

Reading

GRADE 10

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Reading Literature

The study of literature is at the heart of English language arts. Grade 10 students apply their reading skills to interpret and respond to a wide variety of literary works that offer insights into human experience and thought and convey important ideas about their own and other cultures. Through these experiences, literature can become a lifelong source of enjoyment.

MATERIALS

Grade 10 students are expected to read increasingly sophisticated literature that features age-appropriate themes.

The following suggestions indicate the range of literature and level of challenge appropriate for students in Grade 10.

- ◆ short stories written for young adults by contemporary authors (e.g., Martha Brooks and Budge Wilson)
- ◆ short fiction by authors from a variety of cultures and time periods (e.g., Isaac Asimov, Anton Chekhov, Nadine Gordimer, Jack Hodgins, Shirley Jackson, Thomas King, Alice Munro, and Amy Tan)
- ◆ novels (e.g., *To Kill a Mockingbird* by Harper Lee, *Animal Farm* by George Orwell, *A Midsummer Night's Death* by K.M. Peyton, *The Adventures of Tom Sawyer* by Mark Twain, *The Chrysalids* by John Wyndham. See the Educational Resource Acquisition Consortium website at www.bcerac.ca/ and the Ministry of Education website at www.bced.gov.bc.ca/irp_resources/1r/resources/res_main.htm)
- ◆ drama (e.g., *Romeo and Juliet*, *As You Like It*)
- ◆ recent and contemporary poetry from Canadian authors (e.g., Margaret Atwood, Earle Birney, Marilyn Dumont, Michael Ondaatje, and Alden Nolan)
- ◆ poetry from a variety of periods and cultures, including authors such as A.E. Housman; Emily Dickinson; e e cummings; Robert Frost; Langston Hughes; John Keats; Wilfred Owen; Carl Sandburg; and Alfred, Lord Tennyson
- ◆ biographical and autobiographical writing (e.g., *My Left Foot* by Christie Brown, *The Life of Olaudah Equiano* edited by Paul Edwards, *Eleanora's Diary: The Journals of a Canadian Pioneer Girl* by Caroline Perry)

TYPES OF TASKS

In Grade 10, students explore a variety of ways of responding to, interpreting, and analyzing the literature they read. They are frequently asked to:

- ◆ write response-journal entries
- ◆ create visual representations (e.g., posters, image banks, storyboards)
- ◆ write paragraphs, essays, and character sketches
- ◆ participate in class and small-group discussions
- ◆ use graphic organizers (e.g., Venn diagrams, plot charts, two- and three-column notes)
- ◆ read aloud or recite poems or speeches from plays
- ◆ participate in role-plays or dramatizations; act out part of a story, individually or as a team
- ◆ present oral or written reviews
- ◆ create new works of their own, modelled on the literature they read

Prescribed Learning Outcomes

The BC performance standards for Grade 10 reading literature reflect the following prescribed learning outcomes from Grade 10 of the *English Language Arts 8 to 10 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (READING & VIEWING)

It is expected that students will:

- ◆ read, both collaboratively and independently, to comprehend a variety of literary texts [B1]

STRATEGIES (READING & VIEWING)

It is expected that students will:

- ◆ before reading and viewing, select, adopt, and apply a range of strategies to anticipate content and construct meaning [B5]
- ◆ during reading and viewing, select, adopt, and apply a range of strategies to construct, monitor, and confirm meaning [B6]
- ◆ after reading and viewing, select, adopt, and apply a range of strategies to extend and confirm meaning and to consider author's craft [B7]

THINKING (READING & VIEWING)

It is expected that students will:

- ◆ explain and support personal responses to texts [B8]
- ◆ interpret, analyse, and evaluate ideas and information from texts [B9]
- ◆ synthesize and extend thinking about texts [B10]

FEATURES (READING & VIEWING)

It is expected that students will:

- ◆ recognize and explain how structures and features of text shape readers' and viewers' construction of meaning [B12] *Addressing this learning outcome can support students in using strategies to develop meaning, but in the Reading Performance Standards they are not asked to explain how they work.*

Grade 10 Literature

This chart describes the general characteristics of literature suitable for most students in March–April of Grade 10.

LANGUAGE

- literature features a variety of registers and levels of formality, from informal and conversational to Shakespearean
- dialogue often features dialect
- vocabulary is not controlled, although it is generally familiar; many works include some challenging or unusual vocabulary
- frequently includes figurative language
- stories and novels may include a great deal of narration
- poems take many forms, including free verse
- variety in sentence structure and length; in prose, some sentences may be relatively long and complex
- may feature unconventional sentence structure for effect
- uses a variety of transitions and conjunctions that may indicate subtle differences in relationships among ideas

IDEAS AND ORGANIZATION

- plots tend to focus on relationships and often include introspective material; although they frequently have young adult protagonists, they deal with increasingly complex themes
- characters show some complexity and often change during the course of a novel; increasingly, characters in stories and novels are revealed through their words, thoughts, and actions, rather than by being described
- in fiction, the resolution may be unexpected, and the ending may be somewhat ambiguous, with a sense that the story will continue to unfold
- short stories come from a range of genres, including science fiction, mystery, and adventure
- stories and novels feature an increasing amount of description; setting, mood, and atmosphere are often important
- poetry increasingly deals with abstract concepts and themes

GRAPHICS AND FORMAT

- most novels have few or no illustrations
- stories and poems have few, if any, illustrations
- novels are usually 150 to 250 pages in length

