

Grade 4 Reading Literature: Additional Sample 1

Cartoon Event Summary

Context

This class experienced a range of literature and level of challenge appropriate for students in grade four. Students read, listened and viewed for specific purposes. Their experiences included reading silently for extended periods of time as well as reading in small groups. The teacher also read aloud to the students on a regular basis.

Process

Together, the class read the same stories and simultaneously, individual students selected their own novels for independent reading. Students used a variety of written and graphic forms to organize details and information about their novels. This included creating a Cartoon Event Summary. Students were asked to divide an 8 1/2 by 11 piece of paper into 8 boxes. They summarized the setting, plot, climax and conflict through drawings and writing in sequential boxes. In each cartoon illustration the students used speech bubbles for the characters thinking and dialogue.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is able to read, understand and respond to simple and direct stories but needs some support. The work is generally accurate, but parts are confusing.

- most responses to comprehension questions or tasks are accurate and based on the selection but have little detail or support
- misinterprets literal information
- retells most main events in the correct sequence but lapses in places
- makes some simple, obvious inferences about characters' feelings and misses others

by Barbara Park ^{Skinner Bones} In kindergarten Alex
wanted to be a lucky charm
1. Alex entered the kitty fitters contest. 2. because he's small.



3. Alex wins award for being the bummest player on his team



4. T.J brags Alex to pitch for his team for right field.



Alex's team and T.J.'s team started the pitching contest.



Alex's team & T.J.'s team were going to start the little league game.



The barbarian cuts a hole in the middle of Alex's head.



Alex wins the kitty fritter contest



Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is independently able to read, understand and respond to simple and direct stories and novels. The work is generally accurate and complete.

- responses to comprehension tasks are clear, accurate, complete, and based on information in the selection
- provides some detail and support
- retells main events in the correct sequence
- accurately describes main characters in some detail
- makes some logical inferences about characters' feelings

Excellent Summary
Great illustrations

On My Honor



Joel and Tony were arguing over
were to go play.



Joel asked his dad for permission
to go to the park but really they
were going to the bluffs.



They were on there journey to the
bluffs when they stopped for a
break.



Then Tony decided to swim
in the Vermillion.



Joel dared Tony to swim to the sandbar he doesn't know he can't swim.



So Tony swims for a while and after he disappears somewhere.



Joel was thinking about if he should lie or tell the truth and so it turned out that he lied.



When Joel got home he didn't know what to say so he finally told the truth.

Grade 4 Reading Literature: Additional Sample 2

Response Journals

Context

The teacher in this class emphasized the importance of making and explaining personal connections to literature. Students often focused on making connections to experiences and other stories they had read. Students were encouraged to practice finding evidence that was beyond the obvious.

Process

Students had response journals for responding to literature. Throughout the year, students used these journals to respond to class novels and individually selected stories they were reading. At this time, small groups of students were reading various novels, including *Skinny Bones* by Barbara Parks. Other students were reading *Owls In The Family* and they wrote individual responses at various stages of reading the novel.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is independently able to read, understand and respond to simple and direct stories and complete assigned tasks.

- makes logical predictions based on understanding of genre and prior knowledge
- rereads and skims to find specific details needed for activities
- responses to comprehension tasks are clear, accurate, complete and based on information in the selection
- provides some detail and support
- retells main events in the correct sequence
- makes logical inferences about characters' feelings and motivations
- makes some personal connections which often focus on the character's situation or feelings
- makes some logical connections to other selections

Chapter 1 Date: Wed. March 28/0

I think owls in the family is an interesting story because the two boys are looking for an owls nest and they found lots of birds nest. The best thing I like is when the crows were chasing the owl because the crows didn't like the owl.

I predict on the second chapter that Mr. Miller is going get hurt while he's trying to get the owls nest, and the owl will peck him. I wonder how they're going to get the owls eggs and how many.

Chapter 2

Thurs. March 29th 2001

I think that Mr. Miller isn't going to get the owls anymore because he just got hurt from the mother owl and maybe the two boys will get it themselves. This chapter reminds me of Vancouver in Stanley Park but I just don't know why, and it even reminds me of the Phillipens at my aunts home because at my aunts house has lots of farm animals. I think in chapter 3 their going to catch 2 owls.

Chapter 3

Fri. March 30th 2001

I was sad when Billy, Bruce, and Murray had to burry the 2 young owls because they were dead. I think that since the 3 boys got an owl the owl is going to eat all the mice. I wonder if the owl will find a mate and how many babies they will have. I liked when Mutt (the dog) was sniffing Billy because when Mutt sniffed the backpack the owl bite Mutt's nose. I think that Mutt and the owl won't really like each other and will have a fight. Billy dog

reminds me of my aunties 3 dogs at the Phillippens because on the front cover the color on one of the dogs is the same color but, you can't really tell what the dog looks like on the front cover.

Transcription of remainder of sample:

Chapter 4

Monday April 2nd /01

I think that the small owl Billy got from the oil-drum is a little brother of Wol. I predict that in the next chapter since the little owl has oil all over itself and these other two boys were throwing rocks at it, it might die. At first I thought that the small owl died already when I read the part when it fell over. I didn't like it when the other two boys were throwing rock at the baby owl because that's very mean and we shouldn't throw rocks at animals.

Chapter 5

Tues April 3rd/01

I Didn't like the part were Wol (the owl) killed a cat and when he was taking big chunks out of the german sheperd's ear with his beak because I think it is discusting and I don't like hearing about it. I predict that since Wol has grown a lot he is going to kill lots of animals and he is going to hurt them. I think that since Weeps is too shy to do anything he might not move, or attack, fly, or run because he doesn't really trust himself and I don't really think that he'll learn how to fly.

Chapter 6

Thur April 5th 2001

I wonder if the three boys are going to win the pet parade. I think that the snake is going to eat some gophers, & mice, & the owl will eat the snake. I wonder how Mutt & Rex (the dogs) look like with all those paint & fur on, and how Weeps and Wol like dresses like dolls. I didn't like it when the boys tied wire on the owls legs to the cage because I think the really mean, and they might get some cuts on the legs.

Chapter 7

Fri April 6th 2001

It was funny when Wol brang a skunk into the house because when Wol did every one smelled the dead skunk they all ran into the kitchen and never ate the food in the dining room for two weeks. I didn't really like it when Wol was playing jokes on Mutt because it wasn't really nice, but sort of funny. Wols jokes reminds me of my terrible cousin aarin, (hes 3 years old) because usually he plays jokes on me and so I have to take away his play sword & some cars.

Chapter 8

Fri April 6th 2001

I didn't like it when the two strongest boys in saskatoon was hurting Billy & bruce because that's not very nice & people shouldn't do that to other people. I wonder how loud owls screams are because I never heard of one before. I think that the to strong boys are going to find all their valuable stuff, when Wol, Weeps, & the two dogs Mutt, & Rex aren't there. I predict that the two strong boys are scared of Wol.

Chapter 9

Mon April 9th 2001

I think that Wol would get more & more hyper because maybe he will catch sight of Billy sneaking out the front door & will follow him to school & see all the kids playing & will want to play but maybe he will play a little too ruff. It was sort of funny when Wol tried to jump on Billys shoulder but land on Fifi's desk, scrapped it by accident & landed on her lap, I think its funny because her face could have been wide eyes & she probly yelped & never went closer to Billy ever again.

Chapter 10

Tues. April 10th 2001

I think that Billys dad in the next chapter will shoot all the crows when he gets more Bullets. I wonder how Wol did the explosion of feathers. I Predict that in the next chap. Bruce will move to a different place because I seen a little bit of chap. 11 about the note Bruce written to Billy. I liked it when Bruce tried to get Wol but everyone in the canoe tip over & fell in the water, wouldn't like that to happen to me because it is sort of freaky & yo never know what's underneath you.

Chapter 11

Wed. April 11th 2001

I think it's sad that Billy has to move to Toronto because he heas to leave his best friends & animals & he can't take Weeps or Wol with him, so he has to leave them with bruce. I think that Wol would notice that Billy left & would try to escape from the cage & will try to find Billy. It was sort of funny when I was reading that letter that Bruce wrote because some of his words were spelled wrong like: for Dear he spelled it Deere & for healthy he forgot the a.

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is independently able to read, understand, and respond to straightforward stories that are beginning to include some complex ideas and language. This student works efficiently and provides details and support to exceed requirements of the task.

- makes logical and often insightful predictions based on understanding of genre and prior knowledge
- responses to comprehension tasks are clear, accurate, complete and based on information in the selection
- provides detail and support
- describes main characters and their relationships accurately and in detail
- often includes own insights and comments
- makes and explains personal connections that require some inferences or insights
- makes some logical connections to other selections

<p>Chapter 1</p> <p>I would want to keep reading this story because it is interesting how Bruce and his friend want a owl so bad. I also wonder how Bruce and his friend are going to get the Great horned owl's eggs.</p> <p>One thing I predict that is going to happen in the story is Bruce is going to ask Mr. Miller to get the Great horned owl's eggs. I thought that Bruce and his friend would be in trouble and get attacked by the crows but they weren't.</p>	<p>Date Wed March 25</p>
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Chapter 2

Date Thu March 29

Chapter 2 was ok but one part of it I didn't like was when Mr. Miller was scaring the owl because it wasn't very nice for the mother owl and the babies. Now I really want to know if Bruce and his friend are going to get the owl's because Bruce and his friend are waiting such a long time. I also wonder when Bruce gets a owl if the owl will eat the rats, rabbits, gophers and maybe even the garden snakes. ~~There's~~ another thing about the owl I also wonder if Mr. Miller is going to help the two boys Bruce and his friend get the baby owl's and if Mr. Miller doesn't help Bruce and his friend get the baby owl's then I guess the two boys are out of luck or maybe

Very thoughtful ✓
I'm wrong you never know. When Mr. Miller scared the owl's I think it was the old rotten bluff-tree branches because if you step on them it makes a loud sound that sounds like a firecracker and if Mr. Miller stepped on a whole bunch of rotten branches it would scare the mother owl away for good because it makes such a loud sound. I think when Bruce gets an owl the mother owl might come with the baby owl's because the mother might miss the baby owl's too much and I mean a lot more than any thing.

Chapter 4

Date Tue April 3rd

I thought that Billy would only get 1 owl but I guess I was wrong because it seems like Billy has 2 owls now. I wonder if the new owl will become Wol's best friend because it seems like Wol is getting along with the new owl and Wol was also trying to protect the new little owl when the gophers were trying to run away from Wol. I wonder if Wol was trying to eat them or were the gophers just scared of Wol because I think owls eat gophers for dinner. I also predict in the next chapter Mr. Miller will come and might

Transcription of remainder of sample:

take some pictures of the two new owls Billy got and Mr. Miller will maby even come once in a while and come see the owls Billy got to study them. I that maby the dog mutt is probley going to get even more jellish then be for Billy got wol but since Billy got another owl mutt will get realy jellish. Then be for. I didnt like it when the 3 kids were hurting the little owl because the little owl could of be realy heart and maby the owl could of evean died because the rocks were heavy and could of hurt its head and the oil would of sunk into its body and really hurt it for good and very bad.

Chapter 5

Date Wed April 4th

I never new that owls could beat up dogs and cats but now I do now because I read it in this book wls in the family. Ive never heard of an owl who couldn't fly befor I guess it was because the mother owl diddent teach the babby owls how to fly yet because they might have been to young or maby the mother was just about to teach them but then the storm must of blowen the mother away. I wonder if Billy will get rid of the rats and the shakes and the gophers because it is a big job takeing care of wild owls and evean harder takeing care of wild owls and snakes and rats and gophers. I think that maby wol might become weep's gardeen because it seems like Wol has been portecing wep a lot when ever weep is in troble or hurt or in danger. I still don't know if Wol and Weep will be come best friends but I think they are comeing pretty close to becoming best friends because the sure play a lot together and protect each other a lot. I liked it when Wol learned how to glide because now if wol gets stuck in a tree Wol can

just glide down and I also didn't like it when Weep didn't want to learn how to fly on Billy's shoulder because Weep should be leave in his self because he will never get any where in life if he doesn't try.

