



3RD
GRADE
VOLUME 3.2

Book Club

Running Records

Marvin Redpost: Why Pick on Me?

Jake Drake, Bully Buster

Beezus and Ramona

How to Eat Fried Worms

For pairing with
C. I. A. Unit of Study—Realistic Fiction,
The War with Grandpa 3.2

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: my ^{mom} 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 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
(*Marvin Redpost: Why Pick on Me?*).

The teacher will need a timer (stopwatch setting), scoring sheet, and pencil.

Before Administering:

Make sure your student is comfortable and relaxed.

ORAL READING—PROSODY

Tell the student:

You will be reading a section from the chapter book Marvin Redpost: Why Pick on Me? Part of the book you will read aloud to me, and part of the book you will read silently. When you have finished reading, you will tell me about what you have read. Do you have any questions?

This is a story in which the main character, Marvin, has to come up with a survey question for a school project. Some of his classmates have already chosen their survey question and are surveying their classmates. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

“What’s your favorite vegetable?” asked Casey. (6)

Marvin Redpost looked up. “Potatoes. No, (12)
carrots,” he said. It was very important he told (21)
the truth. (23)

Casey Happleton wrote it down. She sat at (31)
the desk next to Marvin. She had a ponytail (40)
that stuck out the side of her head. Instead (49)
of the back. (52)

“Casey!” whispered Melanie. “What’s your (57)
favorite bug?” (59)

Melanie sat in front of Casey. (65)

“A stink bug, said Casey. (70)

Casey Happleton was a weird girl. (76)

“What’s yours, Marvin?” asked Melanie. (81)

“Uh, black widow,” answered Marvin. (86)

“Ooooooh,” said Casey. (89)

“Who’s jabbering?” asked Mrs. North. (94)

“Marvin?” (95)

“I wasn’t jabbering,” said Marvin. “Melanie (101) asked me her survey question.” (106)

“Oh. Well, you can do that later,” said Mrs. (115) North. “This is silent reading time.” (121)

Marvin returned to his book. He was nine (129) years old. He was in the third grade. Mrs. (138) North was his teacher. (142)

He liked Mrs. North. He liked third (149) grade. He liked being nine. (154)

“Have you picked your survey question (160) yet?” Stuart Albright asked him on the way (168) out to recess. (171)

“No,” said Marvin. “I can’t think of a good (180) one.” (181)

Everyone in his class had to pick a sur- (189) vey question. (191)

Marvin was supposed to ask everyone a (198) question and write down the answers. Then (205) He would have to do a report on it. (214)

The results would be buried in a time cap- (222) sule. It would be dug up in fifty years. (231)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the bottom of page 7. 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

- _____ Marvin Redpost
- _____ 9 years old
- _____ In the third grade
- _____ Mrs. North is his teacher.
- _____ He has red hair.
- _____ He likes to play wall ball.

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

- _____ Stuart (Marvin's best friend)
- _____ Nick (Marvin's other best friend)
- _____ Mrs. North (Marvin's teacher)
- _____ Clarence
- _____ Casey
- _____ Melanie

Setting:

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

- _____ At school
- _____ In class
- _____ At recess

Plot:

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

- _____ Each student has to come up with a survey question.
- _____ They have to ask each other their question.
- _____ Then they have to report on it.

- ___ The report will be buried in a time capsule.
- ___ The time capsule will be dug up in 50 years.
- ___ Marvin can't think of a survey question.
- ___ All the other kids in his class are asking their questions.
- ___ They are supposed to be silent reading.
- ___ Marvin gets in trouble for jabbering.
- ___ Marvin goes out to recess.
- ___ He gets in line to play wall ball.
- ___ Marvin has to play Clarence.
- ___ Clarence is bigger and stronger.
- ___ He hits the ball hard.
- ___ Marvin catches it.

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

- ___ Marvin can't think of a survey question for his school report.