Quick Scale: Grade 10 Reading Literature

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p>SNAPSHOT Note: the snapshot can be used alone as a holistic scale for marking some assignments.</p>	<p>The student is unable to offer a logical interpretation of literary works that feature complex ideas and language. Often very short, with little evidence or development, and may misinterpret key features of the text. Appears to struggle to understand the text, with little success.</p>	<p>The student offers a narrow or superficial interpretation of literary works that feature complex ideas and language. Focuses on retelling, with limited analysis and evidence. Responses tend to be broad, undeveloped generalizations. The student is focused on understanding the text.</p>	<p>The student offers a logical interpretation of literary works that feature complex ideas and language. Goes beyond retelling, to offer some analysis and well-developed personal connections. The student appears to interact with the text confidently.</p>	<p>The student offers an analytic, thorough interpretation of works that feature complex ideas and language. Work is thorough, insightful, and often speculative and may take risks to include unusual interpretations and personal connections. The student appears to be engaged by the text.</p>
<p>STRATEGIES</p> <ul style="list-style-type: none"> comprehension strategies literary techniques (e.g., figurative language; irony) asking questions interpreting clues approach to task 	<ul style="list-style-type: none"> struggles; may give up may recognize some simple literary techniques has trouble generating questions misses clues in the text (e.g., foreshadowing) may misinterpret task 	<ul style="list-style-type: none"> some basic strategies, but often unsystematic and ineffective recognizes basic literary techniques asks obvious questions about the text may misinterpret clues in the text; often misses more subtle clues focuses on part of task 	<ul style="list-style-type: none"> interacts with the text, adjusts strategies recognizes and deals confidently with a variety of literary techniques asks some speculative questions (e.g., why?) often tentative and overly cautious in interpreting subtle clues tries to deal with entire task 	<ul style="list-style-type: none"> uses wide range of strategies to interact effectively with the text interprets and evaluates a variety of literary techniques asks speculative and often insightful questions uses subtle clues to develop inferences and interpretations deals successfully with all parts of task
<p>COMPREHENSION</p> <ul style="list-style-type: none"> elements (e.g., setting, mood) predictions, speculations character analysis interpretation of theme use of quotations; text references 	<ul style="list-style-type: none"> attempts to summarize, but misinterprets key elements few logical predictions sweeping, unsupported generalizations about characters deals solely with explicit content unable to provide evidence or offer relevant references to the text 	<ul style="list-style-type: none"> focuses on retelling, showing basic and often superficial understanding of elements and key features some logical predictions; little speculation describes physical qualities of characters; takes them at face value; often judgmental offers topics or morals in place of theme references to the text are vague, not convincing 	<ul style="list-style-type: none"> logically describes and analyzes elements and key features; goes beyond retelling offers logical predictions and speculations analyzes characters with some insight deals effectively with obvious themes; may paraphrase or state a moral for more complex themes provides appropriate quotations and other text references as evidence 	<ul style="list-style-type: none"> thoroughly describes and analyzes elements and key features, dealing with subtleties and nuances often speculative, taking risks to pose unexpected questions analyzes characters thoroughly and with insight generalizes about theme; may offer an unusual interpretation chooses and integrates quotations and other text references effectively
<p>RESPONSE AND ANALYSIS</p> <ul style="list-style-type: none"> overall response reactions or judgments 	<ul style="list-style-type: none"> appears confused by the text and/or the task makes rash, unsupported judgments or fails to offer reaction 	<ul style="list-style-type: none"> offers a superficial or undeveloped response makes broad judgments with limited support 	<ul style="list-style-type: none"> thoughtful; actively questions, discriminates, makes connections, reacts offers cautious reactions, supported with evidence 	<ul style="list-style-type: none"> creates an engaging response offers thoughtful reactions, convincing examples; may take risks, allow ambiguity

Rating Scale: Grade 10 Reading Literature

Student achievement in reading literature by March–April of Grade 10 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<p>SNAPSHOT <i>Note: the snapshot can be used alone as a holistic scale for marking some assignments.</i></p>	<p><i>The student is unable to offer a logical interpretation of literary works that feature complex ideas and language (as described in the chart on page 312). The student’s work is often very short, with little evidence or development, and may misinterpret key features of the text. The student may struggle to understand the text, with little success.</i></p>	<p><i>The student offers a narrow or superficial interpretation of literary works that feature complex ideas and language (as described in the chart on page 312). The student’s work focuses on retelling, with limited analysis and evidence; responses and personal connections tend to be broad, undeveloped generalizations. The student is focused on understanding the text.</i></p>
<p>STRATEGIES</p> <ul style="list-style-type: none"> • comprehension strategies • using prior knowledge and knowledge of genre • literary techniques (e.g., figurative language; irony) • asking questions • interpreting clues • rereading for text references • approach to task 	<ul style="list-style-type: none"> • struggles to understand the basic ideas in the text; may give up • has difficulty applying prior knowledge • may recognize some simple literary techniques (e.g., simile); uses little or no literary terminology • has trouble generating questions about the text; relies on literal detail • misses clues in the text (e.g., foreshadowing) • may be unable or unwilling to read the complete text • short and undeveloped; may misinterpret task 	<ul style="list-style-type: none"> • uses some basic strategies to understand the words and ideas, but is often unsystematic and ineffective • uses some prior knowledge and understanding of genre to make predictions and support understanding • recognizes more obvious literary techniques; may use some basic literary terms correctly • asks obvious questions about the text (e.g., who, where, when, what, why, how) • may misinterpret and often miss more subtle clues (e.g., foreshadowing) • may be able to read the complete text, but rarely rereads for detail • focuses on part of question or task; may ignore other parts
<p>COMPREHENSION</p> <ul style="list-style-type: none"> • elements (e.g., setting, mood) • predictions, speculations • character analysis • interpretation of theme • use of quotations; text references 	<ul style="list-style-type: none"> • often attempts to summarize, but misinterprets key elements, giving a distorted view of the selection • few logical predictions or speculations (struggling to understand basic text) • may make sweeping, unsupported generalizations about characters, or focus on basic qualities (e.g., age) • deals solely with explicit content; unable to interpret theme • provides few relevant references to the text 	<ul style="list-style-type: none"> • focuses on retelling (no matter what the task), showing basic understanding of elements and key features; may be superficial or narrow (deal with only part) • offers some logical predictions; little speculation • focuses on physical qualities of characters; tends to take them at face value, rather than making inferences; often judgemental, looking for good/bad • tends to offer topics or morals when asked to interpret or discuss theme • references to the text are often vague; may list some quotations as evidence, but these are often weak choices
<p>RESPONSE AND ANALYSIS</p> <ul style="list-style-type: none"> • overall response • reactions or judgments 	<ul style="list-style-type: none"> • often appears confused by the text and/or the task • may make rash judgments with little or no relevant evidence or support or be unable or unwilling to offer reactions 	<ul style="list-style-type: none"> • offers a superficial response that lacks coherent connections to the text (e.g., may focus on only one aspect, make unconnected references to several features, or describe personal experiences with little reference to the text) • makes broad judgments with limited support

