

A detailed illustration of a young child with brown hair, peeking over a dark ledge. The child's face is partially visible, showing a large, expressive eye and a small hand gripping the edge. The background is a textured, teal-blue wall.

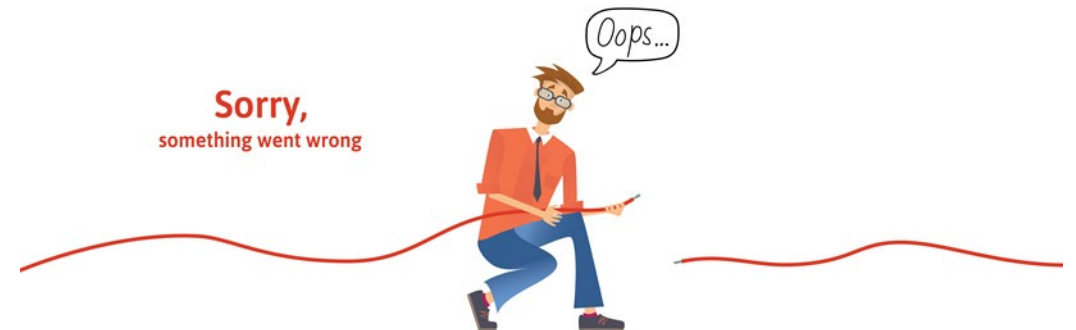
RUNNING RECORDS TO THE RESCUE!



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ADDRESSING THE “WHAT-IFS”

- What if Christel loses internet connection? ... check back in 5 mins using the same Zoom link. If the session is not up, then watch your email for directions.
- What if there is a lot of background noise at your house? ... keep yourself on mute or Christel will mute you! LOL (This is the best part of virtual teaching)
- What if you did not get a Google Doc or Form emailed to you, send Nicole Ireland a message in the Chat box.
- What if you get kicked out and need to be let in but everyone is in a breakout room ... text **561 596-9039**.



MEET DIANE OWENS, SPECIALIST



- Contact Diane if you have questions regarding private school services or payment:
diane.owens@palmbeachschools.org



RESOURCES FOR TODAY

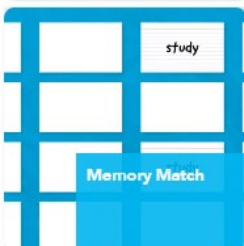
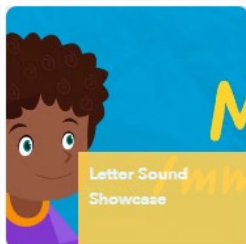
- Log in to www.connectedclass.com
- Go to ***Resource Room***
- Click on ***Onsite Trainings***
- Open ***Running Records To The Rescue!***
- ***Direct Connect***
- ***Learning Link***





FOLLOW-UP

How To Use Learning Link (PDF)



Math	▼
Literacy	▼
Standards	▼

HOW TO USE LEARNING LINK

LEARNING LINK LOG

MANAGE STUDENT LIST

SCHEDULED VIDEO LOG

TEACHER RESOURCES



In-Service Follow-Up Option IV

Training Session:

Directions:

Connect to parents and families based on student need using Learning Link on Connected Class. Complete the following to earn three in-service points:

- Set-up your student list for [Learning Link](#). [Directions for set-up](#).
- Select two videos and teach the concepts to some or all of your students.
- Send the videos you used with the students to their families and encourage them to play the game, strategy or activity at home.
- Collect the following evidence and email it to Katie when you are complete:
 - Take a screen shot of your student list. You can use your phone to take the photo.
 - Answer these questions:
 - What videos did you use?
 - How many of your parents participated?
 - Did you see increased student achievement? Explain.

Please submit via email katie@connectedclass.com
no later than 30 days after the training date.

Three In-Service Points will be awarded for this option.

LEARNING INTENTIONS

- **Discuss** the benefits of running records
- **Engage** in running record practice (coding)
- **Explore** basic analysis of running records
- **Determine** ways to use information for running records to match students to text and use prompts to help guide students as they read
- **Discuss** how running records support ESE students
- **Determine** how to get parents involved





SUCCESS CRITERIA

- I can code students' reading behaviors using running records and discuss the results.



AN IMPORTANT NOTE ABOUT TODAY'S FOCUS

The main purpose of today's session is to provide an introduction to running records and the basics of scoring them. After today's session, you will probably not walk away feeling like an expert at using them. Continue to practice taking running records and take full advantage of all opportunities to listen to and observe students while they are reading continuous text. You will begin to become more aware of student reading behaviors, the level of difficulty of text they are able to read, and ways that you can prompt them while reading.

LET'S START BY REFLECTING

- Aside from standardized tests, in what ways do you currently assess your students' reading?
- What information do you get from these assessments?
- When thinking about the information you gain from these assessments, what additional information do you feel you need?



Reflection

Form description

Name *

Short answer text

Have you ever used a Reading Running Record? *

☐ Yes

☐ No

A FEW POPULAR WAYS TO ASSESS READING



- letters
- sounds
- words in isolation
- comprehension questions
- fluency probes

What about an assessment that allows teachers to get a picture of students' reading behaviors and strategy-use WHILE they are reading?

RUNNING RECORDS

- An assessment tool that provides insight into a student's reading WHILE it is happening.
- Originally developed by Marie Clay (also founder of Reading Recovery)
- Students orally read a piece of continuous text
- Teacher sits next to students and record reading behaviors and observations as the students reads (this is a one-to-one assessment)
- Teacher is able to use information to immediately plan instruction.
- Running records are formative assessments





PURPOSE OF RUNNING RECORDS

“The prime purpose of a Running Record is to understand more about how children are using what they know to get to the messages of the text, or in other words, what reading processes they are using.”

(Running Records for Classroom Teachers, 2020)

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BENEFITS OF RUNNING RECORDS

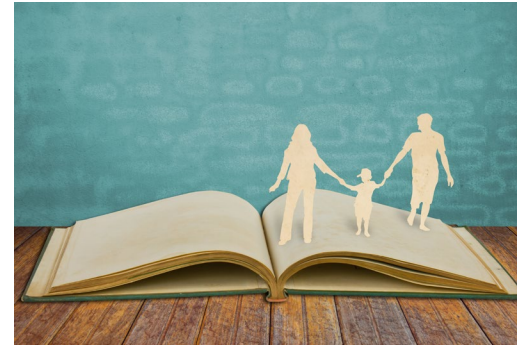
For Teachers:



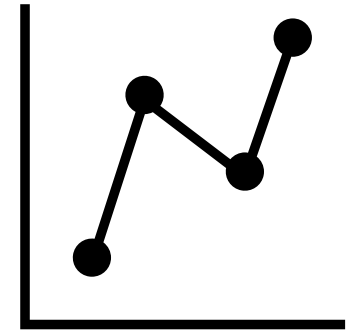
Get a detailed picture of students' reading development



Make informed teaching and text decisions



Report to parents



Monitor student learning over time

For Students:



Receive support based on their strengths and next steps in learning

RUNNING RECORDS

[illegible]

Story Progress

Recording Form

The Nice Little House • Level 2 • Fiction

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this story, each animal went into a little house and said, "What a nice little house!"
 Read to find out what happened when all the animals went in.

