



3RD
GRADE
VOLUME 3.4

Book Club

Running Records

Julian's Glorious Summer

Abby Takes a Stand

Freedom Train

For pairing with *C. I. A. Unit of Study—*
Historical Fiction, Glory Be 3.4

Sarah Collinge

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Running Records

A running record is an informal assessment that helps teachers determine the students' reading level and gain some insight into their oral reading accuracy, fluency, and comprehension (Clay, 2013). Running records are valuable because they offer an opportunity to hear students read, establish rapport, and determine their strengths and weaknesses.

To conduct an assessment, ask a student to read a short passage from the selected trade book. As the student reads, you will

- record errors,
- time the student's reading rate,
- make notes on prosody, and
- assess the student's comprehension.

This will yield immediate data. If the student reads the book excerpt with reasonable accuracy, fluency, and comprehension, you can match the student to the same text during instruction.

The directions that follow will guide you through the process of administering these running record assessments and analyzing the results.

Administering the Running Record Test

To prepare to give a running record test:

1. Copy the running record form and cover sheet for the novel the student will be reading. You also will need a copy of the novel for the student to read from, a timing device, and a pencil. (*Optional:* Use a recording device to capture the running record conference on an audio file.)
2. Make sure the student is comfortable and relaxed.
3. Provide the student with information about the selected title (use the script provided).
4. Tell the student to read from the paperback novel, then turn on the timing device. You will stop timing at a designated point, but the student will continue to read the rest of the passage silently.
5. Note on the running record form miscues or errors the student makes.
6. Record the total time needed to read the designated portion of the passage.
7. Instruct the student to continue reading the selected excerpt silently.
8. When the student has finished reading, continue testing the student's comprehension.
9. Finish scoring the assessment and determine which book the student will be matched to in book club.

Accuracy

Noting a student's miscues or errors as she reads aloud at least 200 words from the selected book will give you a reading accuracy score that can be used to determine whether the student is independent, instructional, or frustrational. A text that a student reads with 98% accuracy is one that she easily could read independently. A text that a student reads with 90–97% accuracy presents more challenge; she can read the text when instructional supports are provided or when the text is of high interest. A text that a student reads with less than 90% accuracy often causes frustration and typically is avoided.

A miscue is any omission, substitution, insertion, or teacher-assisted word. Miscues are subtracted from the total number of words read to get the total number of words read correctly.

You will use the provided Quick-Sheet Guide for Scoring Running Records.

Fluency

To evaluate a student's fluency score, you will use the provided fluency benchmarks based on national fluency norms (Hasbrouk & Tindal, 2017). If a fifth grader reads at a rate of 97 words per minute correct (WCPM) in the fall, that student then scores at the 25th percentile. Such a score suggests that the student is having difficulty with fluency, which may stem from several causes. Fluency is disrupted when students struggle with word recognition, vocabulary, comprehension, or they are just processing the text slowly. As the norms indicate, a student's fluency should increase throughout the school year.

Comprehension

It is not enough to know whether a student is a fluent reader: you also must determine whether the student understands what he reads. The second part of the running record test will assess the student's comprehension of the passage, both the part read orally and the part read silently.

The student will have the opportunity to score a total of fifteen points on the comprehension assessment. The first five questions examine the student's literal understanding of the text—what the text says. The next three questions explore the student's inferential thinking about character feelings and motives, predictions, and the ability to infer a word's meaning from the context. Each question has a point value, and inferential questions are assigned a higher value than literal ones.

The running record provides the questions, suggested answers, and a place to record checkmarks. We have provided more than one correct answer. It is not necessary for a student to note all of the details about a main character to receive full credit for an answer. Note four special rules for scoring comprehension:

1. The student does not score a point for each item checked.
2. If the student shares an inaccurate detail, note the inaccuracy, but it will not hinder the student's total score.
3. The student will have an opportunity to score a total of three points for telling about the plot: one point for an event from the beginning of the excerpt, one point for an event from the middle, and one point for an event from the end of the excerpt.
4. If a student struggles to give an answer, provide wait time, repeat the question, and provide wait time again. If the student still is unable to give an answer, score the student a zero and move on to the next question.

