

Reading

GRADE 9

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Reading Literature

The study of literature is at the heart of English language arts. Grade 9 students apply their reading skills to interpret and respond to a wide variety of literary works that offer insights into human experience and thought, and convey important ideas about their own and other cultures. Through these experiences, literature can become a lifelong source of enjoyment.

MATERIALS

Some materials read by students in Grade 9 are written for young adults. For the most part, however, Grade 9 students are expected to read relatively simple adult literature that features age-appropriate themes.

The following suggestions indicate the range of literature and level of challenge appropriate for students in Grade 9.

- ◆ short stories (e.g., stories by Budge Wilson, Amy Tan, Martha Brooks,
- ◆ Alice Munro, Margaret Atwood, Ray Bradbury, Morley Callaghan, Guy de Maupassant, Saki, Shirley Jackson)
- ◆ novels (e.g., *The Pigman* by Paul Zindel, *In the Heat of the Night* by John Dudley Ball. See the Educational Resource Acquisition Consortium website at www.bcerac.ca/ and the Ministry of Education website at www.bced.gov.bc.ca/irp_resources/1r/resources/res_main.htm
- ◆ drama (e.g., *As You Like It*, *A Midsummer Night's Dream*)
- ◆ poetry (e.g., by E.G. Robinson, Alootook Ipellie, Margaret Atwood, e.e. cummings, Irving Layton, Gwendolyn MacEwen, Robert W. Service, Raymond Souster, William Wordsworth, Emily Dickinson)

TYPES OF TASKS

In Grade 9, students explore a variety of ways of responding to, interpreting, and analyzing the literature they read. They are frequently asked to:

- ◆ write response-journal entries, develop a blog or contribute to a WIKI
- ◆ create visual representations (e.g., posters, image banks, storyboards, videos or short films)
- ◆ write essays and character sketches

- ◆ participate in class and small-group discussions
- ◆ use graphic organizers (e.g., Venn diagrams, plot charts, two- and three-column notes)
- ◆ read aloud or recite poems or speeches from plays
- ◆ rewrite the plot of a short story or a novel as a newspaper article with the five W's and quotations
- ◆ participate in role-plays or dramatizations
- ◆ present oral or written reviews
- ◆ take on the role of a news reporter “on the scene” to write a newspaper account or tape a live radio broadcast
- ◆ create new works of their own, modelled on the literature they read

Prescribed Learning Outcomes

The BC performance standards for Grade 9 reading literature reflect the following prescribed learning outcomes from Grade 9 of the *English Language Arts 8 to 10 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (READING & VIEWING)

It is expected that students will:

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

STRATEGIES (READING & VIEWING)

It is expected that students will:

- ◆ before reading and viewing, select and use a range of strategies to anticipate content and construct meaning [B5]
- ◆ during reading and viewing, select and use a range of strategies to construct, monitor, and confirm meaning [B6]
- ◆ after reading and viewing, select and use a range of strategies to extend and confirm meaning [B7]

THINKING (READING & VIEWING)

It is expected that students will:

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

FEATURES (READING & VIEWING)

It is expected that students will:

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

Grade 9 Literature

This chart describes the general characteristics of literature suitable for most students in March–April of Grade 9.

LANGUAGE

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

IDEAS AND ORGANIZATION

- plots tend to focus on relationships and may include some introspective material; often deal with themes of friendship, identity, and growing up; often have young-adult protagonists
- characters show some complexity and often change during the course of a novel; increasingly, characters in stories and novels are revealed through their words, thoughts, and actions, rather than by being described
- in fiction, the problem is usually relatively concrete and direct; the resolution may be unexpected; and the ending may be somewhat ambiguous, with a sense that the story will continue to unfold
- in many novels, each chapter presents a new problem or a new attempt at solving the central problem
- short stories come from range of genres, including science fiction, mystery, and adventure
- plots are generally straightforward, with some flashbacks, foreshadowing, twists, and surprises
- stories and novels feature an increasing amount of description—setting, mood, and atmosphere are often important
- poetry increasingly deals with abstract concepts and themes