Source information used

Page	Text	The Nice Little House (oral C, R, W): Un	E	SC	E			SC		
					M	S	N	M	S	N
1	The horse went in the little house. "What a nice little house!" said the horse.									
4	The cow went in the little house. "What a nice little house!" said the cow.									
6	The pig went in the little house. The pig said,									
Continued										

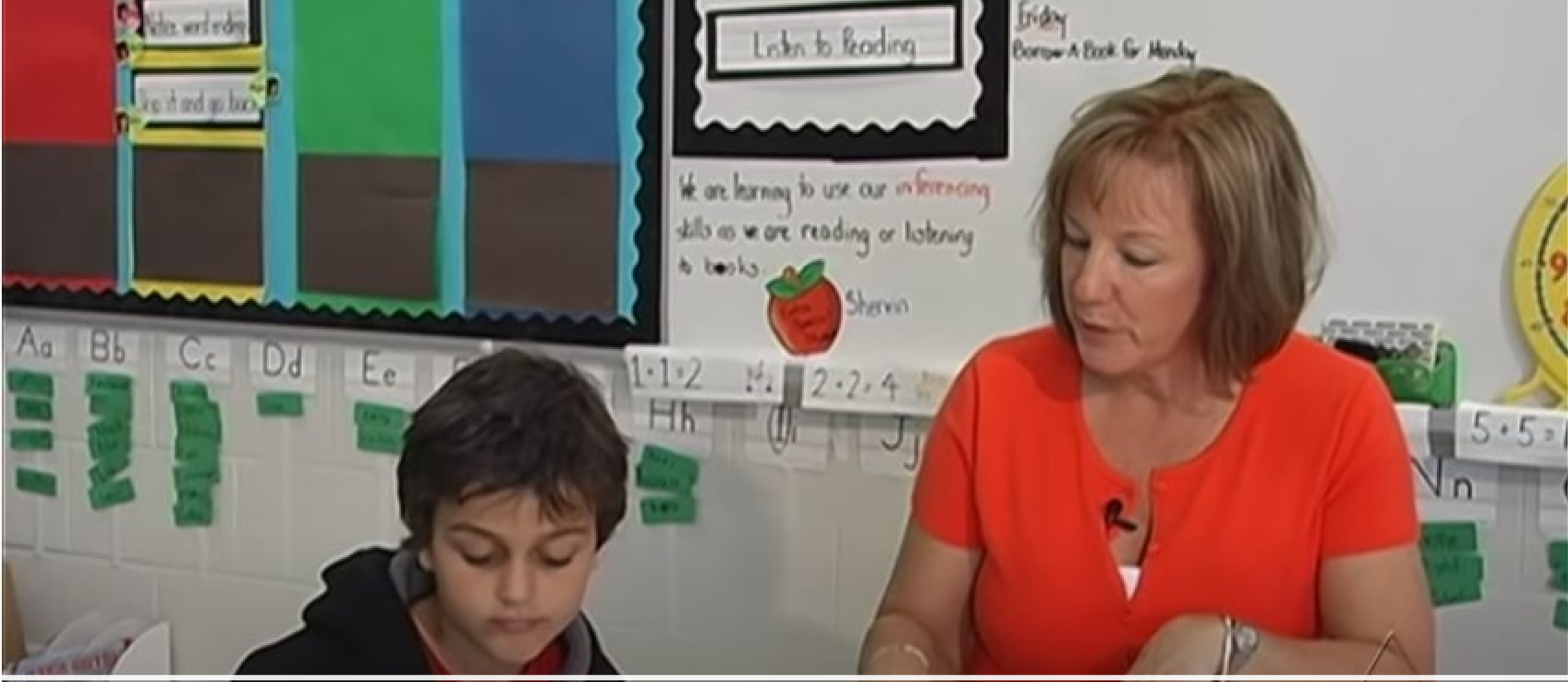
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TAKING A RUNNING RECORD

- Use standard coding system
- Note as many behaviors/observations as possible
- Do not intervene or teach while the student is reading
- Students read a meaningful passage of 100-200 words or the entire book (if the book is less than 100 words)
- After the reading, make some notes on how the reading sounded (smooth and phrased, word by word, phrased and choppy, etc.).
- After the reading, have the student provide a retell.





LET'S WATCH AND DISCUSS

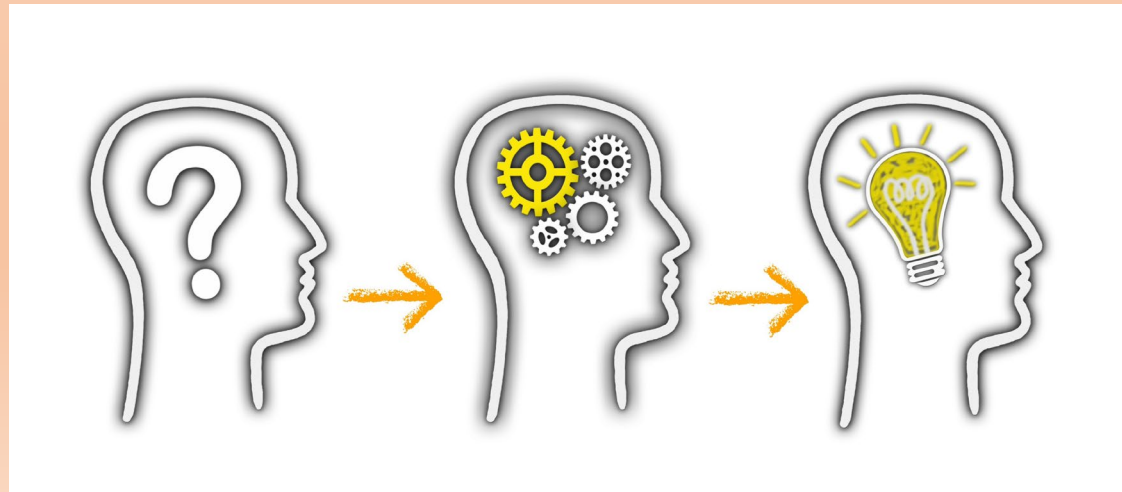


0:00 / 2:21



THINK AND TALK...

1. What did you observe the teacher doing?
2. What behaviors/observations did you note while the student was reading?
3. What did you learn about the student as a reader?



