

Alex  
9/22

Page	Title: Mountain Bike Mania (Belcher) Level 0 pp 11-13	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ the A</p> <p>Gravity ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>Gravities</p> <p>✓ ✓ light   SC ✓ ✓ ✓ ✓ ✓</p> <p>lights</p> <p>✓ ✓ ✓ ✓ R ✓ ✓ ✓ ✓ R ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ 5-sup-superish ✓ coat</p> <p>suspension coated</p> <p>✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ✓ ✓ ✓ ✓ R ✓ ✓ 1c ✓ ✓ ✓</p> <p>leave</p> <p>Bar - ✓ ✓ ✓</p> <p>Bonington</p> <p>✓ ✓ ✓ ✓ ✓</p> <p>(continues reading silently)</p> <p>Total E incl SC = 5</p> <p>SC = 1</p> <p>96% accuracy</p> <p>Fluency = 2/3 on NAEP scale</p> <p>Reading Behaviors: Inserted words</p>				

**Figure A.1** A running record shows Alex's reading of a level O text, page 1. Use this to evaluate fluency, print work, and comprehension. The text excerpt has been provided to help you evaluate errors and miscues within sentence context, and to allow you to properly evaluate his retelling and answers to comprehension questions.

## ***Mountain Bike Mania* by Angie Belcher**

The next morning, on the way to school, Joel and Ocean stopped outside Gravities Edge—the local bike shop. There in the window, gleaming under a dazzle of display lights, was a brand-new mountain bike.

“Wow, Ocean, check it out! I’d give anything to have a cool bike like that with front and back suspension, chrome-coated bars, and rocket sockets!”

“Just looks like a bike to me,” she replied.

“If I had one of those, I could leave that Blake “The Brake” Bonnington in my dust. He wouldn’t know what hit him!”

For the rest of the week, all Joel could think about was mountain bikes.

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Every afternoon, he stopped outside the bike shop and looked longingly in the window.

“Joel, you’ve got to stop dreaming about that bike and actually do something,” Ocean coaxed. “I’ve got an idea. Why don’t we set up a bike-cleaning stand at the track? You can clean off muddy bikes, and I’ll sell juice and cups of coffee. I could use Mom’s thermos.”

“But it would take months to get enough money,” Joel sighed. “By that time, it will be gone.”

“Well, you think of a better idea then!” Ocean replied.

The next weekend, complete with buckets of soapy water, rags, juice, and coffee, Joel and Ocean set themselves up near the end of the track. Ocean had made a big sign that read: “Treat yourselves—have a drink while we clean your bike!”

Amused by the colorful sign, some of the older riders took advantage of the offer. By the end of the day, the children had cleaned ten bikes.

“Look at all this money, Joel. I guess that’s a pretty good start to your bike fund,” chirped Ocean brightly.

“Great,” grumbled Joel. “I’ll only need to clean about a hundred more bikes!”

### Retell:

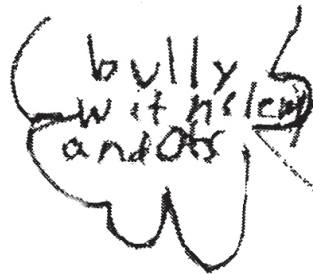
First Joel & Ocean saw bike store w/ amazing bike that Joel really wanted. He raised \$ so he could get the bike then cleaned bikes and made money. Then he only needed to clean 100 more bikes to get the bike.

### Comp Qs:

1. (Literal) What did Joel want?  
A cool bike
2. (Literal) Why does J. want the bike?  
He could beat Blake.
3. (Infer.) What do you think about J & O's relationship?  
She has good ideas to get the bike.
4. (Infer.) How is J. feeling @ end? How do you know?  
He feels a little down since he still needs to clean a bit more bikes. He doesn't really need to clean 100, but still a lot more.

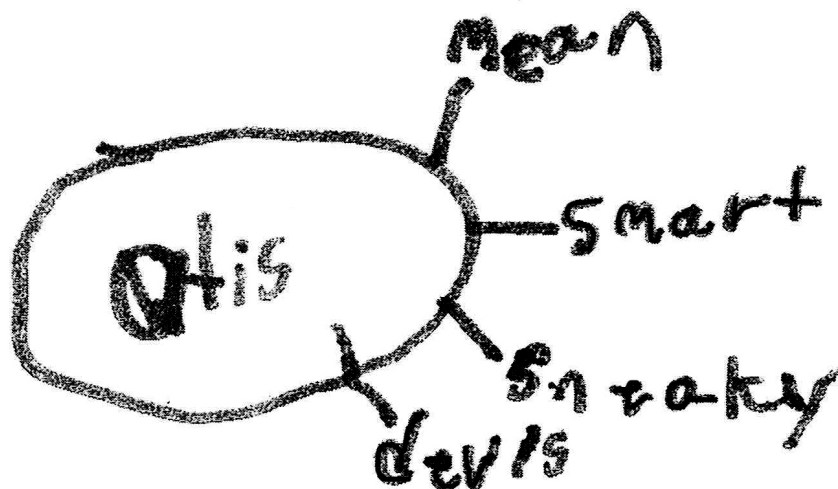
favrite post its  
when otis ice skat  
ing on the  
lake


When Otis  
Crossed his  
fingers and  
lied to the  
GIRLS!



