

Leader's Guide to Part Two

Sensitive Observation of Reading Behavior

Running Record Professional Learning Package

PART TWO Analysis of Running Records of Text Reading

This professional learning package is intended for use after Part One of the Sensitive Observation of Reading Behavior professional learning series. Teachers will already know how to use the conventions for taking running records of text reading.

It is expected that a knowledgeable leader will guide participants—Reading Recovery teachers, classroom teachers, specialist teachers, or pre-service teachers—in the process of interpreting running records of text reading. **Leaders for Reading Recovery teachers must be registered Reading Recovery teacher leaders.** This guide provides the leader with information needed to plan and conduct sessions about running record analysis and to plan follow-up activities.

Companion Texts to Use with Part Two

As in Part One of this series, participants should have a copy of one of the following texts:

An Observation Survey of Early Literacy Achievement (Clay, 2002, 2006)
(required for Reading Recovery teachers)

Running Records for Classroom Teachers (Clay, 2000)

Analyzing Running Records of Text Reading

In Part One of this series, participants learned a systematic way of observing and recording early reading behaviors using running records of text reading. They learned to score the records and determine which text levels a child found easy, instructional, or hard.

Part Two of the professional learning package, Analysis of Running Records of Text Reading, is intended to help teachers interpret running records in order to learn what kinds of information the child is attending to and neglecting. Participants will learn to analyze a child's errors and self-corrections in order to uncover important information about the reading process for a particular child.

Materials Included in This Package

- one copy each of *The Zoo Trip* book and *Mutt Goes to School* book
- Disk 1 — PowerPoint presentation (PartTwo.ppt)
- Disk 2 — Orientation PowerPoint for the leader (Orientation.ppt)

PDF files to print for the leader:

- README file (README.pdf)
- Narrator's Script (RRPLP2script.pdf)
- Leader's Guide and answer keys (RRPLP2guide.pdf)

PDF files to print for each teacher:

- Introduction to the Analysis of Running Records (RRPLP2intro.pdf)
- Worksheets (RRPLP2worksheets.pdf)
- Printable copies of three children's texts:
Traffic, *The Zoo Trip*, and *Mutt Goes to School* (RRPLP2texts.pdf)



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Pre-Planning

1. Read pages 69–73 in *An Observation Survey of Early Literacy Achievement* and/or Chapters 7 and 8 in *Running Records for Classroom Teachers*.
2. Print and read the README file (README.pdf) on Disk 2 before planning the professional learning session.
3. View the Orientation PowerPoint (Orientation.ppt) on Disk 2.
4. Print and read the Introduction to the Analysis of Running Records (RRPLP2intro.pdf) on Disk 2.
5. Become familiar with this Leader's Guide and the accompanying materials in the package.
6. Print the Narrator's Script (RRPLP2script.pdf) on Disk 2 and use it as you preview the PowerPoint presentation on Disk 1.
7. Participants will need a copy of *An Observation Survey of Early Literacy Achievement* or *Running Records for Classroom Teachers*. This should be available for the first session (or prior to the session if possible).

Planning the Session

1. Determine the schedule for your session. Approximately 3 hours or one half-day will be needed to complete the session. If time is limited, you may need more than one session to allow for discussion. Also, schedule a follow-up session after participants have time to use the follow-up practice running records provided in this package.
2. Ensure that appropriate equipment and printed materials from Disk 2 are available for the session.
 - Computer and LCD projector with screen/display and audio cable
Be sure to copy the PowerPoint with audio and video files from Disk 1 to your hard drive. See the README file on Disk 2 for instructions.
 - Printed copies of Introduction to the Analysis of Running Records of Text Reading (RRPLP2intro.pdf) for each participant (prior to session if possible)
 - Printed copies of *Traffic*, *The Zoo Trip*, and *Mutt Goes to School* texts (RRPLP2texts.pdf) for each participant
 - Worksheets (RRPLP2worksheets.pdf) for each participant:
 - to use during the session(s)*
 - Worksheet 1—Running Record Sheet for *Traffic*: Review of Conventions
 - Worksheet 2—Running Record Sheet for *Carol and the Frog*
 - Worksheet 3—Running Record Sheet for *Traffic*
 - Worksheet 4—Running Record Sheet for *The Zoo Trip*
 - Worksheet 5—Running Record Sheet for *Mutt Goes to School*
 - to be completed after the session(s)*
 - Worksheet 6—Practice Running Record Sheet for *The Zoo Trip*
 - Worksheet 7—Practice Running Record Sheet for *Mutt Goes to School*

