Leader's Guide to Part Three

Sensitive Observation of Reading Behavior

Running Record Professional Learning Package

PART THREE
Using Running Records to Make Teaching Decisions

This professional learning package is intended for use after Part One and Part Two of the Sensitive Observation of Reading Behavior professional learning series. Participants will already know how to use the conventions for taking running records of text reading and how to analyze and interpret the records.

It is expected that a knowledgeable leader will guide participants—Reading Recovery teachers, classroom teachers, specialist teachers, or pre-service teachers—in the process of interpreting running records of text reading. This guide provides the leader with information needed to plan and conduct sessions about using running record analyses to guide teaching and to schedule follow-up activities. Leaders for Reading Recovery teachers will be registered Reading Recovery teacher leaders.

Companion Texts to Use with Part Three

As in Parts One and Two of this series, participants should have a copy of one of the following texts:

> *An Observation Survey of Early Literacy Achievement* (Clay, 2002, 2006)
> *Running Records for Classroom Teachers* (Clay, 2000)

Using Running Records to Make Teaching Decisions

In Part One of this series, participants learned a systematic way of observing and recording early reading behaviors using running records of text reading. They learned to quantify the records and determine which text levels a child found easy, instructional, or hard.

Part Two of the professional learning package helped teachers analyze running records to learn what kinds of information a child is attending to and neglecting while reading continuous text. Participants learned how to analyze a child's errors and self-corrections in order to uncover important things about the reading process for a particular child.

In Part Three, participants will explore ways to use analyzed running records of continuous text to guide their teaching decisions when working with individuals or with groups of children. Information gleaned from running records will be tied to assessing text difficulty, grouping children for instruction, choosing and introducing texts to individuals and groups of children, guiding teaching decisions, and monitoring progress over time.

Materials Included in This Package — All accessed from DVD menu

- Part Three Presentation (Flash media)
- Orientation (Flash media)
- PDFs to Print
  for the leader: README, Narrator's Script, Leader's Guide
  for each participant: Introduction to Part Three: A Reference Guide, Worksheets 1–8

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Pre-Planning

1. Print and read the README file (PDFs to Print) before planning the professional learning session.

2. View the Orientation.

3. Print and read the Introduction to Part Three. Print Worksheet 1 to be used during the presentation and print Worksheet 8, Follow-Up Activity 1, and Follow-Up Activity 2 to be used after the presentation (PDFs to Print).

4. Become familiar with this Leader's Guide and the accompanying materials in the package.

5. Print the Narrator's Script (PDFs to Print) and use it as you preview the Part Three Presentation. You may want to make notations in the script at certain points you want to emphasize or pause for explanation beyond the narration.

6. Preview and practice the Part Three Presentation. Part Three was produced using the Flash media format, and there are significant differences from the PowerPoint format used in Part One and Part Two. All the files for Part Three are on one DVD which must be inserted and remain in your DVD drive during the presentation. You will not need to copy the files to your hard drive.

   A major improvement in Part Three is the ability to easily move forward and backward through the presentation. The frames used in Flash work the same way as the slides in PowerPoint. Frame numbers will appear at the lower right of the presentation screen. When you mouse over the bottom of the screen, a "floating toolbar" will appear with BACK and NEXT buttons. If you prefer, you can use the left and right arrow keys on your keyboard. There is also an X button that exits and closes the presentation.

   You also can easily advance or rewind each video. At the bottom of the video viewer window is a standard Flash media toolbar with a pause button at the left, a progress slider — the triangle — and an audio mute button at the right. When you click the pause button, the video will stop and the button will become a play button that, when clicked again, will resume the video. If you want to rewind or advance the video, be sure to first press the pause button, and then click-and-drag the triangle progress slider to the left or right. This will help ensure video quality.

7. Participants will need a copy of *An Observation Survey of Early Literacy Achievement* or *Running Records for Classroom Teachers*. This should be available for the first session (or prior to the session if possible).

Planning the Session

1. Determine the schedule for your session(s). A 3-hour session will allow for viewing the entire presentation with a few brief discussion opportunities. You will need more than one session to allow for extended learning opportunities through discussion. Also, schedule a follow-up session after participants have time to complete the activities provided in this package.

2. Ensure that appropriate equipment and printed materials from the DVD are available for the session.

   - Computer with DVD drive, LCD projector and audio cable, display screen for viewing (NOTE: An external DVD drive can be connected to your computer with a USB cable if there is no internal DVD drive.)

