



3RD-6TH
GRADES

Appendix items for the
**Assessment and
Intervention
Guide**

For the Read Side by Side Reading Program

**Peter Dewitz &
Sarah Collinge**

Permission to photocopy these items for classroom use is granted by Read Side by Side Publications, LLC. For a full description of how to use these resources, please consult the *Assessment and Intervention Guide for the Read Side By Side Reading Program*.

Available at shop.readsidebyside.com

Appendix

- RMQ—and Scoring Guide
- Survey of Reading Interest
- Conference Script (Narrative), Beginning of the Year
- Conference Script (Informational), Beginning of the Year
- Conference Script (Narrative)
- Conference Script (Informational)
- Percentile Sorting Sheet
- Running Record Cover Sheet
- Record-Keeping Form
- Single-Point Rubric
- Checklists (Stems, Lists/Charts, Summary, Extended Writing, Vocabulary)
- Holistic Rubrics (Stems, Lists/Charts, Summary, Extended Writing, Vocabulary)
- Mini-Lesson Extension—Template

RMQ—and Scoring Guide

Name: _____ Date: _____

Reading Motivation Questionnaire

	A LOT LIKE ME	A LITTLE LIKE ME	A LITTLE DIFFERENT FROM ME	A LOT DIFFERENT FROM ME
1. I read because books and stories often are fascinating.	4	3	2	1
2. I read in order to get better grades in school.	4	3	2	1
3. I read because I know that my friends also read a lot.	4	3	2	1
4. I read because it is important to me to understand things better than other students.	4	3	2	1
5. I read because sometimes I can forget everything around me.	4	3	2	1
6. I read because it's exciting to see what happens to the main character in a story.	4	3	2	1
7. I read because that is how I can learn something new.	4	3	2	1
8. I read because it is important to me to be among the best students.	4	3	2	1
9. I read because I want to perform better than others in my class.	4	3	2	1
10. I read because that is how I can learn more about interesting things.	4	3	2	1
11. I read because it helps me do better in school.	4	3	2	1
12. I read because it is fun.	4	3	2	1

13. I read because it helps me do well in some subjects.	4	3	2	1
14. I read because I like it when other people think I am a good reader.	4	3	2	1
15. I read because my parents think that it is important that I read a lot.	4	3	2	1
16. If the teacher discusses something interesting, I might read more about it.	4	3	2	1
17. I read because it is important to me always to be the best at reading.	4	3	2	1
18. I read because other people say it is good for me to read a lot.	4	3	2	1
19. I read because it is fun to get lost in a story.	4	3	2	1

Survey of Reading Amount

	ALMOST EVERY DAY	ONCE A WEEK	ONCE A MONTH	NEVER OR ALMOST NEVER
How often do you read books by yourself in your spare time?	4	3	2	1
How often do you read books by yourself during school vacations?	4	3	2	1

Reading Motivation Questionnaire—Scoring

	INTRINSIC MOTIVATION			EXTRINSIC MOTIVATION	
	Involvement	Curiosity	Grades	Recognition	Competition
1. I read because books and stories often are fascinating.					
2. I read in order to get better grades in school.					
3. I read because I know that my friends also read a lot.					
4. I read because it is important to me to understand things better than other students.					
5. I read because sometimes I can forget everything around me.					
6. I read because it's exciting to see what happens to the main character in a story.					
7. I read because that is how I can learn something new.					
8. I read because it is important to me to be among the best students.					
9. I read because I want to perform better than others in my class.					
10. I read because that is how I can learn more about interesting things.					

11. I read because it helps me do better in school.					
12. I read because it is fun.					
13. I read because it helps me do well in some subjects.					
14. I read because I like it when other people think I am a good reader.					
15. I read because my parents think it is important that I read a lot.					
16. If the teacher discusses something interesting, I might read more about it.					
17. I read because it is important to me always to be the best at reading.					
18. I read because other people say it is good for me to read a lot.					
19. I read because it is fun to get lost in a story.					
Total Points					
Average Score	$_ / 5 = _$	$_ / 3 = _$	$_ / 3 = _$	$_ / 4 = _$	$_ / 4 = _$

Name: _____ Date: _____

Survey of Reading Interest

Answer the following Questions by marking (T) True, (F) False.

