

Procedures for Administering Leveled Text Reading Passages, 2021

Revised: 7/13/2021



Reading Recovery®

2021 Revision Committee Trainers

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Purpose

The purpose of the revisions for Administering Leveled Text Reading Passages in 2021 was to clarify the procedures and to organize the packet to make it easier to use.

Rationale

The last revision was completed in April 2013 and suggestions for improvement have been collected and recorded over the last several years in order to make this latest revision.

Overview

No assessment instrument is ever perfect. In over 35 years of Reading Recovery implementations in the United States there have been four revisions to our standard use of the Leveled Text Reading passages and in refinements of the procedures for administering the passages.

Summary of Revisions for 2021

- The highest assessment level is Level 30
- Levels 26, 28, and 30 which are equivalent to 4th, 5th, and 6th grade reading levels now have a score of 95% accuracy required for passing
- Levels 24 and 28 have been replaced. **DO NOT USE THE FOLLOWING TEXTS: No Children No Pets and The Waterbed Mystery**
- Levels 26 and 30 – Illustrations have been replaced
- Formatting improvements have been made for the directions on the cover of each passage

Reminders of Important Procedures for Administration

- Level 1 *A Bird Can Fly* and Level 2 *Hats* are always administered together.
- At text levels 4 to 14 the teacher invites the child to look at the pictures before asking the child to read. Students are prompted to survey the pictures for the portion to be read at levels 16 to 24. While the child looks at the pictures, any responses should be accepted as given. Responses should not be added to or clarified. If the child does not talk about the pictures, the teacher should not prompt the child to respond. The title and introduction may be restated after the child has looked through the pictures.
- The Alternative Leveled Text Reading Passages A-8 through A-16 should only be used if the standard, corresponding text passage has recently been administered first and a further check is needed at the same level.

Procedures for Administering Leveled Text Reading Passages

Selecting the Starting Level

- The teacher may begin with having the child read a familiar book to put the child at ease and establish rapport.
- Find out from the classroom teacher (K and/or 1st) the approximate level the child is reading for classroom instruction.
- Begin the text reading observation at the next lower level.
- For many children at the beginning of the school year begin with: Level 1 (*A Bird Can Fly*) and always administer Level 2 (*Hats*). Both these texts are administered as they give considerable information about the child's early control.
- Take a Running Record of the starting level passage.
- Score the Running Record to determine the number of errors to make a decision to move up or down the text passage levels.
- If the child is not successful reading Level 1 and Level 2 (90% or above) follow the directions for *Observing Early Responses to Text*. (page 5 in this document)
- If the child is successful reading Level 2 (90% or above) follow the directions for: *Moving Up the Leveled Scale*.

Moving Up the Leveled Scale

- If the Running Record is 90% or above, go to the next level or skip to a higher level if appropriate, i.e., the text was very easy.
- Continue moving up the levels (skipping levels if appropriate) until the child scores below 90% on two consecutive levels.
- If a level/s were skipped it may be necessary to go back down a level to determine three levels of text difficulty.

ex. level 12 easy, level 16 hard, go to level 14

ex. level 12 easy, level 16 easy, go to level 18

NOTE: Reading can be stopped after **one level** below 90% if the child is showing signs of frustration or the score is significantly below 90% with a loss of meaning and little or no self-correction. If the accuracy score is below but close to 90% with evidence of successful processing, **continue testing until two levels** are below 90%.

Moving Down the Leveled Scale

- If the Running Record is well below 90%, go down several levels if possible.
- If the Running Record is below 90% at Level 1 *A Bird Can Fly* and/or Level 2 *Hats* follow the directions for *Observing Early Responses to Text*. (page 6 in this document)

Determining the Text Reading Level

- By moving up or down the leveled text reading passages, determine the highest level read at 90% accuracy or above followed by **one or two** consecutive levels below 90% to establish the hard level. The instructional level is not determined until the hard level has been found.
- The child's highest text reading level at 90% or above should be entered as the level for IDEC data collection.
- The child's text reading level can be matched to a stanine group for comparison to the U.S. national stanines and to assist in selection of the lowest students for entering Reading Recovery.

