

**Crash**  
by Jerry Spinelli

## Student Response Form

Student's name Deepak Grade 5

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
3/10	12:05	12:33	1	17
3/11	11:14	11:50	18	52
3/16	10:30	11:06	53	87
3/17	10:47	11:10	88	107
3/18	10:49	11:08	108	128
3/19	10:22	10:58	129	162

**Total**

Teacher: Please fill out.

Total Time	Total Pages
28	17
36	35
36	35
23	20
19	21
36	34
178	162

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1. PAGE 4 Retell this chapter, including the importance of the word "THEN" in the middle of page 2.

The word "THEN" was written in the middle of the chapter to show that Crash is going back in time... to tell the reader about when he met Penn 7 years ago.

E P A I



2. PAGE 20 What are your thoughts about the relationship between Penn and Crash?

My thoughts about the relationship between Penn and Crash are that they will never get along. I think this because both of them have different perspectives of things.

E P A I



3. PAGE 27 What kind of person is Crash?

I think that Crash hides his feelings about things. I think this because when Crash's dad tells Crash that he can't take him to a Phillies game, Crash acts like he doesn't care. But the next day, Crash turns off the TV when he comes across the game.

E P A I



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4. PAGE 48 What do you notice about the attitudes toward gender that are being presented in this book so far? What are your thoughts?

My thoughts about the attitudes toward gender are that in this book so far, men can only do certain things and women can only do certain things. I think this because when Abby asked her father how many square feet were in an acre, her mother asked her why she didn't ask her. Abby said that she thought acres were men's stuff.

E P A I



5. PAGE 51 Explain the line: "If laughing was hazardous to your health, I'd be in intensive care right now."

Crash means that he was laughing really hard.

E P A I



6. PAGE 60 What do you think of Crash's dad? How is he affecting Crash?

I think Crash feels happier when he's with his father, I think this because he shows signs that he's happier and, he talks a lot more. Also, Crash feels encouraged when he's with his dad.

E P A I

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7. PAGE 78 What kind of person is Scooter? What effect does he seem to have on Crash?

Scooter is the kind of person you can rely on to do something. The effect he's having on Crash is cheering him up. I think this because Crash's parents are too busy to do anything with him. But Scooter is always cheering Crash on.

E P A I



8. PAGE 86 Crash says, "Life is football." What does this mean?

"Life is football" means that there are both challenges and advantages when you play football, like when Crash is trying to get Jane to like him and he has to deal with Penn.

E P A I



9. PAGE 89 Make a list of the problems Crash is experiencing up to this point in the story.

Some problems that Crash is experiencing are that he is trying to get Jane Forbes to like him, he has to deal with Penn Webb, and he has to take care of his football team reputation.

E P A I



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10. PAGE 113 Crash says, "Christmas is like pizza without pepperoni." What does he mean by this?

When Crash says this he means that Christmas was missing something. The thing that was missing was Scooter. I think this because since Scooter was in the hospital, Christmas wasn't the same.

E P A I



11. PAGE 128 On page 127 it says, "... now there was a crack of daylight between them, like my shell was coming loose." What does this mean?

When Crash says this he means that his name and himself were getting farther apart, and that the football Crash was fading away, and that the real Crash was starting to show.

E P A I



12. PAGE 140 How is Crash changing?

Crash used to be a popular football-playing bully. Now that he might lose Scooter, he's starting to seem more sensitive, especially to Penn.

E P A I

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13. PAGE 156 Why does Crash let Penn win?

Crash lets Webb win because Crash knew that he didn't want to win the race. I think this because Crash wanted to make Penn's great-grandfather happy. Since that was the last time he was going to see the Penn Relays, Crash let Penn win.

E P A I



14. PAGE 162 What did you learn from reading this book?

I learned that winning is not everything. I think this because in the beginning of the book, Crash is always eager to win. But by the end, Crash hopes that he loses at things.

E P A I

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## Reflection

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

How do you know? It wasn't hard or easy

Did you like this book? Yes

Why or why not? Answering the questions while reading helped me to see this book in a new and different way

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

Why or why not? I'm a fan of Spinelli's books



# Comprehension Record & Planning Form: Level V

Crash by Jerry Spinelli

Student: Deepak

Date: 3/21

## 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	4		✓														
2	20						✓										
3	27						✓										
4	48														✓		
5	51										✓						
6	60						✓										
7	78						✓										
8	86													✓			
9	89		✓														
10	113									✓							
11	128									✓							
12	140					✓											
13	156		✓														
14	162														✓		
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			111			1	1111			11	1			1	11		

Total number of responses: exceptional 4 /14 proficient 10 /14 approaching + incorrect 0 /14

Total pages: 162 divided by total minutes to read book (from log): 178 = reading rate: 91 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. 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 <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: <u>t21 Plot and Setting</u> <u>t33 Character</u> 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). <i>doesn't seem to be an issue</i>	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 <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)?

*Move from proficient → exceptional Character and Plot + Setting*

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

*"Pile it on" – will help w/ more interpretation about the character and to collect more plot points of significance.*

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

*Sticky notes!*

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.