The student has a good understanding of the text if she earns 75% of the possible comprehension points (Leslie & Caldwell, 2011). The student's comprehension is weak if she earns 49% or less of the possible points. Between 74% and 50% is considered borderline. The book will be an appropriate fit so long as a peer or the teacher provides extra support.

We provide a cover sheet for recording your student's accuracy, fluency and comprehension scores, as well as guidelines for matching students to text.

For more information on assessment, please purchase the book
The Assessment and Intervention Guide for the Read Side by Side Reading Program
by Peter Dewitz and Sarah Collinge.
You will find this book at <http://www.shop.readsidebyside.com>.

Quick-Sheet Guide for Scoring Running Records—Sample

Running Record Directions—Quick Sheet

Recording miscues:

- Omission: Circle/cross out the words.
- Insertion: Add a caret and write in the student's response above the word.
- Substitution: Draw a line through the word and write the substituted word above.
- Teacher help: Write a T above the word. (Wait 3 seconds before telling the word.)

Also record:

- Repetitions: Draw a line below/above the repeated word(s).
- Self-Correction: Next to the miscue write SC.

The figure below gives you an example of how to record miscues.

LINE OF TEXT WITH NOTES	TYPE	# OF MISCUES
Until I was nearly eleven, until the letter came, life	Omission	1
was just normal. There were ^{all} four of us in the	Insertion	1
house: my mother ^{mom} , my father, me, and Stella—	Substitution	1
<u>Stella</u> Artois, that is, my one-ear-up and one-ear	Repetition	0
down black-and-white ^{T.} sheepdog, who always seemed	Teacher help	1
to know what was about to happen before it did.		0
But even she could not have foreseen ^{fort} how that letter	Substitution	1
was going to change our lives forever.		0

Special rules:

- A word that is self-corrected still counts as a miscue.
- If a student omits an entire line of text or section of text, count it as only one miscue. Subtract the total number of words skipped from the total word count.
- If a student makes the same error several times and the error does not change the meaning, count it as just one error (this is particularly true for the misreading of names).
- If a student repeats a word or phrase, this repetition does not count as a miscue.
- Omissions of punctuation do not count as a miscue.

Fluency Benchmarks

GRADE		PERCENTILE	FALL	WINTER	SPRING
3	Independent	50th and above	83 ≤	97 ≤	112 ≤
	Instructional	25th– 49th	59–82	79–96	91–111
	Frustrational	24th and below	≤ 58	≤ 78	≤ 90
4	Independent	50th and above	94 ≤	120 ≤	133 ≤
	Instructional	25th	75–93	95–119	105–132
	Frustrational	24th and below	≤ 74	≤ 94	≤ 104
5	Independent	50th and above	121 ≤	133 ≤	146 ≤
	Instructional	25th	87–120	109–132	119–145
	Frustrational	24th and below	≤ 86	≤ 108	≤ 118
6	Independent	50th and above	132 ≤	145 ≤	146 ≤
	Instructional	25th	112–131	116–144	122–145
	Frustrational	24th and below	≤ 111	≤ 115	≤ 121

Note. Table is used by permission from Hasbrouk and Tindal, 2017.

Guidelines for Matching Students to Text

ASSESSMENT	RESULTS	PLACEMENT
The student reads the text above grade level.	The student is independent or instructional in <i>all</i> three categories.	Place the student in the text above grade level.
	The student is frustrational in one or more categories.	Retest using the text on grade level.
The student reads the text on grade level.	The student is independent in <i>all</i> three categories.	Place the student in the text above grade level.
	The student is a combination of independent and instructional, or <i>all</i> three categories are instructional.	Place the student in the text on grade level.
	The student is frustrational in one or more categories.	Retest using the text below grade level.
The student reads the text below grade level.	The student is independent in <i>all</i> three categories.	Place the student in the text on grade level.
	The student is a combination of independent and instructional, or <i>all</i> three categories are instructional.	Place the student in the text below grade level.
	The student is frustrational in one or more categories.	Place the student in the text below level and add additional instruction and scaffolding.
The student completes the first book club in the low text and shows little or no progress.	The student continues to score frustrational in one or more categories <i>and</i> is making little or no progress.	Consider an alternate, lower text of the same genre/topic/theme.

