

Marelle

Feelings about reading?

Fun. I like reading bc I can learn some words that are very hard. You have levels you can't read + some are very hard but you can still read. Gotta try to be the letters.  
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.

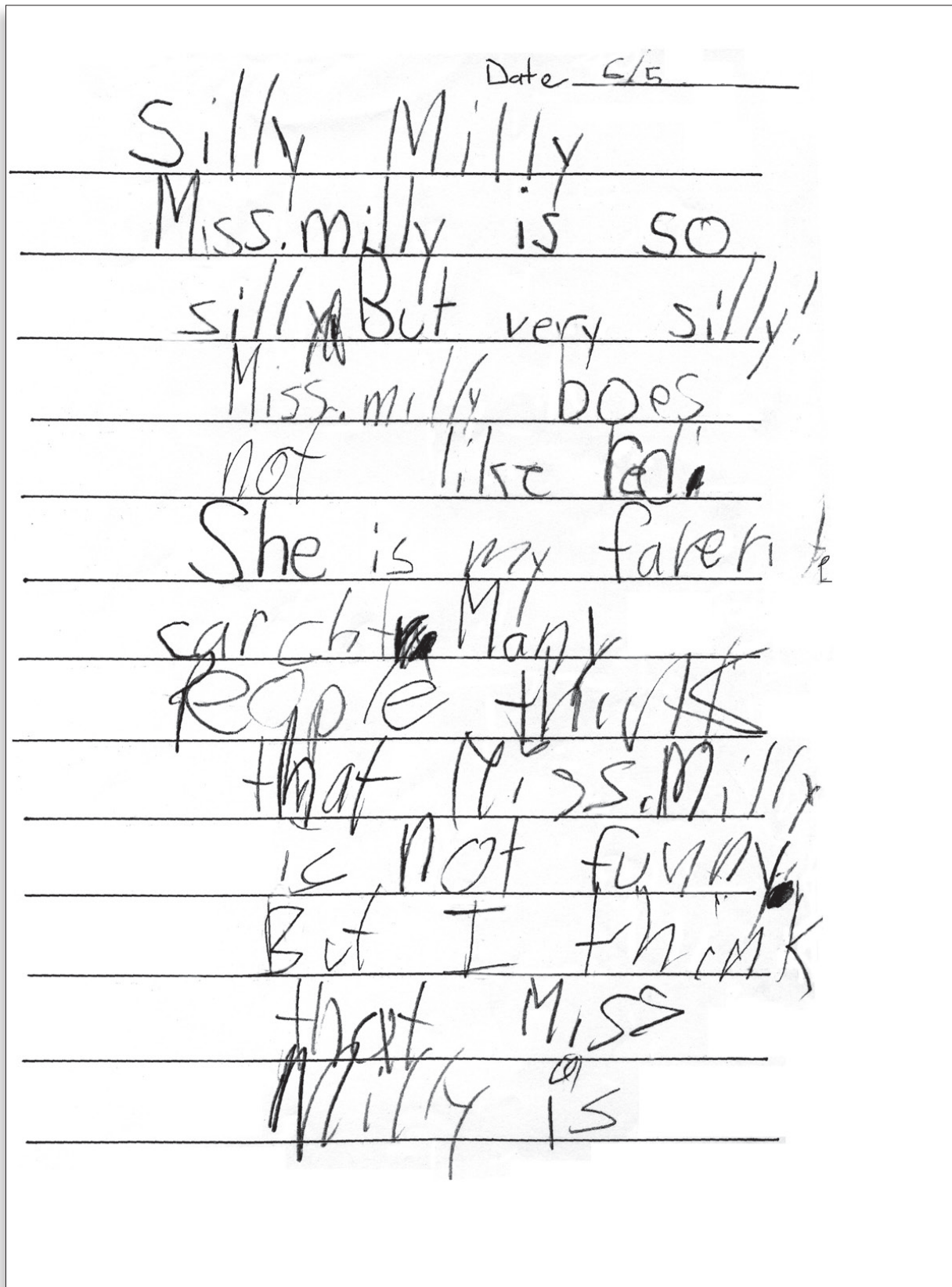
TV?

Different kinds. Disney XD. Movies. Epic.

Do outside of school?

Play @ playground. I go to piano on Wednesday.

Figure 2.4 Marelle's May Reading Interest Inventory



**Figure 2.6** Written Response to Reading from Marelle's Reading Notebook, page 1

Date \_\_\_\_\_

so so funny!

This makes me  
realize that  
Miss. Milly is so  
funny and so  
funny.

