HERE'S WHAT

________ Running record
________ Miscue Analysis

Can do Can almost do Can not do

Answer following questions -

⇒ Is the child active or passive at the point of difficulty? Does the child wait for someone to tell him the word or appeal to the teacher for help? Or does he make some sort of word-solving attempt?

⇒ Does the child ever predict a word using meaning?

________ Meaning and structure
________ Meaning and structure with some visual
________ Visual without meaning and structure

⇒ Does the child search for information when stuck on a word?

________ Re-read
________ Read on
________ Search the picture
________ Search the letters
________ Use prior knowledge

⇒ Is the child self-monitoring while she reads?

________ Pause/stop when a mismatch occurs
________ Self-corrects

⇒ Is the child flexible when attacking new words? Does the child make multiple attempts; that is, if one thing doesn’t work, does she try another and then another? Is she persistent? Does she always attempt unknown words in the same way or is she flexible when going about that task?

⇒ Does the child cross-check? Is there some evidence that the child is using a balance or sources of information – meaning, structure, and visual information – to figure out words or fix errors?

⇒ How is the child’s fluency? Does the child read word by word? Or does he put groups of words together into meaningful phrases? Is he using the punctuation to help him decide how the text should sound? Are there sections of smooth reading? Does he slow down to solve a problem, but then quickly pick up the pace after the problem is solved?

⇒ Does the child try to fix his comprehension when meaning breaks down? Does he go back and reread, paraphrasing after shorter sections of text? Can he make mental images of what’s happening in the story? Does he know how to infer and find evidence in the text for his conclusions? Does he ask questions as a way to help himself stay engaged with the text?
SO WHAT

Can do / control over without assistance

Can almost do / seems to have partial control over

Can’t do /

Prioritizing for instruction

1.

2.

3.

4.

5.

NOW WHAT

Five actions to consider when teaching responsive teaching:

**Modeling** – clearly demonstrating what you want the child to do, using explicit language.

**Scaffolding** – supporting the child; doing it with him.

**Prompting** – saying something that will remind the child to try the strategy or behavior

**Backing off** – letting your supports fade away, dismantling your scaffolds, so that the child takes more responsibility for initiating the strategy or behavior

**Reinforcing** – naming the strategy or behavior that the child used, praising it, and showing him how it worked in this instance.

Can not do – clear demonstration needed.

Can almost do – teaching will be in scaffolding or prompting range.

Can do - reinforcement of the things that the child can do.

THEN WHAT
Observations of student’s reading.