



**3**<sup>RD</sup>  
**GRADE**  
VOLUME 3.3

# **Book Club**

# **Running Records**

*I Am Rosa Parks*

*Rosa Parks*

*Who Was Rosa Parks*

*Rosa Parks (A True Book)*

*Time for Kids: Rosa Parks*

For pairing with *C. I. A. Unit of Study—Biography,*  
*Martin Luther King Jr. 3.3*

**Sarah Collinge**

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## Running Records

A running record is an informal assessment that helps teachers determine the students' reading level and gain some insight into their oral reading accuracy, fluency, and comprehension (Clay, 2013). Running records are valuable because they offer an opportunity to hear students read, establish rapport, and determine their strengths and weaknesses.

To conduct an assessment, ask a student to read a short passage from the selected trade book. As the student reads, you will

- record errors,
- time the student's reading rate,
- make notes on prosody, and
- assess the student's comprehension.

This will yield immediate data. If the student reads the book excerpt with reasonable accuracy, fluency, and comprehension, you can match the student to the same text during instruction.

The directions that follow will guide you through the process of administering these running record assessments and analyzing the results.

## Administering the Running Record Test

To prepare to give a running record test:

1. Copy the running record form and cover sheet for the novel the student will be reading. You also will need a copy of the novel for the student to read from, a timing device, and a pencil. (*Optional:* Use a recording device to capture the running record conference on an audio file.)
2. Make sure the student is comfortable and relaxed.
3. Provide the student with information about the selected title (use the script provided).
4. Tell the student to read from the paperback novel, then turn on the timing device. You will stop timing at a designated point, but the student will continue to read the rest of the passage silently.
5. Note on the running record form miscues or errors the student makes.
6. Record the total time needed to read the designated portion of the passage.
7. Instruct the student to continue reading the selected excerpt silently.
8. When the student has finished reading, continue testing the student's comprehension.
9. Finish scoring the assessment and determine which book the student will be matched to in book club.

## Accuracy

Noting a student's miscues or errors as she reads aloud at least 200 words from the selected book will give you a reading accuracy score that can be used to determine whether the student is independent, instructional, or frustrational. A text that a student reads with 98% accuracy is one that she easily could read independently. A text that a student reads with 90–97% accuracy presents more challenge; she can read the text when instructional supports are provided or when the text is of high interest. A text that a student reads with less than 90% accuracy often causes frustration and typically is avoided.

*A miscue is any omission, substitution, insertion, or teacher-assisted word.* Miscues are subtracted from the total number of words read to get the total number of words read correctly.

You will use the provided Quick-Sheet Guide for Scoring Running Records.

## Fluency

To evaluate a student's fluency score, you will use the provided fluency benchmarks based on national fluency norms (Hasbrouk & Tindal, 2017). If a fifth grader reads at a rate of 97 words per minute correct (WCPM) in the fall, that student then scores at the 25th percentile. Such a score suggests that the student is having difficulty with fluency, which may stem from several causes. Fluency is disrupted when students struggle with word recognition, vocabulary, comprehension, or they are just processing the text slowly. As the norms indicate, a student's fluency should increase throughout the school year.

## Comprehension

It is not enough to know whether a student is a fluent reader: you also must determine whether the student understands what he reads. The second part of the running record test will assess the student's comprehension of the passage, both the part read orally and the part read silently.

The student will have the opportunity to score a total of fifteen points on the comprehension assessment. The first five questions examine the student's literal understanding of the text—what the text says. The next three questions explore the student's inferential thinking about character feelings and motives, predictions, and the ability to infer a word's meaning from the context. Each question has a point value, and inferential questions are assigned a higher value than literal ones.

The running record provides the questions, suggested answers, and a place to record checkmarks. We have provided more than one correct answer. It is not necessary for a student to note all of the details about a main character to receive full credit for an answer. Note four special rules for scoring comprehension:

1. The student does not score a point for each item checked.
2. If the student shares an inaccurate detail, note the inaccuracy, but it will not hinder the student's total score.
3. The student will have an opportunity to score a total of three points for telling about the plot: one point for an event from the beginning of the excerpt, one point for an event from the middle, and one point for an event from the end of the excerpt.
4. If a student struggles to give an answer, provide wait time, repeat the question, and provide wait time again. If the student still is unable to give an answer, score the student a zero and move on to the next question.