SKILLED RECORD-TAKING



- Conduct the assessment in a natural and relaxed environment.
- Read the title of the book to the student (do not code)
- Sit beside the student as they read
- Observe and record everything the student does and what they say
- Score and analyze the Running Record
- Video or audio recording of the reading is discouraged

TWO WAYS TO DO A RUNNING RECORD

1

COLD read – student reads text not previously seen

- Generally used at intervals during the year (fall, winter, spring)
- Best way to assess students' current reading ability (what a student can do without teacher)
- Can help determine students' current text levels (independent, instructional, hard)

2

WARM read – student reads text used previously (generally the day before) for instruction

- Good progress monitoring tool to help check student's responses to small group/guided reading/intervention teaching
- Shows how students are taking on new reading behaviors and applying what they are learning to reading texts
- Higher accuracy and improved fluency would be expected

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RUNNING RECORD CONVENTIONS

Behavior	Notation	Example
Correct response	Mark every word read correctly with a check mark.	✓ ✓ ✓ ✓ ✓ Can you see my eyes?
Substitution	Write the spoken word above the word in the text.	✓ ✓ ✓ the ✓ Can you see my eyes?
Omission	Place a dash above the word left out.	✓ ✓ ✓ _ ✓ Can you see my eyes?
Insertion	Insert the added word and place a dash below it (or use a caret).	✓ ✓ ✓ ✓ big ✓ Can you see my eyes?
Attempt	Write each attempt above the word in the text.	✓ ✓ ✓ ✓ e-ey Can you see my eyes?
Repetition	Write R after the repeated word/phrase and draw an arrow back to the beginning of the repetition.	✓ ✓ ✓ ✓ R ✓ Can you see my eyes?
Appeal* (asks for help)	Write A above the appealed word.	✓ ✓ ✓ A ✓ Can you see my eyes?
Told word	Write T beside the word supplied for the reader.	✓ ✓ ✓ _ T ✓ Can you see my eyes?
Self-correction	Write SC after the corrected word.	✓ ✓ ✓ the/SC ✓ Can you see my eyes?

*An appeal for help from the child is turned back to the child for further effort (e.g., Say: You try it. If the child is unsuccessful, the word is teacher-given (told word)).



YOU TRY IT!

Mary had a little lamb.

Its fleece was white as snow.

and everywhere

that Mary went

the lamb was sure to go.

Record behaviors
here



CORRECT RESPONSE (ACCURATE READING)

Correct response	Mark every word read correctly with a check mark.	✓ ✓ ✓ ✓ ✓ Can you see my eyes?
------------------	---	-----------------------------------

Correct (Accurate Response)	
Mary had a little lamb.	
Its fleece was white as snow.	
and everywhere	
that Mary went	
the lamb was sure to go.	

Correct (Accurate Response)

Mary had a little lamb.

✓ ✓ ✓ ✓ ✓

Its fleece was white as snow.

✓ ✓ ✓ ✓ ✓ ✓

and everywhere

✓ ✓

that Mary went

✓ ✓ ✓

the lamb was sure to go.

✓ ✓ ✓ ✓ ✓ ✓

SUBSTITUTION

Substitution

Write the spoken word above the word
in the text.

✓✓✓ the ✓
Can you see my eyes?

Substitution

Mary had a little lamb.

Its fleece was white as snow.

and everywhere

that Mary went

the lamb was sure to go.

Substitution

Mary had a little lamb.

✓ ✓ ✓ ✓ ✓

Its fleece was white as snow.

✓ face
fleece ✓ ✓ ✓ ✓

and everywhere

✓ ✓

that Mary went

✓ ✓ ✓

the lamb was sure to go.

that
the ✓ ✓ ✓ grow
go

OMISSION

Omission

Place a dash above the word left out.

✓ ✓ ✓ ✓
Can you see my eyes?

Omission

Mary had a little lamb.

Its fleece was white as snow.

and everywhere

that Mary went

the lamb was sure to go.

Omission

Mary had a little lamb.

✓ ✓ ✓ little ✓

Its fleece was white as snow.

✓ ✓ ✓ ✓ ✓ ✓

and everywhere

✓ ✓

that Mary went

that ✓ ✓

the lamb was sure to go.

✓ ✓ ✓ ✓ ✓ ✓

INSERTION

Insertion

Insert the added word and place a dash below it (or use a caret).

✓ ✓ ✓ ✓big ✓
Can you see my eyes?

Insertion

Mary had a little lamb.

Its fleece was white as snow.

and everywhere

that Mary went

the lamb was sure to go.

Insertion

Mary had a little lamb.

✓ ✓ ✓ very ✓ ✓

Its fleece was white as snow.

✓ ✓ ✓ ✓ ✓ ✓

and everywhere

✓ ✓ she

that Mary went

✓ ✓ ✓

the lamb was sure to go.

✓ ✓ ✓ ✓ ✓ ✓

ATTEMPT

Attempt	Write each attempt above the word in the text.	✓ ✓ ✓ ✓ e-ey Can you see my eyes?
---------	--	--------------------------------------

Attempt	
Mary had a little lamb.	
Its fleece was white as snow.	
and everywhere	
that Mary went	
the lamb was sure to go.	

Attempt

Mary had a little lamb.

✓ ✓ ✓ 1-li-lit ✓

Its fleece was white as snow.

✓ ✓ ✓ ✓ ✓ ✓

and everywhere

✓ ev-every ✓

that Mary went

✓ ✓ ✓

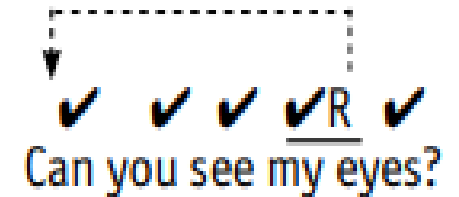
the lamb was sure to go.

✓ ✓ ✓ ✓ ✓ ✓

REPETITION

Repetition

Write R after the repeated word/phrase
and draw an arrow back to the
beginning of the repetition.


Can you see my eyes?

Repetition

Mary had a little lamb.

Its fleece was white as snow.

and everywhere

that Mary went

the lamb was sure to go.

Repetition

Mary had a little lamb.

✓ ✓ ✓ ✓ ✓

Its fleece was white as snow.

✓ ✓ ✓^R ✓ ✓ ✓

and everywhere

✓ ✓

that Mary went

✓ ✓ ✓

the lamb was sure to go.

✓ ✓ ✓ ✓^R ✓ ✓

APPEAL AND TOLD

Appeal* (asks for help)	Write A above the appealed word.	✓ ✓ ✓ <u>A</u> ✓ Can you see my eyes?
Told word	Write T beside the word supplied for the reader.	✓ ✓ ✓ <u> </u> ✓ Can you see my Teyes?

*An appeal for help from the child is turned back to the child for further effort (e.g., Say: *You try it*. If the child is unsuccessful, the word is teacher-given (told word)).

Appeal and Told

Mary had a little lamb.

Its fleece was white as snow.

and everywhere

that Mary went

the lamb was sure to go.

Appeal and Told

Mary had a little lamb.

✓✓✓✓✓

Its fleece was white as snow.

