

Sensitive Observation of Reading Behavior

Running Record Professional Learning Package

PART ONE



Reading Recovery® Council
of North America

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Leader's Guide to Part One

This professional learning package is intended for use by a knowledgeable leader who will introduce running record conventions to groups of teachers—Reading Recovery teachers, classroom teachers, specialist teachers, or pre-service teachers. **Leaders for Reading Recovery teachers must be registered Reading Recovery teacher leaders.** This guide provides the leader with information needed to plan and conduct sessions and to schedule follow-up activities.

Importance of Running Records

Running records provide a systematic way of observing and capturing early reading behaviors. This sensitive and controlled form of observation requires systematic and objective recording of exactly what a child does when attempting to read a text. Running records can be used as an assessment of text reading, a check on whether students are reading texts of appropriate difficulty, a measure of progress in text reading over time, and a guide to teaching decisions for individual learners.

This professional learning package is limited to the careful recording of reading behaviors using established conventions and an introduction to scoring the records. More study will be required to learn to analyze the reading behaviors and use the analysis to guide teaching decisions.

Materials Included in This Package

- one copy each of *Mugs* book and *Traffic* book (also on Disk 1 in reduced facsimile PDFs)
- CDs that provide alternative training methods; both methods include narrative explanations of conventions and audio text readings of the two books

Disk 1 — PowerPoint presentations (RRPLP1traffic.ppt and RRPLP1mugs.ppt)

Disk 2 and Disk 3 — Audio-only presentations for each book

- Also on Disk 1:

For the leader: Narrator's script (RRPLP1script.pdf)

Leader's Guide and answer keys (RRPLP1guide.pdf)

README file and Orientation Video

For each teacher: Introduction to the Conventions for Taking a Running Record of Text Reading (RRPLP1intro.pdf)

Listen and Follow and ***Try It*** worksheets for each book (RRPLP1traffic.pdf and RRPLP1mugs.pdf)

Pre-Planning

1. From Disk 1, print and read the Introduction to the Conventions for Taking a Running Record of Text Reading (RRPLP1intro.pdf).
2. Become familiar with this guide and the accompanying materials in the package. If you haven't already done so, please read the README file on Disk 1 and watch the orientation video.
3. Ensure participants will have a copy of *An Observation Survey of Early Literacy Achievement* (Clay, 2002, 2006) or *Running Records for Classroom Teachers* (Clay, 2000). These must be available for the first session (or prior to the session if possible).
4. Ask participants to read the first two chapters of the Observation Survey book or *Running Records for Classroom Teachers* prior to the first session if possible, if it is available to them.

Planning the Session

1. From Disk 1, print for each participant the Introduction to the Conventions for Taking a Running Record of Text Reading (RRPLP1intro.pdf). Ask them to read this introduction up to the section on Scoring prior to the first session if possible.
2. Decide which text you will use for the sessions: *Traffic* or *Mugs*. Look at the texts to see which would be appropriate as a starting point for your group. *Traffic* is an early-level text; *Mugs* is a higher-level text. If you plan to use both over time, you would want to begin with *Traffic*.
3. Determine the schedule for your sessions. If time is limited, it will take more than one session to complete the worksheets and allow ample time for discussion. Be sure to include a session for follow up after participants have time to practice in their schools.
4. From Disk 1, print for each participant the *Listen and Follow* and *Try It* worksheets for the book you selected (RRPLP1traffic.pdf or RRPLP1mugs.pdf) if needed.

Listen and Follow: Teachers will first listen to an oral reading of the text and follow the running record provided as a worksheet.

Try It: Teachers will then listen to a reading of the text and record the conventions beside the printed text. Please note that they may use the column to the left or to the right of the printed text to take their running record. This is to accommodate

left-handed and right-handed recorders. (Note: Remind teachers that this type of form is not used when taking running records after the training. Blank paper or the form provided in the Observation Survey book or *Running Records for Classroom Teachers* will then be used.)

5. Ensure that appropriate equipment is available for each session
 - Audio-only training (Disk 2 or 3): CD player and overhead projector with screen (You will also need to make transparencies of answer keys for each convention which are included in the RRPLP1guide.pdf file.)
 - PowerPoint training (Disk 1): computer and LCD projector with screen/display (Be sure to copy the PowerPoint and audio files from Disk 1 to your hard drive. See the README file on Disk 1 for instructions.)

