

# If You Lived When There Was Slavery in America

by Anne Kamma

## Student Response Form

Student's name Jorge Grade 5

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.

This timeline teaches me that it was a very long time before slavery ended in America. Slavery also happened in other countries.

E P A I



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

All three ex-slaves wrote a book about their life after they were not slaves. They lived at different times

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 different from slaves. Indentured servants could go free when their time was up, and slaves couldn't.

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?

Since they were slaves, they didn't have good living conditions.

E P (A) I



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

They used fire to cook.

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?

Children who were slaves had a hard time and were sad.

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.

It was hard if a family was not together.

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 police officer.

E P A I



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

This quote teaches me that they were, in fact, slave owners who are actually like Robert Glenn's owners, and these owners taught slaves to read.

E P A I



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

Slaves were punished if they knew how to read or write. Most owners believed they shouldn't learn anything.

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?

This means slaves worked hard from morning, when they could see, to dark when they couldn't.

E (P) A I



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

An abolitionist is a person who wanted to end slavery because they thought it was bad.

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?

It took a while before people realized it was wrong. It wasn't a good time in America.

E (P) A I

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## Reflection

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

How do you know? I didn't know some of the questions.

Did you like this book? Yes

Why or why not? It taught me about life a  
long time ago

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

Why or why not? Maybe an easier book like it.



# Comprehension Record & Planning Form: Level T

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Student: Jorge

Date: 11/11

## 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		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			11	1			1	11			11	1			11		

Total number of responses: exceptional 0 /13    proficient 8 /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 <b>approaching</b> and/or <b>incorrect</b> .	This level is likely too difficult. Assess the student at the next level below to determine a goal.	n/a
	The student's <b>approaching</b> and <b>incorrect</b> responses fall in one or two of the four strands, yet all other responses are <b>proficient</b> and/or <b>exceptional</b> .	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 <b>incorrect</b> or <b>approaching</b> . The student's responses are mostly <b>proficient</b> and some are <b>exceptional</b> .	In most cases, work to move the student from <b>proficient</b> to <b>exceptional</b> 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 <b>exceptional</b> .	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 <b>exceptional</b> to <b>incorrect</b> 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 <b>approaching</b> or <b>incorrect</b> .	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 lower.*

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

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.