- _____ I like to read fiction.
- _____ I like to read nonfiction.
- _____ I like to read chapter books.
- _____ I like to read magazines or articles.
- _____ I like to read by myself.
- _____ I like listening to an adult read.
- _____ I have trouble picking out books.
- _____ I like reading books that are movies.
- _____ I like reading books my friends recommend.
- _____ I like reading books my teacher assigns or recommends.
- _____ I like reading books with a boy main character.
- _____ I like reading books with a girl main character.
- _____ I can tell you about my favorite book.
- _____ I can tell you about my favorite author.
- _____ I can tell you about my favorite genre.
- _____ I can tell you about my favorite topic.
- _____ I have a library card.

My favorite books are (try to list 5):

My favorite author's are:

My favorite topics are:

My favorite genres are (circle your favorites):

Realistic Fiction

Mystery

Fantasy

Historical Fiction

Science Fiction

Biography/Autobiography

Nonfiction

Graphic Novels

Conference Script (Narrative), Beginning of the Year

QUESTIONS/SCORING/COMMENTS	
<p>Motivation and Interest <i>I want start by asking you some questions about your motivation survey.</i></p> <p>(It is not necessary to ask all of the questions on the list. Aim to ask the student 2–4 questions.)</p>	<ul style="list-style-type: none"> • When you took the reading survey, you said _____. Can you tell me a little bit more about that? • Your favorite book is _____. How old were you when you read that book? Why did you like it? • Your favorite author is _____. What books have you read by that author? Why do you like that author? • Your favorite genre/topic is _____. What books have you read in this genre/topic? Why do you like this genre/topic?
<p>Book Selection</p>	<p>Range and Volume of Reading</p> <ul style="list-style-type: none"> • Why did you choose this book? • Is this book an easy read, somewhat challenging, very challenging? • Have you read other books like this one before?
<p>Fluency/Decoding <i>Open to where you are right now in the book. Read aloud.</i></p> <p>(Student should read at least 15 lines of text—approximately 150 words.)</p>	<p>Accuracy Rubric ____ 95% or greater ____ 90 to 94% ____ less than 90%</p> <hr/> <p>Prosody Rubric ____ meaningful phrases and expression ____ inconsistent phrase groups and expression ____ little expression ____ word by word</p>
<p>Comprehension Narrative <i>Now I am going to ask you some questions about what you are reading.</i></p> <p>(It is not necessary to ask all of the questions on the list. Aim to ask the student 2–4 questions.)</p>	<p>Key Ideas and Detail (Quadrant One)</p> <ul style="list-style-type: none"> • Who is the main character? • What do you know about him/her? • Who are the other characters? • Where does the story take place? • What is the big problem? • How is the character feeling? Why? • What has happened so far in the story? • What do you think will happen next? Why do you think that?
<p>Comprehension Rubric</p> <p>____ Extended Response: Answers are complete, accurate, and detailed to include key vocabulary, a big idea, and/or the integration of knowledge.</p> <p>____ Complete Response: Answers are complete, accurate, and include detail.</p> <p>____ Partial Response: Answers are mostly complete, accurate, and include some detail.</p> <p>____ Limited Response: Answers are incomplete, inaccurate, and/or do not include detail.</p>	

