

# Amber Brown Is Not a Crayon

by Paula Danziger

## Student Response Form

Student's name J' Lanee Grade 4

Your teacher wants to learn more about you as a reader. Here are some directions to remember:

- ◆ Please complete this assessment on your own. Do not ask for help or use anything (dictionaries, websites, etc.) to help you.
- ◆ Each time you read, please fill in your reading log below.
- ◆ 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 from the book to support your answer. (It is fine to reread, but do not read ahead.)
- ◆ Put the sticky note back in the book.
- ◆ Keep reading!

READING LOG				
Date	Start Time	End Time	Start Page	End Page
11/22	9:00	9:40	1	32
11/23	10:00	10:35	33	53
11/24	2:00	2:40	54	75

Total

Teacher: Please fill out.

Total Time	Total Pages
40	32
35	21
40	22
115	75

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1. PAGE 9 In the sentence "Every time we 'fly' there," why is the word *fly* in quotation marks?

Because they were pretending that they were flying thir.

E P A I



2. PAGE 13 What kind of person is Amber?

Amber is nice with brown eyes and a freckeld nose. Her Best Frined is Justin.

E P A I



3. PAGE 17 What do Justin and Amber have in common? What are some differences?

ther both best friends and they are nice to other pipole.

E P A I



4. PAGE 30 What are some ways that Amber shows she doesn't want Mrs. Bradley to like the house?

Amber said "I hope you dont mind alligators in the toilet"

E P A I

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5. PAGE 37 What kinds of things do Amber and Justin do together as friends?

They walk to school together.  
They play together.

E P A I



6. PAGE 53 What new things are you thinking about Justin?

he went on a trip with out amber  
and he never goes eneywher with out  
Amber and now he did.

E P A I



7. PAGE 61 What's the problem with Justin and Amber's friendship right now?

its not going well because Justin  
went on a trip with out Amber and  
Amber always go everywhere with  
Justin

E P A I



8. PAGE 63 What does the word *obnoxious* mean in this part?

obnoxious means like they  
don't behave.

E P A I

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9. PAGE 67 What kind of person is Amber Brown's mom?

Amber's mom is a person that helps them and she is nice.

E P A I



10. PAGE 77 At the bottom of the page, Amber says, "Thanks. It's the best present ever" when Justin gives her a tissue box with the chewing gum ball. Explain why she says this.

I think she is trying to say is that Justin didn't forget her.

E P A I



11. PAGE 80 What is a lesson you learned from reading this book?

that when you spent lots of time with your friends then they move you don't need to be angry with them.

E P A I

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## Reflection

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

How do you know? I could answer all the questions so I knew I can read it and understand it.

Did you like this book? yes

Why or why not? I felt for Amber

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

Why or why not? I like Amber Brown books, I read the young Amber series in 2nd grade.

# Comprehension Record & Planning Form: Level N

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Student: J' Lanee

Date: 11/25

## 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	Plot & Setting				Character				Vocabulary & Figurative Language				Themes & Ideas			
		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
1	9										✓						
2	13						✓										
3	17							✓									
4	30		✓														
5	37		✓														
6	53							✓									
7	61		✓														
8	63										✓						
9	67						✓										
10	77		✓														
11	80														✓		
TALLY			111				11	11			11				1		

Total number of responses: exceptional 0 /11 proficient 9 /11 approaching + incorrect 2 /11

Total pages: 75 divided by total minutes to read book (from log): 115 = reading rate: .65 p/min

## 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 reading 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 are clustered 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. Plot and Setting 2. <u>Character</u> 3. Vocabulary and Figurative Language 4. Themes and Ideas	See pages: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas
	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: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas

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✓	If	Then	Teaching Suggestions
	Around ¾ of the student's responses are <b>exceptional</b> .	In most cases, assess the student at the next level higher to determine a goal. The exception may be for the student who is reading far above grade level.	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, or because there may be a stamina issue (check the reading log). You will likely want to have the student take the assessment at the next level below.	For help with stamina issues, see pages T7–T8.
	The student reads at a very slow or fast speed: much > or < 0.75 pages per minute (p/min).	Observe the student during independent reading to determine whether the reader is engaged. If engagement is not an issue, a slow or fast reading rate indicates the level may not be a good match.	For help with reader engagement, see 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 reading 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 T21–T72.
	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)?

*Character*

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

*"Use a Better Word" — her word choice seems limited to "nice"*

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

*Word bank w/ alternate vocab for "nice", "mean", etc.*

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.