

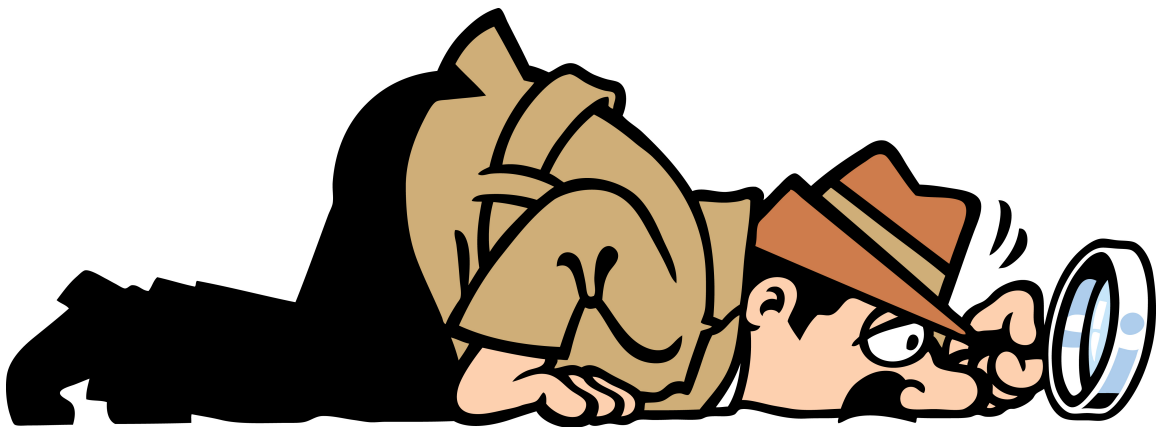
# Unit 3.4

## Running Records

*Julian's Glorious Summer*

*Abby Takes a Stand*

*Freedom Train*



## 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 <del>nearl</del> y eleven, until the letter came, life (10)	1 Omission
was just normal. There were <sup>all</sup> four of us in the (20)	1 Insertion
house: my mother, my father, me, and Stella— (28)	1 Substitution
<u>Stella Artois</u> , that is, my one-ear-up and one-ear- (39)	⊖ Repetition
down black-and-white <sup>T.</sup> 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 <sup>first s/c</sup> 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><b>Accuracy Formula</b></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><b>Fluency Formula</b></p> <p># of words - number of errors X 60 = _____ / # of seconds = WCPM</p> <p>_____ - _____ X 60 = _____ / _____ = _____ WCPM</p> <p><b>Grade Level Fluency Norms</b> (Tindal &amp; Hasbrouck, 2017)</p>		
Comprehension - % of Correct Answers		
Independent	Instructional	Frustrational
75% correct or above	50 - 74% correct	49% correct or below
<p><b>Comprehension Formula</b></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  
(*Julian's Glorious Summer*).

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 Julian's Glorious Summer. 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, Julian, is scared to ride a bicycle but doesn't want to tell his best friend Gloria. Please begin reading aloud to me, starting on page 1.*

***Turn on the timing device. Record oral reading miscues.***

**Why I Tell Stories (4)**

I am a nice person. I practically almost always (13)

tell the truth. I really don't like making up sto- (22)

ries. I only do it when absolutely necessary. (30)

That's the way it was at the beginning of the (40)

summer. (41)

It was the first morning after school got out. I (51)

was sitting in our swing, making circles in the (60)

sand with my tennis shoe and watching some (68)

ants go by. Every last one was in a hurry. (78)

"Take your time!" I said to them. "This is va- (87)

cation!” (88)

But they went on running as fast as they (97)

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could. They acted like they were all late. (105)

“Where are you going so fast?” I asked. (113)

I wasn't in a hurry. I was happy. My little (123)

brother, Huey, was with my dad at his car repair (133)

shop. My mother was at her job. I was waiting (143)

for my best friend, Gloria. I was thinking how (152)

much fun Gloria and I (and Huey, when I let him (163)

play with us) would have all summer. (170)

I was thinking so much, I hardly looked at the (180)

street. I almost didn't see a girl on a blue bicy- (190)

cle going by fast—and when I did, I thought, (200)

“That can't be Gloria!” because Gloria doesn't (207)

have a bicycle. (210)

**Time:** \_\_\_\_\_

## SILENT READING—COMPREHENSION

**Tell the student:** Now you are going to read to the bottom of page 8. 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

- \_\_\_\_\_ A boy (Julian)
- \_\_\_\_\_ Nice
- \_\_\_\_\_ Almost always tells the truth
- \_\_\_\_\_ Happy

2. Who are the other characters in the story? (2+ characters = 2pt.) \_\_\_\_\_ /2

- \_\_\_\_\_ Father
- \_\_\_\_\_ Mother
- \_\_\_\_\_ Brother (Huey)
- \_\_\_\_\_ Best friend (Gloria)

