

Student Response Form

Student's name Laura 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 9 What is the main idea the author wants you to learn from pages 7-9?

What Antarctica looks like



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

1. Antarctica is the 5th largest continent

2. Some of Antarctica's mountains are completely buried under ice. 3. In this harsh climate almost everything is covered with snow + ice.

E P A I

E P A I

Antarctica

by Mel Friedman



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

The emperor penguins breeding.

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?

The iceberg in the picture is part white and part blue. It's part of a glacier that broke off.

E P A I



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

To have anyone actually live there (make a home)
For example, it would be too cold for anyone to stay.

E P A I



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

Amundsen was good with skis and dog sleds and Scott wasn't so good with either so he was better with ponies, motorized vehicles and manpower to pull the sleds.

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.

I learned that in 1840 Jules named penguins Adelie. In 1911 and 1929 2 men were the 1st to reach or fly to the South Pole. Last of all I learned that the Antarctic Treaty was signed.

E P A I



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

It's a plant that krill like to eat. It has only one cell and it's very small.

E P A I



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

Scientists come to take samples and study.
Dogsledding.

E P A I



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

Antarctica can be very interesting to study.

E P A I

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Reflection

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

How do you know? Because it wasn't really my level.

Did you like this book? Yes

Why or why not? Because it has a lot of fun facts.

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

Why or why not? Because it's fun to know more true facts.

Comprehension Record & Planning Form: Level Q

Antarctica by Mel Friedman

Student: Laura Date: 11/2

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
			///			///	///			///				///			

Total number of responses: exceptional 3 /10 proficient 7 /10 approaching + incorrect _____ /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 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 (move from P → E)

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

Text Feature Addition

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.