Fully Meets Expectations	Exceeds Expectations
<p><i>The student offers a logical interpretation of literary works that feature complex ideas and language (as described in the chart on page 312). The student’s work goes beyond retelling, to offer some analysis and well-developed personal connections. The student appears to interact with the text confidently.</i></p>	<p><i>The student offers an analytic, thorough interpretation of works that feature complex ideas and language (as described in the chart on page 312). The student’s work is thorough, insightful, and often speculative and may take risks to include unusual interpretations and personal connections. The student appears to be engaged by the text.</i></p>
<ul style="list-style-type: none"> • interacts with the text, adjusting strategies as needed • uses prior knowledge and understanding of genres to make predictions, support understanding, and interpret ideas • recognizes and deals confidently with an increasing variety of literary techniques; uses some literary terminology correctly • asks some speculative questions (e.g., why?) about the text • often tentative and overly cautious in interpreting subtle clues (e.g., foreshadowing) • shows evidence of rereading parts of the selection for detail • attempts to deal with all parts of question or task 	<ul style="list-style-type: none"> • interacts effectively with the text, drawing on a wide repertoire of strategies as needed • uses prior knowledge and understanding of genres effectively to make predictions, support understanding, interpret ideas, and evaluate a work • interprets and evaluates a variety of literary techniques, including figurative language and irony; uses increasing range of literary terminology correctly • asks speculative and often insightful questions that may go beyond the text • uses subtle clues in the text (e.g., foreshadowing) to build inferences and interpretations • shows clear evidence of purposeful rereading • deals successfully with all parts of a question or task
<ul style="list-style-type: none"> • logically describes and analyzes elements and key features, offering an interpretation that goes beyond retelling (but tends to focus on the obvious) • offers logical predictions and speculations • analyzes characters with some insight; recognizes the points of view and motivations of characters who reflect their own world view (e.g., characters who are like themselves in some way) • deals effectively with obvious themes; may rely on paraphrasing or stating a moral when dealing with more complex themes (tends to prefer “tidy” themes or explanations) • provides appropriate text references and quotations as evidence (but may not integrate these into explanations) 	<ul style="list-style-type: none"> • thoroughly describes and analyzes elements and key features, dealing with subtleties and nuances; is selective—focuses on what’s relevant, important • often speculative, taking risks to offer unexpected comments, questions, or ideas • offers thorough and insightful analyses, recognizing points of view and motivations of multidimensional characters • generalizes about themes, relating them to other elements and often making connections beyond the text; tolerates some ambiguity; may offer an unusual or innovative interpretation • effectively chooses and integrates quotations into explanations
<ul style="list-style-type: none"> • creates a response that shows thoughtful interaction with the task and makes an attempt to connect to own life—actively questioning, making connections, discriminating, reacting • offers cautious reactions supported with evidence from the text; tends to take a safe, unambiguous approach 	<ul style="list-style-type: none"> • creates an engaging response that makes the reader want to learn more about what this student thinks; often becomes stronger, building an interpretation while writing • offers thoughtful reactions, with carefully chosen, convincing examples; may take risks, allow ambiguity

Sample Task: Summary and Response to a Poem

CONTEXT

In this class, students frequently read and respond to a wide a range of poetry. They are often asked to write responses in which they interpret a poem and offer a personal response.

PROCESS

After studying several poems as a class, students were asked to select, read, and write a response to a poem from an anthology. The teacher directed them to include the following three paragraphs in their responses.

- ◆ explain why you chose the poem
- ◆ discuss the theme of the poem
- ◆ explain how the poem connects to your life and your own personal philosophy

Before beginning the assignment, students reviewed models from previous assignments. The teacher emphasized the importance of making specific references to the poem in each paragraph. Students worked independently.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student misunderstood the poem and provided a summary rather than a theme statement. The last paragraph does not make sense.

- ◆ little or no accurate literary terminology
- ◆ attempts to summarize, but misinterprets key elements
- ◆ deals solely with explicit content; unable to interpret theme
- ◆ offers a superficial response that lacks coherent connections to the text
- ◆ makes broad judgments with little support

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TRANSCRIPT

Break, Break, Break

I chose this poem because I thought that it was interesting. I thought that it was a sad poem because the man could only remember the boy and would not see him again. I also chose this poem because I enjoy fishing myself and sitting by the sea. This poem also reminds me of my great grandfather that was a fisherman.

The theme to this poem is that a man goes to sit by the sea because he knew a boy that used to play with his sister in the morn and hear them shout. Used to sing in boat in the morning and now he's gone. The author writes down, "O well for the fisherman's boy, that he should with his sister at play! O well! For the sailor lad, that he sings in his boat on the bay!" He also says, "But O the touch of the vanished hand, and the sound of a voice that is still!" At the end of the poem it has that the tender grace of the boy is now dead and will never come back to me.

The poem only relates to my past. My great grandfather that I hardly knew at all. Other than that the poem has that they're at a bay with fishing boats and along side the sea. That is one of the things that I enjoy to do once and a while with my dad.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student was engaged by the poem but did not show any depth of understanding. The theme discussion is inadequate, and the personal reaction goes off topic.

