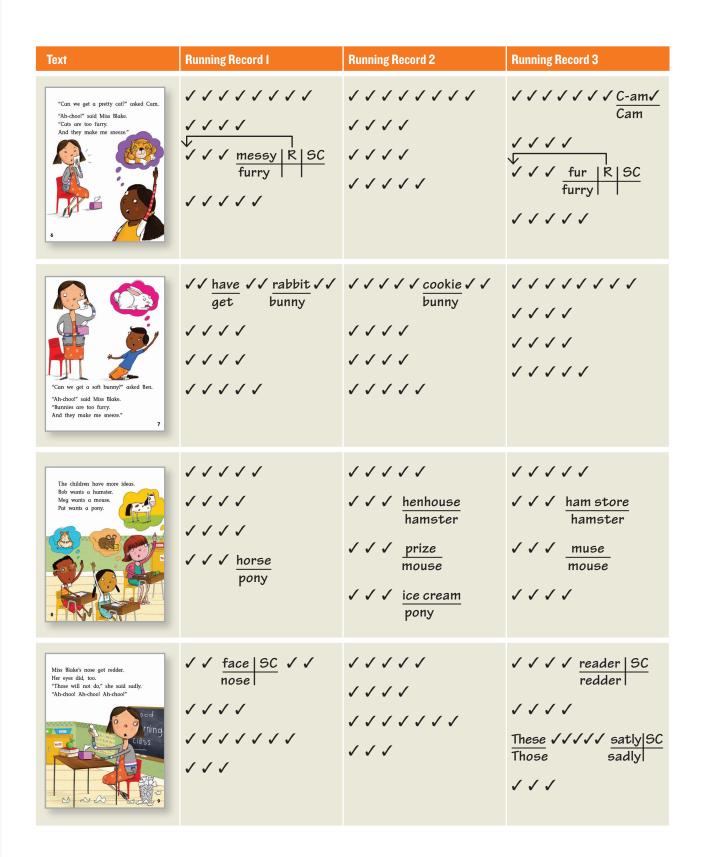
| Text | Running Record I | Running Record 2 | Running Record 3 |
|---|--|---|---|
| "Good morning, class," said Miss Bloke. "Good morning," said the class. | √√√√√ kids class | | |
| "Can we get a dass pet?" asked Dan. "I'm not sure," said Miss Blake. "Please, please, please!" said the children. | $ \sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt$ | <pre></pre> | <pre></pre> |
| "We can talk about it," soid Miss Blake. "What animal would make a good class pet?" | √ √ √ √ √ √ √ √ | $ \begin{array}{cccc} \checkmark \checkmark \checkmark \checkmark \checkmark \checkmark \checkmark \\ \frac{be}{make} \checkmark \checkmark $ | $\int \int $ |
| Dan raised his hand. "Can we get a little dog?" asked Dan. "Dogs are too furry and they make me sneeze," sold Miss Blake. "In fact, just the thought of them makes me sneeze. Ah-choo!" | <pre></pre> | legs | <pre> raced ✓ ✓ ✓ ✓ ✓ raised ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</pre> |



| Text | Running Record I | Running Record 2 | Running Record 3 |
|--|---|---|--|
| Then Jen raised her hand. "I have a pet snake that needs a new home," she said. "Ch?" said Miss Blake. "I'm not sure about a snake." | They SC | √√√√√√√ √√√√√√ ✓√ snack SC snake | They SC \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ |
| "A pet snake can help us learn our letters," said Cam. "It can scare the lunch ladies, too!" said Dan. "That is not nice, Dan," said Miss Blake. | <pre> //// teach SC / learn /// // // scare // // // // // // // // //</pre> | School SC I SC SC SC SC SC SC | SC Iean SC Iean SC |
| "A pet snake does not have fur," said Pat. "Okay, we will try it," says Miss Blake. | √√√√√√ skin fur √√ ✓√✓✓✓✓✓ | | |
| The snake came the next day, it did not help with letters. It did not scare the lunch ladies. | √√√√√ √√√√√√ help √√√√√√ | √√√√√ time day √√√√√√ ✓√√√√√ | |

| Text | Running Record 1 | Running Record 2 | Running Record 3 |
|--|-------------------------------|--|--|
| But the snake did do a few fun things. It sat on laps. It gave nice hugs. | | And SC / / / / / / / But / / / / / / / / / / / / / / / / / / | √√√√√√ th-ings√ things ✓√√√ |
| A week went by, "Can the snake stay?" asked Carn. "Please, please, please!" sold the children. 15 | | <pre></pre> | √√√√√√ stand stay √√ √√ √√ √√ √√ √√ ✓ ✓ ✓ ✓ ✓ |
| "Yes, the snake can stay," said Miss Blake huppily. And she did not sneeze, not even once. | √√√√√ √√√√√ at all even once | | √√√√ hungrily happily √√√√√√√✓ |

| Total # of Running Words 301 | Running Record I | Running Record 2 | Running Record 3 |
|--|------------------|------------------|------------------|
| # of Errors | | | |
| # of Self-Corrections | | | |
| Accuracy Rate $\frac{RW - E}{RW} \times 100 = \%$ | | | |
| Self-Correction Rate SC = SC Rate E + SC | | | |
| Guiding Questions What are the strengths and needs of each child? What do these records have in common? How would I use this information to plan instruction? | | Your Thoughts | |

An answer key is provided at the end of the chapter.