NOTE: Audio tracks differ between the two training options, so you may want to mark your Narrator Script and practice advancing through the presentations.

Conducting the Session

1. Briefly discuss the Introduction that you shared with the group earlier. Be sure they understand the purpose and scope of these sessions. Stress the importance of careful and systematic observation.
2. Give the complete set of worksheets for the selected text to each participant. Alert them to the two kinds of worksheets — *Listen and Follow* for them to study as they listen to a child read, and *Try It* for them to code as they listen to the reading. Show them that page numbers from the Observation Survey and *Running Records for Classroom Teachers* are provided on the *Listen and Follow* worksheets for further study.
3. Prepare the participants that they may have difficulty keeping up with their marking of conventions for some of the recorded readings. That is to be expected in this new experience. Ask them to do their best. Suggest that if they cannot keep up, they should get down what the child says and fill in the text later. (Replaying the reading of an item is not an expectation, but leader discretion should be used to make this decision.)

4. Before beginning **Item 7 (Told)** you will want to tell the group that a convention may be used that has not yet been introduced — ‘R’ for ‘repetition.’ Frequently a child repeats a word after it is ‘told’ to him by the teacher. An ‘R’ after a word indicates that the word was repeated by the child.
5. When discussing **Item 10 (Try That Again)**, clarify the difference between **Try That Again** and **Told**.
 - When the child gets confused and the teacher needs to help him get back on track, she should say “Try that again,” indicating where the child should begin reading. The teacher puts square brackets around the confused behavior, records ‘TTA’ beside the bracket, and begins recording again.
 - When the child stops after he has read a word incorrectly or because he cannot read the next word, the teacher should tell the child the word and record a ‘T.’
6. When you are ready to begin the session, do one of the following:
 - Audio-only training: Insert the disk for the book you will use for this session into the CD player and, if necessary, click to start Track 01.
 - PowerPoint training: Open the PowerPoint file for the book you will use for this session. The embedded audio tracks will automatically play as slides are advanced. (See the README file for details.)

At the end of each convention, discuss markings. (If you are using the audio-only training, you may want to use your answer key transparencies as you discuss marking of conventions). Sometimes participants may present an alternative marking which may be appropriate (e.g., whether the behavior was a self-correction or an insertion). Use this as an opportunity for discussion.
7. Talk about scoring when appropriate. See the Scoring section at the end of this guide to help you think about scoring decisions. Refer participants to pages 63–65 in the Observation Survey book or Chapter 4 in *Running Records for Classroom Teachers* for future study.

8. The coded texts in this learning package are **not** intended to give practice in quantifying running records. The texts are short and errors were created for practice in using conventions. However, participants will want to know how to determine accuracy rates. Wait until the end of the convention practice session to discuss the process for quantifying the records.

Refer participants to page 66 in the Observation Survey or Chapter 5 in *Running Records for Classroom Teachers*. For practice only, you may want to use **Item 5 Consolidation—Try It** for either *Traffic* or *Mugs*.

Traffic: 23 words divided by 2 errors
(error ratio of 1:11; accuracy rate of 91%)

Mugs: 57 words divided by 3 errors
(error ratio of 1:19; accuracy rate of 95%)

Planning Follow-Up Sessions

After the training session(s), the leader will provide opportunities for continued practice. **Reading Recovery teachers will continue their learning under the direction of their teacher leader.**

Possibilities for follow-up sessions:

- Ask each participant to take running records of text reading with two or three average children before the follow-up session. Suggest they choose books of about 100–200 words and ask the child to read the whole story/text. Ask teachers to try to get an easy, instructional, and hard level for each child. (See pages 54–56 in Clay’s Observation Survey for more information about selecting books for practice.) Request that they bring the texts and the records as well as any questions they may have to the follow-up session for discussion.
- Select a text for practice and provide a copy for each teacher. In advance, prepare four or five different readings of the text with a variety of types of errors. Ask participants to use blank paper or a running record form from the Observation Survey to take a running record as you read each version of the text. Discuss records as a group.