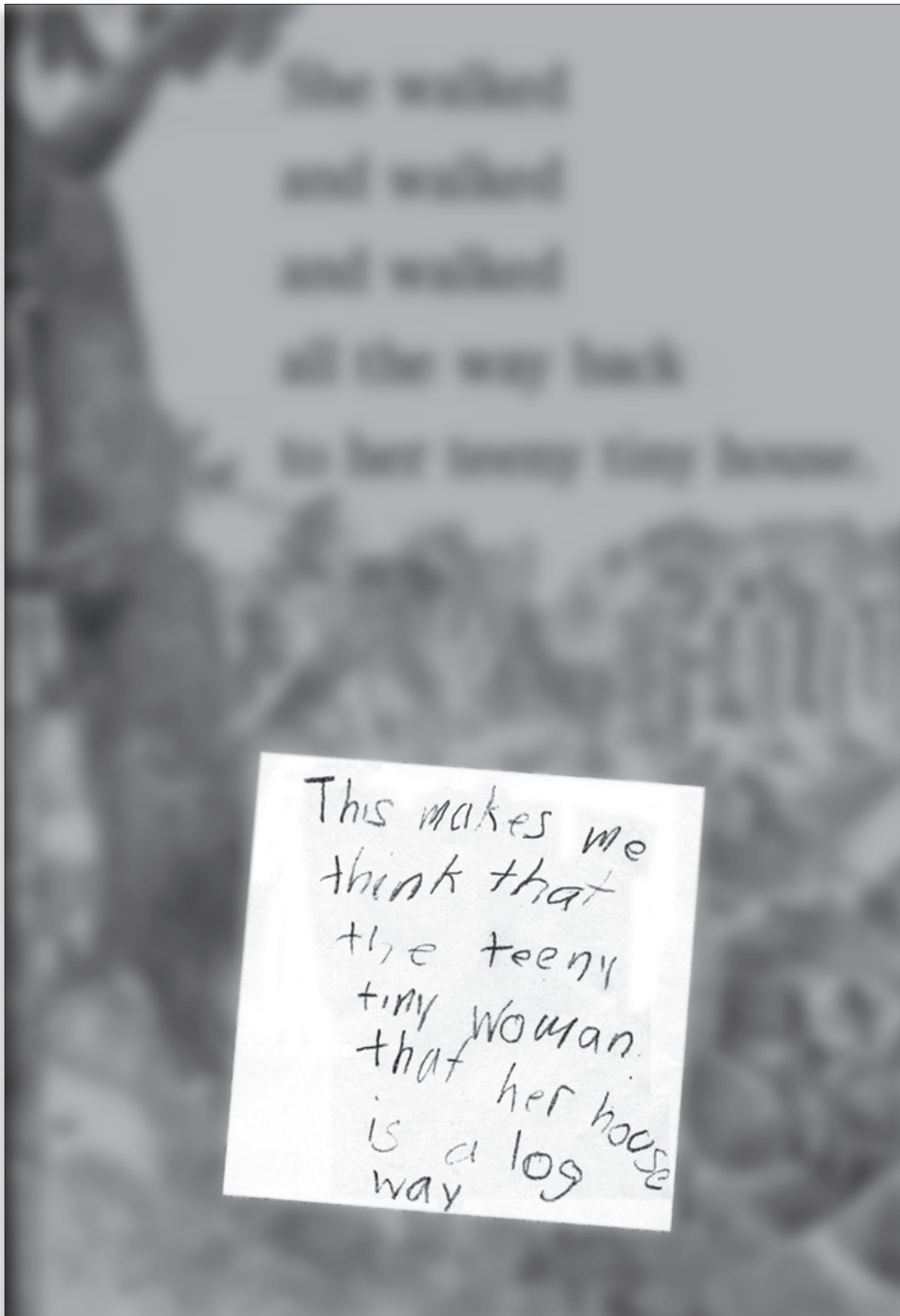
**Figure 2.6** Written Response to Reading from Marelle's Reading Notebook, page 2

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

tha jarmy is  
kind.



**Figure 2.7** One of Marelle's Stop-and-Jots during a Whole-Class Read-Aloud



**Figure 2.8** An Example of Marelle's Writing about Reading during Independent Reading

My Dog Buddy

✓✓✓ /  
✓ / ✓✓ /  
✓✓  
✓ / ✓✓  
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Marelle

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Figure 2.18 Marelle's Fluency Record



# RUNNING RECORD SHEET

Name: Marelle Date: 6/13 D. of B.: \_\_\_\_\_ Age: \_\_\_\_\_ yrs \_\_\_\_\_ mths  
 School: Summit Recorder: Serravallo

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	1: _____	_____ %	1: _____	_____ %
Instructional <u>Going to the Car Wash</u> <u>8/100</u>	1: _____	_____ %	1: <u>92</u>	1: <u>8</u>
Hard _____	1: _____	_____ %	1: _____	_____ %

Directional movement \_\_\_\_\_

## Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy \_\_\_\_\_  
 Instructional \_\_\_\_\_  
 Hard \_\_\_\_\_