- ◆ recognizes more obvious literary techniques; uses some basic literary terms correctly (rhyme)
- ◆ misinterprets clues in the text
- ◆ focuses on retelling, showing basic understanding of key features of a poem; superficial and narrow
- ◆ tends to offer topics when asked to discuss theme
- ◆ personal connections take over
- ◆ makes broad judgments with limited support

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TRANSCRIPT

Dreamers

I chose this poem because I really like the imagery used. Even though some may be morbid the poem really painted a realistic picture in my head. I like poems that rhyme a lot so I chose this because of its good rhyming scheme. The poem was well written in terms of words used and where they are placed. The poem has a personal meaning to me because of its military roots.

The poet is writing about the mental sorrows of the soldiers fighting in the war. "Soldiers are sworn to action; they must win." They must win meaning they survive or they will die. "They think of firelit homes, clean beds. And wives." The soldiers long to be home with their wives raising a family. "I see them in foul dug-outs, gnawed by rats, And in the ruined trenches, lashed with rain." Soldiers seeing their friends and fellow country men laying where death took them, in the mud being rained on.

This poem has an effect on me because of the emotions these soldiers and men must have felt to be fighting in a place which is like a parallel universe to them. The feeling of utter hopelessness must have been awful. I myself am in the Scottish Canadian Army as a Lance Corporal Infantryman. I have sworn in to the Queen and will be sent to war if one should happen, I skipped cadets and went for the real thing. Hearing stories like this I think this could happen to me. Scary stuff.

FULLY MEETS EXPECTATIONS

Teacher's Observations

The student understands the poem. In discussing the theme, the student tries to incorporate relevant quotations but does not provide any connection or explanation about why they are relevant.

- ◆ provides appropriate quotations as evidence (but may not integrate these into explanations)
- ◆ attempts to deal with all parts of the question or task
- ◆ logically describes and analyzes key features of a poem, offering an interpretation that goes beyond retelling (but tends to focus on the more obvious)
- ◆ deals effectively with more obvious themes
- ◆ creates a response that shows thoughtful interaction with the text and makes an attempt to connect to own life

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TRANSCRIPT

Dreamers: Poem Analysis

- a) I chose this poem because it shows what these soldiers in all of the wars had to give up in order to serve their country. It also explains how we tend to take everything we love for granted. The soldiers did not realize that until the guns began and their whole lives were flashing before their very eyes. This poem really makes me think about what I have and take for granted every single day of my life and I realize how extremely fortunate I am.
- b) We take everything for granted until it is gone and we realize just how fortunate we were. "Soldiers are dreamers when the guns begin. They think of firelit home, clean beds, and wives." "And mocked by hopeless longing to regain bank-holidays, and picture shows, and spats, and going to the office in the train." In this poem, the soldiers are dreaming of all the little things they did not realize they loved so much. They are hopelessly wishing they could return home and really appreciate the lives they have. Instead, however, they are forced to remain in muddy trenches, praying for their lives and fighting for their country.
- c) The theme of this poem definitely relates to my personal philosophy on war in many ways. I believe that war is never a good thing and nothing good usually results from it. This poem describes how the war is impacting all of these soldiers lives and really forcing them to see how great their lives really are. While fighting and killing they are wishing that the nightmare would only end. If I were one of those soldiers described in the poem, I know I would be feeling the exact same way and missing everything that I left behind.

EXCEEDS EXPECTATIONS

Teacher's Observations

The student clearly understands the poem and is engaged in developing a passionate response.

- ◆ interacts effectively with the text, building an interpretation while reading
- ◆ interprets and evaluates a variety of literary techniques, including figurative language
- ◆ effectively chooses and integrates quotations
- ◆ logically describes and analyzes key features, offering an interpretation that goes beyond retelling
- ◆ deals effectively with more obvious themes
- ◆ creates an engaging response that makes the reader want to learn more about what this student thinks
- ◆ offers thoughtful reactions with carefully chosen, convincing examples; may take risks

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TRANSCRIPT

Anthem for Doomed Youth

The reason that I chose "Anthem for Doomed Youth" was because war interests me. I also wanted to know what part children (or youths) played in war. When I first read the poem I noticed that the poet used a lot of personification to describe weapons. The personification was to describe weapons in ways I never thought of before, such as being angry. The real reason I chose this was because I wanted to give my opinion on the subject and debate on its meaning.

In my opinion the poet is trying to portray the simple fact that war kills, and in this case, war kills youth. There are many examples that the poet gives, but my favourite one is on line 1, "What passing-bells for these who die as cattle?" The poet describes that when they went to war in this time people were practically slaughtered because they would walk in straight lines towards the enemy. Another way the poet backs up his statement is by using personification. In lines 2-3 "Only the monstrous anger of the gun. Only the stuttering rifles' rapid rattle" he used emotions and human features like "anger" and "stuttering" to describe the mood of the battle field as dismal and hatred.

I have some very strong opinions on war, and definitely concerning youth. Without the threat of war, society would have no incentive to improve the quality of life. The only reason we continue to advance as a technological society is because of the threat of invading forces. Now, I'm not saying that Canadians are like this but the Americans are. They place enormous amounts of money into scientific research so that they can have the best weapons at all times. This may seem strange, but of the technology that we use now was long ago being used in the military. The Internet was a military tool long before the public even know of its existence and

no its one of the largest used tools in the world. Cellular phones are also a military tool and now many business people use them everyday. Even the computer was a military machine. Without war it's quite possible that these inventions might not even exist. I'm not saying that war is good, but I'm not saying that it's all bad. Sure it might cost a lot of lives but it gives us much more in return.

Reading for Information

Throughout their schooling and in their lives outside of school, students apply their reading skills in order to acquire, organize, and interpret information. These skills are fundamental to their success in a variety of curriculum areas. The ability to deal with technical and reference materials is also essential for success in most careers and in many leisure activities.

MATERIALS

The following suggestions indicate the range of informational materials and level of challenge appropriate for students in Grade 10.

