



**4**<sup>TH</sup>  
**GRADE**  
VOLUME 4.1

# **Book Club**

# **Running Records**

*Shoeshine Girl*

*Because of Winn-Dixie*

*How to Steal a Dog*

For pairing with

*C. I. A. Unit of Study—Realistic Fiction, Shiloh 4.1*

**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 <del>nearly</del> eleven, until the letter came, life	Omission	1
was just normal. There <sup>all</sup> were four of us in the	Insertion	1
house: <sup>mom</sup> my mother, my father, me, and Stella—	Substitution	1
<u>Stella</u> Artois, that is, my one-ear-up and one-ear	Repetition	0
down black-and-white <sup>T.</sup> sheepdog, who always seemed	Teacher help	1
to know what was about to happen before it did.		0
But even she could not have <sup>fort</sup> foreseen how that letter	Substitution	1
was going to change our lives forever.		0

#### Special rules:

- A word that is self-corrected still counts as a miscue.
- If a student omits an entire line of text or section of text, count it as only one miscue. Subtract the total number of words skipped from the total word count.
- If a student makes the same error several times and the error does not change the meaning, count it as just one error (this is particularly true for the misreading of names).
- If a student repeats a word or phrase, this repetition does not count as a miscue.
- Omissions of punctuation do not count as a miscue.

## Fluency Benchmarks

GRADE		PERCENTILE	FALL	WINTER	SPRING
3	Independent	50th and above	83 ≤	97 ≤	112 ≤
	Instructional	25th– 49th	59–82	79–96	91–111
	Frustrational	24th and below	≤ 58	≤ 78	≤ 90
4	Independent	50th and above	94 ≤	120 ≤	133 ≤
	Instructional	25th	75–93	95–119	105–132
	Frustrational	24th and below	≤ 74	≤ 94	≤ 104
5	Independent	50th and above	121 ≤	133 ≤	146 ≤
	Instructional	25th	87–120	109–132	119–145
	Frustrational	24th and below	≤ 86	≤ 108	≤ 118
6	Independent	50th and above	132 ≤	145 ≤	146 ≤
	Instructional	25th	112–131	116–144	122–145
	Frustrational	24th and below	≤ 111	≤ 115	≤ 121

*Note.* Table is used by permission from Hasbrouk and Tindal, 2017.

## Guidelines for Matching Students to Text

ASSESSMENT	RESULTS	PLACEMENT
The student reads the text above grade level.	The student is independent or instructional in <i>all</i> three categories.	Place the student in the text above grade level.
	The student is frustrational in one or more categories.	Retest using the text on grade level.
The student reads the text on grade level.	The student is independent in <i>all</i> three categories.	Place the student in the text above grade level.
	The student is a combination of independent and instructional, or <i>all</i> three categories are instructional.	Place the student in the text on grade level.
	The student is frustrational in one or more categories.	Retest using the text below grade level.
The student reads the text below grade level.	The student is independent in <i>all</i> three categories.	Place the student in the text on grade level.
	The student is a combination of independent and instructional, or <i>all</i> three categories are instructional.	Place the student in the text below grade level.
	The student is frustrational in one or more categories.	Place the student in the text below level and add additional instruction and scaffolding.
The student completes the first book club in the low text and shows little or no progress.	The student continues to score frustrational in one or more categories <i>and</i> is making little or no progress.	Consider an alternate, lower text of the same genre/topic/theme.



## Running Record Cover Sheet

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Proctor: \_\_\_\_\_

Title of Book: \_\_\_\_\_ Level: Below / On / Above

ACCURACY - % OF WORDS READ CORRECTLY		
Independent	Instructional	Frustrational
98% or more	90 - 97%	89% or less
<p style="text-align: center;"><b>Accuracy Formula</b></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;"><b>Fluency Formula</b></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;"><b>Grade Level Fluency Norms (Tindal &amp; Hasbrouck, 2017)</b></p>		

COMPREHENSION - % OF CORRECT ANSWERS		
Independent	Instructional	Frustrational
75% correct or above	50 - 74% correct	49% correct or below
<p style="text-align: center;"><b>Comprehension Formula</b></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 (*Shoeshine Girl*).

