



Analyzing Running Records for Strategic Processing

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Objectives

- Clarifying Meaning, Structure and Visual Information Sources
- Three levels of analysis
- Attention to Visual Information
- Change over Time
- Strategies
- Teacher Decision Making and Lesson Focus
- Prompting for Acceleration



Mary Fried and Lea McGee studies

Mary Fried, Activating Teaching: Using Running Records to Inform Teaching Decisions, pp. 5-12, Journal of Reading Recovery, Fall 2013

Lea McGee, et. al, Change Over Time in First Graders' Strategic Use of Information at Point of Difficulty in Reading, pp. 1-29, International Literacy Association, Reading Research Quarterly, 2015

Records are taken to guide teaching

- “What teachers record can challenge them to think with greater clarity about the progress of beginning readers.” (OS, p. 52)
- “Running records provide evidence of problem solving and how the child is processing the information.” (Fried, JRR, Fall, 2013,p. 5)

Importance of Analysis

- “The analysis of running records should have a major impact on the teaching decisions the teacher makes while responding to and helping extend the beginning reader’s literacy learning.” (Fried, JRR, Fall 2013, p. 5)

- “A Running Record needs to capture all the behaviour that helps us to interpret what the child was probably doing.” (Clay, OS, p. 53)
- The teacher should record every attempt, rereading, self-correction AND analyze every attempt to try to see what additional information the child is using for each attempt.
- Each attempt can show different strategies the child is attempting to use.

Three Levels of Analysis

- Level 1: Error Ratio, Accuracy, and Self-Correction Ratio
- Level 2: Analysis of Information Sources
 - Meaning
 - Structure
 - Visual
- Level 3: Processing Strategies

Sources of Information Some confusions

- **Meaning:**
 - “Did the meaning or the messages of the text influence the error?”
(Author’s intended meaning) (OS, p. 71)
 - “Perhaps the reader brought a different meaning to the author’s text.”
(Child’s meaning or inventing) (OS, p. 71)
 - The child should be using the author’s meaning.

- **Structure:**
 - “Did the structure (syntax) of the sentence up to the error influence the response? (OS, p. 71)
 - The error can be structural without using meaning.
 - Examples: one with meaning/structure, one with structure but not meaning

John and his Drum TL 10
 a.3 His mother didn't like it. **oal**
 a.2 It made a great big noise when he hit it.

The Hippo in the Hole TL 10
 a.2 Then a woman came running to see

A Man and a Dog TL 10
 D.4 At that moment the chickens in the yard saw the dog.



• **Visual:**

- Did the visual information from the print influence *any part* of the error: letter, cluster or word?" (OS, p. 71)
- Visual information used by the child should change over time.



MSV cue source balance

- Total the MSV's for errors and self-corrections
- This will show you what cue source(s) the child is relying on and what cue source(s) the child is neglecting.
- Your goal is for the cue sources used to be balanced.
- Your teaching can focus on the cue source neglected to bring the child's attention to using that cue source along with the other cue sources he is relying on and get him to use that cue source.



- “Over time, the records of oral reading by proficient, beginning readers revealed increasing attention to and success with the visual information in text (e.g., initial letters, letter clusters, word parts, words) while maintaining appropriate syntactic and semantic utterances for the given context.”

(Doyle, Marie M. *Clay's Theoretical Perspective: A Literacy Processing Theory*)



- “Over time, semantic and syntactic information sources continued to expand, and important learning also proceeded ‘in the direction of more and more receptiveness to visual perception cues which must eventually dominate the process’ (Clay, 1982, p. 28). ‘Reading is a visual task, and the learner’s increased, detailed control of visual information is an essential part of early reading acquisition (Clay, 2001).’”

