

# Running Record Recording Form

Reader Breanna Gr. 1 Date Winter

Recorder Sara

Text Read Fancy Nancy Sees Stars

Familiar ☒ Unfamiliar ☐ Genre narrative Text Level 1.3

Accuracy 94% SC %: 14% E freq.: 1.18 Fluency Av. 2.75 WCPM 51

Comprehension full ☒ satisfactory ☐ fragmented / or ☐ % 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 illustrations and made comments about them. The count for WCPM began with line 4, page 5 because she spent several seconds on two words in the beginning.

pg	Marking for text read	# E	# SC	Error match		
				M	S	L/S
	✓✓✓✓					
5	✓✓✓ <u>fasting</u> <u>fascinating</u> ← R	1		—	—	✓
	✓✓✓✓					
	✓ <u>H...in...inter...✓</u> <u>interesting</u>					
	✓✓✓✓✓✓✓✓					
6	✓✓✓✓✓✓					
	← R					
	✓✓✓✓✓✓✓✓					
	✓✓✓✓✓✓ <u>plan...plan...tur...eum</u> <u>planetarium</u>	1		—	—	✓
	✓✓✓✓					
	✓✓✓✓ <u>plants SC</u> <u>planets</u> ← R		1			
7	✓✓✓✓					
	✓✓✓✓✓✓					
	← R					
	✓✓✓✓✓✓					
	✓✓✓✓✓✓✓✓					
	✓✓✓✓✓✓✓✓					
	← R <sub>2</sub>					

one minute mark  
51 WCPM

Pg	Marking for text read (cont.)	# E	# SC	Error match		
				M	S	L/S
8	✓ ✓ ✓ ✓					
	✓ ✓ ✓ <u>close</u> <u>closest</u> ✓ ✓	1		✓	-	✓
	✓ ✓					
	✓ ✓ ✓					
9	✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓					
	✓ ✓ ✓					
	✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓ ✓ ✓					
	✓ H <u>con.stil..a..ten</u> <u>constellation</u>	1		-	-	✓
10	✓ ✓ ✓ ✓ ⊙					
	✓ ✓ ✓ ✓ ✓ ← R					
	<u>That's</u> <u>There's</u> ✓ ✓	1		-	✓	BLE only
	✓ ✓ ✓ <u>Pipper</u> <u>Dipper</u>	1		-	-	✓
	✓ ✓ ✓ ✓ ✓ ✓					
11	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓					
12	✓ ✓ ✓ ✓ ✓					
	✓ <u>gl..glue</u> <u>glow</u> ✓ ✓ ✓ ✓	1		-	-	Bonly
	✓ ✓ <u>T-shirt</u> <u>T-shirts</u>	1		✓	-	✓



Pg	Marking for text read (cont.)	# E	# SC	Error match		
				M	S	L/S
12 cont.	✓✓✓✓ <u>Diaper</u> Dipper	1		-	✓	✓
	✓✓✓✓✓✓					
14	✓✓✓ H <u>mə..mə..bolē</u> mobile	1		-	-	✓
	✓✓✓ <u>planet</u> planets ✓✓✓	1		✓	-	✓
	✓✓✓✓✓					
	✓✓✓✓✓✓✓					
15	✓✓✓✓ <u>orbrit</u> orbit	1		-	-	✓
	✓✓ <u>got</u> SC get ✓		1			
	total	12	2			
	accuracy = $\frac{198}{210} = 94\%$					
	E. freq. = $\frac{210}{21} = 17.5 = 1:18$					
	SC % = $\frac{2}{12+2} \times 100 = \frac{2}{14} \times 100 = 14\%$					

Breanna

### 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 <i>flow</i> (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 <i>flow</i> 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 make 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 <i>flow</i> 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 =  $\frac{2.75}{4}$  (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](http://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 Breanna Date Winter

Text Fancy Nancy Sees Stars

☒ with series ☒ unfamiliar with this book Background information ☐ full ☒ limited on topic

	Unassisted Retelling	Assisted Retelling	Rereading needed; Illustrations reviewed
Named main characters.		Fancy Nancy, Robert, Ms. Glass	
Named other characters.		parents, other friends	
Identified setting (time/place).		school and home	
Stated initiating event.		going to the museum	
Identified problem.		NA - did not get to point where problem was introduced	
Described attempts to solve the problem.		NA	
Identified reaction of main character to attempts and solution of problem.		NA	
Retold story in correct order.		yes - up to point of stopping	
Made inferences related to the text.		not prompted →	
Made connections with other texts or experience.		- she's been to a museum - has seen this on TV - has read Fancy Nancy Goes to the Museum	
Made evaluative statements about the writing, illustrations, or story.		- loves the book and pictures - loves the stars	

Comprehension: ☐ full and detailed ☒ partial, but satisfactory ☐ fragmented

Comments: All of Breanna's telling was in response to direct questions, making it assisted. She was not asked to self-initiate a retell.