



## 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 <del>nearly</del> eleven, until the letter came, life	Omission	1
was just normal. There <sup>all</sup> were four of us in the	Insertion	1
house: <sup>mom</sup> 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 <sup>T.</sup> 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 <sup>fort sc</sup>	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
<b>Accuracy Formula</b> $\# \text{ words} - \# \text{ of miscues} = \# \text{ words read correctly} / \# \text{ of words} \times 100 = \% \text{ of Words Read Correctly}$ _____ - _____ = _____ / _____ 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
<b>Fluency Formula</b> $\# \text{ of words} - \text{number of errors} \times 60 = \text{_____} / \# \text{ of seconds} = \text{WCPM}$ $\text{_____} - \text{_____} \times 60 = \text{_____} / \text{_____} = \text{_____} \text{ WCPM}$ <b>Grade Level Fluency Norms (Tindal &amp; Hasbrouck, 2017)</b>		

## COMPREHENSION - % OF CORRECT ANSWERS

Independent	Instructional	Frustrational
75% correct or above	50 - 74% correct	49% correct or below
<b>Comprehension Formula</b> $\# \text{ of points earned} / \text{number of points possible} \times 100 = \% \text{ of Correct Answers}$ $\text{_____} / \text{_____} = \text{_____} \% \text{ of Correct Answers}$		

**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 (*Sent*).

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 *Sent*. 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, Jonah, time travels to the fifteenth century.*

**Turn on the timing device. Record oral reading miscues.**

**ONE**

It was a rough landing. Lights streamed past Jonah's face, 11  
an unbearable glare. Some force that had to be more than 22  
just gravity tugged on him, threatening to pull him apart 32  
from Chip and Katherine, from the Elucidator and the 41  
Taser, from his own self. The image that burned in his 52  
mind was of his body being split into individual cells, indi- 62  
vidual atoms. And then that image broke apart too, and 72  
he couldn't think, couldn't see, couldn't hear. He could 81  
only feel time passing through him, time flipping back on 91  
itself, time pressing down, down, down . . . 97

Then it was over. He lay in darkness, gasping for air. 108  
Dimly he heard JB's voice say, "Welcome to the fifteenth 118  
century. Good luck." But he couldn't make sense 126  
of the words. It was like hearing something underwater, 135  
sounds from another world. 139

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“You’re hiding, aren’t you? Staying out of sight?” It was 149  
JB’s voice again, hissing and anxious. “You have to stay out 160  
of sight.” 162

“Darkness,” Jonah mumbled. “Safe.” 166

His tongue felt too thick to speak with. Or maybe it 177  
was too thin—too insubstantial. He didn’t feel quite real. 187

There was movement beside him. Someone sitting up. 195

“You’d like to keep us in the dark, wouldn’t you?” Chip 206  
accused. “You didn’t tell us anything we’d need to know to 217  
survive in the fifteenth century.” 222

Whoa. How could Chip manage to sound so normal 231  
at a time like this? And so angry (which was pretty much 243  
normal for Chip)? Wasn’t his head spinning too? Wasn’t 252  
his vision slipping in and out of focus? Didn’t he feel like 264  
he might throw up if he had to do anything more strenu- 275  
ous than breathe? 278

“You didn’t even tell us who we’re supposed to be,” 288  
Chip continued. 290

Distantly, as if he was trying to retrieve a memory 300  
from centuries ago—no, he corrected himself, centuries 308  
*ahead*—Jonah puzzled over what Chip meant. *Who we’re* 317  
*supposed to be . . .* Oh, yeah. The whole reason they were in 328  
this mess was that a group of people from the future had 340  
gone through history plucking out endangered children. 347

Time: \_\_\_\_\_

## SILENT READING—COMPREHENSION

### Tell the student:

*Now you are going to read to the end of chapter 1. 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  
\_\_\_\_ Jonah  
\_\_\_\_ He is from the past—a kid who was 'rescued' from history.  
\_\_\_\_ He knows nothing about his past.  
\_\_\_\_ 13-years old.  
\_\_\_\_ Plays video games, soccer, and basketball.
2. *Who are the other characters in the story?* (2+ characters = 2 pts.) \_\_\_\_/2  
\_\_\_\_ JB (from the future)  
\_\_\_\_ Gary and Hodge (from the future, JB's enemies)  
\_\_\_\_ Chip (Jonah's friend, rescued from history, the king of England)  
\_\_\_\_ Katherine

### Setting:

3. *Where does the story take place?* \_\_\_\_/1  
\_\_\_\_ In the fifteenth century.  
\_\_\_\_ England.

