

Growl! A Book About Bears

by Melvin and Gilda Berger

Student Response Form

Student's name Jan 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 9 Compare *and* contrast polar bears and grizzly bears using the text and the pictures.

A grizzly bear and a polar bear like to eat lots
and lots of good food they like. A grizzly
bear and a polar bear are different because
they live in different place

E P A I



2. PAGE 12 What is the main idea of chapter one?

The main idea of Chapter 1 is
What bears eat

E P A I

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3. PAGE 17 Bears' bodies help them find food. What details from this chapter so far support this main idea?

Noses help them smell food
and can stand

E P A I



4. PAGE 20 What does the author mean by saying that bears are *mostly gentle*?

I think it means that some
bears are gentle sometimes.

E P A I



5. PAGE 22 Study the picture on page 22. What can you learn to add to what you just read?

There are bears and they live in
a den with their mom

E P A I



6. PAGE 26 Explain what it means to *hibernate*.

Hibernate means that when is winter
they have to find a place to sleep for the winter

E P A I



7. PAGE 30 Describe *cubs*.

cubs are born different ways there eyes come
out close. They can't even walk

E P A I

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8. PAGE 38 What is the main idea of this chapter?

The main idea of the chapter is
when babies get trained by there
mother

E P A I



9. PAGE 38 What details support the main idea you wrote for question 8?

The details support the main idea by
the mom teaches the babies what she
knows when she was a kid like them

E P A I



10. PAGE 40 Look at the index. Where are the best places to look to read about hibernation? Explain.

I look in a index or the blurb

E P A I

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Reflection

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

How do you know? I think it was just right
because I get to write notes

Did you like this book? Yes I did

Why or why not? Because I learned a lot more
about bears now.

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

Why or why not? Because sometimes books like
GROWL! can be very interesting

Comprehension Record & Planning Form: Level M

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Student: Jan Date: 11/15

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	12		✓														
3	17								✓								
4	20												✓				
5	22													✓			
6	26									✓							
7	30									✓							
8	38		✓														
9	38								✓								
10	40															✓	
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			11					11	1		11		1		1	1	

Total number of responses: exceptional — /10 proficient 5 /10 approaching + incorrect 5 /10

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)?

Reassess ; try lower level.

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

Work on Monitoring for Meaning.

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.