✓ fleece ✓✓✓✓

and everywhere

✓ ^A everywhere ✓

that Mary went

✓✓✓

the lamb was sure to go.

✓✓✓✓✓✓

SELF-CORRECTION

Self-correction

Write SC after the corrected word.

✓ ✓ ✓ the/SC ✓
Can you see my eyes?

Self-Correction

Mary had a little lamb.

Its fleece was white as snow.

and everywhere

that Mary went

the lamb was sure to go.

Self-Correction

Mary had a little lamb.

✓ ✓ ✓ ✓ ✓

Its fleece was white as snow.

✓ face/sc
fleece ✓ ✓ ✓ ✓

and everywhere

✓ everyone ^{sc}
everywhere

that Mary went

✓ ✓ ✓

the lamb was sure to go.

✓ ✓ ✓ ✓ ✓ ✓

CUMULATIVE PRACTICE

Behavior	Notation	Example
Correct response	Mark every word read correctly with a check mark.	✓ ✓ ✓ ✓ ✓ Can you see my eyes?
Substitution	Write the spoken word above the word in the text.	✓ ✓ ✓ the ✓ Can you see my eyes?
Omission	Place a dash above the word left out.	✓ ✓ ✓ _ ✓ Can you see my eyes?
Insertion	Insert the added word and place a dash below it (or use a caret).	✓ ✓ ✓ ✓ big ✓ Can you see my eyes?
Attempt	Write each attempt above the word in the text.	✓ ✓ ✓ e-ey ✓ Can you see my eyes?
Repetition	Write R after the repeated word/phrase and draw an arrow back to the beginning of the repetition.	✓ ✓ ✓ R ✓ Can you see my eyes?
Appeal* (asks for help)	Write A above the appealed word.	✓ ✓ ✓ A ✓ Can you see my eyes?
Told word	Write T beside the word supplied for the reader.	✓ ✓ ✓ T ✓ Can you see my eyes?
Self-correction	Write SC after the corrected word.	✓ ✓ ✓ the/SC ✓ Can you see my eyes?

*An appeal for help from the child is turned back to the child for further effort (e.g., Say: You try it. If the child is unsuccessful, the word is teacher-given (told word)).

Cumulative Practice

Mary had a little lamb.

Its fleece was white as snow.

and everywhere

that Mary went

the lamb was sure to go.

Cumulative Practice

Mary had a little lamb.

✓ ✓ ✓ like/sc
little ✓

Its fleece was white as snow.

✓ ✓ ✓ wet
white ✓ ✓

and everywhere

✓ ev-ev-✓
everywhere

that Mary went

✓ ✓ ✓

the lamb was sure to go.

✓ ✓ would
was ✓ to ✓



LEARNING INTENTIONS

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Cumulative Practice

Mary had a little lamb.

✓✓✓ $\frac{\text{like} / \text{sc}}{\text{little}}$ ✓

Its fleece was white as snow.

✓✓✓ $\frac{\text{wet}}{\text{white}}$ ✓✓

and everywhere

✓ $\frac{\text{ev-ev}}{\text{everywhere}}$ ✓_R

that Mary went

✓ ✓ ✓

the lamb was sure to go.

✓✓ $\frac{\text{would}}{\text{was}}$ — — ✓
↑ Substitution ↓ ↓
omission

The lamb would go

→
I said

Mary had a little lamb.

Its fleece was white as snow.

and everywhere

that Mary went

the lamb was sure to go.

✓ ✓ ✓ $\frac{\text{like}}{\text{little}}$ ⁵⁰ ✓

✓ ✓ ✓ $\frac{\text{wet}}{\text{white}}$ ✓ ✓

✓ $\frac{\text{ev-ev}}{\text{everywhere}}$ ✓

✓ ✓ ✓

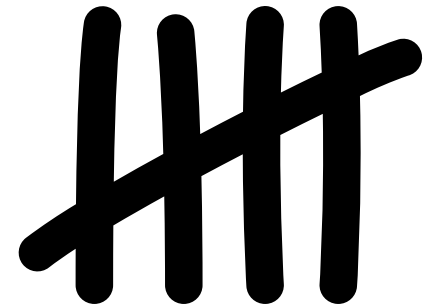
✓ ✓ $\frac{\text{would}}{\text{was}}$ ✓ $\frac{-}{\text{to}}$ ✓

RUNNING RECORD

RUNNING RECORD SHEET					
Name: <u>Kim</u>		Date: _____	D. of B.: _____	Age: _____ yrs _____ mths	
School: <u>ABC</u>		Recorder: _____			
Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio	
Easy _____	_____	1: _____	_____ %	1: _____	
Instructional _____	_____	1: _____	_____ %	1: _____	
Hard _____	_____	1: _____	_____ %	1: _____	
Directional movement _____					
Analysis of Errors and Self-corrections					
Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]					
Easy _____					
Instructional _____					
Hard _____					
Cross-checking on information (Note that this behaviour changes over time)					
Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used: E MSV	SC MSV
1	✓ ✓ ✓ <u>like</u> /sc little ✓				
2	✓ ✓ ✓ <u>wet</u> white ✓ ✓				
3	✓ <u>ev-ev</u> ✓ everywhere k				
4	✓ ✓ ✓				
5	✓ ✓ <u>would</u> was ✓ <u>to</u> ✓				

QUANTITATIVE SCORING

- Count the words in the text (do not count words in the title)
- Count the errors
- Count the self-corrections
- Calculate the Error Ratio, the Accuracy Rate, and the Self-Correction Rate



COUNT THE TOTAL WORDS (TW)

Mary had a little lamb.

Its fleece was white as snow.

And everywhere

that Mary went

The lamb was sure to go.

22



SCORING A RUNNING RECORD

Count as one error:	Do not count:
• Substitutions	• Self-corrections
• Omissions	• Repetitions
• Incorrect attempt	• Correct attempts
• Unsuccessful appeals	• Successful appeals
• Told words	• Words pronounced differently in a child's dialect or accent
• Insertions	

COUNT THE TOTAL ERRORS (TE) AND SELF-CORRECTIONS (SC)

Page	Title	E	SC	Information used	
				E MSV	SC MSV
1	✓ ✓ ✓ <u>like</u> /sc little ✓				
2	✓ ✓ ✓ <u>wet</u> white ✓ ✓				
3	✓ <u>ev-ev</u> ✓ everywhere ^r				
4	✓ ✓ ✓				
5	✓ ✓ <u>would</u> was ✓ <u>to</u> ✓				

Record
here.