Conducting the Session

1. Briefly discuss the Introduction to the Analysis of Running Records of Text Reading. Refer the group to the Observation Survey book and/or *Running Records for Classroom Teachers*.
2. Explain that the first activity will be a review of running record conventions and scoring procedures.
3. Explain to the participants that analysis of running records is complex and may be puzzling at the beginning. That is to be expected in this new experience. Encourage them by ensuring that with practice and conversations, the process will be accessible to all of them.
4. Ensure that participants have all seven worksheets needed for the session.
5. Ensure that participants have printed copies of all three children's texts.
6. Start the PowerPoint presentation (PartTwo.ppt). Use the Narrator's Script to guide you as you move the presentation forward. Following is a summary of the presentation in sequence:

SLIDES	FOCUS	MATERIALS NEEDED
1–17	Review of conventions with audio of child reading <i>Traffic</i>	Worksheet 1
18–25	Explanation of interpreting running records	
26–38	Guided practice in completing a Running Record Sheet for <i>Carol and the Frog</i>	Worksheet 2
39–48	Video of child reading <i>Traffic</i>	Worksheet 3 and printed copy of text
	Video of a teacher and leader analyzing the running record for <i>Traffic</i> followed by time for discussion	
49–60	Video of child reading <i>The Zoo Trip</i>	Worksheet 4 and printed copy of text
	Video of a teacher and leader analyzing the running record for <i>The Zoo Trip</i> followed by time for discussion	
61–78	Video of child reading <i>Mutt Goes to School</i>	Worksheet 5 and printed copy of text
	Time for participants to analyze the running record for <i>Mutt Goes to School</i>	
	Discussion of analysis guided by the leader (answer key on the screen and later in this guide with additional information for the leader)	
79–80	Distribution of follow-up practice worksheets; follow-up session to be scheduled by leader; answer keys later in this guide with additional information for the leader	Worksheets 6 and 7
	Ask participants to read pages 69–73 in <i>An Observation Survey of Early Literacy Achievement</i> and/or <i>Running Records for Classroom Teachers</i> prior to the follow-up sessions.	

Planning Follow-up Sessions

After the professional development session(s), the leader will provide opportunities for continued practice. **Reading Recovery teachers will continue their learning under the direction of their teacher leader.**

Suggestions for follow-up sessions

Note: During the first follow-up session, allow time to discuss pages 69–73 in *An Observation Survey of Early Literacy Achievement* and/or Chapters 7 and 8 in *Running Records for Classroom Teachers*.

- Give participants copies of Worksheets 6 and 7 (follow-up practice worksheets of running records for them to analyze). Schedule a time to meet to discuss their analyses.
- Ask each participant to take running records of text reading with two or three children before the follow-up session using books from the classroom. (They can make copies of the Running Record Sheets from either of Clay's books.) Ask them to analyze the running records and bring them to the follow-up session, along with the books read by the children. Have participants work in pairs or small groups to discuss analyses, with the leader available for consultation. End with a large-group discussion of issues. Consult Clay's books for clarification and additional information. (Discussion points for the leader are provided at the end of this guide.)

Answer Keys for Leaders

The following analyzed running records are provided for the leader and correspond to the worksheets used by participants. The first five are also presented as slides in the PowerPoint presentation for the participants to see. The follow-up practice running record answer keys (6 and 7) can be used by the leader for guiding discussion.

