

July 27, 2005

Running Record and Retelling:

Page 167-169 of Don't Believe the Hype, about a 13<sup>th</sup> grade reading level

Errors: 3

Self corrections: 4

Error Rate 1:130 (for every 130 words Elliot reads, he makes 1 error)

Accuracy Rate Elliot is 99.2% accurate

Self-Correction Rate 1.75:4 (for every 4 errors he makes, Elliot corrects 1.75 of them)

What were the main points of what you read?

- about African American history, slavery and stuff like how Africans came to America

Can you tell me any specific points about what you read?

- described one of the 1<sup>st</sup> martyrs of the revolutionary war – Crispus Attucks
- that the 1<sup>st</sup> blacks arrived as indentured servants and that they arrived in Jamestown, Virginia

If you were to tell someone else about what you read, what would you tell them?

- I would repeat to them a lot of the history of black immigration, how they were indentured servants and how some of them freed themselves by joining the British.
- I would also talk about how the Declaration of Independence was changed so that they could keep slavery.

Analysis:

Elliot is an extremely confident and talented reader. He had no problem reading this difficult text without being able to review it first. I think most of his errors stemmed from reading the material too quickly and getting the words jumbled up. A couple of errors happened when he switched two words in the sentence or substituted a word that is similar in spelling to the one that was in the text. He only made one error in mispronouncing a word. But the word was a name, Attucks, that he would have had to be culturally familiar with in order to get it correct. He self-corrected himself more times than he made errors which made it seem like he was able to detect when his words did not sound correct. When I asked for a retelling of the text, Elliot was able to state some specific facts about the text correctly and picked out a couple of general ideas that the text displayed. I thought it was exceptional that he remembered some of the very small facts correctly. But, I was a little confused by the ideas he thought were the main points of the text. I think that he reads so quickly that sometimes he doesn't focus on the overall main points of the text. Maybe this is a strategy he learned through debate to help him scan the cases for facts to use in his arguments. For a student his age, he is extremely

capable of reading higher level, academic text. However, he could probably get a lot more out of the text by learning how to slow down and take in the key points. Even though he did an excellent job with retelling specific facts, I think he could remember the text better by slowing down and using active reading strategies to connect with the material.