

FROM PRACTICE TO PROFICIENCY

The chart below captures a child's reading of *Bird's New Nest* by Tammi J. Salzano (Level F, running words: 213). Use the information in it to score, analyze, and calculate the accuracy and SC rates. (See the answer key at the end of the chapter.) When you are finished, write your thoughts about the child in the space at the end of the chart, using the following questions to guide your thinking.

- Did anything surprise me?
- Do I notice a pattern in the way the child uses or neglects visual information?
- What letters and letter combinations or units does the child use when decoding?
- What examples show the child's flexible use of visual information?

| Text | Running Record | Count | | Information Used | |
|------|---|-------|----|------------------|-------------|
| | | E | SC | E M S V | SC M S V |
| | <p>✓ n-ee-d ✓ ✓ ✓ ✓ needs </p> <p>✓ ✓ b-✓ ✓ n-e-st ✓ build nest </p> <p>Wh-at w-hat A ✓ ✓ us ✓ ✓ ✓ ✓ What T use</p> | | | | |
| | <p>✓ f-in-d-s SC ✓ ✓ ✓ ✓ g-ar-✓ finds garden</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> | | | | |

| Text | Running Record | Count | | Information Used | |
|--|--|-------|----|------------------|-------------|
| | | E | SC | E M S V | SC M S V |
| <p>Bird sits on the sticks. Does Bird like the sticks? No. The sticks are too sharp.</p>  | <p>✓ ✓ ✓ ✓ ✓</p> <p><u>Do-s</u> ✓ ✓ ✓ ✓</p> <p>Does</p> <p>✓ ✓ ✓ ✓ ✓ <u>sh-ar-p</u> ✓</p> <p>sharp</p> | | | | |
| <p>Bird finds some hay. She can make her nest with hay!</p>  | <p>✓ ✓ ✓ <u>h-✓</u></p> <p>hay</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> | | | | |
| <p>Bird sits on the hay. Does Bird like the hay? No. The hay is too itchy.</p>  | <p>✓ ✓ ✓ ✓ ✓</p> <p><u>Do-s</u> <u>SC</u> ✓ ✓ ✓ ✓</p> <p>Does </p> <p>✓ ✓ ✓ ✓ ✓ <u>it-ch</u> <u>itch</u></p> <p>itchy </p> | | | | |
| <p>Bird finds some mud. She can make her nest with mud!</p>  | <p>✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> | | | | |

| Text | Running Record | Count | | Information Used | |
|------|--|-------|----|------------------|-------------|
| | | E | SC | E M S V | SC M S V |
| | <p>✓ ✓ ✓ ✓ ✓</p> <p><u>Did</u> ✓ ✓ ✓ ✓</p> <p><u>Does</u></p> <p>✓ ✓ ✓ ✓ ✓ <u>muddy</u> <u>messy</u></p> | | | | |
| | <p>✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> | | | | |
| | <p>✓ ✓ ✓ ✓ ✓</p> <p><u>Did</u> ✓ ✓ ✓ ✓</p> <p><u>Does</u></p> <p>✓ ✓ ✓ ✓ ✓ ✓</p> | | | | |
| | <p>✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> | | | | |

| Text | Running Record | Count | | Information Used | |
|--|---|-------|----|------------------|-------------|
| | | E | SC | E M S V | SC M S V |
|  <p>Bird sits on the rocks. Does Bird like the rocks? No. The rocks are too bumpy.</p> | <p>✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ jump bump bumping SC bumpy </p> | | | | |
|  <p>Bird is sad. What can she use to make her nest? She will go under the tree. She will think about what to do.</p> | <p>✓ ✓ <u>mad</u> sad</p> <p>✓ ✓ ✓ <u>have</u> ✓ ✓ use</p> <p>✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ <u>th-in-k</u> ✓ <u>a-b-out</u> <u>about</u> SC ✓ ✓ ✓ think about </p> | | | | |
|  <p>Wait! What is that under the tree? Bird sees grass under the tree.</p> | <p>✓ ✓ ✓ <u>this</u> ✓ ✓ ✓ that</p> <p>✓ ✓ ✓ ✓ ✓ ✓</p> | | | | |
|  <p>Bird sits on the grass. Does Bird like the grass? Yes! The grass is soft. Bird can make her nest with grass!</p> | <p>✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> | | | | |

| Text | Running Record | Count | | Information Used | |
|---|---|-------|----|------------------|-------------|
| | | E | SC | E M S V | SC M S V |
|  | ✓ ✓ ✓ ✓ ✓ <u>likes</u> ✓ ✓ ✓ <u>loves</u> | | | | |

The child read word by word at the beginning. As the story progressed, he read in phrases and was very fast.

Your Thoughts

Guiding Questions

- Did anything surprise me?
- Do I notice a pattern in the way the child uses or neglects visual information?
- What letters and letter combinations or units does the child use when decoding?
- What examples show the child's flexible use of visual information?

Our Thoughts

It is surprising in this running record that the child didn't reread. His attempts show he is making sense of the text, but it may only be at the page or sentence level. He demonstrates flexibility in many places (e.g., *jump/bumpy*; *bump*; *bumping*; SC), and even though it yields a self-correction, rereading would have supported the work he did. The child also relies on the predictable pattern for support, which is problematic because he uses the repetition to carry him and does not initiate the visual analysis needed (e.g., *did/does*). The recording clearly demonstrates that the child uses many units quickly and efficiently (e.g., digraphs, blends, vowel combinations, and *r*-controlled vowels) and he also solves by analogy (e.g., *jump* to *bump*). Finally, as the child's reading rate increases, he fails to monitor or engage in more detailed visual analysis on words that make sense and have some visual similarity at the beginning and end.