

Reader's Name _____ Grade _____ Date _____

Excerpt from *Sugar Cakes Cyril*, by Phillis Gershator, pp. 13-17
Level M 414 words

Independent Level: Yes No

Accuracy Rate: _____

Book Introduction: (*Say this to the reader before he or she begins the student copy of the text*)
Cyril is seven years old and lives next door to Miss Elsie. He has a new baby sister. Please read aloud the first section. When you get to the line, you may read the rest silently. When you're finished reading, I'll ask you to retell what you read.

- During & after the running record, you may make these observations & notes to inform instruction**
- Responds to punctuation by changing his/her voice
 - Self corrects before asking for help
 - Pauses while reading to think
 - Flexible word-solver
 - Reads in phrases rather than word by word
 - Miscues make sense
 - Miscues fit the syntax or structure of the sentence
 - Miscues look similar to words in the text

Running Record: *For the first 100 words, record the reader's miscues (or errors) above the word as he or she reads. Later, you may or may not code them, using miscue analysis (MSV). Stop when the child has made five miscues and go back to the previous level.*

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 (100 words) the baby and tried to clean up the powder with a damp rag. "Just go outside."

***** (Reader may read silently from this point on) *****

Cyril sat on the porch.

"I hate that baby," he said. "I hate Mommy. I'll show them. I'll never be a helper again."

Miss Elsie passed by. She was carrying two big shopping bags.

"Good morning, Cyril," she said.

Teacher Copy: Assessment for Independent Reading Levels
Levels L-Z (Fiction/Narrative)

More observations & notes to inform instruction:

“Good morning,” he answered grumpily.

Miss Elsie stopped and put the bags down. “Oh, these bags are heavy,” she said.

Cyril slowly walked over to Miss Elsie and picked up a bag. The bag was heavy! He hoped he wouldn’t drop it. He looked inside. **(200 words)** Sugar. Four bags of sugar!

“I’m making sugar cakes today,” Miss Elsie said. “I’m going to sell them in Market Square for the Food Fair next week. Would you like to help me make sugar cakes?”

Would he? Yes!

When they got to Miss Elsie’s house, she took out two big iron pots from her cupboard and put them on the stove.

“Which kind do you like best, white sugar cakes or brown ones?” Miss Elsie asked Cyril.

“Both of them!”

“Good thing. We’ll make brown ones and white ones, with coconut, of course.”

Cyril helped Miss Elsie measure brown **(300 words)** sugar and water in one pot and white sugar and water in the other pot.

Miss Elsie peeled the brown skin off the coconut meat with a sharp knife, and Cyril grated it.

They put half the grated coconut into one pot and half into the other.

“It’s time to add the flavoring, ginger root and orange peel,” said Miss Elsie.

“Now the sugar has to cook, cook, cook, just so — not too wet and not too dry. You stir it up, Cyril, so it doesn’t burn on the bottom.”

Cyril stirred the sugar, and it didn’t burn.

After the **(400 words)** sugar cooked for a long time, Miss Elsie tested it. It was just right. **(414 words)**

Total miscues including self corrected: _____

Self-Corrections _____

Miscues reader did not self-correct: _____

Accuracy Rate: Circle the number of miscues the reader did not self correct.

100%	99%	98%	97%	96%
0 miscues	1 miscue	2 miscues	3 miscues	4 miscues

96%-100% accuracy is necessary to determine the reader’s independent reading level. Try another text if the reader made 5 or more miscues.

* If the child makes the same miscue repeatedly, count it as one miscue.

Teacher Copy: Assessment for Independent Reading Levels
Levels L-Z (Fiction/Narrative)

Literal and Inferential Retelling

Say, "Retell the important parts of what you just read." Write notes regarding the student's retelling in this box and on the back of this page. If the reader has trouble getting started, prompt him/her to look at the text. Say, "What happened first?" Make a note that you prompted their retelling.

Comprehension Questions Section:

Listen to the reader's retelling for the following information and take note of the reader's answers, based on the retelling. If the retelling did not already contain the following information, ask the reader the remaining questions and take note of the answers.

1. *Literal Question:* How does Cyril make a mess?

2. *Literal Question:* What does Cyril do to help Miss Elsie make the sugar cakes?

3. *Inferential Question:* Why do you think Mom tells Cyril to go outside?

4. *Inferential Question:* How does Cyril change in this text?

The reader must answer at least three of these questions to determine if this is the child's independent reading level. Try another text if the child could not answer at least three of these questions.

Final Score

- Yes No Was the reader's accuracy rate at least 96%?
 Yes No Did the reader read with fluency?
 Yes No Did the reader answer at least three comprehension questions in the Comprehension Questions Section correctly?
 Yes No Did the retelling express the important things that happened in the text?

If the answer is "Yes" to all four questions, this is the child's independent reading level.

* Continue trying more difficult texts until you have found the child's highest independent level. *