

Grade 7 Reading

Additional Samples

The BC performance standards for Grade 7 reading consist of rating scales that describe student achievement in March-April of a given year and samples illustrating typical tasks and student work at all four levels described in the rating scales.

The additional sample tasks for Grade 7 reading included here generally show two examples of student work for each task:

- one that meets expectations at a minimal level
- one that fully meets expectations

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Grade 7 Reading Literature

Sample 1: Summarizing a Fairy Tale

Context

During a unit on fairy tales and folklore, students had read, listened to, discussed, represented, and dramatized several fairy tales and folk tales. They had studied key features of the genres, including symbol and theme, and written their own “modern-day” fairy tales.

Process

Students worked in groups to brainstorm common attributes of fairy tales and sort them under headings (e.g., character, plot, symbols, theme). They shared their lists as a class.

Before reading the “The Queen Bee” by the Brothers Grimm, students independently completed an anticipation guide and shared their responses.

The teacher provided a template for students to use to record key features of “The Queen Bee.” They had used the same template previously for other fairy tales. The teacher reminded them that the information should be clear, accurate, and detailed. Students independently read “The Queen Bee” and used the template to record key features.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student understood the gist of the selection, but omitted many important details from the plot summary.

- describes setting, main characters, events and conflict in general terms; misses some connections
- makes some simple inferences about characters' motivations and feelings
- identifies relevant details in response to the task; omits some

The following samples show a transcript of the headings in the template and students' responses. It was not possible to reproduce the completed templates.

Story Title: Queen Bee

Other ✓

Author: Unknown

Quest

Obstacles

- the three tasks

Outcomes

- one brother was successful

Character Types

Protagonist: Simpleton

Antagonist: two brothers

Underdogs: Simpleton

Other: (blank)

Magical Assistance

- from the bird, the bees, and the ants

Setting

- in the forest

- the castle

- in the past

Life Lessons/Themes

- help others, be kind, and you will most likely be successful

Conflict

Problem/Wrong Doing

- to survive successfully in life

- they have to know what to do/expect

Symbols

stone **stands for** punishment

Goal

Quest for kin ✓

Identity

Adventure ✓

Justice/Harmony

Brief Overview of the Plot

Simpleton looks for his brothers, they are trying to survive successfully in life, and they must complete the three tasks. the first task is to find all the pearls, the second is to get the key out of the lake, and the third key is to guess the kings youngest daughter.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This is an accurate and complete response to the task, except that the student had some difficulty identifying the conflict.

- accurately describes setting, characters, main events, and conflict in own words, and explains how they are related
- makes inferences that show some insight into characters' motivation and feelings
- identifies relevant details in response to questions or tasks
- offers logical but obvious interpretations of the theme or author's message

The following samples show a transcript of the headings in the template and students' responses. It was not possible to reproduce the completed templates.

Story Title: Queen Bee

Author: ?

Character Types

Protagonist: Simpleton

Antagonist: the 2 elder brothers

Underdogs: Simpleton

Other: king, princess, and the little grey man

Setting

long ago

Conflict

Problem/Wrong Doing

the three tasks Simpleton had to do were hard

Goal

Quest for kin

Identity

Adventure ✓

Justice/Harmony ✓

Other

Quest

Obstacles

to complete the three tasks that the little grey man gave him and he can marry princess

Outcomes

Simpleton completed all three tasks and married the youngest princess.

Magical Assistance

Simpleton had help from the ants, ducks, and bees that he saved before.

Life Lessons/Themes

If you are kind and generous to others you most likely will prosper in the end.

Symbols

ant **stands for** defenceless

the princess **stands for** things that people ---

Brief Overview of the Plot

Simpleton went and looked for his two elder brothers. He saved some creatures from his brothers' hands. They went to a castle and the little grey man gave them each three tasks. The two elder brothers failed and was turned into stones, but Simpleton got help from the creatures he saved and he completed his tasks. He married the king's youngest princand also saved his two elder brothers.

Grade 7 Reading Literature

Sample 2: Analyzing the Main Character in a Myth

Context

This task was part of a unit on myths. Students had already studied the elements of a myth and were now concentrating on the ways in which authors develop character (e.g., description, dialogue, actions, choices, reactions, interactions with other characters). The teacher had provided a variety of opportunities for students to work collaboratively and independently to identify character traits and find supporting evidence.

