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TEACHING LITERACY THROUGH GUIDED READING, RUNNING RECORDS, AND MISCUE ANALYSIS

by

Michelle Elaina Vandever

A Research Project Presented in Partial Fulfillment
Of the Requirements for the Degree
Master of Education

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ABSTRACT

Teaching Literacy Through Guided Reading, Running Records, and Miscue Analysis

Educators have taught literacy using a variety of methods and theories. While a number of these methods and theories have come and gone, guided reading, running records, and miscue analysis have proven to provide educators with the resources needed to understand the variety of reading behaviors children have. In addition, researchers and educators have found that a balanced approach to literacy is the most effective method of teaching reading. The purpose of this project was to research guided reading, running records, and miscue analysis and prepare a PowerPoint presentation for educators at Laurel Elementary school.

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Chapter 1

INTRODUCTION

Throughout the field of education, educators continue to search for a variety of ways to teach reading. Many children experience notable difficulty as they attempt to learn to read. Carnine, Silbert, Kame'enui, Tarver, and Jungjohann (2006, as cited in Fitzharris, Blake Jones, & Crawford, 2008) emphasized the importance of early reading intervention. When children participate in a balanced reading program, they are provided with the skills needed to become successful, independent readers. A balanced program includes: (a) support in phonemic awareness, (b) phonics, (c) fluency, (d) text comprehension, and (e) vocabulary. Fitzharris et al. explained that educators who use programs such as Reading Recovery can provide struggling readers with intervention because children are helped to: (a) focus on reading familiar and new stories, (b) gain knowledge of letters, (c) develop oral reading fluency, (d) develop text comprehension, (e) develop vocabulary, and (f) develop phonological awareness.

Statement of Problem

For more than 20 years, researchers and educators have witnessed a number of changes in literacy education. These changes have left educators with the question: how can each individual student be provided with materials and instruction that meets his or her developmental needs?

Educators want students to become successful, independent, skilled readers. They need reading materials that help them to make the necessary steps in learning to read. It is critical that educators teach young readers effective strategies to become independent readers. In addition, educators need to have a solid understanding of: (a) the cueing systems for reading (e.g., semantics, syntactic, and graphohonic); (b) practice in the use of completion and analysis of running records, and (c) the use of miscue analysis to support the development of the individuals reading and to guide teacher instruction (Fitzharris et al., 2008; Fountas & Pinnell, 1996).

Purpose of the Project

While many educators use running records to assess student achievement in reading, Fawson, Reutzel, Smith, Ludlow, and Sudweeks (2006) explained that current trends have shown an increase in its use. In addition, many reading teachers use running records to assess and monitor the progress of their students' reading and to assess their reading needs across grade levels.

Fawson et al. (2006) explained that a running record is a resource used to: (a) code, (b) score, and (c) analyze a student's reading behaviors. Educators use the data from the running records to help establish a reading level for each student, as well as provide the educator with information about the student's strengths and weaknesses in the development of reading.

The purpose of this project was to provide educators at Laurel Elementary School with information about the use of guided reading, running records, and miscue analysis to guide their instruction. In addition, the presentation provides these educators with a

better understanding of what they need to do to support individual students in their classroom.

Chapter Summary

Educators experience constant change in how they instruct. Year after year, theories, methods, and approaches to instruction come and go. However, educators and researchers do know that, in order to teach children to read, they need a balanced literacy program. Avalos, Plasencia, Chavez, and Rascon (2007) noted that guided reading is a component of a well balanced literacy program.

Avalos et al. (2007) explained that the use of guided reading provides young readers with differentiated, small group reading instruction. This teaching approach allows educators to explicitly teach children with the reading skills and comprehension strategies they need to become skilled independent readers. In Chapter 2, the researcher provides a review of literature specific to teaching reading through: (a) guided reading, (b) cueing systems, (c) running records and miscue analysis, (d) the importance of retell, (e) the importance of reading levels, and (f) reading strategies.

Chapter 2

REVIEW OF LITERATURE

The purpose of this project was to research the history of guided reading, running records, and miscue analysis in early literacy instruction and to design an inservice for teachers at Laurel Elementary School to incorporate these literacy tools in their reading instruction. The researcher reviews: (a) the use of guided reading, (b) background of the cuing systems, (c) running records, and (d) miscue analysis. Once the use and background of guided reading, the cueing systems, running records, and miscue analysis are established, the researcher will: (a) review the importance of retell in reading, (b) review the importance of reading levels, and (c) review the use of reading strategies and how they apply to reading instruction. Finally, the researcher addresses the importance in teaching guided reading in the classroom.

Teaching Reading Using Guided Reading

According to Fountas and Pinnell (1996), a balanced literacy program includes a variety of reading and writing activities. When teachers read aloud, they help children to experience and contemplate literacy pieces they cannot read themselves. During shared reading, children learn the concepts of print and how it works. In shared reading, they are able to participate and have a better understanding of the reading process. The use of literature circles allow children to: (a) think deeper about the text they read, (b) discuss it with each other, and (c) construct new meanings and understandings of the text being

read. Through the use of guided reading, teachers are able to show children how to read as well as support a child in his or her effort to learn to read.

Fountas and Pinnell (1996) explained that, through the use of guided reading, children learn to become independent readers. They supported the idea that guided reading is the heart of a balanced literacy program. The following information supports teaching guided reading in the classroom: (a) guided reading allows children to develop as independent readers; (b) it provides the teacher with the opportunity to observe each child through the reading process; (c) it provides readers with the opportunity to develop reading strategies needed to read more difficult text; (d) it allows children to have enjoyable, successful experiences when learning to read for meaning; (e) provides children with the skills needed to be independent readers; and lastly (f) children learn to introduce a variety of texts to themselves. Also, Fountas and Pinnell define guided reading as:

> In guided reading a teacher works with a small group. Children in the group are similar in their development of the reading process and are able to read about the same level of text. Teachers introduce the stories and assist children's reading in ways that help to develop independent reading strategies. Each child reads the entire text. The goal is for children to read independently and silently. The emphasis is on reading increasingly challenging books. Children are grouped and regrouped in a dynamic process that involves ongoing observation and assessment. (p. 4)

Iaquinta (2006) reported that one in three children experience notable difficulties when they learn to read. In addition, when children have a poor start in reading, usually, they do not become proficient grade level readers. Typically, reading instruction in the past was based on ability. Traditional reading groups are focused on: (a) reading selections from a basal text; (b) pretaught and controlled vocabulary lessons; (c)

unchanged reading groups; (d) a workbook/worksheet approach to respond to the reading; (e) teacher instruction focused on a systematic progression of the skills being taught; (f) an end of the unit assessment, and (g) a round robin style of reading, where children take turns to read the story.

