



5TH
GRADE
VOLUME 5.1

Book Club

Running Records

I Survived Hurricane Katrina, 2005

Kensuke's Kingdom

Hatchet

For pairing with

C. I. A. Unit of Study—Realistic Fiction Adventure,
Earthquake Terror 5.1

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 nearly eleven, until the letter came, life	Omission	1
was just normal. There ^{all} were four of us in the	Insertion	1
house: my ^{mom} mother, my father, me, and Stella—	Substitution	1
Stella Artois, that is, my one-car-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 align="center">Accuracy Formula</p> <p align="center"># words - # of miscues = # words read correctly / # of words X 100 = % of Words Read Correctly</p> <p 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 align="center">Fluency Formula</p> <p align="center"># of words - number of errors X 60 = _____ / # of seconds = WCPM</p> <p align="center">_____ - _____ X 60 = _____ / _____ = _____ WCPM</p> <p 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 align="center">Comprehension Formula</p> <p align="center"># of points earned / number of points possible X 100 = % of Correct Answers</p> <p 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
(*I Survived Hurricane Katrina*).

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 I Survived Hurricane Katrina. 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, Barry Tucker and his family have to survive a major hurricane. The story begins during the hurricane, and then flashes back to the beginning of the story before the hurricane happened. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

CHAPTER 1 (2)

MONDAY, AUGUST 29, 2005 (6)

7:00 A. M. (8)

THE LOWER NINTH WARD, (12)

NEW ORLEANS, LOUISIANA (15)

Hurricane Katrina was ripping apart New (21)

Orleans, and eleven-year-old Barry Tucker was (29)

lost and alone, clinging to an oak tree for dear (39)

life. He'd fallen off the roof of his house and been (50)

swept away in the floodwater. The raging current (58)

had tossed and twisted him, almost tearing him (66)
to pieces. He would have drowned, but somehow (74)
Barry had grabbed hold of a tree. With every (83)
bit of strength in his body, he'd pulled himself (92)
out of the water and wrapped his arms and legs (102)
around the trunk. (105)

Now he was holding on, with no idea what to (115)
do next. (117)

Wind howled around him. Rain hammered (123)
down. And all Barry could see was water. (131)
Swirling, foaming, rushing water. The water had (138)
washed away his whole neighborhood. Pieces (144)
of it floated by. In the dirty gray light, Barry (154)
saw jagged hunks of wood, shattered glass, a (162)
twisted bicycle, a refrigerator, a stuffed penguin, (169)
a mattress covered with a pink blanket. He tried (178)
hard not to imagine what else was in the water or (189)
what had happened to his neighbors...and (196)
his mom and dad and little sister, Cleo. (204)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the middle of page 6, where it says, “They both stood there for a minute, staring at the drawing.” 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

____ Barry Tucker

____ 11 years old

____ Likes to draw

____ Collects comic books

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

____ Jay (best friend)

____ Mom

____ Dad

____ Sister

____ Cleo (dog)

____ Abe

____ Cruz (Abe’s dog)

Setting:

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

____ Louisiana

____ New Orleans

____ Barry’s house

____ Lower Ninth Ward

Plot:

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

____ Hurricane Katrina is ripping apart New Orleans.

____ Barry Tucker is lost and alone.

- ___ He is clinging to an oak tree in the water.
- ___ He has no idea what to do next.
- ___ The floodwaters washed away his whole neighborhood.
- ___ Barry wonders what has happened to his family.
- ___ Barry hears someone calling his name.
- ___ It is just the wind shrieking.
- ___ Barry sees a house floating in the water.
- ___ The house is coming right at him.

Flashback

- ___ It is 21 hours earlier.
- ___ Barry is at his house.
- ___ Barry's best friend Jay is with him.
- ___ Barry shows Jay his drawing for the Create a Superhero contest.
- ___ His super hero's name is Akivo.
- ___ Akivo is seven feet tall.
- ___ Akivo has bulging muscles, hawk wings, and eyes that can see through walls.
- ___ Jay says Akivo is amazing.
- ___ Abe and his killer dog are watching them.

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

- ___ Hurricane Katrina is ripping apart New Orleans.

Inferential Questions:

6. *Why is Barry so proud of his drawing of Akivo?* _____/2

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

8. *Why do you think the author starts the story with the hurricane, then flashes back to before the hurricane happened?* _____/2

Total Comprehension: _____ / 15

Materials Needed:

The student will need a copy of the book being read
(*Kensuke's Kingdom*).

