

GRADE 8 READING: Additional Tasks/Samples

Reading Literature: 4 tasks

Reading Information: 6 tasks

Grade 8 Reading Literature: Additional Sample 1

“The Water of Life” by Kay Stone

Context

Students in this class had been working on writing expository essays. They applied their thesis writing skills in this reading assignment.

Process

The teacher asked the students, “What is a folktale?” and the class developed a list of elements of folktales.

The teacher provided a mini-lesson on how characters are developed/revealed in a story, i.e., through:

- what they say,
- what they do, and how they react to the actions of others,
- narrated descriptions,
- what other characters say,
- how other characters react to them.

Students were asked to compare and contrast the two main characters in the folktale by:

1. making a web or Venn diagram showing the traits of the characters,
2. writing a paragraph about the characters that begins with a thesis statement about the characters, e.g., “They are similar in these ways...”, “They are different in these ways...”, “They are different in many ways but similar in a very important way...”, or “The author does a good job of developing the characters...”

Students worked independently, completing a rough draft of their work in class, and producing a good copy for homework.

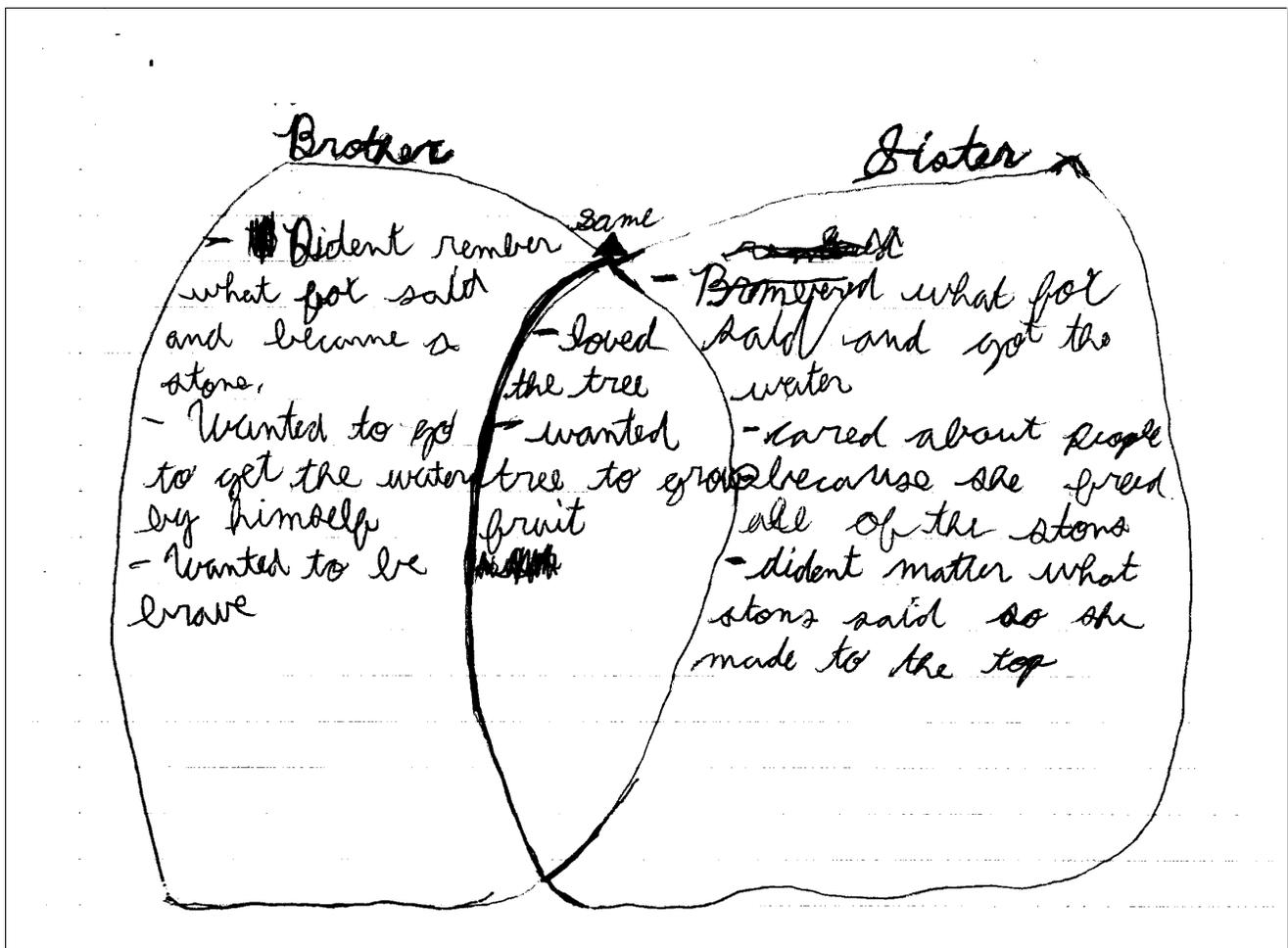
Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student inferences about character are simple and concrete.

- describes the main characters in general terms
- makes some simple inferences about characters' motivations and feelings



Brother & Sister

The Brother was brave, when he heard that they needed to get the water he wanted to do it himself, But his sister wouldnt let him. He forgets pretty easy because the fox told them ~~not~~ to stop on the stone because you would become a stone, but he did and become a stone.

Both the brother and the sister loved the tree very much, that when it never grew fruit any more they were mad. They wanted the tree to grow fruit.

The sister was different when the fox told her not to stop on the stone she didnt, she was about to but she didnt. She cared about people because she poured the water on all of the stones and freed them all even her brother.

I think that Kay Stone has made convincing characters because they are like real people and what real people would do.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student accurately describes more obvious character traits.

- accurately describes characters
- makes simple inferences about characters

Water of Life

This story is about the water of life and a brother and sister. The brother was very caring to his sister one example is that when he had to go find the water of life, he said "No you got to stay and take care of the tree" but she wanted to come so he cared about her decision. He also shared the fruit with her. The sister was caring too one example was when the stones became humans and all the fruit grew on the tree because the brother got the water of life.

The sister was very wise when the stones insulted her, she kept climbing and climbing until she made it to the top where there was a dragon and the water of life. But her brother was not wise at all because he payed attention to the stones that were insulting him, he took it to heart. The Fox told them not to listen to the stones.

They both shared very nicely with the fruit, which there was only one piece of fruit that grew on the tree, other time after the sister got the water of life their was enough fruit for everyone. Very nice ending.
The End!

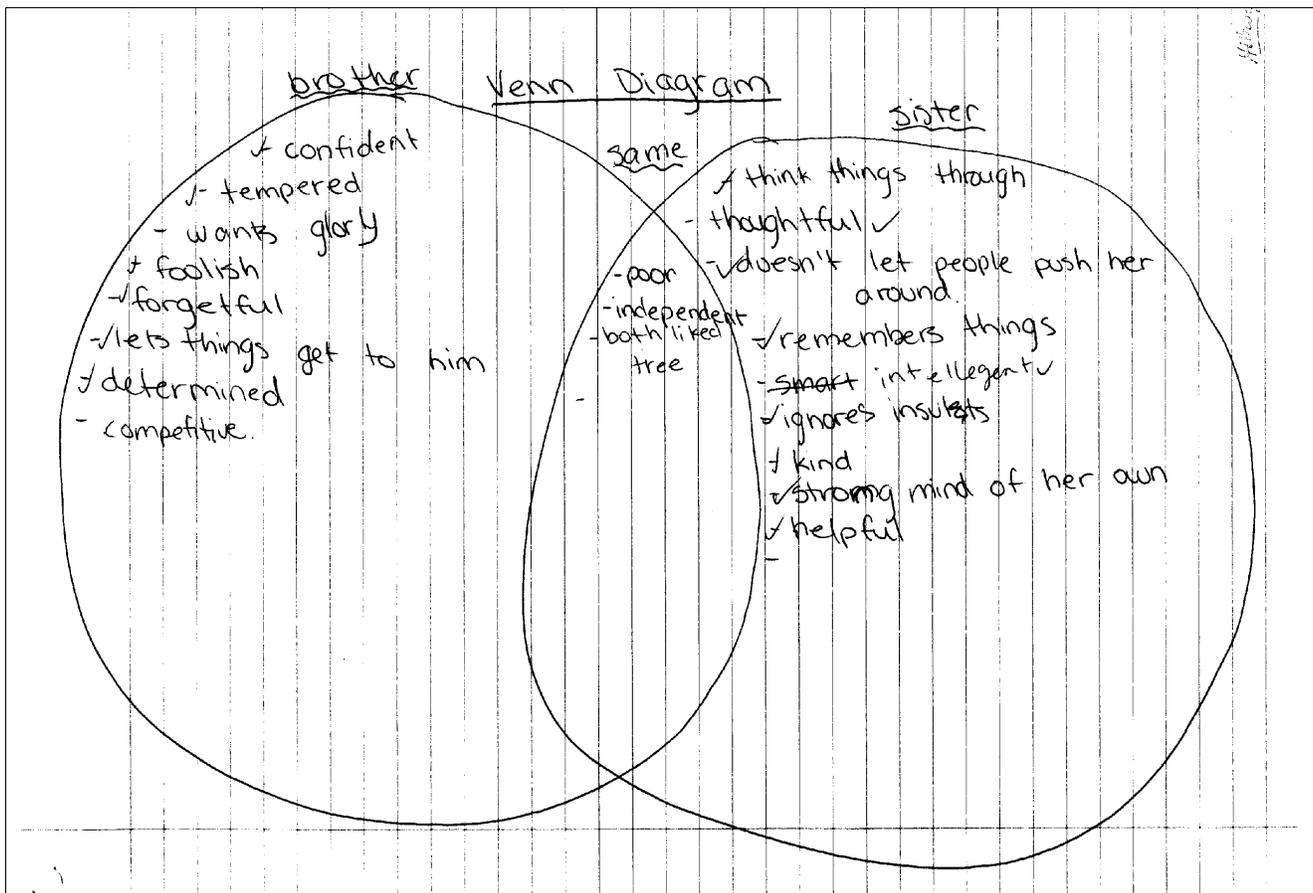
Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student has a thorough understanding of the characters, and shows some awareness of how the author revealed the characters.

