

Recording Form **Part Two:** Comprehension Conversation

***Snake Myths* • Level O**

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student's understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the *Assessment Guide*. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key

- 3** Student demonstrates **proficiency** in understanding the text.
- 2** Student is **approaching proficiency** in understanding the text.
- 1** Student demonstrates **limited proficiency** in understanding the text.
- 0** Student's comprehension is **not proficient**.

Key Understandings	Prompts	Score
Within the Text There are many myths or untrue stories about snakes. Some myths about snakes include: they hypnotize their prey; their tongues are dangerous; they feel wet and slimy; they have no bones; most snakes are venomous. The truth is, snakes don't want to harm you. <i>Note any additional understandings:</i>	Summarize the important information in the book. Is there anything else you want to add to your summary?	0 1 2 3
Beyond the Text Many people are afraid of snakes because they believe all of the myths about them. Many of the myths make snakes seem creepy or dangerous. Also, because some snakes can hurt you, people think they are all dangerous. The myths come from observations of snakes that seem true. (Examples might include: snakes don't have eyelids so they stare a lot and when other animals see them they stay still; their smooth skin makes them look shiny and wet; snakes twist and slither in a way that makes them look like they have no bones.) Before you judge something, you should learn more about it. Sample response: Things are not always what they seem. I may seem shy, but I actually love to talk once you get to know me. (Accept logical responses that connect to this text.) The writer wants people to stop believing things about snakes that are not true. For example, she says it's a myth that snake skin is wet. She explains why people think this and what it's really like. <i>Note any additional understandings:</i>	Talk about why you think people are afraid of snakes. Why do you think people believe the myths? Give an example from the book. What is the most important idea the writer wants you to learn? How does the message of this book make you think about your own life? How does the writer want people to change after reading this book? Can you give an example from the book?	0 1 2 3

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Recording Form **Part Two: Comprehension Conversation** *(continued)*

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Key Understandings	Prompts	Score
About the Text This book is nonfiction. It gives facts/information about snakes. The book is organized into sections that tell about each myth about snakes. It keeps all the information about each myth together and then summarizes everything in the last section, The Truth About Snakes. The photos give a visual example of two of the myths. For example, one photo is a close-up of a snake's eye. Another photo shows a snake's fangs. Sample response: The writer describes snakes in a way that shows how fascinating they are. She uses humor to show that snakes aren't really as scary as some people think. For example, the author says "Don't worry—snakes rarely eat people!" (Accept logical opinions and note how well students support their ideas with evidence from the text.) <i>Note any additional understandings:</i>	What is the genre of this book? How do you know? How is the book organized? Why do you think the writer presents the information in this way? Talk about the photographs. How do they add to the book? What does the writer do to keep you interested? What else? Show an example.	0 1 2 3

Guide to Total Score, Levels L–Z

- 8–9** Proficient
- 6–7** Approaching Proficiency
- 4–5** Limited Proficiency
- 0–3** Not Proficient

Total Score: _____ /9

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See the *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 3** Reflects **excellent** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 0** Reflects **no** understanding of the text.