Juliana Alusik

S. Dougherty

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Running Record Report

Reading fluency is often assessed to measure success in various portions of reading to help all students succeed as readers. Reading that is "accurate, automatic, appropriately paced and appropriate in terms of prosody" is determined as fluent (Dougherty, Fluency and Word Recognition, p. 1). Within these parts, a student is able to improve in reading fluency which in turn aids in comprehension and learning. According to Young and Rasinski (2009), "*Accuracy* in word recognition refers to readers ability to readers' ability to read the words in a text without error in pronunciation. *Automaticity* refers to the ability of proficient readers to read the words in a text correctly and effortlessly so that they may use their finite cognitive resources to attend to meaning while reading. *Prosody* refers to the ability of readers to render a text with appropriate expression and phrasing to reflect the semantic and syntactic content of the passage. Fluent oral reading should simply sound like natural speech" (p. 4). Through these components, reading fluency is developed and provides students a better opportunity to read and begin to comprehend what is being said in the written word. To best develop reading fluency, oral reading activities and guided reading levels provide students with opportunities to develop their reading fluency.

Young and Rasinski (2009) also have found research that supports oral reading in connection with reading fluency. "Students who read with expression when reading orally tend to have good comprehension when reading silently. Conversely, students who read with little or

inappropriate expression during oral reading are more likely to have poor comprehension when reading silently" (p. 4). With this research, it is important for students to improve their reading fluency in a number of ways. According the Dr. Dougherty, (Fluency and Word Recognition), teachers help students become fluent readers through "opportunities to read high success texts, opportunities to practice oral reading, [and] coaching of oral reading (non-interruptive)" (p. 1). These strategies build student reading fluency through practice and implementation. To support high success texts, have students read independent level texts—easy word recognition texts—and reread familiar texts, including series books (Dougherty, Fluency and Word Recognition, p. 2). Additionally, practice oral reading by reading with similar leveled readers in pairs or small groups to facilitate fluency in oral reading practice (Dougherty, Fluency and Word Recognition, p. 2). And finally, execute the coaching of oral reading by not interrupting a reader when they make an error in order to provide them with time to correct their error. This error may only be corrected, if necessary, by the end of the page by first hinting clues to help the student figure out the word(s) (Dougherty, Fluency and Word Recognition, p. 2-5). By implementing these strategies, students' reading fluency can provide students with more cognitive space for comprehension of what they are reading.

To evaluate reading fluency, the implementation of a Running Record provides oral reading opportunities that assess student reading levels to determine independent and instructional level books. This assessment is conducted as a student orally reads a leveled book, often based on the Fountas and Pinnell's Guided Reading Leveling System, and the teacher marking student correct reading, errors, and self-corrections. Strategies of reading words, such as sounding out words by their sounds and using picture cues, are also observable to the teacher. Throughout reading, the teacher notes the student reading word by word and uses the cumulative

data to determine the percentage of errors in the total amount of words. To calculate the reading accuracy, the total errors are subtracted from the total amount of words, then divided by the total words, and finally multiplied by 100 to solve for the percentage. This percentage is then used to place the student within four levels of difficulty. A percentage of 97% accuracy or better places the book within the student's independent level. These books are then considered beneficial for the student to read on their own in order to aid in word recognition. Following this, the instructional level is for a score of 93 to 96% accuracy. Within this range, students are able to benefit from reading these books to build fluency and challenge their reading ability. These students may benefit from the use of reading strategies that aid them in problem solving words that are not automatic to them. Continuing on, an accuracy score of 90 to 92% is determined borderline as the student can move up into instructional level, or down to the final level. Lastly, the frustrational level is determined by an accuracy score of below 90%. Below this level the student is not benefiting from reading this level book as it is too challenging and does not provide support for the student's learning. Through the use of a Running Record, a teacher can assess student reading fluency to help guide each students' specific reading level choices and improve fluency in practice with independent and instructional reading leveled books.

