

Unit 5.1

Running Records

I Survived Hurricane Katrina

Kensuke's Kingdom

Hatchet



Recording and Scoring Miscues – Quick Sheet

- 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 in the substituted word over it.
- Repetition: Draw a draw a box/arrow around the repeated words.
- Teacher help: Write a T above the word. (wait 3 seconds before telling the word)
- Self-correction: Next to the miscue write SC.

The figure below gives you an example of how to record the miscues.

Jim a second grader is reading this passage to his teacher during an informal assessment.

Melwa
It was a hot, hot day, and Malawi the baby elephant was in a bad mood.
Melwa jumped pond
Malawi wanted everyone to know she was in a bad mood, so she stamped over to the
water
threw T
hole. She splashed and thrashed around in the water until it turned brown and muddy.
and
But it didn't make Malawi feel any better.

A miscue is any:

- omission
- substitution
- insertion
- teacher assisted word

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.
- If a student makes the same error on a word several times and it does not change the meaning it counts as just one error (this is particularly true for the misreading of names).

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> <p>https://www.readnaturally.com/knowledgebase/documents-and-resources/26/386</p>		
Comprehension - % of Correct Answers		
Independent	Instructional	Frustrational
75th% correct or above	50 - 74% correct	49% correct or below
<p>Comprehension Formula</p> <p># of points earned / # of points possible X 100 = % of Correct Answers</p> <p>_____ / _____ X 100 = _____ % 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
(*I Survived Hurricane Katrina*).

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 chapter book I Survived Hurricane Katrina. Part of the book you will read aloud to me, and part of the book you will read silently. When you have finished reading, you will tell me about what you have read. Do you have any questions?

This is a story in which the main character, Barry Tucker and his family have to survive a major hurricane. The story begins during the hurricane, and then flashes back to the beginning of the story before the hurricane happened. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

CHAPTER 1 (2)

MONDAY, AUGUST 29, 2005 (6)

7:00 A. M. (8)

THE LOWER NINTH WARD, (12)

NEW ORLEANS, LOUISIANA (15)

Hurricane Katrina was ripping apart New (21)

Orleans, and eleven-year-old Barry Tucker was (29)

lost and alone, clinging to an oak tree for dear (39)

life. He'd fallen off the roof of his house and been (50)

swept away in the floodwater. The raging current (58)

had tossed and twisted him, almost tearing him (66)

to pieces. He would have drowned, but somehow (74)

Barry had grabbed hold of a tree. With every (83)

bit of strength in his body, he'd pulled himself (92)

out of the water and wrapped his arms and legs (102)

around the trunk. (105)

Now he was holding on, with no idea what to (115)

do next. (117)

Wind howled around him. Rain hammered (123)

down. And all Barry could see was water. (131)

Swirling, foaming, rushing water. The water had (138)

washed away his whole neighborhood. Pieces (144)

of it floated by. In the dirty gray light, Barry (154)

saw jagged hunks of wood, shattered glass, a (162)

twisted bicycle, a refrigerator, a stuffed penguin, (169)

a mattress covered with a pink blanket. He tried (178)

hard not to imagine what else was in the water or (189)

what had happened to his neighbors...and (196)

his mom and dad and little sister, Cleo. (204)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the middle of page 6, where it says, “They both stood there for a minute, staring at the drawing.” You will read this part of the story silently to yourself. When you are finished, raise your hand. I will then ask you to tell me about what you read. Do you have any questions? You may begin reading.*

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 story.*

Characters:

1. *Who is the main character in the story?* _____ /1

Please tell me a little bit about the main character _____ /1

- _____ Barry Tucker
- _____ 11 years old
- _____ Likes to draw
- _____ Collects comic books

2. *Who are the other characters in the story?* (2+ characters = 2 pts.) _____ /2

- _____ Jay (best friend)
- _____ Mom
- _____ Dad
- _____ Sister
- _____ Cleo (dog)
- _____ Abe
- _____ Cruz (Abe’s dog)

Setting:

3. *Where does the story take place?* _____ /1

- _____ Louisiana
- _____ New Orleans
- _____ Barry’s house
- _____ Lower Ninth Ward

Plot:

4. *What is happening in the story?* (events from beginning/middle/end) _____/3

- _____ Hurricane Katrina is ripping apart New Orleans.
- _____ Barry Tucker is lost and alone.
- _____ He is clinging to an oak tree in the water.
- _____ He has no idea what to do next.
- _____ The floodwaters washed away his whole neighborhood.
- _____ Barry wonders what has happened to his family.
- _____ Barry hears someone calling his name.
- _____ It is just the wind shrieking.
- _____ Barry sees a house floating in the water.
- _____ The house is coming right at him.