Process

The teacher introduced the myth “Arachne” and asked students to make predictions about the main character. Students read the myth independently, then discussed it in groups, focusing on the main events and the theme.

The teacher provided an outline for a character study (see samples of student work) and asked students to reread the myth independently, locating words, phrases, and sentences about the main character, Arachne. They then used their notes to write short character summaries.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student was able to describe the character in general terms and offer some supporting details from the text. Responses are limited to single examples in some parts of the task.

- describes main character in general terms
- makes some simple inferences about characters' motivations and feelings; when asked, offers some specific evidence from the text as support
- identifies relevant details in response to the task; omits some
- interprets simple themes or messages
- makes simple and obvious personal connections (e.g., you would not want to be friends)

CLUES TO CHARACTER USING THE GREEK MYTH ARCHANE

Read and discuss the Myth.

Read again. Locate and record words, phrases and sentences about the main character Archne

Exercise: Locate and Record:

a) Words the Author uses to describe the main character.

SOME WORDS ARE: KNOWN, SKILL AT WEAVING, NOT MODEST, FOOLISHLY PROUD, BOASTED, FOOLISH MORTAL, GIRL NAMED ARACHNE, DUMB, SPITEFUL

b) Words the character uses which tell about herself.

Some words are: "Never did any mortal weave as I am weaving now, old woman", "There is no one who can weave better than I", "Nor even Athena can weave as well as I.", "I did mean what I said, and I shall prove it."

c) Words that describe the character's actions.

Some words are: Flung up her head defiantly, your flesh and blood

d) Words that others say about the character.

Some words are: "For long, I have heard your boastings and have watched your growing vanity."

Based on the above information, write a short summary of the main qualities of the main character.

ARACHNE

Arachne is not a very good person.

First of all, Arachne is talented at weaving but is foolishly proud and laughs at others less gifted than she. Next, she is not modest, and among all the others who boast about her, Arachne is first in line. Then she is spiteful and says such things as "There is no one who can weave as well as I,". At last she puts herself higher than anyone else. Even though she is well known, Arachne still boasts about being better than anyone else.

Altogether, you would not want to be friends with this, selfish, cruel, high spirited girl named Arachne.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student identified many ways the author developed the character. Each point is supported with references to the selection.

- recognizes and attempts to interpret figurative language
- accurately describes characters and main events in own words, and explains how they are related
- makes inferences that show some insight into characters' motivations and feelings; provides support with specific evidence from the selection
- identifies relevant details in response to task

CLUES TO CHARACTER USING THE GREEK MYTH ARCHANE

Read and discuss the Myth.

Read again. Locate and record words, phrases and sentences about the main character Archne

Exercise: Locate and Record:

a) Words the Author uses to describe the main character. THESE ARE SOME WORDS THE AUTHOR USES TO DESCRIBE THE MAIN CHARACTER, HAD GREAT SKILL AT WEAVING, NOT MODEST ABOUT HER SKILL, FOOLISHLY PROUD OF WORK AND MADE FUN OF GIRLS LESS GIFTED THAN SHE, DESIGNS WERE INTRICATE AND BEAUTIFUL, VERY GRACEFUL

b) Words the character uses which tell about herself.

"NEVER DID ANY MORTAL WEAVE AS I AM WEAVING NOW, OLD WOMAN"

"THERE IS NOBODY WHO CAN WEAVE AS WELL AS I"

"NOT EVEN ATHENA CAN WEAVE AS WELL AS I,"

"I MEANT AS I SAID, AND I SHALL PROVE IT."

c) Words that describe the character's actions.

SHE SPOKE FOOLISHLY IN HASTE, IT WAS A WONDEROUS SIGHT TO SEE HER FINGERS MOVING LIGHTLY + SWIFTLY BACK AND FORTH ACROSS HER LOOM. SHE WAS IN SUCH GREAT SHAME THAT SHE WENT AT ONCE AND HUNG HERSELF. ARACHNE'S FACE TURNED AS WHITE AS A CLOUD BLANK.

d) Words that others say about the character.