   - Printed copies of Introduction to Part Three (PDFs to Print) for each participant (prior to session if possible)

   - Worksheets (PDFs to Print) for each participant:

     to use during the session(s)
     Worksheet 1: Running record for *Titch*

     to use after the session(s)
     Worksheets 2–7: Running records for follow-up activities
       (as appropriate for participants)
     Worksheet 8: Discussion Guide for follow-up session

Important Information and Answers to Planning Questions

Can Part Three be used in different ways with varied audiences?

Because Part Three can be used with a variety of audiences (Reading Recovery, classroom, specialist teachers, or pre-service teachers), please refer to the options on pages 10–12 in this guide. As the leader, you can adjust sessions according to the level of expertise of the group. The "Overview of Part Three Presentation" section on page 6 in this guide will also be useful to you.

Should participants have already been introduced to Part One and Part Two of the Professional Learning Package?

Yes! Success with Part Three is dependent on understandings presented in Part One and Part Two. Part Three assumes some familiarity with taking and analyzing running records. This is especially important when using the package with anyone who is not knowledgeable and experienced in taking and analyzing the records.

Should every participant get a copy of the Introduction to Part Three?

Yes! You should be aware that a great deal of information is presented in Part Three. Therefore, each participant should have a printed copy of the Introduction to Part Three prior to the session if possible. You will want to introduce this document to participants so they will know that detailed information for reference will be available during and after the professional development sessions.

How can I prepare the participants for the format of the package?

It would be helpful to remind them that they should already be familiar with taking, scoring, and analyzing running records from Parts One and Two. Then explain to them that Part Three is divided into three parts:

• A brief review of Part Two introduces this package.

• Then, the emphasis will be on using analyzed running records in Reading Recovery lessons to think about teaching decisions. This provides an opportunity for all teachers—not just Reading Recovery teachers—to observe this process.

• The remainder of the learning package focuses on using running records to make decisions about grouping children for instruction, selecting and introducing texts, teaching during the first reading of a book, extending the reading, and using running records to monitor an individual child's ongoing progress.

You will want to prepare them for the volume of information to be presented and reassure them that you will support their learning through discussion and additional experiences as needed.

Would it be helpful to break Part Three into more than one session?

You may choose to break the professional development into several sessions to allow for adequate discussion. For novice participants, time may need to be scheduled to revisit parts of the DVD or discuss points in more depth. Multiple sessions with rich discussion and opportunities for application are recommended.

Will the Ideas for Optional Discussions enhance sessions with participants?

As the leader, you will want to make decisions about each of the suggested options. It is important to remember that without those options, you may have long stretches when participants are not actively engaged. You should also feel free to modify the discussion ideas to meet the particular needs of your group. Discussion options are intended to engage the group in the learning process. You also may pause any time during the presentation for discussion as needed.

Why are copies of the running records and texts discussed by the teacher and the leader not available in the package?

Teachers and leaders may wish they could see copies of the running records and the corresponding texts discussed by Kathy and Leslie. These are not available for two reasons.

• First, the emphasis of Part Three is not on the running record itself (as in Part One and Part Two). Rather the emphasis is on **using the analysis** (the focus of Part Two) **to think about teaching**.

• Second, an attempt was made to avoid printing actual texts with copyrights. In addition, if a text did not have page numbers, they were not added to the running record sheet for this package. References for the children's books used in the video clips appear at the end of this guide.

It may help to let participants know that there are follow-up activities with texts and running records designed to use what they have learned.

Was the reading by the students 'scripted'?

Participants may ask if the video clips with children were scripted or if they occurred naturally. The answer is 'yes' to both! In order to ensure some specific actions, at times children were prompted to pretend to be 'actors' and exhibit certain reading behaviors. Yet many of their decisions and conversations were their own in an effort to make the reading as natural as possible.

Were groups formed on text reading levels alone?

Some participants may perceive that groups were formed based on text levels only. Yet the discussion between the two professionals demonstrates consideration of individual behaviors, and the actual lessons demonstrate the teacher's support of *individual reading behaviors* within the group as needed.

What is the source of the Marie Clay article mentioned by the narrator?

Your group may ask for information about Marie Clay's article about book introductions. You may refer them to Chapter 12 in *By Different Paths to Common Outcomes* (Clay, 1998) or Volume 45, Number 5 of *The Reading Teacher* (1991).

Are there any cautions for me as the leader?

