

# Spring Into Action

by Janine Scott

## Student Response Form

Student's name Hannah 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 7 Compare and contrast *thrust* and *friction*.

Thrust is a push that helps you to stand up and play different types of sports. Friction helps you slow down for example if I was running friction would help me stop.

E P A I



2. PAGE 7 What does this table help you learn about what you read on pages 6 and 7?

I learned about different forces and how they work.

E P A I

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3. PAGE 13 Explain what *acceleration* is, based on what you've read on pages 12-13.

acceleration is speed and how fast you go.

E P A I



4. PAGE 13 What is the main idea the author wants you to learn from reading pages 8-13?

that runners use starting blocks at the beginning of any race for them to have speed.

E P A I



5. PAGE 15 Explain how muscles help us move, using all you know from pages 9-15.

When your muscles contract they make you pull on the tissue of the body and also the bones help.

E P A I



6. PAGES 16 Explain *gravity*.

When the biton hits the ground it stays there so technically gravity helps it fall and stay put.

E P A I

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7. PAGE 19 What are some ways that sprinters increase their speed?

With the spikes on their shoes which are low on weight and they wear tight running suits

E P A I



8. PAGE 23 Compare and contrast the ways that weight lifters and tennis players use muscles in their sports.

Weight lifters have to use a lot of their body strength. Tennis players on the other hand only need their arm muscle.

E P A I



9. PAGE 25 What will you learn from doing this activity that adds to what you read in this whole book?

How to figure out speed and how fast something can go

E P A I



10. PAGE 27 What is the main idea the author wants you to learn after reading this whole book?

Muscles help us move.

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 love to run and I learned a lot.

Did you like this book? Yes

Why or why not? because I like all of the forces.

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

Why or why not? because it got me interested and I want to learn more.



# Comprehension Record & Planning Form: Level Q

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Student: Hannah Date: 2/25

## 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	7														✓		
3	13										✓						
4	13																
5	15						✓										
6	16										✓						
7	19						✓										
8	23								✓								
9	25														✓		
10	27																
TALLY			1	1			1	1	1	1	1				1		

Total number of responses: exceptional 1 /10 proficient 7 /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 <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 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)?

*Key Details; Main Idea*

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

*Sit Up and Pay Attention; and Think in Categories.*

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.