

READING

# CORE

## INFORMAL READING INVENTORY

### WHAT?

The Informal Reading Inventory (IRI) is a tool for observing and analyzing reading performance and for gathering information about how a student uses a wide range of reading strategies.

This assessment measures the child's ability to:

- predict
- read with accuracy
- use efficient and multiple strategies to problem-solve unknown words
- read fluently with phrasing and expression
- understand what has been read at the literal and interpretive levels
- integrate the three cueing systems of meaning, language structure, and visual information (phonics)

### WHY?

The Informal Reading Inventory (IRI) provides the teacher with an opportunity to observe each child individually while engaged in the task of reading. The teacher can analyze strengths and weaknesses, document the strategies the child uses while reading, and evaluate fluency, word recognition skills and comprehension. This information can be used to determine each child's instructional reading level.

### HOW?

#### Administration

The IRI is individually administered and contains graded selections and questions to assess comprehension. Begin with an appropriate passage based on teacher judgment. Follow the instructions for the IRI being used.

#### Scoring and Analysis

The IRI is scored based on:

- reading comprehension
- reading fluency (review rubric prior to administering an IRI)
- oral reading accuracy.

Based on student competency, teacher judgment is used to determine whether it is appropriate to move to a higher level or discontinue testing.

**Refer to Informal Reading Inventory (IRI) protocols available from Literacy Specialist.**

# LOWER CORE

## SIGHT WORDS

### **WHAT?**

The sight words assessment measures the child's ability to read high frequency words in isolation.

### **WHY?**

Easily recognized words are essential for reading connected text. Continuing to build a bank of easily recognized sight words aids the process of reading.

### **HOW?**

#### **Administration**

The sight word test is administered individually. Student responses are recorded on the score sheet. If the child makes an error, it is important the teacher records the exact response.

#### **Scoring and Analysis**

Score 1 point for every correct response. Errors provide an opportunity for analysis.

# Sight Words

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Date; _____ Student oral responses	Student oral responses	Date; _____ Student oral responses	Student oral responses
1. for	29. from	1. for	29. from
2. in	30. have	2. in	30. have
3. was	31. or	3. was	31. or
4. like	32. with	4. like	32. with
5. are	33. his	5. are	33. his
6. we	34. they	6. we	34. they
7. as	35. by	7. as	35. by
8. on	36. one	8. on	36. one
9. look	37. had	9. look	37. had
10. this	38. not	10. this	38. not
11. me	39. but	11. me	39. but
12. she	40. what	12. she	40. what
13. be	41. were	13. be	41. were
14. is	42. when	14. is	42. when
15. am	43. all	15. am	43. all
16. come	44. there	16. come	44. there
17. see	45. can	17. see	45. can
18. my	46. an	18. my	46. an
19. and	47. your	19. and	47. your
20. here	48. which	20. here	48. which
21. up	49. their	21. up	49. their
22. go	50. said	22. go	50. said
23. it	51. if	23. it	51. if
24. he	52. do	24. he	52. do
25. or	53. will	25. or	53. will
26. you	54. each	26. you	54. each
27. that	55. about	27. that	55. about
28. how	Score ___/55	28. how	Score ___/55

Response Speed:

Automatic

Moderate

Hesitant

Recording Key:

√=correct letter name/sound response

• = no response

Incorrect response:

Record exactly what the child says

# Sight Words

for	am	from	all
in	come	have	there
was	see	or	can
like	my	with	an
are	and	his	your
we	here	they	which
as	up	by	their
on	go	one	said
look	it	had	if
this	he	not	do
me	of	but	will
she	you	what	each
be	that	were	about
is	how	when	

# RUNNING RECORD

## WHAT?

The Running Record assessment measures the child's ability to:

- Predict
- Read with accuracy
- Self-correct errors
- Integrate the three cueing systems (meaning, language structure, visual)
- Use efficient and multiple strategies to problem-solve unknown words
- Read fluently with phrasing and expression
- Retell a story
- Understand what has been read

## WHY?

The Running Record (RR) provides the teacher with an opportunity to observe each child individually while engaged in the task of reading.

### Formal Running Records

Formal Running Records are taken infrequently, using benchmark books that represent unseen text along a leveled continuum. Benchmark books have designated reading levels. This enables measurement to be standardized and provides a document of students' growth at intervals throughout the school year.