Iaquinta (2006) supported guided reading as a teaching approach because it can be used with struggling and independent readers. The guided reading teaching approach is three fold: (a) it meets the needs of every student in the classroom, thus each student is taught to read increasingly more difficult text; (b) it allows the reader the ability to construct meaning while a variety of problem solving skills are used to figure out unknown words that deal with complex sentence structures; and (c) it allows the reader to gain an understanding of concepts or ideas that have not been encountered before.

According to Iaquinta (2006), small group instruction is effective because the instruction is directly focused on what children need to learn in order to move forward. Teachers perform ongoing observations and assessments in order to meet the particular instructional profile of each child. In addition, the teacher's goal is to provide each child with reading material that matches his or her reading abilities. Iaquinta noted that the use of guided reading groups is temporary and constantly change depending on the individual reading growth of the child.

Iaquinta (2006) explained that the goal of guided reading is for readers to develop an understanding that reading enables a reader to discover more knowledge about the reading process while they read. As students acquire these skills, they: (a) learn to self-monitor, (b) search for cues, (c) discover new and interesting things about the text, (d)

compare sources of information against each other, (e) self-correct, (f) confirm their reading, and (d) solve new words with use of a variety of information. Throughout this process, the students' reading accuracy, speed, and fluency increases and, over time, the systems become automatic. The teacher's role in guided reading is essential.

Iaquinta (2006) noted that teachers must have a strong knowledge about how to prompt and guide students as they work to strengthen their reading skills. In addition, the teacher's role is to guide children in the use of a variety of sources in a skilled way. Teachers need to monitor students as they read and be aware of when they use appropriate reading strategies. Also, Iaquinta noted the process of reading needs to be supported by the interaction of text reading and good teaching. Guided reading supports this important goal.

The Reading Cueing Systems

According to Fountas and Pinnell (1996) and Iaquinta (2006), when children begin to work with text, they develop several strategies that allow them to pay attention to information from a number of different sources. These sources of information are broken into three clusters known as the cueing systems: (a) semantic (i.e., meaning); (b) syntactic (i.e., language structure); and (c) graphophonemic (i.e., visual information). The cueing system is the foundation for reading text.

Semantic Meaning Cues

The semantic cues come from what the child has experienced in his or her life. Meaning is represented in the memories the child has and the language used to talk about those memories. Reading has to "make sense" (p. 5) to the child. Wilde (2000)

explained how reading and being read to were important for a child. Silent reading and read alouds build an individual's vocabulary that would not be as strong with oral language alone. Knowledge of the semantic cueing system is necessary in order for readers to comprehend the text they have read. Routman (1988) defined the semantics cue as the reader's ability to understand what is happening, and they are able to gain meaning through text and illustrations.

Syntax Grammar Structure Cues

The syntactic cues come from the child's knowledge of how oral language is formed. Fountas and Pinnell (1996) explained that language does not just happen; there are language rules that need to be followed. For example, "He wore a green jacket" follows all of the syntactic rules of the English language. The sentence can be said in several different ways and still sound right to an English speaker, but "he a green jacket wore" does not follow the language rules that all individuals have assimilated when they are learning to speak a language.

Graphophonics Visual Graphics Cues

The graphophonic cues come from the knowledge of the relationship between letters and sounds and visual knowledge of letters and words (Fountas & Pinnell, 1996). Children develop knowledge that letters are formed into words that contain spaces and are arranged on the page; also, they gain the knowledge of the conventions of print and punctuation. Fountas and Pinnell mentioned that the first letters a child learns helps the child to notice letters and how to compare them to other letters.

Routman (1988) emphasized that one aspect of the cueing system cannot exist in isolation from the other two. She explained that the interaction of the three cueing systems occur so quickly that it appears to happen simultaneously. Successful, effective readers are able to use the cueing systems interdependently, while struggling readers tend to rely mostly upon the graphophonics cues. It is important that the teacher's objective is to encourage all children to use all three cueing systems appropriately.

Running Records

Clay (1993a) noted that the use of reading observations provides teachers with opportunities to record the work done by the child as he or she works to piece the reading process together. Children naturally correct some of their reading errors without teacher prompts. This observation raises the question; what cues did the child use? At this point, teachers are able to see consistencies in the child's reading behaviors.

In addition, Clay (1993a) explained that the learning work the child does when the cueing systems are used for reading can be observed in a running record. Teachers need to understand that, in observation of a child who reads, the records need to contain all of the reading behaviors that are produced; this includes all oral comments made.

Fountas and Pinnell (1996) defined running records as a tool used to: (a) code the text being read; (b) score the text being read; and (c) analyze a child's reading development and behaviors. They explained that to use running records takes time and practice, but the results are worth it. Not only do the running records provide documentation of a child's reading behaviors for analysis and reflection, but also they provide teachers with a stronger knowledge and understanding of the reading process.

Clay (1979) noted that all readers, not just emergent readers, should have their reading behaviors broken down into specific reading difficulties. The teacher makes a record of the child reading 100-200 words from the required text. Younger readers may read very simple text that may contain less than 100 words. In this case, the teacher needs to have the child attempt to read three texts to meet the 100 word requirement.

Miscue Analysis

Clay (1979) noted that the analysis of running records allows teachers to consider the child's reading behaviors. For Wilde (2000), the use of conventions is to allow everyone, who knows the marking system, the ability to read the text exactly as the reader did. Depending on the running records used, the conventions may vary. The following are conventions used by Wilde: (a) substitution, (b) omission, (c) insertion, (e) transposition, (f) repetition, and (g) self-correction.

Substitution

Substitution is used when the reader substitutes one word for another word, the word is written directly above the other (Wilde, 2000). If the reader substitutes one word for two, it is written directly above, also, and the use of brackets may be used to make it clearer.

Omission

An omission is used when the reader omits one or more words (Wilde, 2000). The recorder circles the words that are omitted. When the reader leaves out a grammatical part of the word, it is coded as a substitution.

Insertion

The insertion of a word by the reader is marked with use of a caret (Wilde, 2000). If the reader inserts suffixes, the coder can mark it as a substitution.

Transposition

The reader reverses the order of two words (Wilde, 2000). It is most easily marked with use of the proofreader's symbol for transposition.

Repetition

Repetitions are used when the reader repeats some of the text (Wilde, 2000). The recorder underlines what was repeated and uses a circled code to identify the repetition.

Self-Correction

Self-corrections are marked with a SC (Wilde, 2000). All substitutions, omissions, or miscues are marked. Some self-corrections by the reader take multiple attempts. Each attempt should be recorded and numbered in the margin.

