

# Reading a-Z Running Record

Level D

Student's Name Matt Jones

Date 1/28/02

The Wheel  
99 words

Have the student read out loud as you record.

Assessed by B. Castillo

page		E = errors    S-C = self-correction M = meaning    S = structure    V = visual				E	S-C	E M S V			S-C M S V		
3	<div>✓</div> <div>✓</div> <div>✓</div> <div>of/sc</div> <div>✓</div> <div>✓</div> The wheel comes off the truck.						1	M	S	✓V	M	✓S	V
4	<div>✓</div> <div>✓</div> <div>✓</div> It rolls down the hill. Faster and faster.												
5	<div>✓</div> <div>✓</div> <div>ment/goes</div> <div>✓</div> <div>✓</div> <div>✓</div> The wheel rolls through the field. <div>✓</div> <div>PI</div> <div>✓</div> <div>✓</div> It rolls past the cows. <div>✓</div> <div>R</div> <div>✓</div> Faster and faster.	I											
6	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>farm</div> <div>✓</div> The wheel rolls through the barn. <div>✓</div> <div>TA</div> <div>✓</div> <div>✓</div> It rolls [past the chickens.] Faster and faster.	I											
7	<div>✓</div> <div>✓</div> <div>✓</div> <div>Rz</div> <div>✓</div> <div>water</div> <div>✓</div> The wheel rolls toward the river. <div>✓</div> <div>T</div> <div>✓</div> <div>✓</div> It rolls over the bridge. Faster and faster.	I											
8	<div>✓</div> <div>✓</div> <div>in/sc</div> <div>✓</div> <div>✓</div> The wheel rolls into the school. <div>✓</div> <div>✓</div> <div>of</div> <div>✓</div> <div>✓</div> It rolls out the door. Faster and faster.	I											
9	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>R</div> The wheel rolls through the town. <div>✓</div> <div>✓</div> <div>PI</div> <div>✓</div> <div>✓</div> <div>R</div> It rolls past the policeman. Faster and faster.												
10	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>T</div> The wheel rolls into the garage. <div>✓</div> <div>✓</div> <div>✓</div> It stops rolling. <div>✓</div> <div>✓</div> <div>✓</div> <div>track/sc</div> The wheel is on the truck.	I											
Totals						8	3						

Accuracy Rate:

92%

Error Rate:

1:12

Self-correction Rate:

1:4

## Dra 2 Running Record Miscues

**N Colangelo**



## **Dra 2 Running Record Miscues:**

*Catching Readers Before They Fall* Pat Johnson, Katie Keier, 2023-10-10 Every teacher of reading plays a vital role in helping to catch those readers for whom learning to read does not come easily Through examples from both adults and children the authors explain and describe the complex integrated network of strategies that go on in the minds of proficient readers strategies that struggling readers have to learn in order to construct their own reading processes This book is essential reading for all who work with struggling readers in any context and contains a wealth of resources including a thorough explanation of all the sources of information readers use to solve words examples and scenarios of teacher student interactions prompts to use with struggling readers lessons on modeling and assessment guidelines Breaking Through the Language Arts Block Lesley Mandel Morrow, Kenneth Kunz, Maureen Hall, Maureen P. Hall, 2018-04-07 This innovative book helps K 6 teachers infuse the entire school day with research based literacy best practices Classroom tested strategies are presented for planning and implementing each component of the exemplary literacy day vocabulary and word study sessions literacy work stations differentiated guided reading groups reading and writing workshops and interdisciplinary projects Teachers get tips for organizing a print rich classroom supporting students social emotional well being and using assessment to guide instruction User friendly features include vivid vignettes classroom management tips questions for discussion and reflection and 15 reproducible forms checklists and lesson templates Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size Note this book is a contemporary follow up to Morrow s influential earlier title *Organizing and Managing the Language Arts Block* **Reading First Implementation Evaluation**, 2006 Taking Running Records Mary Shea, 2000 A teacher shares her experience on how to take running records and use what they tell you to assess and improve every child s reading Literacy Assessment and Intervention for Classroom Teachers Beverly A. DeVries, 2023-04-25 The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores all major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Substantively updated to reflect the needs of teachers in increasingly diverse classrooms the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students The valuable appendices feature assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities plus other resources New to the Sixth Edition Up to date and in line with national state and district literacy standards this edition covers the latest shifts in teaching and the evolution of these standards New material on equity and inclusive literacy instruction understanding the science of

