

Student _____ Grade _____ Date 1/2/11
 Teacher _____ School _____

Recording Form
Part One: Oral Reading

90% 4/7 limited comp (T) Instructional level

Place the book in front of the student. Read the title and introduction.

Introduction: Anna was getting ready for school. Her mom said she might need to get glasses to see better. But Anna didn't want glasses. Read to find out what happened when she got her new glasses.

Page	Text	Sources of Information Used							
		E	SC	E			SC		
				M	S	I	M	S	V
2	"I am ^{ready} ready for school," said Anna. She had a new red backpack and new shoes. "We have ^{2x} one more thing to do," said her mom. "You may need to get some glasses." choppy	1		1	0	1	1	0	1
4	"I don't need glasses!" said Anna. "You may need glasses to help you read," P said her mom.								
Subtotal		1	1	2	2	0	0	1	1

Fountas and Pinnell formal running record

Teacher Copy: Assessment for Independent Reading Levels
Levels A-K (Fiction/Narrative)

Set 1

Level F

Reader's Name: Anthony Grade 1 Date 4/29/11
Excerpt from Car Wash by Patricia Kester
Level F1 166 words

Independent Level: Yes No
Accuracy Rate: 93%

Book Introduction: (Show the cover of the book to the student and say this to the reader before he or she begins reading.)
"The title of this book is Car Wash. It's about a family that goes to a car wash and everything that happens to them as they take their car to get washed."

	E	SC	E			SC			
			M	S	V	M	S	V	
<p>Check the reading behaviors you notice the child using. These notes may not determine the reader's independent reading level, but will inform your teaching:</p> <p><input checked="" type="checkbox"/> Reads increasingly more difficult words, using letter sounds and word parts.</p> <p><input checked="" type="checkbox"/> Uses parts from known words to read unknown words.</p> <p><input checked="" type="checkbox"/> Begins to monitor, cross-check sources of information and self-correct at the point of error. Some rereading or skipping to go on may be necessary.</p> <p><input type="checkbox"/> Integrates sources of information: checks to make sure what has been read makes sense, sounds right and looks right.</p> <p><input type="checkbox"/> Reads with more phrasing and places appropriate stress on words using punctuation.</p>	<p>Running Record: For the first 100 words, record the reader's miscues (or errors) above the words as he or she reads. Later, analyze and code miscues with ADEP. You may choose to ask the student to read the entire book aloud.</p> <p>Pg. 2: I look out the window, and what do I see? I see dirt on the car, and what do I see? I see soap coming down, bubbles floating all around.</p> <p>Pg. 3: We're going to the car wash. Wash it! Wash it! Here we go!</p> <p>Pg. 4: I look out the window, and what do I see? I see soap coming down, bubbles floating all around.</p> <p>Pg. 5: We're going through the car wash. Wash it! Wash it! Here we go!</p> <p>Pg. 6: I look out the window, and what do I see? I see brushes coming down, brush brush brushes scrubbing all around.</p>								

Teacher's College formal running record

