Figure 2.4 Marelle’s May Reading Interest Inventory

Marelle

Feelings about reading?

Fun. I like reading bc I can learn some words
that are very hard, you have levels you could read
some are very hard but you can still read. Gotta try to
where do you like to read?
where it's quiet. In my bedroom. Nobody
comes in.

Anyone read to you?
No. My mom sometimes.

Kind?
stories about fashion.

TV?

Do outside of school?
Play at playground. I go to piano on Wednesday.
Silly, Milly
Miss, Milly is so
silly. But very silly!
Miss, Milly does not
like bed.
She is my favorite
sarcasm, thank
people think that Miss, Milly
is not funny.
But I think
that Miss
Milly is
Figure 2.6  Written Response to Reading from Marelle’s Reading Notebook, page 2

Date  __________

So SO funny!

This makes me realize that Milly is so funny and so funny.
Figure 2.7 One of Marelle’s Stop-and-Jots during a Whole-Class Read-Aloud

I think that Jarmy
Does not want
those shoes
because it
does not fit on
him. This makes
me think.

Jarmy is
different.
Figure 2.8  An Example of Marelle’s Writing about Reading during Independent Reading
Figure 2.18 Marelle’s Fluency Record
**Figure 2.19** Marelle’s Running Record, page 1

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Figure 2.19  Marelle's Running Record, page 2

**Retell:**

They went to the car wash.  
There was mud all around.  
"Drusters" "spraying" water  
The air was drying the car  
And it got dirt again.

**Questions:**

1. Why did they go to the car wash?  
   There was mud all around.

2. What are 3 things that happened at car wash?  
   soap, drusters, air.

3. What did the man at the car wash think when the car came back?  
   That there was more mud! (laughs)

4. How did the people in the car feel at end?  
   *Funny. They – the 2 children told  
   the man it had dirt all around!*
Marelle: [reads two pages from her book]
Partner: What do you think about that character?
Marelle: They don’t want to be invited to the fair.
Partner: What makes you think that?
Marelle: Because the girl wants to play with the ball [points to picture, then turns page], and the boy wants to play with the bat [points to picture].
Partner: So what’s happening here?
Marelle: They want something else that they can’t have.
Partner: So what did you write on this?
Marelle: [reading from sticky note] “This makes me think that the children . . .” Oh. I didn’t finish it.

Figure 2.20 Transcript of Marelle’s Conversation
Me and Aylin were playing boly ball! We were happy! I went at the park to play boly ball. My mom did not
come because I had a park at my house. My dad did not come too, Aylin was excited! Because I had a park. I have a garden too,
A dog came in my house! I said a dog.
My little sis said ya ya ya ya! My
mom said good boy.
The dog said ruff...
Dear Mr. and Mrs. B.

Marelle and I have recently had a conversation to set goals for the coming weeks of reading and writing. Goals help us to have a focus and intention when practicing reading and writing at home and at school. We wanted to let you know about our conversation so that you can provide support as well.

<table>
<thead>
<tr>
<th>Reading Goal:</th>
<th>Writing Goal:</th>
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</thead>
<tbody>
<tr>
<td>Retelling stories in sequence (order).</td>
<td>Organizing her story telling into a beginning, middle, end.</td>
</tr>
</tbody>
</table>

We expect that with daily practice, the goals will be accomplished on or around 6/28.

Here are some ways you can help Marelle at home:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>After she reads a story, ask her to retell the story in order (beginning...middle...end...)</td>
<td>Tell stories together about moments you all shared (for example, go to the grocery store and then retell the sequence)</td>
</tr>
<tr>
<td>Retell an episode of her TV show.</td>
<td>Write together—in English or Spanish!</td>
</tr>
</tbody>
</table>

I welcome your thoughts and feedback!

Sincerely,

Figure 4.7 Communication with parents about a student’s goals is crucial to ensure consistency between home and school.