Instructional Decision-Making Section – Example 1 – TRANSCRIPTS
(CC = CC Bates; M = Maryann McBride)

What can we learn about next steps for a student by categorizing the types of Tolds on his running records?

Step 1: CATEGORIZING TOLDS

CC: So today we're going to be looking at a recent series of running records as we determine next steps for a child. We're going to take a closer look at the tolds the child is given during the running record; we're going to take a closer look at the errors and self-corrections around high frequency words, and we're also going to look at the monitoring that the child does. And hopefully after I talk through the work that the little guy has been doing with my colleague, I'll be able to make some better decisions around the text that will best support him tomorrow for his new book.

M: Ok, so –

CC: So I think I'm going to start with The Zookeeper.

MM: So the first step we'd do, we'll look at Tolds. Are there any Tolds on this one.

CC: So I'll go down the record and tell you what transpired when he read this record.

CC: In the first text, Jesse had two Tolds. The first occurs on page 14. The text says, "The lions are sleepy. They are going to take a nap." He gets to take – prior to getting to take he rereads and gathers "They are going to", he rereads that – twice it looks like – and then he gets to the word "take" and immediately drops down to a letter by letter sound analysis. So one of the things I've been working on with Jesse is flexibility around the use of the vowel, and he doesn't do that. I wish he'd try the long a, instead of just the short a, but what he does after the letter by letter sound analysis with the short vowel, he rereads again to try to gather up meaning and predict or anticipate and integrate meaning and the visual information, and he's still unable to do that. So I at that point give a told, and after that Told, I was glad to see that he went back and reread, and embedded the Told back into the story.

M: So that goes into this category, then, of multiple attempts with rereading after the Told. One of the multiple attempts was he tried to get at it with meaning and structure, which he can't because he's probably thinking, "They are going to nap." So the "take a" is not part of his language, so it's what throws him off

CC: So he reverts to the only thing he can do –

M: Which is the letter by letter analysis, which is actually the correct steps to take, it's just

CC: not productive and he needs to develop that flexibility around using the vowel more than one way.

M: But it's still a reasonable Told to give because he did do some work. He's not dependent upon you. So he did some independent problem solving. He was almost right. So that was a good one.

CC: The next Told occurred on the last page and the text says, "Hello, tigers! Are you hungry? Deb is going to take care of the tigers now." So he gets to "care" and he immediately goes back and rereads. So "Deb is going to take," he goes back, "Deb is going to take c – " He starts to articulate the first part, again a letter by letter sound analysis, and it's a short a, which isn't going to get him

anywhere, and I gave the Told. It's very similar to what happened on page 14 except this time, he doesn't go back and embed. But I think that's because here he understood

M: What the "take care of" was.

C: Yes

M. See the "take" and the "care" – that's more of a unit, "take care of", because he didn't have any trouble and he could continue, once you gave the Told, he could continue "take care of the tigers now."

C: Correct. So that didn't bother me as much. So even though he didn't go back and reread, I felt it was justified, given the fact that he was able to extract meaning.

M: Well, he's still making multiple attempts. He's not just doing one thing when he gets to difficulty.

CC: No.

M: He rereads, he tries to go with the visual analysis. So in essence he's trying to pull over and over again the three sources of information together to make attempts.

TYPES OF WORDS TOLD

CC: So the next step of this analysis would be for us to take a look at the types of words that are given in the Told: is it a high frequency word, is it a word that could potentially be taken apart, or is it really a concept word or a word related to vocabulary, is it in his vocabulary.

CC: I think the other thing that we have to mention as we work through this together, that the categories we look at on the bottom of the page, the type of Told – HF words, words to be taken apart, or concept or vocabulary – the Told could go in multiple categories ,and it may not go in a specific category.

CC: So when we go back to page 11 and we look at "they are going to take a nap," the word "take" was the Told.

M: So I would consider "take" a word – and this is where you have to think about the words that he knows – if he knows or has a word like "make" in his vocabulary –

CC: No

M: then that would be a word you would expect him to solve by taking it apart or solving by analogy.

CC: But I could almost put this here too because

M: You expected him to work.

CC: I expected him to switch the vowel. He doesn't have "ake" as a rime,

M: But

CC: It's known, although I need to teach for that, he could have gotten to that another way

M: So it would be a word you would have expected him to work on.