(Doyle)



First letter & Self-corrections

- As a child moves up in text levels, she should begin to use more than first letter and ‘guess’ for high frequency words.
- If child continues to use first letter and ‘guess’ and then self-correct on high frequency words, it can be an issue that interrupts the fluency of reading and creates too much work during the text reading.
- In addition to looking at the self-correction ratio, look at how many self-corrections are occurring.

Analyzing attention to visual

- First letter
- First and last letter
- Taking words apart (digraphs, blends, inflectional ending, onset, rime)

Student #1 TL 5

- Discuss with 2-3 teachers at your table:
 - How does student #1 use visual information at early text level?
 - What behaviors suggest processing strategies that this student is beginning to develop?

Word	Page	Student #1
warmst/2u3C	p. 2	First letter, monitor, reread, SC
down T	p. 3	Appeal & Yord
look looked	p. 7	M & visual part
said showed	p. 8	First letter & last letter
Mom/Mamma Mother	p. 11	First letter, monitor, first two letters
walked went	p. 18	First letter & e
family house	p. 35	First letter
Baba/2C me	p. 38	Structure, monitor, SC with v

Student #1 TL 12

- Discuss with 2-3 teachers at your table:
 - How does Student #1 use visual information at a TL 12?
 - What behaviors suggest processing strategies that this student is using at TL 12?
 - How have the behaviors changed from TL 5 to TL 12?

Word	TL	Student #1
Blue	TL 12	Blue, 20 with visual
Yellow	TL 12	Yellow, 20 with visual
Green	TL 12	Green, 20 with visual
Red	TL 12	Red, 20 with visual
Orange	TL 12	Orange, 20 with visual
Purple	TL 12	Purple, 20 with visual
Brown	TL 12	Brown, 20 with visual
Pink	TL 12	Pink, 20 with visual
Black	TL 12	Black, 20 with visual
White	TL 12	White, 20 with visual
Grey	TL 12	Grey, 20 with visual
Gold	TL 12	Gold, 20 with visual
Silver	TL 12	Silver, 20 with visual
Blue-Grey	TL 12	Blue-Grey, 20 with visual
Yellow-Grey	TL 12	Yellow-Grey, 20 with visual
Green-Grey	TL 12	Green-Grey, 20 with visual
Red-Grey	TL 12	Red-Grey, 20 with visual
Orange-Grey	TL 12	Orange-Grey, 20 with visual
Purple-Grey	TL 12	Purple-Grey, 20 with visual
Brown-Grey	TL 12	Brown-Grey, 20 with visual
Pink-Grey	TL 12	Pink-Grey, 20 with visual
Black-Grey	TL 12	Black-Grey, 20 with visual
White-Grey	TL 12	White-Grey, 20 with visual
Grey-Grey	TL 12	Grey-Grey, 20 with visual

Student #2 TL 5

- Discuss with 2-3 teachers at your table:
 - How does student #2 use visual information at early text level?
 - What behaviors suggest processing strategies that this student is beginning to develop?

u - m / unapp / T	0 - 8	First letter sound, last letter sound, Told
u - m - /m/ sochi / / T	0 - 8	First letter sound, first part, monitor, reverse, Told
unmchall swapped	0 - 10	First letter & last letter, Meaning, Structure
unmchall swapped	0 - 10	First letter & last letter, Meaning, Structure
u - l - s - /m/ v city	0 - 10	First letter sound, word part, last letter sound, monitor, reverse, v
u - s - / l / m / v city	0 - 10	First letter sound, last letter sound, MSV

Comparing Student #1 and Student #2

- Student #1 was using first letter and showed beginning of monitoring and self-correcting on TL 5.
- At TL 12, student #1 was using first letter, beginning blend/digraph, first/last letter, monitoring and self-correcting but was not always cross-checking when taking words apart.

- Student #2 was using first letter, monitoring and self-correcting on TL 5.
- At TL 12, student #2 was continuing to rely on first letter and last letter sometimes, not monitoring well, not looking through words, or cross-checking when taking words apart.