- It is important for you to become **very** familiar with the product before using it. Practice with the narrator script and plan in advance.

- Follow the README document instructions carefully. (For example, you can not run the presentation by clicking on the Media Player icon.)

- If you choose to skip through frames, do so slowly to avoid crashing your system.

- Because equipment and software vary widely, check with your IT people for computer and LCD settings to provide the best performance.

Conducting the Session

1. Briefly discuss the Introduction to Part Three, explaining that it can be used as a reference guide during and after the session. Refer the group to the Observation Survey book and/or *Running Records for Classroom Teachers*.

2. Explain that there will be a brief review of analyzing running records of text reading.

3. Explain that Part Three will explore the use of running record analyses to teach individuals and groups of children.

4. Ensure that participants have all worksheets needed for the session (see "Planning the Session" on page 3 of this guide).

5. Start the Part Three Presentation. Use the Narrator's Script with any notations you made during your pre-planning preview to guide you. On the following page is an overview of the presentation in sequence, followed by ideas for optional discussions, discussion points for Worksheet 1, points for planning follow-up sessions, and options for using Part Three with various audiences.

Overview of Part Three Presentation

FRAME	FOCUS	ACTIVITY / MATERIALS
1–4	Ways to use running records to make teaching decisions	
5–14	Review of information about analyzing running records (from Part Two)	
	Teaching an Individual Child	
15–16	Video of teacher and leader using running records to think about teaching a child (before a Reading Recovery lesson)	Optional Discussion #1
17–19	Video of familiar reading in the Reading Recovery lesson	Optional Discussion #2
20	Video of teacher and leader conversation after familiar reading	
21	Video of introduction and first reading of the new book in the Reading Recovery lesson	
22	Sharing observations with colleagues	Pause for discussion
23	Video of teacher and leader conversation after the Reading Recovery lesson	Worksheet 1
24	Activity with Worksheet 1	Pause for discussion
25	Video of teaching points after running record	
26	Transition from teaching an individual chid to teaching groups of children	
	Teaching Groups of Children	
26	Transition from teaching an invidual child to teaching groups of children	
27–33	Series of videos of teacher and leader discussing how to use running records to make decisions about text difficulty, choosing books, introducing books, supporting the first reading, extending the learning opportunities, and monitoring progress using running records	*Pause for discussion as needed* Optional Discussion #3 *(after frame 33)*
34–35	Video of a small guided reading group (*My Dog Willy*)	Optional Discussion #4
36	Video of teacher and leader discussing the *My Dog Willy* lesson	
37	Video of second small guided reading group (*Cookie's Week*)	Optional Discussion #5
38	Video of teacher and leader discussing the *Cookie's Week* lesson	
39–40	Video of third small guided reading group (*Animal Messages*)	Optional Discussion #6
41	Video of teacher and leader discussing the *Animal Messages* lesson	
42	Video of Ahbik's running record	Optional Discussion #7
43	Video of end of conversation between teacher and leader	
44–46	Summary and credits	
	Distribution of worksheets for follow-up practice session(s)	Worksheets 2–8

Ideas for Optional Discussions

You may choose to use any or all of these optional discussion ideas or substitute discussion topics more suited to your group. The ideas also appear in the Narrator's Script for easy reference.

Optional Discussion #1   Encourage the group to talk about ways in which the child's running records during the past few lessons influenced Kathy's planning for his next lesson.

Optional Discussion #2   Ask participants to work in groups to discuss their observations of the familiar reading. What benefits did they see for the child?

Optional Discussion #3   Ask participants to discuss with a colleague some ways they can use information from running records to guide their work with children working in a guided reading group.

Optional Discussion #4   Have participants briefly share their observations of the lesson with a colleague. You may want to refer them to what they were asked to look for while observing the video: how Kathy supported the children (a) with her introduction and (b) during the first reading by each child.

Optional Discussion #5   Encourage the participants to share their observations of the *Cookie's Week* lesson with the group.

Optional Discussion #6   Arrange for the participants to discuss in groups their observations about Kathy's teaching decisions and individualized approaches to problem solving.

Optional Discussion #7   Ask the group to share their observations of this child's reading behaviors. Possible questions: Did you see evidence that he monitored his reading? searched for and used all sources of information? solved problems independently in flexible ways? and grouped words together at an appropriate pace?

Discussion Points for Worksheet 1

NOTE:
All worksheets are included in the PDF Files to Print folder on the DVD.