Analyzing the Cueing Systems Used

Wilde (2000) noted that it is important to analyze the cueing systems used by the reader. Miscue analysis allows teachers to assess how effectively children use syntactic, semantic, and graphonic information while they read. In order for educators to assess the use of the three systems, three questions need to be asked: (a) does it sound syntactically correct? (i.e., does it sound like the language being read?); (b) does it make sense? (i.e., is the sentence semantically correct?); and (c) was the meaning of the sentence changed?

Fountas and Pinnell (1996) note that the the running records should be analyzed for the cues the reader used. They explained that teachers need to observe which cues are

used for each error and self-correction. This process allows teachers to look for patterns in the child's reading responses and behaviors. The analysis of the cueing system enables teachers to focus on the reader's: (a) strengths, (b) strategies used, and (c) future growth.

Importance of Retelling in Guided Reading

Gambrell, Kapinus, and Koskinen (1991) noted that the use of retelling can notably increase a kindergarten student's: (a) story comprehension; (b) story structure; and (c) oral language complexity when performed at the end of stories. In addition, retelling is an effective strategy that improves the reading comprehension in both independent and struggling readers.

Fountas and Pinnell (2001) noted that retelling is a key piece of miscue analysis. Teachers use retelling to collect evidence about the student's comprehension, after he or she reads. The retelling process involves the teacher listening to the child read aloud. Once the story is finished, the child is asked to retell the story. The teacher records and analyzes the retell. The retell allows the teacher to observe if the reader includes: (a) detail, (b) sequence of the story, and (c) if the reader was able to make sense of the story.

Wilde (2000) noted a good retelling is an active exchange between the teacher and the student. The teacher is attentive and responsive to the reader's responses. The teacher encourages the reader to expand and provide more information to his or her retelling. The point of the retell is to provide the teacher the opportunity to gain more knowledge of the reader's skills.

Soderman, Gregory, and McCarty (2005) noted the following questions are useful with retelling:

1. Can you tell me more about_____?
2. Why do you think_____ happened?
3. What problem was the story connected with?
4. Describe_____ at the beginning of the story, and describe _____ at the end of the story.
5. What happened after_____?
6. What do you think the author was trying to teach or tell you?
7. Why do you think _____ did that? (p.137)

Wilde (2000) noted that the key to retellings is the ability to effectively observe the reader and his or her miscues. The observation allows teachers to reflect on the specific miscue that occurred, which in turn will allow the teacher to help move the reader to the next step. Wilde explained that, through miscue analysis, teachers can help readers to improve what they do but, also, are able to help readers understand what they do right.

Gambrell et al. (1991) noted that retelling, as a post reading activity, helps to build reading comprehension better than teacher questioning. The skills involved in retelling help a reader organize his or her processing capacities more effectively.

Three Reading Levels

Clay (1979) noted that the reading progress throughout a child's schooling is based on the ability to read increasingly difficult texts. Throughout the reading process, the reader gains new skills to cope with the increase in the difficultly level of the new texts. In order for teachers to plan day to day instruction, reliable measures of how well a child reads needs to be obtained. Clay explained that the data from running records can guide teachers in the evaluation of text difficulty.

According to Fountas and Pinnell (1996), the use of running records allows educators to determine the reader's accuracy rate, which in turn indicates if the text is: (a) independent = 95 -100%; (b) instructional = 90 - 94%; or (c) frustrating = below 90%. These levels allow the teacher to provide students with the appropriate text for reading. Students should read text that is not too difficult nor too easy. Children should read text with more than a 90% accuracy rate. Gipe (2006) explains the three reading levels as follows:

Independent Reading Level

The reader is able to read comfortably, without the help of a teacher (Gipe, 2006). At this level, students are able to read for pleasure. The student has little or no difficultly with vocabulary and or comprehension.

Instructional Reading Level

Students at this level read with some support and guidance from their teacher (Gipe, 2006). Students may be placed in text that is at their instructional level. Text that is not at their instructional reading level may make the student feel uneasy and tense.

Frustration Reading Level

Students are not able to read the text at this level because the material is much too difficult, even with support and instruction (Gipe, 2006). The student may display physical behaviors such as: (a) cry, (b) squirm, (c) whisper, and/or (d) rebel. Teachers should guide readers away from this level.

Reading Strategies

Fountas and Pinnell (1996) noted that skillful teaching is the critical element that provides young readers with the effective strategies needed to become independent readers. Teachers cannot observe the reading strategies used because the strategies take place in the head. Clay (1991) noted that the strategies are operations that provide the reader with the ability to: (a) use, (b) apply, (c) transform, (d) relate, (e) interpret, (f) reproduce, and (g) reform information needed for communication.

Fountas and Pinnell (1996) also noted that the strategies cannot be directly taught. Teaching for strategies is about the relationship of the interpretations and responses teachers apply at any time in order to help the child learn from their reading. Instruction needs to be focused and supportive, in that the young reader will learn "how to learn" in reading (p. 149).

There are a number of different strategies used for reading. Clay (as cited in Fountas & Pinnell, 1996) provides three examples of these strategies: (a) strategies that maintain fluency, (b) strategies that help detect and correct error, and (c) strategies used to problem solve new words. Clay also described how the strategies relate to the reading cueing system and how readers are able to access and use them.

Strategies that Maintain Fluency

Fountas and Pinnell (1996) explained that good readers read aloud through the use of fluency and phrasing. In addition, it is assumed that good readers are capable of doing the same when silent reading. They also mentioned that fluent readers have the ability to

quickly access meaning and then apply it to the text. Strong readers are flexible and have the ability to vary their reading speed with the difficulty of the text.

In addition to fluency, Fountas and Pinnell (1996) noted that the young reader's oral language is also a critical factor in reading. Oral language guides the reader to what may happen next in the story. They mentioned that, before children entered school, they should have the ability to produce large numbers of oral sentences. Once in school, children's vocabulary and structures expand rapidly. Due to the rapid expansion of vocabulary and sentence structure, children are more able to move through text.

Clay (as cited in Fountas & Pinnell, 1996) also explained that several factors play a role in the child's ability to read fluently: (a) the child's prior knowledge of the world, (b) the reader's ability to quickly process visual information, and (c) the reader's ability to problem solve while reading.

According to Fountas and Pinnell (1996), the teacher must provide readers with the understanding that there are links between: (a) the new text, (b) the child's prior knowledge of the world, and (c) the structure of language. By providing readers with this information, the teacher supports reading through phrasing and fluency.

Strategies that Help to Detect and Correct Error

Fountas and Pinnell (1996) explained that skilled readers do not read perfectly. However, when they make errors, they use strategies to detect and correct them. This process shows the use of effective meaning and syntax use. In addition, the reader efficiently used clusters of visual information. They also point out that young readers are learning how to cope with print and learn the relationship between print and their

personal language system. Young readers need to strengthen their accuracy in order to combine spoken and written language.