Inferential Questions:

6. *How does Marvin feel about playing wall ball against Clarence?* ____/2

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

8. *What do you think the word **time capsule** means? Why do you think that?* ____/2

Total Comprehension: _____ / 14

Materials Needed:

The student will need a copy of the book being read
(*Jake Drake, Bully Buster*).

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 Jake Drake, Bully Buster. 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, Jake, is in fourth grade and has to deal with a bully. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

Chapter One (2)

Bully-Magnet (4)

I'm Jake—Jake Drake. I'm in fourth grade. (12)

Which is my best grade so far. I've got a man (23)

teacher this year, Mr. Thompson. He's pretty old, (31)

but he's not mean. And he likes the same kinds (41)

of books I do. Adventure stories, books about (49)

volcanoes and jungles and the ocean, joke books, (57)

Calvin and Hobbes—stuff like that. (63)

But there is one thing about Mr. Thompson (71)

that's weird. Pete was the first to see it. Which (81)
makes sense. Pete is a science kid. He collects (90)
bugs and fossils and plants, and he knows all (99)

their names, and he's maybe the smartest kid in (108)
the school. (110)

After about two weeks of school, Pete pointed (118)
at Mr. Thompson. Then he whispered, "He's (125)
wearing those pants again." (129)

"Which pants?" I said. (133)

"*Those* pants," Pete said. "The same pants he (141)
wore yesterday and the day before and the day (150)
before that. I think he wears the same pants (159)
every day. (161)

"No way," I said. "He probably has a lot of (171)
pants that are the same, that's all." (178)

So Pete said, "I'm going to test my theory." (187)

See what I mean? That's how science kids are. (196)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to page 4 where it says, “Because every year it’s the same thing. Bullies.” 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

_____ Jake Drake

_____ In 4th grade

_____ Likes his teacher

_____ Likes to read

_____ Has to deal with bullies

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

_____ Mr. Thompson (Jake’s teacher)

_____ Pete

_____ Willie (Phil Wilis, Jake’s best friend)

_____ Mrs. Steele (Willie’s teacher)

Setting:

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

_____ At school

_____ Mr. Thompson’s class

Plot:

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

_____ Pete thinks Mr. Thompson wears the same pants every day.

_____ Mr. Thompson reads aloud a story.

_____ Pete puts a mark on Mr. Thompson’s pants.

_____ Pete and Jake find out that Mr. Thompson has 2 of the same pants.

_____ Jake has been going to school for eight years.

_____ Every year it’s the same thing, bullies.

5. *What is the problem in the book?* _____/1
____ Every year, Jake has to deal with bullies.

Inferential Questions:

6. *Why does Jake like school?* _____/2

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

8. *What do you think the word **theory** means? Why do you think that?* _____/2
“Pete’s theory is that Thursday must be laundry day at Mr. Thompson’s house.
Because every Friday, we can see the little spot again.”

Total Comprehension: _____ / 14

Materials Needed:

The student will need a copy of the book being read
(*Beezus and Ramona*).

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 Beezus and Ramona. 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, Beezus, has to deal with her four-year-old sister, Ramona, who is exasperating. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

BEEZUS AND HER LITTLE SISTER (5)

Beatrice Quimby's biggest problem was (10)

her little sister Ramona. Beatrice, or (16)

Beezus (as everyone called her, because that (23)

was what Ramona called her when she (30)

first learned to talk), knew other nine-year- (38)

old girls who had little sisters who went (46)

to nursery school, but did not know (53)

anyone with a little sister like Ramona. (60)

Beezus felt that the biggest trouble with (67)

four-year-old Ramona was that she was just (76)
plain exasperating. If Ramona drank lem- (81)
onade through a straw, she blew into the (89)
straw as hard as she could to see what would (99)
happen. If she played with her finger paints (107)
in the front yard, she wiped her hands on (116)
the neighbor's cat. That was the exasperat- (122)
ing sort of thing Ramona did. And then (130)
there was the way she behaved about her (138)
favorite book. (140)

