

Summer Program Analysis Using ORF DIBELS to Measure Reading Growth

Gina Laura Ciani

Lehigh University

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Dr. Talida State

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Introduction and Methods

Fourteen students attended summer learning classes for either reading assistance or enrichments. Students recently completed either first (10 students) or second (4 students) grade and went to classes four days a week for four weeks. In order to maintain student privacy, individualized education plan (IEP) status was not revealed to the investigator; however, the mentor teacher noted that most students received only Tier 2 supports if any. Additionally, students were recommended for summer learning if they were in danger of being retained. Nonetheless, all students were welcome to attend summer learning and a few students attended for continued reading enrichment.

Each student participated in a series of up to six diagnostic probes from the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) curriculum-based measurement (CBM) system as school attendance allowed. If a student was absent, data was not collected on that day and any make-up data was not analyzed due to reading fatigue and practice effects. The investigator tested the students using the oral reading fluency (ORF) element of the assessment. In this measure, students read a passage for 1 minute and the number of errors made is subtracted from the number of overall words read in order to determine that student's ORF score. For example, if a student read 56 words with 4 errors during a 1 minute probe, his or her ORF would be 52.

Research shows high rates of reliability (test-retest = 0.82, alternative form = 0.85-0.96, inter-rater = 0.85) and validity (convergent = 0.91-0.96, concurrent = 0.49-0.80, predictive = 0.66-0.92) for the ORF module of the DIBELS measure (Goffreda & DiPerna, 2010). In order to maintain such rates, experiments took specific cautions to decrease possible means of

experimental error. First, probes were administered by one of two experimenters who tested the same child for all six probes in order to reduce error resulting from unfamiliarity between the student and the experimenter. Second, all students in the same grade level received an identical set of readings in the same order to control for differences based on the passages. Third, probes were administered in quieter areas of the classroom away from peers to discourage environmental distractions. Finally, students participated in the assessments in the same location each day to control for novelty effects.

Although investigators took precautions during data collection, some undesirable conditions exist. First, despite the four week length of the summer program, probes could only be administered during the final two weeks. Moreover, students participated in the assessments three days a week on consecutive days (Monday, Tuesday and Wednesday). Normally, one would administer probes at most once per week; however, due to scheduling conflicts and the nature of the assessment project all probes required expeditious administration during this confined timeframe. Second, baseline data does not reflect the actual baseline and is formulated off only one probe. Desirably, baseline data would be collected at the very start of the summer program and be taken as the median score over three probes. In the present study, baseline reflects the first day of the third week of the summer program and is simply the first day of data collection. For this reason, individual student graphs (Figures 3-17) do not denote baseline and instead reflect only days one through six of data collection. Finally, aim-lines for student data would normally follow a predictive growth of one word increase in fluency per week of instruction. The present dataset uses aim-lines indicative of one word growth per day of probing, which is not standard in DIBELS predictions. This level of growth was selected for practicing

purposes in order to allow the experiment the opportunity to make educated choices based on the given data set that might reflect decisions made under ideal data collection procedures.

For comparison purposes, student data were clustered by grade level with the ten first grade students compared as one group and the four second grade students in a second group. All student names used in this report are fictitious and do not relate to the students' own names or sexes in any way.

First Grade Cluster

Ten students who recently completed first grade were categorized as at or above baseline (low risk), below baseline (some risk) or well below baseline (at risk) based on individual ORF scores and corresponding benchmarks cited in the DIBELS instructions for students at the end of grade one (Goods & Kaminski, 2002). Students with scores of 40 or above were categorized as at or above baseline (low risk), with scores between 20 and 39 as below baseline (some risk) and with scores below 20 as well below baseline (at risk). Scores were graphed and compared to an aim-line which predicted an increase in ORF scores of one word per probe.

Second Grade Cluster

Similarly, four students who recently completed second grade were categorized as at or above baseline (low risk), below baseline (some risk) or well below baseline (at risk) based on individual ORF scores and corresponding benchmarks cited in the DIBELS instructions for students at the end of grade two (Goods & Kaminski, 2002). Students with scores of 90 or above were categorized as at or above baseline (low risk), with scores between 70 and 89 as below baseline (some risk) and with scores below 70 as well below baseline (at risk). Scores were graphed and compared to an aim-line which predicted an increase in ORF scores of one word per probe.

Overall Class Reports

First Grade Cluster

Nine out of ten first grade students displayed a baseline ORF below or well below benchmark as displayed in Figure 1 and Table 1. The remaining student was just at benchmark with an ORF baseline score of 40. This baseline data suggested that almost all the students were in need of Tier 2 supports which justified their placement in the summer learning program. The remaining student may have enrolled in the program for extra enrichment. Of the nine below benchmark individuals, four students scored at levels well below benchmark which may have indicated a need for even more differentiated and specialized instruction. These students were mostly grouped together during small group learning sessions.

At the end of probing, three students remained well below baseline; however, all three students showed an increase in ORF bringing them closer to preferable ORF scored for their grade level. Of the remaining six below benchmark students, five maintained or improved to a below baseline level and one achieved above baseline scores. Five students showed an increase in ORF scores and one showed a mild decrease in score. Nevertheless, scores seemed to improve overall for the first grade students displaying an increase in ORF proficiency. Despite that increase, the student originally at benchmark decreased in proficiency to below benchmark. Due to the learning supportive nature of the summer program, this child may have not been adequately challenged and simply showing fatigue or boredom with the reading probes.

When analyzed as a group, the first grade cluster shows a mild level of success for the summer reading classes; however, below adequate magnitudes of ORF improvement. Moreover, the data suggest that the program may not be fit for summer enrichment due to the decreasing nature of the at benchmark student's ORF score. The summer program may be better suited as a

support-only program specializing in Tier 2 supports for students at risk or with some risk for learning difficulties. Furthermore, this program may deem more successful if it increased in length. Student struggling with reading fluency generally showed overall growth patterns which could have been maintained in order to reach at or above benchmark levels of ORF. Similarly, the longer program would allow for some more specialized instruction which could work on students' specific difficulties in aspects of reading fluency.

Second Grade Cluster

Students in the second grade were quite diverse in baseline levels with two students well below benchmark, one just below and another above benchmark. The student above benchmark and possible the student just below seemed to be enrolled in the program for enrichment purposes. The students well below baseline were reading at ORF levels typical of beginning second grade students despite their recent graduation from that grade. Unfortunately, there was no significant level of growth in the second grade cluster to end point scores. Only two students showed any improvement in scores, which were very slight increases in ORF. The remaining two students showed mild to moderate decreases in ORF scores. Nonetheless, two students finished the program with above baseline ORF scores while the other students remained at well below baseline levels.

These data suggest that the summer learning program was not appropriate for grade two students. The combined class of first and second graders seemed to have a direct focus on interventions for first grade graduates who were struggling with reading fluency. Again, the program showed a decrease in ORF for the student attending for enrichment purposes. Perhaps separating summer school into classes designated by grade level or enrichment program would better differentiate the proper teaching methods for each group. Instructional differentiation

could not be successfully implemented for the second grade or enrichment students in the current summer program set up and a reorganization of the program could yield more favorable results for all students involved in the program.

Individualized Reports

Amanda

First grade student, Amanda, began and ended the probing period with scores well below benchmark, but progressed at an exemplary rate as compared to her aim-line as is seen in Figure 3. In fact, all of Amanda's ORF scores were at or above her projected aim-line of a one word increase in ORF per probing session. If Amanda were to continue advancing at this rate, she could be expected to reach the ORF benchmark in 20 probing days. Interestingly, there was no additional growth trend seen for days without probing when the student was in class; however, this Thursday class was followed by three out of school days and any progress may have been lessened by the break from instruction. Furthermore, the raw data show a sharp increase in ORF during the first three days of probing (week one) and a mild decline in the last three days (week two) which may suggest boredom with the probes or that the unit used during week one was more individualized to Amanda's needs as a student than that used in week two. Regardless of the root of the decline during week two, Amanda's data follows a positive trend likely to continue with ORF score increases in weeks to come.

With Amanda's positive trend in ORF scores and higher than aim-line level of acquisition, data clearly suggest that the summer reading program worked successfully overall to meet her needs. Nevertheless, the program's short timeline posed a great disadvantage for the student as she was not able to meet benchmarks prior to the start of the new school year. Again, the program should consider increasing or even doubling the length of time classes are offered.

Such an augmentation would surely help students like Amanda reach benchmark levels or ORF and lead to greater student success in the following school year.

Bobby

Bobby, a first grader, showed a positive trend in ORF scores with a rate of acquisition nearly parallel to the aim-line as displayed in Figure 4. All scores were at or above the aim-line leading to a greater than aim level of ORF; however, scores started and ended at levels well below benchmark. Nevertheless, the trendline indicates that Bobby's scores were increasing at a rate that would soon bring him only below benchmark. In fact, the student's day three and day four scores were in the below benchmark range. If Bobby were to continue progressing in his reading fluency skills at this rate, data suggest he should reach an at benchmark level in approximately ten days of probing. Disconcertingly, Bobby's scores show a similar pattern to that of Amanda where the first week of scores has a positive progression and the second week is negatively declining. This makes the possibility of an unhelpful week two unit or overexposure to the probes more likely. Perhaps administering probes only once a week for a longer period of time would remove these negative trends from the data.

Nevertheless, the trendline of the data indicate that the summer learning program was working in general for Bobby. With a longer length or even doubled length of weeks of classes, Bobby would reach his benchmark ORF score and have the opportunity for heightened success in the subsequent school year. Furthermore, a new aim-line could be set for Bobby that is nearer to his current trendline. If Bobby were allowed to also keep track of his scores, he may be more motivated to increase his overall reading skills by seeing his daily growth and aptitude for success. Clearly, the summer learning program has the roots to bring Bobby success but requires some major changes in order to achieve his goals.

Cathy

First grade student, Cathy, had very promising scores throughout the probing period with all scores being in the below benchmark range as seen in Figure 5. Moreover, Cathy had an aim-line that would bring her to an ORF score just below benchmark (39 when benchmark was 40). Successfully, Cathy achieved both day six trendline and actual score which matched her aim-line goal score exactly. Cathy's raw day usually lay quite close to the data of the trendline, which is almost exactly the aim-line, except for her score for day three. This outlying score may be related to an individual source of error such as being tired or disliking the content of the day three probe.

With Cathy's exemplary progress, data clearly suggest that the summer learning program was successful for the student. Although the student didn't quite reach benchmark, her exceptionally close ORF score would likely increase to benchmark with continued at home reading. Cathy could possibly benefit from a one week increase in the length of classes or would defiantly benefit from a 5 day per week rather than 4 day per week schedule. This extra instruction would surely increase her positive trend just slightly enough to bring her ORF score to benchmark. Nevertheless, Cathy seems prepared to continue to second grade where new instruction will work to make up lost ORF from students not attending school during the summer. This early school year instruction has the potential to bring Cathy to baseline and above with no further differentiated education during the summer.

Donald

First grader, Donald, showed an increase in ORF from scores well below benchmark to scores below benchmark as presented in Figure 6. His raw scores ended above his aim-line score prediction which exceeded expectations for this student into the below baseline range.

Nonetheless, the student's trendline lies just below his aim-line. Reasons for this are likely related to the student's absences from school on days two and three of probing. The student appeared to perform at or slightly below his normal level on days one and two of testing based on his grouping for differentiated instruction. When the student returned to school, he had a quite low ORF score which may reflect a lack of remembering the material on his first day of school return; however, he jumped back up to an ORF even higher than his anticipated score for that day on his second day back to school.

Despite Donald's strong definite jump back after missing school, he would need almost a month more instruction to continue at his current pace and reach baseline scores. As continued instruction before school starts is not possible, Donald should be identified for Tier 2 instruction when he returns to school. Differentiated and specialized instruction would give Donald the potential to meet the benchmark ORF scores of his peers and function in a whole group instructional setting easier. Without differentiated supports, Donald may struggle with reading and fall further behind his peers and lead to a possible misdiagnosis of a learning disability. Data from this study suggest that Donald has the capacity to increase his ORF with a low level of support and such specialization should be offered to the student this fall.

Erica

Scores on ORF for first grader, Erica, show a high level of variability as seen in Figure 7; however, some of these variations may result from the quite large standard error (SE) attributed to the DIBELS system (Ardoin & Christ, 2009). Furthermore, the student was absent from school on the first, fifth and sixth days of probing, which half his quantity of DIBELS probes. With the acquired data, Erica seems to hover around the break between below benchmark and well below benchmark. She does show a ORF score much higher than his aim-

line on his final day of probing, which could indicate an “aha moment” in his reading techniques or a better understanding of fluent reading through the unit used during week two. Nonetheless, his overall drastically positive trend suggests that benchmark acquisition is possible for Erica. Possibly, if Erica was in attendance for the remaining two days of probing she could have achieved benchmark by continuing a positive increase in ORF scores at his presented rate.

Overall, the summer reading program presented a successful opportunity to aid Erica’s learning and increase his reading fluency; however, poor school attendance limited Erica’s ability to learn and ultimately made her unable to achieve benchmark ORF scores. Erica might be better fit with a program that simply extends his school year the same number of weeks as the given program ran. In this way, she might keep his attendance rate up due to any already established practices used during the regular school year. Possibly, Erica could benefit by staying late after school for additional reading support on days when she is not absent in order to facilitate his acquisition of benchmark scores. Either method would surely operate to increase Erica’s ORF score to a benchmark level which would allow her to function successfully in the coming second grade school year.

Frank

Frank began and ended the probing period with scores well below baseline, but showed a positive trend in ORF scores only mildly below his aim-line as displayed in Figure 8. He was absent from the last two days of the first week of probing, which may help explain why he is slightly below the aim-line. Data indicate that Frank is increasing in ORF at a good rate which if continued would allow him to eventually reach benchmark scores; however, he would require over a month of additional summer school to reach benchmark.

Frank must be identified for Tier 2 learning supports when he returns to school in the coming fall. Frank's data clearly demonstrate that Frank has the ability to succeed by increasing his ORF at a pace of nearly 3 words per week; however, he needs specialized supports while at school to help him achieve this goal. The summer program offered Frank differentiated instruction which complemented his previous first grade instruction. By adding similarly differentiated instruction to his second grade experience, Frank could be sure to achieve benchmark goals and succeed as a student. Without such supports, Frank would likely struggle with reading and consequentially all reading-intensive subjects, so Tier 2 placement is critical for the given student.

Grace

Although Grace began the probing period with scores below baseline she displayed substantial growth and ended with scores above baseline as displayed in Figure 9. Grace drastically exceeded here one word increase per probe aim-line with an ORF growth rate of more than 5 words per probe according to the trendline. Moreover, Grace's aim-line didn't even expect her to achieve baseline while she quite exceeded the criterion. Looking at individual daily scores for Grace suggests that Grace found the week one unit minimally helpful, but used the new concepts in week two for drastic improvements in ORF. Clearly, the summer program was a success for Grace.

Grace no longer need specialized instruction and should be taught as part of the general education group at Tier 1 only. Due to previous struggles, teachers should keep more frequent diagnostic probe data for Grace with data acquired at least every other week for the quarter of the school year. If Grace demonstrates struggles with reading again, she should be identified for Tier 2 supports again and be matched with the reading specialist from the summer school

program if possible. The previous student-teacher interactions and success are likely to facilitate quick and effective learning for the student when needed.

Henry

First grade student, Henry, demonstrated ORF scored almost always below baseline and at one point well below baseline as illustrated in Figure 10. Unfortunately, Henry's scores displayed a negative trend with high variability in scores. Again, some of this variability could be explained by the higher levels of variability attributed to DIBELS as opposed to other CBM (Ardoin & Christ, 2009); however, the declining trend of ORF score cannot be accounted for considering error only. Teaching staff at the school might consider that instructional methods are not working for Henry. Nevertheless, the decrease rather than maintained score suggests that the student may have either further problems that are not being addressed in the program or that the DIBELS probes are not accurately describing Henry's ORF proficiency accurately. Shelton, Altwerger and Jordan (2009) suggest that using DIBELS alone to monitor ORF progress is not enough because the measure does not describe the full picture for all students. Perhaps by adding use of AIMSweb probes or formative assessments of ORF a better picture of the student's learning could be obtained.

If, however, the ORF scores presented in Henry's data are an accurate description of his reading ability, Henry must be identified for Tier 2 instruction in the coming fall. Furthermore, staff should closely monitor Henry's progress as he might truly require Tier 3 supports as the Tier 2 based summer program was not successful in increase his ORF proficiency at all. If Henry does not quickly succeed with Tier 2 supports in the coming fall, staff must begin investigating possible learning disorders or special needs which Henry requires to learn most effectively and efficiently.

Irene

Irene showed a small positive trend in ORF scores throughout the probing period as seen in Figure 11. This first grader's raw data continually increase with the exception of her final data point which decreases to her baseline score. This data point is likely an outlier and influenced by individual score error for that day perhaps due to the student's level of wakefulness or attention. The student's trendline displays a slow but steady increase in ORF scores but one that is less than the aim-line. The student appears to be learning at a slower rate than anticipated; however she is advancing. Furthermore, her starting ORF scores were well below baseline while later scores are almost all only below baseline. Here, Irene demonstrates an ability to eventually acquire benchmark or higher ORF scores. Unfortunately, Irene would need more than a month of continued summer support to reach benchmark.

In order to help Irene reach levels of ORF similar to her peers and avoid overall learning struggles due to reading difficulties, Irene must be identified for Tier 2 supports in the coming school year. Irene is definitely capable of reaching benchmark scores, but increases her ORF at a rate of slightly under 1.5 words per probe. Continued learning support and differentiated teaching approaches would facilitate Irene's ORF development and may allow her to reach levels closer to that of her peers. Additionally, an increase in the length of the summer program might help to lessen the gap between Irene and students in her grade for the coming fall.

John

As seen in Figure 12, John's ORF scores were above benchmark during the first week of probes and below benchmark during the second week. It is possible that John found the instructional unit used during week one intriguing and that he was not interested (and subsequently not focused) during the unit used week two. Because John was already at

benchmark when probes were initiated, it is possible that John was in the summer program for reading enrichment rather than support. This first grades may have become bored with the support-level teaching approaches and texts used in the classroom. This may explain the resulting negative trend in ORF scores for John which was particularly influenced by scores during week two. Furthermore, the student had a high level of variability in his scores signaling a possibly notable amount of error in his data.

John does not require Tier 2 services in the coming fall and should function successfully in the general education classroom being taught at the Tier 1 level. Furthermore, John should only be diagnostically assessed at the rate of his Tier 1 peers (likely 3-4 times per year). If the student scores below baseline for students at his level, he may be reassessed for Tier 2 service needs at that time.

Katie

Second grader, Katie, consistently scored well below baseline on measures of ORF as illustrated in Figure 13. The student showed a negative trend in scores, but all scores were highly variable. Notably, the student missed the first day of probing; however, the student was present for all other days of assessment. Katie did not follow the trend or levels indicated by her aim-line. A combination of Katie's low scores and negative trend in ORF suggest that Katie is not only a candidate for Tier 2 interventions like those she was receiving in summer school, but also for Tier 3 specialized supports. Katie does not appear to understand some of the major concepts involved in reading and more so reading fluency. Differentiation to instruction used in the summer program is not helping Katie to reach her benchmark goals or even show an overall incline towards positive progress in ORF. Tier 3 supports could help Katie to learn the specific

reading concepts in which she struggles and identify and possible special needs or disabilities she may be attempting to learn with.

Conversely, the instruction may not be well differentiated for Katie because she is in a mixed class of first and second graders needed reading supports. Perhaps Katie is only struggling in concepts introduced in second grade which are not being reviewed in the summer school. This could explain a lack of growth in ORF and even a decline. If Katie is not learning the skills she requires for successful reading fluency in the given passages, she may be making her own phonetic rules or skipping words involving concepts with which she is unfamiliar. This can lead to a multitude of errors and facilitate a low ORF score. The school should restructure classes by grade level in order to give Katie the required support as well as others in Katie's situation.

Leo

As displayed in Figure 14, Leo nearly always scored with ORF well below baseline, but once with a score only below baseline. Leo seemed to make great progress during week one of probing despite being out of school on the first day of probing; however, the student significantly decline in the second week and showed a flat trend in ORF scores during the last two probes. Nevertheless, Leo's scores were always above that of his aim-line. Furthermore, the student's decreasing trend in scores matched his aim-line expectation during the last probe. These data suggest that Leo is performing well in the summer program; however, different units display drastically different ORF results for Leo.