The student has a good understanding of the text if she earns 75% of the possible comprehension points (Leslie & Caldwell, 2011). The student's comprehension is weak if she earns 49% or less of the possible points. Between 74% and 50% is considered borderline. The book will be an appropriate fit so long as a peer or the teacher provides extra support.

We provide a cover sheet for recording your student's accuracy, fluency and comprehension scores, as well as guidelines for matching students to text.

**For more information on assessment, please purchase the book**  
***The Assessment and Intervention Guide for the Read Side by Side Reading Program***  
**by Peter Dewitz and Sarah Collinge.**  
**You will find this book at <http://www.shop.readsidebyside.com>.**

## Quick-Sheet Guide for Scoring Running Records—Sample

### Running Record Directions—Quick Sheet

#### Recording miscues:

- Omission: Circle/cross out the words.
- Insertion: Add a caret and write in the student's response above the word.
- Substitution: Draw a line through the word and write the substituted word above.
- Teacher help: Write a T above the word. (Wait 3 seconds before telling the word.)

#### Also record:

- Repetitions: Draw a line below/above the repeated word(s).
- Self-Correction: Next to the miscue write SC.

The figure below gives you an example of how to record miscues.

LINE OF TEXT WITH NOTES	TYPE	# OF MISCUES
Until I was <del>nearly</del> eleven, until the letter came, life	Omission	1
was just normal. There <sup>all</sup> were four of us in the	Insertion	1
house: <del>my mother</del> <sup>mom</sup> , my father, me, and Stella—	Substitution	1
<u>Stella</u> Artois, that is, my one-ear-up and one-ear	Repetition	0
down black-and-white <sup>T.</sup> sheepdog, who always seemed	Teacher help	1
to know what was about to happen before it did.		0
But even she could not have <del>foreseen</del> <sup>fort</sup> how that letter	Substitution	1
was going to change our lives forever.		0

#### Special rules:

- A word that is self-corrected still counts as a miscue.
- If a student omits an entire line of text or section of text, count it as only one miscue. Subtract the total number of words skipped from the total word count.
- If a student makes the same error several times and the error does not change the meaning, count it as just one error (this is particularly true for the misreading of names).
- If a student repeats a word or phrase, this repetition does not count as a miscue.
- Omissions of punctuation do not count as a miscue.

## Fluency Benchmarks

GRADE		PERCENTILE	FALL	WINTER	SPRING
3	Independent	50th and above	83 ≤	97 ≤	112 ≤
	Instructional	25th– 49th	59–82	79–96	91–111
	Frustrational	24th and below	≤ 58	≤ 78	≤ 90
4	Independent	50th and above	94 ≤	120 ≤	133 ≤
	Instructional	25th	75–93	95–119	105–132
	Frustrational	24th and below	≤ 74	≤ 94	≤ 104
5	Independent	50th and above	121 ≤	133 ≤	146 ≤
	Instructional	25th	87–120	109–132	119–145
	Frustrational	24th and below	≤ 86	≤ 108	≤ 118
6	Independent	50th and above	132 ≤	145 ≤	146 ≤
	Instructional	25th	112–131	116–144	122–145
	Frustrational	24th and below	≤ 111	≤ 115	≤ 121

*Note.* Table is used by permission from Hasbrouk and Tindal, 2017.

## Guidelines for Matching Students to Text

ASSESSMENT	RESULTS	PLACEMENT
The student reads the text above grade level.	The student is independent or instructional in <i>all</i> three categories.	Place the student in the text above grade level.
	The student is frustrational in one or more categories.	Retest using the text on grade level.
The student reads the text on grade level.	The student is independent in <i>all</i> three categories.	Place the student in the text above grade level.
	The student is a combination of independent and instructional, or <i>all</i> three categories are instructional.	Place the student in the text on grade level.
	The student is frustrational in one or more categories.	Retest using the text below grade level.
The student reads the text below grade level.	The student is independent in <i>all</i> three categories.	Place the student in the text on grade level.
	The student is a combination of independent and instructional, or <i>all</i> three categories are instructional.	Place the student in the text below grade level.
	The student is frustrational in one or more categories.	Place the student in the text below level and add additional instruction and scaffolding.
The student completes the first book club in the low text and shows little or no progress.	The student continues to score frustrational in one or more categories <i>and</i> is making little or no progress.	Consider an alternate, lower text of the same genre/topic/theme.