GRAPHICS AND FORMAT

- most novels have few or no illustrations
- illustrations of stories and poems are intended to enhance the text—they do not provide basic information
- novels are usually 120 to 200 pages in length

Quick Scale: Grade 9 Reading Literature

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

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The student may need help to read simple selections. Work is often vague or incomplete.</i>	<i>The student is able to read literature with some complexity. Work is generally accurate.</i>	<i>The student is able to read literature with some complexity. Work is clear and well developed; shows some insight.</i>	<i>The student is able to read complex literature. Work is precise, well developed, and insightful.</i>
STRATEGIES • knowledge of genres • literary techniques	<ul style="list-style-type: none"> • little awareness of genre • may not recognize literary techniques 	<ul style="list-style-type: none"> • uses genre knowledge to predict • recognizes some literary techniques; often frustrated by figurative language 	<ul style="list-style-type: none"> • uses genre knowledge to predict and interpret • recognizes and interprets some literary techniques and figurative language 	<ul style="list-style-type: none"> • uses genre knowledge to predict, interpret, and evaluate • recognizes and interprets literary techniques and figurative language
COMPREHENSION • characters • events • setting • inferences • themes	<ul style="list-style-type: none"> • accurately identifies most main characters and events; may confuse or omit some key points • may make some simple inferences • some logical interpretations of simple selections 	<ul style="list-style-type: none"> • accurately describes setting, characters, and events • makes simple inferences supported by some specific evidence • offers and supports logical interpretations of obvious themes 	<ul style="list-style-type: none"> • accurately and thoroughly describes setting, characters, and events, and their relationships • makes inferences supported by specific evidence • offers and supports logical interpretations of themes 	<ul style="list-style-type: none"> • describes and analyzes setting, characters, events, and themes, and their relationships • makes insightful inferences supported by detailed evidence • may risk making unusual interpretations of themes
RESPONSE AND ANALYSIS • connections to experiences and other selections • reactions	<ul style="list-style-type: none"> • has difficulty making connections to own ideas or other selections • offers vague reactions or judgments, no support 	<ul style="list-style-type: none"> • makes obvious connections to own ideas and other selections • offers reactions or judgments with some support 	<ul style="list-style-type: none"> • makes logical connections to own beliefs, other selections, or universal themes • offers reactions or judgments supported by reasons and examples 	<ul style="list-style-type: none"> • may develop a creative or insightful response • supports reactions and judgments and analysis with reasoned arguments

Rating Scale: Grade 9 Reading Literature

Student achievement in reading literature by March–April of Grade 9 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The student may need help to read simple, straightforward novels, stories, and poetry, and to complete assigned tasks. Work is often vague or incomplete and may include irrelevant or inaccurate material.</i>	<i>The student is able to read literature with some complexity (as described in the chart on page 278). Work is generally accurate but may be somewhat vague and occasionally incomplete, especially if the activity extends over a period of time.</i>
STRATEGIES <ul style="list-style-type: none"> • adjusting strategies • prior knowledge • knowledge of genres • literary techniques 	<ul style="list-style-type: none"> • often unaware of ways to adjust to deal with challenging material or reading problems; tends to become frustrated and give up • either does not recognize the features of various genres or does not see their relevance to reading tasks • may not recognize literary techniques; often tries to interpret figurative language literally 	<ul style="list-style-type: none"> • may need specific direction to choose or adjust strategies for challenging material or reading problems • uses prior knowledge and understanding of genres to make predictions and anticipate events • recognizes some literary techniques and types of figurative language; may become frustrated when attempting to interpret it
COMPREHENSION <ul style="list-style-type: none"> • characters • events • setting • inferences • themes 	<ul style="list-style-type: none"> • accurately identifies most main characters and events; may occasionally confuse sequence or details about the characters • may offer guesses rather than reasoned predictions about events in the selection • makes some simple inferences about characters' feelings and motivations, but generally prefers to make a literal interpretation • offers a logical interpretation of some parts of a relatively brief or simple selection 	<ul style="list-style-type: none"> • accurately describes setting, characters, and events, and their relationships • makes and justifies logical predictions about events in the selection, but may be unable to project beyond the selection • makes simple inferences about characters, story events, and themes; provides specific evidence as support, but may choose weak evidence or omit some key points • offers a logical interpretation of the theme and provides some evidence; tends to focus on the obvious
RESPONSE AND ANALYSIS <ul style="list-style-type: none"> • connections to experiences and other selections • reactions 	<ul style="list-style-type: none"> • may not distinguish between ideas and themes presented in the selection and own ideas and beliefs • may need specific direction to make connections to other selections • offers vague, general reactions or judgments with little or no logical support 	<ul style="list-style-type: none"> • makes relatively straightforward, obvious connections between the selection and own ideas, beliefs, and knowledge • makes obvious connections to other selections; with direction, can compare themes • offers reactions or judgments with some support; may be somewhat vague or general

