

GRADE 6 Reading: Additional Tasks/Samples

Reading Information 8 tasks

Reading Literature 7 tasks

Grade 6 Reading Information Additional Sample 1

Answering Questions on Article on Egypt

Context:

Students were doing a mini-unit in Language Arts on myths and legends. They read a variety of myths from different countries and different civilizations. They researched some of the Egyptian kings and the pyramids. They read articles written by archeologists about the excavation of some of the ancient treasures.

Process:

Before reading the selection, students completed a web on Ancient Egypt based on their knowledge and understanding recently acquired. They categorized their information using red ink, under 4 headings; places, things, people, geography. On the completion of their reading, they added new information in blue ink, to the chart.

Students read the article, "Discovering Tutankhamens' Tomb." The article outlined the work of archaeologists as they uncovered the Egyptian tomb. After the reading and the completion of the web, students answered questions based on the article. Students were instructed to include details and support from the article in their answers.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student was able to read the straightforward material. With prompting the student adjusted speed and used a variety of comprehension strategies; then reread and used text features to locate information for the questions. The student identified most main ideas but tended to include irrelevant or trivial details.

- needs prompting to check understanding and adjust comprehension strategies
- tends to sound out new words; may give up easily
- makes simple logical predictions about content based on text features and prior knowledge
- responses to comprehension questions or tasks are often inaccurate or based solely on prior knowledge; often vague or incomplete
- identifies most main ideas; often has trouble restating them in own words
- locates some relevant supporting details; may omit material or include irrelevant material
- needs template and intensive support to make simple notes
- interprets all or most literal information accurately
- makes some simple, obvious connections between new information and prior knowledge

Compare the old information with the new. Mark. Discuss.

(2) Vocabulary:

Write the word that means:

a scientist who digs up ruins (p.144)

archaeologists

the dig (p.145)

excavation

most important (p.146)

imperative

overpowering (p.145)

overwhelming

king of Egypt (p.145)

pharaoh

unwillingly, with hesitation (p. 146)

irresistible

came down (p. 147)

intrusion

most exciting (p. 148)

excitement

very deep (p. 148)

emblems

Answer in a complete sentence. Provide as much detail as possible.

(1) Why would an archaeologist not use dynamite when on an excavation such as this one? Give examples from the excerpt.

If an archaeologist used dynamite
it would blow up the treasures
of Tutankhamen tomb.

(2) What information can you conclude about the life of King Tut?

King Tut was a pharaoh as a young
boy. King Tut had a wife

and he was rich

(3) Why do you think that the Egyptians buried their kings with such treasure and security?

Egyptians buried their kings with such treasure and security because they want to keep King Tut's treasures

(4) What evidence is there that the burial was a religious practice?

The evidence is there that are tombs of gold and lots of treasure and jewels and there are drawings

(5) What 2 qualities of character must an archaeologist have? Why?

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student easily read the material, checking for understanding, adjusting speed, rereading, and previewing the material using specific text features. Answers were complete, contained the main ideas, relevant supporting details and included specific references to the text.

- checks for understanding; adjust comprehension strategies to deal with specific problems or features of the material
- makes logical predictions about content based on prior knowledge and text features
- uses text features effectively to preview and locate information
- rereads and skims effectively to find specific details to complete questions or activities
- responses to comprehension questions or tasks are clear, complete, and based on accurate information from the text
- accurately identifies main ideas
- locates specific, relevant supporting details to response to questions or task

- makes logical connections between new information and ideas and prior knowledge and beliefs about the topic

(1) Compare the old information with the new. Mark. Discuss.

(2) Vocabulary:

Write the word that means:

a scientist who digs up ruins (p.144)

archaeologists

the dig (p.145)

excavation

most important (p.146)

innermost

overpowering (p.145)

overwhelming

king of Egypt (p.145)

pharaoh

unwillingly, with hesitation (p. 146)

reluctantly

came down (p. 147)

descended

most exciting (p. 148)

decisive

very deep (p. 148)

intense

Answer in a complete sentence. Provide as much detail as possible.

(1) Why would an archaeologist not use dynamite when on an excavation such as this one? Give examples from the excerpt.

An archaeologist would not use dynamite when on an excavation because it might damage the treasure the archaeologist was going to find. The example from the excerpt is that they made a hole to peer through the tomb.

(2) What information can you conclude about the life of King Tut?

King Tut is very young when he died and he had a wife and his tomb was buried for three thousand three hundred

years. The treasure in the tomb was the richest treasure ever uncovered by archaeologists.

(3) Why do you think that the Egyptians buried their kings with such treasure and security?

I think that the Egyptians buried their kings with such treasure and security because it is part of their religion practices and maybe they put a lot of treasure and security as a belief that their descendants will be healthy and safe.

(4) What evidence is there that the burial was a religious practice?

The evidence that the burial was a religious practice is that he was buried with treasures. Another evidence is that the tomb was sealed so tightly with security.

(5) What 2 qualities of character must an archaeologist have? Why?

The 2 characters that archaeologists must have are brave and wise because in order to be able to find treasures or ancient stuff you have to work day and night and you had to have courage and you also have to be wise to be able to figure things out.

Grade 6 Reading Information Additional Sample 2
Discussion of a political cartoon and a related article

Context:

Students had been discussing current events in class. The issue of space travel, space equipment, and costs of a space program had been recent topics of discussion. Students brought in articles and information from magazines, Internet and newspapers about the cost of the space program and its advantages and disadvantages, and participated in a debate.

Process:

The students looked at different articles and how they presented information. They read an article from a newspaper on the Mir space station and a political cartoon; then answered a series of four questions that asked them to compare the information, identify the theme and message and consider alternatives.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student completed the reading of the material independently. The student generally answered the comprehension questions from the article accurately, but had difficulty drawing inferences from the graphic material. The response in the comparison chart is vague, incomplete and focused on irrelevant or trivial details.

- most responses to comprehension questions or tasks provide accurate information, but may be vague or incomplete
- identifies most main ideas, often has trouble restating them in own words
- locates relevant supporting details; may miss some
- interprets all or most literal information accurately; makes some inferences but these may be illogical
- makes some simple obvious connections between new information and prior knowledge

Cartoons		Actually happened
1. -it came down on land -all in one piece when fell	-the mir came down from outer space to earth. -people on vacation	-it came down in water -scattered everywhere when fell
Different	Same.	Different

b. Some other suggestion for the Mir are:

- they could have paid for it to stay up there
- put it up in the museum
- use parts to make another one.

a. Some of the things the person on vacation is glad of is that he gets away from cell phones, email, because I think they are both a problem because it advertises how good they are. →

3. War is one of the world's problems because people want their own way and instead of talking it out they fight.
Politics is also one of the world's problems because the politics are not fair to people so they get their own way.
4. The Munich Agreement was a problem because it was a betrayal and the government didn't want to pay for it.
5. The Munich Agreement benefited the world because now it doesn't cause problems.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student read the straightforward information independently, provided complete answers for the questions, gave supporting details and provided reactions and judgment. The chart indicates literal interpretation of the the graphic material. .

- most responses to comprehension questions or tasks are clear, complete, and based on accurate information from the text
- accurately identifies main ideas, may need prompting to restate in own words
- locates specific, relevant supporting details to respond to questions or tasks
- accurately interprets literal information including information from graphic features
- makes some simple obvious connections between new information and prior knowledge
- offers simple reactions or judgments, reasons may be vague

Thursday March 15th

Reporter: Hi, I'm [Student's name] and I'm reporting Brian Robeson's discovery out here in the Canadian wilderness. Now, we meet Brian and he's going to tell us how the plane crashed, how he got out, and how he's feeling. Brian.

Brian: Well I'm feeling really weak right now because I haven't had much to eat.

Reporter: Have you been eating anything lately?
Brian: Well I've actually been eating off of raspberries.

Reporter: Now Brian, how did the plane exactly crash?

Brian: Well me and the pilot were just casually flying along when all of a sudden the pilot just had a major heart attack. He just died instantly, and then there wasn't anyone flying the plane. I tried flying it myself which I did, and I tried landing in this "L" shaped lake here, and I did.

Reporter: So Brian, how exactly did you get out of the plane?

Brian: Well when the plane was in the lake, I somehow managed to push myself through the shattered window, and headed for the surface.

Reporter: So I've seen that you've made yourself a little shelter here Brian.

Brian: Yes I did.

Reporter: So Brian, have you met any wildlife yet.

Brian: Yes actually I have. So far I've seen a porcupine that walked into my shelter one night and stabbed me with eight needles. I've also seen a bear that just left me alone. I mean, he was looking at me and everything, but he just left me alone!

Reporter: Wow! You must have had quite a(n) experience out here!

Brian: Yes I did!

Grade 6 Reading Information Additional Sample 3

Water Cycle questions

Context:

Students were studying the water cycle as part of an environmental unit. They watched videos, read a variety of magazine articles, newspaper articles and books from the library on this topic. The teacher presented various diagrams and the class discussed how to effectively obtain information from diagrams and charts. The teacher had also introduced other text features such as sidebars, bold type, and captions to help students read informational text effectively.

Process:

Students were given a short article on the water cycle. The article included diagrams, captions, bold type and sidebars. Students read the article independently and answered 6 questions about the water cycle and resources.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

Responses are generally accurate although not always complete.

- most responses to comprehension questions or tasks provide accurate information, but may be vague or incomplete
- identifies most main ideas; often has trouble restating them on own words
- locates relevant supporting details; may miss some
- interprets all or most literal information accurately
- makes some simple obvious connections between new information and prior knowledge

Read page 88 in the Global Citizen. Look at the diagrams, too. Answer the following as carefully as possible.

Explain the difference between a **renewable** and a **non-renewable** resource.

The difference between a renewable and non-renewable resource is that renewable keeps reproducing itself. Non-renewable means that it gets replaced not by itself. (It doesn't keep reproducing.)

Give an example of the earth's water **changing places**.

An example of the water changing places is when there a lake and it dries up and makes a flood somewhere else.

What happens when the earth's water **evaporates**?

When the earth's water evaporates it goes into the cloud so it can rain.

What is **precipitation**?

Precipitation is an amount of moisture like rain or snow.

How do people get water from the **groundwater** beneath the earth's surface?

People get groundwater when it eventually flows into rivers and lakes.

In your own words, describe the **water cycle**.

In my own words the water cycle evaporates into the clouds, then it rains and goes into the ground and lakes, and the water in the ground eventually goes back into rivers and lakes.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

Responses to the questions are complete, accurate, and stated in the student's own words. The student made logical connections between new information and their prior knowledge.

- responses to comprehension questions or tasks are clear, complete, and based on accurate information from the text
- accurately identifies main ideas
- locates specific, relevant supporting details to respond to questions or tasks
- accurately interprets literal information including information from graphic features
- makes logical connections between new information and ideas and prior knowledge and beliefs about the topic

Read page 88 in the Global Citizen. Look at the diagrams, too. Answer the following as carefully as possible.

