<table>
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<tr>
<th>Page</th>
<th>Title: Sugar Cakes Cyril</th>
<th>Count</th>
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<tr>
<td></td>
<td>Level M</td>
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<th>E</th>
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(Continue reading silently)

Accuracy rate: 97%
Oral reading rate: 4

Figure A.1 A running record shows Emre’s reading at level M. Use this to evaluate fluency, print work, and comprehension. The text excerpt has been provided on page 152 to help you evaluate errors and miscues within sentence context, and to allow you to properly evaluate his retelling and answers to comprehension questions (see page 153).

Since Cyril was the big brother, he was supposed to be the Big Helper. But it seemed like he was always in the way. If he poured the milk, it spilled. If he shut the door, it slammed.

And now, when he handed his mother the baby powder, he dropped it, and the top fell off. The powder spilled out onto the floor. It puffed up into the air and made them all cough.

“Go outside, Cyril,” his mother snapped.

“I thought I was your Big Helper.”

“I don’t need a helper right now,” she said, coughing. She finished diapering the baby and tried to clean up the powder with a damp rag.

“Just go outside.”
Summary

Cyril always wanted to be the helper, but Cyril's mom wanted him to go outside. He went outside. Then Ms. Elsie came, and put her heavy bags down. They brought the bags to the house. Cyril unlocked the food. Then Cyril cooked the food. Then Ms. Elsie tasted it.

Comp Qs

1. (Literal) How does Cyril make a mess?
   He kept dropping the baby powder.

2. (Literal) What does Cyril do to help Miss Elsie make the sugar cakes?
   He put the sugar in. He set oven to the correct temp. He added orange peels.

3. (Infer.) Why do you think Cyril says he hates the baby or his mommy?
   Because he has to help the baby and bring stuff to the baby. Too much work!

4. (Infer.) How do you think Cyril's feelings changed from the beginning to the end of the passage?
   He went from sad to happy. He was sad in the beginning because he wanted to help.
Figure A.2  A whole-book assessment from Independent Reading Assessment: Nonfiction, Grade 3 (Serravallo 2013). (Note: When Emre tried to take the assessment at levels L and then K, his answers were mostly incorrect. This text, which is level J, shows that he has some areas of strength and some areas to work on.) To evaluate this assessment, see the expectations for readers in Figures 2.13–2.16. Note that the four strands’ icons (a spotlight for “main idea,” a key for “key details,” a book and magnifying glass for “vocabulary,” and a bar graph for “text features”) on the escalating expectations graphics correspond to those on the left-hand margin of these pages, to help you evaluate the response by question type. A summary of the book Play Ball has also been provided for you on page 158.
Play Ball!
by Vanessa York

3. PAGE 10 What's different about the "team at bat" and the "team in the field"?

```
Team at bat tries to make
run on the field. Did you try to
stop them
```

4. PAGE 11 Explain what a run means when talking about baseball.

```
Run means run all around
```

5. PAGE 13 What do the picture and the label on page 13 teach you about what you just read?

```
The pitcher has thrown
in a certain spot
```

6. PAGE 15 The batter does many things. What details support that statement?

```
Hit, bats, and run bases
```
7. PAGE 19 There are many ways to get an out. What details support that statement?
   
   **If he gets three strikes, he’s out.**

8. PAGE 24 What is the whole book mostly about?
   
   **Baseball**
Reflection

Was this book easy, just right, or too hard? Just right

How do you know? Because I could read it easily.

Did you like this book? Yes

Why or why not? Because I like baseball.

Would you choose another book like this from the library? Yes

Why or why not? Because I like books.
**Play Ball! by Vanessa York**

(Summary from *Independent Reading Assessment: Nonfiction, Grade 3*, Serravallo [2013])

When summer’s on its way, what do kids like to do? Play baseball! This book explains how baseball works. In simple terms, with pictures and diagrams, it lays out the basic rules and the roles of the players.

**Playing baseball**

This section shows where baseball is played, who plays it, and how. A diagram on page 7 shows a baseball field, divided into the infield and the outfield. In the infield is the baseball diamond, made up of four bases: first base, second base, third base, and home plate.

There are two teams in a baseball game (page 8), and each game has nine innings. Each team gets a turn at bat and a turn in the field in every inning.

The team that scores the most runs wins (page 10). When a team is at bat, they try to score runs while the other team (in the field) tries to stop them. A run is when a player travels around the three bases and back to home plate, either in stages (stopping at each plate) or all at once. The player has to reach the bases before the ball does.

