How To: Running Records Training and Beyond Online-Self-Paced Training

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Macon Piatt ROE 39

2021

Welcome

- This training is for anyone who wants to learn more about running records and how to use them inside your classroom and as a school.
- Running records is a tool that takes as little as 3 minutes to give to an individual student.
- The assessment gives clues to how this student perceives the written word in text form.
- After analysis, students should be given interventions and assessments to see how they are doing and if they need more support or instruction.

Self-paced Training –How it works……

1. Make sure you register at Macon Piatt ROE: https://www.maconpiattroe.org/ Click on the Sign up for PD button, and fill out registration.
2. When you complete the training you will receive an email from me with feedback on your tasks. I will mark you as completed and an evaluation will come to your email. **Fill out the evaluation and within minutes you should get an email with the website to print off your hours. 3 hours for this training**
3. Participants will go through the power point, viewing each slide and videos. Deadline is Nov. 15, 2022
4. **Tasks will be in RED and they need to be completed and sent to me. Pre/Post Test, too. Please send when training is completed. You may have to paste hyperlinks into your browser to view them.**
5. Slides 4 is an example of how to send the tasks.
6. Please contact me if you are having any trouble with the training.

Put your answers in a WORD or PPT document and when you complete the entire training, send them to me as one document. I cannot open Google or One Drive here at the office. Thank you.

Example for task submission to me by email:

Your Name and Email: Barbara Preston

prestonb@roe39.org

Title of Training: Running Records and Beyond

Task One- answer

Task Two- answer --etc.,

Send all completed tasks in one document or you can copy the task slide, answer it, and send it into a power point. Word document can be used too.

TASK ONE - PLEASE TAKE THIS TEST NOW AND AT THE END OF TRAINING
Send with your answers when you complete the training.

Pre/Post Test for Circle of Instruction---

The following statements related to the targets of this training session.
Please indicate your comfort level with the following:
4 = I am confident in my knowledge
3 = I am on the right track
2 = I am not sure I am doing it right or with the right amount of consistency
1 = I need more information in this area
Copy the pre and post tests and send to me.

Danielson Statements	Pre	Post
1. I understand how to administer a running record assessment.		
2. I can identify the miscues and how to record them on a running record form.		
3. I know how to analyze a running record and can set up interventions that will support this student.		
4. I understand that analyzing a running record, if done correctly, can give information that might be missed at guided reading time.		
5. I can locate resources to support interventions for students in any of the five components of reading.		

Knowing About Reading
Before you Assess with Running Records

Reading does not come naturally to humans.

It requires many parts of the brain to be working together.

The alphabet is symbols used to make words that make meaning to us.

It is a complicated subject and without it, life will be difficult. Reading is the key to open your world.

Five Components of Reading

1. **Phonemic Awareness** –notice, thinking about, and work with manipulating sounds in spoken language
   - Phoneme Isolation-1st, mid, ending sounds
   - Phoneme Identity-What sound is the same?
   - Phoneme Categorization-What is the odd sound?
   - Phoneme Blending-Combining phonemes into spoken words and written words.
   - Phoneme Segmentation-Breaking a word into separate sounds. Tap it, count it, write it, and read it.
   - Phoneme Deletion-deleting a phoneme from a word and students can recognize the word
   - Phoneme Addition-adding phonemes and student make a new word
   - Phoneme Substitution-Substitute one phoneme for another. Bug to rug

2. **Phonics** –Alphabetic Principle

Phonics is the relationship between letters (graphemes) to individual sounds (phonemes).

- Graphophonemic relationships
- Letter Sounds Associations
- Letter Sounds Correspondence
- Sound-Symbol Correspondence
- Sound-Spellings

3. Fluency

Fluency is the ability to read a text accurately and quickly. Students need to recognize words automatically.

- 84% of what we read are sight words, decodable words, and basic words
- Fluent readers can take words they know and read them in a connected text.
- Automaticity is the key to fluency. Modeling is important as we teach fluency.
  - Choral reading can be helpful
  - Partner reading can be helpful.
  - Audio recordings
  - Reader's theater
- Independent reading **has not been shown to improve fluency**, though. We can increase independent reading with guidance or feedback or asking students to use some strategies while reading. Tape recordings of them reading aloud and counting their words and then trying to beat the number next time. They need a comprehension check along the way, because students can read fast and not know what one of the words really meant in context. Running Records can show this.

Fluency Rates

file:///C:/Users/prestonb/Desktop/2017%20ORF%20NORMS%20PDF.pdf
this is the 2017 chart of Oral Reading Fluency

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, brt.uoregon.edu/tech_reports.htm, and in The Reading Teacher in 2006 (Hasbrouck, J. & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. The Reading Teacher, 59(7), 636-644).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in the table to draw conclusions and make decisions about the oral reading fluency of your students. Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program. In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	123	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

*WCPM = Words Correct Per Minute

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

**Average words per week growth

Reading Levels

- https://www.readinga-z.com/updates/reading-a-z-correlation-chart.pdf Chart on ALL Reading levels –Correlation for ALL of them.

You may have to copy and paste the link into your browser to view it.

