

Amazing Pet Records

compiled by Ryan Herndon

Student Response Form

Student's name Bella Grade 4

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 7 What is the main idea of this section (pages 4-7)?

Dogs that are really talented like going in the water and shoving 5 tennis balls in your mouth at the same time!

E P A I



2. PAGE 8 Explain what a *chelonian* is.

It is when a tortoise lives on land when turtles live in the water

E P A I



3. PAGE 13 What can you learn from the "Warning!" note that adds to what you learned in the section about Leo?

You can learn to ask your vet the pet's weight and how much you should feed your pet.

E P A I

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4. PAGE 14 Explain what *hands* means.

It measures a horse from its withers to its hoofs.

E P A I



5. PAGE 17 Explain what *training* means.

Training means you teach and show your pet how to do something so you don't need to do it all.

E P A I



6. PAGE 18 Use details from pages 15–18 to explain why training is important for people and animals.

Training is important because it teaches your pet to communicate with you and other people.

E P A I



7. PAGE 20 What is the main idea of this page?

The main idea on the page is telling me that there are snails that can race in 2 min and 20 sec and the highest jump by guinea pig

E P A I



8. PAGE 22 What can you learn from the photograph on page 22 that adds to what you've read in this section?

Having feathers doesn't mean your bird brained. Arthur knows how to use a computer and speak sentences!

E P A I

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9. PAGE 27 What is important to know when making the right habitat for a pet?

What food they like and where they live and how much space they need. There tank needs to seem like there habitat

E F A I

Reflection

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

How do you know? Because it was a little confusing keeping track of the animals but they really explained it and I really understood it.

Did you like this book? Yes

Why or why not? I liked it because the records where really cool and things that I wouldn't think animals would do.

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

Why or why not? I would because I like how the author explained it.

Comprehension Record & Planning Form: Level N

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Student: Bella Date: 2/12

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	7	✓									✓						
2	8										✓						
3	13															✓	
4	14										✓						
5	17										✓						
6	18						✓										
7	20			✓													
8	22														✓		
9	27						✓										
TALLY		1		1		1	1				1	1			1	1	

Total number of responses: exceptional 2 /9 proficient 5 /9 approaching + incorrect 2 /9

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 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 fall 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. 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 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: T23 Main Idea T35 Key Details T51 Vocabulary T61 Text Features

Comprehension Record & Planning Form: Level N

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✓	If	Then	Teaching Suggestions
	Around $\frac{2}{3}$ of the student's responses are exceptional .	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 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. 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 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)?

Main Idea, Text Features

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

Test the Box with the Bullets - try to get her to say it as a "bumper-sticker"-length statement.

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

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.