Scoring Guide for Part One

Scoring information for *Try It* worksheets for both books is provided here for the leader.

A list of conventions introduced in this package

- ITEM 1 Accurate Reading
- ITEM 2 Substitution
- ITEM 3 Attempts at Words
- ITEM 4 Self-Correction
- ITEM 5 Consolidation of Conventions #1–4
- ITEM 6 No Response and Insertion
- ITEM 7 Told
- ITEM 8 Verbal Appeal
- ITEM 9 Consolidation of Conventions #1–4 and Conventions #6–8
- ITEM 10 Try That Again
- ITEM 11 Single Word Repetition
- ITEM 12 Line or Phrase Repetition
- ITEM 13 Repetition and Self-Correction
- ITEM 14 Spelling and Sounding Out a Word
- ITEM 15 Consolidation of All Conventions

	<i>Traffic</i>	<i>Mugs</i>
ITEM 1	No errors	No errors
ITEM 2	5 errors (each substitution)	6 errors (each substitution)
ITEM 3	2 errors; “bus” is eventually successful	3 errors; other attempts are successful
ITEM 4	No errors; all substitutions are self-corrected	No errors; all substitutions are self-corrected
ITEM 5	2 errors; all other attempts are successful or self-corrected	3 errors; all other attempts are successful or self-corrected
ITEM 6	4 errors; all insertions and omissions are uncorrected	7 errors; all insertions and omissions are uncorrected
ITEM 7	5 errors; all words told to the child count as errors	6 errors; all words told to the child count as errors
ITEM 8	2 errors; all other appeals result in correct responses	4 errors; 1 appeal results in a correct response
ITEM 9	6 errors; other attempts result in correct responses	6 errors; other attempts result in correct responses or self-corrections
ITEM 10	1 error; bracketed area counts as one error	3 errors; each bracketed area counts as one error, plus one “Told”
ITEM 11	No errors; repetitions do not count as errors	No errors; repetitions do not count as errors
ITEM 12	No errors; repetitions do not count as errors	No errors; repetitions do not count as errors
ITEM 13	4 errors; credit is given for corrected words	2 errors; credit is given for corrected words
ITEM 14	2 errors	No errors
ITEM 15	5 errors	7 errors

Running Records: Learning to Take Records of Reading Continuous Text

Sensitive Observation of Reading Behavior

Running Record
Professional Learning Package

PART ONE

Traffic

**Reading Recovery
Level 2**



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References

- Clay, M. M. (2000). *Running records for classroom teachers*. Portsmouth, NH: Heinemann.
Clay, M. M. (2002, 2006). *An observation survey of early literacy achievement* (2nd ed., rev. 2nd ed.). Portsmouth, NH: Heinemann
Fried, M. M. (1996). *Traffic* (Keep Books). Columbus: The Ohio State University.

ITEM 1: Accurate Reading
Answer Key
Traffic

Page	Text	Response
2	I see a car.	√ √ √ √
4	I see a car and a bus.	√ √ √ √ √ √ √
6	I see a bus and a truck.	√ √ √ √ √ √ √
8	I see a stop sign.	√ √ √ √ √

ITEM 2: Substitution
 Answer Key
 Traffic

Page	Text	Response
2	I see a car.	√ √ <u>the</u> a √
4	I see a car and a bus.	√ √ √ √ √ √ <u>van</u> bus
6	I see a bus and a truck.	√ √ √ √ √ <u>the</u> √ a
8	I see a stop sign.	√ √ <u>the</u> <u>red</u> a stop √

ITEM 3: Attempts at Words

Answer Key

Traffic

Page	Text	Response
2	I see a car.	√ √ √ √
4	I see a car and a bus.	√ √ √ van ca - cat car √ √ √
6	I see a bus and a truck.	√ √ √ b - bu - √ bus √ √ √
8	I see a stop sign.	√ √ the this a √ √

ITEM 4: Self-Correction
Answer Key
Traffic

Page	Text	Response
2	I see a car.	WeSC I ✓ ✓ ✓
4	I see a car and a bus.	✓ ✓ ✓ taxiSC car ✓ ✓ ✓
6	I see a bus and a truck.	✓ ✓ ✓ ✓ ✓ ✓ tractorSC truck
8	I see a stop sign.	WeSC I ✓ ✓ ✓ ✓

