

Joey Pigza Swallowed the Key

by Jack Gantos

Student Response Form

Student's name eric Grade 4

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
5-16	11:40	12:15	3	30
5-16	1:25	1:30	30	35
5-17	11:20	12:00	35	93
5-17	1:38	2:00	93	120
5-18	11:23	12:00	120	154

Teacher: Please fill out.

Total Time	Total Pages
35	27
5	5
40	58
22	27
37	34
Total	139
	151

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1. PAGE 16 What kind of person is Joey Pigza?

Joey Pigza is a kid who has problems and can't stop himself from doing something stupid. His family is messed up.

E P A I



2. PAGE 41 What are some problems Joey is having?

He's really hyper and it gets him into trouble.

E P A I



3. PAGE 51 Explain why Joey's mother is so upset.

Joey's mom is so upset because she didn't want to go through this phase with Joey and she didn't want him to know. He feels like it is her fault he is like this today.

E P A I

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4. PAGE 66 Think about what you know about Joey from the whole book so far. What ideas do you have about him?

I think Joey just wants to be a regular kid and fit in and have good friends and not get in trouble, but he knows he won't ever be able to do that

E P A I



5. PAGE 71 Why is this moment with the nurse important?

I think the nurse is important to the story because I think the nurse is the only one who actually understands Joey's problem and likes Joey.

E P A I



6. PAGE 86 What does Maria's father think about children with special needs? What do you think?

Maria's dad is really mad at Joey and is saying mean stuff about Joey's family, but I think he is just in shock that his daughter's nose was cut and the kid who did it went to his front door

E P A I

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7. PAGE 102 What do you think the counselor means when he says, "It's time we look at the big picture."

I think he means its time to look at your life because he wants to change it (make it better)

E P A I



8. PAGE 108 What kind of person is Joey's mom? How does she affect him?

Joey's mom is kind of messed up I think bc she keeps on drinking and she was frustrated with Joey and couldn't stop drinking. Even though they've only been together a short time they've already made a bond.

E P A I



9. PAGE 125 Using all you know about Joey and Grandma's relationship, explain the ways you think she has affected him.

I think she affected him by beating him once and faking telling him his mom is coming back but she was just lying

E P A I

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10. PAGE 143 Joey says, "I felt like Christmas was just a few days away even though it wasn't." What do you think he means?

I think he means he is happy to be getting good medicine and is happy he doesn't feel like the bad kid anymore.

E P A I



11. PAGE 148 When Ed says, "You've got to face the hand you're dealt and deal with it," what does he mean?

I think that it means that even though Joey will still be Joey sometimes you still have to face it and live with your situation, good or bad.

E P A I



12. PAGE 154 What lesson or lessons did you learn from reading this story?

It has made me think they are not different from any other student or kid out there, I think and have always thought that they are regular kids with only a small disability but a regular kid.

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 understood the book the whole way through

Did you like this book? Yes I did.

Why or why not? I like inspiring books and this was one.

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

Why or why not? I think I'll look for another book in this series to read more about Joey and what he's going through.

Comprehension Record & Planning Form: Level T

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Student: Eric Date: 5/19

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	16						✓											
2	41		✓															
3	51	✓																
4	66					✓												
5	71		✓															
6	86																✓	
7	102									✓								
8	108						✓											
9	125						✓											
10	143									✓								
11	148									✓								
12	154															✓		
TALLY		1	11			1	111			111					1		1	

Total number of responses: exceptional 6 /12 proficient 5 /12 approaching + incorrect 1 /12
 Total pages: 151 divided by total minutes to read book (from log): 139 = reading rate: 1.08 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 . <i>1 - approaching</i>	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 <i>Social issues</i>	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 . <i>(many exceptional)</i>	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 T

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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). <i>doesn't seem to be an issue</i>	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)?

Themes (social issues) (maybe Char P → E next?)

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

"Be an Issue Detective"

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

List of social issues (bullying, gender stereotypes, racism, poverty, etc.) - "Questions Readers Ask ..."

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.