### Plot:

4. *What is happening in the story?* (events from the beginning/middle/end) \_\_\_\_/3  
*Beginning*  
\_\_\_\_ Jonah, Chip, and Katherine time travel back to the fifteenth century.  
\_\_\_\_ JB talks to them through the Elucidator and tells them they have to stay out of sight.  
\_\_\_\_ Jonah's head is spinning, his tongue feels too big, and his vision is blurry.  
*Middle*  
\_\_\_\_ Jonah remembers the whole reason they are in this mess.  
\_\_\_\_ A group of people from the future had gone through history plucking out famous endangered children.  
\_\_\_\_ JB, who is also from the future, disagreed with tampering with history and started a battle.  
\_\_\_\_ The battle caused thirty-six kids from history to crash land in the twentieth century.  
\_\_\_\_ For the past thirteen years, the kids led normal American lives.  
\_\_\_\_ But now the people from the future are back and plan to finish what they started.

End

\_\_\_\_\_ JB tells Chip he is the king of England.

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

\_\_\_\_\_ A group of people from the future are tampering with history.

\_\_\_\_\_ There is an on-going battle between people from the future who tamper with history, and those who do not.

\_\_\_\_\_ Jonah, Chip, and Katherine have time traveled to the fifteenth century.

**Inferential Questions:**

6. *How does Chip feel about JB? How do you know?* \_\_\_\_\_/2

7. *Why do you think Chip is angry? What makes you think that?* \_\_\_\_\_/2

8. *What do you think the word “noble” means? Why do you think that?* \_\_\_\_\_/2

“The whole reason they were in this mess was that a group of people from the future had gone through history plucking out endangered children. This would have been very noble and kind, except that they began carrying off famous kids . . .” (pp. 7–8).

**Total Comprehension:** \_\_\_\_\_/15

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

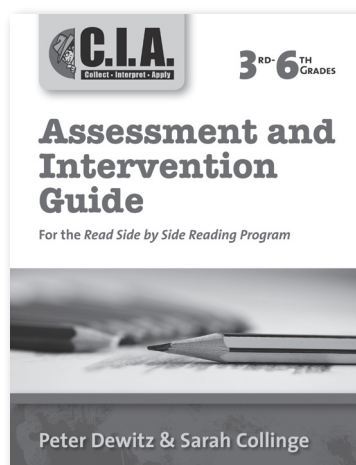
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest,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

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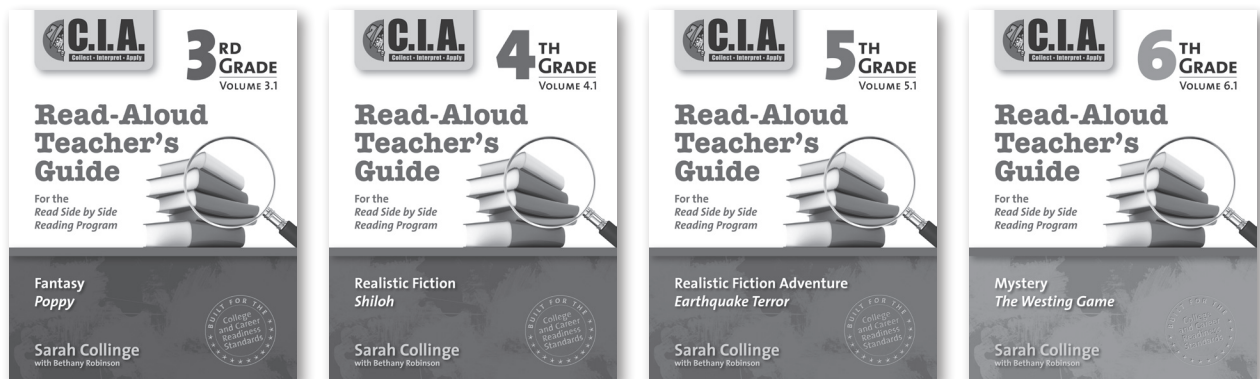
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## Additional Publications

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](http://www.readsidebyside.com)





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## Contact the Author

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