Determining Independent, Instructional and Frustration Reading Levels

Independent On their own	95% accuracy or above	The student can read the text on his/her own with ease. Very few errors are made during reading and the student easily understands what is read. Reading at this level boosts confidence and improves fluency skills (e.g. expression). Reading text at the independent level is ideal for independent and silent reading.
Instructional	90-95% accuracy	The student needs the support of the teacher or parent. This is the level in which new vocabulary and concepts are introduced and where the greatest progress in reading occurs. Using text at a student's instructional level is ideal for guided reading groups.
Frustration With someone	below 90% accuracy	Decoding words, vocabulary and concepts are too difficult for the student. You may wish to read the text to the student so he/she can be exposed to high level vocabulary as well as listen to a fluent reader.

www.blog.maketaketeach.com

4. Vocabulary

- Listening Vocabulary
- Speaking Vocabulary
- Reading Vocabulary
- Writing Vocabulary

Students learn words indirectly and directly.

Teaching students specific words and their structure –affixes and roots, base words, syllables, context clues, synonyms, antonyms, Homographs, and lots more.

5. Comprehension

Comprehension is understanding what you have read and being able to use it.

Building on Prior Knowledge

Students can use these for understanding:

- Graphic organizers
- Annotations
- Questioning
- Story structure
- Summarizing
- Visualization

A quote from Marie Clay Running Record Guru

- “If Running Records are taken in a systematic way they provide evidence of how well children are learning to direct their knowledge of letters, sounds or words.”

~Marie Clay

https://www.wordcalc.com/runningrecord/

Word calculator

The 5 components of reading can be supported by running record assessments.

How would you help her?

What component of reading does she need support in?

Task Two- What do we know about READING?

Cn u rd ths?

The Btfl Prncs

nc pn a tm thr lvd a btfl prncss wh lngd t Ld a nrml lf. Sh ws a dtrmnd prncss nd dcdd sh wld n lngr b cnstrnd by hvng t cnfrm t scty's lau. Sh wshd fr a prnc hu wld vlu hr thkng. A hnsm prnc nkd n hr dr nd fl n lv. Tha strtd a nnprft scl n lvd hpply evr aftr.

Send me what you think it says? Can you comprehend the storyline? Sometimes the vowels in words are not needed to figure out the word. Inventive spelling is a beginning of using phonics and vocabulary.

The story

- Once there was a beautiful princess who longed for a normal life. She was a determined princess and decided she could no longer be constrained by having to conform to society's law. She wished for a prince who would value her thinking. A handsome prince knocked at her door and fell in love. They started a nonprofit school and lived happily ever after.

TASK THREE

Watch this short video and notice how many neuron connections must take place in order to read.

1. What did you learn from this short video?

https://www.youtube.com/watch?v=5kB7GgLlR7M 2 min video on what happens in the brain when we read.

You may have to copy and paste this link into your browser.

What do we have to do when we read?

Expect what is read to make sense

- Use background knowledge
- Use context to make predictions
- Confirm, modify or reject predictions, while reading
- Decoding unfamiliar words
- Make connections – relate new information to old
- Self monitor – Does it make sense? Does it sound right?
- Re-reading and reading on
- Self correct miscues
- Use pictorial cues
- Cross check information
- Comprehend – make meaning

Running Records –WHY?

- Captures student reading of continuous text
- Captures approach to sounding out a word
- Captures the student reading strategies that have become skills
- Captures the breakdown in reading some students have.
- Captures ability to self-monitor and self correct while reading
- Captures the student's ability to take a risk when they are reading
- Captures the comprehension ability of the student

Task FOUR- Video of Taking a Running Record

Please watch both of these videos. The first one is a teacher using the regular form for running records and the 2nd is a teacher who has been trained in running records, but does her marking in a different way. Either way is correct as long as all teachers are using a common marking system so they can analyze the assessment to intervene so the student improves. **Tell me what you would do for interventions.**

https://www.youtube.com/watch?v=ZO-4OYiJiUA 2.22 min. Teacher is using a running record form and making marks from Marie Clay Training. She also has a discussion with the student before reading and after reading.

https://www.youtube.com/watch?v=60jeBzdTThI 6.03 min. Teacher is rechecking with a student on his fluency expression –She is using her own sheet to mark and a copy of a page of a book that he is reading. Some teachers do this and some use a running record sheet. Whatever you do, choose something that all teachers K-3 will use with the same common markings. This is how we can then discuss students for interventions and give detail at the end of the year for Tier 2 of 3 interventions for the next grade level.

http://www.learnnc.org/lp/editions/readassess/982 online reading calculator

Sample of a Completed Record

Running Record Sheet

Name Brendan Date Oct. 9 Book Title (Level) Endangered Species (M) Number of Running Words 87

	E	SC	E	SC
			MSV	MSV
Many fish have become endangered in the last 50 years because of overfishing and changes to their home. Two of these fish are the wild Atlantic sawlmon salmon and Pacific salmon.	1		MSV	
What has put the Atlantic salmon in danger? Overfishing. For many years they were caught in large numbers. People soon realized that the Atlantic salmon might disappear forever. They passed laws banning large-scale fishing.	1		MSV	
		1	MSV	MSV
But some countries ignore the laws and still catch Atlantic salmon in large numbers.	1		MSV	
	1		MSV	
Wild Pacific salmon face many threats from people, including overfishing and destruction of rivers and streams.		1	MSV	MSV
Total	5	2	216	222

Self-corrections are analyzed first in the error column; then in the self-correction column.

Analyze the errors the child has made. Which cues has the child used?

- (M) Did it make sense?
  - ❑ Did meaning influence the error? Did the child make a meaningful substitution (e.g., *lion* for *cat*)?
- (S) Did it sound right?
  - ❑ Did the child's response still fit the structure (syntax) of the sentence (e.g., *the* for *a*)?
- (V) Did it look right?
  - ❑ Did the child's response show evidence of information gathered from the print (e.g., *police/pirate*)?

