

Tricks and Traps

by Lynette Evans

Student Response Form

Student's name chris Grade 3rd

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 5 Explain what you can learn from the *photo* after reading pages 4 and 5.

venus fly traps are meat eater
and they eat flies

E P A I



2. PAGE 6 Explain what *camouflage* is.

blending in so other animals
can't see them

E P A I



3. PAGE 11 Explain what *prey* is.

prey are animals that get eaten

E P A I

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4. PAGE 15 What is the most important idea you learned after reading pages 14-15?

It's talking about how the octopus eats and what it looks like

E P A I



5. PAGE 15 What can you learn from the *photo* and *diagram* on the side of page 15 to help you understand what you just read?

An octopus stretches to look so big and it can scare away the predators. An octopus can look like a rock.

E P A I



6. PAGE 19. List some of the ways an octopus protects itself.

It has ink that can make it hard for other animals to see

E P A I



7. PAGE 23 Compare or contrast the tricks the viceroy butterfly and stonefish use.

Viceroy butterfly looks like a monarch almost and birds know that it tastes bad. Stonefish hide in sand to take its prey by surprise.

E P A I

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8. PAGE 28 What is the most important idea you learned from reading this whole book?

that tricks and traps is about
predators and prey

E P A I

Reflection

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

Just Right

How do you know?

Because it's about preys and
predators

Did you like this book?

Yes

Why or why not?

This book is interesting because
it has eels and octopus

Would you choose another book like this from the library?

No

Why or why not?

Because this book is great.

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Reflection

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

How do you know? Because it's about preys and
predators

Did you like this book? yes

Why or why not? This book is interesting because
it has eels and octopus

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

Why or why not? Because this book is great.

Comprehension Record & Planning Form: Level K

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Student: Chris Date: 12/8

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	5													✓			
2	6										✓						
3	11										✓						
4	15		✓														
5	15													✓			
6	19						✓										
7	23					✓											
8	28			✓													
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			1	1		1	1				11			11			

Total number of responses: exceptional 3 /8 proficient 4 /8 approaching + incorrect 1 /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: 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

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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 pages 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

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

What and So What

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.