Count as one error:	Do not count:
• Substitutions	• Self-corrections
• Omissions	• Repetitions
• Incorrect attempt	• Correct attempts
• Unsuccessful appeals	• Successful appeals
• Told words	• Words pronounced differently in a child's dialect or accent
• Insertions	

- 3 errors
- 1 self-correction

CHECK IT



Page	Title	E	SC	Information used	
				E MSV	SC MSV
1	✓ ✓ ✓ <u>like</u> /sc little ✓		1		
2	✓ ✓ ✓ <u>wet</u> white ✓ ✓	1			
3	<div> <div> ↓ ✓ </div> <div> <u>ev-ev</u> ✓ everywhere </div> </div>				
4	✓ ✓ ✓				
5	✓ ✓ <u>would</u> was ✓ <u>to</u> ✓	2			

Count as one error:	Do not count:
• Substitutions	• Self-corrections
• Omissions	• Repetitions
• Incorrect attempt	• Correct attempts
• Unsuccessful appeals	• Successful appeals
• Told words	• Words pronounced differently in a child's dialect or accent
• Insertions	

QUANTITATIVE FORMULAS

Accuracy Rate (%)

Used to help determine whether a text is at a child's independent level, instructional level, or hard level.

(TW - Error)

TW X 100

TW = total words

TE = total errors

SC = self-corrections

Error Rate (1:___)

For each error made, the child read ___ words correctly.

TW

TE

TW = 22

TE = 3

SC = 1

Self Correction Rate (1:___)

The child corrects every 1 out of ___ errors.

E + SC

SC

QUANTITATIVE FORMULAS

Accuracy Rate (%)

Used to help determine whether a text is at a child's independent level, instructional level, or hard level.

$$\frac{(22 - 3)}{22} \times 100 = 86\%$$

TW = total words

TE = total errors

SC = self-corrections

Error Rate (1:__)

For each error made, the child read 7 words correctly.

$$\frac{22}{3} = 1:7$$

$$TW = 22$$

$$TE = 3$$

$$SC = 1$$

Self Correction Rate (1:__) - A

The child corrects every 1 out of 4 errors.

$$\frac{3+1}{1} = 1:4$$

ACCURACY RATES AND LEVEL OF TEXT DIFFICULTY

Some general guidelines...

<u>EASY TEXT</u>	<u>APPROPRIATE INSTRUCTIONAL TEXT</u>	<u>CHALLENGING INSTRUCTIONAL TEXT</u>	<u>HARD TEXT</u>
<ul style="list-style-type: none">• 96-100%• Appropriate for Independent Reading	<ul style="list-style-type: none">• 93-95%• Appropriate for Instructional Reading (Small Group/Guided Reading)	<ul style="list-style-type: none">• 90-92%• May be appropriate for Instructional Reading (Small Group/Guided Reading) with more direct support	<ul style="list-style-type: none">• Below 90%• Not appropriate for Independent or Instructional Reading• Appropriate for Read Aloud

Based on the results of our running record, what would you do next? How is this information useful?

QUALITATIVE ANALYSIS

While the quantitative analysis provides teachers with valuable information, perhaps even more valuable is the information gained from a qualitative analysis.

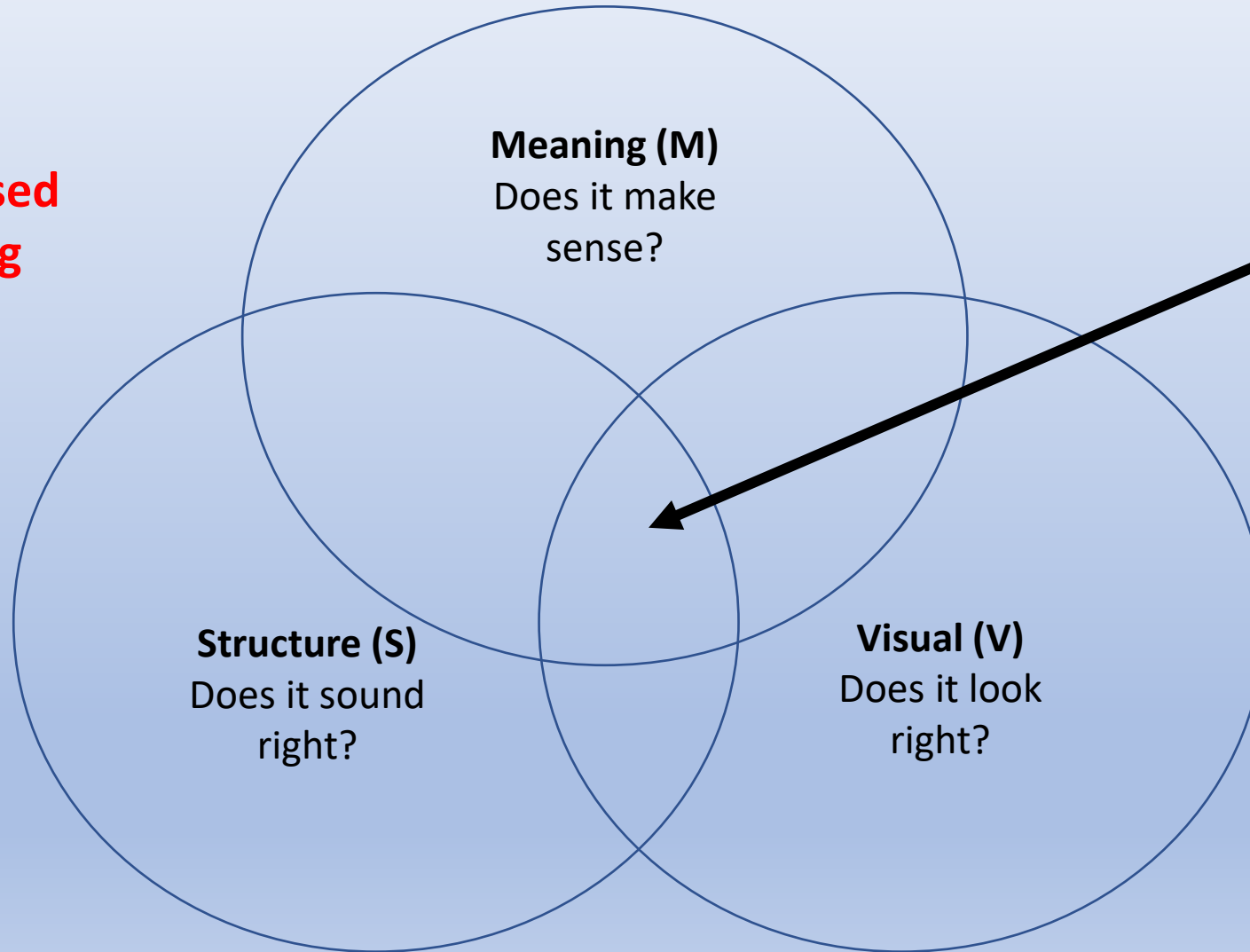
This type of analysis takes a look at the strategies, cues, and behaviors students are using.

For this analysis, we look at the sentence up to the error and ask:

“What led the student to do or say that?”

READING CUEING SYSTEMS

Types of
information used
when reading



Proficient Reading
Proficient readers
integrate all sources of
information when
reading.