- ◆ Grade 10 textbooks (e.g., science, social studies, mathematics)
- ◆ non-fiction books (e.g., biographies, historical accounts)
- ◆ primary sources (e.g., speeches, copies of letters and other original documents in social studies)
- ◆ periodicals (e.g., *Maclean's*, *National Geographic*)
- ◆ newspapers (including editorials, columns, political cartoons)
- ◆ popular special interest magazines (e.g., sports, teen, computer magazines)
- ◆ reference materials (e.g., online and print encyclopedias)
- ◆ digital information from various sources (e.g., CD-ROMs, web sites)
- ◆ written instructions for complex procedures
- ◆ advertising and promotional materials

TYPES OF TASKS

In Grade 10, students frequently perform tasks such as the following as they read, interpret, and analyze information.

- ◆ make notes in a variety of forms, including graphic organizers (e.g., Venn diagrams, concept maps, charts)
- ◆ create visual representations (e.g., posters, illustrations, diagrams)
- ◆ participate in class and small-group discussions and debates
- ◆ write essays
- ◆ write or present reports based on information from several sources
- ◆ summarize and paraphrase selections
- ◆ respond to written or oral questions
- ◆ use information they have read in performance tasks where they make decisions, solve problems, create new products, dramatize situations

Prescribed Learning Outcomes

The BC performance standards for Grade 10 reading for information reflect the following prescribed learning outcomes from Grade 10 of the *English Language Arts 8 to 10 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (READING & VIEWING)

It is expected that students will:

- ◆ read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with increasing complexity of ideas and form [B2]

STRATEGIES (READING & VIEWING)

It is expected that students will:

- ◆ before reading and viewing, select, adopt, and apply a range of strategies to anticipate content and construct meaning [B5]
- ◆ during reading and viewing, select, adopt, and apply a range of strategies to construct, monitor, and confirm meaning [B6]
- ◆ after reading and viewing, select, adopt, and apply a range of strategies to extend and confirm meaning and to consider author's craft [B7]

THINKING (READING & VIEWING)

It is expected that students will:

- ◆ explain and support personal responses to texts [B8]
- ◆ interpret, analyse, and evaluate ideas and information from texts [B9]
- ◆ synthesize and extend thinking about texts [B10]

FEATURES (READING & VIEWING)

It is expected that students will:

- ◆ recognize and explain how structures and features of text shape readers' and viewers' construction of meaning [B12] *Addressing this learning outcome can support students in using strategies to develop meaning, but in the Reading Performance Standards they are not asked to explain how they work.*

Grade 10 Informational Materials

This chart describes the general characteristics of informational materials suitable for most students in March–April of Grade 10.

LANGUAGE

- includes specific scientific or technical terms, sometimes with support in a glossary or footnote (but often not)
- some explanation when new concepts introduced
- variety in sentence structure and length; simple to complex

IDEAS AND INFORMATION

- information ranges from concrete to complex ideas
- increasing emphasis on complex information and abstract ideas
- titles, headings, and subheadings signal changes in topic
- sometimes “signal words” make explicit the relationships between ideas (e.g., sequence, cause-effect, main idea–details)
- some reference texts present concept spreads with an array of related illustrations and text—there is no intended sequence to the ideas
- some information is presented in feature boxes and sidebars—not part of the flow of the text

GRAPHICS AND FORMAT

- illustrations, photographs, and other graphics to support and provide content
- clear relationships between text and illustrations, often supported with captions or labels
- captions may provide new information
- includes charts, graphs, maps (with legends), or diagrams
- book sections tend to have specific functions (e.g., table of contents, glossary, unit summaries)

Quick Scale: Grade 10 Reading for Information

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p>SNAPSHOT Note: the snapshot can be used alone as a holistic scale for marking some assignments.</p>	<p>The student is unable to summarize or interpret complex information. Responses are often short, with little evidence or development, and may misinterpret key features of the text or the task. Appears unable to understand the text.</p>	<p>The student offers a narrow or partial summary and analysis of complex information. Work is generally accurate but may be incomplete, often focusing on part of a task. Provides limited analysis; may offer broad generalizations with little support. Appears to focus on basic understanding.</p>	<p>The student interprets and evaluates complex information. Tries to deal with all parts of assigned tasks. Work is accurate, complete, and generally offers some logical generalizations and conclusions. Appears to interact with the text confidently.</p>	<p>The student offers an analytic, thorough synthesis and interpretation of complex information. Deals successfully with all parts of assigned questions or tasks, providing well-developed and often insightful responses. Appears to be engaged by the task.</p>
<p>STRATEGIES</p> <ul style="list-style-type: none"> text features (e.g., headings; diagrams) prior knowledge features and purposes of various forms questions technical and specialized terms 	<ul style="list-style-type: none"> often ignores text features has difficulty using prior knowledge may recognize basic features of a variety of forms, but treats them all alike has trouble generating questions limited reading vocabulary 	<ul style="list-style-type: none"> uses some text features to preview draws on some prior knowledge recognizes basic features and purposes of a variety of forms; may not connect form with purpose and target audience asks obvious questions about the text tries to use strategies for new vocabulary; often ineffective 	<ul style="list-style-type: none"> uses text features to preview and locate information draws on prior knowledge to predict and understand recognizes the features and purposes of a wide range of forms asks some speculative questions uses a variety of strategies to deal effectively with unfamiliar language 	<ul style="list-style-type: none"> uses text features efficiently to preview, locate, and understand information draws on prior knowledge to predict, understand, interpret, and evaluate information recognizes and analyzes features, purposes, and target audiences of a wide range of forms asks speculative and often insightful questions confident and efficient with new vocabulary
<p>COMPREHENSION</p> <ul style="list-style-type: none"> main ideas details note-making inferences and interpretations 	<ul style="list-style-type: none"> identifies some main ideas; tends to repeat words of the text locates little accurate and relevant information makes incomplete and poorly organized notes has difficulty identifying and explaining relationships 	<ul style="list-style-type: none"> accurately identifies most main ideas locates some accurate and relevant information; often vague makes cursory notes; tends to rely on the structure of the text explains basic relationships, and offers some logical predictions and conclusions; limited evidence 	<ul style="list-style-type: none"> accurately identifies and restates main ideas provides specific, relevant detail as needed makes thorough, accurate notes, using logical categories; may include too much explains relationships among ideas; offers logical predictions, speculations, and conclusions with specific evidence 	<ul style="list-style-type: none"> accurately identifies and restates main ideas, often synthesizing information provides and integrates precise, well-chosen detail and quotations as needed makes well-organized, efficient notes explains relationships among ideas; generalizes and offers conclusions with depth and insight
<p>RESPONSE AND ANALYSIS</p> <ul style="list-style-type: none"> overall response reactions or judgments 	<ul style="list-style-type: none"> appears confused by the text and/or the task makes rash, unsupported judgments or fails to offer reaction 	<ul style="list-style-type: none"> offers a superficial, limited response, with few connections broad judgments with limited support 	<ul style="list-style-type: none"> actively questions, makes connections, and reacts; provides support logical, supported judgments and evaluations 	<ul style="list-style-type: none"> offers thoughtful questions and connections and convincing examples thoughtful, well-supported judgments and evaluations

