



5TH
GRADE
VOLUME 5.2

Book Club

Running Records

There's a Boy in the Girls' Bathroom

The Janitor's Boy

Wonder

The Great Gilly Hopkins

For pairing with C. I. A. Unit of Study—*Realistic Fiction,*
Complex Story Structure, Holes 5.2

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 ^{fort} foreseen 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

(*There's a Boy in the Girls' Bathroom*).

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 *There's a Boy in the Girls' Bathroom*. 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, Bradley, is not well-liked by his classmates. Then, a new boy named Jeff comes to school. Please begin reading aloud to me starting on page 3.

Turn on the timing device. Record oral reading miscues.

Bradley Chalkers sat at his desk in the back of the (11) room—last seat, last row. No one sat at the desk next to him or at the one in front of him. He was an island.

If he could have, he would have sat in the closet. Then he could shut the door so he wouldn't have to listen to Mrs. Ebbel. He didn't think she'd mind. She'd probably like it better that way too. So would the rest of the class. All in all, he thought everyone would be much happier if he sat in the closet, but, unfortunately, his desk didn't fit.

"Class," said Mrs. Ebbel. "I would like you all to

meet Jeff Fishkin. Jeff has just moved here from Washington, D.C., which, as you know, is our nation's capital.

Bradley looked up at the new kid who was standing at the front of the room next to Mrs. Ebbel.

"Why don't you tell the class a little bit about yourself, Jeff," urged Mrs. Ebbel.

The new kid shrugged.

"There's no reason to be shy," said Mrs. Ebbel.

The new kid mumbled something, but Bradley didn't hear what it was.

"Have you ever been to the White House, Jeff?" Mrs. Ebbel asked. "I'm sure the class would be very interested to hear about that."

"No, I've never been there," the new kid said very quickly as he shook his head.

Mrs. Ebbel smiled at him. "Well, I guess we'd better find you a place to sit." She looked around the room. "Hmm, I don't see anyplace except, I suppose you can sit there at the back."

"No, not next to Bradley!" a girl in the front row exclaimed.

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?* _____ /2

Please tell me a little bit about the main character. _____ /1

- ____ Bradley Chalkers
- ____ Doesn't follow directions in class
- ____ Gets bad grades
- ____ The other kids don't like him

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

- ____ The new kid (Jeff Fishkin)
- ____ The teacher (Mrs. Ebbel)

Setting:

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

- ____ At school

Plot:

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

- ____ Bradley sits by himself in class.
- ____ No one wants to sit by him.
- ____ A new kid comes to school.
- ____ The new kid is from Washington, D.C.
- ____ The new kid has to sit by Bradley.
- ____ The new kid tells Bradley he doesn't mind sitting next to him.
- ____ He is nice to Bradley.
- ____ Bradley says, "Give me a dollar or I'll spit on you."

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

- ____ No one likes Bradley. He is not very nice.

Inferential Questions:

6. Describe Bradley'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 "**wads**" means? _____/2

What makes you think that?

"His desk was full of little wads of torn paper, pencil points, chewed erasers, and other unrecognizable stuff, all taped together." P. 4

Total Comprehension: _____ / 14

Materials Needed:

The student will need a copy of the book being read (*The Janitor's Boy*).
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 Janitor's Boy. 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, Jack Rankin is working on a special school project—a bubble gum project. Please begin reading aloud to me starting on page 1.

Turn on the timing device. Record oral reading miscues.

The Perfect Crime (3)

Jack Rankin had a particularly sensitive nose. As he (12)
walked into school in the morning, sometimes he (20)
would pause in the entryway and pull in a snoot- (30)
load of air from the flow rushing out the door. (40)
Instantly he could tell what the cafeteria lunch (48)
would be, right down to whether the Jell-O was (57)
strawberry or orange. He could tell if the school (66)
secretary was wearing perfume, and whether there (73)
was an open box of doughnuts on the table in the (84)

teachers room on the second floor. (90)

On this particular Monday morning Jack's nose (97) was on high alert. He was working on a special (107) project—a bubble gum project. Today's activity (114) was the result of about a week's worth of research (124) and planning. (126)

Days ago, Jack had begun the project by (134) secretly examining the bottoms of desks and tables (142) all over the school, trying to decide exactly which (151) kind of discarded gum was the most unpleasant. (159)

After he conducted his first few sniff tests, he (168) didn't even have to look underneath a table or a (178) chair to tell if there was gum. The scent of the (189) stuff followed him from class to class. He had gum (199) on the brain. He smelled gum everywhere—on the (208) bus, in the halls, passing a locker, walking into a (218) classroom. (219)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the bottom of page 4, where it says, "...just as he'd planned." 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?* _____ /2