Chapter 6

Date Thu April 5th

I wonder how a Rattlesnake could live for 15 years and how it could have no teeth or poison that is pretty weird. I also wonder what happened to all of the golfers and rats went after the parade was ruined by the rattlesnake, I still wonder what the old snake will eat because if it has no teeth how could it eat rats and if it has no poison how could it Kill the rats. When Wol and Weeps were at the parade I wonder if they still had their doll stuff on them because when Wol was flapping his wings on Billy's head did the winds rip through the stuff. After the parade was wrecked I also wonder what happened to Weep because the book never said anything about him. I felt kind of mad at Bruce because he ruined the whole parade because of the rattlesnake that was harmless because it had no teeth or poison. I wonder how many golfers and rats Billy has left because he lost a lot of them at the parade. I didn't know snakes could live in Sachewan but I do know now because it told me later in this book. I think that Billy might get mad at Bruce because he ruined the whole parade and maybe Billy and Murry plus Wol, Weep, could of won 1st prize and they probably would have had a better chance of winning without Bruce.

Chapter 7

Date Fri April 6th

I think that it was pretty mean of Wol to play tricks on Mutt because Mutt never hardly does anything to Wol. I wonder if Wol learned his lesson never to bring home a Skunk again because I'm sure Wol didn't like it when he had to be washed in tomato juice and I'm sure he did learn his lesson. I wonder if Weep still did play with Wol after he got sprayed with the skunk smell because it never said anything about Weep after Wol got sprayed with the skunk smell because it never said anything about Weep after Wol got sprayed. I think maybe Mutt might of stayed away. From Wol too after he got sprayed with the skunk spray because it also didn't mention anything about Mutt after Wol got sprayed. I also wonder how old Wol and Weep are cause it never says anything about Wol's age and Weep's age I wonder if we will ever find out how old they both are. I thought about Wol's tricks and when Wol takes Mutt's food away from him I wonder if Mutt gets something to eat in the morning because when Wol takes Mutt's food away he doesn't get anything to eat till super the next day at 5 o'clock the next day.

Chapter 9

Date Mon April 9th

I wonder if I had an owl for a pet and it followed me to school every day I wonder if the police would do something about it following me to school because sometimes kids and teachers sometimes are scared of things that they have never saw before. I think that it would be fun to let an owl in your kitchen because

you cannot get that close to it in the wild. I also wonder when Billy locked Weep and Wol in the cage with chicken wire if Wol's beak was sharp enough to rip the chicken wire. I thought that Wol wouldn't get so close with Billy because if your Owl followed you to school every day it would mean it likes you very much because why would an owl who didn't like you follow you to school. I didn't like it when the princeable said to Billy that he would have to get the police to do something to Wol because it's not Wol's fault that he likes Billy so much that he can't wait till school is over and how close to princeable even know about the Wol.

Chapter 10

Date Tue April 10th

I wonder why crows hate owls so much because in this chapter it seems like all the crows want to get rid of Wol and Weep so much that the crows will risk their lives for getting rid of them. I think that it was a good idea of Billy's dad to get rid of the crows because all of the crows were trying to hurt Wol and Weep because they hate owls and maybe if Billy's dad didn't get rid of the crows there would be many of them and Wol and Weep would be in lots of danger and other stuff.

I wonder what the black slimy stuff was because Weep, Billy, Bruce, Matt and Billy's dad were covered in black slimy stuff that was on the bottom of the lake. I thought that it was smart of Weep to grab hold of Mutt's tail to get pulled to shore because if Weep didn't grab hold of Mutt's tail maybe Weep might have sunk because I don't think that Weep is as tall as Billy's knee or Bruce's knee either. I wonder if Billy, Bruce and Billy's dad were tired after pushing the boat all the way to shore. I predict in the next chapter that Billy and Bruce and his mom, dad will drive back to town.

Chapter 11

Date Wed April 11th

I thought it was sad when Billy had to leave Wol and Weep behind with Bruce because Wol and Weep had been with Billy ever since they were babies. I wonder at the end of the book when Billy his mom and dad left if Wol and Weep knew that Billy and everyone else left that night. I also wonder if Bruce is a good pet carer because now Wol and Weep have to live with Bruce and Wol and Weep don't know that they have to stay with Bruce not Billy.

Grade 4 Reading Literature: Additional Sample 3

Comparing Characters Through Venn Diagrams

Context

Students consistently compared their preferences for various stories, stated their opinions about characters and authors, and responded to a wide variety of literature they read throughout the year. The students were familiar with using a variety of written and graphic forms to respond to literature and organize details and information (e.g., charts, webs, maps).

Process

The teacher reviewed the traditional folk tale, Cinderella, with the class. Students were divided into small groups to retell Cinderella through a five-minute dramatization which students presented to the whole class. The teacher discussed other 'Cinderella' stories from different cultures. Students reviewed the use of Venn Diagram to compare and contrast stories or characters. The teacher asked the students to independently read *The Turkey Girl*, retold by Penny Pollock, and use a Venn Diagram to show the similarities and differences between Cinderella in the traditional story and *The Turkey Girl*.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observation

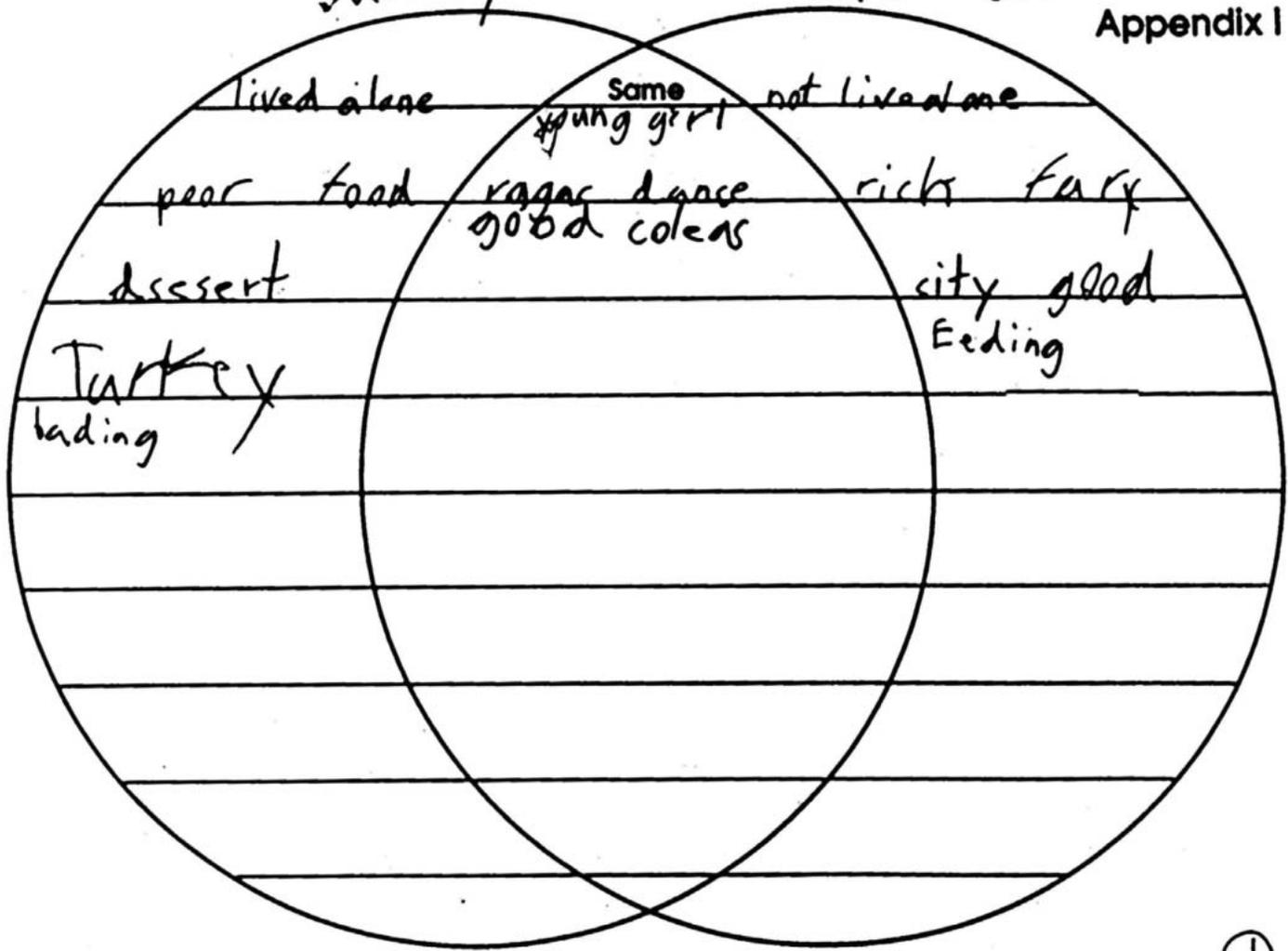
With support, the student is able to read and understand brief, simple stories. This student often needs one-to-one help for both reading and comprehension activities.

- requires very specific prompts in order to offer responses to the selection
- responses to comprehension tasks are often incomplete or inaccurate
- misinterprets literal information
- identifies the main character and some events
- unable to make inferences