ANALYZING USE OF CUEING SYSTEMS

Page	Title	E	SC	Information used	
				E MSV	SC MSV
1	✓ ✓ ✓ <u>like/sc</u> little ✓		1	M S V	M S V
2	✓ ✓ ✓ <u>wet</u> white ✓ ✓	1		M S V	
3	✓ <u>ev-ev ✓</u> everywhere				
4	✓ ✓ ✓				
5	✓ ✓ <u>would</u> was ✓ <u>to</u> ✓	2		M S V M S V	

Mary had a little lamb.

Its fleece was white as snow.

And everywhere

that Mary went

The lamb was sure to go.

ANALYZING USE OF CUEING SYSTEMS

Page	Title	E	SC	Information used	
				E MSV	SC MSV
1	✓ ✓ ✓ <u>like</u> / SC <u>little</u> ✓		1	M S V	M S V
2	✓ ✓ ✓ <u>wet</u> <u>white</u> ✓ ✓	1		M S V	
3	✓ <u>ev-ev</u> ✓ <u>everywhere</u> ✓				
4	✓ ✓ ✓				
5	✓ ✓ <u>would</u> ✓ <u>to</u> ✓ <u>was</u>	2		M S V M S V	

Mary had a little lamb.

Its fleece was white as snow.

And everywhere

that Mary went

The lamb was sure to go.

ANALYZING USE OF CUEING SYSTEMS

Page	Title	E	SC	Information used	
				E MSV	SC MSV
1	✓ ✓ ✓ <u>like</u> / SC little ✓		1	M S V	M S V
2	✓ ✓ ✓ <u>wet</u> white ✓ ✓	1		M S V	
3	✓ <u>ev-ev</u> ✓ everywhere				
4	✓ ✓ ✓				
5	✓ ✓ <u>would</u> was ✓ <u>to</u> ✓	2		M S V	

Mary had a little lamb.

Its fleece was white as snow.

And everywhere

that Mary went

The lamb was sure to go.

ANALYZING USE OF CUEING SYSTEMS

Page	Title	E	SC	Information used	
				E MSV	SC MSV
1	✓ ✓ ✓ <u>like/sc</u> little ✓		1	M S V	M S V
2	✓ ✓ ✓ <u>wet</u> white ✓ ✓	1		M S V	
3	✓ <u>ev-ev ✓</u> everywhere				
4	✓ ✓ ✓				
5	✓ ✓ <u>would</u> was ✓ <u>to</u> ✓	2		M S V	

Mary had a little lamb.

Its fleece was white as snow.

And everywhere

that Mary went

The lamb was sure to go.

ADDITIONAL NOTATIONS AND ANALYSIS

Remember that at the end of the running record, you should make notations about how the reading sounded and ask the student to retell/recall what they read.

- Was the text reading pace good, slow, fast?
- Was the reading word-by-word, in phrases (smooth or choppy)?
- What intonation/expression did you note?
- How did this reading differ from previous readings?
- Was the retell/recall excellent, satisfactory, poor?
Did the student get the gist of the text – critical level of understanding or surface?





LEARNING INTENTIONS

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- **Discuss** how running records support ESE students
- **Determine** how to get parents involved



The Bicycle

The clown got on
and the lady got on
and the boy got on
and the girl got on
and the bear got on
and the bicycle got...
squashed.

The Bicycle

The clown got on
and the lady got on
and the boy got on
and the girl got on
and the bear got on
and the bicycle got...
squashed.

The Bicycle

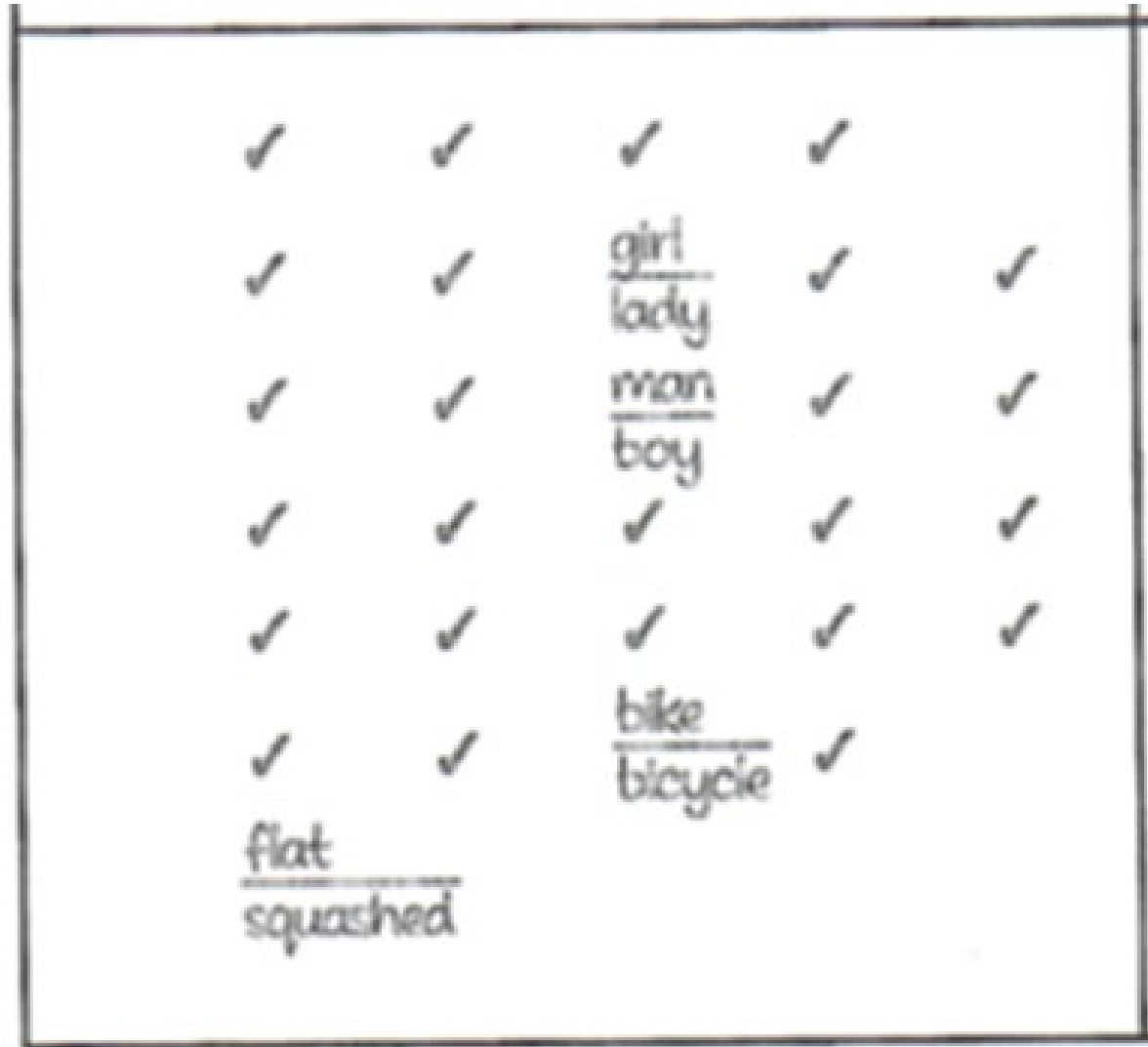
Title				
✓	✓	✓	✓	
✓	✓	lake	✓	✓
		lady		
✓	✓	box	✓	✓
		boy		
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓
✓	✓	bill		
		bicycle	✓	
square				
squashed				

The Bicycle

The clown got on
and the lady got on
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The Bicycle

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ACTIVITY

In small groups, take a look at these two running records on the same text.

