

## FROM PRACTICE TO PROFICIENCY

Analyze the complete running record below, which is a reading of *Miss Blake and the Pet Snake* by Myka-Lynne Sokoloff (running words: 301). Be sure to tally and analyze the errors and self-corrections, and calculate the accuracy and self-correction rates. An answer key is available at the end of the chapter.

Text	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
 <p>"Good morning, class," said Miss Blake. "Good morning," said the class.</p>	<p>✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓</p>				
 <p>"Can we get a class pet?" asked Dan. "I'm not sure," said Miss Blake. "Please, please, please!" said the children.</p>	<p>✓ ✓ ✓ ✓ <u>clever</u> ✓ ✓ ✓                     class</p> <p>✓ <u>never</u>   SC ✓ ✓ ✓ ✓   not    </p> <p>✓ ✓ ✓</p> <p>✓ ✓ ✓</p>				
 <p>"We can talk about it," said Miss Blake. "What animal would make a good class pet?"</p>	<p>✓ ✓ ✓ <u>A</u>   ✓ ✓ ✓ ✓           about   T</p> <p>✓ ✓ <u>will</u>   ✓ ✓ ✓       would</p> <p>✓ ✓</p>				

Text	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
<p>Dan raised his hand. "Can we get a little dog?" asked Dan.</p> <p>"Dogs are too furry and they make me sneeze," said Miss Blake.</p> <p>"In fact, just the thought of them makes me sneeze. Ah-choo!"</p> 	<p>✓ <u>raced</u>   SC ✓✓✓✓✓✓</p> <p>      <u>raised</u>  </p> <p>✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ <u>think</u> ✓ ✓</p> <p>                  <u>thought</u></p> <p>✓ ✓ ✓ ✓</p>				
<p>"Can we get a pretty cat?" asked Cam.</p> <p>"Ah-choo!" said Miss Blake.</p> <p>"Cats are too furry.</p> <p>And they make me sneeze."</p> 	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ C-am✓</p> <p>                              <u>Cam</u></p> <p>✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ <u>fur</u>   R   SC</p> <p>                  <u>furry</u>  </p> <p>✓ ✓ ✓ ✓ ✓</p>				
<p>"Can we get a soft bunny?" asked Ben.</p> <p>"Ah-choo!" said Miss Blake.</p> <p>"Bunnies are too furry.</p> <p>And they make me sneeze."</p> 	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓</p>				
<p>The children have more ideas.</p> <p>Bob wants a hamster.</p> <p>Meg wants a mouse.</p> <p>Pat wants a pony.</p> 	<p>✓ ✓ ✓ ✓ ✓</p> <p>✓ <u>wanted</u> ✓ ✓</p> <p>      <u>wants</u></p> <p>✓ <u>wanted</u> ✓ ✓</p> <p>      <u>wants</u></p> <p>✓ <u>wanted</u> ✓ ✓</p> <p>      <u>wants</u></p>				

Text	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
<p>Miss Blake's nose got redder. Her eyes did, too. "Those will not do," she said sadly. "Ah-choo! Ah-choo! Ah-choo!"</p> 	<p>✓ ✓ ✓ ✓ <u>red</u> redder</p> <p>✓ ✓ ✓ ✓</p> <p><u>These</u> ✓ ✓ ✓ ✓ ✓ <u>sad</u>   SC <u>Those</u>                      sadly  </p> <p>✓ ✓ ✓</p>				
<p>Then Jen raised her hand. "I have a pet snake that needs a new home," she said. "Oh?" said Miss Blake. "I'm not sure about a snake."</p> 	<p><u>They</u>   SC ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>Then</u>  </p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p><u>a-b-out</u> ✓ ✓ ✓ <u>about</u></p>				
<p>"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.</p> 	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓</p> <p>✓ ✓ <u>sc-✓</u> ✓ ✓ ✓ ✓ ✓ <u>scare</u></p> <p>✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓</p>				
<p>"A pet snake does not have fur," said Pat. "Okay, we will try it," says Miss Blake.</p> 	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p>				

Text	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
 <p>The snake came the next day. It did not help with letters. It did not scare the lunch ladies.</p> <p>13</p>	✓✓✓✓✓✓ ✓✓✓✓✓✓ ✓✓✓✓✓✓✓				
 <p>But the snake did do a few fun things. It sat on laps. It gave nice hugs.</p> <p>14</p>	✓✓✓✓✓✓✓✓ <u>th-ings</u> ✓ things ✓✓✓✓ ✓✓✓✓				
 <p>A week went by. "Can the snake stay?" asked Cam. "Please, please, please!" said the children.</p> <p>15</p>	✓ <u>w-ee-k</u> ✓✓✓✓✓✓✓ week ✓✓ ✓✓✓ ✓✓✓				
 <p>"Yes, the snake can stay," said Miss Blake happily. And she did not sneeze, not even once.</p> <p>16</p>	✓✓✓✓✓ ✓✓✓ <u>happy</u> happily ✓✓✓✓✓✓✓✓				

Text	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
# of Errors:		# of Self-Corrections:			
<b>Accuracy Rate:</b>					
$\frac{RW^* - E}{RW^*} \times 100 = \%$					
<b>Self-Correction Rate:</b>					
$\frac{SC}{E + SC} = \text{SC Rate}$					

\*301

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

## CLOSING THOUGHT

At first, taking, scoring, and analyzing running records may seem overwhelming. But we promise, the more you practice, the easier it gets. In time, you will wonder how you ever taught reading without them. Running records celebrate the individuality of each child's processing and the importance of differentiating our instruction.

Now that you have learned how to take, score, and analyze running records, we need to explain one more aspect of the child's processing system—one more mouse to reveal the unknown thing and complete the picture! In the next chapter, we will examine the relationship between comprehension and fluency, and how it is captured on a running record.

### Answer key to the practice activity on pages 69–73

	Running Record 1	Running Record 2	Running Record 3
<b># of Errors</b>	10	10	10
<b># of Self-Corrections</b>	5	5	5
<b>Accuracy Rate</b> $\frac{RW - E}{RW} \times 100 = \%$	97%	97%	97%
<b>Self-Correction Rate</b> $\frac{SC}{E + SC} = \text{SC Rate}$	1:3	1:3	1:3

At the beginning of the chapter, we posed three guiding questions, which may have been difficult to answer because the errors and self-corrections for each child had not yet been analyzed. We did this to highlight how your instructional decision making is limited if you only consider accuracy and self-correction rates. In the next two rows, we analyze the errors and self-corrections for the three running records to show how what we learn allows us to answer the guiding questions more precisely.