Running Record Cover Sheet

Student Name: _____ Date: _____

Name of Proctor: _____

Title of Book: _____ Level: Below / On / Above

ACCURACY - % OF WORDS READ CORRECTLY

Independent	Instructional	Frustrational
98% or more	90 - 97%	89% or less
Accuracy Formula # words - # of miscues = # words read correctly / # of words X 100 = % of Words Read Correctly _____ - _____ = _____ / _____ X 100 = _____ % of Words Read Correctly		

FLUENCY - % OF WORDS CORRECT PER MINUTE (WCPM)

Independent	Instructional	Frustrational
50th percentile or above	49th - 25th percentile	24th percentile or below
Fluency Formula # of words - number of errors X 60 = _____ / # of seconds = WCPM _____ - _____ X 60 = _____ / _____ = _____ WCPM Grade Level Fluency Norms (Tindal & Hasbrouck, 2017)		

COMPREHENSION - % OF CORRECT ANSWERS

Independent	Instructional	Frustrational
75% correct or above	50 - 74% correct	49% correct or below
Comprehension Formula # of points earned / number of points possible X 100 = % of Correct Answers _____ / _____ = _____ % of Correct Answers		

Reads in meaningful phrase groups: ___ Consistently ___ Inconsistently ___ Rarely ___ No

Reads with expression: ___ Consistently ___ Inconsistently ___ Rarely ___ No

Recommended Placement: Below / On / Above

Materials Needed:

The student will need a copy of the book being read
(*Julian's Glorious Summer*).

The teacher will need a timer (stopwatch setting), scoring sheet, and pencil.

Before Administering:

Make sure your student is comfortable and relaxed.

ORAL READING—PROSODY

Tell the student:

You will be reading a section from the chapter book Julian's Glorious Summer. Part of the book you will read aloud to me, and part of the book you will read silently. When you have finished reading, you will tell me about what you have read. Do you have any questions?

This is a story in which the main character, Julian, is scared to ride a bicycle but doesn't want to tell his best friend Gloria. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

Why I Tell Stories (4)

I am a nice person. I practically almost always (13)

tell the truth. I really don't like making up sto- (22)

ries. I only do it when absolutely necessary. (30)

That's the way it was at the beginning of the (40)

summer. (41)

It was the first morning after school got out. I (51)

was sitting in our swing, making circles in the (60)

sand with my tennis shoe and watching some (68)

ants go by. Every last one was in a hurry. (78)

“Take your time!” I said to them. “This is va- (87)

cation!” (88)

But they went on running as fast as they (97)

could. They acted like they were all late. (105)

“Where are you going so fast?” I asked. (113)

I wasn't in a hurry. I was happy. My little (123)

brother, Huey, was with my dad at his car repair (133)

shop. My mother was at her job. I was waiting (143)

for my best friend, Gloria. I was thinking how (152)

much fun Gloria and I (and Huey, when I let him (163)

play with us) would have all summer. (170)

I was thinking so much, I hardly looked at the (180)

street. I almost didn't see a girl on a blue bicy- (190)

cle going by fast—and when I did, I thought, (200)

“That can't be Gloria!” because Gloria doesn't (207)

have a bicycle. (210)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the bottom of page 8. You will read this part of the story silently to yourself. When you are finished, raise your hand. I will then ask you to tell me about what you read. Do you have any questions? You may begin reading.*

After the student has finished reading, tell the student: *Now I am going to ask you some questions about what you've read. Pretend that I don't know anything about the story.*

Characters:

1. *Who is the main character in the story?* _____ /1

Please tell me a little bit about the main character. _____ /1

- _____ A boy (Julian)
- _____ Nice
- _____ Almost always tells the truth
- _____ Happy

2. *Who are the other characters in the story?* (2+ characters = 2pt.) _____ /2

- _____ Father
- _____ Mother
- _____ Brother (Huey)
- _____ Best friend (Gloria)

Setting:

3. *Where does the story take place?* _____ /1

- _____ At the boy's house
- _____ Summer

Plot:

4. *What is happening in the story?* (events from beginning/middle/end) _____ /3

- _____ The boy is sitting on his swing.
- _____ He is watching the ants.
- _____ He is waiting for his friend, Gloria.
- _____ He is thinking about how much fun they will have this summer.
- _____ He sees a girl on a blue bicycle.
- _____ He makes a wish—that the girl on the bike is not Gloria.
- _____ Gloria is the girl with the blue bicycle.

