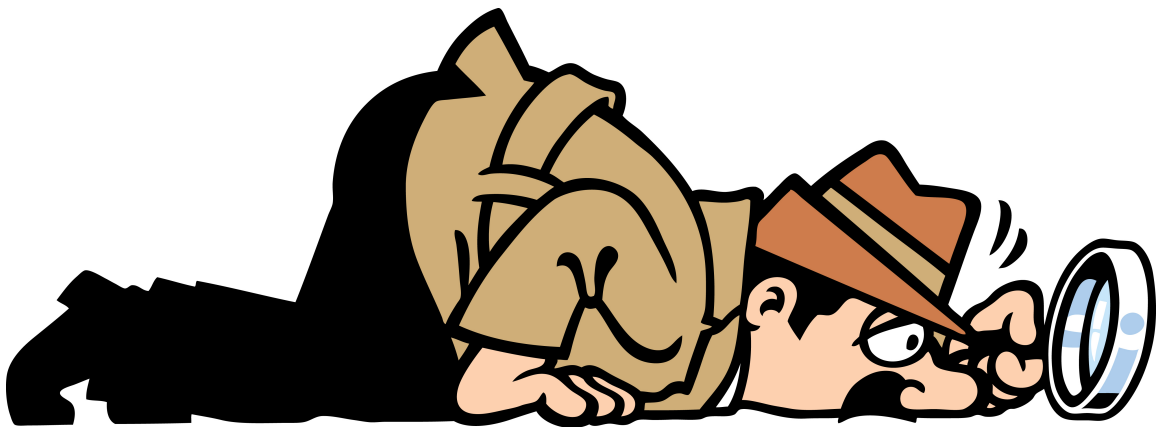


Unit 6.3

Running Record

Four Perfect Pebbles



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 (*Four Perfect Pebbles*).

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 memoir, Four Perfect Pebbles. When you have finished reading, you will tell me about what you have read. Do you have any questions?

This memoir tells about the life of Marion Blumenthal and her family who were trapped in Nazi Germany during Hitler's rise to power. The story begins in 1938 when Marion was just 4 years old. You will read part of chapter 3, starting on page 23.

Turn on the timing device. Record oral reading miscues.

Chapter 3 (2)

“Get Dressed and Come with Us” (7)

In the Blumethal apartment in Hanover the children lay ill (17)
with whooping cough. Although the most serious stage of the (27)
disease had passed, Marion and Albert still coughed and made (37)
frightening gagging sounds in the night. Ruth and Walter rose (47)
frequently to comfort them. (51)

It was now November 1938, and the bleak German autumn (61)
had begun. It was much too soon to expect news of the visa that (75)
would take the family to America. “Patience...we must have (85)
patience,” the worried parents told themselves. (91)

But the autumn of 1938 was a frightening time to be waiting (103)

for a way out of Germany. During the summer organized gangs (114)
of Nazis had set fire to and destroyed the main synagogues of (126)
Nuremberg and Munich, another important city of southern (134)
Germany. (135)

The government claimed that such acts were merely “ran- (143)
dom” violence against Jews. But at the same time Hitler was (154)
introducing new measures to identify Germany’s Jews and to (163)
isolate them from the rest of society. On August 17 a law was (176)
passed that forced all Jewish females to take the middle name (187)
Sarah. All males were to be given the name Israel, and these (199)
names were to be added to existing legal documents, such as (210)
birth certificates, marriage certificates, and passports. Not long (218)
afterward, on October 5, it was decreed that all passports and (229)
other documents held by Germany’s Jews must also be marked (239)
with a large letter J. (244)

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 book about?* _____ /1

Please tell me a little bit about her. _____ /1

_____ Marion Blumenthal

_____ 4 years old

_____ Jewish

2. *Who are the other people in her family?* _____ /1

_____ Parents

_____ Brother, Albert

Setting:

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

_____ Hanover

_____ Germany

_____ November

_____ 1938

Plot:

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

_____ The Blumenthal family lives in an apartment in Hanover.

_____ Marion and Albert have the whooping cough.

_____ They are waiting for a visa.

_____ The visa will allow them to leave Germany for America.

_____ Gangs of Nazis are destroying synagogues.

_____ Hitler was introducing new laws to identify and isolate Jews.

5. *What are the problems in the book?* (2+ problems = 2 pts.) _____ /2

_____ Nazi's are being violent toward Jewish people.

_____ New laws identify and isolate Germany's Jews.

_____ Female Jews have to take the middle name Sarah.

_____ Male Jews have to take the middle name Israel.

_____ All passports and documents held by Jews must be marked with the letter J.

Inferential Questions:

6. *Why do you think the family is trying to leave Germany for America?* _____ /2

7. *What hardships do you think the Blumenthal family will face? What makes you think that?* _____ /2

8. *What do you think the word **isolate** means? Why do you think that?* _____ /2

“Hitler was introducing new measures to identify Germany’s Jews and to isolate them from the rest of society.”

Total Comprehension: _____ / 15