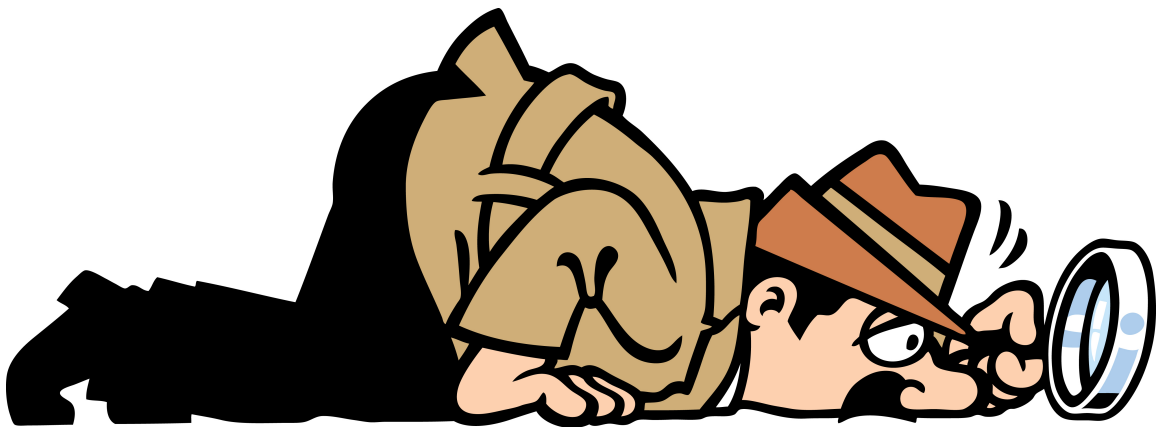


Unit 5.3

Running Record

DK American Revolution



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 (*American Revolution*).
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 American Revolution. 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 Revolutionary War that took place from 1775 – 1783. Please begin reading aloud to me starting on page 22 where it says, “The Two Armies”.

Turn on the timing device. Record oral reading miscues.

The two armies (3)

Nicknamed “Redcoats” because of their red jackets,
the British Army came from England, Scotland,
Ireland, and Wales. They were joined by thousands
of German soldiers called “Hessians,” as well as
American Loyalists. The American revolutionary
army consisted of blue- or brown-coated
regiments raised by the Continental Congress
(“Continental”) and regiments belonging

to the states. Civilians also often fought for the Revolution, as it swept into their region.

Continental and British infantry carried smoothbore muskets and used the same basic battle tactics: massed firing by ranks and charging with a bayonet.

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 are the two armies?* _____ /2

_____ The British Army

_____ The Redcoats

_____ The American army

_____ The Bluecoats / Browncoats

_____ Civilians

2. *Name at least two countries that fought with the British Army.* _____ /2

_____ England

_____ Scotland

_____ Ireland

_____ Whales

_____ Germany

_____ American loyalists

Setting:

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

When does the story take place? _____ /1

_____ The United States

_____ Many years ago

_____ 1775 - 1783

Plot:

4. *What is happening in the book?* _____ /2

_____ The British formed an army called the Redcoats.

_____ The American colonies (Continental Congress) formed an army called the Blue/Brown coats.

_____ Civilians also fought.

_____ They fought with muskets.

_____ They fought with bayonets.

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

_____ A war is fought between two armies.

Inferential Questions:

6. *What do you think the word “civilian” means? _____/2*
What makes you think that?

7. Look at the images on page 22 & 23.
How were the British and the American uniforms alike or different? _____/2
What makes you say that?

8. Turn to the table of contents on page 5.
What do you think you will learn about while reading this book? _____/2
What makes you think that?

Total Comprehension: _____ / 15