ITEM 5: Consolidation (ITEMS 1–4)
Answer Key
Traffic

Page	Text	Response
2	I see a car.	✓ saw see ✓ ✓
4	I see a car and a bus.	✓ saw see SC ✓ ✓ ✓ ✓ b - bus ✓
6	I see a bus and a truck.	✓ ✓ ✓ car bus b - SC ✓ ✓ ✓
8	I see a stop sign.	✓ saw see ✓ ✓ ✓

ITEM 6: No Response and Insertion

Answer Key

Traffic

Page	Text	Response
2	I see a car.	√ √ √ blue — √
4	I see a car and a bus.	√ √ √ √ — and √ √
6	I see a bus and a truck.	√ √ √ √ √ √ big — √
8	I see a stop sign.	√ √ √ red — √ √

ITEM 7: Told
 Answer Key
 Traffic

Page	Text	Response
2	I see a car.	We I T √ √ - car T
4	I see a car and a bus.	- I T √ √ √ √ √ √
6	I see a bus and a truck.	√ √ √ √ √ √ - truck T R
8	I see a stop sign.	√ √ √ sign stop T √

ITEM 8: Verbal Appeal
Answer Key
Traffic

Page	Text	Response
2	I see a car.	√ - A see - Y T √ √
4	I see a car and a bus.	√ √ √ √ √ √ - A √ bus - Y
6	I see a bus and a truck.	√ √ √ van A SC bus - Y √ √ - A truck - Y T
8	I see a stop sign.	√ √ √ √ s - si - A slow SC sign - Y

ITEM 9: Consolidation
(ITEMS 1–4 and 6–8)
Answer Key
Traffic

Page	Text	Response
2	I see a car.	√ √ the a √
4	I see a car and a bus.	√ can - √ √ √ √ I - can - see - √ b - bu - √ bus
6	I see a bus and a truck.	√ saw see SC √ √ √ √ √
8	I see a stop sign.	√ √ √ - stop A - Y T √

ITEM 10: Try That Again
 Answer Key
 Traffic

Page	Text	Response
2	I see a car.	√ √ √ √
4	I see a car and a bus.	√ √ √ √ √ I a see bus √ √ √ √ √ √ √ TTA
6	I see a bus and a truck.	√ √ √ √ √ √ √
8	I see a stop sign.	√ √ √ √ √

ITEM 11: Single Word Repetition
Answer Key
Traffic

Page	Text	Response
2	I see a car.	√ R √ √ √
4	I see a car and a bus.	√ √ √ R ₂ √ √ √ √
6	I see a bus and a truck.	√ √ √ R ₂ √ √ √ √ R ₃
8	I see a stop sign.	√ √ √ √ R √

ITEM 12: Phrase or Line Repetition
Answer Key
Traffic

Page	Text	Response
2	I see a car.	✓ ✓ ✓ ✓ R
4	I see a car and a bus.	✓ ✓ ✓ ✓ ✓ ✓ ✓ R
6	I see a bus and a truck.	✓ ✓ ✓ ✓ R ✓ ✓ ✓
8	I see a stop sign.	✓ ✓ ✓ ✓ ✓ R

Traffic

$$\frac{We}{I} \quad \checkmark \quad \frac{-}{a} \quad \frac{SC}{\quad} \quad \checkmark \quad \checkmark \quad R$$

ITEM 14: Spelling and Sounding Out
a Word
Answer Key
Traffic

Page	Text	Response
2	I see a car.	√ √ √ c - ar car √
4	I see a car and a bus.	√ √ √ √ AND and √ √ √
6	I see a bus and a truck.	√ √ √ b - bus boy √ √ √
8	I see a stop sign.	√ s - ee see saw √ √ SIGN sign √

ITEM 15: Consolidation (ALL ITEMS)
 Answer Key

Page	Text	Response
2	I see a car.	√ √ √ - car T R
4	I see a car and a bus.	√ √ √ c - ar car √ - A and - Y T √ √
6	I see a bus and a truck.	√ SEE saw √ car R see bus √ √ van R SC truck
8	I see a stop sign.	↓ √ √ √ red - √ √ R