CC: But I also think it goes under the concept of "to take a nap" and that he anticipated it to say, as you suggested earlier, "they are going to nap"

M: Now "care," I think that's a concept, clear.

CC: Yes.

CC: In the second running record, Baby Bear's Hiding Place, there are no Tolds given. And then we'll move on to his running record for today, which was Pip and the Little Monkey, and again no Tolds.

M: OK, so basically Tolds are not a big issue for you.

M: Sometimes with kids it becomes really clear that you're giving a lot of Tolds, and it means a change in your instruction.

M: And I think you're looking for a pattern. If the majority of the Tolds that you're giving children across a couple of running records fall in the category of high frequency words, then you need to be teaching high frequency words. If they fall into the category of taking words apart, you need to be teaching children what to do when they get to difficulty, and different ways of solving. And if a large number of them fall into this idea of concepts or vocabulary, that has to do with your book choices and the way in which you introduce the books to the children. You can't expect young children who are learning to read also to be taking on lots of new concepts and vocabulary simultaneously to having to learn to read. So you have to reduce that load for some children, and

especially the child we're looking at today, he's a second language learner, so there are going to be concepts that are unfamiliar to him, as well as structures in the language that are unfamiliar to him. You've got to limit some of that in order for him to learn to integrate and pull these things together.

CC: So as much as I don't want to give a Told, and this is a child who knows, you have to try something before I come in and help you, when I look across the categories, he is doing everything he can possibly do before I have to go in and throw him a lifeline.

M: OK

CC: So I'm satisfied with that,

M: Yes, me too

How can we teach children to stop appealing or waiting for the teacher when they are unsure of a word?

TEACHING CHILDREN TO HELP THEMSELVES

CC: I'm really pleased to see that he's not appealing at all. Early on, that was a big thing for him, he had his head turned every time, and he was looking for confirmation from me, or he was appealing for me to tell him the word. And I clearly said to him, "let me show you how to help yourself."

CC: I made it very clear to him that I expected him to take action when he came to something that he was unsure of. And that may take the form that we see a lot of, of rereading to gather up meaning. It may also mean that he works at the word, and sometimes that's his fallback, to do a letter-by-letter analysis, and I'm really trying to get a shift with that, but at least he's trying something.

And one of the things that I did was that I linked it back to the reconstruction of the cut-up sentence, and showed him how he was taking action there, and that was the same time of action he needs to take in text. It might mean that he just needs to go back and reread and get it started again. And just like he does in the reconstructed sentence, he then looks at those words, and uses that initial visual information. So he's done a nice job of that, and it's nice to see in this analysis.

Why should we NOT give tolds that are preemptive (before the child reads the word) or corrective (immediately after the child reads the word)?

PREEMPTIVE AND CORRECTIVE TOLDS

CC: If this analysis had Tolds in the preemptive column or the corrective column, I know you would be concerned, and I would be too.

CC: One of the things I have to be careful about as a teacher, or we have to be careful about as teachers, is that we don't confuse accuracy and processing. This isn't about a number we put on a running record. So this preemptive told occurs when the child hasn't appealed, but I have a concern that the word is on every page, and if I don't give it now, he's going to miss it every time through the text. So if I analyze my records, and I see that I've given tolds where the child hasn't appealed, or I come in and give a corrective told where the child said one thing and I pointed and said, "No, that's the word 'went'," then I have to really be honest with myself, and think, is this really about my concern about the accuracy rate on the running record, once I calculate the number of errors and figure out the accuracy rate, or is it that I'm going to leave those things and give the child the opportunity to monitor, notice, self-correct as those words come up in subsequent pages in the text.

M: I think these are very dangerous Tolds on the part of teachers. They think they're being helpful, but it is probably the least helpful thing you can do. Both a preemptive Told and a corrective Told are given without any kind of appeal on the part of the child, and generally there's no work. Lots of times if you jump in quickly, you don't allow the child to continue to read, they will often come back and reread. We saw examples in Jesse's running record where he came back and eventually he fixed it. If you come in and give the Told right away, you deny them those opportunities.
M: I think when you're working with children in reading groups, you have to prevent these types of tolds being done by other children in the group also. You need to make it clear that it's not helpful for one reader to turn and tell another reader the word. That's not what it's about. When you value children's attempts, and you see their attempts as partially correct, and that they're using some sources of information and they're trying, they need to be praised and rewarded for those attempts. Otherwise, they'll give up trying on you, and then they don't become the problem solvers that they need to be to be proficient readers.

