

Moon Power

by Lynette Evans

Student Response Form

Student's name Dylan Grade 3

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 Explain what *orbit* means on these two pages (pp. 6–7).

Orbit means to travel around something.

E P A I



2. PAGE 11 What is the main idea the author wants you to learn from pages 8–11?

The main idea is about the first
taken pictures of the moon.

E P A I

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3. PAGE 11 What details from the text and pictures support the main idea you wrote for question 2?

Probes were launched into space by rockets to take pictures of the moon. They sent pictures to the earth.

E (P) A I



4. PAGE 14 Explain what it means to have *moon fever*. Use details from pages 12 and 14.

It means when everyone loved moon stuff they would dress as astronauts and played with space toys.

E (P) A I



5. PAGE 15 Use everything on pages 14–15. Compare and contrast what it's like on earth and what it's like on the moon for astronauts.

On the moon there is no oxygen on earth there is oxygen. The moon's gravity is one sixth that of earth's. On earth it is easy to walk but they had to practice just walking on the moon because of the gravity change.

E (P) A I



6. PAGE 19 How does the sidebar "Moon Missions" add to what you've learned in the book so far?

After the Apollo missions they send space probes instead.

E (P) A I

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7. PAGE 23 What is a main idea the author wants you to learn from pages 22–23?

talks about the brightness of the moon.

E P (A) I



8. PAGE 25 What will this activity help you learn about what you read in this book?

It will help you learn about the phases of the moon.

E P (A) I



9. PAGE 28 What is a main idea the author wants you to learn after reading the whole book?

how the moon orbits

E P (A) I



10. PAGE 28 What details support the main idea you just wrote for question 9?

It talks about the phases when it orbits we make our calendars from the moon.

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 it helped me learn about facts of the moon that I did not know about

Did you like this book? Yes

Why or why not? I found it interesting because I never knew about probes at the moon

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

Why or why not? Because I can learn more about the moon

Comprehension Record & Planning Form: Level P

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Student: Dylan Date: 4/8

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	11		✓														
3	11						✓										
4	14										✓						
5	15						✓										
6	19														✓		
7	23			✓											✓		
8	25														✓		
9	28			✓													
10	28						✓										
TALLY			1	1			1	1			1	1			1	1	

Total number of responses: exceptional 0 /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: 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 P

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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 pages 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.