Fully Meets Expectations	Exceeds Expectations
<p><i>The student is able to read literature with some complexity (as described in the chart on page 278) and responds to assigned tasks with work that is clear, well developed, and shows some insight.</i></p>	<p><i>The student is able to read literature that features complex style, form, or language and sophisticated ideas; enjoys the challenge of more complex layers of meaning; and responds to assigned tasks with work that is precise, well developed, and insightful.</i></p>
<ul style="list-style-type: none"> • selects and adjusts strategies and rate of reading to deal with specific problems or features of the material, often rereading or skimming • uses prior knowledge and understanding of genres to make predictions, support understanding, and interpret ideas • recognizes and interprets some literary techniques, including figurative language 	<ul style="list-style-type: none"> • makes deliberate and effective choices about how to approach challenging material • uses prior knowledge and understanding of a variety of genres to make predictions, support understanding, interpret ideas, and evaluate a work • recognizes and deals confidently with literary techniques, including figurative language
<ul style="list-style-type: none"> • accurately and thoroughly describes setting, characters, and events, and their relationships • makes and justifies logical predictions about events in and “beyond” the selection • makes inferences about characters, story events, and themes; provides specific evidence from the selection as support • offers and supports logical interpretations of the theme or author’s message; may deal with some complex ideas 	<ul style="list-style-type: none"> • describes and analyzes setting, characters, events, and themes, and their relationships • makes and justifies logical, often insightful, predictions about the selection and about events “beyond” the selection • makes inferences that show insights into characters, events, themes, and techniques; provides specific, detailed, and relevant evidence from the selection as support • offers and supports insightful interpretations of themes; may risk going beyond the obvious to develop an unusual interpretation
<ul style="list-style-type: none"> • makes logical connections to own ideas, beliefs, and knowledge; may show some insight • relates themes to those in other selections and to universal themes • offers reactions and judgments, supported by reasons and examples 	<ul style="list-style-type: none"> • may synthesize selection themes with own ideas, beliefs, and knowledge to develop an imaginative response • relates themes and techniques to those in other selections; may make insightful comparisons • supports reactions, judgments, and analyses with reasoned arguments; may consider more than one interpretation

Sample Task: Summary and Response to a Poem

CONTEXT

In this class, students were frequently asked to summarize and respond to stories and poems, both orally and in writing. In the week before this activity, students read the poem “The Poison Tree” and wrote a summary and a response. The class discussed what makes a good summary and a good response, and they recorded the key criteria. The teacher provided feedback on their work.

PROCESS

The teacher briefly reviewed what students had learned about writing summaries and responses. Students then read the poem “Richard Cory” independently and completed the following assignment.