Why is it important to recognize when children's errors or self-corrections occur often on high frequency words?

Step 2 – CHARTING HIGH FREQUENCY WORDS

M: So that takes us to the second step, which is we're going to find and count and analyze the errors and self-corrections of high frequency words. High frequency words are critical for young readers because they form what we refer to as "islands of certainty." In other words, they are things they should be sure of. Those words also become the building blocks, or links, to other unknown words that children have to work on. So this core of high frequency words is critical. It's also critical to fluency and flexibility, because without these words that you know instantaneously and so well, you don't have the energy left over to work on other things.

Student: (reads) Pip helped her dad. Pip – they looked at the – at a little monkey. The monkey was sick.

CC: So let's see what else
MM: He doesn't self-correct,
CC: Went, and he reads "was"
MM: was for went, yep,
CC: and that's one that we have worked on regularly and still is rearing its ugly head
MM: Those w words drive kids crazy. They have such similarity to it. You have in for into
CC: in for into
MM: which really, that is a high frequency word
CC: right, and he for I
MM: and then the up for under
(CC writes) MM – yes, I mean that's a word you kind of expect them to take apart in the beginning, but by now, that should be a high frequency word that's coming up a lot
CC: The only thing about that, though, is I don't think it's come before him regularly yet, so in the text – you know one of the things we talk about a lot is how high frequency words change over time, and how the high frequency words that come before them in the early levels need to become controlled, because they pave the way for new words that come before them regularly
MM: You can't be working on "can"
CC: And under is one that is starting to come before him, but up to this point, he hasn't taken that word on, so that one doesn't surprise me as much.
CC: So then a lot that he is self-correcting. So, look for like, the for a, or for and,
MM: they for then, this for then, they for the he corrected. In *Pip and the Little Monkey* he anticipated Pip and it was they. He fixed that one. And he even, even though one time he didn't get was for went, he got it the second time. He paid a little more attention.

What can we learn about next steps for a student by analyzing his errors and self-corrections on high frequency words?

ANALYZING HIGH FREQUENCY WORDS

CC: So in the next section, where we looked at the analysis of errors and self-corrections on high frequency words, it's really important to recognize that when children are making errors, especially Jesse, the majority of those words are high frequency words. That tells me that even if they are integrated, in other words, they fit meaning, structure, and visual, I have to also take a look at the type of word. If it's a high frequency word, I need to teach for that word to be automatic and recognized with little or no attention.

M: And he does self-correct the good thing is, he does make a second attempt on these high frequency words. What you would like to see with this is the diminishing of that.

CC: Right. Another issue around this, when I look at this part of the analysis, is to see if there's any kind of pattern with the high frequency words. Is it something that's visually tricky for the child, like "is" for "said" or "and" for "said," that's one that comes up commonly. Also th and wh words, as we move into higher level text. So is he really looking beyond the initial part of the word and just guessing, or is he stopping and using that information to read the word.

M: Right, and he's got a lot of visual similarity in a lot of the errors that he's making, but they're on words that he's got to get a better grasp on.

M: It's not something that – I think sometimes teachers expect this to happen overnight. It doesn't happen overnight. It's something that requires a deliberateness on our part as teachers, to be sure that they're coming before them again and again and again and again. And that we circle back and come back to some of these words, because they are what trip them up. Even kids who are really proficient readers will make some of the substitutions that he made in reading. It's just not careful enough and they need to get that idea. Right now, some of the substitutions he makes won't affect meaning, but later on, the difference between my and the is a difference in comprehension.

CC: The other thing too is that I think it's important to mention that we never let go of making these words firm and known with little or no attention. So when they're firm and automatic, it contributes to their ability to pull words into groups or meaningful units and helps their phrasing and fluency and ultimately their comprehension. So as the texts change, so do that base of high frequency words. We can never let go, like Maryann said, we circle back around, so that the corpus of high frequency words from text levels 1-4 we continue to work on when we're in 5-8s, but when we're in 5-8s, then we add more to it, and when we move up, we're circling back down. I'm here now, in 10-12 range, I'm circling back and making sure I'm checking on some of those words that were introduced in the 5-8 range because as he moves up again into 12, 14, 16s, there are going to be new high frequency words that will begin to come before him and I've got to be sure they're firmed up. So that's an area where I'm spending a lot of time and attention.

