

# Celebrations and Events READING RECORDS



Carole Crimeen  
Suzanne Fletcher

Readers  
1-20

**KNOWLEDGE**  
BOOKS AND SOFTWARE

**Celebrations  
& Events  
SERIES**

Readers  
1-20

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READING  
RECORDS

**KNOWLEDGE**  
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**References**

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Clay, M.M. (2013). *Observation Survey of Early Literacy Achievement* (2nd ed.). Portsmouth, NH: Heinemann.

Halladay, J.L. (2012). Key Assumptions of the Reading Level Framework. *The Reading Teacher*. 66 (1) 53-62.

## Why Reading Records?

"Oral reading assessments provide a window into students' thinking as they process written texts." (Halladay, 2012)

The Reading Records provided in the Celebrations and Events series are designed to be taken after the student has read the text in the supported Guided Reading setting.

### Purpose

Reading Records, when taken with fidelity, consistency and accuracy, can form the heart of the literacy programme.

They enable teachers to:

- observe and understand change over time in students' text processing system.
- group and re-group students for guided literacy instruction.
- match text to students for instructional purposes.
- inform next steps in instruction.
- identify students for whom additional instruction may be necessary.
- monitor student progress over time.
- describe student's patterns of processing on text.

### Consistent Conventions

Consistent conventions are important if the Reading Record is to be used as a valid form of assessment.

- **Accurate reading** - each word read correctly is indicated with a tick. (0 errors)
- **Insertion** - if the student inserts a word, record the word above the text using a caret. (1 error)

✓ people ✓ we ✓ love.

✓ Day ✓ is ✓ a <sup>good</sup> ^ day

- **Substitution** - record the substituted word above the text. (1 error)

✓ people <sup>went</sup> we ✓ love.

- **Omission** - if the student omits a word, record with a dash above the text. (1 error)

✓ We ✓ will — see ✓ poppies

- **Multiple substitutions** - record each word the student said. (1 error)

✓ I ✓ will <sup>want</sup> | <sup>wait</sup> wear

- **Repetition** - if the student repeats a word, record with an 'R.' (0 errors)

✓ we ✓ will ✓ remember | R

- **Self correction** - if the student self corrects a previous error, record as 'SC.' (0 errors, 1 self correction)

✓ at ✓ the <sup>puppy</sup> | <sup>sc</sup> poppy.

- **Multiple repetitions** - if the student makes multiple repetitions record the number of repetitions after the 'R.' (0 errors)

✓ we ✓ will ✓ remember | R 3

- **Repeating a line or phrase** - if the student repeats a line, phrase or page, use a line plus an arrow and record with an 'R.' (0 errors)



- **Told** - if the teacher tells the student the word, record with a 'T.' (1 error)



- **Appeal** - if the student appeals, the teacher says, 'you try it' recorded with a 'Y.' (0 errors) If the student is still unable to read the word the teacher may tell the word, recorded with a 'T.' (1 error)



- **Try that again** - if the student is confused and unable to go on, the teacher may say 'try that again' recorded with 'TTA' and indicate where to try it again from. (1 error)



## Calculations

**Error Rate** is the ratio of errors to running words in the book.

**Self Correction Rate** is the ratio of self corrections to errors.

**Accuracy Rate** is the percentage of words read accurately.

\* Use the **Error Rate** to determine the **Accuracy Rate** from the table below.

<b>Error Rate</b> $RW \div E = 1:$ eg $80 \div 5 = 1:16$	<b>Self Correction Rate</b> $(E + SC) \div SC = 1:$ eg $(5 + 1) \div 1 = 1:6$	<b>RW</b> is the number of running words in the book. <b>E</b> is the number of errors the reader made. <b>SC</b> is the number of self corrections the reader made.  In these examples: $RW = 80 \quad E = 5 \quad SC = 1$
-------------------------------------------------------------------	----------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Error Rate	Accuracy Rate %	Analysis
1:200	99.5	<b>95-100% accuracy</b> The text is at the reader's easy or independent level. There is opportunity for the reader to practise orchestration of strategic activity. However, it may not provide the teacher enough examples of <i>reading work</i> from which to plan for instruction.
1:100	99	
1:50	98	
1:35	97	
1:25	96	
1:20	95	
1:17	94	
1:14	93	<b>90-94% accuracy</b> The text is at the reader's instructional level. There is opportunity for the teacher to observe reading work and plan for targeted instruction.
1:12.5	92	
1:11.75	91	
1:10	90	<b>Below 90% accuracy</b> The text is at the reader's hard or frustration level. It is likely that the reader is losing the support of the meaning of the text to read.
1:9	89	
1:8	87.5	
1:7	85.5	
1:6	83	
1:5	80	
1:4	75	
1:3	60	
1:2	50	

