





Sensitive Observation of Reading Behavior Part Three Narrator's Script


 This symbol indicates a special note for the leader, as well as a point to stop for discussion (including optional discussion points).




(Select Part Three Presentation from the DVD menu; the file will begin running immediately.)






Flash Frame



- 1** Welcome to Part Three of the Sensitive Observation of Reading Behavior Running Record Professional Learning Package.
(click NEXT or use right arrow key to advance frame)
- 2** In Part One, you learned the conventions for taking running records of text reading and some basic scoring guidelines. In Part Two, you learned to interpret running records in order to analyze a child's reading behaviors.
(click NEXT or use right arrow key to advance frame)
- 3** And now, in Part Three, we will explore ways to use our analyses of running records to make decisions about teaching. In Marie Clay's book *An Observation Survey of Early Literacy Achievement*, she suggests several ways to use running records.
(click NEXT or use right arrow key to advance frame)
- 4** We can use running records to check on whether students are reading texts of appropriate difficulty, not too difficult nor too easy, but offering a suitable level of challenge to the learner; to group children for instruction; to guide teaching in individual and group settings; to identify patterns of reading behaviors to help children with particular difficulties; and to capture progress over time with a weekly record of book levels for an individual or for several children.
(click NEXT or use right arrow key to advance frame)
- 5** We can even use running records to learn more about ourselves—to see what WE may be emphasizing and neglecting in our teaching. In Part Two, we discovered how much we can learn about a child by analyzing running records. We are able to judge what the reader already knows, what he attends to, and what he overlooks.
(click NEXT or use right arrow key to advance frame)
- 6** On the Running Record Sheet, we have information about the child's control of directionality. Early on, we may record a description of the behavior, such as pointing left to right. After directionality is secure, we may use a check mark to confirm control of directionality.
(click NEXT or use right arrow key to advance frame)
- 7** We also have information about text difficulty. Was the book easy, instructional, or hard for this child?
(click NEXT or use right arrow key to advance frame)

- 8** And we have comments about how the reading sounded. Did the child read groups of words in a phrased way? What about pace and intonation?
(click NEXT or use right arrow key to advance frame)
- 9** We can look at the record itself to see if the child monitored his reading. Did he seem to know if something was not quite right? What actions did he take?
(click NEXT or use right arrow key to advance frame)
- 10** We can look at each error and self-correction to see if the child was searching for and using meaning, structure, and visual information as he read.
(click NEXT or use right arrow key to advance frame)
- 11** We can even look more closely to see the kinds of visual or graphophonic information he used—such as first letters, clusters of letters, or syllables.
(click NEXT or use right arrow key to advance frame)
- 12** We have an important summary of the analysis of errors and self-corrections. Which sources of information — meaning, structure, or visual information — were used and which were neglected? Running records direct our attention to the ways in which children are finding sources of information in texts and working with that information.
(click NEXT or use right arrow key to advance frame)
- 13** And early on, we can see if the child is checking one source of information with another. This is called cross-checking and it is an important early behavior to record.
(click NEXT or use right arrow key to advance frame)
- 14** All of this information can help us make some important decisions when working with individual learners and with groups of learners.
(click NEXT or use right arrow key to advance frame)
- 15** In this professional learning package, we will first consider ways in which running records can be used for teaching individuals. The example used here is a Reading Recovery lesson, but any observation of an individual would provide the opportunity to use running records to make teaching decisions. Then we will explore ways to use running records to guide teaching decisions for groups of children.
(click NEXT or use right arrow key to advance frame)
- 16** We begin by observing a conversation between Kathy, a Reading Recovery teacher who is also a first grade classroom teacher, and Leslie, her Reading Recovery teacher leader. This conversation took place just prior to a Reading Recovery lesson. As you watch this video clip, think about how they are using analyses of Kiran's recent running records to talk about patterns of responses and to consider immediate teaching decisions for this child.
(VIDEO PLAYS)
-  **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.**
(click NEXT or use right arrow key to advance frame)

