

A Dinosaur Named Sue

by Fay Robinson

Student Response Form

Student's name Raman 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 15 What is the main idea the author wants you to learn from this chapter?

About Sue's bones



2. PAGE 15 What specific details from the text support the main idea you wrote for question 1?

Sue's bones were perfect

- They found almost every piece of her bone
- The skull was the size of a refrigerator

E P A I

E P A I

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3. PAGE 19 What is the main idea the author wants you to learn about the T. rex from pages 17–19?

T. rex's body parts

E P A I



4. PAGE 20 Explain what *preserved* means as it's used on this page.

saved

E P A I



5. PAGE 25 What does the picture on pages 24 and 25 teach you about what you read on pages 23–25?

of how they looked back then

E P A I



6. PAGE 29 Compare and contrast the two ideas scientists have about how T. rex hunted.

same

different

They both eat dinos
like a triceratops

there meal is already
dead in one theory,
but not in the other

E P A I

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7. PAGE 31 Describe what *flesh* means on this page.

Flesh is your skin and muscles

E P A I



8. PAGE 32 Use the whole chapter so far to explain how bones become a fossil.

They have to be buried quickly with a lot of stuff and then they go deeper and deeper. The bones get stronger like rocks.

E P A I



9. PAGE 36 Using pages 35–36, describe *plaster* and how it is used.

Its like if a doctor put a cast on you. It keeps things still.

E P A I



10. PAGE 43 What do the four pictures on pages 42–43 teach you about what you just read?

These are all showing different tools people use to get bones ready for museums

E P A I

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11. PAGE 48 What is the main idea the author wants you to learn from reading this whole book?

All about Sue and why she's important

E P A I

Reflection

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

How do you know? I read the book without stoping

Did you like this book? Yes

Why or why not? Because I learned something new

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

Why or why not? I would like to learn more about this amazing TRex

Comprehension Record & Planning Form: Level P

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Student: Raman Date: 2/27

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	15			✓			✓										
2	15						✓										
3	19			✓													
4	20										✓						
5	25															✓	
6	29						✓										
7	31										✓						
8	32						✓										
9	36										✓						
10	43														✓		
11	48			✓													
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
				11			11				11				1	1	

Total number of responses: exceptional 0 /11 proficient 7 /11 approaching + incorrect 4 /11

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: T23 Main Idea T35 Key Details T51 Vocabulary T61 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: T23 Main Idea T35 Key Details T51 Vocabulary T61 Text Features

Comprehension Record & Planning Form: Level P

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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]?

Main Idea ; Text Features

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

Add It Up – she's strong at listing details.

What / So What – to move from topic to Main Idea statement.

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.