Flashback

- _____ It is 21 hours earlier.
- _____ Barry is at his house.
- _____ Barry's best friend Jay is with him.

- _____ Barry shows Jay his drawing for the Create a Superhero contest.
- _____ His super hero's name is Akivo.
- _____ Akivo is seven feet tall.
- _____ Akivo has bulging muscles, hawk wings, and eyes that can see through walls.
- _____ Jay says Akivo is amazing.
- _____ Abe and his killer dog are watching them.

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

- _____ Hurricane Katrina is ripping apart New Orleans.

Inferential Questions:

6. *Why is Barry so proud of his drawing of Akivo?* _____/2

7. *What do you think is going to happen next? What makes you think that?* _____/2

8. *Why do you think the author starts the story with the hurricane, then flashes back to before the hurricane happened?* _____/2

Total Comprehension: _____ / 15

Running Record Cover Sheet

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

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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
(*Kensuke's Kingdom*).

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 chapter book *Kensuke's Kingdom*. Part of the book you will read aloud to me, and part of the book you will read silently. When you have finished reading, you will tell me about what you have read. Do you have any questions?*

This is a story in which the main character, Michael becomes stranded on an island after a shipwreck at the age of 11. The story begins more than 20 years later, then flashes back to the time just before the shipwreck. You will begin reading where the flashback begins, starting on page 2. Please begin reading aloud to me.

Turn on the timing device. Record oral reading miscues.

Until I was nearly eleven, until the letter came, life (10)
was just normal. There were four of us in the (20)
house: my mother, my father, me, and Stella — (28)
Stella Artois, that is, my one-ear-up and one-ear- (39)
down black-and-white sheepdog, who always seemed (47)
to know what was about to happen before it did. (57)
But even she could not have foreseen how that letter (67)
was going to change our lives forever. (74)

Thinking back, there was a regularity, a sameness (82)

about my early childhood. Each morning I went (90)
down the street to “the monkey school.” My father (99)
called it that because he said the children gibbered (108)
and screeched and hung upside down on the jungle (117)
gym on the playground. And, anyway, I was always (126)
“monkey face” to him – when he was in a playful (136)
mood, that is, which he often was. The school was (146)
really called St. Joseph’s, and I was happy there, for (156)
most of the time, anyway. After school, every day, (165)
whatever the weather, I’d head down to the play- (174)
ground for soccer with Eddie Dodds, my best friend (183)
in all the world, and Matt and Bobby and the oth- (193)
ers. It was muddy down there. Sometimes the ball (202)
would just land hard and stick. We had our own (212)
team, the Mudlarks we called ourselves, and we (220)
were good, too. Visiting teams seemed to expect the (229)
ball to bounce for some reason, and by the time they (240)
realized it didn’t, we were often two or three goals (250)
ahead. We weren’t so good away from home. (258) **Time:** _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the top of page 5, where it says, “...because there was no one to bark at.” You will read this part of the story silently to yourself. When you are finished, raise your hand. I will then ask you to tell me about what you read. Do you have any questions? You may begin reading.*

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 story.*

Characters:

1. *Who is the main character in the story?* _____ /1

Please tell me a little bit about the main character _____ /1

- _____ Michael (his name actually isn't in this section of the text)
- _____ 11 years old
- _____ Likes school
- _____ Plays soccer
- _____ Has a paper route
- _____ Wants a mountain bike
- _____ Likes to sail with his family
- _____ Good at fishing

2. *Who are the other characters in the story?* (2+ characters = 2 pts.) _____ /2

- _____ Mother
- _____ Father
- _____ Stella (dog)
- _____ Eddie (best friend)
- _____ Matt
- _____ Bobby

Setting:

3. *Where does the story take place?* _____ /1

- _____ House/School/Neighborhood
- _____ On the sailboat

Plot:

4. *What is happening in the story?* (events from beginning/middle/end) _____ /3

- _____ Before the letter came his life was regular.
- _____ Michael went to a school.

