

# RUNNING RECORD

<b>Student:</b>	<b>First Language:</b>	<b>English Language Level:</b>
<b>Teacher:</b>		<b>Date:</b>
<b>Text Title:</b> Goldilocks and the 3 Bear	<b>Level:</b> 6 D	<b>Running Words (RW):</b> 137
<b>Accuracy Rate:</b> 99 % Formula: $\frac{RW - E}{RW} \times 100$	<b>Self-Correction Rate:</b> 1 : 1 Formula: $\frac{SC}{E + SC}$	

## Notes/Observations on Reading Behaviors and Strategic Actions:

relies on M a S on first attempt but does  
XV w/ V information esp. known words  
and 1st letter visual information

Page #	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
	✓✓✓✓✓ ✓✓ forsc a s R p✓ down the path ✓✓✓ ✓✓✓✓ ✓✓✓ ✓✓✓		2	MSV MSV	MSV MSV
	✓✓✓R✓ ✓=K✓R ✓✓✓ ✓✓ ✓✓✓		1	MSV	MSV



# RUNNING RECORD

Page #	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
	<p>The   SC ✓✓✓✓</p> <p>I</p> <p>✓✓</p> <p>✓✓</p> <p>✓✓✓✓</p> <p>✓✓</p>		1	MSV	MSV
	<p>✓✓</p> <p>✓✓✓</p> <p>✓✓✓</p> <p>✓✓</p> <p>✓✓✓✓✓</p> <p>✓✓</p> <p>✓✓ R</p> <p>originally skipped but went back</p>				
	<p>✓✓✓✓</p> <p>✓✓</p> <p>✓✓✓✓ h✓</p> <p>hard</p> <p>✓ chair ✓</p> <p>bed</p> <p>✓✓</p>	1		MSV	
	<p>✓✓✓✓</p> <p>✓✓</p> <p>✓✓✓✓✓</p> <p>✓ comes   R   SC ✓✓</p> <p>come</p> <p>✓✓✓✓</p> <p>✓✓✓</p>		1	MSV	MSV



# RUNNING RECORD

Page #	Running Record	Count		Information Used			
		E	SC	E M S V	SC M S V		
	✓✓✓✓ bed   R   SC girl ✓✓✓✓✓ ✓✓✓ ✓✓✓ ✓✓		1	MSV	MSV		
	✓✓ ✓✓						

**Comprehension Conversation** Discuss the text, asking questions that reveal the student's literal comprehension (recall) and deeper comprehension (inferential thinking). Notes/Observations:

With questioning, was able to retell story in sequence. Draw some inferences about bears' reactions.

## Fluency and Comprehension

Rating	Fluency	Rating	Literal Comprehension	Rating	Deeper Comprehension
0	Slow or choppy word-by-word reading with no expression.	0	Recalls no important facts/events.	0	Shows no understanding of inferences or deeper meaning.
1	Moderately slow reading with 2 or 3 words grouped together. Little expression.	1	Recalls a limited number of important facts/events.	1	Shows limited understanding of inferences or deeper meaning.
2	Acceptable reading rate with 3 to 4 words grouped in meaningful phrases most of the time. Some expression.	2	Recalls some important facts/events.	2	Shows some understanding of inferences or deeper meaning.
3	Phrased and fluent reading with appropriate intonation and expression.	3	Recalls most of the important facts/events.	3	Shows full understanding of inferences or deeper meaning.