Leo may be experiences some of the same challenges in instruction as were seen previously with Katie. Being a second grader aiming to progress to third grade ORF benchmarks, Leo has higher challenge levels of materials necessary to allow him to learn at an

efficient rate. Furthermore, with instruction occurring primarily at a first grade reading support level, Leo is unlikely to get assistance with the specific elements of reading with which he struggles. Reorganization of the school to group students by grade level would be exceptionally helpful for Leo. Due to this lack, Leo must be placed in Tier 2 supports for the coming school year. Due to Leo's low overall ORF levels, frequent diagnostic monitoring should be used to re-determine the most optimal placement for Leo and see if he can rejoin Tier 1 students or if he needs more specialization from Tier 3 supports. Other CBM should be used in conjunction with DIBELS to make sure the diagnostic tool is providing the most accurate measurement of Leo's competencies.

Maria

Data from Maria's ORF probes, as seen in Figure 15, are consistently above and well above benchmark levels. Clearly, Maria attends the summer program for enrichment rather than reading support. Unfortunately, the program is designed to best suit first graders requiring reading support and likely does not fit Maria's enrichment needs. Maria's data is highly variable with a plummet in ORF on day three of probes. When disregarding day three, Maria's data still shows a rather static decline over time. It is unlikely that Maria is actually decreasing in ORF, but probably that she is not being challenged in the summer program and is bored with that materials. Due to such fatigue, Maria is likely not giving her best effort with each probe with resulting declining scores. In fact Maria is reading at a fluency rate similar to students who have recently finished third grade and possibly the second grade probes are no longer fit for her reading success level.

Maria should be tested for advanced reading courses or advanced placement learning. She likely would enjoy the extra learning and enrichment opportunities based on her enrollment

in the summer program. Furthermore, staff at the school might consider using advance reading probes to diagnostically assess Maria. Grade level probes may be too easy or contain topics of little interest to Maria and result in underinflated scores. Additionally, the summer program should consider adding an option for summer enrichment learning to better fit the needs of students like Maria.

Nick

Second grader, Nick, has an interestingly shaped pattern of ORF raw scores, but succeeds in going from below baseline to above baseline during the course of probing as is displayed in Figure 16. Nick begins and ends the probing period with scores right on the aim-line; however, interim scores are baffling with an “U” shaped curve occurring. Perhaps Nick was uninterested in the week one unit topic but highly interested in the week two topic resulting in decline and then growth. Overall, however, the summer program intervention seems to have worked for Nick.

During the upcoming school year, staff should closely monitor Nick’s ORF with diagnostic assessments through progress monitoring. Nick’s positive trendline of ORF score increase was well below the aim-line and may be a concern. It is unlikely that Nick requires continued Tier 2 supports; however, only diagnostic assessments can confirm this notion. Staff should take extra time to try and choose engaging lesson units that will facilitate Nick’s learning and similarly stimulate the learning of peers like Nick.

Conclusion

Data indicate that there were a large number of individual differences in probe data which is typical to students in support and enrichment programs. Nevertheless high levels are variability and some negative trends in data suggest that a second CBM should have been used in

collaboration with the DIBELS assessments. Furthermore, differentiation of the summer program into first and second grade level groups as well as a separate enrichment program is highly advisable. A possible extended summer program may be necessary to best fit the needs of all students involved. The summer program was a success overall; however, continued assessments are needed.

References

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Appendix 1: Assessment Timeline

Assessments were administered three days a week in the middle half hour of the school day (9:35 A.M. to 10:00 A.M.). Dates of assessments in relation to the entire summer school program are noted in the chart below.

Week of Classes	Day of Week	Probes Administered
Week 1: July 9 – July 12, 2012	Monday	No probes administered; Not yet placed with school
	Tuesday	
	Wednesday	
	Thursday	
Week 2: July 16 – July 19, 2012	Monday	No probes administered; Observation time only
	Tuesday	
	Wednesday	
	Thursday	
Week 3: July 23 – July 26, 2012	Monday	Probe 1 (Day 1)
	Tuesday	Probe 2 (Day 2)
	Wednesday	Probe 3 (Day 3)
	Thursday	No probe administered; Unable to visit school.
Week 4: July 30 – August 2, 2012	Monday	Probe 4 (Day 4)
	Tuesday	Probe 5 (Day 5)
	Wednesday	Probe 6 (Day 6)
	Thursday	No probe administered; Unable to visit school.

Appendix 2: Probes

Amanda – Day 1

The Talking Stone

Gina
7-23-12

▶ The teacher gathered the ^{children} students into a ^{helped} circle. He held up a white stone in his hand.

"This is a talking stone," he told his students. "It helps us take turns so everyone has a chance to talk and a chance to listen. If we all speak at once, no one can hear. We can use the stone to help us. If you have the stone, it is your time to talk. If you do not have the stone, it is your time to listen. This way we can share, and everyone can hear."

Then the teacher asked the students to share something special they had done that day.

Jen raised her hand quickly. She wanted to share something that no one else would share. She wanted to talk about feeding the lizard. When the teacher passed the stone to another child, Jen put her hand down. It was her turn to listen.

The stone moved slowly. One girl talked about drawing pictures in art. Another boy talked about counting seeds in math. No one talked about the lizard.

Soon Tom held the stone. He sat beside Jen. Tom pointed to the lizard and told how he helped feed it. Then he passed the stone to Jen.

Jen took the stone. She could not think of anything special to say. Jen looked at the stone. Then she knew what to say.

"I liked passing the talking stone," Jen said. "It helped me remember all the fun things we did today."

9wpm
4 errors

Amanda – Day 2

The Kite Contest

7/24

► It was kite day at the local park. Everyone Jim knew had a kite to fly. Jim had made the kite he would use. It was shaped like a triangle. He had painted an eagle on it. He knew that an eagle was a bird that flew very high. He hoped that his kite would fly high, too.

When Jim and his dad got to the park, Jim lifted his kite up. He felt the tug on the line and let the string out. The wind pulled the kite higher and higher. Before long, most of the string was gone. Jim saw that the end was not tied to the tube.

He tried to grab the string before the kite got away. Suddenly, a gust of wind yanked the string right out of his hand. The kite was flying away! Jim chased after it, trying to grab the loose string.

When the kite sailed over a tree, the string got caught on one of the branches. Happily, Jim saw that the kite kept bobbing in the wind. He would be able to save his kite after all.

A man walked over to Jim. "We've never had a tree fly a kite," he said. "You get the prize for finding a special way to fly a kite." The man gave Jim a prize!

Jim's dad reached up and grabbed the string. The kite came loose. Alex tied the string to the tube. He didn't want to lose his kite again.

16 $\frac{16}{18}$

Amanda – Day 3

Dad's Surprise

7/25

► It was a great day for a sailboat ride. Meg put on her life vest and climbed into the boat. Dad pulled on a rope to lift the sail. The wind filled the cloth and pushed the boat away from the dock. Meg leaned over the side of the boat to feel the water. A wave splashed on her face. Meg laughed as she wiped the water out of her eyes.

Meg loved sailing with her dad. Each Saturday, they would sail to a spot on the other side of the lake. Dad would bring ham sandwiches for lunch. They would eat them as they sat on the sand. If it was a hot day, Meg and Dad went for a swim.

The boat had not gotten to the other side of the lake yet, but Dad let down the sail. The boat stopped. "I have a surprise for you," Dad said. He got out a fishing rod and tossed the line into the water. He gave the rod to Meg and she smiled. She had never been fishing. Soon, she felt a big tug.

"I caught something!" Meg yelled. She pulled a big fish onto the boat. Dad gave her a high five.

Then Dad raised the sail again and the boat began to glide across the water. Soon they arrived at the shore. Dad made a small fire to cook the fish. They had fish for lunch. It was a great picnic.

214 $\frac{24}{25}$

Amanda – Day 4

Kinds of Hats

7/30

► A hat ^{sits} on top of the head. There are many ^{kinds} kinds of hats. Some hats have ^{special} special jobs, and some hats are ^{just} just for fun.

A hard hat keeps the head safe. It is made out of plastic. House builders wear this kind of hat. Things that fall cannot hurt their heads. Firefighters also use a hard hat. Their hats have a wide brim on the back to keep fire and heat away. You also wear a hard hat when you ride a bike. That hat is called a helmet.

Many workers wear hats that show the job they do. Some of these hats are made of cloth. Police officers wear a flat hat that is the same color as their uniform. Chefs wear tall white hats when they cook.

People use different hats to match the weather. Wool hats fit closely over the head. They keep the head and ears warm in the winter. Sun hats and baseball caps have a wide brim or bill. These hats shade the face and eyes from the sun in the summer.

Hats don't always have a job. Some are just for fun. Birthday party hats are made of paper. They have bright colors and cute pictures.

Next time you walk in the neighborhood, go on a hat hunt. You will be surprised at how many different hats you can find.

Amanda – Day 5

My Mom Is an Artist

7/31

► My mom makes things out of clay. She is an artist. ^{One time} Sometimes she has ^{help} shows. In a show the clay } objects she makes are put on display so many people can see them.

Clay comes in big blocks. My mom cuts off a lump of it. Then she folds it and rolls it to get it warm. Warm clay is easier to mold into shapes. Soon, the clay forms a soft ball.

Then Mom decides what to make. She can make lots of different things, but most often she will make a bowl. She places the clay ball on a wheel. The wheel goes round and round. Mom uses her hands to shape the clay into a bowl as the wheel spins.

When Mom is happy with the bowl, she lets it dry for several days. As the clay dries, it becomes hard. Next, Mom brushes a special paint on the bowl. The colors are light blue and mint green. Then Mom puts the bowl into a big oven that gets really hot. After the oven cools, Mom takes out the bowl. The paint colors are now bright blue and green.

Sometimes Mom lets me make things with clay. One time I made an elephant with big ears and a long trunk. I showed it to my teacher. She liked it a lot and put it on display in our class. Mom says this was my first show. She says I am an artist now, too.

18 $\frac{18}{20}$

Amanda – Day 6

A Train Under the City

8/1

► The subway is a kind of ^{help}train. It ^{help}travels ^{help}under the ground. The subway makes it fast and ^{help}easy to get places in a big city.

It is easy to find the subway. In cities with a subway, there are lots of stops along the streets. The stops have big signs with stairs that take you down to the train tracks where the subway runs. To ride the subway you need a ticket. After you walk down the stairs you will see a ticket counter. There are also machines that sell tickets. The tickets are not expensive. When you have a ticket you can head toward the tracks and wait for the train.

When the train gets to your stop the doors will swoosh open. People will step off the train first. Now it is your turn to board the train. If there is a seat you can sit down. If not, you can stand. When the train gets to your stop, you get off and walk up the stairs back to the street.

The subway is very important. It helps people get around the city. It also means there is less traffic on the streets because people drive less. The subway is a great way to travel.

Bobby – Day1

The Talking Stone

Gina
7-23-12

▶ The teacher ^{gave} gathered the students into a ^{circle} circle. He held up a ^{white} white stone in his hand.

"This is a ^{talking} talking stone," he told his students. "It helps us take turns so everyone has a chance to talk and a chance to listen. If we all speak at once, no one can hear. We can use the stone to help us. If you have the stone, it is your time to talk. If you do not have the stone, it is your time to listen. This way we can share, and everyone can hear."

Then the teacher asked the students to share something special they had done that day.

Jen raised her hand quickly. She wanted to share something that no one else would share. She wanted to talk about feeding the lizard. When the teacher passed the stone to another child, Jen put her hand down. It was her turn to listen.

The stone moved slowly. One girl talked about drawing pictures in art. Another boy talked about counting seeds in math. No one talked about the lizard.

Soon Tom held the stone. He sat beside Jen. Tom pointed to the lizard and told how he helped feed it. Then he passed the stone to Jen.

Jen took the stone. She could not think of anything special to say. Jen looked at the stone. Then she knew what to say.

"I liked passing the talking stone," Jen said. "It helped me remember all the fun things we did today."

}

16wpm
6 errors

Bobby – Day 2

The Kite Contest

7/24

► It was kite day at the local park. Everyone Jim knew had a kite to fly. Jim had made the kite he would use. It was shaped like a triangle. He had painted an eagle on it. He knew that an eagle was a bird that flew very high. He hoped that his kite would fly high, too.

When Jim and his dad got to the park, Jim lifted his kite up. He felt the tug on the line and let the string out. The wind pulled the kite higher and higher. Before long, most of the string was gone. Jim saw that the end was not tied to the tube.

He tried to grab the string before the kite got away. Suddenly, a gust of wind yanked the string right out of his hand. The kite was flying away! Jim chased after it, trying to grab the loose string.

When the kite sailed over a tree, the string got caught on one of the branches. Happily, Jim saw that the kite kept bobbing in the wind. He would be able to save his kite after all.

A man walked over to Jim. "We've never had a tree fly a kite," he said. "You get the prize for finding a special way to fly a kite." The man gave Jim a prize!

Jim's dad reached up and grabbed the string. The kite came loose. Alex tied the string to the tube. He didn't want to lose his kite again.

32 total $\frac{24}{32}$ acc

Bobby – Day 3

Dad's Surprise

7/25

► It was a great day for a sailboat ride. Meg put on ^{her} life vest and climbed into the boat. Dad pulled on ^{the} rope to lift the ^{sail}. The wind filled the ^{cloth} and pushed the boat away from the dock. Meg leaned over the side of the boat to feel the water. A wave splashed on her face. Meg laughed as she wiped the water out of her eyes.

Meg loved sailing with her dad. Each Saturday, they would sail to a spot on the other side of the lake. Dad would bring ham sandwiches for lunch. They would eat them as they sat on the sand. If it was a hot day, Meg and Dad went for a swim.

The boat had not gotten to the other side of the lake yet, but Dad let down the sail. The boat stopped. "I have a surprise for you," Dad said. He got out a fishing rod and tossed the line into the water. He gave the rod to Meg and she smiled. She had never been fishing. Soon, she felt a big tug.

"I caught something!" Meg yelled. She pulled a big fish onto the boat. Dad gave her a high five.

Then Dad raised the sail again and the boat began to glide across the water. Soon they arrived at the shore. Dad made a small fire to cook the fish. They had fish for lunch. It was a great picnic.

32 f

32/36 a

32
36

Bobby – Day 4

Kinds of Hats

7/30

► A hat sits on top of the head. There are many kinds of hats. Some hats have special jobs, and some hats are just for fun.

A hard hat keeps the head safe. It is made out of plastic. House builders wear this kind of hat. Things that fall cannot hurt their heads. Firefighters also use a hard hat. Their hats have a wide brim on the back to keep fire and heat away. You also wear a hard hat when you ride a bike. That hat is called a helmet.

Many workers wear hats that show the job they do. Some of these hats are made of cloth. Police officers wear a flat hat that is the same color as their uniform. Chefs wear tall white hats when they cook.

People use different hats to match the weather. Wool hats fit closely over the head. They keep the head and ears warm in the winter. Sun hats and baseball caps have a wide brim or bill. These hats shade the face and eyes from the sun in the summer.

Hats don't always have a job. Some are just for fun. Birthday party hats are made of paper. They have bright colors and cute pictures.

Next time you walk in the neighborhood, go on a hat hunt. You will be surprised at how many different hats you can find.

Bobby – Day 5

My Mom Is an Artist

7/31

► My mom makes things out of clay. She is an ^{help}artist. Sometimes she has shows. ^{id}In a show the clay objects she makes are put on ^{display}display so many people can see them.

Clay comes in big blocks. My mom cuts off a lump of it. Then she folds it and rolls it to get it warm. Warm clay is easier to mold into shapes. Soon, the clay forms a soft ball.

Then Mom decides what to make. She can make lots of different things, but most often she will make a bowl. She places the clay ball on a wheel. The wheel goes round and round. Mom uses her hands to shape the clay into a bowl as the wheel spins.

When Mom is happy with the bowl, she lets it dry for several days. As the clay dries, it becomes hard. Next, Mom brushes a special paint on the bowl. The colors are light blue and mint green. Then Mom puts the bowl into a big oven that gets really hot. After the oven cools, Mom takes out the bowl. The paint colors are now bright blue and green.

Sometimes Mom lets me make things with clay. One time I made an elephant with big ears and a long trunk. I showed it to my teacher. She liked it a lot and put it on display in our class. Mom says this was my first show. She says I am an artist now, too.

26 $\frac{26}{29}$

Bobby – Day 6

A Train Under the City

8/1

► The ^{help}subway is a kind of ^{kid}train. It ^{help}travels under the ground. The subway makes it fast and ^{help}easy to ^{ja}get places in a big city.

It is ³easy to find the subway. In cities with a subway, there are lots of stops along the streets. The stops have big signs with stairs that take you down to the train tracks where the subway runs. To ride the subway you need a ticket. After you walk down the stairs you will see a ticket counter. There are also machines that sell tickets. The tickets are not expensive. When you have a ticket you can head toward the tracks and wait for the train.

When the train gets to your stop the doors will swoosh open. People will step off the train first. Now it is your turn to board the train. If there is a seat you can sit down. If not, you can stand. When the train gets to your stop, you get off and walk up the stairs back to the street.

The subway is very important. It helps people get around the city. It also means there is less traffic on the streets because people drive less. The subway is a great way to travel.

Cathy – Day 1

The Talking Stone

Gina
7-23-12

▶ The teacher ^{skip}gathered the ^{skip}students into a circle. He held up a white stone in his hand.

"This is a talking stone," he told his students. "It helps us take turns so ^{miss one}everyone has a ^{change}chance to talk and a chance to listen. If we all speak at once, no one can hear. We can use the stone to help us. If you have the stone, it is your time to talk. If you do not have the stone, it is your time to listen. This way we can share, and everyone can hear."

Then the teacher asked the students to share something special they had done that day.

Jen raised her hand quickly. She wanted to share something that no one else would share. She wanted to talk about feeding the lizard. When the teacher passed the stone to another child, Jen put her hand down. It was her turn to listen.

The stone moved slowly. One girl talked about drawing pictures in art. Another boy talked about counting seeds in math. No one talked about the lizard.

Soon Tom held the stone. He sat beside Jen. Tom pointed to the lizard and told how he helped feed it. Then he passed the stone to Jen.

Jen took the stone. She could not think of anything special to say. Jen looked at the stone. Then she knew what to say.

"I liked passing the talking stone," Jen said. "It helped me remember all the fun things we did today!"

33 wpm
5 errors

Cathy – Day 2

The Kite Contest

7/24

► It was ^{kite} kite day at the ^{local} local park. Everyone Jim ^{knew} knew had a kite to fly. Jim had made the kite he would use. It was shaped like a triangle. He had ^{colored} painted an ^{eagle} eagle on it. He knew that an eagle was a bird that flew very high. He hoped that his kite would fly high, too.

When Jim and his dad got to the park, Jim lifted his kite up. He felt the tug on the line and let the string out. The wind pulled the kite higher and higher. Before long, most of the string was gone. Jim saw that the end was not tied to the tube.

He tried to grab the string before the kite got away. Suddenly, a gust of wind yanked the string right out of his hand. The kite was flying away! Jim chased after it, trying to grab the loose string.

When the kite sailed over a tree, the string got caught on one of the branches. Happily, Jim saw that the kite kept bobbing in the wind. He would be able to save his kite after all.

A man walked over to Jim. "We've never had a tree fly a kite," he said. "You get the prize for finding a special way to fly a kite." The man gave Jim a prize!

Jim's dad reached up and grabbed the string. The kite came loose. Alex tied the string to the tube. He didn't want to lose his kite again.

38 $\frac{33}{32}$

}

Cathy – Day 3

Dad's Surprise

7/25

► It was a great day for a sailboat ride. Meg put on her life vest and climbed into the boat. Dad pulled on a rope to lift the sail. The wind filled the cloth and pushed the boat away from the dock. Meg leaned over the side of the boat to feel the water. A wave splashed on her face. Meg laughed as she wiped the water out of her eyes.

Meg loved sailing with her dad. Each Saturday, they would sail to a spot on the other side of the lake. Dad would bring ham sandwiches for lunch. They would eat them as they sat on the sand. If it was a hot day, Meg and Dad went for a swim.

The boat had not gotten to the other side of the lake yet, but Dad let down the sail. The boat stopped. "I have a surprise for you," Dad said. He got out a fishing rod and tossed the line into the water. He gave the rod to Meg and she smiled. She had never been fishing. Soon, she felt a big tug.

"I caught something!" Meg yelled. She pulled a big fish onto the boat. Dad gave her a high five.

Then Dad raised the sail again and the boat began to glide across the water. Soon they arrived at the shore. Dad made a small fire to cook the fish. They had fish for lunch. It was a great picnic.

298

29
34

Cathy – Day 4

Kinds of Hats

7/30

► A hat sits on top of the ^{head}head. ^{there}There are many kinds of hats. Some hats have special jobs, and some hats are just for fun.

