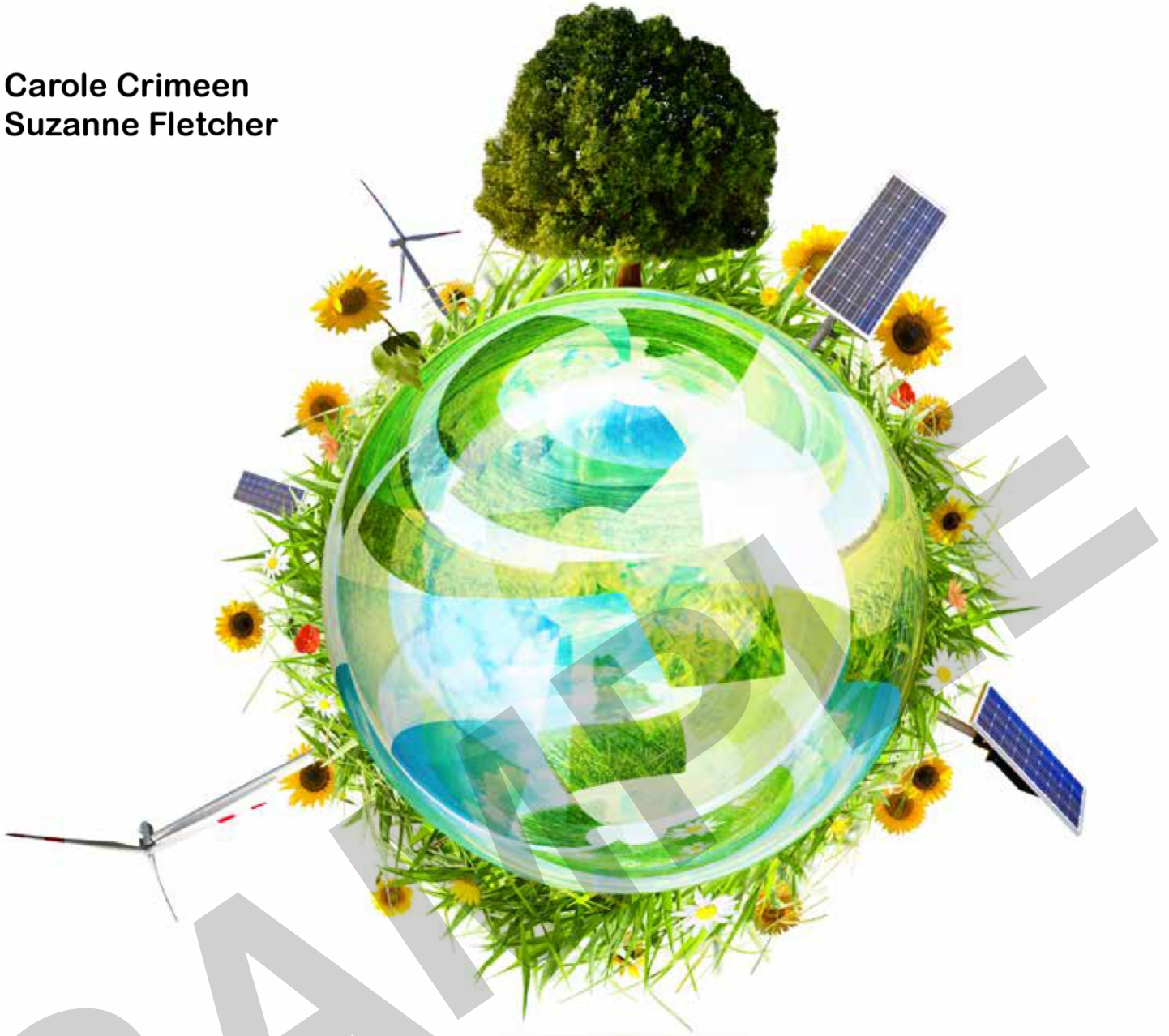


Sustainability

READING RECORDS

Carole Crimeen
Suzanne Fletcher



Readers
21-40

KNOWLEDGE
BOOKS AND SOFTWARE



Readers
21-40

Sustainability

Carole Crimeen
Suzanne Fletcher

READING
RECORDS

KNOWLEDGE
BOOKS AND SOFTWARE

All correspondence on usage and sales:

