

# Fourth Grade Rats

by Jerry Spinelli

## Student Response Form

Student's name Kennedy Grade 3

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
9/26	9:30	9:50	1	14
9/27	10:30	11:05	15	41
9/28	9:00	9:25	42	59
9/28	10:30	11:00	60	84

Teacher: Please fill out.

Total Time	Total Pages
20	14
35	27
25	18
30	25
<b>110</b>	<b>84</b>

Total

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1. PAGE 14 Suds thinks, "... you would have thought she was a ten-foot cat and I was a mouse." What does he mean?

that means he is afraid of her  
or she was bigger or taller  
than Suds

E P A I



2. PAGE 18 Why is this chapter called "Number One"?

this chapter is called number 1  
because Suds is not acting like a  
rat he is very good.

E P A I



3. PAGE 20 Think about how Mrs. Simms and Suds's mom treat Suds.  
How does it make him feel and act?

Mrs. Simms and Suds mom make  
Suds feel better about things that  
happen because of Joey. It makes  
him act good.

E P A I



4. PAGE 28 Think about this scene between Suds and his father.  
What do you think Suds wants from his dad here?

he wants to know if his dad  
was a rat in 4th grade

E P A I

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5. PAGE 39 What have you learned from this story about what it means to be a boy and what it means to be a girl?

I learnt boys in this book try to be very manly and girls just love the stuff the boys do when they act like a rat.

E P A I



6. PAGE 39 What happens here? Why is Suds so mad at Joey?

Suds is mad because Joey is hanging out with Judy the girl he likes. And he said something to make Judy like Suds but she likes Joey instead.

E P A I



7. PAGE 44 What does Suds mean in this scene when he says, "This lasted for about three hours"?

he means that they stared at each other for a while.

E P A I

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8. PAGE 58 What kind of person is Judy Billings? How is she important to Suds?

Judy Billings is a caring and nice person. She is important to Suds because he likes her.

E P A I



9. PAGE 60 What are Suds's problems in this story?

Suds's problem is not being like a rat. He's trying to solve it by being a rat.

E P A I



10. PAGE 63 How is Suds changing?

He is changing by being a rat, not nice like he used to be.

E P A I

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11. PAGE 66 Why does Judy want everyone at school to see the spider on Suds's arm?

because they think Suds is brave  
and he's a man/hat

E P A I



12. PAGE 77 What does Mrs. Peterson mean when she says Joey has "dropped out of the rat race and rejoined the human race"?

she mean's Joey is not a rat  
anymore.

E P A I



13. PAGE 82 What is a lesson Suds learns in this story?

he learns if someone does  
something bad you dont have  
to follow.

ex: Steven pushed a kid so I pushed  
a kid so I can be cool like Steven.

E P A I

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### Reflection

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

Just right

How do you know?

I thought it was great!

Did you like this book?

yes!

Why or why not?

It was fun to read.

Would you choose another book like this from the library?

yes

Why or why not?

The next time I want to read it in a book club so I have somebody to talk to.

# Comprehension Record & Planning Form: Level Q

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Student: Kennedy Date: 9/28

## 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	14									✓							
2	18											✓					
3	20					✓											
4	28		✓														
5	39														✓		
6	39	✓															
7	44									✓							
8	58					✓											
9	60		✓														
10	63					✓											
11	66		✓														
12	77											✓					
13	82												✓				
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
TALLY		1	111				111			11		11		1	1		

Total number of responses: exceptional 4 /13    proficient 7 /13    approaching + incorrect 2 /13  
 Total pages: 84 divided by total minutes to read book (from log): 110 = reading rate: 76 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 <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. <u>Vocabulary and Figurative Language</u> 4. Themes and Ideas	See pages: T21 Plot and Setting T33 Character 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

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✓	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 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 <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)?

Vocab. / Fig. language

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

Use context

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

Make sure she can identify words/phrases that are tricky.  
If not, highlight some in her independent reading book.

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.