rachel Gosset and Margaret Ballinger (Scholastic)
Level-B

RW 25 (pages 2-7)
The title of this story is <u>How Many Fish</u>? You can find fish in many different places. In this story, you get to count the fish and see where they live. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and say: *Watch me as I point and read the first page of the story. One fish in a bowl. Now you point and read the rest of the story.*
Take a running record as the child reads pages 2-7. Calculate the percentage of accuracy and self-correction rate. Use the emergent reading behaviors checklist on page 108 in <u>Shaping Literate Minds</u> to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in <u>Shaping Literate Minds</u> to assess comprehension and determine if this is an appropriate level for the student.

Baby Lamb's First Drink, by Beverly Randell
(Rigby-PM Reader)
Level-C

RW 64 (entire text)
The title of this story is Baby Lamb's First Drink. This is a story about a baby lamb and his mother. Baby Lamb is thirsty and needs his mother so he can drink some milk. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

We Can Run, by Jenny Giles (Rigby-PM Reader)
Level-C

RW 77 (entire text) Please note that the speech bubbles are not counted in the running words total.
The title of this story is We can Run. This is a story about all of the different ways children and animals can move! They can do a lot of the same things. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

A Birthday Cake for Ben, by Beverly Randell (Rigby-PM Reader)
Level-C

RW 59 (entire text)
The title of this story is A Birthday Cake for Ben. It's Ben's birthday and he needs a birthday cake. Mom makes Ben a birthday cake in the shape of his favorite animal. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Four Ice Creams, by Jenny Giles (Rigby-PM Reader)
Level-C

RW 61 (entire text) Please note that the speech bubbles are not counted in the running words total.
The title of this story is Four Ice Creams. Dad is buying his family ice creams! He starts out with four ice creams and gives them to his family. Even the Baby gets an ice cream! Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

The Little Snowman by Jenny Giles (Rigby-PM Reader)
Level-C

RW 59 (entire text) Please note that the speech bubbles are not counted in the running words total.
The title of this story is The Little Snowman. In this story, some children get to build a snowman with mom. They start out with a little snowball and add eyes, a mouth, a nose, and a scarf. Dad adds something at the end of the story. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Wake up, Dad, by Beverly Randell (Rigby-PM Reader)
Level-C

RW 67 (entire text)
The title of this story is Wake up, Dad. Kate, Nick, and James wake up and want to wake up dad, too, but dad is still asleep. The whole family jumps in bed to wake up dad. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Tom is Brave, by Beverly Randell (Rigby-PM Reader)
Level-D

RW 57 (entire text)
The title of this story is Tom is Brave. In this story, a little boy named Tom went to the store for Mom. Tom falls and hurts himself so he went home to get mom to help. Tom is much better because he is so brave. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Hide and Seek, by Jenny Giles (Rigby-PM Reader)
Level-D

RW 108 (entire text)
The title of this story is Hide and Seek. Everyone loves to play hide-and-seek. In this story, Dad, James, Nick, and Kate play a game of hide-and-seek. Dad counts to 10 and looks and looks to see if he can find them! Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

The Berenstain Bears Go Up and Down by Stan & Jan Berenstain
Level-D

RW 77 (entire text)
The title of this story is The Berenstain Bears Go Up and Down. This is a counting book about some little bears. They like to ride the escalator up and down. Look at the pictures to tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

A Home for Little Teddy by Beverly Randell (Rigby-PM Reader)
Level-D

RW 53 (entire text)
The title of this story is A Home for Little Teddy. In this story, Little Teddy went to look for a home. He went to see Mouse and Rabbit but they did not have a home for him. He finally found the home that was just right for him. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Sally's Beans, by Beverly Randell (Rigby-PM Reader)
Level-D

RW 123 (entire text)
The title of this story is Sally's Beans. This is a story a little girl named Sally planted beans in the garden. She takes good care of them and waits for them to finally come up! Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Where Are the Sunhats? by Beverley Randall
Level-D

RW 130 (entire text)
The title of this story is Where Are the Sunhats? This story is about Kate, James, Nick, and their Mom and Dad. They are going to the beach when they see that they forgot their sunhats so they go back home to look for them. Look at the pictures to see what is happening in the story. Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

