



4TH
GRADE
VOLUME 4.4

Book Club

Running Records

The Year of Miss Agnes

Riding Freedom

The Sign of the Beaver

For pairing with *C. I. A. Unit of Study—Narrative Non-Fiction,*
Children of the Gold Rush 4.4

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
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
(*The Year of Miss Agnes*).

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 Year of Miss Agnes. 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 ten-year-old Fredericka (Fred) worries about who her new teacher will be when her other teacher leaves her small, remote, Alaska town. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

Chapter 1 (1)

“What will happen now?” I asked Mamma as we (10)
watched the plane take the teacher away. (17)

“Maybe no more school.” Mamma twitched (23)
her shoulder a little to show she didn’t care. (32)

Mamma never went to school much, just a few (41)
months here and there when her family wasn’t (49)
trapping or out at spring muskrat camp. She said (58)
she hated school when she was little. (65)

The little plane circled our village and then (73)
flew low over Anderson’s store and waggled its (81)

wings at us. That was Sam White, the pilot, say- (90)
ing good-bye to us. (95)

It was Sam White laughing, too. Sam thought (103)
nearly everything was funny. He had just landed (111)

with the mail and there the new teacher was, (120)
waiting for him when he opened the door of the (130)
cockpit. She pushed right through the rest of us (139)
and started talking before Sam even got to say (148)
hello. (149)

“Wait for me, it will only take a minute,” she’d (159)
said. “Please. Take me back to town. I can’t stay (169)
in this place for another second.” (175)

And he’d waited, and she’d come tumbling out (183)
of her little cabin, leaving the door open, leaving (192)
everything behind but the two suitcases she car- (199)
ried. It was kind of funny, how she looked. I (209)
could tell Sam thought so, the way he winked at (219)
us. And then Sam had helped her into the plane (229)
and the engine had roared and they were up and (239)
over the spruce trees and on their way. (247)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the top of page 4, stopping after the words, “But none ever came back after the summer.” 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

_____ A girl (Frederika or Fred)

_____ Lives in a fishing village

_____ Goes to school

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

_____ The teacher

_____ Mamma

_____ The airplane pilot (Sam White)

_____ The other kids in the school

Setting:

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

_____ In a fishing village

_____ In Alaska

Plot:

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

_____ Frederika is shopping at the store with her mamma.

_____ The airplane pilot comes with the mail.

_____ The school teacher tells him to take her back to town.

_____ She says she can’t stay in the village for another second.

_____ She flies away.

_____ She left because the boys in the school won’t listen.

_____ She left because the kids in the school smell like fish.

_____ So far, none of the teachers have stayed more than one year.

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

_____ None of the teachers that have come to teach at Frederika's school have stayed.

Inferential Questions:

6. *Why do the teachers leave?* _____ /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 **waggled** means? What makes you think that?* _____ /2

"The little plane circled our village and then flew low over Anderson's store and waggled its wings at us."

P. 1

Total Comprehension: _____ / 14

Materials Needed:

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

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 Riding Freedom. 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 of an orphan named Charlotte. The story takes place in the past—in the mid-1800's. Please begin reading aloud to me, starting on page 5.

Turn on the timing device. Record oral reading miscues.

AFTER TEN YEARS AT THE ORPHANAGE, (6)

Charlotte wasn't like most girls her age. And (14)
who knew if it was growing up like a follow- (24)
along puppy in a pack of ruffian boys, or if it (35)
was just her own spit and fire. But she never (45)
had a doll or a tea party. She couldn't sew a (56)
stitch and she didn't know a petticoat from a (65)
pea pod. Wild hairs sprang out of her brown (74)
braids, and her ribbons dangled to her waist, (82)
untied. Her frock was too big and hung like a (92)
sack on her small frame. Smudges of dirt always (101)

covered her, and instead of girl-like lace, for as (111)
long as anyone could remember, she wore a strip (120)
of leather rein tied around her wrist. (127)

Charlotte's greatest misfortune was that Mrs. (133)
Boyle, the cook, had been put in charge of her. (143)
With the shape and personality of a very (151)
large toad, and without a mothering bone in (159)
her body, Mrs. Boyle certainly wasn't going to (167)
teach Charlotte how to be lady-like. She (175)
couldn't be bothered with Charlotte, except to (182)
order her around the kitchen. And although (189)
Charlotte knew how to boil oats and make (197)
mush for an army, and could peel mountains of (206)
potatoes and scrub pots and pans, Mrs. Boyle (214)
still yelled at her for the littlest things. For (223)
being too noisy or too quiet, or for gazing out (233)
the window at some horse in the pasture that (242)
needed to be ridden. Being in the kitchen (250)
was a thorn in Charlotte's side, and she hated it (260)
worse than falling into a briary patch. (267)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the top of page 8, stopping after the words, “But the story Charlotte begged for most was the one about Freedom.” 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

_____ Charlotte

_____ An orphan

_____ Not lady-like

_____ Works in the kitchen

_____ Loves horses

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

_____ The cook (Mrs. Boyle)

_____ The stableman (Vern)

_____ The horses

Setting:

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

_____ At an orphanage

_____ Many years ago (mid-1800’s)

Plot:

