



**5<sup>TH</sup>**  
**GRADE**  
**VOLUME 5.4**

# **Book Club**

# **Running Records**

*Iqbal*

*Counting on Grace*

*Lyddie*

For pairing with *C. I. A. Unit of Study—*  
*Biography, Kids at Work 5.4*

**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
<del>Stella</del> 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

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
<b>Accuracy Formula</b> # 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
<b>Fluency Formula</b> # of words - number of errors X 60 = _____ / # of seconds = WCPM _____ - _____ X 60 = _____ / _____ = _____ 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> # 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 (*Iqbal*).  
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 Iqbal. 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, Fatima, tells about her life working as an indentured servant in a carpet factory in Pakistan. While there, she meets a boy named Iqbal who changes her life forever. Please begin reading aloud to me starting at the top of page 4.*

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

The day I arrived, many years before, Hussain (11)

Khan had taken a clean slate and had made some

signs on it. “This is your name.”

“Yes, sir.”

“This is your slate. Nobody can touch it. Do you understand?”

“Yes, sir.”

Then he drew many other lines, one next to the other, as straight as the hair on the back of a fright-

ened dog, and every group of four had a line through it.

“Can you count?” the master asked.

“Almost up to ten,” I responded.

“Look,” Hussain Khan said, “this is your debt.

Every line is a rupee. I’ll give you a rupee for every day you work. That’s fair. Nobody would pay you more.

Ask anyone you want: Everyone will say that Hussain

Khan is a good and fair master who gives you what

you deserve. And every day at sunset, I’ll erase one of

these lines, right in front of your eyes. You’ll feel

proud, and your parents will feel proud, because it will

be the fruit of your work. Do you understand?”

“Yes, sir,” I answered again, but it wasn’t true. I hadn’t

understood. I studied those mysterious lines, thick as

trees in a forest, but I couldn’t distinguish my name from

the debt. It was as though they were the same thing.

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

### SILENT READING—COMPREHENSION

**Tell the student:** *Now you are going to read to the bottom of page 5. 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

- \_\_\_\_ Fatima
- \_\_\_\_ A servant
- \_\_\_\_ Ten years old
- \_\_\_\_ Small
- \_\_\_\_ Delicate

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

- \_\_\_\_ The master (Hussain Khan)
- \_\_\_\_ The master's wife

#### Setting:

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

- \_\_\_\_ In a carpet factory
- \_\_\_\_ In Pakistan

#### Plot:

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

- \_\_\_\_ Fatima comes to the carpet factory.
- \_\_\_\_ She is given a slate.
- \_\_\_\_ The slate has her name on it.
- \_\_\_\_ The slate has lines to mark her debt.
- \_\_\_\_ Each day one line will be erased.
- \_\_\_\_ When all the lines are erased, she will be free.
- \_\_\_\_ But she never sees the lines disappear.
- \_\_\_\_ Everyday she is chained to her loom.
- \_\_\_\_ She wants to look outside, but she is not tall enough to see out the window.

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

\_\_\_\_ Fatima is a slave in a carpet factory.

\_\_\_\_ She is not free.

**Inferential Questions:**

6. *Do you think Hussain Khan is a good and fair master?* \_\_\_\_\_ /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 “**debt**” means?* \_\_\_\_\_ /2

*What makes you think that?*

*“This is your debt. Every line is a rupee. I’ll give you a rupee for everyday you work. That’s fair.” P. 4*

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

**Materials Needed:**

The student will need a copy of the book being read (*Counting on Grace*).  
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 Counting on Grace. 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?*

*In this story the main character, Grace, lives in a mill town. The kids go to school until they are old enough to work in the mill and help pay their parent's debt. The story takes place in the past—in the early 1900's. Please begin reading aloud to me starting near the bottom of page 3.*

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

It's Arthur who's reading when we hear footsteps out- (9)  
side on the wooden porch, the thunk of a boot against the (21)  
step to knock off the mud. We get still. The man coming (33)  
through that door understands that Miss Lesley don't like (42)  
dirt in her classroom. (46)

We know who it is. We know what he's going to say. I (59)  
sneak a peek at Arthur, who's put the book down. For once. (71)

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Miss Lesley has her ruler raised and suddenly she stops (81)  
moving too. (83)