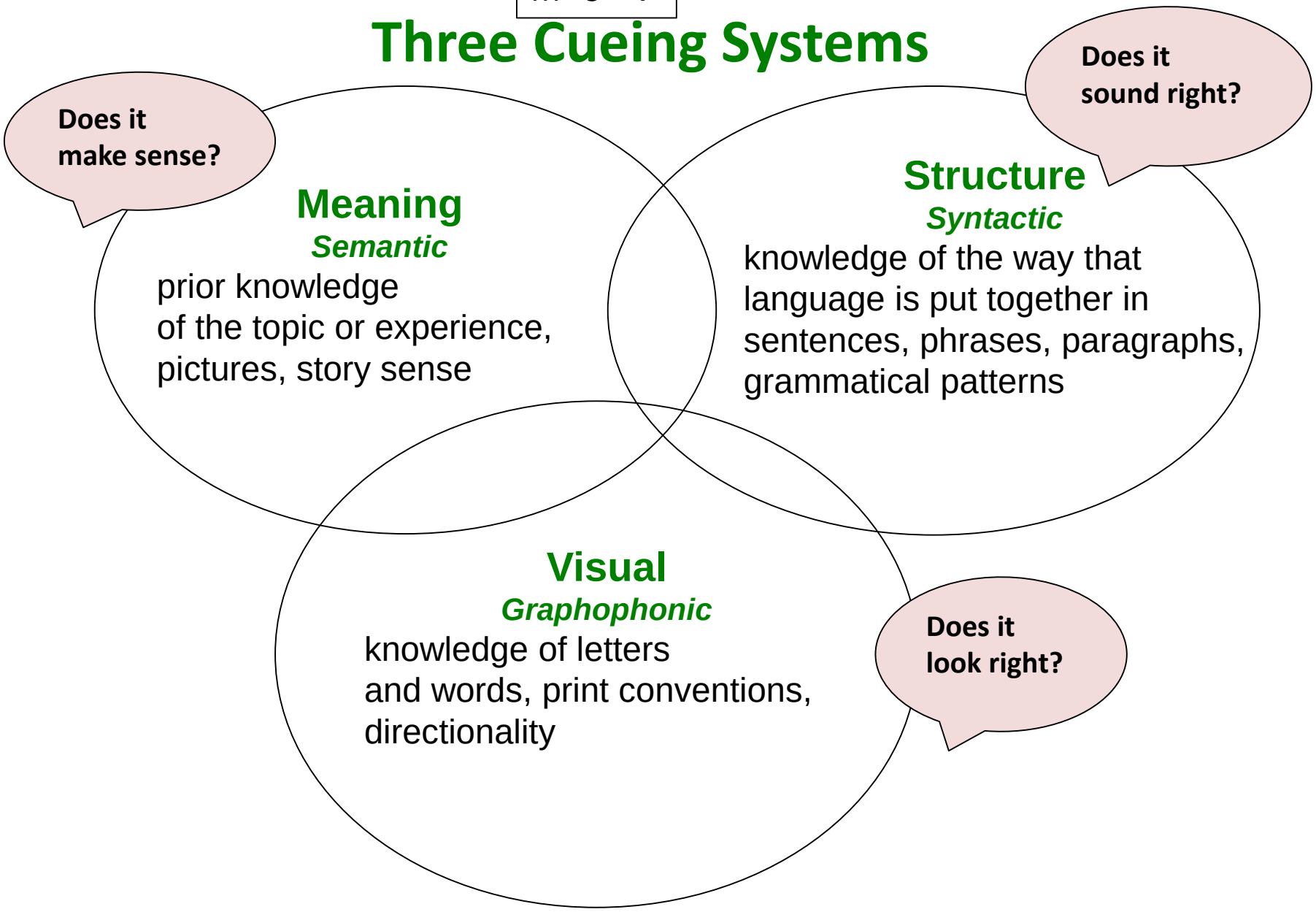
Observations

- good self-correction rate

Add up the cues in the analysis columns to see which ones the child predominately uses.

M S V

Three Cueing Systems



ANALYZING ERRORS: MSV

Meaning: Readers often make substitutions that indicate they are thinking about meaning of the text. For example, a reader might say ***cool*** for **cold**.

*in **cool** environments. (reader)*
in cold environments. *(text)*

Ask yourself: **… Does it make sense?**

If so, circle the **M** in the sources of information column under error (E).

Structure: We have implicit knowledge of the way words are put together to form phrases and sentences. It "sounds right" to us. Readers often substitute nouns for nouns or verbs for verbs, indicating an awareness of the structure of language. For example, a reader might say

*in **cool** environments. (reader)*

in cold environments. *(text)*

Ask yourself: **…Does it sound right?**

If so, circle the **S** in the sources of information column under error (E).

<u>Visual Information</u>: Readers use the visual features of print – the letters and words – to read. They connect these features to phonetic information that exists in their heads. For example, in the following sentence, a reader might say ***hit*** for **hot**.

It was a ***hit*** day.

Ask yourself: **…Does it look right?**

If so, circle **V** in the error column.

PROCESS TO ANALYZE MSV

1. **Analyze** sources of information used and neglected
    - What is the student's pattern of using and neglecting?

2. **Theorize** about processing problems.
    - What is being done well?
    - What processing problem needs to be shifted now?

3. **Select** teaching points.
    - Select 1-2 teaching points.

ANALYZING THE DATA

cool for **cold**

hit for **hot**

NEXT SLIDE WILL GIVE YOU A FORMAL ADMINISTRATION SUMMARY OF RUNNING RECORDS.