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

_____ Charlotte lives at an orphanage.

_____ She isn’t very lady-like.

_____ She works in the kitchen.

_____ She hates working in the kitchen.

_____ After her chores, Charlotte goes to the stables.

_____ She is getting ready for a pasture race.

_____ She will ride a horse named Freedom.

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

____ Charlotte lives at an orphanage where she has to work in the kitchen.

____ Charlotte hates working in the kitchen.

Inferential Questions:

6. *Describe Charlotte'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 **lady-like** means? What makes you think that?* _____/2

"With the shape and personality of a large toad, and without a mothering bone in her body, Mrs. Boyle certainly wasn't going to teach Charlotte how to be lady-like." P. 6

Total Comprehension: _____ / 14

Materials Needed:

The student will need a copy of the book being read (*The Sign of the Beaver*).
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 Sign of the Beaver. 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 of a boy named Matt who helps his father build a cabin in the unsettled north, then is left at the cabin alone while his father returns to Massachusetts to get the rest of the family and bring them to their new home. The story takes place in the past—in 1768. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

MATT STOOD AT THE EDGE OF THE CLEARING FOR (9)
some time after his father had gone out of sight among (20)
the trees. There was just a chance that his father might (31)
turn back, that perhaps he had forgotten something or (40)
had some last word of advice. This was one time Matt (51)
reckoned he wouldn't mind the advice, no matter how (60)
many times he had heard it before. But finally he had (71)
to admit that this was not going to happen. His father (82)

had really gone. He was alone, with miles of wilderness (92)
stretching on every side. (96)

He turned and looked back at the log house. It was a (108)
fair house, he thought; his mother would have no cause (118)
to be ashamed of it. He had helped to build every inch (130)
of it. He had helped to cut down the spruce trees and (142)
haul the logs and square and notch them. He had stood (153)
at one end of every log and raised it, one on top of the (167)
other, fitting the notched ends together as snugly as (176)
though they had grown that way. He had climbed the (186)
roof to fasten down the cedar splints with long poles, (196)
and dragged up pine boughs to cover them. Behind the (206)
cabin were the mounds of corn he had helped to plant, (217)
the green blades already shooting up, and the pumpkin (226)
vines just showing between the stumps of trees. (234)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the bottom of page 2. 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

_____ Matt

_____ (Hardworking)

_____ (Brave)

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

_____ Father

_____ Mother

_____ Sister

_____ New baby

Setting:

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

_____ Maine

_____ 1768

Plot:

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

_____ Matt and his father travel to Maine.

_____ They claim a plot of land.

_____ They clear a patch of ground.

_____ They build a cabin.

_____ They plant some corn.

_____ Now Matt's father is traveling back to Massachusetts.

_____ Matt's father will bring the family to Maine.

_____ Matt is left behind.

_____ Matt will guard the cabin while his father is gone.

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

_____ Matt is alone in, guarding the family cabin in Maine.

Inferential Questions:

6. *How does Matt feel at the beginning of the story?* _____ /2

What makes you say that?

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

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

What makes you think that?

“He was alone, with miles of wilderness stretching on every side.” P. 1

Total Comprehension: _____ / 14

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

Peter Dewitz & Sarah Collinge, 2020

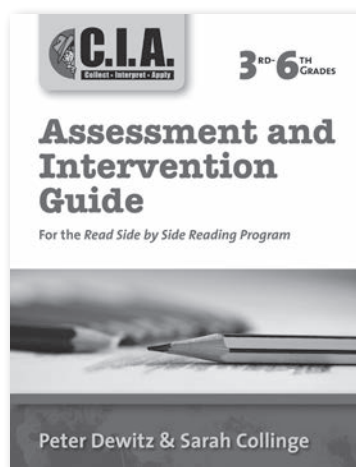
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest,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





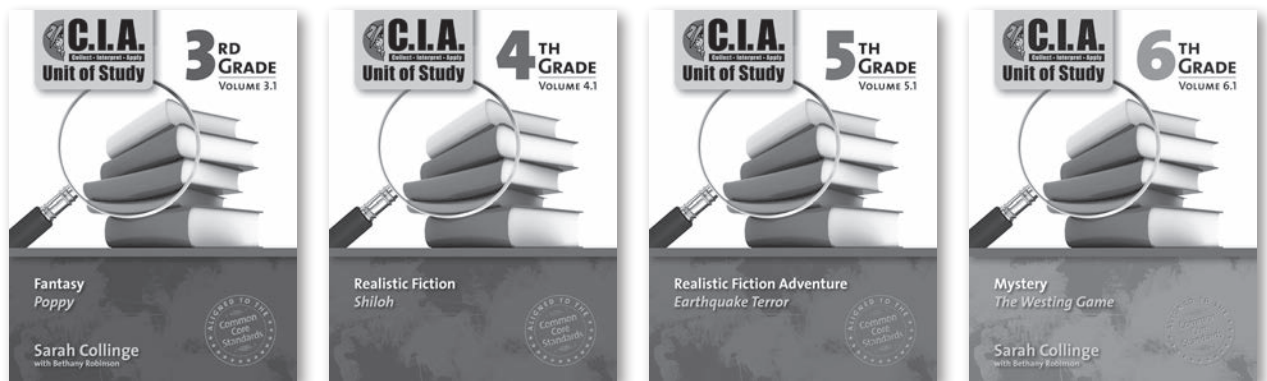
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Additional Publications

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.



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