

About Running Records: Reading Continuous Text

Running Records help teachers to understand more about how children are using what they know to understand text. The taking of Running Records should be as relaxed as sharing a book with a child.

- Running Records are a valid form of assessment.
- Running Records are designed to be taken as a child reads orally from any text.
- Running Records are informative when the teacher is an observer who steps back from teaching; ‘record now; teach later’.



Why continuous text?

A complete story provides opportunities for the reader to:

- sort out what to attend to on a page of print
- decide what order to use pieces of information
- link to things they already know and match it up with new information in print
- demonstrate awareness and integration of different kinds of information

For guiding instruction of individual students	For identifying students needing further support, monitoring progress, and classroom instruction
<p>Text should be slightly familiar to the reader through an introduction/orientation or a first reading. This enables the child to do ‘reading work’ of quality that may not be as evident on new text.</p> <p>Teacher Goals:</p> <ul style="list-style-type: none"> • Observing and taking notes on what the reader does when reading text • Obtaining a record for further analysis to inform teaching • Gaining new insights about what child has learned about print since the last record • Noticing how the child is actively sorting and relating sources of information <div data-bbox="105 1339 418 1654" style="border: 1px solid #00A651; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <p>Attending and Searching</p> <p>– looking purposefully for particular information, known letters/sounds/ words, familiar text features, patterns of language, and information in pictures/diagrams</p> </div> <div data-bbox="457 1339 771 1654" style="border: 1px solid #00A651; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <p>Anticipating</p> <p>– forming expectations or predictions of what will come next by drawing on prior knowledge and experience of language</p> </div> <div data-bbox="105 1675 418 1990" style="border: 1px solid #00A651; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <p>Checking and Confirming</p> <p>– checking to ensure that the reading makes sense and all the sources of information fit together</p> </div> <div data-bbox="457 1675 771 1990" style="border: 1px solid #00A651; border-radius: 15px; padding: 10px;"> <p>Self-Correcting</p> <p>– noticing an error has been made and then searching for, finding, and using additional information in order to arrive at a correct response</p> </div>	<p>Text may be familiar or new. The purpose of the observation will determine the practice taken.</p> <p>Observing a reader on:</p> <ul style="list-style-type: none"> • Familiar or seen text allows the teacher to interpret reading behaviours and guide teaching • New text determines a level of achievement <p>Teacher Goals:</p> <ul style="list-style-type: none"> • Assessing text difficulty • Plotting group or individual progress • Monitoring several children to identify those needing additional classroom support or intervention • Monitoring individual student progress • Evaluating instruction: What is being emphasized and neglected in classroom instruction? <div data-bbox="857 1476 1528 1717" style="background-color: #00A651; color: white; border-radius: 25px; padding: 20px; text-align: center; margin: 20px 0;"> <p><i>“Comprehension of messages is best assessed on [familiar reading] when the orchestration of smooth decision-making and fluent reading aids comprehension”</i> (Clay, 2016, p. 212)</p> </div> <p>References:</p> <p>Clay, M.M. (1991, 2013). <i>Becoming Literate: The Construction of Inner Control</i>, pp. 211, 212.</p> <p>Clay, M.M. (2019). <i>An Observation Survey of Early Literacy Achievement</i>, pp. 51–83</p> <p>Clay, M. M. (2017). <i>Running Records for Classroom Teachers</i>.</p> <p>Clay, M. M. (2016). <i>Literacy Lessons Designed for Individuals</i>.</p>

Interpreting Running Records:

Running Records help teachers to understand more about how children are using what they know to understand text.

<p>Taking a Running Record:</p> <p>How to record what you see and hear</p>	<p>How did the reading sound? Immediately following the reading and before you interpret the record, note in writing how the reading sounded:</p> <ul style="list-style-type: none"> • Overall reaction • Pace (good, too slow, too fast) • Phrasing and attention to punctuation • Intonation and expression <p>Have a brief conversation about the story to add to your knowledge of the reader's comprehension.</p> <p>Note: To learn about conventions for recording a Running Record see Clay, 2017, pp. 14-20 and Clay, 2019, pp. 59-65</p>
<p>Scoring of Errors and Self-Corrections</p>	<p>Note: To learn about conventions for scoring a Running Record see Clay, 2017, pp. 21-23 and Clay, 2019, pp. 66-68</p>
<p>Quantifying a Running Record</p>	<p>An accuracy rate of 90 % or better provides good opportunities for teachers to observe children's processing of texts.</p> <p>To learn about quantifying a Running Record see Clay, 2017, pp. 24-26 and Clay, 2019, p. 69-71</p>
<p>Interpreting a Running Record</p>	<p>Integration of all sources of information Orchestration of processing</p> <p>Analyze every error, asking yourself, What led the reader to do or say that? Did the child's oral language produce the error, with little influence from the print? Was the child clearly getting some phonemic information from the printed letters? What makes you suspect this?</p>
<p>Guiding Teaching</p>	<p>Teachers control task difficulty and their level of support. Ask yourself,</p> <ul style="list-style-type: none"> • What processing will you be teaching for tomorrow? • What does this reader need to learn to do next? • How will you teach the reader to do it?