- What do you notice about the results? What different supports do each of the students need?
- Which student would you be more concerned about as a reader? Why?

- Two different students
- Same text
- Same accuracy rate

Text from the Running Record

The Bicycle

The clown got on
and the lady got on
and the boy got on
and the girl got on
and the bear got on
And the bicycle got...
Squashed.

Source: Clay, Marie. *Running Records for Classroom Teachers* (2nd Edition).
2017. The Marie Clay Literacy Trust

RUNNING RECORD COMPARISON

Peter's record

The Bicycle					Accuracy 85.5%		Count	
Title							E	SC
✓	✓	✓	✓					
✓	✓	lake	✓	✓			1	
✓	✓	lady	✓				1	
✓	✓	box	✓	✓				
✓	✓	boy	✓					
✓	✓	✓	✓	✓				
✓	✓	✓	✓	✓				
✓	✓	bill	✓				1	
✓	✓	bicycle	✓				1	
square								
squashed								

Analysis of Errors and Self-corrections

Information used	
E MSV	SC MSV
MSV	
MSV	
MSV	
MSV	
MSV	

John's record

The Bicycle					Accuracy 85.5%		Count	
Title							E	SC
✓	✓	✓	✓					
✓	✓	girl	✓	✓			1	
✓	✓	lady	✓				1	
✓	✓	man	✓	✓				
✓	✓	boy	✓	✓				
✓	✓	✓	✓	✓				
✓	✓	✓	✓	✓				
✓	✓	bike	✓				1	
✓	✓	bicycle	✓				1	
flat								
squashed								

Analysis of Errors and Self-corrections

Information used	
E MSV	SC MSV
MSV	
MSV	
MSV	
MSV	
MSV	

ADDRESS STUDENTS' NEEDS BY USING PROMPTS, NOT TELLING THEM WORDS

- Students need to learn and use problem-solving strategies on their own.
- Telling students unknown words develops dependency in reading. And if you are telling them too many words, then the text is probably too difficult – running records will help with that determination.
- Prompts can target needs – telling students words doesn't teach them anything except to be reliant – it also could give the message that they are not smart.

WAYS TO ADDRESS STUDENTS' NEEDS USING PROMPTS

To help students use meaning, say:

- *You said, _____. Did that make sense?*
- *Take a look at the picture. Think about what would make sense.*
- *Read that again and think about what would make sense.*
- *Did that make sense?*



WAYS TO ADDRESS STUDENTS' NEEDS USING PROMPTS

To help students use structure, say:

- *Did that sound right?*
- *Do we say it like that?*
- *Read that again. Think about what would sound right.*
- *You said _____. Did that sound right?*



WAYS TO ADDRESS STUDENTS' NEEDS USING PROMPTS

To help students use visual information, say:

- *Does that look right?*
- *What could you try here?*
- *Can you think of a word that starts with those letters?*
- *Do you know a word like that?*
- *What are you thinking it could be?*



WAYS TO ADDRESS STUDENTS' NEEDS USING PROMPTS

To help students self-monitor (check) their reading say:

- *Can you find the tricky part there?*
- *Are you right?*
- *You made a mistake there. Try it again.*



WAYS TO ADDRESS STUDENTS' NEEDS USING PROMPTS

To help students self-correct, say:

- *I like that you found out what was wrong all by yourself.*
- *You made a mistake on that page (or in that sentence). Can you find it?*
- *Read that again and think about what would make sense.*
- *Did that make sense?*



WAYS TO ADDRESS STUDENTS' NEEDS USING PROMPTS

To help students cross-check (check one kind of information with another), say:

- *It could be...that would make sense, but look at...*
- *Could it be...or...or?*
- *Check it – does it look right and sound right to you?*



REFLECTIVE QUESTIONS FROM RUNNING RECORDS



Do the running records show a balance of information (cues) being used?



How can I use this information to group students for instructional reading (small group/guided reading)?



Are students using appropriate texts for independent reading and instructional reading?



What additional teaching would help students to use integrated cueing systems when reading?

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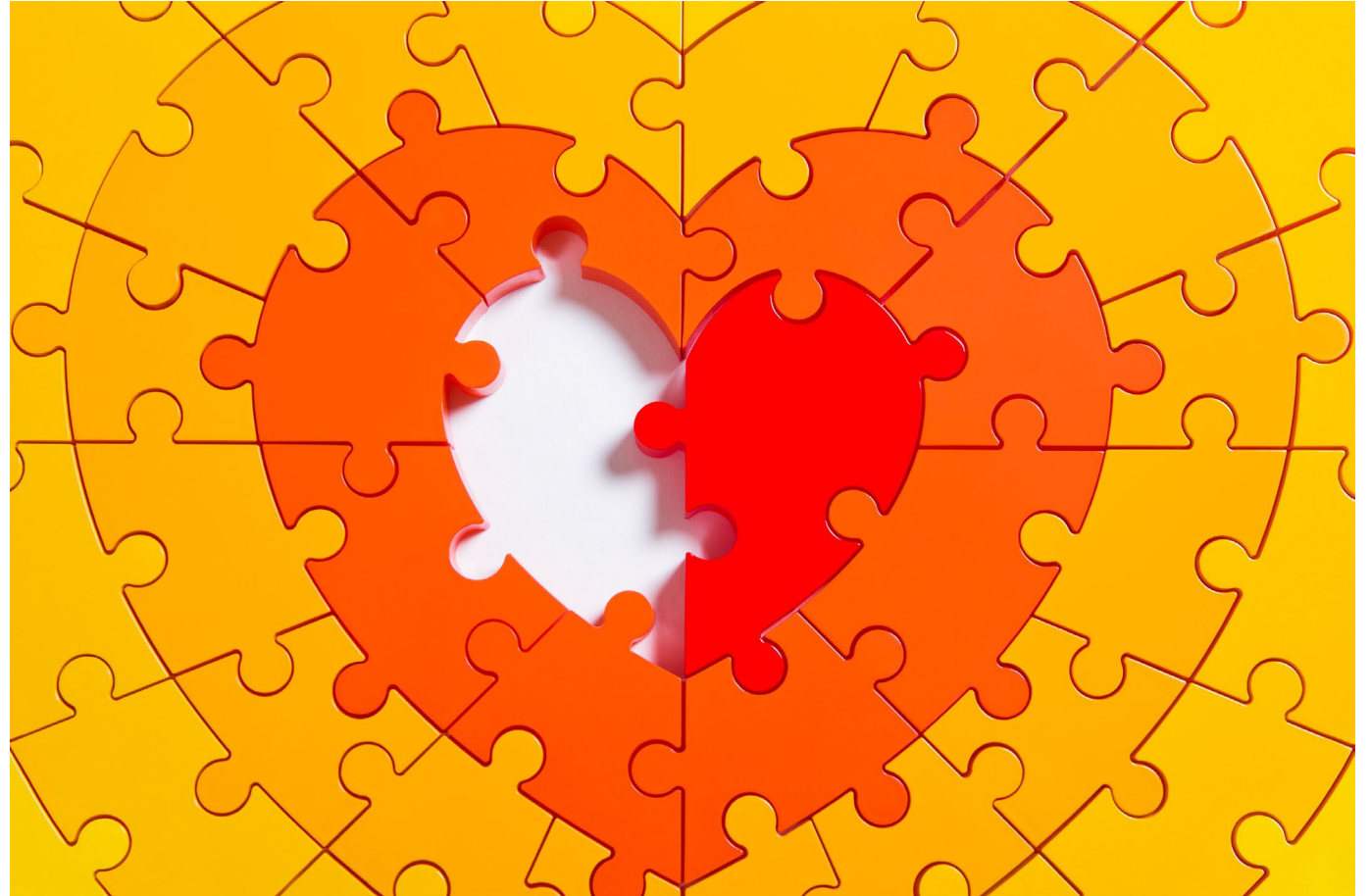
ESE CONNECTION