Fountas and Pinnell (1996) noted that young readers self-monitor their reading when they are able to use information from any source to check their own reading. Unfortunately, some young readers encounter information that is not consistent with their cueing systems. At this point, the young reader may hear the discrepancy in the sound combination and want to eliminate it. He or she will then take the steps necessary to fix the sound combination, such as; (a) return to the beginning of the line, (b) stop and try several times to pronounce the unknown word, and or (c) display other behavior that indicates that the child wants to solve the problem.

In addition to self-monitoring, Fountas and Pinnell (1996) noted that a young reader also begins to use the process of: (a) checking, (b) searching, and (c) self-correction when reading. Clay (1996, as cited in Fountas & Pinnell) explained that beginning readers start bringing together sources of information and checking them against others; this process is known as cross checking. Fountas and Pinnell explained that once young readers begin to use the (a) checking, (b) searching, and (c) confirming process, they feel rewarded because they are able to read successfully.

Strategies Used to Solve New Words

Fountas and Pinnell (1996) noted that sentences provided readers with redundancy in text. This, in turn, allowed the reader to solve new and unknown words. An example of redundancy in the text would be, “Two kittens ran away fast”(p. 154); the sentence provided the reader with two words that modeled the use of plurality:

(a) two and (b) kittens (the *s* ending). In addition, Fountas and Pinnell (1996) noted that readers who use language have made their reading more efficient and made "on the run" (p. 154) word solving easier.

According to Fountas and Pinnell (1996), good readers are able to read for meaning, while at the same time pay attention to visual information. They also noted that good readers need word solving skills. Clay (as cited in Fountas & Pinnell, 1996) noted that children use several different ways to solve unknown words. They are as follows:

1. Readers use the meaning of the story, sentence, and/or language to anticipate the word and then using it to confirm it with the visual information (Does it make sense and look right?).
2. Repeating the sentence up to the problem word and making the sound of the first letter.
3. Readers sound out parts of words and then link them to known words.
4. Readers notice parts of the word that is like another word (the to in together, for example).
5. Readers solve words through letter by letter analysis. (p.156)

Chapter Summary

There are many challenges in early reading instruction. Teachers find themselves questioning their instructional approach to reading. There are a number of teaching approaches that may be used for reading instruction.

Fountas and Pinnell (1996) noted that the guided reading approach responds to individual students' learning needs. A good reading program helps children develop a self extending reading system that is independent and allows them to learn through reading.

Furthermore, Fountas and Pinnell (1996) explained that guided reading is very effective if observations and running records show the readers use of effective reading strategies. In addition, guided reading, running records, and miscue analysis allow teachers to observe students ability to demonstrate effective reading behaviors, as well as the increasing ability to read more difficult texts with accuracy and fluency.

As mentioned earlier, Fountas and Pinnell (1996) noted that beginning readers should: (a) enjoy reading even the difficult text; (b) be successful readers; (c) be given the opportunities to problem solve when reading; (d) read for meaning; (e) learn a number of reading strategies; (f) use their strengths to read; (g) use what they know to understand what they do not know; (h) talk about and respond to what they read; and (i) gain the ability to make connections between what they have read and their understanding of their own world.

Young readers need guidance and support in their journey to becoming successful skilled readers. Children need to be taught to become good readers. Reading is a process that needs to be modeled, supported, and encouraged. The guided reading teaching approach provides young readers with this framework. In Chapter 3, the author describes the method used to develop this project.

Chapter 3

METHOD

The purpose of this project was to design and present an inservice to educators at Laurel Elementary School about guided reading, running records, and miscue analysis. In this inservice, the author will provide Laurel Elementary School educators with the history and goals of guided reading and the role of running records and miscue analysis in their instruction.

Target Audience

The target audience for this research project is Laurel Elementary educators. The audience was selected based on the researcher's experience in the school and the introduction of a district and state wide initiative, Response to Intervention. With the implementation of guided reading in the classrooms, educators will be able to differentiate education for all students.

Organization of Project

The researcher created a PowerPoint presentation to provide Laurel Elementary educators information and resources on the best practice methods used to implement running records, miscue analysis, and guided reading. In the running records portion of the PowerPoint, the researcher discusses the use and importance of running records for teachers when student reading is observed. In addition, the presentation emphasizes

that running records allow teachers to observe the learning work and cueing systems used by the child during reading.

Laurel Elementary educators are given the opportunity to practice taking and giving a running record with a fellow teacher. In the miscue analysis section of the PowerPoint, teachers are given the background information of miscue analysis. Miscue analysis, substitution, omission, insertion, transposition, repetition, self-correction, and analyzing the cueing systems used are discussed. Teachers are once again given the opportunity to practice analyzing the running record and the next steps for the reader. Finally, the PowerPoint presentation emphasizes the importance of guided reading, retelling in guided reading, reading levels for students, fluency, students' ability to solve new words, and the detection and correction of errors.

Peer Assessment Plan

The researcher provided three members of the target audience with a presentation evaluation form. The members completed the evaluation and reported the information from the presentation that was beneficial to teaching literacy and the information that could have been presented better. The researcher reviewed the evaluation forms in order to clarify misunderstandings. The feedback from the peer assessors is discussed in Chapter 5.

Chapter Summary

In this Chapter, the method used to develop the project was outlined. Research on the benefits and goals of guided reading, running records, and miscue analysis are

incorporated into the presentation to support and guide the educators of Laurel Elementary School. In Chapter 4, the author provides the PowerPoint presentation.

Chapter 4

RESULTS

Introduction

Fountas and Pinnell (1996) noted that children bring a wide variety of experience and competency to literacy. In order to provide students with a well balanced literacy program, educators need to be knowledgeable in (a) guided reading, (b) running records, and (c) miscue analysis.

The following Power Point presentation was designed for the educators at Laurel Elementary to gain more information and resources to use when teaching literacy. The Power Point presentation includes descriptions on (a) the reading cueing systems, (b) how to give and score a running record, (c) the importance of miscue analysis, and (d) the importance and benefits of guided reading.

Guided Reading, Running Records, and Miscue Analysis

How do WE teach children to read?

Without assessments…

How do we know if a child is a GOOD READER?

How do we know if a child is a POOR READER?

How do readers use language?

- In order to have a better understanding of how reading works, we will be asking you to observe yourself as a reader.
- The reading activities include; reading words without vowels, reading words without any letters, and “decoding” and comprehending.

READING ACTIVITY 1

Write your answers down so you can score yourself.

1. Grw
2. Knw
3. Nd
4. Ws
5. Whn
6. Ld
7. Grdn
8. Flwr
9. t
10. spps
11. dlghtfl
12. hnd
13. crd
14. rmn
15. ths
16. btwn

What was this experience like?

Note: Miscue Analysis Made Easy, by Wilde (2000, p. 6)

READING ACTIVITY 2

This activity is similar to the last. You will guess what words have been written without the vowels in the following paragraph. Write the answers just for the underlined words.