1. Write a summary (approximately one-half page) that answers the following questions:
 - ◆ What are the main ideas of the poem?
 - ◆ How are the main ideas related to life?
2. Write a response (approximately one-half page) that focuses on one of the following:
 - ◆ How does this relate to *your* life?
 - ◆ What did you like/dislike or agree/disagree with?
 - ◆ What does this poem remind you of?

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student's work is incomplete. The "response" is actually further summary.

- ◆ accurately identifies most main characters and events
- ◆ offers a logical interpretation

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Summary

① The main ideas of the ~~poem~~ poem are Richard Cory was a gentleman from sole to crown and was a pretty nice looking guy. He was always a well dresser and was always a calm talker and said "good morning" always so politely. He was a sickman and a smart guy, everybody wanted to be like him, and Richard Cory one night went home and shot himself in the head.

TRANSCRIPT

1. Summary

The main ideas of the poem are Richard Cory was a gentleman from sole to crown and was a pretty nice looking guy. He was always a well dresser and was always a calm talker and said "good morning" always so politely. He was a sickman and a smart guy, everybody wanted to be like him, and Richard Cory one night went home and shot himself in the head.

2. Response

The main ideas related to life are, even though a man well rich and nice and well dresser and a good taker and every body may think he has a good life but some things aren't always what they seem to be.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This work is generally accurate, although not well developed.

- ◆ accurately describes characters and events
- ◆ offers a logical interpretation of the theme
- ◆ makes relatively straightforward, obvious connections between the selection and own ideas, beliefs, and knowledge
- ◆ offers reactions and judgments that are somewhat general (e.g., "Idols are usually happy on the outside but sad on the inside.")

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Summary of: "Richard Cory"

In "Richard Cory" Edwin Arlington Robinson suggest that "Richard" is an idol. Richard was very popular and people watched him as he walked by in down town. He was a gentleman throughout and very clean. He was like any other human when he talked and was a sweetheart to everyone. He was a spectaical when he walked. He was richer than anyone could dreem and was schooled in everything. Everyone look up to him and wanted to be him because of the poor things they had.

TRANSCRIPT

1. Summary

In "Richard Cory" Edwin Arlington Robinson suggest that "Richard" is an idol. Richard was very popular and people watched him as he walked by in down town. He was a gentleman throughout and very clean. He was like any other human when he talked and was a sweetheart to everyone. He was a spectaical when he walked. He was richer than anyone could dreem and was schooled in everything. Everyone look up to him and wanted to be him because of the poor things they had. One day in his house he decided to comit suicide by putting a bullet though his own head.

In life it doesn't matter how popular you are or how much money you have, life is how happy you are.

2. Response

I agree with Edwin Arlington Robinson's poem "Richard Cory" because Idols are usually happy on the outside but sad on the inside. Having what others want and to be more popular than anyone needs to be doesn't make people happy in the long run. They love it for a while, then have no life. They don't like what they have some want more and some want less, but life is about being happy. The person who dies with the most toys still dies.

	Not Yet	Meets	Fully	Exceeds
<i>SNAPSHOT</i>				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

FULLY MEETS EXPECTATIONS

Teacher's Observations

The student has successfully integrated knowledge from other sources and personal experiences into his response.

- ◆ makes inferences about characters, events, and themes; provides specific evidence from the selection
- ◆ offers and supports logical interpretations of the theme; deals with some complex ideas
- ◆ makes logical connections to own ideas, beliefs, and knowledge; shows some insight
- ◆ offers reactions and judgments, supported by examples

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Summary and Response

1.) The main ideas of this poem is that money and education doesn't always buy happiness. This poem is being told by the poorer workers in the city. The hard working men that are poor don't commit suicide because when they go home they go home to a loving family and have friends. Richard

TRANSCRIPT

1. Summary

The main ideas of this poem is that money and education doesn't always buy happiness. This poem is being told by the poorer workers in the city. The hard working men that are poor don't commit suicide because when they go home they go home to a loving family and have friends. Richard Cory must have been lonely and never had true friends so he shot himself. This poem is related to life in a few ways. In today's society there are lots of very rich men and women that kill themselves. A few main reasons is that the media really bother them or their wealth makes people not feel right near them. This would make is so that they would get lonely and want to die. People also kill themselves because they have no spark or fun in their life and all they have is the same old schedule and same routine.