NO PERSON ON EARTH, IT WAS SAID, COULD WEAVE AS WELL AS ARACHNE NOT EVEN ATHENA HERSELF,

YES, ONE CAN SURPASS YOU IN THE ART, ARACHNE,

~~YOU ARE YOUNG AND HAVE SPOKE FOOLISHLY AND IN HASTE~~

Based on the above information, write a short summary of the main qualities of the main

character. HERE ARE SOME OF ARACHNE'S PERSONALITY TRAITS. ARACHNE WAS VERY FULL OF HERSELF AND BELIEVED THAT NOBODY COULD WEAVE AS WELL AS SHE COULD, SHE SAID HERSELF, "THERE IS NO ONE TO WEAVE AS WELL AS I." SHE IS VERY STUBBORN BECAUSE SHE WOULDN'T TAKE BACK WHAT SHE SAID TO ATHENA. SHE IS ALSO VERY GIFTED, THAT SHE CAN WEAVE ALMOST BETTER THAN ATHENA HERSELF. SHE IS ALSO VERY THOUGHTLESS BECAUSE SHE DIDN'T THINK ABOUT WHAT SHE WAS SAYING TO THE PEOPLE AND THE OLD WOMEN. THOSE ARE FOUR PERSONALITY TRAITS OF ARACHNE.

Grade 7 Reading Literature

Sample 3: Responding to a Novel

Context

This assignment was part of a novel study of *Island of the Blue Dolphins* by Scott O’Dell. The other major assignment was writing a journal from the point of view of Karana, the main character in the novel. Students in this class had previously completed a novel study of *The River*, by Gary Paulsen, and were accustomed to keeping response journals.

Process

Students were asked to write a response to a five-chapter section of their choosing. The response was to be in two parts:

- Describe the most crucial incidents or occurrences in the section you have chosen. Explain how the main characters dealt with events. Discuss whether or not they did the right thing and why. Explain what you might have done in a similar situation.
- Select a character from the section and discuss the challenges and range of emotions that she or he is experiencing and the impact this will have on the character if he or she is unable to resolve the situation. Give instances when you have had similar decisions to make. Give advice to the character in dealing with this situation.

The teacher provided examples of effective responses from previous novel studies. The students worked in groups to develop “tips for writing responses,” which they shared as a class.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student clearly understands the basic story, but is weaker on response and analysis, either not answering those questions or not supporting her answers.

- describes setting, main characters, events, and conflict in general terms; identifies some simple cause-effect relationships
- makes some simple inferences about characters' motivations and feelings
- identifies relevant details in response to the task
- offers reactions and opinions about the character (they are not always supported, e.g., "I personally think she did the right thing.")

Island of the Blue Dolphins

Chapter

Making Your Responses Chs 6-10

1) Throughout chapters 6-10 are some of the saddest chapters after Karama's father got killed. These parts make me feel somewhat sorry for Karama in some way. Some of the most crucial incidents or occurrences in these chapters that I have come up with are when the villagers of Ghalastan have visitors. At first they think it is the Ollets, but as the mysterious ship comes closer in, they finally figure out that it is clearly not the Ollets. When the ship anchors and the people come to shore in their canoes, they find out that the people are from the country and came to take the villagers away on order of Kimki. As soon as everyone boarded the ship, Karama spotted her brother "Ramo" and jumped off the ship and nearly drown while swimming to shore to save "Ramo".

As they live on the island all by themselves, Ramo gets killed by the wild dogs. In the rest of the chapters, it just explains how she lives on the island, how she takes care of herself, and what she does on her spare time.

1) The challenges and range of emotions for Karama are very wide and jumpy. At first she is very happy that she is leaving, then the next minute she is angry, sad and confused all at the same time because Ramo was left behind. I personally think she did the right thing by jumping off the ship and saving Ramo. I think I would have done the same thing if it were me in the same situation. I also agree with her attitude in all of this situation, by having a good self-esteem.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student has supported her inferences and judgments with evidence from the selection.