Explain the difference between a **renewable** and a **non-renewable** resource.

The difference between a renewable and a non-renewable resource is non-renewable resources take millions of years for more of the resource, once they're gone, and renewable

Give an example of the earth's water **changing places**.

The earth's water's amount of water always stays the same if a lake dries up in one place it usually floods in another place

What happens when the earth's water **evaporates**?

The heat of the sun causes ^{any} water to evaporate. Then most pollutants, like chemicals that we in water, get left behind. Then the water vapour is all clean.

What is **precipitation**?

Precipitation is when water vapour forms clouds, then falls down to earth as precipitation which can be either rain, hail, or snow.

How do people get water from the **groundwater** beneath the earth's surface?

People get water from the groundwater when precipitation goes into the ground and it gets stored in aquifers (which is rocks with tiny holes). The groundwater eventually flows into rivers and lakes.

In your own words, describe the **water cycle**.

First when the water evaporates, from the heat of the sun it evaporates into clouds. Then it precipitates into hail, rain, or snow. Then the water from the ground goes into the lakes or rivers.

Grade 6 Reading Information Additional Sample 4

Chart of Superheroes

Context:

Students had been working on a unit on Heroes. They had discussed questions such as; What makes a hero? What does the type of hero tell you about people's values? Should sports figures be considered heroes? The students met in small groups and discussed the questions and decided on different ways they might represent their group's thinking. In addition, they read a variety of works about different people through different times who were considered heroes.

Process:

A magazine selection, "Superheroes" was provided for students to read. In small groups, students discussed their favorite super hero from their childhood. They described what the appeal of their favorite superhero was. The students then read an article that discussed comic book heroes including Superman, Incredible Hulk, Wonder Woman, Green Lantern, Spiderman, Batman, Captain Marvel and Flash. Students were asked to create a chart, provide their own headings and compare and contrast each character.

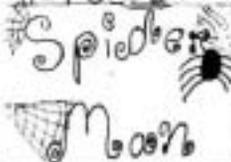
Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The chart is generally complete and contains the main ideas but lacks some relevant details.

- most response to comprehension questions or tasks provide accurate information, but may be vague or incomplete
- identifies most main ideas, often has trouble restating them in own words
- locates relevant supporting details; may miss some
- makes simple notes; has difficulty choosing own categories
- interprets all or most literal information accurately

Super Heroes	Weakness	Born	Real Names	Secret of Super Powers	Work
 <p>Spider-Man</p>	None	Couldn't Be Found	Peter Parker	Bitten by a Radio active SPIDER! <small>can now climb walls, shoot webs and grow new arms and legs.</small>	Empire State University and in costume Spider Man
 <p>Incredible Hulk</p>	None	Couldn't Be Found	Dr. Robert Banner	Caught in a Nuclear Explosion Now has Extra Strength and Temper.	Scientist when mad Incredible Hulk
 <p>Wonder Woman</p>	None	Paradise Island	Diana Prince	She came from the Paradise Island Queen of The Island gave her Super powers Braslets keep her safe from Bullets. <small>Age 3 she could put a record of 10 around with the rest age 6 she could run as fast as a Bear</small>	U.S. Government fight Evil
 <p>Superman</p>	Kryptonian particularly if Green	Planet Krypton <small>Now on earth Metropolis</small>	Kal-Elon Clark Kent on earth	He was born with Powers Flies faster than a speeding Bullet or the Speed of light, leap over tall Buildings or to the edge of the Universe	Reporter when in costume Super Man

Incredible Hulk

- Real Name Dr. Robert Banner, Scientist
- Secret of Super powers Caught in a Nuclear Explosion
- When Calm Human, When Upset Hulk
- Green Skin, 450kg 2 Meters Tall
- Enemies Tyrannus, Arizen, Turk, Omega tron.

Wonder Woman

- Other Name Diana Prince, Work US Government
- Super Power She Came from the Paradise Island. The Queen for her Island gave her Super Powers.
- Braslets keep her safe bullets bounce off them.

Superman,

Real name Kal-El on planet Krypton,
Clark Kent on Earth.

Born on Planet Krypton planet
was about to explode. Parents
throw him into space to save his
life. Adopted on earth by Jonathan
and Martha Kent.

Job Reporter, other identity
Superman,

Lives in Metropolis.

Fly faster than a speeding
bullet or the speed of light
he can leap over tall buildings
or to the edge of the universe.
Weak Spot - Can be hurt by Kryptonian
particularly if it's Green.

Spiderman

Real Name - Peter Parker, Student at
Empire State University

Secret of Super Powers Bitten
by a radioactive spider

Friends Aunt May

Enemies Mordred, Vampire Ghoul
Black Cat, Mystique, Lizard, Swarm
of killer Bees.

Weakness, Real Names, Secret of
Super Powers, Born, Work

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The response is complete and includes logical connections between new information and prior knowledge.

- responses to comprehension questions or tasks are clear, complete, and based on accurate information from the text
- accurately identifies main ideas, may need prompting to restate in own words
- locates relevant supporting details to respond to questions or tasks
- uses logical categories or heading to make accurate notes
- makes logical connections between new information and ideas and prior knowledge and beliefs about the topic

Hero's Names	Real Names	Super Powers	Friends	Enemies	How they got their Super Powers or how their became their super self.	Weakness	Other
Super Man	Kal-el on Krypton Clark Kent on Earth	Fly Faster than Light Leap to the edge of the universe, Super hearing, X-RAY Vision, Super cold breath, and can lift heavy things. His power is the sun.	Jimmy Olsen Lois Lane Linda Danvers	Mr. Myzloptik Toyman Lex Luthor Green Computer person Brainiak	Changes in a phone booth.	Kryptonite particularly if it's green.	Hard to Kill.
Spider Man	Peter Parker	Can climb walls Shoot web out of his hands like a human spider.	Aunt May	Venom. Swarm of Killers Carnage Morbius Vampire Ghoul Black Cat Mysterio Lizard	He is bitten by a radio-active spider	My guess is a radio-active fly sweater.	Has many more friends.
Bat Man	Bruce Wayne	He trained himself to be superpowerful and super smart.	Robin Batwoman Batgirl Bat-hound Bat-mite	Joker Penguin Riddler Bizarro Swamp Thing Felix Faust	Trained himself to have his super powers	My guess is most things man is weakened by.	Has a Batcave in his cellar. His Batmobile and Batplane is stored in here. His main weapon is his Batarang.
Incredible Hulk	Dr. Robert Bruce Banner	Can turn in to a monster when he is mad.	Fred Sless Betty Ross Trish Star	Typhonus Arizen Turk Omegastron Anything Man	Was caught in a nuclear explosion.	No clue about Hulk here except maybe a purple stone called bizok witch is kept some	Smart 450 kilograms 2 meters tall His Incredible strength

Superman - Real Name - Kal-el on Krypton / Clark Kent on Earth.
 Super Powers - Fly faster than light, leap to the edge of the universe, he has super hearing, X-RAY vision, Super cold breath, can lift alot of heavy things. His power source is the sun. Friends - Jimmy Olsen, Lois Lane, Linda Danvers (Super Girl) Enemies - Mr. Mxyzptlk, Toyman, Lex Luthor, Green Computer person Brainiak. Extra - Changes in Phase weakness - Kryptonite particularly if it's green. ^{Box}

Spiderman
 Spiderman - Real name - Peter Parker. Super powers - climb walls and web shooters. He was bitten by a radio-active spider. And He can grow new arms. Friends - Aunt May. Enemies - Venom, Carnage, Morbius, Vampire Ghoul, Black Cat, Mysterio, Lizard, Swarm of Bees. My guess on his weakness is a Radio-active fly swatter.

Batman - Real name - Bruce Wayne - Super powers - superpowerful and super-smart. Friends - Robin, Batwoman, Batgirl, Bat-hound, Bat-mite. Enemies - The Joker, The Penguin, Riddler, Bizarro, Swamp Thing, Felix Faust. Other stuff - Batcave in cellar, Batmobile and Batplane, Batarang.

Incredible Hulk - Real name - Dr. Robert Bruce Banner. Super powers - Because of a nuclear explosion he can turn into a monster when mad. Friends - Fred Slaus, Betty Ross, Trish Star. Enemies - Tyrannus, Arizen Tock, Omegatron, Anything Man.

Grade 6 Reading Information Additional Sample 5
Comparing two articles: Cleopatra and Queen Elizabeth I

Context:

Students had been working on a unit on biographies of famous people. They had looked at prominent world leaders throughout the ages. The teacher had introduced a variety of graphic organizers to record information and do comparisons.

Process:

Students were given two articles. The article on Cleopatra summarized the major events of her life, her term of reign, and important accomplishments. The other article outlined Queen Elizabeth I life, her family and her accomplishments. Students were given a chart that compared and contrasted the two leaders differences and similarities.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student located and categorize information that was different but had difficulty locating information or making inferences about information that was similar. The chart generally contains the main ideas but also contains some irrelevant or trivial details.

- most responses to comprehension questions or tasks provide accurate information, but may be vague or incomplete
- identifies most main ideas
- locates some relevant supporting details; may omit material or include irrelevant material
- interprets all or most literal information accurately; makes some inferences but these may be illogical
- makes some simple, obvious connections between new information and prior knowledge

Cleopatra

Elizabeth I

different

same

different

lived in Egypt
 died when 39
 became queen at 18
 lived in Alexandria
 while younger brother
 ruled with her.
 gathered army
 ruled again
 lived with Caesar
 restored Alexandrian
 library
 Married Mark Antony
 gave roman books
 very dark skin

Queens
 plays written by Shakespeare
 Dead
 doth had enemies

lived in England's
 died age 70
 Father killed mother
 worst enemy cousin
 Had a powerful
 father.
 Had two ~~enemies~~ ^{enemies}
 defeated the Spain
 Armada
 Decame strong
 world power
 Red hair
 light skin color

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student completed all aspects of the chart, and includes specific details for each category along with some inferences and interpretations based on evidence in the text.

- responses to comprehension questions or tasks are clear, complete, and based on accurate information from the text
- accurately identifies main ideas, may need prompting to restate in own words
- locates relevant supporting details to respond to questions or tasks
- accurately interprets literal information
- if asked, supports simple inferences and interpretations with specific evidence from the text and the graphic features

Cleopatra*

Elizabeth*

different

same

different

black hair
69 - 30 BC
married Antony
religion = Pagan
became queen age 18
Egyptian
queen for 21 years
before Jesus
travelled
lived in larger country
warmer climate

queens
had enemies
problemsolvers
became powerful
had to fight for thrones
killed someone
shakespeare wrote
plays about them
got attacked at war
had servants
wore dresses
both wore crowns
both wore jewellery
well known historical
women / both women

red hair
1533 - 1603
never married
protestant
became queen age 25
English
queen for 45 years
after Jesus
didn't travel
lived in smaller country
colder climate

Grade 6 Reading Information Additional Sample 6

Writing a Summary

Context:

Students were studying different cultures. They had read a variety of materials on different areas of the world and different cultures including some from past times. Recently they had completed a mini-unit on classical Greece. The teacher had reviewed note-taking and students had practiced taking notes and recording important information on different fact recording sheets. The students worked in partners to identify categories and possible ways to organize information. The teacher gave students opportunities to draft summaries and then provided them with feedback prior to their final assignment.