5. *What is the problem in the book?* _____ /1
_____ The boy doesn't want Gloria to have a bicycle.

Inferential Questions:

6. *Why is Julian happy at the beginning of the story?* _____ /2

7. *What do you think is going to happen next? Why do you think that?* _____ /2

8. *What do you think the phrase "go into action" means?* _____ /2
Why do you think that?

"I decided to go into action." P. 8

Total Comprehension: _____ / 15

Materials Needed:

The student will need a copy of the book being read
(*Abby Takes a Stand*).

The teacher will need a timer (stopwatch setting), scoring sheet, and pencil.

Before Administering:

Make sure your student is comfortable and relaxed.

ORAL READING—PROSODY

Tell the student:

You will be reading a section from the chapter book Abby Takes a Stand. Part of the book you will read aloud to me, and part of the book you will read silently. When you have finished reading, you will tell me about what you have read. Do you have any questions?

This is a story in which the main character, Abby, is mistreated because she is black. In the beginning of the story she is shopping for school supplies with her best friend. The story takes place in 1960. Please begin reading chapter 1 aloud to me, starting on page 5.

Turn on the timing device. Record oral reading miscues.

Chapter 1 (2)

Best Friends (4)

“Quick, Mr. Ford. What’s the date today?” (11)

Abby asked. (13)

Mr. Ford looked surprised, but he checked a (21)

calendar tacked to the wall above the cash reg- (29)

ister. “February second, nineteen sixty.” (34)

On cue, Abby and her best friend Patsy (42)

slapped each other’s hands. Then they clapped (49)

twice, snapped their fingers three times, and (56)

touched elbows. “What’s happening?” they (61)

asked together. “You’ve got it,” they answered, (68)

pointing to each other, then burst out laughing. (76)

Mr. Ford laughed too, and shook his head. (84)

He had seen this routine before. This was the (93)
girls' special greeting. What he didn't know (100)
was why. (102)

Abby and Patsy had made it up after sitting (111)
through the sci-fi thriller *Invasion of the Body* (119)
Snatchers four times. (122)

"I'll know if an alien takes over your body (131)
if we add a move that only the two of us know (143)
about," Patsy had said. "On odd-numbered days, (151)
we'll snap our fingers two times," she suggested. (159)
"And on even numbered days we'll snap three
times." (168)

"Yes! That'll trick an alien," said Abby. It was (177)
their secret. So far nobody had figured it out. (186)

Patsy was the *best* best friend. She loved
scary movies and she knew how to keep a secret.
Nothing was more fun than trading comic
books, riding their bicycles, eating dill pickles

with candy canes stuck in the middle, and, of
course, just about everything else.

"How will I last two weeks without you,
girl?" Abby asked.

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the bottom of page 12. You will read this part of the story silently to yourself. When you are finished, raise your hand. I will then ask you to tell me about what you read. Do you have any questions? You may begin reading.*

After the student has finished reading, tell the student: *Now I am going to ask you some questions about what you've read. Pretend that I don't know anything about the story.*

Characters:

1. *Who is the main character in the story?* _____ /1

Please tell me a little bit about the main character. _____ /1

_____ Abby

_____ Likes scary movies

_____ Going into the fifth grade

2. *Who are the other characters in the story?* (2+ characters = 2pt.) _____ /2

_____ Abby's best friend (Patsy)

_____ Store owner (Mr. Ford)

Setting:

3. *Where does the story take place?* _____ /1

_____ In Mr. Ford's store

_____ At the beginning of the summer

_____ 1960

Plot:

4. *What is happening in the story?* (events from beginning/middle/end) _____ /3

_____ Abby and Patsy meet at Mr. Ford's store.

_____ They do their secret handshake.

_____ They shop for school supplies.

_____ They are looking for a special blue binder.

_____ Mr. Ford only has black and red binders.

_____ The girls have a milkshake.

_____ Patsy will be going to her Granny's house for the summer.

5. *What is the problem in the book?* _____ /1

_____ Abby and Patsy will not be spending the summer together because Patsy is going to her
Granny's house for the summer.

