



Running Records

A 'GPS' for Driving Instruction (A Guide to a Processing System)



Gaynell Jamison, Teacher Leader
Southeast Arkansas Reading Recovery Consortium

Patsy Conner, Teacher Leader
University of Arkansas at Little Rock

Running Records

Maximum Speed Limit 90 - 100

Below Limit
0 - 89

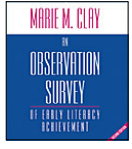

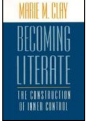






Resources

Running Records

What is the Purpose?

The prime purpose of a Running Record is to understand more about how children are using what they know to get to the messages of text, or in other words what reading processes they are using

An Observation Survey of Early Literacy Achievement
M.M. Clay 2002 p.2

"To use systematic observation the teacher has to set time aside from teaching to become a neutral observer."

An Observation Survey of Early Literacy Achievement
M.M. Clay 2002 p.3

"In every way the information produced by systematic observation reduces our uncertainties and improves our instruction."

An Observation Survey of Early Literacy Achievement
M.M. Clay 2002 p.9

"When we become neutral observers and watch children at work in systematic and repeatable ways we begin to uncover some of our own assumptions and notice how wrong these can sometimes be."

An Observation Survey of Early Literacy Achievement
M.M. Clay 2002 p.10

Running Record

"If there is a single task that stands up better than any other it is the

Running Record of text reading.

This is a neutral observation task, capable of use in any system of reading, and recording progress on whatever gradient of text difficulty has been adopted by the education system."

Purposes of the Running Record

- ✓ To help in the placement of children.
- ✓ To decide what text is the appropriate instructional level for an individual.
- ✓ To capture reading behavior which can be analyzed later.

Purposes of Running Record (cont.)

- ✓ To keep a record of changes over time
- ✓ To determine the level of difficulty of a particular book
- ✓ To help make critical decisions about an individual
- ✓ To assess children for research purposes

Taking a Running Record
An Observation Survey of Early Literacy Achievement, M.M. Clay 2002
Chapter 5 pp.49-51

Use Standard Procedures

- In order to compare progress of one student's reading
- In order to compare progress of several children
- In order to compare one reader with another.

An Observation Survey of Early Literacy Achievement
M.M. Clay 2002 p. 10

Readiness

"it is the teachers who need to know how to create appropriate instruction for each child, whatever his or her starting point.

To do this effectively they need to observe how literacy behaviors change throughout the first years of school."

Doing the numbers

An Observation Survey of Early Literacy Achievement
M.M. Clay 2002 p.66

ERROR RATE
Running words ÷ 1: _____
Errors

ACCURACY RATE
Running words - Errors ÷ _____%
Running Words

SELF CORRECTION RATE
Errors ÷ Self Corrections ÷ 1: _____
Self Corrections

THREE LEVELS OF TEXT DIFFICULTY

An Observation Survey of Early Literacy Achievement
M.M. Clay 2002 p. 55

- An easy text = 95 - 100%
- An instructional text = 90 - 94%
- A hard text = less than 89%
- Self Correction Goal = 1:1 - 1:3

Analyzing the Running Record

For Strategic Processing - What can we learn?

Clay calls for more and more understanding from the teacher about how the student develops a self-extending system of strategies

Paraphrased from
Becoming Literate
Page 3

Analyzing the Running Record for Strategic Processing

Definition

"In this book a strategy cannot be seen - it is some activity 'in the head', a move directed by the child during reading work to problem solve a section of text and it belongs to an orchestrated set of strategies needed in literacy activities."

Clay (1991)
Becoming Literate, p. 3

Analyzing the Running Record for Strategic Processing

Since strategies are 'in the head' we cannot observe them. We can only observe the behaviors that indicate that the student is using a strategy.



Analyzing the Running Record for Strategic Processing

An emergent reader and writer indicates that strategy use is involved when he / she ...

- Anticipates
- Monitors
- Predicts
- Attempts an alternative
- Integrates / Solves
- Repeats / Rereads
- Confirms
- Cross-checks
- Self-Corrects

Running Record

Analysis of Running Records

(See Handouts)

- Wake Up Dad Level 3 RW 67
- My Accident Level 4 RW 46
- Lost in the Jungle Level 7 RW 131

Running Records

Now that you have taken a Running Record and circled the MSV, what does it really mean?

