

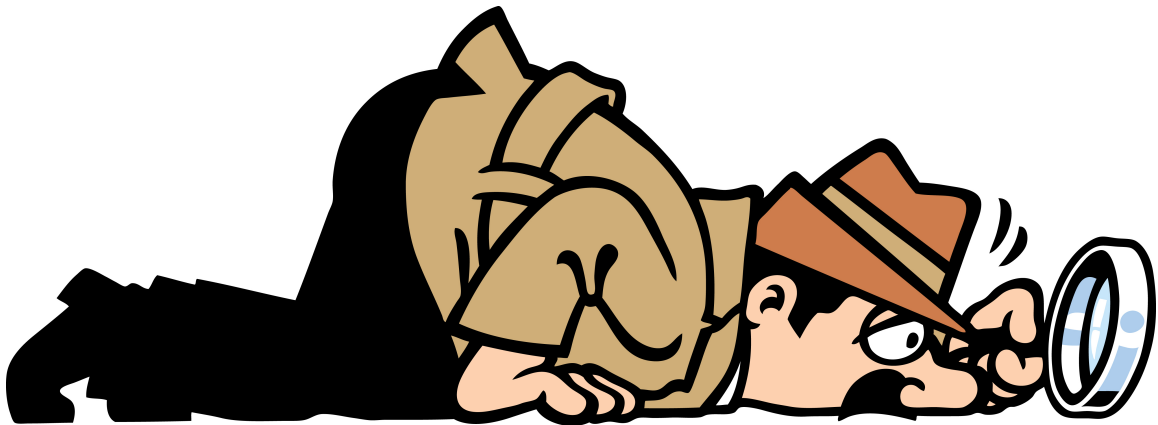
Unit 4.4

Running Records

The Year of Miss Agnes

Riding Freedom

The Sign of the Beaver



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 nearly eleven, until the letter came, life (10)	Omission
was just normal. There were ^{all} four of us in the (20)	Insertion
house: my mother, my father, me, and Stella — (28)	Substitution
<u>Stella Artois</u> , that is, my one-ear-up and one-ear- (39)	⊖ Repetition
down black-and-white ^{T.} sheepdog, who always seemed (47)	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)	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
(*The Year of Miss Agnes*).

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 The Year of Miss Agnes. 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 ten-year-old Fredericka (Fred) worries about who her new teacher will be when her other teacher leaves her small, remote, Alaska town. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

Chapter 1 (1)

“What will happen now?” I asked Mamma as we (10)
watched the plane take the teacher away. (17)

“Maybe no more school.” Mamma twitched (23)
her shoulder a little to show she didn’t care. (32)

Mamma never went to school much, just a few (41)
months here and there when her family wasn’t (49)
trapping or out at spring muskrat camp. She said (58)
she hated school when she was little. (65)

The little plane circled our village and then (73)

flew low over Anderson's store and waggled its (81)
wings at us. That was Sam White, the pilot, say- (90)
ing good-bye to us. (95)

It was Sam White laughing, too. Sam thought (103)
nearly everything was funny. He had just landed (111)

with the mail and there the new teacher was, (120)
waiting for him when he opened the door of the (130)
cockpit. She pushed right through the rest of us (139)
and started talking before Sam even got to say (148)
hello. (149)

“Wait for me, it will only take a minute,” she'd (159)
said. “Please. Take me back to town. I can't stay (169)
in this place for another second.” (175)

And he'd waited, and she'd come tumbling out (183)
of her little cabin, leaving the door open, leaving (192)
everything behind but the two suitcases she car- (199)
ried. It was kind of funny, how she looked. I (209)
could tell Sam thought so, the way he winked at (219)
us. And then Sam had helped her into the plane (229)
and the engine had roared and they were up and (239)
over the spruce trees and on their way. (247)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: Now you are going to read to the top of page 4, stopping after the words, “But none ever came back after the summer.” 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? _____ /2
Please tell me a little bit about the main character. _____ /1

____ A girl (Frederika or Fred)
____ Lives in a fishing village
____ Goes to school

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

____ The teacher
____ Mamma
____ The airplane pilot (Sam White)
____ The other kids in the school

Setting:

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

____ In a fishing village
____ In Alaska

Plot:

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

____ Frederika is shopping at the store with her mamma.
____ The airplane pilot comes with the mail.
____ The school teacher tells him to take her back to town.
____ She says she can’t stay in the village for another second.
____ She flies away.
____ She left because the boys in the school won’t listen.
____ She left because the kids in the school smell like fish.
____ So far, none of the teachers have stayed more than one year.

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

____ None of the teachers that have come to teach at Frederika’s school have stayed.

Inferential Questions:

6. *Why do the teachers leave? _____/2*
What makes you say that?

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

8. *What do you think the word **waggled** means? What makes you think that? _____/2*

“The little plane circled our village and then flew low over Andreson’s store and waggled its wings at us.” P. 1

Total Comprehension: _____ / 14

Running Record Cover Sheet

Student Name: _____ Date: _____

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

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<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
(*Riding Freedom*).

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 Riding Freedom. 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 of an orphan named Charlotte. The story takes place in the past—in the mid-1800's. Please begin reading aloud to me, starting on page 5.

Turn on the timing device. Record oral reading miscues.