Knowledge Books and Software

ABN 75003053316

E: orders@kbs.com.au

W: www.kbs.com.au

ISBN: 9781922370563

Series Information: **Sustainability**

First Published 2020

Acknowledgements:

Text and editing: Carole Crimeen

Design and layout: Suzanne Fletcher

Publisher: Robert Watts

Copyright Notice

This resource is covered by Australian copyright law. Teachers/schools may photocopy the worksheets for use with their class(es) only. The publisher prohibits the loaning or onselling of this master to other teachers and schools for purposes of reproduction.

Credits

Photographs: Frontcover ©alphaspirit/Shutterstock; Backcover © Tomsickova Tatyana, sumire8, Think-Eleven, Fotokostic, ovm30, psantik, Lee Yiu Tung, mastersky, Cultura Motion, Valley Journal, Ben Jeayes, Leonard Zhukovsky, JH Bispo, Dzmitry Sarmont, Rawpixel.com, Vladimir Kovalchuk, Chatchawal Kittirojana, electra, Quality Stock Arts, AlinaMD/Shutterstock.

References

ACARA © Australian Curriculum, Assessment and Reporting Authority (ACARA) 2009 to present, unless otherwise indicated. This material was downloaded from the ACARA website (www.acara.edu.au) (Website accessed 14 Jan. 2020) and was modified. The material is licensed under CC BY 4.0 (<https://creativecommons.org/licenses/by/4.0/>). ACARA does not endorse any product that uses ACARA material or make any representations as to the quality of such products. Any product that uses material published on this website should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA. It is up to each person to make their own assessment of the product.

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 Sustainability 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)

✓ The garden has trees.

Look at the ^{big} trees.

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

cut ⁱⁿ into logs.

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

This house is made

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

cut into ^{little} logs.

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

My plane is made | R

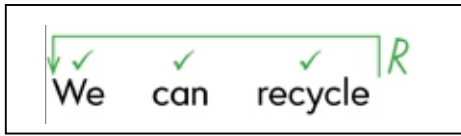
- **Self correction** - if the student self corrects a previous error, record as 'SC.' (0 errors, 1 self correction)

from wood. ^{wall} | SC

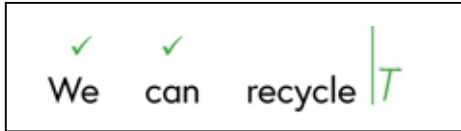
- **Multiple repetitions** - if the student makes multiple repetitions record the number of repetitions after the 'R.' (0 errors)

We can recycle | R3

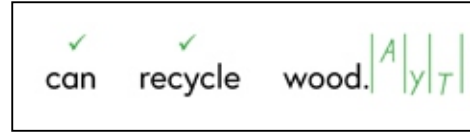
- **Repeating a line or phrase** - if the student repeats a line, phrase or page, use a line plus an arrow and record with an 'R.' (**0 errors**)



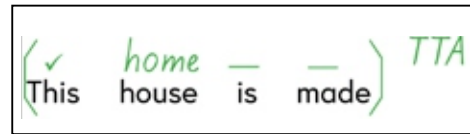
- **Told** - if the teacher tells the student the word, record with a 'T.' (**1 error**)



- **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.

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

Error Rate	Accuracy Rate %	Analysis
1:200	99.5	95-100% accuracy 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	90-94% accuracy 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	
1:9	89	Below 90% accuracy 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.
1:8	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

Timber Many Uses

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

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

Text level: 5

Text type: Non-Fiction

Total running words: 80

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

*Read with bursts of 2 & 3 word phrases.
Used appropriate intonation.
Good pace.*

Error Rate **1:16**

Self Correction Rate **1:6**

Accuracy **94 %**

[Trees]

✓ This is a garden.

✓ The garden has trees.

