

Sadako and the Thousand Paper Cranes

by Eleanor Coerr

Student Response Form

Student's name Lillian Grade 5th

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
2/13	2:02	2:50	1	39
2/15	8:53	9:44	40	58

Total

Teacher: Please fill out.

Total Time	Total Pages
48	39
51	19
99	58

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1. PAGE 14 What kind of people are Sadako's family?

Something I know about Sadako's family is that their grandma died in the atom bomb and their family always celebrates "Peace Day."

E P A I



2. PAGE 20 Describe the setting (time and place).

It is night time by the Ota River. While they sat by their little bridge they let go of some lanterns.

E P A I



3. PAGE 24 What does this sentence mean: "The kind words from her parents made the knot in Sadako's stomach loosen."

It means she felt nervous and when they talked to her she didn't feel nervous any more.

E P A I



4. PAGE 27 What kind of person is Sadako?

She is a really nice girl. She is caring. She's thoughtful and she can also be impatient sometimes because she couldn't wait to go to the "Peace Day" Parade.

E P A I

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5. PAGE 32 What does *leukemia* mean? Use details from this part to explain the meaning.

Leukemia is a disease that the atom bomb caused.

E P A I



6. PAGE 45 Explain how the moments with Kenji are important to the story.

I think they are important because Sadako has to see sickness in someone her age.

E P A I



7. PAGE 47 What do the cranes symbolize for Sadako?

They mean to Sadako that she will live longer if she makes a thousand.

E P A I



8. PAGE 48 What does *listless* mean in this part?

It means being very weak and tired.

E P A I

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9. PAGE 59 Based on what you've read from page 27 until now, what new ideas do you have about the kind of person Sadako is?

She is the kind of person who thinks about others. She's considerate because she doesn't really like it when people get her expensive things.

E P A I



10. PAGE 60 Read the following line and explain what it means in this story: "But it was like trying to stop the rain from falling."

It means it was impossible for her to stop thinking about death.

E P A I



11. PAGE 64 What lesson or lessons can we learn from Sadako's story?

We can learn that you never supposed to give up. You supposed to push yourself forward no matter how hard it may be. But its not always going to be accomplished

E P A I

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12. PAGE 65 What have you learned about war from reading this book?

War kills innocent people. Even when the war ends, people are still affected by it.

E P A I

Reflection

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

How do you know? I felt alright with it and I'm confident with my answers.

Did you like this book? Yes

Why or why not? I like a book with some kind of mystery.

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

Why or why not? I like stories with a female main character.

Comprehension Record & Planning Form: Level R

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Student: Lillian Date: 2/17

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	14							✓									
2	20		✓														
3	24										✓						
4	27					✓											
5	32									✓							
6	45		✓														
7	47															✓	
8	48										✓						
9	59					✓											
10	60									✓							
11	64													✓			
12	65													✓			
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			11			1	1	1		11	11			11		1	

Total number of responses: exceptional 5 /12 proficient 5 /12 approaching + incorrect 2 /12

Total pages: 58 divided by total minutes to read book (from log): 99 = reading rate: 58 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 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 are clustered 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. Plot and Setting 2. Character 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 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: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas

Comprehension Record & Planning Form: Level R

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✓	If	Then	Teaching Suggestions
	Around ¾ of the student's responses are exceptional .	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 exceptional to incorrect 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 <u>slow</u> 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 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 T21–T72.
	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)?

Character, Themes + Ideas (symbolism)

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

"Notice Relationship Changes"

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.