



3RD
GRADE
VOLUME 3.5

Book Club

Running Records

Fudge-a-Mania

Wall Ball

The Way to Stay in Destiny

Swindle

For pairing with *C. I. A. Unit of Study—*
Legend, Maniac Magee 3.5

Sarah Collinge

Table of Contents

What is a running record?	2
Directions for Administering the Running Record Test	3
Quick Sheet for Scoring Running Records	5
Fluency Benchmarks	6
Guidelines for Matching Students to Text	7
Running Record Cover Sheet	8
Running Record.....	9

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: 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
<p style="text-align: center;">Accuracy Formula</p> <p style="text-align: center;"># words - # of miscues = # words read correctly / # of words X 100 = % of Words Read Correctly</p> <p style="text-align: center;">_____ - _____ = _____ / _____ X 100 = _____ % of Words Read Correctly</p>		

FLUENCY - % OF WORDS CORRECT PER MINUTE (WCPM)		
Independent	Instructional	Frustrational
50th percentile or above	49th - 25th percentile	24th percentile or below
<p style="text-align: center;">Fluency Formula</p> <p style="text-align: center;"># of words - number of errors X 60 = _____ / # of seconds = WCPM</p> <p style="text-align: center;">_____ - _____ X 60 = _____ / _____ = _____ WCPM</p> <p style="text-align: center;">Grade Level Fluency Norms (Tindal & Hasbrouck, 2017)</p>		

COMPREHENSION - % OF CORRECT ANSWERS		
Independent	Instructional	Frustrational
75% correct or above	50 - 74% correct	49% correct or below
<p style="text-align: center;">Comprehension Formula</p> <p style="text-align: center;"># of points earned / number of points possible X 100 = % of Correct Answers</p> <p style="text-align: center;">_____ / _____ = _____ % of Correct Answers</p>		

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
(*Fudge-A-Mania*).

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 Fudge-A-Mania. 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, Peter, has to spend the summer with his little brother, Fudge, and his sworn enemy, Sheila. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

Who's the Lucky Bride? (4)

“Guess what, Pete?” my brother, Fudge, said. “I’m get- (12)
ting married tomorrow.” (15)

I looked up from my baseball cards. “Isn’t this (24)
kind of sudden?” I asked, since Fudge is only five. (34)

“No,” he said. (37)

“Well...who’s the lucky bride?” (42)

“Sheila Tubman,” Fudge said. (46)

I hit the floor, pretending to have fainted dead (55)
away. I did a good job of it because Fudge started (66)
shaking me and shouting, “Get up, Pete!” (73)

What's with this Pete business? I thought. Ever (81)
since he could talk, he's called me Pee-tah. (89)

Then Tootsie, my sister, who is just a year and a (100)
half, danced around me singing, "Up, Pee...up." (108)

Next, Mom was beside me saying, "Peter...what (116)
happened? Are you all right?" (121)

"I told him I was getting married," Fudge said. (130)
"And he just fell over." (135)

"I fell over when you told me *who* you were mar- (145)
rying," I said. (148)

"Who are you marrying, Fudge?" Mom asked, as if (157)
we were seriously discussing his wedding. (163)

"Sheila Tubman," Fudge said. (167)

"Don't say that name around me," I told him, "or (177)
I'll faint again." (180)

"Speaking of Sheila Tubman..." Mom began. (186)

But I didn't wait for her to finish. "You're making (196)
me feel very sick..." I warned. (202)

"Really, Peter..." Mom said. "Aren't you overdo- (208)
ing it?" (210)

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

_____ Silly

_____ Doesn't like Sheila Tubman

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

_____ Peter's brother (Fudge)

_____ Peter's sister (Tootsie)

_____ Mom

_____ Sheila Tubman

_____ Buzz Tubman

Setting:

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

_____ At Peter's house

_____ Summer

Plot:

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

_____ Peter's brother Fudge says he is getting married.

_____ He is going to marry Sheila Tubman.

_____ Peter pretends to faint.

_____ Peter's mom asks him what is wrong.

_____ She tells Peter that they will be renting a house next to Sheila for the summer.

_____ Peter pretends to faint again.

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

____ Fudge is going to marry Sheila Tubman.

____ Peter will have to live next to Sheila Tubman for three weeks.

Inferential Questions:

6. *How does Peter feel about Sheila Tubman? How do you know?* _____/2

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

8. *What do you think the phrase “overdoing it” means?* _____/2

Why do you think that?

