

Look What Came From Mexico

by Miles Harvey

Student Response Form

Student's name Pearl Grade 5th

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 5 What can you learn from the illustrations on page 5 that adds to what you've read?

I can tell that it shows where Mexico is
so you can know and what is in Mexico.

E P A I



2. PAGE 7 What is a main idea of this section (pages 6-7)?

The main idea about this section is that the author
was telling you about what Mexican's eat and what
they grow

E P A I



3. PAGE 10 Describe a serape using details from the book.

A serape you can wear it as a coat or use it as
a blanket. Why? Because it kinda looks like a
blanket and a coat!

E P A I

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4. PAGE 13 Using the text and pictures from pages 12–13, what details support the idea that Mexicans used nature to invent things?

They created gum from a kind of liquid from a tree that is called a sapodilla. And trees are a part of nature.

E P A I



5. PAGE 14 Compare and contrast the *guitarron* and the *vihuela*.

A guitarron make really deep and clear sound and the Vihuela makes a high pitched sound. The guitarron is really big and the vihuela is pretty small.

E P A I



6. PAGE 19 What can you conclude about Mexican culture after learning about its toys and crafts?

They tell what it's like to be a kid in Mexico. And they also tell you what they do for fun like: making oaxoxcan wooden dolls.

E P A I



7. PAGE 19 What details support the main idea you just wrote for question 6?

They talk about piniatas and those are toys. They also talk about oaxcan wooden dolls. Those are dolls and dolls are toys.

E P A I

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8. PAGE 25 Explain what the *Day of the Dead* is.

Day of the Dead is when people go to the graveyard and put food, presents and candles to the grave of the people they loved

E P A I



9. PAGE 27 What is the most important idea you learned from reading the whole book?

The main idea in the entire book is that they told you all the things that come from Mexico.

E P A I



10. PAGE 29 Explain how you would use this page if you wanted to learn more about Mexican art.

Just check where it says something to do with art for example there's a website that is about art and says Mexico Art and Culture Dictionary.

E P A I

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Reflection

Was this book easy, just right, or too hard? It was just right for me.

How do you know? Some questions were hard for me.

Did you like this book? Yes.

Why or why not? I liked reading about Mexico and I learned stuff about food, clothes, and other things they have there.

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

Why or why not? I want to know about other places too.

Comprehension Record & Planning Form: Level 0

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Student: Pearl Date: 10/14

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	5			✓											✓		
2	7			✓							✓						
3	10						✓				✓						
4	13						✓										
5	14						✓										
6	19		✓				✓										
7	19						✓										
8	25										✓						
9	27			✓													
10	29														✓		
TALLY			I	II			III				II				II		

Total number of responses: exceptional 1 /10 proficient 8 /10 approaching + incorrect 2 /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 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: r23 Main Idea r35 Key Details r51 Vocabulary r61 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: r23 Main Idea r35 Key Details r51 Vocabulary r61 Text Features

Comprehension Record & Planning Form: Level 0

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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

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

Add it Up

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.