- accurately describes setting, characters, main events, and conflict in own words
- makes inferences that show some insight into characters' motivation and feelings; provides support with specific evidence from the selection
- identifies relevant details in response to the task
- offers reactions and opinions about the character

Island of the Blue Dolphins

Making Your Responses

Chapters 19-22

1. The most crucial incident in chapter nineteen was when Karana tries to catch the devilfish. Then the devilfish attacks Rentu and almost kills him. Karana dealt with it by killing the devilfish with her knife. I think Karana did the right thing because Rentu could have died.

The most crucial incident in chapter twenty was when Karana and Rentu got stuck in the black cave because the tide was in. Karana dealt with it by staying close to Rentu until the tide went out. I think she did the right thing because if she could swim under the opening she would have had to leave Rentu behind.

The most crucial incident in chapter twenty-two was when Karana's friend Jutek left the island. Karana dealt with it by giving a gift to Jutek. I think she did the right thing because then Jutek knew what a good friend and new

special she was to Karama.

The first emotion I think Karama had in chapters nineteen to twenty-two was scared. I think she was scared when Rontu got too close to the devilfish, and the devilfish was killing him. I also think she was feeling fear when she went to kill the devilfish. My advice to her would have been to kill the devilfish just like she did.

I also think she would have felt scared when she and Rontu were stuck in the black cave. My advice to Karama would be to stay close to Rontu until the tide went out.

Another emotion Karama felt was sad, and lonely, because her friend Jutok had left the island. My advice to her would be to try and make new friends around the island.

Grade 7 Reading for Information

Sample 1: Summarizing and Posing Questions About a Magazine Article

Context

Students had previously worked in pairs to summarize the main ideas, identify topics and subtopics, and generate questions based on the article “Crime Science” from *Owl* magazine. The teacher provided guidance and support as required.

Process

The teacher selected a number of magazines of suitable interest and reading levels for the students in the class. Students reviewed what they knew about magazine articles, how they are written (e.g., text features, organization, purpose, style), and helpful strategies for finding and understanding the information.

Each student chose a magazine, selected and read an article independently, and completed the following assignment on a sheet provided (see student samples):

- write one sentence that tells what the article is about
- list one main topic and the subtopics
- write two questions related to the topic that the article did not answer

The teacher reminded students to ensure that their answers were complete, accurate, and based on information in the chosen article.

Note: This activity is based on an activity suggested on page 125 of the *English Language Arts K to 7 Integrated Resource Package*.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student appeared to understand the author's main point but he listed it (twice) under subtopics rather than as the main topic.

- responses are generally accurate
- identifies most main ideas
- some inferences and interpretations are unsupported by evidence from the text (e.g., "his friends are mad at him for saying he's the best.")
- makes simple, obvious comparisons of new information with previous knowledge (e.g., basketball—Michael Jordan)



Magazines Assignment

Choose a magazine you like and enjoy reading.

Select an article of interest to you.

Read the article you selected. You may read it more than once if you like.

The magazine I chose is: Sports Illustrated

Issue: January 26, 1998 Pages: 96

The article I selected to read is: Statistics won't tell the complete story

Write one sentence that tells what the article you read is about.

It was about a boy that scored lots of points and things he's the best but that's not that counts its team work.

List one main topic and the sub topics for this article.

Main Topic:

Basketball

- Sub-topics:
- ~~the boy who~~ - a boy who score lots of points in basketball.
 - But it's not points that matter its teamwork
 - His friends are mad at him for saying he's the best
 - It's not points that counts the ~~points~~ ^{defensive} that help him

Write two questions, related to the topic, which the article did not answer.

What was the kids name that keeps track of his points? Why wasn't Michael Jordan in her?

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student showed clear understanding of the article and an interest in the topic. She was genuinely interested in finding the answers to the questions she generated in the last part of the task.

- uses text features to locate information (e.g., noticed that Prince Rupert was well outside the tornado zone on the map)
- responses are accurate and complete
- accurately restates main ideas in own words
- locates relevant details to respond to task (e.g., dates of devastating tornadoes)
- compares key ideas in new information with prior knowledge (e.g., generates questions that are both beyond the article and beyond personal knowledge)

"Funnel Fury" by Dane Lanken
Canadian Geographic
July/Aug 96 Pgs. 24-31

1. Tornadoes occur usually in the afternoon, often the damage they do is outrageous!

a. Tornadoes do huge damage to cities, and people!

a - March 18, 1925 a few tornadoes killed 689 people.

b - April 11, 1965 a tornado killed 271 people.

c - A tornado took a roof of a 100 year old stone house.