“Really Peter...aren't you overdoing it?” P. 4

Total Comprehension: _____ / 15

Materials Needed:

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

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 Wall Ball. 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 about a boy named Banjo, who plays baseball for the Rambletown Rounders. The town is experiencing record breaking snowfalls. It is April when the story begins, and the snow is still falling! Banjo and his friends are snowboarding on Windssock Mountain. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

CHAPTER ONE (2)

“Mr. Bones,” I said, “I’m sorry to be the one (12)

to tell you this, but you look ridiculous. (20)

Absolutely ridiculous.” (22)

Mr. Bones cocked his floppy-eared head to (30)

one side and wagged his tail like a palm tree in (41)

a hurricane. (43)

A real palm tree would have been nice. It (52)

would have meant tropical weather. As it was, (60)

we were stuck in the middle of the longest, (69)

coldest winter on record. Last summer's terri- (76)
ble heat wave was a distant memory. Back then (84)
it got so hot cows dried up and gave powdered (94)
milk and I fell into the worst hitting slump of (104)
my life. I didn't want that slump ever to come (114)

back, but I sure hoped the sun would. (122)

Mr. Bones is my dog, a long-nosed, yellow- (131)
haired fur ball that strangers often mistake (138)
for a bandicoot. He likes to be petted and he (148)
likes to lick faces. At the moment, petting was (157)
out of the question, because he was completely (165)
encased in a green-and-red-tartan doggy coat. (174)
You could pet the coat but not Mr. Bones. The (184)
hideous garment was a Christmas present from (191)
my mother. It fitted him as snugly as batter on a (202)
corn dog. He was quite proud of his silly coat. (212)

“What's next?” I asked, shaking my head. (219)

“Two little pairs of plaid galoshes?” (225)

My dog wagged his tail some more and (233)
buried his snout into the snowbank. (239)

Time: _____

SILENT READING—COMPREHENSION

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

_____ Banjo (Great Walloper or Walloper)

_____ Plays baseball (third baseman)

_____ Likes to snowboard

_____ Wishes it would stop snowing so baseball season can start.

2. *Who are the other characters in the story so far?* _____ /2

_____ Mr. Bones (Banjo's dog)

_____ Mom

_____ Dad

_____ Stump

Setting:

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

_____ Rambletown

_____ Windsock Mountain

Plot:

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

_____ Rambletown is having one of the longest winters on record.

_____ Last summer Rambletown had a terrible heat wave.

_____ Last summer Banjo fell into the worst hitting slump of his life.

_____ Banjo is snowboarding with his dog and his friends on Windsock Mountain.

_____ Banjo's friends are on his baseball team.

_____ All of Banjo's friends have nicknames.

- _____ Banjo rides the chairlift to the top of the mountain.
_____ Banjo will snowboard down the mountain with his dog riding on his board.
_____ Banjo's dog loves riding the snowboard.

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

_____ Rambletown is having one of the longest winters on record.

_____ It is still snowing in April!

Inferential Questions:

6. *How does Banjo feel about the snow? How do you know?* _____ /2

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

8. *What do you think the word "ridiculous" means?* _____ /2

Why do you think that?

"Mr. Bones...you look ridiculous. Absolutely ridiculous." P. 1

Total Comprehension: _____ / 15

Materials Needed:

The student will need a copy of the book being read
(*The Way to Stay in Destiny*).

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 Way to Stay in Destiny. 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, Theo, has to move to Florida and live with his Uncle Raymond. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

CHAPTER ONE (2)

***Welcome to Destiny* (5)**

The crazy lady in seat 2B hasn't stopped singing "You (15)

Are My Sunshine" since the glare hit the windshield (24)

three hours ago. Okay, maybe I nodded off for a minute or (36)

two. And maybe that's a line of drool on my chin. But when (49)

my uncle punches me in the arm, hard, I jump wide awake. (61)

"Get off the bus, Theo," Uncle Raymond says, pushing (70)

ahead of a girl moving too slowly for him. "We're in Destiny." (82)

I grab my bags and baseball glove and follow him. (92)

The minute the door opens, heat hits me like a slap in the (105)
face. When a whoosh of diesel fumes almost knocks me over, (116)
I hold my breath and step onto the blazing sidewalk. (126)

Everywhere, old men wearing shorts, flip-flops, and big (135)
smiles grab suitcases. They hug relatives and hustle them off (145)
in station wagons. But nobody's expecting us at this Marathon (155)
Gas Station. (157)

Wait a minute. What's all that slithery gray stuff hanging (167)
from the trees? I kick at two brown coconuts littering the (178)
ground, squint up at the sinking sun, and shake my head at (190)
the banner swinging from one streetlight across to another: (199)
Welcome to Destiny, Florida, the Town Time Forgot. (207)

