

DURING/AFTER READING

RUNNING RECORDS AND LESSON NOTES - Transcripts

How do running records we take during reading help us support struggling readers?

Beginning Strengths and Needs, Maryann McBride, Reading Recovery Teacher Leader

First, we had to get him to look at print. He wasn't even looking at print. He was simply just inventing a story based on the pictures. And that's a problem with keeping children in -- I mean this is a kid who's been in lower level text in kindergarten and half of first grade where all he's seen are books that say, "look at the _____," or I can see the blank. Well he's got good oral language, you can hear it. And so he's just getting the pattern going in the big words or the word at the end of the sentence. And you can see in the picture because you can see that when he gets a little stuck, his first thought is, oh let me search this picture, instead of let me search these letters that are here to help me.

He came in initially and only wrote a very few words. He wrote his name, mom, to and the. And so you know he didn't have a whole lot to build on. But you know that's where he came from. That's where he started. And that's where he had to start to build. He wasn't real sure about one to one matching. That's why his finger's still in there. And he still needs it at times to to make sure he's in the print. The cut up has helped him immensely with that because you know it's very obvious these are the cuts we're making and he's kind of figured that he didn't know the difference between a word and a letter and let alone any of the other things. But he could you know he knew his letters by name but not all by sound and he didn't have a strong association of sounds with letters and now he's starting to take those things on. The Elkonin boxes that we use in the writing are very, very helpful to him and the repetition. I mean this is a kid who needs a lot of repetition. And that's one of the things we're trying to provide for him and he needs success.

And see that's where I think Aja Rose provided an opportunity to make it easy for him to learn, to use what he's good at - these pictures, but now he has some of these letters to figure this out.

READING FOR THE RUNNING RECORD, Maryann McBride, Reading Recovery Teacher Leader

S: (reading) Where are you going, Aja Rose? I'm going to ss-tt-ss-stand on my head. (looks up)

T: Go ahead, turn the page.

S: Where are you going, Aya Rose? I'm going to jump on my bed. I'm going to jump on the bed. Where are you going, Ada Rose? I'm going to fly a airplane. Where are you going, Aja Rose? I'm going to drink the water. Where are you going, Aja Rose? I'm going to – build – a house. Where are you going, Aja Rose? I'm going to feed my mouse. Where are you going, Aja Rose? I'm going to climb a tree. Come – can – we come with you, (pause) ii- can – you –

T: Aja

S: Aja Rose.

Learning from the Running Record (Level 6), Maryann McBride, Reading Recovery Teacher Leader

You can see that he still needs some work on using this visual information. He made quite a few cross checks that were correct. Like on this page he stopped right here because you could have seen him saying, "I'm going to make." And he went "build - a house." I really liked that he did that and he had done that yesterday. Yesterday when he read this as a new book he wasn't sure whether this was a rat or a mouse, see it's white. He had told me all about rats are white and have really long tails - I mean you're like, notice the detail in the print not the detail on the picture! But you know we're going to get him there this year. And he did use the beginning sounds here and climb to get to climb a tree.

So here's what I didn't like is that he took his eyes off the print. And he was looking at me when he said airplane. He's got to keep his eyes on the print. So those were some of the things I noticed. But you can see that he's still self-correcting some of these high frequency words. He's leading with his language: "My bed" instead of "the bed" and "come" starts lots of lines of stories but then he recognized it was "can". So he still corrected. So he still needs work where these high frequency words are going to come up in new and unexpected places so that he can be sure. Can - it doesn't matter if it's at the beginning of a sentence as starting a question or comes after I or comes after a person's name. It's can. It's got to be can. Come is the same way.

Even though he's not ready to do what we would call taking words apart, he did notice "and" in "stand," and. If you had a guide to doing this, you wouldn't introduce that at this time, but he noticed it, and I'm going to make a note of that because I'm going to use it. And I'm going to hold him accountable for not only noticing that in print but embedded in print. That tells us that "and" is really well-known now. Not only can he find it when it's a-n-d, but he can find it when it's embedded in a word like "stand."

So those are the kinds of things that that running record tells you. Now he did a really good job with it. I mean he read it at 96 percent with a 1 to 3 self-correction rate. So not only is his accuracy good but his self-correction rate is good. But he still needs to do a little bit more work but that's in these level 5's and 6's. That's what they're learning to do. He's going to do it sometimes and not other times. So we're going to look for books that are going to reinforce those high frequency words and provide the crosschecking opportunities.

C__, at this time, is at the beginning stages of learning to read.

Right now he's at a level 6, and to be on grade level at the end of the year, they have to be at 16 or 18. We're in March. But we do believe that by the end of the year, C will be an on-grade level reader.