M: So in the next couple of books that you're going to pick, you should be thinking about making sure that some of those words are still in those texts, are coming before him, and that they come before him in places that are a little different than he's expecting.

How does the teacher support the child's needs to firm up his high frequency words?

SUPPORTING HIGH FREQUENCY WORD RECOGNITION

CC: So looking across these words, he's coming into where he has a lot of th words, and sometimes I get a litany of responses. So one of the things I have been doing with him is showing him the beginning and then waiting til he reads the word (demonstrates with card). These words in this stack, then, this, and they, and now them, are words that are appearing here (on chart), so want to be sure that before he calls something out, and just continues to call out until he feels he has the right one, that he's really looking all the way through to the end of the word.

M: That's exactly right, and he's still juggling some of this. And some of it, he's anticipating with meaning and structure and some visual information. He's got to learn, this is "them," that's the only way it can be "them," and he's got to get a better hold on it.

(Lesson Excerpt) *t=teacher, s=student*

T: Something was tricky here. What was it?

S: (points to the word "then")

T: Read that to me (puts card in and pulls across word)

S: Th – then.

T: Then. Listen to how this sounds, "Then Baby Bear saw a big tree." Can you put that all together?

S: (reads) Then Baby Bear saw a big tree. "I can climb this tree," he said, and up he went."

T: What's this word? (frames "then")

S: Then.

T: Then. I want you to take a good look at it. Do you have it? OK, go ahead and write it.

S: (writes then)

T: What's the word?

S: Then

T: (shows book) Are you right?

S: Uh-huh.

T: Then. Write it for me one more time.

S: (writes Then)

T: Read it.

S: Then.

T: Read this to me

S: Baby Bear saw a big tree. I can climb this tree" he said and up he went.

T: One more time:

S: Then – Baby Bear saw a big tree

T: Then Baby Bear saw a big tree. You read it
S: Then Baby Bear saw a big tree.
T: What's this word?
S: The
T: What's this word?
S: Then
T: What's this word?
S: They
T: Good. I like the way you were looking carefully. I'm going to show you some words, and I want you to look at the first part, and then I want you to look at the second part, and then I want you to read the word to me. They all look the same at the beginning, so you have to look carefully.
S: They
T: You ready?
S: This.
T: What's the word?
S: This.
T: This. You ready? Look carefully at the beginning. Now keep looking.
S: Then.
T: Then.
T: One more. (child hesitates). Get the first part started.
S: The –
T: I'm going to move it slowly, and you say it with me.
T&S: Theeemm
S: Them.
T: Them. You've got a good look at that one? Good. Can you write it for me?
 They're all going to begin the same. You have to think about –
S: (writes them).
T: What's the word?
S: Them
T: Write it one more time.
S: (writes te – erases – writes them.
T: Can you write "then" underneath that?
S: (writes "then")
T: Right. They look a lot alike. What's this one?
S: Them
T: And this one?
S: Then.
T: I like the way you kept looking.

How do children show us they are monitoring their reading? What are signs they are not monitoring?

Step 3: SIGNS OF MONITORING

M: I think monitoring is such a complex process, and it's part of the piece that is underground for most children, even very early on. We only pick up behaviors that signal to us that they're monitoring, such as they shake their heads, they reread, they try again. Those are signs that they know – because monitoring is really knowing if you are right or wrong. It's not the fixing. The monitor has to come before the fixing of the error. So they know they're at difficulty, they know they're at error. Sometimes you get a sense of the monitoring from the fact that they stop. You get a sense in that they go on, they want to say more words than they have in the print, so 1-1 serves as a means of monitoring. They know that structurally they can't say that in our language, and they come back. So all of those things are signs of monitoring.

(Lesson Excerpt)

S: (reads) They – they made a little bed. They – the monkey was to sleep?

S: (reads) They was – the – they went to the monkey's home. The little monkey ran to its mom.

