

Summaries of Reading Behaviors for Follow-Up Activity #1

Emma T.

- has good sense of story
- has strong oral language; rich vocabulary
- controls left-to-right and top-to-bottom directional movement on multiple lines of text
- reads small but growing number of high-frequency words
- notices a mismatch with visual information only when error is a well-known word
- rarely self-corrects
- reads expressively

Tony F.

- controls directional movement unless text placement varies on different pages
- self-corrects substitutions of known words
- frequently makes substitutions using M and S
- often makes no attempt at difficulty
- confuses 'b' and 'd' at times, but works to correct himself
- has a very slowly expanding reading and writing vocabulary
- has difficulty using punctuation appropriately
- rarely rereads to gather meaning or make another attempt
- reads in a choppy, word-by-word manner (recently stopped using his finger to point)

Roberto G.

- controls directional movement on pages with several lines of text
- uses M, S, and V together in his attempts (new behavior)
- uses book introductions to orient himself to the text; picks up new words and structures
- hears and records sounds well in writing; has a quickly growing writing vocabulary
- uses the first letter of a word in text to check on himself (new behavior)
- rereads to the beginning of a sentence to self-correct or confirm
- groups 3-4 words into phrases, attends to punctuation and boldface print
- rarely notices inflectional endings (-ed, -ing, -s)

Text of *Max and Macy* for Follow-Up Activity #1
(74 running words)

- page 2 Here comes Max.
 "Woof, woof."
- page 3 Max is hungry.
- page 4 Here comes Macy.
 "Meow, meow."
- page 5 Macy is hungry too.
- page 6 "Here you are, Max," said Dad.
 "Have some food."
- page 7 "Here you are, Macy," said Dad.
 "Have some food."
- page 8 Max eats his food, but
 he is still hungry.
- page 9 Max looks at Macy.
 "WOOF! WOOF! WOOF!"
- page 10 Macy runs away.
- page 12 "Bad dog!"
 "Go away," said Dad.
- page 14 Here comes Macy.
- page 15 "Have some food," said Dad.
- page 16 Now Macy can eat.
 "Purr, purr."

RUNNING RECORD SHEET

Name: Emma T. Date: 9/22/09 D. of B.: 8/20/03 Age: 6 yrs 1 mths
 School: Parkwood Recorder: B.K.

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional <u>Max and Macy</u>	<u>5/74</u>	1: <u>15</u>	<u>93</u> %	1: <u>nil</u>
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____
 Instructional M & S consistently used together in substitutions; neglected
V information
 Hard _____

Cross-checking on information (Note that this behaviour changes over time)

not evident

Page	Title <u>Max and Macy</u>	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
2	✓ ✓ ✓ ✓ ✓				
3	✓ ✓ <u>looking</u> <u>hungry</u>	1		(M) (S) V	
4	✓ ✓ ✓ ✓ ✓				
5	✓ ✓ <u>looking</u> ✓ <u>hungry</u>	1		(M) (S) V	
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>dinner</u> <u>food</u>	1		(M) (S) V	
7	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>dinner</u> <u>food</u>	1		(M) (S) V	

WORKSHEET 2

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
8	✓✓✓✓ R ✓ <u>and</u> ✓✓✓✓ <u>but</u>	1		(M) (S) V	
9	✓✓✓✓✓ ✓✓✓				
10	✓✓✓				
12	✓✓ ✓✓✓✓				
14	✓✓✓				
15	✓✓✓✓✓				
16	✓✓✓✓ ✓✓				
	Reading is fast and smooth, with good intonation.				

RUNNING RECORD SHEET

Name: Tony F. Date: 9/22/09 D. of B.: 6/12/03 Age: 6 yrs 3 mths
 School: Parkwood Recorder: B.K.