Rating Scale: Grade 10 Reading for Information

Student achievement in reading for information by March–April of Grade 10 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<p>SNAPSHOT Note: the snapshot can be used alone as a holistic scale for marking some assignments.</p>	<p><i>The student is unable to summarize or interpret complex information (as described in the chart on page 326). The student’s responses to assigned questions or tasks are often very short, with little evidence or development, and may misinterpret key features of the text or the task. The student appears to struggle to understand the text, with little success.</i></p>	<p><i>The student offers a narrow or partial summary and interpretation of complex information (as described in the chart on page 326). The student’s work on assigned tasks is generally accurate but may be incomplete in places, often focusing on part of a question or task and ignoring other parts. Provides limited analysis and evidence; may offer broad generalizations with little development or support. Appears to focus on basic understanding.</i></p>
<p>STRATEGIES</p> <ul style="list-style-type: none"> • text features (e.g., headings; diagrams) • prior knowledge • features and purposes of various forms • questions • rereading • technical and specialized terms 	<ul style="list-style-type: none"> • often ignores text features • has difficulty applying prior knowledge • may recognize basic features of a variety of forms, but tends to treat them all alike (i.e., does not adjust strategies) • has trouble generating questions about the text; relies on literal detail • may be unable or unwilling to read the complete text • often has a limited reading vocabulary and seems overwhelmed by unfamiliar technical or specialized terms 	<ul style="list-style-type: none"> • previews text features to anticipate content and organization; may ignore some features • uses some prior knowledge to make predictions and support understanding • recognizes basic features and purposes of a variety of forms and formats (e.g., textbooks, manuals, articles, web sites, editorials); may not connect form with purpose and target audience • asks obvious questions about the text (e.g., who, where, when, what, why, how) • may be able to read the complete text, but does not reread for detail • attempts to figure out unfamiliar technical or specialized language using context, word structure, and dictionaries/glossaries, but is often ineffective
<p>COMPREHENSION</p> <ul style="list-style-type: none"> • main ideas • details • note-making • inferences and interpretations 	<ul style="list-style-type: none"> • identifies some main ideas; tends to rely on introductory sentences and to repeat words of the text • locates little accurate and relevant information • makes incomplete notes that do not discriminate between essential and non-essential information; may omit or misinterpret a great deal • has difficulty identifying and explaining relationships and making predictions or speculations; may make sweeping, unsupported generalizations 	<ul style="list-style-type: none"> • accurately identifies most main ideas; occasionally has difficulty discriminating between key concepts and supporting information • locates some accurate and relevant information; parts may be vague, incomplete, or irrelevant • makes cursory notes; tends to rely on the structure of the text • explains basic relationships among ideas, and offers some logical predictions and conclusions; little speculation; limited evidence
<p>RESPONSE AND ANALYSIS</p> <ul style="list-style-type: none"> • overall response • reactions or judgments 	<ul style="list-style-type: none"> • often appears confused by the text and/or the task • may make rash judgments with little or no relevant support or be unable or unwilling to offer reactions 	<ul style="list-style-type: none"> • tends to be superficial, offering a limited response with few connections to prior knowledge or other works • makes broad judgments with limited support

Fully Meets Expectations	Exceeds Expectations
<p><i>The student is able to interpret and evaluate complex information (as described in the chart on page 326). The student attempts to deal with all parts of assigned questions or tasks; work is accurate and complete and generally goes beyond summarizing to offer some logical generalizations and conclusions. Appears to interact with the text confidently.</i></p>	<p><i>The student offers an analytic, thorough synthesis and interpretation of complex information (as described in the chart on page 326). The student deals successfully with all parts of assigned questions or tasks, providing well-developed and often insightful responses. Appears to be engaged by the task.</i></p>
<ul style="list-style-type: none"> • uses text features to preview and locate information • uses prior knowledge to make predictions and support understanding • recognizes the features and purposes of a wide range of forms and formats (e.g., textbooks, manuals, articles, editorials, web sites, essays) • asks some speculative questions about the text • rereads parts, often referring back to the text • deals effectively with unfamiliar technical or specialized language by using context clues, analyzing word parts, and consulting resources (e.g., glossary, dictionary) 	<ul style="list-style-type: none"> • uses text features efficiently to preview, develop understanding, and locate information • uses prior knowledge effectively to make predictions, support understanding, interpret ideas, and evaluate a work • recognizes the features, purposes, and target audiences of a wide range of forms and formats (e.g., textbooks, manuals, articles, editorials, web sites, essays) and uses this understanding to interpret and evaluate information • asks speculative and often insightful questions that may go beyond the text • rereads purposefully • deals confidently and efficiently with unfamiliar technical or specialized language by using context clues, analyzing word parts, and consulting resources (e.g., glossary, dictionary)
<ul style="list-style-type: none"> • accurately identifies main ideas and restates them in own words when asked • provides specific, relevant detail as needed • makes thorough, accurate notes, creating logical categories that incorporate most main ideas; may include too much • explains relationships among ideas; offers logical predictions, speculations, and conclusions based on specific evidence from the text 	<ul style="list-style-type: none"> • accurately identifies and restates main ideas, often synthesizing information from various parts of the selection • provides precise, well-chosen detail as needed, effectively choosing and integrating quotations into explanations where appropriate • makes well-organized, efficient notes; may pull together information from various parts of the text • explains relationships among ideas, makes generalizations, and offers conclusions with depth and insight
<ul style="list-style-type: none"> • actively questions, makes connections to prior knowledge, and reacts to a text, offering reasons or examples in support • makes logical judgments and evaluations, supported by specific evidence 	<ul style="list-style-type: none"> • offers thoughtful questions, makes connections to prior knowledge; provides convincing examples • makes thoughtful judgments and evaluations, supported by specific evidence; often makes comparisons with other texts