In the assessment, the student was cooperative, engaged and focused throughout the entire time. The oral reading was clear and confident as the student felt comfortable and understood what was occurring. For this particular student, two leveled texts were read and assessed; a level J and a level K book. To begin, the Level J book, "How Do Dinosaurs Go to School?" by Jane Yolen and Mark Teague, provided a strong analysis of the student's oral reading and fluency. The student scored a 96% accuracy score with this text which places her reading within the instructional level and very close to the independent level. Throughout the

reading, the student problem solved numerous words by sounding out the letters and using the pictures as guides. For example, when coming across the word "growls," the student sounded out the parts into /gr/ /ow/ /ls/ and said growls. Along with this skill, the student had several omittances; one instance seen in the word "roughhouse" as the student paused and looked at the picture for meaning before skipping the word and continuing on. Similarly, several words were substituted in which another word was used in place. As evidence, the word tea was used instead of tease, and do replaced does. These reading miscues occurred after many correct readings, including the words fuss, interrupt, and carefully, thus showing the student has many skills to read these leveled books.

As the Level J story provided a high accuracy score in the instructional level difficulty, a second book was used to further assess student fluency and reading strategies. The Level K book, "I Know an Old Lady Who Swallowed a Pie" by Alison Jackson, provided further insight to the students reading level. At the conclusion of this second text, the student scored a 94% accuracy score for the Level K book. This score also places the student within the instructional level difficulty category. The student made a few more errors than in the Level J book, however it must be noted that a repeated error of omitting a sentence in the repeated portion of the book resulted in a lower drop in the score than would be expected if all words were read. Besides this repeated error, the student again used problem solving as a successful strategy to sound out words. As evidence, the word "moisten" was broken into /m/ /oy/ /sen/ to blend into moisten. In addition, several substitutions were used, such as "murry" for "murky" and "pale" for "pallid". Although these skills were seen in the Level J book, the Level K book introduced the use of repeating phrases to understand the sentence being read. For example, the student read the phrase, "I kid you not," looked at the illustrations for clues, read "I kid you not" again and

finished the sentence to understand "I kid you not—she swallowed a pot!" After assessing these two leveled texts, the student demonstrated skill in the Level J and K books which are within the goal levels for transitioning from the end of Grade 1 into Grade 2.

Following this assessment, several objectives—or learning goals—can be used to further develop reading fluency as the student moves on through the guided reading levels. To begin, within the Guided Reading Indicators, the Level J characteristic of "oral reading reflects appropriate rate, stress, intonation, phrasing, and pausing" (Guided Reading Indicators, p. 9) is a valuable learning objective for the student. As omitting and substituting words were common miscues, managing pace and prosody can improve student reading fluency and accuracy scores. Further, to connect with Level K, the characteristic of "oral reading fully demonstrates all aspects of fluent reading" (Guided Reading Indicators, p. 10) builds from Level J and is the overall learning goal for the student. In order to improve the student's reading fluency, different strategies can be used to develop this skill. According to Young and Rasinski (2009), "several specific methods to promote fluency in reading [are]…modeling fluent reading for students, assisted reading, and repeated readings" (p. 4). By modeling fluent reading, the teacher can demonstrate how to pace reading and read at a speed that allows time to read every word and comprehend the text. This would provide the student assessed with a way to see how they must slow down to help them omit less words and not lose sentences in the text. Furthermore, the use of assisted reading promotes one student to listen to a fluent reader which can act as a guide (Young & Rasinski, 2009, p. 4). This will also aid the student to follow pace and problem-solving skills of the fluent reader to read through more challenging words and follow the story line. As the student used picture cues to understand what was happening in the story, they may also develop skills to determine what word makes sense and what part of speech the word is.

Finally, repeated readings can provide the student with more exposure to a story in order to increase automaticity and accuracy in the text. The more exposure the student has to the text the higher their rate of fluency can increase. By using these strategies in the classroom, the student can improve their reading fluency and continue to be an avid and successful reader.