Process:

Students read a section from “Other Places, Other Times” on government, society and daily life in Sparta. Students recorded important or key phrases from each paragraph. They looked at their information and rearranged it in categories under specific headings. They wrote a rough draft using their notes. They read their rough draft to a partner and self edited the final copy.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The note chart indicates that the student had some difficulty creating useful headings and categories. The written summary contained the main ideas with some supporting details but tended to be vague in sections.

- most responses to comprehension questions or tasks provide accurate information, but may be vague or incomplete
- identifies most main ideas; often has trouble restating them in own words
- locates relevant supporting details; may miss some
- makes simple notes, often misses key information because of poor choice of categories or headings
- interprets all or most literal information accurately

April 23

Sparta

In Sparta people made fine ivory, beautiful pottery, song-writing and poetry. New power from the country of Macedonia. Thebes became powerful. By 371 Sparta lost its power. Sparta's military camp taught boys to steal it was ok to steal but not ok to get caught. Girls taught at school plus wrestling and running. Wives took care of farms supervised heklotas. 640 B.C. heklotas (peasants) farmers. One of the the kings was in charge of military, other in charge of religion. Sparta defeated Athens in Peloponnesian wars. After Peloponnesian War military didn't last. When seven years old boys go to military camp

untill 20 years old. Sparta put energy into military. Greece City/states fighting amongst selves. Other City/states rebelled against Sparta. Adults regular army fought for state + country - stayed til 30. Sparta landlocked - no port. couldn't trade with Mediterranean communities. Bivari - traders + craftsmen citizens + despised soldiers. Thirty Elders - 2 kings + 28 Council from the army. 20 years before Spartas army crushed rebellion.

other in charge of religion.

army

Thirty Elders - 2 kings + 28 Council from the army

20 years before Spartas army crushed rebellion.

iron and pottery
making, fine iron
and beautiful pottery

song-writing and
poetry flourished.

power

New power from
country of Macedonia

Thebes became
powerful

by 371 - Sparta lost
its power

fight and steal

Boys taught to steal
OK to steal but not
OK to get caught

Girls taught at
school plus wrestling
& running

Artists, farmers

wives took care
of farms
supervised herds

640 B.C.
herds (peasants) farmers

change

One king in
charge militarily.

military Peloponnesian war

1 Sparta defeated
Athens in Peloponnesian wars.

After Peloponnesian war
military didn't last

Seven year old boys
military camp until
18

put energy into
military.

City, state and country

Greece city/states
fighting amongst selves

Other city/states
rebelled against Sparta

Adults regular army
fought for state +
country - citizens

cannot trade

landlocked - no
port

couldn't trade with
Mediterranean
communities

Perioeci - traders
& craftsmen - non-citizens
& despised soldiers

army

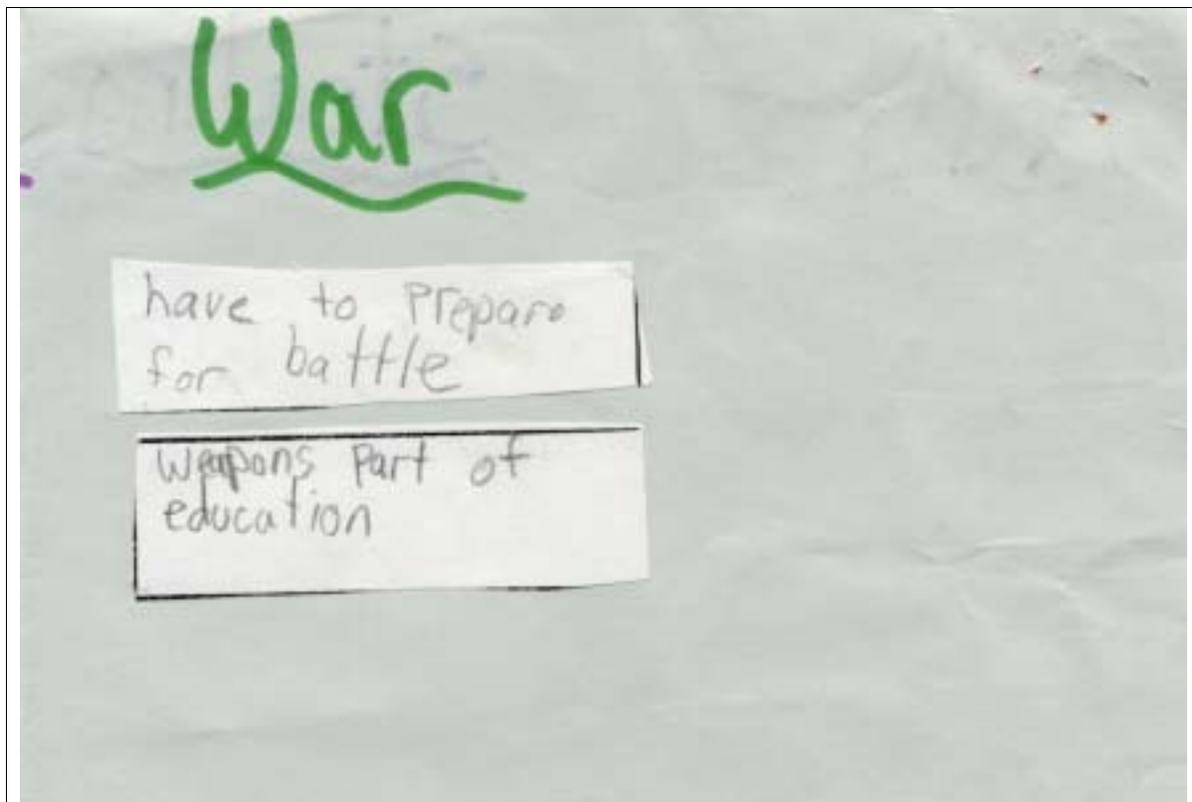
Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student was able to independently make notes and categorize them. The categories on the chart tended to be general and overlap with others. The summary response is complete and accurate and contained the main ideas and supporting details.

- responses to comprehension questions or tasks are clear, complete, and based on accurate information from the text
- accurately identifies main ideas, may need prompting to restate in own words
- locates specific, relevant supporting details to respond to questions or tasks
- uses logical categories or headings to make accurate notes



ARMY

When 7 boys went to military camp

Boys stayed at military camp till 20.

Men can marry at 20 but live in army till 30.

Sparta made goal to have strongest army

Sparta lost military power.

Wives watch farm (men army)

Some soldiers able to come to farm for little time

Sparta put all energy in military

Stealing

stealing not bad

if caught stealing punished.

If caught well stealing means not taught well

Boy stole fox

: Boy not confess to soldier

boys get little food so they have to steal

Kings To do with war

• 500 B.C. sparta was ruled by 2 kings.

• 1 King military other religion.

Kings form group (The Thirty Elders)

Later

historians feel sparta used energy on art earlier in life.

• physical fitness + weapons most important.

• after Peloponnesian war strength did not last long.

• New power was rising.

• sparta defeated Athens in peloponnesian war.

• 640 B.C. peasants of sparta rebelled



Other

Boys

→ Sparta not able to trade as easily as Mediterranean

Sparta environment not like Athens environment

took 20 years to crush rebellion

helots make two-thirds of population

• girls taught running + wrestling

boys sleep barracks

boys mostly ate soup, pork stock, vinegar + salt

Stealing

A long time ago in Greece stealing was not bad but if you were caught that's a different story. If you were caught you would be punished. You wouldn't be punished for stealing you would be punished for not being taught well. At meal times all of the boys were not fed well so they would have to steal.

Kings

In 500 B.C. Sparta was ruled by two kings. One of the

Kings was the king of military
the other king was the king
of religion. All of the kings
formed a group and they went
by the name "The Dirty Elders."

Army

When the boys were 7 years
old they were sent to military
camp. The boys must stay
there until they were 20.
Then at 20 the men can
get married but they
have to live in the army
until they are 30. All of
the wives watched their
farms while the men

went to the army. Some soldiers were allowed to visit their farm for periods of time. Sparta put all of his energy in to military. Physical fitness and weapons were the most important things. In 640 B.C. the peasants of Sparta rebelled. The men had to prepare for war at anytime. Both then weapons were part of education. Sparta defeated Athens in Peloponnesian war. Later Sparta lost all of his military power. Soon after new power was rising.

Boys

The boys had to sleep in a barrack all of the time, that was like there bed. All that the boys mostly ate was soupe, pork stock, vinegar and salt.

Later

Historians believe that Sparta may have used his energy in art earlier in his life.

Other

Sparta was not able to trade things such as pottery as easily as mediterranean could. The helots made two-thirds

of the population. Girls were ~~not~~
taught running and wrestling.

Grade 6 Reading Information Additional Sample 7
Read about a disease and make notes in a chart form.

Context:

The students had studied micro-organisms. The class studied and discussed various ways that micro-organisms reproduce and sustain their existence. They looked at the factors necessary for the micro-organism to be present and the ways that micro-organisms can be transmitted to humans. They had watched video, read text material, and surfed the Internet looking at medical sites.

Process:

The students were assigned a specific disease, such as small pox, chicken pox, leprosy etc to research. They could use the encyclopedia, library books, or reputable medical sites (e.g. medbroadcast.com) from the internet. The teacher provided categories to organize the information:

- What is it?
- Where is it?
- Symptoms
- Long-term effects
- How is it transmitted (vectors)?
- How is it treated?
- History
- Other Information

The students used their notes to complete the graphic organizer on the disease they researched.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The responses were generally complete. The chart contained most of the main ideas but has few supporting details. There is some information in the chart that suggests that the inferences made were literal and simplistic.

- most responses to comprehension questions or tasks provide accurate information, but may be vague or incomplete
- identifies most main ideas; often has trouble restating them in own words
- locates relevant supporting details; may miss some
- interprets all or most literal information accurately; makes some inferences but these may be illogical

① What is it?

Yellow fever is a virus carried by cucking mosquitos. The virus damages many body tissues, but especially the liver.

② Where?

Central America, parts of South America, Africa and tropical islands.

③ Symptoms

The first stage of yellow fever begins from 3 to 6 days after you have been bit. The victim develops a fever, head ache, and dizziness and muscles aches.

④ Long term effects

Death and Memories.

⑤ How is it transmitted? (vectors)

The virus is transmitted by some mosquitos. Big bites.