M: In reality, I think meaning is one of the greatest sources of monitoring, although it's hard to capture, you can see when they turn to you and say "Oh, that didn't make sense" or they shake their heads and go back. You can see that.

M: This chart deals with monitoring in sort of a higher level of monitoring. In the beginning, children monitor by trying to get the speech to print match, 1-1 monitoring

C: Monitoring those early known words

M: Early known words. They go, "Oh, I know 'can.' I wasn't thinking I could say 'can' there. That signals that something's wrong.

CC: Monitoring on initial visual

M: Yep, that's another way that they often monitor in the beginning. And then that monitoring has to become more and more complex.

M: Ultimately, we'd like to see them self-correct. So we're looking to see how close their first attempts fit. Do they fit all three sources of information, meaning, structure, and visual information, or are they making attempts that only fit two of those, and have gross visual discrepancies. At about a level 6, you would want to see less and less of errors and things that have to be self-corrected that have the elements of gross visual discrepancies, a kid who would say, like Jesse didn't do any of those with the high frequency words, but a kid who would say, chimpanzee for monkey. They don't look anything alike.

CC: Bunny for rabbit.

M: Pony for horse. Those kinds of things. There's not visual similarity. While a kid who is saying house for home, that does have some level of similarity. At the early levels of text, 1-6, an error like house for home would be an acceptable error, and we'd be satisfied with that. But after about

a level 6, that's not good anymore because they should be picking up that there's no s, there's an "me" at the end of this word, so I have to try something else. So that's what we're going to be looking for in these records to see where he is in monitoring. Children who can make their first attempts fit MSV and let them go or make another attempt are monitoring better than a child who makes a gross visual error and does nothing. So that's basically what we'll look for. So go back to *The Zookeeper*, and the running record from *The Zookeeper*. Now some of these are going to be the same errors we looked at before, and you'll be looking at those errors again, and self-corrections.

CC: And I think that's important to note that you would never want an analysis to be just based on this chart. This is just a way to go through some records over time and look for a little more detail. But at the same time, when you see something that doesn't fit the category, the best thing to do of course is just to record those notes and then see if you see a pattern over time.

CATEGORIZING EXAMPLES OF MONITORING

CC: So the next step we want to take a lot at is his monitoring. And so we're going to take a look at the errors and self-corrections that fit into the following categories. And the first one is an error that fits meaning and structure, with no visual similarity. So these are errors that he definitely had early on, but that he has really learned to control and there aren't any of those types of errors in these particular records.

CC: One that we talked about earlier is grabs for gets. So those are things I feel he should begin to see that there is not a match beyond really the first letter and in this case, the last letter.

CC: So the third category where we look at errors that fit some sources – so it could fit meaning, structure, and visual, and he monitors, and in some cases, it leads to self-correction. So again, we've got some that fall in the high frequency category – he reads the for a, but he self-corrects.

MM: He inserts on

CC: inserts on, re-reads, and

MM: fixes it

CC: Then we've got an interesting –

MM: Yes, that one is, the hid

CC: In Baby Bear's Hiding Place.

CC: So he says, "I can hid, hidden, from him"

MM: And he goes back, I can hide

CC: from him. So he self-corrects after two attempts because he rereads .

MM: Well you can see that's the payoff that got started in the previous book, where he took the steps but he didn't – Now –

CC: Right, here it's productive.

MM: Ah, I know what's coming on this. He's thinking. You can almost see his thinking.

CC: So great example of him using some sources of information, but really being able to go back and pull that all together. So a couple of other examples we've got in Pip and the Little Monkey, he anticipates that it's going to say Pip and it actually says they, so it fits meaning and structure with no visual information, which is really, he's anticipating, right, but he does self-correct at the point of error.

MM: Which is another good sign, because he didn't read on, he corrected right away.

CC: and the same thing in that example of was for went.

CC: So those are the examples of the errors that fit some of the sources that he does monitor and makes additional attempts, and in this case, they all led to self-corrections.

MM: Right

CC: So the final category is the error fits meaning, structure, and visual, it's an integrated error from the beginning, and the child monitors, in this case makes additional attempts and they may lead to self-correction. In his case, all of the examples from these particular running records do

lead to self-correction. They're things like look for like. So I'll record look for like and note that he self-corrects there.