## Observations

### Fluency

Does the reader:

- read word by word, with emphasis on one-to-one matching. \*(FIY1)
- read with some intonation and attention to expression. \*(FIY2)
- read by grouping words into meaningful phrases with some attention to expression. \*(FIY3)
- read at a reasonable pace, grouping words into meaningful phrases. \*(FIY3)
- use punctuation cues to guide intonation, expression and phrasing. \*(FIY3)

\*National Literacy Learning Progressions

### Strategic behaviours to observe and note

Does the reader:

- demonstrate one-to-one correspondence pointing crisply to each word.
- return sweep correctly over multiple lines of text.
- self correct errors either at point of error, or by re-reading.
- predict using the meaning of the story and phonic knowledge.
- re-read or repeat a sentence or a word to confirm an attempt, or search for more information.
- appeal for help at an unknown word.

SAMPLE

Name: Carole Fletcher      DOB: 4 Nov 2013      Age: 6yrs - 5mths

School: Fernvale Public      Class: 1      Date of assessment: 6 April 2020

Text level: 4

Text type: Non-Fiction

Total running words: 70

The main purpose of the Running Record is to understand more about how students access the message in the text by using what they know i.e., their reading processes. (Clay 2013)

With this understanding, teachers are well placed to group students, plan for instruction and document change over time in students' text processing system.

Analysis	
Fluency Comment	Error Rate
<i>Read at a good pace with many 2 and 3 word phrases. Some slowing down to attempt problem solving.</i>	1: 14
	Self Correction Rate
	1: 3
	Accuracy
	93%

	E	SC	Errors	SC
✓    ✓ <i>an</i>     <i>R</i> ✓ It is ANZAC   T   Day.	/		m s ⊕	
✓            ✓            ✓            ✓ ANZAC Day is a day ✓            ✓ <i>a-bout</i>   ✓ to think about ✓✓ <i>pe</i>     <i>R</i>     <i>R</i> the people we love.	/		m s ⊕	
✓            ✓ <i>r</i>     <i>R</i> This is rosemary.   T   ✓            ✓            ✓ <i>r</i>   <i>rose</i>   ✓ We will wear rosemary ✓            ✓            ✓ on ANZAC Day.	/		m s ⊕	

	E	SC	Errors	SC
<p>✓      ✓      ✓      puppy   sc Look    at    the    poppy.</p> <p>✓      ✓      ✓      ✓ We    will    see    poppies</p> <p>✓      ✓      ✓ on    ANZAC    Day.</p>		/	m s v	m s v
<p>✓      ✓      ✓      m    R   T   R Here    is    the    memorial.</p> <p>✓      ✓      re - mem   ✓ We    will    remember</p> <p>✓      ✓      me    R   T   R at    the    memorial.</p>	/		m s v	
<p>✓      ✓      ✓      medal   sc Look    at    the    medals.</p> <p>✓      ✓      ✓ I    will    wear</p> <p>✓      ✓      grandad sc    ✓ my    grandad's    medals</p> <p>✓      ✓      ✓ on    ANZAC    Day.</p>		/	m s v	m s v
<p>✓      ✓      ✓ On    ANZAC    Day</p> <p>✓      ✓      ✓ we    will    remember</p> <p>✓      ✓      ✓      ✓ the    people    we    love.</p>				
Totals	5	3	338	003



### Strategic behaviours to observe and note

Does the reader:

- demonstrate one-to-one correspondence pointing crisply to each word.
- return sweep correctly over multiple lines of text.
- self correct errors either at point of error, or by re-reading.
- predict using the meaning of the story and phonic knowledge.
- re-read or repeat a sentence or a word to confirm an attempt, or search for more information.
- appeal for help at an unknown word.