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional <u>Max and Macy</u>	<u>6/74</u>	1: <u>12</u>	<u>91</u> %	1: <u>3</u>
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement ✓

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____
 Instructional Usually used M+S in errors, neglecting V information. Self-corrections used V information (known words) and occurred at point of error.
 Hard _____

Cross-checking on information (Note that this behaviour changes over time)

M & S cross-checked with V information

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
2	<u>is / sc</u> <u>comes</u> ✓		1	(M)(S)V	MS(V)
3	<u>coming</u> <u>hungry</u>	1		(M)(S)V	
4	✓ ✓ ✓ ✓ ✓				
5	✓ ✓ ✓ ✓				
6	<u>go / sc</u> <u>are</u> ✓ ✓ ✓		1	(M)(S)V	MS(V)
6	<u>-</u> <u>R</u> <u>food</u> <u>T</u>	1			
7	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				

WORKSHEET 3

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
8	✓ $\frac{-}{eats} A Y T$ ✓ ✓ $\frac{-}{but} T R$ ✓ ✓ ✓ ✓	1	1		
9	✓ ✓ ✓ ✓ ✓ ✓ ✓				
10	✓ ✓ $\frac{-}{away} T$	1			
12	✓ $\frac{boy}{dog} SC$ ✓ ✓ ✓ ✓		1	(M)S(V)	MS(V)
14	✓ ✓ ✓				
15	✓ ✓ ✓ ✓ ✓				
16	$\frac{No}{Now} SC$ ✓ ✓ ✓ $\frac{-}{Purr} T$ ✓		1	M(S)(V)	(M)S(V)
	Reading sounds word-by-word; occasionally ignores punctuation. Made no attempt 5 times.	6	4	451	1-4

RUNNING RECORD SHEET

Name: Roberto G. Date: 9/21/09 D. of B.: 4/22/03 Age: 6 yrs 5 mths
 School: Parkwood Recorder: B.K.

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy <u>Max and Macy</u>	<u>3/74</u>	1: <u>25</u>	<u>96</u> %	1: <u>2</u>
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy Errors used M+S consistently, sometimes M,S & V. Self-corrections use V
 Instructional information (probably 1st letter)
 Hard _____

Cross-checking on information (Note that this behaviour changes over time)

cross-checked M & S with V information

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used E MSV	SC MSV
2	<u>Max and Macy</u> ✓ ✓ ✓ <u>Ruff</u> <u>w</u> - <u>sc</u> ✓ <u>Woof</u>		1	(M)(S)(V)	MS(V)
3	✓ ✓ ✓				
4	✓ ✓ ✓ ✓ ✓				
5	✓ ✓ ✓ ✓ R ✓ ✓ ✓ ✓ ✓ ✓ ✓				
6	<u>Here's</u> ✓ ✓ Have	1		(M)(S)(V)	
7	✓ ✓ ✓ ✓ ✓ ✓ <u>Here's</u> Have ✓ ✓	1		(M)(S)(V)	

WORKSHEET 4

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
8	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
9	✓ <u>looked</u> ✓ ✓ looks ✓ ✓ ✓	1		(M)S(V)	
10	✓ <u>goes</u> R sc ✓ runs		1	(M)S V	M S(V)
12	✓ ✓ ✓ ✓ ✓ ✓				
14	✓ ✓ ✓				
15	✓ ✓ ✓ ✓ ✓				
16	✓ ✓ ✓ ✓ <u>Meow</u> sc ✓ Purr		1	(M)S V	M S(V)
		3	3	6 6 3	-- 3
	<p>Groups 3-4 words together. Moderate pace and appropriate intonation, slows at difficulty.</p>				

Discussion Guide for Follow-up Session Activities**Look at your records.**

1. Verify group placement.
2. Check that the level of difficulty is contributing to successful reading (90% accuracy or above).
3. Discuss phrasing and fluency from notes and records.
4. Discuss any patterns of responses based on analysis of errors and self-corrections.
5. Discuss what the children will need to learn how to do next.

Reflect on a potential new book.*

1. Why do you think the children will want to read this book?
2. What do you know about the children's reading behaviors and the book characteristics that will make for a successful first reading?
3. Does the book offer just the right amount of challenge to establish new competencies? Explain.

Prepare to introduce the text.*

1. After reading the book to yourself, with what aspects of the text do you think you will have to make the children familiar?

Anticipate teaching support for individuals.

1. Look at your running records for any patterns of responses in your students that may be problematic and that you anticipate will occur during instruction.
2. Anticipate how you may prompt or interact in order to foster more efficient ways of problem solving.

* If teachers do not have collections of books at the practice session, they may complete these parts of the decision-making process on their own after the session.