Turkey

cinderelle

Appendix I



Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

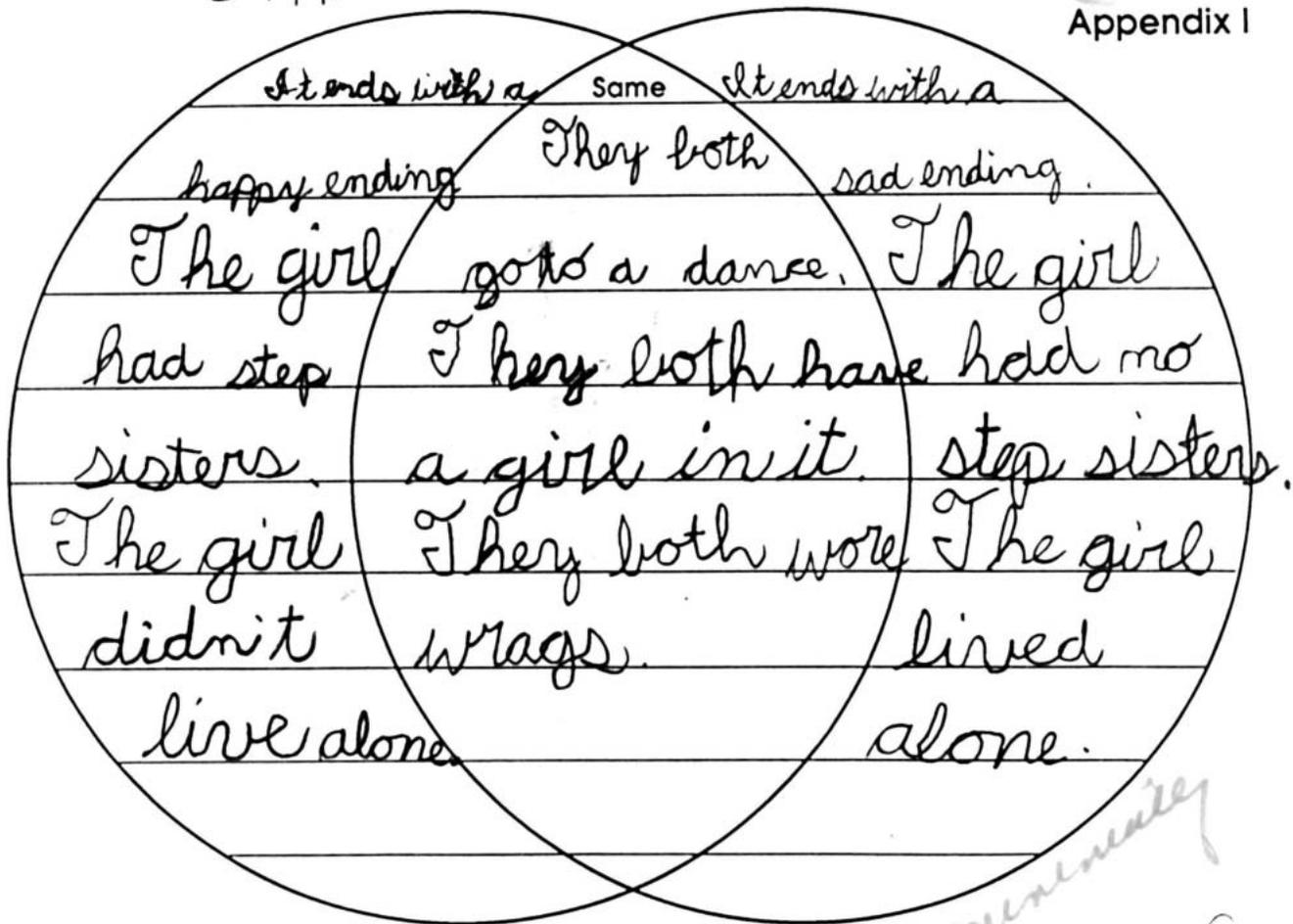
This student is able to read, understand, and respond to simple and direct stories. Parts of the work are incomplete.

- most responses to comprehension tasks are accurate and based on the selection but have little detail or support
- most parts are incomplete
- accurately identifies most main characters
- with prompting, makes some logical connections to other selections

Cinderella

Turkey girl ?

Appendix I



Name _____

minimally

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

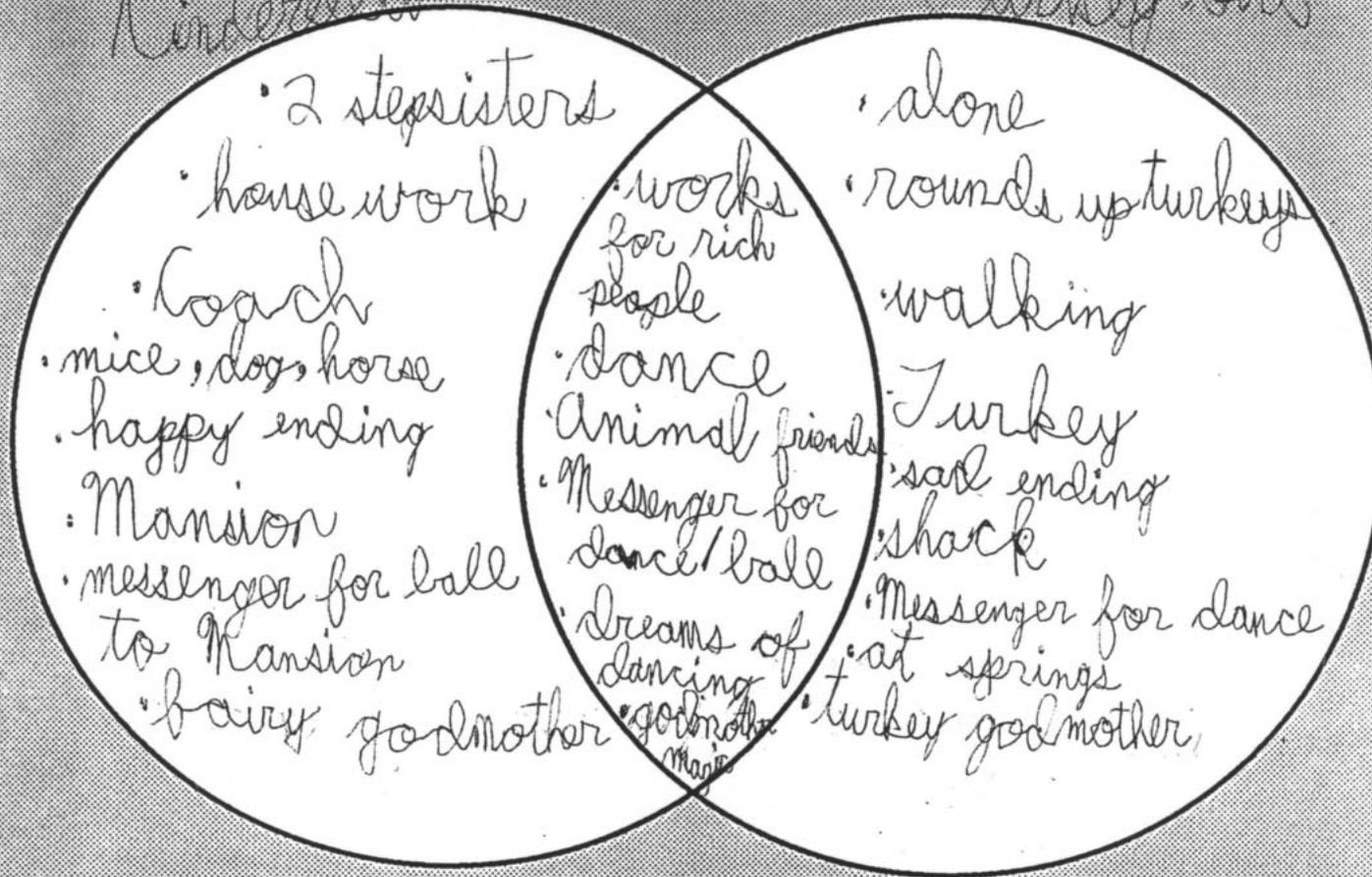
This student is independently able to read, understand and respond to simple and direct stories. Tasks are completed and the work is generally accurate. The student is able to provide support when prompted.

- rereads and skims to find specific details needed for questions or activities
- responses to comprehension tasks are clear, accurate, complete, and based on information in the selection
- accurately describes main characters in some detail
- makes specific connections to other selections that go beyond the obvious

Venn Diagram

Cinderella

Turkey Girl



Example:

Tom Edison

Self

Grade 4 Reading Literature: Additional Sample 4

Reading and Responding

Context

Throughout the year, students had many opportunities to read and respond to a wide variety of literature. Students often extended their understanding of a given selection by answering a series of questions. Students also had frequent experiences locating and interpreting details to answer specific questions or to complete tasks.

Process

Students were given a selection to read called ‘Dinosaurs In Danger’. Before they began reading, they were asked to write down two interesting facts they knew about dinosaurs. Students read the story independently and wrote responses to a series of questions. Students completed an additional series of questions that asked them to tell about their ideas and explain the strategies they used to help them understand the story.

The teacher also conferenced with individual students and asked them the following questions:

Strategies/Approaches

- Was this story easy or hard for you to read? What made it easy/hard?
- Are there any words that were hard for you at first? How did you figure them out?
- What do you do when you come to words you don’t know?
- What do you think would happen next?

Comprehension

- What was the story about?
- Who was in the story?
- What do you know about them?
- Tell me about the problem. How was it solved?
- Tell me about the main characters. What were some of their feelings? What made him/her feel that way?

Response/Connections

- In what ways are you like the character? Or different?
- Has anything like this ever happened to you? Have you ever felt like the character felt? How?
- Did you like the story? What did you like or not like about it? What are your favourite parts of the story?

Students completed their responses by writing a story about Ornie the dinosaur. Students were asked to make connections with the selection they had just read on dinosaurs and use the information in their story writing.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

This student is independently able to read, understand and respond to simple and direct stories and novels. The student is usually able to provide support when prompted. The student's work is generally accurate and complete.

- checks for understanding; beginning to adjust strategies to deal with specific problems or features of the material
- uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words; may need prompting
- makes logical predictions based on understanding of genre and prior knowledge
- rereads and skims to find specific details needed for questions or activities
- responses to comprehension tasks are clear, accurate, complete, and based on information in the selection
- accurately describes main characters in some details
- offers reactions and opinions with some supporting reasons or explanation

DINOSAURS IN DANGER!

Date: 01-02-22

Name: _____

Instructions

Today you are going to read a story called "Dinosaurs in Danger!" Before you begin reading, write down two interesting facts you know about dinosaurs:

1. They are all different sizes.
2. Some are meateaters and some are planteaters

Read the story "Dinosaurs in Danger!" As you read, make mental pictures about what is happening. If you have any questions or ideas you want to jot down, write them right on your copy of the story—as if you were talking to the author. You can even doodle as you read, if it helps you think!

When you have finished reading the story, write answers to the following questions. Don't forget that you can look back at the story to find information or ideas you need.

1. Why do you think the little dinosaur was called Ornie?

Because her name had come from the name of her type.

2. The story tells a lot of facts about ornithomimus. List as many as you can find.

1. They existed for a longer time than most Dinosaurs.
2. They are one of the smallest Dinosaurs.
3. They eat eggs.
4. They're meateaters.
5. They're are the fastest.
- 6.

3. If you could talk to the author of this story, what questions would you ask? List two questions that would help you understand more about the story.

1. Will anything ever catch ornie?
2. Why is a Ornithomimus called that?

4. Imagine that you are one of the dinosaurs in this story. Maybe you are tiny Ornie, or huge Tyrannosaurus, or even the mother anatosaurus. On a separate piece of paper, retell the story in your own words.

Which dinosaur are you going to be? T-Rex

Can't Catch Dinner

I have nothing to eat and I'm so hungry!

Everytime I see a dinosaur it runs away
or it's armored. I'll go another direction.

Hey! A dinosaur - Oh No. They got away. There's
another dinosaur. I'll get that. It's too fast.
I'll never catch it. I would it have
made a good meal anyways. It's so small.

DINOSAURS IN DANGER!

Date: _____

Name: _____

The questions below ask you to explain how you got along reading and writing about the story. These questions ask you to tell about your ideas, so there are no "wrong" answers. Just tell what you think.

Was this story easy or hard to read? Explain why.

It was easy. All the words are ether quite short or are easy to pronouce.

Did you like reading it? Why or why not?

I like reading a lot. I like to find out what happens next so they're really exciting.

What strategy did you use to help yourself read and understand the story? How well did it work for you? Did you try other strategies?

I read a sentence and if I don't get it I read it again but I usually get them.

How did you go about finding information and getting ideas to answer the questions?

I read the questions first so I know what I have to look for. I then read to find an answer, double check and write it down.

Strategies

- Easy; because it was easy to understand - If there are words I don't understand, I can still understand because I get the story
- I understood all the words - If I don't know a word I go on but I usually try to figure it - I keep reading over the sentence it's in and what it has to do with the story then I guess what it might mean and then if it comes up again, I check to see what it might be making sense.
- Next in the story
 - T rex is going to keep looking for food to eat. Ornie is going to keep looking for food.

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is independently able to read, understand, and respond to straightforward stories that are beginning to include some complex ideas and language. This student works efficiently and provides details and support that exceeds requirements of the task.