Comment

*All early learning in place with secure high frequency words acting to support fluent reading. Usually makes an attempt at unknown words using initial visual information before being told.*

*Searches for finer visual information to self correct in grandad  
and medal  
medals*

*Possibly used meaning in combination with visual information to sc. puppies  
poppies*

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_ Date of assessment: \_\_\_\_\_

Text level: 1                      Text type: Non-Fiction                      Total running words: 28

The main purpose of the Running Record is to understand more about how students access the message in the text by using what they know i.e., their reading processes. (Clay 2013)

With this understanding, teachers are well placed to group students, plan for instruction and document change over time in students' text processing system.

Analysis				
Fluency Comment	Error Rate	1:		
	Self Correction Rate	1:		
	Accuracy	%		
	E	SC	Errors	SC
Here are the gongs.				
Here are the chimes.				
Here are the drums.				
Here are the cymbals.				

	E	SC	Errors	SC
Here are the xylophones.				
Here are the musicians.				
Here is the show!				
Totals				

**Strategic behaviours to observe and note**

Does the reader:

- demonstrate one-to-one correspondence pointing crisply to each word.
- return sweep correctly over multiple lines of text.
- self correct errors either at point of error, or by re-reading.
- predict using the meaning of the story and phonic knowledge.
- re-read or repeat a sentence or a word to confirm an attempt, or search for more information.
- appeal for help at an unknown word.

Comment

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_ Date of assessment: \_\_\_\_\_

Text level: 1

Text type: Non-Fiction

Total running words: 31

The main purpose of the Running Record is to understand more about how students access the message in the text by using what they know i.e., their reading processes. (Clay 2013)

With this understanding, teachers are well placed to group students, plan for instruction and document change over time in students' text processing system.

### Analysis

Fluency Comment

Error Rate

1:

Self  
Correction  
Rate

1:

Accuracy

%

	E	SC	Errors	SC
Look at the puppet.				
Look at the light.				
Look at the puppet now.				
Look at the puppet.				
Look at the light.				

	E	SC	Errors	SC
Look at the puppet now.				
Look at the puppet show!				
Totals				

**Strategic behaviours to observe and note**

Does the reader:

- demonstrate one-to-one correspondence pointing crisply to each word.
- return sweep correctly over multiple lines of text.
- self correct errors either at point of error, or by re-reading.
- predict using the meaning of the story and phonic knowledge.
- re-read or repeat a sentence or a word to confirm an attempt, or search for more information.
- appeal for help at an unknown word.

Comment

SAMPLE

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_ Date of assessment: \_\_\_\_\_

Text level: 1                      Text type: Non-Fiction                      Total running words: 29

The main purpose of the Running Record is to understand more about how students access the message in the text by using what they know i.e., their reading processes. (Clay 2013)

With this understanding, teachers are well placed to group students, plan for instruction and document change over time in students' text processing system.

Analysis				
Fluency Comment	Error Rate	1:		
	Self Correction Rate	1:		
	Accuracy	%		
	E	SC	Errors	SC
Here is my hat.				
Here are my gifts.				
Here are the lanterns				
Here are the red knots.				

	E	SC	Errors	SC
Here are the fish.				
Here are the dumplings.				
Here is my family.				
Totals				

**Strategic behaviours to observe and note**

Does the reader:

- demonstrate one-to-one correspondence pointing crisply to each word.
- return sweep correctly over multiple lines of text.
- self correct errors either at point of error, or by re-reading.
- predict using the meaning of the story and phonic knowledge.
- re-read or repeat a sentence or a word to confirm an attempt, or search for more information.
- appeal for help at an unknown word.

Comment

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_ Date of assessment: \_\_\_\_\_

Text level: 1                      Text type: Non-Fiction                      Total running words: 39

The main purpose of the Running Record is to understand more about how students access the message in the text by using what they know i.e., their reading processes. (Clay 2013)

With this understanding, teachers are well placed to group students, plan for instruction and document change over time in students' text processing system.