- 17** Kathy used Kiran’s recent running records to look for evidence of strategic activities. On some errors, he was searching for and using visual information which was a strength. But his neglect of meaning and structure was a concern that led her to explore teaching options related to familiar reading, book choices, book introductions, and teaching priorities.
(click NEXT or use right arrow key to advance frame)
- 18** Now, let’s take a look at some video clips from Kathy’s lesson with Kiran. For purposes of this learning package, we are focusing on reading tasks in the Reading Recovery lesson. The decision to focus on reading of continuous text does not diminish the value of the running record for making decisions about writing messages during the lesson.
(click NEXT or use right arrow key to advance frame)
- 19** Reading Recovery lessons begin with the reading of some familiar books. In this video clip, let’s see if Kiran’s reading of two familiar texts supports his use of meaning and language structure as well as visual information. Although reading familiar books allows for stretches of accurate reading and encourages fluency, it also allows the reader to discover new things about print—as we will see when Kiran figures out the word ‘behind’ during his reading.
(VIDEO PLAYS to freeze frame)
The teacher may choose to make a quick teaching point after the reading. For example, she may want to acknowledge Kiran’s initiative in problem solving ‘behind’ so that it made sense, sounded right, and looked right. Or she may attend to his solving of the word ‘bet’ by choosing an alternative when his first attempt didn’t make sense. Let’s look at Kiran’s reading of a second familiar book.
(video continues to end)
 **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?**
(click NEXT or use right arrow key to advance frame)
- 20** After the lesson, Kathy and Leslie talked about their observations of Kiran’s reading behaviors. Let’s listen to their conversation about his reading of familiar books.
(VIDEO PLAYS)
(click NEXT or use right arrow key to advance frame)
- 21** A carefully selected new book is introduced to the child at the end of each Reading Recovery lesson. As you recall in their earlier conversation, Kathy and Leslie talked about choosing the new book and some possibilities for teaching as Kiran reads the book for the first time. In this video clip, we will watch Kathy as she introduces the new book *Titch* to Kiran – and observe Kiran’s first reading of the text. Look for ways in which Kathy supports his processing behaviors during the introduction and the first reading.
(VIDEO PLAYS — audio fades for narrator voice-over)
During the book introduction, Kathy attempts to turn more of the introduction over to the child.
(audio resumes as video continues)
(click NEXT or use right arrow key to advance frame)

- 22** Take a few minutes to talk with a colleague about ways in which Kathy’s introduction influenced Kiran’s first reading of the book. Then share your observations of the first reading and what Kathy did to prompt Kiran to search for and use sources of information — meaning, structure, and visual information — in order to understand the messages in the text.
(ends with transition music)
 **Stop for discussion time.**
(click NEXT or use right arrow key to advance frame)
- 23** After the lesson, Kathy and Leslie reflected on their observations of Kiran’s reading behaviors and Kathy’s teaching decisions related to the new book. Let’s listen to their conversation.
(VIDEO PLAYS)
 **Hand out copies of *Titch* running record (Worksheet 1) to group to use in frame 24 activity.**
See page 8 in the Leader’s Guide for possible discussion points related to Worksheet 1.
(click NEXT or use right arrow key to advance frame)
- 24** Kathy took a running record of Kiran reading *Titch* the next day. Your leader has provided a copy of the record for you to discuss with your colleagues. These suggestions may guide your discussion.
Does the running record show that Kiran is bringing meaning, structure, and visual information together in his attempts to problem solve? What are some possible teaching points after the running record? What does Kathy say about how the reading sounded? What questions do you have? What notes might you jot down?
 **Pause for discussion time.**
!!! Video will stop automatically. DO NOT ADVANCE THE FRAME. When discussion is finished, click the PLAY button to resume.
(narration continues) Compared with earlier running records, this running record reveals a shift in Kiran’s use of strategic activities. He was monitoring his reading. Most errors showed that he was searching for and using meaning, structure, and visual information. For his self-corrections, he either used the sources he neglected earlier or in one instance he searched further for additional visual information. And he was using letter clusters and word parts to support his use of visual information.
(click NEXT or use right arrow key to advance frame)
- 25** Let’s look at a brief video clip of Kathy’s teaching points after the running record. Note how she is supporting his use of multiple sources of information.
(VIDEO PLAYS)
Teaching points can only be determined by a close observer who is knowledgeable of the child’s current strategic behaviors. You can check on things you have recently emphasized, such as making sense, noticing errors, monitoring, cross-checking, using different kinds of visual information, or grouping words together.
(click NEXT or use right arrow key to advance frame)
- 26** Now, let’s return to the conversation between Kathy and Leslie.
(VIDEO PLAYS)
(click NEXT or use right arrow key to advance frame)