- checks for understanding; adjusts strategies to deal with specific problems or features of the material
- makes logical and often insightful predictions based on understanding of genre and prior knowledge
- responses to comprehension tasks are clear, accurate, complete and based on information in the selection
- provides detail and support
- describes main characters and their relationships accurately and in detail
- often includes own insights and comments
- makes and explains personal connections that require some inferences or insights
- offers reactions and opinions with some specific supporting reasons or explanations; may question an author's choice

DINOSAURS IN DANGER!

Date: Feb 22 2001

Name: _____

Instructions

Today you are going to read a story called "Dinosaurs in Danger!" Before you begin reading, write down two interesting facts you know about dinosaurs:

1. Dinosaurs have very sharp and strong teeth
2. Dinosaurs can eat other dinosaurs

Read the story "Dinosaurs in Danger!" As you read, make mental pictures about what is happening. If you have any questions or ideas you want to jot down, write them right on your copy of the story—as if you were talking to the author. You can even doodle as you read, if it helps you think!

When you have finished reading the story, write answers to the following questions. Don't forget that you can look back at the story to find information or ideas you need.

1. Why do you think the little dinosaur was called Ornie?

I think they called the little dinosaur Ornie because he was an ornithomimus.

2. The story tells a lot of facts about ornithomimus. List as many as you can find.

1. The smallest dinosaur that roamed the land millions of years ago
2. she was the fastest
3. listens and looks for danger

3. If you could talk to the author of this story, what questions would you ask? List two questions that would help you understand more about the story.

1. If you were in the story what dinosaur would you be?
2. What encouraged you to write about dinosaurs?

4. Imagine that you are one of the dinosaurs in this story. Maybe you are tiny Ornie, or huge Tyrannosaurus, or even the mother anatosaurus. On a separate piece of paper, retell the story in your own words.

Which dinosaur are you going to be? I would like to be Ornie

DINOSAURS IN DANGER!

Dinosaurs in Danger!

by Ljuba Levstek

This is the story of a little dinosaur named Ornie. She was an ornithomimus, one of the smallest dinosaurs that roamed the land millions and millions of years ago.

Ornie crept quietly through the swampy forest, looking and listening for danger. She saw several dinosaurs nearby, but she knew they wouldn't bother her. They were plant-eaters, busily munching leaves and grass. Ornie was hungry, too. She made her way to a mound of weeds at the water's edge. Perhaps she'd find her lunch here. Quickly, she scratched and clawed at the weeds until she found the tasty treasure she was after—eggs! What a fine meal she'd have!

Suddenly a loud HONK! interrupted her lunch. It was the mother anatosaurus returning to her nest. When the huge creature saw Ornie about to take one of her eggs, she rushed at the little thief. Ornie turned to flee but before she could take one step a terrible noise made her stop in her tracks. It was Tyrannosaurus Rex, the biggest and mightiest meat-eater in the land! The mother anatosaurus froze in fear as well. There was no time to chase Ornie now. She must escape! She waded into the murky pool where she knew Tyrannosaurus would not follow.

The ground shook as Tyrannosaurus thundered on through the forest past a pair of triceratops. Although their sharp horns and bony masks would protect them, they moved out of the way of the tyrant lizard. A lone ankylosaurus sat watching nearby. It, too, had

little fear. The spikes and plates covering its body kept it safe from danger. It simply grunted and shuffled away.

Tyrannosaurus was very hungry now. He roared with pleasure when he caught sight of little Ornie. What a tasty dinner she would make! Without wasting a moment, Ornie raced out of the swamp. She might not have been the biggest dinosaur, but she was the fastest. There was no way that Tyrannosaurus could catch her.

The hungry meat-eater looked all around. If he wanted food, he would have to search elsewhere. With a deafening bellow, Tyrannosaurus stomped off, leaving the swamp behind. All was quiet once more. The danger had passed.



DINOSAURS IN DANGER!

Date: Feb 27 2001

Name: _____

The questions below ask you to explain how you got along reading and writing about the story. These questions ask you to tell about your ideas, so there are no "wrong" answers. Just tell what you think.

Was this story easy or hard to read? Explain why.

This story was easy to read because it didn't have difficult words.

Did you like reading it? Why or why not?

I did not enjoy reading it because Timie and the other dinosaurs were scared to death because of Tyrannosaurus Rex.

What strategy did you use to help yourself read and understand the story? How well did it work for you? Did you try other strategies?

The strategy I used was pictures because when I read I got a good image on what was happening. My strategy worked for me.

How did you go about finding information and getting ideas to answer the questions?

I looked back at the story for ideas and answers but I also used my brain to remember.

01-02-22

Dinosaurs in Danger!

One day I, Ornie, was creeping quietly through the swamp looking and listening for danger. I saw many other dinosaurs but I knew they wouldn't attack me because they were herbivores. When I saw the herbivores eating and munching the leaves, I started to get hungry. Maybe there's a good lunch at the water's edge I thought. When I got there I saw delicious eggs just sitting there. Mmm I thought just like that, there was a loud honk. It was a mother anatosaurus! When the mother saw me about to take an egg I fled! But when I turned around, terrible noise made me stop! It was a Tyrannosaurus Rex! The Tyrannosaurus Rex was hungry for meat and he knew that there were a lot of meat around. When the Tyrannosaurus Rex saw me, I knew what he was thinking, he was going to eat me! Before he got to move, a honk I fled! I may be a small dinosaur, but I'm one of the fastest! That Tyrannosaurus Rex won't catch me for I am the fastest! After a while I out ran him but I was still hungry.

Reading Conference

Name: _____

Date: _____

Title of Book: Remains Excerpt

Place in book: _____

Strategies/Approaches:

• Was/is this story easy or hard for you to read? What made it easy/hard?

• Are there any words that were hard for you at first? How did you figure them out?

• What do you do when you come to words you don't know?

• what do think would happen next?

Comprehension/Accuracy

• What was the story about?

• Who was in the story? What do you know about them?

• Tell me about the problem. How was it solved?

• Tell me about the main characters. What were some of their feelings? What made him/her feel that way?

Response/Connections

• In what ways are you and _____ (one of the characters) alike? or different?

• Has anything like this ever happened to you? Have you ever felt like the character felt? Howso?

• Did you like the story? What did you like or not like about it? What are/were your favourite parts of the story?

• Easy - No hard words

• No

• Sound it out - read sentence + paragraph over to see if it fits in.

• Since Danger passed - he will look for food & ~~like~~ not get into trouble with the mother.

Grade 4 Reading Literature: Additional Sample 5

Showing Story Sequence of Events

Context

Throughout the year, students had repeated opportunities to read and respond personally and critically to literature. They practiced using reading strategies and cues to confirm or reject inferences, predictions and conclusions and to reread and check for understanding. Students demonstrated evidence of learning by responding to questions about story characters and events and by sequencing story events on a consistent basis.

Process

Before reading the selection, ‘The Streets Are Free’, students made a list of places where they play. Students shared their responses and wrote about their favorite places to play at school, after school and on the weekends. The teacher reviewed the importance of sequence in stories and reminded students that stories have a series of events that lead to a problem for the characters and a solution.

Students independently read the story and made notes on the sequence of events that led to an eventual solution. The teacher asked students to use their notes to illustrate the story sequence. Students divided a large piece of paper into 6 or 8 boxes and drew the story sequence including the series of events that occurred as the characters tried to solve the problem.

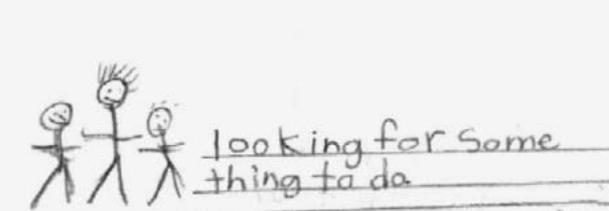
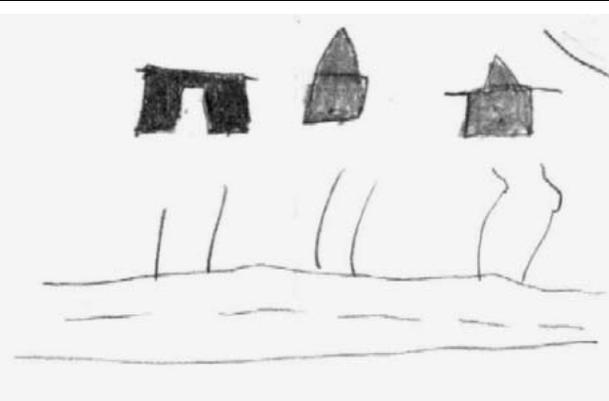
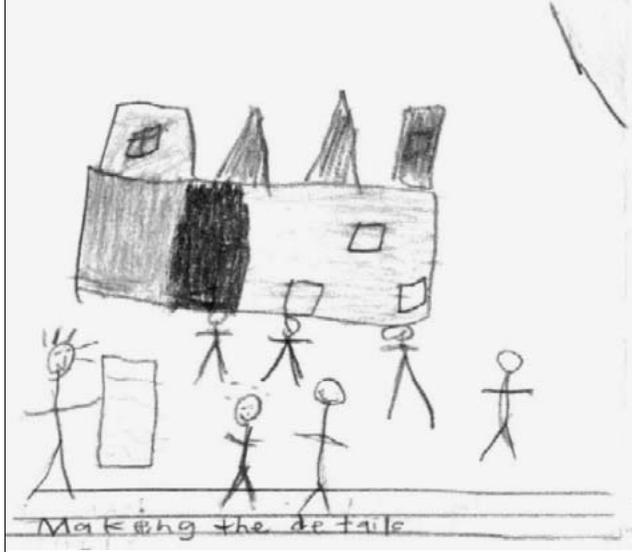
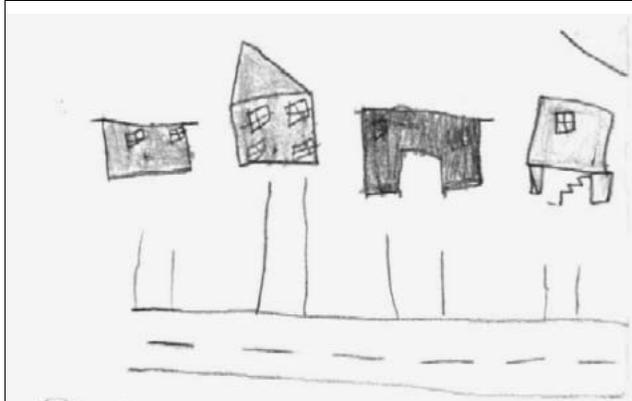
Meets Expectations (Minimal Level)

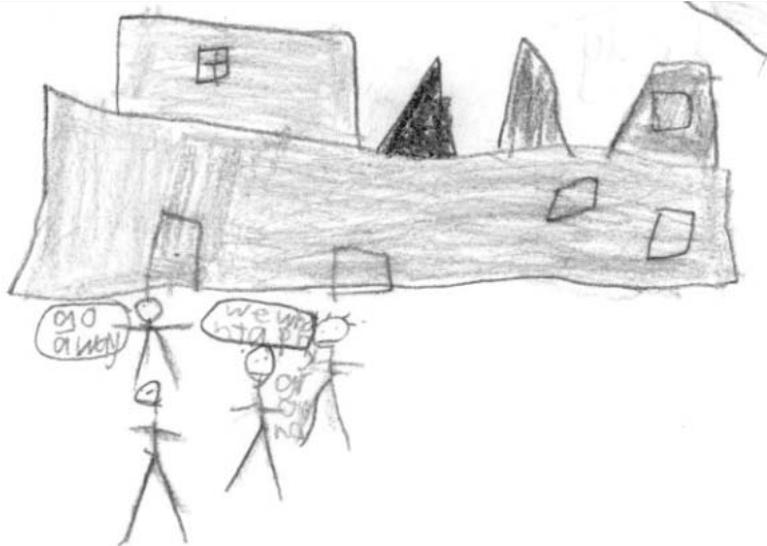
	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

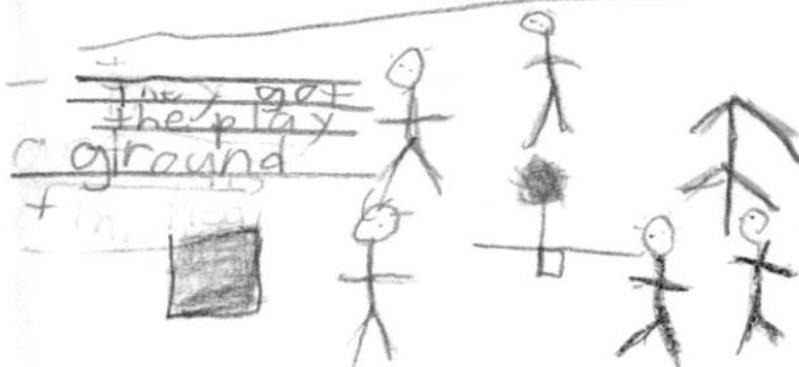
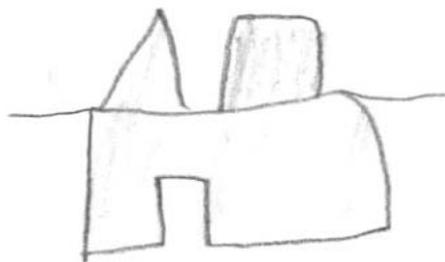
The student is able to read, understand, and respond to simple and direct stories but needs some support. The student's work is generally accurate, but provides little detail or support.

