

The Truth About Great White Sharks

by Mary Cerullo

Student Response Form

Student's name ISIS Grade 5th

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 like a detective(s) that are putting clues together to find out the truth about Great Whites.

E (P) A I



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

They teach you different ways to measure sharks. They also teach you that some people think Great Whites are 23 feet or longer others disagree

E (P) A I

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

A cartilaginous fish is an animal's skeleton which is made with soft stuff called cartilage

E P A I



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

The sharks senses are important for its survival.

E P A I



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

- subtitle 3 super senses.
- they have evolved over time
- they sense vibrations.

E P A I



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

Some feared people think Great White are cold-blooded killers. Scientists think other ways.

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.

Sharks are called "Man-eaters". They should be called "Man-biters". Some people say sharks can't jump. They "fly" out after their prey.

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.

Sharks can confuse humans and seals. Divers look like seals as well as boogie boards and surfers do.

E P A I



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

Camouflage is when someone or something blends in with its surroundings. It helps sharks to hide so they can hunt better.

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?

You are more likely to die from multiple things than a shark bite.

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 save. In some places, people try to save sharks by starting laws. E P A I



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

Sharks help humans.
Scientists help sharks.

E P A I

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Reflection

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

How do you know? It was because I could understand everything.

Did you like this book? Yes.

Why or why not? because I like sharks and they are pretty cool.

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

Why or why not? because I want to learn more about scientists helping sharks.

Comprehension Record & Planning Form: Level U

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Student: Isis Date: 3/3

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		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			11				11	11			1111				1	1	

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: 123 Main Idea 135 Key Details 151 Vocabulary 161 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: 123 Main Idea 135 Key Details 151 Vocabulary 161 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)?

Compare/contrast Details

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

Using language frames to help —

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

Encourage multiple similarities/differences.

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.