

Running Records: Learning to Take Records of Reading Continuous Text

**Sensitive Observation
of Reading Behavior**

Running Record
Professional Learning Package

PART ONE

Traffic

**Reading Recovery
Level 2**



Reading Recovery® Council
of North America

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References

- Clay, M. M. (2000). *Running records for classroom teachers*. Portsmouth, NH: Heinemann.
- Clay, M. M. (2002, 2006). *An observation survey of early literacy achievement* (2nd ed., rev. 2nd ed.). Portsmouth, NH: Heinemann
- Fried, M. M. (1996). *Traffic* (Keep Books). Columbus: The Ohio State University.

ITEM 1: Accurate Reading

Listen and Follow

“Mark every word read correctly with a tick (or check).”

(Clay, 2002, 2006, p. 58; 2000, p. 11)

Page	Text	Response
2	I see a car.	√ √ √ √
4	I see a car and a bus.	√ √ √ √ √ √ √
6	I see a bus and a truck.	√ √ √ √ √ √ √
8	I see a stop sign.	√ √ √ √ √

ITEM 1: Accurate Reading — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 2: Substitution

Listen and Follow

“Record a wrong response with the text under it.”

(Clay, 2002, 2006, p. 58; 2000, p. 11)

Scoring: Count each uncorrected substitution as one error.

Page	Text	Response
2	I see a car.	√ √ √ vehicle car
4	I see a car and a bus.	√ √ √ vehicle car √ √ van bus
6	I see a bus and a truck.	We I √ √ √ √ √ pickup truck
8	I see a stop sign.	We I √ √ √ √

ITEM 2: Substitution — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 3: Attempts at Words

Listen and Follow

“If a child tries several times to read a word,
record all his trials.”

(Clay, 2002, 2006, p. 58; 2000, p. 11)

Scoring: There is no penalty for trials which are
eventually corrected.

Page	Text	Response
2	I see a car.	√ √ √ c - ca - √ car
4	I see a car and a bus.	√ √ √ √ a - an - √ √ √ and
6	I see a bus and a truck.	√ √ √ van b - boy bus √ √ √
8	I see a stop sign.	√ √ √ s - st - √ √ stop

ITEM 3: Attempts at Words — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 4: Self-Correction

Listen and Follow

"If a child succeeds in correcting a previous error, this is recorded as a 'self-correction' (written SC)."

(Clay, 2002, 2006, p. 58; 2000, p. 11)

Scoring: Self-corrections are not counted as errors.

Page	Text	Response
2	I see a car.	√ saw SC see √ √
4	I see a car and a bus.	√ √ the SC a √ √ √ √
6	I see a bus and a truck.	√ √ √ van SC bus √ √ √
8	I see a stop sign.	√ √ √ step SC stop √

ITEM 4: Self-Correction — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 5: Consolidation (ITEMS 1–4) — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 6: No Response and Insertion

Listen and Follow

“If no response is given to a word it is recorded with a dash. Insertion of a word is recorded over a dash.”

(Clay, 2002, 2006, p. 59; 2000, p. 12)

Scoring: Count each uncorrected insertion and omission as one error. See page 64 (#3, #4, #5) in the Observation Survey for more detailed scoring information.

Page	Text	Response
2	I see a car.	√ √ √ √
4	I see a car and a bus.	√ √ <u> </u> √ a √ √ <u>big</u> √ <u> </u>
6	I see a bus and a truck.	√ √ √ √ <u> </u> <u> </u> <u> </u> and a truck
8	I see a stop sign.	√ √ √ <u>red</u> √ √ <u> </u>

ITEM 6: No Response and Insertion — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 7: Told

Listen and Follow

“If the child baulks, unable to proceed
a) because he is aware he has made an
error and cannot correct it, or b) because
he cannot attempt the next word, he
is told the word (written as T). This
preserves the storyline and starts the
reader off again. (Wait no more than
about three seconds.)”

(Clay, 2002, 2006, p. 59; 2000, p. 12)

Scoring: Count each “told” as an error.

Page	Text	Response
2	I see a car.	√ saw √ - see T car T
4	I see a car and a bus.	√ √ √ √ a √ √ and T
6	I see a bus and a truck.	√ √ √ √ - √ √ and T
8	I see a stop sign.	√ √ √ - R stop T √

ITEM 7: Told — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 8: Verbal Appeal

Listen and Follow

“A verbal appeal for help (A) from the child is turned back to the child for further effort. Say ‘You try it” (recorded as Y). The response from the teacher is not a teaching interaction; it involves no prompting but merely a shift of the initiative.”

(Clay, 2002, 2006, p. 59; 2000, p. 12)

Scoring: If attempts do not result in a correct response, count as one error.