The analyzed running records are intended to provide opportunities for discussion. (Discussion points for Worksheets 5, 6, and 7 are provided following the answer keys.) **It is important to be tentative when analyzing errors and self-corrections. Decisions about whether a child used meaning, structure, and/or visual information are inferences about behaviors during text reading. Participants may have differences on some analyses that will lead to helpful discussions. Place the emphasis of the discussion on the overall pattern of the responses across the record.**

The theory guiding the discussion will be that the child is using information of various kinds to make choices among possible responses. The discussion should lead to the verbalization of an overall pattern of responses — the sources of information the child tends to use and neglect. “The total number of M or S or V circles is merely a guide to what is being neglected, what is made a priority, and when the reader can combine different kinds of processing” (Clay, 2002, 2006, p. 70).

Answer Key 1—Running Record Sheet for *Traffic*: Review of Conventions

Answer Key 2—Final analysis for running record for *Carol and the Frog*

Answer Key 3—Final analysis for running record for *Traffic*

Answer Key 4—Final analysis for running record for *The Zoo Trip*

Answer Key 5—Final analysis for running record for *Mutt Goes to School*

Answer Key 6—Follow-up practice analysis for *The Zoo Trip*

Answer Key 7—Follow-up practice analysis for *Mutt Goes to School*

RUNNING RECORD SHEET

ANSWER KEY 1

Name: _____ Date: _____ D. of B.: _____ Age: _____ yrs _____ mths
 School: _____ Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
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 _____
Instructional _____
Hard _____

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

		Count		Analysis of Errors and Self-corrections									
Text	Title Traffic	E	SC	Information used									
				E MSV	SC MSV								
I see a car.	✓ ✓ ✓ <table><tr><td>—</td><td></td><td></td><td>R</td></tr><tr><td>car</td><td>T</td><td></td><td></td></tr></table>	—			R	car	T						
—			R										
car	T												
I see a car	✓ ✓ ✓ <table><tr><td>c - ar</td><td>✓</td></tr><tr><td>car</td><td></td></tr></table>	c - ar	✓	car									
c - ar	✓												
car													
and a bus.	<table><tr><td>—</td><td>A</td><td></td><td></td></tr><tr><td>and</td><td>—</td><td>Y</td><td>T</td></tr></table> ✓ ✓	—	A			and	—	Y	T				
—	A												
and	—	Y	T										
I see a bus	✓ <table><tr><td>SEE</td><td>saw</td></tr><tr><td>see</td><td></td></tr></table> ✓ <table><tr><td>car</td><td>R</td></tr><tr><td>bus</td><td></td></tr></table>	SEE	saw	see		car	R	bus					
SEE	saw												
see													
car	R												
bus													
and a truck.	✓ ✓ <table><tr><td>van</td><td>R</td><td>SC</td></tr><tr><td>truck</td><td></td><td></td></tr></table>	van	R	SC	truck								
van	R	SC											
truck													
I see a stop sign.	↓ ✓ ✓ ✓ <table><tr><td>red</td><td>✓</td><td>✓</td><td>R</td></tr><tr><td>—</td><td></td><td></td><td></td></tr></table>	red	✓	✓	R	—							
red	✓	✓	R										
—													

RUNNING RECORD SHEET

ANSWER KEY 2

Name: Janie Doe Date: 9.15.09 D. of B.: 7.12.03 Age: 6 yrs 2 mths
 School: Central Elementary Recorder BJA

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional <u>Carol and the Frog</u>	<u>3/36</u>	1: <u>12</u>	<u>91</u> %	1: <u>2</u>
Hard _____	_____	1: _____	_____ %	1: _____
Directional movement: <u>consistently moved left to right and top to bottom on all pages</u>				