_____ Mr. Ford does not have the blue binder the girls want for fifth grade.

Inferential Questions:

6. *How does Abby feel at the beginning of the story? Why?* _____/2

7. *What do you think is going to happen next? Why do you think that?* _____/2

8. *What do you think the phrase "Stay on top of her lessons" means?* _____/2

Why do you think that?

"[Patsy's] Mama was a teacher, and she was making sure Patsy stayed on top of her lessons." P. 8

Total Comprehension: _____ / 15

Materials Needed:

The student will need a copy of the book being read
(*Freedom Train*)

The teacher will need a timer (stopwatch setting), scoring sheet, and pencil.

Before Administering:

Make sure your student is comfortable and relaxed.

ORAL READING—PROSODY

Tell the student:

You will be reading a section from the chapter book Freedom Train. Part of the book you will read aloud to me, and part of the book you will read silently. When you have finished reading, you will tell me about what you have read. Do you have any questions?

This is a story in which the main character, Clyde, is being bullied by a boy named Phillip. The story takes place in 1947. Please begin reading chapter 1 aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

CAPTAIN CHESTER SAVES THE DAY (5)

Phillip Granger was the most ornery, hateful body (13)
that ever stepped foot in our school, and he never (23)
stopped proving it. He was in my class ‘cause they (33)
kicked him out of his fancy private school. Seemed (42)
like we was getting the punishment, though, see- (49)
ing as how he tortured us all. A couple days before (60)
Christmas vacation weren’t no different. I was mind- (67)
ing my own business when I heard, “Pst,” from two (77)
rows back. (79)

Miss Fowler clapped her hands and said, “Get out (88)
your history books and read silently, class.” (95)
“Pst. Pst. Pst.” (98)
“I didn’t look back. I opened my book. “Pst. Pst. (108)
Pst.” The “pst’s” was gettin’ louder. I twisted in (117)

my seat and saw Phillip Granger smirking at me. (126)
“Hey, Clyyyde,” Phillip whispered. (130)
Phillip always said my name like it was as bad as (141)
eating a pile of dookie. His pa was a boss at the cot- (153)
ton mill. Phillip didn’t waste any time throwing it up (163)
in our faces, that his pa told our mas and pas what to (176)
do. Ain’t nothing we could say about it neither, since (186)
it was true. We just had to grin and bear it. (197)

Phillip smiled and held up a torn Marvel comic (206)
cover. “Look’ee, look’ee.” (209)

“You better give it back to him, Phillip,” Ronnie (218)
said. He sat in the middle row, between us. He was (229)
my best friend since we was little. (236)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the bottom of page 3. You will read this part of the story silently to yourself. When you are finished, raise your hand. I will then ask you to tell me about what you read. Do you have any questions? You may begin reading.*

After the student has finished reading, tell the student: *Now I am going to ask you some questions about what you've read. Pretend that I don't know anything about the story.*

Characters:

1. *Who is the main character in the story?* _____ /1

Please tell me a little bit about the main character. _____ /1

_____ Clyde

_____ Likes Marvel comics

_____ 12 years old

_____ In seventh grade

_____ Short

_____ Has a cowlick

2. *Who are the other characters in the story?* (2+ characters = 2pt.) _____ /2

_____ Bully (Phillip Granger)

_____ Clyde's best friend (Ronnie)

_____ Clyde's teacher (Miss Fowler)

_____ Clyde's brother (Joseph)

Setting:

3. *Where does the story take place?* _____ /1

_____ At school

_____ In the past

Plot:

4. *What is happening in the story?* (events from beginning/middle/end) _____ /3

_____ Phillip Granger took Clyde's comic book.

_____ He tore the cover.

_____ Now Phillip is trying to get Clyde's attention in class.

_____ Phillip crumples up Clyde's comic book.

____ Phillip spits on Clyde's comic book.

____ Phillip throws the spitball at Clyde.

5. *What is the problem in the book?* _____ /1

____ Phillip Granger is mean to Clyde when takes his comic book, tears it, crumples it up, and spits on it.

Inferential Questions:

6. *How does Clyde feel about Phillip Granger? Why?* _____/2

7. *What do you think is going to happen next? Why do you think that?* _____/2

8. *What do you think the phrase "grin and bear it" means?* _____/2

Why do you think that?