# Running Record Cover Sheet

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Proctor: \_\_\_\_\_

Title of Book: \_\_\_\_\_ Level: Below / On / Above

ACCURACY - % OF WORDS READ CORRECTLY		
Independent	Instructional	Frustrational
98% or more	90 - 97%	89% or less
<p align="center"><b>Accuracy Formula</b></p> <p align="center"># words - # of miscues = # words read correctly / # of words X 100 = % of Words Read Correctly</p> <p align="center">_____ - _____ = _____ / _____ X 100 = _____ % of Words Read Correctly</p>		

FLUENCY - % OF WORDS CORRECT PER MINUTE (WCPM)		
Independent	Instructional	Frustrational
50th percentile or above	49th - 25th percentile	24th percentile or below
<p align="center"><b>Fluency Formula</b></p> <p align="center"># of words - number of errors X 60 = _____ / # of seconds = WCPM</p> <p align="center">_____ - _____ X 60 = _____ / _____ = _____ WCPM</p> <p align="center"><b>Grade Level Fluency Norms (Tindal &amp; Hasbrouck, 2017)</b></p>		

COMPREHENSION - % OF CORRECT ANSWERS		
Independent	Instructional	Frustrational
75% correct or above	50 - 74% correct	49% correct or below
<p align="center"><b>Comprehension Formula</b></p> <p align="center"># of points earned / number of points possible X 100 = % of Correct Answers</p> <p align="center">_____ / _____ = _____ % of Correct Answers</p>		

**Reads in meaningful phrase groups:** \_\_\_ Consistently \_\_\_ Inconsistently \_\_\_ Rarely \_\_\_ No

**Reads with expression:** \_\_\_ Consistently \_\_\_ Inconsistently \_\_\_ Rarely \_\_\_ No

**Recommended Placement:** Below / On / Above

**Materials Needed:**

The student will need a copy of the book being read  
(*I Am Rosa Parks*).

The teacher will need a timer (stopwatch setting), scoring sheet, and pencil.

**Before Administering:**

Make sure your student is comfortable and relaxed.

**ORAL READING—PROSODY**

**Tell the student:**

*You will be reading a section from the chapter book I Am Rosa Parks. Part of the book you will read aloud to me, and part of the book you will read silently. When you have finished reading, you will tell me about what you have read. Do you have any questions?*

*This is a biography in which the main person, Rosa Parks, lives in the segregated South. Please begin reading aloud to me, starting on page 1.*

***Turn on the timing device. Record oral reading miscues.***

**Chapter 1 (2)**

**I Get Arrested (5)**

Many years ago, black people in the (12)  
South could not go to the same schools (20)  
as white people. We could not eat in (28)  
white restaurants. We could not even (34)  
drink from the same water fountains. (40)

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We had to stay apart from white (47)  
people everywhere we went. This was (53)

called segregation. Segregation was (57)  
the law in the South. If we broke the (66)  
law, we could be arrested or hurt or (74)  
even killed. (76)

When we rode a bus, we could only sit (85)  
in the back seats. The front seats were (93)  
just for white people. (97)

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If all the front seats were filled with (105)  
white people, we black people had (111)  
to give up your seats to the next white (120)  
people who got on the bus. That's the (128)  
way we rode the buses in the South when (137)  
I was younger. (140)

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I rode the buses and obeyed the laws (148)  
that kept me apart from white people. (155)  
But I did not think they were right. (163)

**Time:** \_\_\_\_\_

**SILENT READING—COMPREHENSION**

**Tell the student:** *Now you are going to read to the bottom of page 12. You will read this part of the story silently to yourself. When you are finished, raise your hand. I will then ask you to tell me about what you read. Do you have any questions? You may begin reading.*

**After the student has finished reading, tell the student:** *Now I am going to ask you some questions about what you've read. Pretend that I don't know anything about the story.*