Analysis of Errors and Self-corrections

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

Easy _____	_____
Instructional <u>Meaning, structure, and visual information are used for most substitutions. More visual information led to self-corrections.</u>	_____
Hard _____	_____

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

Text	Title <u>Carol and the Frog</u>	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
Carol has a pet frog.	✓ <u>had</u> ✓ ✓ ✓ has	1		(M) (S) (V)	
She took him to the park.	✓ ✓ ✓ <u>for</u> SC ✓ <u>p- ark</u> ✓ to park		1	(M) (S) V M S (V)	
Her frog jumped	✓ ✓ R ✓				
into the pond. He splashed	↓ in ✓ <u>pool</u> SC ✓ <u>-</u> A ✓ into ✓ pond splashed - Y	1	1	(M) (S) (V) (M) (S) (V) M S (V)	
water all over.	✓ ✓ <u>around</u> SC over		1	(M) (S) V M S (V)	
When they got home,	<u>W-</u> A ✓ ✓ ✓ When - T	1		M S (V)	
Carol's frog jumped into	✓ ✓ ✓ <u>in</u> SC into		1	(M) (S) (V) M S (V)	
the tub and splashed	✓ ✓ ✓ ✓ R ₂				
some more!	<u>s-</u> s- ✓ some				
	Read with appropriate intonation; some phrasing, fast problem solving	3	4	6 6 5 - - 4	

RUNNING RECORD SHEET

ANSWER KEY 3

Name: Alyssa Smith Date: 9.2.08 D. of B.: 2.19.02 Age: 6 yrs 6 mths
 School: Central Elementary Recorder CB

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional <u>Traffic</u>	<u>2/23</u>	1: <u>11.5</u>	<u>90</u> %	1: <u>2</u>
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement: pointed left to right across each line on 1 & 2 lines of text

Analysis of Errors and Self-corrections

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

Easy _____
Instructional <u>Substitutions always used M & S; self-corrections indicate she noticed visual information (her known words)</u>
Hard _____

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

Meaning and structure cross-checked with visual information

Meaning and structure cross-checked with visual information				Count		Analysis of Errors and Self-corrections	
Page	Title	E	SC	Information used			
				E MSV	SC MSV		
2	↓ like R SC the a ✓ see ✓	1	1	Ⓜ Ⓢ V	M s Ⓥ		
				Ⓜ Ⓢ V			
4	↓ the R SC a ✓ ✓ ✓					Ⓜ Ⓢ V	M s Ⓥ
6	truck A R bus - T ✓ ✓ ✓	1		Ⓜ Ⓢ V			
8	↓ s- ✓ R sign ✓ ✓ ✓ ✓ R						
	Reading sounded word-by-word in most places.	2	2	4	4 - - - 2		

RUNNING RECORD SHEET

ANSWER KEY 4-1

Name: Alyssa Smith Date: 10.21.08 D. of B.: 2.19.02 Age: 6 yrs 8 mths
 School: Central Elementary Recorder CB

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional <u>The Zoo Trip</u>	<u>4/60</u>	1: <u>15</u>	<u>93</u> %	1: <u>2</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 <u>Errors use M & S & V but neglect visual detail in middle or end of substitution.</u> <u>Repetition and more information from different sources led to self-corrections.</u>
Hard _____

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

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used E MSV	SC MSV
1	visit visited ✓ ✓			(M) (S) (V)	
				(M) (S) (V)	
2	↓ ✓ ✓ ✓ R ✓				
3	walking waking SC ✓ R "He's not walking!"			(M) (S) (V)	(M) S V
4	✓ ✓ ✓ ✓				
5	monkey monkeys was were ✓			(M) (S) (V)	(M) (S) (V)