- accurately describes characters, and their relationships, using specific information from the selection
- makes inferences that show some insight into characters; provides specific evidence to support



Water of Life

March, 7th, 2001

Brother and sister are two independent people. In common, they had mainly two things: they were poor and they both liked the tree. The author, Kay Stone, developed these two characters very well because she described the characters without being too obvious. Techniques used would be talking in conversation and through their actions.

Sister is an intelligent, thoughtful, young girl. She doesn't like being pushed around or told what to do. For example, when brother said he'd go by himself she insisted that she ~~come~~^{go} along. Sister has a strong mind of her own and that helps her to think things through her way. She remembers things she's told and she trusts that they're being truthful. For instance, she listened to the fox and remembered what he told her. She is very kind and helpful because she forgave the rocks for their insults and then she helped them ~~to~~ become human.

Brother is a foolish, forgetful boy. For instance, he forgot what the fox told him and he lost his temper which was foolish. He has a temper and lets things get to him really easy. On the other hand, he is a confident and determined boy. Right at the beginning he thinks he can find the water of life all on his own and that's why he seems so confident. Also he is competitive and seeks for glory.

Brother and sister both seem like ^{they're} very nice and they learned their lesson about ~~that~~

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student shows insight into the characters in the folktale, and also into the role of characterization in cultural stories like folktales.

- accurately and thoroughly describes characters, and their relationships, often including subtle features
- makes insightful, often subtle, inferences about characters, providing insightful evidence from the selection

Water of Life

The "Water of Life" is a good example of what a folk tale is like. At the heart of every folk tale are characters that are the embodiment of the qualities that culture values. The brother and sister show the qualities that this culture cherishes. Although they are not opposites, the differences in the characters allow you to single out this culture's beliefs of what they respect in a person.

The unnamed sister of this story is made out to be grateful for what she has. The brother, however, says "Isn't our tree wonderful," as if he believes it makes him better than his neighbours. He is boastful, and this tale shows this is a negative characteristic.

The brother in this story is inconsiderate. Even though the fox helped him, and obviously knew more than he, the brother was skeptical and showed no gratitude. If not for his sister he probably would not have thanked the fox at all. The sister on the other hand, was courteous to the fox. She also showed kindness when she generously placed a drop of the "Water of Life" on each stone. Additionally, even though she did not want to, she polished the dragon's scales to a brilliant shine.

The brother easily lost his temper when confronted with the insults of the stones. He was also angry when the tree did not bloom. The sister controlled her temper, and was mindful of why the stones were taunting her. She did not retaliate and she released the people from their jail, even after what they said to her.

The beliefs of a culture can accurately be shown in stories. Folk tales are how these beliefs are passed along. The characters of this story showed the qualities believed to be good by this culture. We must be mindful of everyone's opinions; whether the opinion of a race or a person, or about how the world works or what qualities in a person are good, if we are to truly become the race of man.

Grade 8 Reading Literature: Additional Sample 2

“Guess What? I Almost Kissed My Father Goodnight” by Robert Cormier

Context

Students in this class were often asked to do assignments that integrate reading and various genres of writing.

Process

Students were asked to read *“Guess What? I Almost Kissed My Father Goodnight”* and complete a five part assignment:

1. In three to five sentences, tell what happens in the story.
2. Explain how Mike’s view or mental picture of his father changes over the story. What does he learn? How does he learn it?
3. “Even fathers are people.” What does Mike mean by these words? Give an example from your own life that supports this statement. (It can be about either of your own parents, or someone else’s parent.)
4. Write a letter to Mike. Talk to him about his relationship with his father and compare it to your relationship with your parent(s). Do you have any questions for Mike? Do you have any suggestions for Mike? Be detailed and thorough to show how much of the story you understood.
5. Write a journal entry about a time when you either realized your parents were real, live, flawed human beings, or had a moment when you understood or sympathized with your parent(s).

Only #4, the letter to Mike, is included in the samples which follow.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student clearly understands the basic aspects of the story but makes few personal connections.

- makes simple inferences about characters and story events; provides some supporting evidence
- offers logical interpretations of obvious themes
- offers reactions and opinions with minimal support

what happend in the stocy was
mike liked this girl at his busstop
and mike thought his dad was cheating
one mikes mom.

Dear mike

Wuzzup mike How r u doing good or bad hopefully good but any ways I kinda want to ask you some things easy questions ok well first whats wrong with Kissen your dad does he have a disease or something but I know what you mean most people that are sixteen dont kiss there dad but ya um were ~~u~~ you kinda ~~w~~ scared when you saw ur dad at the library and did u think that there was something wrong or something bad was going to happen when you saw your dad at the park? well anyways just wanted to know whats up write back soon.

Kyle

Ps

Hope u dont make another mistake and get over what happend

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student makes inferences about story events and characters, and addresses those in the letter to Mike.

- makes inferences that show some insight into characters and story events
- makes clear and logical connections to own ideas, beliefs, experiences, and feelings
- offers straightforward reactions and opinions

"Guess what? I almost kissed my father
Goodnight!"

March 8 2001

1. Mike sees his dad with with another women and he thinks that he is having an affair. ~~His~~ Mike sees a difference in his dads behavior.
2. Mike thinks that his dad is getting depressed and he acts lonely. Mike learn a lot more stuff about his dads life and feelings. Mike learns the stuff about his dad by going through his office and closet and stuff.
3. By those words mike means that he just realized that his dad is a person with flaws and not a robot.
I just thought well I always new that my parents were people and when I look at them and look at them as if they were a total stranger I realize that they are just like me.

4 Hey Mike!

Whats up? How's life? I think that your relationship with your dad is fairly good. I think that you should spend more time with him and learn more about him because you obviously don't know much about your dad or his thoughts if you have to go through his stuff just to find out what shoe size he is. Don't take what I just said the wrong like I know you are a teenager and you think that life is to short to be wasting it talking with your dad, but if you ~~tot~~ take the time to sit down and listen to your dad with an open mind you could really be surprised.

With my parents I try and listen to them and sit down with an open mind and accurately ~~listen~~ listen to them. My life is really busy but I think that they don't understand me but they understand me better than I understand myself.

On the kissing your dad part, there is nothing wrong with kissing your dad! You did you whole life you just stop these past couple years so yarr. Well nobody but you and your dad need to know. So have a good life and spend more time with your dad.

Sincerely yours

Grade 8 Reading Literature: Additional Sample 3
***The Giver* by Lois Lowry**

Context

This task was part of a novel study on *The Giver* by Lois Lowry.

Process

Students were asked to write a question and answer interview with Jonas, the main character in the novel, *The Giver*, to show their understanding of his character. After a class discussion on the types of questions that might reveal character, students worked independently.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student had difficulty choosing questions that would reveal aspects of Jonas's character.

- makes some logical predictions
- makes some simple inferences about character's motivations and feelings

Interview With Jonas Cyle

① Q/ what do you think about your sister Lily?

A/ she is my sister and she is very helpful she is like a friend.

② Q/ what do you think of Asher?

A/ I think he is very helpful and cool. And he is also my best friend.

③ Q/ what do you think what Lily thinks of you?

A/ I am not sure she is my sister. I would hope so that is something good.

④ Q/ Jonas what do you think that Asher thinks of you?

A/ I also think that it is something good because we are good friends.

⑤ Q/ so far do you think do you think your life is going good?

A/ yes I do think it is going good

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student concentrates on Jonas's feelings towards other characters and story events.

- accurately describes some key features of the character
- makes simple inferences about characters; provides some supporting evidence

INTERVIEW WITH JONAS:

MARCH 14, 01

Q. 1. HOW DID YOU FEEL WHEN YOU GOT PICKED TO BE A RECEIVE?

A. I FELT SCARED WHEN I WASNT CALLED UP BUT AFTER WHEN SHE TOLD ME WHAT MY JOB WAS I WAS DEEPLY HONORED.

Q. 2. HOW MANY ARE IN YOUR FAMILY AND WHO?

A. THERE ARE FIVE PEOPLE IN MY FAMILY, MY MOM, DAD ~~LEY~~ AND MYSELF.

Q. 3. WHO IS YOUR BEST FRIEND AND WHY?

A. MY BEST FRIENDS NAME IS ASHER AND I THINK WE ARE BEST FRIENDS BECAUSE WE LIKE THE SAME THINGS WE ALSO HELP AND STICK UP FOR EACH OTHER.

Q. 4. HOW WOULD YOU FEEL IF GABRIEL BECAME YOUR BABY BROTHER?

A. I WOULD LOVE TO HAVE HIM AS A BABY BROTHER I COULD TEACH HIM HOW TO RIDE A BIKE AND DO OTHER STUFF.

Q 5. HOW DO YOU FEEL ABOUT YOUR TOWN RULES?

A. I FEEL THEY ARE WAY TO STRICT, I DONT UNDERSTAND . . . THEY ARE LIKE THAT.

Q 6. HOW DO YOU FEEL ABOUT THE RULES YOU WERE GIVEN?

A. I WAS NOT IMPRESSED WITH THEM, I WOULDNT WANT TO LIE TO ANYONE AND NOT BEING ABLE TO TELL MY FAMILY OR MY FRIENDS ABOUT MY DAY I DONT KNOW WHAT IM GOING TO DO.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student develops questions that deal with feelings and relationships, including some that are inferential.