### Informal Running Records

Informal Running Records are taken frequently during the school year using familiar books the child has read. This serves to guide instruction.

## HOW?

### Administration

#### Formal Running Records

Formal assessments use the Benchmark books from the Developmental Reading Assessment, published by Celebration Press. Included in the DRA Assessment Kit are: Benchmark books, Running Record forms with the text printed on them, prompts for book introductions and retelling procedures. These kits are available at your site for each grade level.

### Scoring and Analysis

The Benchmark forms provide the necessary information. (See DRA Assessment Kit)

Please note:

- A detailed explanation of how to take a Running Record is included within this section of the guide.
- A detailed description of reading ranges is also provided within this section to assist the teacher with instructional groupings.

- The highest level scored at or above 94% accuracy is the child's instructional level.
- Use the fluency rubric to evaluate fluency.
- Evaluate comprehension by the quality of retell (see rubric in comprehension section of this guide)

### **Informal Running Records**

Select a text or passage for the child to read. This can be a selection the child has already read. As the student reads the text aloud, the teacher records exactly what the child says and does. (Not a Benchmark Book)

### **Scoring and Analysis:**

Please refer to the following pages:

- Early Literacy Reading Range
- MSV: Cueing Systems
- Running Record Conventions
- Calculation and Conversion Table
- Glossary for Observing Reading Behaviors



## EARLY LITERACY READING RANGE IS DEFINED AS

### EARLY EMERGENT

The reader is just learning that illustrations and books tell a story. At this level the child often memorizes the text, relying primarily on memory of the language structure. At this level the child is developing:

- directionality (left-to-right progression and return sweep)
- understanding of word/space
- one-to-one correspondence (the spoken word matches the word pointed to)
- recognition of many letters
- recognition of some high-frequency words

### UPPER EMERGENT

The reader is learning how to search for and use cues from the meaning of the story, the structure of the language, and the visual and phonological information contained in the print. The child stops when encountering unknown words (monitors) and may pause and search for a way to unlock the puzzle (by looking at the picture, the print, or searching memory for known information). This may occur before an unknown word or after an error. The child may rerun the line to confirm the attempt and self-correct errors. The child is reading more complex stories. The child is:

- beginning to integrate the meaning, language structure, and visual cues
- rereading for meaning
- beginning to cross-check one cue with another
- self-correcting some errors
- recognizing many high-frequency words

### EARLY FLUENCY

The child is beginning to achieve independence as the integration of meaning, language structure, and visual cues becomes automatic and strategies are in place. The child reads books, matching text with eyes, only pointing when new challenges are met. The child is able to search difficulties using letters and letter clusters as well as meaning and language structures. Most errors are self-corrected. The books read are varied and more complex. The child is:

- taking risks without fear of making errors
- reading on to gain meaning
- increasing sight vocabulary
- automatically and independently integrating the meaning, language structure, and visual cues
- incorporating strategies of rereading to confirm and self-correct

## **FLUENCY**

The child is reading fluently, using strategies effectively, automatically and independently. The stories read are at deeper levels of complexity. The child is:

- reading with increased fluency
- able to scan phrases with the eyes, rarely finger pointing (only at places of difficulty)
- reading a variety of books independently
- integrating strategies successfully to monitor comprehension
- understanding the elements of plot, characters, and setting

# MSV: CUEING SYSTEMS

## Introduction

Young children need to have certain basic concepts/abilities in order to learn to read:

- concept that print carries the message
- ability to attend visually to the print and the distinctive features of printed text
- basic concepts about the conventions of printed English (directionality, letters, words, etc.)

In order to read, the reader uses information in the printed text to help determine the author's intended message. It is understood that reading is an interactive process in which readers also apply their knowledge of the world and knowledge of the language as they read and comprehend the text. Marie Clay developed the Running Record to record the reader's behavior and to analyze the substitutions and self-corrections made while reading. Meaning, structure, and visual (MSV) cues are the basis for this important analysis. Cues are defined as sources of information in the text.

## Visual Cues

The visual cues in the text are quite simply what the letters and words look like. Does the substitution (error) look like the word in the text? Some letters/words have very few differences; they have high visual similarity (e.g., h/n/r; b/d/p; saw/was; but/put).