Before advancing to frame 24 in the presentation, give participants a copy of Worksheet 1, a completed running record for a Reading Recovery child. Ideas for guiding the discussion may include the following:

1. Look for evidence that the child is bringing meaning, structure, and visual information together in his attempts to solve problems. What factors might have contributed to this pattern of behavior?

   Analysis of errors and self-corrections shows that the child is using multiple information sources and not relying solely on visual information as was observed on previous records.

   Some factors that may contribute to this different pattern of behavior may include the choice of the text, the nature of the introduction, and the support from the teacher during the first reading.

2. Discuss possible teaching points after this running record. What reading behavior(s) might you want to reinforce? What reading behavior(s) might you want to work on?

   Only the teacher who knows this child well can select teaching points based on the child's patterns of behavior. Some possibilities include reinforcing the solving of 'bit' by choosing between alternatives after first using a long 'i' sound and then a short 'i' sound; the solving of 'wooden' by quickly choosing an alternative when his first try did not make sense; solving 'spade' by searching further; and drawing attention to the omission of 'fat' to acknowledge that visual information is also important.

   The teacher may or may not choose to attend to the substitution of 'had' for 'held' and 'teeny' for 'tiny' because she was emphasizing the importance of meaning and structure at this point in time. These are teacher decisions based on her knowledge of the child.

3. Why are Kathy's comments about how the reading sounded important?

   It is helpful to have a record about how the reading sounds and how that may change over time. Teachers may ask questions like (a) Does the child group words together in a phrased way? (b) Was the reading done at a good pace, or was it slow, or too fast? (c) Were problems solved quickly? (d) Did intonation or expression support the reading?

4. How does the running record inform the teacher about next teaching steps?

   The teacher now has evidence that this child can use all sources of information to problem solve when the text is appropriate and the child is oriented to the book in helpful ways. She will want to continue to choose books that will support these behaviors. And she will want to study his daily running records to see if he is searching for and using all types of information and not neglecting any one source. Her teaching decisions will be based on his patterns of responding. This running record is showing a change in a pattern of responding, which the teacher will want to continue to reinforce.

5. What other observations could you share? Questions?

Planning
Follow-up Sessions

Select activities that best support the roles of the participants. The goal of Activities #1, #2, and #3 is to practice using analyzed running records to

- choose texts for a group of children,
- introduce those books to the group, and
- guide teaching decisions to support individuals in the group.

Activity #1 (Worksheets 2, 3, 4, 8)

1. Provide teachers with the following:
   - Summaries of Reading Behaviors for Follow-Up Activity #1
   - Text for Follow-Up Activity #1: *Max and Macy*
   - Worksheets 2, 3, and 4 — one analyzed running record for each child
   - Worksheet 8 to guide their discussions
2. Direct teachers to study the running records and summaries to plan the choice of text for the group, an introduction to the text, and teaching support for individual children within the group.

Activity #2 (Worksheets 5, 6, 7, 8)

1. Provide teachers with the following:
   - Summaries of Reading Behaviors for Follow-Up Activity #2
   - Text for Follow-Up Activity #2: *The Canoe Ride*
   - Worksheets 5, 6, and 7 — one analyzed running record for each child
   - Worksheet 8 to guide their discussions
2. Direct teachers to study the running records and summaries to plan the choice of text for the group, an introduction to the text, and teaching support for individual children within the group.

Activity #3

Direct classroom teachers to bring analyzed running records from a small group of children in their class who they think can be grouped together for guided reading instruction. Teachers can work in pairs to study the running records and make decisions about possible text choices with rationales, ideas for introducing the text, and potential teaching support for individuals during or after reading. Provide teachers with Worksheet 8 to guide their discussions.

(Note: The purpose of working in pairs is to get additional insights. Each teacher will have his or her own set of records.)

Reading Recovery Activity

Direct Reading Recovery teachers to collect and analyze running records from one of their students over a few days. In pairs, teachers can study the running records using Worksheet 8 as they think about an individual child.

Options for Using Part Three with Various Audiences

Reading Recovery teachers

1. Review taking and analyzing running records using Part Two. Time and emphasis in these sessions will be determined by the Reading Recovery teacher leader.

2. Use the first part of Part Three as a brief review of Part Two (Frames 1–14).

3. Frames 15–26 in Part Three focus on teaching an individual child in a Reading Recovery setting. Allow ample time for discussion that meets the need of the particular group of trained or in-training teachers. Teacher leaders should feel free to use the session to stimulate conversations that lead to further study using *Literacy Lessons Designed for Individuals Part One* and *Part Two*. The emphasis should be on making teaching decisions based on running record analysis.