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
2	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓				
3	<u>We are</u> ✓✓✓✓✓ <u>We're</u> ✓✓✓✓✓ ← good expression	1		MSV	
4	✓✓✓✓✓ ✓✓✓✓✓ ✓✓ <u>s-sup</u> ✓✓ <u>soap</u> ✓ <u>fl-fuming</u> ✓✓ <u>foaming</u>	1	1	V	
5	<u>We are</u> ✓✓✓✓✓ <u>We're</u>	1		MSV	

Figure 2.19 Marelle's Running Record, page 1

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Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
	✓✓✓✓✓✓✓				
6	<div> <div> <div>-</div> <div>SC</div> </div> <div> <div>I</div> <div>look</div> </div> </div> R ✓✓✓	1	1	MS	✓
	✓✓✓✓✓				
	<div> <div>✓✓</div> <div>brushers</div> <div>✓✓</div> </div> <div>brushes</div>	1		✓	
	<div> <div>b-brushers</div> <div>✓✓✓</div> </div> <div>brushes</div>	1		✓	
7	<div>we are</div> <div>we're ✓✓✓✓✓</div> <div>✓✓✓✓✓✓✓ ← good exp.</div>	1		MSV	
8	<div>✓✓✓✓✓</div> <div>✓✓✓✓✓</div> <div> <div>✓✓</div> <div>dray-drys</div> <div>✓✓</div> </div> <div>dryers</div> <div> <div>✓✓</div> <div>✓✓</div> <div>✓</div> </div> <div>R ✓</div>	1		✓	
9	<div>we are</div> <div>we're ✓✓✓✓✓</div> <div>✓✓✓✓✓✓✓ (comment: Uh oh!)</div>	1		MSV	
10	<div>✓✓✓✓✓</div> <div>✓✓✓✓✓</div> <div>✓</div>				
11	<div> <div>✓✓✓</div> <div>and</div> <div>✓✓</div> </div> <div>on</div> <div>SC</div>	1		MS	✓

Figure 2.19 Marelle's Running Record, page 2

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### Retell:

They went to the car wash 2x.

There's mud all around.

"Brushers" "splaying" 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 @ car wash?

soap, brushes, 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 @ end?

Funny. They - the 2 children told the man it had dirt all around!

Figure 2.19 Marelle's Running Record, page 3

**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].

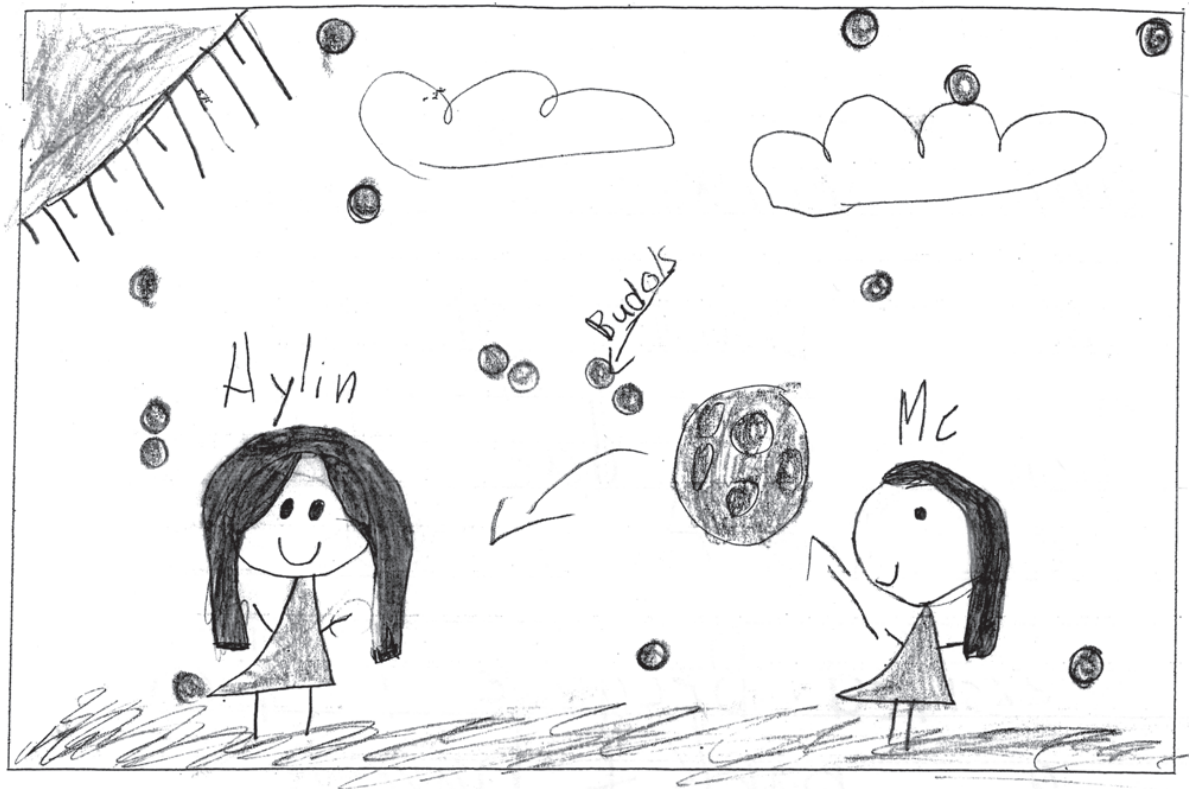
**Partner:** So what's happening here?

