

# A Dinosaur Named Sue

by Fay Robinson

## Student Response Form

Student's name Clara Grade 5

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 15 What is the main idea the author wants you to learn from this chapter?

The main idea of this chapter is how they found the dino bones.

E P A I



2. PAGE 15 What specific details from the text support the main idea you wrote for question 1?

Some of the details that support the main idea are that Susan found the fossils in a cliff or that they found most of the bones.

E P A I

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3. PAGE 19 What is the main idea the author wants you to learn about the T. rex from pages 17-19?

The main idea is that the T-rex has many strong teeth.

E P A I



4. PAGE 20 Explain what *preserved* means as it's used on this page.

Preserved means kept fresh for a long time.

E P A I



5. PAGE 25 What does the picture on pages 24 and 25 teach you about what you read on pages 23-25?

The picture helps me learn that the T-rex and the smaller dinosaur lived in the same place. The t-rex hunted the Triceratops.

E P A I



6. PAGE 29 Compare and contrast the two ideas scientists have about how T. rex hunted.

I think the two theories are different because in the first theory the dinosaur is not dead but in the second theory he is. They are the same because in both theories the dino eats the animal.

E P A I

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7. PAGE 31 Describe what *flesh* means on this page.

flesh is the layer in between your skin and bones.

E P A I



8. PAGE 32 Use the whole chapter so far to explain how bones become a fossil.

First the rain and wind cut away the earth, next hills and cliffs form, finally the rock around the bones wore away until a few bones show.

E P A I



9. PAGE 36 Using pages 35–36, describe *plaster* and how it is used.

Plaster is like a cast you put on a bone, this will protect Sue during the trip to the lab.

E P A I



10. PAGE 43 What do the four pictures on pages 42–43 teach you about what you just read?

I see what the tools look like. For example, the air-scribe and mini-jackhammer. And I can see the work they do to get bones ready.

E P A I

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11. PAGE 48 What is the main idea the author wants you to learn from reading this whole book?

Sue is truely amazing and so is the story of how they found her

E P A I

## Reflection

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

How do you know? because I am at a level W and that was a level F.

Did you like this book? yes

Why or why not? because it tells about a 67 million year old dinosaur

Would you choose another book like this from the library? no

Why or why not? personally I don't like non-fiction books.



# Comprehension Record & Planning Form: Level P

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Student: Clara Date: 4/11

## 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	15		✓				✓										
2	15						✓										
3	19			✓							✓						
4	20										✓				✓		
5	25						✓							✓			
6	29						✓				✓						
7	31										✓						
8	32						✓				✓						
9	36									✓							
10	43														✓		
11	48		✓														
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			11	1			111			1	11			1	1		

Total number of responses: exceptional 2 /11 proficient 8 /11 approaching + incorrect 1 /11

## 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: 123 Main Idea 135 Key Details 151 Vocabulary 161 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: 123 Main Idea 135 Key Details 151 Vocabulary 161 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 <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 page 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)?

*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.