NOTE: It is important that teachers take into consideration raw scores, lowest stanines, and the quality of student responses on **all** tasks of the *Observation Survey of Early Literacy Achievement* in order to select the lowest achieving first grade students. Input from the classroom teacher may also be a factor to consider in the selection of students.

- At the end of a child's series of lessons or at the end of the year assessment it is critical to report:
 - The highest level read at 90% or above accuracy for IDEC data collection for levels 1 to 24
 - The level read at 95% or higher for IDEC data collection for levels 26, 28 and 30.

Assessment does not stop because a child has read the benchmark level for a school or system. Assessment stops at level 30 for a child who reads at higher levels.

Finding Three Levels of Text Difficulty

When using the Leveled Text Reading Passages for children selected for Reading Recovery it is necessary to determine three levels of text difficulty.

Research shows that children's learning is helped when we give them material at their personal instructional level. Recording their performance at three levels of text difficulty is the most reliable way to establish what level of text should be used for instruction.

- an easy text (95 to 100 percent accuracy)
- an instructional text (90 to 94 percent accuracy)
- a hard text (80 to 89 percent accuracy)

Clay, M. (2019) *An Observation Survey of Early Literacy Achievement*

Observing Early Responses to Text

If the child does not read Level 1 (*A Bird Can Fly*) and Level 2 (*Hats*) at 90% or above...

- Select an appropriate Level 1 book from the Reading Recovery set of student books. An appropriate Level 1 book will have a complete sentence printed on one line of text. **The one line of print will be on a separate page from the picture.**

Some examples are: *Mom, Dad.* (PM/Rigby), *Lulu* (Pioneer Valley), *Bedtime for Carl* (Reading Reading Books)

- Teacher reads the entire book to the child, pointing under the words.
- Teacher asks the child to read the book. *'Now you read the story to me.'*

NOTE: *The child is not told to point. Pointing would be an observed response.*

- Take a Running Record on the **first reading** of the book.
- Make notes about any behaviors or responses to the text.

Successful reading (90% or above) of a Level 1 book, as outlined in the procedure above corresponds with stanine 2 in the adjusted stanine table. The raw score reported for data collection is zero (0).

If the child does not read the chosen Level 1 book successfully as described above, the child is stanine 1 on the adjusted stanine table and the raw score reported is zero (0). To gather further observations at this level, take a running record on a dictated text using the following procedures:

- Have the child dictate a simple story. **NOTE:** It is important to tell the child that he is telling a story that he will later read.

Example: The teacher invites the child to tell a story or sentence based on the theme or a single picture from the previously read Level 1 book.

'Tell me something your dad or mom can do.'

- or -

'Tell me where you like to play.'

'I'll write it down and you can read it.'

- Teacher writes the story using clear print and appropriate spacing.
- Teacher says each word as she or he writes it. Teacher: *'You read your story.'*
- Teacher takes a running record and notes responses as the child reads back the story or sentence.

If the dictated text is not read at an easy or instructional level, or if you do not have three levels of text difficulty, consult and use Clay's additional procedures outlined in: *Literacy Lessons Designed for Individuals*, 2016, p. 33 under the topic heading **Encourage his participation in reading**. For additional resources check with your teacher leader.

For the Children Selected

It is critical to find three levels of text difficulty for all children selected for entry to Reading Recovery. The three levels should be determined before completing **An Observation Survey Summary Sheet**. Analysis of *useful strategic activity on text* and *problem strategic activity on text* should focus on text levels read at 90% or above.