References

Dougherty, S. *Fluency and Word Recognition: Supporting Young Readers During Oral Reading*.

[PowerPoint].

Guided Reading Indicators. (n.d). Retrieved from

https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated

files/text_level_indicators.pdf

Young, C. & Rasinski, T. (2009). Implementing Readers Theatre as an Approach to Classroom

Fluency Instruction. *The Reading Teacher 63*(1), pp. 4-13.

Attached Below are the Running Records.

1. "How Do Dinosaurs Go to School?" by Jane Yolen and Mark Teague.
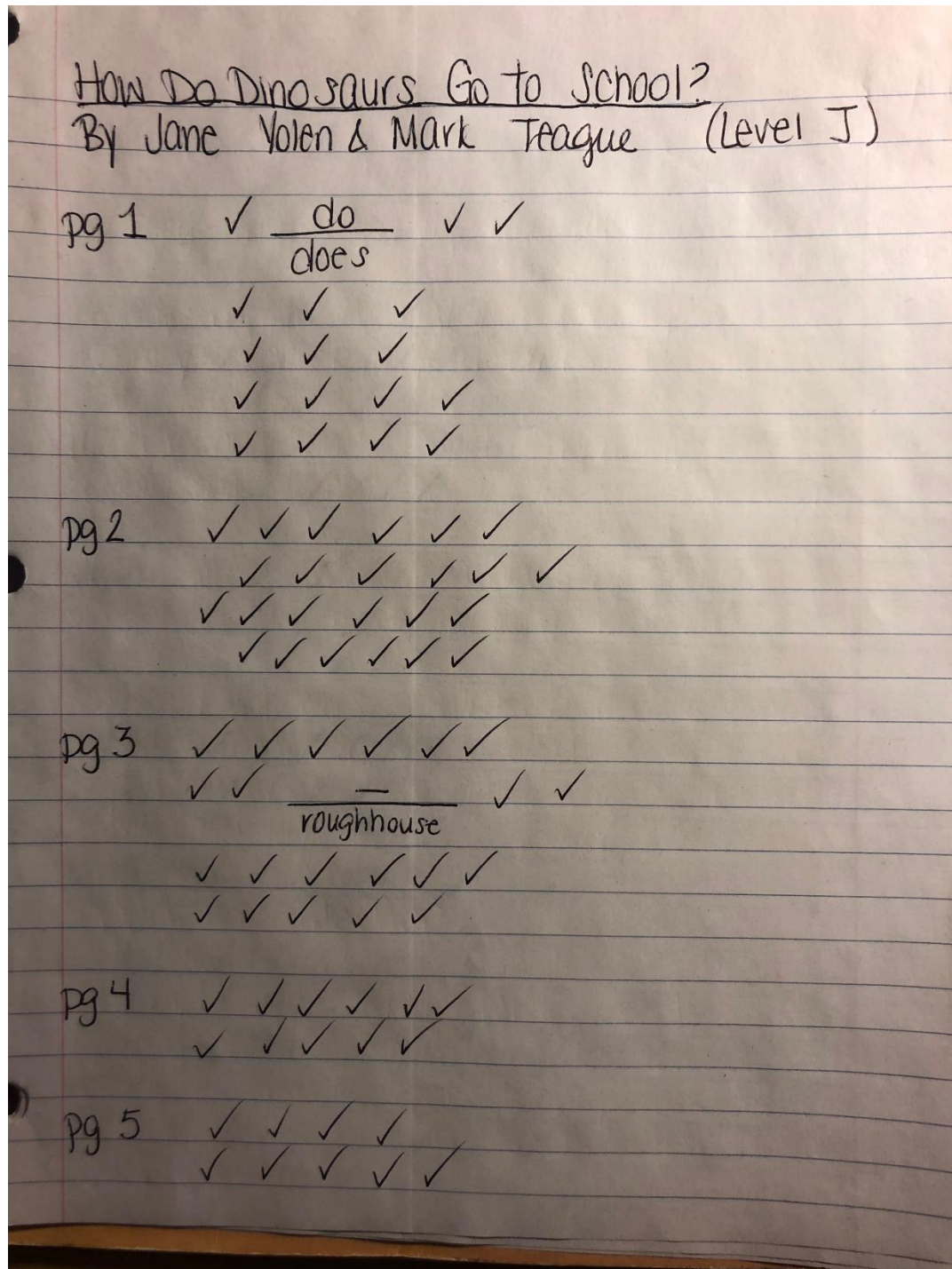
pg 6 ✓ ✓
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pg 7 ✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ $\underline{\text{fid/get/x}}$ ^R
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✓ ✓ ✓ ✓ ✓

