



VOLUME 1

MIDDLE SCHOOL
TEACHER'S GUIDE

Novel Study

Orphan Archetype

Running Records

For the Read Side by Side Reading Program

The Secret Garden

The False Prince

Anne of Green Gables

Oliver Twist

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 ^{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 (*Anne of Green Gables*).

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 Anne of Green Gables. 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, Anne Shirley, is an orphan. Chapter two opens with Matthew Cuthbert going to the train station to pick her up. He and his sister, Marilla, are adopting her. Except they think they are adopting a boy!

You will begin reading chapter two starting on page 18.

Turn on the timing device. Record oral reading miscues.

MATTHEW CUTHBERT IS SURPRISED (4)

Matthew Cuthbert and the sorrel mare jogged comfort- (11)
ably over the eight miles to Bright River. It was a pretty road, (24)
running along between snug farmsteads, with now and again a bit (35)
of balsamy fir wood to drive through or a hollow where wild plums (48)
hung out their filmy bloom. The air was sweet with the breath of (61)
many apple orchards and the meadows sloped away in the distance (72)
to horizon mists of pearl and purple; while (80)

“The little birds sang as if it were (88)

The one day of summer in all the year.” (97)

Matthew enjoyed the drive after his own fashion, except during (107)
the moments when he met women and had to nod to them—for in (121)

Prince Edward Island you are supposed to nod to all and sundry (133)
you meet on the road whether you know them or not. (144)

Matthew dreaded all women except Marilla and Mrs. Rachel; (153)
he had an uncomfortable feeling that the mysterious creatures were (163)
secretly laughing at him. He may have been quite right in thinking (175)
so, for he was an odd-looking personage, with an ungainly figure (187)
and long iron-gray hair that touched his stooping shoulders, and a (199)
full, soft brown beard which he had worn ever since he was twenty. (212)

In fact, he had looked at twenty very much as he looked at sixty, (226)
lacking a little of the grayness. (132)

When he reached Bright River there was no sign of any train; (244)
he thought he was too early, so he tied his horse in the yard of the (260)
small Bright River hotel and went over to the station house. The (272)
long platform was almost deserted; the only living creature in sight (283)
being a girl who was sitting on a pile of shingles at the extreme end. (298)
Matthew, barely noting that it *was* a girl, sidled past her as quickly (311)
as possible without looking at her. Had he looked he could hardly (323)
have failed to notice the tense rigidity and expectation of her atti- (334)
tude and expression. She was sitting there waiting for something or (345)
somebody and, since sitting and waiting was the only thing to do (357)
just then, she sat and waited with all her might and main. (369)

Time: _____

SILENT READING—COMPREHENSION

Tell the student:

Now you are going to read to the middle of page 21, stopping after “Give me your bag”. 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

____ Anne Shirley

____ An orphan.

____ Talkative.

____ About 11-years old.

____ Red hair, freckles, green eyes.

____ Has a wild imagination.

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

____ Matthew Cuthbert

____ Marilla Cuthbert

____ Mrs. Rachel

____ Station Master

____ Mrs. Spencer

Setting:

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

____ Green Gables

____ Bright River

____ In the country.

Plot:

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

Beginning

____ Matthew Cuthbert drives his horse eight miles to the train station.

____ He is on his way to pick up a boy orphan.

____ When he arrives, the boy is not there. Instead, there is a girl.

____ The station master tells Matthew that there must have been a mistake.

Middle

____ Anne introduces herself to Matthew.

____ Anne tells him that if he didn't come, she would have slept in a wild cherry tree.

End

____ Matthew takes Anne's hand.

____ Matthew decides he cannot tell Anne there has been a mistake.

____ Matthew will take Anne home to Marilla and let her decide what to do.

____ Matthew apologizes to Anne for being late and takes her bag.

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

____ There has been a mistake and the orphanage sent the Cuthberts a girl instead of a boy.

Inferential Questions:

6. *How does Matthew feel about having to tell Anne that there has been a mistake? How do you know?* ____/2

7. *Why do you think the station master said, when referring to Anne, "She's a case, I should say"? Why do you think that?* ____/2

8. *What do you think the word "deferred" means? Why do you think that?* ____/2
" . . . all questions and explanations might as well be *deferred* until he was safely back at Green Gables" (p. 21).

Total Comprehension: ____/15

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

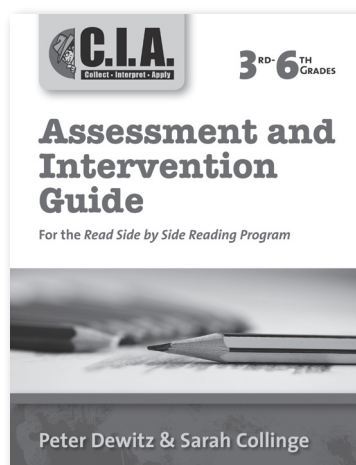
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest,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





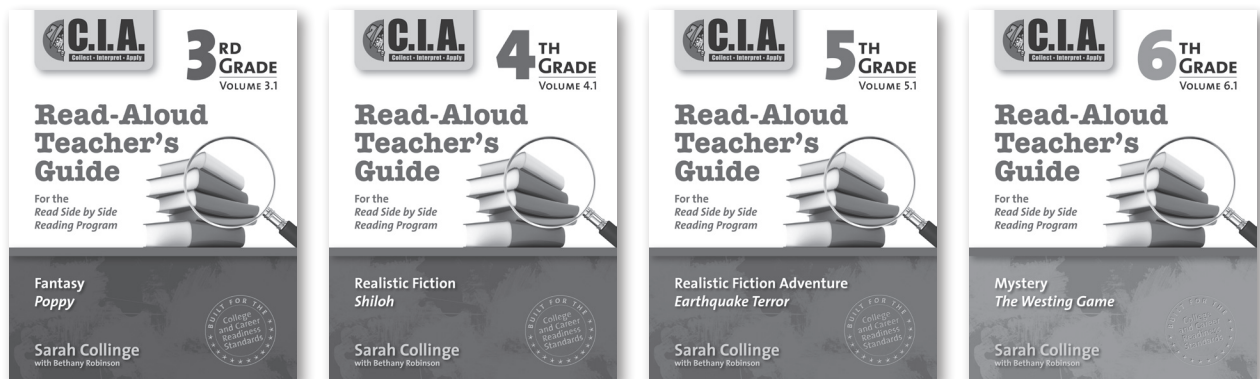
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Additional Publications

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.



Sarah Collinge