The door opens. French Johnny pokes his head in first, (93)  
almost like a little kid asking permission. He went to this (104)  
school himself. He knows how hard the benches can be af- (114)  
ter a day of sitting. He knows every hook by the door and (127)  
the way the handle of the coal stove wriggles out and slams (139)  
to the floor when someone ain't paying mind. French (148)  
Johnny is the second hand at the mill. He's in charge of the (161)  
spinning room where my mother runs six frames. He's come (171)  
up the hill in his white apron to get a mill rat. That's what (185)  
they call kids who work in the mill. We all end up as (198)  
mill rats. (200)

“Yes?” Miss Lesley says with no respect in her voice. She (211)  
might as well be talking to a second grader like my little brother, (224)  
Henry. (225)

“Come for the boy,” says French Johnny. He sounds like (235)  
he don't want to be here. He knows she won't let this one (248)  
go without a fight. Truth is she argues with him over every (260)  
single one of us. (264)

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

**SILENT READING—COMPREHENSION**

**Tell the student:** *Now you are going to read to the bottom of page 5. 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

\_\_\_\_ Grace

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

\_\_\_\_ Arthur

\_\_\_\_ The mill worker (French Johnny)

\_\_\_\_ The teacher (Miss Lesley)

\_\_\_\_ Grace's mom

Tell me a detail about the teacher Miss Lesley. \_\_\_\_\_ /1

\_\_\_\_ Doesn't like dirt in her classroom

\_\_\_\_ Argues when a student has to go work at the mill

\_\_\_\_ (protective of her students)

**Setting:**

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

\_\_\_\_ In a school

\_\_\_\_ In a mill town

\_\_\_\_ Many years ago (early 1900's)

**Plot:**

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

\_\_\_\_ The children are in school.

\_\_\_\_ French Johnny, a worker from the mill, comes to the classroom.

\_\_\_\_ He says he has come for Arthur.

\_\_\_\_ Arthur is needed in the mill.

\_\_\_\_ There is a law that children under 15 have to go to school.

\_\_\_\_ The teacher reminds French Johnny of the law.



5. *What is the problem in the book?* \_\_\_\_\_ /1  
\_\_\_\_ Arthur is being taken out of school to work in the mill.

**Inferential Questions:**

6. *Do you think Miss Lesley is a good teacher?* \_\_\_\_\_ /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 “**slack off**” means?* \_\_\_\_\_ /2  
*What makes you think that?*

*“The work is never going to slack off.” P. 5*

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

**Materials Needed:**

The student will need a copy of the book being read (*Lyddie*).

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 Lyddie. 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?*

*In this story the main character, Lyddie, lives in a small cabin with her mother, her brother, and two younger sisters. A black bear comes into their cabin. The story takes place in the past—in 1843. Please begin reading aloud to me starting near the bottom of page 3.*

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

**The Bear (2)**

The bear had been their undoing, though at the time they had (14)

all laughed. No, Ma had never laughed, but Lyddie and (24)

Charles and the babies had laughed until their bellies ached. (34)

Lyddie still thought of them as the babies. She probably always (45)

would. Agnes had been four and Rachel six that November of (56)

1843—the year of the bear. (62)

It had been Charles's fault, if fault there was. He had fetched (74)

in wood from the shed and left the door ajar. But the door (87)

had not shut tight for some time, so perhaps he'd just shut it as (101)  
best he could. Who knows? (106)

At any rate, Lyddie looked up from the pot of oatmeal she (118)  
was stirring over the fire, and there in the doorway was a (130)  
massive black head, the nose up and smelling, the tiny eyes (141)  
bright with hungry anticipation. (145)

"Don't nobody yell," she said softly. "Just back up slow and (156)  
quiet to the ladder and climb up to the loft. Charlie, you get (169)  
Agnes, and Mama, you take Rachel." She heard her mother (179)  
whimper. "Shhh," she continued, her voice absolutely even. (187)  
"It's all right long as nobody gets upset. Just take it nice and (200)  
gentle, ey? I'm watching him all the way, and I'll yank the (212)  
ladder up after me." (216)

They obeyed her, even Mama, though Lyddie could hear (225)  
her sucking in her breath. Behind Lyddie's back, the ladder (235)

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creaked, as two by two, first Charles and Agnes, then Mama (246)  
and Rachel, climbed up into the loft. (253)

