

Student Response Form

Student's name Emile 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 2 What did you learn from this Preface that will help you get ready to read this book?

The preface helps me get ready to read this book by introducing me to the subject, and it told me about how photography grew.

E P A I



2. PAGE 5 Define and describe *steerage*.

The word steerage means "lower class" since it was occupied with people paying the lowest fare, such as immigrants. The condition was uncomfortable and crowded.

E P A I



3. PAGE 8 Compare the author's description of an immigrant experience (pp. 4-8) with Edward Corsi's firsthand account (p. 7).

Between the author's description of an immigrant experience on the Florida and Edward Corsi's account, I think that Corsi's story was better than the author's. But I can also see the things that immigrants went through, such as the uncomfortable things.

E P A I

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by Russell Freedman



4. PAGE 14 What is the main idea you learned about a new immigrant's experience at Ellis Island?

The main idea that I have learned is that the immigrants have to be inspected thoroughly. If they are ill, it would take a longer time to go to the free country USA. E P A I



5. PAGE 14 Use details from what you've just read to support the main idea you wrote for question 4.

When some immigrants were ill, they had to go on to later inspections which took more time, and sometime, they had to wait for more than 1 day to do the inspections.

E P A I



6. PAGE 17 What does *ethnic* mean (p. 15)? Why is it important to understanding the immigrant experience?

The meaning of ethnic is the same culture/country. E P A I

E P A I



7. PAGE 19 Using text and pictures, compare and contrast two types of tenement apartments.

The same thing about different tenements was that the toilets are always outside of the apartment building, in the hallway. The difference between these two tenements is that one of them has one room, while the other has three. E P A I

E P A I

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8. PAGE 27 What is the main idea from this entire chapter (pp. 15-27)?

I think the most important idea that the author wants me to learn is that immigrants worked very hard on going to America, and to see the lives of immigrants.



9. PAGE 27 What details support the main idea you wrote for question 8?

It showed how the immigrants were very poor and sometimes they would separate the families so they could get to America. They lived in the lowest part of the boat. Also, they lived in tenements, where it was very crowded.



10. PAGE 36 How do the photographs on pages 34 and 35 add to what you're learning in this chapter?

The children had to remember many many dates and important history. Also, children had to go to vocational schools and learn a lot.



11. PAGE 59 Compare and contrast life for boys and life for girls growing up during this time.

When girls were at work, their job was usually sewing, and maybe selling newspaper. A boy's work is usually working in a factory and getting dirty. The same thing was they both sold newspaper.

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12. PAGE 67 What are the two or three related main ideas you learned from this whole book?

One main idea that I learned from this whole book is that when you work hard to get something you will get it. Another main idea is that the immigrants are very poor and they went through many bad times that turned into good.

E P A I

Reflection

Was this book easy, just right, or too hard? I do think this was a just-right book.

How do you know? The reason why is because I find reading about the important history interesting

Did you like this book? Yes I did.

Why or why not? The reason why is because I want to find out how immigrants lived.

Would you choose another book like this from the library? I would definitely do that.

Why or why not? I would pick a book like this because more history of immigrants gives me more knowledge.

Comprehension Record & Planning Form: Level V

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Student: _____

Emile

Date: _____

6/1

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	2																
2	5										✓						
3	8															✓	
4	14		✓														
5	14							✓				✓					
6	17																
7	19						✓										
8	27		✓														
9	27						✓										
10	36															✓	
11	59						✓										
12	67		✓														
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			11				11	1			1	1			1	1	

Total number of responses: exceptional 0 /12 proficient 8 /12 approaching + incorrect 4 /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. <i>Borderline at this level*</i>	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

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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)?

* Borderline OK at this level - keep here + work on key details - emphasis on getting exact, multiple details from text.

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

Go back to the text and read w/ a question in mind to find several details to support MI.

Additional notes to prepare (e.g., questions to ask, a book for modeling, and so on): After accomplishing this goal, use same approach to get him to list specific details from text features and to explain vocab. Overall, he needs to be less vague.

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.