3. 1. How come tornadoes don't come around the Prince Rupert area?

2. How do tornadoes stop their funneling?

Grade 7 Reading for Information

Sample 2: Making Notes From a Textbook

Context

Students were studying early peoples in social studies. They frequently used their social studies text, *Other Places, Other Times*, and had completed a variety of previous note-making and summarizing activities.

Process

Students began by working in groups to brainstorm a list of things they already knew about early peoples. They then read a chapter in their text that dealt with early peoples.

After students read the chapter independently, they were asked to skim or reread in order to complete a chart that would show the progression of primitive peoples to the development of agriculture, written records, towns and cities, and the early Mesopotamian culture. The teacher emphasized the importance of using specific, detailed, and accurate information to complete the chart.

Some students received support for the reading, but were required to complete the chart independently.

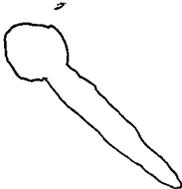
MEETS EXPECTATIONS (MINIMAL LEVEL)

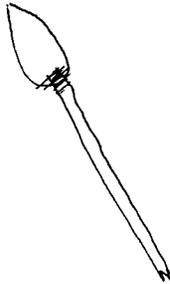
Teacher's Observations

This student had difficulty with both the length of the selection to be read and the length of the task. When the student became frustrated, the teacher suggested using subheadings in the text to assist in finding relevant information for the chart.

- work lacks detail
- needs prompting to use text features to locate information
- responses are generally accurate, but are somewhat vague (e.g., “different skull” mentioned under several different headings) and incomplete
- identifies most main ideas
- locates some relevant supporting details (e.g., variety of weapons for hunting)
- uses logical categories (those provided) to make simple notes; does not include enough information

COMPARISON OF EARLY PEOPLE

	HOMO HABILIS	HOMO ERECTUS
WHEN HE LIVED.		
TOOLS HE USED (DESCRIBE)	<ul style="list-style-type: none"> - Rock tools - Knife edge to cut side of animals - Hammer to break bones to get marrow - a scraper to sharpen tools 	<ul style="list-style-type: none"> - hand axes to break twigs branches etc. - Clubs to kill their prey
FOOD SUPPLY	<p>Found food (broke bones with hammer to get marrow)</p> 	<p>hunted (with clubs)</p> 

	NEANDERTHAL	CRO-MAGNON
WHEN HE LIVED.		
TOOLS HE USED (DESCRIBE)	<ul style="list-style-type: none"> - Spears to hunt with - axes 	<ul style="list-style-type: none"> - blades on spears to hunt with. - blades to cut meat with
FOOD SUPPLY	<p>- hunted (with sharpened sticks)</p> 	<p>- hunted (with spears)</p> 

	HOMO HABILIS	HOMO ERECTUS
SHELTER	- against tree or wall - twigs branches	- caves
CLOTHING	None	None none
APPEARANCE	- walked fully stooped over - different skull - 1.5 m tall - eye brow ridges	- 1.5 m tall - less eye brow ridges - different skull
ART WORK	None	- none

	NEANDERTHAL	CRO-MAGNON
SHELTER	- Caves	- Caves
CLOTHING	- Caves animal hides	- Caves - animal hides
APPEARANCE	<ul style="list-style-type: none"> - Walked almost upright - less eye brow ridges - different skull 	- Walked fully upright for the first time.
ART WORK	- Painted Pictures in Caves	- Carved Pictures in bones

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student worked independently over an extended period of time to complete a thorough and accurate chart.