- 27** Kathy and Leslie scheduled a meeting to look at running records for children in Kathy's first grade classroom. They explored ways to use those records to rethink her guided reading groups, to select appropriate books for the groups, to think about ways of introducing those books to the children, and to consider possible teaching moves during and after the reading of the books. Let's listen in to the first part of their conversation as they discuss using running records to group children who could work together. Notice also how Kathy and Leslie are able to summarize the children's strengths as they review running records for children in each group.
- (VIDEO PLAYS)
-  **You may want to allow time for a discussion of using running records to form tentative groups for instruction before advancing to the next frame.**
- (click NEXT or use right arrow key to advance frame)*
- 28** Running records also help teachers choose books to expand the strategic activities of the readers in the group. Let's see what Kathy and Leslie are considering as they think about choosing books for the tentatively formed groups.
- (VIDEO PLAYS)
-  **You may want to allow time for a discussion of book selections before advancing to the next frame.**
- (click NEXT or use right arrow key to advance frame)*
- 29** One of the most important challenges for a teacher is making the selected book accessible to the children. Running records can help the teacher plan her introduction to the new book so that the first reading will be successful. The teacher may provide support for using meaning, for using language structures, and for using visual or graphophonic information. As you watch the following video clip, think about the factors that Kathy and Leslie are considering when introducing a new book to the group.
- (VIDEO PLAYS)
-  **You may want to allow time for a discussion of book introductions before advancing to the next frame.**
- (click NEXT or use right arrow key to advance frame)*
- 30** As the teacher and the children talk about the new book, the children are learning how to attend to and use the teacher's introduction to orient themselves to new books. Over time, the children's contributions become greater and they will know much more about how to orient themselves to many aspects of a new text.
- (click NEXT or use right arrow key to advance frame)*
- 31** For young readers, it is also important to consider ways to support individual children within a group as they read a new book for the first time. Consider the ideas shared by Kathy and Leslie in the next video clip.
- (VIDEO PLAYS)
-  **You may want to allow time for a discussion of ways to support individual children as they read a new book before advancing to the next frame.**
- (click NEXT or use right arrow key to advance frame)*
- 32** Kathy and Leslie are now talking about the importance of extending the experience and for seizing teaching opportunities after the reading of the book.
- (VIDEO PLAYS)
-  **You may want to allow time for a discussion of teaching points and extending the reading behavior before advancing to the next frame.**
- (click NEXT or use right arrow key to advance frame)*

- 33** Because we are teaching individuals, even when they are in a group setting, we must monitor the ongoing progress of each child in the group. Again, running records offer us that opportunity. As Kathy and Leslie end their conversation, they remind us of the importance of ongoing systematic observation of individual children.
(VIDEO PLAYS)
-  **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.**
(click NEXT or use right arrow key to advance frame)
- 34** Leslie visited Kathy's Grade 1 classroom to observe Kathy's guided reading lessons with three groups of children. We will watch some video clips of these group lessons. It is important to remember that all decisions a teacher makes will depend on the current strengths and challenges of the children in the group. Therefore, there is no one formula or script for these lessons. The three illustrations can only demonstrate some of the principles and possibilities. Although Leslie observed all three lessons before she and Kathy shared their observations, we will view video clips of their conversations after each group's lesson.
(click NEXT or use right arrow key to advance frame)
- 35** In the first video, the children are reading *My Dog Willy* by Catherine Peters, a text for beginning first graders. Look for ways in which Kathy supports the children with her introduction of the book and during the first reading by each child.
(VIDEO PLAYS to freeze as narrator continues)
- When the children finished reading the book, Kathy asked them if they would like to have a pet like Willy in their family. This question led to a brief but lively discussion. According to Marie Clay, good questions give the message that the whole story was the point of the reading activity and it lets the teacher know what each child attended to and understood. After the discussion, Kathy invited the children to return to their reading workshop.
-  **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.**
(click NEXT or use right arrow key to advance frame)
- 36** Now we will look in on Kathy and Leslie as they talk about the lesson with *My Dog Willy*.
(VIDEO PLAYS)
- After we watch Antonio read pages of *My Dog Willy* while Kathy takes a running record, we will rejoin Kathy and Leslie as they discuss his running record and share their observations about the lesson with this group of children.
(VIDEO PLAYS to freeze as narrator continues)
- Can you see how running records provide a mechanism for feeding forward and feeding back? You can use them to guide you forward as you make teaching decisions, but then follow with a running record to get feedback.
(click NEXT or use right arrow key to advance frame)

37 In the next video, the children are reading *Cookie's Week* by Cindy Ward and Tomie dePaola, a text considered to be appropriate for first-grade level for this time of the school year. As you observe the lesson, think about Kathy's decisions that support the processing behaviors of these children.