11 chldrn, xcpt n, grw p. thy sn knw tht thy wll grw p, nd th wy Wndy knw ws ths. N dy whn sh ws tw yrs ld sh ws plying n a grdn, nd sh plckd nthr flwr nd rn wth t t hr mthr. I spps sh mst hv lkd rthr dlghtfl, fr Mrs. Drlng pt hr hnd t hr hrt and crd, “h, why cn’t y rmn lk ths fr vr!” ths ws ll tht pssd btwn thm n th sbjct, bt hncfrth, Wndy knw tht sh mst grw p. y lwys knw ftr y r tw. Tw s th bgnnng f th nd.

What was this experience like?

Note: Miscue Analysis Made Easy, by Wilde (2000,p.7)

Three Reading Cueing Systems:

What are they?

Discuss with your neighbors

The Reading Cueing Systems

•Meaning: The semantic system

- The semantic cues come from what a child has experienced in their life.
- Meaning is represented in the memories the child has and the language used to talk about those memories.
- Knowledge of the semantic cueing system is necessary in order for readers to comprehend the text they have read.
- Routman (1988) defined the semantics cue as the reader's ability to understand what is happening, and they are able to gain meaning through text and illustrations.

The Reading Cueing Systems cont....

Sentence structure: The syntactic system

- The syntactic cues come from the child's knowledge of how oral language is formed.
- Fountas & Pinnell (1996) explained that language does not *just happen*; there are language rules that need to be followed. Take a look at the following two sentences:
- "He wore a green jacket" and "he a green jacket wore"
- The first sentence follows all of the syntactic rules of the English language. It can be said several different ways and still sound right. The second sentence does not follow the language rules that all individuals assimilate when learning to speak a language.

The Reading Cueing Systems

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The Reading Cueing Systems cont...

Sounds and letters: The graphophonic system

•The knowledge of the relationship between letters and sounds and the visual knowledge of letters and words.

• Children develop knowledge that letters are formed into words that contain spaces and are arranged on a page.

• In addition, children gain the knowledge of the conventions of print and punctuation.

What teacher prompts could you use for each cueing system?

What is a running record? What does it tell us?

A running record is the only way into a reader's head!

Running Records:

• A running record is a record of reading behaviors a child makes as he or she is reading.

• Running records were developed by **Dr. Marie Clay (1979)** to help teachers quickly and easily assess their students' reading behaviors.

• Running records provide teachers with a clear picture of the cueing systems that each child knows

• Running records help teachers find out which particular skills and strategies children are using.

Miscue Analysis:

- Its important to learn miscue analysis to better understand what readers are doing, which in turn helps inform your reading instruction.
- Miscue analysis allows educators to understand what strategies struggling readers are using and how effective the strategies are.
- Coding miscues needs to be consistent. It is important to use the same coding that is used for DRA2.

Miscue Analysis Practice

Reading Levels:

- Clay (1979) noted that the reading process throughout a child's schooling is based on the ability to read increasingly difficult texts.
- Throughout the reading process, the reader gains new skills to cope with the increase in the difficultly level of the new text.
- Reliable measures of how well a child reads needs to be obtained. Clay explained that the data from running records can guide teachers in the evaluation of text difficulty.
- According to Fountas and Pinnell (1996), the use of running records allows educators to determine the reader's accuracy rate, which in turn indicates if the text is: independent = 95-100%; instructional = 90-94%; or frustration = below 90%.

Reading Levels continued…

- **Independent Reading Level (95-100%):**
  The reader is able to read comfortably, without the help of a teacher (Gipe, 2006). Students read for pleasure. The student has little or no difficultly with vocabulary and or comprehension.
- **Instructional Reading Level (90-94%):**
  Students at this level read with some support and guidance from their teacher (Gipe, 2006). Students may be placed in text that is at their instructional level. Text that is not at their instructional level may make them feel uneasy and tense.
- **Frustration Reading Level (Below 90%):**
  Students are not able to read the text at this level because the material is much too difficult, even with support and instruction (Gipe, 2006). The student may display physical behaviors such as; cry, squirm, whisper, and/or rebel. Teachers should guide readers away from this level.

Guided Reading:

- Guided reading enables children to practice strategies with the teacher's support, and leads to independent silent reading.
- Guided reading is the heart of a balanced literacy program that leads to independent reading.
- It provides children with the opportunity to develop as individual readers while participating in a small flexible guided reading groups.
- It provides teachers with the opportunity to observe students as they process new text.
- It provides individual readers the opportunity to develop reading strategies needed to read increasingly difficult texts independently.
- Guided reading's ultimate goal is to help children learn how to use independent reading strategies successfully.

Note: Fountas and Pinnell (1996).

Teaching Literacy through Guided Reading, Running Records, and Miscue Analysis

Young readers need guidance and support in their journey to becoming successful skilled readers. Children need to be taught to become good readers. Reading is a process that needs to be modeled, supported, and encouraged. Teaching literacy through guided reading, running records, and miscue analysis provides young readers with this framework .

Chapter Summary

Guided reading, running records, and miscue analysis have been a preferred teaching method for more than 20 years. The three combined and used in the classroom can benefit the educators and students at Laurel Elementary. Educators can quickly assess their student's reading behaviors, which in turn can provide the educator with a clear picture of each student's strengths and weaknesses in literacy. This data can provide the educator with the information needed to direct their literacy instruction. In Chapter 5, the author discusses the completed project.

Chapter 5

DISCUSSION

Contribution of this Project

Although educators at Laurel have seen similar literacy methods used over the years, the theories and principles behind guided reading, running records, and miscue analysis have not been taught or discussed in great detail. The information presented in this project was specifically designed for the teachers at Laurel to gain more knowledge of the importance of a well balanced literacy program that will benefit the students of Laurel Elementary.

Limitations

The researcher was given only two and a half hours to completely present, discuss, and train the Laurel staff on running records, miscue analysis, and guided reading. The staff responded well to the information being presented; however, the researcher would liked to have provided the staff with more time to work in grade level teams, to gain a better understanding of running records and miscue analysis.

Peer Assessment Results

The researcher designed a peer evaluation form that included four questions regarding the PowerPoint presentation, and three peers completed the form. Their feedback indicated that the educators at Laurel have varying levels of knowledge and experience with running records, miscue analysis, and guided reading. All three felt that

the PowerPoint presentation clarified the process. In addition, the peer assessors mentioned that they felt much more comfortable and clear regarding the importance of using running records and miscue analysis in the classroom. All three peer assessors mentioned they would need more time and assistance administering running records and miscue analysis. Overall, the peer assessors felt the PowerPoint presentation was well presented and a great tool to inform literacy instruction

Recommendations for Further Development

This project provides educators at Laurel Elementary with a brief introduction to the importance of incorporating guided reading, running records, and miscue analysis into the classroom. Further development on incorporating running records, miscue analysis, and guided reading to teach literacy could include: 1) further staff development, 2) staff commitment, and 3) the involvement and support of the district literacy specialist.