- accurately describes characters and his relationships, using specific information from the selection
- makes inferences that show some insight into the character; provides specific evidence as support

Interview With Jonas

1) Q: Why couldn't anyone but the Giver see colour?

A: No one but the Giver could see colour because, when they accepted sameness then colour disappeared.

2) Q: What was the relationship between you and the Giver?

A: The relationship between me and the Giver was, like he was the father that told me everything and shared everything with me.

3) Q: How did you feel when you found out that your father "killed" the other twin?

A: The way I felt when I found out that my father "killed" the other twin was betrayed and angry that he lied about it.

4) Q: Why did the community want sameness?

A: The community wanted sameness because people wouldn't be different and everything would be the same.

5) Q: Why wouldn't your parents want you to have dreams?

A: My parents didn't want me to have dreams because, I might get ideas and not follow the community rules.

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student developed a set of questions that brings out all or most aspect of Jonas's character, including some subtle features.

- accurately and thoroughly describes the character, and his relationships; often including subtle features
- makes insightful, often subtle, inferences about characters; provides convincing evidence from the selection as support

Interview with Jonas

1. Q) How did you feel when you found out you were picked to be the receiver?

A) I felt scared when I didn't hear my name being called, but was also relieved that I didn't do anything wrong. I also felt honored because they had recognized my achievement.

2. Q) Were you expecting to be picked to be the receiver because of them noticing your achievements?

A) Not really because I have not really noticed my achievements. I only saw my mistakes, but when I started to grow up, I did notice them.

3. Q) Who else did you feel should have been chosen to be the receiver?

A) I think Asher would have made a very good receiver.

4. Q) Why do you think that?

A) He would have made a good receiver because he has made a lot of mistakes but has learned from them. He would be a lot more careful now.

5. Q) How do you think the Former receiver, but now the Giver to you, would have felt when he was chosen?

A) I think he would have felt the same as I did. He has gotten used to it as the years passed on and is very well trained.

6. Q) When do you think you will become as expert of a receiver as the Giver?

A) I think I will have to be more trained in order to help the town with their problems. The Giver has spent most of his life as the receiver and is very wise with his memories.

7. Q) What do you think about the cities rules for the children?

A) I think the rules set a very good example on how to teach children to be adult like and well mannered.

8. Q) Where else do you think these rules would take place?

A) I don't think they would take place anywhere else. Our rules are one of a kind and are probably only in our town.

Grade 8 Reading Literature: Additional Sample 4

“There’s an Alien on the Internet” by Joanne Peterson

Context

This class had read a number of selections, both literary and informational, on the theme of prejudice and racism.

Process

Students answered three questions as a pre-reading activity:

1. What can you predict about the story from the title?
2. How do you feel about teasing?
3. How would you feel about moving? Changing schools?

Students read the short story independently, then answered the following comprehension and response questions:

1. Briefly describe the events in the story.
2. What does Andy find out about Joey?
3. Why didn’t Joey send a picture?
4. Does Andy’s opinion of Joey change?
5. How do you feel about being different? What can prejudice and racism lead to?

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student's work shows a basic understanding of the story and is generally accurate. Some reactions and opinions are unsupported by reasons or examples.

- accurately describes key features of the main events and conflict in own words
- makes logical predictions about events
- makes simple inferences about characters; provides some supporting evidence
- offers reactions and opinions with minimal support

Alien on the Internet

March:

1. Prediction: I predict that the story will be about a boy who is not very "cool" or "popular" and enjoys other things like computers. One day he talks to an alien over the net.
2. I think teasing is something that people do to others to take the attention off themselves. Being teased is not bad at first but after time you start to believe the things people say.
3. Moving is probably very disturbing because it means that your life is over and you have to start all over again.

Questions:

1. The problem in the story is that Andy has trouble in school and needs help.
2. Andy has trouble in school, Joey tells him he is an alien, Moving, Joey goes on J.V.
3. Andy finds out he is a special needs child.
4. Joey didn't send a picture because he didn't want Andy to see that he was special needs child. He was afraid of rejection.
5. No, his opinion does not change.

1. Everyone is different and I think
it's not a big deal. What can it lead
to, it can lead to suicide.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student shows a thorough understanding of the story, and provides supporting evidence for inferences, reactions, and opinions.

- accurately describes characters and events, and their relationships, using specific information from the selection
- makes logical predictions
- makes inferences that show some insight into characters and story events; provides specific evidence to support
- makes clear and logical connections to own ideas, experiences, and feelings; show some insight in connecting to similar issues and experiences
- offers straightforward reactions and opinions supported by reasons and examples

There's an Alien on the Internet

Vocabulary: snicker
home-schooled

prejudice
racism

1. Predict what you think the story is about, from the title.

I think that the story will be about someone on the internet and weird things start to happen to him/her.

2. How do you feel about teasing? Being teased?

Whenever I see anyone getting teased, I tell the person who is bullying someone to just back off, and leave them alone. I use to always get teased, not anymore, but I use to. Everyday I would have to talk to my mom about something someone had said to me that hurt my feelings. So whenever I see someone getting teased, I don't just stand by and watch, ~~but~~ I stop it to the best that I can.

3. How do you feel about moving?

I don't like moving, very much. I would have to leave all of my friends. Also, I am always concerned with what people think of me, ~~and~~ so if I changed to a new high school, I would be really nervous.

Respond to the following:

1. What is the problem in the story?

The problem is that Andy met Joey on the internet, and Joey ~~is~~ is really scared. He thinks that if people see what he looks like, that they won't like him. That's why he goes on the internet, so no one can hear, or see him.

2. Briefly describe the events in the story.

Andy, doesn't do so well in school. Then Andy goes on the internet, and meets a friend named Joey. They ~~decide~~ decide to exchange pictures. Andy sends one, but Joey's doesn't come. Joey says that he is an alien. Andy is mean, about this. Joey goes on T.V. and tells that he is

scared that people won't want to be his friend. Joey really isn't an alien. He is just scared to lose his friend. Andy sees Joey on tv, but doesn't care what Joey looks like he still wants to be his friend.

3. What does Andy find out about Joey?

Andy finds out that Joey is in a wheelchair, and he has trouble speaking.

4. Why didn't Joey send a picture? What was he afraid of.

Joey didn't send a picture because he was afraid that if Andy knew that Joey was in a wheelchair that Andy wouldn't want to be his friend anymore.

5. Does Andy's opinion of Joey change?

No his opinion does not change. He doesn't care, what ever Joey looks like, or if he's in a wheelchair. He says "Andy says that 'it does not matter whatever Joey looks like. I know he is my friend'".

Journal Response

1. How do you feel about being or feeling different? What can prejudice or racism lead to?

I would feel like everyone would be against me, and that everyone would always be laughing at me, or staring.

Prejudice or racism can lead to violence. Either violence from the people who are being racist, or, violence, by the person who is being bigged. They could just get so fed up and just snap.

Grade 8 Reading for Information: Additional Sample 1

Newspaper article “*Clearing Riel Unwise*”

Context

The teacher noticed that many students in this class had difficulty dealing with challenging informational text, and decided to provide some direct instruction on strategies for reading for information.

Process

Students were asked to read a newspaper article “Clearing Riel Unwise,” and answer questions. Students were given instruction and several supporting resources on strategies they might consider using before reading this selection:

Strategy 1: Define the following words: alienation, caucus, controversial, exonerate, precedent, proponents

Strategy 2: Complete a KNOW-WONDER-LEARN chart (provided). In the first column, “What we know”, write everything you know about Louis Riel. In the second column, “What we wonder”, write everything you want to know about the topic of Louis Riel (a minimum of two questions). After you have read the article, fill out the third column, “What we learned”.

Strategy 3: Look at the title, “Clearing Riel Unwise”. Discuss what you think the title means.

Strategy 4: In point form, answer the following Self Monitoring Questions while reading the article:

- What does the title suggest?
- What purposes does the introductory paragraph serve?
- What is the author trying to say here?
- What sentence or paragraph best illustrates what the author is trying to say?
- What words are repeated? What words are synonyms?
- What words guide me through this text?
- Are images created? If so, for what purpose?
- Is there evidence of irony? Is there evidence of bias?
- What conclusions did the author make? Do I agree with these conclusions?
- Should I consider further investigation of this topic?
- Prepare several true or false questions based on the text.

Students were encouraged to make thoughtful decisions about whether they needed to use some, all, or none of the strategies. If students used any of the suggested strategies, they were asked to rate the effectiveness of each on a scale of 1 to 5, and explain how the strategies did or did not help them understand the article. If students reported that there were words in the article they did not understand, they were asked to explain how they attempted to figure out the meaning.

Students were required to answer two questions about the article:

1. In either note form or paragraph form, summarize the main points of the article. Provide evidence from the text to support your ideas.
2. In your opinion, do you think it is a good idea to clear Riel? Explain your answer in a paragraph.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student used strategies 1, 2 and 4, defining key words, the K-W-L chart, and self monitoring questions, but still did not understand the main ideas in the selection, and was unable to complete the task. The student will need opportunities to practice strategies on less difficult informational text.

- checks for understanding but has a limited repertoire of comprehension strategies; quickly frustrated by challenging material; gives up
- identifies one main idea
- notes incomplete
- offers no reaction

SECTION I
READING STRATEGIES

You may choose to use one, two, three or all four of the strategies listed below.

Strategy 1

Define the following words:

Alienation- transfer ownership

Caucus- a meeting of a group

Controversial- argument or dispute

Exonerate- to strip of

Precedent- previous case

Proponents- person advocating a motion

Strategy 2

Complete the **KNOW-WONDER-LEARN** chart on the next page.

In the first column, "What we know" write everything you know about Louis Riel.

In the second column, "What we wonder" write everything you want to know about the topic or Louis Riel (2 questions minimum). After you have read the article fill out the third column "What we learned".

