

Antarctica

by Mel Friedman

Student Response Form

Student's name Cesar Grade 3

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. ^{the} PAGE 9 What is a main idea the author wants you to learn from pages 7-9?

Antarctica is extreme

E P A I



2. PAGE 9 What details support that main idea you wrote for question 1?

winds can be stronger than hurricanes,
a person's breath can freeze in an instant
and the land is cover with ice and
snow

E P A I

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3. PAGE 23 What is the main idea the author wants you to learn from reading the section "King-Sized"?

The emperor penguin lives in the tough climate.

E P A I



4. PAGE 25 Look back at the photograph on page 24. How does this photo add to what you know so far about icebergs?

This is a picture of an iceberg. Blue parts are the part without air bubbles.

E P A I



5. PAGE 26 Explain what the word *habitable* means.

habitable means explore.

E P A I



6. PAGE 35 Compare and contrast Amundsen's and Scott's expeditions to Antarctica.

They both had a goal to go to the South Pole. Amundsen beat Scott to the South Pole.

E P A I

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7. PAGE 35 Summarize what you learned from the timeline on pages 34–35 and explain how it adds to what you've read about in this chapter.

explorer's explore on Antarctica to learn stuff about Antarctica. These are people that went there and when they went.

E P A I



8. PAGE 38 Describe what a *diatom* is and why it's important.

It's living

E P A I



9. PAGE 42 Antarctica attracts explorers, scientists, and tourists. Give details from pages 37–42 to support this idea.

People go to Antarctica because is peaceful, to study to better understand our planet and for the international polar year.

E P A I



10. PAGE 42 What is ^{the} a main idea the author wants you to learn from reading this book?

Antarctica is a peaceful place.

E P A I

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Reflection

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

How do you know? because I was done in two days

Did you like this book? Yes

Why or why not? because it taught me many things I didn't know about.

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

Why or why not? because they might teach me more stuff.

Comprehension Record & Planning Form: Level Q

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Student: Cesar Date: 3/7

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	9					✓											
3	23		✓														
4	25														✓		
5	26												✓				
6	35						✓								✓		
7	35																
8	38												✓				
9	42								✓								
10	42		✓														
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			11			1	1		1				11		11		

Total number of responses: exceptional 1 /10 proficient 6 /10 approaching + incorrect 3 /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

Comprehension Record & Planning Form: Level Q

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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)?

Vocabulary ; Key Details .

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

Tricks for Spotting Clues in Context .

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.