MM: We have they for then

CC: They for then,

So he reads this for then.

MM: He could have said, "This Baby Bear" meaning this bear in the picture, saw a big tree. But he realizes, no wait. He's taking on, one, the visual information in text, but he's also taking on how these texts sound, how books talk, books say, then something else happened.

CC: We've got can for can't and self-corrects

MM: Because not wasn't coming, and he knew meaning,

CC: and they for the. So again, those are all errors that would have worked had he left them alone, but he monitors and makes additional attempts, really monitoring in most cases on additional visual information, taking a closer look, and going back and fixing it.

MM: Right, so you can see, he's got 11 errors that were pretty good attempts that he fixed, he monitored and made further attempts on.

What can we learn about next steps for students by analyzing their monitoring?

ANALYZING MONITORING

CC: So in the third step where we looked at his monitoring, and we look at that column that's so important, especially in these levels – that column that's labeled errors that fit meaning and structure, but don't fit any visual information, like "bunny" for "rabbit". The good thing about Jesse's reading, one of the good things, is that there are no errors that fit that column. So he is trying to pull on all sources of information and make an integrated attempt. So if we look at the second column, where the error fits meaning, structure, and visual, but the child does not monitor, we see that there are some issues around his ability to monitor, especially as it relates to endings. So I have to think about – Jesse's learning English as a second language, he has been known to drop endings, so that is something that I'm teaching for.

CC: There are a variety of reasons why I think he attends to them in some places and doesn't in others, but ultimately I need him to use that visual information to control it all the time.

M: One of the things that is a little difficult for him is monitoring the structure. That's why he can leave off some of these endings. Because he's a second language user, that's going to be a weakness for him. You can hear it in his speech; you can hear it in his responses, and you're going to have to balance that with getting him to monitor more with the visual information, so that he can take on the structures of the books.

M: For a lot of kids, putting the apostrophe-s, they know structurally that they have to put that there. He's going to have to pick that information up a little more visually. Otherwise he's going to have trouble with the other endings that are going to be coming. Right now, he's seeing s, ed, ing, but er or ly – those are coming before him. You can make a lot of substitutions without that ending, and still get the gist of things, but it's not the precise message that the author has for you.

CC: And it's funny that you say that, because in addition to the endings, I see it in some of the errors he makes that are integrated. So he's meaning, structure, and visual on "house" for "home," and he lets it go. So it's the same thing about doing a closer visual search and that's where I really need him to step up his game, especially as we move into these higher level texts.

M: Because that's not going to be good enough

CC: No, it's not

M: It's not going to carry him in those other texts.

CC: That column, where he makes multiple attempts around errors that fit meaning, structure, and visual, and may lead to self-correction, he's often productive around those attempts, and they usually lead to self-corrections, which is evident in his self-correction rate, that hovers around 1:2 or 1:3.

M: So the good news is, basically, most of his errors are fitting MSV and he is doing more monitoring than not monitoring.

C: Correct, which is evident in his self-correction rate, too, which is usually really low.

M: So the monitoring system is not an issue, is not as big of an issue for him, with the exception of controlling some of the endings.

SUPPORTING MONITORING

CC: I think we see some of the highlights in this analysis because of some of the work early on that Jesse got under control. One of those was that I was very careful early on anytime he stopped, anytime he noticed something, I praised him. "You noticed something, right. Let's talk about that.

M: The finding has to come before the fixing. They have got to be able to find that they are at error or that they've made an error, or they can't begin the problem solving. This is so critical because when teachers constantly are the finders of errors, you can teach them to correct it, but they won't correct it on their own, because they've never found the error. So you have to reward those little signs of monitoring, like the stopping, like the shaking of the head, like the saying, "No, that's not right." They need to be praised for doing those things because –

CC: That's what good readers do – they stop and they notice. So praising that behavior, and saying, "Oh, you noticed something," signals to the child that that's what they're supposed to do. When something's amiss, you have to stop, first, then, you have to do.

How does the analysis of Tolds, High Frequency Words, and Monitoring help a teacher plan next steps for a struggling reader?

SUMMARIZING THE ANALYSIS

MM: So in summary,

CC: Well, he's really making multiple attempts at difficulty. That's evidenced across all the running records we've looked at.