A hard hat ^{keeps}keeps the ^{head}head safe. It is made out of ^{plastic}plastic. House builders wear this ^{kind}kind of hat. Things that fall cannot hurt their heads. Firefighters also use a hard hat. Their hats have a wide brim on the back to keep fire and heat away. You also wear a hard hat when you ride a bike. That hat is called a helmet.

Many workers wear hats that show the job they do. Some of these hats are made of cloth. Police ^{officers}officers wear a flat hat that is the same color as their uniform. Chefs ^{wear}wear tall white hats when they cook.

People use different hats to match the weather. Wool hats fit closely over the head. They keep the head and ears warm in the winter. Sun hats and baseball caps have a wide brim or bill. These hats shade the face and eyes from the sun in the summer.

Hats don't always have a job. Some are just for fun. Birthday party hats are made of paper. They have bright colors and cute pictures.

Next time you walk in the neighborhood, go on a hat hunt. You will be surprised at how many different hats you can find.

→

38 $\frac{38}{44}$

Mom said little or no sleep last night.

Cathy – Day 5

My Mom Is an Artist

7/31

► My mom makes things out of ^{class} clay. She is an artist. Sometimes she has ^{help} shows. In a show the ^{class} clay objects she makes are put on ^{display} display so many people can see them.

^{clay} Clay comes in big blocks. My mom cuts off a lump of it. Then she folds it and rolls it to get it warm. Warm clay is easier to mold into shapes. Soon, the clay forms a soft ball.

Then Mom decides what to make. She can make lots of different things, but most often she will make a bowl. She places the clay ball on a wheel. The wheel goes round and round. Mom uses her hands to shape the clay into a bowl as the wheel spins.

When Mom is happy with the bowl, she lets it dry for several days. As the clay dries, it becomes hard. Next, Mom brushes a special paint on the bowl. The colors are light blue and mint green. Then Mom puts the bowl into a big oven that gets really hot. After the oven cools, Mom takes out the bowl. The paint colors are now bright blue and green.

Sometimes Mom lets me make things with clay. One time I made an elephant with big ears and a long trunk. I showed it to my teacher. She liked it a lot and put it on display in our class. Mom says this was my first show. She says I am an artist now, too.

37 $\frac{37}{42}$

Mom said I didn't
no sleep last night.
(2nd night in a row)

Cathy – Day 6

A Train Under the City

8/1

► The ^{trip}subway is a kind of train. It ^{travels}travels under the ground. The subway makes it fast and easy to get places in a big city.

It is ^{easy}easy to find the subway. In cities with a subway, there are lots of stops along the streets. The stops have big signs with stairs that take you down to the train tracks where the subway runs. To ride the subway you need a ticket. After you walk down the stairs you will see a ticket counter. There are also machines that sell tickets. The tickets are not expensive. When you have a ticket you can head toward the tracks and wait for the train.

When the train gets to your stop the doors will swoosh open. People will step off the train first. Now it is your turn to board the train. If there is a seat you can sit down. If not, you can stand. When the train gets to your stop, you get off and walk up the stairs back to the street.

The subway is very important. It helps people get around the city. It also means there is less traffic on the streets because people drive less. The subway is a great way to travel.

Donald – Day 1

The Talking Stone

► The teacher gathered the students into a circle. He held up a white stone in his hand.

"This is a talking stone," he told his students. "It helps us take turns so everyone has a chance to talk and a chance to listen. If we all speak at once, no one can hear. We can use the stone to help us. If you have the stone, it is your time to talk. If you do not have the stone, it is your time to listen. This way we can share, and everyone can hear."

Then the teacher asked the students to share something special they had done that day.

Jen raised her hand quickly. She wanted to share something that no one else would share. She wanted to talk about feeding the lizard. When the teacher passed the stone to another child, Jen put her hand down. It was her turn to listen.

The stone moved slowly. One girl talked about drawing pictures in art. Another boy talked about counting seeds in math. No one talked about the lizard.

Soon Tom held the stone. He sat beside Jen. Tom pointed to the lizard and told how he helped feed it. Then he passed the stone to Jen.

Jen took the stone. She could not think of anything special to say. Jen looked at the stone. Then she knew what to say.

"I liked passing the talking stone," Jen said. "It helped me remember all the fun things we did today."

25 total $\frac{19}{25}$ acc

Donald – Day 2

The Kite Contest

► It was ^{kind} kite day at the ^{local} park. Everyone Jim knew had a kite to fly. ^{Jim} Jim had made the kite he would use. ^{It} It was shaped like a triangle. He had painted an eagle on it. He knew that an eagle was a bird that flew very high. He hoped that his kite would fly high, too.

When Jim and his dad got to the park, Jim lifted his kite up. He felt the tug on the line and let the string out. The wind pulled the kite higher and higher. Before long, most of the string was gone. Jim saw that the end was not tied to the tube.

He tried to grab the string before the kite got away. Suddenly, a gust of wind yanked the string right out of his hand. The kite was flying away! Jim chased after it, trying to grab the loose string.

When the kite sailed over a tree, the string got caught on one of the branches. Happily, Jim saw that the kite kept bobbing in the wind. He would be able to save his kite after all.

A man walked over to Jim. "We've never had a tree fly a kite," he said. "You get the prize for finding a special way to fly a kite." The man gave Jim a prize!

Jim's dad reached up and grabbed the string. The kite came loose. Alex tied the string to the tube. He didn't want to lose his kite again.

}

26 total

$\frac{21}{26}$ acc

Donald – Day 3

Excluded - Absent

Dad's Surprise

7/25

► It was a great day for a sailboat ride. Meg put on her life vest and climbed into the boat. Dad pulled on a rope to lift the sail. The wind filled the cloth and pushed the boat away from the dock. Meg leaned over the side of the boat to feel the water. A wave splashed on her face. Meg laughed as she wiped the water out of her eyes.

Meg loved sailing with her dad. Each Saturday, they would sail to a spot on the other side of the lake. Dad would bring ham sandwiches for lunch. They would eat them as they sat on the sand. If it was a hot day, Meg and Dad went for a swim.

The boat had not gotten to the other side of the lake yet, but Dad let down the sail. The boat stopped. "I have a surprise for you," Dad said. He got out a fishing rod and tossed the line into the water. He gave the rod to Meg and she smiled. She had never been fishing. Soon, she felt a big tug.

"I caught something!" Meg yelled. She pulled a big fish onto the boat. Dad gave her a high five.

Then Dad raised the sail again and the boat began to glide across the water. Soon they arrived at the shore. Dad made a small fire to cook the fish. They had fish for lunch. It was a great picnic.

3/24
7/25

19 19
32

Donald – Day 4

Excluded-Absent

Kinds of Hats

7/30

▶ A hat ^{sits} sits on top of the head. There are many kinds of hats. Some hats have ^{special jobs} special jobs and some hats are just for fun.

A hard hat keeps the head ^{safe} safe. It is made out of ^{pieces} plastic. House builders wear this kind of hat. Things that fall cannot hurt their heads. Firefighters also use a hard hat. Their hats have a wide brim on the back to keep fire and heat away. You also wear a hard hat when you ride a bike. That hat is called a helmet.

Many workers wear hats that show the job they do. Some of these hats are made of cloth. Police officers wear a flat hat that is the same color as their uniform. Chefs wear tall white hats when they cook.

People use different hats to match the weather. Wool hats fit closely over the head. They keep the head and ears warm in the winter. Sun hats and baseball caps have a wide brim or bill. These hats shade the face and eyes from the sun in the summer.

Hats don't always have a job. Some are just for fun. Birthday party hats are made of paper. They have bright colors and cute pictures.

Next time you walk in the neighborhood, go on a hat hunt. You will be surprised at how many different hats you can find.

2nd
7/31

34 34
39

Donald – Day 5

My Mom Is an Artist

7/31

► My mom makes things ^{out} of clay. She is an ^{artist}. Sometimes she has ^{shows}. In a ^{show} the clay objects she makes are put on display so many people can see them.

Clay comes in big blocks. My mom cuts off a lump of it. Then she folds it and rolls it to get it warm. Warm clay is easier to mold into shapes. Soon, the clay forms a soft ball.

Then Mom decides what to make. She can make lots of different things, but most often she will ^{make} a bowl. She places the clay ball on a wheel. The wheel goes round and round. Mom uses her hands to shape the clay into a bowl as the wheel spins.

When Mom is happy with the bowl, she lets it dry for several days. As the clay dries, it becomes hard. Next, Mom brushes a special paint on the bowl. The colors are light blue and mint green. Then Mom puts the bowl into a big oven that gets really hot. After the oven cools, Mom takes out the bowl. The paint colors are now bright blue and green.

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16 $\frac{16}{20}$

Donald – Day 6

A Train Under the City

811

► The subway is a kind of train. It travels under the ground. The subway makes it fast and easy to get places in a big city.

It is easy to find the subway. In cities with a subway, there are lots of stops along the streets. The stops have big signs with stairs that take you down to the train tracks where the subway runs. To ride the subway you need a ticket. After you walk down the stairs you will see a ticket counter. There are also machines that sell tickets. The tickets are not expensive. When you have a ticket you can head toward the tracks and wait for the train.

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The subway is very important. It helps people get around the city. It also means there is less traffic on the streets because people drive less. The subway is a great way to travel.

28 $\frac{28}{35}$

Erica – Day1

The Talking Stone

► The teacher gathered the students into a circle. He held up a white stone in his hand.

“This is a talking stone,” he told his students. “It helps us take turns so everyone has a chance to talk and a chance to listen. If we all speak at once, no one can hear. We can use the stone to help us. If you have the stone, it is your time to talk. If you do not have the stone, it is your time to listen. This way we can share, and everyone can hear.”

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Jen took the stone. She could not think of anything special to say. Jen looked at the stone. Then she knew what to say.

“I liked passing the talking stone,” Jen said. “It helped me remember all the fun things we did today.”

Erica – Day 2

The Kite Contest

► It was kite day at the local park. Everyone Jim knew had a kite to fly. Jim had made the kite he would use. It was shaped like a triangle. He had painted an eagle on it. He knew that an eagle was a bird that flew very high. He hoped that his kite would fly high, too.

When Jim and his dad got to the park, Jim lifted his kite up. He felt the tug on the line and let the string out. The wind pulled the kite higher and higher. Before long, most of the string was gone. Jim saw that the end was not tied to the tube.

He tried to grab the string before the kite got away. Suddenly, a gust of wind yanked the string right out of his hand. The kite was flying away! Jim chased after it, trying to grab the loose string.

When the kite sailed over a tree, the string got caught on one of the branches. Happily, Jim saw that the kite kept bobbing in the wind. He would be able to save his kite after all.

A man walked over to Jim. "We've never had a tree fly a kite," he said. "You get the prize for finding a special way to fly a kite." The man gave Jim a prize!

Jim's dad reached up and grabbed the string. The kite came loose. Alex tied the string to the tube. He didn't want to lose his kite again.

$$\begin{array}{r} 29 \\ - 6 \\ \hline 23 \end{array}$$

Erica – Day 3

Dad's Surprise

► It was a great day for a sailboat ride. Meg put on her life vest and climbed into the boat. Dad pulled on a rope to lift the sail. The wind filled the cloth and pushed the boat away from the dock. Meg leaned over the side of the boat to feel the water. A wave splashed on her face. Meg laughed as she wiped the water out of her eyes.

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"I caught something!" Meg yelled. She pulled a big fish onto the boat. Dad gave her a high five.

Then Dad raised the sail again and the boat began to glide across the water. Soon they arrived at the shore. Dad made a small fire to cook the fish. They had fish for lunch. It was a great picnic.

$$\begin{array}{r} 25 \\ -7 \\ \hline 18 \\ .2 \end{array}$$

Erica – Day 4

Kinds of Hats

► A hat sits on top of the head. There are many kinds of hats. Some hats have special jobs, and some hats are just for fun.

A hard hat keeps the head safe. It is made out of plastic. House builders wear this kind of hat. Things that fall cannot hurt their heads. Firefighters also use a hard hat. Their hats have a wide brim on the back to keep fire and heat away. You also wear a hard hat when you ride a bike. That hat is called a helmet.

Many workers wear hats that show the job they do. Some of these hats are made of cloth. Police officers wear a flat hat that is the same color as their uniform. Chefs wear tall white hats when they cook.

People use different hats to match the weather. Wool hats fit closely over the head. They keep the head and ears warm in the winter. Sun hats and baseball caps have a wide brim or bill. These hats shade the face and eyes from the sun in the summer.

Hats don't always have a job. Some are just for fun. Birthday party hats are made of paper. They have bright colors and cute pictures.

Next time you walk in the neighborhood, go on a hat hunt. You will be surprised at how many different hats you can find.

$$\begin{array}{r} 39 \\ - 8 \\ \hline 31 \end{array}$$

Erica – Day 5

My Mom Is an Artist

► My mom makes things out of clay. She is an artist. Sometimes she has shows. In a show the clay objects she makes are put on display so many people can see them.

Clay comes in big blocks. My mom cuts off a lump of it. Then she folds it and rolls it to get it warm. Warm clay is easier to mold into shapes. Soon, the clay forms a soft ball.

Then Mom decides what to make. She can make lots of different things, but most often she will make a bowl. She places the clay ball on a wheel. The wheel goes round and round. Mom uses her hands to shape the clay into a bowl as the wheel spins.

When Mom is happy with the bowl, she lets it dry for several days. As the clay dries, it becomes hard. Next, Mom brushes a special paint on the bowl. The colors are light blue and mint green. Then Mom puts the bowl into a big oven that gets really hot. After the oven cools, Mom takes out the bowl. The paint colors are now bright blue and green.

Sometimes Mom lets me make things with clay. One time I made an elephant with big ears and a long trunk. I showed it to my teacher. She liked it a lot and put it on display in our class. Mom says this was my first show. She says I am an artist now, too.

Erica – Day 6

A Train Under the City

► The subway is a kind of train. It travels under the ground. The subway makes it fast and easy to get places in a big city.

It is easy to find the subway. In cities with a subway, there are lots of stops along the streets. The stops have big signs with stairs that take you down to the train tracks where the subway runs. To ride the subway you need a ticket. After you walk down the stairs you will see a ticket counter. There are also machines that sell tickets. The tickets are not expensive. When you have a ticket you can head toward the tracks and wait for the train.

When the train gets to your stop the doors will swoosh open. People will step off the train first. Now it is your turn to board the train. If there is a seat you can sit down. If not, you can stand. When the train gets to your stop, you get off and walk up the stairs back to the street.

The subway is very important. It helps people get around the city. It also means there is less traffic on the streets because people drive less. The subway is a great way to travel.

Frank – Day 1

The Talking Stone

► The teacher gathered the students into a circle. He held up a white stone in his hand. 13

"This is a talking stone," he told his students. "It helps us take turns so everyone has a chance to talk and a chance to listen. If we all speak at once, no one can hear. We can use the stone to help us. If you have the stone, it is your time to talk. If you do not have the stone, it is your time to listen. This way we can share, and everyone can hear."

Then the teacher asked the students to share something special they had done that day.

Jen raised her hand quickly. She wanted to share something that no one else would share. She wanted to talk about feeding the lizard. When the teacher passed the stone to another child, Jen put her hand down. It was her turn to listen.

The stone moved slowly. One girl talked about drawing pictures in art. Another boy talked about counting seeds in math. No one talked about the lizard.

Soon Tom held the stone. He sat beside Jen. Tom pointed to the lizard and told how he helped feed it. Then he passed the stone to Jen.

Jen took the stone. She could not think of anything special to say. Jen looked at the stone. Then she knew what to say.

"I liked passing the talking stone," Jen said. "It helped me remember all the fun things we did today."

$$\begin{array}{r} 13 \text{ total words} \\ - 6 \text{ errors} \\ \hline 7 = \text{total score} \end{array}$$

Frank – Day 2

The Kite Contest

► It was kite day at the local park. Everyone Jim knew had a kite to fly. Jim had made the kite he would use. It was shaped like a triangle. He had painted an eagle on it. He knew that an eagle was a bird that flew very high. He hoped that his kite would fly high, too.

When Jim and his dad got to the park, Jim lifted his kite up. He felt the tug on the line and let the string out. The wind pulled the kite higher and higher. Before long, most of the string was gone. Jim saw that the end was not tied to the tube.

He tried to grab the string before the kite got away. Suddenly, a gust of wind yanked the string right out of his hand. The kite was flying away! Jim chased after it, trying to grab the loose string.

When the kite sailed over a tree, the string got caught on one of the branches. Happily, Jim saw that the kite kept bobbing in the wind. He would be able to save his kite after all.

A man walked over to Jim. "We've never had a tree fly a kite," he said. "You get the prize for finding a special way to fly a kite." The man gave Jim a prize!

Jim's dad reached up and grabbed the string. The kite came loose. Alex tied the string to the tube. He didn't want to lose his kite again.

Frank – Day 3

Dad's Surprise

► It was a great day for a sailboat ride. Meg put on her life vest and climbed into the boat. Dad pulled on a rope to lift the sail. The wind filled the cloth and pushed the boat away from the dock. Meg leaned over the side of the boat to feel the water. A wave splashed on her face. Meg laughed as she wiped the water out of her eyes.

Meg loved sailing with her dad. Each Saturday, they would sail to a spot on the other side of the lake. Dad would bring ham sandwiches for lunch. They would eat them as they sat on the sand. If it was a hot day, Meg and Dad went for a swim.

The boat had not gotten to the other side of the lake yet, but Dad let down the sail. The boat stopped. "I have a surprise for you," Dad said. He got out a fishing rod and tossed the line into the water. He gave the rod to Meg and she smiled. She had never been fishing. Soon, she felt a big tug.

"I caught something!" Meg yelled. She pulled a big fish onto the boat. Dad gave her a high five.

Then Dad raised the sail again and the boat began to glide across the water. Soon they arrived at the shore. Dad made a small fire to cook the fish. They had fish for lunch. It was a great picnic.

Frank – Day 4

Kinds of Hats

► A hat sits on top of the head. There are many kinds of hats. Some hats have special jobs, and some hats are just for fun.

A hard hat keeps the head safe. It is made out of plastic. House builders wear this kind of hat. Things that fall cannot hurt their heads. Firefighters also use a hard hat. Their hats have a wide brim on the back to keep fire and heat away. You also wear a hard hat when you ride a bike. That hat is called a helmet.

Many workers wear hats that show the job they do. Some of these hats are made of cloth. Police officers wear a flat hat that is the same color as their uniform. Chefs wear tall white hats when they cook.

People use different hats to match the weather. Wool hats fit closely over the head. They keep the head and ears warm in the winter. Sun hats and baseball caps have a wide brim or bill. These hats shade the face and eyes from the sun in the summer.

Hats don't always have a job. Some are just for fun. Birthday party hats are made of paper. They have bright colors and cute pictures.

Next time you walk in the neighborhood, go on a hat hunt. You will be surprised at how many different hats you can find.

$$\begin{array}{r} 12 \\ - 4 \\ \hline 8 \end{array}$$

Frank – Day 5

My Mom Is an Artist.

► My mom makes things out of clay. She is an artist. Sometimes she has shows. In a show the clay objects she makes are put on display so many people can see them.

Clay comes in big blocks. My mom cuts off a lump of it. Then she folds it and rolls it to get it warm. Warm clay is easier to mold into shapes. Soon, the clay forms a soft ball.

Then Mom decides what to make. She can make lots of different things, but most often she will make a bowl. She places the clay ball on a wheel. The wheel goes round and round. Mom uses her hands to shape the clay into a bowl as the wheel spins.

When Mom is happy with the bowl, she lets it dry for several days. As the clay dries, it becomes hard. Next, Mom brushes a special paint on the bowl. The colors are light blue and mint green. Then Mom puts the bowl into a big oven that gets really hot. After the oven cools, Mom takes out the bowl. The paint colors are now bright blue and green.

Sometimes Mom lets me make things with clay. One time I made an elephant with big ears and a long trunk. I showed it to my teacher. She liked it a lot and put it on display in our class. Mom says this was my first show. She says I am an artist now, too.

$$\begin{array}{r} 16 \\ - 3 \\ \hline 13 \end{array}$$

Frank – Day 6

A Train Under the City

► The subway is a kind of train. It travels under the ground. The subway makes it fast and easy to get places in a big city. 13

It is easy to find the subway. In cities with a subway, there are lots of stops along the streets. The stops have big signs with stairs that take you down to the train tracks where the subway runs. To ride the subway you need a ticket. After you walk down the stairs you will see a ticket counter. There are also machines that sell tickets. The tickets are not expensive. When you have a ticket you can head toward the tracks and wait for the train.

When the train gets to your stop the doors will swoosh open. People will step off the train first. Now it is your turn to board the train. If there is a seat you can sit down. If not, you can stand. When the train gets to your stop, you get off and walk up the stairs back to the street.