**Figure A.2** A sample of writing about reading from Alex's Book Lover's Book (reading notebook), page 1. Use this writing to evaluate Alex's comprehension.

# Otis Spotford



 Pink under wear

Otis is felling what it  
fells like to get laughed  
at.

**Figure A.2** A sample of writing about reading from Alex's Book Lover's Book (reading notebook), page 2.

September Reading Log – Due Friday, October 1

Name: Alex

Adult Signature: \_\_\_\_\_

Date	Home/ School	Title	Author	Level	Starting Page	Finishing Page	Minutes Read
9/17	H (S)	Ramenagimby	B. Cleary	0	91	123	4 min
9/17	H (S)	↓ same	same	0	123	121	15 min
9/17	H (S)	↓ same	same	0	131	147	15 min
9/18	H (S)	same	same	0	147	165	30 min
9/19	H (S)	↓ same	same	0	165	190	30 min
9/20	H (S)	Ofis spoford	B. Cleary	0	1	8	12 min
9/20	H (S)	↓ same	same	0	17	40	30 min
9/21	H (S)	↓ same	same	0	40	80	30 min
9/21	H (S)	↓ same	same	0	80	12	30 min
9/22	H (S)	↓ same	same	0	92	107	10 min
9/22	H (S)	↓ same	same	0	107	119	20 min
9/22	H (S)	↓ same	same	0	119	135	30 min
9/23	H (S)	↓ same	same	0	135	141	5 min
9/23	H (S)	↓ same	same	0	141	150	30 min
9/24	H (S)	↓ same	same	0	178	173	15 min
9/24	H (S)	↓ same	same	0	173	190	15 min
9/24	H (S)	Gorge's narwhals media	R. Dahl	0	1	16	5 min
9/25	H (S)	↓ same	R. Dahl	0	16	22	15 min
9/25	H (S)	↓ same	R. Dahl	0	22	34	15 min

**Figure A.3** A reading log showing a one-week snapshot of Alex's book selections and reading habits. Use this to evaluate his engagement.

## Freckle Juice 5/14

Alex, Shanique, Byron

A: I found a part that was funny (turns to pg w/ post-it).  
It's when sharon sticks out tongue @ Andrew

S: I - sharon is mean to A. bc she tricked him

B: Agree - shouldn't drink juice. It's gross! K+M? Yuck!

S: Yes! I would have thrown up! (laughs)

B: Why does A. believe her?

S: He just really wants freckles

A: Agree. Must want them really bad to drink that!

S: Mom isn't listening to him.

A: I found another part I like (turns to sticky)  
when he has a dream abt. giant sharon  
(laughs) she's a monster!

S: I liked that part, too (laughter)

B: Surprised @ end - kid w/ freckles wants them gone.

**Figure A.4** A shorthand transcript of Alex's conversation with his partner during reading workshop. Use this to analyze his conversational skills.

I herd Gram and  
Zady were selling their  
house. I got so sad because  
I had so many memorys  
in this house. I learn  
how to scouter here. So  
I ran to the bath tub  
and hide but Melissa  
found me and toled  
me gram is gonna give  
me a supise. So I got  
out of the tub and  
Gram gave me the  
computer. Then me and  
chea play on it all  
night.

**Figure A.5** A writing notebook entry. In this sample, Alex attempts to write a small-moment narrative. Use this to evaluate qualities of writing, as if it were an on-demand sample.

Time/Environment:	10-10:15	10:15-10:25	10:25-10:35	10:35-11:00		
Names:						
Alex	✓	O/✓	✓/O	✓		
Melissa	✓	st	✓/O	st		
Jenny	✓	✓	✓	✓		
Jose	O	O	✓	O		
Ramon	✓	✓	O	O		
Mark	✓	st	✓	st/✓		
Desiree	✓	R	✓	R		
Luke	✓	✓	✓	✓		
Shanique	O	✓	✓	O		
Michael	✓	✓	✓	✓		
Joana	✓	✓	✓	O		
Erin	O	O	O	✓		
Isabel	✓	R	R	✓		
Verona	O	✓	✓			
Rebecca	✓	sw	✓	O		
Charlie	✓	✓		O		
David	✓	R	✓	R		
Pete	✓	✓	sw	✓		
Meldwin	O	✓	✓	✓		
Elizabeth	✓	✓	✓	O		
Stella	✓	✓	✓	O		
Luca	✓	✓	✓	✓		
Chloe	✓	✓	✓	✓		

Key:

✓ = engaged  
 sw = switch books  
 st = sticky note

R = reacting (smile/frown)  
 O = staring @ me, around room.

**Figure A.6** An engagement inventory showing Alex's focus, concentration, and motivation during one writer's workshop period.