Analysis				
Fluency Comment	Error Rate	1:		
	Self Correction Rate	1:		
	Accuracy	%		
	E	SC	Errors	SC
It is Show Day.				
Come and see the cows.				
Come and see the sheep.				



### Strategic behaviours to observe and note

Does the reader:

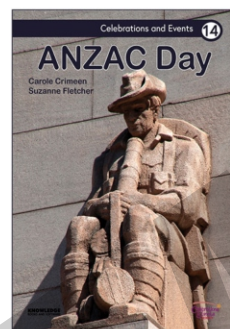
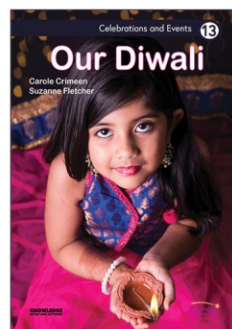
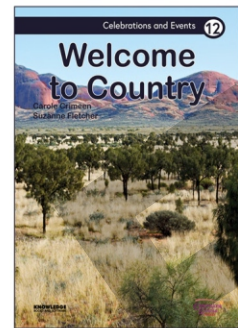
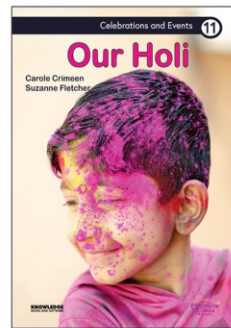
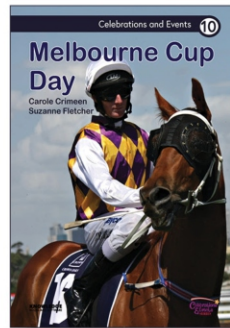
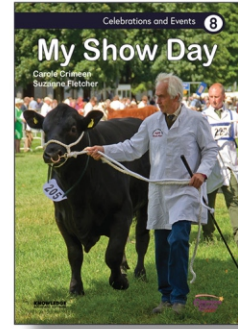
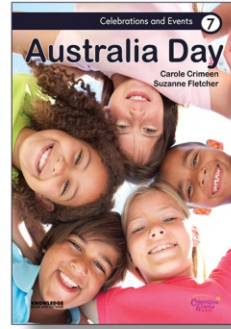
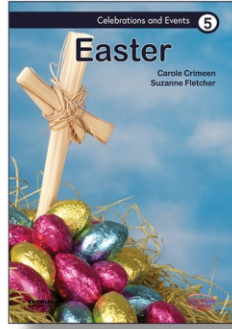
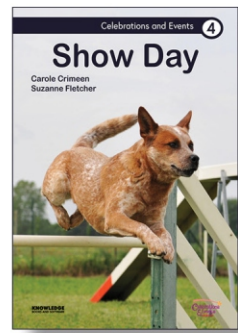
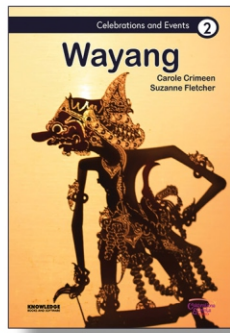
- demonstrate one-to-one correspondence pointing crisply to each word.
- return sweep correctly over multiple lines of text.
- self correct errors either at point of error, or by re-reading.
- predict using the meaning of the story and phonic knowledge.
- re-read or repeat a sentence or a word to confirm an attempt, or search for more information.
- appeal for help at an unknown word.

Comment

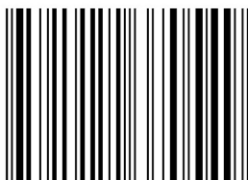
SAMPLE

	E	SC	Errors	SC
Come and see the chicks.				
Come and see the clowns.				
Come and see the fairyfloss.				
Come and see the fireworks.				
Come and see my showbag.				
Totals				

	E	SC	Errors	SC
<p>We saw the boats.</p> <p>The boats were very,</p> <p>very long.</p>				
<p>This is the drummer.</p> <p>She played the drum,</p> <p>when the boat</p> <p>was racing.</p>				
<p>The boats went faster</p> <p>and faster and faster.</p> <p>Splash... splash... splash!</p>				



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