Please tell me a little bit about the main character. _____ /1

____ Jack Rankin

____ Has a sensitive nose

____ A fifth grader

____ (sneaky)

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

____ Gym teacher (Mr. Sargent)

____ Math teacher (Mrs. Lambert)

____ Music teacher (Mr. Pike)

____ Jed Ellis

____ Kerry Loomis

Setting:

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

____ At school

____ In music class

Plot:

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

____ Jack is working on a bubble gum project.

____ He decides watermelon Bubblicious is the smelliest and stickiest gum.

____ Jack chews gum all day.

____ He keeps the chewed gum in a ziplock bag.

____ By the time he gets to music he has 13 pieces of chewed gum.

____ Jack sits in the back row.

____ He puts the gum under his desktop.

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

_____ Jack is breaking the school rules by putting gum under the desk.

Inferential Questions:

6. *Describe Jack'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 "flailed" means?* _____ /2

What makes you think that?

"...he pounded out the melody with one hand and flailed the air with his other one, trying to get fidgety fifth graders to sing their hearts out." P. 4

Total Comprehension: _____ / 14

Materials Needed:

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

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 Wonder. 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, Augie Pullman is born with a severe facial deformity that has prevented him from attending a traditional school. The story begins with Augie starting 5th grade at Beecher Prep. Please begin reading aloud to me, starting on page 3.

Turn on the timing device. Record oral reading miscues.

Ordinary (1)

I know I'm not an ordinary ten-year-old kid. I mean, sure, I do (15)

ordinary things. I eat ice cream. I ride my bike. I play ball. I (28)

have an Xbox. Stuff like that makes me ordinary. I guess. And (40)

I feel ordinary. Inside. But I know ordinary kids don't make (51)

other ordinary kids run away screaming in playgrounds. I know (61)

ordinary kids don't get stared at wherever they go. (70)

If I found a magic lamp and I could have one wish, I would wish (86)

that I had a normal face that no one ever noticed at all. I would (101)

wish that I could walk down the street without people seeing me (113)

and then doing that look-away thing. Here's what I think: the (125)

only reason I'm not ordinary is that no one else sees me that way. (139)
But I'm kind of used to how I look by now. I know how to pretend (155)
I don't see the faces people make. We've all gotten pretty good at (168)
that sort of thing: me, Mom and Dad, Via. Actually, I take that back: (182)
Via's not so good at it. She can get really annoyed when people do (196)
something rude. Like, for instance, one time in the playground some (207)
older kids made some noises. I don't even know what the noises were (220)
exactly because I didn't hear them myself, but Via heard and she just (233)
started yelling at the kids. That's the way she is. I'm not that way. (247)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the end of page 5, where it says, "Maybe I'm making too big a deal about birthday parties." 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

_____ August

_____ 10 years old

_____ Does ordinary things (eats ice cream, rides his bike, plays ball, has an Xbox)

_____ Doesn't have a normal face

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

- ___ Mom
- ___ Dad
- ___ Via (sister)
- ___ Christopher (best friend)
- ___ Zachary (friend)
- ___ Alex (friend)

Setting:

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

- ___ North River Heights
- ___ Manhattan

Plot:

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

- ___ August wishes he had a normal face.
- ___ He gets stared at and teased because of his face.
- ___ His sister doesn't see him as ordinary. His parents see him as extraordinary.
- ___ August has had 27 surgeries since he was born.
- ___ His mom homeschools him.
- ___ Now, August will be starting 5th grade.
- ___ August only wants to go to school if he can be like every other kid.
- ___ He has some friends (Christopher, Zachary, Alex).
- ___ He thinks he is making too big a deal about birthday parties.

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

- ___ August isn't ordinary like the other kids.
- ___ He is stared at and teased by others.

Inferential Questions:

6. *How does August feel about going to a real school? What makes you think that?* _____/2

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

8. *Look at the cover of the book. Why do you think the author does not reveal what August looks like on the cover?* _____/2

Total Comprehension: _____ / 15

Materials Needed:

The student will need a copy of the book being read (*The Great Gilly Hopkins*).
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 Great Gilly Hopkins. 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, Galadriel Hopkins (Gilly) is placed in a new foster home. Please begin reading aloud to me starting on page 1.

Turn on the timing device. Record oral reading miscues.