Strategy 3

Look at the title, "Clearing Riel Unwise: Manning". Discuss what you think the title means.

Strategy 4

In point form answer the **Self Monitoring Questions** while reading the article.

Know · Wonder - Learn

What We Know (K)	What We Wonder (W)	What We Learned - Still Need to Learn (L)
<p>- it name is the buis Reil - its the title for something</p>	<p>- what the heck is it - where is it</p>	<p>- one of canadas first western reformers - NDP GUY</p>

Self Monitoring Questions

Students should ask themselves these questions as they read new text.

1. What does the title suggest? No idea
2. What purposes does the introductory paragraph serve? No idea
3. What is the author trying to say here? ~~the~~ Somethings about politics
4. What sentence or paragraph best illustrates what the author is saying (thesis statement)? 1st one
5. What words are repeated? What words are synonyms? ?
6. What words guide me through this text? no idea
7. Are images created? If so, for what purpose? no
8. Is there evidence of irony? no
9. Is there evidence of bias? no
10. What conclusions did the author make? no idea
11. Do I agree with these conclusions? ? (maybe if it made sense)
12. Should I consider further investigation of this topic? ?
13. Prepare several true or false questions based on the text.

Section III

Answer the following questions to the best of your ability. Use complete sentences.

If you used any part of Section I answer the following questions:

Rate the effectiveness of each reading strategy on a scale of 1 to 5. 1 means the strategy did not help you understand the text and 5 means the strategy greatly helped you understand the text. (circle your response)

1. Strategy 1- defining difficult words

1 2 3 4 5 not used

2. Strategy 2- Know-Want-Learn chart

1 2 3 4 5 not used

3. Strategy 3- meaning of the title

1 2 3 4 5 not used

4. Strategy 4- Self monitoring questions

1 2 3 4 5 not used

5. Explain how each strategy listed above did or did not help you understand the article.

NO Because the story did not make any sense it was so hard

6. If there were any words you did not understand, explain how you attempted to figure out the meaning of these words.

The word I did not understand I just used the dictionary and looked most of them up.

7. In either note form or paragraph form summarize the main points of the article.
Provide evidence from the text to support your ideas.

- I've read the story 3 times slowly
and I still don't get it

8. In your opinion, do you think it's a good idea to clear Riel? Explain your answer. (use paragraph form)

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student chose not to use any of the suggested strategies (and reports never using any of them), although reports using context clues to figure out unfamiliar words. The student demonstrated a basic understanding of the main ideas in the article.

- relies on context clues to figure out unfamiliar words
- identifies most main ideas; has difficulty restating them in own words
- includes too little information
- offers simple reaction or judgements

SECTION I
READING STRATEGIES

You may choose to use one, two, three or all four of the strategies listed below.

Strategy 1

Define the following words:

Alienation-

Caucus-

Controversial-

Exonerate-

Precedent-

Proponents-

Strategy 2

Complete the **KNOW-WONDER-LEARN** chart on the next page.

In the first column, "What we know" write everything you know about Louis Riel.

In the second column, "What we wonder" write everything you want to know about the topic or Louis Riel (2 questions minimum). After you have read the article fill out the third column "What we learned".

Strategy 3

Look at the title, "Clearing Riel Unwise: Manning". Discuss what you think the title means.

Strategy 4

In point form answer the **Self Monitoring Questions** while reading the article.

Know · Wonder - Learn

What We Know (K)	What We Wonder (W)	What We Learned - Still Need to Learn (L)

Self Monitoring Questions

Students should ask themselves these questions as they read new text.

1. What does the title suggest?
2. What purposes does the introductory paragraph serve?
3. What is the author trying to say here?
4. What sentence or paragraph best illustrates what the author is saying (thesis statement)?
5. What words are repeated? What words are synonyms?
6. What words guide me through this text?
7. Are images created? If so, for what purpose?
8. Is there evidence of irony?
9. Is there evidence of bias?
10. What conclusions did the author make?
11. Do I agree with these conclusions?
12. Should I consider further investigation of this topic?
13. Prepare several true or false questions based on the text.

Section III

Answer the following questions to the best of your ability. Use complete sentences.

If you used any part of Section I answer the following questions:

Rate the effectiveness of each reading strategy on a scale of 1 to 5. 1 means the strategy did not help you understand the text and 5 means the strategy greatly helped you understand the text. (circle your response)

1. Strategy 1- defining difficult words

1 2 3 4 5 not used - at all - in my life.

2. Strategy 2- Know-Want-Learn chart

1 2 3 4 5 not used - at all - in my life.

3. Strategy 3- meaning of the title

1 2 3 4 5 not used - at all - in my life.

4. Strategy 4- Self monitoring questions

1 2 3 4 5 not used - at all - in my life.

5. Explain how each strategy listed above did or did not help you understand the article.

N/A

6. If there were any words you did not understand, explain how you attempted to figure out the meaning of these words.

By reading the contents around the word that that I could not understand

7. In either note form or paragraph form summarize the main points of the article. Provide evidence from the text to support your ideas.

The main points were the bill whether Riel was going to be exonerated & and about Metis leaders allowed the be fathers of ~~the~~ confederation

~~was~~ Reform opposed speeding up a bill exonerating the Metis leader, making him a Father of Confederation

8. In your opinion, do you think it's a good idea to clear Riel? Explain your answer. (use paragraph form)

I think Riel should be cleared because he is ~~a~~ descended from ~~an~~ the first nations people, the first people to ~~be~~ live on Canadian soil.

Louis Riel may have been one of Canada's first western reformers but the recent efforts in parliament to exonerate the Metis leader are unwise.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student used all four suggested strategies and rated all quite highly. The student demonstrates a good understanding of the article.

- checks for understanding and adjusts comprehension strategies to deal with most problems
- uses classroom resources to figure out unfamiliar words
- accurately restates main ideas in own words
- locates specific relevant details to respond to questions
- makes accurate, detailed notes
- makes some inferences and interpretations supported by specific evidence from the text
- offers simple judgements or evaluations and offers some reasons

SECTION I
READING STRATEGIES

You may choose to use one, two, three or all four of the strategies listed below.

Strategy 1

Define the following words:

Alienation- a turning away in indifference or hostility; estrangement

Caucus- in Canada, a meeting of the members of Parliament of one party to discuss policy, plan strategy, etc.

Controversial- of, open to, or arousing controversy.

Exonerate- free from blame; prove or declare innocent

Precedent- a case that may serve as an example or reason for a later case

Proponents- one who makes a proposal or proposition

Strategy 2

Complete the **KNOW-WONDER-LEARN** chart on the next page.

In the first column, "What we know" write everything you know about Louis Riel.

In the second column, "What we wonder" write everything you want to know about the topic or Louis Riel (2 questions minimum). After you have read the article fill out the third column "What we learned".

Strategy 3

Look at the title, "Clearing Riel Unwise: Manning". Discuss what you think the title means. I think it means that Preston Manning, the Reform leader, was the one who said that if you clear the person - Riel (lastname), it would be unwise. They wrote Manning's statement as the title.

In point form answer the **Self Monitoring Questions** while reading the article.

- ① Manning thinks clearing the person Riel is unwise.
- ② it tells what the gov. is doing.
- ③ Leader thinks clearing Riel for his wrong is a wrong doing.
- ④ the 4th paragraph
- ⑤ government bill, caucus. syn: legislation, parties
- ⑥ Metis, government, confederation, confrontation, bill, MP
- ⑦ Yes, to show what the government is like on the issue.
- ⑧ yes
- ⑨ yes
- ⑩ they are working on the final draft of the bill but no conclusion for this issue yet.
- ⑪ yes, it's reasonable
- ⑫ Yes, to find out the decision
- ⑬ ✓

Know · Wonder - Learn

What We Know (K)	What We Wonder (W)	What We Learned - Still Need to Learn (L)
<ul style="list-style-type: none"> - hung for treason in 1885 for his role in the Northwest Rebellion. - declared a "Father of Confederation." - a Metis Leader - 'father' of Manitoba - twice elected as MP - key player in negotiating Manitoba's entry into Confederation in 1870 - the bill is for clearing Riel of any wrong - 1st western reformer 	<ul style="list-style-type: none"> - what was the Metis party's issues - what did Riel do to get hung - what are the parties in Ottawa today, trying to do - what parties think of each the issue - what exactly is the bill suppose to do 	<ul style="list-style-type: none"> - Riel was a symbol of western alienation - Reform doesn't want to work on clearing him, just leaving things as they are. - MP Val Meredith (Reform) wants to "right" the history - NDP wants the Metis National Council to agree on clearing him - MNC wants land claim negotiations instead of to work on clearing him.

Self Monitoring Questions

Students should ask themselves these questions as they read new text.

1. What does the title suggest?
2. What purposes does the introductory paragraph serve?
3. What is the author trying to say here?
4. What sentence or paragraph best illustrates what the author is saying (thesis statement)?
5. What words are repeated? What words are synonyms?
6. What words guide me through this text?
7. Are images created? If so, for what purpose?
8. Is there evidence of irony?
9. Is there evidence of bias?
10. What conclusions did the author make?
11. Do I agree with these conclusions?
12. Should I consider further investigation of this topic?
13. Prepare several true or false questions based on the text.

Section III

Answer the following questions to the best of your ability. Use complete sentences.

If you used any part of Section I answer the following questions:

Rate the effectiveness of each reading strategy on a scale of 1 to 5. 1 means the strategy did not help you understand the text and 5 means the strategy greatly helped you understand the text. (circle your response)

1. Strategy 1- defining difficult words

1 2 3 4 5 not used

2. Strategy 2- Know-Want-Learn chart

1 2 3 4 5 not used

3. Strategy 3- meaning of the title

1 2 3 4 5 not used

4. Strategy 4- Self monitoring questions

1 2 ~~3~~ 4 5 not used

5. Explain how each strategy listed above did or did not help you understand the article.

① helped me get through the difficult parts of the article ② had to look through the article because I didn't know anything about Ebel or this matter. ③ title is main intro to article, so it helped me understand what it's to be about ④ it was kind of hard to know what to look for.