How To Begin:

- Student and teacher have a copy of the text.
- Teacher has a **recording sheet or can mark on their copy**
- **Tell the student that this text is about**…….
- Ask student to **read aloud**
- **Record everything on the sheet-even verbatim if needed so you can remember MSV of the miscue.**
- **Ask questions after the reading to check for literal understanding.** Ask them "**If you were going to tell a friend** about this text what would you say?" or Ask for a **summarization** of the information if it is a **factual text.**
- **Make a note about the fluency** of the reading too.

How to Administer:

1. Mark every word read correctly with a tick or check

child: √ √ √

text: to the shops (no error)

2. Record a wrong response with the text under it

child: home

text: house (1 error)

3. If a child tries several times to read a word, record all his trials

child: here h- home

text: house (1 error)

4. If a child succeeds in correcting a previous error this is recorded as self-correction written as SC

child: want | wont | SC

text: what (no error)

5. If no response is given to a word it is recorded with a dash. Insertion of a word is recorded over a dash.

child: - child: here

text: house text: - (I error each)

6. If a child cannot attempt (3 attempts) a next word, he is told the word (written as T).(wait no more than 3 sec)

child: home | - |

text: house T house T (1 error)

7. A verbal appeal for help (A) from the child is turned back to the child for further effort . Say “You try it”

child: - | A |

text: house - Y (1 error)

8. Sometimes the child gets into confusion and it is necessary to extricate him. Say “try that again” (written as TTA). “Try that again” will be counted as one error but the second attempt is scored

child: √ | look | said √ √ | Timothy

text: Susan went with the headmaster to | TTA (I)

child: √ | said R SC √ √ √ √

text: Susan went

9. Repetition (R) is not counted as error behaviour. Write R for repeated words then indicate the number of repetitions. Write an arrow to a word where he returns.

child: Here is the home R SC

text: Here is the house (no error)

10. Sometimes the child re reads the text and corrects some but not all errors

child: a SC house R

text: the (one error , one SC)

Reading a-Z Running Record — Level D

Student's Name: Matt Jones — Date: 1/28/02 — The Wheel, 99 words

Have the student read out loud as you record. — Assessed by: B. Castillo

E = errors S-C = self-correction
M = meaning S = structure V = visual

page		E	S-C	E M S V	S-C M S V
3	✓ ✓ ✓ of/sc ✓ ✓ The wheel comes off the truck.		1	MSⓋ	MⓈV
4	✓ ✓ ✓ ✓ ✓ It rolls down the hill. ✓ ✓ ✓ Faster and faster.				
5	✓ ✓ went/goes ✓ ✓ ✓ The wheel rolls through the field. ✓ ✓ p/ – ✓ It rolls past the cows. ✓R ✓ ✓ Faster and faster.	1 1		MⓈV	
6	✓ ✓ ✓ ✓ ✓ farm The wheel rolls through the barn. ✓ ✓ TA It rolls [past the chickens.] ✓ ✓ ✓ Faster and faster.	1 1		MⓈV MSV	
7	✓ ✓ ✓ /R ✓ water The wheel rolls toward the river. ✓ ✓ ✓ ✓ T It rolls over the bridge. ✓ ✓ ✓ Faster and faster.	1 1		MⓈV MSV	
8	✓ ✓ ✓ in/sc ✓ ✓ The wheel rolls into the school. ✓ ✓ ✓ of ✓ ✓ It rolls out A the door. ✓ ✓ ✓ Faster and faster. ✓ ✓ ✓ ✓ ✓ ✓ R The wheel rolls through the town.	1	1	MⓈV	MSⓋ
9	✓ ✓ ✓ ✓ P/ ✓ R It rolls past the policeman. ✓ ✓ ✓ Faster and faster.				
10	✓ ✓ ✓ ✓ ✓ T The wheel rolls into the garage. ✓ ✓ ✓ It stops rolling. ✓ ✓ ✓ ✓ ✓ track/sc The wheel is on the truck.	1	1	MSV MSⓋ	MⓈV
	Totals	8	3		

Accuracy Rate: 92% — Error Rate: 1:12 — Self-correction Rate: 1:4

Instructions in filling the form:

- Notice the letters M S V on the right hand side of the paper. These letters stand for Meaning, Structure, and Visual.
- On an actual running record the user records the cueing systems that the reader **is** using to decode an unknown word.
- The student may be using one or more cueing systems to decode.
- The cueing systems being used are recorded by circling the appropriate letter: M S or V

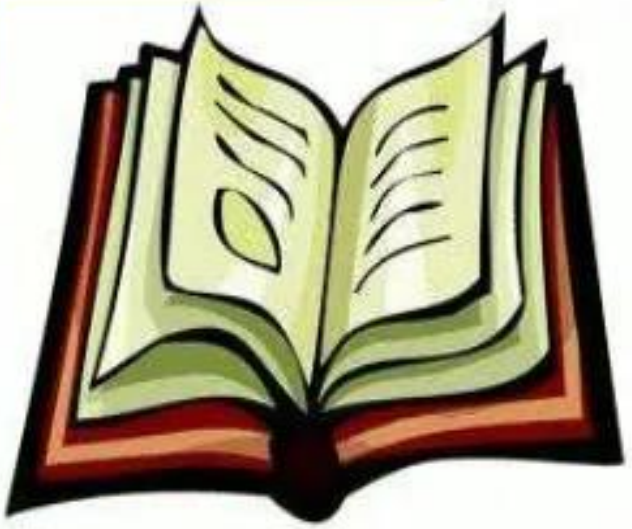
Here is an example of the running record completion