⑥ How is it treated?

There is a vaccine to prevent it. But it doesn't say if there is a way to treat it.

⑦ History

A.M.S. Army have to find a way to stop yellow fever. In 1927 they made a vaccine to prevent yellow fever. In 1880 Carlos Finlay, a Cuban physician, suggested a mosquito transmitted the disease.

⑧ Other information

Many patients recover but ~~three~~ two out of five people die from yellow fever. Don't worry there is a vaccine. Scientist must not know if yellow fever is a virus or a disease.

Yellow fever

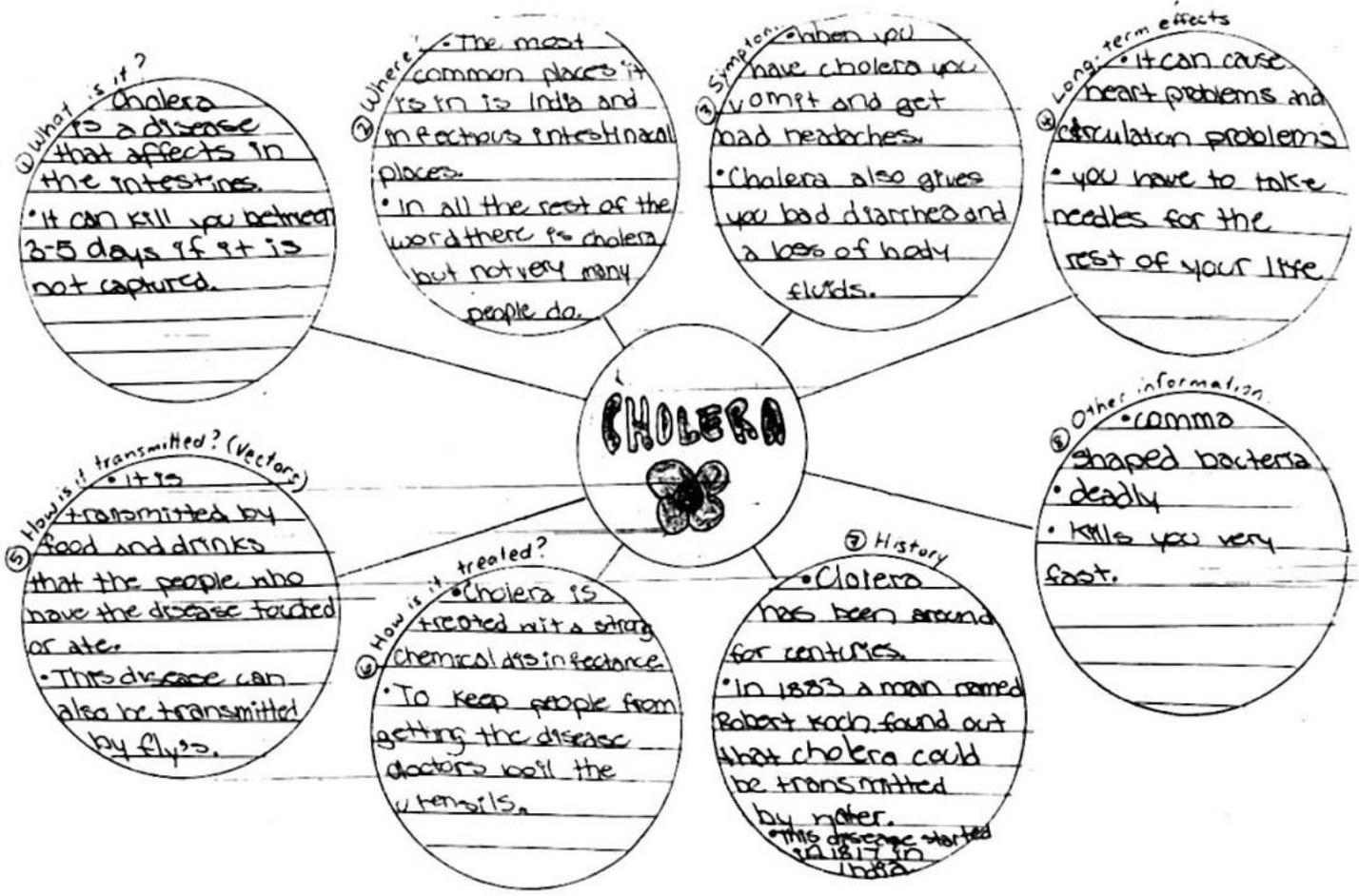
Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The response is complete and accurate. The chart contains the main ideas and some supporting details. The information is categorized accurately but some of the same information is repeated in more than one category.

- responses to comprehension questions or tasks are clear, complete, and based on accurate information from the text
- accurately identifies main ideas, may need prompting to restate in own words
- locates specific relevant supporting details to respond to questions or tasks



Grade 6 Reading Information Additional Sample 8

Writing a “how to” based on an article

Context:

Students were studying different cultures of the world, including Nigeria. They had completed a variety of activities including reading myths from Nigeria and illustrated them; looking at the landforms, vegetation and physical regions of this area and how these factors affected the culture of Nigeria. In addition, they studied the specific style of art that was prominent in this area.

Process:

Students were given a short reading selection that described the making of Adire cloth in Nigeria. Students read the article independently, highlighting or making notes of the order and process. The students took the information and wrote a step-by-step procedure on how to make Adire cloth with illustrations to support their instructions.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

In the summary of the procedure, some key steps and important pieces of information are missing. The illustrations do not support or enhance understanding of the process.

- responses to comprehension questions or tasks are often inaccurate or based solely on prior knowledge; often vague or incomplete
- has difficulty distinguishing between main ideas and supporting details
- locates some relevant supporting details; may omit material or include irrelevant material
- needs template and intensive support to make simple notes
- misinterprets literal information

pictures

how to ^{make} Adire cloth

1.



2.



3.



4.



5.



6.



7.



8.



1. Sew the wide strips of cotton into large squares

2. Dye the square pieces of cotton

3. Mix cassava with water in a large gourd until very smooth

4. Pour in a metal pot

5. Put over fire to boil

6. Squeeze a thin cotton cloth into another gourd.

7. Paint the cloth

8. Dip a chicken feather into cassava mixture

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student was able to locate some of the information but did not check for accuracy and completeness. The illustrations generally support the procedure and provide some clarification.

- most responses to comprehension questions or tasks provide accurate information, but may be vague or incomplete
- identifies most main ideas
- locates relevant supporting details; may miss some
- makes simple notes, often misses key information
- interprets all or most literal information accurately

Pictures Making Adire Cloth

1.



2.



3.



10.



4.



5.



6.



7.



8.



9.



Steps

Making Adire Cloth

1. Two pieces of cloth sewn together.
2. Then they take the cloth to a dye pit.
3. She puts it in a pot and put it over a fire.
4. She takes large scoop of the mixture and squeezed it through the thin cloth.
5. First she spreads the cloth on a wooden table.
6. Then she takes a chicken feather from a special purse.
7. She uses the feather as a pen.
8. When she is done she puts it in to a bamboo pole and leaves it to dry.
9. she puts it in to a vat of indigo.
10. She throws buckets of water on the hanging cloth.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student provided specific, accurate, and complete details. The student illustrations enhance the summary of the procedure. The steps were complete, accurate and provided a clear outline of the process.

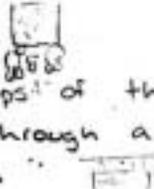
- responses to comprehension questions or tasks are clear, complete and based on accurate information from the text
- accurately identifies main ideas
- locates specific, relevant supporting details to respond to questions or tasks
- accurately interprets literal information including information from graphic features

MIKEND adire Cloth

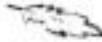
1) Sew wide strips of cotton into large squares. 

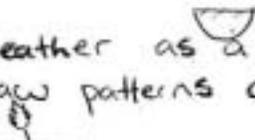
2) take the cloth to the dye pits. to be painted with cassava flour mixture.

3) the cloth is dyed. 

4) Take large scoops of the mixture and squeeze them through a thin cotton cloth into a gourd. 

5) first spread the cloth onto a wooden table under shelter. 

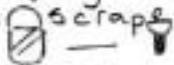
6) Then take a chicken feather it into the cassava. 

7) use the feather as a pen then begin to draw patterns on the cloth. 

8) Carefully place the cloth over a horizontal bamboo pole and leave it to dry. 

9) put the cloth into a large vat of indigo. 

10) After a few days take the cloth from the vat of dye and hang it over a bamboo pole to thoroughly dry once again. 

11) After it has dried dump a few buckets of water over the hanging cloth until it is dripping wet then scrape off all the cassava mixture. 

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student provided a complete and thorough response. The process is clearly outlined, and includes all the important steps. The summary of the procedure is complete and accurate with appropriate illustrations.

- responses to comprehension questions are precise and thorough; may be insightful
- accurately restates main ideas in own words; may be able to explain some connections between them
- locates specific, relevant supporting details to respond to questions or tasks
- supports simple inferences and interpretations with specific evidence from the text and the graphic features

Grade 6 Reading Literature Additional Sample 1

Writing an Obituary for a main character

Context:

The teacher had previously introduced a unit on the short story, reviewing elements including setting, characters, events, climax and resolution, and highlighting techniques such as dialogue, foreshadowing, creating suspense through clues, using imagery to create a mood.

Process:

The teacher wrote the title of the short story on the board: “A Secret for Two”. The students brainstormed in small groups what the secret might be and how it might be connected to the number “two.” They completed a chart where they identified setting, characters and events, and discussed the story elements and the author’s techniques.

The students were provided examples of obituaries from a newspaper. The class discussed how to write an effective obituary; then students were asked to write an obituary for the main character, Pierre. Criteria established by the class included: accurately listing main story events, showing characters’ relationships, feelings and motivations, as well as following the style of an obituary (not assessed here.)

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

With encouragement and prompting, the student was able to complete the task. The events listed are not accurate in terms of the story. The student missed key information.

- most responses to comprehension questions or tasks are vague, inaccurate, or incomplete
- identifies some main characters and events; has difficulty providing relevant details (may fixate on minor details, miss key information)
- may be able to place main events in order; explains some simple cause-effect relationships
- makes some simple inferences about characters' motivations and feelings; these are not always logical, often because the student has missed key information at a literal level
- unable to develop a reasonable interpretation of the theme or author's message (because of flaws in literal understanding)

Obituary March 14/2001

Pierre Dupin was born on August 17, 1889 and passed away on July 13, 1964. Pierre was a kind, friendly, and trustworthy man to all his friends and family. Pierre Dupin was born in Quebec, Canada and when he was 2 years old Pierre's family moved to France. When Pierre was 17 his Mother and father passed away in a wagon accident. Pierre set off in a big world. The world was fairly new to Pierre. So Pierre moved into a 1 bedroom apartment in Montreal, Canada and Pierre got into the milk delivering business and after 35 years. The company supplied Pierre with a horse named Joseph. But after some years Joseph died of old age. But horribly Pierre passed away 5 minutes later. In a horrible truck accident. Because he was blind.

