



4TH
GRADE

VOLUME 4.2

Book Club

Running Records

The Weeping Werewolf

The Dragonslayers

Into the Land of the Unicorns

For pairing with *C. I. A. Unit of Study—Epic Fantasy,*
The Castle in the Attic 4.2

Sarah Collinge

Table of Contents

What is a running record?	2
Directions for Administering the Running Record Test	3
Quick Sheet for Scoring Running Records	5
Fluency Benchmarks	6
Guidelines for Matching Students to Text	7
Running Record Cover Sheet	8
Running Record.....	9

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 ^{all} were 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 (*The Weeping Werewolf*).
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 The Weeping Werewolf. 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 some kids are bullying the main character, Edward. The story is a fantasy—it takes place in a land of magic. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

CHAPTER 1

BULLIES (3)

“Hey, Edward!” said Peter Cooper. “Where are you (11)

going? Up to see the crazy man?” (18)

“Moongobble isn’t crazy,” I said, trying not to let (27)

Peter make me angry. (31)

“I hear they’re never going to let him into the (41)

Society of Magicians!” yelled Thomas Baker. (47)

I walked faster, trying to ignore the two boys, as (57)

Mother had always told me to do. But I knew that (68)

wouldn't work. Peter and Thomas wanted to make (76)

me cry, and they wouldn't stop until they did. (85)

I don't know why big kids feel like they have to (96)

pick on smaller kids. Maybe it's not that way other (106)

places. But it's sure the way things work in our little (117)

town of Pigbone. (120)

"Is Moongobble your mother's boyfriend?" (125)

called Peter. (127)

"Does she kiss him?" hooted Thomas. (133)

"Where's your real father?" shouted Peter. "Did (140)

he run away because you're so ugly?" (147)

I felt like I was going to explode. I wanted to rush (159)

back and hit them. But I had had enough black eyes (170)

and bloody noses to know what would happen if I (180)

tried. (181)

So I kept walking. (185)

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

_____ Edward

_____ Is small

_____ Has a pet dragon

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

_____ Bully (Peter)

_____ Bully (Thomas)

_____ Mother

_____ Dragon (Fireball)

_____ Edward's friend (Moongobble)

_____ Toad (Urk)

_____ Fazwad

Setting:

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

_____ In a town (Pigbone)

_____ In a magical land

Plot:

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

_____ Edward is walking to his friend Moongobble's cottage.

_____ Two bullies tease Edward.

_____ Edward wants to fight them, but he doesn't.

_____ He starts to cry.

_____ He arrives at Moongobble's cottage.

- ____ A toad tells him that Fazwad is coming.
____ Fazwad is mean and tricky.

5. *What is the problem in the book?* _____ /1
____ Edward is being bullied by Peter and Thomas.
____ Fazwad is coming and he is mean and tricky.

Inferential Questions:

6. *How does Edward feel at the beginning of the story?* _____ /2
What makes you say that?

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

8. *What do you think the word phrase*
“I felt like I was going to explode” *means? What makes you think that?* _____ /2

“I felt like I was going to explode. I wanted to rush back and hit them.” P. 2

Total Comprehension: _____ / 15

Materials Needed:

The student will need a copy of the book being read (*The Dragonslayers*).
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 The Dragonslayers. 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 Princess Wilhelmina is being asked to choose a husband, but she doesn't want to get married—she thinks she can take care of herself. The story is a fantasy—it takes place in a land of magic. Please begin reading aloud to me, starting on page 6.

Turn on the timing device. Record oral reading miscues.

