

RUNNING RECORD OBSERVATIONS

Kemp, M. 1987, *Watching Children Read and Write*, Nelson.

A Locations and Conventions

<ol style="list-style-type: none">1. Knows all the reading conventions. IF NO:2. Looks first to story title3. Scans pictures and/or text4. Reads from beginning of text5. Sustains left to right sequence6. Sustains line-to-line sequence down the page7. Reads without dependence upon finger-pointing or 'voice-pointing'8. Keeps book steady while reading9. Attends to the print.	<p><i>What signs are there of the reader's self-direction, self-monitoring and incentive to read?</i></p>
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B Word Identification and Decoding

<ol style="list-style-type: none">10. Reads with 95% accuracy or better IF NO:11. When words are not known, is dependent upon prompts for solving problems12. Reads one word at a time.13. Has a 30% or better rate of SC14. When stumped, is usually able to use graphic features to help decode words15. Uses an over-simplified sounding-out method to decode16. Processes all difficult words orally17. Teacher-intervention rate is more frequent than 1:2 errors.	<p><i>What strategies can you employ to prevent the child becoming bogged down in word calling?</i></p>
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C Reading Strategies

<ol style="list-style-type: none">18. Has effective strategies for solving decoding problems and retrieving meaning. IF NO:19. Makes generally accurate predictions of on-coming words or phrases20. When stumped, waits for listener to supply word21. When stumped, usually returns to beginning of sentence for a further attempt22. When stumped, will sometimes read further ahead to gather context.	<p><i>What are the reader's strengths in getting around difficulties? What are some of the unproductive habits you will want to change?</i></p>
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<p>23. Perseveres with syntactic problems until the text sounds right.</p> <p>24. Uses text, not pictures, to solve decoding problems.</p> <p>25. Frequently repeats words or phrases.</p>	
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D Meaning Search

<p>26. Focuses continuously upon meaning. IF NO:</p> <p>27. Word substitutions preserve original words' grammatical functions</p> <p>28. Word substitutions usually preserve sentence meaning</p> <p>29. Intonations are in accord with text's syntactic patterns and meaning</p> <p>30. Pauses and attempts to recode if and when a meaning conflict occurs</p> <p>31. Re-reads whole phrase/sentence if a meaning conflict occurs</p> <p>32. Seems to be more concerned with meaning of text than with performance</p> <p>33. Omissions and insertions are usually minor acceptable changes.</p>	<p><i>Do you need to spend more time 'tuning in' to the text before the child starts reading?</i></p>
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E Memory for Text

<p>34. Remembers difficult words if and when they reappear in the text IF NO:</p> <p>35. Locates specific portions of text in response to questions about events or characters</p> <p>36. Responds accurately to most questions about the text</p> <p>37. Discusses picture/text relationships effectively</p> <p>38. Can retell the main details of the text.</p>	<p><i>Will you stay with the level of text or will you move to a more demanding one?</i></p>
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F Attitude and Approach

<p>39. Talks interestedly about the story.</p> <p>40. Sustains concentration on the task.</p>	<p><i>What does the reader think about his/her reading of the story?</i></p>
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Questions

- What are the successful aspects of this reading?
- What changes have taken place since the last Running Record?
- What needs to be done now?