Private Memorials held at 2:00 on Monday July 24, 1964.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The response is vague and lacks specific details. It does not offer a sufficient explanation of the cause-effect relationship in the story.

- most responses to comprehension questions or tasks are based on accurate information, but they are often vague and sometimes incomplete
- identifies most main characters, events, and obvious conflicts; can provide some details if asked, but may rely on vague generalities
- explains some relationships among events (e.g., time sequence, direct cause-effect)
- makes some simple inferences about characters' feelings, motivations, point of view; may have difficulty providing support

Joe's

Obituarie

March 15

Dupin-pierre Born 1861, October 17, ^{pastor} ~~pastor~~
March 15 1936. He lived a long fortifying
life live for 75 years. Lived in France
most of his life then 40 years before
he died he moved to Montreal Aubec.
He had a milk route for 30 years
had a buddy named Joseph the horse,
and Joseph worked with Pierre for
25 years. But one gloomy dark mornen
Joseph never woke up and Pierre was
to sad to think of what he was
doing and he stumbled out on to the
road and got hit by a truck,
then they found out Pierre was blind
5 years before he died, that's how
well Joseph new the milk route.
He will be missed by his costumers
on the milk route. a remeberince milk
and cookies momorial service will
be held at the home of Stan & Betty
Lilley, 11666, Adair Street Aubec. On Sunday
March 18 1936 at 1:00 pm no flowers by
request donations may be given to
the provical milk horse stable 12155 Edge
Street Aubec V2K-6G7

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The response is complete, accurate, and includes appropriate details.

- responses to comprehension questions or tasks are clear, complete, based on accurate information, and include specific references to the selection
- describes setting, main characters, conflict, and events accurately and in some detail; may use the exact words of the selection in places
- explains explicit relationships among events (e.g., cause-effect; problem–attempted solution)
- makes some logical inferences about characters' feelings, motivations, and point of view; provides support from the selection

Obituary
Pierre
1936 - 2011

Our dear friend, Pierre, from the streets of Montreal, Quebec has been tragically killed recently. Pierre was a happy man who was born in 1936. Pierre was a friendly man who liked his job which was to deliver milk to homes on the streets of Montreal. Anyone who knew Pierre knew his horse named Joseph because they were best buddies. Pierre named Joseph after St. Joseph and they still did everything together even when Pierre went blind in 2006.

Pierre and Joseph passed away together on July 19th. Joseph died of old age that day. Pierre was very devastated by Joseph's death. That same evening Pierre was instantly killed by a speeding truck. Pierre did not seem to see the truck probably because he was so upset by Joseph's death.

Our two dear friends will be missed by everyone who knew them.

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The response is complete, accurate and insightful, with relevant details and information.
The response shows understanding of the character's feeling and motivations.

- responses to comprehension questions or tasks are thorough and precise, incorporating specific detail from the text along with “between the lines” information where appropriate
- describes setting, characters, conflict, and events accurately and in own words; provides relevant detail and may offer interpretation where appropriate
- explains both explicit and subtle relationships among events (e.g., cause-effect; problem–attempted solution); often speculates about other possibilities
- makes inferences; appreciates and articulates characters’ point of view, showing insight into motivations, feelings, and relationships; provides support from the selection

Obituary

March 24th 2001

In memory of Pierre Dupin, 1860-1936.

Pierre Dupin lived a happy life in Montreal Quebec. He worked for the Provinciale Milk Company, along with his best friend Joseph. Each morning, Pierre and Joseph would set out to deliver milk on Prince Edward Street. Pierre and Joseph were best friends. Neither had any family, but that didn't matter. They had each other.

In 1931, Pierre lost his sight. Nobody knew about it but Joseph. It was a secret between them. Joseph knew the milk route so well that Pierre never quit. They stayed on the route for 5 more years.

Then, one icy cold morning, Pierre learned that Joseph had passed away. Joseph, who had so faithfully pulled the milk wagon all those years! Joseph was 25 when he died, very old for a horse.

Pierre was so upset, his mind on Joseph, that when he walked out onto the street, he couldn't

hear the truck approaching. Sadly, it
ran him over.

We will always remember kind
faithful Pierre Dupin, and his loving, understanding
horse, Joseph.

Grade 6 Reading Literature Additional Sample 2

Creating Question

Context:

The students had been working on an integrated literature and science unit, “Space, Stars and Quasars”. Students read informational text on the planets and built their background knowledge about the planets through library research. In addition, they read short fictional selections, poetry selections and photo essays on the topic.

The teacher introduced the concept of higher level questioning. She had modeled literal question, inferential and evaluative questions in oral discussions and provided the students with written examples of each.

Process:

The teacher set a pre-reading task for students where students discussed in small groups “ a time when they had completed a project such as a model or a science fair experiment or research where you envisioned it turning out one way and it actually looked very different.” Students discussed the factors that can often influence the quality of a project. They discussed how they felt when they noticed that their project was not to the same standard as their classmates.

The students independently read the short story; then created questions. The teacher provided a prompt sheet, with verb starters in the categories of literal, inferential, and evaluative that students could use as a basis to phrase questions.

Students answered their questions. They were encouraged to provide the feelings and motivation of the character in their answers and include insights they may have gained from reading the selection.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student needed one-to-one support both reading and completing the task. The response is limited and does not differentiate between key events and details.

- most responses to comprehension questions or tasks are vague, inaccurate, or incomplete
- identifies some main characters and events; has difficulty providing relevant details (may fixate on minor details, miss key information)
- may be able to place main events in order; explains some simple cause-effect relationships
- makes some simple inferences about characters' motivations and feelings; these are not always logical, often because the student has missed key information at a literal level

Did not
do the assignment
properly. Will
redo

Feyokra

→ 1. Who is the main character? Heriote

→ 2. When does Heriote come to school?

3. What is Heriote's favorite planet?

4. Could Heriote have gotten better materials?

5. What ^{happens if} Heriote had not come to school?

6. Why did Heriote feel bad?

1. Heriote got to school in the morning.

2. The main character is Heriote.

3. Heriote's favorite planet is Mars.

4. I think Heriote could have gotten better materials.

5. I think Heriote would have had to do it the next day.

6. I think Heriote felt bad because her project stunk.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student read the selection and completed the assignment. The questions and answers are inconsistent; some focus on trivial details rather than key events.

- most responses to comprehension questions or tasks are based on accurate information, but they are often vague and sometimes incomplete
- identifies most main characters, events, and obvious conflicts; can provide some details if asked, but may rely on vague generalities
- explains some relationships among events (e.g., time sequence, direct cause-effect)
- makes some simple inferences about characters' feelings, motivations, point of view; may have difficulty providing support

Transcript:

- 1) Who took harriet out to see mars?
- 2) What was heven's earth made of?
- 3) Could harriet have made a better project?
- 4) Should she have eaten the planets?
- 5) In your opinion should she have used better materials?
- 6) In your opinion who had the best project?

Answers

- 1) Mr. Pond took harriet out to see mars.
- 2) Hevens earth was made out of a marble
- 3) Harriet could have made a better project.
- 4) I don't think she should have becaus now she won't get full marks.
- 5) In my oppinion she should have used better materials.
- 6) In my oppinion clayton had the best project.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

Responses are well thought out and complete.

- responses to comprehension questions or tasks are clear, complete, based on accurate information, and include specific references to the selection
- describes setting, main characters, conflict, and events accurately and in some detail; may use the exact words of the selection in places
- explains explicit relationships among events (e.g., cause-effect; problem–attempted solution)
- makes some logical inferences about characters' feelings, motivations, and point of view; provides support from the selection

01/03/14

Embarrassing Moment

One time is when I came to school with my science fair project (thinking it was the best)! when I got to school and looked around I noticed that I sucked because everyone else had a star on theirs and all I got was a low mark from my teacher.

Story Questions

01/03/14

1. List 3 things that went wrong at school.
2. When and where did Harriet and Mrs. Pond go stargazing?
3. Who is Mrs. Krensky?
4. Suppose you were one of the kids looking at Harriet's project, how would you feel?
5. In your opinion could Harriet have used better materials.
6. How would you feel if you were Harriet standing there by your project?
7. In your opinion do you think Harriet's project is good?
8. Have you ever felt like Harriet?
9. Is it fair to have the other kids laugh at Harriet's project.

Story Answers

01/03/16

- 3 things that went wrong at school were:
A.) On her project Saturn's rings were droop despite all the tape.
B.) All of the other projects were bought from the hobby shop and Harriet's was made from bubble gum.
C.) It was an even worse mess than it had been when she arrived.
- Harriet and Mrs. Ford went star gazing at night by the marsh.
- Mrs. Krensky is Harriet's school teacher.
- If I were one of the kids looking at Harriet's project I would feel sad because her project isn't as good as the other kids' project.
- In my opinion yes, I think Harriet could have used better materials for her project.
- If I were Harriet I would feel sad because it isn't as well crafted as the other kids' project.
- In my opinion I think that Harriet could have used more time and be more "Artistic" about her project, so no I don't think that it is too appealing.

8. One time I felt like Harriet when I brought my science fair project to school and it wasn't so great like Harriet's project.

9. I don't think that it is fair to have other kids laugh at Harriet's project, would you?

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

Responses are complete, accurate and insightful, and indicate that the student can understand and relate to the situation.

- responses to comprehension questions or tasks are thorough and precise, incorporating specific detail from the text along with “between the lines” information where appropriate
- describes setting, characters, conflict, and events accurately and in own words; provides relevant detail and may offer interpretation where appropriate
- explains both explicit and subtle relationships among events (e.g., cause-effect; problem–attempted solution); often speculates about other possibilities
- makes inferences; appreciates and articulates characters’ point of view, showing insight into motivations, feelings, and relationships; provides support from the selection

- 1) Where did Harriet get the pomegranate?
- 2) Who got mad at Harriet when she used the newspaper for her model.
- 3) How would you feel if you arrived at school and everyone else had a better model than you? Write about your feelings!
- 4) What might happen if Mrs. Krensky didn't see the effort and hard work Harriet put into her model.
- 5) If you were Harriet and looking for things to make the solar system what materials might you have used that you found at home.
- 6) In your opinion was it right or wrong for the other children to look at her project as if it was a disaster.

- 1) At the beginning of this year we had to do a model project I wrote a long letter but when I got it back I got a horrible mark one out of four everyone else got a better mark than me. I then found out I didn't follow the instructions
- 2) Mrs. Sand gave Harriet the pomegranate
- 3) When Harriet used the newspaper her father got extremely mad. I would feel left out, very sad and would want to go home.
- 4) If Mrs. Krensky didn't see the effort and see how much she really knew about space she would get a bad mark.
- 5) I was Harriet and looking for things to use I would use marbles, small balls, walnut, peppercorns and many other things.
- 6) I think it was wrong for the other children to look at her model as if it was a disaster because she knew more than anyone.