Running Records

It is now time to analyze your findings and use it to drive your instructions. It's all about making sound teaching decisions in the Reading Recovery lesson based on what you know.

Running Records

What Do They Tell Us?

- Running Records capture what young readers said and did while reading continuous text
- Judge what the reader already knows
- What the reader attended to at difficulty
- What the reader overlooked
- Allows the teacher to describe how children are working on text

Running Records

What Guides Them?

The Child's:

- Oral Language
- Prior Knowledge
- Pronunciation of words - Dialect

At the Zoo



Level 2 Rigby PM

Text:

Come and see
the monkey.

Student:

Come see
the monkey.

My little dog



Rigby PM Level 4

My little dog goes
down the hill ...



and she comes back to us.



My little dog

My little dog goes
over the bridge ...



My little dog goes
through the grass ...



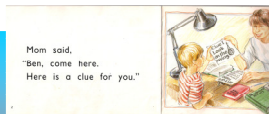
The Wright Group - Sunshine Series Level 6 RW: 69



They saw a hungry dog.
"Have some bread," they said.

Ben's Treasure Hunt

Rigby PM Level 5 RW 72



Mom said,
"Ben, come here.
Here is a clue for you."

The best cake



Rigby PM Level 10



They went to the school fair
in the car, and they went
inside with the cake.

"Here you are," said Ben.
"Here's a big cake."

"Thank you," said the girls.

Running Records

What About Progress?

- Taken at selected intervals running records can plot a path of progress
- A desirable path of progress shows that the learner is meeting the challenge of increasingly difficult text

Running Records

I Have Done a Running Record
Now What?

Analyze the errors

Running Records

How Do I Analyze it?

Analysis of Errors and Self-Corrections

For any occurrences of error behavior or self-correction try to work out whether the child was using information from...

M - the **meaning** of the message

S - the **structure** of the sentence

V- something from the **visual** cues

Running Records

What About Self - Corrections?

- What extra information did the reader use to make a self - correction?
- Is there a pattern of responding?

Running Records

What is the reader doing or not doing?

- Is the reader re-reading ?
- Is the reader self - monitoring ?
- Is the reader searching ?
- Is the reader waiting for a Told ?

Running Records

Now What?

Think about the readers responses on text and consider:

- What cues were used ?
- What cues were neglected ?

Running Records

How Can Analyzing the Running Record Drive My Instruction ?

- Informs you on information used
- Informs you on information neglected
- A window into what the reader is attending to

Running Records

The Analysis

- Is there evidence of Meaning on errors?
- Is there evidence of Structure on errors?
- Is there evidence of Self - Corrections?
- Is there evidence of Visual information usage on errors?

Running Records

The Analysis

- Is there evidence of re-reading to maintain the meaning of the story?
- Is there evidence of fluent and phrased reading?
- Is there a lot of, or a few self - corrections?

Running Records

What teaching move will you make?

- Considering the analysis of the running record what book will you choose next ?
- How will you scaffold the learner in order to accelerate the learning ?
- What will be your focus for the next 5 lessons ?

Running Records

Remember...

- **Reading** is a complex process that calls for an integration of sources on text
- The reader must be flexible with his / her knowledge



We can make a difference


There are many reasons for the individual differences we observe. We can influence and foster development by providing appropriate opportunities for the child to learn.

Reflection

The real value of discovery consists not in seeking new landscapes, but in having new eyes.



References

- 
- Clay, M.M. (1991). *Becoming Literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Clay, M.M. (2006). *Observation Survey of Early Literacy Achievement*. Portsmouth, NH: Heinemann.
- Clay, M.M. (2000). *Running Records for Classroom Teachers*. Portsmouth, NH: Heinemann.
- Douetil, J. (2005, Spring). Change and Opportunities for Learning. *Journal of Reading Recovery*, 4 (3), 11-14.



Thanks for attending this session. . . .

Contact information:

Gaynell Jamison, Teacher Leader
gjamison@monticello.k12.ar.us

Patsy Conner, Teacher Leader
pjconner@ualr.edu