ANSWER KEY 4-2

Page	The Zoo Trip (continued)	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
6	✓ ✓ ✓ <u>st -</u> ✓ standing ✓ ✓ <u>big</u> SC ✓ back		I	(M) (S) (V)	M S (V)
7	✓ ✓ ✓ ✓				
8	They Then SC ✓ ✓ ✓ R ✓ ✓ ✓ ✓ ✓		I	(M) (S) (V)	M (S) V
	Most of the reading sounded smooth, like talking, with appropriate pauses at punctuation. Words were grouped in 3- & 4-word phrases much of the time. Good pace, with some slowing down to check on herself.	4	3	7 7 7	1 1 1

RUNNING RECORD SHEET

ANSWER KEY 5-1

Name: Alyssa Smith Date: 12.16.08 D. of B.: 2.19.02 Age: 6 yrs 10 mths
 School: Central Elementary Recorder CB

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional <u>Mutt Goes to School</u>	<u>11/159</u>	1: <u>14</u>	<u>93</u> %	1: <u>4</u>
Hard _____	_____	1: _____	_____ %	1: _____
Directional movement: <u>✓</u>				

Analysis of Errors and Self-corrections

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

Easy _____	_____
Instructional <u>M, S, and V are often used for substitutions, but at difficulty sometimes only V.</u>	_____
<u>Visual information is sometimes neglected in middle or end of words. Self-corrections</u>	_____
Hard <u>at point of error use V or M & S together.</u>	_____

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

		Count		Analysis of Errors and Self-corrections	
Page	Title	E	SC	Information used	
				E MSV	SC MSV
1	✓ ✓ ✓ ✓ ✓ ✓ ✓	 		(M) (S) (V)	M S (V)
	✓ boy bye ✓ Mutt Mutt ✓ ✓			(M) (S) (V)	
	✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ Mutt Mutt SC				
2	✓ went wanted ✓ ✓ ✓ ✓			(M) (S) (V)	
	✓ ✓ and He ✓ ✓ ✓			(M) (S) V	
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ wanted want went ✓ ✓ ✓			(M) (S) (V)	
	✓ ✓ ✓ ✓			(M) S (V)	
	✓ p - paddled ✓ sk - skir - med			M S (V)	
	pushed squirmed			M S (V)	
	✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓				

ANSWER KEY 5-2

Page	Mutt Goes to School (continued)	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
4	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>th -</u> <u>threwed</u> SC ✓ ✓ ✓ ✓ thought ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>sc -</u> <u>scared</u> SC screaming		I I	M S (V) (M) S (V) (M) (S) V M S (V) (M) (S) (V) M S (V)	
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>prin - cipal</u> ✓ principal <u>which</u> ✓ ✓ <u>vo -</u> <u>voke</u> "hmmmm..." with voice ✓ ✓ ✓ ✓ <u>table</u> SC "I mean..." trouble ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		I I	(M) (S) (V) M S (V) M S (V) M S (V) M S (V) (M) (S) V	
8	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>one</u> <u>super</u> ✓ own special ✓ ✓ ✓ ✓ <u>o -</u> ✓ obey		I I	(M) (S) (V) (M) (S) (V)	
	Most of the reading was quick & smooth with some expression – especially with boldface & exclamation marks. Grouped words together in phrases or sentences. Slowed on p. 6 and seemed to lose meaning, but pace & meaning seemed to be regained by p. 8.	11	4	12 11 20	2 2 2

RUNNING RECORD SHEET

ANSWER KEY 6-1

Name: Joey Sanchez Date: 9.16.08 D. of B.: 8.18.02 Age: 6 yrs 1 mths
 School: Central Recorder IH

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional <u>The Zoo Trip</u>	<u>4/60</u>	1: <u>15</u>	<u>93</u> %	1: <u>5</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	<u>All three sources of information were used for 1 substitution; 1 substitution neglected visual information and 1 neglected structure. Additional visual information and possibly</u>
Hard	<u>structure led to a self-correction.</u>