pg 8 ✓ ✓ ✓
✓ ✓/R ✓
✓ ✓ ✓ ✓ ✓

pg 9 ✓ ✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓

pg 10 ✓ ✓ $\underline{\text{straw}}$ ✓
stir
✓ ✓
✓ ✓
✓ ✓

pg 11 ✓ ✓ $\underline{\text{tea}}$ ✓ ✓ ✓
tease

pg 11   ✓ ✓ ✓   ✓ ✓ ✓
contd

$$\frac{\longleftarrow}{NO}$$

pg 12   ✓ ✓ ✓
          ✓ ✓ ✓
        ✓ ✓ ✓ ✓ ✓
        ✓ ✓
        ✓ ✓

pg 13   ✓ ✓ ✓ ✓
        ✓ ✓ ✓ ✓ ✓
        ✓ $\frac{gr/ow/ls/✓}{growls}$ ✓ ✓ ✓

        $\frac{t/ill/✓}{till}$ ✓ ✓

pg 14   ✓ ✓ ✓ ✓
        ✓ ✓ ✓
        ✓ ✓ ✓

pg 15   ✓ ✓
       ✓ ✓ ✓ ✓

2. "I Know an Old Lady Who Swallowed a Pie" by Alison Jackson.

I know an Old Lady Who Swallowed a Pie
By Alison Jackson
(Level K)

pg 1 ✓ ✓ ✓ ✓ ✓

pg 2 ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓ ✓ ✓ ✓
—
perhaps she'll die

pg 3 ✓ ✓ ✓ ✓ ✓ ✓ ✓ cylder/✓
cider

pg 4 ✓ ✓ ✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓ ✓ m/oi/sen/✓ ✓ ✓
moisten
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

perhaps she'll die

pg 5 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

pg 6 ✓ ✓ ✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
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✓ ✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓ ✓ ✓ ✓ perhaps she'll die

Pg 7 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Pg 8 ✓ ✓ ✓ ✓ ✓ ✓ ✓
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✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
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✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓ ✓ ✓ ✓

—
perhaps she'll die

Pg 9 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Pg 10 ✓ ✓ ✓ ✓ <u>Pale</u> ✓ ✓ ✓ ✓
Pallid

Pg 11 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓ ✓ ✓ ✓
✓ ✓ ✓ ✓ ✓ ✓ ✓

—
perhaps she'll die

pg 12 ✓✓ ✓✓✓✓ ✓ ✓ ✓

pg 13   Her future looked ᴿ murry ✓ ✓ ✓
                                    murky

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
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✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
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✓ ✓ ✓ ✓ ✓ ✓ ✓
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✓ ✓ ✓ ✓ ✓ ✓ ✓

perhaps she'll die

pg 14 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

pg 15   I kid you not ᴿ ✓ ✓ ✓ ✓

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
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perhaps she'll die

Pg 16 ✓✓✓✓✓✓✓✓✓

Pg 17 ✓✓✓ ✓✓✓✓

Pg 18 ✓✓ ✓ ✓✓ ✓✓ ✓✓
✓✓✓ ✓✓✓ ✓✓ ✓✓
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$$\overline{}$$
too

Pg 19 ✓ ✓ ✓

Pg 20 ✓✓✓✓✓

Pg 21 ✓✓✓✓

Pg 22 ✓✓ ✓✓