**People:**

1. *Who is the main person in the story?* \_\_\_\_\_ /1

*Please tell me a little bit about the main person.* \_\_\_\_\_ /1

\_\_\_\_ Rosa Parks

\_\_\_\_ Black

\_\_\_\_ Disagrees with the laws

\_\_\_\_ Tired of giving up her seat on the bus to white people

2. *Who are the other people in the story?* (2+ people = 2 pts.) \_\_\_\_\_ /2

\_\_\_\_ White man

\_\_\_\_ Bus driver

\_\_\_\_ Policemen

**Setting:**

3. *Where does the story take place?* \_\_\_\_\_ /1

\_\_\_\_ On a bus

\_\_\_\_ In a jail

\_\_\_\_ In the south

\_\_\_\_ Many years ago

**Plot:**

4. *What is happening in the story?* (events from beginning/middle/end) \_\_\_\_\_ /3

\_\_\_\_ When black people rode the bus, they had to give up their seat for white people.

\_\_\_\_ Rosa Parks rode the buses.

\_\_\_\_ She obeyed the laws.

\_\_\_\_ She did not think the laws were right.

\_\_\_\_ Rosa was asked to give up her seat for a white man.

\_\_\_\_ She was tired of doing that.

\_\_\_\_ She stayed in her seat.

- \_\_\_\_\_ Two police officers came.
- \_\_\_\_\_ The police officers took Rosa Parks to jail.
- \_\_\_\_\_ They took her fingerprints.
- \_\_\_\_\_ They put her in a jail cell.

5. *What is the problem in the book?* \_\_\_\_\_/1

- \_\_\_\_\_ Rosa Parks does not think the laws that separate black people from white people are right.
- \_\_\_\_\_ Rosa Parks is arrested for not giving up her seat on the bus to a white man.

**Inferential Questions:**

6. *How does Rosa Parks feel about the segregation laws in the south?* \_\_\_\_\_/2

7. *What do you think is going to happen next? Why do you think that?* \_\_\_\_\_/2

8. *What do you think the word **segregation** means? Why do you think that?* \_\_\_\_\_/2

**Total Comprehension:** \_\_\_\_\_ / 15

**Materials Needed:**

The student will need a copy of the book being read  
(*Rosa Parks*).

The teacher will need a timer (stopwatch setting), scoring sheet, and pencil.

**Before Administering:**

Make sure your student is comfortable and relaxed.

**ORAL READING—PROSODY**

**Tell the student:**

*You will be reading a section from the chapter book Rosa Parks. Part of the book you will read aloud to me, and part of the book you will read silently. When you have finished reading, you will tell me about what you have read. Do you have any questions?*

*This is a biography telling the life of a famous civil rights leader, Rosa Parks. Please begin reading aloud Chapter 2 to me, starting on page 3.*

**Turn on the timing device. Record oral reading miscues.**

**Chapter 2 (2)**

Rosa was born in Tuskegee, Alabama, not (9)

far from Montgomery, on February 4, 1913. (16)

Her name was Rosa McCauley then. Her (23)

parents were James and Leona McCauley. (29)

Mr. McCauley was a carpenter. Mrs. McCauley (36)

had once been a teacher. (41)

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When Rosa was still very small, her fam- (48)

ily moved to a little farm at the edge of (58)

Montgomery. There, she lived with her (64)

mother and her grandparents and her (70)

younger brother, Sylvester. Her father had (76)

moved to another city. (80)

Rosa attended the Montgomery Industrial School for Girls. She was a quiet little girl who liked to read. One of her favorite classes was sewing, where she made aprons, handkerchiefs, and easy-to-sew dresses for herself.

In Montgomery, Alabama, and all over the South, there were groups of white men called the Ku Klux Klan. Sometimes they were called the KKK. These men were cowards. They wore white hoods over their heads to hide their faces and white sheets

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around their bodies. They wanted black people to be slaves. So they would set fire to the homes and schools of black people. They would also drag people from their homes and kill them.

Sometimes at night, Rosa would not go to bed. She knew that at any minute the KKK might break into her home and beat up or kill the whole family. So she sat up, listening and waiting with her grandfather, who kept his shotgun nearby. The KKK never came, but Rosa stayed awake many nights.

**Time:** \_\_\_\_\_

## SILENT READING—COMPREHENSION

**Tell the student:** *Now you are going to read to the bottom of page 10. You will read this part of the story silently to yourself. When you are finished, raise your hand. I will then ask you to tell me about what you read. Do you have any questions? You may begin reading.*

**After the student has finished reading, tell the student:** *Now I am going to ask you some questions about what you've read. Pretend that I don't know anything about the story.*

### People:

1. *Who is the main person in the story?* \_\_\_\_\_ /1

*Please tell me a little bit about the main person.* \_\_\_\_\_ /1

\_\_\_\_\_ Rosa Parks

\_\_\_\_\_ Lives with her mother, brother, and grandparents.