Running Records: Learning to Take Records of Reading Continuous Text

Sensitive Observation of Reading Behavior

Running Record
Professional Learning Package

PART ONE



Reading Recovery® Council
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Mugs

**Reading Recovery
Level 14**

References

- Clay, M. M. (2000). *Running records for classroom teachers*. Portsmouth, NH: Heinemann.
Clay, M. M. (2002, 2006). *An observation survey of early literacy achievement* (2nd ed., rev. 2nd ed.). Portsmouth, NH: Heinemann
Pinnell, G. S. (1996). *Mugs* (Keep Books). Columbus: The Ohio State University.

ITEM 1: Accurate Reading
 Answer Key
 Mugs

Page	Text	Response
1	Mugs is a big, black cat.	√ √ √ √ √ √
	He has big feet and big eyes.	√ √ √ √ √ √ √
	He has long hair and a long tail.	√ √ √ √ √ √ √ √
	He likes to twitch his tail.	√ √ √ √ √ √
2	In the morning Ann feeds Mugs his	√ √ √ √ √ √ √
	breakfast. Mugs licks himself all over.	√ √ √ √ √ √
	He stretches. He twitches his tail.	√ √ √ √ √ √
	Then he takes a nap on his favorite	√ √ √ √ √ √ √ √
	red velvet chair.	√ √ √

ITEM 2: Substitution
 Answer Key
 Mugs

Page	Text	Response
1	Mugs is a big, black cat. He has big feet and big eyes. He has long hair and a long tail. He likes to twitch his tail.	Mark ✓ ✓ ✓ ✓ ✓ Mugs ✓ ✓ ✓ ✓ ✓ blue big ✓ ✓ ✓ brown long ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ swish twitch ✓ ✓
2	In the morning Ann feeds Mugs his breakfast. Mugs licks himself all over. He stretches. He twitches his tail. Then he takes a nap on his favorite red velvet chair.	✓ ✓ ✓ Anna Ann ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ nose tail ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

ITEM 3: Attempts at Words

Answer Key

Mugs

Page	Text	Response
1	Mugs is a big, black cat. He has big feet and big eyes. He has long hair and a long tail. He likes to twitch his tail.	M -Mike Mugs ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ black long little ✓ ✓ ✓ ✓ ✓ ✓ ✓
2	In the morning Ann feeds Mugs his breakfast. Mugs licks himself all over. He stretches. He twitches his tail. Then he takes a nap on his favorite red velvet chair.	✓ ✓ ✓ ✓ f - feeds R ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ tw - twitches ✓ ✓ eyes tail nose ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

ITEM 4: Self-Correction

Answer Key

Mugs

Page	Text	Response
1	Mugs is a big, black cat.	✓ ✓ ✓ ✓ ugly black SC ✓
	He has big feet and big eyes.	✓ ✓ ✓ ✓ ✓ ✓ e - eyes ears SC
	He has long hair and a long tail.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
	He likes to twitch his tail.	✓ ✓ ✓ ✓ ✓ ✓
2	In the morning Ann feeds Mugs his	✓ ✓ ✓ Mugs Ann SC ✓ ✓ ✓
	breakfast. Mugs licks himself all over.	✓ ✓ ✓ ✓ ✓ ✓
	He stretches. He twitches his tail.	✓ ✓ ✓ ✓ ✓ toes tail SC
	Then he takes a nap on his favorite	when Then SC ✓ ✓ ✓ ✓ ✓ ✓ ✓
	red velvet chair.	✓ vault velvet SC ✓

Mugs

Page	Text	Response
1	Mugs is a big, black cat. He has big feet and big eyes. He has long hair and a long tail. He likes to twitch his tail.	✓ ✓ ✓ ✓ ✓ $\frac{\text{kitty}}{\text{cat}}$ SC ✓ ✓ $\frac{\text{four}}{\text{big}}$ b - SC ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ $\frac{\text{loves}}{\text{likes}}$ ✓ ✓ ✓ ✓
2	In the morning Ann feeds Mugs his breakfast. Mugs licks himself all over. He stretches. He twitches his tail. Then he takes a nap on his favorite red velvet chair.	✓ ✓ $\frac{\text{early}}{\text{morning}}$ evening SC ✓ ✓ ✓ ✓ ✓ ✓ $\frac{\text{licked}}{\text{licks}}$ ✓ ✓ ✓ ✓ $\frac{\text{st -}}{\text{stretches}}$ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ $\frac{\text{n -}}{\text{nap}}$ ✓ ✓ ✓ ✓ ✓ ✓ $\frac{\text{couch}}{\text{chair}}$