Sample Task: The Royal Proclamation and the Quebec Act

CONTEXT

In this Humanities 10 class, students receive explicit instruction in reading for information, as well as in a variety of writing strategies (e.g., compare-contrast) and frequently practise and apply the strategies they have learned. Prior to their assignments, students review the strategies they will use and discuss the criteria that will be used to evaluate their work.

NOTE:

Because of the way the school has designed its Humanities program, some material that is typically dealt with in Social Studies 9, such as the Royal Proclamation and the Quebec Act, is part of the Humanities 10 course.

PROCESS

As part of their study in Humanities 10, students were asked to:

- ◆ independently read a detailed handout providing information about the Royal Proclamation of 1763 and the Quebec Act of 1764
- ◆ choose a strategy and make notes about the key ideas, similarities, and differences (e.g., comparison charts and two-column notes)
- ◆ use the information to write a compare-and-contrast composition consisting of four paragraphs:

1. *Introduction.* Describe what the Royal Proclamation and the Quebec Act were each intended to do.
2. *Body.* Describe the ways in which the Royal Proclamation and the Quebec Act are similar and how the French and British colonists reacted to these components.
3. *Body.* Describe the ways in which the Royal Proclamation and the Quebec Act are different and how the French and British colonists reacted to these components.
4. *Conclusion.* Comment on what you feel is the key similarity of and the key difference between the two acts and how each one affected the two groups of colonists.

Option: An alternate approach is to follow the above outline but, in the middle paragraphs, give the similarities and then the differences for each component you are comparing.

Before students began writing, the teacher outlined the following criteria:

- ◆ describes the key components/intentions of the two acts
- ◆ describes the ways in which both acts are similar and are different
- ◆ describes the effects that both acts had on the French and British colonists and how these colonists reacted to the two acts

Students also received copies of the comprehension and analysis sections of a development draft of the Grade 10 reading for information *Quick Scale* (see page 327).

NOTE:

This activity provides evidence of comprehension and analysis. It does not provide information about students' use of strategies.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The student identifies few main details and has serious difficulty identifying similarities and differences.

- ◆ identifies some main ideas
- ◆ locates little accurate and relevant information
- ◆ has difficulty identifying and explaining relationships and making predictions or speculations; makes sweeping, unsupported generalizations
- ◆ makes rash judgments with little or no relevant support

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

The Quebec Act and the Royal Proclamation both had positive ways of governing. Both the Quebec Act and the Royal Proclamation were the same in some ways but they also had their differences.

TRANSCRIPT

The Quebec Act and the Royal Proclamation both had positive ways of governing. Both the Quebec Act and the Royal Proclamation were the same in some ways but they also had their differences.

In the Quebec Act and Royal proclamation were both out to gain power over many colonies. The British brought in the program of "Anglicization" where the Canadiens would be expected to adjust to speaking the English Language and learn English government and Law. during this the Royal Proclamation decreased in population. The Quebec Act never tried the way of "anglicization" therefore the population grew larger during the Quebec Act. During the Royal Proclamation Roman Cathlocs weren't allowed to hold puplic office this gave the British minority to take over in political power.

The effects on The Royal Proclamation and the Quebec Act was the Proclamation had good ideas but they didn't carry out as well as the British wanted. And the Quebec Act seemed to work better an have more power.

The British were unhappy because they were too unorganized and were doomed from the beginning.

The French were also unhappy because there church was going under because of people not paying taxes.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The student appears to oversimplify the information, offering generalizations that make the situation seem less complex than it really was. While most factual information is correct, there is little interpretation.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ accurately identifies most main ideas
- ◆ locates some accurate and relevant information
- ◆ explains basic relationships among ideas, and offers some logical conclusions; limited evidence
- ◆ makes broad judgments with limited support

Compare/Contrast Essay #1

The Royal Proclamation of 1763 was intended to make Quebec British. The Quebec Act of 1774 was to allow the French and British ways of doing things (Biculturalism).

TRANSCRIPT

The Royal Proclamation of 1763 was intended to make Quebec British. The Quebec Act of 1774 was to allow the French and British ways of doing things (Biculturalism).

The Proclamation allowed the French language to continue, the Roman Catholic religion to continue, and Quebec was to be ruled by an appointed British governor, same thing for the Quebec Act.

The Canadiens didn't like the idea of having a governor to tell them what to do. The British colonists like the idea of having a governor to rule over them. The proclamation: They believed that in time the French could be absorbed into the British way of doing things, settlement in the Ohio and Mississippi river valleys was forbidden, British laws and court system were created to replace French laws, Roman Catholics were to be barred from legal positions. The Quebec Act: combine the French and British ways of doing things while maintaining the French character of the colony, British and French exist side by side in the same country, maintain in the French character of Quebec and preserve the French culture, Roman Catholics could hold government positions, French civil law was to continue along with English criminal law, seigneurial system, British freehold system, British Government Governor (allowed to veto suggestions) Council.

The key similarity is to keep the religion, the key difference is that the Roman Catholics were barred from government positions.

FULLY MEETS EXPECTATIONS

Teacher's Observations

The student has provided a thorough but concise response to the task.