Project Summary

While educators are continually exposed to new methods and theories to improve student literacy skills and strategies, there seem to be a few original literacy approaches which are supported by research. Researchers such as Fountas and Pinnell, Clay, and Wilde seem to be moving in the right direction where literacy is concerned. As Fountas and Pinnell (1996) have noted, children seem to learn best in small group settings. Guided reading, running records, and miscue analysis can provide Laurel educators with

several tools to use during literacy instruction to provide students with the strategies needed to become skilled, independent readers.

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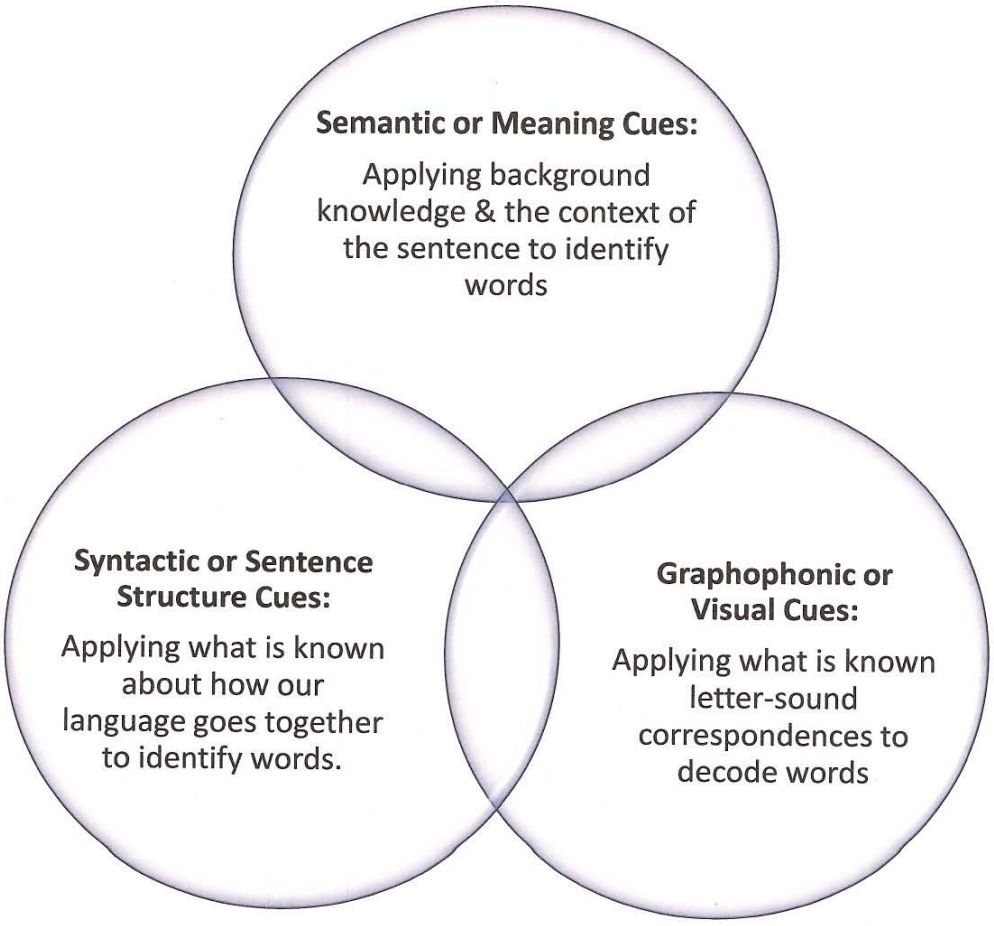
APPENDIX A