Conference Script (Informational), Beginning of the Year

QUESTIONS/SCORING/COMMENTS	
<p>Motivation and Interest <i>I want start by asking you some questions about your motivation survey.</i></p> <p>(It is not necessary to ask all of the questions on the list. Aim to ask the student 2–4 questions.)</p>	<ul style="list-style-type: none"> • When you took the reading survey, you said _____. Can you tell me a little bit more about that? • Your favorite book is _____. How old were you when you read that book? Why did you like it? • Your favorite author is _____. What books have you read by that author? Why do you like that author? • Your favorite genre/topic is _____. What books have you read in this genre/topic? Why do you like this genre/topic?
<p>Book Selection</p>	<p>Range and Volume of Reading</p> <ul style="list-style-type: none"> • Why did you choose this book? • Is this book an easy read, somewhat challenging, very challenging? • Have you read other books like this one before?
<p>Fluency/Decoding <i>Open to where you are right now in the book. Read aloud.</i></p> <p>(Student should read at least 15 lines of text—approximately 150 words.)</p>	<p>Accuracy Rubric</p> <p>___ 95% or greater ___ 90 to 94% ___ less than 90%</p> <hr/> <p>Prosody Rubric</p> <p>___ meaningful phrases and expression</p> <p>___ inconsistent phrase groups and expression</p> <p>___ little expression</p> <p>___ word by word</p>
<p>Comprehension Informational <i>Now I am going to ask you some questions about what you are reading.</i></p> <p>(It is not necessary to ask all of the questions on the list. Aim to ask the student 2–4 questions.)</p>	<p>Key Ideas and Detail (Quadrant One)</p> <ul style="list-style-type: none"> • What is the topic of the book? • What are some important facts that you have learned? • What is the author’s main point or idea? • Explain an opinion stated in the text. • What is the purpose of this text/book? How do you know? • What caused _____ to happen?
<p>Comprehension Rubric</p> <p>___ Extended Response: Answers are complete, accurate, and detailed to include key vocabulary, a big idea, and/or the integration of knowledge.</p> <p>___ Complete Response: Answers are complete, accurate, and include detail.</p> <p>___ Partial Response: Answers are mostly complete, accurate, and include some detail.</p> <p>___ Limited Response: Answers are incomplete, inaccurate, and/or do not include detail.</p>	

Conference Script (Narrative)

QUESTIONS/SCORING/COMMENTS	
Book Selection (<i>optional</i>)	<p>Range and Volume of Reading</p> <ul style="list-style-type: none"> • Why did you choose this book? • Is this book an easy read, somewhat challenging, very challenging? • Have you read other books like this one before?
<p>Fluency/Decoding (<i>optional</i>)</p> <p><i>Open to where you are right now in the book. Read aloud.</i></p> <p>(Student should read at least 15 lines of text—approximately 150 words.)</p>	<p>Accuracy Rubric</p> <p>___ 95% or greater ___ 90 to 94% ___ less than 90%</p>
	<p>Prosody Rubric</p> <p>___ meaningful phrases and expression</p> <p>___ inconsistent phrase groups and expression</p> <p>___ little expression</p> <p>___ word by word</p>
<p>Comprehension Narrative</p> <p><i>Now I am going to ask you some questions about what you are reading.</i></p> <p>(It is not necessary to ask all of the questions on the list. Aim to ask the student 2–4 questions.)</p>	<p>Key Ideas and Detail (Quadrant One)</p> <ul style="list-style-type: none"> • Who is the main character? • What do you know about him/her? • Who are the other characters? • Where does the story take place? • What is the big problem? • How is the character feeling? Why? • What has happened so far in the story? • What do you think will happen next? Why do you think that?
	<p>Craft and Structure (Quadrants Two and Three)</p> <ul style="list-style-type: none"> • Do you like the book so far? Why? • What two words would you use to describe the main character? • What do you think the author is trying to tell you in this book? What makes you think that? • What do you think is the turning point of the story? Why? • What is the genre of the text? How do you know? • What does that word _____ mean?
	<p>Integration of Knowledge and Ideas (Quadrant Four)</p> <ul style="list-style-type: none"> • What do you think the author is trying to tell you? What makes you think that? • How is this book different or similar to other stories you have read?

Comprehension Rubric

_____ Extended Response: Answers are complete, accurate, and detailed to include key vocabulary, a big idea, and/or the integration of knowledge.

_____ Complete Response: Answers are complete, accurate, and include detail.

_____ Partial Response: Answers are mostly complete, accurate, and include some detail.

_____ Limited Response: Answers are incomplete, inaccurate, and/or do not include detail.

Goal Setting

(If the student does not have a plan for what to read next, offer a suggestion.)

Range and Volume of Reading

- Did you like this book? Why or why not?
- What might you like to read next?
- Would you like to read more books by the same author?
- Would you like to read more books on this topic?