reading using technology effectively and reading and writing informational and narrative texts New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Revamped companion website with additional tools videos resources and examples of teachers using assessment strategies **Be that Teacher!** Victoria Risko,2012-05-11 Tens of thousands of students begin each new school year with the hope that they will finally find the teacher who will help them succeed as readers writers and learners This book shows how teachers can provide the type of differentiated instruction that struggling readers need by drawing on students individual and cultural backgrounds as well as the results of classroom based diagnostic and progress monitoring assessment measures The authors include authentic examples and case studies from diverse primary and intermediate middle school classrooms to show how instruction can be implemented and adjusted to accommodate students individual differences differences that are influenced by their schools and instructional backgrounds their cultural and linguistic histories their interests and activities their reading and writing habits in and out of school and their understandings and misunderstandings about texts print and digital media Classroom teachers reading specialists reading coaches and prospective teachers are invited to analyze and reflect about each case presented to help them provide the type of instruction that will change the trajectory for students who continue to fail in reading Assessment for Reading Instruction, Second Edition Michael C. McKenna,Katherine A. Dougherty Stahl,2012-09-26 Widely adopted for course use this trusted teacher guide combines crucial background knowledge with hands on tools In a large size format for easy photocopying the book features more than two dozen reproducibles It covers all the essentials of planning administering scoring and interpreting a wide range of formal and informal assessments Helpful examples illustrate effective ways to evaluate K n 8 students strengths and weaknesses in each of the core competencies that good readers need to master See also Reading Assessment in an RTI Framework which offers systematic guidance for conducting assessments in all three tiers of RTI **Balancing Reading and Language Learning** Mary Cappellini,2024-11-01 Teaching reading to children in a language that is not their own is a daunting task Balancing Reading and Language Learning A Resource for Teaching English Language Learners K 5 provides the strategies proven to be effective in a balanced reading program while at the same time valuing the native culture and first language skills of the English language learner Combining the best classroom practices and research on teaching reading and language acquisition author Mary Cappellini integrates effective reading instruction with effective language instruction Through the framework of a balanced reading program she emphasizes the importance of constantly listening for and assessing children s language and reading strategies during read aloud shared reading guided reading and independent reading including literature circles Included in this text are How to set up an environment that will allow all English language learners to succeed Stages of English language proficiency and stages of reading development how they compare and how to use them to assess and plan for individual children A focus on tapping into children s prior knowledge in their primary language while teaching reading in

English and using Spanish English cognates to help develop academic language A collection of in depth lessons and mini lessons based on children s language proficiency and reading strategy needs with ongoing assessment teacher reflection and with an emphasis on choosing the right books to match their reading and language level How to manage numerous guided reading groups with children of all stages of reading and language proficiency Thematic planning with sample units for primary and upper grades to support academic language and meet content standards Ideas for literacy evenings school tours and other events to involve parents with the learning community Extensive resources numerous forms and checklists observation sheets planning sheets literature response sheets focus sheets for shared and guided reading and more Regardless of how many or how few ELL students a teacher has this invaluable resource helps them meet the challenges and reap the rewards of teaching children to read as they learn the language

**Creating Literacy Instruction for All Students** Thomas G. Gunning,2005 With its inclusive view of literacy Creating Literacy Instruction for All

Studentsemphasizes methods that have been validated by research and practice while delivering the basics of all major aspects of reading and writing The Fifth Edition of this best selling book continues to be a comprehensive practical text that provides its readers with step by step guidance for teaching reading and writing Written by distinguished author Tom Gunning this text features sample lessons for virtually every major literacy skill strategy and offers numerous reinforcement suggestions and generous listings of materials With its careful balance between the theory and the practice readers are always given the theories behind the methods encouraging them to choose adapt and construct their own approaches as they create a balanced program of literacy instruction Special emphasis has been given to adapting instruction for English language learners struggling readers and writers and special needs students throughout the book Unlike comparable texts the new edition stresses effective steps for closing the gap between achieving and struggling readers as mandated by the No Child Left Behind legislation and Reading First

**An Introduction to Auditory Processing Disorders in Children** Teralandur K. Parthasarathy,2014-02-04 Auditory processing in children APD comprises an increasingly important clinical area within the broad field of communication disorders This new textbook presents the major advances in the assessment and management of APD The chapter authors highly regarded clinicians and researchers from diverse professional groups contribute an impressive breadth of knowledge to explain and demystify APD This text will be useful to students of speech language pathology and audiology as well as professionals in those fields

*Guided Reading Basics* Lori Jamison Rog,2003 Classroom tested strategies and model guided reading lessons for emergent early developmental and fluent readers

*Differentiated Literacy Instruction* Sharon Wapole,Michael C. McKenna,Zoi A. Philippakos,John Z. Strong,2017-07-05 C 2 Template for Assessment Data Compilation Form C 3 Literacy Assessment Correlation Chart Author Index Subject Index