If three levels of text difficulty cannot be established additional samples of text reading should be observed in order to be able to analyze useful and problem strategies on text. See “Encourage his participation in reading” (Clay, 2016, *Literacy Lessons Designed for Individuals*, p. 33)

Procedures for Administering Leveled Text Reading Passages when Determining a Child’s Exit Designation

During their spring meeting in 2020, the North American trainers approved the document, *U.S. Exit Status Categories for Reading Recovery and Descubriendo la Lectura Students*.

Teachers should rely on Chapter 7, Discontinuing individual lessons, from *Literacy Lessons Designed for Individuals* (2nd Ed.) (2016) along with *U.S. Exit Status Categories* in order to determine the child’s exit designation.

The following reminders align with the documents cited above:

- A teacher trained in administering the tasks of the Observation Survey (other than the child’s own Reading Recovery teacher) should administer the *Observation Survey of Early Literacy Achievement* for each child at the time an exit designation is called for.
- All tasks of the *Observation Survey* are administered to the child.
- Before beginning administering the leveled text passages, allow the child to read familiar text from his lessons to help determine fluency and phrasing. Select titles from the child’s lessons or from a text previously read at the instructional level from the classroom reading group. The teacher takes a running record and notes on the form how the reading sounds. The reading of familiar text should give a sample of text reading in the child’s easy range.
- Use the leveled text reading passages to obtain samples of reading unseen text using the standard introductions which have been placed on the front of the passages. Follow the directions for *Moving up (or Down) the Leveled Scale* (p. 2) in this document. The teacher may want to begin at a level which should be easy for the child before skipping up the levels to determine the highest instructional level (90% or above for level 1 to 24; 95% for levels 26 to 30) and the subsequent hard level.
- At text levels 4 to 14 the teacher invites the child to look at the pictures before asking the child to read. Students are prompted to survey the pictures for the portion to be read at levels 16 to 24. While the child looks at the pictures, any responses should be accepted as given. Responses should not be added to or clarified. If the child does not talk about the pictures, the

teacher should not prompt the child to respond. The title and introduction may be restated after the child has looked through the pictures.

- It is important to find three levels of text difficulty for each child in order to make an appropriate exit designation.
- The teacher must continue moving up the levels (skipping levels if appropriate) until the child scores below 90% for levels 1 to 24 and 95% for levels 26, 28 and 30. Reading can be stopped after one level below 90% if the child is showing signs of frustration or the score is significantly below 90% with a loss of meaning or little or no self-correction.
- If the accuracy score is below but close to 90% with evidence of successful processing, continue assessing until two levels are below 90%.
- For text levels 26–30, the child must earn 95% or higher in order to move up to the subsequent level. Administration of text reading passages stops at level 30.
- District or building benchmark levels should never be used to determine when the administration of leveled text reading stops.
- The highest level read at 90% or above for levels 1 to 24 and 95% for levels 26, 28 and 30 is reported for “exit” and “year- end” IDEC data collection.
- The Alternative Leveled Text Reading Passages A-8 through A-16 should only be used if the standard, corresponding text passage has recently been administered first and a further check is needed at the same level.

Standard Directions for Preparing and Administering the Leveled Text Reading Passages

- Organize all books and materials to assemble the text reading passages.
- Adhere the introductions and level information on the front of each testing book.

E = errors:

- The number of errors made that result in a score below 90% for Levels 1 to 24.
- For levels 26, 28 and 30, the indicated number of errors represent a score below 95%

RW = running words: The total number of words in the book or passage to be read.

- Adhere the altered text for level 6: *Dave’s Tricks* that is provided within this document. The altered text must have the correct font and spacing and be placed over the text in the Scott, Foresman book: *Dave’s Tricks*.
- Cover part of the word “hippopotamus” on page 2 of Level 5: *A Bird and a Hippo*. This will result in substituting the word “hippo” for “hippopotamus”. The teacher will use “hippo” while reading page 2 to the child during the introduction.

- **Do not alter any of the other passages or the pictures in any other levels of the passages.** (**NOTE:** In the earliest years of implementation, the small pictures above the lines of text for Level 3: *At the Zoo* were covered. Do **not** cover these small pictures.)