The Reading Cueing Systems

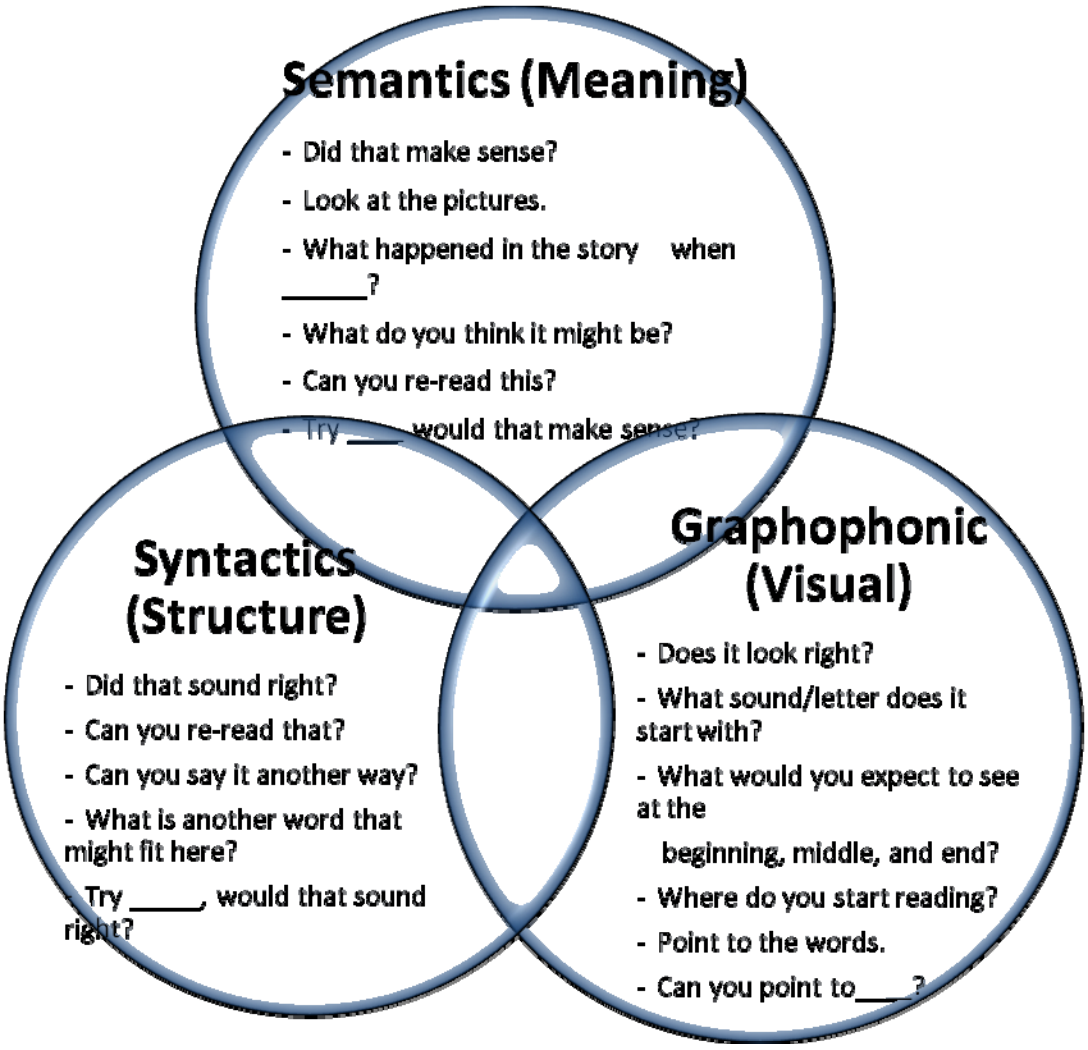
The Reading Cueing Systems



APPENDIX B

Cue System Prompts

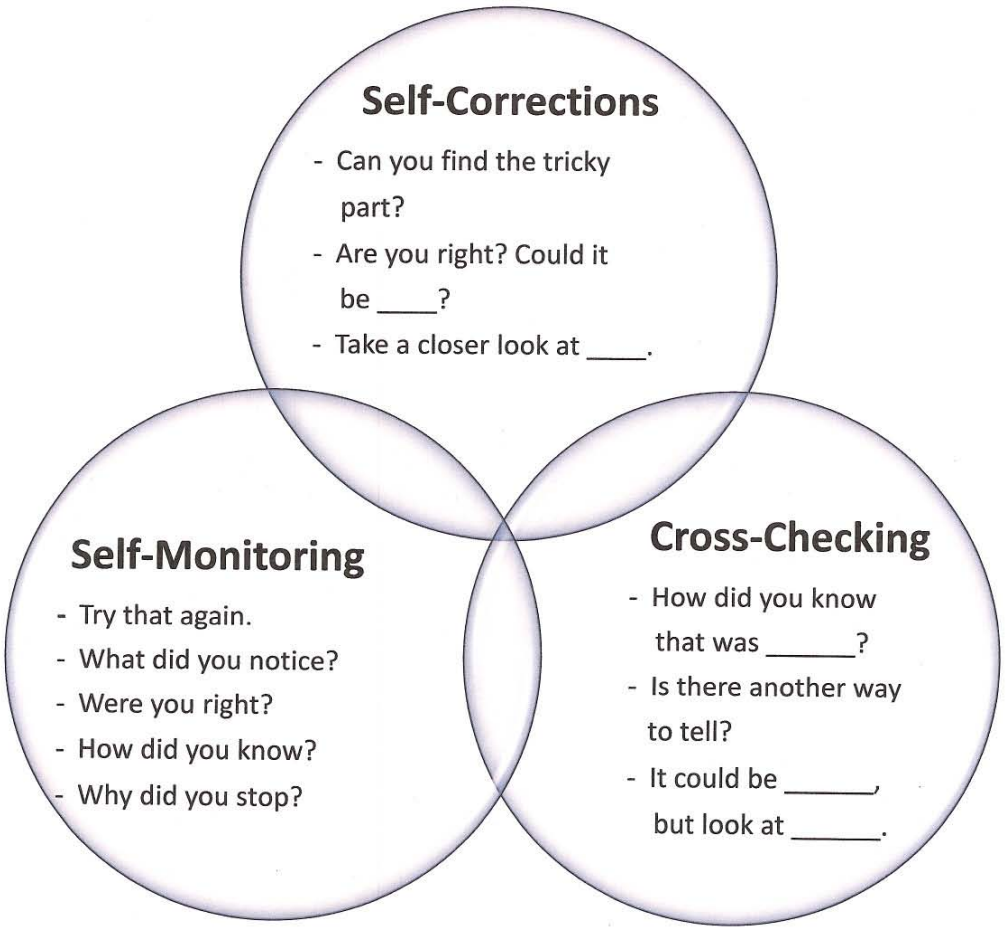
Cue System Prompts



APPENDIX C

Strategy Prompts

Strategy Prompts



1996 – The Wright Group
Revised 1997 – Denver Public Schools

APPENDIX D

Running Record Calculation and Conversion Tables

CALCULATION AND CONVERSION TABLES

Error Rate	Percent Accuracy
1: 200	99.5
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
1: 8	87.5
1: 7	85.5
1: 6	83
1: 5	80
1: 4	75
1: 3	66
1: 2	50

