

Unit 4.3

Running Record

Going Along with Lewis and Clark



Running Record Directions – Quick Sheet

Recording Miscues:

Omission: Circle/cross out the words.

Insertion: Add a caret and write in the student's response above the word.

Substitution: Draw a line through the word and write the substituted word.

Teacher help: Write a T above the word. (Wait 3 seconds before telling the word.)

Also Record:

Repetitions: Draw a line below/above the repeated word(s).

Self-correction: Next to the miscue write SC.

The figure below gives you an example of how to record the miscues. The total number of errors shown below is five.

Until I was nearl y eleven, until the letter came, life (10)	1 Omission
was just normal. There were ^{all} four of us in the (20)	1 Insertion
house: my mother, my father, me, and Stella— (28)	1 Substitution
<u>Stella</u> Artois, that is, my one-ear-up and one-ear- (39)	⊖ Repetition
down black-and-white ^{T.} sheepdog, who always seemed (47)	1 Teacher helps
to know what was about to happen before it did. (57)	⊖
But even she could not have ^{first s/c} foreseen how that letter (67)	1 Substitution
was going to change our lives forever. (74)	⊖

Special rules:

- A word that is self-corrected still counts for the total number of miscues.
- If a student omits an entire line it counts as one miscue. Subtract the number of words skipped from the total word count.
- If a student makes the same error on a word several times and the error does not change the meaning, it counts as just one error (this is particularly true for the misreading of names).
- If a student repeats a word or phrase, this repetition does not count as a miscue.
- Omissions of punctuation do not count as errors.

Running Record Cover Sheet

Student Name: _____ Date: _____

Name of Proctor: _____

Title of Book: _____ Level: Below / On / Above

Accuracy - % of Words Read Correctly		
Independent	Instructional	Frustrational
98% or more	90 - 97%	89% or less
<p>Accuracy Formula</p> <p># words - # of miscues = # words read correctly / # of words X 100 = % of Words Read Correctly</p> <p>_____ - _____ = _____ / _____ X 100 = _____ % of Words Read Correctly</p>		
Fluency - % of Words Correct Per Minute (WCPM)		
Independent	Instructional	Frustrational
50th percentile or above	49th - 25th percentile	24th percentile or below
<p>Fluency Formula</p> <p># of words - number of errors X 60 = _____ / # of seconds = WCPM</p> <p>_____ - _____ X 60 = _____ / _____ = _____ WCPM</p> <p>Grade Level Fluency Norms (Tindal & Hasbrouck, 2017)</p>		
Comprehension - % of Correct Answers		
Independent	Instructional	Frustrational
75% correct or above	50 - 74% correct	49% correct or below
<p>Comprehension Formula</p> <p># of points earned / number of points possible X 100 = % of Correct Answers</p> <p>_____ / _____ = _____ % of Correct Answers</p>		

Reads in meaningful phrase groups: ___ Consistently ___ Inconsistently ___ Rarely ___ No

Reads with expression: ___ Consistently ___ Inconsistently ___ Rarely ___ No

Recommended Placement: Below / On / Above

Materials Needed:

The student will need a copy of the book being read
(*Going Along with Lewis and Clark*).

The teacher will need a timer (stopwatch setting), scoring sheet, and pencil.

Before Administering:

Make sure your student is comfortable and relaxed.

ORAL READING—PROSODY

Tell the student:

You will be reading a section from the nonfiction book, Going Along with Lewis and Clark. When you have finished reading, you will tell me about what you have read. Do you have any questions?

This is an informational text telling about the Corps of Discovery. The time period is 1803 to 1806. Please begin reading aloud 2 sections on page 4 to me, starting with The Expedition's Mission (point to that section), then moving to Meriwether Lewis (point to that section).

Turn on the timing device. Record oral reading miscues.

Who they were...the captains (5)

The Expeditions Mission (8)

Thomas Jefferson was a scientist as well as President of the (19)
United States. In 1803, he sent Americans to France to buy (30)
the Louisiana Territory. France had claimed the land, given (39)
it to Spain, and taken it back again. Jefferson wanted (49)
the land for future U. S. set- (54)
tlement, but he also thought (59)
scientists should learn about (63)
the region and what it held. (69)

He sent the Corps of (74)
Discovery to find out. (78)
He told Lewis to draw (83)
maps, keep track of the (88)
weather, write down vocab- (91)
ularies and beliefs of Indian (96)
Nations, collect plants and (100)
animals, watch for natural (104)
resources, and make notes on (109)
rivers and good farming land. (114)

***(Direct student to the section titled *Meriwether Lewis*)**

Meriwether Lewis (116)
Lewis was President Thomas (120)
Jefferson's secretary when (123)
Jefferson asked him to lead (128)
this expedition. Lewis was an (133)
army captain. He asked a friend (139)
from the army, William Clark, (144)
to help him lead the Corps of (151)
Discovery. (That's what the (155)
men started calling themselves (159)

once they were on their way. (165)

It is pronounced CORE, and means (171)

a group of people.) (175)

Lewis and Clark wrote (179)

in their journals about (183)

what they and their (187)

men saw and did. (191)

The sergeants had (194)

to keep journals also, (198)

but some of those are (203)

lost. When we read these (208)

journals today, sometimes (211)

it is like being right beside (217)

them—and sometimes they (221)

do not tell us enough! (226)

Time: _____

READING—COMPREHENSION

After the student has finished reading, tell the student: *Now I am going to ask you some questions about what you've read. Pretend that I don't know anything about the book.*

Characters:

1. *Who is the first section of the text about?* _____ /1

Please tell me a little bit about this person. _____ /1

_____ Thomas Jefferson

_____ President of the United States

_____ Wanted land for future US settlement

2. *Who is the second section of the text about?* _____ /1

Please tell me a little bit about this person. _____ /1

_____ Meriwether Lewis

_____ The President's secretary

_____ An army captain

_____ One of the leaders of the Corp of Discovery

_____ Wrote in a journal about what he saw and did

Setting:

3. *Where and/or when do the events take place?* _____ /1

_____ The United States

_____ The Louisiana Territory

_____ 1803

Plot:

4. *What are the important events?* (events from beginning/middle/end) _____ /3

_____ France owned a region of the United States called the Louisiana Territory.

_____ Thomas Jefferson bought the Louisiana Territory from France.

_____ He wanted to learn about the region.

_____ He sent the Corps of Discover to find out about the Louisiana Territory.

_____ He asked Meriwether Lewis to lead the expedition.

_____ Meriwether Lewis asked William Clark to help lead the expedition.

_____ They wrote in their journals.

_____ The journals help us understand what happened.

5. *What is the problem in the book?* _____ /1

_____ Jefferson wanted the Louisiana Territory to belong to the United States.

_____ Jefferson didn't know very much about the Louisiana Territory.

Inferential Questions:

6. *Why do you think Thomas Jefferson chose Meriwether Lewis to lead the Corp of Discovery?* _____ /2

7. *What hardships do you think they will face on the journey? What makes you say that?* _____ /2

8. *What do you think the word **natural resources** means? Why do you think that?* “He told Lewis to draw maps, keep track of the weather, write down vocabularies and beliefs of Indian nations, collect plants and animals, watch for natural resources, and make notes on rivers and good farming.” _____ /2

Total Comprehension: _____ / 15