- if prompted, checks for understanding, and is often able, with support, to adjust strategies to deal with specific problems or features of the material
- may have difficulty locating some specific details needed for the activity
- responses to comprehension tasks are often incomplete and/or inaccurate
- little detail or support
- retells most main events in the correct sequence but lapses in places





They want a playground



March

The children had nothing to do
looking for some thing to do
whant a play ground
make the details
waitng for the play ground
got the play ground

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

This student is independently able to read, understand and respond to simple and direct stories. The student is able to provide support when prompted. The student's work is generally accurate and complete.

- checks for understanding; beginning to adjust strategies to deal with specific problems or features of the material
- uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words; may need prompting
- rereads and skims to find specific details needed for questions or activities
- responses to comprehension tasks are clear, accurate, complete, and based on information in the selection
- accurately describes main characters in some details
- retells main events in the correct sequence

Parents are busy.

We have nowhere
to play, we need
a playground.



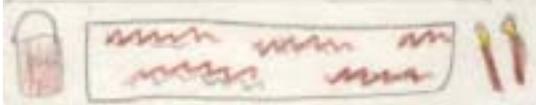
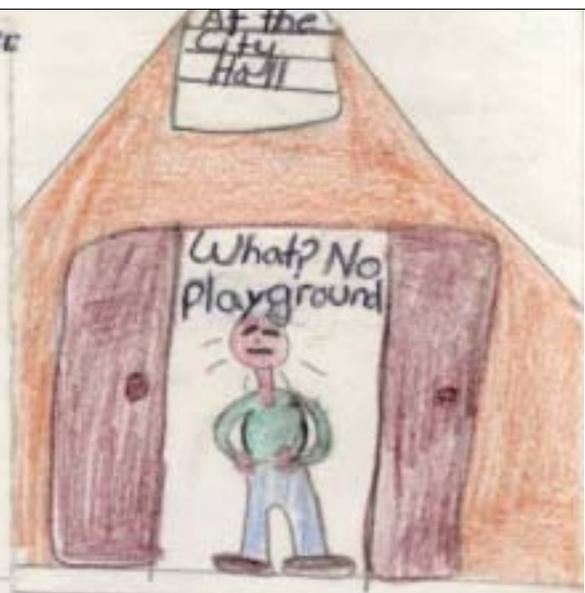
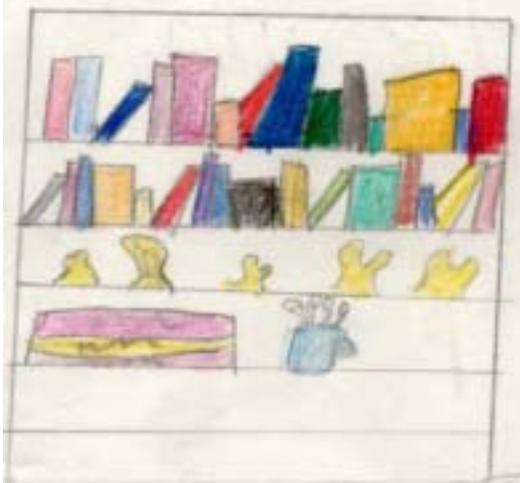
Public meeting



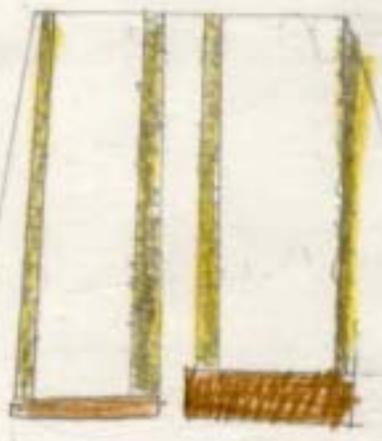
Mayor doesn't
come through.



Children made a banner



Build Playground



San José
Playground
Everybody
come and
Play.

The Streets Are Free

- The children had no where to play ✓
- parents busy ✓
- Children made a banner ✓
- At the city hall ✓
- The Mayor doesn't come through ✓
- public meeting ✓
- build playground
- put new sign up "San José
Playground. Everbody
come and play"

Grade 4 Reading Literature: Additional Sample 6

Story Response

Context

Throughout the year, students explored a variety of ways of responding to, interpreting, and analyzing the literature they read. They were frequently asked to write response-journal entries, create visual representations (e.g., posters, storyboards), write summaries, compare characters and respond to a series of prompts (e.g., I know, I wonder).

Process

The teacher asked students to think of a time when they had to eat something they did not like because they did not want to insult the hostess. Students shared their responses in partners and as a whole class. The teacher told students they were going to read a short that related to this topic. Students were asked to independently read the selection, ‘Split Pea Soup’. The teacher wrote three prompts on the board and asked students to complete the sentences when they were finished reading the selection. The prompts were as follows:

- This story is about . . .
- This story reminds me of . . .
- I wonder . . .

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is able to read, understand, and respond to simple and direct stories but needs some support. The student's work is generally accurate, but provides little detail or support.

- if prompted, checks for understanding, and is often able, with support, to adjust strategies to deal with specific problems or features of the material
- may have difficulty locating some specific details needed for the activity
- responses to comprehension tasks are often incomplete and/or inaccurate
- little detail or support
- accurately identifies most main characters
- may have difficulty making logical connections to other selections
- offers simple reactions but has difficulty providing reasons

Split Pea Soup

by
James Marshall



Martha was very fond of making split pea soup.
Sometimes she made it all day long.
Pots and pots of split pea soup.

If there was one thing that George was *not* fond of,
it was split pea soup. As a matter of fact,
George hated split pea soup more than anything else
in the world. But it was so hard to tell Martha.

One day after George had eaten ten bowls
of Martha's soup, he said to himself, "I just can't stand
another bowl. Not even another spoonful."

So, while Martha was out in the kitchen,
George carefully poured the rest of his soup
into his loafers under the table.

"Now she will think I have eaten it."

But Martha was watching from the kitchen.



“How do you expect to walk home with your loafers full of split pea soup?” she asked George.

“Oh dear,” said George. “You saw me.”

“And why didn’t you tell me that you hate my split pea soup?”

“I didn’t want to hurt your feelings,” said George.

“That’s silly,” said Martha. “Friends should always tell each other the truth. As a matter of fact, I don’t like split pea soup very much myself. I only like to make it. From now on, you’ll never have to eat that awful soup again.”

“What a relief!” George sighed.

“Would you like some chocolate chip cookies instead?” asked Martha.

“Oh, that would be lovely,” said George.

“Then you shall have them,” said his friend.



Split Pea Soup

This story is about

Martha is making

split pea soup

This story reminds me

of a girl how

makes split pea soup

I wonder if

the boy finished

the ball of

split pea soup

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

This student is independently able to read, understand and respond to simple and direct stories. The student's work is generally accurate and complete.

- rereads and skims to find specific details needed for questions or activities
- responses to comprehension tasks are clear, accurate, complete, and based on information in the selection
- accurately describes main characters
- makes some logical inferences about characters' feelings
- makes some personal connections, often focused on the character's situation or feelings; may involve inferences
- makes some logical connections to other selections
- offers reactions and opinions with some supporting reasons or explanation

Split Pea Soup

by
James Marshall

Martha was very fond of making split pea soup.
Sometimes she made it all day long.
Pots and pots of split pea soup.



If there was one thing that George was *not* fond of,
it was split pea soup. As a matter of fact,
George hated split pea soup more than anything else
in the world. But it was so hard to tell Martha.



One day after George had eaten ten bowls
of Martha's soup, he said to himself, "I just can't stand
another bowl. Not even another spoonful."



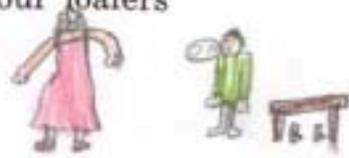
So, while Martha was out in the kitchen,
George carefully poured the rest of his soup
into his loafers under the table.



"Now she will think I have eaten it."

But Martha was watching from the kitchen.

"How do you expect to walk home with your loafers full of split pea soup?" she asked George.



"Oh dear," said George. "You saw me."

"And why didn't you tell me that you hate my split pea soup?"

"I didn't want to hurt your feelings," said George.

"That's silly," said Martha. "Friends should always tell each other the truth. As a matter of fact, I don't like split pea soup very much myself. I only like to make it. From now on, you'll never have to eat that awful soup again."



"What a relief!" George sighed.

"Would you like some chocolate chip cookies instead?" asked Martha.



"Oh, that would be lovely," said George.

"Then you shall have them," said his friend.

Split Pea Soup

This story is about a boy named George and a girl named Martha and they both were not very fond of split pea soup but Martha liked to make it. This story reminds me of a story that I just read yesterday but it wasn't about two friends but a little girl and her mother with a magic pot. I wonder if from then on they eat chocolate chip cookies every time George came over for a visit.

Grade 4 Reading Literature: Additional Sample 7

Responses in Pictures, Words, Things, and Questions

Context

During the year, students read a range of literature with a level of challenge appropriate for grade 4. They had frequent opportunities to respond to, interpret and analyze a variety of poems, short stories and novels. Students had participated in many comprehension and responding activities including in class and small-group discussions, graphic organizers (e.g., Venn diagrams, story maps, webs), read aloud or recited poems, role-plays or dramatizations. Students also created new stories of their own modelled on the literature they read.

Process

Before students independently read the story, 'Porridge for Everyone', retold by Jack Booth, the teacher reviewed strategies that good readers use as they read. These included making predictions, see pictures in your head, noticing details, and asking questions. After the students read the selection, the teacher distributed an 11" by 17" worksheet that was divided into four sections, creating a quadrant. In each quadrant there was a different prompt:

- pictures in my head
- words or phrases I liked
- things I noticed
- questions I have

The students responded to each prompt in writing and in some cases, they also used illustrations to provide evidence of their learning.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is able to read, understand, and respond to simple and direct stories but needs some support. The student's work is generally accurate, but provides little detail or support. Parts are incomplete or confusing.

