

The Truth About Great White Sharks

by Mary Cerullo

Student Response Form

Student's name Juan 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 Explain what a *marine biologist* is and does, using everything you've read so far in this book.

A marine biologist is a person who learns all about animals who live underwater and studied them to learn what they do.

E (P) A I



2. PAGE 9 What do the photograph, illustration, and sidebar on page 9 teach you?

It teaches me about the size of a Great White and how to measure it correctly.

E (P) A I

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3. PAGE 14 Explain what a *cartilaginous fish* is, using details from the text.

cartilaginous fish is sharks, rays, skates and chimaeras. They all have softer material which is called cartilage. E P A I



4. PAGE 17 What is the main idea of this section (pages 14-17)?

A main idea on page 16 is that they have armored skin that is very rough that not much can hurt it. This is because they have small pointed dagger to protect them. E P A I



5. PAGE 17 Use some details from pages 14-17 to support the main idea you wrote for question 4.

One detail that supports the main idea is that great white's can pick up the scent of blood and frightened fish also that they know when something comes because they can also pick up vibration in the sea. E P A I



6. PAGE 21 Compare and contrast what scientists understand about sharks and what other people may think.

Well the people who fear them think they are dangerous creatures and people who understand think there amazing living creatures.

E P A I

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7. PAGE 27 Use specific details from pages 25-27. List some misconceptions people have about sharks and explain why they are misconceptions.

One misconceptions that people think is that there looking to eat humans but there really looking for seals and sea lions. One truth about them is they bite you but do not eat all of you.

E (P) A I



8. PAGE 31 Different scientists have different theories about why humans survive shark attacks. Explain these theories using details from pages 28-31.

Great White shark can eat humans or seals because there both look similar. Great white's bite humans occasionally but they detect that is not as fatty as sea lions so they reject the non fatty food.

E (P) A I



9. PAGE 32 Explain what *camouflage* is and how it matters when understanding sharks.

Camouflage is when the coloring blends into the surroundings. It help shark because there prey dose not see them so it is easier to hunt.

E (P) A I



10. PAGE 33 What does the sidebar on page 33 add to the information you've learned about shark attacks on pages 25-33?

It teaches me about how it is unlikely to get bite by a shark but you should watch out.

E (P) A I

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11. PAGE 35 Explain what *conservation* means and why it's important to sharks, using details from pages 34–35.

CONservation means to protecting something important, like how Great Whites are protected to try to save the species.

E P A I



12. PAGE 41 What are the two or three related main ideas from this whole book?

Two main ideas, one About how they live and another that sharks aren't Killers.

E P A I

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Reflection

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

How do you know? because It made me a little scared of sharks.

Did you like this book? Yes

Why or why not? because it tells how they live and most facts about great white's

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

Why or why not? because I want to learn more about shark's

Comprehension Record & Planning Form: Level U

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Student: Juan

Date: 5/9

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	9										✓				✓		
3	14										✓						
4	17			✓													
5	17						✓										
6	21							✓									
7	27						✓										
8	31						✓				✓						
9	32										✓						
10	33										✓				✓		
11	35										✓						
12	41			✓							✓						
TALLY				11			111	1			111				11		

Total number of responses: exceptional 0 /12 proficient 9 /12 approaching + incorrect 3 /12

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 U

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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

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

What + So What

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.