- Become familiar with the stories, the directions for the book introductions and the stopping point for levels where the complete story is not read.

- The following levels require the teacher to read and/or point a portion of the text:

Level 1: *A Bird Can Fly*

Level 2: *Hats*

Level 3: *At the Zoo*

Level 5: *A Bird and a Hippo*

Level 14: *George the Porcupine*

- Be sure to note and follow all directions on when to read or point and read as the books are introduced. (See notes for each book introduction.)
- Text used below Level 1 should follow the directions for *Observing Early Responses to Text* (page 6 in this document)
- The teacher should always read the title and the introduction to each story. The child is **not** required to read the title.
- At text levels 4 to 14 the teacher invites the child to look at the pictures before asking the child to read. Students are prompted to survey the pictures for the portion to be read at levels 16 to 24. While the child looks at the pictures, any responses should be accepted as given. Responses should not be added to or clarified. If the child does not talk about the pictures, the teacher should not prompt the child to respond. The title and introduction may be restated after the child has looked through the pictures.
- The Alternative Leveled Text Reading Passages A-8 through A-16 should only be used if the standard, corresponding text passage has recently been administered first and a further check is needed at the same level.

References

Clay, M.M. (2016). *Literacy lessons designed for individuals*. Portsmouth, NH: Heinemann.

Clay, M.M. (2019). *An observation survey of early literacy achievement*. (4th ed.) Portsmouth, NH: Heinemann.

Appendix 1

History and Development of Leveled Text Reading Passages for the United States

In New Zealand, leveled reading materials used in classroom instruction were established as benchmarks of progress in text reading. The first text passages used in 1984-85 in the USA were selected passages from the basal series that was then used in the Columbus Public Schools classrooms: Ginn Reading Program published by Ginn and Company, copyright 1982. Under the guidance of Marie Clay and Barbara Watson, narrative story passages of appropriate lengths and story structure episodes were selected for the text reading assessment of the Observation Survey. The Ginn publishing company provided the readability ratings they had used in designing their basal series to Clay, Watson, and the Ohio State University trainer in training, Gay Su Pinnell.

As Reading Recovery was implemented in other school districts and data were collected on student progress in reading, it became necessary to develop standard passages for text reading that were independent of classroom instructional materials and were easily available. In 1986 the first attempt to compile a set of independent passages was completed. The majority of the passages in the set were selected and leveled from the paper books published by Scott, Foresman and Company, copyright 1979, 1971. In subsequent years extensive field testing and analyses were completed to establish the reliability of the increments of difficulty for the Scott, Foresman passages up through level 24.

A trade book, *Where's Spot*, by Eric Hill, published by G.P. Putnam's Sons, Copyright 1980 was used for observation of student responses to print below Level 1 in text reading and passages from Level 26 through Level 34 continued to be selections from the Ginn basal series.

The long-term development of the leveled text passages and the standard book introductions for each passage were completed in 1990. These leveled passages served as a standard way to report text reading progress for data collection and for analyzing progress in reading at many levels: student, classroom, school, district, site, state, and national.

In 2005 new United States norms were established for all tasks of An Observation Survey of Early Literacy Achievement (Clay, 2002). Minor changes were made that only affected the lowest level passages used for selection of students for entry into Reading Recovery at the beginning of the school year. Clay worked with a committee of trainers to designate procedures for administering text reading for children who did not read level 1 or level 2 above 90%.

Text reading is one part of the set of literacy tasks included in *An Observation Survey of Early Literacy Achievement*, (Clay, 2002). The intent is not just to assess the child reading level but to observe children in a systematic way as they respond to the complete set of literacy tasks. The Leveled Text Reading Passages provide a standard way to report data on each student's progress in reading passages along a gradient of difficulty. The information teachers obtain by administering the Leveled Text Reading Passages helps them analyze a child's processing and responses to print. The teachers' observations and analyses help them determine instructional needs and how to foster accelerated progress in reading.

