



**VOLUME 3**

**MIDDLE SCHOOL  
TEACHER'S GUIDE**

# **Novel Study Rescuer Archetype Running Records**

*For the Read Side by Side Reading Program*

*All Thirteen*

*Mrs. Frisby and the Rats of NIMH*

*One Wrong Step*

*Harriet Tubman*

**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 <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: <del>my</del> <sup>mom</sup> 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 <del>foreseen</del> <sup>fort</sup> 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

| <b>GRADE</b> |               | <b>PERCENTILE</b> | <b>FALL</b> | <b>WINTER</b> | <b>SPRING</b> |
|--------------|---------------|-------------------|-------------|---------------|---------------|
| 7            | Independent   | 50th and above    | 124 ≥       | 132 ≥         | 146 ≥         |
|              | Instructional | 25th–49th         | 118–123     | 126–131       | 140–145       |
|              | Frustrational | 24th and below    | 117 ≤       | 125 ≤         | 139 ≤         |
| 8            | Independent   | 50th and above    | 129 ≥       | 142 ≥         | 146 ≥         |
|              | Instructional | 25th–49th         | 123–128     | 136–141       | 141–145       |
|              | Frustrational | 24th and below    | 122 ≤       | 135 ≤         | 140 ≤         |

*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

| <b>ACCURACY - % OF WORDS READ CORRECTLY</b>  |                      |                      |
|--|----------------------|----------------------|
| <b>Independent</b>   | <b>Instructional</b> | <b>Frustrational</b> |
| 98% or more  | 90 - 97%             | 89% or less          |
| <p align="center"><b>Accuracy Formula</b></p> <p align="center"># words - # of miscues = # words read correctly / # of words X 100 = % of Words Read Correctly</p> <p align="center">_____ - _____ = _____ / _____ X 100 = _____ % of Words Read Correctly</p> |                      |                      |

| <b>FLUENCY - % OF WORDS CORRECT PER MINUTE (WCPM)</b>   |                        |                          |
|---|------------------------|--------------------------|
| <b>Independent</b>  | <b>Instructional</b>   | <b>Frustrational</b>     |
| 50th percentile or above  | 49th - 25th percentile | 24th percentile or below |
| <p align="center"><b>Fluency Formula</b></p> <p align="center"># of words - number of errors X 60 = _____ / # of seconds = WCPM</p> <p align="center">_____ - _____ X 60 = _____ / _____ = _____ WCPM</p> <p align="center"><b>Grade Level Fluency Norms (Tindal &amp; Hasbrouck, 2017)</b></p> |                        |                          |

| <b>COMPREHENSION - % OF CORRECT ANSWERS</b>   |                      |                      |
|---|----------------------|----------------------|
| <b>Independent</b>  | <b>Instructional</b> | <b>Frustrational</b> |
| 75% correct or above  | 50 - 74% correct     | 49% correct or below |
| <p align="center"><b>Comprehension Formula</b></p> <p align="center"># of points earned / number of points possible X 100 = % of Correct Answers</p> <p align="center">_____ / _____ = _____ % of Correct Answers</p> |                      |                      |

**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 (*Harriet Tubman*).

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 Harriet Tubman. 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 biography story in which the main character, Harriet Tubman is a slave and dreams of being free. You will begin reading on page 4 where it says, “Harriet Greene . . .”*

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

Harriet Greene, who was usually called Old Rit, and 9  
her husband, Benjamin Ross, both slaves, lived in one 18  
of these windowless cabins, in the quarter, on the Brodas 28  
plantation. They had several children, some of whom 36  
still lived with them. The older children were “hired 45  
out” by the master, Edward Brodas, to farmers who 54  
needed slave labor but who could not afford to buy 64  
slaves. 65

In 1820, Old Rit had another baby. There was no 75  
record made of the date of the birth of this child, be- 86  
cause neither Old Rit nor her husband, Ben, could read 96  
or write. 98

Like most people who live close to the land, and who 109  
have neither clock nor calendar, they measured time by 118  
the sun, dividing it roughly into sunup, sunhigh, sun- 126

down. The year was not divided by months but by the 137  
seasons. It was separated into Seedtime, Cotton Blossom- 145  
time, Harvest, Christmas. One year was distinguished 152  
from another by its happenings, its big, memorable oc- 160  
currences—the year of the big storm, the year of the 171  
early frost, or the long drought, the year the old master 182  
died, the year the young master was born. 190

Old Rit and Ben decided that they would call this 200  
new baby Araminta, a name that would be ultimately 209  
shortened to Minta or Minty. This would be her basket 219  
name or pet name, and would be used until she grew 230  
older. Then they would call her Harriet. That year 239  
would be separated from the others by referring to it 249  
as “the year Minty was born.” 255