Grade 6 Reading Literature Additional Sample 3

Diary entry of the main character from “Breaking Away”

Context:

The class had been involved in a unit on short stories where they read stories of adventure, mystery, and science fiction and discussed the ways that authors engage readers. Some of their work focused on how authors build characters and how the reader may relate to the circumstances of the character. The class discussed characters motivations, feelings and the effect on the reader from other selections they had read.

Process:

The teacher asked the students to make a chart of the goals their family had for them and the goals they had for themselves; and of activities and chores they do to contribute to the family and the activities they like to do for fun. In small groups, the students discussed how the parts of their chart were related and how the family goals and theirs were different. They discussed how the differences and similarities impacted on them and their family.

The teacher introduced the short story “Breaking Away” and asked the students to imagine themselves as the main character and feel what the character was experiencing. Students read the short story independently, then used a web to record the feelings the character experienced. They wrote a diary entry as the main character – introducing themselves, their feelings, motivation and aspirations.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The response is limited, vague, and incomplete, and does not include information about the character's feelings and motivation.

- most responses to comprehension questions or tasks are vague, inaccurate, or incomplete
- identifies some main characters and events; has difficulty providing relevant details (may fixate on minor details, miss key information)
- may be able to place main events in order; explains some simple cause-effect relationships
- makes some simple inferences about characters' motivations and feelings; these are not always logical, often because the student has missed key information at a literal level
- unable to develop a reasonable interpretation of the theme or author's message (because of flaws in literal understanding)

Hi my name is kwok ken wong I live with
my dad in china town. By the way I'm 18.
my favourite activities are playing soccer.
me and my dad baggar do any thing to
feed our pigs. I like to go to the
chung king restaurant. cl how the head cook.
oh ya my dads name is ba.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The response is generally complete, although there are some inaccuracies. The description of the character and his feeling is simplistic and undeveloped.

- most responses to comprehension questions or tasks are based on accurate information, but they are often vague and sometimes incomplete
- identifies most main characters, events, and obvious conflicts; can provide some details if asked, but may rely on vague generalities
- explains some relationships among events (e.g., time sequence, direct cause-effect)
- makes some simple inferences about characters' feelings, motivations, point of view; may have difficulty providing support

March 16, 2001

Breakaway.

Hi my name is Kuok-Ken Wong, all my buddies call me Kuok.

I am eighteen years old.

I live down in an ally in China Town, I really dislike it.

I really like to play soccer it's a great sport. Soccer is one of my hobbies. I have played many games before.

I have a dad he is always there for me, my dad's name is Pa.

I hate going into China Town, the China Town people just stare at my Dad and I, and think that the "Wongs" are low-life, that puts me down.

There is a restaurant in China Town called Chung King Restaurant, it's disgusting and dirty, it makes me feel uncomfortable.

Oh, yes I forgot to tell you what I look like, I'm a young Chinese boy, I have brown eyes, black hair, and big black eyebrows.

Back to what I was talking about, all in all I hate China Town.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The response is complete, accurate, and contains relevant details about the character's feeling and motivation. The response suggests that the reader is able to see things from the point-of-view of the character.

- responses to comprehension questions or tasks are clear, complete, based on accurate information, and include specific references to the selection
- describes setting, main characters, conflict, and events accurately and in some detail; may use the exact words of the selection in places
- explains explicit relationships among events (e.g., cause-effect; problem–attempted solution)
- makes some logical inferences about characters' feelings, motivations, and point of view; provides support from the selection

March 16, 2001

Kuoh-Ken Wong

Hello,

My name is Kuoh-Ken Wong, but everyone calls me Kuoh. I am eighteen, but my ruddy red cheeks will make me look like I'm twelve for the rest of my life.

My face is like a solid square. My eyebrows are thick and as black as my hair. My eyes are brown and bold. Just your average Chinese-Canadian.

I was born in 1984 in Vancouver, Canada. I live on a farm a few miles from Chinatown. Everyone thinks we're oddballs. Everyone thinks we smell like pigs.

By "we" I mean ~~me~~ my mom, dad, and myself. We're pig farmers.

My father is known as 'skinflint pa'. We drive around to Chinatown restaurants collecting leftovers to feed our pigs. We empty the pails into big tubs in the back of our truck. If so much as one drop spills, he goes nuts trying to save it before it washes away.

I can't stand my father. He treats me like a child even though I'm old enough to go to university. He orders me around, makes me wear old, smelly clothes and do boring chores. He won't even let me see one soccer game!

That is one thing I like. Soccer, I mean. Even though I can't see the games, I love to play it. I'm good, too. I'm good enough for the inter-school team. 😊

Well, thank you for listening to me ramble on for a full page. I appreciate it.

Kuoh-Ken Wong

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The reader is able to make logical inferences about the main character's feelings and motivation, and to articulate the character's point-of-view in an insightful way.

- responses to comprehension questions or tasks are thorough and precise, incorporating specific detail from the text along with “between the lines” information where appropriate
- describes setting, characters, conflict, and events accurately and in own words; provides relevant detail and may offer interpretation where appropriate
- explains both explicit and subtle relationships among events (e.g., cause-effect; problem–attempted solution); often speculates about other possibilities
- makes inferences; appreciates and articulates characters' point of view, showing insight into motivations, feelings, and relationships; provides support from the selection

March
16
2001

Rwok-his
story

1930

Hello! my name is Rwok-Ken Wong. But everyone calls me Rwok. I'm 18 years old but my father, Ba, still treats me like a baby. Everyone at school hates me. Sometimes I just wish I wasn't Chinese. I have coal black hair and dark eyes, quite a square face but very solid. My cheeks are always an ugly copper colour. I think it makes me look like I'm 12 forever. We live on a farm in the city of Vancouver. I'm always wearing shiny overalls and a grubby sweater. My boots seem to be falling apart. My father is always looking for a cheap way to feed our pigs, so he goes to a restaurant in Chinatown called The Chung King restaurant. All the men in there just sit around and smoke, drink, or gamble. We go into the kitchen where the head cook tells us the slops are under the sink. I pull the pails down to my father's muddle. I hate living my life. I wish I was like the cool boys in my school. With

their baggy pants always dressing
in the style. All I want
to do is play soccer. And now
the championships cup is on and
my father won't let me go. When
I play soccer I go away from
all the teasing people. If only
I could play soccer all the time.
It just isn't fair. Sometimes
I just hate my life!

Grade 6 Reading Literature Additional Sample 4

Interview Questions for a Main Character

Context:

The students had recently completed a unit on the newspaper, where they looked at the different sections of a newspaper and learned how a reporter researches a story. To develop their questioning skills, they watched clips of interviewers on TV to gain an understanding of the types of questions asked and kinds of responses given. The teacher reviewed various types of questions (e.g., factual, inferential and evaluative or opinion) and discussed higher level questions that might push people's thinking. Students brainstormed possible inferential questions. They critiqued interviews and wrote practice interview questions.

Process:

The teacher introduced the title of the story and invited students to predict what the story might be about. The class reviewed the types of questions, emphasizing inferential questions and asking questions that push people's thinking.

The class discussed the requirements of the assignment: after reading independently, students were to create and answer five questions that would draw on inferences about the characters' feelings, motivation, thoughts and the relationship between the events.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The response provides some of the key events and offers simple inferences about the character's feelings and motivation.

- most responses to comprehension questions or tasks are based on accurate information, but they are often vague and sometimes incomplete
- identifies most main characters, events, and obvious conflicts; can provide some details if asked, but may rely on vague generalities
- explains some relationships among events (e.g., time sequence, direct cause-effect)
- makes some simple inferences about characters' feelings, motivations, point of view; may have difficulty providing support

March 28 Persephone

1. "What were you feeling when you were taken to the under world?"

"I was very frightened."

2. "When you ate the seeds then finding out you would have to stay down in the underworld forever, what were you feeling?"

"I felt very sad."

3. "Why did Hades take you to the underworld?"

"He wanted me to be the Queen of the underworld."

4. "How did you end up in that situation?"

"I was on the hill looking for herbs and saw a flower picked it and the earth opened and he took me."

5. "What do you think of the agreement?"

"I thought it was fine."

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The questions and answers are complete, based on accurate interpretation of the story, include some detail. The student provides some insights into the character's feelings and motivation.

- responses to comprehension questions or tasks are clear, complete, based on accurate information, and include specific references to the selection
- describes setting, main characters, conflict, and events accurately and in some detail; may use the exact words of the selection in places
- explains explicit relationships among events (e.g., cause-effect; problem-attempted solution)
- makes some logical inferences about characters' feelings, motivations, and point of view; provides support from the selection

March 28/01 Persephone

Q: Persephone, how did you feel when Hades found out you ate some of the fruit?

A. I was very disappointed, and scared, because I thought I'd never go home and have to stay with Hades. I missed my mom a lot. I wished at the moment that I had never ate the fruit.

Q: Persephone, how did you feel being queen of the underworld?

A. Well, I did not like being parted from my mom for three months, but I kind of did like being a queen.

Q: Persephone, how did you feel being taken by Hades?

A. It was scary. I was not expecting that at all. It freaked me out! I did not know when I would go home to my mom or anything.

Q⁴ Persephone, how did you feel when you found out your mom was trying to help you at all costs?

A. I was glad that my mom was trying to help. It made me believe I would see her again, live with her again.

Q⁵ Persephone, what were you thinking when the horses and chariot came out from underground? Did u think you were going to be kidnapped?

A. Actually, no. I had no idea I was going to get kidnapped. I was curious about the chariot. I had no idea what was going to happen.

Grade 6 Reading Literature Additional Sample 5

Independent Novel Study

Context:

The class had recently completed a novel study where students read the same novel and discussed the setting, characters, events, problem and solution. Students worked in literature circles with guiding questions to explore aspects of the novel; they were encouraged to offer opinions, insights and personal connections.

Process:

The teacher provided a collection of novels for independent study. Each student chose and independently read a novel, completing accompanying activities provided by the teacher including an ongoing reading log where they summarized parts of the book, gave opinions and made recommendations. They also wrote chapter summaries, character analysis, developed interview questions and answers and added illustrations, diagrams or maps specific to the novel.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student identifies the character and main events, but provides little detail or insight into the character's feelings and motivation.

- most responses to comprehension questions or tasks are based on accurate information, but they are often vague and sometimes incomplete
- identifies most main characters, events, and obvious conflicts; can provide some details if asked, but may rely on vague generalities
- explains some relationships among events (e.g., time sequence, direct cause-effect)
- makes some simple inferences about characters' feelings, motivations, point of view; may have difficulty providing support
- offers simple and direct reactions and opinions about selections

T H E



D O O R

O T T E N

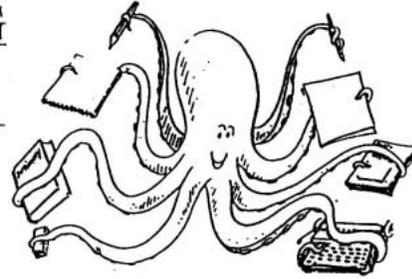
D O O R ! !

