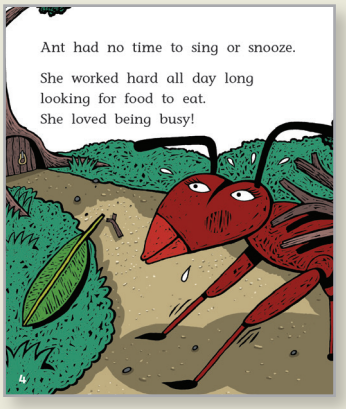
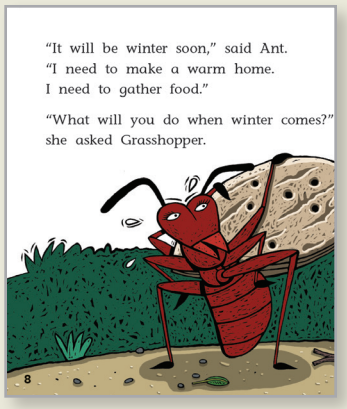
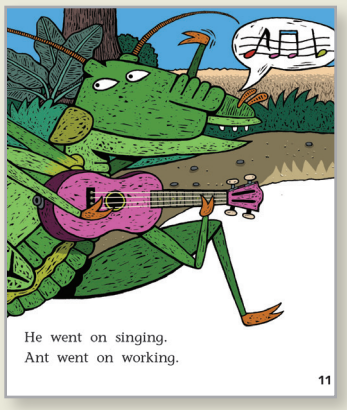
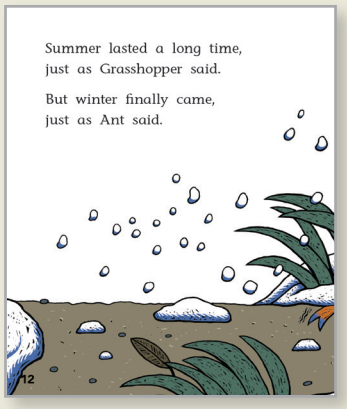
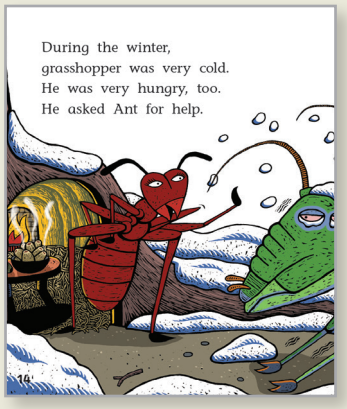
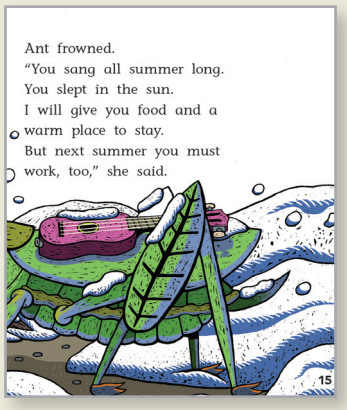
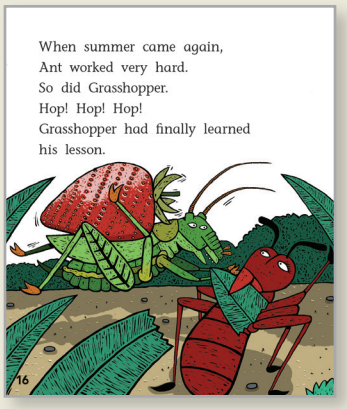
Text	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
	✓ ✓ ✓ ✓ ✓ ✓ ✓ is / was ✓ ✓ ✓ a / all ✓ ✓ ✓ ✓ ✓ ✓ ✓ It / He | SC ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓ and / or ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ get / eat ✓ ✓ ✓ ✓				
	✓ ✓ ✓ too / so ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				

Text	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
	✓ would ✓ ✓ ✓ ✓ ✓ will ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Where | When ✓✓✓✓✓✓ What | ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
	✓ goes ✓ ✓ went ✓ goes | SC ✓ ✓ went |				

Text	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
	✓ ✓ ✓ ✓ ✓ ✓ like / as ✓ ✓ ✓ ✓ ✓ ✓ ✓ like / as | SC ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ on / in | SC ✓✓ R ✓ ✓ get / give ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				

Text	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
	Then ✓ ✓ ✓ When ✓ ✓ ✓ ✓ Some | SC ✓ ✓ R So ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				

Your Thoughts

Guiding Questions

- Did anything surprise me?
- Is there a pattern to the types of words the child missed?
- Is there a pattern to the sources of information the child used or neglected?
- What do I notice about the self-corrections?

Our Thoughts

The text was read with 94% accuracy and a self-correction rate of 1:4, but there is much more to learn about the child's reading. An examination of the errors reveals a pattern in which the child maintained meaning and structure and at times attended to some visual information. Moving beyond this analysis and looking more closely at the types of words read incorrectly, we find they are all high-frequency words that should have been read accurately at this level. When the child does self-correct, the self-correction involves known words. Further, most words that are self-corrected appear more than once on the page, giving the child a second opportunity to detect the error and fix it. There are also two examples (*some/so* and *on/in*) where the initial attempt fits meaning and structure, but when the child continues reading, he realizes that meaning was not maintained after the point of error, triggering him to reread and self-correct.