**Pitching, Defense, and Three-Run Homers** Society for American Baseball Research (,2012-05-01 Tells the story of the Baltimore Orioles of the 1960 s and 1970s in contextualized biographies of the players managers and everyone else

important to the team      *Teaching Reading to Every Child* Diane Lapp, James Flood, Cynthia H. Brock, Douglas Fisher, 2013-06-17 This popular text now in its Fourth Edition introduces pre service and in service teachers to the most current theories and methods for teaching literacy to children in elementary schools The methods presented are based on scientific findings that have been tested in many classrooms A wealth of examples hands on activities and classroom vignettes including lesson plans assessments lists of children s literature books to fiction and nonfiction texts and more illustrate the methods and bring them to life The text highlights the importance of teaching EVERY child to become competent in all of the nuances and complexities of reading writing and speaking The value of reflection and peer discussion in learning to expand their students literacies is emphasized Readers are encouraged to reflect on their own experiences with reading and teaching throughout their lifetimes experiences that will serve well in learning to teach reading Your Turn boxes invite readers to think about their views of the material presented and to talk with colleagues and teachers about their best ways of learning this new information Did You Notice boxes engage readers in observation and analysis of methods and classroom situations discussed in the text Teachers stories serve as models of successful teaching and to draw readers into professional dialogue about the ideas and questions raised End of chapter questions and activities provide additional opportunities for reflection and discussion All of these pedagogical features help readers expand and refine their knowledge in the most positive ways Topics covered in *Teaching Reading to Every Child* Fourth Edition Getting to Know Your Students as Literacy Learners Looking Inside Classrooms Organizing Instruction Assessing Reading Achievement The Importance of Oral Language in Developing Literacy Word Identification Strategies Pathways to Comprehension Vocabulary Development Comprehension Instruction Strategies At Work Content Area Learning What the Teacher Needs to Know to Enable Students Text Comprehension Writing Teaching Students to Encode and Compose Discovering the World Through Literature Technology and Media in Reading Teaching Reading to Students Who Are Learning English All Students are Special Some Need Supplemental Supports and Services to Be Successful and Historical Perspectives on Reading and Reading Instruction New in the Fourth Edition A new chapter on technology with state of the art applications A new chapter with the most up to date information on how vocabulary is learned and on how it is best taught responding to the national renewed interest in vocabulary instruction A new section on Readers Writer s workshop with a focus on supporting student inquiry and exploration of multiple genres A more comprehensive chapter on literature instruction and the role of literature in the reading program with examples that support students multigenre responses A discussion of literary theories with examples for classroom implementation Broader coverage of the phases of reading development from the pre alphabetic stage to the full alphabetic stage A more inclusive chapter on writing instruction and A thoroughly revised chapter on teaching reading to students who are learning English including extensive information on assessment and evaluation      **School Psychology Review** ,2006      **The Billboard** ,1927      Designing Meaning-Based Interventions for Struggling Readers Andrew P.

Johnson,2021-02-26 This highly practical book helps K 8 teachers implement effective reading interventions that support meaningful comprehension and engage students with interesting age appropriate texts Andrew P Johnson presents a range of strategies for addressing difficulties in the core areas of word identification fluency and comprehension Packed with illustrative figures the book provides guidance and tools for assessing reading problems combining and adapting interventions for particular students planning writing activities to enhance reading aligning efforts within a response to intervention framework and designing individualized education programs Informed by current research Johnson candidly targets educational malpractice and helps readers puzzle through the controversies surrounding dyslexia diagnoses and special education decision making     Teaching Children to Read Douglas Ray Reutzel,Robert B. Cooter,2004 For Elementary Reading Methods courses This comprehensive and balanced look at literacy practice has long been one of the most popular reading methods texts available The text begins by introducing seven principles for comprehensive reading instruction and then explains the theoretical foundations of teaching reading Part I builds on those foundations with specific methods in Part II and then in Part III it describes how to create a variety of learning centers and how to plan developmentally appropriate reading curriculum for students in both K 3 and 4 8 classrooms chapters 12 and 13 provide a continuum of knowledge by describing classroom organization and curriculum for grades 4 6 and 6 8     English Learners at the Top of the Class Mayra C. Daniel,2017-06-14 English Learners at the Top of the Class is a practice oriented book that also contributes to the professional literature It is written for teacher candidates and both new and experienced practicing teachers who want to design and deliver effective instructional paradigms across this country s diverse classrooms Chapter authors bring to this book their experiences as teachers at levels K 12 Many of them learned English as a second language and experienced life as an EL in U S classrooms They were all teachers who along the way began to work with ELs Their engagement with culturally diverse students led them to become teacher educators They are committed to preparing teachers who are energized to learn about their ELs cultures and who want to make the schoolhouse a culturally responsive environment     *Reading Strategies and Practices* Robert J. Tierney,John E. Readence,2000 This book is a compendium of strategies it is not a description of a single approach nor is it intended to be eclectic The inclusion of a strategy should not be perceived as our endorsement of that strategy There are some strategies that we view as problematic there are others about which we disagree

## **Dra 2 Running Record Miscues** Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Dra 2 Running Record Miscues**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve to the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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