*Running Record Recording Sheet* Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Book Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level: \_\_\_\_\_\_\_ *below grade/on grade/above grade* Time: \_\_\_\_\_\_\_\_\_\_

# of words: \_\_\_\_\_\_\_\_\_ # of errors: \_\_\_\_\_\_\_\_\_ # of self-corrections: \_\_\_\_\_\_\_\_\_ Accuracy: \_\_\_\_\_\_\_\_\_ WPM: \_\_\_\_\_\_\_\_\_\_\_

*Expression:* *Phrasing:*

[ ]  little expression; monotone [ ]  reads mostly word by word

[ ]  some expression that conveys meaning [ ]  short phrases most of the time; inappropriate pauses

[ ]  expression reflects mood, pace, and tension at times [ ]  reads in longer phrases at times; heeds most punctuation

[ ]  expression reflects mood, pace, and tension most of the time [ ]  reads in longer phrases most of the time; heeds all punctuation

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Cues Used:* *Decoding Strategies Used:*

[ ]  Meaning Cues (Semantic) [ ]  Reread & think what would make sense

[ ]  Syntax (Language Structure) [ ]  Cover (or attend to) the ending.

[ ]  Visual/Phonics Used [ ]  Use a known part (shouted)

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Use analogies (saw – jaw)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Chunk big words (re-mem-ber)

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