It all began one afternoon after school (147)
when Beezus was sitting in her father's big (155)
chair embroidering a laughing teakettle (160)
on a pot holder for one of her aunts for (170)
Christmas. She was trying to embroider this (177)
one neatly, because she planned to give it to (186)
Aunt Beatrice, who was Mother's younger (192)
sister and Beezus's most special aunt. (198)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the bottom of page 4, where it says, “Watch where you’re going!” 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 are the main characters in the story?* _____ /2

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

- ___ Beezus (Beatrice Quimby)
- ___ 9 years old
- ___ Likes to embroider.
- ___ Wants to be a fourth grade teacher
- ___ Is exasperated by her little sister Ramona.
- ___ Ramona Quimby.
- ___ Is in nursery school
- ___ Exasperates her big sister

2. *Who are the other characters in the story? (1+ character=1pt.)* _____ /1

- ___ Mother
- ___ Father
- ___ Aunt Beatrice

Setting:

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

- ___ At Beezus and Ramona’s house

Plot:

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

- ___ Beezus is embroidering a potholder.
- ___ The pot holder is for Aunt Bee.
- ___ It is a Christmas present.
- ___ Ramona is riding her tricycle.
- ___ She is riding it around the living room.
- ___ She is blowing on her mouth organ (harmonica).

- ____ Beezus is trying to ignore her.
____ Ramona isn't watching where she is going.

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

- ____ Beezus is exasperated by Ramona.

Inferential Questions:

6. *Why is Beezus exasperated with Ramona?* _____ /2

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

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

“Conceal a knot as you would a secret.”

Total Comprehension: _____ / 14

Materials Needed:

The student will need a copy of the book being read
(*How to Eat Fried Worms*).

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 How to Eat Fried Worms. 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 Tom gets in trouble with his mother for not eating his dinner, and Billy says he would eat one bite of anything to avoid being sent to his room. Please begin reading aloud to me, starting on page 1.

Turn on the timing device. Record oral reading miscues.

“Hey, Tom! Where were you last night?” (7)

“Yeah, you missed it.” (11)

Alan and Billy came up the front walk. Tom was (21)
sitting on his porch steps, bouncing a tennis ball. (30)

“Old Man Tator caught Joe as we were climbing (39)
through the fence, so we all had to go back, and he (51)
made us pile the peaches on his kitchen table, and (61)
then he called our mothers.” (66)

“Joe’s mother hasn’t let him out yet.” (73)

“Where were you?” (76)

Tom stopped bouncing the tennis ball. He was a (85)
tall, skinny boy who took his troubles very seriously. (94)

“My mother kept me in.” (99)

“What for?” (101)

“I wouldn’t eat my dinner.” (106)

Alan sat down on the step below Tom and (115)
began to chew his thumbnail. (120)

“What was it?” (123)

“Salmon casserole.” (125)

Billy flopped down on the grass, chunky, snub- (132)
nosed, freckled. (134)

“Salmon casserole’s not so bad.” (139)

“Wouldn’t she let you just eat two bites?” asked (148)

Alan. “Sometimes my mother says, well, all right, if (157)

I’ll just eat two bites.” (162)

“I wouldn’t eat even one.” (167)

“That’s stupid,” said Billy. “One bite can’t hurt (175)
you. I’d eat one bite of anything before I’d let them (186)

send me up to my room right after supper.” (195)

Time: _____

SILENT READING—COMPREHENSION

Tell the student: *Now you are going to read to the top of page 5, where it says, “One worm a day for fifteen days.” 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 are the main characters in the story?* _____ /2

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

____ Billy

____ Would eat mud.

____ Would eat worms.

____ Alan

____ Has \$130 in his savings account

____ Bets Billy \$50 he couldn’t eat 15 worms in 15 days

____ Tom

____ Wouldn’t eat one bite of his mom’s salmon casserole

____ Billy’s second in the duel

____ Joe

____ Alan’s second in the duel

2. *Who are the other characters in the story?* (1+ character=1pt.) _____ /1

____ Old Man Tator

____ The boys’ mothers

Setting:

