

This level E book provides a great deal of opportunity to read dialogue, which helps young readers develop fluency. Dialogue does introduce complexity into the sentence structure, however. *Lucky Goes to Dog School* has been designed to support phrasing. The sentences are laid out in a way that suggests to the reader how to group words together. For example,

The teacher came to help.

"Sit like this,"

he said to Lucky.

"Sit. **Sit!**" (p. 11)

Notice also that *sit* is in bold, suggesting to the reader that the word should be stressed, another helpful text feature for young readers.

James read *Lucky Goes to Dog School* with 89 percent accuracy. The text was difficult for him, but you can see from his running record that he worked very hard to read this challenging text. Although he was successful at self-correction only twice (out of 16 total errors), he made multiple attempts at many words. Also, 4 of his errors were the result of his skipping one entire line (page 7). While his process was breaking down at that point, he quickly got back on track and read with accuracy on the last line and on pages 8 and 9.

Most of the time, he was using visual information, as indicated by his substitutions: *street/store*, *shoot/shouted*, *nuke* and *now/naughty*. He worked hard to check on his errors and correct them by using visual information, but he did not have enough knowledge of word structure to decode the new words fully and could not use much more than the first letter. Occasionally (for example, on page 13) he appeared to lose his sense of the meaning and language structure and was just saying words. An interesting error was the series *sh-*, *shoot*, *shouted*, *shouting* for *shouted* on page 5. At one point he said the correct word, but he could not retrieve enough of the sentence pattern to help him, and he was not able to use the visual information at the end of the word. Nevertheless, he

was showing strength as a reader as he worked at the word. Simply knowing to go back to the beginning of the sentence and start again, this time knowing more about the words, would have helped him put this sentence together.

He read slowly, word by word, with very little fluency; however, he seemed to gain momentum on the last two pages, which he read with 100 percent accuracy and some phrasing. He also noticed and used the bold print to help him stress words at least once. He needs to process text with greater ease so that he can make all sources of information fit and give more attention to the meaning and to phrasing. His side comments noted by the teacher provide further insight. "That's weird" may indicate that he was wondering what a dog school was. "Let's see" indicates that he knew he was working to solve words.

James could probably read a level D book more easily than *Lucky Goes to Dog School* and still have some learning opportunities, but you would want to observe carefully to be sure a challenge still exists. Remember that he exhibited many strengths and showed remarkable persistence as he worked at words.

James read *Lucky Goes to Dog School* as part of routine assessment and did not have an introduction to the text before reading it for the first time. He needed the opportunity to hear and use the word *naughty* in conversation as a backdrop for solving it while reading. He also could have used a more complete knowledge of the meaning of the story and the kind of dialogue he could expect to encounter.

This record shows that he knows quite a few high-frequency words and has no trouble reading dialogue. As a reader, he needs to achieve smoother processing either by moving to a lower level or staying at E. In either case, he needs an introduction to the text and prompting to reread and put words together in phrases. Work with magnetic letters will help him notice word endings.