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

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
1	<u>The Zoo Trip</u> <u>visited</u> <u>—</u> <u>A</u> <u>Y</u> <u>T</u> <u>R</u> <u>Sunday</u> <u>Saturday</u> <u>elephants</u> <u>animals</u>			(M) (S) (V)	
2	<u>was</u> <u>T</u>				
3					
4					
5					

ANSWER KEY 6-2

Page	The Zoo Trip (continued)	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
6	✓ ✓ ✓ <u>s -</u> <u>st -</u> ✓ standing ✓ ✓ ✓ <u>foot</u> <u>SC</u> feet		1	Ⓜ s Ⓥ	M Ⓢ Ⓥ
7	✓ ✓ ✓ ✓				
8	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
	Some evidence of phrasing. Good use of intonation at times. Slower and more deliberate on pages requiring overt problem solving.	4	1	3 2 2	— 1 1

RUNNING RECORD SHEET

ANSWER KEY 7-1

Name: Sarah O'Brian Date: 9.19.08 D. of B.: 7.15.02 Age: 6 yrs 2 mths
 School: Hamilton Recorder IH

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy <u>Mutt Goes to School</u>	<u>5/159</u>	1: <u>31</u>	<u>96</u> %	1: <u>4</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	<u>Meaning and visual information are mainly used for substitutions with some attention</u>
Instructional	<u>to structure. Structural information led to two self-corrections.</u>
Hard	_____

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

Meaning and visual information cross-checked with structure

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
1	✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
2	✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ b - ar - ✓ barked				
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓				
	✓ digging SC ✓ digging R SC dug dug		I	(M) S (V) M (S) V (M) S (V) M (S) V	
	✓ ✓ ✓ squir - A squirmed - T	I		M S (V)	
	✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓				

ANSWER KEY 7-2

Page	Mutt Goes to School (continued)	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
4	✓ ✓ ✓ ✓ ✓ ✓ <u>are</u> ✓ ✓ ✓ ✓ were ✓ ✓ ✓ ✓ ✓ ✓ ↓ ✓ <u>threw</u> R A ✓ ✓ <u>—</u> ✓ thought — T great ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>sc -</u> <u>scr -</u> ✓ screaming	1	1	Ⓜ Ⓢ V Ⓜ Ⓢ V	
6	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>w -</u> <u>wa -</u> ✓ ✓ ✓ wait				
8	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>—</u> ✓ special T ✓ ✓ ✓ ✓ <u>o- b -</u> ✓ obey	1			
	Pace was good. Two- and three-word phrasing.	5	2	4 2 4	— 2 —

Discussion points for Worksheet 5

Final analysis for *Mutt Goes to School*

Participants may differ on some analyses, leading to helpful discussions. Place the emphasis of the discussion on the overall pattern of the responses across the record.

Additional notes:

1. Analysis using M, S, and V is not recorded if the child ultimately gives the correct response (as in *principal*).
2. The teacher recorded some of the child's comments beside the record to capture some verbal behaviors (as in *hmm* and *I mean*).
3. Observe that the child made an attempt on all words (no verbal appeals or waiting to be told).
4. You may want to discuss the child's use of initial letters and word parts to attempt new words.
5. You will want to discuss the way the reading sounded (recorded at the end of the record) and the analysis of errors and self-corrections summary (recorded at the top of the record).

