

## Running Records - Now What?

Reading Behaviours	Teaching Strategies
<input type="checkbox"/> to help student use meaning	<p><b>Teacher Instruction</b></p> <input type="checkbox"/> Prompts: <ul style="list-style-type: none"> <li>- Did that make sense?</li> <li>- Look at the picture. Think what would make sense.</li> <li>- Read it again. Think what would make sense.</li> <li>- You said _____. Did that make sense?</li> </ul> <p><b>Follow Up Activities</b></p> <input type="checkbox"/> Group cloze activity using big book & post-its to cover words <input type="checkbox"/> Book introduction & discussion prior to reading
<input type="checkbox"/> to help student use structure (eg. tense, generic structure, grammar, etc)	<p><b>Teacher Instruction</b></p> <input type="checkbox"/> Prompts: <ul style="list-style-type: none"> <li>- Did that sound right?</li> <li>- Can we say it like that?</li> <li>- Read it again and think what would sound right.</li> <li>- You said _____. Did that sound right?</li> </ul> <p><b>Follow Up Activities</b></p> <input type="checkbox"/> Use a variety of reading genres - study the generic structure of different types of text <input type="checkbox"/> Use texts written in different tenses - study those written in first, second, or third person <input type="checkbox"/> Parts of speech/word endings <input type="checkbox"/> Sentence correction to keep tense consistent <input type="checkbox"/> Use different genre activities
<input type="checkbox"/> to help student use visual information (Child is not looking for visual/graphophonic information beyond initial letter/s of word, or not using this source of information at all)	<p><b>Teacher Instruction</b></p> <input type="checkbox"/> Prompts: <ul style="list-style-type: none"> <li>- Did that look right?</li> <li>- What could you try?</li> <li>- Do you know a word that starts with those letters?</li> <li>- Do you know a word like that?</li> <li>- Is there part of that word that you know?</li> <li>- What do you think it could be?</li> </ul> <p><b>Follow-up Activities</b></p> <input type="checkbox"/> Explicit instruction for needed consonant and vowel graphemes <input type="checkbox"/> Parts of speech/word endings <input type="checkbox"/> Compound words <input type="checkbox"/> Word Families

	<input type="checkbox"/> Synonyms, antonyms & homonyms <input type="checkbox"/> Singular & plural <input type="checkbox"/> Prefixes & suffixes <input type="checkbox"/> Contractions <input type="checkbox"/> Chunking
<input type="checkbox"/> to help student use all three sources of information (meaning, structure, visual/graphophonic information)	<b>Teacher Instruction</b> <input type="checkbox"/> Prompts: <ul style="list-style-type: none"> <li>- Does that make sense, sound right &amp; look right?</li> <li>- That page/paragraph was nearly right, but can you find the word that didn't look right/make sense/sound right?</li> </ul>
<input type="checkbox"/> to help student check on themselves (self-monitor)	<b>Teacher Instruction</b> <input type="checkbox"/> Prompts: <ul style="list-style-type: none"> <li>- There was a tricky part there – can you find it?</li> <li>- That makes sense &amp; sounds right, but does it look right?</li> <li>- Did that make sense?</li> </ul>
<input type="checkbox"/> to help student self-correct	<b>Teacher Instruction</b> <input type="checkbox"/> Prompts: <ul style="list-style-type: none"> <li>- I like the way you found out what was wrong all by yourself.</li> <li>- You made a mistake on that page (or in that sentence) can you find it?</li> <li>- Nothing! Allow time for child to self-correct.</li> </ul>
<input type="checkbox"/> to help student cross-check	<b>Teacher Instruction</b> <input type="checkbox"/> Prompts: <ul style="list-style-type: none"> <li>- It could be _____. That would make sense, but look at _____.</li> <li>- Could it be ____ or _____?</li> <li>- Check it. Does it look right and sound right to you?</li> </ul>
<input type="checkbox"/> to help a student attend to punctuation	<b>Teacher Instruction</b> <input type="checkbox"/> Prompts: <ul style="list-style-type: none"> <li>- Does that sound right?</li> </ul> <b>Follow-up Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction on uses of punctuation</li> <li><input type="checkbox"/> Punctuation activities</li> <li><input type="checkbox"/> Proofreading</li> </ul>
<input type="checkbox"/> to help a student use phrasing and expression	<b>Teacher Instruction</b> <input type="checkbox"/> Prompts: <ul style="list-style-type: none"> <li>- Make it sound like talking.</li> <li>- Make it sound interesting/exciting</li> </ul> <input type="checkbox"/> Instruction in use of phrasing, expression and punctuation

(Adapted from Clay, M.M. 2001)