\_\_\_\_\_ Quiet

\_\_\_\_\_ Likes to read

\_\_\_\_\_ Likes to sew

\_\_\_\_\_ Stays awake afraid of the KKK

\_\_\_\_\_ Doesn't like the special rules black people have to live by

2. *Who are the other people in the story?* (2+ people = 2 pts.) \_\_\_\_\_ /2

\_\_\_\_\_ Father (James)

\_\_\_\_\_ Mother (Leona)

\_\_\_\_\_ Brother (Sylvester)

\_\_\_\_\_ Cousin (Annie Mae)

\_\_\_\_\_ Saleswoman

### Setting:

3. *Where does the story take place?* \_\_\_\_\_ /1

\_\_\_\_\_ In the south

\_\_\_\_\_ On a little farm

\_\_\_\_\_ Tuskegee, Alabama

\_\_\_\_\_ Many years ago (1913)

### Plot:

4. *What is happening in the story?* (events from beginning/middle/end) \_\_\_\_\_ /3

\_\_\_\_\_ Rosa is born.



- \_\_\_ She lives on a farm.
- \_\_\_ She attends school.
- \_\_\_ Sometimes Rosa does not go to bed because she is afraid of the KKK.
- \_\_\_ Rosa does not like the special rules black people have to live by.
- \_\_\_ Rosa and her cousin go shopping.
- \_\_\_ Rosa's cousin orders a soda.
- \_\_\_ The saleswoman says, "We don't sell soda's to colored people."
- \_\_\_ She and Rosa leave the store.

5. *What is the problem in the book?* \_\_\_/1

- \_\_\_ Rosa Parks does not like the special rules the black people have to live by.
- \_\_\_ Rosa Parks is afraid of the KKK.

**Inferential Questions:**

6. *How does Rosa Parks feel about the segregation laws in the south?* \_\_\_/2

7. *What do you think is going to happen next? Why do you think that?* \_\_\_/2

8. *What do you think the word **segregation** means? Why do you think that?* \_\_\_/2

**Total Comprehension:** \_\_\_\_\_ / 15

**Materials Needed:**

The student will need a copy of the book being read  
(*Who Was Rosa Parks?*).

The teacher will need a timer (stopwatch setting), scoring sheet, and pencil.

**Before Administering:**

Make sure your student is comfortable and relaxed.

**ORAL READING—PROSODY**

**Tell the student:**

*You will be reading a section from the chapter book Who Was Rosa Parks? Part of the book you will read aloud to me, and part of the book you will read silently. When you have finished reading, you will tell me about what you have read. Do you have any questions?*

*This is a biography telling the life of a famous civil rights leader, Rosa Parks. Please begin reading aloud to me, starting on page 1.*

***Turn on the timing device. Record oral reading miscues.***

**Who Was Rosa Parks? (4)**

PINE LEVEL, ALABAMA, 1919 (8)

Every morning, Rosa Parks walked to school. (15)

Every afternoon, she walked back home again. (22)

There was no school bus to her school. She didn't (32)

mind the walk. She was used to it. (40)

Often she saw a big yellow school bus roll past (50)

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her. But the bus never stopped for her. All the (60)

children inside were white. It was taking them to (69)

a school that was for white students only. Rosa (78)  
was black. (80)

Rosa grew up in Pine Level, Alabama. At that (89)  
time in the South, black people and white people (98)  
led separate lives. All of Rosa's friends and family (107)  
were black. She hardly knew any white people. (115)  
How could she? Black people weren't allowed in (123)  
the same restaurants or hotels. They couldn't (130)  
swim in public pools with white people or drink (139)  
from the same water fountains. (144)

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Every time she saw a bus carrying white (152)  
children to and from school, it made her feel like (162)  
black children didn't matter as much as white (170)  
children. Sometimes the white children threw (176)  
trash out the windows, trying to hit the black (185)  
children. After a while, Rosa and the other black (194)  
children stopped walking by the road. They went (202)  
through the fields instead. (206)