ITEM 6: No Response and Insertion
Answer Key
Mugs

Page	Text	Response
1	Mugs is a big, black cat. He has big feet and big eyes. He has long hair and a long tail. He likes to twitch his tail.	✓ ✓ ✓ ✓ <u> </u> ✓ black ✓ ✓ ✓ ✓ ✓ <u>really</u> ✓ ✓ - ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>long</u> ✓ -
2	In the morning Ann feeds Mugs his breakfast. Mugs licks himself all over. He stretches. He twitches his tail. Then he takes a nap on his favorite red velvet chair.	✓ ✓ ✓ ✓ ✓ ✓ <u> </u> his ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>his</u> <u>tail</u> ✓ ✓ ✓ ✓ - ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>soft</u> ✓ -

ITEM 7: Told
 Answer Key
 Mugs

Page	Text	Response
1	Mugs is a big, black cat. He has big feet and big eyes. He has long hair and a long tail. He likes to twitch his tail.	✓ ✓ ✓ ✓ ✓ kitten cat T ✓ ✓ ✓ paws feet T ✓ ✓ ✓ ✓ ✓ ✓ - hair T ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ nose tail T
2	In the morning Ann feeds Mugs his breakfast. Mugs licks himself all over. He stretches. He twitches his tail. Then he takes a nap on his favorite red velvet chair.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ - licks T R ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ - velvet T ✓

Mugs

Page	Text	Response																								
1	Mugs is a big, black cat. He has big feet and big eyes. He has long hair and a long tail. He likes to twitch his tail.	✓ ✓ ✓ ✓ <table><tr><td>-</td><td>A</td><td></td><td>✓</td></tr><tr><td>black</td><td>-</td><td>Y</td><td></td></tr></table> ✓ ✓ ✓ ✓ <table><tr><td>ears</td><td>A</td><td></td><td></td></tr><tr><td>feet</td><td>-</td><td>Y</td><td>T</td></tr></table> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <table><tr><td>-</td><td>A</td><td></td><td>fur</td></tr><tr><td>tail</td><td>-</td><td>Y</td><td>T</td></tr></table> ✓ ✓ ✓ ✓ ✓ ✓	-	A		✓	black	-	Y		ears	A			feet	-	Y	T	-	A		fur	tail	-	Y	T
-	A		✓																							
black	-	Y																								
ears	A																									
feet	-	Y	T																							
-	A		fur																							
tail	-	Y	T																							
2	In the morning Ann feeds Mugs his breakfast. Mugs licks himself all over. He stretches. He twitches his tail. Then he takes a nap on his favorite red velvet chair.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <table><tr><td>-</td><td>A</td><td></td><td>ever</td></tr><tr><td>over</td><td>-</td><td>Y</td><td>T</td></tr></table> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <table><tr><td>-</td><td>A</td><td></td><td></td></tr><tr><td>favorite</td><td>-</td><td>Y</td><td>T</td></tr></table> ✓ ✓ ✓	-	A		ever	over	-	Y	T	-	A			favorite	-	Y	T								
-	A		ever																							
over	-	Y	T																							
-	A																									
favorite	-	Y	T																							

Answer Key
Mugs

Page	Text	Response
1	Mugs is a big, black cat. He has big feet and big eyes. He has long hair and a long tail. He likes to twitch his tail.	√ was SC is √ √ two - √ √ two - √ √ Mugs He √ √ √ √ √ - long √ √ √ √ √ √ √
2	In the morning Ann feeds Mugs his breakfast. Mugs licks himself all over. He stretches. He twitches his tail. Then he takes a nap on his favorite red velvet chair.	√ √ - A morning - Y T √ √ √ √ √ √ √ √ √ √ √ st - stret - √ stretches √ √ √ √ √ √ √ √ √ √ √ √ vel - A velvet - Y T √

