

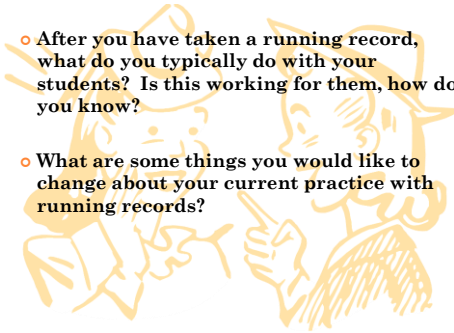
RUNNING RECORDS PART II:

You've Given the Darn Thing... Now What?



LET'S TALK...

- o After you have taken a running record, what do you typically do with your students? Is this working for them, how do you know?
- o What are some things you would like to change about your current practice with running records?



NO PRESSURE OR ANYTHING...

"The single most important variable, for effectively teaching the lowest children to read and write, is teacher knowledge of how to teach struggling learners, and teacher skills to accelerate their progress." -Carol Lyons

There are no quick fixes, it's all about differentiated instruction. Which you can plan based on running records!

ENGAGE IN AUTHENTIC CONVERSATION

After you've completed the running record, engage in a **short, positive, and authentic** conversation about the book.

Prompt Ideas	Message It Conveys
What do you think is important about this story?	I value your ideas.
Revisit the purpose. "How did Little Bear find his way home?"	We have a purpose for reading and our job is think while we read.
Tell me more about...	I'm listening to you, and engaged in what you're saying.
Why?	I want to understand your thinking.

PRAISE: EVERY READER DOES SOMETHING WELL, EVERY TIME THEY READ

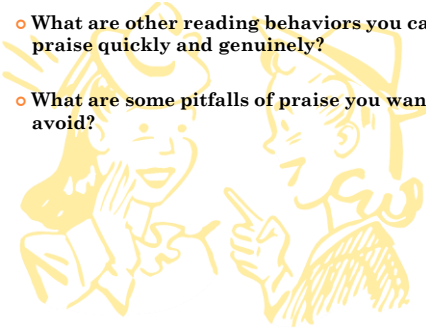
Specific and Explicit	General
<ul style="list-style-type: none"> ◦ "Wow, you stopped at this tricky part and went back to reread. That helped you think about what looked right, sounded right and made sense." ◦ "This part got tricky, but you knew what to do to help yourself. Show me what you did." 	<ul style="list-style-type: none"> ◦ Wow, great job! ◦ You are such a good reader! ◦ I liked the way you read that! ◦ You are really getting better at reading, aren't you?!

PRAISING LOOK-FORS

Strategic Behavior	What It Might Mean	Possible Praise
Pausing	Thinking Self-monitoring Integrating M,S,V	"You paused to think here and it helped you figure this tricky part out."
Self-Correction	Integrating M,S,V Thinking Risk-taking	"You fixed what was tricky all by yourself." OR "You fixed a mistake on this page. Can you find it?"
Attempting a Word/Phrase	Risk-taking Record to analyze for MSV later	"Wow, you really tried to get this figured out, didn't you? That's what readers do, they try to solve tricky problems on their own."

LET'S TALK...

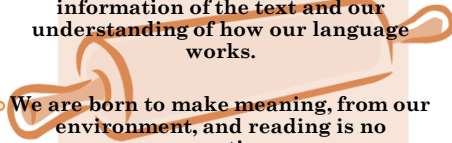
- What are other reading behaviors you can praise quickly and genuinely?
- What are some pitfalls of praise you want to avoid?



MIX THE BATTER & ROLL THE DOUGH!

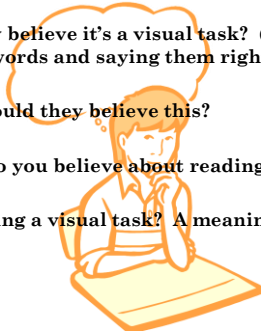
Reading is the blending of what we know about stories, with the visual information of the text and our understanding of how our language works.

- We are born to make meaning, from our environment, and reading is no exception.
- Pick ONE teaching point. Be clear and explicit. Let the rest go.



WHAT DO STUDENTS BELIEVE ABOUT READING?

- Do they believe it's a visual task? (Looking at the words and saying them right.)
- Why would they believe this?
- What do you believe about reading?
- Is reading a visual task? A meaning making task?



THINGS THAT MAKE YOU GO HMMMM...

To Teach?

- **The student doesn't know what to do and you must explicitly show them.**

Example: The student isn't breaking words left to right. You might bring out magnetic letters and explicitly model how to move from left to right through a word.

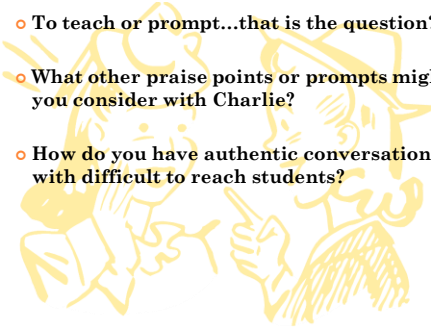
To Prompt?

- **You are asking a question, to bring up a specific response in the student's brain, which is already in their control.**

Example: The student got jumbled up in a passage and didn't notice or make sense. You might say, "Something didn't look right here. Try that again." (Student reads.) Follow up with, "Did you fix it?"