6. If there were any words you did not understand, explain how you attempted to figure out the meaning of these words.

- I used ~~the~~ the thesaurus and the dictionary.

7. In either note form or paragraph form summarize the main points of the article. Provide evidence from the text to support your ideas.

- government arguing whether or not to clear past Metis leader for his injustice.
- "I think it's better to leave Riel," Manning said.
- "It's righting history, & not rewriting it," White says.
- "Get the MNC on side with bill," NDP says.
- ~~Louis Riel~~ Louis Riel was hung for treason in 1885 for role in Northwest Rebellion
 - ... who was ~~being~~ hanged for treason in 1885 for his role in the Northwest Rebellion ...
- Louis Riel's death
 - caused of division between Eng. and French, Western & Eastern Canada
 - Riel is a controversial figure & his life & death have long been a cause of division between French & English Canadians & Western & Eastern Canada.

8. In your opinion, do you think it's a good idea to clear Riel? Explain your answer. (use paragraph form)

I think it's a good idea to clear Riel because he was just trying to unite western & Eastern Canada together. He was trying to get ^{both} sides noticed, so he should be righted for the injustice. You shouldn't hang someone for trying to create unity among a country.

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student did parts of all four strategy assignments but reported that only defining key words had helped him understand the article. The student demonstrated a thorough understanding of the selection.

- checks for understanding; independently selects and adjusts strategies; re-reads
- draws on wide vocabulary; figures out unfamiliar words independently using a variety of strategies
- accurately restates main ideas in own words; can explain connections
- locates specific relevant details; uses quotations
- makes logical inferences and interpretations supported by specific evidence from the text
- makes logical judgments or evaluations based on prior knowledge; provides reasons

SECTION I
READING STRATEGIES

You may choose to use one, two, three or all four of the strategies listed below.

Strategy 1

Define the following words:

Alienation-

Caucus-

Controversial- 2 views

Exonerate- take away his punishment after he's

Precedent- served it.

Proponents-

Strategy 2

Complete the **KNOW-WONDER-LEARN** chart on the next page.

In the first column, "What we know" write everything you know about Louis Riel.

In the second column, "What we wonder" write everything you want to know about the topic or Louis Riel (2 questions minimum). After you have read the article fill out the third column "What we learned".

Strategy 3

Look at the title, "Clearing Riel Unwise: Manning". Discuss what you think the title means.

He thinks that clearing Riel's name is unwise.
And "he" is Manning.

Strategy 4

In point form answer the **Self Monitoring Questions** while reading the article.

Know · Wonder - Learn

What We Know (K)	What We Wonder (W)	What We Learned - Still Need to Learn (L)
Rial was Met's	Was he innocent	Who Rial is/was.

Self Monitoring Questions

Students should ask themselves these questions as they read new text.

1. What does the title suggest? - Mannings opposed
2. What purposes does the introductory paragraph serve? - to let you know what's happening
3. What is the author trying to say here?
4. What sentence or paragraph best illustrates what the author is saying (thesis statement)?
5. What words are repeated? What words are synonyms? - Metis
6. What words guide me through this text? - enumerate
7. Are images created? If so, for what purpose?
8. Is there evidence of irony? - Yes
9. Is there evidence of bias? - Yes
10. What conclusions did the author make? that the bill should be speed up
11. Do I agree with these conclusions? No
12. Should I consider further investigation of this topic? No
13. Prepare several true or false questions based on the text. No

Section III

Answer the following questions to the best of your ability. Use complete sentences.

If you used any part of Section I answer the following questions:

Rate the effectiveness of each reading strategy on a scale of 1 to 5. 1 means the strategy did not help you understand the text and 5 means the strategy greatly helped you understand the text. (circle your response)

1. Strategy 1- defining difficult words

1 2 3 4 5 not used

2. Strategy 2- Know-Want-Learn chart

2 1 2 3 4 5 not used

3. Strategy 3- meaning of the title

2 1 2 3 4 5 not used

4. Strategy 4- Self monitoring questions

2 1 2 3 4 5 not used

} DIDN'T HELP
AT ALL

5. Explain how each strategy listed above did or did not help you understand the article.

The first one may have helped, but the other 3 I thought were a waste of time and didn't help me in the least.

6. If there were any words you did not understand, explain how you attempted to figure out the meaning of these words.

If there were words that I didn't understand, then I used a Dictionary, Thesaurus, sounded them out, re-read them in the context, and/or read them out loud.

7. In either note form or paragraph form summarize the main points of the article. Provide evidence from the text to support your ideas.

- Back in 1885, Riel was hung for treason. (p. 121 par. 2)
- Now the government is trying to pass a bill that will clear his name, saying that he's done nothing wrong. (p. 121 par. 2)
- They say he was defending his home (p. 121 par. 7)
- 5 MP's want this bill to bypass all the others and have priority (p. 120 par. 1) but Val Meredith says that it should receive extra attention (p. 120 par. 10) and Manning agrees and disagrees that they should speed it up. (p. 120 par. 1)
- The bill was not chosen in a bill lottery (p. 121 par. 4)

8. In your opinion, do you think it's a good idea to clear Riel? Explain your answer. (use paragraph form)

Who cares? I mean he's dead right? It's not like it's going to make a difference to him. In my opinion, they should just let him be. I know that they're doing this for his family, but honestly he's dead. He has been for 116 years! I really think it's time to move on. AND does our government really have enough free time on their hands to worry about a law/conviction that happened 116 years ago? That really makes me worry about our government. There's thousands of

people in jail waiting
trial and our government
is worrying about some
old dead guy? I know
he was important, but
COME ON! IT'S TIME
TO MOVE ON!
GET OVER IT!

Grade 8 Reading for Information: Additional Sample 2

Media portrayal of teenagers

Context

This assignment was part of a unit on Media Literacy.

Process

Students were asked to find a newspaper article that provided information about teenagers in today's society, e.g., on topics such as academic achievement, family relationships, peer relationships, self-image, schools and education, juvenile delinquency, teen suicide, and youth unemployment. Students were asked to write an analysis of the media portrayal of teenagers in their chosen article. The analysis was to include:

- a summary of the major points in the article
- an analysis of the position taken by the author or editor
- an identification of the main points that support or refute that position
- a discussion of the quality and accuracy of the article. Was the evidence convincing? What facts, if any, do you feel would need more research before you would believe them? Were alternative positions or explanations considered?
- A concluding comment about how well the public was informed by the article.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student understands some of the main points in the article but does not offer any analysis.

- identifies some main ideas; had difficulty distinguishing between main ideas and supporting details
- locates some relevant supporting details; omits important information
- notes are incomplete
- offers simple reactions of judgements; vague and unsupported

The Summary

Most political candidates hide their photos in the yearbook because of fear for embarrassing reminder of their lost youth. A nineteen-years-old teenager named Gareth Richmond was out of Lord Bying about a lesser than a year, which ~~they~~ quality as a recent snap. A month less, after joining and winning its nomination in Vancouver-Quilchena, Richmond was organizing his campaign to Liberal MLA, Colin Hansen. He told to the paper "I decide it was time for me to take more active role in the politics of my province and to protect the ideals of the NDP, I believe in." and ~~told~~ he was too young to play any part in the earlier elections and it was his first one to run in. He believes that it is time for the youth of BC to make them ^{bc} heard. Some political jurisdictions, a nomination from the party in power is a sought-after endorsement and envied and easier to a guaranteed job. BC's moribund governing, however, find itself scouring the countryside for volunteers to replace the double-digit number of retiring MLAs or take a dive against an incumbent Liberal. A week after, they found Richmond, who has lived in the central city riding all his life and works hard as a deliveryman. "I haven't been in politics a long time" he said.

My article is called "NDP turns ^{to} teenagers in bid to field candidates" and I think it's a fine article. It gave me information and I do agree with the writer.



IAN LINDSAY, VANCOUVER SUN

Nineteen-year-old deliveryman Gareth Richmond is organizing his provincial election campaign as the New Democratic Party candidate in the riding of Vancouver Quilchena.

NDP turns to teenagers in bid to field candidates

Most political candidates hide their high-school yearbook photos for fear they'll be an embarrassing reminder of lost youth.

For 19-year-old NDP hopeful Gareth Richmond, less than a year out of Lord Byng, they qualify as recent snaps.

Less than a month after joining the party and winning its nomination in Vancouver-Quilchena, Richmond is organizing his campaign to unseat Liberal MLA Colin Hansen.

"I decided it was time for me to take a more active role in the politics of my province and to protect the ideals of the NDP I believe in," the earnest and sincere Richmond told me this week.

"I was too young to play any part in earlier elections — this is the first one I've ever run in

Ian Mulgrew



that's for sure. But I believe that it is time for the youth of B.C. to make themselves heard."

In some political jurisdictions, a nomination from the party in power is a sought-after endorsement and an envied, easy-street route to a guaranteed job.

B.C.'s moribund governing party, however, finds itself scouring the countryside for volunteers to replace the double-digit number of retiring MLAs or to take a dive against an incumbent Liberal.

A few weeks ago, they found Richmond, who has lived in the central city riding all his life and works split-shifts as a deliveryman.

"I haven't been in politics a long time," he said

See 'CAMPBELL STOMPERS' A5

se of fear for
anager named
r, which they
its nomination
to Liberal MLA,
o take more
s of the NDP, I
arlier elections
the youth of BC to
m the party in
a guaranteed job.
ntryside for
s or take a dive
ond, who has lived
eryman. "I haven't

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student understands the main points in the article but the analysis is simplistic.