WELCOME TO THOMPSON PARK (4)

“Gilly,” said Miss Ellis with a shake of her long blonde (15)

hair toward the passenger in the back seat. “I need (25)

to feel that you are willing to make some effort.” (35)

Galadriel Hopkins shifted her bubble gun to the front (44)

of her mouth and began to blow gently. She blew until she (56)

could barely see the shape of the social worker’s head (66)

through the pink bubble. (70)

“This will be your third home in less than three years.” (81)

Miss Ellis swept her golden head left to right and then began (93)
to turn the wheel in a cautious maneuver to the left. “I would (106)
be the last person to say that it was your fault. The Dixons’ (119)
move to Florida, for example. Just one of those unfortunate (129)
things. And Mrs. Richmond having to go into the hospital”— (139)

it seemed to Gilly that there was a long, thoughtful pause (150)
before the caseworker went on—“for her nerves.” (158)

Pop! (159)

Miss Ellis flinched and glanced in the rear-view mirror but (170)
continued to talk in her calm, professional voice while Gilly (180)
picked at the bits of gum stuck in her straggly bangs and on (193)
her cheeks and chin. “We should have been more alert to her (205)
condition before placing any foster child there. *I* should have (215)
been more alert.” Cripes, thought Gilly. The woman was get- (224)
ting sincere. What a pain. (229)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the top of page 4, where it says, “Here I come, Maime baby, ready or not.” 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?* _____ /2

Please tell me a little bit about the main character. _____ /1

____ Galadriel Hopkins (Gilly)

____ A foster kid

____ 11 years old

____ Not nice

____ Clever

____ Hard to manage

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

____ Social worker / case worker (Miss Ellis)

____ New foster mother (Maime Trotter)

Setting:

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

____ In the car

____ On the way to Gilly’s new foster home

Plot:

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

____ Gilly is on her way to a new foster home.

____ It will be her third home in less than three years.

____ Miss Ellis encourages Gilly to be good.

____ Gilly is chewing bubble gum.

____ She tells Gilly to get rid of her bubble gum.

____ Gilly spreads the chewed gum under the car door handle.

5. *What is the problem in the book?* _____ /1
____ Gilly is on her way to a new foster home.
____ It will be her third home in less than three years.
____ Gilly is uncooperative.

Inferential Questions:

6. *Describe Gilly'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 phrase "get off on the right foot" means?* _____/2
What makes you think that?

"Will you do me a favor, Gilly? Try to get off on the right foot?" P. 2

Total Comprehension: _____ / 14

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

Peter Dewitz & Sarah Collinge, 2020

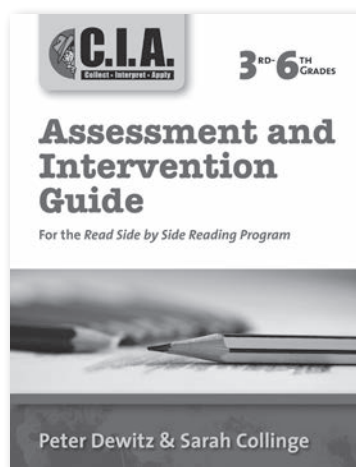
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest,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





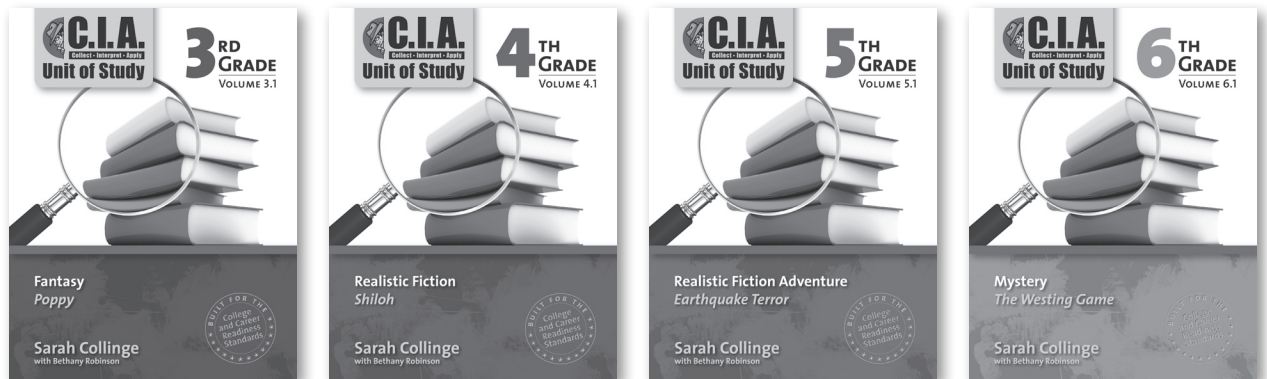
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Additional Publications

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 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.



Sarah Collinge