Guide Sheet: Taking Running Records of Continuous Text

Purpose of Running Records:

- Show how students process print
- Assess appropriateness of text
- Guide small group instructional placement
- Monitor progress
- Determine lesson focus
- Long-term documentation

When to take a Running Record:

- Beginning of the year (DRA, benchmark assessments, etc...)
- Regularly to monitor progress
- Frequently:

Emergent readers (DRA A-4) Fountas & Pinnell (A-C)

Early readers (DRA 6-12) Fountas & Pinnell (D-G)

Transitional readers (DRA 14-20) Fountas & Pinnell (H-J/K)

- Less frequently for more competent readers
- Quarterly/end of semester/end of school year for long term monitoring

How to Take a Running Record:

1. Reading and record-taking

Select Text (whole book or 100-200 word sample from longer text)
Introduce the Story (state title and invite student to preview book on his/her own)

Take the Running Record

2. Retelling and/or responding

Child may retell story or their may be a brief discussion about the story so that the teacher can determine if the child comprehended what was read. This should be brief.

3. Calculate error, accuracy and self-correction rate

Error rate: Running Words/Errors = Error Rate

Use error/accuracy rate chart

Self-correction ratio: Errors + Self-corrections/Self-corrections = **SC Rate**

4. Analyze the Running Record

Cues used/nealected

Self-corrections

Reading Strategies used

5. Identify appropriate teaching procedures

Plan instruction based on student strengths and needs Select new reading material at instructional/independent level

Reading Accuracy Levels:

Independent 95%-100% Instructional 90%-94% Frustration below 90%

Running Records used to monitor progress

- Keep running records for reference
- Graph student progress by plotting running record accuracy rate, book title and date
- Use running records as evidence of student progress at SAT meetings. The aim is to show change over time in reading proficiency.