- _____ After school, he played soccer with his friends.
- _____ They called their team the Mudlarks.
- _____ He had a paper route on the weekends.
- _____ He was saving up for a mountain bike.

- _____ On Sunday's his family went dingy sailing.
- _____ His parents loved sailing.
- _____ His family had great days out on the water.

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

- _____ Life is just normal until a letter comes in the mail.

Inferential Questions:

6. *How do you think Michael's parents feel about working at the Brickworks? What makes you think that? _____/2*

7. *What do you think is going to happen next? What makes you think that? _____/2*

8. *What do you think the word **fanatic** means? What makes you think that? _____/2*
"He was a great do-it-yourself fanatic. There was nothing he couldn't fix, even if it didn't need fixing."

Total Comprehension: _____ / 15

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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 (*Hatchet*).

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 chapter book Hatchet. Part of the book you will read aloud to me, and part of the book you will read silently. When you have finished reading, you will tell me about what you have read. Do you have any questions?

This is a story in which the main character, Brian Robeson becomes stranded in the Canadian wilderness after his plane crashes. The story begins when Brian is on the airplane. Please begin reading aloud to me starting on page 1.

Turn on the timing device. Record oral reading miscues.

Brian Robeson stared out the window of the small plane (10) at the endless green northern wilderness below. It was a (20) small plane, a Cessna 406—a bushplane—and the engine (30) was so loud, so roaring and consuming and loud, that it (41) ruined any chance for conversation. (46)

Not that he had much to say. He was thirteen and the (58) only passenger on the plane was a pilot named—what was (69) it? Jim or Jake or something—who was in his mid-forties (81) and who had been silent as he worked to prepare for take- (93) off. In fact since Brian had come to the small airport in (105)

Hampton, New York to meet the plane—driven by his (115)
mother—the pilot had only spoken five words to him. (125)

“Get in the copilot’s seat.” (130)

Which Brian had done. They had taken off and that (140)
was the last of the conversation. There had been the initial (151)
excitement, of course. He had never flown in a single- (161)
engine plane before and to be sitting in the copilot’s seat (172)
with all the controls right there in front of him, all the (184)
instruments in his face as the plane clawed for altitude (194)
jerking and sliding on the wind currents as the pilot took (205)
off, had been interesting and exciting. But in five minutes (215)
they had leveled off at six thousand feet and headed (225)
northwest and from then on the pilot had been silent, (235)
staring out the front, and the drone of the engine had (246)
been all that was left. The drone of the sea of green (258)
trees that lay before the plane’s nose and flowed to the (269)
horizon, spread with lakes, swamps, and wandering (276)
streams and rivers. (279)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the middle of page 5, where it says, “Thank you...” You will read this part of the story silently to yourself. When you are finished, raise your hand. I will then ask you to tell me about what you read. Do you have any questions? You may begin reading.*

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 story.*

Characters:

1. *Who is the main character in the story?* _____ /1
Please tell me a little bit about the main character _____ /1
- _____ Brian Robeson
 - _____ 13 years old
 - _____ Upset about his parents' divorce
 - _____ Never been on an airplane

2. *Who are the other characters in the story?* (2+ characters = 2 pts.) _____ /2
- _____ Pilot
 - _____ Mom
 - _____ Dad

Setting:

3. *Where does the story take place?* _____ /1
- _____ On an airplane
 - _____ Leaving Hampton, New York
 - _____ Flying above the northern wilderness

Plot:

4. *What is happening in the story?* (events from beginning/middle/end) _____ /3
- _____ Brian is in an airplane.
 - _____ He is the only passenger.
 - _____ He is sitting in the copilot's seat.
 - _____ It is Brian's first time on an airplane.

 - _____ His parents are getting a divorce.
 - _____ Brian knows why.
 - _____ But it is a secret he is keeping from his dad.

 - _____ The pilot lets Brian take the wheel.
 - _____ He lets Brian fly the plane alone.
 - _____ The pilot takes the wheel back.
 - _____ He complains of aches and pains.
5. *What is the problem in the book?* _____ /1
- _____ Brian's parents are getting a divorce.

Inferential Questions:

6. *How does Brian feel about his parents' divorce? What makes you think that?*
_____/2

7. *What do you think is going to happen next? What makes you think that?* ____/2

8. *What do you think the word **slewed** means? What makes you think that?* ____/2
"He pushed his feet down on the pedals. The plane slewed suddenly to the right."

Total Comprehension: _____ / 15