Appendix 2

Book Introductions for Leveled Text Reading Passages

Adhere the introductions and level information on the front of each book for Levels 1 to 22. Levels 24, 26, 28 are one page documents and Level 30 is a 2 page document.

E = errors: The number of errors made that result in a score...

(below 90% - Levels 1 to 24)

(below 95% - Levels 26 to 30)

RW = running words: The total number of words in the book or passage to be read.

Level: 1 E: 2 RW: 16	A BIRD CAN FLY ‘This book is about things people and animals can do. I’ll read the first two pages, then you can help.’ <u>Teacher reads all of pages 2 and 3.</u> On pages 4, 5, and 6, the teacher <u>points to and reads the first line</u> and asks the child to read the second line. The child reads all of page 7.
Level: 2 E: 3 RW: 22	HATS ‘This story is about people’s hats. The hats are different colors. I’ll read the first page and then you can help.’ <u>Teacher reads page 2.</u> On pages 3 to 6, the teacher <u>points to and reads</u> the first two words and the child reads the rest of the line. On page 7, <u>the teacher points to and reads only the word ‘Now...’</u> and has the child read the rest alone.
Level: 3 E: 8 RW: 70	AT THE ZOO ‘This is a story about a boy and girl who go to the zoo. They look at many animals.’ <u>Teacher reads page 2.</u> On page 3, <u>teacher points and reads: ‘The boy looks...’</u> and then says: ‘Now you read.’
Level: 4 E: 5 RW: 45	THE TABLE ON THE PORCH ‘The Table on the Porch is a funny story. Read to find out who sat on the table on the porch.’ <u>Invite child to look at pictures.</u>
Level: 5 E: 11 RW: 100	A BIRD AND A HIPPO ‘In this story, a hippo thinks she can do anything a bird can do. I’ll read the first page and you can read the rest.’ <u>Invite child to look at pictures.</u> <u>Teacher reads page 2 substituting “hippo” for “Hippopotamus.”</u> (Cover the end of the word “hippopotamus.”)
Level: 6 E: 5 RW: 48	DAVE’S TRICKS ‘This is a story about a boy named Dave. Dave can do lots of tricks. Read this story to find out what tricks Dave can do.’ <u>Invite child to look at pictures.</u> (NOTE: The text has been altered. Be sure to make changes before using.)

Level: 7 E: 19 RW: 183	MR. JUMBLE AT THE ZOO 'Mr. Jumble got a new camera and he took it to the zoo. He wanted to take pictures of the animals. When he saw the animal, he would yell "Hold it" to make them stand still. Read to find out why the animals got scared when Mr. Jumble tried to take their pictures.' <u>Invite child to look at pictures.</u>
Level: 8 E: 8 RW: 71	THE BOAT RIDE 'In this story, a fox went for a boat ride in a pond. Read to find out how the turtle helped when the boat started to sink.' <u>Invite child to look at pictures.</u>
Level: 9 E: 16 RW: 154	THE TUB IN THE YARD 'This story is about Jack and Kate and their dog. Their dog didn't like to take a bath. Read to find out how Jack and Kate got the dog into the tub.' <u>Invite child to look at pictures.</u>
Level: 10 E: 17 RW: 160	JOHN AND HIS DRUM 'John had a drum and wanted to find a place to play his drum. Read to find out how John found just the right place.' <u>Invite child to look at pictures.</u>
Level: 12 E: 15 RW: 146	OLD MAN MOSS 'One night Old Man Moss woke up and fell out of bed. He was so cold. He tried to get warm but everything went wrong. See what happened to him when he tried to find ways to get warm.' <u>Invite child to look at pictures.</u>
Level: 14 E: 21 RW: 202	GEORGE THE PORCUPINE (Showing the front cover picture, say:) 'George is a porcupine that lives under Mr. Jay's porch. George has sharp, pointed quills. The quills hurt if you get stuck with them. Mr. Jay petted all kinds of animals, but he didn't pet George. I'll read the first page, then you read.' <u>Invite child to look at pictures. Teacher reads all of page 2.</u>
Level: 16 E: 20 RW: 190	THE HIPPO IN THE HOLE As you read the introduction, point to the picture on the cover (Harry the Hippo), page 2 (Bill, elephant man, and workman) and page 3 (ditch) 'Harry the hippo fell into a stone ditch. Bill, the elephant man, and a workman tried to get him out.' <u>Invite child to look at pictures on pages 2 to 5.</u> The child stops reading at the end of page 5.
Level: 18 E: 20 RW: 196	A MAN AND A DOG: An African Folktale 'This story tells how a human and a dog became friends long ago.' <u>Invite child to look at the pictures on pages 2 to 5.</u> The child stops reading at the end of page 5.
Level: 20 E: 19 RW: 188	THE MOUSE AND THE ELEPHANT 'This is a story about a small, proud mouse who thinks he is the master of the forest.' <u>Invite child to look at the pictures on pages 2 to 4.</u> The child stops reading at the end of page 4.