The subway is very important. It helps people get around the city. It also means there is less traffic on the streets because people drive less. The subway is a great way to travel.

$$\begin{array}{r} 14 \\ -5 \\ \hline 9 \end{array}$$

.2

Grace – Day 1

The Talking Stone

► The teacher gathered the students into a circle. He ^{helped} held up a white stone in his hand. 4 errors

“This is a talking stone,” he told his students. “It helps us take turns so everyone has a chance to talk and a chance to listen. If we all speak at once, no one can hear. We can use the stone to help us. If you have the stone, it is your time to talk. If you do not have the stone, it is your time to listen. This way we can share, and everyone can hear.”

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Jen raised her hand quickly. She wanted to share something that no one else would share. She wanted to talk about feeding the lizard. When the teacher passed the stone to another child, Jen put her hand down. It was her turn to listen.

The stone moved slowly. One girl talked about drawing pictures in art. Another boy talked about counting seeds in math. No one talked about the lizard.

Soon Tom held the stone. He sat beside Jen. Tom pointed to the lizard and told how he helped feed it. Then he passed the stone to Jen.

Jen took the stone. She could not think of anything special to say. Jen looked at the stone. Then she knew what to say.

“I liked passing the talking stone,” Jen said. “It helped me remember all the fun things we did today.”

$$\begin{array}{r} 36 \\ - 4 \\ \hline 32 \end{array}$$

Grace – Day 2

The Kite Contest

► It was kite day at the local park. Everyone Jim knew had a kite to fly. Jim had made the kite he would use. It was shaped like a triangle. He had painted an eagle on it. He knew that an eagle was a bird that flew very high. He hoped that his kite would fly high, too.

When Jim and his dad got to the park, Jim lifted his kite up. He felt the tug on the line and let the string out. The wind pulled the kite higher and higher. Before long, most of the string was gone. Jim saw that the end was not tied to the tube.

He tried to grab the string before the kite got away. Suddenly, a gust of wind yanked the string right out of his hand. The kite was flying away! Jim chased after it, trying to grab the loose string.

When the kite sailed over a tree, the string got caught on one of the branches. Happily, Jim saw that the kite kept bobbing in the wind. He would be able to save his kite after all.

A man walked over to Jim. "We've never had a tree fly a kite," he said. "You get the prize for finding a special way to fly a kite." The man gave Jim a prize!

Jim's dad reached up and grabbed the string. The kite came loose. Alex tied the string to the tube. He didn't want to lose his kite again.

$$\begin{array}{r} 32 \\ - 2 \\ \hline 30 \end{array}$$

Grace – Day 3

Dad's Surprise

► It was a great day for a sailboat ride. Meg put on her life vest and climbed into the boat. Dad pulled on a rope to lift the sail. The wind filled the cloth and pushed the boat away from the dock. Meg leaned over the side of the boat to feel the water. A wave splashed on her face. Meg laughed as she wiped the water out of her eyes.

Meg loved sailing with her dad. Each Saturday, they would sail to a spot on the other side of the lake. Dad would bring ham sandwiches for lunch. They would eat them as they sat on the sand. If it was a hot day, Meg and Dad went for a swim.

The boat had not gotten to the other side of the lake yet, but Dad let down the sail. The boat stopped. "I have a surprise for you," Dad said. He got out a fishing rod and tossed the line into the water. He gave the rod to Meg and she smiled. She had never been fishing. Soon, she felt a big tug.

"I caught something!" Meg yelled. She pulled a big fish onto the boat. Dad gave her a high five.

Then Dad raised the sail again and the boat began to glide across the water. Soon they arrived at the shore. Dad made a small fire to cook the fish. They had fish for lunch. It was a great picnic.

$$\begin{array}{r} 37 \\ - 5 \\ \hline 32 \end{array}$$

Grace – Day 4

My Mom Is an Artist

► My mom makes things out of clay. She is an artist. Sometimes she has shows. In a show the clay objects she makes are put on display so many people can see them. 33

Clay comes in big blocks. My mom cuts off a lump of ^{soft} it. Then she folds it and rolls it to get it warm. Warm clay is easier to mold into shapes. Soon, the clay forms a soft ball.

Then Mom decides what to make. She can make lots of different things, but most often she will make a bowl. She places the clay ball on a wheel. The wheel goes round and round. Mom uses her hands to shape the clay into a bowl as the wheel spins.

When Mom is happy with the bowl, she lets it dry for several days. As the clay dries, it becomes hard. Next, Mom brushes a special paint on the bowl. The colors are light blue and mint green. Then Mom puts the bowl into a big oven that gets really hot. After the oven cools, Mom takes out the bowl. The paint colors are now bright blue and green.

Sometimes Mom lets me make things with clay. One time I made an elephant with big ears and a long trunk. I showed it to my teacher. She liked it a lot and put it on display in our class. Mom says this was my first show. She says I am an artist now, too.

$$\begin{array}{r} 45 \\ -3 \\ \hline 42 \end{array}$$

Grace – Day 5

A Train Under the City

► The subway is a kind of train. It travels under the ground. The subway makes it fast and easy to get places in a big city.

It is easy to find the subway. In cities with a subway, there are lots of stops along the streets. The stops have big signs with stairs that take you down to the train tracks where the subway runs. To ride the subway you need a ticket. After you walk down the stairs you will see a ticket counter. There are also machines that sell tickets. The tickets are not expensive. When you have a ticket you can head toward the tracks and wait for the train.

When the train gets to your stop the doors will swoosh open. People will step off the train first. Now it is your turn to board the train. If there is a seat you can sit down. If not, you can stand. When the train gets to your stop, you get off and walk up the stairs back to the street.

The subway is very important. It helps people get around the city. It also means there is less traffic on the streets because people drive less. The subway is a great way to travel.

$$\begin{array}{r} 57 \\ - 4 \\ \hline 53 \end{array}$$

Grace – Day 6

Kinds of Hats

X

► A hat sits on top of the head. There are many kinds of hats. Some hats have special jobs, and some hats are just for fun.

A hard hat keeps the head safe. It is made out of plastic. House builders wear this kind of hat. Things that fall cannot hurt their heads. Firefighters also use a hard hat. Their hats have a wide brim on the back to keep fire and heat away. You also wear a hard hat when you ride a bike. That hat is called a helmet.

Many workers wear hats that show the job they do. Some of these hats are made of cloth. Police officers wear a flat hat that is the same color as their uniform. Chefs wear tall white hats when they cook.

People use different hats to match the weather. Wool hats fit closely over the head. They keep the head and ears warm in the winter. Sun hats and baseball caps have a wide brim or bill. These hats shade the face and eyes from the sun in the summer.

Hats don't always have a job. Some are just for fun. Birthday party hats are made of paper. They have bright colors and cute pictures.

Next time you walk in the neighborhood, go on a hat hunt. You will be surprised at how many different hats you can find.

Henry – Day1

The Talking Stone

► The teacher ^{gathered} gathered the students into a ~~circle~~. He ^{held} held up a white stone in his hand.

"This is a talking stone," he told his students. "It ^{helps} helps us take turns ^{so} so everyone has a chance to talk and a chance to listen. If we all speak at once, no one can hear. We can use the stone to help us. If you have the stone, it is your time to talk. If you do not have the stone, it is your time to listen. This way we can share, and everyone can hear."

Then the teacher asked the students to share something special they had done that day.

Jen raised her hand quickly. She wanted to share something that no one else would share. She wanted to talk about feeding the lizard. When the teacher passed the stone to another child, Jen put her hand down. It was her turn to listen.

The stone moved slowly. One girl talked about drawing pictures in art. Another boy talked about counting seeds in math. No one talked about the lizard.

Soon Tom held the stone. He sat beside Jen. Tom pointed to the lizard and told how he helped feed it. Then he passed the stone to Jen.

Jen took the stone. She could not think of anything special to say. Jen looked at the stone. Then she knew what to say.

"I liked passing the talking stone," Jen said. "It helped me remember all the fun things we did today."

$$\begin{array}{r} 31 \\ - 3 \\ \hline 28 = \text{total} \end{array}$$

Henry – Day 2

The Kite Contest

► It was kite day at the local park. Everyone Jim knew had a kite to fly. Jim had made the kite he would use. It was shaped like a triangle. He had painted an eagle on it. He knew that an eagle was a bird that flew very high. He hoped that his kite would fly high, too.

When Jim and his dad got to the park, Jim lifted his kite up. He felt the tug on the line and let the string out. The wind pulled the kite higher and higher. Before long, most of the string was gone. Jim saw that the end was not tied to the tube.

He tried to grab the string before the kite got away. Suddenly, a gust of wind yanked the string right out of his hand. The kite was flying away! Jim chased after it, trying to grab the loose string.

When the kite sailed over a tree, the string got caught on one of the branches. Happily, Jim saw that the kite kept bobbing in the wind. He would be able to save his kite after all.

A man walked over to Jim. "We've never had a tree fly a kite," he said. "You get the prize for finding a special way to fly a kite." The man gave Jim a prize!

Jim's dad reached up and grabbed the string. The kite came loose. Alex tied the string to the tube. He didn't want to lose his kite again.

37
-6

31

2

Henry – Day 3

Dad's Surprise

► It was a great day for a sailboat ride. Meg put on her life vest and climbed into the boat. Dad pulled on a rope to lift the sail. The wind filled the cloth and pushed the boat away from the dock. Meg leaned over the side of the boat to feel the water. A wave splashed on her face. Meg laughed as she wiped the water out of her eyes.

Meg loved sailing with her dad. Each Saturday, they would sail to a spot on the other side of the lake. Dad would bring ham sandwiches for lunch. They would eat them as they sat on the sand. If it was a hot day, Meg and Dad went for a swim.

The boat had not gotten to the other side of the lake yet, but Dad let down the sail. The boat stopped. "I have a surprise for you," Dad said. He got out a fishing rod and tossed the line into the water. He gave the rod to Meg and she smiled. She had never been fishing. Soon, she felt a big tug.

"I caught something!" Meg yelled. She pulled a big fish onto the boat. Dad gave her a high five.

Then Dad raised the sail again and the boat began to glide across the water. Soon they arrived at the shore. Dad made a small fire to cook the fish. They had fish for lunch. It was a great picnic.

$$\begin{array}{r} 27 \\ - 4 \\ \hline 23 \end{array}$$

Henry – Day 4

Kinds of Hats

► A hat sits on top of the head. There are many kinds of hats. Some hats have special jobs, and some hats are just for fun.

A hard hat keeps the head safe. It is made out of plastic. House builders wear this kind of hat. Things that fall cannot hurt their heads. Firefighters also use a hard hat. Their hats have a wide brim on the back to keep fire and heat away. You also wear a hard hat when you ride a bike. That hat is called a helmet.

Many workers wear hats that show the job they do. Some of these hats are made of cloth. Police officers wear a flat hat that is the same color as their uniform. Chefs wear tall white hats when they cook.

People use different hats to match the weather. Wool hats fit closely over the head. They keep the head and ears warm in the winter. Sun hats and baseball caps have a wide brim or bill. These hats shade the face and eyes from the sun in the summer.

Hats don't always have a job. Some are just for fun. Birthday party hats are made of paper. They have bright colors and cute pictures.

Next time you walk in the neighborhood, go on a hat hunt. You will be surprised at how many different hats you can find.

$$\begin{array}{r} 41 \\ - 7 \\ \hline 34 \end{array}$$

Henry – Day 5

My Mom Is an Artist

► My mom makes things out of clay. She is an artist. Sometimes she has shows. In a show the clay objects she makes are put on display so many people can see them.

Clay comes in big blocks. My mom cuts off a lump of it. Then she folds it and rolls it to get it warm. Warm clay is easier to mold into shapes. Soon, the clay forms a soft ball.

Then Mom decides what to make. She can make lots of different things, but most often she will make a bowl. She places the clay ball on a wheel. The wheel goes round and round. Mom uses her hands to shape the clay into a bowl as the wheel spins.

When Mom is happy with the bowl, she lets it dry for several days. As the clay dries, it becomes hard. Next, Mom brushes a special paint on the bowl. The colors are light blue and mint green. Then Mom puts the bowl into a big oven that gets really hot. After the oven cools, Mom takes out the bowl. The paint colors are now bright blue and green.

Sometimes Mom lets me make things with clay. One time I made an elephant with big ears and a long trunk. I showed it to my teacher. She liked it a lot and put it on display in our class. Mom says this was my first show. She says I am an artist now, too.

$$\begin{array}{r} 21 \\ - 5 \\ \hline 16 \end{array}$$

Henry – Day 6

A Train Under the City

► The subway is a kind of train. It travels under the ground. The subway makes it fast and easy to get places in a big city.

It is easy to find the subway. In cities with a subway, there are lots of stops along the streets. The stops have big signs with stairs that take you down to the train tracks where the subway runs. To ride the subway you need a ticket. After you walk down the stairs you will see a ticket counter. There are also machines that sell tickets. The tickets are not expensive. When you have a ticket you can head toward the tracks and wait for the train.

When the train gets to your stop the doors will swoosh open. People will step off the train first. Now it is your turn to board the train. If there is a seat you can sit down. If not, you can stand. When the train gets to your stop, you get off and walk up the stairs back to the street.

The subway is very important. It helps people get around the city. It also means there is less traffic on the streets because people drive less. The subway is a great way to travel.

$$\begin{array}{r} 32 \\ -10 \\ \hline 22 \end{array}$$

Irene – Day 1

The Talking Stone ^{word}

► The teacher ^{got} gathered the students into a circle. He held up a white stone in his hand.

“This is a talking stone,” he told his students. “It helps us take turns so everyone has a chance to talk and a chance to listen. If we all speak at once, no one can hear. We can use the stone to help us. If you have the stone, it is your time to talk. If you do not have the stone, it is your time to listen. This way we can share, and everyone can hear.”

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Soon Tom held the stone. He sat beside Jen. Tom pointed to the lizard and told how he helped feed it. Then he passed the stone to Jen.

Jen took the stone. She could not think of anything special to say. Jen looked at the stone. Then she knew what to say.

“I liked passing the talking stone,” Jen said. “It helped me remember all the fun things we did today.”

26 words
9 errors

17

Irene – Day 2

The Kite Contest

► It was ^{light} kite day at the ^{local} local park. Everyone Jim knew had a ^{kite} kite to fly. Jim had ^{made} made the kite he would use. It was shaped like a triangle. He had painted an eagle on it. He knew that an eagle was a bird that flew very high. He hoped that his kite would fly high, too.

When Jim and his dad got to the park, Jim ^{lifted} lifted his kite up. He felt the tug on the line and let the string out. The wind pulled the kite higher and higher. Before long, most of the string was gone. Jim saw that the end was not tied to the tube.

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Jim's dad reached up and grabbed the string. The kite came loose. Alex tied the string to the tube. He didn't want to lose his kite again.

24 words

3 errors

21

Irene – Day 3

Dad's Surprise

► It was a great day for a sailboat ride. Meg put on her life vest and climbed into the boat. Dad pulled on a rope to lift the sail. The wind filled the cloth and pushed the boat away from the dock. Meg leaned over the side of the boat to feel the water. A wave splashed on her face. Meg laughed as she wiped the water out of her eyes.

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"I caught something!" Meg yelled. She pulled a big fish onto the boat. Dad gave her a high five.

Then Dad raised the sail again and the boat began to glide across the water. Soon they arrived at the shore. Dad made a small fire to cook the fish. They had fish for lunch. It was a great picnic.

$$\begin{array}{r} 28 \\ - 6 \\ \hline 22 \end{array}$$

Irene – Day 4

Kinds of Hats

► A hat sits on top of the head. There are many kinds of hats. Some hats have special jobs, and some hats are just for fun.] 26

A hard hat keeps the head safe. It is made out of plastic. House builders wear this kind of hat. Things that fall cannot hurt their heads. Firefighters also use a hard hat. Their hats have a wide brim on the back to keep fire and heat away. You also wear a hard hat when you ride a bike. That hat is called a helmet.

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$$\begin{array}{r} 26 \\ - 4 \\ \hline 22 \end{array}$$

Irene – Day 5

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$$\begin{array}{r} 27 \\ -2 \\ \hline 25 \end{array}$$

Irene – Day 6

A Train Under the City

► The subway is a kind of train. It travels under the ground. The subway makes it fast and easy to get places in a big city.

It is easy to find the subway. In cities with a subway, there are lots of stops along the streets. The stops have big signs with stairs that take you down to the train tracks where the subway runs. To ride the subway you need a ticket. After you walk down the stairs you will see a ticket counter. There are also machines that sell tickets. The tickets are not expensive. When you have a ticket you can head toward the tracks and wait for the train.

When the train gets to your stop the doors will swoosh open. People will step off the train first. Now it is your turn to board the train. If there is a seat you can sit down. If not, you can stand. When the train gets to your stop, you get off and walk up the stairs back to the street.

The subway is very important. It helps people get around the city. It also means there is less traffic on the streets because people drive less. The subway is a great way to travel.

$$\begin{array}{r} 26 \\ -7 \\ \hline 19 \end{array}$$

John – Day 1

The Talking Stone

► The teacher gathered the students into a circle. He held up a white stone in his hand.

"This is a talking stone," he told his students. "It helps us take turns so everyone has a chance to talk and a chance to listen. If we all speak at once, no one can hear. We can use the stone to help us. If you have the stone, it is your time to talk. If you do not have the stone, it is your time to listen. This way we can share, and everyone can hear."

Then the teacher asked the students to share something special they had done that day.

Jen raised her hand quickly. She wanted to share something that no one else would share. She wanted to talk about feeding the lizard. When the teacher passed the stone to another child, Jen put her hand down. It was her turn to listen.

The stone moved slowly. One girl talked about drawing pictures in art. Another boy talked about counting seeds in math. No one talked about the lizard.

Soon Tom held the stone. He sat beside Jen. Tom pointed to the lizard and told how he helped feed it. Then he passed the stone to Jen.

Jen took the stone. She could not think of anything special to say. Jen looked at the stone. Then she knew what to say.

"I liked passing the talking stone," Jen said. "It helped me remember all the fun things we did today."

47
- 5 errors

42 = total

John – Day 2

The Kite Contest

► It was kite day at the local park. Everyone Jim knew had a kite to fly. Jim had made the kite he would use. It was shaped like a triangle. He had painted an eagle on it. He knew that an eagle was a bird that flew very high. He hoped that his kite would fly high, too.

When Jim and his dad got to the park, Jim lifted his kite up. He felt the tug on the line and let the string out. The wind pulled the kite higher and higher. Before long, most of the string was gone. Jim saw that the end was not tied to the tube.

He tried to grab the string before the kite got away. Suddenly, a gust of wind yanked the string right out of his hand. The kite was flying away! Jim chased after it, trying to grab the loose string.

When the kite sailed over a tree, the string got caught on one of the branches. Happily, Jim saw that the kite kept bobbing in the wind. He would be able to save his kite after all.

A man walked over to Jim. "We've never had a tree fly a kite," he said. "You get the prize for finding a special way to fly a kite." The man gave Jim a prize!

Jim's dad reached up and grabbed the string. The kite came loose. Alex tied the string to the tube. He didn't want to lose his kite again.

$$\begin{array}{r} 47 \\ - 6 \\ \hline 41 \end{array}$$

John – Day 3

Dad's Surprise

► It was a great day for a sailboat ride. Meg put on her life vest and climbed into the boat. Dad pulled on a rope to lift the sail. The wind filled the cloth and pushed the boat away from the dock. Meg leaned over the side of the boat to feel the water. A wave splashed on her face. Meg laughed as she wiped the water out of her eyes.

Meg loved sailing with her dad. Each Saturday, they would sail to a spot on the other side of the lake. Dad would bring ham sandwiches for lunch. They would eat them as they sat on the sand. If it was a hot day, Meg and Dad went for a swim.

The boat had not gotten to the other side of the lake yet, but Dad let down the sail. The boat stopped. "I have a surprise for you," Dad said. He got out a fishing rod and tossed the line into the water. He gave the rod to Meg and she smiled. She had never been fishing. Soon, she felt a big tug.

"I caught something!" Meg yelled. She pulled a big fish onto the boat. Dad gave her a high five.

Then Dad raised the sail again and the boat began to glide across the water. Soon they arrived at the shore. Dad made a small fire to cook the fish. They had fish for lunch. It was a great picnic.

$$\begin{array}{r} 54 \\ - 4 \\ \hline 50 \end{array}$$

John – Day 4

Kinds of Hats

► A hat sits on top of the head. There are many kinds of hats. Some hats have special jobs, and some hats are just for fun. 26

A hard hat keeps the head safe. It is made out of plastic. House builders wear this kind of hat. Things that fall cannot hurt their heads. Firefighters also use a hard hat. Their hats have a wide brim on the back to keep fire and heat away. You also wear a hard hat when you ride a bike. That hat is called a helmet.