✓ This is a forest.

✓ The forest has trees too.

✓ The trees in the forest

✓ will be cut down.

E

SC

Errors

SC

[Logs]	E	SC	Errors	SC
<p>✓ ✓ ✓ ✓</p> <p>Look at the trees.</p> <p>✓ ✓ ✓ ✓</p> <p>The trees will be</p> <p>✓ <i>in</i> ✓</p> <p>cut into logs.</p>			/ (m) (S) (V)	
<p>[Wood]</p> <p>✓ ✓ ✓ ✓ ✓ ✓</p> <p>Look at the logs. The logs</p> <p>✓ ✓ ✓ <i>in</i> <i>woo</i> ✓</p> <p>will be cut into wood. </p>			/ (m) (S) (V)	
<p>✓ ✓ ✓ ✓</p> <p>My plane is made</p> <p><i>of</i> ✓</p> <p>from wood.</p>			/ (m) (S) (V)	
<p>✓ ✓ ✓ ✓</p> <p>This house is made</p> <p><i>of</i> ✓</p> <p>from wood.</p>			/ (m) (S) (V)	
<p>✓ ✓ ✓ ✓</p> <p>This swing is made</p> <p><i>of</i> <i>fr</i> <i>sc</i> ✓</p> <p>from wood.</p>		/	(m) (S) (V) m (S) (V)	m (S) (V)

[Recycling wood]	E	SC	Errors	SC
<p>We can recycle wood.</p>	/		m s (V)	
<p>We can recycle this wood.</p>				
<p>We can recycle this wood.</p>				
Totals	5	1	5 5 4	0 0 1

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

Early learning appears in place. HFW seem secure and supporting reading.

Evidence of using initial visual information to problem solve words.

Re-reading to confirm and pull together the meaning.

Appealed once when unable to draw on any source of information.

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

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.

Error Rate	Self Correction Rate	
$RW \div E = 1:$ eg $80 \div 5 = 1:16$	$(E + SC) \div SC = 1:$ eg $(5 + 1) \div 1 = 1:6$	RW is the number of running words in the book. E is the number of errors the reader made. SC 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	95-100% accuracy 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	
1:12.5	92	
1:11.75	91	
1:10	90	
1:9	89	Below 90% accuracy 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.
1:8	87.5	
1:7	85.5	
1:6	83	
1:5	80	
1:4	75	
1:3	60	
1:2	50	

Name: _____ DOB: _____ Age: _____
 School: _____ Class: _____ Date of assessment: _____
 Text level: 1 Text type: Non-Fiction Total running words: 40

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
Electricity makes my car go.				
Electricity makes my train go.				
Electricity makes my boat go.				
Electricity makes my torch go.				
Electricity makes my fan go.				

	E	SC	Errors	SC
Electricity makes my keyboard go.				
Electricity makes my clock go.				
Electricity makes my hair go.				
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: 40

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
This white diamond is carbon.				
This pink diamond is carbon.				
This yellow diamond is carbon.				
This blue diamond is carbon.				
This black lead is carbon.				

	E	SC	Errors	SC
This black oil is carbon.				
This black coal is carbon.				
This black charcoal is carbon.				
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: 2 Text type: Non-Fiction Total running words: 40

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
Electricity makes the lights go.				
Electricity makes the clock go.				
Electricity makes the bus go.				
Electricity makes the tram go.				
Electricity makes the lift go.				