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 Kensuke's Kingdom. 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, Michael becomes stranded on an island after a shipwreck at the age of 11. The story begins more than 20 years later, then flashes back to the time just before the shipwreck. You will begin reading where the flashback begins, starting on page 2. Please begin reading aloud to me.

Turn on the timing device. Record oral reading miscues.

Until I was nearly eleven, until the letter came, life (10)

was just normal. There were four of us in the (20)

house: my mother, my father, me, and Stella— (28)

Stella Artois, that is, my one-ear-up and one-ear- (39)

down black-and-white sheepdog, who always seemed (47)

to know what was about to happen before it did. (57)

But even she could not have foreseen how that letter (67)

was going to change our lives forever. (74)

Thinking back, there was a regularity, a sameness (82)

about my early childhood. Each morning I went (90)
down the street to “the monkey school.” My father (99)
called it that because he said the children gibbered (108)
and screeched and hung upside down on the jungle (117)
gym on the playground. And, anyway, I was always (126)
“monkey face” to him – when he was in a playful (136)
mood, that is, which he often was. The school was (146)
really called St. Joseph’s, and I was happy there, for (156)
most of the time, anyway. After school, every day, (165)
whatever the weather, I’d head down to the play- (174)
ground for soccer with Eddie Dodds, my best friend (183)
in all the world, and Matt and Bobby and the oth- (193)
ers. It was muddy down there. Sometimes the ball (202)
would just land hard and stick. We had our own (212)
team, the Mudlarks we called ourselves, and we (220)
were good, too. Visiting teams seemed to expect the (229)
ball to bounce for some reason, and by the time they (240)
realized it didn’t, we were often two or three goals (250)
ahead. We weren’t so good away from home. (258)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the top of page 5, where it says, "...because there was no one to bark at." 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

____ Michael (his name actually isn't in this section of the text)

____ 11 years old

____ Likes school

____ Plays soccer

____ Has a paper route

____ Wants a mountain bike

____ Likes to sail with his family

____ Good at fishing

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

____ Mother

____ Father

____ Stella (dog)

____ Eddie (best friend)

____ Matt

____ Bobby

Setting:

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

____ House/School/Neighborhood

____ On the sailboat

Plot:

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

____ Before the letter came his life was regular.

____ Michael went to a school.

- ___ After school, he played soccer with his friends.
- ___ They called their team the Mudlarks.
- ___ He had a paper route on the weekends.
- ___ He was saving up for a mountain bike.
- ___ On Sunday's his family went dingy sailing.
- ___ His parents loved sailing.
- ___ His family had great days out on the water.

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

___ Life is just normal until a letter comes in the mail.

Inferential Questions:

6. *How do you think Michael's parents feel about working at the Brickworks? 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 word **fanatic** means? What makes you think that?* ____/2

"He was a great do-it-yourself fanatic. There was nothing he couldn't fix, even if it didn't need fixing."

Total Comprehension: _____ / 15

Materials Needed:

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

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 Hatchet. 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, Brian Robeson becomes stranded in the Canadian wilderness after his plane crashes. The story begins when Brian is on the airplane. Please begin reading aloud to me starting on page 1.

Turn on the timing device. Record oral reading miscues.

Brian Robeson stared out the window of the small plane (10)
at the endless green northern wilderness below. It was a (20)
small plane, a Cessna 406—a bushplane—and the engine (30)
was so loud, so roaring and consuming and loud, that it (41)
ruined any chance for conversation. (46)

Not that he had much to say. He was thirteen and the (58)
only passenger on the plane was a pilot named—what was (69)
it? Jim or Jake or something—who was in his mid-forties (81)
and who had been silent as he worked to prepare for take- (93)

off. In fact since Brian had come to the small airport in (105)
Hampton, New York to meet the plane—driven by his (115)
mother—the pilot had only spoken five words to him. (125)

“Get in the copilot’s seat.” (130)

Which Brian had done. They had taken off and that (140)
was the last of the conversation. There had been the initial (151)
excitement, of course. He had never flown in a single- (161)
engine plane before and to be sitting in the copilot’s seat (172)
with all the controls right there in front of him, all the (184)
instruments in his face as the plane clawed for altitude (194)
jerking and sliding on the wind currents as the pilot took (205)
off, had been interesting and exciting. But in five minutes (215)
they had leveled off at six thousand feet and headed (225)
northwest and from then on the pilot had been silent, (235)
staring out the front, and the drone of the engine had (246)
been all that was left. The drone of the sea of green (258)
trees that lay before the plane’s nose and flowed to the (269)
horizon, spread with lakes, swamps, and wandering (276)
streams and rivers. (279)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the middle of page 5, where it says, “Thank you...” 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