What you are
thoughts as to how
running records
support ESE
students?



SUPPORT FOR ESE STUDENTS

- Provides a means for identifying detailed strengths and need of readers
- Allows teachers to provide reading instruction based on strengths and needs
- Provides a way to progress monitor over time





If children are apparently unable to learn, we should assume that we have not as yet found the right way to teach them.

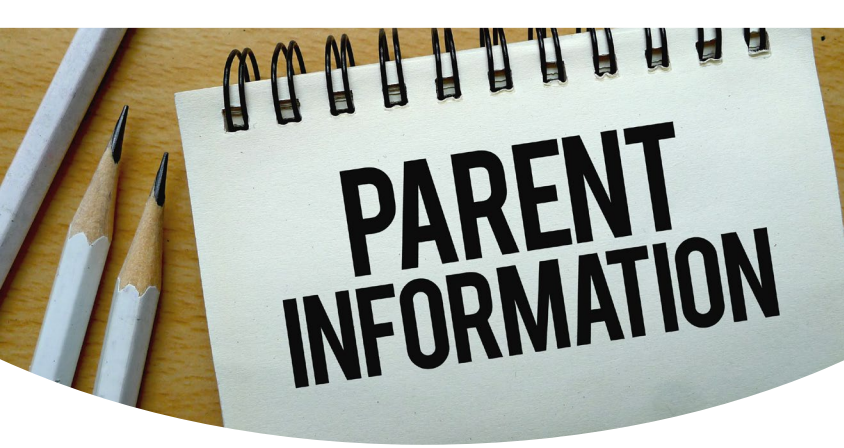
— Marie Clay —

AZ QUOTES

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THE IMPORTANCE OF HOME & SCHOOL CONNECTION

- Earn higher grades
- Attend school regularly
- Take rigorous courses
- Exhibit better behavior at home and at school
- Graduate and go on to both college and careers

Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis 2002*. Place of publication not identified: Distributed by ERIC Clearinghouse.

ADDRESS STUDENTS' NEEDS BY USING PROMPTS, NOT TELLING THEM WORDS

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SUCCESS CRITERIA

- I can code students' reading behaviors using running records and discuss the results.

REFLECTING AND GOAL-SETTING



Reflecting and Goal Setting

Form description

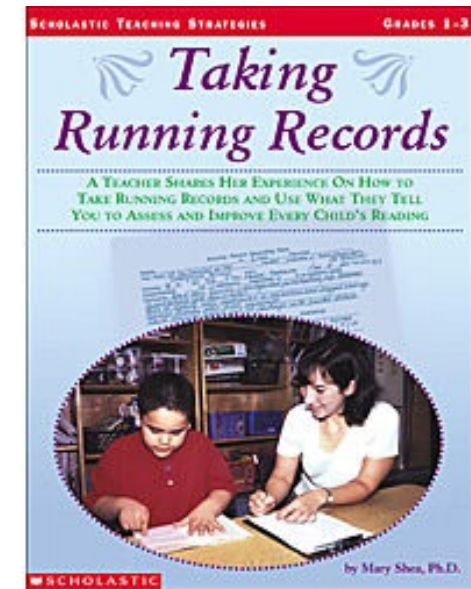
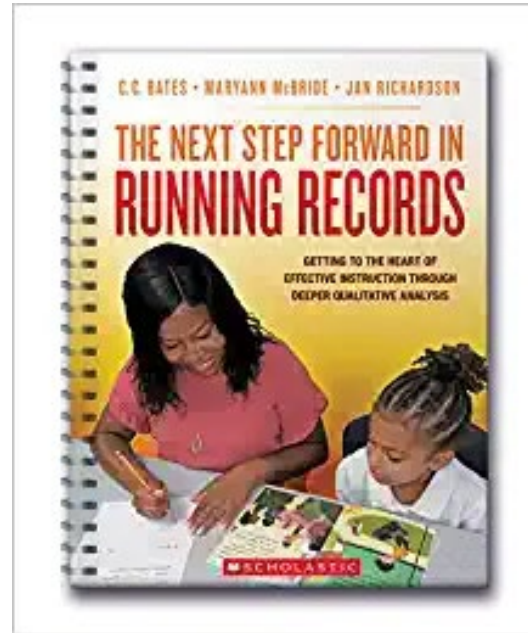
Name *

Short answer text

What have you learned about running records during this session? *

Long answer text

How do you see them being used with your students? *



PROFESSIONAL RESOURCES RUNNING RECORDS

ONLINE ARTICLES/RESOURCES

- <https://www.scholastic.ca/education/movingupwithliteracyplace/pdfs/grade4/runningrecords.pdf>
- <https://www.edutopia.org/blog/make-running-records-manageable-useful-bridget-stegman>
- http://www.scusd.edu/sites/main/files/file-attachments/decs_running_records_australia.pdf
- <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/examplerunning.aspx>



ONLINE VIDEOS

- <https://www.youtube.com/watch?v=ZO-4OYiJiUA>
- <https://www.youtube.com/watch?v=WjyzuFkbCfE>
- https://www.youtube.com/watch?v=tULQVM_2kJw&t=3s
- <https://www.youtube.com/watch?v=MFWkjKvRI3Q>



“What to Bring” to the Training

- Copies of handouts
- A few sheets of blank paper
- Sticky notes (optional)