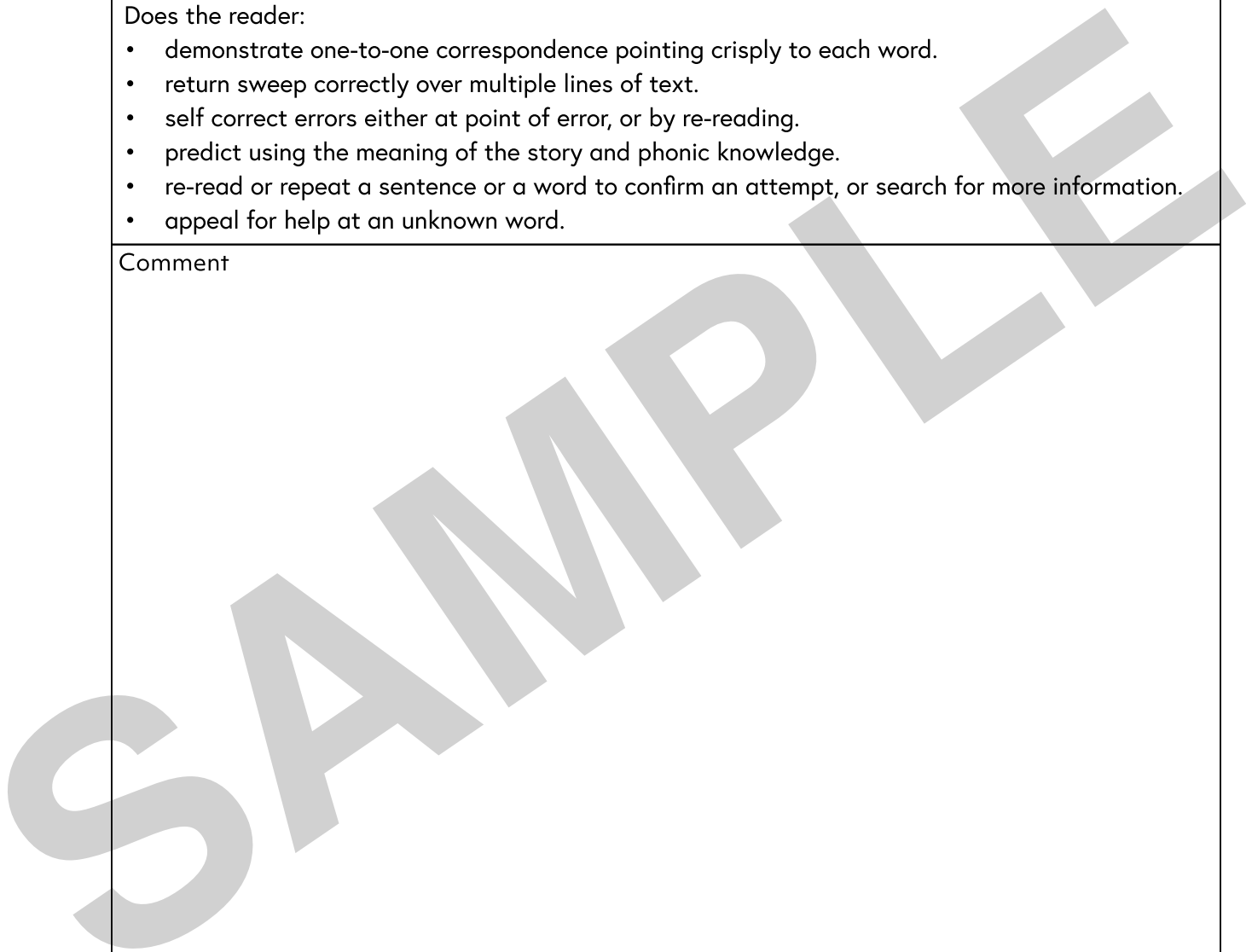
	E	SC	Errors	SC
Electricity makes the escalator go.				
Electricity makes the car go.				
Electricity makes this go too.				
Totals				

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: 2 Text type: Non-Fiction Total running words: 42

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
This can help save electricity.				
This car can save electricity.				
This computer can save electricity.				
This light can save electricity.				

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

Text level: 2 Text type: Non-Fiction Total running words: 101

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 battery.				
We can keep electricity in the battery.				
Look at the little battery.				
We can keep electricity in the little battery.				