Date April 4, 01

READING LOG

Book Title The Forgotten Door

Author Alexander Herz



Review (What my book is about)

My book is about a boy who comes from another planet. He lives ^{with} the Bean's family, and he also reads minds.

Recommendation (Who else would like this book?)

I would recommend this book to people who like fantasies.

Activity (What is my project?)

Write what the animals (for example, the dog) might have said to Little Jon.

April 29, 01

What Do you Think

1. If you met a boy like Little Jon, would you be hostile or friendly? Why?
2. Do you agree with Thomas about lies or with Little Jon?
3. Should you have followed Little Jon into his world? Why, or why not?
4. Did you find this story too fantastic? If so what couldn't you accept? Why?

1. I would be friendly. This way I would get a new friend.

2. I agree with Little Jon, about lies.

3. Yes I would follow Little Jon, because it would be better to live in a place with no wars.

4. No I did not because I believe everything in this book could happen in the future.

April 30, 01

Summary

In the first chapter Little Jon, and everyone else on his planet, are looking at shooting stars. Little Jon falls into a hole, and lands on a different planet. He follows a doe up to a field, where Lilby almost shoots him.

Is this all?

April 30, 01

Characters

Little Jon is a young boy. He has black hair, and black eyes.

He is from a different world.

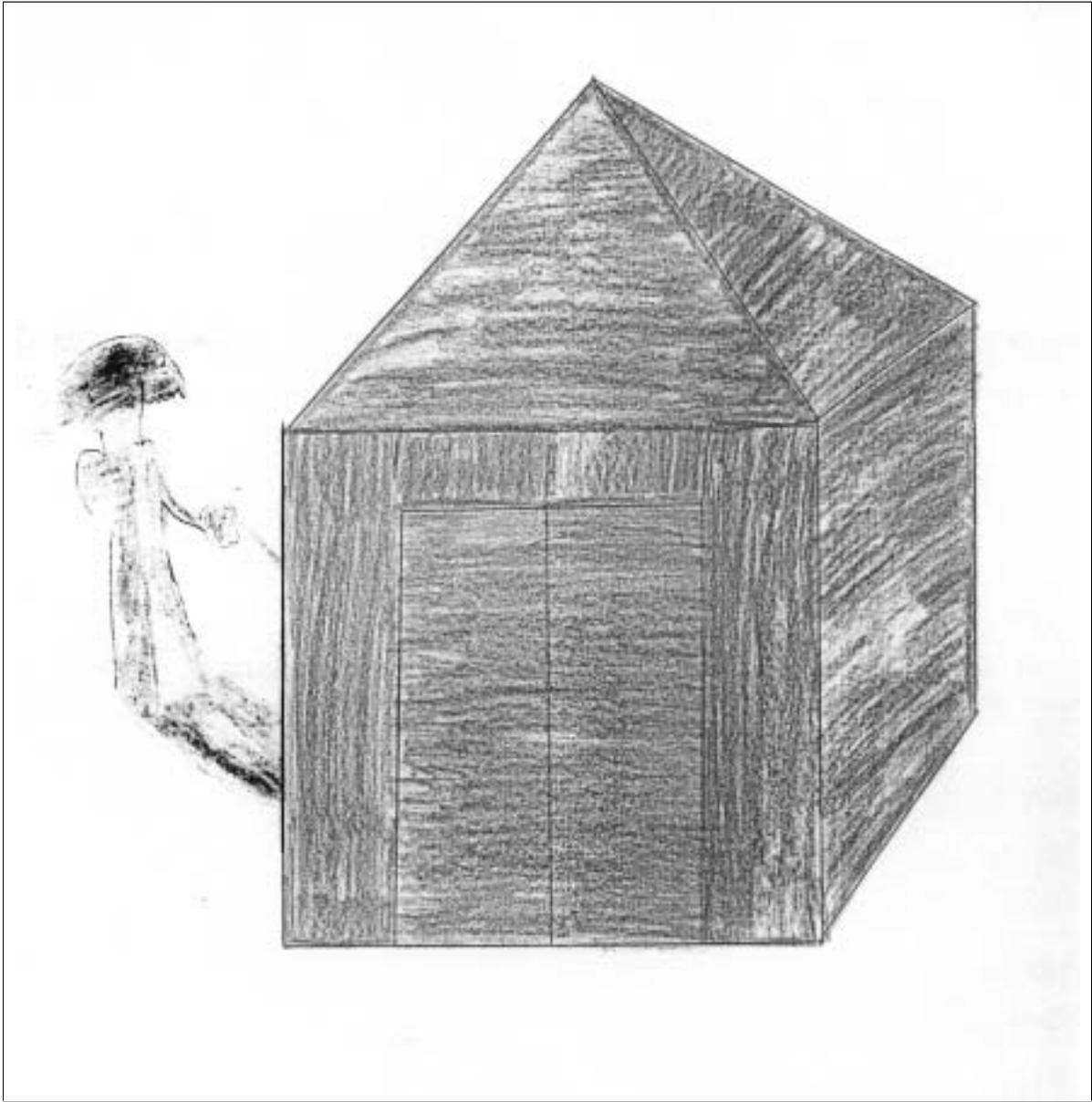
Miss Jorie is an old lady. She has gray hair. She is a judge from this world. She is very kind.

✓

April 13, 21

Activity

I think the first time Little Jon saw the dog
it said "Follow me", and when Thomas, and his two
kids left to church, the dog said "I'm hungry".



Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The response is complete and accurate, with appropriate detail, logical inferences about the character, and insightful connections to the reader's own ideas and beliefs.

- responses to comprehension questions or tasks are clear, complete, based on accurate information, and include specific references to the selection
- describes setting, main characters, conflict, and events accurately and in some detail; may use the exact words of the selection in places
- explains explicit relationships among events (e.g., cause-effect; problem–attempted solution)
- makes some logical inferences about characters' feelings, motivations, and point of view; provides support from the selection
- makes some insightful connections between the selection and own ideas, beliefs, experiences, and feelings
- offers reactions and opinions about selections, with some logical supporting reasons or examples

THE WINTER HERO



Date April 4

READING LOG

Book Title The Winter Hero

Author Collier And Collier



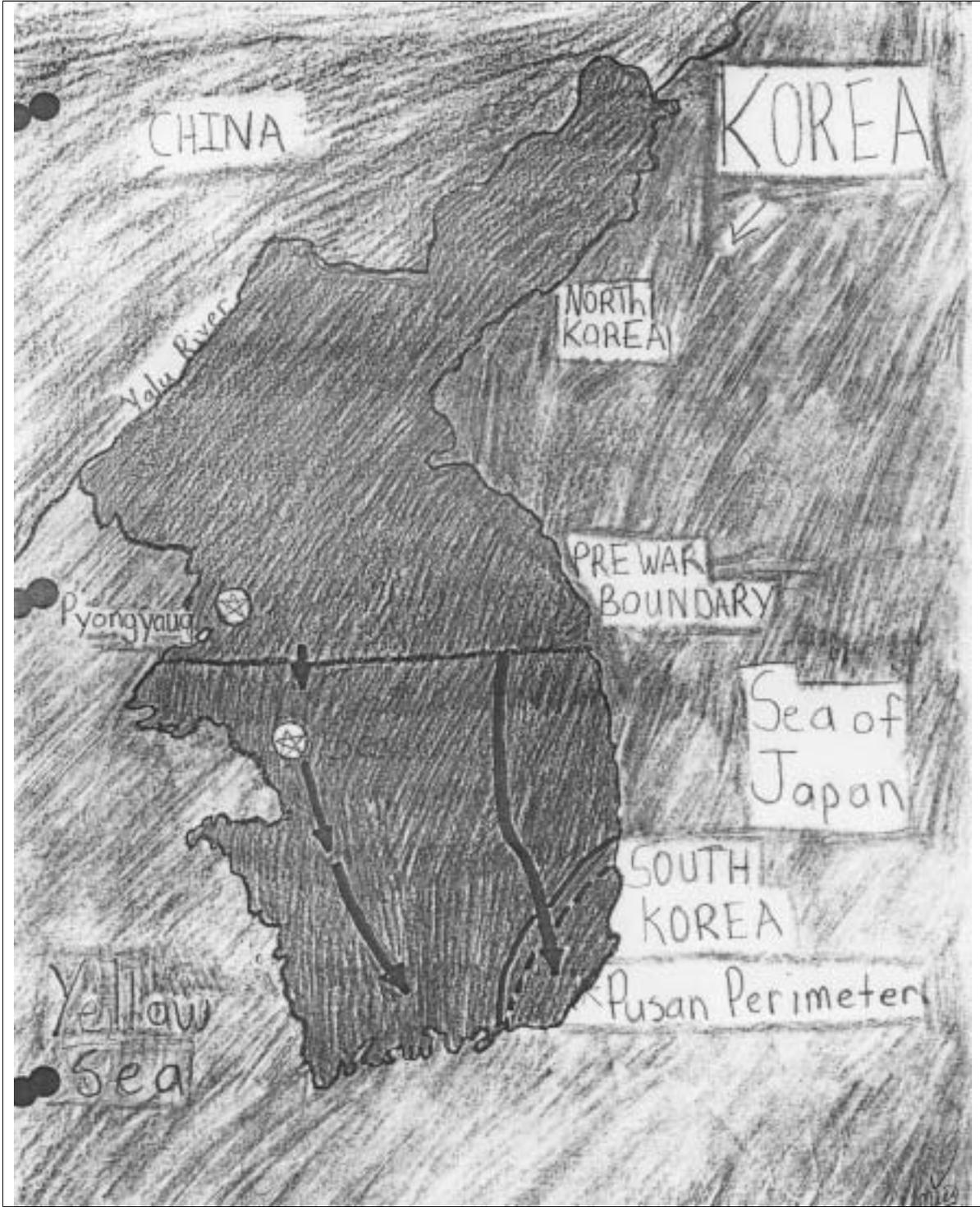
Review (What my book is about)

My Book is about a boy that is too young to go in the war. But he ends up going in any way. He wants to be a Hero. The experience is great. And in the end he is a Hero. He saves his sis brother in law

Recommendation (Who else would like this book?)

I would recommend this book to anyone who likes politics, and tax depts, and early wars, and farming.

Activity (What is my project?)



April 24

My Interview with Oprah

O) "And here on Oprah is Brodie Marshall!"

B) "Hi Oprah!"

O) "Hi Brodie..."

OB) "Brodie today we are going ask you some questions about the war."

B) "Ok."

O) "How was the weather when you were in battle?"