The New Baby, by Beverly Randell (Rigby-PM Reader)
Level-E

RW 133 (entire text)
The title of this story is The New Baby. In this story, Grandpa and a little boy named Tom are at home while mom is in the hospital expecting a new baby! The phone rings and Grandpa and Tom are excited because Baby Emma is finally here. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Choosing a Puppy, by Jenny Giles (Rigby-PM Reader)
Level-E

RW 158 (entire text)
The title of this story is Choosing a Puppy. In this story, Sam and Rachel are looking for a puppy. Andy shows them where the puppies are and they get to choose the one they want to take home. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Snowy Gets a Wash, by Beverly Randell (Rigby-PM Reader)
Level-E

RW 181 (entire text)
The title of this story is Snowy Gets a Wash. In this story, Nick has a teddy bear named Snowy. Nick and Snowy do many things together but Snowy gets dirty and it is time for a wash. Will Snowy ever get clean? Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Wake Up Sun by David L. Harnson
Level-E

RW-106 (pages 24-32)
This title of this story is Wake Up Sun. This story is about all of the farm animals trying to make the sun come up. They make lots of noise trying to find the sun. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads pages 24-32. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Go Dog Go! by Philip Eastman
Level-E

RW-115 (pages 52-64)
The title of this story is Go Dog Go. This story is about dogs and all of the fun things they do. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads pages 52-64. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

It Looked Like Spilt Milk by Charles G. Shaw
Level-E

RW-172 (entire text)
The title of this story is It Looked Like Spilt Milk. This story describes many shapes and animals that look like spilt milk but are not. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

A Friend For Little White Rabbit by Beverley Randall
Level-E

RW-113 (entire text)
The title of this story is A Friend For Little White Rabbit. This story is about a little white rabbit looking for a friend that wants to play. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

The House in the Tree, by Beverly Randell (Rigby-PM Reader)
Level-F

RW 202 (entire text)
The title of this story is Choosing a Puppy. In this story, Dad built a house in a tree for Jessica and Daniel. Daniel isn't as big as Jessica and he is afraid to go up in the tree house. Jessica goes shopping and finds the perfect birthday present to help Daniel. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Sally's Friends, by Beverly Randell (Rigby-PM Reader)
Level-F

RW 128 (entire text)
The title of this story is Sally's Friends. In this story, a little girl named Sally is looking for someone to play with. Emma isn't very nice and doesn't want to play but Rebecca does. Will Emma and Sally end up being friends? Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Bugs for Breakfast, by Annette Smith (Rigby-PM Plus)
Level-F

RW 158 (entire text)
The title of this story is Bugs for Breakfast. In this story, two little ducks named Dilly Duck and Dally Duck are hungry and want to find some breakfast. They went down to the river to search for food. Will they find what they are looking for? Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Baby Bear's Hiding Place, by Beverly Randell (PM Plus)
Level-F

RW 187 (entire text)
The title of this story is Baby Bear's Hiding Place. In this story, Father Bear and Baby Bear go into the forest to find some food. While they are looking for food, Baby Bear finds a good hiding place in a tree and waits to surprise Father Bear. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Cookie's Week by Cindy Ward
Level-F

RW-84 (entire text)
The title of this story is Cookie's Week. This story is about a curious cat named Cookie and all of the trouble she gets in each day. Look at the pictures and tell me what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

My New Boy, by Joan Phillips (Random House)
Level-F

RW (pages 1-13)
The title of this story is My New Boy. In this story, a little puppy wants to get a kid of his own. He finally finds the right one and he gets to teach his new boy lots of fun things they can do together. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads pages 1-13. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Itchy Itchy Chicken Pox by Grace Maccarone
Level-F

RW-131 (entire text)
The title of this story is Itchy Itchy Chicken Pox. This story is about a little boy that gets the chicken pox. They show up all over his body but he isn't supposed to scratch. Mom makes him take a yucky oatmeal bath to help the itching stop. Look at the pictures and tell what is happening.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Tabby in the Tree by Beverley Randall
Level-F

RW-117 (pages 8-16)
The title of this story is Tabby in the Tree. This story is about Tabby the cat who is stuck in a tree. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads pages 8-16. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

The Lion and the Rabbit by Beverley Randell
Level-F

RW-99 (entire text)
The title of this story is The Lion and the Rabbit. This story is about a hungry lion that catches a rabbit to eat. When a deer runs by, he chases it instead. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child read the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Biscuit by Alyssa Satin Capucilli
Level-G