**The Players**

In this section, we learn about the job of the pitcher and the batter. The pitcher is the person who throws the ball. A good pitch has to reach a certain area in front of the batter’s body called the “strike zone” (shown in a diagram on page 13). At the same time, the pitcher is trying to make the ball hard for the batter to hit.

The batter has to hit the ball, then run to first base before the ball gets there. If it’s a good hit, the batter might be able to keep going—on to second base, third base, and maybe even back to home plate.

**Strikes, Outs, and Home Runs**

A strike is when a pitcher throws the ball into the strike zone but the batter swings and misses. If a batter has three strikes, he or she is out. A batter is also out if he or she hits the ball but one of the fielders catches it in the air. This is called a “fly ball.” Or if the ball reaches a base before the batter gets there, the batter is out.

All batters want to hit home runs! This is when the ball flies far out into the outfield—or even out of the ballpark—and the batter makes it all the way around the bases without the fielders getting the ball there first.

**Watching baseball**

It’s fun to watch baseball, either at home on TV, or at a stadium, cheering on your team. It’s even more fun to go out and play!
Figure A.3  An engagement inventory helps to give insight into Emre’s focus, concentration, and motivation during one reader’s workshop period.
Emre

Feelings about reading?
Good. You get to discover new things, learn new stuff. You get to see other stories people made up to give you advice for your stories.

Kinds?
Nonfiction, fiction
Hard books
Science books
Sharks
Earth
Magic Tree House stories
Stink

Read to you?
No, not really unless the books are really really hard and I need help.

Where?
At home on the couch.

Read to?
My sister, mom, auntie.
Jeeps and Sheeps—something like that.

Figure A.4 A reading interest inventory in which Emre responded to five questions: What are your feelings about reading? What kinds of books do you like? Does anyone read to you at home? Where do you most like to read? Do you read to anyone? Use this to evaluate Emre's reading engagement.
Knights

I notice when you’re seven you get to be a page. This makes me think I’m going to be a page.
The weird thing about it why is a seven year old page be playing games in the knight’s castle.
Maybe he’s going to become a knight.
This makes me realize pages love knights. Many people don’t like wars but I think wars are awesome. On the other hand I want to be in the war too. This all makes me think that fighting in wars is awesome.
Emre’s Narrative (punctuation and spelling have been corrected):

Hello. My name is Andrew. He loves to skateboard. He went on a 2,000 mile high skateboard ramp.

Figure A.6 A “finished” fictional story. Use this to evaluate qualities of narrative writing as well as his writing process.
Then he went down. He hit speed, broke the sound barrier, then tried going a mile further but he only went a quarter mile then he said “Oh no!” then he fell.
100 mph, 200 mph, 1000 mph, 18,000 mph then he reached 200 feet and—boom!
He smashed into the ground and broke his leg.
Then, six months later, he tried doing the a hundred feet high ramp and he did it. Then he tried doing the 2,000 mile high ramp. He achieved his goal and went up.
Allen: Will Miss Rue smile? This makes me think—


Allesandra: OK, whatever. Wait, let me go. I realize Miss Bruce is mean. I wonder why. This makes me think (inaudible)

Emre: [reading from sticky note] I wonder why the teacher is being so strict. Maybe she like Mrs. Fisher wants to learn more than usual [smiles].

Allesandra and boy: [giggle]

Allen: Is Miss Fisher really (inaudible).

Allessandra: Yeah, Miss Fisher is really (inaudible).

Allen: Will Miss Bruce Smile? [Emre closes his own book, talks to Allesandra and then looks away.] This makes me think (inaudible).

Allesandra: Wait! Guys, guys. What do you think?

Allen: It says it because right here she’s trying to make Ms. Bruce laugh.

Emre: Ooh.

Allessandra: It does?

Allen: Yeah, it says it right here on the back.

Emre: Yeah it says it right here [lays down on his back on the floor, reading from back cover blurb]. Jake Drake Bully Buster, Jake Drake teacher’s Pet. Wait, he’s a pet?

Allessandra: [reads from back cover aloud simultaneously] Guys, why do you think? Why is she being mean to her own self?

Emre: [laying on floor, doing a backwards somersault] No, because she’s a kid she’s being mean.

Allessandra: I know! It’s like a bully. Like a teacher bully.

Emre: A teenage bully.

Allen: My babysitter is a teenager.

Emre: I’m trying to make “teenage bully” a compound word.

Figure A.7 A shorthand transcript of Emre’s conversation with his book club during reading workshop. Use this to analyze his conversational skills.