Story: Tiger's Whirlwind Day

Running Words: 125

Error: 8

Self-Corrections: 2



1. Calculating Error Ratio

- Count the errors, and enter the error ratio,

$$= \frac{\text{Errors}}{\text{Running words}}$$

$$= \frac{8}{125} \text{ Or } \frac{1}{16}$$

1 : 16

CALCULATING ACCURACY RATE

$$= 100 - \frac{E}{RW} \times \frac{100}{1}$$

$$= 100 - .064 \times \frac{100}{1}$$

$$= 93.6\%$$

Some problems you might encounter and the answer to the marks

Problem #1

✓ ✓ ✓ ✓ makesur ✓ fast ✓ ✓ ✓

"I need someone to measure how far I can jum

Meaning | Structure | Visual

Answer:

The reader is using Meaning & Structure cues because the sentence up to this point would make sense. You may also notice that the phrase would also be structurally sound. The reader is also using the

Visual cueing system.

Problem #2

✓ ✓ ✓ ✓ ✓ ✓ ✓

Raccoon looked at her shiny new medal

✓ ✓ per R

and felt proud.

Meaning | Structure | Visual

Answer:

The reader is using the visual cueing and neglecting meaning and in essence structure as well.

Problem #3

✓ he ✓ ✓ ✓ ✓ ✓ ✓

Down the side of the hill rushed the

✓ fast ✓ ✓ ✓ ✓

rock, faster and faster until…crash!

Meaning | Structure | Visual

Answer:

The reader is using meaning up to this point. Please note that the phrase is also structurally sound. The reader is neglecting visual cues.

Problem #4

✓ ✓ s-st-opped SC R ✓ ✓ ✓

The rock stopped at the bottom of the

✓ R ✓ ✓ rever/reever SC

hill, not far from the river.

Meaning | Visual | Structure

Answer:

The reader is using the visual cueing and neglecting meaning and in essence structure as well.

Problem #5

wite

Lizard lost so much weight that he began to get skinny.

Meaning | Visual | Structure

The Reader is using visual cues but not meaning. Structure is debatable.

The most important step- Main Focus for Instruction.

Review the Analysis

- Note how many errors were made throughout the entire running record.
- Tally how many times each of the cueing systems was neglected.
- Decide which cueing system will be your main focus of instruction for the child.

Task FIVE What would be your analysis of this running record?

Sample of a Completed Record

Running Record Sheet

Self-corrections are analyzed first in the error column; then in the self-correction column.

Name Brendan Date Oct. 9 Book Title (Level) Endangered Species (M) Number of Running Words 87

	E	SC	E	SC
			MSV	MSV
Many fish have become endangered in the last				
50 years because of overfishing and changes				
to their home. Two of these fish are the wild				
Atlantic sawlmon salmon and Pacific salmon.	1		MSV	
	1		MSV	
What has put the Atlantic				
salmon in danger? Overfishing.				
For many years they were caught				
in large numbers. People soon				
realized that the Atlantic salmon				
might disappear forever. They				
passed laws beth/sc banning large-		1	MSV	MSV
scale fishing.				
But some countries counters ignore the	1		MSV	
laws and still catch Arctic Atlantic	1		MSV	
salmon in large numbers.				
Wild Pacific salmon face many				
threats from people, including	1		MSV	
overfishing and destruct/sc destruction of		1	MSV	MSV

Analyze the errors the child has made. Which cues has the child used?

- (M) Did it make sense?
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- (S) Did it sound right?
  - ❑ Did the child's response still fit the structure (syntax) of the sentence (e.g., *the* for *a*)?
- (V) Did it look right?
  - ❑ Did the child's response show evidence of information gathered from the print (e.g., *police/pirate*)?

Observations

- good self-correction rate

Task SIX – Watch both of these videos, please.
Was your analysis correct from the last slide? Tell me how these videos helped you analyze in a better way.

https://www.youtube.com/watch?v=pjPhFztO8_g 8.05 min
Coding the Running Record

https://www.youtube.com/watch?v=PocRmVhXNMM 3 min assessing the MSV of the Running Record.

May have to copy and paste the links into your browser to view them.

REVIEW –

The important part of running records assessment is that everyone who is doing the assessment uses the same terms and analyzing method.

After analyzing, what next steps are needed for that student and how will those interventions be given.

When will another running record be given to measure progress.

To Determine Accuracy Rate

Calculate the percent of correct words read.

Example:

- 71(Running words) – 5(errors)= 66 ;
- Divide 66 by 71
- Multiply by 100 = 93%

VIDEO Scoring

Independent = 95% or above

Instructional = 90-94 %

Difficult = 89% or below

How to Score

Substitution	Count as 1 error
Multiple attempts at a word	Count as 1 error
Omission	Count as 1 error
Insertion	Count as 1 error
Tolds	Count as 1 error
Repeated error on a name	Count as 1 error
Repetitions	**Not counted as error**
Self-corrections	**Not counted as error**

Sample of a Completed Record

Running Record Sheet

Name Brendan Date Oct. 9 Book Title (Level) Endangered Species Animals (M) Number of Running Words 117

Self-corrections are analyzed first in the error column; then in the self-correction column.

