

If You Lived When There Was Slavery in America

by Anne Kamma

Student Response Form

Student's name Marissa Grade 4

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 7 Summarize what the timeline on page 7 teaches you and explain how it adds to what you're learning about slavery.

The civil war starts, America wins the independence
from england, Civil war ends slavery in America.

E (P) A I



2. PAGE 8 Compare and contrast the people pictured on page 8.

The slaves can't tell us what their lives were like,
they wrote books and from the books they are
telling us right now all the information.

E (P) A I

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3. PAGE 11 Compare and contrast what you learned about indentured servants and slaves from pages 9–11.

Indentured servants were free to leave when their time was up. Slaves worked without getting paid. The slaves couldn't leave.

E P A I



4. PAGE 19 From pages 14–19, what is the main idea the author wants you to learn about the living conditions of slaves?

They didn't have very good living.

because they had to work really hard and they had a house with two rooms and could fit 12 people.

E P A I



5. PAGE 19 Use details from the text to explain your answer to question 4.

because they had to work really hard and they had a house with two rooms and could fit 12 people.

E P A I



6. PAGE 28 Using the text and pictures on pages 24–28, what is the main idea the author wants you to learn?

It must have been so hard to not have any control over your life and have your family split apart.

E P A I

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7. PAGE 29 Use details from the text to explain the main idea you wrote for question 6.

If you were really young you would stay home with your mother and you could be sold by someone and then you would be taken away by your parents

E P A I



8. PAGE 30 Explain what a *patroller* is and how knowing this term is important for understanding this book.

A patroller is like a guard.

E P A I



9. PAGE 33 Explain what the quote from Robert Glenn adds to what you've read in this section.

It's important to learn about people who were kind to slaves, for example teaching them to read.

E P A I



10. PAGE 35 What is the main idea the author wants you to learn from pages 31-35?

The owners didn't want their slaves to read or write.

E P A I

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11. PAGE 37 What does "from can see, to can't" mean? How does it help you understand slavery?

I think it means if they can see someone doing it they can do it, it's not like they can't.

E P A I



12. PAGE 58 Explain what an *abolitionist* is. How does understanding this term help you understand slavery?

Someone who helps someone escape because they hated slavery.

E P A I



13. PAGE 63 What are the two or three main ideas the author wants you to learn from reading the whole book?

Some slavery people joined the civil war. Kids didn't have that much to play with. Life was hard in slavery.

E P A I

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Reflection

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

yes

How do you know?

It was a just right book for me because it had some tough words in it.

Did you like this book?

yes

Why or why not?

I didn't know much about slavery so I learned something new it was interesting.

Would you choose another book like this from the library?

yes

Why or why not?

Yes because I would like to find out more about it.

Comprehension Record & Planning Form: Level T

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Student: Marissa Date: 6/2

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	7														✓		
2	8						✓										
3	11						✓										
4	19		✓														
5	19								✓								
6	28	✓															
7	29								✓								
8	30										✓						
9	33														✓		
10	35				✓												
11	37																
12	58										✓						
13	63		✓														
TALLY		1	1		1		1	1		1	1	1	1		1		

Total number of responses: exceptional 1 /13 proficient 7 /13 approaching + incorrect 5 /13

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 T

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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]?

Vocabulary + Key Details

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

Read with a question in mind.

Additional notes to prepare [e.g., questions to ask, a book for modeling, and so on]:

*Push to collect multiple details. With 4 A/I,
* this is borderline OK. Give her a chance to try lower level first*

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.