

## Summaries of Reading Behaviors for Follow-Up Activity #2

### Carrie

- has increasing ownership over solving new words
- rarely asks for help, even when a word is left unsolved
- does not always make attempts that make sense
- self-corrects an increasing number of errors
- uses information from different sources in combination
- uses chunks of information at the beginning, middle, and end of words
- reads with a good pace; slows down when taking a word apart
- neglects to reread to phrase appropriately (may not be maintaining the message)
- has good control of letter knowledge
- controls directional movement with no noticeable lapses

### Lorne

- has a rapidly expanding control of English, his second language
- is unfamiliar with complex language structures and literary language
- picks up new language well through rehearsal during story introduction
- shows growing ownership over the solving process; asks for help if he cannot figure out a word
- uses punctuation and juncture inconsistently
- is beginning to monitor for structure in English
- controls directional movement with no noticeable lapses

### Esther

- has fast speech, mature language, and wide life experience
- has difficulty coordinating visual perception and fast speech
- frequently overuses anticipation and prediction, resulting in omissions and insertions
- integrates information from different sources on texts of appropriate difficulty
- now learns well in a small group following her early literacy intervention
- controls directional movement with no noticeable lapses

**Text of *The Canoe Ride* for Follow-Up Activity #2**

(192 running words)

- page 2 "The day will be sunny with no wind," said Dad.  
"Let's go for a canoe ride on the lake."
- page 4 Dad carried the canoe on his shoulders  
over to the dock.  
He put it carefully into the water.
- page 6 Mom sat in the front. She paddled and looked out  
for rocks and logs that could scrape  
the bottom of the canoe.
- page 8 Dad sat in the back. He used his paddle  
to steer the canoe.  
Paige sat in the middle.  
Everyone wore a lifejacket.
- page 10 As the canoe moved quietly through the water,  
Paige put her hand into the water.  
She liked to feel the cold water between her fingers.
- page 12 Suddenly Mom stopped paddling and pointed ahead.  
There were two loons right in front of the canoe!  
Paige hoped they would swim closer to the canoe  
so she could have a better look.  
But the loons dived under the water.
- page 14 "Keep watching," whispered Dad.  
Paige kept looking across the lake wondering  
where the loons would surface.
- page 15 "I see them!" whispered Paige.  
The loons flapped their wings and  
settled back down onto the water.
- Page 16 "Look!" laughed Paige, "The loons are waving at us!"  
And she waved back.

RUNNING RECORD SHEET

Name: Carrie Date: 1-20-10 D. of B.: 9-3-03 Age: 6 yrs 5 mths  
 School: Central Recorder: JV

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy <u>The Canoe Ride</u>	<u>8/192</u>	1: <u>24</u>	<u>95</u> %	1: <u>3</u>
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy Used predominantly, often in combination with M and S. Generally  
 Instructional \_\_\_\_\_ used S on self-corrections.  
 Hard \_\_\_\_\_

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
2	<u>The Canoe Ride</u>				
4	<u>car-eed</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>carried</u>	1		MS	(V)
	<u>sh-</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>shoulders</u>		1	MS	(V)
6	<u>car-f-careful</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>carefully</u>		1	MS	(V)
	<u>careful</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		1	(M)S	(V) MS(V)
6	<u>out</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	1			
	<u>scrap</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>scrape</u>	1		MS	(V)
8	<u>st-eee-r</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>steer</u>				
	<u>wears</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>wore</u>		1	(M)S	(V) MS(V)

# WORKSHEET 5

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
10	<p>✓ ✓ ✓ ✓ <u>quickly</u> ✓ ✓ ✓ quietly</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>be-</u> ✓ ✓ ✓ between</p>	1		(MSV)	
12	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ <u>was</u>   sc t-   R   ✓ ✓ / ✓ ✓ ✓ ✓ ✓ ✓ ✓ were   two  </p> <p>✓ ✓ ✓ ✓ ✓ <u>close</u> / ✓ ✓ ✓ closer</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ <u>div</u>   sc ✓ ✓ ✓ dived</p>	1	1	(MSV) MSV	
14	<p>✓ ✓ <u>wh-is-p-</u>   ✓   R ✓ whispered</p> <p>✓ <u>keped</u>   sc ✓ ✓ ✓ ✓ <u>wandering</u> kept   <u>wondering</u></p> <p>✓ ✓ ✓ ✓ <u>su-face</u>   A   surface   -   T</p>	1	1	(MSV) MSV	
15	<p>✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ <u>flap-</u>   ✓ ✓ ✓ ✓ flapped</p> <p><u>set-led</u> ✓ ✓ ✓ ✓ ✓ settled</p>	1		MSV	
16	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓</p>				
	<p>Mostly fluent with quick problem solving. Some inappropriate grouping of words with problem solving.</p>	8	5	7613	152

RUNNING RECORD SHEET

Name: Esther Date: 1-21-10 D. of B.: 7-21-03 Age: 6 yrs 6 mths  
 School: Central Recorder: JY

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional <u>The Canoe Ride</u>	<u>17/192</u>	1: <u>17</u>	<u>94</u> %	1: <u>4</u>
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy \_\_\_\_\_  
 Instructional Often used M, S and V on substitutions. No clear pattern with self-corrections.  
 Hard \_\_\_\_\_