Learning from Our Running Records (Level 3), Emily Garrett, Springfield Elementary School

Now Adrian, the boy I focused on with the running record today, he's the struggler in the group. He's still word by word and I think that's because his high frequency words aren't firm, and we've really got to work on him knowing these words quickly and knowing how to understand that he sees these in different places. "My" might be at the beginning or the middle but it's always going to be that same word that we've known. I really want to firm that up with him. He started off fairly well. Then he got to page 9, and I think he's got "in" and "and" confused. He said "in" but I think he was thinking it's "and." He wanted "come and play," even though he said "in" there. I think those two are confusions for him, just by going back and thinking, why would he say "play" there, and I think it's because he was thinking this is "and". So that's something I'm going to focus on. It came up in the story and I drew the boxes just for him to make "and." He was able to push it, but I still think there's a little hesitation there because he's got those confused.

But he noticed that wasn't play, and he did come back, he reread that "come" and again he focused on that – I think this was what was really throwing him was the "in" right there. So he had to come back and try that a couple of times and say "my car". And he wanted it to be "said." Again, he's got to look. But he fixed it. He went "Come in my car" said... because that's what they've been seeing in their patterned text. But he did, he self-corrected there. And the rest of the running record he did well. He was fine with it all the way through. But I do think I need to go back, just going back to this – it wasn't "my" that tricked him so much as that little word "in", now that I go back and think about it. So I think, his being ESOL, this "in" and "and" is what confused him. And I don't think it's so much the "my" right now. Those 2 letter words are hard for boys and girls; they all start with a vowel; they all are very similar looking.

Probably I'll work with him on "and" more, and talk to him about what "and" is and how we use it to join things together, and maybe focus on the longer word instead of trying to teach him the shorter word first for him, and try to teach him "and" and how that works in stories.

How do we take and use lesson notes?

NOTE TAKING (Level 4), Katie Babb, Springfield Elementary School

As far as G__ when she was reading, she did a nice job. She got it started. But I prompted her and I wanted to make note of that because she needed to go back and match that visual that she used and think about her story. I just want to know how I'm prompting these kids so that I know where they really are in their reading and in writing too. As far as C__, I usually just do it like a running record, put down what they did and try to get as much down as I can. With her "going," it kind of messed up her 1-1 up, so I put what she did, that she went back. She did monitor. She knew she wasn't right, so that lets me know by her going back she knew it didn't match, so that's a good thing that she's monitoring that. So that's a clue there. And then some of her other mistakes, they didn't match visually here, and I'm also noticing that she's having to work a lot on the sight words still. I wouldn't have known that about her had I not written this down.

NOTE TAKING (Level 16), Ashinique Owens, Nevitt Forest Elementary School

A lot of my notes are what the kids did, especially when they are working on a word, because I'm looking at their patterns of response, what did you do to solve that, are you using MSV, how are you breaking those words, are you using analogy. So my notes kind of tell me that, I do try to write down as much as I can. I try to write what I prompted for – did I go after meaning, or did I just prompt for visual? Something else, I try to see, if I prompted for meaning, did I go back and check for visual. Because if I'm expecting you to integrate, I need to make sure I'm bringing all these pieces together. So just following up, if I prompt for meaning, I'm going back – did it sound right? Did it look right?

One, it's (notes) going to help me know how to plan. So with book choice, I'm going to provide a book where opportunities like these arise again. Like, __, he said, and I'm glad he said it - "back, backs." Because this group, if I said "back", "backs", they were fine with that. It didn't make sense, but they were fine with it. But they're no longer doing that. They're taking on some other things, which is another shift I've seen in them. If it doesn't make sense, they go back and try something different. So it will help me plan future lessons, because these are things I want to provide them opportunities again to work at. So making sure I'm using what they've done, their response, and then try to give them another book where they have to apply those same strategies. I taught it over here, now let's see if you can use it in another text.

NOTE TAKING (Level 16) 2, Elizabeth Arnold, Hodges Elementary School

When I'm doing a guided reading lesson, I just try to pop in and out. I may write their strengths, and make sure that I'm lifting them in other ways in the books to come. I write down sight words. I definitely write down how they're taking words apart because that's an important thing for me to know for future teaching. I do try to check in on their retells when I'm working in and out with them. I was excited when I saw O put together mayflies with no problem, so I wrote that down as a strength. I also try to write down how I prompted them, so does that make sense, what will you try. This was about word work – when K got to (inaudible) he had no trouble at all with the punctuation so I made a note about that. So I just try to capture exactly what I see them doing and that helps me plan for next time.

In this lesson today, one of the most important things I learned is with Riley I have to jump in with blends, and make sure she's getting it started right, because it's definitely interfering with her decoding, it's slowing her down. When I pick books, I need to think about that, to be sure she's articulating things right. With K, I'm so excited.. I think he's so well on his way, decoding's not an issue, so fluency is where I'm working with him. Today it was punctuation, but a lot of times it's just phrasing that I want to make sure he has firm. I did check in with b/m/e, but I think he's spot on. And O, I was so delighted to see her working on words and monitoring. So I think in every lesson we can learn something new about the kids, and then it's about reflecting on as a group what next to teach them.