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 Shoeshine Girl. 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, Sarah Ida, is visiting her Aunt Claudia for the summer. Please begin reading aloud to me, starting on page 1.*

***Turn on the timing device. Record oral reading miscues.***

Palmville (1)

The train stopped at Palmville, and Sarah (8)

Ida had a sudden thought. What if she didn't (17)

get off? What if she just rode on to the end (28)

of the line? Maybe she could find a place (37)

where everything was new and she could (44)

start all over again. (48)

But people would ask questions. *How old (55)*

*are you?...Only ten and a half? What are you (69)*

*doing here all by yourself? Someone would be (77)*

sure to find her and bring her back. (85)

Anyway, it was too late. Aunt Claudia had (93)  
already seen her. Aunt Claudia was at the (101)  
station, looking through the train window (107)  
and waving. (109)

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Sarah Ida picked up her suitcase. (115)

“Here, little lady, I’ll help you with that,” (123)  
said the porter. (126)

“I can carry it myself,” she said, and she (135)  
dragged it off the train. (140)

Aunt Claudia gave her a kiss that smelled (148)  
like cough drops. Then they took a taxi. They (157)  
rode through town, and Aunt Claudia talked. (164)  
“You’ve grown, but I knew you the minute I (173)  
saw you. You’ve got your mother’s pretty (180)  
brown eyes, but you’ve got your father’s jaw. (197)  
Look—over there. That’s our new super- (204)  
market. (205)

**Time:** \_\_\_\_\_

**SILENT READING—COMPREHENSION**

**Tell the student:** *Now you are going to read to the bottom of page 5. You will read this part of the story silently to yourself. When you are finished, raise your hand. I will then ask you to tell me about what you read. Do you have any questions? You may begin reading.*

**After the student has finished reading, tell the student:** *Now I am going to ask you some questions about what you've read. Pretend that I don't know anything about the story.*

**Characters:**

1. *Who is the main character in the story?* \_\_\_\_\_ /2

*Please tell me a little bit about the main character.* \_\_\_\_\_ /1

\_\_\_\_ Sarah Ida

\_\_\_\_ 10 years old

\_\_\_\_ (Rude)

2. *Who is the other important character so far in the story?* \_\_\_\_\_ /1

*Tell me a detail about that character.* \_\_\_\_\_ /1

\_\_\_\_ Aunt Claudia

\_\_\_\_ Lives in Palmville

\_\_\_\_ Lives in an old house

**Setting:**

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

\_\_\_\_ At Aunt Claudia's house

\_\_\_\_ Palmville

**Plot:**

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

\_\_\_\_ Sarah Ida takes the train to Palmville.

\_\_\_\_ She is going to visit her Aunt Claudia.

\_\_\_\_ Aunt Claudia meets her at the train station.

\_\_\_\_ Sarah Ida and Aunt Claudia take a taxi to Aunt Claudia's house.

\_\_\_\_ Aunt Claudia wants Sarah Ida to call her mom on the phone.

\_\_\_\_ Sarah Ida says she doesn't want to talk to her.

\_\_\_\_ Aunt Claudia takes Sarah Ida to her room.

\_\_\_\_ Sarah Ida doesn't think Aunt Claudia wants her there.

\_\_\_\_ The only reason she came is because her parents wanted to get rid of her for the summer.

5. *What is the problem in the book?* \_\_\_\_\_ /1  
\_\_\_\_ Sarah Ida has to stay with her Aunt Claudia for the summer.

**Inferential Questions:**

6. *How would you describe Sarah Ida'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 **porter** means? What makes you think that?* \_\_\_\_\_/2  
*"Sarah Ida picked up her suitcase.*  
*'Here little lady, I'll help you with that,' said the porter."*

**Total Comprehension:** \_\_\_\_\_ / 15

**Materials Needed:**

The student will need a copy of the book being read (*Because of Winn-Dixie*).