Many workers wear hats that show the job they do. Some of these hats are made of cloth. Police officers wear a flat hat that is the same color as their uniform. Chefs wear tall white hats when they cook.

People use different hats to match the weather. Wool hats fit closely over the head. They keep the head and ears warm in the winter. Sun hats and baseball caps have a wide brim or bill. These hats shade the face and eyes from the sun in the summer.

Hats don't always have a job. Some are just for fun. Birthday party hats are made of paper. They have bright colors and cute pictures.

Next time you walk in the neighborhood, go on a hat hunt. You will be surprised at how many different hats you can find.

$$\begin{array}{r} 34 \\ - 5 \\ \hline 29 \end{array}$$

John – Day 5

My Mom Is an Artist



► My mom makes things out of clay. She is an artist. Sometimes she has shows. In ^{the} a show the clay objects she makes are put on display so many ²⁹ people can see them.

Clay comes in big blocks. My mom cuts off a lump of it. Then she folds it and rolls it to get it warm. Warm clay is easier to mold into shapes. Soon, the clay forms a soft ball.

Then Mom decides what to make. She can make lots of different things, but most often she will make a bowl. She places the clay ball on a wheel. The wheel goes round and round. Mom uses her hands to shape the clay into a bowl as the wheel spins.

When Mom is happy with the bowl, she lets it dry for several days. As the clay dries, it becomes hard. Next, Mom brushes a special paint on the bowl. The colors are light blue and mint green. Then Mom puts the bowl into a big oven that gets really hot. After the oven cools, Mom takes out the bowl. The paint colors are now bright blue and green.

Sometimes Mom lets me make things with clay. One time I made an elephant with big ears and a long trunk. I showed it to my teacher. She liked it a lot and put it on display in our class. Mom says this was my first show. She says I am an artist now, too.

37
- 2

35

John – Day 6

A Train Under the City

► The subway is a ^{kind} of train. It ~~travels~~ under the ground. The subway makes it fast and easy to get places in a big city.

It is easy to find the subway. In cities with a subway, ^{where} there are lots of stops along the streets. The stops have big signs with stairs that take you down to the train tracks where the subway runs. To ride the subway you need a ticket. After you walk down the stairs you will see a ticket counter. There are also machines that sell tickets. The tickets are not expensive. When you have a ^{ticket} you can head toward the tracks and wait for the train.

When the train gets to your stop the doors will swoosh open. People will step off the train first. Now it is your turn to board the train. If there is a seat you can sit down. If not, you can stand. When the train gets to your stop, you get off and walk up the stairs back to the street.

The subway is very important. It helps people get around the city. It also means there is less traffic on the streets because people drive less. The subway is a great way to travel.

$$\begin{array}{r} \rightarrow 39 \\ - 3 \\ \hline 36 \end{array}$$

Katie – Day1

Excluded Data (absent, practiced)

Writing Your Own Book

7/23 → 7/24

► Children enjoy reading books, but very few have written ^{one}one. It is not hard to do. All you need is some paper and colored pencils or markers and a good idea. You can create your own book.

You may already have a great idea for your book. If not, you can write a book that tells something about yourself. You can write how old you are, what color your hair and eyes are, and how tall you are. You can paste a picture of yourself to the page. If you don't have a picture, draw one. Next, write about your school. Write down your grade, teacher's name, and what you are learning. Draw a picture of your teacher or of your favorite school subject. On the next page, you can write about your friends. Or, you can write about things you like to do at home. You can also write about your favorite food, movie, or book.

These are just some ideas of what to include in your book. There are many more things you can write about. Think about a story you would like to tell. Tell about things that interest you. You might get other ideas from looking in books. When you are done with your book, staple the pages together. You could also punch holes in the pages and tie them together with yarn. As you can see, making a book is fun and easy.

59 $\frac{58}{59}$

Katie – Day 2

In Space for an Hour

7/24

► I went to a movie where I felt like I was really in space. I had always wondered what it would feel like to travel in a rocket. After my ^{s-y-c-l-c} experience, I can imagine it even better.

We were on ^{s-k-i-t} vacation visiting my mother's sister in a big city. We don't get to go to the city very often, so my aunt said she would take us to all the special things that we don't have at home. I was surprised when my aunt said we were going to a movie. I told her that we had movies at home. My aunt just smiled. She said this was a special type of movie.

The theater looked like any other until we went inside. The screen was enormous. It had to be the biggest screen I'd ever seen. It went from the floor to the ceiling, and it curved. I stared in astonishment. "What is this going to be like?" I wondered.

Then the lights went out. Suddenly we felt like we were inside a space shuttle. We heard the countdown. We heard the roar of the rockets. When they called, "Blast off!" it felt like we had really blasted off. It looked and sounded so real. For one hour I felt I was on a space mission. We went all the way to the moon and back. It was a trip I'll always remember.

43 $\frac{41}{43}$

Katie – Day 3

Wind Power

7/25

► The wind is a source of power. It helps kites to fly, and boats to sail. In some places, wind power is used to make electricity. People are working to find ways to help us get more power from the wind.

There are many reasons why turning wind into power can be a good idea. We will never run out of wind. It will always blow. Most other ways to make power use resources that could run out. Coal and natural gas are two common examples. One day we might run out of them. We can count on the wind because it will always blow.

Windmills are what help us turn wind into electricity. When the wind blows, it turns the blades on the mill. This spinning makes a small amount of electricity. When you put a lot of windmills together, you can make enough power for a lot of people.

A wind farm is a place with a lot of windmills. You can find wind farms in places that are very windy. The windmills are very tall, and their blades are very long. Some have blades that are as long as a football field.

There are a few problems with wind power. Some days there is not much wind, and you may flip a light switch and have no light. Also, wind power costs more than other kinds of power. People are working to fix these problems. One day, when you turn on your bedroom light, your lamp may light up due to power from the wind.

$$\frac{49}{51} \quad 49\%$$

Katie – Day 4

Going to School

7/30

► How do you get to school? Do you ride a school bus or travel by car? Do you ride a bike or walk? Do you think about ^{the} how children around the world get to school? Some children arrive at school just like you do. Others have a very different journey.

Like American children, many students around ^{the} the world walk to school. However, it may take them an hour or more to get there. Then they make the same walk home when school is over.

Do you know anyone who travels to school in a boat? Some children live in fishing villages. Their school is a large houseboat in the middle of a river or other waterway.

There are families around the world who travel from place to place following cattle they own. Many of these people use camels to move from place to place. For many of these children, their school and their teacher travel with them. The children learn while they travel.

Some children live on mountains. There may not be a school nearby. These children do not travel to school at all. Instead, school comes to them on a radio. They do not hear music over the airwaves. They hear lessons in math and other school subjects.

The next time you travel to school, think about other children around the world. What would it be like to go to school in a different way?

55

55
56

Katie – Day 5

A Happy House Plant

7/31

► Do you have plants in your home? There are many reasons why you should. Plants improve the air in your home. They also make ^{you} your home look ^{are} more inviting. In ^{actions} addition, many people enjoy taking care of plants in their home. It can be a great way to relax!

If you have decided to put a plant in your home, the first thing to do is decide what kind of plant to buy. If you go to a plant store, you will find many different kinds of plants to choose from. Many people choose a spider plant.

You can probably guess what a spider plant looks like. The plants often grow in hanging baskets. They have green stalks that grow quite long, past the bottom of the container. Eventually, small plants will begin to grow at the ends of the stalks. The small plants look like spiders. If you cut off the small plants and place them in fertile soil, they will grow into new spider plants.

Spider plants are easy to care for. They need to be planted in a rich soil. Make sure the container has small holes in the bottom. When you water the plant, the holes let the extra water drain out. Spider plants do not like to sit and grow in wet soil! The soil should feel dry before you give the plant more water. A spider plant grows well in almost any kind of light. Keep it in a warm place, too. If you follow these tips, you will likely have a wonderful houseplant to enjoy for a long time.

$$49 \frac{49}{52}$$

Katie – Day 6

A Gift of Chores

8/1

► For a week, Will and Max had been talking about how to celebrate Mom's birthday. The brothers had many ^{help} grand ideas, such as buying Mom a ring or sending her ^{skip} on a trip. However, there was one problem. The boys did not have any money. What could they possibly give Mom that did not cost a lot?

Finally, at dinner, Will and Max had an idea. It happened just after the family finished eating. The boys cleared the table as they always do. Mom began washing the dishes. As she did, she let out a huge sigh and said she wished the dishes would wash themselves. Will and Max looked at each other. They both had the same great idea! They would make a chore coupon book for Mom.

First, the brothers made a list of chores such as washing the dog and taking out the trash. Then they began making coupons from colored paper. They cut pieces of paper in the size of dollar bills. Each boy made five coupons for chores and a cover for the book. Then they stapled them all together and wrapped the book.

The next morning, the boys gave Mom her present. She opened it and read the cover. She flipped through the coupons. She exclaimed, "This is the best present anyone has ever given me!" The boys felt happy and proud.

33

 $\frac{33}{35}$

Leo – Day 2

In Space for an Hour

► I went to a movie where I felt like I was really in space. I had always wondered what it would ^{look} feel like to travel in a rocket. After my ^{so} experience, I can imagine it even better.

We were on vacation visiting my mother's sister in a big city. We don't get to go to the city very often, so my aunt said she would take us to all the special things that we don't have at home. I was surprised when my aunt said we were going to a movie. I told her that we had movies at home. My aunt just smiled. She said this was a special type of movie.

The theater looked like any other until we went inside. The screen was enormous. It had to be the biggest screen I'd ever seen. It went from the floor to the ceiling, and it curved. I stared in astonishment. "What is this going to be like?" I wondered.

Then the lights went out. Suddenly we felt like we were inside a space shuttle. We heard the countdown. We heard the roar of the rockets. When they called, "Blast off!" it felt like we had really blasted off. It looked and sounded so real. For one hour I felt I was on a space mission. We went all the way to the moon and back. It was a trip I'll always remember.

$$\begin{array}{r}
 48 \text{ words} \\
 - 2 \text{ error} \\
 \hline
 46 = \text{total}
 \end{array}$$

Leo – Day 3

Wind Power

► The wind is a source of power. It helps kites to fly, and boats to sail. In some places, wind power is used to make electricity. People are working to find ways to help us get more power from the wind. ⁴¹

There are many reasons why turning wind into power can be a good idea. We will never run out of wind. It will always blow. Most other ways to make power use resources that could run out. Coal and natural gas are two common examples. One day we might run out of them. We can count on the wind because it will always blow.

Windmills are what help us turn wind into electricity. When the wind blows, it turns the blades on the mill. This spinning makes a small amount of electricity. When you put a lot of windmills together, you can make enough power for a lot of people.

A wind farm is a place with a lot of windmills. You can find wind farms in places that are very windy. The windmills are very tall, and their blades are very long. Some have blades that are as long as a football field.

There are a few problems with wind power. Some days there is not much wind, and you may flip a light switch and have no light. Also, wind power costs more than other kinds of power. People are working to fix these problems. One day, when you turn on your bedroom light, your lamp may light up due to power from the wind.

$$\begin{array}{r} 73 \\ - 2 \\ \hline 71 \end{array}$$

Leo – Day 4

Going to School

► How do you get to school? Do you ride a school bus or travel by car? Do you ride a bike or walk? Do you think about how children around the world get to school? Some children arrive at school just like you do. Others have a very different journey.

Like American children, many students around the world walk to school. However, it may take them an hour or more to get there. Then they make the same walk home when school is over.

Do you know anyone who travels to school in a boat? Some children live in fishing villages. Their school is a large houseboat in the middle of a river or other waterway.

There are families around the world who travel from place to place following cattle they own. Many of these people use camels to move from place to place. For many of these children, their school and their teacher travel with them. The children learn while they travel.

Some children live on mountains. There may not be a school nearby. These children do not travel to school at all. Instead, school comes to them on a radio. They do not hear music over the airwaves. They hear lessons in math and other school subjects.

The next time you travel to school, think about other children around the world. What would it be like to go to school in a different way?

$$\begin{array}{r} 67 \\ - 1 \\ \hline 66 \end{array}$$

Leo – Day 5

A Happy House Plant

► Do you have ^{plant} plants in your home? There are many reasons why you should. ^{Plants} Plants improve the air in your home. They also make your home look more inviting. In addition, many people enjoy taking care of ^{plants} plants in their home. It can be a great way to relax!

If you have decided to put a plant in your home, the first thing to do is decide what kind of plant to buy. If you go to a plant store, you will find many different kinds of plants to choose from. Many people choose a spider plant.

You can probably guess what a spider plant looks like. The plants often grow in hanging baskets. They have green stalks that grow quite long, past the bottom of the container. Eventually, small plants will begin to grow at the ends of the stalks. The small plants look like spiders. If you cut off the small plants and place them in fertile soil, they will grow into new spider plants.

Spider plants are easy to care for. They need to be planted in a rich soil. Make sure the container has small holes in the bottom. When you water the plant, the holes let the extra water drain out. Spider plants do not like to sit and grow in wet soil! The soil should feel dry before you give the plant more water. A spider plant grows well in almost any kind of light. Keep it in a warm place, too. If you follow these tips, you will likely have a wonderful houseplant to enjoy for a long time.

$$\begin{array}{r} 54 \\ - 6 \\ \hline 48 \end{array}$$

Leo – Day 6



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$$\begin{array}{r} 54 \\ - 6 \\ \hline 48 \end{array}$$

Maria – Day 1

Writing Your Own Book

Gina
9-23-12

► Children enjoy reading books, but very few have written one. It is not hard to do. All you need is some paper and colored pencils or markers and a good idea. You can create your own book. 37

You ^{all} ^{many} may already have a great ^{ideas} idea for your book. If not, you can write a book that tells something about yourself. You can write how old you are, ^{what} ^{what} color your hair and eyes ^{are} are, and how tall you are. You ⁷⁴ can paste a picture of yourself to the page. If you don't have a picture, draw one. Next, write about your school. Write down your grade, teacher's name, ^{about your writing} and ^{what you are learning} what you are learning. Draw a picture ^{of} of your teacher or of your favorite school subject. On the next page, you can write about your friends. Or, you can write about things you like to do at home. You can also write about your favorite food, movie, or book.

These are just some ideas of what to include in your book. There are many more things you can write about. Think about a story you would like to tell. Tell about things that interest you. You might get other ideas from looking in books. When you are done with your book, staple the pages together. You could also punch holes in the pages and tie them together with yarn. As you can see, making a book is fun and easy.

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106 wpm
9 errors

106
115

92
115 106.00
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210
100

Maria – Day 2

In Space for an Hour

7/24

► I went to a movie where I felt like I was really in space. I had always wondered what it would feel like to travel in a rocket. After my experience, I can imagine it even better.

We were on vacation visiting my mother's sister in a big city. We don't get to go to the city very often, so my aunt said she would take us to all the special things that we don't have at home. I was surprised when my aunt said we were going to a movie. I told her that we had movies at home. My aunt just smiled. She said this was a special type of movie.

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117 $\frac{111}{117}$

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Maria – Day 3

Wind Power

7/25

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85%

85
85

Maria – Day 4

Going to School

7/30

► How do you get to school? Do you ride a school bus or travel by car? Do you ride a bike or walk? Do you think about how children around the world get to school? Some children arrive at school just like you do. Others have a ^{recieve}very different journey.

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Some children live on mountains. There may not be a school nearby. These children do not travel to school at all. Instead, school comes to them on a radio. They do not hear music over the airwaves. They hear lessons in math and other school subjects.

The next time you travel to school, think about other children around the world. What would it be ^{like}like to go to school in a different way?

113 $\frac{113}{116}$

Maria – Day 5

A Happy House Plant

7/31

► Do you have plants in your home? There are many reasons why you should. Plants improve the air in your ^{house} home. They also make your home look more ^{interesting} ~~inviting~~. In addition, many people enjoy taking care of plants in their home. It can be a great way to relax!

If you have ^{different} ~~decided~~ to put a plant in your home, the first thing to do is ^{skip} ~~decide~~ what kind of plant to buy. If you go to a plant store, you will find many different kinds of plants to choose from. Many people choose a spider plant.

You can probably guess what a spider plant looks like. The plants often grow in hanging baskets. They have green stalks that grow quite long, past the bottom of the container. Eventually, small plants will begin to grow at the ends of the stalks. The small plants look like spiders. If you cut off the small plants and place them in fertile soil, they will grow into new spider plants.

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110 110
 114

Maria – Day 6

A Gift of Chores

811

► For a week, Will and Max had been talking about how to celebrate Mom's birthday. The brothers had many grand ideas, such as buying Mom a ring or sending her on a trip. However, ^{there} ~~there~~ was one problem. 39
 The boys did not have any money. ^{that} ~~what~~ could they possibly give Mom that did not cost a lot? 58

Finally, at dinner, Will and Max had an idea. It happened just after the family finished eating. The boys cleared the table as they always do. Mom began washing the dishes. As she did, she let out a huge sigh and said she wished the dishes would wash themselves. Will and Max looked at each other. They both had the same great idea! They would make a chore coupon book for Mom. 79 * 107

First, the brothers made a list of chores such as washing the dog and taking out the trash. Then they began making coupons from colored paper. They cut pieces of paper in the size of dollar bills. Each boy made five coupons for chores and a cover for the book. Then they stapled them all together and wrapped the book.

The next morning, the boys gave Mom her present. She opened it and read the cover. She flipped through the coupons. She exclaimed, "This is the best present anyone has ever given me!" The boys felt happy and proud.

} 105 105 / 107

Nick – Day1

Writing Your Own Book

Gina
7-23-12

► Children enjoy reading books, but very few have written one. It is ^{still} ~~not~~ hard to do. All you need is some paper and colored pencils or markers and a good idea. You can create your own book.

You may already have a great idea for your book. If not, you can write a book that tells something about yourself. You can write how old you are, what color your hair and eyes are, and how tall you are. You can paste a picture of yourself to the page. If you don't have a picture, draw one. Next, write about your school. Write down your grade, teacher's name, and what you are learning. Draw a picture of your teacher or of your favorite school subject. On the next page, you can write about your friends. Or, you can write about things you like to do at home. You can also write about your favorite food, movie, or book.

These are just some ideas of what to include in your book. There are many more things you can write about. Think about a story you would like to tell. Tell about things that interest you. You might get other ideas from looking in books. When you are done with your book, staple the pages together. You could also punch holes in the pages and tie them together with yarn. As you can see, making a book is fun and easy.

77 $\frac{77}{78}$

77 wpm
1 error

]

Nick – Day 2

In Space for an Hour

7/24

► I went to a movie where I felt like I was really in space. I had always wondered what it would feel like to travel in a rocket. After my experience, I can imagine it even better.

We were on vacation visiting my mother's sister in a big city. We don't get to go to the city very often, so my aunt said she would take us to all the special things that we don't have at home. I was surprised when my aunt said we were going to a movie. I told her that we had movies at home. My aunt just smiled. She said this was a special type of movie.

The theater looked like any other until we went inside. The screen was enormous. It had to be the biggest screen I'd ever seen. It went from the floor to the ceiling, and it curved. I stared in astonishment. "What is this going to be like?" I wondered.

Then the lights went out. Suddenly we felt like we were inside a space shuttle. We heard the countdown. We heard the roar of the rockets. When they called, "Blast off!" it felt like we had really blasted off. It looked and sounded so real. For one hour I felt I was on a space mission. We went all the way to the moon and back. It was a trip I'll always remember.

59 $\frac{59}{64}$

Nick – Day 3

Wind Power

7/25

► The wind is a source of power. It helps kites to fly, and boats to sail. In some places, wind power is used to make electricity. People are working to find ways to help us get more power from the wind.

There are many reasons why turning wind into power can be a good idea. We will never run out of wind. It will always blow. Most other ways to make power use resources that could run out. Coal and natural gas are two common examples. One day we might run out of them. We can count on the wind because it will always blow.

Windmills are what help us turn wind into electricity. When the wind blows, it turns the blades on the mill. This spinning makes a small amount of electricity. When you put a lot of windmills together, you can make enough power for a lot of people.

A wind farm is a place with a lot of windmills. You can find wind farms in places that are very windy. The windmills are very tall, and their blades are very long. Some have blades that are as long as a football field.

There are a few problems with wind power. Some days there is not much wind, and you may flip a light switch and have no light. Also, wind power costs more than other kinds of power. People are working to fix these problems. One day, when you turn on your bedroom light, your lamp may light up due to power from the wind.

58f

 $\frac{58}{59}$

Nick – Day 4

Going to School

7/30

► How do you get to school? Do you ride a school bus ^{sk} or travel by car? Do you ride a bike or walk? Do you think about how children around the world get to school? Some children arrive at school just like you do. Others have a very different ^{relp} journey.