Mugs

✓	is	✓	✓	✓	✓	—
✓	has	✓	✓	✓	✓	eyes

ITEM 11: Single Word Repetition
Answer Key
Mugs

Page	Text	Response
1	Mugs is a big, black cat.	√ R ₂ √ √ √ √ √
	He has big feet and big eyes.	√ √ √ √ √ R √ √
	He has long hair and a long tail.	√ √ √ √ √ √ √ √ R
	He likes to twitch his tail.	√ √ √ √ R ₃ √ √
2	In the morning Ann feeds Mugs his	√ √ √ √ √ √ √
	breakfast. Mugs licks himself all over.	√ √ √ √ R √ √
	He stretches. He twitches his tail.	√ √ √ √ √ √
	Then he takes a nap on his favorite	√ √ √ √ √ √ √ √
	red velvet chair.	√ R √ √

ITEM 12: Phrase or Line Repetition
Answer Key
Mugs

Page	Text	Response
1	Mugs is a big, black cat. He has big feet and big eyes. He has long hair and a long tail. He likes to twitch his tail.	↙ √ √ R √ √ √ √ √ √ √ √ √ √ √ ↙ √ √ √ √ R √ √ √ √ √ √ √ √ ↙ √ √ R₂
2	In the morning Ann feeds Mugs his breakfast. Mugs licks himself all over. He stretches. He twitches his tail. Then he takes a nap on his favorite red velvet chair.	√ √ √ √ √ √ √ ↙ √ √ √ √ R √ √ √ √ √ √ √ √ ↙ √ √ √ √ √ R √ √ √ √ √ √

Mugs

Page	Text	Response
1	Mugs is a big, black cat. He has big feet and big eyes. He has long hair and a long tail. He likes to twitch his tail.	
2	In the morning Ann feeds Mugs his breakfast. Mugs licks himself all over. He stretches. He twitches his tail. Then he takes a nap on his favorite red velvet chair.	

ITEM 14: Spelling and Sounding Out a Word

Answer Key
Mugs

Page	Text	Response
1	Mugs is a big, black cat. He has big feet and big eyes. He has long hair and a long tail. He likes to twitch his tail.	✓ ✓ ✓ ✓ BLACK ✓ black ✓ ✓ ✓ ✓ ✓ ✓ b - i - g ✓ big ✓ ✓ h - a - s ✓ has ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ TAIL ✓ tail
2	In the morning Ann feeds Mugs his breakfast. Mugs licks himself all over. He stretches. He twitches his tail. Then he takes a nap on his favorite red velvet chair.	✓ ✓ ✓ ANN ✓ Ann ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ h - i - s ✓ his ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ch - ai - r ✓ chair

ITEM 15: Consolidation (ALL ITEMS)

Answer Key
Mugs

Page	Text	Response
1	Mugs is a big, black cat. He has big feet and big eyes. He has long hair and a long tail. He likes to twitch his tail.	√ √ √ √ √ <u>and</u> <u>white</u> √ √ √ <u>boy</u> SC <u>big</u> √ √ √ √ R √ √ √ <u>HAIR</u> √ <u>hair</u> √ √ √ √ √ √ √ R √ √ √
2	In the morning Ann feeds Mugs his breakfast. Mugs licks himself all over. He stretches. He twitches his tail. Then he takes a nap on his favorite red velvet chair.	√ √ <u>early</u> R SC <u>morning</u> √ √ √ √ √ √ √ √ √ √ √ <u>stretches</u> A Y T R √ √ √ √ √ √ √ √ √ √ <u>favorite</u> <u>bed</u> SC <u>red</u> √ R √
4	In the afternoon Mugs sits on the windowsill and watches the brightly colored birds flying in and out of the bird feeder. He twitches his tail. Then he takes a nap in the warm, afternoon sun.	√ √ √ √ √ √ <u>a</u> <u>the</u> √ √ √ √ <u>b -</u> <u>br -</u> √ <u>brightly</u> <u>flying</u> SC <u>colored</u> √ √ √ √ √ √ √ √ √ √ √ <u>furry</u> √ √ √ √ √ √ R √ √ √ <u>afternoon</u> √