Conference Script (Informational)

QUESTIONS/SCORING/COMMENTS	
<p>Book Selection (<i>optional</i>)</p>	<p>Range and Volume of Reading</p> <ul style="list-style-type: none"> • Why did you choose this book? • Is this book an easy read, somewhat challenging, very challenging? • Have you read other books like this one before?
<p>Fluency/Decoding (<i>optional</i>) <i>Open to where you are right now in the book. Read aloud.</i></p> <p>(Student should read at least 15 lines of text—approximately 150 words.)</p>	<p>Accuracy Rubric ____ 95% or greater ____ 90 to 94% ____ less than 90%</p> <p>Prosody Rubric ____ meaningful phrases and expression ____ inconsistent phrase groups and expression ____ little expression ____ word by word</p>
<p>Comprehension Informational <i>Now I am going to ask you some questions about what you are reading.</i></p> <p>(It is not necessary to ask all of the questions on the list. Aim to ask the student 2–4 questions.)</p>	<p>Key Ideas and Detail</p> <ul style="list-style-type: none"> • What is the topic of the book? • What are some important facts that you have learned? • What is the author’s main point or idea? • Explain an opinion stated in the text. • What is the purpose of this text/book? How do you know? • What caused _____ to happen? <p>Craft and Structure</p> <ul style="list-style-type: none"> • How is the text structured or organized? • Explain how the text features helped you understand the information. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • How did the ideas in this book connect to what you already know about the topic? • How did this _____ (picture, map, graph) help you understand what you were reading? • How is this book different or similar to other books you have read on this topic?

Comprehension Rubric

_____ Extended Response: Answers are complete, accurate, and detailed to include key vocabulary, a big idea, and/or the integration of knowledge.

_____ Complete Response: Answers are complete, accurate, and include detail.

_____ Partial Response: Answers are mostly complete, accurate, and include some detail.

_____ Limited Response: Answers are incomplete, inaccurate, and/or do not include detail.

Goal Setting

(If the student does not have a plan for what to read next, offer a suggestion.)

Range and Volume of Reading

- Did you like this book? Why or why not?
- What might you like to read next?
- Would you like to read more books by the same author?
- Would you like to read more books on this topic?

Percentile Rank Sorting Sheet

BELOW THE 30TH %ILE Below Level Text		31ST - 74TH %ILE On Level Text		75TH %ILE AND ABOVE Above Level Text	
Name	%ile	Name	%ile	Name	%ile

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

Record-Keeping Form

Name: _____ Unit: _____ Marking Period: ____1 ____2 ____3 ____4

READING COMPREHENSION						
Key Ideas and Details	The student has a literal understanding of key ideas and details and can summarize the text.				Final Grade	
Learning Target and Evidences	Score/Grade				Comments	
The student accurately talks about key ideas and details. Quadrant One: Stems	RA					
	BC					
The student accurately records key ideas and details. Quadrant One: Lists	RA					
	BC					
The student accurately writes a summary of key ideas and details. Quadrants One and Four: Summaries	RA					
	BC					
READING COMPREHENSION						
Craft and Structure	The student has an inferential understanding of the ideas in the text including key vocabulary, character traits/feelings/motives, the author's craft, and the author's message/theme.				Final Grade	
Learning Target and Evidences	Score/Grade				Comments	
The student accurately talks about what is implied in the text and supports inferences with evidence and reasoning. Quadrants Two and Three: Stem	RA					
	BC					
The student accurately writes about what is implied in the text and supports inferences with evidence and reasoning. Quadrants Two and Three: Lists	RA					
	BC					
The student accurately writes about the author's message/ theme and supports this claim with evidence and reasoning. Quadrant Three: Turning Point	RA					
	BC					