CALCULATIONS

RW = Running Words
E = Errors
SC = Self-corrections

ERROR RATE

$$\frac{\text{Running Words}}{\text{Errors}}$$

e.g. $\frac{150}{15}$ = Ratio 1 : 10

ACCURACY

$$100 - \frac{E}{RW} \times \frac{100}{1}$$

$$100 - \frac{15}{150} \times \frac{100}{1} \%$$

= 90%

SELF-CORRECTION RATE

$$\frac{E + SC}{SC}$$

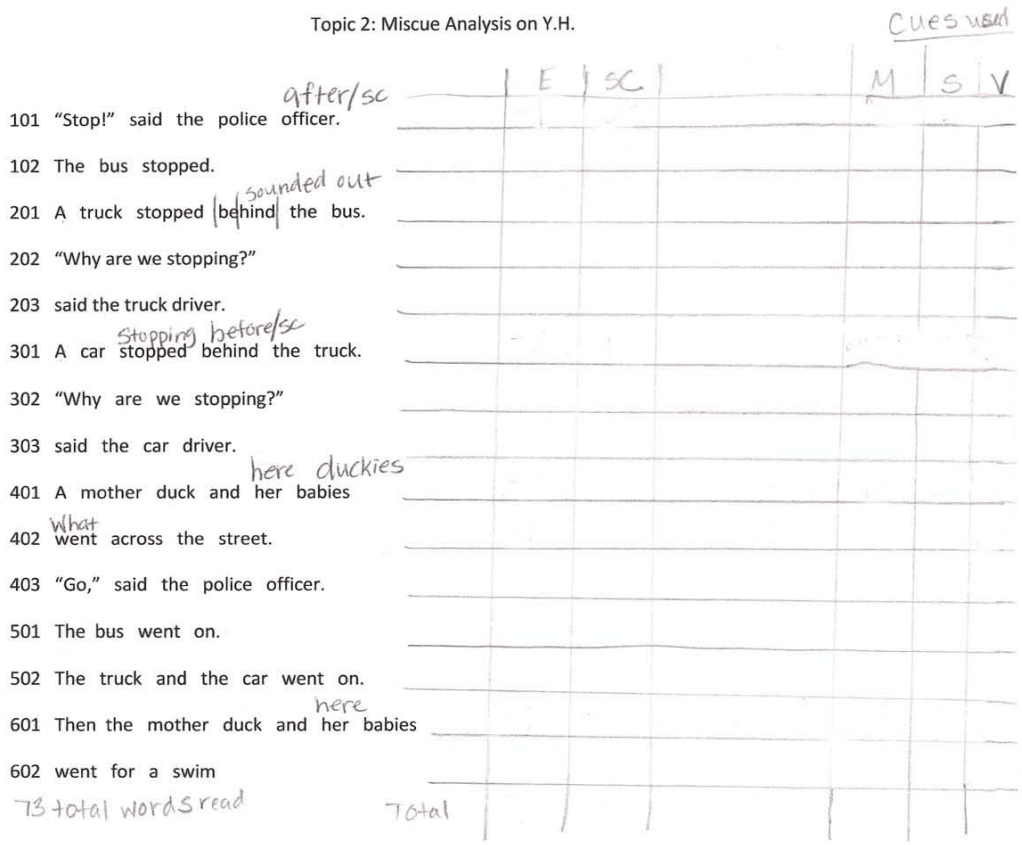
$\frac{15 + 5}{5}$ = Ratio 1 : 4

APPENDIX E

Miscue Analysis Examples

Michelle Vandever

Topic 2: Miscue Analysis on Y.H.



101 "Stop!" said the police officer.

102 The bus stopped.

201 A truck stopped behind the bus.

202 "Why are we stopping?"

203 said the truck driver.

301 A car stopped behind the truck.

302 "Why are we stopping?"

303 said the car driver.

401 A mother duck and her babies

402 went across the street.

403 "Go," said the police officer.

501 The bus went on.

502 The truck and the car went on.

601 Then the mother duck and her babies

602 went for a swim

73 total words read

Retelling: *Pretend like I have never heard this story before. Tell me everything that happened from beginning to end.*

running words 73

errors

error ratio - = %

sc rate -

Beginning: Officer stopped the bus.

Middle: Truck stopped. "Why are we stopping?"

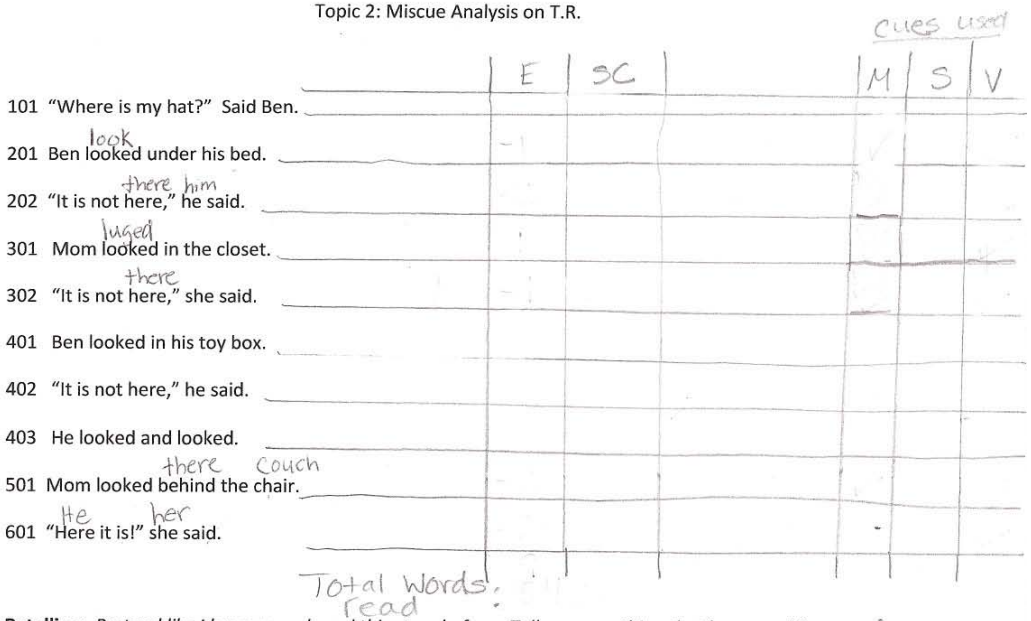
Car stopped. "Why are we stopping?"

Mother duck and her babies went across the street.

End: The ducks swam in the pond.

Michelle Vandever

Topic 2: Miscue Analysis on T.R.



Retelling: *Pretend like I have never heard this story before. Tell me everything that happened from beginning to end.*

Beginning: He couldn't find his hat.

Middle: His mom looked in the closet.

End: She finds the hat with the dog sleeping on it.

running words / errors 54 / 54

error ratio - = %

SC - 0

Prompts:

- Tell me more. I had to prompt T.R. three times using " Tell me more."
- What happened at the beginning?
- What happened before/after?
- Who else was in the story?
- How did the story end?

APPENDIX F

Teacher Continuum: Using Running Records

Teacher Continuum: Using Running Records

	① Beginning	② Developing	③ Secure	④ Advanced
conventions	I have never received training on a universal marking system.	I created my own marking system.	I use markings that can be interpreted by my grade level or school. Some markings might be universally read.	I use markings that can be interpreted universally by teachers.
scoring	I do not score running records.	I score for accuracy , error, and/or self-correction rate.	To group students, I score for accuracy, error, and self-correction rates.	For grouping and to inform my instruction, I calculate accuracy, error, and self-correction rates daily.
analysis	I do not analyze my running records.	I sometimes analyze errors on running records.	I analyze all errors and self-corrections to guide and focus my instruction.	On each running record, I analyze all errors and self-corrections for meaning, structure, and visual cuing. In addition, I look for patterns over time to further focus my instruction.
frequency of use	I do not use running records.	I use running records two times a year, at the beginning and end of school.	I use running records occasionally throughout the year, usually doing one running record with my struggling students every six weeks.	So that each student is assessed every six weeks, I perform running records daily. My struggling students are assessed a minimum of twice every six weeks.
calibration and inter-rater reliability	I do not practice scoring running records with colleagues.	I have practiced scoring running records with colleagues.	Frequently I calibrate my scoring or analysis of running records with colleagues .	On a regular basis, I calibrate my scoring and analysis of running records with colleagues.

Adapted from
Searching for Lessons of Mass Instruction? Try Reading Strategy Continuum s, Reading Teacher, December 2004

APPENDIX G

Running Records Form

Name _____ Level _____ Word Count _____

Book Used _____ Recorded by: _____

Introduction:	Thorough	Adequate	Limited
Background Knowledge			
Prediction			

Retell:	Thorough	Adequate	Limited
Main Idea			
Characters			
Setting			
Events			
Details			

Reading Proficiency:

☐ Fluent ☐ Chunks ☐ Word by word

Cues Used Observations:

Pg	Text	E	SC		M	S	V