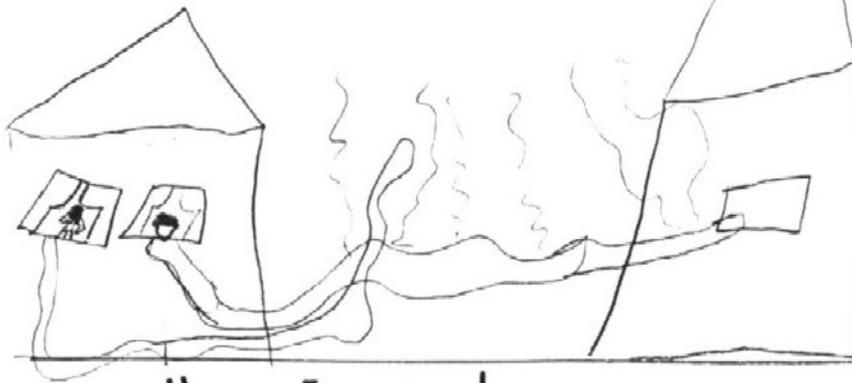
- may have difficulty locating some specific details needed for a question
- most responses to comprehension questions and tasks are accurate and based on the selection but have little detail or support
- accurately identifies most main characters
- often unable to make inferences
- may have difficulty making logical connections to other selections
- offers simple reactions but has difficulty providing reasons

Date May, 7th

Porridge For Everyone
Title

Retold by Jack Bata
Author

pictures in my head



words or phrases I liked

When the lady gave them
the pot.

things I noticed

I noticed this story
is about porridge.

questions I have

Where did the
girl go

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

This student is independently able to read, understand and respond to simple and direct stories. The student is able to provide support when prompted.

- rereads and skims to find specific details needed for questions or activities
- responses to comprehension tasks are clear, accurate, complete, and based on information in the selection; provides some detail and support
- makes logical inferences about characters
- makes some personal connections
- offers reactions and opinions with some supporting reasons or explanation

Porridge for everyone!

by Jack Booth

pictures in my head



words or phrases I liked

beautiful blue bowls
big splashes of cream.

The porridge bubbled and boiled until it filled the whole village. But there was only one way that the villagers could get back to their houses, they had to eat their way through the porridge!

things I noticed

the old woman was a witch because the pot was magic.

the main characters are grandma Anna the little girl and the mother.

questions I have

Why was the little girl gone for a few hours?

If the porridge was bubbling and boiling than why didn't anybody get burnt?

Grade 4 Reading Information: Additional Sample 1

Follow The Directions

Context

This class had frequent experiences learning how to locate key ideas and supporting details, how to use information to create illustrations, diagrams and charts and follow directions.

Process

The teacher discussed the importance of following directions. The class brainstormed all the times they had to follow directions. In small groups, they wrote simple directions to a simple task. The groups exchanged their sets of directions with other groups and attempted to complete the task following the directions exactly as they were written.

The teacher distributed the a worksheet containing the following directions, and students completed the task independently without any assistance. The students had 45 minutes to finish the activity. The directions were as follows:

1. Write your first name, your age, and the date on the back of your piece of graph paper.
2. Draw a rectangular shape in the center of the page that is fifteen squares wide and ten squares high.
3. Draw a triangle on top of the rectangle that is five squares high. Colour in the triangle.
4. Draw two windows and one door in the rectangle.
5. Put curtains inside the two windows.
6. Draw a door handle on the door.
7. Put a chimney on top of the right side of the triangle.
8. Place tree trees to the right of the house.
9. Draw a dog to the right of the trees.
10. Place a family of six to the left of the house.
11. Draw a car under the house.
12. Put a hat on three of the family members
13. Draw a moon, a star, and an airplane above the house.
14. Label ten objects in your picture.
15. Draw a border around your picture.
16. On the back of the graph paper, please list:
 - the titles of a book you are reading now
 - the titles of a book you recently finished
 - the titles of your favorite three book
17. Please hand in both sheets (instructions and graph paper)

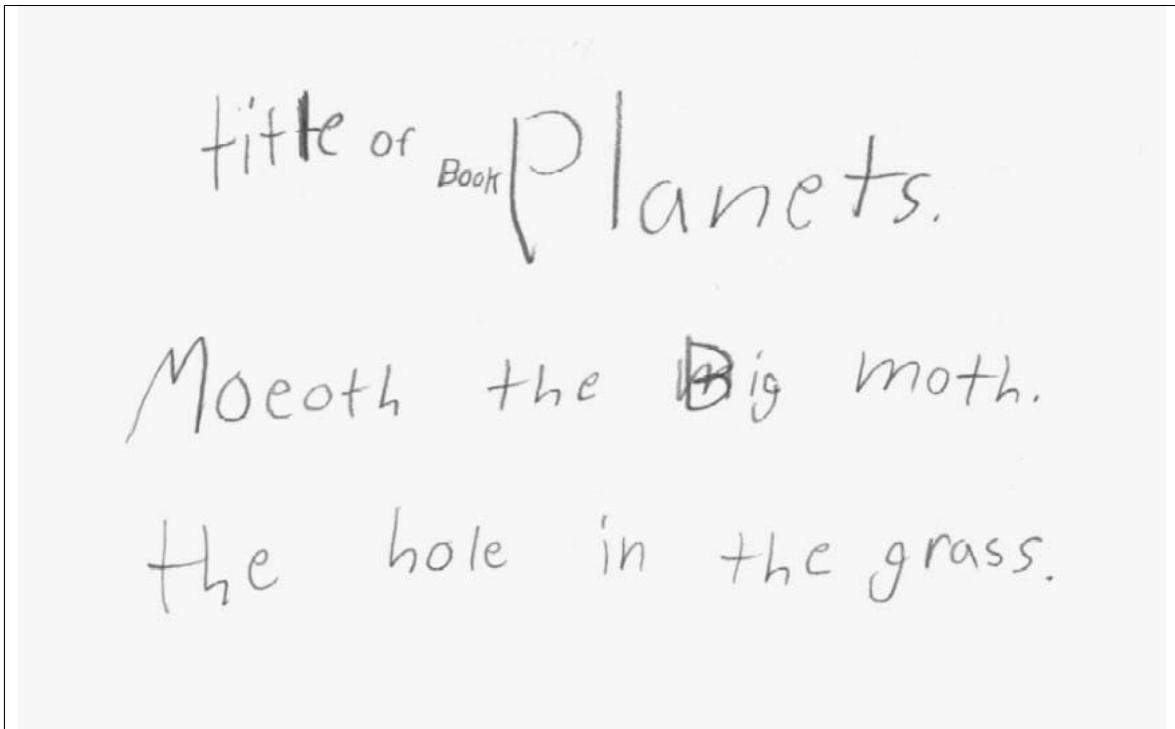
Meets Expectations (Minimal Level)

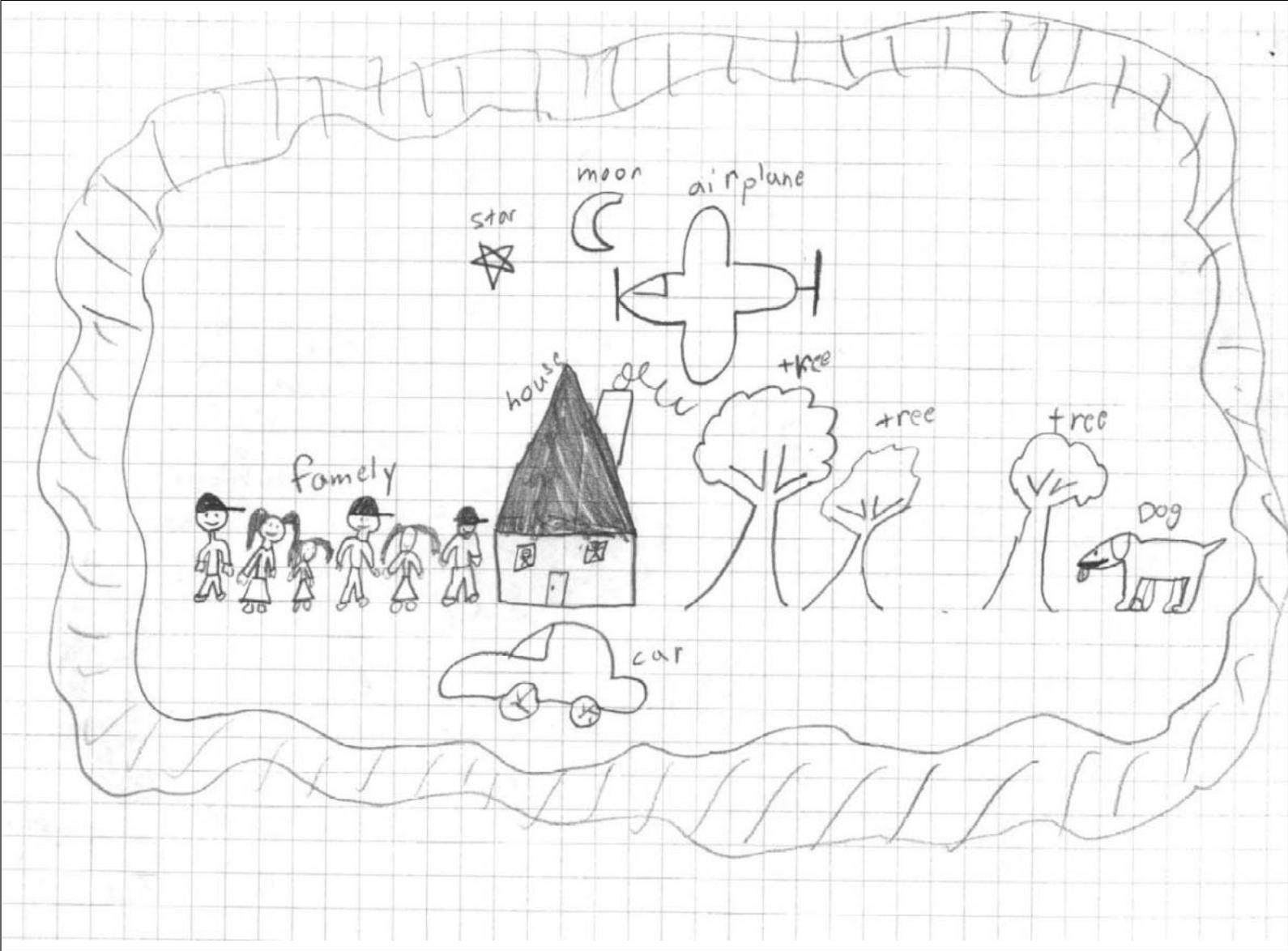
	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is able to read, understand and use simple and direct but needs some support. The student's work is generally accurate, but provides little detail and parts are not accurate.

- responses to comprehension tasks are generally accurate and based on the selection
- parts are vague or incomplete
- organizes information using the organizer provided by the teacher
- omits some key information





Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is independently able to read, understand and use simple and direct information and procedural text and complete assigned tasks. The student's work is generally accurate and complete.