READING COMPREHENSION						
Integration of Knowledge	The student builds knowledge while reading and connects this knowledge to other sources.				Final Grade	
Learning Target and Evidences		Score/Grade			Comments	
The student connects knowledge gained from reading to other sources (other narrative and informational texts, diverse media, and personal experiences).		RA				
		BC				
Quadrant Four: Writing						
READING COMPREHENSION						
Vocabulary	The student accurately uses key vocabulary when speaking and writing. The student uses strategies to determine the meaning of unknown words.				Final Grade	
Learning Target and Evidences		Score/Grade			Comments	
The student accurately uses key vocabulary when speaking and writing.		RA				
		BC				
Stems, Discussions, and Writing						
The student uses strategies to determine the meaning of unknown words.		RA				
		BC				
Vocabulary, Routine and Other						
READING LEVEL AND VOLUME OF READING						
Foundational Skills	The student reads grade-level text with accuracy, fluency, and comprehension.				Final Grade	
Evidences	Accuracy	Fluency	Comprehension	Level	Comments	
Volume of Reading	4 = Consistently reads beyond the curriculum. Text selection is <i>wide-ranging</i> . 3 = Consistently reads beyond the curriculum. Text selection includes <i>some</i> range. 2 = Inconsistently reads beyond the curriculum. Text selection includes <i>some</i> range. 1 = Inconsistently reads beyond the curriculum. Text selection is <i>limited</i> . 0 = Does not read beyond the curriculum.				Final Grade	

Note. RA—Read-Aloud; BC—Book Club

Single-Point Rubric

IMPROVEMENT NEEDED	MEETING EXPECTATIONS	BEYOND EXPECTATIONS	GRADE
	<p>Lists/Charts—<i>Key Ideas and Details</i> Lists are complete, accurate, and show attention to detail. Lists can be read and understood easily.</p>		
	<p>Stems—<i>Key Ideas and Details</i> All three elements of the stem are provided: a critical or important detail, an inference, and textual evidence or reasoning.</p>		
	<p>Summary—<i>Key Ideas and Details</i> The summary includes important story elements: characters, setting, problem, and events presented in a logical order. Key ideas and details are included. The summary is accurate.</p>		
	<p>Extended Writing—<i>Integration of Knowledge and Ideas</i> Writing includes the author’s central message and evidence to support thinking. Integration of knowledge across more than one source is included.</p>		
	<p>Vocabulary—<i>Craft and Structure</i> Assigned vocabulary activity is complete, accurate, and shows attention to detail. In addition, an effort is made to include key vocabulary in discussion and writing/note taking.</p>		
	<p>Participation and Effort On task during read-aloud or book club work time. Supports partner as needed. Asks for help when needed. On task during whole class or book club discussion. Participates by sharing and responding.</p>		

Notes:

Stems Checklist

___/3	All three elements of the stem are given.
___/1	Includes key vocabulary, reference to more than one text, and/or a big idea.
___/4 ___ %	Total Points Earned Percentage

Lists/Charts Checklist

___/3	The list is complete. (3) Yes (2) Mostly (1) Somewhat (0) No Attempt
___/1	The list includes key vocabulary, reference to more than one text, and/or a big idea.
___/4 ___ %	Total Points Earned Percentage

Summary Checklist

THE SUMMARY INCLUDES:	
___/2	Important characters and details
___/2	Setting and details
___/2	Important events in a logical order
___/1	Causal language
___/1	Key vocabulary
___/2	Thematic thinking with reasoning/evidence
___/10 ___ %	Total Points Earned Percentage

Extended Writing Checklist

THE EXTENDED WRITING INCLUDES:	
___/2	A statement of the author's central message.
___/3	Reasoning and evidence from more than one source.
___/2	Key vocabulary from more than one source.
___/1	Statement showing the comparing and/or contrasting of ideas.
___/8 ___ %	Total Points Earned Percentage

Vocabulary Checklist

THE ASSIGNMENT:	
___/3	is complete and accurate. (3) Yes (2) Mostly (1) Somewhat (0) No Attempt
___/1	includes attention to detail.
___/2	includes the use of new words in discussions and writing assignments.
___/5 ___ %	Total Points Earned Percentage

Stems Rubric—Holistic

4	Extended Response The student provides all three elements of the stem and extends thinking to include key vocabulary, more than one text, or a big idea.
3	Complete Response The student provides all three elements of the stem. The student identifies a critical or important detail, makes an inference, and then cites evidence or reasoning from the text.
2	Partial Response The student provides two elements of the stem.
1	Limited or Inaccurate Response The student identifies one element of the stem or is inaccurate.
0	No Response The student does not attempt the activity.

