

Reader's Name _____ Date _____

Excerpt from *Bud Not Buddy Bud Not Buddy* by Christopher Paul Curtis

Book Introduction:

Say this to the reader before they begin reading the text. "In this book, a young boy named Bud is an orphan. An orphan is someone who has no parents. He lives with other orphans in an orphanage. Please read aloud the first section. Continue reading on in your head when you get to this line. After you finish reading I will ask you to retell what you read and you will answer a few questions about the text. "

During & after the running record, you may make these observations & notes to inform instruction:

- Self-corrects;
- Pauses while reading to think;
- Uses more than one strategy to figure out unfamiliar words
- Uses word parts to solve unfamiliar words (prefixes, suffices, endings, etc.);
- Miscues make sense;
- Miscues fit the syntax or structure of the sentence;
- Miscues look similar to words in the text;
- Figures out the meaning of unfamiliar words- if the child mispronounces a word during the running record ask the child if they know the meaning of the word once they finish reading the excerpt.

Running Record; For the first 100 words, record the miscues and self-corrections. Later you may code them using miscue analysis (MSV). Stop when the child has made 5 errors and go back to the previous level.

HERE WE GO AGAIN.

We were all standing in line waiting for breakfast when one of the caseworkers came in and *tap-tap-taped* down the line. Uh-oh, this meant bad news, either they'd found a foster home for somebody or somebody was about to be paddled. All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little firecrackers going off on the wooden floor.

Shoot! She stopped at me and said, "Are you Buddy Caldwell?"

I said, "It's Bud, not Buddy, ma'am."

She put her hand on my shoulder and took me out of

(Reader may continue silently from this point on)

line. Then she pulled Jerry, one of the littler boys, over. "Aren't you Jerry Clark?" He nodded.

"Boys, good news! Now that the school year has ended, you both have been accepted in new temporary-care homes starting this afternoon!"

Jerry asked me the same thing I was thinking. "Together?"

She said, "why, no. Jerry, you'll be in a family with three little girls--"

Jerry looked like he'd just found out that they were going to dip him in a pot of boiling milk.

"-- and Bud--" She looked at some papers she was holding. "Oh, yes, the Amoses, you'll be with Mr. And Mrs. Amos and their son, who's twelve years old, that makes him just two years older than you, doesn't it, Bud?"

"Yes, ma'am."

She said, "I'm sure you'll both be very happy."

Me and Jerry looked at each other.

The woman said "Now, now, boys, no need to look so glum. I know you don't know what it means, but there is a depression going on all over this country. People can't find jobs and these are very, very difficult times for everybody. We've been lucky enough to find two wonderful families to open their doors for you. I think it's best that we show our new foster families that we're very--"

She dragged out the word *very*, waiting for us to finish the sentence.

Jerry said, "Cheerful, helpful and grateful." I moved my lips and mumbled.

Total miscues: ___ Self corrections: ___	Accuracy rate: circle the number of miscues the reader did not self-correct				
	100%	99%	98%	97%	96%
	0 errors	1 error	2 errors	3 errors	4 errors
96%-100% accuracy is necessary to determine a child's independent reading level. Try a lower level if the reader made five or more miscues.					

Literal Retell: Say, "Please retell or summarize what you just read." Write notes of the reader's retell on the back of the page.

- Comprehension Questions:**
- 1. Literal Question:** What news did the caseworker bring to Bud?
 - 2. Inferential Question:** Why are the boys looking glum?
 - 3. Inferential Question:** What obstacles do you think orphans face?