CHARLIE WILLIAMSON

- **To teach or prompt...that is the question?**
- **What other praise points or prompts might you consider with Charlie?**
- **How do you have authentic conversation with difficult to reach students?**



OUR GOAL = STUDENTS WHO HAVE A SELF-EXTENDING SYSTEM

- Students make decisions at point of difficulty
- Evaluate choices, searching for the right fit
- Reread to see if s/he made a good choice
- Self-Correct to solve a problem

Behavior	Prompt
Pausing-stopping & searching	Why did you stop? What did you notice?
Noticing a mismatch	Was that okay? Were you right?
Attempts to self-correct/Self-correct	You tried that out. That was smart thinking.

MEANING PROMPTS

- Meaning drives everything else. Reading is making meaning from the text.

Prompt	Assumption
Did that make sense?	The student is listening to him/herself while reading.
You said _____. Does that make sense?	The student knows and understands the vocabulary.
Think about the story. Does that make sense?	The student understood your book introduction, and was thinking while reading.

STRUCTURE PROMPTS

- Based on how the English language system works. What sounds right, up to the point of the error.

Prompts	Assumptions
You said _____. Can we say it that way?	The student understands how proper language structure sounds. And the student is listening to himself read.
Try that again. Think about what would sound right.	The student understands how book language works.

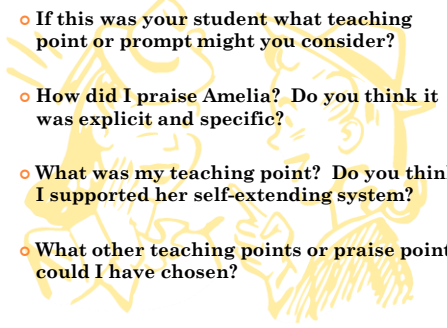
VISUAL PROMPTS

- Overly relying on visual prompts, can send the message that reading is all about saying the words right. Make sure you are teaching for transfer and not accuracy.

Prompt	Assumptions
Reread and start the word.	The student knows letter sounds, blends, and left-right.
Does it look right?	The student is looking at the same thing we are. L-R, Return sweep, Letter sounds, One-One.
Say _____. What letter would you expect to see at the beginning (or middle, or end) of _____?	He can match letter sounds to what he says and hears. He can visually search through a word from L-R.

AMELIA WILLIAMSON

- o If this was your student what teaching point or prompt might you consider?
- o How did I praise Amelia? Do you think it was explicit and specific?
- o What was my teaching point? Do you think I supported her self-extending system?
- o What other teaching points or praise points could I have chosen?



I WONDER...

about all the students I passed on to the next grade, the ones I never quite knew what to do with...

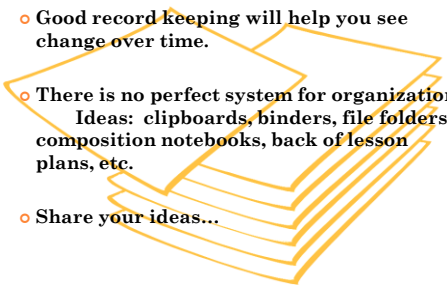
I didn't know to:

1. Pick ONE thing they almost did correctly and scaffold them to independence (Ohhhh, that's what scaffolding means!)
2. Focus on smart thinking, instead of accuracy.
3. Think about an echo across my lessons, not random skills.

What is one thing you know now, that you will take back to your classroom this year?

HOW DO I ORGANIZE ALL THIS STUFF?

- o Good record keeping will help you see change over time.
- o There is no perfect system for organization.
Ideas: clipboards, binders, file folders, composition notebooks, back of lesson plans, etc.
- o Share your ideas...



WEBSITES WITH HELPFUL IDEAS

- o <http://classroom.jc-schools.net/read/strategies.html>
- o
- o <http://classroom.jcschools.net/read/runningrecords.pdf>
- o
- o <http://www.wordcalc.com/runningrecord/>
- o
- o <http://www.learnnc.org/lp/editions/readassess/1.0>
- o
- o http://www.jmeacham.com/readers_workshop/readers_workshop_mini_lessons.htm

"ACCEPTING ONE'S SELF DOES NOT PRECLUDE AN ATTEMPT TO BECOME BETTER." -FLANNERY O'CONNOR

Thank You:

- o **Shelly Shaver**, Reading Recovery Teacher Leader: Springfield Public Schools
- o **Sarah Logan**, Step-Up Coach/former Literacy Coach: Springfield Public Schools
- o **Nancy Anderson, Ph.D.**, Texas Women's University
- o **Marie Clay**, [Literacy Lessons Part One](#), [Literacy Lessons Part Two](#), and [An Observation Survey](#)
- o **Carol Lyons**, [Teaching Struggling Readers](#)

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Grandpa, Grandpa 11/122

By: Joy Cowley

2.

Grandpa, Grandpa,
come with me.

3.

Let's go fishing
in the sea.

4.

What will we fish for?
What will we get?

5.

One pot of mussels
for our tea.

7.

Grandpa, Grandpa,
come with me.
Let's go fishing
in the sea.

What will we fish for?
What will we get?

Two big crayfish
for our tea.

8.

Grandpa, Grandpa,
come with me.
Let's go fishing in the sea.

9.

What will we fish for?
What will we get?

11.

Three fat snapper for our tea.

13.

Grandpa said
he'd come with me,
and we went fishing in the sea.

What did we fish for?
What did we get?

15.

One pot of mussels,
two big crayfish,
three fat snapper
for our tea.

16.

What else did we get?
We got wet!

Grandpa, Grandpa 11/122

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