

Page	Title: <i>Sugar Cakes Cyril</i> Level M pp 13-17	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
	<p>(Continues reading silently)</p> <p>Accuracy rate: 97%</p> <p>Oral reading rate: 4</p> <p>rvg/sc rag</p>				

**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).

Running Record Sheet © 2005 by Marie M. Clay from *An Observation Survey of Early Literacy Achievement*, Third Edition (2013). Published by Global Education Systems Ltd. Reprinted by permission of the author's estate.

## *Sugar Cakes Cyril* by Phillis Gershator

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 & 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.

# Student Response Form

Student's name Emre Grade 1

Your teacher wants to learn more about you as a reader. For this reading activity, here are some simple steps to follow:

- ◆ Enjoy the book!
- ◆ When you reach a page with a sticky note, read to the bottom of the page.
- ◆ Stop and answer the question on your response form. Include as much detail as you can. It is fine to reread, but don't read ahead.
- ◆ Put the sticky note back in the book.
- ◆ Keep reading!



1. PAGE 7 What is a *baseball diamond*?

it's the baseball field



2. PAGE 8 What is this page mostly about?

How many players team  
batting fielding

E (P) A I

E (P) A I

**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 you try to  
stop them

EPAI



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

run means run a way  
around

EPAI



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

the pitcher has throw  
in a certain spot

EPAI



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

he bats and run bases

EPAI

Figure A.2 page 2



## Play Ball!

by Vanessa York



7. PAGE 19 There are many ways to get an out. What details support that statement?

if he gets three strikes  
hes out

E P (A) I



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

baseball

E P (A) I

Figure A.2 page 3

## Play Ball!

by Vanessa York

### Reflection

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

JUST right

How do you know?

beca use I cud read it  
easier

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?

beca use I like books

Figure A.2 page 4

## ***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.2** page 5



# Reading Workshop

Time/Environment:						
	9:50	10:00	10:10	10:20		
Names:						
• Alessandra	P / ✓	✓	P / ✓ / HR	<del>HR</del> P / HR		
Melissa	P	✓ / switch	✓ / switch	✓		
Desiree	✓	✓	HR	✓ / BW		
Erin	✓	D	D	D		
• Marelle	Set / ✓	✓ / switch	✓ switch / Sm	P / switch		
Paul	P	✓ / P	✓	✓		
• Emre	Set / ✓	Switch / D	BW / switch	✓		
Rebecca	✓	✓	✓	✓		
Mason	D	✓	✓	✓		
• Allan	D / switch	✓ / D	✓ / D	D		
Pete	D	P / S	HR / BW	D / ✓		
Tripp	✓	P / S	✓	✓		
Abbie	✓ / switch	✓	✓	✓		
Elizabeth	✓	D / ✓	✓ / D	D		
Swish	✓	✓ / switch	D / ✓	✓		
Isabelle	✓	Sm / ✓	✓	✓		
Jose	D	✓	switch / ✓	✓ / P		
Selma	D	✓	D	D		

Key:

P = post-it  
✓ = reading

Set = setting up

D = distracted, looking @ partner

switch = switching looks

BW = Bathroom/water

HR = hand raised

Sm = smiling

**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?

<sup>(13)</sup>  
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  
 your seven you  
 get to be a page.  
 this makes me think  
 I'm going to be  
 a page, there i'd  
 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

(a translation of Emre's Reading Notebook entry with spelling and punctuation corrected)

### 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.

**Figure A.5** A sample of writing about reading from Emre's reading notebook. Use this writing to evaluate Emre's comprehension.

RNB

Date \_\_\_\_\_

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

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.