2. Response

This Poem reminds me of my life in two ways. My dad had a good lawyer friend who was very rich and talented. He was unmarried, had no kids and lived alone in a large house that I went to. He committed suicide about 4 years ago and noone knew why because he was so rich. He always looked sad and lonley and he always had the same routine as far as I knew. Another way this poem reminds me is that now-a-days, there is always talk on the news about people killing themselves because they have to mutch stress or not enough fun in life. In lot's of movies like Titanic and murder or gangster movies people commit suicide. In World War II when the Nazzi's finnaly surrendered, some officers killed themselves and their family's rather than admit defeat.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

EXCEEDS EXPECTATIONS

Teacher's Observations

This response is well developed and insightful. The student makes a strong personal connection to the message of the poem.

- ◆ recognizes literary techniques (e.g., metaphor)
- ◆ describes and analyzes characters, events, and themes, and their relationships
- ◆ makes inferences that show insight into characters and theme
- ◆ synthesizes theme with own ideas, beliefs, and knowledge

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Richard Cory

Summary

This poem, "Richard Cory," seems to be about a man who had ~~the~~ ~~perfect~~ the perfect life in the towns' folks eyes. He was a gentleman, polite and mannerly, always clean cut ~~and~~ and slim. He was quiet, not loud and brash, and spoke with a humble and kind attitude. But still, even the simplest of phrases to come from his mouth caused people's pulses to speed up, and he seemed to shine when he walked. He was also very rich, and

TRANSCRIPT

1. Summary

This poem, "Richard Cory," seems to be about a man who had the perfect life in the towns' folks eyes. He was a gentleman, polite and mannerly, always clean cut and slim. He was quiet, not loud and brash, and spoke with a humble and kind attitude. But still, even the simplest of phrases to come from his mouth caused people's pulses to speed up, and he seemed to shine when he walked. He was also very rich and was well educated. People thought he was everything, and wished that they could be in his place. They kept on with their lacking lives, sometimes without food, and worked hard. Then one night Richard Cory went to his home and killed himself.

I believe this poem is revealing the uselessness of money in relation to happiness. Although Richard Cory had “everything,” it seemed, something was missing below the surface. So even though he had wealth, popularity, looks, education, manners, etcetera, he was missing that imperative “something” that caused him to take his own life.

The metaphor in this poem is in the phrase “and he glittered when he walked.” I think this refers to his riches, and the fact that everyone liked him.

2. Response

This poem, “Richard Cory,” demonstrates something I’ve always been taught: money isn’t everything. People in Richard Cory’s town wished they could be in his place. They wanted all his attributes, his wealth, everything. But I wonder, if we looked past the fancy clothes and huge bank account, and nice manners, what would we find? Did this man have any real love in his life? I know that I would rather have a family that loves me, and friends that care for me instead of lots of money and no one to care. It is my belief that Richard Cory took his life because he had nothing to live for. His life was empty. For me, my first priorities are to be to love God, love my family, love my friends that kind of wealth far surpasses any types of material riches.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				



Reading for Information

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

MATERIALS

The following suggestions indicate the range of informational material and level of challenge appropriate for students in Grade 9.

