

Running Records in K-3

9-27-16 PD

Anticipation Guide - index card

1. A Running Record should be done for every student every week. Agree / disagree
2. I can get as much value from a running record done by someone else. Agree / disagree
3. Phonemic awareness and phonics can be a part of the guided reading process. Agree / disagree
4. Groups should change periodically according to data. Agree / disagree
5. Round robin reading is a good guided reading practice. Agree / disagree
6. The teacher's job during guided reading is to listen to the students read. Agree / disagree

Why?

“Reading is essential to becoming a life long learner. Students have to be able to read, analyze, and apply complex texts. Reading has to become more than fictional reading. Students must be able to be read technical sources as well. One of the major goals in education is assisting students in achieving these tasks.”

-Mr. Sichtung

--Gives a multitude of valuable information about your beginning readers when you do the RR yourself: -Another piece of data for progress monitoring and fidelity. Documents reading progress over time.

--FSC goal - 90% of students reading on or above grade level

--School Improvement Goals - ISTEP Benchmarks

*Early intervention is the key in getting our kids on the right track

Standard procedure for scoring for interpretation of shared records:

"A bee!" said Baby Bear.

✓ ✓ ✓ ✓ ✓

"Where is he going?"

✓ ✓ ✓ ✓

The bee went into a tree.

✓ ✓ ✓ ✓ ✓	bush	R	SC
	tree		

Baby Bear looked in the tree.

✓ ✓ looks	SC ✓	a	R	SC ✓
looked		the		

"Honey!" said Baby Bear.

✓ ✓ ✓ ✓

"Honey for me! Thank you,

✓ ✓ ✓ ✓ ✓

bee."

✓

Comment on prosody:
Sounding out, thinking
aloud, phrasing,
expression, personal
reactions

Center 1 - Taking a Running Record

— — —
{How often? More frequent for lower readers

- Emergent readers (Levels aa through G): every 2 to 4 weeks.
- Upper emergent readers (Levels H through K): every 4 to 6 weeks.
- Early fluent readers (Levels L through O): every 6 to 8 weeks
- Fluent readers (Levels P and beyond): every 8 to 10 weeks

{Video recording on iPad or at Guided Reading table...Literably (only 5 free/mo.)

{Text at instructional level. McGraw-Hill Fluency Assessment book. Consider also STAR SS & GE. Cold read or book read once or twice.

{Intervene as little as possible. Wait 3-5 seconds before telling or say, "Try it."

At the Farm—<https://www.youtube.com/watch?v=dQtLFZHWP88>

Analysis—<https://www.youtube.com/watch?v=m7qhJZzuiLQ> to 9:35

*The more
you do
them, the
easier they
get.*

After the Reading

— — —

~ Ask provided comprehension questions

~ Have the child do an oral retelling of the story. Ask the child to close the book and then tell you about the story in as much detail as she or he can remember. Use prompts such as "Tell me more about (character x)" or "What happened after..." if the child gets struggles to initiate the retell. Ask yourself, "Does the child's retelling demonstrate minimal, adequate, or very complete and detailed understanding of the text?"

Center 2, part 1 - Scoring a Running Record

Error Ratio

Error rate is expressed as a ratio and is calculated by dividing the total number of words read by the total number of errors made

Total errors/words read = Error rate

Accuracy Rate

Accuracy rate is expressed as a percentage. You can calculate the accuracy rate by using the following formula:

$(\text{Total words read} - \text{total errors}) / \text{total words read} \times 100 = \text{Accuracy rate (\%)}$.

Self-correction Ratio

Self-correction is expressed as a ratio and is calculated by using the following formula:

Self-correction/(errors + self-correction) = 1:___ Self-correction rate

Center 2, part 2 - Analyzing Meaning, Structure, and Visual (M-S-V)

Up to the point of error:

M-Meaning (Semantic); Does it make sense with the story?

S-Structure (Syntax); Can we say it that way?

V-Visual (Graphophonemic); Does it look right? (The word, not the picture)

Circle or write letter if the child's error showed that the child could have used meaning, structure, or visual info.

Center 3 - Using the Data to Plan Instruction/ Intervention

**After each running record, a teacher can choose a teaching point, using the student's errors as an immediate opportunity for learning. Mistakes lead students to new learning and teachers to new understanding of students.

*Phonological Awareness -

<http://learningattheprimarypond.com/blog/phonological-awareness-interventions-for-struggling-readers/>

*Phonics - <http://learningattheprimarypond.com/blog/phonics-interventions-for-struggling-readers-in-k-2/>

*Decoding - <http://learningattheprimarypond.com/blog/decoding-difficulties-in-beginning-readers/>

<http://learningattheprimarypond.com/blog/how-to-teach-decoding-strategies-to-struggling-readers/>

*Volume reading -

<http://learningattheprimarypond.com/blog/how-to-give-struggling-readers-more-practice-time/>

*Intervention Central

<http://www.interventioncentral.org/academic-interventions/reading-fluency/error-correction-word-drill-techniques>

[es](#)

*Other: C.A.F.E. & Prompting, modeling, record & listen

Resources

<http://learningattheprimarypond.com/blog/how-to-analyze-running-records/>

<http://learningattheprimarypond.com/blog/decoding-difficulties-in-beginning-readers/>

<https://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>

http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/passport-to-literacy-training-for-prek_2_20150925154739_194566.pdf?sfvrsn=2

<http://www.learnnc.org/lp/editions/readassess/984>

<http://www.readingroyalty.com/2014/12/analyzing-running-records-msv-made-easy.html>

The Continuum of Language Learning (1 per grade level)