**Time:** \_\_\_\_\_

## SILENT READING—COMPREHENSION

**Tell the student:** *Now you are going to read to the bottom of page 6. You will read this part of the story silently to yourself. When you are finished, raise your hand. I will then ask you to tell me about what you read. Do you have any questions? You may begin reading.*

**After the student has finished reading, tell the student:** *Now I am going to ask you some questions about what you've read. Pretend that I don't know anything about the story.*

### Characters:

1. *Who is the main character in the story?* \_\_\_\_\_ /1

*Please tell me a little bit about the main character.* \_\_\_\_\_ /1

- \_\_\_\_\_ Rosa Parks
- \_\_\_\_\_ Walked to school.
- \_\_\_\_\_ Was black.
- \_\_\_\_\_ Went to a school for black children.
- \_\_\_\_\_ Knew she was as good as anyone.
- \_\_\_\_\_ Was small for her age.
- \_\_\_\_\_ She was often sick.
- \_\_\_\_\_ Liked living on a farm.

2. *Who are the other characters in the story?* (2+ characters = 2 pts.) \_\_\_\_\_ /2

- \_\_\_\_\_ Father (James)
- \_\_\_\_\_ Mother (Leona)
- \_\_\_\_\_ Brother (Sylvester)
- \_\_\_\_\_ Grandparents

### Setting:

3. *Where does the story take place?* \_\_\_\_\_ /1

- \_\_\_\_\_ Pine Level
- \_\_\_\_\_ Tuskegee
- \_\_\_\_\_ Alabama
- \_\_\_\_\_ 1913
- \_\_\_\_\_ 1919

**Plot:**

4. *What is happening in the story?* (events from beginning/middle/end) \_\_\_\_\_/3

- \_\_\_\_\_ Rosa walked to school.
- \_\_\_\_\_ She went to a school for black children.
- \_\_\_\_\_ The white children ride the bus to the white school.
- \_\_\_\_\_ The school for white children is nicer than the school for black children.
- \_\_\_\_\_ Rosa knew she was as good as anyone.
- \_\_\_\_\_ In the South, black people and white people led separate lives.
- \_\_\_\_\_ Black people couldn't swim in the same pools as white people.
- \_\_\_\_\_ Black people couldn't drink from the same water fountain as white people.
- \_\_\_\_\_ All Rosa's friends and family were black.
- \_\_\_\_\_ Flashback:
  - \_\_\_\_\_ Rosa was born (February 4, 1913).
  - \_\_\_\_\_ Her father (James) was a carpenter.
  - \_\_\_\_\_ Her mother (Leona) was a teacher.
  - \_\_\_\_\_ Rosa was often sick.
  - \_\_\_\_\_ Her parents separated.
  - \_\_\_\_\_ She moved to Pine Level, Alabama.
  - \_\_\_\_\_ She lived on her grandparent's farm.
  - \_\_\_\_\_ She liked the farm.
  - \_\_\_\_\_ She felt safe.

5. *What is the problem in the book?* \_\_\_\_\_/1

- \_\_\_\_\_ In the South, black people and white people lived separate lives.
- \_\_\_\_\_ Rosa grew up feeling like black children didn't matter as much as white children.

**Inferential Questions:**

6. *How does Rosa Parks feel about the segregation laws in the south?* \_\_\_\_\_/2

7. *What made Rosa's childhood difficult? Why do you think that?* \_\_\_\_\_/2

8. *What do you think the word **segregation** means? Why do you think that?* \_\_\_\_\_/2

**Total Comprehension:** \_\_\_\_\_ / 15

**Materials Needed:**

The student will need a copy of the book being read  
(*Rosa Parks—A True Book*).

The teacher will need a timer (stopwatch setting), scoring sheet, and pencil.

**Before Administering:**

Make sure your student is comfortable and relaxed.