- ◆ accurately identifies main ideas and restates them in own words
- ◆ provides specific, relevant detail as needed
- ◆ explains relationships among ideas; offers logical conclusions based on specific evidence from the text
- ◆ makes logical judgments and evaluations, supported by specific evidence

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Royal Proclamation(1763) and Quebec Act(1774)

There are a number of similarities and differences of the Royal Proclamation and the Quebec Act. The Royal Proclamation and the Quebec Act were British movements to govern over the French Canadians in New France. The intention of the British of the Royal Proclamation was Anglicization of the French Canadian but they have failed to because of being out numbered by French Canadians. Since British have failed their first experiment, the British come up with a reversed type of government, the Quebec Act.

TRANSCRIPT

There are a number of similarities and differences of the Royal Proclamation and the Quebec Act. The Royal Proclamation and the Quebec Act were British movements to govern over the French Canadians in New France. The intention of the British of the Royal Proclamation was Anglicization of the French Canadian but they have failed to because of being out numbered by French Canadians. Since British have failed their first experiment, the British come up with a reversed type of government, the Quebec Act.

The similarities of the Royal Proclamation and the Quebec Act are that they commissioned Quebec as the capital of the government. French Canadians were commanded to have a governor and council appointed by British. French Canadians were permitted to have Canadian civil law remained since most of civil laws involved disputes between persons over property. The Royal Proclamation and the Quebec Act allowed the freedom of religion which meant that French Canadians could practice the Catholic Religion. Even though These two government guaranteed the freedom of religion, the government support of religion was saturated in t he Protestant churches, hoping that the French Canadians would convert from Catholicism to Protestantism.

The differences from the Royal Proclamation to the Quebec Act are enlarged number of council, and the right of the Roman Catholics to hold public or government office. The Roman Catholic Church gains the legal right to enforce payment of church taxes by Catholics. Protestant schools were to be set up and given financial aid by the government in the Royal Proclamation but not in the Quebec Act. In the Quebec Act, the governor was given authority to grant lands, which the governor didn't have in the Royal Proclamation. Government income was to be provided by customs duties also in the Quebec Act. Selfish and possessive British behavior changed from the Royal Proclamation to the Quebec Act because of the change of the Government, from assimilation of Canadians, into an English way of life, to cooperation of two nationalities.

Unlikely the Royal Proclamation, which seemed doomed to failure from the beginning, the Quebec Act had been more successful even though the Quebec Act was replaced by the Constitutional Act in 1791. Unrealistic boundaries and British based government of the Royal Proclamation, trying to assimilate French Canadians had to fail miserably since the British were overwhelmingly outnumbered by the French Canadians. On the other hand, cooperating government of the British in the Quebec Act achieved more satisfaction and more favourable responses from different groups of society like the church leaders. The Royal Proclamation and the Quebec Act had quite a number of similarities and contrast, after all, the Quebec Act has been more successful than the Royal Proclamation.

EXCEEDS EXPECTATIONS

Teacher's Observations

The student is able to see events within the broad sweep of history (e.g., “a step to being a more modern country”). The response offers insights about intended purposes versus results and effects and about the role of human emotions in decision making.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ accurately identifies and restates main ideas, synthesizing information from various parts of the selection
- ◆ provides precise, well-chosen detail as needed
- ◆ explains relationships among ideas, makes generalizations, and offers conclusions with depth and insight
- ◆ offers thoughtful questions; makes connections to prior knowledge; provides convincing examples
- ◆ makes thoughtful judgments and evaluations, supported by specific evidence

Comparison and Contrast

The Royal Proclamation was passed in 1763. It was Britain's first attempt to govern Quebec. They hoped that this act would re-establish the English economy and culture by assimilating the Canadiens. The Canadiens would have to adjust to English law, language and government. The Quebec Act was passed in 1774. It seemed to many a reversal of the Royal Proclamation. The Royal Proclamation wasn't working and they needed something to settle the colonies soon. The purpose of the act was to have the French canadiens appreciate them by letting them practice their religion and let them have some more freedoms.

TRANSCRIPT

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Some of the ways the two acts are similar is the location of it all. Both of the acts set the capitol city as Quebec, mainly because that's where most of the people lived. The governor and council were both appointed by the British because the British passed both of the acts. This could have made the French Candadiens nervous because France had not part in choosing the governors. In both acts, both religions could still be practiced, however, protestant schools and churches were funded and set up in hopes that more would convert to Protestantism in the Royal Proclamation. But still, the Catholic Church grew in both acts. This must have been frustrating or the British. No matter what they did, the Catholic Church still grew.

The major differences between the acts was the assimilation of the French Canadeins in the Royal Proclamation and the Cooperation with the French Canadiens in the Quebec act. The cooperation led to more peaceful living on both sides. In the Royal Proclamation the Roman Catholics WERE NOT allowed to hold government office, opposed to the Quebec act, which allowed the to. The latter greatly pleased the Roman Catholic church for obvious reasons; they would have more power. The Royal Proclamation put overwhelming restrictions on fur trading, which stunted Quebec's economic growth and made the fur traders very unhappy. The opposite occurred with the Quebec act. The act broadened the trading boundaries, which helped the economy and the traders, although the traders still didn't agree with the laws and government set-up. Also, the Royal Proclamation forbid the paying of tithes, which hurt the Catholic church, however when the Quebec act was passed, the tithes were paid again.

The major similarity between the two acts is the fact that both religions could be practiced. In Elizabethan times, the country could only be one religion at a time; the monarchs made it so. This is a big step into being a more modern country and living peacefully. There were still sides being taken, but both religions could be practiced. The French Canadiens were probably very appreciative for that, although the English may not have been. The key difference between the two acts is the fact that the Royal Proclamation act did not allow the Catholics to hold office and the Quebec act allowed it. It's key because the American Revolution wave was still around, and if the British didn't allow the Catholics to hold office, they probably would have joined the revolution and revolted.

