



# Horrible Harry in Room 2B

by Suzy Kline



1. PAGE 13 What kind of person is Harry?

he is Mean he is Bad and Horrible.

E P A I



2. PAGE 15 What does the word invaders mean in this part?

invaders Mean Atacks.

E P A I



3. PAGE 19 What problem is Harry having?

he can't score any WON.

E P A I



4. PAGE 26 What does Harry want in this chapter?

he wants To score any BoDe.

Does he get what he wants?

he can't scare Them.

E P A I

# Horrible Harry in Room 2B

by Suzy Kline



5. PAGE 28 What does the word revenge mean in this part?

to Do Sothing Bad To a Person

E P A I



6. PAGE 33 What does Harry do to get revenge?

he Makes him sees a slug.

E P A I



7. PAGE 43 What do you think about Harry based on how he's behaving now?

he is acting Nice.

Why?

E P A I

# Horrible Harry in Room 2B

by Suzy Kline



8. PAGE 48 Describe everything that Harry is feeling.

Frostbaited.

---

---

---

E P A I



9. PAGE 53 What do you think Harry might be feeling and thinking now?

he is sad.

---

---

---

---

E P A I



10. PAGE 55 What is a lesson you have learned from reading this story?

If somwone is evn BYthan fiend

---

---

---

---

E P A I

# Horrible Harry in Room 2B

by Suzy Kline

## Reflection

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

How do you know? I've read HORRIBLE Harry books before and they're good for me at my level

Did you like this book? yes and no

Why or why not? I like when Harry is being horrible

Would you choose another book like this from the library? yes

Why or why not? I like this series

# Comprehension Record & Planning Form: Level L

Horrible Harry in Room 2B by Suzy Kline

Student: Trevor Date: 11/15

## First: Tally Student Results

1. Refer to the student's scored Response Form.
2. Check ✓ the appropriate white box (E, P, A, or I) below for each answer.
3. Tally each column to find the total number of E, P, A, and I responses.
4. Record the overall tally below the chart.

**Scoring Guide**  
 E-Exceptional  
 P-Proficient  
 A-Approaching  
 I-Incorrect

Question	Page	Plot & Setting				Character				Vocabulary & Figurative Language				Themes & Ideas			
		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
1	13						✓										
2	15										✓						
3	19		✓														
4	26			✓													
5	28										✓						
6	33			✓													
7	43						✓										
8	48								✓								
9	53							✓									
10	55														✓		
TALLY			1	11			11	1			11				1		

Total number of responses: exceptional 0 /10    proficient 6 /10    approaching + incorrect 3 /10  
 Total pages: 52 divided by total minutes to read book (from log): 80 = reading rate: .65 p/min (one cant be read)

## Next: Decide on Goals

1. In the first column, check the scenario or scenarios that best describes this student's performance.
2. Reflect on the information in the last two columns to plan for your reading conference with the student.

✓	If	Then	Teaching Suggestions
	One-third (1/3) or more of the student's total responses from all four strands are <b>approaching</b> and/or <b>incorrect</b> .	This level is likely too difficult. Assess the student at the next level below to determine a goal.	n/a
✓	The student's <b>approaching</b> and <b>incorrect</b> responses are clustered in one or two of the four strands, yet all other responses are <b>proficient</b> and/or <b>exceptional</b> .	Instruct the student in one area of need at a time, addressing the strands in this order: 1. Plot and Setting 2. Character 3. Vocabulary and Figurative Language 4. Themes and Ideas	See pages: <u>t21 Plot and Setting</u> <u>t33 Character</u> t49 Vocabulary and Figurative Language t59 Themes and Ideas
	No answers are <b>incorrect</b> or <b>approaching</b> . The student's responses are mostly <b>proficient</b> and some are <b>exceptional</b> .	In most cases, work to move the student from <b>proficient</b> to <b>exceptional</b> in all areas. Instruct the student in one area at a time, addressing the strands in the order listed on the right.	See pages: t21 Plot and Setting t33 Character t49 Vocabulary and Figurative Language t59 Themes and Ideas

# Comprehension Record & Planning Form: Level L

*Horrible Harry in Room 2B* by Suzy Kline

✓	If	Then	Teaching Suggestions
	Around ¾ of the student's responses are <b>exceptional</b> .	In most cases, assess the student at the next level higher to determine a goal. The exception may be for the student who is reading far above grade level.	For tips on when to move students to the next level and when to keep them at their current level, see page A6.
	There is no obvious pattern to the student's responses; the student's answers range from <b>exceptional</b> to <b>incorrect</b> across all four strands.	Comprehension is likely inconsistent or flawed because the book is too difficult, or because there may be a stamina issue (check the reading log). You will likely want to have the student take the assessment at the next level below.	For help with stamina issues, see pages T7-T8.
	The student reads at a very slow or fast speed: much > or < 0.75 pages per minute (p/min).	Observe the student during independent reading to determine whether the reader is engaged. If engagement is not an issue, a slow or fast reading rate indicates the level may not be a good match.	For help with reader engagement, see pages T7-T8.
	The student has trouble expressing answers in writing, but past observations indicate he or she can verbally elaborate on what is written.	In the reading conference, check to see if the student can verbally elaborate on his or her responses. If the student can, provide support with writing about reading at this level during independent reading.	For help with writing about reading, scan the tip boxes in the Precision Teaching section, pages T21-T72.
	The student's reflection on the Response Form indicates that the book was a good fit, yet many responses are <b>approaching</b> or <b>incorrect</b> .	This is a student who may have trouble monitoring for meaning, or knowing what he or she knows. Work with the student on strategies for stopping to check for understanding as a secondary goal.	For help with monitoring strategies, see page T8.

## And Now: Take It to the Conference

What goal or goals have you decided to focus on (see Then column)?

*Plot & Setting and Character*

Which strategy or strategies will you introduce first? (Refer to pages from the Teaching Suggestions column.)

*"Imagine You Are the Main Character" and "Tell Me What You Want"*

Additional notes to prepare (e.g., questions to ask, a book for modeling, and so on):

*Maybe have him stick to one series for a while to develop a sense of how the plot within that series tends to go?*

Now you are ready to confer. Turn to page T4 for a sample goal-setting conference transcript and advice on how to conduct the conference.