- ◆ Grade 9 textbooks (e.g., science, social studies, information technology)
- ◆ non-fiction books (e.g., biographies, historical accounts)
- ◆ primary sources (e.g., speeches, copies of letters and other original documents in social studies)
- ◆ periodicals (e.g., *National Geographic*, *Maclean's*)
- ◆ newspapers (including editorials, political cartoons)
- ◆ popular special-interest magazines (e.g., sports, teens, computer magazines)
- ◆ reference materials (e.g., online and print encyclopedias, reference books for science or social studies)
- ◆ digital information from various sources (e.g., cd-roms, web sites)
- ◆ written instructions for increasingly complex procedures
- ◆ advertising and promotional materials

TYPES OF TASKS

In Grade 9, students frequently perform tasks such as the following as they read, interpret, and analyze information:

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

Prescribed Learning Outcomes

The BC performance standards for Grade 9 reading for information reflect the following prescribed learning outcomes from Grade 9 of the *English Language Arts 8 to 10 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (READING & VIEWING)

It is expected that students will:

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

STRATEGIES (READING & VIEWING)

It is expected that students will:

- ◆ before reading and viewing, select and use a range of strategies to anticipate content and construct meaning [B5]
- ◆ during reading and viewing, select and use a range of strategies to construct, monitor, and confirm meaning [B6]
- ◆ after reading and viewing, select and use a range of strategies to extend and confirm meaning [B7]

THINKING (READING & VIEWING)

It is expected that students will:

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

FEATURES (READING & VIEWING)

It is expected that students will:

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

Grade 9 Informational Materials

This chart describes the general characteristics of informational materials suitable for most students in March–April of Grade 9.

LANGUAGE

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

IDEAS AND INFORMATION

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

GRAPHICS AND FORMAT

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

Quick Scale: Grade 9 Reading for Information

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

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The student may need help to read brief, straightforward materials with some specialized language. Work is often vague or incomplete.</i>	<i>The student reads elaborated materials with specialized language. Work is somewhat vague and occasionally incomplete.</i>	<i>The student reads elaborated materials with specialized language. Work is clear, specific, and complete.</i>	<i>The student reads complex materials with sophisticated language and abstract content. Work is thorough and insightful.</i>
STRATEGIES • word skills • comprehension strategies	<ul style="list-style-type: none"> • may become frustrated, give up • needs help to use text features 	<ul style="list-style-type: none"> • uses text features • analyzes word parts; may use dictionary for technical words 	<ul style="list-style-type: none"> • uses text features • uses appropriate strategies to figure out technical words 	<ul style="list-style-type: none"> • uses text features effectively • confidently uses a range of strategies to figure out technical words
COMPREHENSION • main ideas • details • note-making • inferences	<ul style="list-style-type: none"> • accurately identifies some main ideas • locates some specific information • needs help to make inferences 	<ul style="list-style-type: none"> • accurately identifies and restates most main ideas • locates specific information; may miss details • makes simple inferences and interpretations; specific evidence 	<ul style="list-style-type: none"> • accurately identifies and restates main ideas • locates relevant, specific details • makes logical inferences and interpretations; specific evidence 	<ul style="list-style-type: none"> • accurately identifies and synthesizes main ideas • locates relevant, specific details; uses quotations effectively • makes insightful inferences and interpretations; convincing evidence
ANALYSIS • connection to prior knowledge • evaluation	<ul style="list-style-type: none"> • tries to connect new information to prior knowledge 	<ul style="list-style-type: none"> • makes simple comparisons of new information and prior knowledge 	<ul style="list-style-type: none"> • makes logical connections between new information and prior knowledge 	<ul style="list-style-type: none"> • questions and evaluates new information in terms of prior knowledge