PAGE	ERROR OR SELF-CORRECTION	SOURCES OF INFORMATION USED/NEGLECTED
1	<i>boy</i> for <i>bye</i> and <i>Matt</i> for <i>Mutt</i>	Used meaning, structure, and visual information (substitutions made sense, were structurally acceptable and visually similar)
1	<i>Matt</i> for <i>Mutt</i> followed by self-correction	Used all three sources of information for substitution; likely used additional visual information for self-correction
2	<i>went</i> for <i>wanted</i>	Used all three sources of information
2	<i>and</i> for <i>He</i>	Used meaning and structure, but neglected visual information
2	Two attempts on <i>went</i> : First attempt <i>wanted</i> for <i>went</i> Second attempt <i>want</i> for <i>went</i>	Used all three sources of information Used meaning and visual information, but neglected structure
2	Two attempts on <i>pushed</i> : First attempt <i>/p/</i> for <i>pushed</i> Second attempt <i>paddled</i> for <i>pushed</i>	Used visual information for beginning of word Used visual information and structure, but neglected meaning of story
2	Two attempts on <i>squirmed</i> : First attempt <i>/sk/</i> for <i>squirmed</i> Second attempt <i>skir – med</i> for <i>squirmed</i>	Used visual information for beginning of word Used visual information to attempt the word; use of structure is questionable
4	Two attempts on <i>thought</i> followed by a self-correction: First attempt <i>/th/</i> for <i>thought</i> Second attempt <i>threwed</i> for <i>thought</i> Self-correction	Used visual information for beginning of word Used visual information and meaning, but neglected structure (although the past tense may indicate some attention to structure) Likely used meaning and structure
4	Two attempts on <i>screaming</i> followed by a self-correction: First attempt <i>/sc/</i> for <i>screaming</i> Second attempt <i>scared</i> for <i>screaming</i> Self-correction	Used visual information for beginning of word Used all three sources of information Likely used additional visual information
6	<i>which</i> for <i>with</i>	Used all three sources of information
6	Two attempts on <i>voice</i> : First attempt <i>/vo/</i> for <i>voice</i> Second attempt <i>voke</i> for <i>voice</i>	Used visual information for beginning of word Used more visual information, but neglected meaning and structure
6	<i>table</i> for <i>trouble</i> followed by a self-correction	Used visual information for substitution; used meaning and structure for self-correction
8	<i>one</i> for <i>own</i>	Used all three sources of information
8	<i>super</i> for <i>special</i>	Used all three sources of information

Discussion points for Worksheet 6

Follow-up practice analysis for *The Zoo Trip*

Participants may differ on some analyses, leading to helpful discussions. Place the emphasis of the discussion on the overall pattern of the responses across the record.

Additional notes:

1. On page 2, the child may have reread in an attempt to solve the word *was*.
2. On page 6, there is evidence of problem solving the word *standing* by using the initial letter sound, then a cluster of letters, resulting in a correct response.

PAGE	ERROR OR SELF-CORRECTION	SOURCES OF INFORMATION USED/NEGLECTED
1	<i>visited</i> — child appealed; teacher said “You try it” and told the child after no response	No analysis for a “Told”
1	<i>Sunday</i> for <i>Saturday</i>	Used all three sources of information
1	<i>elephants</i> for <i>animals</i>	Used meaning and structure, but neglected visual information
2	<i>was</i> — teacher told the child the word	No analysis for a “Told”
6	<i>foot</i> for <i>feet</i> Self-correction	Used meaning and visual information for the the error, neglecting structure Likely used visual information and structure

Discussion points for Worksheet 7

Follow-up practice analysis for *Mutt Goes to School*

Participants may differ on some analyses, leading to helpful discussions. Place the emphasis of the discussion on the overall pattern of the responses across the record.

Additional note:

Although attempts leading to correct responses are not analyzed, this record provides evidence that the child is using word parts to solve words.

PAGE	ERROR OR SELF-CORRECTION	SOURCES OF INFORMATION USED/NEGLECTED
2	<i>digging</i> for <i>dug</i> (twice) Self-corrections	Used meaning and visual information, but neglected structure Used structure for self-corrections during repetition
2	<i>squir</i> for <i>squirmed</i>	Used visual information; neglected meaning and structure
4	<i>are</i> for <i>were</i>	Used meaning and structure, but neglected visual information
4	<i>threw</i> for <i>thought</i>	Used all three sources of information, but realized something was wrong, reread, and appealed to the teacher for help
4	omitted <i>great</i>	No analysis for “No Response” (omission)
8	<i>special</i> — teacher told the child the word	No analysis for a “Told”