



**6**<sup>TH</sup>  
**GRADE**  
VOLUME 6.1

# **Book Club**

# **Running Records**

*When You Reach Me*  
*The London Eye Mystery*  
*The Hound of the Baskervilles*

For pairing with *C. I. A. Unit of Study—Mystery*,  
The Westing Game 6.1

**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

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 (*When You Reach Me*).  
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 When You Reach Me. 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, Miranda, gets news that her mother has been selected to appear on the game show called The \$20,000 Pyramid. Please begin reading aloud to me, starting on page 1.*

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

Things You Keep In a Box (6)

So mom got the postcard today. It says in big curly letters, and at the very top is  
the address (27)

of Studio TV-15 on West 58<sup>th</sup> Street. After three years (37)

of trying, she has actually made it. She's going to be a (49)

contestant on which is hosted by (58)

Dick Clark. (60)

On the postcard there's a list of things to bring. She (71)

needs some extra clothes in case she wins and makes (81)

it to another show, where they pretend it's the next (91)  
day even though they really tape five in one afternoon. (101)  
Barrettes are optional, but she should definitely bring (109)  
some with her. Unlike me, Mom has glossy red hair (119)  
that bounces around and might obstruct America's (126)  
view of her small freckled face. (132)

And then there's the date she's supposed to show (141)  
up, sprawled in blue pen on a line at the bottom of the (154)  
card: Just like you said. (162)

I check the box under my bed, which is where I've (173)  
kept your notes these past few months. There it is, (183)  
in your tiny handwriting: , the (193)

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words all jerky-looking, like you wrote them on the (203)  
subway. Your last "proof". (207)

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

### SILENT READING—COMPREHENSION

**Tell the student:** *Now you are going to skip ahead a little bit and read starting on page 3 to the bottom of page 4 where it says "...for almost two years now." 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

\_\_\_\_\_ Miranda (her name actually isn't in this section of the text)

\_\_\_\_\_ Latchkey kid

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

\_\_\_\_\_ Mom

\_\_\_\_\_ Richard (Mom's boyfriend)

\_\_\_\_\_ You (?)

#### Setting:

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

\_\_\_\_\_ Miranda's apartment

\_\_\_\_\_ America

\_\_\_\_\_ April

\_\_\_\_\_ 1979

#### Plot:

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

\_\_\_\_\_ Miranda's mom gets a postcard.

\_\_\_\_\_ The postcard says she will be on The \$20,000 Pyramid show.

\_\_\_\_\_ She has been trying to get on the show for 3 years.

\_\_\_\_\_ Someone told Miranda that this would happen.

\_\_\_\_\_ Miranda's mom hangs an April calendar on the kitchen wall.

\_\_\_\_\_ She puts a pyramid, dollar signs, and exclamation points on April 27th.

\_\_\_\_\_ April 27th is Richard's birthday.

- \_\_\_\_\_ Richard is mom's boyfriend.  
\_\_\_\_\_ He and Miranda are going to help mom practice every night.

5. *What is the problem in the book?* \_\_\_\_\_/1  
\_\_\_\_\_ Miranda's mom needs to practice for a game show.

**Inferential Questions:**

6. *How does Miranda feel about Richard? Why do you think that?* \_\_\_\_\_/2

7. *What do you think is going to happen next? What makes you think that?* \_\_\_\_\_/2

8. *What do you think the word **obstruct** means? What makes you think that?* \_\_\_\_\_/2  
"Unlike me, Mom has glossy red hair that bounces around and might obstruct America's view of her small freckled face."

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

**Materials Needed:**

The student will need a copy of the book being read (*The London Eye Mystery*).  
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 The London Eye Mystery. 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, Ted lives in London and likes going on the Ferris Wheel called the London Eye. Please begin reading aloud to me, starting on page 1.*

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

A Giant Bicycle Wheel in the Sky (6)

My favorite thing to do in London is to fly the (17)

Eye. (18)

On a clear day you can see for twenty-five miles in (30)

all directions because you are in the largest obser- (38)

vation wheel ever built. You are sealed into one of (48)

the thirty-two capsules with the strangers who were (57)

next to you in the queue, and when they close the (68)

doors, the sound of the city is cut off. You begin to (80)

rise. The capsules are made of glass and steel and are (91)

hung from the rim of the wheel. As the wheel turns, (102)

the capsules use the force of gravity to stay upright. (112)

It takes thirty minutes to go a full circle. (121)

From the top of the ride, Kat says London looks (131)

like toy-town and the cars on the roads below look (142)

like abacus beads going left and right and stopping (151)

and starting. I think London looks like London and (160)

the cars like cars, only smaller. (166)

The best thing to see from up there is the river (177)

Thames. You can see how it loops and curves but (187)

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When you are on the ground you think it is straight. (198)

The next best thing to look at is the spokes and (209)

metallic hawsers of the Eye itself. You are looking at (219)

the only cantilevered structure of its kind on earth. (228)

It is designed like a giant bicycle wheel in the sky, (239)

supported by a massive A-frame. (245)

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

### SILENT READING—COMPREHENSION

**Tell the student:** Now you are going to read to the end of the chapter, on page 4. 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

\_\_\_\_\_ Ted (his name actually isn't in this section of the text)

\_\_\_\_\_ Likes to fly the London Eye

\_\_\_\_\_ Has a funny brain

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

\_\_\_\_\_ Kat

\_\_\_\_\_ Salim

#### Setting:

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

\_\_\_\_\_ London

\_\_\_\_\_ The London Eye

\_\_\_\_\_ May

#### Plot:

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

\_\_\_\_\_ The main character's favorite thing to do is fly the Eye.