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 Because of Winn-Dixie. 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, Opal Buloni, is at the grocery store when she befriends a stray dog. Please begin reading aloud to me, starting on page 7.*

***Turn on the timing device. Record oral reading miscues.***

Chapter One (2)

My name is India Opal Buloni, and last (10)

summer my daddy, the preacher, sent me to the (19)

store for a box of macaroni-and-cheese, some white (29)

rice, and two tomatoes and I came back with a dog. (40)

This is what happened: I walked into the produce (49)

section of the Winn-Dixie grocery store to pick (58)

out my two tomatoes and I almost bumped right (67)

into the store manager. He was standing there all (76)

red-faced, screaming and waving his arms around. (84)

“Who let that dog in here?” he kept on shouting. (94)

“Who let a dirty dog in here?” (101)

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At first, I didn't see a dog. There was just a lot (113)  
of vegetables rolling around on the floor, tomatoes (121)  
and onions and green peppers. And there was what (130)  
seemed like a whole army of Winn-Dixie employees (139)  
running around waving their arms just the same (147)  
way the store manager was waving his. (154)

And then the dog came running around the cor- (162)  
ner. He was a big dog. And ugly. And he looked (173)  
like he was having a real good time. His tongue was (184)  
hanging out and he was wagging his tail. He skid- (193)  
ded to a stop and smiled right at me. (202)

**Time:** \_\_\_\_\_

**SILENT READING—COMPREHENSION**

**Tell the student:** *Now you are going to read to the bottom of page 10. 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

\_\_\_\_\_ India Opal Buloni

\_\_\_\_\_ Likes dogs

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

\_\_\_\_\_ The preacher (dad)

\_\_\_\_\_ The store manager

**Setting:**

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

\_\_\_\_\_ At the grocery store

**Plot:**

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

\_\_\_\_\_ India's daddy sent her to the store.

\_\_\_\_\_ He wanted her to buy macaroni and cheese, some white rice, and two tomatoes.

\_\_\_\_\_ In the produce section, the manager was screaming and waving his arms.

\_\_\_\_\_ He shouted, "Who let a dog in here?"

\_\_\_\_\_ A dog came running around a corner.

\_\_\_\_\_ The manager yelled, "Somebody grab that dog!"

\_\_\_\_\_ The dog knocked the manager over.

\_\_\_\_\_ The dog licked the manager's face.

\_\_\_\_\_ The manager said, "Somebody call the pound."

\_\_\_\_\_ India said, "That's my dog."

\_\_\_\_\_ India called the dog Winn-Dixie.

\_\_\_\_\_ The dog came over to India.

\_\_\_\_\_ It was like the dog had been coming over to her his whole life.



5. *What is the problem in the book?* \_\_\_\_\_/1  
\_\_\_\_\_ A dog is causing trouble in a grocery store.

**Inferential Questions:**

6. *Why do you think India couldn't let the dog go to the pound?* \_\_\_\_\_/2

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

8. *What do you think the word **concerned** means?*

*What makes you think that?* \_\_\_\_\_/2

“The manager must have been having a bad day, because lying there on the floor, right in front of everybody, he started to cry. The dog leaned over him, real concerned, and licked his face.”

**Total Comprehension:** \_\_\_\_\_ / 15

**Materials Needed:**

The student will need a copy of the book being read (*How to Steal a Dog*).  
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 Steal a Dog. 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, Georgina, is homeless. She is standing at the bus stop near her old apartment, pretending to still live there. Please begin reading aloud to me, starting on page 3.*

***Turn on the timing device. Record oral reading miscues.***

The day I decided to steal a dog was the same day (12)

my best friend, Luanne Godfrey, found out I lived (21)

in a car. (24)

I had told Mama she would find out sooner or later, (35)

seeing as how she's so nosy and all. But Mama had rolled (47)

her eyes and said, "Just get on up there to the bus stop, (60)

Georgina, and quit your whining." (65)

So that's what I did. I stood up there at the bus stop (78)  
pretending like I still lived in Apartment 3B. I pretended (88)  
like I didn't have mustard on my shirt from the day be- (100)  
fore. I pretended like I hadn't washed my hair in the (111)  
bathroom of the Texaco gas station that very morning. (120)  
And I pretended like my daddy hadn't just waltzed off (130)  
and left us with nothing but three rolls of quarters and a (142)  
mayonnaise jar full of wadded-up dollar bills. (150)

I guess I'm pretty good at pretending. (157)

My brother, Toby, however, is not so good at pre- (166)  
tending. When Mama told him to get on up to the bus (178)  
stop and quit his whining, he cried and carried on like (189)  
the baby that he is. (194)

**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

\_\_\_\_ Georgina

\_\_\_\_ Her family is homeless

\_\_\_\_ She is good at pretending they aren't homeless

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

\_\_\_\_ Luanne (best friend)

\_\_\_\_ Toby (brother)

\_\_\_\_ Mama

\_\_\_\_ Daddy

\_\_\_\_ Mr. Deeter (landlord)

#### Setting:

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

\_\_\_\_ Car

\_\_\_\_ Near their old apartment

#### Plot:

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

\_\_\_\_ Georgina's family is homeless.