Like ^{Amrican} American children, many students around the world walk to school. However, it may take them an hour or more to get there. Then they make the same walk home when school is over.

Do you know anyone who travels to school in a boat? Some children live in fishing villages. Their school is a large houseboat in the middle of a river or other waterway.

There are families around the world who travel from place to place following cattle they own. Many of these people use camels to move from place to place. For many of these children, their school and their teacher travel with them. The children learn while they travel.

Some children live on mountains. There may not be a school nearby. These children do not travel to school at all. Instead, school comes to them on a radio. They do not hear music over the airwaves. They hear lessons in math and other school subjects.

The next time you travel to school, think about other children around the world. What would it be like to go to school in a different way?

51

 $\frac{51}{59}$

Nick – Day 5

A Happy House Plant

7/31

► Do you have plants in your home? There are many reasons why you should. Plants improve the air in your home. They also make your home look more inviting. In addition, many people enjoy taking care of plants in their home. It can be a great way to relax!

If you have decided to put a plant in your home, the first thing to do is decide what kind of plant to buy. If you go to a plant store, you will find many different kinds of plants to choose from. Many people choose a spider plant.

You can probably guess what a spider plant looks like. The plants often grow in hanging baskets. They have green stalks that grow quite long, past the bottom of the container. Eventually, small plants will begin to grow at the ends of the stalks. The small plants look like spiders. If you cut off the small plants and place them in fertile soil, they will grow into new spider plants.

Spider plants are easy to care for. They need to be planted in a rich soil. Make sure the container has small holes in the bottom. When you water the plant, the holes let the extra water drain out. Spider plants do not like to sit and grow in wet soil! The soil should feel dry before you give the plant more water. A spider plant grows well in almost any kind of light. Keep it in a warm place, too. If you follow these tips, you will likely have a wonderful houseplant to enjoy for a long time.

73
73

Nick – Day 6

A Gift of Chores

8/1

► For a week, Will and Max had been talking about how to celebrate Mom's birthday. The brothers had many grand ideas, such as buying Mom a ring or sending her on a trip. However, there was one problem. The boys did not have any money. What could they possibly give Mom that did not cost a lot?

Finally, at dinner, Will and Max had an idea. It happened just after the family finished eating. The boys cleared the table as they always do. Mom began washing the dishes. As she did, she let out a huge sigh and said she wished the dishes would wash themselves. Will and Max looked at each other. They both had the same great idea! They would make a chore coupon book for Mom.

First, the brothers made a list of chores such as washing the dog and taking out the trash. Then they began making coupons from colored paper. They cut pieces of paper in the size of dollar bills. Each boy made five coupons for chores and a cover for the book. Then they stapled them all together and wrapped the book.

The next morning, the boys gave Mom her present. She opened it and read the cover. She flipped through the coupons. She exclaimed, "This is the best present anyone has ever given me!" The boys felt happy and proud.

76 $\frac{76}{76}$

Recording Sheets

Due to rechecking data for accuracy, original scoring sheets and numbers recorded on data probes are often incorrect. Please see table on for daily scores and the table below for scores and accuracy data. Accuracy data was not analyzed as it has not been evaluated for reliability or validity using DIBELS assessments.

	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>
Amanda	9	16	21	19	18	17
Accuracy	69%	89%	84%	73%	90%	81%
Bobby	16	24	32	30	26	23
Accuracy	73%	77%	89%	94%	90%	88%
Cathy	33	33	29	38	38	39
Accuracy	92%	87%	85%	86%	88%	93%
Donald	19	21			16	28
Accuracy	76%	81%	Absent	Absent	80%	90%
Erica		23	17.00	31.00		
Accuracy	Absent	79%	68%	79%	Absent	Absent
Frank	7			8.00	13.00	9
Accuracy	54%	Absent	Absent	67%	81%	64%
Grace	32	30	31	41	52	
Accuracy	89%	94%	84%	91%	0.91	Absent
Henry	27	31	20	34.00	16	22
Accuracy	90%	84%	74%	83%	76%	72%
Irene	17	19	22	22.00	24	19
Accuracy	65%	79%	79%	85%	89%	73%
John	40	41	50	29.00	35	36
Accuracy	85%	87%	93%	85%	95%	92%
Katie		41	49	55	49	33
Accuracy	Absent	95%	96%	98%	94%	94%
Leo		46	71	66	48	48
Accuracy	Absent	96%	97%	99%	89%	100%
Maria	116	108	85	113	110	104
Accuracy	93%	96%	94%	97%	96%	98%
Nick	87	60	58	62	73	93
Accuracy	99%	95%	98%	95%	100%	100%

Tables

Table 1

Oral Reading Fluency and Benchmark Classification by Student

Student	Day 1	Day2	Day 3	Day 4	Day 5	Day 6
Amanda	9**	16**	21*	19**	18**	17**
Bobby	16**	24*	32*	30*	26*	23*
Cathy	33*	33*	29*	38*	38*	29*
Donald	19**	21*	A	A	16**	28*
Erica	A	23*	17**	31*	A	A
Frank	7**	A	A	8**	13**	9**
Grace	32*	30*	31*	41	52	A
Henry	27*	31*	20*	34*	16**	22*
Irene	17**	19**	22**	22*	24*	19**
John	40	41	50	29*	35*	36*
Katie	A	41**	49**	55**	49**	33**
Leo	A	46**	71*	66**	48**	48**
Maria	116	108	85*	113	110	104
Nick	87*	60**	58**	62**	73*	93

A = Absent; * = Below Benchmark; ** = Well Below Benchmark

Note: Upper grouping of students reflect Grade 1 students while lower grouping reflects Grade 2 students. Scores without asterisks denote those at or above benchmark.

Figures

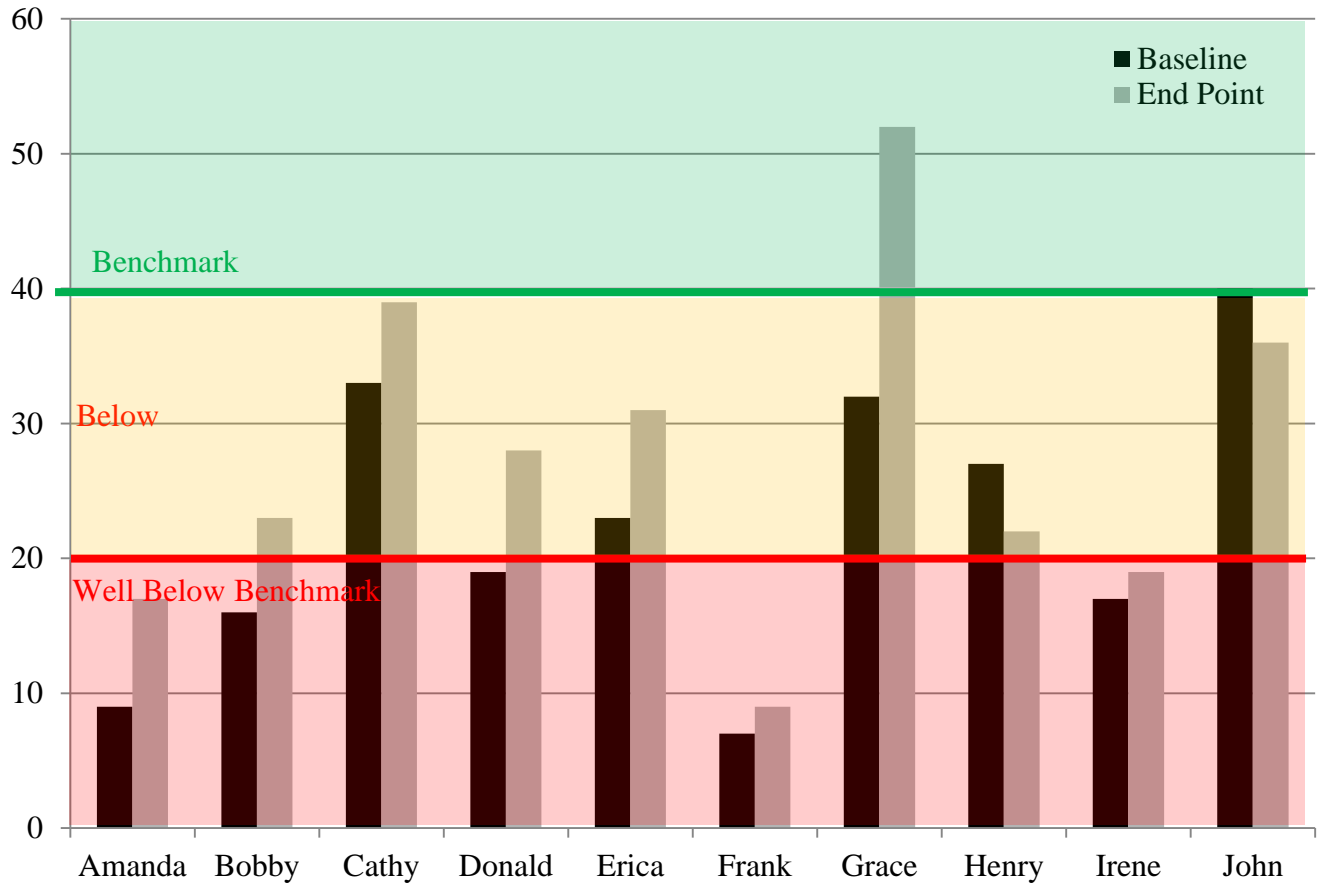


Figure 1. First Grade Cluster Baseline and End Point ORF Scores and Benchmark Levels

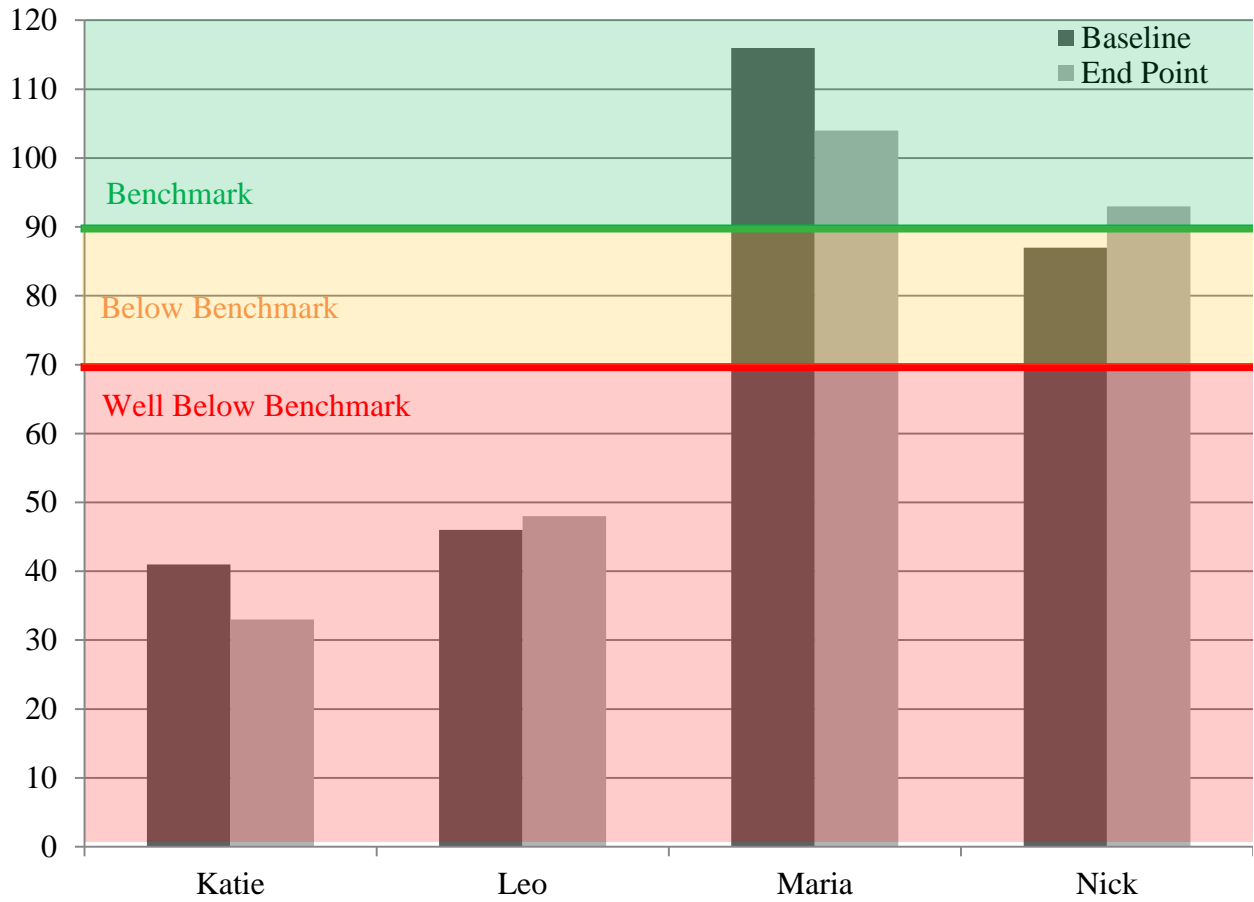


Figure 2. Second Grade Cluster Baseline and End Point ORF Scores and Benchmark Levels