RW-134 (entire text)
The title of this story is Biscuit. This story is about a little puppy that would rather play than go to bed. He tries everything to be able to stay up a little longer. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Biscuit Finds a Friend by Alyssa Satin Capucilli
Level-G

RW-114 (entire text)
The title of this story is Biscuit Finds a Friend. This story is about a little puppy named Biscuit. Biscuit meets a lost duckling and help his new friend find his way home. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

The Clever Penguins by Beverley Randell
Level-G

RW-174 (entire text)
The title of this story is The Clever Penguins. The word clever means smart. This story is about how Mother and Father penguin take turns watching after their eggs. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Come on, Tim, by Jenny Giles (Rigby-PM Reader)
Level-G

RW 198 (entire text)
The title of this story is Come on, Tim. In this story, Michael and Anna are playing on the playground on top of a fort. Tim decides to climb up and join them but he needs help getting back down! Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the early reading behaviors checklist on page 111 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Ben's Tooth, by Beverly Randell (Rigby-PM Reader)
Level-H

RW 197 (entire text)
The title of this story is Ben's Tooth. In this story a little boy named Ben loses his tooth. Everyone tells Ben that the tooth fairy will come and get it after he goes to sleep but Ben doesn't believe them. The next morning Tim wakes up with a big surprise! Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Just Me and My Puppy by Mercer Mayer
Level-H

RW-190 (entire text)
The title of this story is Just Me and My Puppy. This story is about a Little Critter who gets a new puppy. He takes very good care of his puppy and teaches him many tricks. Look at the pictures and tell what's happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Mom's Secret, by Meredith Costain (Scholastic)
Level-H

RW 141 (entire text)
The title of this story is Mom's Secret. In this story, a little girl is trying to guess her mother's secret. She asks a lot of questions to try and find out what it is. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

The Flood by Jenny Giles
Level-H

RW 100 (pages 2-6)
The title of this story is The Flood. Floods are caused when it rains day after day and the water gets too high. It sometimes even goes inside people's houses. That is what happened to Sam, Rachel, and their parents. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the child off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 2-6. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

A Clean House for Mole and Mouse, by Harriet Ziefert
(Scholastic)
Level-H

RW 141 (entire text)
The title of this story is A Clean House for Mole and Mouse. Mouse and Mole wanted to clean the house because it is so dirty. They worked so hard to clean up the house they didn't want to mess it up again. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Sammy the Seal by Sid Hoff
Level-H

RW-151 (pages 12-21)
The title of this story is Sammy the Seal. This story is about a seal named Sammy who lives in the zoo. One day Sammy decides he wants to see what life is like outside of the zoo. He discovers many things on his adventure and finds out that living at the zoo isn't so bad after all. Look at the pictures and tell what's happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 12-21. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

Just a Mess by Mercer Mayer
Level-I

RW-206 (entire text)
The title of this story is Just a Mess. In this story, a Little Critter has lost his baseball mitt. He thinks it may be in his room but it is such a mess, it may be hard to find! Look at the pictures and tell what's happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

There's a Nightmare in My Closet by Mercer Mayer
Level-I

RW-153 (entire text)
This title of this story is There's a Nightmare in My Closet. In this story, a little boy has a scary nightmare hiding in his closet. He was so scared until one night he decided to get rid of his nightmare once and for all! Look at the pictures and tell what's happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and ask the child to read the story.
Take a running record as the child reads the entire text. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.

Are You My Mother? by P.D. Eastman
Level-I

RW-106 (pages 57-62)
The title of this story is Are You My Mother? This story is about a baby bird that hatches from his egg. His mother is gone so he takes a walk to try and find her. Look at the pictures and tell what's happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the student off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 57-62. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

Hattie and the Fox by Mem Fox
Level-I

RW-117 (pages 21-30)
The title of this story is Hattie and the Fox. In this story, Hattie, a big black hen, sees something hiding in the bushes. She tries to warn her friends of danger but nobody is listening. The animals finally realize what Hattie is saying is true! Look at the pictures and tell what's happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the student off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 21-30. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

Nelson theBaby Elephant by Beverley Randell
Level-J

RW 114 (pages 5-11)
The title of this story is Nelson the Baby Elephant. When Nelson was born his family came to see him. They proudly watched him as he learned new things. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the child off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 5-11. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