- ____ Brian Robeson
- ____ 13 years old
- ____ Upset about his parents’ divorce
- ____ Never been on an airplane

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

- ____ Pilot
- ____ Mom
- ____ Dad

Setting:

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

- ____ On an airplane
- ____ Leaving Hampton, New York
- ____ Flying above the northern wilderness

Plot:

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

- ____ Brian is in an airplane.
- ____ He is the only passenger.
- ____ He is sitting in the copilot’s seat.
- ____ It is Brian’s first time on an airplane.
- ____ His parents are getting a divorce.
- ____ Brian knows why.
- ____ But it is a secret he is keeping from his dad.
- ____ The pilot lets Brian take the wheel.

- ___ He lets Brian fly the plane alone.
- ___ The pilot takes the wheel back.
- ___ He complains of aches and pains.

5. *What is the problem in the book?* ____/1
___ Brian's parents are getting a divorce.

Inferential Questions:

6. *How does Brian feel about his parents' divorce? 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 word **slewed** means? What makes you think that?* ____/2
"He pushed his feet down on the pedals. The plane slewed suddenly to the right."

Total Comprehension: _____ / 15

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

Peter Dewitz & Sarah Collinge, 2020

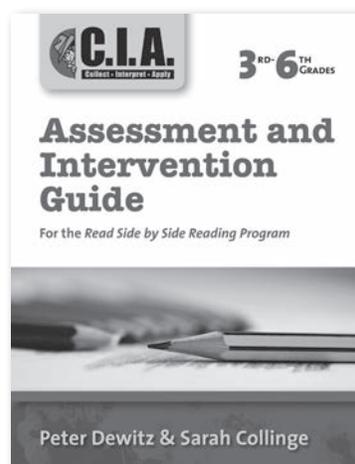
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest,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

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

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

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

To purchase, please visit
www.shop.readsidebyside.com





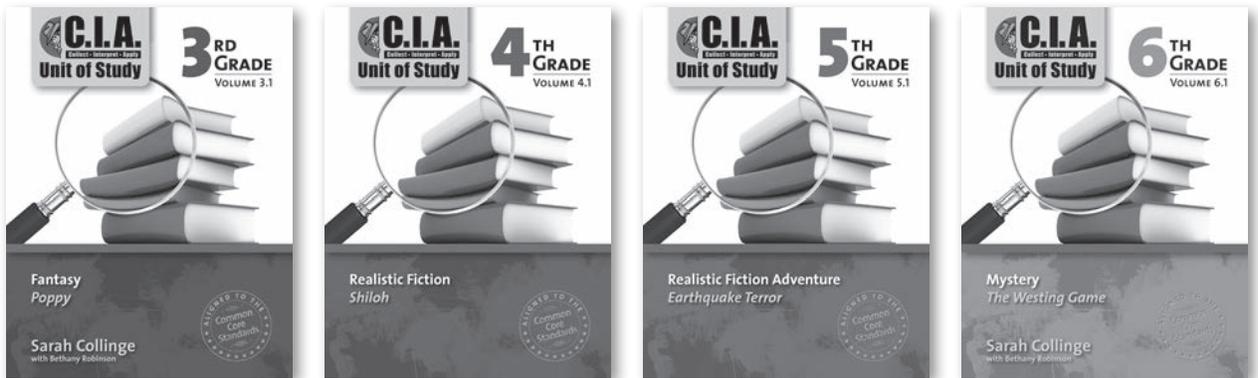
Literacy Publications, LLC & Consulting

Additional Publications

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

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

www.readsidebyside.com





Literacy Publications, LLC & Consulting

Contact the Author

Sarah Collinge is president and founder of Read Side by Side Publications, LLC., and author of the *Read Side by Side Reading Program*. Prior to this work, Sarah taught for 11 years, focusing her work on middle-grade literacy. Her classroom research and knowledge of best practices brings efficacy to her work.

Sarah provides workshops, seminars, and consulting to schools throughout the United States. She frequently presents at national and state reading conferences. To book an appointment with Sarah, email info@readsidebyside.com or visit www.readsidebyside.com.



Sarah Collinge