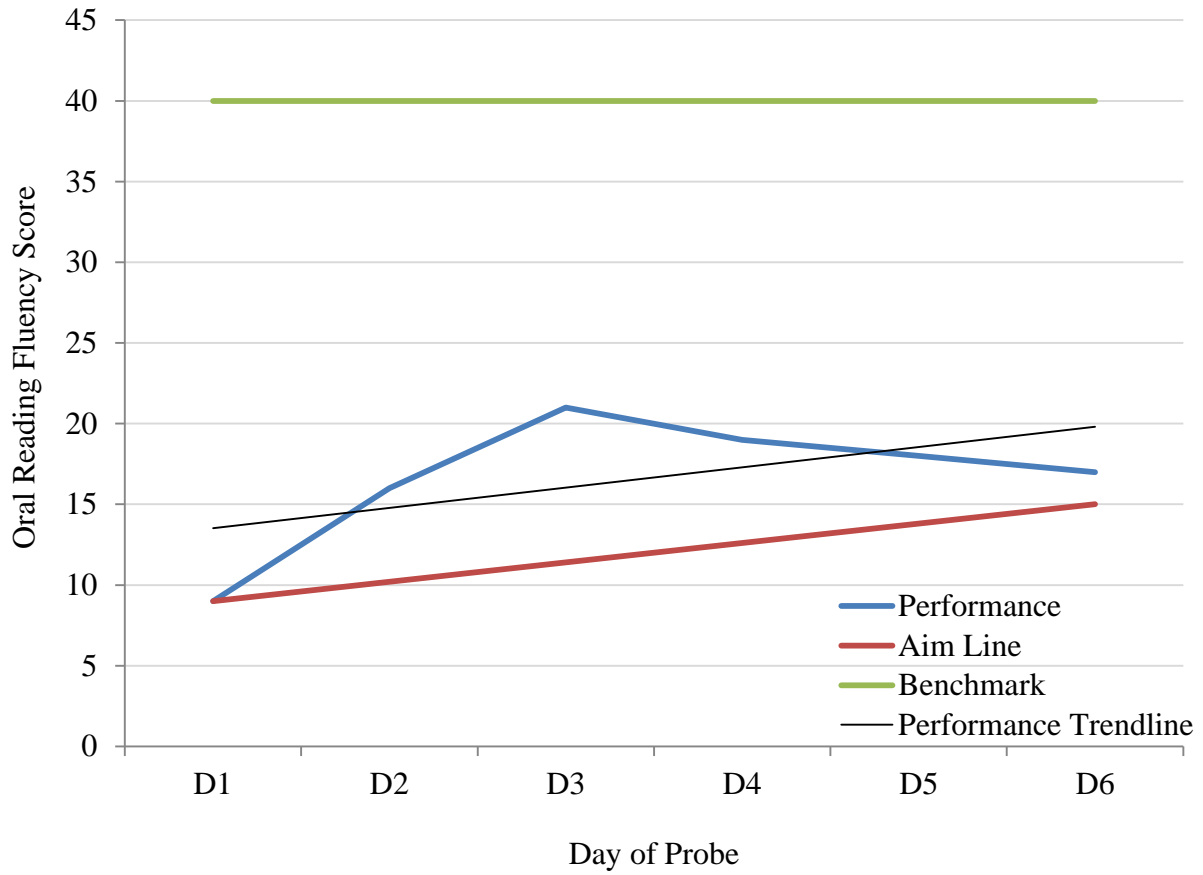


Figure 3. Oral Reading Fluency by Day with Aim-line for Amanda

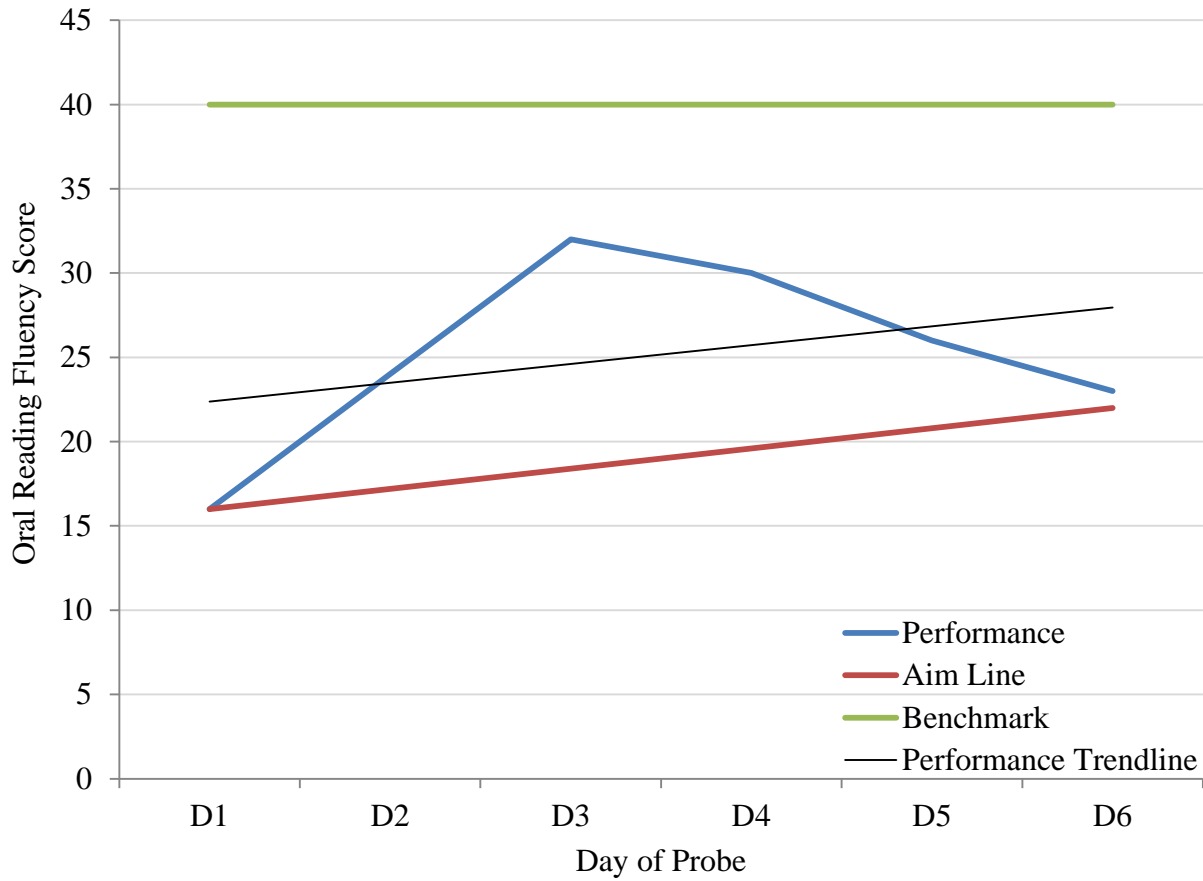


Figure 4. Oral Reading Fluency by Day with Aim-line for Bobby

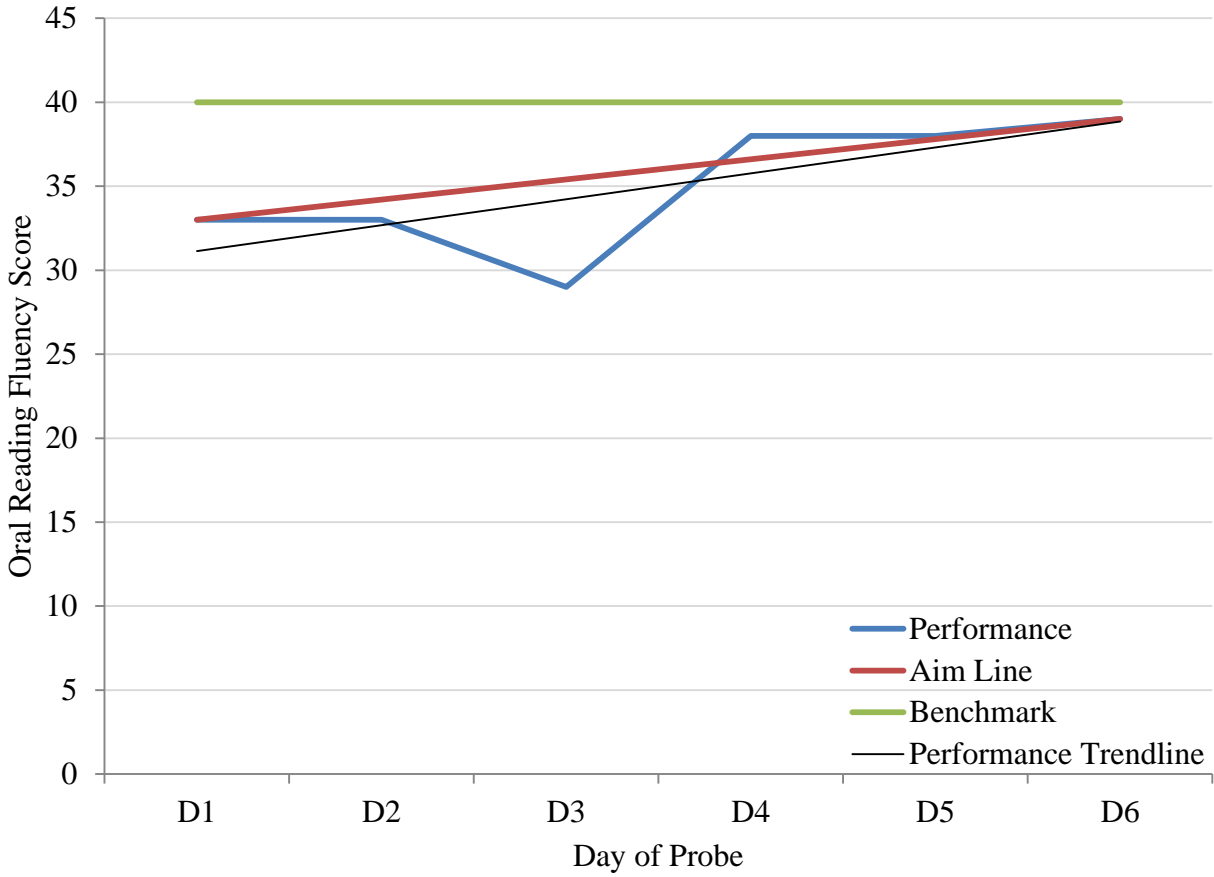


Figure 5. Oral Reading Fluency by Day with Aim-line for Cathy

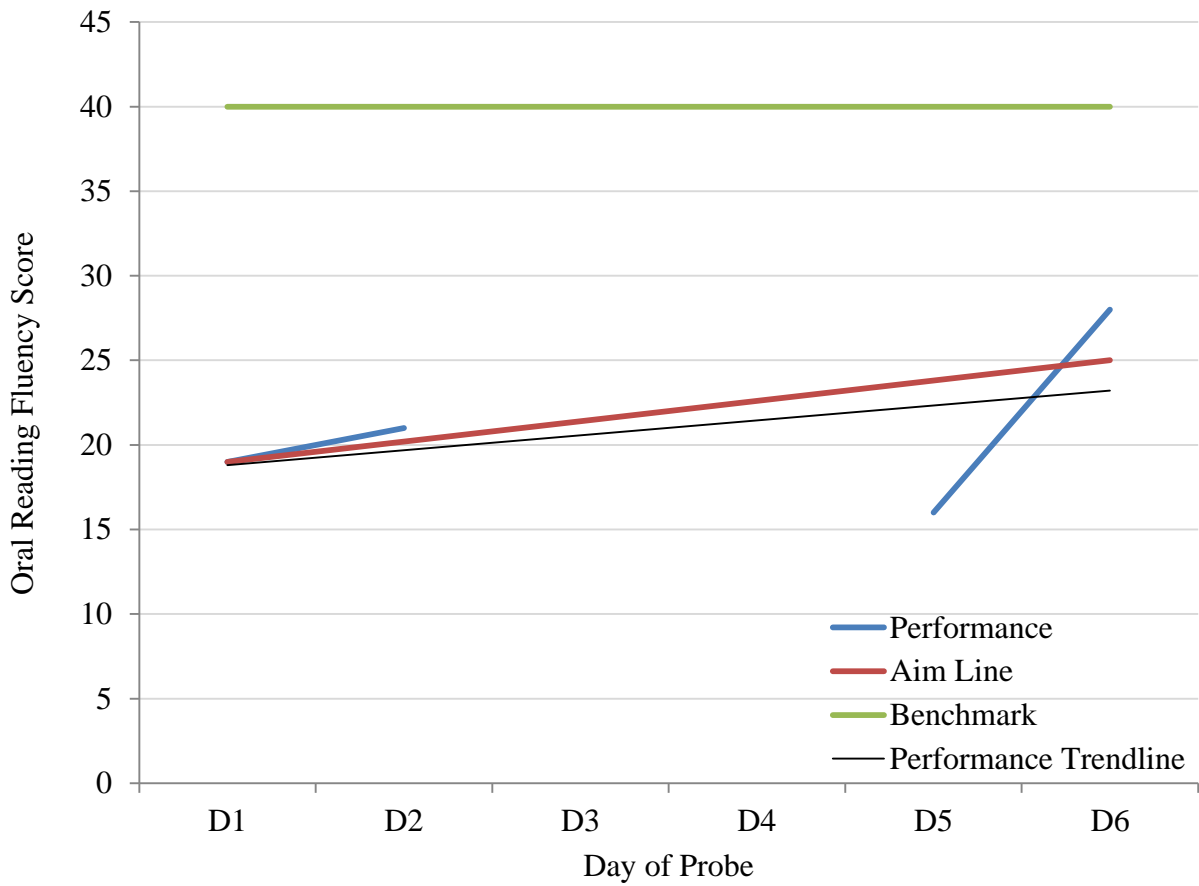


Figure 6. Oral Reading Fluency by Day with Aim-line for Donald

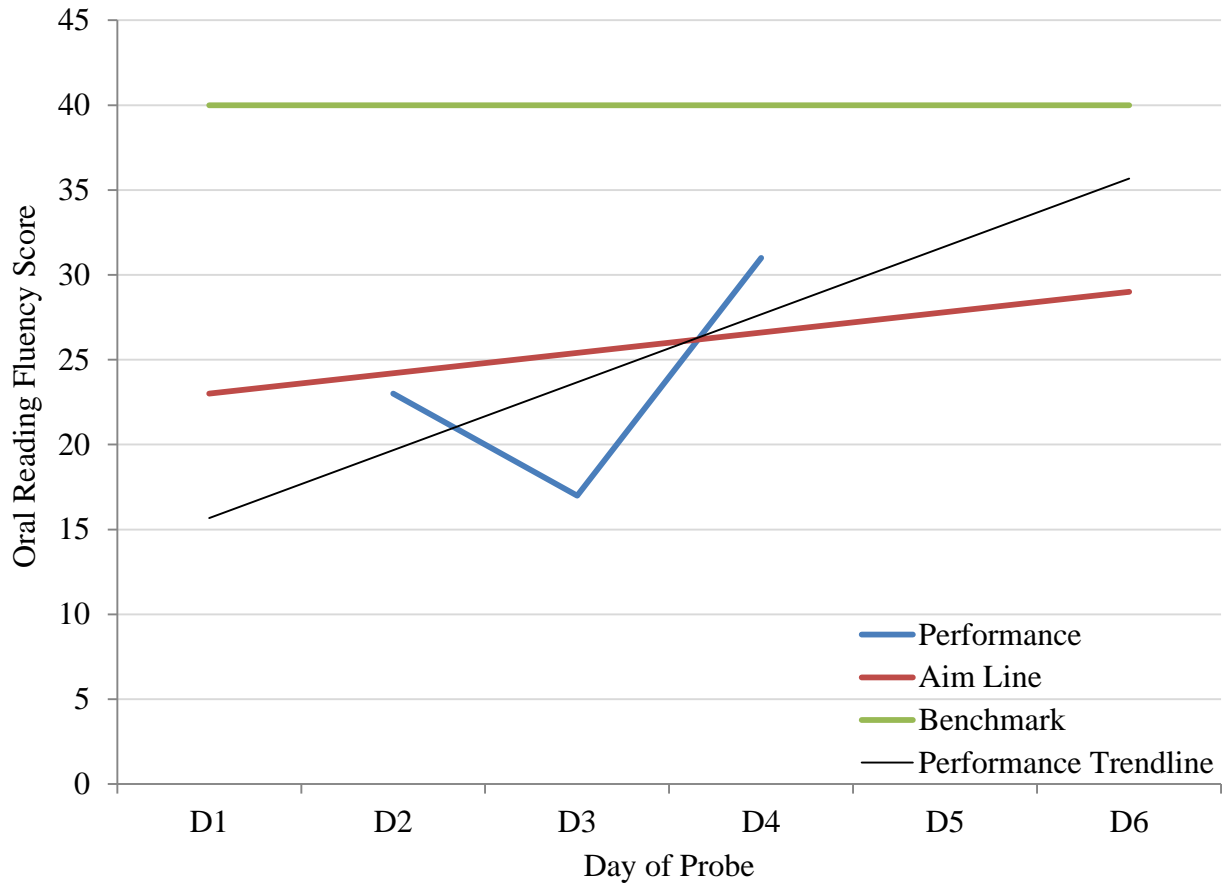


Figure 7. Oral Reading Fluency by Day with Aim-line for Erica

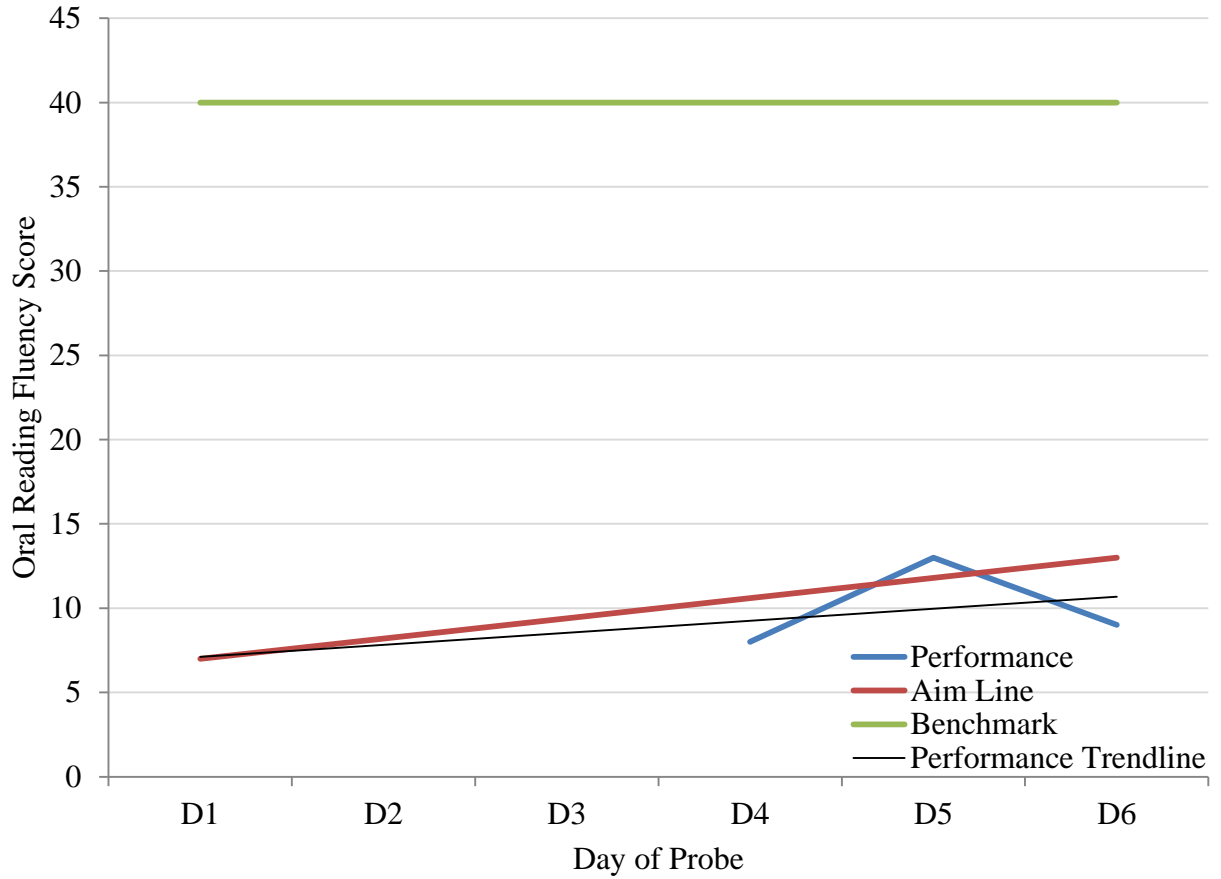


Figure 8. Oral Reading Fluency by Day with Aim-line for Frank

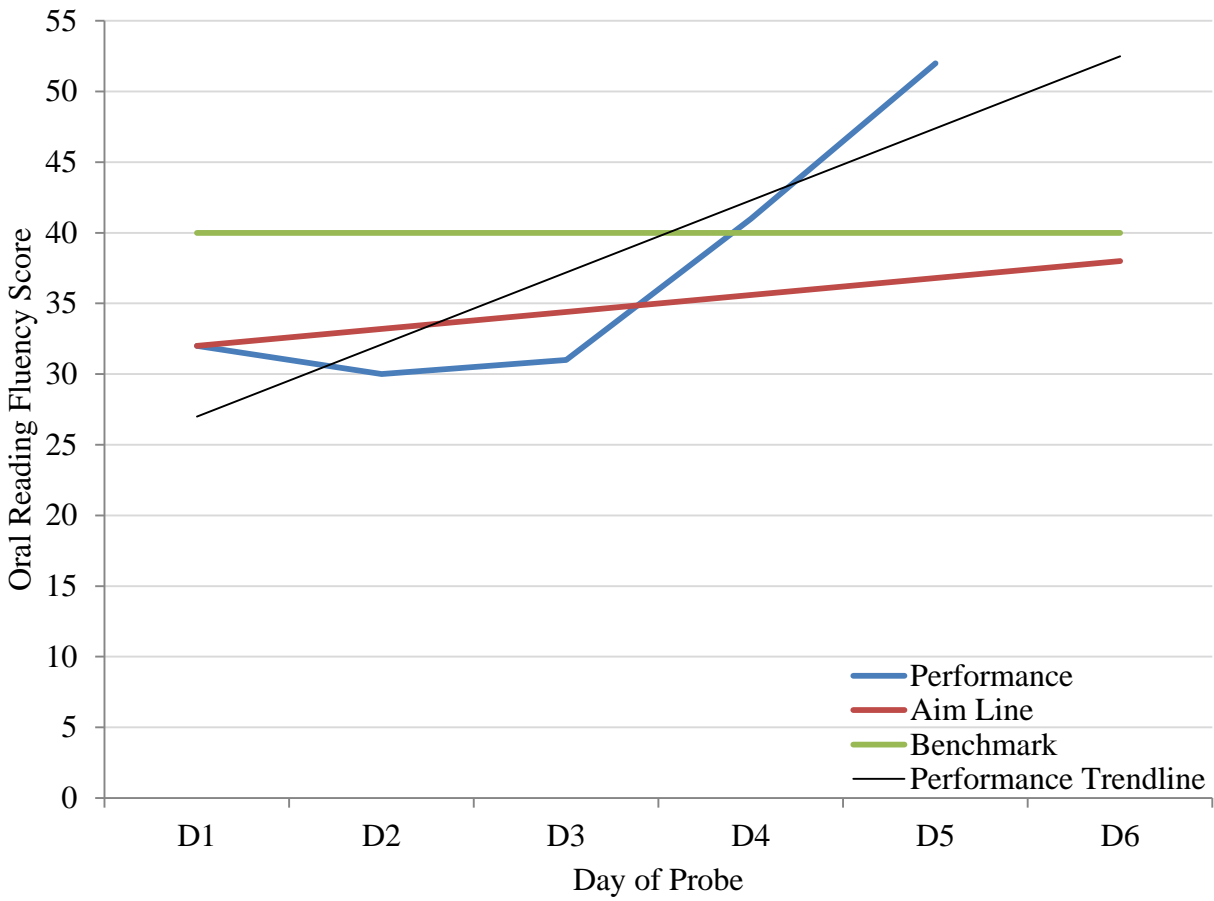


Figure 9. Oral Reading Fluency by Day with Aim-line for Grace