MM: He rereads when it's appropriate

CC: Yes, that's a real strength for him

MM: That's important.

CC: I'm going to continue to work on firming up the high frequency words

MM: Right, cause they're not quite as automatic as you'd like

CC: And especially as we move into these mid-level texts, there are new words that are coming up like "under" that I need to make sure he's got under control. So other issues are flexibility. I'd like to see him a little more flexible. His fall-back strategy is to reread, and to use meaning and structure in service of that closer visual searching, which is good, but I'd like for him to do some of that at the point of error.

MM: Right. You'd like him to keep looking, so he goes completely across the word before he decides if he has let or lets, get or gets

CC: When we go back to this example in Baby Bear's Hiding Place, thinking about high frequency words that are in different places, that are beginning sentences. "Is" is at the beginning of a sentence now, then – places where they don't expect it, so helping him understand not only that I can recognize that word, but how to pull that together into a meaningful unit so that he understands how that supports language and structure.

USING THE ANALYSIS TO CHOOSE A NEW BOOK

M: I think any type of analysis is not searching for a single error, a single error or a single self-correction. It's the pattern of the errors, the pattern of responding, that becomes the issue, and it is that pattern of responding that helps you know what to teach next, and what to set up in the books that you're going to select, not only for a child, but for groups of children. When you're dealing with groups of children, you're looking for these patterns of responding across a group of 4 or 5 children, or 6 that you have in the group. Are they all or some doing some of these things or not doing some of these things. So you have to set up your books to meet those needs to help shift their pattern of responding.

C: I had picked a couple of days ago *Ten Little Bears*, when I was thinking about a sequence of texts for him. And I think there are a lot of opportunities to address a lot of things that we talked about in this text. First of all, he is going to have to juggle one little bear with nine little bears. So that's going to be an opportunity, and a repeated opportunity. So he might not get it on the first or second take, but hopefully by the end of the story, he's going to begin to attend to that. He'll have lots of opportunities to do so.

CC: I also like the fact that these pages start with "Then 9 little bears were left at home" and I think some of the issue that I've been focusing on with him on th words, it's when they appear in unusual places. "Then" as a transition has been a little tricky for him. For example, in Baby Bear's Hiding Place, when Baby Bear is finished – "You are a good little bear," because Baby Bear has all the red berries in the basket, "then" "Baby Bear saw a big tree." So if we go back to this running record, this is where he's unsure. It's "this," it's "then," because then has not been used as a transition so far in the texts.

M: They'll use "and" or "but" more readily than "then."

CC: So I think from that standpoint, that will give him an opportunity to take on that transition as a new structure, and also solidify that you have to keep looking. In this case, it's "then" not only because of the structure, but because you've moved beyond those first two letters that look the same as "this" and you've looked. That's what I need him to do.

CC: So that idea of focusing on his flexibility with vowels, using known parts to solve, like in barber and park and jeep. Those are things that I think he could have an alternate for those words, but he's going to be forced to think about how to problem solve with what he knows in combination with thinking about, it could be car, it could be jeep. I've got to look and see.

M: The other thing I like about this book with him is the pattern. I think it will give him a little momentum. And there's also the switch with these high frequency words. It's been "went" and now it's "was."

CC: Correct. And he controls "was" more than he does "went."

CC: And the other thing I like about this book, I think he's really going to enjoy the story.

M: Yes, it's a very clever little story and the kids like it, and the bears get to do a lot of fun things.

CC: So based on what we looked at today, and what I've been thinking about for this child, not only does the analysis speak to the need for this particular book for the selection for tomorrow, but

taking into account his interests and the types of stories that he enjoys, I think this is a good fit for him.

CC: So when you're struggling with a child it's important to get with a colleague and problem solve together. Going through this processing check really helped me talk through what I was thinking, and in some ways confirm, but in other ways notice things that maybe I hadn't thought about.
M: Having Reading Recovery teachers in your building, this is one of the biggest things Reading Recovery teachers can offer to classroom teachers who are dealing with struggling readers in their classrooms. They can help them to look and see. We saw lots of strengths in Jesse. When classroom teachers come to us and show us the running records of children who are struggling in their classrooms, besides being able to service some of those children, we're also, as Reading Recovery professionals, able to offer them suggestions for things to do, and explanations for how you might look at why a child is doing this.