

Fourth Grade Rats

by Jerry Spinelli

Student Response Form

Student's name Chloe Grade 5

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
11/22	9:00	9:25	1	17
11/22	6:15	6:35	18	25
11/23	10:00	10:30	26	46
11/24	8:45	9:30	47	77
11/24	9:00	9:15	78	84

Teacher: Please fill out.

Total Time	Total Pages
25	17
20	8
30	21
45	31
15	7
135	84

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?

she was really big and strong and brave and he was small and weak and scared.

E P A I



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

It is saying we are all number one to ourselves and we should be proud of it.

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?

I think it makes him feel annoyed because she wants to help but she is not so it makes him act angry.

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 about his dad because he wants to be like him because he is a man and suds wants to be a man.

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?

Being a boy is being strong and tough and brave. Being a girl is to complement the boys.

E P A I



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

Suds is mad at Joey b/c I think Suds thinks that he is taking this fourth grade rats thing to far.

E P A I



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

It means she was really mad.

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 is like a know it all girl and know it all girls are bossy.

E P A I



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

Suds problem is he is getting older and he does not like it. He is trying to take advice from his friend but he is not helping.

E P A I



10. PAGE 63 How is Suds changing?

Suds just can't take it any more he is acting terrible and being mean and he was a calm and polite boy but now it is different.

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?

Maby b/c Judy might feel bad for what she did so she is trying to be nice.

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"?

b/c he was being a mean rat and Mrs. Peterson was trying to say that he might be a fourth grade rat but he is going to be a nice fourth grade human.

E P A I



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

You should be your self and if you know something is wrong don't do it and act not how you think you shouldn't So the main lesson is BE YOUR SELF!

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 felt like I was really in the story with the characters.

Did you like this book? Yes

Why or why not? I can relate to what Sucks was going through

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

Why or why not? It didn't take too long to read and I got into it.

Comprehension Record & Planning Form: Level Q

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Student: Chloe Date: 11/25

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
			111		1	1	11			1	1	11			11		

Total number of responses: exceptional 2 /13 proficient 8 /13 approaching + incorrect 3 /13
 Total pages: 84 divided by total minutes to read book (from log): 135 = reading rate: .62 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: <u>1. Plot and Setting</u> 2. Character <u>3. 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 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 Q

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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 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 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 & Figurative Language (then Plot) since most errors were in that area.

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

"Find the Context" and "Read on, Read on"

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

Maybe have Chloe create a section in her Reading Notebook to collect words and phrases to remember.

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.