Level: 22 E: 22 RW: 211	THE LIGHT OF THE SUN: HOW THE SUN CAME ‘In this story, the animals lived in darkness until they discovered the sun.’ Invite child to look at the pictures on pages 4 to 6. The child stops reading at the end of paragraph 3 on page 6 (“...the world.”)
Level: 24 E: 23 RW: 221	New Passage – April 26, 2021 – See page 20 of this document THE FEATHER IN THE WIND! ‘One night during a terrible storm called a hurricane, Stephen and his father try to save a little bird’s life. Read to find out what happens in the morning after the hurricane.’
Level: 26 E: 11 RW: 210 95% accuracy rate	Use the 2021 version for this passage – see page 21 of this document THE DUCK THAT CAME FOR DINNER ‘The Duck That Came for Dinner is a story about an oil spill. In this story you will learn how an oil spill is a disaster for wild birds and how a family helps clean them.’
Level: 28 E: 10 RW: 193 95% accuracy rate	New Passage – April 26, 2021 – see page 22 of this document GARRETT MORGAN: THE WONDERING MAN ‘This is a true story that happened about 100 years ago in Cleveland, Ohio. There was an explosion in a tunnel and men were trapped. Read to find out how Garrett Morgan helped to save the men.’
Level: 30 E: 40 RW: 396 95% accuracy rate	Use the 2021 version for this passage – see page 23 & 24 of this document THE BLIND CONNEMARA ‘The Blind Connemara is a story about horses and a girl named Rhonda. Rhonda is very good at riding horses and an Irishman, Mr. Malley, who owns some horses asked her to teach young children how to ride.’

Testing Directions for Alternative Levels

Alternative Leveled Text Reading Passages are provided for the levels that are often used at the time when decisions are being made to discontinue the lessons for a child who is successfully processing. The Alternative Leveled Text Reading Passages should only be used when the standard corresponding text passage has recently been administered and a further check is needed at the same level.