**Figure A.5** page 2

Name Emre Date 6/13

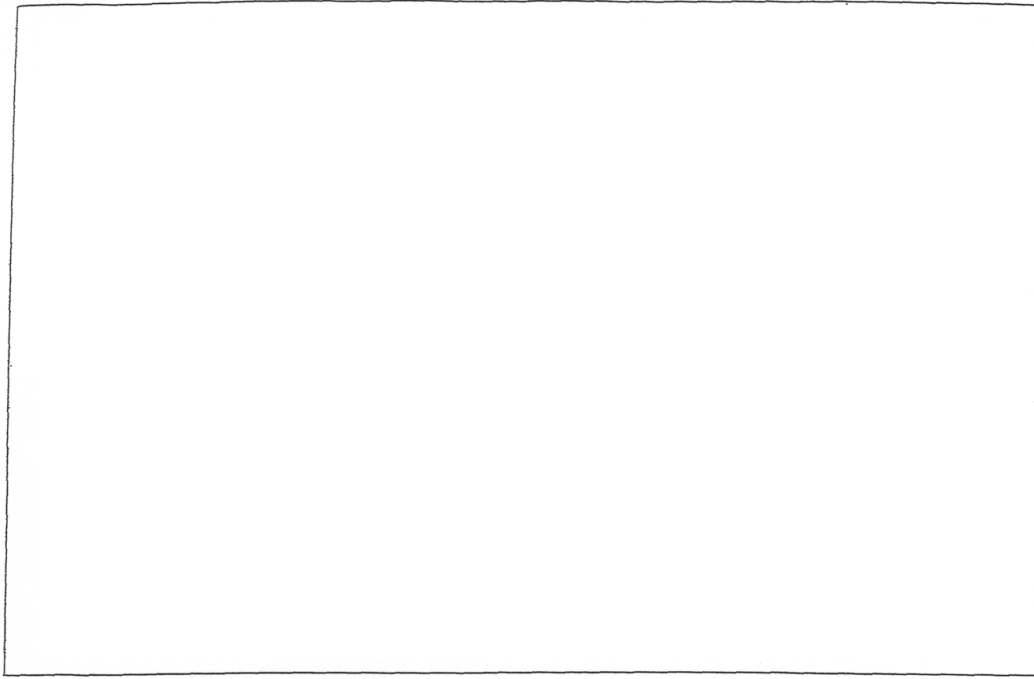
hello my name is andrew  
he loves to skateboard,  
he went on 2000 miles high  
skateboard ramp,

*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 farther but he only  
went a quarter mile then  
he said "oh no!" then he fell.

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.

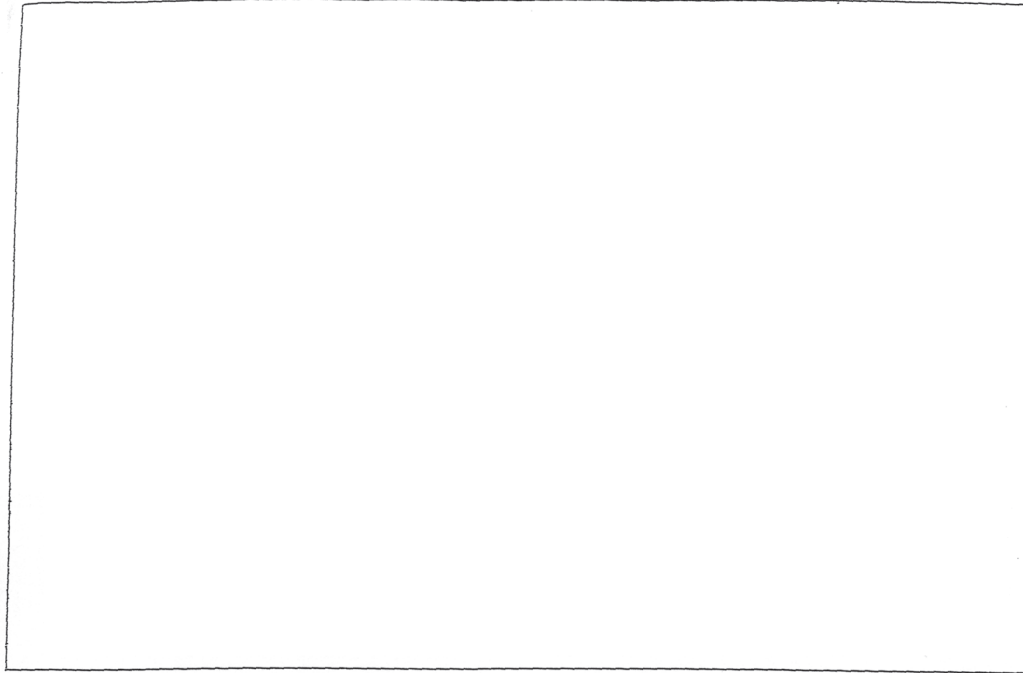
**Figure A.6** page 2

e \_\_\_\_\_

100 mph 200 mph 1000 mph  
18,000 mph then he reached  
200 hundred feet and  
boom he smashed in to the  
ground and broke his leg.

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.

**Figure A.6** page 3



then 6 months later  
he tried doing the a  
hundred feet high ramp and it  
then he tried doing the  
2000 mile high ramp and he  
his goal went up.

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.

**Figure A.6** page 4

**Allen:** Will Miss Rue smile? This makes me think—

**Emre:** [interrupting] No! I go first, remember? [points at board] Allesandra goes first and I go second.

**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?

**Allesandra:** [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.