

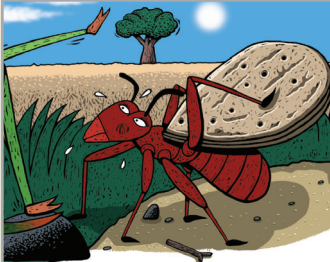
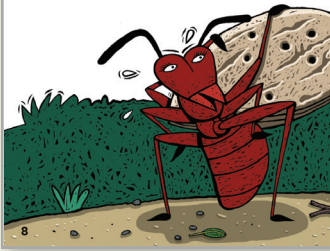
CLOSING THOUGHT

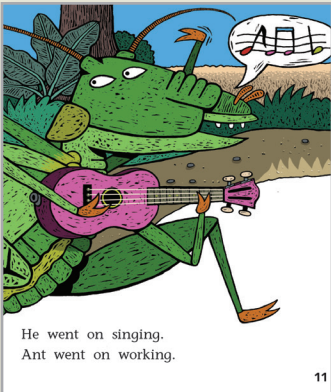
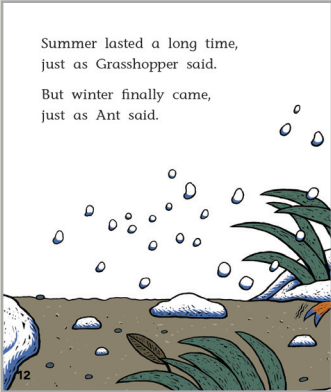
Analyzing running records for missed and self-corrected high-frequency words is important because it helps you decide which words students need to practice. Also, voluminous reading and writing exposes children to high-frequency words and helps them see those words in meaningful connected text.

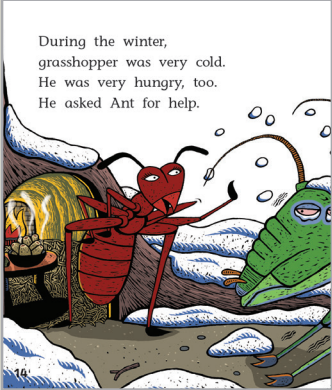
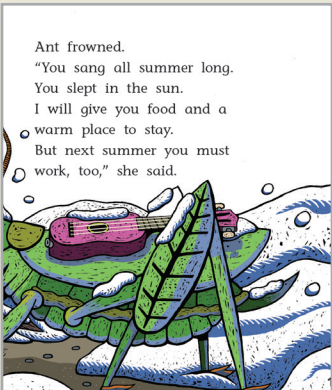
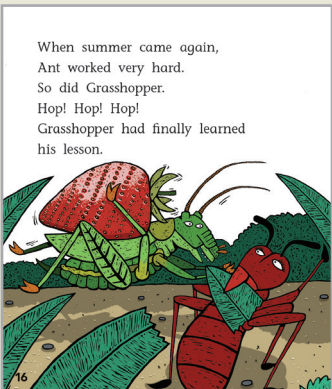
Until words are automatic, children may make errors, such as reading *this* for *that*, and ignore the errors because the words look similar and have virtually the same meaning. Eventually, the child needs to shift from making and not recognizing errors to monitoring for errors and self-correcting. Only then will they become automatic and accurate readers. Analyzing running records over time can reveal this progression. Be sure to document the increase in the number and types of words a child knows. There are a number of ways to do that, for example, using the Sight Word Checklists in *The Next Step Forward in Word Study and Phonics* (Richardson and Dufresne, 2019). When you couple that information with running record analysis, you can monitor students' progress and make informed instructional decisions.

Answer key for the practice activity on pages 154–158:

Text	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
 It was a long, hot summer. Grasshopper was happy. He sang all day long. He slept in the sun. He loved being lazy!	✓ ✓ ✓ ✓ ✓ ✓				
	✓ <u>is</u> ✓ was	1		(M) (S) (V)	
	✓ ✓ <u>a</u> ✓ ✓ all	1		(M) (S) (V)	
	✓ ✓ ✓ ✓ ✓ It SC ✓ ✓ ✓ He		1	(M) (S) V	M S (V)

Text	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
Ant had no time to sing or snooze. She worked hard all day long looking for food to eat. She loved being busy! 	✓ ✓ ✓ ✓ ✓ ✓ <u>and</u> ✓ or ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>get</u> eat ✓ ✓ ✓ ✓	1		(M) (S) V	
 "Relax! Don't work so hard," said Grasshopper with a smile. "Summer is the time to have fun," he said.	✓ ✓ ✓ <u>too</u> ✓ so ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	1		(M) (S) (V)	
"It will be winter soon," said Ant. "I need to make a warm home. I need to gather food." "What will you do when winter comes?" she asked Grasshopper. 	✓ <u>would</u> ✓ ✓ ✓ ✓ ✓ will ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Where When ✓ ✓ ✓ ✓ ✓ ✓ What ✓ ✓ ✓	1		(M) (S) (V)	

Text	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
 "Winter is far away," said Grasshopper.	✓ ✓ ✓ ✓ ✓ ✓				
 He went on singing. Ant went on working.	✓ <u>goes</u> ✓ ✓ went ✓ <u>goes</u> SC ✓ ✓ went	1	1	(M) (S) V (M) (S) V	M S (V)
 Summer lasted a long time, just as Grasshopper said. But winter finally came, just as Ant said.	✓ ✓ ✓ ✓ ✓ ✓ <u>like</u> ✓ ✓ as ✓ ✓ ✓ ✓ ✓ <u>like</u> SC ✓ ✓ as	1	1	(M) (S) V (M) (S) V	M S (V)

Text	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
During the winter, grasshopper was very cold. He was very hungry, too. He asked Ant for help. 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
Ant frowned. "You sang all summer long. You slept in the sun. I will give you food and a warm place to stay. But next summer you must work, too," she said. 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ on SC ✓ ✓ R in ✓ ✓ get ✓ ✓ ✓ ✓ give ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	1	1	(M) (S) (V) (M) (S) (V)	M S (V)
When summer came again, Ant worked very hard. So did Grasshopper. Hop! Hop! Hop! Grasshopper had finally learned his lesson. 	Then ✓ ✓ ✓ ✓ When ✓ ✓ ✓ ✓ Some SC ✓ ✓ R So ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	1	1	(M) (S) (V) (M) (S) (V)	M S (V)