\_\_\_\_ They live in a car.

\_\_\_\_ They wash their hair in the Texaco gas station bathroom.

\_\_\_\_ They pretend to still live at Apartment 3B.

\_\_\_\_ Daddy waltzed off.

\_\_\_\_ He left them with three rolls of quarters and a mayonnaise jar of dollar bills.

\_\_\_\_ Mama works two jobs.

\_\_\_\_ One day, Luanne follows Georgina when they get off the bus.

- \_\_\_ She finds out they are living in their car.
- \_\_\_ Georgina tells her it is temporary.
- \_\_\_ Georgina starts to cry.
- \_\_\_ She tells Luanne everything.
- \_\_\_ Luanne promises not to tell anyone.

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

- \_\_\_ Georgina's family is homeless and living in their car.

**Inferential Questions:**

6. *Why does Georgina "wish the earth would open up and swallow [her] whole" when Luanne discovers that Georgina is living in their car?* \_\_\_\_\_/2

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

8. *What do you think the word **pitiful** mean? What makes you think that?* \_\_\_\_\_/2  
"I squeezed my eyes shut and told myself not to look pitiful and, for heaven's sake, don't cry."

**Total Comprehension:** \_\_\_\_\_ / 15

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

Peter Dewitz & Sarah Collinge, 2020

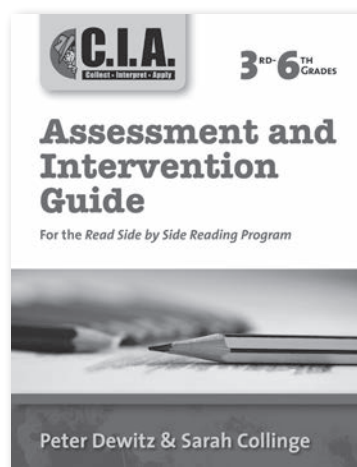
As a companion to the read-aloud and book club guides, this book inspires teachers as they build assessments into their daily instruction. Formative assessments take the lead, empowering teachers to make instructional decisions, place students accurately in texts appropriate to their level and interest,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





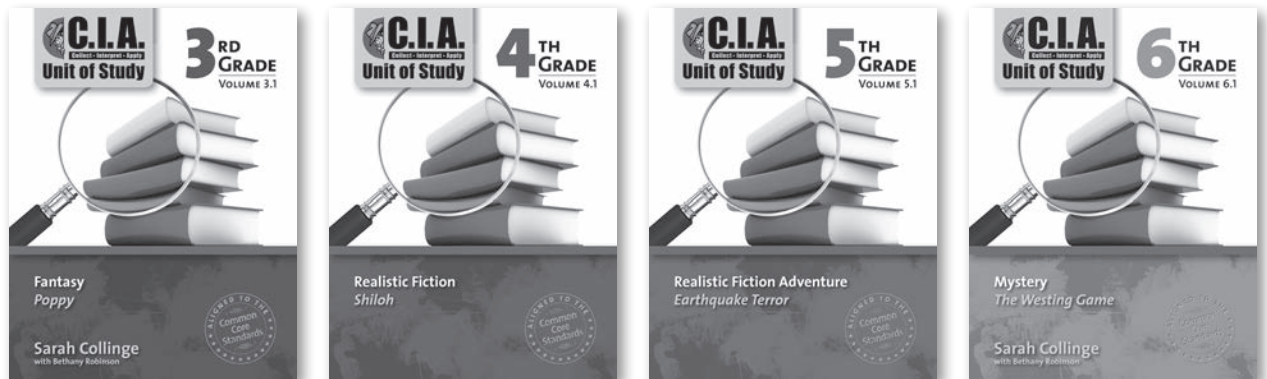
Literacy Publications, LLC & Consulting

## 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](http://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](mailto:info@readsidebyside.com) or visit [www.readsidebyside.com](http://www.readsidebyside.com).



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