



VOLUME 2

MIDDLE SCHOOL
TEACHER'S GUIDE

Novel Study Time Traveler Archetype Running Records

For the *Read Side by Side Reading Program*

A Christmas Carol
The Devil's Arithmetic
The Last Musketeer
Sent

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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 ^{all} were four of us in the	Insertion	1
house: ^{mom} my mother, 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 how that letter ^{fort sc}	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
7	Independent	50th and above	$124 \geq$	$132 \geq$	$146 \geq$
	Instructional	25th–49th	118–123	126–131	140–145
	Frustrational	24th and below	$117 \leq$	$125 \leq$	$139 \leq$
8	Independent	50th and above	$129 \geq$	$142 \geq$	$146 \geq$
	Instructional	25th–49th	123–128	136–141	141–145
	Frustrational	24th and below	$122 \leq$	$135 \leq$	$140 \leq$

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 $\# \text{ words} - \# \text{ of miscues} = \# \text{ words read correctly} / \# \text{ of words} \times 100 = \% \text{ of Words Read Correctly}$ _____ - _____ = _____ / _____ 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 $\# \text{ of words} - \text{number of errors} \times 60 = \text{_____} / \# \text{ of seconds} = \text{WCPM}$ _____ - _____ 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 $\# \text{ of points earned} / \text{number of points possible} \times 100 = \% \text{ of Correct Answers}$ _____ / _____ = _____ % 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 Last Musketeer*).
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 Last Musketeer. 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, Greg, is traveling with his parents to Paris to sell the family heirlooms to the Louvre museum because they are broke.

Turn on the timing device. Record oral reading miscues.

ONE

Three days earlier *and* four hundred years later . . . 9

“WHAT’S WRONG, GREG? YOU’VE ALWAYS WANTED TO VISIT 17
Paris!” 18

Greg turned from the cab window and frowned at his 28
cheerful mom, squished in the backseat beside him. He’d 37
been watching the tour boats on the Seine River, crammed 47
full of tourists gapping at the Eiffel Tower, all with equally 58
cheerful faces. 60

“Yeah, but on vacation,” he said. 66

“This *is* a vacation,” his father replied. 73

“I guess.” Greg wasn’t sure. Being forced to sell all your 84

possessions in order to survive didn’t seem to be very 94

vacation-like. On the other hand, maybe his mom and dad 105
would cash in and the three of them would all live happily 117
ever after. That's what his parents kept repeating, over and 127
over and over. And Greg wanted to believe it. He really did. 139
Otherwise . . . well, it was best not to think about the alter- 149
native. 150

Dad reached across Mom and patted Greg's shoulder. 158
Greg's father was built like a twig, tall and thin, with dark, 170
wavy hair that always got messed up in the wind. "I admit 182
we're not here for the best reasons, but that doesn't mean 193
we can't have some fun," he said. "Look, there's the Pont 204
Neuf! The oldest bridge in Paris. It was built more than 215
four hundred years ago!" 219

"Neat," Greg said. He meant it, but the word came out as 231
more of a groan. 235

"Come on, Greg," Mom said soothingly. She had dressed 244
to impress today, wearing her most expensive dress and her 254
tallest heels, her blond hair so shellacked with hair spray 264
Greg figured he could probably bounce a rock off it. "We're 275
going to the Louvre right now! The greatest museum in the 286
world. And *we're* getting a private tour!" 293

"But did we really have to sell *everything* to get it?" Greg 305
asked quietly. 307

Mom and Dad sighed. 311

Time: _____

SILENT READING—COMPREHENSION

Tell the student:

Now you are going to read to the bottom of page 4. When you are finished, raise your hand and I will ask you to tell me about what you read. Do you have any questions?

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

____ Greg

____ Has always wanted to visit Paris (on vacation).

____ Isn't happy about having to sell all their possessions.

____ Thin and pale.

____ Thick, brown, curly hair and brown eyes.

____ 14-years old.

____ Adored his grandfather (Grandpa Gus).

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

____ Mom and Dad

____ Grandpa Gus

____ The Rich family.

Setting:

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

____ Paris.

____ In a cab.

Plot:

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

Beginning

____ Greg's family is riding in a cab through the streets of Paris.

____ They are heading to the Louvre museum to sell their family heirlooms.

Middle

____ The family is selling the heirlooms because Grandpa Gus squandered the family savings.

____ Greg remembers Grandpa Gus warning them to keep the heirlooms in the family, no matter what.

End

____ Greg thinks about how his life has changed for the worse in the past year.

____ Greg feels like his whole life revolves around loading and unloading trucks.

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

_____ Greg's family is broke and is forced to sell the family heirlooms.

_____ Grandpa Gus warned them to protect the family heirlooms, and to never take them to France.

_____ Greg feels like his life has changed for the worse in the past year.

Inferential Questions:

6. *How does Hannah feel about going to Paris? How do you know?* _____/2

7. *Why do you think Grandpa Gus warned Greg to protect the family heirlooms? What makes you think that?* _____/2

8. *What do you think the word "eccentric" means? Why do you think that?* _____/2
"... Greg ... adored his eccentric grandfather," (p. 4).

Total Comprehension: _____/15

***The Assessment and Intervention Guide for the
Read Side by Side Reading Program***
Peter Dewitz & Sarah Collinge, 2020

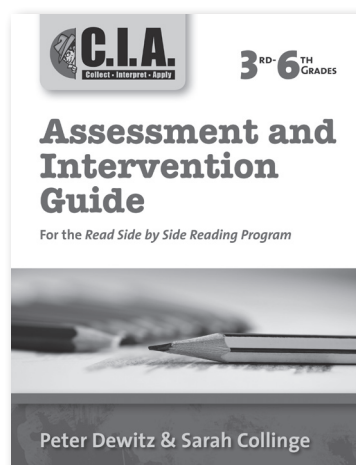
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest,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





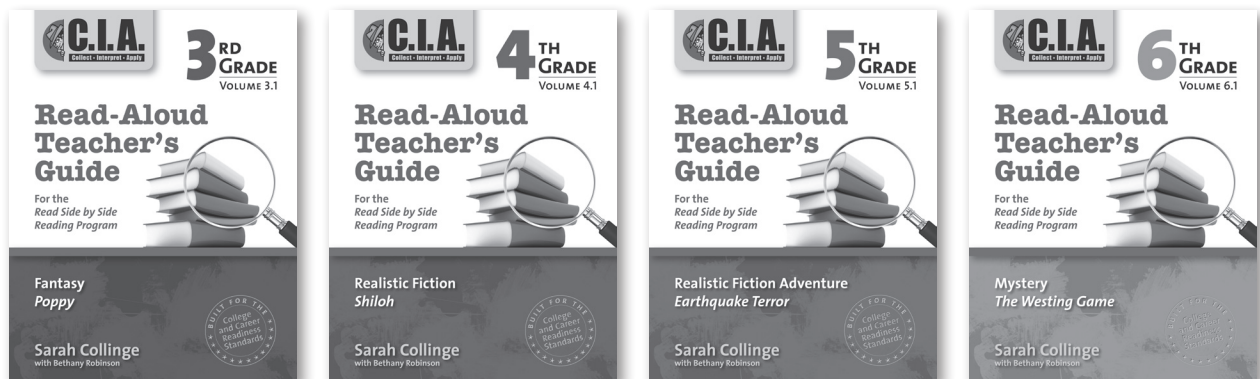
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Additional Publications

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 eleven years, focusing her work on middle-grade literacy. Her classroom research and knowledge of best practices bring 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.



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