Page	Text	Response																
2	I see a car.	√<table><tr><td>-</td><td>A</td><td></td><td>√</td></tr><tr><td>see</td><td>-</td><td>Y</td><td></td></tr></table> √ √	-	A		√	see	-	Y									
-	A		√															
see	-	Y																
4	I see a car and a bus.	√ √ √ √ √ √<table><tr><td>b -</td><td>d -</td><td>A</td><td></td><td>√</td></tr><tr><td>bus</td><td></td><td>-</td><td>Y</td><td></td></tr></table>	b -	d -	A		√	bus		-	Y							
b -	d -	A		√														
bus		-	Y															
6	I see a bus and a truck.	√ √<table><tr><td>the</td><td>A</td><td></td><td>SC</td></tr><tr><td>a</td><td>-</td><td>Y</td><td></td></tr></table> √ √<table><tr><td>-</td><td>A</td><td></td><td></td></tr><tr><td>truck</td><td>-</td><td>Y</td><td>T</td></tr></table>	the	A		SC	a	-	Y		-	A			truck	-	Y	T
the	A		SC															
a	-	Y																
-	A																	
truck	-	Y	T															
8	I see a stop sign.	√ √ √ √ √																

ITEM 8: Verbal Appeal — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 9: Consolidation (ITEMS 1–4 and 6–8)— *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 10: Try That Again

Listen and Follow

“Sometimes a child gets into a state of confusion and it is necessary to extricate him. The most detached method of doing this is to say ‘Try that again,’ marking TTA on the record. This would not involve teaching, but the teacher needs to indicate where the child should begin again. Put square brackets around the first set of muddled behaviour, enter the TTA, remember to count that as one error only, and then begin a fresh record of the problem text.”

(Clay, 2002, 2006, p. 59; 2000, p. 12)

Scoring: See Clay’s quote above for scoring information.

Page	Text	Response
2	I see a car.	√ √ √ √
4	I see a car and a bus.	√ said see √ √ TTA √ √ √ √ √ √ √
6	I see a bus and a truck.	√ √ √ √ √ √ √
8	I see a stop sign.	√ √ √ √ √

ITEM 10: Try That Again — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 11: Single Word Repetition

Listen and Follow

“R, standing for repetition, is used to indicate repetition of a word, with R₂ or R₃ indicating the number of repetitions.”

(Clay, 2002, 2006, p. 60; 2000, p. 13)

Scoring: Repetitions are not counted as errors.

Page	Text	Response
2	I see a car.	√ √ √ √ R
4	I see a car and a bus.	√ √ R ₂ √ √ √ √ √
6	I see a bus and a truck.	√ √ √ √ R √ R ₃ √ √
8	I see a stop sign.	√ √ √ √ R √

ITEM 11: Single Word Repetition — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 12: Phrase or Line Repetition

Listen and Follow

“If a child goes back over a group of words, or returns to the beginning of the line or sentence in his repetition, the point to which he returns is shown by an arrow.”

(Clay, 2002, 2006, p. 60; 2000, p. 13)

Scoring: Repetitions are not counted as errors.

Page	Text	Response
2	I see a car.	√ √ √ √ R
4	I see a car and a bus.	√ √ √ √ √ √ √ R
6	I see a bus and a truck.	√ √ √ √ √ √ √ R
8	I see a stop sign.	√ √ √ √ √ R

ITEM 12: Phrase or Line Repetition — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 13: Repetition and Self-Correction

Listen and Follow

“Sometimes the child rereads the text (repetition) and corrects some but not all errors.”

(Clay, 2002, 2006, p. 60; 2000, p. 13)

Scoring: Give credit for any corrected words.

Page	Text	Response
2	I see a car.	↙ √ √ the SC √ R a
4	I see a car and a bus.	√ √ √ √ ↙ I SC see SC √ R and a
6	I see a bus and a truck.	↙ √ saw SC √ car R see bus ↙ √ √ √ R₂
8	I see a stop sign.	↙ √ √ √ - SC √ R stop

ITEM 13: Repetition and Self-Correction — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 14: Spelling and Sounding Out a Word

Listen and Follow

“If a child spells out the letters of a word, record capitals for spelling (as in HELP) and record letter or cluster breaks (as in h-e-l-p-ing) for sounding out.”

(Clay, 2002, 2006, p. 60; 2000, p. 13)

Scoring: Spelled words not followed by a correct reading of the word are considered errors. Because of the variations within ‘sounding’ behaviors, teacher judgment is required for scoring.

Page	Text	Response
2	I see a car.	√ √ √ √
4	I see a car and a bus.	√ SEE saw see √ √ √ √ b - u - s √ bus
6	I see a bus and a truck.	√ √ √ √ √ √ tr - u - ck √ truck
8	I see a stop sign.	√ √ √ STOP √ stop √

ITEM 14: Spelling and Sounding Out a Word — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	

ITEM 15: Consolidation (ALL ITEMS) — *Try It*

Practice Recording Here	Page	Text	Practice Recording Here
	2	I see a car.	
	4	I see a car and a bus.	
	6	I see a bus and a truck.	
	8	I see a stop sign.	