- uses text features (e.g., headings, diagrams) to locate information
- responses are accurate and complete
- accurately restates main ideas in own words
- locates specific, relevant details (including those in graphics) to respond to task
- makes accurate, organized notes

COMPARISON OF EARLY PEOPLE

	HOMO HABILIS	HOMO ERECTUS
WHEN HE LIVED.	- 1.75 million years ago	Three quarter of a million, to 1.6 million years ago.
TOOLS HE USED (DESCRIBE)	<ul style="list-style-type: none"> - Sharp Rock or "Knife edge" - A primitive hammer, which is just a heavy rock. - A scraper used to take bark off trees. - Homo Habilis used the resources he could find like, wood and rocks to make the tools they used to survive. 	<ul style="list-style-type: none"> - better than Habilis. - flint blades used for carving points onto wooden spears. - used spears for hunting animals. - Homo Erectus knew more about creating things than Habilis did.
FOOD SUPPLY	<ul style="list-style-type: none"> - birds eggs from nearby nests. - wild berries from bushes. - Hunted for meat, wild pigs and any other beasts, eating it raw. - ate the nutritious soft marrow inside of bones. 	<ul style="list-style-type: none"> - ate berries and roots. - hunted animals and brought the meat home to cook it on their newly found fire. - elephants - deer - other animals.

	NEANDERTHAL	CRO-MAGNON
WHEN HE LIVED.	Tens of thousands years	10000 - 30000 years ago
TOOLS HE USED (DESCRIBE)	<ul style="list-style-type: none"> -Knives -borers -spear sharpeners -all of these things made from chipped rock. -used for getting food, providing shelter and protection 	<ul style="list-style-type: none"> -blades tied to wooden sticks with skin used as a spear -Rocks used as chisels, knives. -From deer antlers they made needles and fish hooks.
FOOD SUPPLY	<ul style="list-style-type: none"> -Meat, Bear, Deer, Pig. -Roots -Berries -Plants they found or possibly grew nearby. 	<ul style="list-style-type: none"> -wide range of food -killed animals and cooked the meat. -berries. -roots -assorted plants

	HOMO HABILIS	HOMO ERECTUS
SHELTER	Build shelters of thick branches	- lived on sides of rock faces and possibly caves
CLOTHING	They did not wear clothing. The climate was warm enough that they did not need it.	- Like Homo Habilis, Erectus people did not wear clothing.
APPEARANCE	<ul style="list-style-type: none"> - Slumped over. - 1.5 meters tall. - Brain $\frac{2}{3}$ as large as Homo Sapien. - fur all over body like an ape - Big eyebrow ridges - large forehead - ape-like appearance. 	<ul style="list-style-type: none"> - 1.5 Metres Tall. - Same hip bone as us. - bony eyebrow ridges. - almost no chin - Vocal tract not well developed.
ART WORK	Habilis didn't have the brain capacity to make cave paintings or carvings	They did not say if any art Erectus created.

	NEANDERTHAL	CRO-MAGNON
SHELTER	<ul style="list-style-type: none"> - Often lived in caves. - possibly smoked the current occupant out and took over. 	<ul style="list-style-type: none"> - lived in caves - cave paintings prove theory.
CLOTHING	<ul style="list-style-type: none"> - Scraped fat off animal hides and laced skin through holes in the hide. 	<ul style="list-style-type: none"> - Cro-Magnon wore the same as Neanderthal man.
APPEARANCE	<ul style="list-style-type: none"> - Six centimeters taller than Erectus. - Still had thick eyebrow ridges. - their appearance wouldn't attract much attention if they showed up on Earth today in modern clothes. 	<ul style="list-style-type: none"> - as much as two meters tall. - more than the average height of humans today. - high foreheads - prominent chins. - "modern" looking. - similar sound range as us today.
ART WORK	<ul style="list-style-type: none"> - They did not mention of any art Neanderthal created but they were the first to bury their dead 	<ul style="list-style-type: none"> - bright multi colored paintings on cave walls. - made with colored rock powder and animal fat - brushes made with animal hair tied to bones.

Grade 7 Reading for Information

Sample 3: Summarizing and Responding to a Newspaper Article

Context

The teacher had previously provided focused instruction and opportunities to practise skimming articles for information, identifying key words, and using context clues and dictionaries to deal with unfamiliar or specialized terms.

Process

Students reviewed what they had learned about reading newspaper articles.

The teacher provided copies of a chart for summarizing information that students had previously used for other articles, and ensured that students understood what was required in each section.