- identifies most ideas; has difficulty restating them in own words
- locates some specific details to respond to the task
- makes notes; includes too much information
- makes some simple inferences and interpretations
- offers simple reactions or judgments; able to give some reasons

Port Moody principal discusses bullying

She will appear today in a pre-taped segment of the Sally Jessy Raphael Show

By SARAH GALASHAN

The *Sally Jessy Raphael Show*, known for exposing the sex lives of pre-teens and reuniting relatives, will feature a Port Moody principal as she takes on troubled children accused of pushing other kids around.

Cindy Seddon, principal of Seaview Community School, will appear today on a pre-taped segment of the nationally syndicated talk show counselling school-yard bullies and discussing their behaviour patterns. The show is at 3 p.m. on Channel 12.

The anti-bully advocate has co-authored two books, been the subject of a CBC magazine report, and speaks often to local media about the effects of bullying.

Still, Seddon, who has a master's degree in education studying children's interac-

tions, chuckles at the thought that she's an expert on the subject.

But show producers were quite serious about landing her as a guest after Seddon was quoted by the *New York Post* in a story about the recent high school shootings in Santee, Calif.

There, a 14-year-old boy is charged with taking his father's handgun to school, shooting and killing two students, and injuring several more.

Fellow students said he was bullied and teased.

Less than a month later, an 18-year-old senior armed with a shotgun and handgun opened fire at another California school, hitting at least three students and two teachers with shotgun pellets.

"There are many people in the United States who are feeling like they don't know

what to do," says Seddon.

This sort of extreme violence in schools has generated concern throughout North America and caused many schools to regulate student behaviour to the point where students may not touch each other, even for a hug.

According to the teens who appear on the talk show stage with Seddon, anti-bullying rules make it easy to discipline perceived bullies.

But pointing fingers is not the answer, insists the principal. Bullies have been bullied themselves and are retaliating, sometimes on their parents' advice.

"One of the things that I said is that we cannot be counselling our kids to fight back," said Seddon, who recalls that most audience members, even Sally herself, did not share that sentiment.

Major Points:

- A Port Moody school principal was featured in the Sally Jessy Raphael Show.
- They've talked about troubled children accused of pushing other kids around.
- They've also talked about the recent school shooting in Santee, California.
- Extreme violence in schools has generated concerns throughout North America.
- Caused many schools to regulate student behavior to the point where student may not touch each other, even for a hug.

- Most bullies have been bullied themselves & are retaliating, sometimes on their parents' advice.
- The principal also said that, "One of the things that I said is that we cannot be counselling our kids to fight back."

Comments

This article suggested that bullies have been bullied themselves & are retaliating because of their parents' advice. The article talks about Cindy Sedden, the principal of Seaview Community School, & how she thinks on bullying. It said that many schools throughout North America has come to the point where students may not touch each other, even for a hug. This part, I didn't find too believing, because I have never heard of anyone getting hurt from a hug. Another thing

that that was said in this article, that too, I didn't find ~~conviening~~ convening was when I heard that retaliation from the bullies, sometimes come from their parent's advice. But probably the one thing that I didn't find convening, not even a little bit, was when Cindy Sedden said that, "One of the thing that I said is that we cannot be counselling our kids to fight back," it was so unconviening, that even the audience member, & Sally Jessy Raphael herself, did not share that sentiment.

I think that there are many ways to prevent bullying, but the things that the article said, is totally false. So my final comment would be that the public would probably not find this article true, because the facts aren't enough to support their answer, & are not enough to convince the viewer.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student understood the article and was able to offer logical opinions about it.

- accurately restates main ideas in own words; explains connections between them
- locates specific, relevant details to respond to the task
- makes some inferences or interpretations supported by specific evidence from the text
- makes some logical connections between new information and prior knowledge
- offers simple judgements and offers some reasons

Use Justice and Parenting to stop Bullies - Summary

This article is about how parents and the City of Burnaby is trying to stop bullying in schools. A couple weeks ago they held a day-long seminar to try and come up with ideas to stop bullying.

In the article there is an example of 2 high school students that transferred schools because it got so bad. One of them was a grade 10 student he said he transferred because it got so mad he was worried he might do something to his bullies.

The other was a grade 8 student who was transferred because of many threats which left her scared to even go to school. A student a Burnaby North thinks that bullying is more common in elementary schools than in high schools, she also says that it's better to join school clubs so you make friends.

Media Analysis 2-page Paper

03/28/11

I chose this article because I kind of found it kind of interesting to see how people are trying to find solutions to the bullying problem. I don't really agree with the way they were trying to solve these issues, because I don't think that they can stop bullying, I know they don't want to completely stop it, but even if they tried to eliminate some of it, it probably wouldn't work. Because usually when people feel the need to torment and harass others, the bullies have some problems that need to be resolved. One of the parents who has a daughter who is a victim of bullying said that "There is less respect and caring among many young people today. There's a real need to bring back some level of respect for each other." A man named Michael Mann, an

executive director of the Burnaby Multicultural Society said that settlement workers sometimes are asked to intervene in secondary schools because bullies are targeting immigrants because they're different.

"It's especially because immigrants hang out with their own group. New immigrants feel more confident in their own group because they can speak their own language. But it's two edged. Other students look at the group and think they are a threat." I do agree that people tend to pick on people that are different, but at our school I don't think it's foreign people so much as is bigger people or people who can't afford the most fashionable clothing or shoes. So I guess in a way I agree with this article, but in some ways I don't.

Use justice and parenting to stop bullies

Seminar looks for working solutions
help kids who are being targeted
bullies, and prevent harassment

Anne Risdon
BURNABY NOW REPORTER

Restorative justice and early-parenting programs are strategies to combat bullying in Burnaby, about 80 participants recommended at the end of a day-long bullying seminar Saturday. Spearheaded by councillor Nancy Harris, the seminar was intended to produce solutions, not dramatic stories of school shootings and suicides, which, though increasing, are still rare compared to the daily cry of bullying victims. Grade 10 student Geoff, told of a relentless name-calling and his transfer to another school because he got so worried he might do something drastic to his tormentors. Parent Denise Deleebeeck said her daughter got transferred following repeated incidents in grade 8 that left her afraid to go to school. "It's not just boys. It's girls too," she

There is less respect and caring among many young people today. There's a real need to bring back some level of respect for each other."

Denise Deleebeeck
PARENT

Michael Maan, executive director of the Burnaby Cultural Society said settlement workers are some-

PLEASE SEE BULLYING ON PAGE 9

Communication skills reduce bad behaviour

BULLYING
CONTINUED FROM PAGE 1

times asked to intervene in secondary schools where bullies are targeting immigrants because of their accent and skin colour.

"It's especially because immigrants tend to hang around in their own group. New immigrants feel more confident in their own group because they can speak their own language. But it's two-edged. Other students look at the group and think they are a threat."

Maan said he felt the seminar needed to have more ordinary people involved instead of the large turnout of professionals, a sentiment echoed by Deleebeeck.

"I hope the final document will not be a five-page report full of educational and psychological jargon," she said.

The meeting determined that problematic behaviour would be reduced by adults learning early-childhood parenting skills that produce self-confident children with good communication skills, and the feeling they matter and are part of the wider community, Harris said.

As for a restorative justice program where an offender, victim and their families meet and work out a solution with help, Harris said future decisions include determining whether this could be built into the Burnaby's current city-funded youth diversion program.

"This is not to replace what happens in Burnaby now. This is to enhance it."

Following the seminar, the next step is to produce a discussion document to be discussed by council and also taken for more input to each of Burnaby's different areas.

None of Burnaby's NDP MLAs were able to attend the seminar, though all four Liberal candidates did.

School trustee Kim Maan had registered but was ill and no other trustees took her place. Youth Services manager Terry Waterhouse represented the Burnaby school board.

The seminar was funded partly by corporations and partly by the city of Burnaby through the Family Court and Youth Justice Committee.

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student provides a detailed analysis supported by evidence from the selection.

- accurately restates main ideas in own words; explains connections; attempts to synthesize information
- locates specific, relevant details as needed
- makes logical inferences and interpretations supported by specific evidence from the text
- makes thoughtful and insightful connections between new information and prior knowledge
- makes and explains logical judgments and evaluations based on prior knowledge; provides reasons and examples

HOW TEENAGERS ARE PORTRAYED PEER RELATIONS

This article I found in the “News Leader” newspaper is called “Workshop battles bullies” It is about how one teen was so grief stricken that the child convinced the parents he/she needed to move to another area so the child would be able to go to another school. The child did this because another peer (and possibly some of his/her friends) were bullying so much to the point where there were threatening messages sent over the Internet and a threat that the mother would be raped. Even though the child’s parents complained to the secondary school’s administration they were not satisfied so as a second resort, they went to the Burnaby RCMP but so far, they say, there has been no police investigation. Many other parents went to a symposium on bullying the previous Saturday. But despite the fact the Burnaby school board along with other boards in the province has a no tolerance for bullying, some felt the tactic was ineffective. They claim event though bullying is technically a crime; the police don’t deal with it properly.

I think that the point of view that the author/editor took of this article was definitely from the right side. This entire article suggested that teen bullying is a serious issue in our lives today that needs to be dealt with now before it manifests into a masquerade of teens constantly picking on each other. It was a very well written piece that showed that so many people are taking part in putting a stop to this war of the “cliques” and “geeks” by organizing different meetings, talking to school councillors, and even resorting to the police. These people, and hopefully others that

will join this crusade are doing everything in their power to make sure that all people are treated fairly. Who wants their children to grow up in a world where the “popular” people rule over the “dorks?”