B) "It was ~~was~~ horrible it was below 40° every day. And it would rain and snow all the time. We had to ^{sleep} at ~~at~~ 'barns' all the time and there was very little food."

O) "were you involved in any fighting at all?"

B) "Yes at the end they charged we ran but many people were killed!"

-> "What was the ~~was~~ most scary time for you?"

B) "It was ~~prop~~ probable coming back from the war. Me and two friends were hiding from the other army. We went to one of the guys parents house. One night they were looking for us so we hid in the barn. It was very ~~we~~ decided to sleep in the potato ~~hole~~ hole. But there not very much room. So I slept in the barn. When I woke up it snowed over night and when went to get them up: When I lifted up the door and they had suffocated."

A) "Thanks for for coming out today and we were all pulling for you."

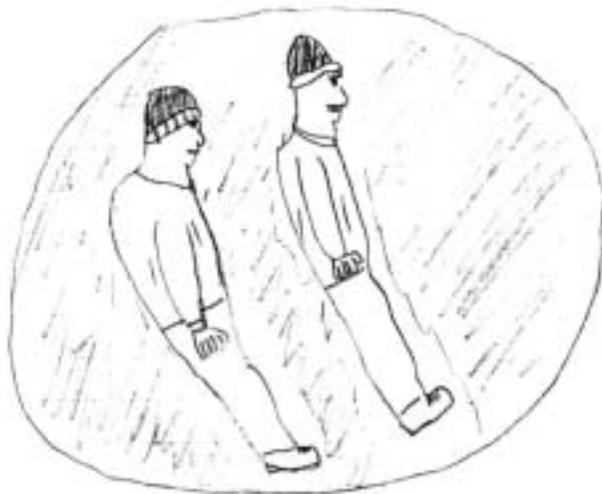
B) "I will ~~to~~ always be glad to be a guest here."

April 24

The Potato Hole

War is sad I'll tell you why
The truth of it is many will die
Three boys & I new ^{that} ~~there~~ hearts were huge
I still remember that night when I was cold and
full of fright

When I saw that horrible sight
Two young men pale and cold
They died in a potato hole
When I looked up I could see ^{their} ~~there~~ souls
Of those two men pale and cold



excellent

April 24

#4

I think the war was justified. Because if the farmers didn't do any thing about what was going on, many more people would have soon gone to jail. I think it was a smart decision for to each side because if the farmer didn't they would soon go to jail. And if the people fore taxes didn't they would be reported by someone soon. All in all ~~to~~ it was a good choice. I would hope that next time something like this ~~happens~~ goes on it should be dealt with right away. Not just letting it be and then later it taking it to war. I am glad that something like that hasn't gone on for all a long time. ✓

April

Chapter Summary

The chapter I picked was Chapter #12.

This chapter is about Justin and two other guys. They were coming back from the war and they had to hid from the other army. They went to one of the guys parents house. One night they were looking for them. So they hid in the barn. It was very cold so we decidide to sleep in the potato hole. There was not much room so Justin ~~also~~ slept in the low barn. When he woke up it had snowed over night. When he went to get the other two up he lifted up the door to the potato hole. when he looked in he saw that they had suffocated. They looked very pale. Justin then returned home.

April 25

Main Characters

(Justin) Justin Conkey 14 years old. ^{He is} Very fast and wants to be a hero. He took place in a war. He has one sister and his parents are dead. He is the main character.

(Peter) Peter very strong and tall. ^{He is} a former ~~married~~ married to ~~is~~ of Justin's sister. He was also in the war. Justin saved his life. He was very kind.

(Molly) Molly ^{was} very strong hearted. She is a house house wife. Has two children. Is Justin's sister. ^{She} Helps save Peter from jail.

(Major Matton) Major Matton on the other side of the army, lives in a big house. And many people work at his house. Justin work at his house. Major Matton beat Justin because he was stealing something.



Grade 6 Reading Literature Additional Sample 6

Interview with the Main Character, Brian, from Hatchet

Context:

Students as a class were reading the novel *Hatchet*, by Gary Paulson. The teacher had introduced different aspects of a novel to a class. They studied the story's setting, development of a character, creating rising action and suspense, and the resolution. The students looked at analyzing different characters and words they would use to describe them, and completed graphic organizers such as webs, charts, and clusters as a way to record their thinking. They frequently met in literature circles with guiding questions to discuss aspects of the novel and the development of the character.

Process:

The students had read three-quarters of the novel and did not know how the novel ended. They were asked to imagine being Brian, the main character, and pretend that a news reporter had just located him at the site of the plane crash in the Canadian wilderness. The students were to develop interview questions that the reporter would use to conduct the interview. The students were instructed that the questions should find out how Brian was feeling and give information about his physical condition.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The response was logical, based on accurate understanding of events, but tended to be vague and general.

- most responses to comprehension questions or tasks are based on accurate information, but they are often vague and sometimes incomplete
- identifies most main characters, events, and obvious conflicts; can provide some details if asked, but may rely on vague generalities
- makes some simple inferences about characters' feelings, motivations, point of view; may have difficulty providing support
- offers simplistic interpretations of theme or author's message

Thursday, 15, March

(-Reporter Melissa) How did you get here?

(-Brian) My mom and dad got a divorce. So I live with my mom in the school year and my Dad in the Summer. It was summer so my Mom got me on a small cessna that would take me to where my dad lives in Canada. When I live with my mom I live in New York and when I live with my dad I live in Canada. The pilot of the cessna had a heart attack and I had take control of the plane. After a few days I crashed into this lake.

(-Reporter Melissa) How did you get out of the plane?

(Brian) I swam right through the broken windshield of the plane.

(Reporter Melissa) How did you survive this far?

(Brian) I lasted with out food for a couple of days. Then I drank water from the lake and found some berries.

(-Reporter Melissa) How are you feeling?

(-Brian) I feel scared. I also feel very stiff.

(-Reporter Melissa) Thank You Brian

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The response is complete, accurate, and offers some important inferences about the character.

- responses to comprehension questions or tasks are clear, complete, based on accurate information, and include specific references to the selection
- describes setting, main characters, conflict, and events accurately and in some detail
- explains explicit relationships among events (e.g., cause-effect; problem–attempted solution)
- makes some logical inferences about characters' feelings, motivations, and point of view
- offers logical interpretations of more obvious themes or author's message

Thursday March 15th

Reporter: Hi, I'm [Student's name] and I'm reporting Brian Robeson's discovery out here in the Canadian wilderness. Now, we meet Brian, and he's going to tell us how the plane crashed, how he got out, and how he's feeling. Brian.

Brian: Well I'm feeling really weak right now because I haven't had much to eat.

Reporter: Have you been eating anything lately?
Brian: Well I've actually been eating off of raspberries.

Reporter: Now Brian, how did the plane exactly crash?

Brian: Well me and the pilot were just casually flying along when all of a sudden the pilot just had a major heart attack. He just died instantly, and then there wasn't anyone flying the plane. I tried flying it myself which I did, and I tried landing in this "L" shaped lake here, and I did.

Reporter: So Brian, how exactly did you get out of the plane?

Brian: Well when the plane was in the lake, I somehow managed to push myself through the shattered window, and headed for the surface.

Reporter: So I've seen that you've made yourself a little shelter here Brian.

Brian: Yes I did.

Reporter: So Brian, have you met any wildlife yet.

Brian: Yes actually I have. So far I've seen a porcupine that walked into my shelter one night and stabbed me with eight needles. I've also seen a bear that just left me alone. I mean, he was looking at me and everything, but he just left me alone!

Reporter: Wow! You must have had quite an experience out here!

Brian: Yes I did!

Grade 6 Reading Literature Additional Sample 7

Novel study – Question Sheet

Context:

The students were involved in a class novel study using the novel, *Amish Adventure*. Students discussed different aspects of the novel. Students worked in literature circles on a regular basis with assigned roles and guiding questions to stimulate their discussions.

Process:

The teacher introduced the novel, *Amish Adventure* by showing pictures and offering background information about the Amish people, their way of life and their beliefs.

The students independently read Chapter 1 and completed three open-ended questions about the characters in preparation for discussion in their assigned literature circles.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The student needed some encouragement and prompting to complete the questions. The responses are vague and simplistic.

- most responses to comprehension questions or tasks are based on accurate information, but they are often vague and sometimes incomplete
- identifies some main characters and events; has difficulty providing relevant details (may fixate on minor details, miss key information)
- may be able to place main events in order; explains some simple cause-effect relationships
- makes some simple inferences about characters' feelings, motivations, point of view; may have difficulty providing support

Amish Adventure- Chapter 1

(1) Why might Ian's dad have need of a housekeeper?

Ian's dad might have need
of a housekeeper to look after
Ian while he was out work.

(2) Why did Mr. Riddle choose Ian to care for the rat?

Mr. Riddle choose Ian to care
for the rat because Ian like
animals.

(3) After reading Chapter 1, give two characteristics of Ian and support your choice.

After reading chapter 1 I give two
characteristic they are not careful
because he fell down at school
and at home, angry because
Mrs. Catts doesn't want Ian
to keep his pet,

(4) Find a word in chapter 1 which means:

disorganization (p.9)

stubborn

a person who gets rid of unwanted pests (p. 10)

exterminator

statement with added (often untrue) facts (p.9)

exaggerated

uncontrolled emotion; wild (p.10)

hysterical

not permanent (p.8)

temporary

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Teacher's Observations

The responses are complete, accurate, and contain relevant detail, including examples and support from the novel.

- responses to comprehension questions or tasks are clear, complete, based on accurate information, and include specific references to the selection
- describes setting, main characters, conflict, and events accurately and in some detail; may use the exact words of the selection in places
- explains explicit relationships among events (e.g., cause-effect; problem–attempted solution)
- makes some logical inferences about characters' feelings, motivations, and point of view; provides support from the selection

Amish Adventure- Chapter 1

(1) Why might Ian's dad have need of a housekeeper?

Ian's dad might need a housekeeper
because Ian doesn't have a mom
and when Ian is at school and his dad
at work, they need someone to cook and clean
They also might need someone to take care of
Ian after school.

(2) Why did Mr. Riddle choose Ian to care for the rat?

Mr. Riddle chose Ian to take care
of the rat because he likes animals
and cats and dogs aren't allowed in his
building so he let him keep the rat.

(3) After reading Chapter 1, give two characteristics of Ian and support your choice.

Ian is very sloppy. I know this
because at the beginning it said that
Ian's shoes were untied, his book bag
was open and things were spilling out of it.
I also know that Ian loves
animals because Mr. Riddle chose
him to keep the rat.

(4) Find a word in chapter 1 which means:

disorganization (p.9)

a person who gets rid of unwanted pests (p. 10)

statement with added (often untrue) facts (p.9)

uncontrolled emotion; wild (p.10)

not permanent (p.8)

Disarray

Exterminator

Exaggerated

Hysterical

Temporary