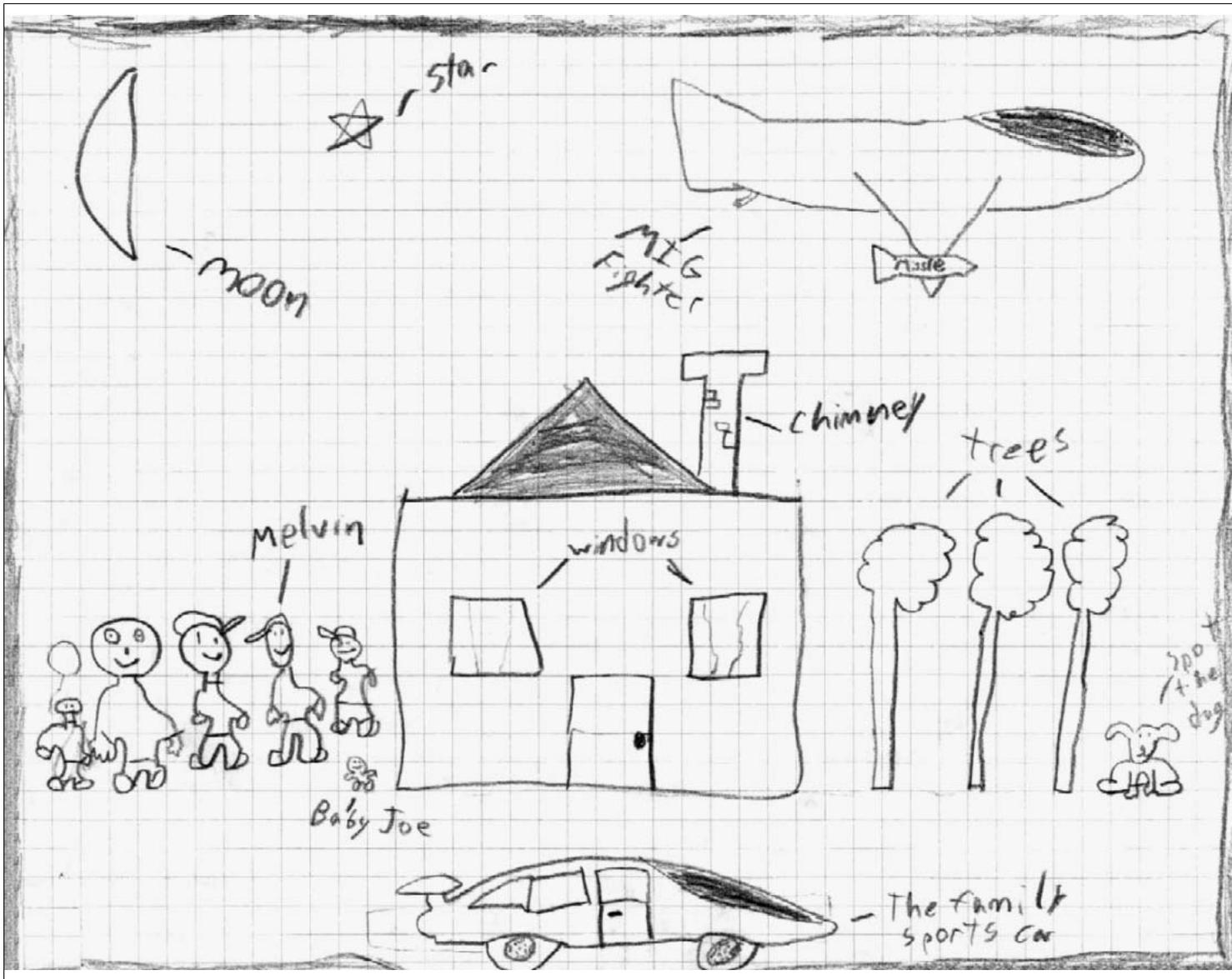
- Responses to comprehension tasks are accurate, complete and based on information
- identifies relevant details in response to activities
- organizes information using the template provided by the teacher

Date: Feb. 22

A. The Weirdo.

B. Monster blood two, Monster blood three.

C. Blood, bones, and body parts, Harry Potter and the goblet of fire,
and MAD



Grade 4 Reading Information: Additional Sample 2

Reading and Responding to 'High Tech On Wheels'

Context

In this class, students were frequently asked to apply their reading skills in order to acquire, organize and interpret information. Technical and reference materials were available in the classroom throughout the year.

Process

Students were learning about simple machines as part of a science and information technology unit. Students were asked to brainstorm all the things they knew about simple machines. They had 20 minutes to respond individually using a web format and the teacher collected their responses.

The teacher and the students read the article, 'High Tech On Wheels', from the grade 4 student resource book called Explore. Question sheets were handed out for students to complete. The teacher also asked students to write a complete paragraph about how simple machines have affected their lives.

While the class worked on the questions, the teacher conferenced with several students, asking them to read (individually to the teacher) the paragraph entitled, 'AIRLINES', then posing questions such as:

1. What was the first bike made of?
2. What is rolling resistance? (students were required to skim through the story and use subtitles)
3. How do racers increase their speed?

The teacher recorded the student's responses and the teacher's observations.

Not Yet Within Expectations

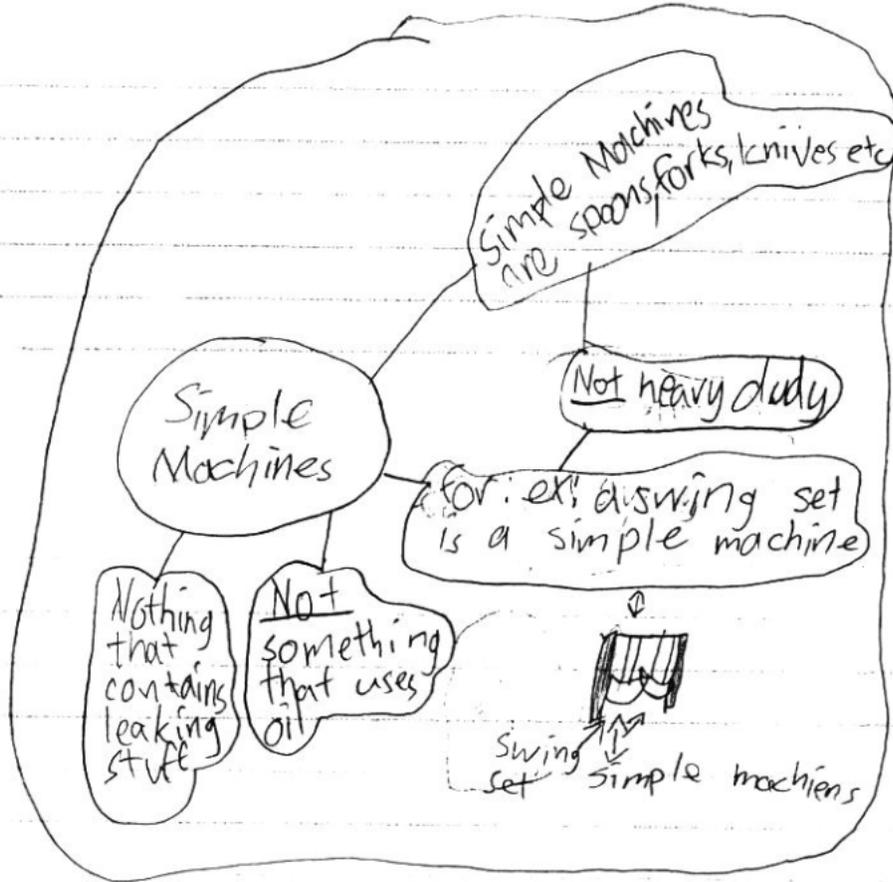
	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

With support, the student is able to read and understand brief, simple information passages. The student needs one-to-one help for both reading and comprehension activities. Responses are often not accurate.

- is sometimes able to identify reading problems when asked but has few strategies for self-correcting
- tries to sound-out new words but gives up quickly
- predictions are often guesses and may not be logical
- does not use text features to make sense of the selection and may not notice them
- response to comprehension tasks are often incomplete
- with support, may identify some relevant details in response to questions or activities
- may have difficulty telling how information and ideas in a selection are like or unlike what they know about the topic, often because their prior knowledge is limited

#17



May 11, 2001

High Tech on Wheels

1. So when you ride on sand, you don't slow down.
 2. The wheels are thin, they're made of neoprene so it's really fast.
 3. The first bikes made were made out of wood.
 4. They change gears and peddle faster.
 5. In high gear they don't have to peddle as fast.
1. bikes, spoons, forks, knives, and swing sets
 2. Simple Machines have affected me by ...
moving stuff and moving to places

I found the information inside the book because I forgot what it said

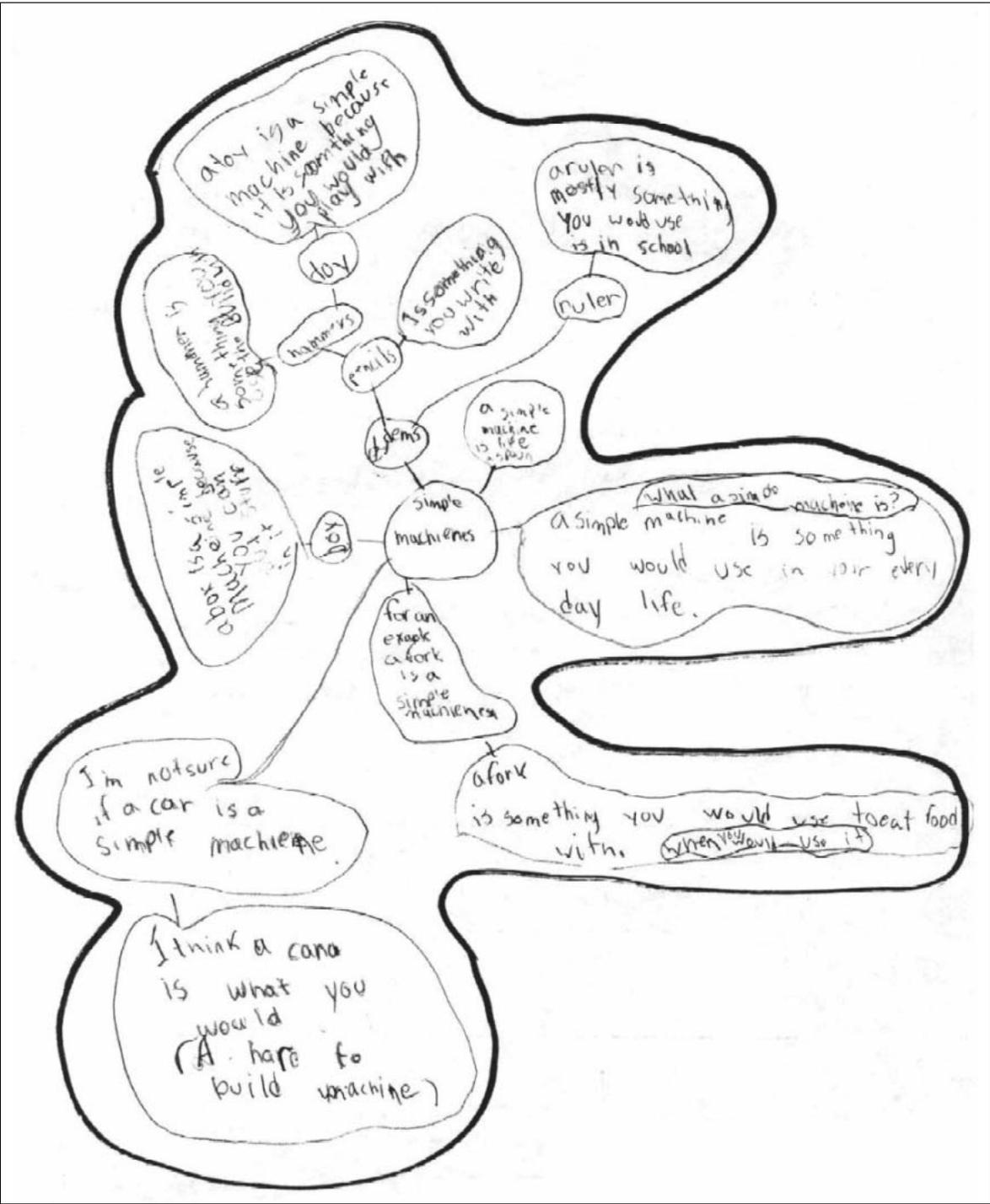
Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is able to read, understand and use simple and direct information and procedures (including simple diagrams and charts), but needs some support. The student's work is generally accurate, but provides little detail.