**ORAL READING—PROSODY**

**Tell the student:**

*You will be reading a section from the chapter book Rosa Parks—A True Book. Part of the book you will read aloud to me, and part of the book you will read silently. When you have finished reading, you will tell me about what you have read. Do you have any questions?*

*This is a biography telling the life of a famous civil rights leader, Rosa Parks. Please begin reading aloud Chapter 1 to me, starting on page 7.*

**Turn on the timing device. Record oral reading miscues.**

**Chapter 1 (2)**

**Strong Willed From the Start (7)**

Rosa Louise McCauley was born on February 4, (15)

1913. Her father, James McCauley, was a carpenter. (23)

Her mother, Leona McCauley, was a teacher. The (31)

family, including Rosa's younger brother, Sylvester, (37)

lived in a small house in Tuskegee, Alabama. (45)

Little did the McCauleys know that their Rosa (53)

would grow up to be a strong **advocate** for **civil** (63)

**rights**. She would also make history. (69)

*Rosa Parks is known as the* (75)

*“Mother of Civil Rights.”* (79)

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**Living Under Jim Crow** (83)

Rosa’s parents separated when Rosa was only two (91)  
years old. She moved with her mother and brother (100)  
to her grandparents’ farm in Pine Level, Alabama. (108)  
But life in Alabama was not easy. At that time, (118)  
Jim Crow laws dictated that whites and blacks (126)  
had separate public facilities, such as schools, (133)  
hospitals, bathrooms, and restaurant and theater (139)  
seating. This was known as segregation. Even (146)  
the drinking fountains were separate. Rosa often (153)  
wondered what “white” water tasted like. (159)

*A child drinks from a segregated water fountain.* (167)

*Jim Crow was* (170)

*the name of a* (174)

*black character* (176)

*depicted by a* (179)

*white actor in* (182)

*dark makeup.* (184)

**Time:** \_\_\_\_\_

## SILENT READING—COMPREHENSION

**Tell the student:** *Now you are going to read to the bottom of page 11. You will read this part of the story silently to yourself. When you are finished, raise your hand. I will then ask you to tell me about what you read. Do you have any questions? You may begin reading.*

**After the student has finished reading, tell the student:** *Now I am going to ask you some questions about what you've read. Pretend that I don't know anything about the story.*

### People:

1. *Who is the main person in the story?* \_\_\_\_\_ /1

*Please tell me a little bit about the main person.* \_\_\_\_\_ /1

\_\_\_\_\_ Rosa Parks

\_\_\_\_\_ Black

\_\_\_\_\_ "Mother of the Civil Rights"

\_\_\_\_\_ Small for her age

\_\_\_\_\_ Often sick

\_\_\_\_\_ Strong willed

\_\_\_\_\_ Not afraid to stand up for herself

2. *Who are the other people in the story?* (2+ people = 2 pts.) \_\_\_\_\_ /2

\_\_\_\_\_ Father (James)

\_\_\_\_\_ Mother (Leona)

\_\_\_\_\_ Brother (Sylvester)

\_\_\_\_\_ Grandparents

### Setting:

3. *Where does the story take place?* \_\_\_\_\_ /1

\_\_\_\_\_ In the South

\_\_\_\_\_ Alabama

\_\_\_\_\_ Many years ago (1913)

### Plot:

4. *What is happening in the story?* (events from beginning/middle/end) \_\_\_\_\_ /3

\_\_\_\_\_ Rosa Parks is born.

\_\_\_\_\_ Her parents separate.

\_\_\_\_\_ She moves to her grandparent's farm.



- \_\_\_ Laws separate black people from white people.
- \_\_\_ Black people are mistreated.
- \_\_\_ Rosa is mistreated on her way to school.
- \_\_\_ Rosa stands up for herself.

5. *What is the problem in the book?* \_\_\_\_\_/1

- \_\_\_ Laws separate black people from white people.
- \_\_\_ Black people are mistreated.

**Inferential Questions:**

6. *How does Rosa Parks feel about the segregation laws in the south?* \_\_\_\_\_/2

7. *What do you think is going to happen next? Why do you think that?* \_\_\_\_\_/2

8. *What do you think the word **segregation** means? Why do you think that?* \_\_\_\_\_/2

**Total Comprehension:** \_\_\_\_\_ / 15

**Materials Needed:**

The student will need a copy of the book being read  
(*Rosa Parks—Time for Kids*).

The teacher will need a timer (stopwatch setting), scoring sheet, and pencil.

**Before Administering:**

Make sure your student is comfortable and relaxed.