Lists/Charts Rubric—Holistic

POINTS	CRITERIA
4	Extended Response The list is complete, accurate, and shows attention to detail. This list can be read and understood easily. The list shows extended thinking by including key vocabulary, more than one text, or a big idea.
3	Complete Response The list is complete, accurate, and shows attention to detail. This list can be read and understood easily.
2	Partial Response This list is mostly complete, accurate, and shows some attention to detail. The list is fairly easy to read and understand.
1	Limited or Inaccurate Response The list is incomplete, inaccurate, with limited attention to detail. Difficult to read and understand.
0	No Response The student does not attempt the activity.

Summary Rubric—Holistic

4	Extended Response The summary includes <i>four elements</i> —character, setting, plot, and thematic thinking. Key details about these elements are included. The summary is presented in a logical order and is accurate. The student shows extended thinking by including character traits or motives, causal language, reasoning and evidence, and/or key vocabulary.
3	Complete Response The summary includes <i>three or four elements</i> —character, setting, plot, and/or thematic thinking. Key details about these elements are included. The summary is presented in a logical order and is accurate.
2	Partial Response The summary includes <i>two or three elements</i> —character, setting, plot, and/or thematic thinking. Some details about these elements are included. The summary may not be in logical order but is mostly accurate.
1	Limited Response The summary includes only <i>one or two elements</i> —character, setting, plot. Limited or no details about these elements are included. The summary may not be in logical order or is inaccurate.
0	No Response The student does not attempt the activity.

Extended Writing Rubric—Holistic

4	Extended Response The student clearly identifies the author’s central message and provides evidence from more than one outside source to support thinking. The student shows extended thinking by including key vocabulary from both texts and comparing and/or contrasting ideas to build new insight.
3	Complete Response The student identifies the author’s central message and provides evidence from more than one source to support thinking. The student uses some key vocabulary.
2	Partial Response The student identifies a message and provides limited evidence from more than one source to support thinking.
1	Limited Response The student identifies a message and may provide some evidence or reasoning. Only one source is used.
0	No Response The student does not attempt the activity.

Vocabulary Rubric—Holistic

POINTS	CRITERIA
4	The vocabulary assignment is complete, accurate, and shows attention to detail. The student consistently uses new words accurately in discussions and writing assignments.
3	The vocabulary assignment is complete, accurate, and shows attention to detail. The student makes an effort to use new words in discussions and writing assignments.
2	The vocabulary assignment is complete and accurate. The student is not yet using new words in discussions and writing assignments.
1	The vocabulary assignment is incomplete and/or inaccurate. The student is not yet using words in discussions and writing assignments.
0	No Response The student does not attempt the activity.

Mini-Lesson Extension—Template

Connect:

Last time you read this book you were reading chapter(s) _____.

Who can summarize what you read?

(Call on students to summarize the previous section of the text. Guide the discussion to ensure that important events, details, and story elements are included. Correct any misconceptions.)

Teach:

Today you are going to read chapter(s) _____.

This section of the text tells about: (briefly summarize what will happen in this section of the text.)

Before we begin reading, we will talk about some parts that will be new:

Text/Plot Structure:

(Take students to the page selected. Instruct students how to read this part of the text.)

Vocabulary / Multi-Syllabic Words:

(Take students to the pages where each word is found. Instruct them in how to pronounce the words using syllabication and/or decoding by analogy. Provide students a brief definition and/or picture of the word.)

Model & Guide:

Watch me as I model reading and thinking about _____.

(Model and add thinking to the chart in the book club notebook.)

Now it is your turn. Please read silently until I say stop. Be ready to share your thinking.

Independent Reading:

Now you will return to your seats to continue reading.

(Provide the following scaffolds as needed):

- Conference with the teacher
- Peer support
- Dyad reading method

Download Running Records

Access the running records for each one of the book club titles by going to the following URL:

www.readsidebyside.com/resources



Literacy Publications, LLC & Consulting

Contact the Authors

Peter Dewitz is an educational consultant and researcher working in public schools. He has taught at the University of Toledo, the University of Virginia, and Mary Baldwin University and worked as a visiting researcher at the Harvard Graduate School of Education. His major research interests are the efficacy of reading programs, the development and instruction of reading comprehension, and the uses and abuses of assessment in schools.

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.

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



Peter Dewitz



Sarah Collinge



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

