



5TH
GRADE
VOLUME 5.5

Book Club

Running Records

Among the Hidden
First Light
Code Orange

For pairing with *C. I. A. Unit of Study—*
Science Fiction, The City of Ember 5.5

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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 were ^{all} four of us in the	Insertion	1
house: my mother ^{mom} , 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 ^{fort} 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
Accuracy Formula # 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
Fluency Formula # of words - number of errors X 60 = _____ / # of seconds = 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 # 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 (*Among the Hidden*).
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 Among the Hidden. 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, Luke, has to hide because he is a third child and the government doesn't allow women to have more than two children. The story is a science fiction story and takes place in the future. Please begin reading aloud to me starting near the bottom of page 3.

Turn on the timing device. Record oral reading miscues.

Chapter One (2)

He saw the first tree shudder and fall, far off in the (14)

distance. Then he heard his mother call out the (23)

kitchen window: “Luke! Inside. Now.” (28)

He had never disobeyed the order to hide. Even as a (39)

toddler, barely able to walk in the backyard’s tall grass, he (50)

had somehow understood the fear in his mother’s voice. (59)

But on this day, the day they began taking the woods away, (71)

he hesitated. He took one extra breath of the fresh air, (82)

scented with clover and honeysuckle and—coming from (90)

far away—pine smoke. He laid his hoe down gently, and (101)
savored one last moment of feeling warm soil beneath his (111)
bare feet. He reminded himself, “I will never be allowed (121)
outside again. Maybe never again as long as I live.” (131)

He turned and walked into the house, as silently as a (142)
shadow. (143)

“Why?” he asked at the supper table that night. It wasn’t a (155)
common question in the Garner house. There were plenty (164)
of “how’s”—*How much rain’d the backfield get? How’s the* (174)

planting going? Even “What’s”—*What’d Matthew do with the* (183)
five-sixteenth wrench? What’s Dad going to do about that busted (194)
tire? But “why” wasn’t considered much worth asking. Luke (203)
asked again. “Why’d you have to sell the woods?” (212)

Luke’s dad harrumphed, and paused in the midst of (221)
shoveling forkfuls of boiled potatoes into his mouth. (229)

“Told you before. We didn’t have a choice. Government (238)
wanted it. You can’t tell the Government no.” (246)

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

- ___ Luke
- ___ 12 years old
- ___ Has to hide.
- ___ Has to stay away from the windows.

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

- ___ Dad
- ___ Mother
- ___ The government

Setting:

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

- ___ At Luke's house
- ___ On a farm
- ___ In the future

Plot:

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

- ___ The government is taking down the trees behind Luke's house.
- ___ Luke has to come inside.
- ___ He might never be allowed to go outside again.
- ___ His parents had to sell the woods to the government.
- ___ Now the government is going to build houses.
- ___ Luke will not be allowed to go near the windows.
- ___ Luke wonders what would happen if someone saw him.
- ___ Luke thinks he will probably be killed if someone sees him.

5. *What is the problem in the book?* _____ /1
____ Luke has to hide so that no one sees him.
____ The woods behind Luke's house are being taken down.
____ Luke will not be able to go outside ever again.

Inferential Questions:

6. *How do you think Luke feels at the beginning 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 "defied" means?* _____/2
What makes you think that?

"They had defied the government once, with Luke." P. 2

Total Comprehension: _____ / 15

Materials Needed:

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

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 First Light. 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, Peter, suffers from headaches. His mother gets headaches too. The story is a science fiction story and takes place in the future. Please begin reading aloud to me starting near the bottom of page 3.

Turn on the timing device. Record oral reading miscues.

ONE

PETER

NEW YORK CITY (5)

SEVEN YEARS LATER (8)

A headache, Peter thought as he lay in bed with (18)

one arm thrown over his eyes, is something you (27)

have to experience to understand. No one can describe a (37)

headache to someone who has never had one. He rolled (47)

to one side and reached for the little spiral notebook on (58)

his night table. (61)

Peter's mother had gotten headaches for as long as he (71)

could remember. They sometimes lasted for days, during (79) which she sat in the red chair next to the pull-out couch (92) where his parents slept. She didn't eat, or laugh, or make (103) the "proper supper" she otherwise insisted upon. She (111) hardly got up at all. "She's gone away again," his father (122) would say. "But she'll be back." It happened maybe twice (132) a year. (134)

Everyone said how much Peter was like his mother— (143) their skin that was nearly paper white, their all-over (153) freckles, their wavy hair (hers dark, his blond like his fa- (163) ther's), even the way they sneezed (always twice), and (172) laughed (very quietly, after one loud sort of bark). So (182) Peter had always assumed that, like his mother, he would (192) get headaches one day, and that, when he did, they (202) would be headaches just like hers. (208)

Peter paged through the worn notebook. It had his (217) friends' phone numbers in it, and the names of some (227) video games he wanted if his parents ever let him *get* (238) a video game, and the address of a company in Oregon (249) that sold old radio parts for almost no money, and a (260) bunch of other things. He flipped to the inside back (270) cover, where he had made a series of slashes. (279)

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

- _____ Peter
- _____ 12 years old
- _____ Gets headaches
- _____ Is afraid to tell his mother about his headaches

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

- _____ Mother
- _____ Father
- _____ Peter's best friend (Miles)

Setting:

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

- _____ At Peter's house
- _____ New York City
- _____ In the future

Plot:

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

- _____ Peter's mother gets headaches.
- _____ When she gets headaches she hardly does anything.
- _____ It happens about twice a year.
- _____ When Peter turned 12, his mom began asking whether he had a headache.
- _____ Three months later he got a headache.
- _____ He didn't tell his mom about it.
- _____ He only told his friend Miles.