Level: A-8 E: 11 RW: 109	GUESS WHAT IT IS 'Jeff and Fred were two friends who played a guessing game. Look at the pictures to see what happened. I'll read the first page, then you read the rest.' <u>Invite child to look at pictures.</u> ONLY use when corresponding text passage has recently been administered. <u>Teacher reads all of page 2.</u>
Level: A-9 E: 14 RW: 134	GLASS JARS 'This story is told by a little boy. His mother got things in glass jars at the store. Read to see what they put in the glass jars after they were empty.' <u>Invite child to look at pictures.</u> ONLY use when corresponding text passage has recently been administered.
Level: A-10 E: 13 RW: 122	MABEL 'Mabel was a tiger who got the measles, but she didn't know it. She wondered why the animals started to laugh at her.' <u>Invite child to look at pictures.</u> ONLY use when corresponding text passage has recently been administered.
Level: A-12 E: 13 RW: 127	EVERYBODY IN 'The animals wanted to go for a swim in the pond. The pond wasn't deep enough. Read to see how the hippopotamus made the water deeper.' <u>Invite child to look at pictures.</u> ONLY use when corresponding text passage has recently been administered.
Level: A-14 E: 16 RW: 153	SOMETHING AT THE DOOR 'A witch invited a ghost and a giant for tea in her new house. They heard a noise and began to shake with fright. Read to see why.' <u>Invite child to look at pictures.</u> ONLY use when corresponding text passage has recently been administered.
Level: A-16 E: 16 RW 153	FIVE BROTHERS 'Five brothers lived on a farm. They think Elmer doesn't help around the farm. Read to see what they do.' <u>Invite child to look at the pictures on pages 2 to 7.</u> The child stops reading at the bottom of page 7. ONLY use when corresponding text passage has recently been administered.

Altered Text for Level 6: Dave's Tricks

This altered text must be adhered over the text in the Scott, Foresman testing book *Dave's Tricks*.

Page 2	Dave can do lots of tricks. He can stand on his hands.
Page 3	He can hang on the bars.
Page 4	Dave can jump over the gate.
Page 5	He can skate on one foot.
Page 6	Dave can hold a bat in one hand and hit a ball.
Page 7	Dave can do lots of tricks.

Appendix 3

Level 24: See Page 20

Level 26: See Page 21

Level 28: See Page 22

Level 30: See Pages 23 & 24

A Feather in the Wind

Give Me a Clue. (1982). Ginn and Company. pp. 118-120.



Book Introduction: One night during a terrible storm called a hurricane, Stephen and his father try to save a little bird's life. Read to find out what happens in the morning after the hurricane.

Level 24

RW: 221

E: 23 (Hard Level)

E: 1-22 (90%)

In the morning, the radio said, "The storm is no longer a danger. It has moved out to sea. In the night, its winds slowed. It cannot be called a hurricane now.

Once again the sun was shining in a blue sky. A squirrel played in a tree. Birds flew in happy company.

People came out into the sun. They wanted to see what the storm had done. They found the streets blocked by trees. Telephone lines were down.

Stephen and his father brought the bird outside. Could this bright little bird be that wet rag saved from the storm?

When Stephen put the bird down, it hopped over the ground. It cried out.

Stephen and his father waited. Would the mother bird hear her baby?

The answer soon came. A big jay flew down. She called to her baby.

The young jay was in its mother's care. Stephen's father said, "Let's walk along the beach."

The waves were high. The gulls were calling and turning in the sky. Stephen picked up shells. He kept flinging them away until he found one he liked.

"Look at this shell," he cried. "It looks like the wing of a bird.:" He turned the shell slowly in his hands. He ran his finger along the lines of color. I'm going to keep this always.

May 13, 2021

The Duck that Came for Dinner

By Frances and Dorothy Wood

Windows. (1976). Scott Foresman.



Book Introduction: The Duck That Came for Dinner is a story about an oil spill. In this story you will learn how an oil spill is a disaster for wild birds and how a family helps clean them

Level: 26

RW: 210

E: 11 (Hard Level)

E: 1-10 (Easy/Instructional Level: 95%)

The beautiful bay with its sandy shores was a favorite resting place for many wild water birds. Ducks, herons, and loons came there to feed.

Then one day a big ship spilled oil over the water in the bay. The oil was black, sticky, and almost as thick as tar. When the oil floated in toward the shores of the bay, many wild birds became covered with it.

The oil made the wings of the wild birds heavy. It stuck their feathers together and flattened the soft down that grows under their feathers. They couldn't swim or fly away. Even the air had the smell of oil in it, and breathing it made the birds sick. Hundreds of oily birds crawled up on the shore or lay in the water, panting for air.

Many of the people who lived nearby came to help the birds. Bob and Gary Hill and their parents came. They had heard a newscaster on television asking people to help clean the oil off the birds.