### Setting:

3. Where does the story take place? \_\_\_\_\_ /1

- \_\_\_\_\_ At the boy's house
- \_\_\_\_\_ Summer

### Plot:

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

- \_\_\_\_\_ The boy is sitting on his swing.
- \_\_\_\_\_ He is watching the ants.
- \_\_\_\_\_ He is waiting for his friend, Gloria.
- \_\_\_\_\_ He is thinking about how much fun they will have this summer.
- \_\_\_\_\_ He sees a girl on a blue bicycle.
- \_\_\_\_\_ He makes a wish—that the girl on the bike is not Gloria.
- \_\_\_\_\_ Gloria is the girl with the blue bicycle.

5. What is the problem in the book? \_\_\_\_\_ /1

- \_\_\_\_\_ The boy doesn't want Gloria to have a bicycle.

**Inferential Questions:**

6. *Why is Julian happy at the beginning of the story?* \_\_\_\_\_/2

7. *What do you think is going to happen next? Why do you think that?* \_\_\_\_\_/2

8. *What do you think the phrase “**go into action**” means?* \_\_\_\_\_/2  
*Why do you think that?*

“I decided to go into action.” P. 8

**Total Comprehension:** \_\_\_\_\_ / 14

# Running Record Cover Sheet

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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  
(*Abby Takes a Stand*).

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 Abby Takes a Stand. 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, Abby, is mistreated because she is black. In the beginning of the story she is shopping for school supplies with her best friend. The story takes place in 1960. Please begin reading chapter 1 aloud to me, starting on page 5.*

***Turn on the timing device. Record oral reading miscues.***

***Chapter 1*** (2)

**Best Friends** (4)

“Quick, Mr. Ford. What’s the date today?” (11)

Abby asked. (13)

Mr. Ford looked surprised, but he checked a (21)  
calendar tacked to the wall above the cash reg- (29)  
ister. “February second, nineteen sixty.” (34)

On cue, Abby and her best friend Patsy (42)  
slapped each other’s hands. Then they clapped (49)

twice, snapped their fingers three times, and (56)  
touched elbows. “What’s happening?” they (61)  
asked together. “You’ve got it,” they answered, (68)  
pointing to each other, then burst out laughing. (76)  
Mr. Ford laughed too, and shook his head. (84)

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He had seen this routine before. This was the (93)  
girls’ special greeting. What he didn’t know (100)  
was why. (102)

Abby and Patsy had made it up after sitting (111)  
through the sci-fi thriller *Invasion of the Body* (119)  
*Snatchers* four times. (122)

“I’ll know if an alien takes over your body (131)  
if we add a move that only the two of us know (143)  
about,” Patsy had said. “On odd-numbered days, (151)  
we’ll snap our fingers two times,” she suggested. (159)  
“And on even numbered days we’ll snap three  
times.” (168)

“Yes! That’ll trick an alien,” said Abby. It was (177)  
their secret. So far nobody had figured it out. (186)

Patsy was the *best* best friend. She loved  
scary movies and she knew how to keep a secret.  
Nothing was more fun than trading comic

books, riding their bicycles, eating dill pickles

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with candy canes stuck in the middle, and, of  
course, just about everything else.

“How will I last two weeks without you,  
girl?” Abby asked.

**Time:** \_\_\_\_\_

## SILENT READING—COMPREHENSION

**Tell the student:** Now you are going to read to the bottom of page 12. 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  
\_\_\_\_ Abby  
\_\_\_\_ Likes scary movies  
\_\_\_\_ Going into the fifth grade

2. Who are the other characters in the story? (2+ characters = 2pt.) \_\_\_\_\_ /2  
\_\_\_\_ Abby's best friend (Patsy)  
\_\_\_\_ Store owner (Mr. Ford)

### Setting:

3. Where does the story take place? \_\_\_\_\_ /1  
\_\_\_\_ In Mr. Ford's store  
\_\_\_\_ At the beginning of the summer  
\_\_\_\_ 1960

### Plot:

4. What is happening in the story? (events from beginning/middle/end) \_\_\_\_\_ /3  
\_\_\_\_ Abby and Patsy meet at Mr. Ford's store.  
\_\_\_\_ They do their secret handshake.  
\_\_\_\_ They shop for school supplies.  
\_\_\_\_ They are looking for a special blue binder.  
\_\_\_\_ Mr. Ford only has black and red binders.  
\_\_\_\_ The girls have a milkshake.  
\_\_\_\_ Patsy will be going to her Granny's house for the summer.
5. What is the problem in the book? \_\_\_\_\_ /1  
\_\_\_\_ Abby and Patsy will not be spending the summer together because Patsy is going to her Granny's house for the summer.  
\_\_\_\_ Mr. Ford does not have the blue binder the girls want for fifth grade.