____ Peter is worried that the headaches are not headaches at all.
____ He has had nine headaches in one month.

5. *What is the problem in the book?* _____ /1
____ Peter has started to get headaches just like his mom's.

Inferential Questions:

6. *How do you think Peter feels at the beginning 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 Peter's father means when he says, "She's gone away?"* _____ /2
What makes you think that?

"She hardly got up at all. 'She's gone away again,' his father would say. 'But she'll be back.'" P. 4

Total Comprehension: _____ / 15

Materials Needed:

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

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 Code Orange. 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, Mitty, has to work on a term paper for his biology class. The story is a science fiction story. Please begin reading aloud to me starting near the bottom of page 1.

Turn on the timing device. Record oral reading miscues.

On Friday, Mr. Lynch walked around the classroom (8)
making sure everybody had written down the due (16)
date in their assignment books. Luckily, he started at the (26)
far side, giving Mitty Blake time to whisper to his best (37)
friend, “Due date for what?” (42)

“Notes for the term paper,” whispered Derek. “The one (51)
you’ve been working on for four weeks?” (58)

Mitty hadn’t even chosen a topic yet. (65)

But Mr. Lynch had been teaching for years. He had (75)
encountered many Mittys. So although the paper itself (83)
didn’t have to be turned in until February 18, on this (94)
coming Monday, February 2, each student in advanced (102)

biology had to submit an outline, ten pages of notes and (113)
a bibliography including four physical books. (119)

“*Books?*” said Mitty, stunned. He was sure this had not (129)

been mentioned before. “Mr. Lynch, nobody uses books (137)
anymore. They’re useless, especially in science. Facts (144)
change too fast.” (147)

“Books,” repeated Mr. Lynch. “This is to prevent you (156)
people from doing a hundred percent of your research (165)
online.” (66)

Mitty had done zero percent anywhere, but he had cer- (175)
tainly planned—insofar as Mitty had plans, which he (184)
didn’t—to do his research online. So he said, “Mr. Lynch, (195)
an actual book is out of date before it gets printed. (206)
Anyway, a good scientist does laboratory research.” (213)

“We did laboratory research last fall, Mitty,” said Mr. (222)
Lynch. “I don’t recall that you threw yourself into your (232)
project. I recall that you received a passing grade only (242)
through the efforts of the rest of your team. A scientist, (253)
Mitty, has to be able to dig through the published (263)
research of others. A scientist has to grasp the back- (273)
ground and history of things. That means books.” (281)

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

____ Mitty

____ Doesn't try very hard in school

____ Is rich

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

____ Biology teacher (Mr. Lynch)

____ Mitty's best friend (Derek)

Setting:

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

____ At a prep school

____ Manhattan (New York)

Plot:

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

____ Mitty is supposed to turn in an outline for his term paper.

____ He hasn't even picked out a topic yet.

____ His teacher tells the class that they must include four books in their research.

____ Mitty tries to convince his teacher that books are useless.

____ The term paper is supposed to be about an infectious disease.

____ Mitty thinks this is a depressing topic.

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

____ Mitty has to write a term paper about an infectious disease.

Inferential Questions:

6. Describe Mitty's personality? _____/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 **epidemic** means? ____/2

What makes you think that?

"...during the yellow fever epidemics of the 1700s, people sometimes died at the rate of three hundred per city block per day..." P. 2

Total Comprehension: _____ / 15

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

Peter Dewitz & Sarah Collinge, 2020

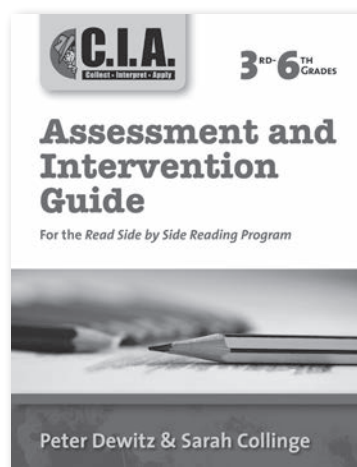
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest,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





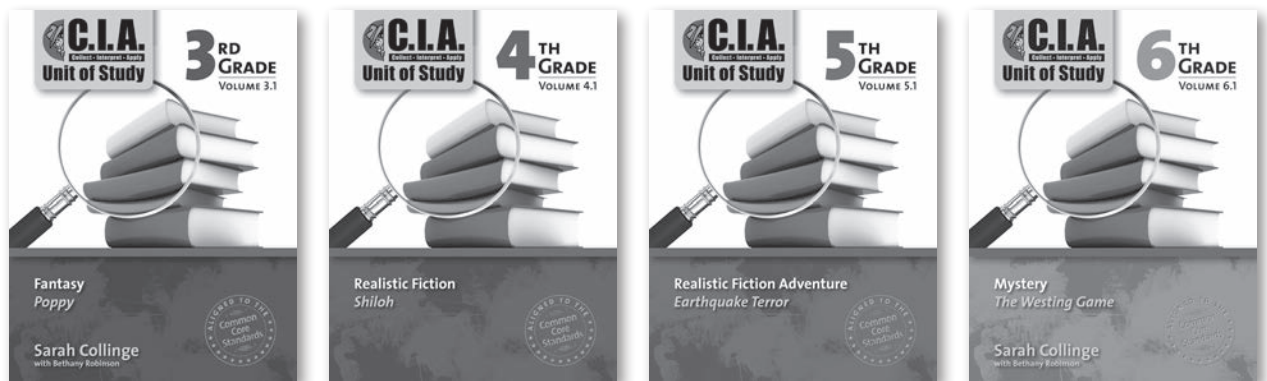
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Additional Publications

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





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 or visit www.readsidebyside.com.



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