

Hurricanes and Tornadoes

by Kate Waters

Student Response Form

Student's name Melissa Grade 4th

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 11 Explain what a *meteorologist* does.

Meteorologist find information of Hurricanes and tornadoes and they warn the people who are close to it

E P A I



2. PAGE 14 What is the main idea of pages 12–14?

It is dangerous to be outside when a hurricane hits land

E P A I



3. PAGE 17 How does the picture on page 16 help you understand what you just read?

It helps me understand the eye of the storm because the middle of the storm is shaped like an eye

E P A I

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4. PAGE 19 What words and pictures on pages 12-19 support the idea that hurricanes are dangerous?

Hurricanes are dangerous because you could drown or get hurt

E P A I



5. PAGE 20 Compare *and* contrast hurricanes and tornadoes.

Hurricanes are a bigger storm than a tornado but it is weaker. Tornadoes have a smaller storm but they are smaller

E P A I



6. PAGE 25 Study the photograph on page 24. Describe the extra information you can learn about tornadoes.

You can learn that a Tornado can bring down a lot of things.

E P A I



7. PAGE 26 Explain what *Tornado Alley* is?

The Tornado Alley is where a lot of tornadoes happen

E P A I

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8. PAGE 31 What is the main idea of the whole book?

Hurricanes and tornadoes are dangerous.

E P A I

Reflection

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

How do you know? I think it is the right book for me because I learned very much

Did you like this book? Yes

Why or why not? I found it interesting because I learned new things that I didn't know.

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

Why or why not? I would not because I want to learn about something new.

Comprehension Record & Planning Form: Level M

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Student: Melissa Date: 11/18

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	11									✓							
2	14		✓														
3	17														✓		
4	19																
5	20																
6	25															✓	
7	26										✓						
8	31		✓														
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			1				1	1		1	1				1	1	

Total number of responses: exceptional 1 /8 proficient 5 /8 approaching + incorrect 2 /8

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 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 fall 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. 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 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: 123 Main Idea 135 Key Details 151 Vocabulary 161 Text Features

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✓	If	Then	Teaching Suggestions
	Around $\frac{2}{3}$ of the student's responses are exceptional .	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 exceptional to incorrect 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 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]?

Details to support Main Idea and Text Features.

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

Circle the Prey.

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.