	E	SC	E	SC
			MSV	MSV
Many fish have become endangered in the last 50 years because of overfishing and changes to their home. Two of these fish are the wild Atlantic salmon and Pacific salmon.	1		MSV	
	1		MSV	
What has put the Atlantic salmon in danger? Overfishing. For many years they were caught in large numbers. People soon realized that the Atlantic salmon might disappear forever. They passed laws banning large-scale fishing.		1	MSV	MSV
But some countries ignore the laws and still catch Atlantic salmon in large numbers.	1		MSV	
	1		MSV	
Wild Pacific salmon face many threats from people, including overfishing and destruction of rivers and streams.	1		MSV	
		1	MSV	MSV
Total	5	2	216	222

Analyze the errors the child has made. Which cues has the child used?

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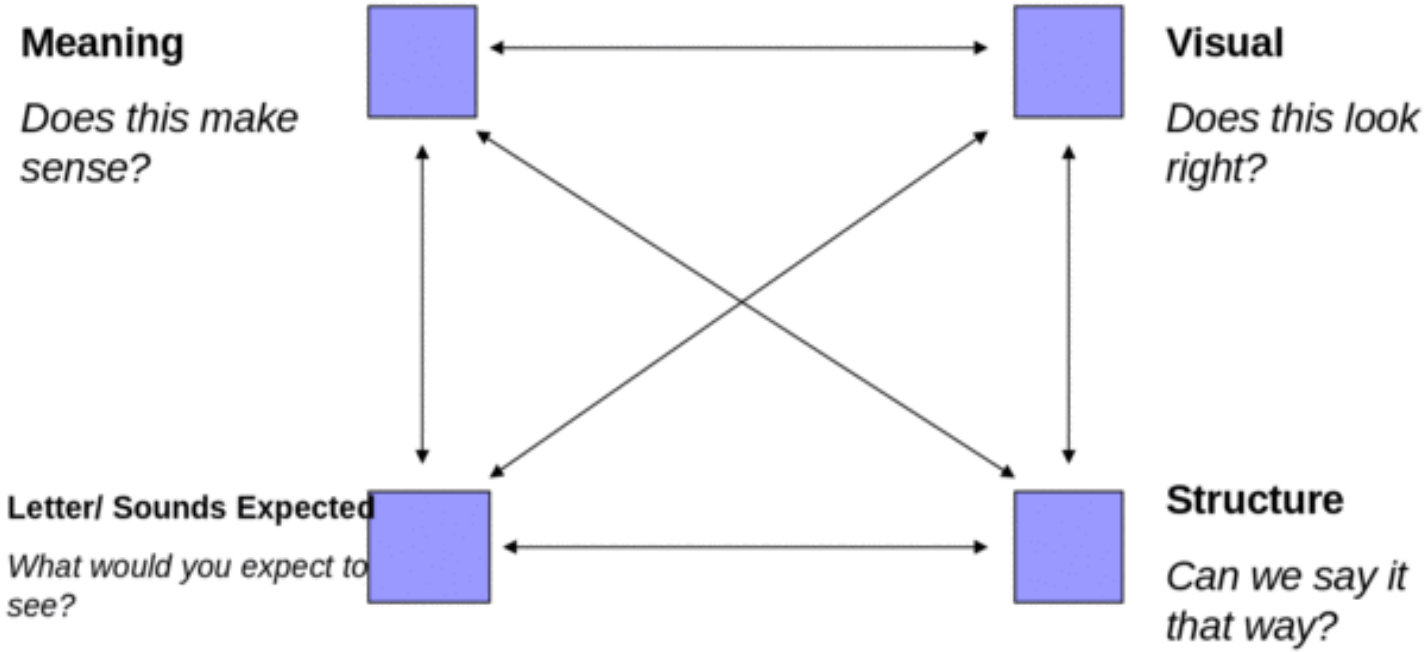
- Did it look right?
  - ❑ Did the child's response show evidence of information gathered from the print (e.g., *police/pirate*)?

Observations

- good self-correction rate

Cross-Checking Cues To Confirm a Response



What prompt would you use?

TEXT: Yesterday, I walked the dog.

- Child: *Yesterday, I was the dog.*
  (Not using Meaning: Does that make sense?)
- Child: *Yesterday, I saw the dog.*
  (Not using Visual – Does that look right?)
- Child: *Yesterday, I walk the dog.*
  (**Not using Structure: Does it sound right?)**

ANALYZING IS SO IMPORTANT

Purpose for reading:

Apply the 3 step process for analyzing a running record.

Use the completed running record and the 3 step process to inform instruction.

1. **Analyze** sources of information used and neglected
   - What is the student's pattern of using and neglecting?

   *** note this step is completed as the MSVs have been coded

2. **Theorize** about processing problems.
   - What is being done well?
   - What processing problem needs to be shifted now?

3. **Select** teaching points.
   - Select 1-2 teaching points.

How can we respond to student's needs within the instructional approaches?

Decoding and Reading Practice with Decodable Text

- Decoding is the **process of reading letters or letter patterns in a word to determine the meaning of the word**; for students, it is a strategy for reading unknown words. Once children develop this skill, they can apply it to reading words **automatically and effortlessly**. This allows them to focus on getting meaning from what they read (NRP, 2000; TEA, 2000).
- Students should begin by working with word families, spelling patterns, and onsets and rimes.
- As they become more sophisticated readers, they will need more advanced decoding strategies that focus on structural analysis: the ability to understand parts of words in order to understand the words as a whole.
- These parts of words include:
  - **Inflectional endings.** Meaningful word parts (morphemes) that indicate tense, number, person, or gender when added to base words (*-ed, -es*).
  - **Prefixes.** Word parts at the beginning of base words (*pre-, in-, un-*).
  - **Suffixes.** Word parts at the end of base words (*-ful, -ly*).