Text: I like to see horses at the farm.

RR: ✓ ✓ ✓ ✓ here's ✓ ✓ ✓  
horses

Cues	Used
E	SC
M	S(V)

Analysis: The analysis looks similar.  
It doesn't sound right (not an acceptable English sentence).  
It doesn't make sense (no concern for meaning).

## Structure Cues

The structure of the text (up to and including the substitution) should make an acceptable English language construction. Would it sound right to say it that way? Would it create an acceptable English language construction?

Text: I like to see horses at the farm.

RR: ✓ ✓ ✓ fly ✓ ✓ ✓ ✓  
see

Cues	Used
E	SC
M	(S)V

Analysis: "I like to fly ..." This is a good English-language construction. Analysis for use of structure cues should only take into account the text up to and including the error.

It is not visually similar.  
It does not fit the meaning of the total text.

**Meaning Cues**

The meaning or general context of the total story/sentence is reflected in the substitution if meaning cues are operating.

Text:	I like to see horses at the farm.	Cues	Used
		E	SC
RR:	✓ ✓ ✓ ✓ <u>ponies</u> ✓ ✓ ✓ horses	(M) (S) V	

Analysis: There were pictures of horses and colts on the page.  
The intended message is almost the same.  
The substitution is not visually similar, but it is an acceptable language structure.  
There is often an overlap of meaning and structural cues.

Do not assume meaning cues were being used if the substitution results in an acceptable, meaningful English sentence. Be fairly certain that meaning cues were being used. Pictures, previous text, and/or general meaning of the story are sources of meaning cues.

Text:	I like to see horses at the farm.	Cues	Used
		E	SC
RR:	✓ ✓ ✓ ✓ <u>houses</u> ✓ ✓ ✓ horses	M (S) (V)	

Analysis: The substitution is visually similar and creates an acceptable sentence structure. However, it is questionable if meaning cues were being used. Check the previous text to help determine the use of meaning cues.

Text A: I like to see chickens at the farm.  
I like to see cows at the farm.  
I like to see pigs at the farm.

In this context, meaning cues were most likely not being used in making the substitution of houses for horses.

Text B: I went to see grandfather at the farm.  
 He lives in a big house.  
 There is a red barn behind the house.

Now the meaning cues are strong to support the substitution of houses for the word horses. A fluent reader might easily make this type of error.

**Self-Corrections**

In analyzing a Running Record it is important not only to determine what cues were being used when a substitution (error) was made, but also what cues were probably used when a correction was made. Both columns are used to analyze self-corrections.

Text: I like to see horses at the farm.

RR: ✓ ✓ ✓ ✓ ✓ ✓ ✓ fair | SC  
 farm |

	Cues	Used
	E	SC
M	(S)(V)	M S (V)

Analysis: What cue(s) probably contributed to the original error? The words are visually similar and the structure is intact. What probably causes the reader to self-correct this error? Without any other text or awareness of the meaning of the story, use of meaning cues would be difficult to determine. Most likely attention was given to the ending consonant.

**Cue as a Strategy**

Independent readers monitor their own reading and have a strategy for using the cueing systems. Meaning, structure, and visual cues are used in an integrated fashion and when confusions arise, information is cross-checked using the three sources of cues and the background of experience that the reader brings to the reading process. This strategy of integrating and cross-checking the cues results in reading and/or self-corrections.

--Mary Fried, Columbus City Schools

## Difficulty Level . . . .

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

RW = Running Words

E = Errors

SC = Self-Correction

*Error Rate* =  $\frac{\text{Running Words}}{\text{Errors}}$

e.g.,  $\frac{150}{15} = 1.10$  ratio

*Accuracy*

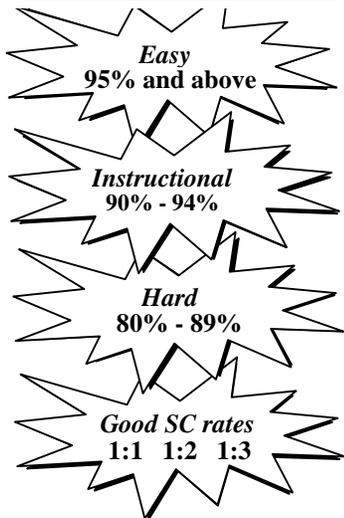
$$100 - \frac{E}{RW} \times \frac{100\%}{1}$$

$$100 - \frac{15}{150} \times \frac{100\%}{1} = 90\%$$

*Self-Correction Rate*

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

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



# Running Record

## Conventions

Compiled by Helen Depree  
Reference: "The Early Detection of Reading Difficulties"  
by M. M. Clay

## Conventions. . . .

Accurate reading marked with a tick (check) ✓

✓ ✓ ✓ ✓  
Come to my house.

