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Running Record

ELD 307

4/8/14

 It was Thursday morning and my co-op was beginning to prepare her student’s portfolios for parent-teacher conferences coming up in the next week. She was paper clipping each student’s running records together. There was a record from October and from March or April. This was the perfect opportunity to have a conversation with my co-op about how she does her running records. She explained to me that she does them with the students three times a year and the purpose is to document how far students have improved on their reading skills such as fluency and comprehension. My co-op had each students reading level marks in her grade book from each time she did a running record with them. This allows her to see how much students have improved, stayed at the same level, or may have even went down a level.

 Later in the day my co-op allowed me to sit in with her and a student while she ran a running record with her. She demonstrated to me how to make marks on the paper, what those marks mean, and how to read the records to determine what the student’s reading level is. This particular student was at level M in October. Now April, six months later, my co-op decided to test her at level N, since level M was getting too easy for her and she has had plenty of instruction to advance her skills. After running the level N record, it was determined that she had read with 100% accuracy. This is because the student made no errors while reading. She did have two self-corrections, however, self-corrections are encouraged and not scored against the students since we want students to be able to catch their mistakes and correct them. This student also read at a level two for fluency, which means she read in primarily three or four word phrase groups, some words were smooth and read with expression, and read with some stress and with some slowdowns. Overall, two is still a good score.

The comprehension section of the test is broken into three different types of questions; *within the text, beyond the text,* and *about the text*. This student received a score of two in both the *within the text* and the *beyond the text* sections. This means the student reflected a satisfactory understanding of the text and included important information and ideas. Since a three is the highest score possible, a two is still high. In the *about the text* section, this student received a score of a three, the highest possible score. This means she had an excellent understanding of the text and included almost all important information and main ideas. To score the comprehension section of the running record, you first need to add up all three scores from the *within the text, beyond the text,* and *about the text* sections. This student received a two, two, and a three which adds up to a seven out of a possible nine. Teachers may add one point to the student’s score if they give information that is not listed on the rubric, but demonstrates understanding. My co-op described this as “information that really blows me away”. This student did receive an extra point because she used words to describe the book that were higher-level words. So, out of a possible ten points, this student received a score of eight. After looking at her two scores, she was at the instructional level. She did exceptionally well on the level N running record, so my co-op decided to have me test her again with a level O record.

 I had the student read the book while following along and paying close attention for and mistakes made so I could mark them down. After the student read the book, I asked her the comprehension questions. This time while reading, she made three errors and four self-corrections. This gave her the accuracy rate of 99%. Again, she read at a fluency level of two. As for comprehension, she really surprised me! In the *within the text* and the *beyond the text* section, she received a score of three. She reflected excellent understanding of the text and included almost all important information and main ideas. She even stated quotes from the text. For the *about the text* section, she received a two because she missed a couple main ideas. For her total score, she received a nine out of ten, which put her in the excellent comprehension section.

 This student really blew my co-op away. Her reading level increased more than any other student in the class. After started at a level M in October, she was now at a level O. My co-op was even going to test her at a level P but does not expect her to score highly on that level. Overall, this student’s reading skills are improving greatly. The main errors she made in the level O record was reading words of a higher reading level (such as complained and grumbled) wrong. If I were to teach this student a lesson I would teach something that would allow her to strengthen her word vocabulary so she could better be able to pronounce and read higher-level words.

 I would teach a guided reading lesson for this student. I would begin by reading a level O book to the student. In this case I would read the book called *The Chickenhouse House* by Ellen Howard. I would read the first couple of pages and model for the student that when I come a across a word I do not know, to write it down on a post it and mark that page of the book. After I model I would have the students silently read the text to themselves while making notes on post its. After the students have read I would have them talk with a partner about the words they did not know. I would then have a group discussion about the book and words that were not clear to students. I would write those words on chart paper. I would then give the definitions of those words, and have students go back to their seats to make sentences out of the words from the chart paper in their writing notebooks.

I would continue to do multiple lessons like this one, allowing students to discover words they may not know and then incorporating those words into their word study. By then end of these lessons and in six to eight weeks I would run another running record with the students to see if they are improving and ready to move on to the next level.

**Reading Workshop – Level O**

**Rationale:**

* To expand student’s vocabulary in order than have them advance to reading level P.

**Standards:**

* ***CCSS.ELA-LITERACY.RI.3.1*** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Objective:**

* Students will be able to identify words in a text that they do not understand and learn the definitions of those words.
* Students will be able to use new vocabulary words to make sentences and broaden their vocabularies.
* Students will be able to answer comprehension questions about text.
* Students will be able to advance a reading level.

**Procedures:**

 **Mini Lesson**

* Explain to students that today “I will be teaching you how to indentify words that you may not know the meaning of or words you cannot pronounce.”
* Explain to students that we will be reading the book *The Chickenhouse House* by Ellen Howard.
	+ “Today you will about Alena’s family travelling to their new land. They will get settled in the chickenhouse.”
* Read two pages of story and model for students how to write words they do not know on post-its, and mark the page.

**Independent Practice**

* Have students finish reading the book on their own.
* Conference with students to make sure they are finding words okay.
* If reading fluency is a concern, while students are silently reading, I can start another group or continue to conference with students who are independently reading.

**Guided Practice**

* Have student’s pair up with a buddy and discuss the words they wrote down.
* Have students make predictions about what they think the words mean based on how the word is used within the text.
* Have students go back to rug and have discussion about the book and the words they wrote down.
	+ What were these pages about?
	+ Why do you think the author wrote this book?
	+ What were some of the characters you met?
	+ What was the setting?
	+ What was one event that happened in these chapters?
	+ How would you feel if you had to live in a chickenhouse?
	+ What were some words you had trouble reading, or did not know the meaning of?
* Write words on the chart paper and listen to what the students predicted the words meant.
* Write the real definitions down on the chart paper.
* Have students write sentences in their writing books with the words they just used.

**Materials:**

* Enough copies of the book *The Chickenhouse House* by Ellen Howard for the class.
* Chart paper
* Markers
* Post-it notes
* Writing journals

**Assessment:**

* Assessment will happen during conferencing and I will also check their sentences in their writing notebooks.

**Differentiation:**

* Students that are at level O may work with students that are already at level P.

**Future Connections:**

* This is just one lesson; there will need to be a series of these lessons to strengthen students reading. Students will be given a running record by the end of the lessons to see if they increased a reading level.

**Other Notes:**

* Not every student may need this lesson since not every student in the class will be at a level O. The lesson can be adjusted for different reading levels.