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

____ Tom’s house

____ On the front porch

____ During the day

Plot:

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

____ The boys are at Tom’s house.

____ They are talking about the night before.

- ___ They got in trouble for sneaking into Old Man Tator's yard.
- ___ They got in trouble for stealing his peaches.
- ___ Tom tells them he wasn't there because his mom made him stay inside.
- ___ She made him stay inside because he wouldn't eat his dinner.
- ___ He wouldn't eat salmon casserole.
- ___ He wouldn't even eat one bite.
- ___ Billy says that's stupid.
- ___ Billy says he would eat one bite of anything.
- ___ Billy says he would eat mud.
- ___ Billy says he would eat worms.
- ___ Alan bets 100 dollars Billy wouldn't eat a worm.
- ___ Billy says he would eat 15 worms for 100 dollars.
- ___ Alan says he will bet 50 dollars Billy wouldn't eat 15 worms.
- ___ Alan says he has \$130.79 in his savings account.
- ___ Alan says Billy is chicken.
- ___ Billy agrees to eat one worm a day for 15 days.

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

- ___ If Billy wins the bet, Alan will have to pay \$50.
- ___ If Alan wins the bet, everyone will think Billy is a chicken.

Inferential Questions:

6. *How are Tom and Billy different in the story?* _____ /2

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

8. *What do you think the word **dual** means? What makes you think that?* _____ /2

“Tom can be your second and Joe'll be mine, just like in a duel.”

Total Comprehension: _____ / 14

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

Peter Dewitz & Sarah Collinge, 2020

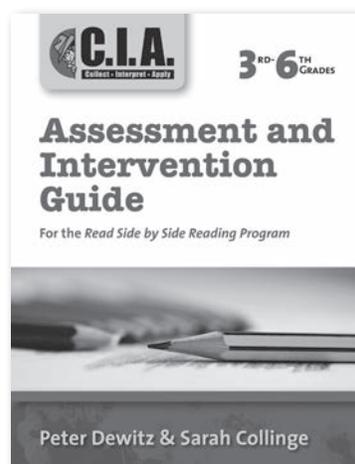
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest,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





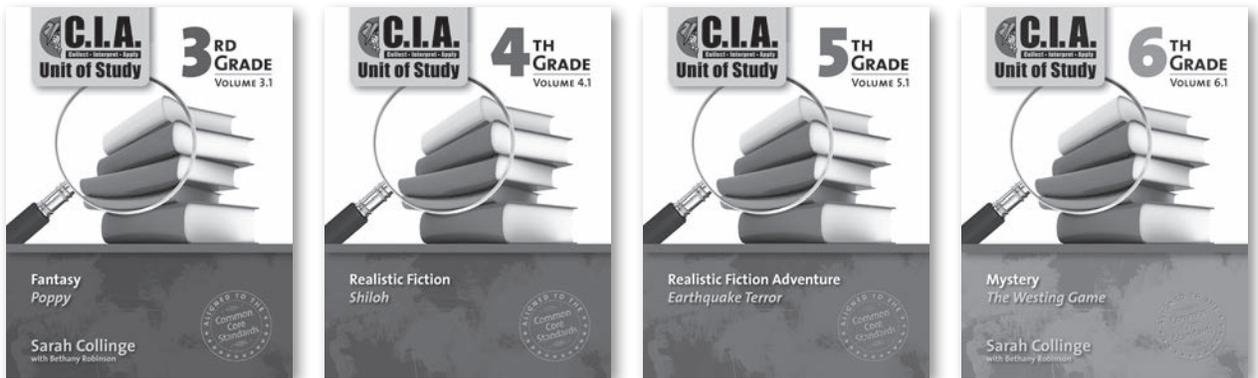
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Additional Publications

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