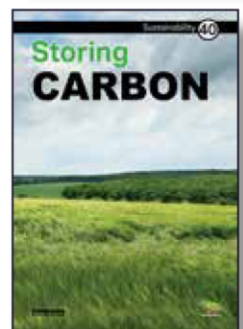
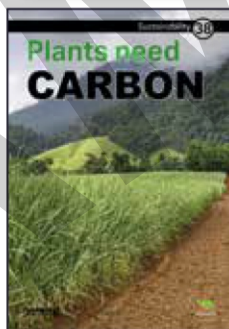
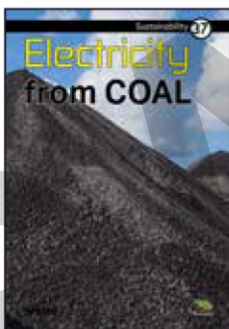
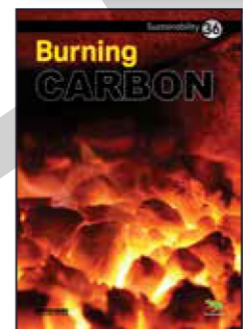
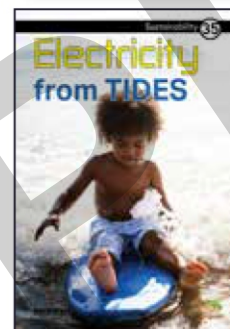
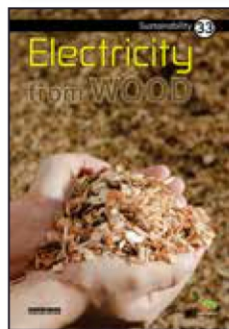
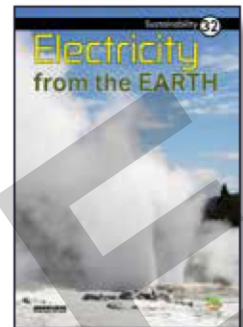
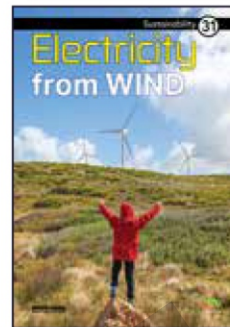
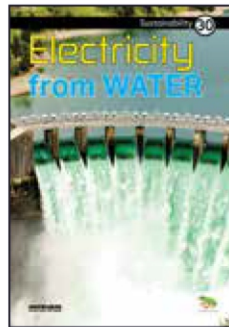
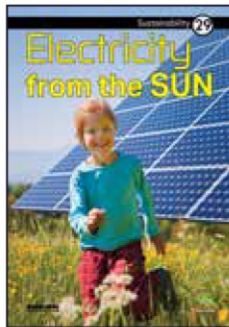
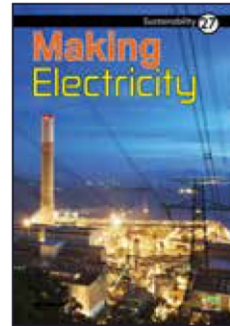
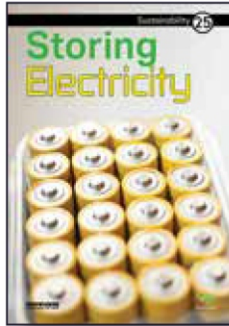
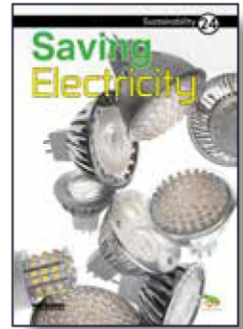
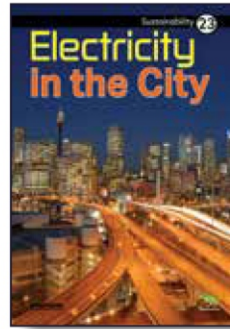
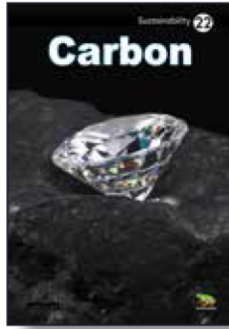
	E	SC	Errors	SC
The plants on the farms will keep lots of carbon.				
This will help to keep the world clean.				
Totals				

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



ISBN: 9781922370563