**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

- \_\_\_\_\_ Lyddie
- \_\_\_\_\_ 13 years old
- \_\_\_\_\_ (brave)
- \_\_\_\_\_ (calm)
- \_\_\_\_\_ (takes charge)

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

- \_\_\_\_\_ Ma
- \_\_\_\_\_ Lyddie's brother (Charles)
- \_\_\_\_\_ Lyddie's sister (Agnes)
- \_\_\_\_\_ Lyddie's sister (Rachel)

#### Setting:

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

- \_\_\_\_\_ In a cabin
- \_\_\_\_\_ In the woods
- \_\_\_\_\_ In the past (1843)
- \_\_\_\_\_ The year of the bear

#### Plot:

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

- \_\_\_\_\_ Charles left the door to the cabin ajar.
- \_\_\_\_\_ A black bear came into the house.
- \_\_\_\_\_ Lyddie tells her family to climb the ladder into the loft.
- \_\_\_\_\_ She tells them to be slow and quiet.
- \_\_\_\_\_ Lyddie goes up the ladder last.

- \_\_\_ The bear rushes toward the ladder.
- \_\_\_ Charles pulls the ladder up.
- \_\_\_ It hits the bear's nose.
- \_\_\_ The bear looks for food.
- \_\_\_ He puts his head into a pot of boiling oatmeal.
- \_\_\_ He howls in pain.
- \_\_\_ The kettle is stuck on his head.
- \_\_\_ He tears the door off of its hinges.
- \_\_\_ He runs off.
- \_\_\_ Then everyone laughs.

5. *What is the problem in the book?* \_\_\_\_\_ /1  
\_\_\_ A black bear comes into the house.

**Inferential Questions:**

6. *Do you think Lyddie is the hero 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 "stunned" means?* \_\_\_\_\_ /2  
*What makes you think that?*

*"The bear was too stunned, it seemed, simply to lower his neck and let the kettle fall off." P. 3*

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

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

Peter Dewitz & Sarah Collinge, 2020

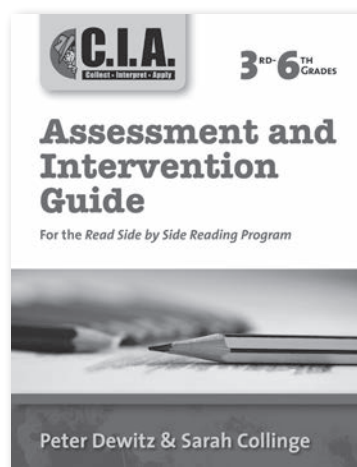
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest,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





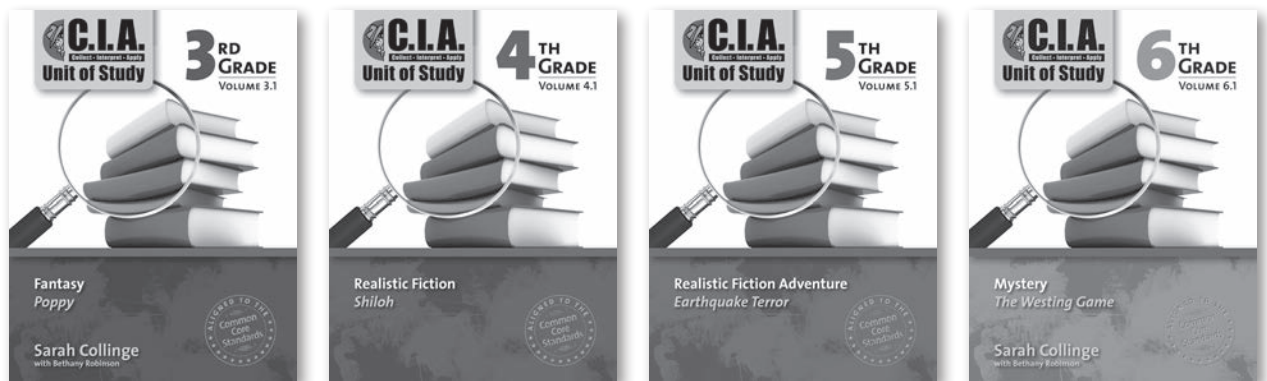
Literacy Publications, LLC & Consulting

## 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](http://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](mailto:info@readsidebyside.com) or visit [www.readsidebyside.com](http://www.readsidebyside.com).



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