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used E MSV	SC MSV
2	<u>The Canoe Ride</u>				
4	✓ sh-   ✓ - ✓ ✓ ✓ shoulders over ✓ ✓ ✓ in   care   sc ✓ ✓ ✓ carefully	1	1	MSV MSV	MSV
6	✓ ✓ ✓ ✓ ✓ of   R   sc ✓ ✓ ✓ ✓ ✓ -     ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		1		
8	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ pa-   ✓ paddle ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Everybody ✓ ✓ lifevest Everyone lifejacket	1	1	MSV MSV	



# WORKSHEET 6

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
10	✓ ✓ ✓ ✓ <u>quickly</u> th-   th-   R   ✓ ✓ quietly through	1		(M)S(V)	
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>the</u> ✓ <u>of</u> ✓ ✓ ✓ ✓ ✓ ✓ to -	1		(M)S(V)	
12	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>wa-</u>   ✓ ✓ ✓ <u>-</u> ✓ ✓ ✓ ✓ ✓ ✓ were   right	1			
	✓ ✓ ✓ ✓ ✓ <u>close</u> ✓ ✓ ✓ closer	1		(M)S(V)	
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>into</u> ✓ ✓ under	1		(M)S(V)	
14	✓ <u>looking</u>   R   sc <u>w-is</u>   ✓ ✓ watching   whispered		1	(M)S(V)	M S(V)
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>were</u>   sc s-   R   ✓ would   surface		1	(M)S(V)	M S(V)
15	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>into</u> ✓ ✓ onto	1		(M)S(V)	
16	✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>to</u> ✓ at	1		(M)S(V)	
	✓ ✓ ✓ ✓				
	Fluent and expressive, slowing down in some places when problem solving.	11	4	11 11 8	1 2 2

RUNNING RECORD SHEET

Name: Lorne Date: 1-20-10 D. of B.: 7-1-03 Age: 6 yrs 6 mths  
 School: Central Recorder: JV

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy <u>The Canoe Ride</u>	<u>9/192</u>	1: <u>21</u>	<u>95</u> %	1: <u>3</u>
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy All attempts used V, sometimes with M, neglects S. Used M and S on  
 Instructional \_\_\_\_\_ self-corrections  
 \_\_\_\_\_  
 Hard \_\_\_\_\_  
 \_\_\_\_\_

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
2	<u>win-d</u>   ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>wind</u>   ✓ ✓ ✓				
4	<u>carry-d</u>   R   R   ✓ ✓ ✓ ✓ ✓ <u>carried</u>	1		M S (V)	
	<u>over</u>   ✓ ✓ ✓ ✓ ✓ ✓ ✓	1			
6	<u>sit</u>   sc   R   ✓ ✓ ✓ ✓ ✓ <u>sat</u>	1	1	(M) S (V) M (S) V	
	<u>paddle</u>   ✓ ✓ ✓ <u>paddled</u>	1		(M) S (V)	
	<u>sc-</u>   scrap   A   R <sub>2</sub> <u>scrape</u>	1		M S (V) M S (V)	
8	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>mi-</u>   ✓ <u>middle</u>				
	<u>were</u>   R   sc   R   ✓ ✓ <u>wore</u>		1	M S (V) M (S) V	

# WORKSHEET 7

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
10	<p>A-s R<sub>3</sub> ✓✓ mo-vd quiet th-  th- As   moved quickly through TTA</p> <p>✓✓✓✓ quickly th-  thr-✓✓✓ quietly through  </p> <p>✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓R✓✓</p>	1			
12	<p>✓✓✓✓✓✓✓</p> <p>✓ w-er ✓✓✓✓✓✓✓✓ were</p> <p>✓ hop-d sc ✓✓✓ clos-r sc ✓✓✓R hoped   closer  </p> <p>✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓</p>	1	1	1	MS⊙ MS⊙ M⊙S⊙ MS⊙ M⊙S⊙
14	<p>✓✓ w-his-p- R ✓✓ whispered    </p> <p>✓ kept ✓✓✓✓ wonder  kept wondering </p> <p>✓✓✓✓ surface ✓ surface</p>	1			M⊙S⊙
15	<p>✓✓✓✓✓</p> <p>✓✓✓✓✓✓</p> <p>set-1-d A   R ✓✓✓✓✓ settled   -   T  </p>	1			MS⊙
16	<p>✓✓✓✓✓✓✓✓</p> <p>✓✓✓✓</p>				
	<p>Rephrased appropriately p.14, not on p.12. Some Fluent stretches.</p>	9	4	4	12 34-



**Discussion Guide for Follow-up Session Activities****Look at your records.**

1. Verify group placement.
2. Check that the level of difficulty is contributing to successful reading (90% accuracy or above).
3. Discuss phrasing and fluency from notes and records.
4. Discuss any patterns of responses based on analysis of errors and self-corrections.
5. Discuss what the children will need to learn how to do next.

**Reflect on a potential new book.\***

1. Why do you think the children will want to read this book?
2. What do you know about the children's reading behaviors and the book characteristics that will make for a successful first reading?
3. Does the book offer just the right amount of challenge to establish new competencies? Explain.

**Prepare to introduce the text.\***

1. After reading the book to yourself, with what aspects of the text do you think you will have to make the children familiar?

**Anticipate teaching support for individuals.**

1. Look at your running records for any patterns of responses in your students that may be problematic and that you anticipate will occur during instruction.
2. Anticipate how you may prompt or interact in order to foster more efficient ways of problem solving.

\* If teachers do not have collections of books at the practice session, they may complete these parts of the decision-making process on their own after the session.