

# What Do Roots Do?

by Kathleen V. Kudlinkski

## Student Response Form

Student's name Dominic Grade 3rd

Your teacher wants to learn more about you as a reader. For this reading activity, here are some simple steps to follow:

- ◆ Enjoy the book!
- ◆ 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. It is fine to reread, but don't read ahead.
- ◆ Put the sticky note back in the book.
- ◆ Keep reading!



1. PAGE 4 What are some things roots do for plants? Use details.

they hold them up straight when the wind  
give's a shove they hold them upright when  
the ground on a slant. they hold them in place  
if you play in the plant

E P A I



2. PAGE 5 What does *branch out* mean?

Branch out is branches coming from  
the plant

E P A I

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3. PAGE 5 What does the close up (in the circle) teach you about what you've read?

about roots and how they hold the plant up. You can't see it but the roots grow when the plant grows

E P A I



4. PAGE 12 Explain how the water gets from the ground to the leaf.

the roots suck water in through tubes far too tiny to see with your eye

E P A I



5. PAGES 13-14 What does the picture on these two pages teach you about what you've read?

it teaches me that we don't see the whole tree cause the roots are under the ground

E P A I



6. PAGE 16 What is moss?

mosses are little plants,

E P A I



7. PAGE 18 What is the main idea the author wants you to learn on this page?

Never break the roots of a plant the plant dies

E P A I

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8. PAGES 21-22 How are the roots on these pages different from the roots of other plants?

the roots on these plants are  
vegetable's we eat

E P A I



9. PAGE 23 What is similar about the roots of a cactus and the roots of a tree?

it reaches deep in the soil for  
water that hides

E P A I



10. PAGE 28 What is the most important idea in this whole book?

you never see the whole part of  
the tree because the roots grow  
under ground

E P A I

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## Reflection

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

Just right

How do you know?

because I enjoy it I know more about roots

Did you like this book?

yes

Why or why not?

Because I did not know that roots had tiny hairs that drink water how cool is that

Would you choose another book like this from the library?

yes

Why or why not?

to learn more about root of things that weren't here



# Comprehension Record & Planning Form: Level J

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Student: Dominic Date: 1/24

## 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	Main Idea				Key Details				Vocabulary				Text Features			
		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
1	4					✓											
2	5									✓							
3	5													✓			
4	12						✓										
5	13-14													✓			
6	16									✓							
7	18		✓														
8	21-22					✓											
9	23							✓									
10	28		✓														
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			11			1	11	1			11				11		

Total number of responses: exceptional 1 /10 proficient 8 /10 approaching + incorrect 1 /10

## 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 goal-setting 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 fall 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. Main Idea 2. Key Details 3. Vocabulary 4. Text Features	See pages: T23 Main Idea T35 Key Details T51 Vocabulary T61 Text Features
	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: T23 Main Idea T35 Key Details T51 Vocabulary T61 Text Features

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✓	If	Then	Teaching Suggestions
	Around $\frac{2}{3}$ of the student's responses are <b>exceptional</b> .	Assess the student at the next level higher to determine a goal.	For tips on when to move students to the next level and when to keep them at their current level, see pages 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. You will likely want to have the student take the assessment at the next level below.	To know when to reassess, see tips on 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 T23-T73.
	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)?

*Details, Compare + Contrast*

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

*Use Pictures to Support You.*

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

*Probably ready for level K soon.*

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.