

Chocolate Fever

by Robert Kimmel Smith

Student Response Form

Student's name Jessica Grade 4th

Your teacher wants to learn more about you as a reader. Here are some directions to remember:

- ◆ Please complete this assessment on your own. Do not ask for help or use anything (dictionaries, websites, etc.) to help you.
- ◆ Each time you read, please fill in your reading log below.
- ◆ 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 from the book to support your answer. (It is fine to reread, but do not read ahead.)
- ◆ Put the sticky note back in the book.
- ◆ Keep reading!

READING LOG				
Date	Start Time	End Time	Start Page	End Page
7/13	9:56	11:00	1	34
7/14	9:45	10:30	35	41
7/18	10:40	11:02	42	44
7/21	9:36	10:10	45	48
7/28	11:51	12:20	49	60
8/2	9:45	10:00	61	73
8/4	9:00	9:20	74	80

Teacher: Please fill out.

Total Time	Total Pages
64	34
45	7
22	3
34	4
29	12
15	13
20	7
Total	229
	80

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1. PAGE 28 What kind of person is Henry?

Henry is a person who love chocolate and will not stop eating chocolate and now Henry got brown spots on his face and arm.

E P A I



2. PAGE 34 What does "yelling their heads off" mean in this part?

That they were yelling to much and they heads started to hurt alot.

E P A I



3. PAGE 34 What does it mean in this scene when the Nurse is "cool as a cantaloupe"?

That she is a good nurse for Kids and that kids maybe likes her for what she does and how she helps them, and the teachers like her

E P A I



4. PAGE 40 What kind of person is the doctor?

The doctor is nice and funny and maybe likes chocolate because he said "who has been eating my chocolate."

E P A I

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5. PAGE 47 What problem is Henry having in this part?

He's got spots but he wants to
leave the hospital

E P A I



6. PAGE 60 Mac is only talking about food and not the chocolate spots.
Why is he doing this?

Mac is being nice to show him he doesn't
care about the spots.

E P A I



7. PAGE 63 What issues of race are coming up in this book so far?

Mac is showing Henry that he understands
about being treated different on account
of the way you look. Mac is black.

E P A I



8. PAGE 71 What kind of person is Mac?

I think Mac is a funny person who like to
laugh and I think he is a nice person because
he was saying nice things to Henry.

E P A I

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9. PAGE 76 What does the word *iron* mean in this sentence?

Iron mean when you have a different voice.
Like when Mac had a different voice.

E P A I



10. PAGE 80 Retell the three or four most important events of this chapter.

The good thing is the police get there and they get the thieves, then Mac and Henry get to deliver candy. Also his mom and dad were worried about him.

E P A I



11. PAGE 93 What is a message or lesson you learned from reading this book?

I learned if you eat alot of something you can get very sick, like if you eat alot of chocolate you can get chocolate fever.

E P A I

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Reflection

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

How do you know? For me it fit nice

Did you like this book? yes

Why or why not? Because it was about chocolate and I love chocolate, and the book is funny. But I did not like the part where people bother Henry.

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

Why or why not? This book was great. I like the book.

Comprehension Record & Planning Form: Level 0

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Student: _____

Jessica

Date: _____

3/14

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	28						✓										
2	34											✓					
3	34											✓					
4	40					✓											
5	47		✓														
6	60		✓														
7	63														✓		
8	71						✓										
9	76											✓					
10	80		✓														
11	93														✓		
TALLY																	

Total number of responses: exceptional 1 /11 proficient 7 /11 approaching + incorrect 3 /11

Total pages: 80 divided by total minutes to read book (from log): 229 = reading rate: 34 p/min

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 approaching and/or incorrect .	This level is likely too difficult. Assess the student at the next level below to determine a goal.	n/a
✓	The student's approaching and incorrect responses are clustered in one or two of the four strands, yet all other responses are proficient and/or exceptional .	Instruct the student in one area of need at a time, addressing the strands in this order: 1. Plot and Setting 2. Character 3. <u>Vocabulary and Figurative Language</u> 4. Themes and Ideas	See pages: T21 Plot and Setting T33 Character T49 <u>Vocabulary and Figurative Language</u> T59 Themes and Ideas
	No answers are incorrect or approaching . The student's responses are mostly proficient and some are exceptional .	In most cases, work to move the student from proficient to exceptional 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 0

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✓	If	Then	Teaching Suggestions
	Around ¾ of the student's responses are exceptional .	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 exceptional to incorrect 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 <u>slow</u> 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 <u>reader engagement</u> , 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 goal-setting 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 approaching or incorrect .	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)?

Vocabulary r Fig. Language and Engagement.

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

Focus and goal-setting techniques. Discuss choice of reading sppt. "Visualize the metaphor" — V+FL.

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

Amelia Bedelia

New Reading Log.

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.