Disorder in the Court (4)

“NO, NO, NO! I WON’T DO IT!” (11)

The speaker was the Princess Wilhelmina— (17)
known as Willie for short, since she was the (26)
most willful person anyone in the kingdom had (34)
ever met. (36)

“Of course you’ll do it,” said her father, (44)
King Mildred. (46)

(King Mildred had never gotten over his un- (53)
fortunate name, which had caused him no end (61)

of trouble when he was a boy. As far as he (72)
was concerned, he had been so much kinder in (81)
naming his daughter than his parents had been (89)
to him that a simple matter such as whom she (99)
would marry—or whether she would marry at (107)
all—should have been no problem.) (113)

“I will not!” shouted Willie. She crossed (120)
her arms and shook her head, causing her (128)
long red hair to slide back and forth over (137)
her shoulders. (139)

“Why?” asked her mother, Queen Hortense. (145)
“That’s what I don’t understand, Willie. I (152)
would think you would be delighted that your (160)
father is ready to choose your husband. The (168)
suitors *are* getting anxious, dear.” (173)

“Have you seen them, Mother?” cried Willie. (180)
“One is old, one is fat, and one is ugly.” (190)

“And they’re all willing to marry you— (197)
which is no small thing, considering how pig- (205)
headed you are,” said King Mildred. (211)

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

____ Princess Wilhelmina or Willie

____ Willful

____ Pigheaded

____ Doesn't want to get married

____ Wants to be a knight

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

____ Father (King Mildred)

____ Mother (Queen Hortense)

Setting:

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

____ At the castle

Plot:

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

____ Princess Wilhelmina's father will be choosing a husband for her.

____ She refuses to get married now.

____ She wants to learn to ride a horse.

____ She wants to learn to use a sword.

____ She wants to go on an adventure.

____ She wants to become a knight.

____ Her father tells her she must not talk that way.

____ He says young ladies don't do those things.

____ Wilhelmina says it isn't fair that boys get to do interesting things.

5. *What is the problem in the book?* _____ /1
____ Wilhelmina does not want to get married.
____ Wilhelmina wants to become a knight.

Inferential Questions:

6. *Describe Princess Wilhelmina's personality.* _____/2
What makes you say that?

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

8. *What do you think the word “**pig-headed**” means?* _____/2
What makes you think that?

“And they’re all willing to marry you—which is no small thing considering how pig-headed you are.”

P. 7

Total Comprehension: _____ / 15

Materials Needed:

The student will need a copy of the book being read
(*Into the Land of the Unicorns*).

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 Into the Land of the Unicorns. 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 Cara has to travel to Luster, the land of the unicorns, to prevent the destruction of the unicorns forever. You will start reading where Cara first lands in Luster. The story is a fantasy, and Luster is a land of magic. Please begin reading aloud to me, starting on page 15.

Turn on the timing device. Record oral reading miscues.

LUSTER (1)

The first rush, as she plummeted toward the (9)
sidewalk, was terrible. But before she could (16)
force a scream through her tightened (22)
throat, she fell into the green light, which (30)
swirled and twisted around her. (35)

Then her fall was slow and strange, and though it (45)
seemed to take a long time, it was a time like dream- (57)
ing. Afterward, she could no more have said how (65)
long the fall actually lasted than she could have num- (74)
bered the stars in the sky. (80)

Her landing was sudden but soft. She lay still for (90)

a moment, staring at the sunny sky above her, wondering where it had come from. After another moment she closed her eyes, as if to shut out the strangeness. Where was her grandmother? Where the hunter, the church, the snow-covered city?

Where was *she*?

She took seven deep breaths, trying to calm herself. After a moment she realized she was lying on something soft—moss, from the way it felt beneath her fingers.

Moss?

She turned her head to the side. She was indeed lying on a thick cushion of something that, if not moss, was close to it. Ahead of her loomed huge silver-barked trees, unlike any she had ever seen before.

She cried out in fear at the sight. Though she knew she had left her own world far behind, the proof of that journey offered by the strange trees jolted her like an electric shock. Only the fact that her grandmother had told her this would happen—at least, told her she was going to fall into another world—kept the wild panic fluttering in her chest from overwhelming her completely.

How was she to get home?