AFTER TEN YEARS AT THE ORPHANAGE, (6)

Charlotte wasn't like most girls her age. And (14)
who knew if it was growing up like a follow- (24)
along puppy in a pack of ruffian boys, or if it (35)
was just her own spit and fire. But she never (45)
had a doll or a tea party. She couldn't sew a (56)
stitch and she didn't know a petticoat from a (65)
pea pod. Wild hairs sprang out of her brown (74)
braids, and her ribbons dangled to her waist, (82)
untied. Her frock was too big and hung like a (92)
sack on her small frame. Smudges of dirt always (101)

covered her, and instead of girl-like lace, for as (111)
long as anyone could remember, she wore a strip (120)
of leather rein tied around her wrist. (127)

Charlotte's greatest misfortune was that Mrs. (133)
Boyle, the cook, had been put in charge of her. (143)
With the shape and personality of a very (151)
large toad, and without a mothering bone in (159)
her body, Mrs. Boyle certainly wasn't going to (167)
teach Charlotte how to be lady-like. She (175)
couldn't be bothered with Charlotte, except to (182)
order her around the kitchen. And although (189)
Charlotte knew how to boil oats and make (197)
mush for an army, and could peel mountains of (206)
potatoes and scrub pots and pans, Mrs. Boyle (214)
still yelled at her for the littlest things. For (223)
being too noisy or too quiet, or for gazing out (233)
the window at some horse in the pasture that (242)
needed to be ridden. Being in the kitchen (250)
was a thorn in Charlotte's side, and she hated it (260)
worse than falling into a briary patch. (267)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the top of page 8, stopping after the words, “But the story Charlotte begged for most was the one about Freedom.” 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?* _____ /2

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

- Charlotte
 An orphan
 Not lady-like
 Works in the kitchen
 Loves horses

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

- The cook (Mrs. Boyle)
 The stableman (Vern)
 The horses

Setting:

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

- At an orphanage
 Many years ago (mid-1800’s)

Plot:

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

- Charlotte lives at an orphanage.
 She isn’t very lady-like.
 She works in the kitchen.
 She hates working in the kitchen.
 After her chores, Charlotte goes to the stables.
 She is getting ready for a pasture race.
 She will ride a horse named Freedom.

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

- Charlotte lives at an orphanage where she has to work in the kitchen.
 Charlotte hates working in the kitchen.

Inferential Questions:

6. Describe Charlotte's personality? _____/2
What makes you say that?

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

8. What do you think the word ***lady-like*** means? What makes you think that? _____/2

“With the shape and personality of a large toad, and without a mothering bone in her body, Mrs. Boyle certainly wasn't going to teach Charlotte how to be lady-like.” P. 6

Total Comprehension: _____ / 14

Running Record Cover Sheet

Student Name: _____ Date: _____

Name of Proctor: _____

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 (*The Sign of the Beaver*).

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 The Sign of the Beaver. 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 of a boy named Matt who helps his father build a cabin in the unsettled north, then is left at the cabin alone while his father returns to Massachusetts to get the rest of the family and bring them to their new home. The story takes place in the past—in 1768. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

MATT STOOD AT THE EDGE OF THE CLEARING FOR (9)
some time after his father had gone out of sight among (20)
the trees. There was just a chance that his father might (31)
turn back, that perhaps he had forgotten something or (40)
had some last word of advice. This was one time Matt (51)
reckoned he wouldn't mind the advice, no matter how (60)
many times he had heard it before. But finally he had (71)
to admit that this was not going to happen. His father (82)
had really gone. He was alone, with miles of wilderness (92)

stretching on every side. (96)

He turned and looked back at the log house. It was a (108)
fair house, he thought; his mother would have no cause (118)
to be ashamed of it. He had helped to build every inch (130)
of it. He had helped to cut down the spruce trees and (142)
haul the logs and square and notch them. He had stood (153)
at one end of every log and raised it, one on top of the (167)
other, fitting the notched ends together as snugly as (176)
though they had grown that way. He had climbed the (186)
roof to fasten down the cedar splints with long poles, (196)
and dragged up pine boughs to cover them. Behind the (206)
cabin were the mounds of corn he had helped to plant, (217)
the green blades already shooting up, and the pumpkin (226)
vines just showing between the stumps of trees. (234)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: Now you are going to read to the bottom of page 2. 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? _____ /2
Please tell me a little bit about the main character. _____ /1
____ Matt
____ (Hardworking)
____ (Brave)

2. Who are the other characters in the story? (2+ characters = 2 pts.) _____ /2
____ Father
____ Mother
____ Sister
____ New baby

Setting:

3. Where does the story take place? _____ /1
____ Maine
____ 1768

Plot:

4. What is happening in the story? (events from beginning/middle/end) _____ /3
____ Matt and his father travel to Maine.
____ They claim a plot of land.
____ They clear a patch of ground.
____ They build a cabin.
____ They plant some corn.
____ Now Matt's father is traveling back to Massachusetts.
____ Matt's father will bring the family to Maine.
____ Matt is left behind.
____ Matt will guard the cabin while his father is gone.

5. What is the problem in the book? _____ /1
____ Matt is alone in, guarding the family cabin in Maine.

Inferential Questions:

6. *How does Matt feel at the beginning of the story? _____/2*
What makes you say that?

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

8. *What do you think the word **wilderness** means? _____/2*
What makes you think that?

“He was alone, with miles of wilderness stretching on every side.” P. 1

Total Comprehension: _____ / 14