Reader Breanna Gr. Date Winter Recorder Sara Text Read Fancy Nancy Sees Stars Familiar Unfamiliar Genre narrative Text Level .3 Accuracy 94% SC %: 14% E freq: 1.18 Fluency Av. 2.75 WCPM 51 Comprehension full satisfactory fragmented for % on questions Reading level for this text: independent instructional frustrational Comments Breanna is familiar with the series but had not read this book. While reading she got caught up in the illustrat and made Comments about them. The count for will began with line that 5 because she spent several see onds on two words in the beginning. pg Marking for text read # # Error mate Fasting January Plan. plan. tur. Eum Planetarium		Running Record Recording Form		ъ.		ــا ــە	2.0
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10	V V 0					
	1/1/					
	That's There's /	1			/	BIE
	VV Pipper Dipper	1				/
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11	/////////					
12	11/1/					
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	T-shirt T-shinte			$\sqrt{}$	_	/

Pg	Marking for text read (cont.)			Error match		
		E	SC	M	S	L/S
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	$accuracy = \frac{198}{210} = 94\%$					
	accuracy = $\frac{198}{210} = 94\%$ E. freq. = $\frac{210}{21} = 17.5 = 1.18$ SC $70 = \frac{2}{1272} \times 100 = \frac{2}{14} \times 100 = 14\%$					
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		11				

Rubric for Evaluating Fluency

Possible Score/ Actual score	Confidence	Flow/Pace of Reading	Word Reading Accuracy	Prosody/Expression
4	The reader was relaxed throughout the reading and self-corrected when meaning was lost.	Most of the reading was done in meaningful phrases. The reader's flow (movement across the lines of print) was strategically adjusted to the overall text, content, and decoding demands. Pacing was highly appropriate	Word reading accuracy was high. The reader self-corrected most miscues.	The reader attended to print cues (i.e. punctuation) to effectively make changes in voice pitch, intonation, and word/phrase emphasis. The reader's use of expression reflected full comprehension.
3	The reader was relaxed most of the time, but appeared a little nervous whenever a miscue was made. He had some difficulty recovering flow.	Much of the reading was completed in meaningful phrases, but a few parts were 'choppy' (inappropriate phrasing). The reader's <i>flow</i> mostly demonstrated appropriate pacing, but there were instances of awkward phrasing and pauses.	Some miscues that did not interrupt meaning were left uncorrected.	There was evidence of attention to print cues. The reader often made changes in voice pitch, intonation, and word/phrase emphasis in ways that matched the text and reflected comprehension.
2	The reader appeared somewhat nervous. He became flustered whenever a miscue was made and struggled to regain flow.	Much of the reading was completed in halting, disjointed or word-by-word speaking The reader's flow was significantly affected as he tried to apply word recognition and comprehension strategies.	The reader left uncorrected errors that did interrupt meaning.	The reader attempted to made changes in voice pitch, intonation, and word/phrase emphasis based on print cues, but the overall effect was monotone. The reader tried to be expressive, but it did not match the text or reflect comprehension.
1	The reader was obviously nervous to a point that concentration on the reading was impaired.	Most or all of the reading was completed in halting (word-by-word) speech with long hesitations. The reader's flow was interrupted as he tried to apply word recognition and comprehension strategies.	The reader frequently made and left uncorrected errors that did interrupt meaning	The reading was done in a monotone voice with little attention to print cues. There were no attempts to add emphasis, adjust pitch and intonation, or use expression.
score in each column	3	2	3	3

Student's average fluency score = 2.75 (add scores for each column and divide by 4)

Comments — Strengths and Weaknesses:

Breanna was very interested in the illustrations. This caused her to frequently pause during the reading to review them. At times, it took her a few seconds to get back on track.

Her expression was somewhat monotone.

Fountas, I. and G. Pinnell, 1996. *Guided Reading*. NH: Heinemann Fountas, I. and G. Pinnell, 2001. *Guiding readers and Writers: Grades 3-6*. NH: Heinemann.

Indiana Department of Education. 2005. Academic Standards and Resources: Fluency Rubric. Retrieved 6/14/05 from www.indianastandardsresource.org/documents/1.pdf Shea, 2006. Where's the Glitch?: How to Use Running records with Older Readers, Grades 5-8. Portsmouth, NH: Heinemann.

Retelling Checklist for Narrative

Name	Brear	na			Date_Winf	er
Text_	Fancy	Nancy	Sees	Stars		
faY	vith series	nfamiliar. With this	book Bac	ckground informat	ionfulllii	mited on topic

U	with this book		
	Unassisted Retelling	Assisted Retelling	Rereading needed; Illustrations reviewed
Named main		Fancy Nancy,	
characters.		Robert, Ms. Glass	
Named other		parents, other friends	
characters.		friends	
Identified setting		school and home	
(time/place).		School and home	
Stated initiating		going to the	
event.		museum	
Identified problem.		NA-did not get to point where was introduced	mblem
Described		was introduced	
attempts to solve		_	
the problem.		NA	
Identified reaction			
of main character		ALA	
to attempts and		WA	
solution of			
problem.			
Retold story in		Yes-up to point	
correct order.		of stopping	
Made inferences		not prompted	(>
related to the text.		The state of the s	l .
Made connections		+She's been to a mi	useum
with other texts or		Thas read Fancy A	ancy
experience.		-she's been to a mi -has seen this on -has read Fancy N Goes to the Muse	um
Made evaluative		-loves the book	
statements about		and pictures	
the writing,		and pictures -loves the stars	
illustrations, or		- TOVES THE STATS	
story.			

Comprehens	ion: full and detailedpartial, but satisfactoryfragmented
Comments:	All of Breanna's telling was in response to direct
question	s, making it assisted. She was not asked to self-
initiate	a retell.