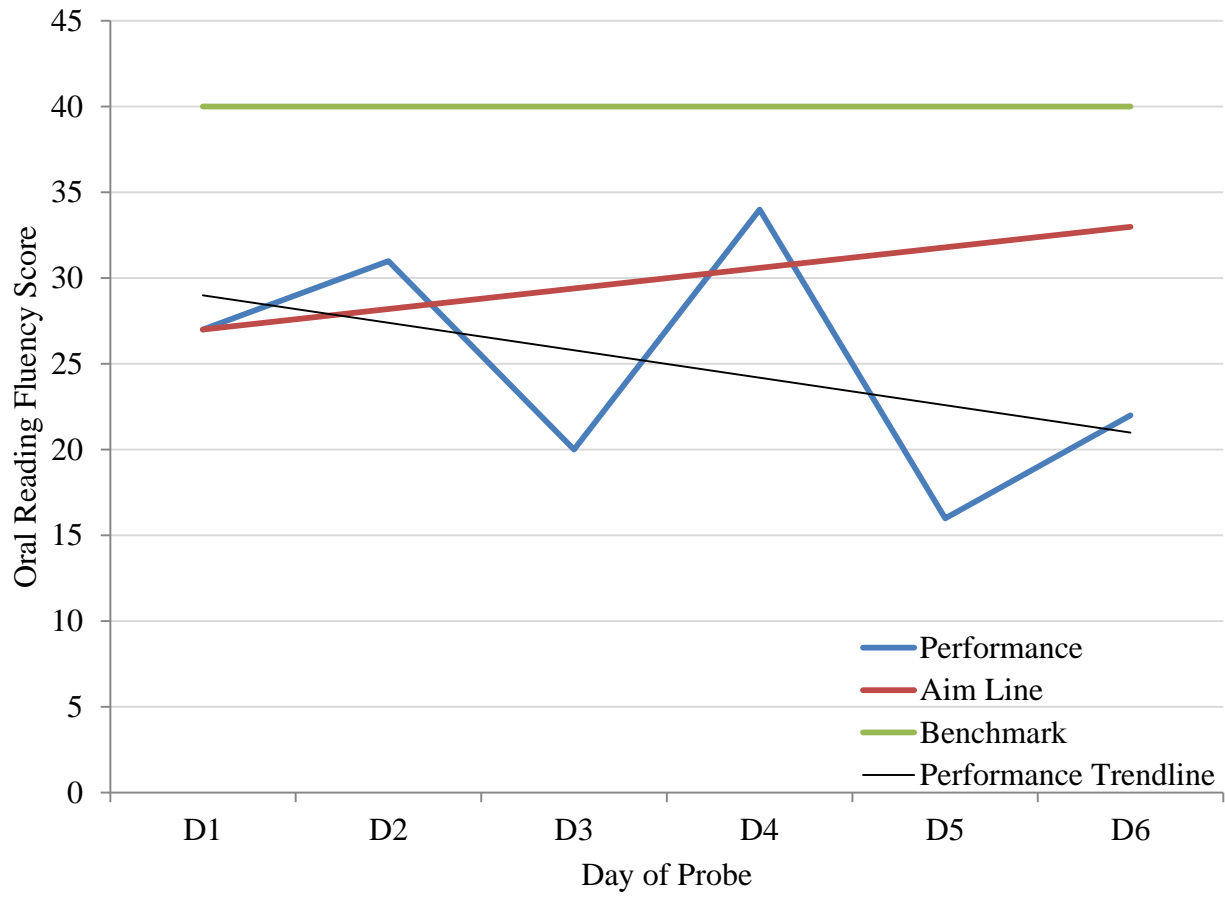


Figure 10. Oral Reading Fluency by Day with Aim-line for Henry

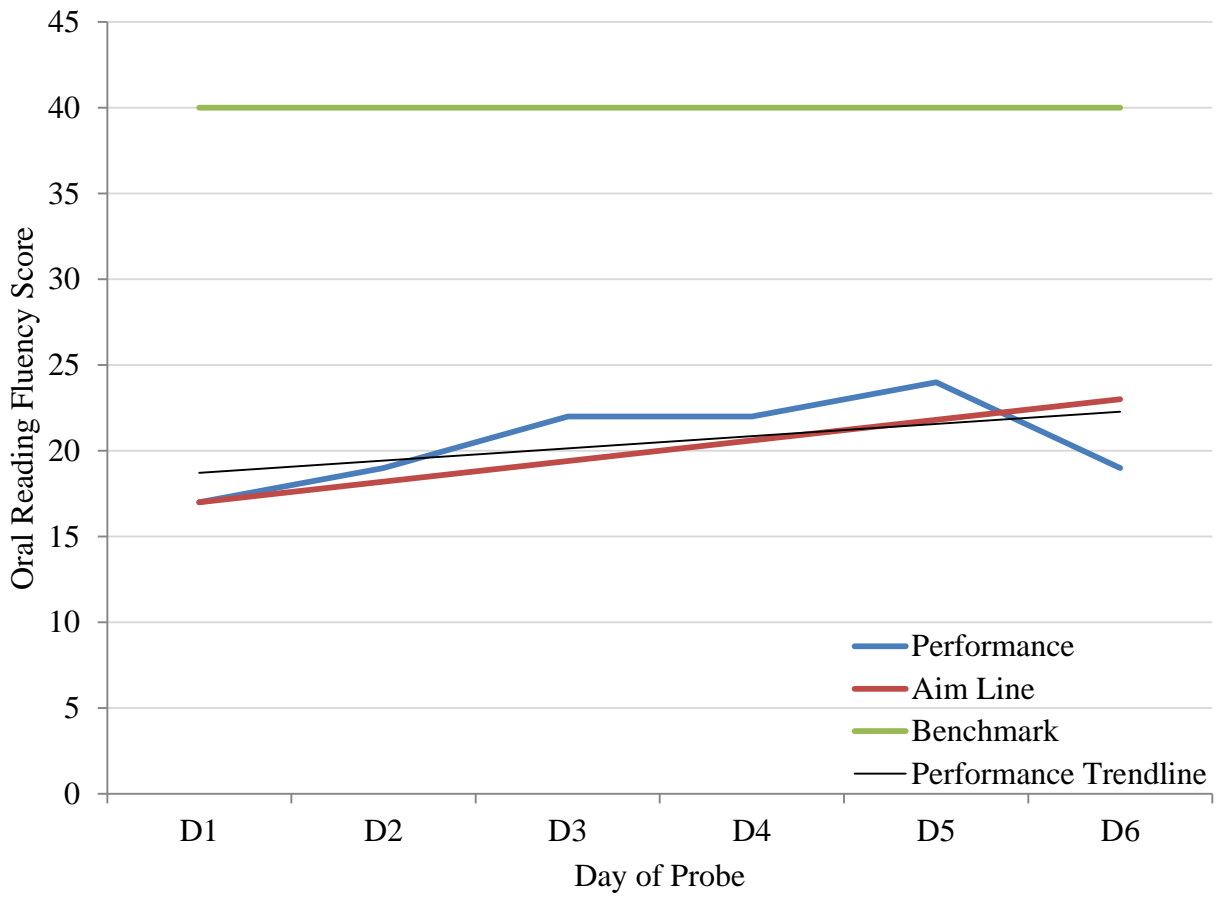


Figure 11. Oral Reading Fluency by Day with Aim-line for Irene

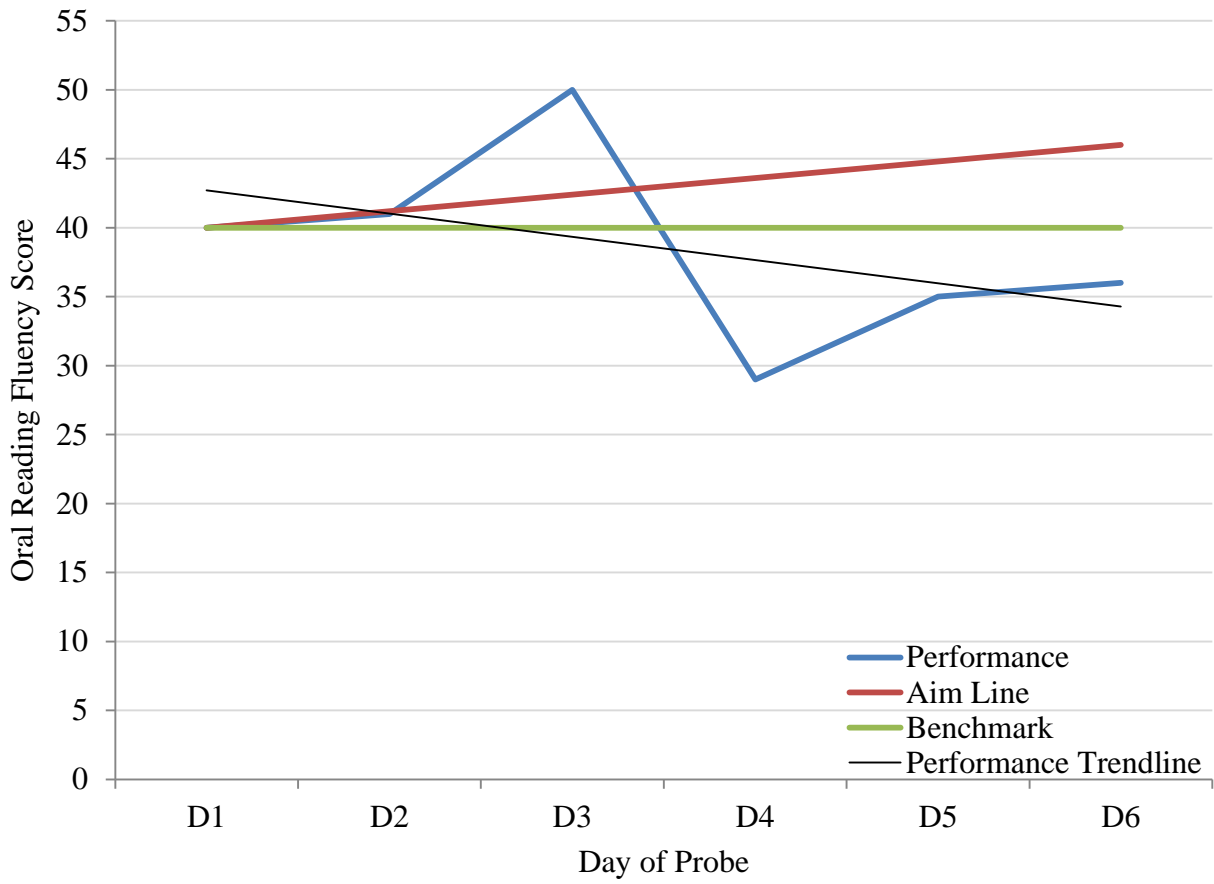


Figure 12. Oral Reading Fluency by Day with Aim-line for John

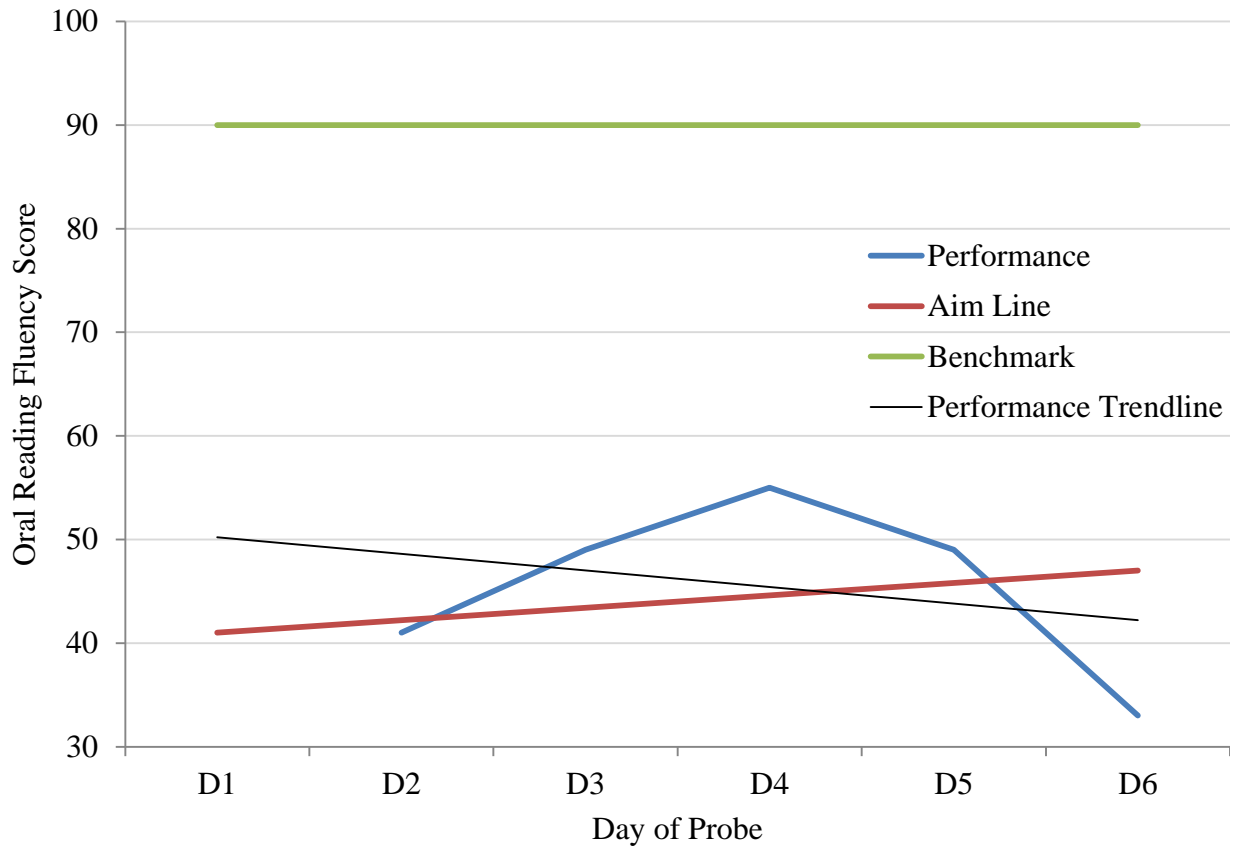


Figure 13. Oral Reading Fluency by Day with Aim-line for Katie

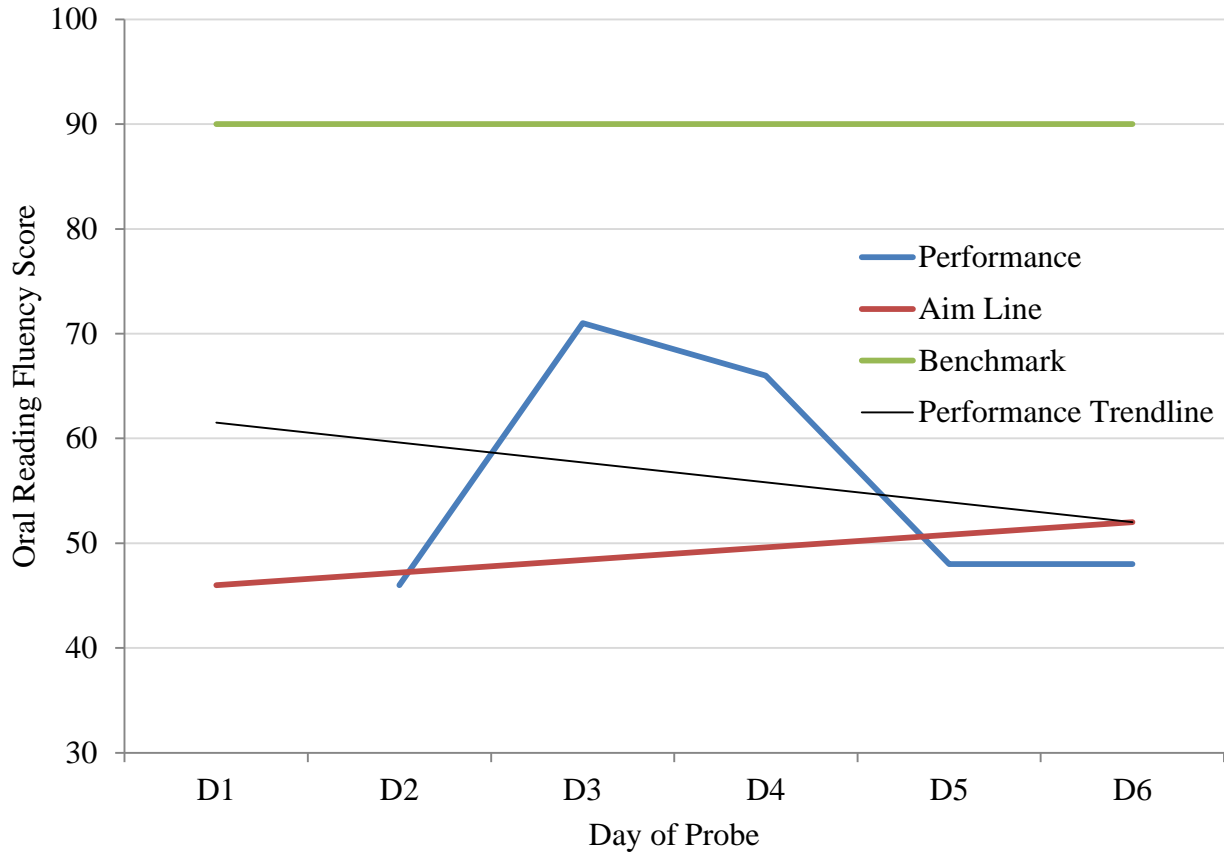


Figure 14. Oral Reading Fluency by Day with Aim-line for Leo

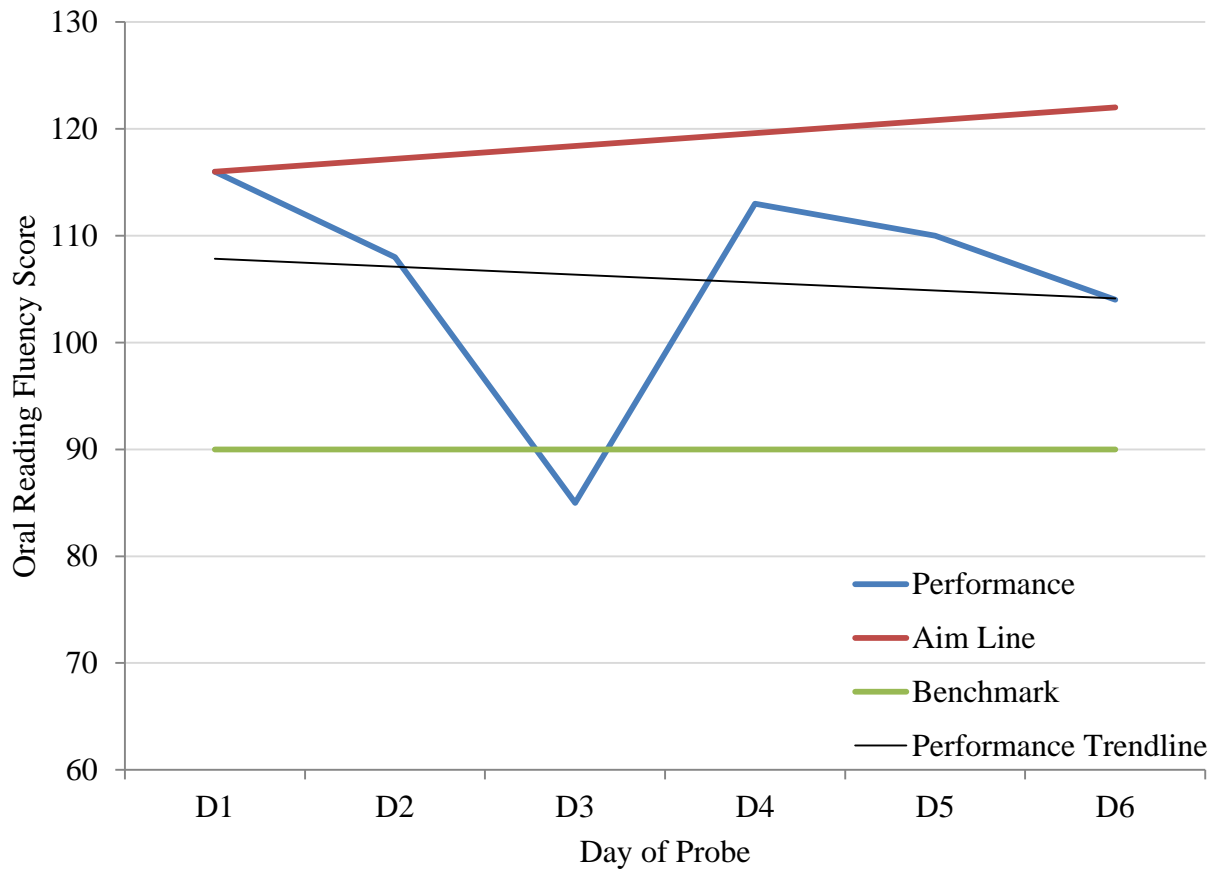


Figure 16. Oral Reading Fluency by Day with Aim-line for Maria

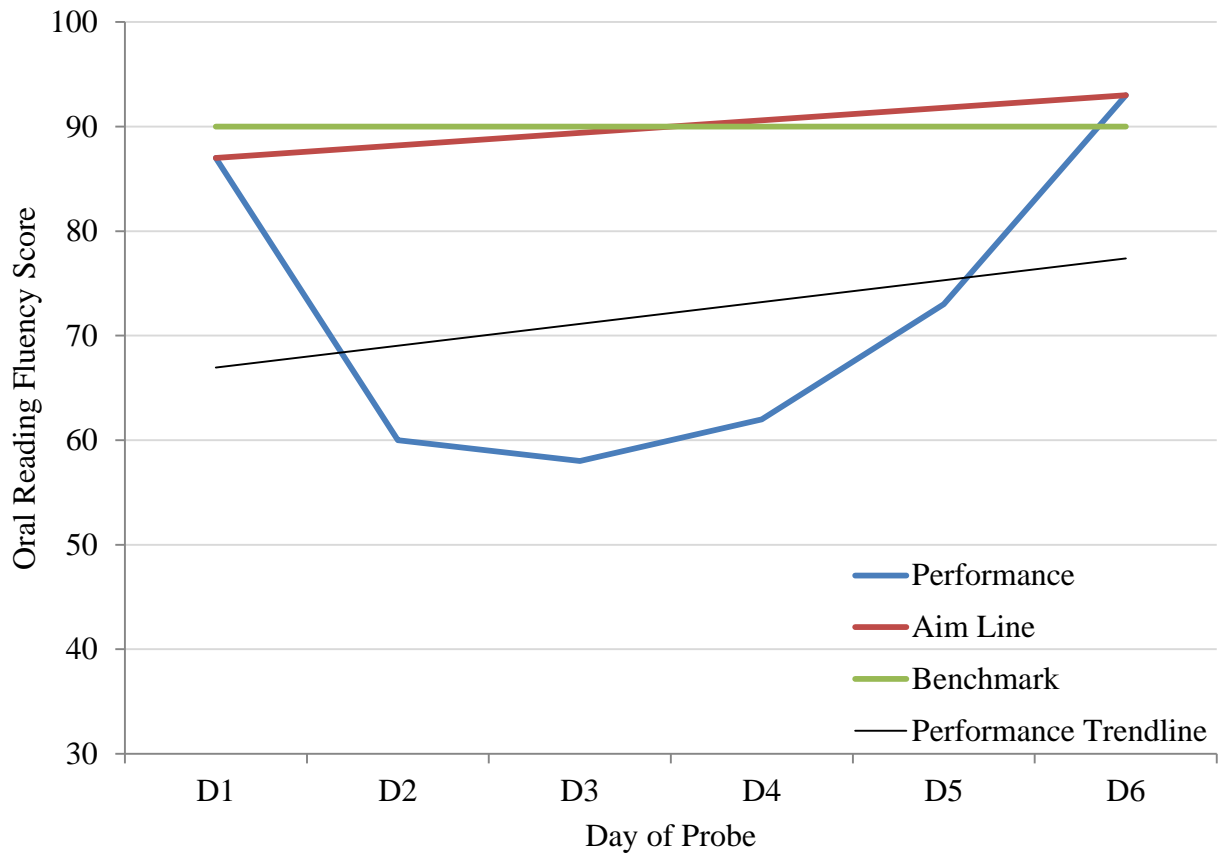


Figure 16. Oral Reading Fluency by Day with Aim-line for Nick