\_\_\_\_\_ It is the largest observation wheel ever built.

\_\_\_\_\_ It is in London.

\_\_\_\_\_ It takes 30 minutes to go a full circle.

\_\_\_\_\_ You are not allowed to go more than one rotation.

\_\_\_\_\_ Ted and Kat took Salim to the Eye.

\_\_\_\_\_ He had never been on the Eye before.

\_\_\_\_\_ A stranger offered a free ticket.

\_\_\_\_\_ Salim went on the Eye by himself.

\_\_\_\_\_ 20 other people were in his capsule.



- \_\_\_\_\_ When the capsule landed, Salim did not get off.
- \_\_\_\_\_ They waited, and he still didn't appear.
- \_\_\_\_\_ Salim had vanished off the face of the earth.
- \_\_\_\_\_ But Ted figured out what happened.

5. *What is the problem in the book?* \_\_\_\_\_/1  
\_\_\_\_\_ Salim vanished from the London Eye.

**Inferential Questions:**

6. *How are Ted and Kat different? What makes you think that?* \_\_\_\_\_/2

7. *What do you think is going to happen next? What makes you think that?* \_\_\_\_\_/2

8. *What do you think the phrase “different operating system” means? What makes you think that?* \_\_\_\_\_/2

“This is how having a funny brain that runs on a different operating system from other people's helped me figure out what had happened.”

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

**Materials Needed:**

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

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 The Hound of the Baskervilles. 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 Sherlock Holmes mystery. In this section of the story, a newspaper article is being read aloud to Sherlock Holmes. The newspaper article tells about the mysterious details of Sir Charles Baskerville's sudden death. The story takes place in England in 1901, so the dialect may be unfamiliar because it is both regional and historical. Please begin reading aloud to me, starting on page 18 where it says, "The recent and sudden death..."*

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

“The recent sudden death of Sir Charles (7)

Baskerville, whose name has been mentioned (13)

as the probable Liberal candidate for Mid- (20)

Devon at the next election, has cast a gloom over (30)

the county. Though Sir Charles had resided at (38)

Baskerville Hall for a comparatively short period (45)

his amiability of character and extreme generos- (52)

ity had won the affection and respect of all who (61)

had been brought into contact with him. In these (70)

days of *nouveaux riches* it is refreshing to find (79)  
a case where the scion of an old county family (89)  
which has fallen upon evil days is able to make (99)  
his own fortune and to bring it back with him to (110)  
restore the fallen grandeur of his line. Sir Charles, (119)  
as is well known, made large sums of money in (129)  
South African speculation. More wise than those (136)  
who go on until the wheel turns against them, he (146)  
realized his gains and returned to England with (154)  
them. It is only two years since he took up his res- (165)  
idence at Baskerville Hall, and it is common talk (174)  
how large were those schemes of reconstruction (181)  
and improvement which have been interrupted (187)  
by his death. Being himself childless, it was his (196)  
openly expressed desire that the whole country- (203)  
side should, within his own lifetime, profit by his (212)  
good fortune, and many will have personal rea- (219)  
sons for bewailing his untimely end. His generous (227)  
donations to local and county charities have been (235)  
frequently chronicled in these columns. (240)

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

### SILENT READING—COMPREHENSION

**Tell the student:** Now you are going to read to page 22, stopping where it says, "...of his good fortune." 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

- \_\_\_ Sir Charles Baskerville
- \_\_\_ He recently died.
- \_\_\_ He had been in poor health.
- \_\_\_ He was a widower.
- \_\_\_ He was childless.
- \_\_\_ Eccentric
- \_\_\_ Respectable
- \_\_\_ Rich
- \_\_\_ Generous
- \_\_\_ He made his fortune in South Africa.
- \_\_\_ He returned to England with his wealth.
- \_\_\_ He lived at Baskerville Hall.
- \_\_\_ He lived there two years before his death.
- \_\_\_ He had been making improvements to Baskerville Hall.