**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

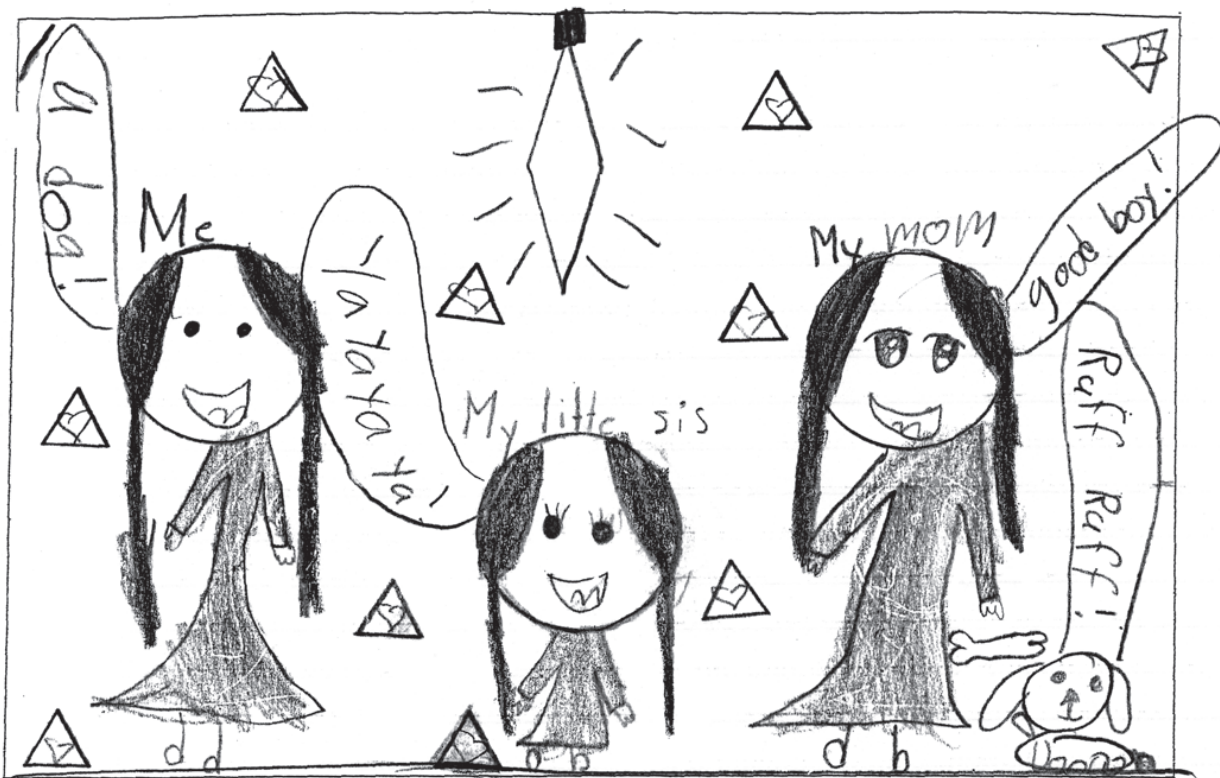


Me and Aylin we  
 wer playing body ball!  
 We wer happy! I  
 went at the park  
 to play body ball.  
 My morn did not

**Figure 2.21** Marelle's Narrative, page 1

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,

**Figure 2.21** Marelle's Narrative, page 2



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....

**Figure 2.21** Marelle's Narrative, page 3



Dear Mr. + 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.

Reading Goal:	Writing Goal:
Retelling stories in sequence (order).	Organizing her story telling into a beginning, middle, end.

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:

Reading	Writing
<ul style="list-style-type: none"><li>• After she reads a story, ask her to retell the story in order (beginning...middle...end...)</li><li>• Retell an episode of her TV show.</li></ul>	<ul style="list-style-type: none"><li>• Tell stories together about moments you all shared (for example, go to the grocery store and then retell the sequence)</li><li>• Write together – in English or Spanish!</li></ul>

I welcome your thoughts and feedback!

Sincerely,

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