**ORAL READING—PROSODY**

**Tell the student:**

*You will be reading a section from the chapter book Rosa Parks—Time for Kids. Part of the book you will read aloud to me, and part of the book you will read silently. When you have finished reading, you will tell me about what you have read. Do you have any questions?*

*This is a biography telling the life of a famous civil rights leader, Rosa Parks. Please begin reading aloud Chapter 2 to me, starting on page 4.*

**Turn on the timing device. Record oral reading miscues.**

**Chapter 2 (2)**

**Life on the FARM (6)**

Rosa was born on February 4, 1913, in Tuskegee (15)

Alabama. Her parents were Leona and James (22)

McCauley. Leona was a teacher before Rosa was born. (31)

James was a carpenter. (35)

Life was not easy for Rosa and her family. Her (45)  
father often worked far away from home. He was gone (55)  
for months at a time. Her mother stayed home with (65)  
baby Rosa. She missed her husband. She wished that he (75)

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would get a job close (80)

to home. But Rosa's (84)

father liked building (87)

houses and refused (90)

to quit. He and his (95)

wife often argued (98)

about this decision. (101)

When Rosa was two, she and her parents moved in (111)

with her grandfather Sylvester and grandma Rose. (118)

They lived on a farm in the small town of Pine Level, (130)

Alabama. It was where Rosa's mother had grown up. (139)

Rosa's family was proud of the little farm. They were (149)

not rich, but they were the only family in Pine (159)

Level to own land. (163)

Rosa soon had a baby brother named Sylvester. (171)

But Rosa's parents argued. Her father left the (179)

family and moved to another city. When Rosa was five (189)

years old, he came for a short visit. After that, Rosa did (201)

not see her father again until she was grown-up. (211)

**Time:** \_\_\_\_\_

## SILENT READING—COMPREHENSION

**Tell the student:** *Now you are going to read to the bottom of page 7. You will read this part of the story silently to yourself. (You do not need to read the yellow section titled “Scary Nights”.) When you are finished, raise your hand. I will then ask you to tell me about what you read. Do you have any questions? You may begin reading.*

**After the student has finished reading, tell the student:** *Now I am going to ask you some questions about what you’ve read. Pretend that I don’t know anything about the story.*

### People:

1. *Who is the main person in the story?* \_\_\_\_\_ /1

*Please tell me a little bit about the main person.* \_\_\_\_\_ /1

\_\_\_\_ Rosa Parks

\_\_\_\_ Black

\_\_\_\_ Lives with her grandparents

\_\_\_\_ Works on the farm

\_\_\_\_ Loves listening to stories

\_\_\_\_ Usually does what she is told

\_\_\_\_ Likes going to school

\_\_\_\_ Does not understand why everything is so unfair for black people

2. *Who are the other people in the story?* (2+ people = 2 pts.) \_\_\_\_\_ /2

\_\_\_\_ Father (James)

\_\_\_\_ Mother (Leona)

\_\_\_\_ Brother (Sylvester)

\_\_\_\_ Grandparents

### Setting:

3. *Where does the story take place?* \_\_\_\_\_ /1

\_\_\_\_ In the South

\_\_\_\_ On her grandparent’s farm

\_\_\_\_ Pine Level, Alabama

\_\_\_\_ Many years ago (1913)

**Plot:**

4. *What is happening in the story?* (events from beginning/middle/end) \_\_\_\_\_/3

\_\_\_\_\_ Rosa Parks is born.

\_\_\_\_\_ She moves to her grandparent's farm.

\_\_\_\_\_ Her parents often argue.

\_\_\_\_\_ Her father moves away.

\_\_\_\_\_ Rosa learns to read when she is four years old.

\_\_\_\_\_ She helps on her grandparent's farm.

\_\_\_\_\_ Rosa goes to a school for black children.

\_\_\_\_\_ She does not understand why everything is so unfair for blacks.

5. *What is the problem in the book?* \_\_\_\_\_/1

\_\_\_\_\_ The law says black children and white children have to go to separate schools.

\_\_\_\_\_ Rosa does not understand why everything is so unfair for blacks.

**Inferential Questions:**

6. *How does Rosa Parks feel about the segregation laws in the south?* \_\_\_\_\_/2

7. *What do you think is going to happen next? Why do you think that?* \_\_\_\_\_/2

8. *What do you think the word **segregation** means? Why do you think that?* \_\_\_\_\_/2

**Total Comprehension:** \_\_\_\_\_ / 15