4. Frames 27–43 focus on using running records to teach small groups of children. Depending on the roles and responsibilities of the Reading Recovery teachers, the teacher leader might use these frames — possibly in another session. For many Reading Recovery teachers who also work with small groups or have coaching roles with classroom teachers, this part of the package will be very helpful. Again, you should divide the session as needed and include time for discussion. You can enhance the use of this package by using it flexibly according to the needs of the teachers.

5. Frames 44–46 provide a summary for all participants.

6. Reading Recovery teacher leaders may want to expand the learning package to meet the needs of the teachers. For example, rather than limit the running record discussion only to *Titch*, you may ask participants to analyze some of their own running records with the goal of considering teaching decisions with reference to *Literacy Lessons Designed for Individuals Part One* and *Part Two*.

7. Reading Recovery teacher leaders may use the suggested follow-up activities and/or create their own. Again, the leader's decisions matter!

Reading Recovery teacher leaders

1. Reading Recovery trainers may want to use Part Three for an interactive session with teacher leaders-in-training and for an in-depth discussion session with trained teacher leaders.

2. The package could be used to create discussion about the various topics presented and lead the group to further study in *Literacy Lessons Designed for Individuals Part One* and *Part Two*, *An Observation Survey of Early Literacy Achievement*, and any of Marie Clay's other works.

3. Teacher leaders may want to discuss ways to use Part Three with Reading Recovery teachers and/or with other professionals in their schools.

Classroom and specialist teachers

1. These participants may come to the session with varied backgrounds and experiences with running records. Part One and Part Two should be completed before beginning Part Three.

2. Use the first part of Part Three as a brief review of Part Two (Frames 1–14).

3. Frames 15–26 in Part Three focus on teaching an individual child in a Reading Recovery setting. The intent is not to learn about Reading Recovery but to understand how a running record informs the teaching of an individual child. Although it is recommended that classroom and specialist teachers complete this part of the package, time may be a factor. *You should view this section to see what would be lost by skipping the content presented.*

4. Frames 27–43 focus on using running records to teach small groups of children. You need to be aware that a large volume of information is presented in this section and should divide the session as needed to include time for discussion. You can enhance the use of this package by using it flexibly according to the needs of the teachers.

5. You will also want to remind the teachers that much of the content is summarized in the Introduction to Part Three. If teachers are apprehensive about 'information overload,' the availability of this document should be helpful. Some leaders have used the document during the presentation as a reference tool; others have followed up with discussions of the document.

6. Frames 44–46 provide a summary for all participants.

7. You may use the suggested follow-up activities and/or create some of your own to support the particular interests and needs of the teachers.

Pre-service teachers

1. These participants may come to the session with little or no background with running records. Part One and Part Two should be completed before beginning Part Three.

2. For pre-service teachers, several sessions may be needed to ensure opportunity for discussion and additional reading.

3. Use the first part of Part Three as a review of Part Two (Frames 1–14).

4. Frames 15–26 in Part Three focus on teaching an individual child in a Reading Recovery setting. The intent is not to learn about Reading Recovery but to understand how a running record informs the teaching of an individual child. Although it is recommended that pre-service teachers complete this part of the package, time may be a factor. *You should view this section to see what would be lost by skipping the content presented.*

5. Frames 27–43 focus on using running records to teach small groups of children. You need to be aware that a large volume of information is presented in this section and should divide the session as needed to include time for discussion. You can enhance the use of this package by using it flexibly according to the needs of the prospective teachers.

6. You will also want to remind the teachers that much of the content is summarized in the Introduction to Part Three. If teachers are apprehensive about 'information overload,' the availability of this document should be helpful. Some leaders have used the document during the presentation as a reference tool; others have followed up with discussions of the document.

7. Frames 44–46 provide a summary for all participants.

8. You may use the suggested follow-up activities and/or create some of your own to support the particular interests and needs of the teachers.

Children's Books Used in Part Three

Animal Messages by Pam Holden (Flying Start Books)

Cookie's Week by Cindy Ward and Tomie dePaola (Putnam)

My Dog Willy by Catherine Peters (Houghton Mifflin)

Titch by Pat Hutchins (Macmillan)

The Lion's Tail (Reading Unlimited 2, Celebration Press)

Just Like Daddy by Frank Asch (Simon & Schuster)