**Inferential Questions:**

6. *How does Abby feel at the beginning of the story? Why?* \_\_\_\_/2

7. *What do you think is going to happen next? Why do you think that?* \_\_\_\_/2

8. *What do you think the phrase “**Stay on top of her lessons**” means? \_\_\_\_/2*  
*Why do you think that?*

“[Patsy’s] Mama was a teacher, and she was making sure Patsy stayed on top of her lessons.” P. 8

**Total Comprehension:** \_\_\_\_ / 14

# Running Record Cover Sheet

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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  
(*Freedom Train*)

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 Freedom Train. 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, Clyde, is being bullied by a boy named Phillip. The story takes place in 1947. Please begin reading chapter 1 aloud to me, starting on page 1.*

***Turn on the timing device. Record oral reading miscues.***

**CAPTAIN CHESTER SAVES THE DAY (5)**

Phillip Granger was the most ornery, hateful body (13)  
that ever stepped foot in our school, and he never (23)  
stopped proving it. He was in my class ‘cause they (33)  
kicked him out of his fancy private school. Seemed (42)  
like we was getting the punishment, though, see- (49)  
ing as how he tortured us all. A couple days before (60)  
Christmas vacation weren’t no different. I was mind- (67)  
ing my own business when I heard, “Pst,” from two (77)  
rows back. (79)

Miss Fowler clapped her hands and said, “Get out (88)

your history books and read silently, class.” (95)

“Pst. Pst. Pst.” (98)

“I didn’t look back. I opened my book. “Pst. Pst. (108)

Pst.” The “pst’s” was gettin’ louder. I twisted in (117)

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my seat and saw Phillip Granger smirking at me. (126)

“Hey, Clyyyde,” Phillip whispered. (130)

Phillip always said my name like it was as bad as (141)  
eating a pile of dookie. His pa was a boss at the cot- (153)  
ton mill. Phillip didn’t waste any time throwing it up (163)  
in our faces, that his pa told our mas and pas what to (176)  
do. Ain’t nothing we could say about it neither, since (186)  
it was true. We just had to grin and bear it. (197)

Phillip smiled and held up a torn Marvel comic (206)  
cover. “Look’ee, look’ee.” (209)

“You better give it back to him, Phillip,” Ronnie (218)  
said. He sat in the middle row, between us. He was (229)  
my best friend since we was little. (236)

**Time:** \_\_\_\_\_

**SILENT READING—COMPREHENSION**

**Tell the student:** *Now you are going to read to the bottom of page 3. 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
- \_\_\_\_\_ Clyde
  - \_\_\_\_\_ Likes Marvel comics
  - \_\_\_\_\_ 12 years old
  - \_\_\_\_\_ In seventh grade
  - \_\_\_\_\_ Short
  - \_\_\_\_\_ Has a cowlick

2. *Who are the other characters in the story?* (2+ characters = 2pt.) \_\_\_\_\_ /2
- \_\_\_\_\_ Bully (Phillip Granger)
  - \_\_\_\_\_ Clyde's best friend (Ronnie)
  - \_\_\_\_\_ Clyde's teacher (Miss Fowler)
  - \_\_\_\_\_ Clyde's brother (Joseph)

**Setting:**

3. *Where does the story take place?* \_\_\_\_\_ /1
- \_\_\_\_\_ At school
  - \_\_\_\_\_ In the past

**Plot:**

4. *What is happening in the story?* (events from beginning/middle/end) \_\_\_\_\_ /3
- \_\_\_\_\_ Phillip Granger took Clyde's comic book.
  - \_\_\_\_\_ He tore the cover.
  - \_\_\_\_\_ Now Phillip is trying to get Clyde's attention in class.
  - \_\_\_\_\_ Phillip crumples up Clyde's comic book.
  - \_\_\_\_\_ Phillip spits on Clyde's comic book.
  - \_\_\_\_\_ Phillip throws the spitball at Clyde.
5. *What is the problem in the book?* \_\_\_\_\_ /1
- \_\_\_\_\_ Phillip Granger is mean to Clyde when takes his comic book, tears it, crumples it up, and spits on it.

**Inferential Questions:**

6. *How does Clyde feel about Phillip Granger? Why?* \_\_\_\_/2

7. *What do you think is going to happen next? Why do you think that?* \_\_\_\_/2

8. *What do you think the phrase “**grin and bear it**” means? \_\_\_\_/2*  
*Why do you think that?*

“Ain’t nothing we could say about it neither, since it was true. We just had to grin and bear it.” P. 2

**Total Comprehension:** \_\_\_\_\_ / 14