There are so many important points in this article that support the argument. One especially being that there was actual proof that teens are going out of their way to intimidate a child by digging so low that they must write them threatening notes over the internet, or saying that they will harm their parents. But the fact that the family was so disappointed by the way the school’s administration handled the situation that they had to resort to filing a complaint to the Burnaby RCMP, who also have made no attempts to investigate anything at all, was just beyond my belief and I’m sure anyone else’s who read this article.

I believe that the quality and accuracy of this article was outstanding. The evidence was quite convincing, even though the subject about bullying is well know to many people. The author wrote the important things and didn’t bother with any nonsense. The author, Michael McQuillan, got straight to the point and didn’t make it a boring article. That is the key to making important issues such as this one stand out in people’s minds and what inspire them to do something much like the people in this article. I don’t think that any of the facts stated needed anymore convincing, although I would be interested in knowing what the secondary school’s administration did to to the situation. I think that would help clear whether or not it was necessary to go the RCMP or not.

So, overall, I think that this article was very important to the public and should be read by everyone who receives this newspaper. It shouldn’t be over looked

as just another story on teens and how they're being picked on by other teens. The public should read it and comprehend how important this is. They should think of it as though they were in that one family's place. What if that happened to one of your children? Would you go through the same steps this family did, or would you just let it be another dinner conversation?

Wed., March 14, 2001 News Leader 3

Workshop battles bullies

**BY MICHAEL MCQUILLAN
NEWSLEADER STAFF**

A family plans to move to another community because of the bullying their child faced in a Burnaby school. The mother says the family feels it has little recourse but to remove their child.

In another situation, a student and his family were threatened over the Internet. The intimidation also included a threat that the mother would be raped.

That family went to the secondary school's administration. Not satisfied with the result, they went to the Burnaby RCMP. So far, they say, there has been no police investigation.

These Burnaby families were just a few of the 80 individuals that were part of Saturday's community symposium on bullying. Despite the fact the Burnaby school board and other boards in the province have a zero tolerance for bullying, some at the conference felt the tactic was ineffective,

said Nancy Harris, a Burnaby councillor who helped organize the symposium.

Even though bullying is essentially a crime, others said the police do not deal with it properly, said Harris.

"Bullying is a widely dealt with problem in our community that needs to be dealt with by the community," said Harris. "Bullying, essentially, is about pushing people out of the community."

The symposium was just a start to addressing bullying, said Harris.

Based on the views expressed Saturday, a discussion paper will be generated. That document will then be sent out to those who attended, plus stakeholders like Burnaby council and the school board, for their input.

Suggestions and viewpoints from the symposium may never be used in drafting new bylaws or policies but what's important is the community has had its say. She likened the day-long workshop to community building.

Grade 8 Reading for Information: Additional Sample 3

“Doublespeak” by William Lutz

Context

This assignment was part of a unit on Media Literacy.

Process

Students read “Doublespeak” by William Lutz independently. Students were then instructed to invent a product and design an advertisement for it that both “puffed” the product and used “weasel words”, two of the techniques described in the article.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

This advertisement incorporates many “weasel words” but no “puffing” of the product.

- identifies most ideas
- locates some specific details to respond to the task
- makes simple interpretations



Star



Helps control
and relieve eye symptoms
fast if you use regularly

\$3! LB



Carrots!!!

The best carrots on
the market!!



Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

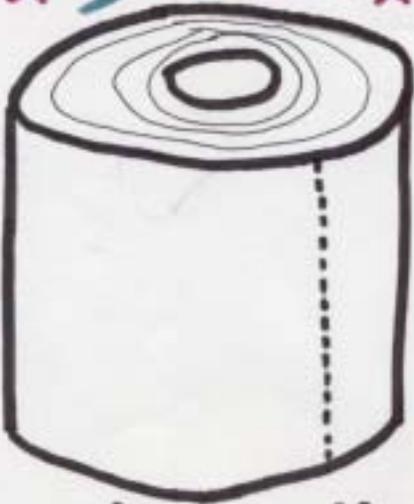
Teacher's Observations

This advertisement incorporates both “weasel words” and “puffing” of the product, demonstrating a good understanding of the techniques described in the article.

- accurately restates ideas in own words
- locates specific, relevant details to respond to task
- makes interpretation supported by the text

★ ★ ★ ★ ★
★ ★ ★ ★ ★
★ ★ ★ ★ ★
**Super
Soft
Toilet Paper**
★ ★ ★ ★ ★

The best
toilet paper
on the
market!



helps to
keep your
skin smooth
and soft

★ ★ ★ ★ ★
★ ★ ★ ★ ★
★ ★ ★ ★ ★
Every trip to the
bathroom will be
a thrilling experience.
★ ★ ★ ★ ★

Grade 8 Reading for Information: Additional Sample 4

“A Mysterious Contraption” by Amelie Welden

Context

The teacher designed several mini-lessons to help students become more aware of the strategies authors use to engage readers.

Process

Students independently read “A Mysterious Contraption”, a profile of Irene Curie (daughter of Marie Curie), and completed the following tasks:

1. List some of Irene’s scientific accomplishments during the 1920’s and 1930’s.
2. Read the first two paragraphs of the selection. The author has used an anecdote (an interesting event or incident) to introduce us to the main character in a way that holds our attention and has impact. Re-read the selection and choose another incident that the author could have used to develop an alternate anecdote. Use this incident to write an alternate opening anecdote for the selection.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student was able to list some main ideas about Irene Curie's accomplishments, but the "anecdote" is simply a list of restated facts.

- identifies some main ideas
- notes are incomplete
- offers no reaction

<p style="text-align: center;">Conventions</p> <p>Nuclear Fission X-Ray machine Artificial Radiation Won noble prize</p> <p>Irene's mother had just passed away before she won the noble prize in Chemistry. She received the prize for creating artificial radioactivity. A year before that she had made a x-ray machine. She setup x-ray machines on the battlefronts in World War I to find shrapnel and broken bones.</p>
--

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student attempts an anecdote, although it relates feelings and events rather than re-telling an incident.

- identifies most ideas; has difficulty restating them in own words
- locates some specific details to respond to task
- notes include too little information
- makes some simple inferences
- makes simple, obvious comparisons of new information with prior knowledge

1) Irène's scientific accomplishments
- made x-ray machine
- discovered nuclear fission
- won Nobel prize
- First woman

2) opening anecdote

Shocked, and sad were some of the feelings Irène felt when she got the news that her great mother Marie Curie had died of leukemia, going only one year before Irène got her first Nobel prize. But even through this Irène continued to do her research that killed her mom.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student successfully converts another incident into an alternate opening anecdote.

- accurately restates main ideas in own words
- locates specific, relevant details to respond to the task
- makes accurate, detailed notes that reflect the main ideas
- makes some logical connection between new information and prior knowledge

Transcript :

A Mysterious Contraption

1. Irene's scientific accomplishments:

- the x-ray machine (her and her mother made it)
- received her doctoral degree for her studies of alpha particles
- groundbreaking experiments
- wrote hundreds of report
- created artificial radioactivity
- discovered nuclear fusion

2. Opening anecdote

a) this technique is good, and I wanted to find out more. The beginning sort of captured me.

b) The crowd watched in silence as the body of Marie Curie was lead down the path to her grave. One person on particular was greeving the loss of this woman, it was her daughter, Irene. Irene didn't know that one day she'd be just as famous as her mother was.

The crowd watched in silence as the body of Marie Curie was carried down the rough gravel path. Irene Curie, Marie's daughter was greeving her mother's loss more than the rest. Little did she know she'd one day be more famous than her mom.

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student organizes notes by date, and does an excellent synthesis of the information in the selection to write a new opening anecdote.

- accurately restates main ideas in own words; attempts to synthesize information
- locates specific, relevant details as needed
- makes accurate and detailed notes, using effective headings
- makes logical inferences and interpretations
- makes thoughtful and insightful connections between new information and prior knowledge

Transcript:

A Mysterious Contraption

1. a) List some of Irene's scientific accomplishments during the 1920s and 1930s

1925 – received her doctoral degree for her studies of alpha particles

1934 – with her husband, Frederic, they began experimenting with polonium and aluminum which led to the discovery of creating artificial radioactivity.

1935 – win Nobel Prize for discovery mentioned above

1936 – As the newly appointed Under Secretary of State for Scientific Research, she was the first woman cabinet minister in France.

1938 – another earth shattering experiment where results led to the discovery of nuclear fission.

2. Write Opening Anecdote

The technique is very effective as it hooks you and makes you want to read more.

The technique personalizes the section because this is how I feel about it. This is a feeling needed to write a whole paragraph a subject. It makes it more pleasing to read because now you understand it and it's in your own words.

Irene sat in a busy hospital waiting room, waiting to hear her fate. Her white knuckles clenched the chair and her face was pale yet flushed at the same time. She had grown up around hospitals but she had always been the doctor, not the patient.

CREAK the door sweaked as the grim faced doctor came in.

'The door needs oiling' Irene thought absently.

She turned back to the doctor peering at him with some faint trace of false hope. Then the doctor said it. He said those dreaded words! She has suspected all along, especially when bruises started appearing for no reason, but when he confirmed that she had leukemia, the world around her crashed. The beginning of the end had begun.

Grade 8 Reading for Information: Additional Sample 5

Researching mythological gods and goddesses

Context

The class was studying a unit on Mythology.

Process

Students were asked to research one god or goddess from the many they had encountered in the myths they had read. Students were to choose independently a source or sources of information, and to identify the source. Students were given five questions that served as headings for note-taking:

- Who is he/she?
- What did he/she do?
- When did it happen?
- Is he/she related to any other gods/goddesses?
- Are there any other important facts?

As the students read their research materials, the teacher circulated throughout the classroom and observed their reading strategies.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The notes are generally accurate although a category is omitted.