"You can't wash them with gasoline or with soap and water," the newscaster had warned. "Those cleaners will kill the birds. You must clean them with salad oil and corn meal, so please bring these items and some soft rags."

May 13, 2021

Garrett Morgan: The Wondering Man

Mystery Sneakers: (1982). Ginn and Company. P. 193



Book Introduction: This is a true story that happened about 100 years ago in Cleveland, Ohio. There was an explosion in a tunnel and men were trapped. Read to find out how Garrett Morgan helped to save the men.

Level 28

RW: 193

E: 11 (Hard Level 94% and below)

E: 1-10 (Easy/Instructional: 95%)

At the mouth of the tunnel that day, all was quiet. Workers were deep inside, digging away in the tunnel under the lake. Other workers would arrive soon for the next shift. Suddenly there was a loud explosion! The earth shook. Gases had formed under the lake, and there had been an explosion. Several people ran into the tunnel, but they were driven back. No one could breathe. In 1916 there were no gas masks.

“Get Garrett Morgan!” someone cried. In all of Cleveland, he was the one man who might help. Garrett had invented something called a Safety Hood. Someone went after him. Soon Garrett and his brother Frank were at the tunnel. They put on their Safety Hoods and bravely walked right into the tunnel.

Soon they both came out, each carrying one of the trapped workers. The waiting crowd cheered. Many people wept. Again and again, Garrett and Frank went back into the tunnel. They saved thirty-two people.

For being so brave, Garrett Morgan was given a gold medal. The explosion at the tunnel had proved one thing: a Safety Hood was a good idea! It saved many lives.

May 13, 2021

The Blind Connemara

By C. W. Anderson

Flight of Color. (1984). Ginn and Company.
pp. 478-480.



Book Introduction: The Blind Connemara is a story about horses and a girl named Rhonda. Rhonda is very good at riding horses and an Irishman, Mr. Malley, who owns some horses asked her to teach young children how to ride.

Level 30

RW: 396

E: 22 (Hard Level: 94% and Below)

E: 1-21 (Easy/Instructional Level: 95%)

The man in the brown riding breeches and leather puttees looked at the bay pony closely and put his hand under the mane.

"I wish all my riders would bring in their horses like that – nice and dry and not drawing a long breath. Gallop, gallop, gallop, that's all they know." There was just a hint of Irish brogue in the voice. "How did he go for you?"

"Oh, he's nice," said the girl. "Smooth and willing."

The man looked at her keenly, "He didn't pull at all?"

"Maybe a little at first," admitted the girl, "but I just let him ease himself and then he was fine."

"You have light hands," said the man, "and you really sit your horse. No balancing by the reins." He stopped and looked at her thoughtfully.

"Do you like children?" he asked. "Small children?"

"Yes," said the girl, "I do very much."

"Would you like to teach children to ride? I have more beginners on Saturday than I can handle. Would you care to try?"

"If you think I could, I'd love to," said the girl.

"I've been watching you since you've been riding here and I like the quiet way you handle a horse. You have good hands and a good seat, and what's more important you seem to understand horses. They're just like people – all different. You seem to know that. And that's something you must try to teach – not just seat and hands. If a youngster has no idea of what a horse may do or why, he will never be a rider. Maybe he'll learn to stay on a horse but riding is a lot more than that."

Rhonda nodded.

“I’ll leave it to you as to how you want to go ahead with the students. Some are quick and sure of themselves and want to gallop at once. Others are timid but if you go slowly with them they often turn out the best in the end. They’re willing to listen and learn.”

He looked over quickly and noticed how intently she listened.

“I’ll see you Saturday at nine-thirty, then. Now about pay...”

“Please, Mr. Malley, could I take it out in rides? I’d rather do that.”

“Fine. Take your pick any time. A ride by you would be good for a horse. Make him forget how some of the others yanked him around.”

May 13, 2021