Older Students

More advanced **students can**

- **Use structural analysis to identify word parts and multisyllabic words**. In addition, structural analysis teaches students about letter combinations and **derivatives (words with the same root or base words)—knowledge they can use to segment multisyllabic words into decodable parts to determine their meaning (Henry, 1997). Teaching students about affixes in particular helps them learn that some word parts are common across words.**
- When teaching structural analysis, teachers **should teach meanings along with recognition, and model how to look for word parts**. Structural analysis will increase the number of words students can easily decode.
- Consider the following:
  - The most common affixes in the primary grades are *re-, un-, con-, -ness, -ful*, and *-ion*;
  - The prefixes *un-, re-, in-, im-, ir-, il-*, and *dis-* are used in 58 percent of all prefixed words; and
  - Three inflectional endings, *-s/-es, -ed*, and *-ing*, are found in 65 percent of words that have inflectional endings and suffixes (White, Sowell, & Yanagihara, 1989).

https://www.readingrockets.org/teaching/reading101-course/toolbox/decoding Decoding Information

- Students first learn about **letters** (**graphemes**) and the their relation to **sounds (phonemes**) in kindergarten and first grade when studying the alphabet.
- Then learn to build on their alphabetic knowledge **to be able to decode and sound out simple CVC (consonant-vowel-consonant) words, like *cat*.**
- As students **move to higher grade levels,** they will be exposed to increasingly complex phonetic patterns and **study vowel digraphs like /ow/.**
- **S**tudents will **study silent letter patterns, like /kn**/.
- Later, students will be **exposed to multisyllabic words and will chunk word parts, like prefixes and suffixes, to decode.**
- Throughout K-12 English language arts, students will learn phonetic patterns in order to better sound out words and become fluent readers.
- https://www.spellingcity.com/spelling-games-vocabulary-games.html online game K-3

Let's Take A Look ….

- https://www.readinga-z.com/ This is a place to start. Lots of everything that is needed for ELA- look at free samples
- https://www.readingrockets.org/teaching/reading101-course/toolbox/resources Resources galore
- https://cdn.education.ne.gov/wp-content/uploads/2019/03/Foundational-Skills-to-Support-Reading-Recommendation-3.pdf Teaching chunking parts of a word

Older students and sounding out chunks.

- https://www.readingrockets.org/teaching/reading101-course/modules/phonics/phonics-practice#second Ideas for older students and chunking words
- https://www.readingrockets.org/teaching/reading101-course/modules/phonics/phonics-practice#adapting Adapting for different learners
- https://www.commonsense.org/education/top-picks/ela-tools-aligned-to-common-core-standards Tools to use with finding lexile and writing assessment features –placing students where they need to be.

UNFAMILIAR WORDS

The students will gain automaticity in reading unfamiliar words.

- Materials: For each student:
  - Manila file folder, with the letters of the alphabet written on the inside in rows and columns (Word Folder),
  - misread words written in the corresponding letter square
  - A pen or pencil
  - A set of index cards (3 × 5 inches) with words misread during instructional reading
- A zipper bag Lesson: Tell students they will be reviewing previously misread words.
  - 1. Ask students to take their words out of the bag. Each student will read through his or her set of word cards.
  - 2. Place a check mark on the back of all word cards that the student reads successfully without your help.
  - 3. When a card has five check marks, the student places a small stamp or sticker next to the word in the word folder.
  - After a word has a stamp placed next to it, hold the student accountable for reading that word correctly whenever it appears again.

COMPREHENSION

Objective: The students will have a thorough understanding of the text that they have read.

- Materials:

  Reading material at the students' instructional reading level Lesson: Have the students read through the story.

  Discuss the students' reaction to the story. Did they enjoy it?

  1. Who were the characters in the story?

  2. When did the story happen?

  3. Where did the story take place?

  4. What problem occurred in the story?

  5. Why did the problem occur?

  6. What was the resolution of the problem/how did the problem get solved?

  7. What would you do in a similar situation?

  You might even ask for evidence proving their answers if time permitted. Common Core is asking for evidence in reading all the time.

RUBRIC FOR COMPREHENSION

	ADVANCED 4	PROFICIENT 3	BASIC 2	BELOW BASIC 1
SENSE OF STORY	• Retells story completely • Good sense of sequence (Beginning, middle, end)	• Retells story sufficiently • Uses sequence	• Retelling is incomplete • Little sequence	• Retelling is incomplete in both free response and when prompted • Lacks sequence
NARRATIVE STORY ELEMENTS	Includes all story elements: characters, setting, plot, problem, solution	Includes most story elements: characters, setting, plot, problem, solution	Includes some story elements: characters, setting, plot, problem, solution	Includes few elements: characters, setting, plot, problem, solution
INFORMATION AND DETAILS	Expanded information and details	Brief and correct Information and details	Limited Information and details	Little information and details (minimal recall)
VOCABULARY (KEY WORDS)	Uses many story vocabulary words	Uses some story vocabulary words	Uses few story vocabulary words	Uses little story vocabulary
PROMPTING	Required limited prompting	Some prompting may be needed for correct response	Needs a great deal of prompting with limited results	Unable to respond even when prompted

Comprehension Questions to Use With Prompting

	Unprompted	Prompted	Student Response
1. Begins story with introduction *Prompt: What was this book mostly about?*			
2. Where & when (time & place) *Prompt: Where and when (setting) did the story take place?*			
3. Who (main character) *Prompt: Who was the main character?*			
4. Who (other character) *Prompt: Who were the other characters?*			
5. Problem *Prompt: What was the problem in the story?*			
6. Events in sequence *Prompt: What important events took place?*			
7. Solution *Prompt: How was the problem solved?*			
8. The student used key story words in the retelling.			