- if prompted, checks for understanding, and is often able, with support, to adjust strategies to deal with specific problems of the material
- tries to sound-out new words and gives up quickly
- makes simple, obvious predictions about content based on text features and recalling prior knowledge
- may have difficulty locating some specific details needed for a question or activity
- responses to comprehension tasks are generally accurate and based on the selection; parts are vague or incomplete
- identifies some main ideas
- can tell some ways the information or ideas in the selection are like or unlike what the student already knows about the topic



May. 11/2001

high tech on wheels

- ① Because of the racers have thin tires the tires can glide as the wind comes past
- ② An ultralight racing bike can go faster than a normal bike.
- ③ The first bikes were made out of wood and so were the tires
- ④ Racing bike can increase their speed by changing gears.
- ⑤ Gears help the rider go faster slow
Gears help the rider if he is going down hill
he or she will change the gear ~~to~~ up if ~~down~~
they are going up the hill they change ~~down~~.

Future wheels

- ① spoon
fork
knife
screw/nail
tooth brush
hammer
pencil
paper
stapler
calculator
ruler

② I think simple machines have affected my life.
~~because~~ for example a spoon
I use for my dinner.

I found the story easy to ~~understand~~ understand.
I skand the story to get the answers.

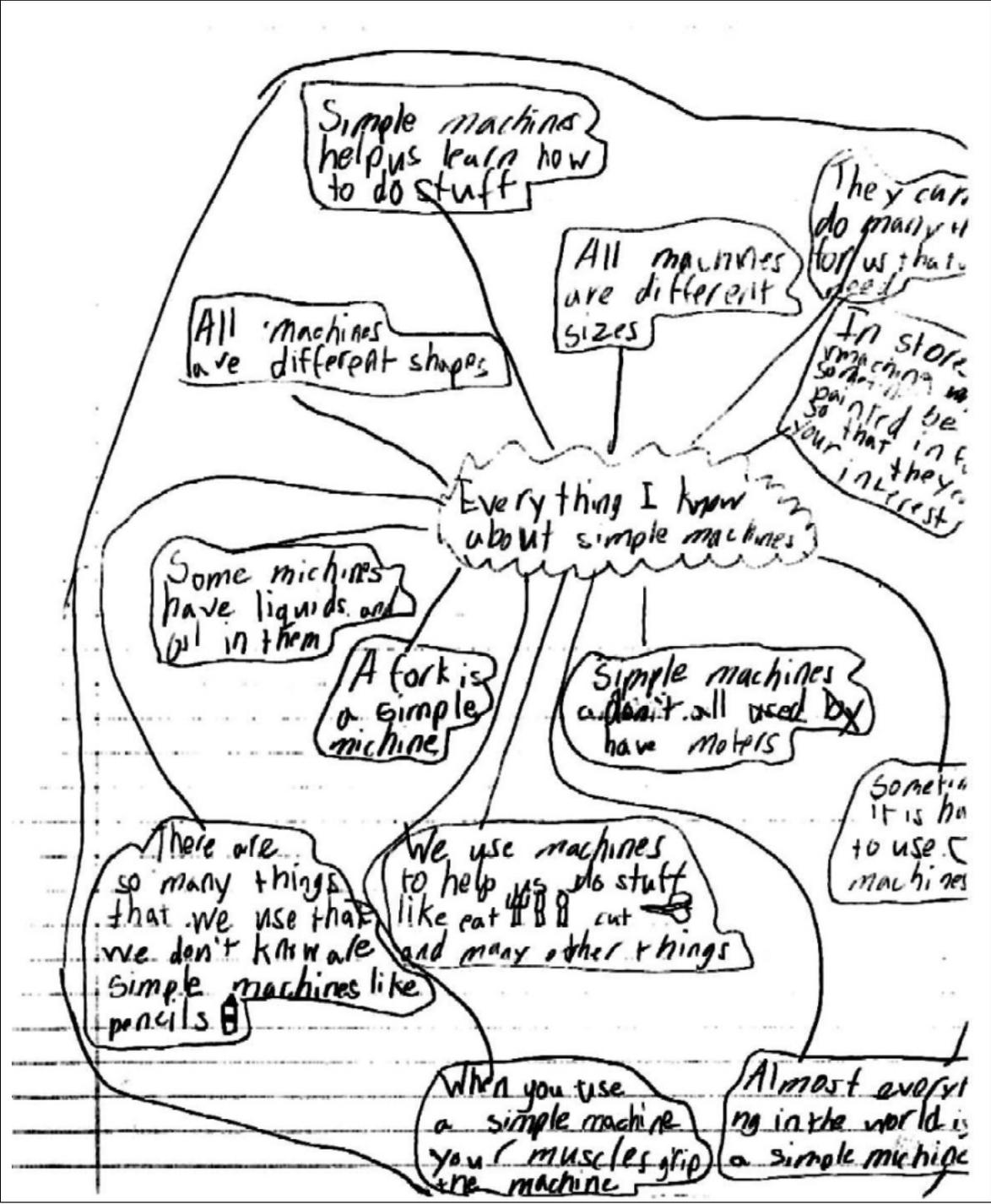
Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is independently able to read, understand and use simple and direct information and procedural text and complete assigned tasks. The student is able to provide support or detail when prompted.

- checks for understanding; beginning to adjust strategies to deal with specific problems or features of the material
- uses context clues, word structure, illustrations and dictionaries to figure out unfamiliar words; usually successful
- uses text features effectively to preview, locate, and organize information
- makes logical predictions about content based on text features and recalling prior knowledge
- rereads and skims for specific details needed for questions and activities
- accurately identifies main ideas, although may have difficulty restating in own words
- identifies relevant details in response to questions and activities
- makes logical connections between new information and ideas in a selection and what the student already knows and believes about the topic
- provides some explanation



Transcript:

High Tech on Wheels

1) Bike racers ride bikes with thin tires because they make less contact with the ground and less resistance to overcome

strategie: go back and re read

2) The ultralight racing bike is different because it is made from materials used in space.

strategie: go back and re read

3) The first bikes were made of wood including the wheels and tires.

strategie: memorized

4) Some racers increase their speed by changing the gears.

strategie look at tidtle

5) Gears on a bike are to determine your speed and how much you pedal. In low gear your legs move fast compared to your wheels in high gear

Grade 4 Reading Information: Additional Sample 3

Tyrannosaurus Rex Note Taking

Context

This class had a range of informational material in the classroom throughout the year, including textbooks, non-fiction, children's magazines, simple newspaper articles, reference materials, digital information from CD-ROMS, web sites designed for children, and written instructions for simple procedures. Students were familiar with tasks that asked them to read for information and make notes while they were reading.

Process

Students had frequent experiences reading for information and making notes in a chart form. The teacher distributed a selection entitled, 'King Of The Dinosaurs'. Students were asked to jot notes on a chart worksheet as they read the selection independently. The teacher reminded them that they did not need to write full sentences however they did need to include the important words and information. The chart worksheet included four categories with Tyrannosaurus Rex as a heading:

1. What its name means
2. How big it was
3. How it moved
4. What it ate

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is able to read, understand and use simple and direct information and procedures. The student's work is generally accurate, but provides little detail.

- if prompted, checks for understanding, and is often able, with support, to adjust strategies to deal with specific problems of the material
- may need support to use text features to locate information
- may have difficulty locating some specific details needed for a question
- responses to comprehension tasks are generally accurate and based on the selection
- parts are be vague
- identifies some main ideas
- can tell some ways the information or ideas in the selection are like or unlike what the student already knows about the topic

TYRANNOSAURUS REX

What its name means

tyrannosaur lizard

How big it was

as tall as a giraffe

How it moved

pushes

What it ate

meat

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is independently able to read, understand and use simple and direct information and complete assigned tasks. The student's work is generally accurate and complete. The student is able to provide support or detail when prompted.

- uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words
- uses text features to preview and locate information
- makes logical predictions about content based on text features and recalling prior knowledge
- rereads and skims to find specific details needed for questions
- responses to comprehension tasks are accurate, complete, and based on information in the selection
- identifies relevant details in response to questions or activities
- makes notes using the organizer provided by the teacher
- makes logical connections between new information and ideas in a selection and what the student already knows and believes about the topic

	TYRANNOSAURUS REX
What its name means	tyrant-lizard king is what t-rex stands for
How big it was	you can stand in its mouth it had huge legs its teeth were as big as a steak knives. he was as tall as a giraffe as long as three small cars
How it moved	Some scientists think it ran slow and clumsy others think it moved very fast
What it ate	it ate other dinosaurs it ate meat because it was a meat eater

Grade 4 Reading Information: Additional Sample 4

Finding Facts in The Ladybug Garden

Context

Students had access to a variety of informational reading materials that blended facts with fiction. They had frequent experiences researching related topics that provided them opportunities to practice collecting and organizing information.

Process

Prior to reading the selection, 'Ladybug Garden' by Celia Godkin, the teacher asked students to predict what the story might be about. Students recorded their predictions about the selection and many students shared their responses with the whole class. Before the students read the selection, the teacher told them that the story contained many facts about insects and plants. The students were instructed to take notes as they read the selection. They recorded two sets of notes: one set of notes was the facts they found in the selection and the second set of notes was fictional information in the selection.

When the students were finished reading, they met in small groups to create group charts in two columns: 'Facts and Fiction in The Ladybug Garden'. The charts were displayed in the classroom.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is able to read, understand and use simple and direct information and procedures but needs some support. The student's work is generally accurate, but provides little detail and parts are incomplete.

- if prompted, checks for understanding, and is often able, with support, to adjust strategies to deal with specific features of the material
- often deals with unfamiliar words by asking for help and when reminded, will try to use context clues, word structure, illustrations, and dictionaries
- may have difficulty locating some specific details needed for a question or activity
- responses to comprehension questions are incomplete
- needs ongoing support in order to complete the task
- retells some main events in the correct sequence although it is incorrect in places

Ladybug Garden

There were many kinds of insects in the garden, ladybugs, wasps, bees, butter flies, aphids and ants.

Ants and wasps are harmful.

Aphids suck the juice out of leaves.

Ants "milk" the aphids by stroking them with their feelers.

Bees make honey in their nests.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student is independently able to read, understand and use simple and direct information and complete the assigned task. The student's work is generally accurate and complete. The student is able to provide support or detail when prompted.

- checks for understanding and is beginning to adjust strategies to deal with specific features of the material
- uses context clues, word structure, illustrations and dictionaries to figure out unfamiliar words although sometimes needs prompting
- rereads and skims to find specific details needed for questions or activities
- responses to comprehension questions or tasks are clear, accurate complete, and based on information in the selection
- parts are precise
- retells main events in the correct sequence

Ladybug Garden

Bees and Butterflies help gardens grow because they fly flower to flower drinking nectar, they pick up a fine yellow dust called pollen, which the flowers produce. By carrying pollen from one flower to another they helped the flowers produce seeds for new plants. Caterpillars often damage plants by eating the leaves.

Aphids spread diseases and suck plant juices.

Ladybugs are nature's way of controlling Aphides by eating them. Ants and Wasps are harmful in a way but helpful in another.

they sometimes nibble on ripe fruit but they also help the garden by eating harmful bugs.