Record a wrong response with the text under it.

✓ ✓ ✓ home  
Come to my house

Record as  
1 error.

Insertion of a word is recorded over a dash.

✓ ✓ ✓ old |  
Come to my — | house

Record as  
1 error.

No response to a word is recorded with a dash.

✓ ✓ ✓ — |  
Come to my house |

Record as  
1 error.

If a child attempts a word several times, record all her attempts.

he | here | home  
house |

Record as  
1 error.

When a child successfully corrects an error, this is recorded as a self-correction. (SC)

✓ ✓ ✓ home | SC  
Come to my house |

If a child cannot go on because he is unable to correct an error or because he cannot attempt the next word, he is told the word. (T)

Score as 1 error.

✓ ✓ ✓ doll |  
This is my dog | T

An appeal for help is marked d — |  
dog | App.

Score as 1 error.

When a child becomes confused and gets in a muddle, help her over the difficulty by saying, "Try that again."

[ ✓ ate | good | ✓ some — | J — ]  
We are going to  
see John  
TTA

Place square brackets around the first set of confused reading, then TTA and count as 1 error.

Begin a fresh record of the problem text.

Record as 1  
error.

✓ ✓ good | ✓ ✓ ✓  
We are going to see John.

Repetition is not counted as an error. (Rerun)

↓ We | are | going | to | see | James | R | SC  
John.

Reread was more than once.

↓ Here | is | the | R3 ✓  
teacher.

A pause can be recorded as: — Here is | | the

Child using initial letter to solve. h ✓ |  
house |

## Glossary for Observing Reading Behaviors

<b>Cross-checking</b>	The reader uses two or more sources of information checking one against the other. These information sources are the meaning, structure, and visual cueing systems.
<b>Cueing Systems</b>	<p>These systems are the sources of information used by reader. A child who effectively integrates the cueing systems processes print efficiently.</p> <p><b>Meaning cues</b> come from life experiences represented in memories and in the language used to talk about those memories. They are also derived from a reader having a sense of story. This implies that reading has to make sense.</p> <p><b>Structure cues</b> come from knowing how oral language is put together. Language is rule-governed and structure cues address these rules.</p> <p><b>Visual cues</b> are the relationships between oral language and its graphic symbols. This includes the letters that are formed into words and the conventions of print such as punctuation.</p>
<b>Descriptors of Fluency</b>	See the fluency rubric in fluency section. For more detailed information see fluency section of guide.
<b>Descriptors of Comprehension</b>	See retelling rubric in comprehension section. For more detailed information see comprehension section of guide.
<b>Dialect</b>	Dialect is a regional variety of language distinguished by features of vocabulary, grammar, or pronunciation; language that is considered non-standard.
<b>ESL</b>	(English as a Second Language); When English is a second language, reading may be challenging because of limited knowledge of vocabulary and/or language structure.
<b>Miscue</b>	A miscue is an error made while reading text. It is a variation from an accurate response to the text.

## Quality Levels of Miscue

Miscues indicate the strategic action by a reader and provide a window through which a teacher can observe the sources of information used. Miscues may be partially correct. In evaluating the quality of a miscue, the teacher needs to consider the child's ability and experience.

**High-Level** miscues use 2 or 3 cueing systems and always maintain meaning. It is appropriate to bring these miscues to the reader's attention *if there is a teaching point to be made*.

ran

Example: Pam raced to the car.

**Low-Level** miscues may seem to disregard any of the cueing systems and do not retain meaning. They are produced as a reader incorrectly anticipates the text. These miscues are of greatest concern especially if there is no self-correction. Teaching points need to address *reading for meaning and the strategic use of cueing systems*.

Yes

Example: It is a good dog.