"Ain't nothing we could say about it neither, since it was true. We just had to grin and bear it." P. 2

Total Comprehension: _____ / 15

The Assessment and Intervention Guide for the Read Side by Side Reading Program

Peter Dewitz & Sarah Collinge, 2020

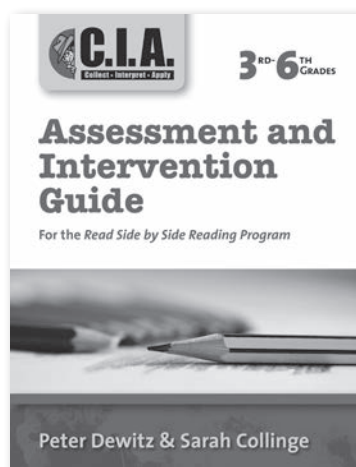
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest, and provide explicit feedback to move learners forward.

This guide outlines reliable, valid, and useful assessment tools, including:

- surveys of reading motivation and interest;
- observational notes;
- conference forms and scripts;
- standardized assessments;
- running records for each book club title (available online);
- checklists;
- rubrics;
- record-keeping forms; and
- a six-lesson unit preparing students for state testing.

The goal of reading instruction is not only to help students gain comprehension skill, but to ignite their interest and motivation to read. This book complements and is essential to the *Read Side by Side Reading Program*. The intervention strategies give teachers the tools to ensure that all students can succeed with the program, even those who struggle with reading, raising student achievement and increasing students' confidence and competence as readers.

To purchase, please visit
www.shop.readsidebyside.com





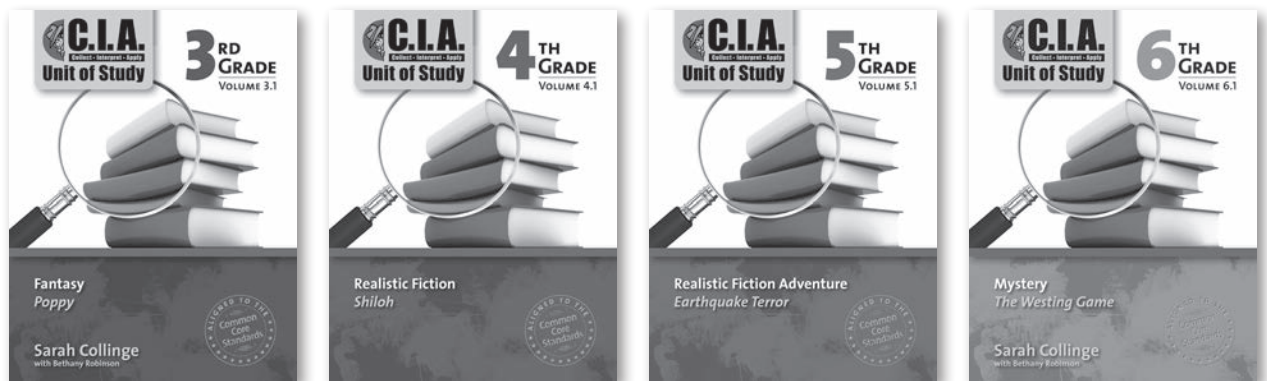
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Additional Publications

The *Read Side by Side Reading Program* for grades 3-6 provides a highly motivating curriculum design, tailored specifically to the needs of intermediate students. A 2018 evidence study proves the impact of the program on reading interest and comprehension success. The curriculum is written by classroom teachers to bring a high-quality and easy-to-implement curriculum package. The pride of the program is the use of award-winning trade books to better prepare students for middle school reading.

To learn more about the program, or purchase the program for your classroom, school, or district, please visit:

www.readsidebyside.com





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Contact the Author

Sarah Collinge is president and founder of Read Side by Side Publications, LLC., and author of the *Read Side by Side Reading Program*. Prior to this work, Sarah taught for 11 years, focusing her work on middle-grade literacy. Her classroom research and knowledge of best practices brings efficacy to her work.

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