Rescuing Nelson by Beverley Randell
Level-J

RW 121 (pages 8-12)
The title of this story is Rescuing Nelson. Nelson and his family love to play in the water and rolling in the mud helps them to cool off. Nelson loved the cool mud until he got stuck. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the child off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 8-12. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

The Doorbell Rang by Pat Hutchins
Level-J

RW-125 (pages 12-22)
The title of this story is The Doorbell Rang. In this story, ma makes a dozen delicious cookies to eat. That should be enough for her two children but then the doorbell rings…and rings…and rings… Look at the pictures and tell what's happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the student off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 12-22. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

Curious George Visits the Zoo by Margaret and H.A. Rey
Level-J

RW-207 (pages 16-30)
The title of this story is Curious George Visits the Zoo. This story is about a curious little monkey that always manages to get into trouble. George visits the zoo and once again finds himself in trouble until he suddenly saves the day! Look at the pictures and tell what's happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the student off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 16-30. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

There's An Alligator Under My Bed by Mercer Mayer
Level-J

RW-101 (pages 17-29)
The title of this story is There's An Alligator Under My Bed. This book is about how a little boy tricks the alligator under his bed into leaving. Look at the pictures and tell what's happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the student off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 17-29. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

The Fire Cat by Esther Averill
Level-J

RW-118 (pages 20-22)
The title of this story is The Fire Cat. Pickles is a cat who lives in a barrel. He has big paws and needs to do big things, but what? He was busy chasing kittens one day when he was finally adopted by the firemen at the firehouse. Pickles makes big plans: to be the best fire cat ever! Look at the pictures and tell what's happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and the student off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 20-22. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

Jordan's Lucky Day by Jenny Giles
Level-K

RW 152 (pages 6-9)
The title of this story is Jordan's Lucky Day. Jordan and his friends are playing soccer when the ball bounces into a car. The owner of the car is Steve Parker, a famous soccer player. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the child off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 6-9. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

A Gift to Share, by Barbara Swett Burt (Steck-Vaughn, Pair-It)
Level-K

RW 123 (pages 2-5)
The title of this story is A Gift to Share. In this story, a little girl named Mattie wants to give a birthday gift to her Aunt Debra. She tries to think of a gift for her but each thing she wants to get is too expensive or just not right. Then Mattie gets an idea that that could be the best gift ever! Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the student off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 2-5. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

The Missing Pet, by Katherine Mead (Steck-Vaughn, Pair-It)
Level-K

RW 123 (pages 2-4)
The title of this story is The Missing Pet. In this story, a little boy named James has a parrot that is missing! He begins to look for his parrot, Oliver, and the whole neighborhood gets involved! Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the student off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 2-4. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

Riding to Craggy Rock by Annette Smith
Level-K

RW 103 (pages 10-13)
The title of this story is Riding to Craggy Rock. Mitch, Ben, Mom, and Dad decide to ride their bikes to Craggy Rock for a picnic. On the way, the weather turns stormy. Look at the pictures and tell what is happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the child off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 10-13. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

Clifford the Big Red Dog by Norman Bridwell
Level-K

RW-110 (pages 8-19)
The title of this story is Clifford the Big Red Dog. In this story, Emily Elizabeth has a big red dog--the biggest, reddest dog on her street, and his name is Clifford. Clifford is a very special and unusual dog. He may not be perfect but that doesn't matter to Emily Elizabeth. Look at the pictures and tell what's happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the student off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 8-19. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies.

Corduroy by Don Freeman
Level-K

RW 113 (pages 1-3)
The title of this story is Corduroy. Corduroy is a teddy bear who lives in a department store. When all the shoppers have gone home for the night, Corduroy climbs down from the shelf to look for his missing button and has some adventures along the way! The next day, a little girl named Lisa decides he wants to have Corduroy for her very own, but will she have enough money to buy him? Look at the pictures and tell what's happening in the story.
Use the running record sheet to document if the child gathered: little, some, or pertinent information as he looked at the pictures.
Read the title again and send the student off to read the story silently.
Tell me in your own words what happened in the story.
Use the comprehension guide on page 110 in Shaping Literate Minds to assess comprehension and determine if this is an appropriate level for the student.
Take a running record as the child reads pages 1-3. Calculate the percentage of accuracy and self-correction rate. Use the transitional reading behaviors checklist on page 114 in Shaping Literate Minds to assess decoding strategies