News, good or bad, traveled swiftly through the quar- 263  
ter. All the slaves knew that Old Rit had another baby. 274  
That night they left their cabins, moving like 282  
shadows, pausing now and then to listen, always expect- 290  
ing to hear the sound of hoofbeats, loud and furious, 300  
along the road, a sound that meant the patrollers were 310  
hunting another runaway. Only they added an extra syl- 318  
lable to the word, making it “patteroller.” Then, moving 327  
quietly, quickly, they slipped inside Ben’s cabin, to look 336  
at the new baby. 340

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

## SILENT READING—COMPREHENSION

### Tell the student:

Now you are going to read to the top of page 8 stopping after, “Who could possible know?” 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  
\_\_\_\_ Harriet Tubman  
\_\_\_\_ Birth name is Araminta.  
\_\_\_\_ Nicknamed Minta or Minty.  
\_\_\_\_ Born into slavery.
2. Who are the other characters in the story? (2+ characters = 2 pts.) \_\_\_\_\_/2  
\_\_\_\_ Old Rit / Harriet Greene (Harriet’s mother)  
\_\_\_\_ Benjamin Ross (Harriet’s father)  
\_\_\_\_ Edward Brodas (Harriet’s master)

### Setting:

3. When or where does the story take place? \_\_\_\_\_/1  
\_\_\_\_ 1820  
\_\_\_\_ Edward Brodas’ plantation.  
\_\_\_\_ In a slave cabin.

### Plot:

4. What is happening in the story? (events from the beginning/middle/end) \_\_\_\_\_/3  
*Beginning*  
\_\_\_\_ In 1820, Old Rit gives birth to a baby girl.  
\_\_\_\_ She names the baby Araminta (Minta, Minty).  
\_\_\_\_ Later they will call her Harriet.  
*Middle*  
\_\_\_\_ Harriet is born into slavery.  
\_\_\_\_ She will be trained as a cook, weaver, seamstress, child’s nurse, or field hand.  
\_\_\_\_ Runaway slaves are hunted by patrollers.  
*End*  
\_\_\_\_ The slaves dream of freedom.  
\_\_\_\_ If slaves can runaway to the North, they can be free.  
\_\_\_\_ Slaves that run to the North never come back.

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

\_\_\_\_\_ Harriet is born into slavery.

\_\_\_\_\_ Slaves are treated harshly and unfairly.

\_\_\_\_\_ Slaves who run away are hunted.

**Inferential Questions:**

6. *Are Harriet's parents glad they had a girl? What makes you think that?* \_\_\_\_\_/2

7. *What details in the text foreshadow Harriet's eventual escape from slavery? What makes you think that?* \_\_\_\_\_/2

8. *What do you think the word "uneasiness" means? Why do you think that?* \_\_\_\_\_/2  
"A hush fell over the cabin, an uneasiness entered the room" (p. 6).

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

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

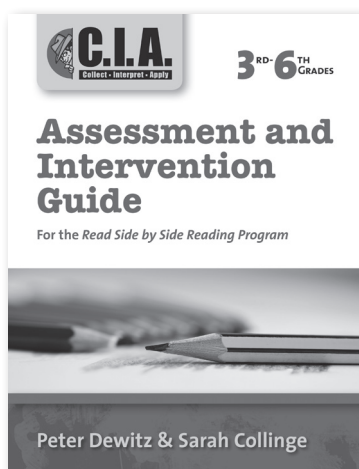
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest,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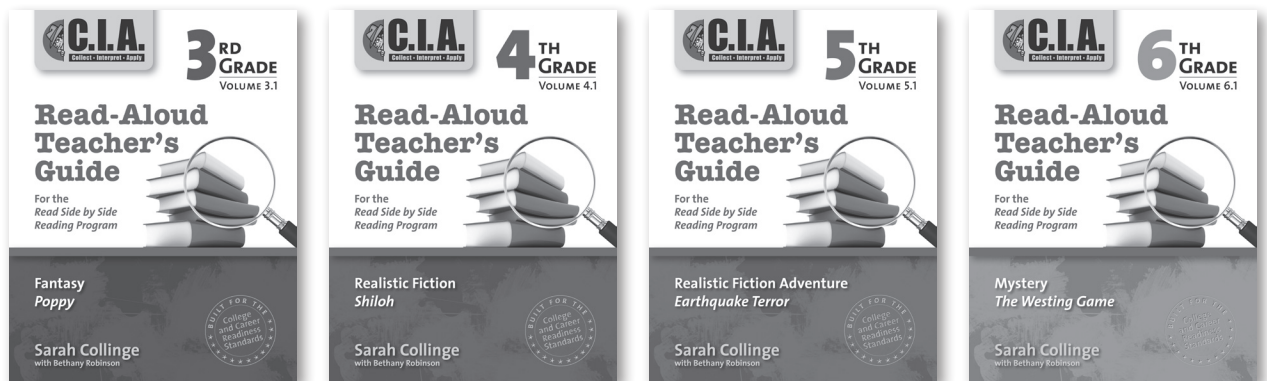
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## Additional Publications

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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