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the top of page 18, stopping after the words, “I’m here!” 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

- ___ Cara
- ___ Has red hair
- ___ Her parents abandoned her when she was 3
- ___ Lives with her grandmother
- ___ Likes to read

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

- ___ Grandmother Morris
- ___ Father (Ian Hunter)
- ___ Mother (Martha Hunter)
- ___ The Old One
- ___ The Wanderer

Setting:

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

- ___ In a magical land (Luster)

Plot:

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

- ___ Cara falls into the land of Luster.
- ___ She lands on something soft, like moss.
- ___ She sees silver-barked trees.
- ___ She wonders how she will get home.
- ___ Her parents abandoned her when she was three.
- ___ Now she lives with her Grandma Morris.

- ____ Her grandmother had told her to “Find the Old One.”
____ She is supposed to tell the Old One that, “The wanderer is weary.”

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

- ____ Cara is alone in a magical land.
____ Cara doesn't know how she will get home.
____ Cara must take a message to The Old One.

Inferential Questions:

6. *How does Cara about being in this strange land?* _____/2

What makes you say that?

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

8. *What do you think the word **loomed** means? What makes you think that?* _____/2

“Ahead of her loomed huge silver-barked trees, unlike any she had ever seen before.” P. 16

Total Comprehension: _____ / 15

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

Peter Dewitz & Sarah Collinge, 2020

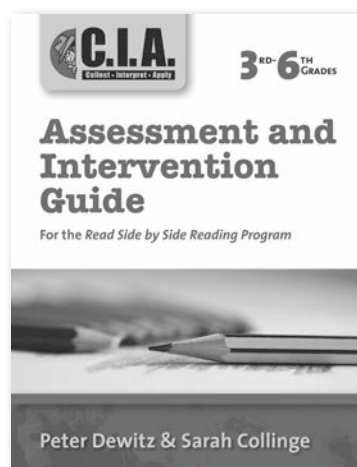
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest,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





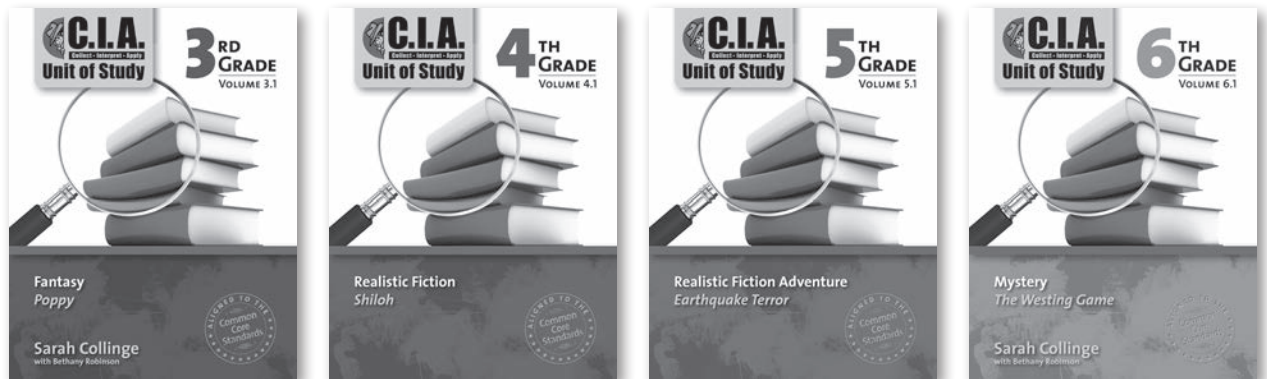
Literacy Publications, LLC & Consulting

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





Literacy Publications, LLC & Consulting

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.

Sarah provides workshops, seminars, and consulting to schools throughout the United States. She frequently presents at national and state reading conferences. To book an appointment with Sarah, email info@readsidebyside.com or visit www.readsidebyside.com.



Sarah Collinge