(VIDEO PLAYS — audio fades as video continues with narrator voice-over)

After giving an overview of the book and familiarizing the children with important concepts, vocabulary, and the story pattern on the first few pages, Kathy allowed the children to independently preview and orient themselves to the rest of the book. Then she asked them to 'whisper read' the book while she listened in. She listened to some of them read parts of the book while she took notes or interacted to support their reading work.

(audio resumes, then fades as video continues)

After the children finish reading the book, Kathy takes an opportunity to make a teaching point.

(audio resumes as video continues)

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

(click NEXT or use right arrow key to advance frame)

38 Let's return to Kathy and Leslie as they discuss their observations of the lesson with this group.

(VIDEO PLAYS)

(click NEXT or use right arrow key to advance frame)

39 For the third guided reading group, Kathy chose *Animal Messages*, a nonfiction book by Pam Holden—a book appropriate for end of Grade 1 readers. Think about how this lesson is similar to or different from the two earlier lessons.

(VIDEO PLAYS — audio fades for narrator voice-over)

The introduction to this informational text is different from previous ones. Kathy is drawing attention to the table of contents and preparing the children for how the book works—explaining how animals send messages in different ways.

(audio resumes, then fades as video continues)

The chart is Kathy's way of sharing the main idea of the text—that animals send messages through sounds and body movements. Children are able to build on that concept by starting with what they already know.

(audio resumes, then fades as video continues)



The children continue going through the book but now they are orienting themselves to the text. Kathy listens in and interacts if needed. She encourages them to think about which animal they would want to read more about and share with the group.

(audio resumes, then fades as video continues)

Again, children are reading in a whisper voice while Kathy listens in. When she is confident that they can read the rest of the book on their own, she sends them to find a spot in the room to read.

(audio resumes as video continues)

(click NEXT or use right arrow key to advance frame)

- 40** Kathy frequently asks one of the children in the group to stay at the table to read part of the book while she listens and interacts if helpful. Let's observe her interaction with Allyssa.
(VIDEO PLAYS to freeze)
Let's take a quick look at the other children as they read *Animal Messages* independently. Although some were beginning to read parts of the text silently, we asked them to read aloud for the filming. Think about the different ways they are problem solving on their own. How does their reading sound? Is it mostly phrased and fluent?
(VIDEO CLIPS PLAY)
-  **Optional Discussion #6: Arrange for the participants to discuss in groups their observations about Kathy's teaching decisions and individualized approaches to problem solving.**
(click NEXT or use right arrow key to advance frame)
- 41** Now, let's listen to Kathy and Leslie as they discuss their observations about the lesson with *Animal Messages*.
(VIDEO PLAYS)
(click NEXT or use right arrow key to advance frame)
- 42** We will view part of Ahbik's running record. Based on Kathy's analysis of his previous reading behaviors, she will be looking for him to monitor his reading, search for and use all sources of information to independently solve problems in flexible ways, and to group words together as he reads at an appropriate pace. As you watch this video clip, see if you notice these behaviors.
(VIDEO PLAYS)
-  **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?**
(click NEXT or use right arrow key to advance frame)
- 43** Now, let's return to the end of the conversation between Kathy and Leslie.
(VIDEO PLAYS)
(click NEXT or use right arrow key to advance frame)
- 44** (VIDEO PLAYS with no audio; narrator voice-over)
As you watched the lessons with Kathy's tentative guided reading groups, did you observe similarities and differences across lessons? With all the children, she encouraged them to monitor their reading and search for and use information as they were able in order to solve problems. She helped them to attend to meaning, structure, and visual information in print. And yet the ways in which she supported their learning differed according to her knowledge of each child's use of strategic activities to solve problems when reading. It's important to remember that running records provide information about individuals—even when an individual is working in a group. And within ANY group of children, there will be a wide range of experience, knowledge, and skill. Every child will be different from every other child in some areas and children will make progress at varying rates.
(click NEXT or use right arrow key to advance frame)

45 (VIDEO PLAYS with no audio; narrator voice-over)

So it is important to capture each individual's reading behaviors with running records from time to time, and more often for the children who are having difficulty with literacy learning. These records will provide a check on each child's change over time, but they can also guide your decisions about grouping children for instruction, selecting and introducing new books, making careful and timely teaching decisions for each child, and planning and monitoring shifts in classroom instruction. To become more proficient in using running records to guide your teaching of young readers, it is important to practice. Your leader will share some ideas for your continued learning.

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46 Collaborating with the Reading Recovery teachers and other colleagues in your school will enrich your experience. We continue to learn from the children we teach and from our professional community. And children will benefit from our learning.

(ends with transition music; announcer credits and copyright information)

(click X to exit presentation)