

# Everything Dog

by Marty Crisp

## Student Response Form

Student's name Elyse Grade 5<sup>th</sup>

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 9 Explain what an *ancestor* is and how it helps you learn more about dogs.

Ancestors are dead or very old family members. It tells you how dogs evolved.

E P A I



2. PAGE 15 Define *perspiration* and explain how it helps you learn more about dogs.

Perspiration is also called sweat it's the way your body gets rid of water. Dogs can smell it and it helps them find out who you are. That tells us dogs have an amazing sense of smell.

E P A I

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3. PAGE 19 What is the main idea the author wants you to learn from this section (pp. 18-19)?

That there are many different types of ears depending on the breed.

E P A I



4. PAGE 19 What details support the main idea you just wrote for question 3?

The names of the different types of ears like prick, erect, rose, button, pendant, and bat ears.

E P A I



5. PAGE 22 Explain what the word *species* means and how it helps people learn about dogs.

It means what race they were, or type. We're the human race/species they're the dog race/species.

E P A I



6. PAGE 33 What is the main idea the author wants you to learn from this section (pp. 32-33)?

The main idea is humans can "invent" new breeds of dogs.

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7. PAGE 33 What details support the main idea you just wrote for question 6?

The dog called the Doberman is from the dogs German Shepherd, rottweiler, German Pinscher, and manchester, named after Louis Doberman.

E P A I



8. PAGE 35 Compare and contrast two types of extinct breeds you learned about in this section.

the turnspit dog was small and the Molossus was large. The turnspit also weighed probably 100-150 lbs while the Molossus weighed up to 280 lbs.

E P A I



9. PAGE 45 What can you learn from the photographs on page 45 that adds to what you just read?

That the dogs remember their master and only have to smell them to remember it. Dogs will welcome their master home and will be loyal to them.

E P A I



10. PAGE 47 Describe the unique features of dogs' paws. Use details from the last two sections (pp. 46-47).

Footpads are on every dog. They all have five footpads. Dogs always walk on their toes not on the soles. The Norwegian Lundshund has not just 5 but 8 footpads for scaling rocks and catching food.

E P A I

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11. PAGE 59 What are the two or three most important ideas the author wants you to learn from the whole book?

How dogs bond with humans came to be,  
the different types and how to make them,  
and dog traits.

EP AI



12. PAGE 63 Choose one book and one website from pages 62-63 that would help you learn more about dog breeds. Explain why you chose them.

If you wanted to know more you could go on  
websites like [www.the-kennel-club.org.uk](http://www.the-kennel-club.org.uk) or  
read books like *The Atlas of Dog Breeds of the World*.  
I could learn the differences in breeds and what  
kind of dog I may want to have for  
a pet.

EP AI

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## Reflection

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

How do you know? Because I've always wanted to know more about dogs.

Did you like this book? Absolutley

Why or why not? Because it had a lot of cute pictures.

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

Why or why not? No because I've already learned all I need to know.

# Comprehension Record & Planning Form: Level R

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Student: Elyse Date: 2/28

## 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	9									✓							
2	15									✓							
3	19		✓														
4	19						✓										
5	22										✓						
6	33		✓														
7	33						✓										
8	35						✓										
9	45													✓			
10	47						✓										
11	59		✓														
12	63													✓			
TALLY		1	11			1	111			11	1			11			

Total number of responses: exceptional 6 /12    proficient 6 /12    approaching + incorrect — /12

## 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 <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 fall 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. 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 <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: T23 Main Idea T35 Key Details T51 Vocabulary T61 Text Features

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

*Reassess higher.*

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

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.