Rubric for Prompted or Unprompted Responses

Points		Characteristics of the Rubric Scores Prompted or Unprompted Responses
Advanced	4	• Gives accurate information in sequence using rich details • Describes the main topic • Describes the important ideas using key vocabulary • Clearly describes the author's purpose • Discusses connections to text, events, and/or experiences • Requires limited prompting for retelling
Proficient	3	• Gives accurate information with some detail • Identifies the main topic • Identifies the important ideas • Describes the author's purpose with some lack of clarity • Makes a connection • Some prompting may be needed for correct response
Basic	2	• Gives limited information • Gives inaccuracies or omits important details • Tells fragments of author's purpose • Needs a great deal of prompting with limited results
Below Basic	1	• Gives very little or incorrect information about the text • Retelling has no sense of topic • Unable to respond even when prompted

Science - Social Studies - Math

Make sure you use science and social studies as reading pieces in your reading blocks.

This is a way of getting nonfiction in and reading skills at the same time and building background knowledge for other contents.

Word Problems and using annotations to figure out the operations is important and it takes READING SKILLS TO DO THIS. Use you reading annotations in math.

Review-Cueing System in Reading

Meaning (Semantic)

Structure (Syntactic)

Visual (Graphophonic)

- **Meaning:** Did the meaning of the text have an impact on the child's reading? Pictures and information taken from them are considered meaning cues.
- **Syntax:** Did the child read the sentence in a grammatical and linguistically reasonable manner? In other words, does it make sense as a sentence in English? If there was a substitution, for example, did he or she substitute a proper part of speech?
- **Visual:** This is also called *graphophonic* information. What did the word look like? Did the student look at the word and make an attempt based on how it appears? Did he or she use a beginning or ending letter? A cluster of letters?

7 Tips For Success

1. Create a schedule of consistent data collection. Try doing a running record each week on the students who have shown reading difficulty and behind the grade level.
2. Understand the MSV Cueing system which will help with comprehension.
3. Provide immediate feedback with a conference – You and the student- Praise for successes and look at errors and set a goal for the next assessment time.

4. Keep a Data Notebook which will provide evidence over time that improvements are being made. Use this data to show your evaluator too.
5. Include comprehension questions. A student can read quickly and not comprehend the meaning.
   - Tell me about what you just read?
   - Why was the setting important to the reading?
   - What clues let you know how the character really felt?
   - What evidence can you find that shows_____?
   - What conclusions can you draw from this reading?

6. Evaluate the Strategies Being Taught-Are the strategies I am teaching being applied by the students?
    - If you have been teaching students to change the vowel in a word from a long sound to a short sound if they don't know the word, are you seeing that being used in the next running record that you take or inside the classroom in other contents.

7. Set Goals with the Student and keep track of them in your data notebook. Students can have a goal booklet too.

Task Seven- How Can You Use This Information

Please tell me about what you have just learned.

How can K-12 teachers use this inside their classrooms to make a difference in all students who are behind in their reading skills?

What is the next step if we find a student who has a particular problem?

1. Who will help?
2. How will we know we are doing the right thing?
3. Who will make sure this happens?

A good example of a Guided Reading Lesson and Station Rotation

https://www.youtube.com/watch?v=s5C51d7KV7Q 12 min video- Questioning and Text Evidence

This is what a teacher should be doing in a guided reading lesson.

Plan
Have all the materials ready
Use Data to Group
Use the Gradual Release of Responsibility

https://www.youtube.com/watch?v=OFDELxr80QU 7 min Station Rotation in 4th Grade classroom

This example shows how you could do a station rotation in your room and kinds of stations that are engaging to students. It is missing WHAT DO YOU DO WHEN YOU ARE THROUGH?

https://nysrti.org/files/statewide_trainings/2012/new_york_rti_11-2-12_part_1_handouts.pdf PPT showing RtI Interventions

6 Research-Based Interventions That Will Improve Your Students' Reading Skills

1. Review Fry's Instant Sight Words Consistently. ...
2. Repeated Reading. ...
3. Systematic and Sequential Phonics and Decoding. ...
4. Increased Independent Reading Time. ...
5. Technology-Assisted Reading. ...
6. Reader's Theater.

https://www.ldatschool.ca/teaching-the-brain-to-read-strategies-for-enhancing-reading-decoding-fluency-and-comprehension/

Reading Interventions Resources

https://fcrr.org/student-center-activities K-5 intervention site for all reading foundations.

https://www.lee.k12.nc.us/cms/lib/NC01001912/Centricity/Domain/3321/Interventions%20-%20Reading.pdf specific reading interventions listed with support

https://www.texasldcenter.org/teachers-corner/effective-reading-interventions-for-upper-elementary-students

https://ccie.ucf.edu/wp-content/uploads/sites/8/2018/02/InterventionResources2017.pdf lots of resources for all contents

We have come to the end of this training. Thank you for participating. Hopefully you learned something that you can use immediately. Please send all the tasks to me now that you are done. prestonb@roe39.org I will send feedback, marked you complete, an evaluation will come to your email and then your Prof. Learning Hours. With our knowledge, we can change the world, one student at a time. Google videos on Running Record Procedures for longer explanations.

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Early Childhood Assessment Framework, Pennsylvania Department of Education

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Strategies That Work, Stephanie Harvey and Anne Goudvis

https://www.ascd.org/el/articles/what-at-risk-readers-need article to read