Action cycles

- Single Action with or without Told

- More than one action:
 - Monitoring
 - Rereading
 - More than one attempt
 - Self-correction at point of difficulty
 - Self-correction after rereading or additional attempt



Positive or negative actions

- Negative
 - First letter
 - Single action
 - No monitoring

- Positive
 - First letter but with monitoring, other actions
 - More than first letter with monitoring, other actions
 - Word parts (blends, digraphs, onsets, rimes, inflections)
 - Rereading, self-correcting, multiple attempts



Further Analysis

- Discuss with 2-3 teachers at your table:
 - At TL 5 was either student using more than one action at POD.
 - At TL 12 was either student using more than one action at POD
 - Did one student show evidence of increasing his/her positive action cycles from TL 5 to TL 12?
 - Did one student show evidence that he/she was trying to rely on earlier action cycles which did not develop into more positive action cycles at the higher text level?

Student #3 – Ratty Tatty TL 13

p. 7 ← smxy / R / SC Ratty fatty was - clever.	Not visual, used S Monitored Reread & SC
p. 8 They put some cheese on a big snappy trap.	Used M V Monitored SC at PDD
p. 10 SMARRET "but I don't like big snappy traps."	Used V
p. 12 She got a fork and touched the trap.	Used S V
p. 14 could We would catch her if we could.	Used S V

Ratty Tatty Analysis

- 2 of 5 Self-corrected
- 2 of 5 Monitored
- 1 of 5 Reread
- 4 of 5 Positive Actions
 - Single action – Integrated cue sources (M S V)
 - Single action – 1 or 2 letter sounds with correct word
 - Complex action chains
- 2 of 5 Complex Action Chains (more than 1 action)
 - 3 or more actions with monitoring and SC
 - Action with monitoring
 - Action with SC
 - Multiple attempts

RR Teacher's Plan

- Text Level 13 Ratty Tatty
 - Child is using some visual information but not always looking to end of words to confirm response
 - Most errors made sense and used structure
 - Not monitoring, rereading, or self-correcting consistently

Plan:

Focus on monitoring with visual through word, rereading, and self-correcting

Selecting a Teaching Point

- Select one praise point where the child demonstrated or attempted to use a strategy or visual information that would be effective.
- Select one teaching point where the child attempted or didn't use the same strategy or similar visual information to effectively solve the problem.
- Try to use the same prompting language for both.

Most teacher help

- "Direct the child's attention specifically to a piece of information he needs to solve the problem. Tell the child what to correct or provide new information. Vague prompting leaves the child guessing what you are referring to. Solve the problem together smartly, both participating." LLDI Part II, p. 94

Cycle of Action

- Select an error that the child attempted to problem solve
- Start with what the child was attending to (MSV)
- Validate the child's attempt (praise what information/strategy he used)
- Model/demonstrate using prompting language what else the child should do.
- Summarize with linking MSV

Accelerative Teaching Points

- Study by Tonya Leija (RR National Conference session, 2014)

Videod and analyzed two highly effective RR teachers' lessons before they retired. She found that these two teachers used a similar format for their teaching/praise points.

Possible Format for TP/PP

1. You did (said)___ (specific example of successful problem-solving.
2. You were almost right and got stuck on___(point of error the student can learn on)
3. You can do this___ (concrete demonstration)
4. Try that___ (active testing with support adjusted)
5. Reread and see if it MS, SR/LR (or works)
6. So___ helps you (summary/reflection)

Student #1 or #2 TP

- Discuss with 2-3 teachers at your table:
 - Select one student's running record.
 - Where would you go for the teaching /praise point to help the child develop more effective problem solving?
 - What prompts would you use?



- Look past MSV to strategies children are using
 - Is the use of visual information changing over time so that your students are using more visual information to problem-solve?
 - Are your students monitoring through words and rereading to self-correct?
 - Is their problem-solving becoming more complex (using more than one action)



Thank you!