Each student chose an article from a current issue of the *Vancouver Sun* to read independently. They used the chart provided to summarize information, skimming and rereading as necessary. Students were also asked to add their personal responses or comments in the space provided on the chart.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student seemed to understand the article, but the response does not fully address the requirements of the task—it is a personal opinion about the type of article instead of a personal opinion about the content of the article. (“I like this newspaper article because it is mysterious and it is about a murder trial.”)

- uses classroom resources (e.g., dictionary) to figure out specialized vocabulary
- responses to comprehension questions are generally accurate, but parts are incomplete
- identifies most main ideas, but has difficulty restating them in own words
- offers simple reactions or judgments (on type of article but not on content)

The following samples show a transcript of the headings in the template and students' responses. It was not possible to reproduce the completed templates.

Article: Police have no evidence how women were murdered

Source: The Vancouver Sun

Why I choose this article:

I chose this article because my friend picked it is small it is about a murder case

Strategies Used

- I used a high lighter to get the key points.
- I used a dictionary to find the words or meanings.
- I also asked my friend if I don't understand something.

New Words

- prostitutes
- advocates

Summary in Point Form

- 20 women have gone missing since 1995 while at least 3 others vanished in the year before that.

- police have no evidence that the missing women have been murdered.
- The police keep reviewing this because there was a concern from the community.
- The police found nothing that could indicate there is a serial killer involved.
- families and advocates of the missing women are convinced the women are dead.
- two detectives are currently assigned to the missing women files
- Chambers offered his assurances that he is concerned about the cases and the department is treating them seriously.
- however women who have been reported missing surfaced in other communities while others had committed suicide.

Response

I like this newspaper article because it is mysterious and it is about a murder trial. I also picked this article because I wanted to know what is happening and what the police is doing about it.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student chose an article that was written in a straightforward manner, but dealt with complex issues and posed some challenges.

- checks for understanding; adjusts strategies to deal with specific features of the material
- uses classroom resources (e.g., dictionary) to figure out specialized and technical vocabulary
- responses are accurate and complete
- accurately restates main ideas in own words
- locates relevant details to respond to task
- makes accurate notes
- offers simple reactions and judgments, with some reasons

The following sample shows a transcript of the headings in the template and students' responses. It was not possible to reproduce the completed templates.

Article: Organs harvested too quickly
doctors say

Source: The Vancouver Sun March 3/99

Why I choose this article:

I chose it because it sounded quite interesting, and also sort of eerie too. I thought it would be interesting to read more about it.

Strategies Used

- I scanned over the article.
- I looked up new words in the dictionary.
- I sounded out new words.

New Words

- parliamentary
- ethical
- cadavers

Summary in Point Form

- Ottawa
- Doctors removing organs from brain dead patients while they are still alive

- This came up in a group of Vancouver doctors when a ----- this to the Commons Committee.

- Tuesday-MP's presented with question: Are too many organs already being transplanted?

- Critics complained it's a mistake to be allowing organs to be removed from brain dead patients.

- Dr. Ruth Oliver- Vancouver psychiatrist suffered ----- bleeding at birth—1977

- called her a miracle patient

- Told MPs to proceed with caution

- Dr. Michael Brear—Vancouver practitioner told MPs brain death seriously flawed

Response

I think that this is stupid. If they know that the patient is NOT dead, why do they still take the organs? Half these people just have to go through more pain, but for what? They spend money for surgery, and when it doesn't work out right, the doctors just steal their lives, although it's saving another it isn't the patients choice. I think they should try and postpone these things, or at least try to tell the patient what's happening.

Grade 7 Reading for Information

Sample 4: Responding to Personal Narrative

Context

Students were studying a unit on “Heroes” in English language arts, where they read, discussed, summarized, and responded to selections from a variety of genres; wrote about heroes in their own lives; created a variety of representations to share their views about heroes; and participated in oral presentations.

Process

Students were asked to think about the words *birthday* and *war* by putting the word *war* in a circle on a page and recording all the words and phrases that come to mind, and then doing the same thing with the word *birthday*. They were also asked to think of a situation where the words might be used together. Students then independently read an excerpt from *Zlata’s Diary* by Zlata Filipovic.

