

Guilty by a Hair!

by Anna Prokos

Student Response Form

Student's name Sonya 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 9 What can you learn from pages 8-9 to help you read this book?

How I would use pages 8-9 to read this book is with vocabulary so I could understand the unknown words in the book. From these pages I learned about tools and scientific terms. P A I



2. PAGE 20 What is the most important idea from this section (pp. 18-20) about bagging evidence?

The main idea to bag evidence is to keep it safe from spoiling and degrading. E P A I



3. PAGE 24 What is the main idea of case #1?

The main idea of case #1 is that DNA evidence is very important and can lead to catching a criminal! E P A I

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4. PAGE 24 What details support the main idea you wrote for question 3?

The details that support my main idea is because a burger and some fries sent three burglars to jail.

E P A I



5. PAGE 32 Compare and contrast the ways DNA was used in this case (the murder) and the previous one (fast-food robbery).

The way DNA was used in fast food robbery was from the DNA in the mouth (saliva) because the food. In the murder, DNA was used as evidence in the blood on the jacket and the hairs of the cat.

E P A I



6. PAGE 34 Explain what a prosecutor is.

The prosecutor is a person is the person in court that proves someone guilty or innocent. They question witnesses.

E P A I



7. PAGE 37 Explain what convicted means and why it's important to understand this word when reading this book.

Convicted means for someone to be guilty of a crime after a court case. For example, when DNA evidence is used to convict them.

E P A I



8. PAGE 44 What can you learn from the timeline on pages 44-45?

How does it add to what you're learning about forensic science?

This two-page spread helps me understand DNA because it says how it was first discovered and what it helps with, such as catching criminals. It also talks about the cop's database.

E P A I

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9. PAGE 50 What can you conclude about the tools and procedures used for DNA collection and analysis, after reading pages 48–50?

What I can conclude about the tools for DNA testing is that they are very important because they can preserve, pick up, and find important clues to a case. E P A I



10. PAGE 55 What can you learn from reading pages 54–55? How do these pages add to what you've learned throughout this book so far?

I could take this quiz to see if a kid like me would want to try to be a DNA scientist for a career. I learned about more than the fun mysteries, like I'd have to be OK with blood! E P A I



11. PAGE 61 What are the two or three related main ideas you learned from reading this whole book?

Three main ideas that I learned from this book is that DNA is very important, DNA is used for many things, and that people can be proved guilty by one piece of evidence they left behind. E P A I



12. PAGE 61 What specific details from the text and/or features support the main ideas you wrote for question 11?

The details that support those main ideas are that people's lives depend on DNA, DNA can be used to prove someone guilty or innocent, and DNA is found in evidence that criminals or victims left behind.

this is another set of main ideas

E P A I

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Reflection

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

How do you know? This was a good book for me because I love mystery.

Did you like this book? Yes, I did find it interesting

Why or why not? I found it interesting because it made you want to read on to find out who the criminal was.

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

Why or why not? I would choose a book like this because it was very interesting and exciting.

Comprehension Record & Planning Form: Level W

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Student: Sonya

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	9		✓												✓		
2	20		✓														
3	24		✓														
4	24							✓									
5	32							✓									
6	34										✓						
7	37										✓						
8	44	✓													✓		
9	50	✓															
10	55		✓												✓		
11	61		✓														
12	61							✓									
TALLY		1	11					11			11				11		

Total number of responses: exceptional 1 /12 proficient 8 /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: r23 Main Idea r35 Key Details r51 Vocabulary r61 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: r23 Main Idea r35 Key Details r51 Vocabulary r61 Text Features

Comprehension Record & Planning Form: Level W

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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)?

Key Details

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

Pull straight from the text to use specific details.

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.