Leaning down to pick up my knapsack, I jerk it away when (219)
a tiny lizard skitters under a plant so sharp it could cut off (232)
my fingers. I push up the long, hot sleeves of the shirt that (245)
was just fine when we left Kentucky early yesterday, and all I (257)
can think is *Oh man. What am I doing here?* (267)

Time: _____

SILENT READING—COMPREHENSION

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

_____ Theo

_____ Plays baseball

_____ Is not happy to be moving to Destiny with his uncle.

2. *Who is the other character in the story so far?* _____ /1

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

_____ Uncle Raymond

_____ Is in a hurry

_____ Is not very friendly toward Theo

_____ Is getting ready to start a new job

Setting:

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

_____ Destiny, Florida

_____ Rest Easy Rooming House

Plot:

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

_____ Theo is on a bus.

_____ He is moving to Destiny, Florida with his uncle.

_____ When he gets off the bus, it is hot outside.

_____ He tries to throw away his coat.

_____ Uncle Raymond tells him to keep it.

_____ They walk toward the Rest Easy Rooming House.

_____ Uncle Raymond walks fast.

_____ Theo tries to keep up.

_____ He hears thunder.

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

_____ Theo does not want to be in Destiny, Florida with his uncle.

Inferential Questions:

6. *How does Peter feel about moving to Destiny? How do you know?* _____ /2

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

8. *What do you think the word “dawdling” means?* _____ /2

Why do you think that?

“I got no time for dawdling. Gotta get ready for my new job tomorrow.” P. 3

Total Comprehension: _____ / 15

Materials Needed:

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

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 Swindle. 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, Griffin, comes up with crazy plans and tries to get his friends to join in. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

SNEAKING OUT AT NIGHT – HELPFUL HINTS: (6)

(i) When lying to your parents, maintain EYE (13)

CONTACT (14)

(ii) Make sure you ask permission to attend the (22)

correct FAKE SLEEPOVER. (Boys—Stan Winter’s place. (29)

Girls—Karen Lobodzic’s) (32)

(iii) Meet at the OLD ROCKFORD HOUSE at (39)

8:30 p. m. Friday. (You can’t miss it; there’s a CRANE (49)

with a giant WRECKING BALL parked in front.) (57)

(iv) Enter through missing planks in BOARDED-UP (64)

WINDOW, first floor, east side. (69)

(v) Bring your SLEEPING BAG. Remember: (74)

The old Rockford house is a CONDEMNED (81)

BUILDING that will be demolished TOMORROW (87)
MORNING. There will be no beds, no running water, (96)
no furniture, no lights, no TV... (102)
When a plan came from Griffin Bing, (109)
even the tiniest detail had to be per- (116)
fect. He'd agonized over every find point and (124)
possibility. All except one: What if nobody (131)
showed up? (133)

“We probably shouldn't have put in the part (141)
about no TV,” Griffin's friend Ben Slovak said (149)
glumly. (150)

Griffin and Ben sat cross-legged on their (158)
sleeping bags in what had once been an elegant (167)
living room. They were surrounded by shred- (173)
ded drapery, remnants of ancient furnishings, (179)
and mounds of dust. All around them, the cav- (187)
ernous old house creaked and groaned with (194)
hollow, eerie noises. Outside, a thunderstorm (200)
raged. (201)

Griffin trained the beam of his flashlight (208)
on his wristwatch: 10:34 p. m. “I can't believe (216)
it,” he seethed. “How could we get *nobody*? (224)
Twenty-eight people said they were coming!” (231)

“Maybe they're just late,” Ben offered (237)
lamely. (238)

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

_____ Griffin

_____ The Man With the Plan

_____ Likes adventure

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

_____ Griffin's best friend (Ben)

_____ Old Man Rockford

_____ Darren

_____ Marcus

_____ Pitch

Setting:

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

_____ A condemned house

_____ A haunted house

_____ Old Man Rockford's old house

_____ At night

Plot:

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

_____ Griffin has a plan to get his classmates to stay overnight in a condemned house.

_____ He and Ben are the only ones who show up.

_____ Ben thinks the other kids are afraid of the house.

_____ There are rumors that the house is haunted.

_____ There are rumors that Old Man Rockford murdered his wife.

- ___ There are rumors that the spirit of a dog lives in the house.
___ There are rumors that dogs mysteriously disappeared and their bones are buried around the house.

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

- ___ Old Man Rockford's house is condemned and is going to be torn down.
___ Old Man Rockford's house might be haunted.

Inferential Questions:

6. *How does Griffin feel about Old Man Rockford's house being torn down?* _____/2
How do you know?

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

8. *What do you think the word "condemned" means?* _____/2
Why do you think that?

"The old Rockford house is a **condemned** building that will be demolished tomorrow morning."

P. 2

Total Comprehension: _____ / 15