- uses text features (e.g., headings) to locate information
- relies on word structure and classroom resources to figure out unfamiliar words
- identifies most ideas; has difficulty restating them in own words
- makes notes using headings; includes too little information

ARES

April,25,2001

1) *Who is the person?*
Ares is the god of war.

2) *What did they do?*
Ares was the god of war which means his major occupations were bloodshed and mischief.

3) *Where they related to other gods?*
Yes, Ares was son of Zeus and Hera, sibling to Eris, and father to Deimos, Phebos and Kyleneos, among others.

4) *Any more important details?*
Ares was always up to mischief, he was the most hated of all gods in Olympus, he was nearly exiled when he sought revenge of his assassinated son. He fell in love with Aphrodite, who was already married, when Ares was caught "in the act" he was displayed to all the world and was publicly humiliated.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The notes are accurate and complete, providing specific information as required.

- uses text features (e.g., headings) to preview and locate information
- uses context clues and classroom resources to figure out unfamiliar words
- accurately restates main ideas in own words
- locates specific, relevant details to respond to the task
- makes accurate, detailed notes using headings

Notes: Hades Books

Who is he?

- lived in grim, gloomy underworld
- was rich
- had all the treasures in the ground
- god of the Underworld
- rarely left the underworld

What did he do?

- ran the underworld
- kept the souls of the dead
- Hermes brought him the souls of the dead
- prodded unwilling souls into shadows
- saw that none escaped
- had three-headed dog that guarded gates
- snatched Persephone
- made Persephone queen of underworld

When did it happen?

- Hades was part of the third generation

Is he related to any other gods?

- He is the brother of Zeus, Demeter, Poseidon, Hera and Hestia
- son of Cronus and Rhea

What book did you get info from?

- The Gods and Goddesses of Olympus by Atari

Other important facts?

- He snatched Persephone and raped her
- Zeus gave him permission

Grade 8 Reading for Information: Additional Sample 6

Personal Safety

Context

This assignment was from a CAPP 8 class that was working on personal safety outcomes.

Process

After a general class discussion about bullying, the students were asked to read information on bullying provided by the teacher, and to answer a number of questions. Most of the questions checked their comprehension of the information in the selection, but the last two questions asked them to react to the information, and offer their own views.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student required support to complete the questions. The personal response is very limited.

- identifies some main ideas; has difficulty distinguishing between main ideas and supporting details
- locates some relevant supporting details; omits important information
- needs specific directions to make simple interpretations; illogical
- offers simple reactions and judgments; vague and unsupported

Bullying

- 1) The most important aspect is that are violence free because when it's violence free the kids are not afraid to be at school
- 2) 25%
- 3) 71%
- 4) 37 seconds approx
- 5) intentional cruel intentional
- 6) When kids joke around they call each other names or engage in fairly physical horse play
The difference is the relationship
- 7) 1) Physical
2) Verbal
3) Relational
verbal is the worst because it doesn't heal as fast. Verbal bullying can stay with you forever
- 8) yes because when a child is labelled by their peers a bully will require more support from government agencies etc.
- 9) Parents usually support their child's aggressive behavior
- 10) 1) Thinks that life is a one way street
2) Has a disregard of injury to others
3) has unreal expectations
11) certain children display vulnerable behaviors
12) is a vulnerable
13) ya because when they leave school no one is going to care about it
- 14) I agree because it's a part of life we can't control

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student demonstrates a basic understanding of the material; work is generally accurate although lacking in detail

- identifies most ideas; has difficulty restating them in own words
- locates some specific details to respond to questions
- makes simple inferences and interpretations; provides some evidence from the text
- offers simple reactions and judgments; able to give some reasons

1. The most important aspect of a safe school to be free of violence and ~~bullying~~ bullying.
2. The percentage of students that say teachers intervene in bullying situations is 25%.
3. The percentage of teachers that believe they intervene in bullying situations is 71%.
4. The average bullying incident approximately lasts 37 seconds long.
5. Bullying in its "truest form" is when a series of intentionally cruel incidents, involving the same children, in the same bully and victim roles.
6. The difference between joking and bullying is when it's a joke, it's usually friends hitting and calling each other names. Bullying is different because it is usually between children who are not friends, usually the bullying is bigger and stronger than the victim.
7. The three types of bullies are Physical Bullies, Verbal Bullies and Relational Bullies. I think the most damaging type of bullying is Physical bullying because you can get physically hurt and feel lots of pain.
8. Yes I do agree that most bullies can be identified at pre-school because they probably don't share toys and also steal other children's toys.

9. The role of the bullies parents is important to the bullies because often the bullies parents support their child's aggressive behavior.
10. Three thinking errors of bullies are that the bully thinks life is a one way street, the bully thinks lying is a way of life and also the bully thinks he has a sense of superiority over others.
11. Not all children are victims of bullying because some kids are cool and have a lot of friends that will stick up for them.
12. A "mugability factor" is a child who is targeted as victims tend to display "vulnerable behaviors".
13. I think we should not except bullying and we should try hard to stop it. ~~Some~~ many children have killed themselves because of bullying and I think that is wrong.
14. I agree with this statement because children are afraid to tell because they will get hit and kicked even more.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student demonstrates a thorough understanding of the material .

- accurately restates main ideas in own words
- locates specific, relevant details to respond to questions
- makes some general inferences or interpretations supported by specific evidence from the text
- offers simple judgments and evaluations and offers some reasons.

1. The most important aspect of a safe school is it's free from ~~and~~ violence, because violence can hurt a child and being bullied many times can bring suicide.
2. 25% of students say teachers intervene in bullying.
3. 71% of teachers believe they always intervene in bullying.
4. The average bullying incident lasts 37 seconds long.
5. Bullying in it's truest form is a series of repeated intentionally cruel incidents, involving the same children, in the same bully and victim roles.
6. Joking around is meaningless and the kids don't get hurt, bullying isn't meaningless and the kid/kids involved usually get hurt. An example of joking around is a friendly fight where the kids walk away unharmed and usually laughing. An example of bullying is a contact fight where you know the victim will get hurt.
7. The 3 types of bullies are Physical, Verbal, and Relational. I think Verbal is the most damaging because the victim is ~~scared~~ scarred for life, ~~and~~ it's extremely devastating and the victim will go to suicide as the only way out.
8. Yes, because in pre-school the kids are shaping and you can see the differences more clearly and inwardly, like anger going to bullying.

9. The role of the bullies parents is very important because they could be getting that anger from home and take it out on kids in a form of bullying.
10. Three thinking errors of bullies are they think life is a one way street, they believe lying is a way of life, and they refuse to accept responsibility for their actions.
11. Some children aren't victimized by bullies because they are more confident of themselves.
12. A muggability factor is displaying vulnerable behaviors.
13. I disagree because children become bullies from parents or other children, and victims commit suicide or become vulnerable to more bullying because of it. If we stop bullying then life would be that bit easier for children that are victimized, not just the lucky ones that aren't.
14. I agree because alot of kids believe that they can't do anything about bullying and can't stop it so they might as well not try.

Exceeds Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student's answers are thorough, providing well-chosen details. There is some insight in the responses.

- accurately restates ideas in own words; can explain connections
- locates specific, relevant details as needed
- makes logical inferences and interpretations supported by specific evidence from the text
- makes thoughtful and insightful connections between new information and prior knowledge
- makes and explains logical judgments and evaluations based on prior knowledge; provides reasons and examples

Bullying

1. The most important aspect of a safe school is nurturing, caring and respectful of everyone. I chose this aspect because I believe that if everyone is caring and respectful in and around school bullying would never be brought up as a subject. If it ever was everyone would have a friend to run to for help, and that person would listen to their problem and then help their friend.

2. 25% percent of students say that teachers intervene in bullying.

3. 71% percent of teachers believe they intervene in bullying situations.

4. The average bullying incident last only 37 seconds.

5. Bully: "Twest Form"

Is comprised of a series of repeated intentionally cruel incidents, involving the bully and the victim. This, however, does not mean that in order for bullying to occur there must be repeated offences. Bullying can consist of a single interaction.

b. The difference between joking around and a bullying incident is:

Joking: they joke with each other, call each

other names, or engage in some fairly physical horse-play but are friends and stop it once it has gone to far for ones liking.

Bullying: Although not always occurs between individuals who are not friends. The bully may be bigger, tougher or physically stronger than the victim.

7. Three types of bullies are Physical bullies, Verbal bullies and Relational bullies. I think that the most damaging bully is Physical bully. I think this because when bullies start using knives and other dangerous weapons there is no turning back. Once you've stabbed someone you can't take it back like you can if you swear at someone

8. No I do not agree that most bullies can be identified by pre-school. You might be able to tell if they have a behavior problem but not bullying problem because people change.

9. I think that the roles of a bullies parent are very important. I think this because if the kids see their parents fighting they are going to think that it is okay to fight.

10. Three thinking errors of bullies are they think life is a one way street, they have unrealistic expectations, they are always looking to take the easy way out.

11. All children aren't victims of bullies because the bully might not see them as bullying material. Bullies usually go after kids that are very shy, they might not have a lot of friends.

12. A "Mugability" factor is a kid who is targeted and tends to display "vulnerable behaviors".

13. I agree with the first part in this statement "Bullying is a reality in the lives of all children". But I do not agree with the second part of the statement "We should just accept it". I think this because you shouldn't accept it you should try to stop it or stop it there are many ways you can stop it you can call a helpline ex. 310-1231 you can talk to your parents or anyone you trust.

14. I agree with this statement because it is true. I agree with this statement because kids today probably write now as I'm writing this are getting bully but aren't telling anyone. If kids continue to let this happen and don't tell anyone it's just going to build up inside their brains and cause them to do not so smart things like suicide. I know this because this is what caused my friend to commit suicide, and I didn't even notice until I read his journal.