The teacher outlined the following assignment:

- Make a three-column chart with headings Sights, Sounds, and Feelings to record the pictures or thoughts that formed in your mind as you read.
- Find statements that show when Zlata felt upset, frightened, confused, and happy.
- Write a short paragraph on what else you know about Zlata from reading the selection. Do you think she is heroic? Why or why not?

Students discussed criteria for their assignment and agreed that effective work would:

- be accurate, detailed, and complete
- be supported by evidence from the selection
- give logical reasons to support reactions and judgments about the character

Note: This activity is based on pages 7-10 of *Actions and Reactions* (Toronto: Oxford University Press, 1998).

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student provided some accurate information, but did not include many specific supporting details from the selection.

- responses to comprehension questions or tasks are generally accurate, but parts are incomplete
- locates some relevant supporting details, omits some
- makes simple notes; does not include enough information
- some inferences and interpretations are unsupported by evidence from the text (e.g., “Zlata’s family is very poor.”)
- offers simple reactions or judgments; reasons are vague (e.g., “I don’t think Zlata was heroic because she didn’t really do anything.”)

	Sights	Sounds	Feelings
	People getting killed. People trying to run but they get shot. People gathering	Screaming people. machine guns going off. Bombs going off. The sound of bullets hitting people. Sound of Zlatka blowing out a candle.	Sorry for Zlatka's family. Dreams shattered.

Zlata's Diary

I think Zlata's diary was really exciting because she didn't know whether her family was going to die or not, and she was really frightened.

Zlata's family is very poor. I think the neighborhood is poor because she got cheap gifts, like soap, vitamins, and chocolate.

In this story I don't think Zlata was heroic because she didn't really do anything, but on the other hand she put up with her family in the middle of a war with blazing bullets everywhere and maybe bombs going off and especially because one of her relatives died, his or her name was Mišo that must have really sad but she had to put up with it.

Upset: "We can hear the thunder of the shaking,
which is constant, even here, and we're 10
kilometres away."

"The whole of Ota has been destroyed and
burned."

Frightened:

"Parents were left without their children, children
without parents."

"At one point Mito was hit, he fell and that
was the end of him."

Confused: "Keka, Mikica and Lado
drove out and Grace fled on foot. He ran
with an injured leg."

Happy: "Today is my birthday. My first wartime
birthday."

Mommy and Daddy gave me three Chinese vanity
cases - with flowers on them!

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student's work is thorough and accurate, showing a good inferential understanding of the selection.

- responses to comprehension questions or tasks are accurate and complete
- locates relevant details to respond to questions or tasks
- makes accurate, organized notes that reflect all or most of the main ideas
- supports simple inferences with specific evidence from the text
- offers simple reactions or judgments, with some reason (e.g., "I think that Zlata is heroic because she is a survivor. she stays on the bright side of life.")

Sights	Sounds	Feelings
3 Chinese vanity cases with flowers.	shots thunder radio phone screaming	Happiness no peace sadness powerless kupset restlessness loneliness.
No electricity book Auntie Melica		
Chocolate, keychain, vitamins, heartshaped soap, stone pendant, ring, earrings, little dolls, fish, rice salad, cream cheese canned beef pie birthday cake war flames shooting, people dying		

Happy

Happy birthday to me! Luckily, Braco, Keka, Mikica, and Dačo managed to get out in one piece.

Upset

It was nice but something was missing. It's called peace! Not how it used to be, but there is a war on.

Frightened

What's going to happen to them?
Terrible when you're powerless to help a friend.

Confused

We can hear the thunder of the shelling which is constant, even here, and we're ten kilometers away.

There was no shooting, they had food, as if there was no war.

Dear Diary, I think that Lata is heroic because she is a survivor! She stays on the bright side of life, even if life seems to drag her down. She seems to be pretty relaxed for the situation. She is also heroic because she seems to be happy with what she has.

Lata is twelve years old, and she likes getting little gifts. She has lived in a war for under a year. Her birthday is on December 3rd 98. She misses peace. She has an aunt called Melica. She worries about others. Lata is the kind of person to have as a friend.

Julia