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

- \_\_\_ Mr. Henry Baskerville (younger brother & next of kin)
- \_\_\_ Mr. Barrymore (Butler)
- \_\_\_ Mrs. Barrymore (housekeeper)
- \_\_\_ Dr. James Mortimer

#### Setting:

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

- \_\_\_ Baskerville Hall
- \_\_\_ England
- \_\_\_ Near London
- \_\_\_ May 4th
- \_\_\_ Night

**Plot:**

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

- \_\_\_\_\_ The details of his death are still a mystery.
- \_\_\_\_\_ There are rumors and superstitions.
- \_\_\_\_\_ There is no reason to suspect foul play.
- \_\_\_\_\_ His death was likely by natural causes.
- \_\_\_\_\_ For a time, Sir Charles had been in poor health.
- \_\_\_\_\_ He suffered from changes of color, breathlessness, and nervous depression.
- \_\_\_\_\_ On the night of his death, Sir Charles went for a walk.
- \_\_\_\_\_ He never returned.
- \_\_\_\_\_ The butler, Barrymore, went in search of him.
- \_\_\_\_\_ His body was discovered near the gate.
- \_\_\_\_\_ His footprints indicated that he had been walking on his toes.
- \_\_\_\_\_ There was no sign of violence.
- \_\_\_\_\_ His face was distorted.
- \_\_\_\_\_ This may be due to cardiac exhaustion.
- \_\_\_\_\_ The next of kin is Mr. Henry Baskerville.
- \_\_\_\_\_ Mr. Henry Baskerville lives in America.
- \_\_\_\_\_ He will be the heir to the Baskerville fortune.

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

- \_\_\_\_\_ The details of Sir Charles Baskerville's death are still a mystery.

**Inferential Questions:**

6. *Why do you think there are rumors and superstitions about Sir Charles Baskerville's death and what might they be? \_\_\_\_\_/2*

7. *What do you think is going to happen next? \_\_\_\_\_/2*

8. *What do you think the word **bewailed** means? What makes you think that? \_\_\_\_\_/2*

"Being himself childless, it was his openly expressed desire that the whole countryside should, within his own lifetime, profit by his good fortune, and many will have personal reasons for bewailing his untimely end."

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

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

Peter Dewitz & Sarah Collinge, 2020

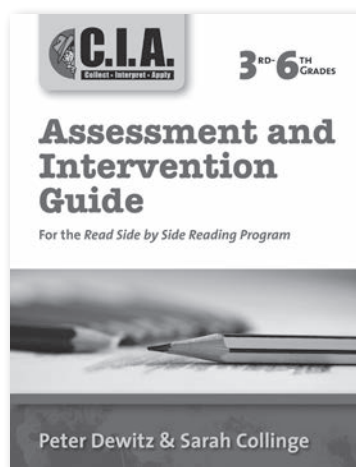
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest,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

This guide outlines reliable, valid, and useful assessment tools, including:

- surveys of reading motivation and interest;
- observational notes;
- conference forms and scripts;
- standardized assessments;
- running records for each book club title (available online);
- checklists;
- rubrics;
- record-keeping forms; and
- a six-lesson unit preparing students for state testing.

The goal of reading instruction is not only to help students gain comprehension skill, but to ignite their interest and motivation to read. This book complements and is essential to the *Read Side by Side Reading Program*. The intervention strategies give teachers the tools to ensure that all students can succeed with the program, even those who struggle with reading, raising student achievement and increasing students' confidence and competence as readers.

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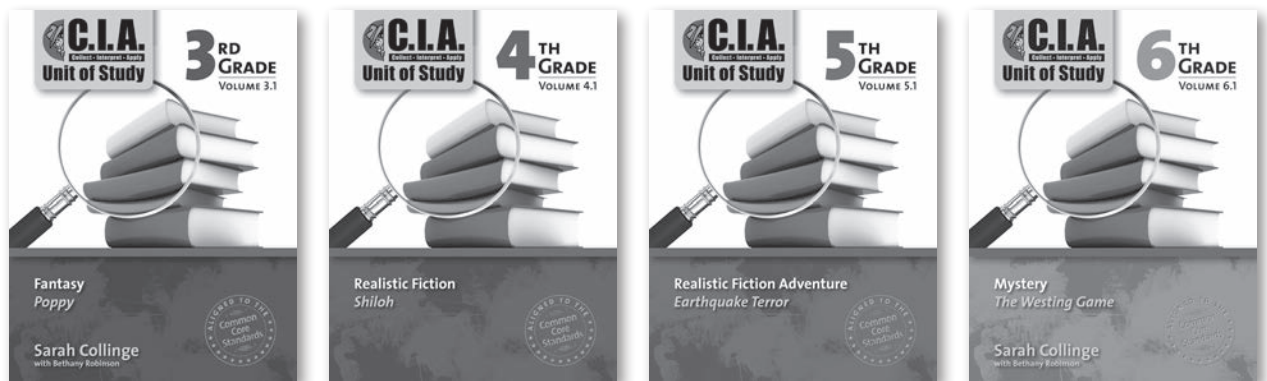
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## Additional Publications

The *Read Side by Side Reading Program* for grades 3-6 provides a highly motivating curriculum design, tailored specifically to the needs of intermediate students. A 2018 evidence study proves the impact of the program on reading interest and comprehension success. The curriculum is written by classroom teachers to bring a high-quality and easy-to-implement curriculum package. The pride of the program is the use of award-winning trade books to better prepare students for middle school reading.

To learn more about the program, or purchase the program for your classroom, school, or district, please visit:

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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 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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