Rating Scale: Grade 9 Reading for Information

Student achievement in reading for information by March–April of Grade 9 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The student may need help to read brief, straightforward information and procedures with some specialized language and graphics and to complete required tasks. The student’s work on assigned tasks may be accurate in places, but is often vague or incomplete.</i>	<i>The student is able to read elaborated information and procedures that include specialized language and graphics and complex relationships (as described in the chart on page 294). The student’s work on assigned tasks is generally accurate, but does not include much detail.</i>
STRATEGIES <ul style="list-style-type: none"> • adjust for purpose • word skills • comprehension strategies 	<ul style="list-style-type: none"> • often unaware of ways to adjust for challenging material or reading problems; tends to become frustrated and give up • needs specific direction in order to use text features (e.g., headings, diagrams) to preview or locate information • can identify available resources (e.g., dictionary, glossary) but rarely uses them to solve problems 	<ul style="list-style-type: none"> • may need specific direction to choose or adjust strategies for challenging material or reading problems • uses text features (e.g., headings, diagrams) to preview, support understanding, and locate information; may be inefficient • analyzes word parts or uses appropriate resources (e.g., dictionary, glossary) to determine meaning of technical or specialized language
COMPREHENSION <ul style="list-style-type: none"> • main ideas • details • note-making • inferences 	<ul style="list-style-type: none"> • accurately identifies some main ideas, but may be unable to restate them in own words • locates some specific information to respond to some questions or tasks • may use logical categories to make simple notes, but omits or misinterprets a great deal of information • needs specific direction in order to make simple inferences and interpretations; may miss relationships and connections between ideas 	<ul style="list-style-type: none"> • accurately identifies most main ideas and restates them in own words • locates specific information to respond to questions or tasks, including information provided in graphic materials; answers often lack detail • uses logical categories to make notes, often using the headings of the selection; may omit some key information or miss connections between various parts of the selection • supports simple inferences or interpretations with specific evidence
ANALYSIS <ul style="list-style-type: none"> • connection to prior knowledge • evaluation 	<ul style="list-style-type: none"> • may try to connect new information about a topic with prior knowledge or beliefs • may offer illogical, unsupported judgments or evaluation of the information 	<ul style="list-style-type: none"> • makes some simple comparisons of new information about a topic and prior knowledge and beliefs • offers simple judgments or evaluation of the information and gives some reasons

Fully Meets Expectations	Exceeds Expectations
<p><i>The student is able to read elaborated information and procedures that include specialized language and graphics and complex relationships (as described in the chart on page 294). The student's work on assigned tasks is clear, specific, and complete.</i></p>	<p><i>The student is able to read complex information and procedures that may feature sophisticated language and graphics and abstract content. The student's work on assigned tasks is thorough and insightful.</i></p>
<ul style="list-style-type: none"> • selects and adjusts strategies to deal with specific problems or features of the material • uses text features (e.g., headings, diagrams) effectively to preview, support understanding, and locate information • deals effectively with unfamiliar technical or specialized language by using context clues, analyzing word parts, and using resources (e.g., glossary, dictionary) 	<ul style="list-style-type: none"> • makes deliberate and effective choices about how to approach challenging material • uses text features (e.g., headings, diagrams) effectively and efficiently to preview, support understanding, and locate information • deals confidently and efficiently with unfamiliar technical or specialized language, selecting from a range of strategies (e.g., context, word parts, resources, text features)
<ul style="list-style-type: none"> • accurately identifies main ideas and restates them in own words • locates relevant details, including those provided in visual or graphic materials, to respond to questions or tasks • makes accurate and detailed notes, using logical categories; tends to follow the structure of the text • recognizes relationships between ideas and makes logical interpretations and inferences that are supported by specific evidence from the selection 	<ul style="list-style-type: none"> • accurately identifies main ideas and restates them in own words, often synthesizing the information • locates relevant details, including those provided in visual or graphic materials to respond to questions or tasks; uses quotations effectively • develops a logical structure and records accurate and detailed notes; often pulls together information from various parts of the selection • recognizes relationships between ideas; makes insightful interpretations and inferences that are supported by specific evidence from the selection
<ul style="list-style-type: none"> • makes logical connections between new information about a topic and prior knowledge or beliefs • makes logical judgments or evaluations of the materials, supported by reasons or examples 	<ul style="list-style-type: none"> • synthesizes information with prior knowledge and beliefs; may compare sources • questions and evaluates new information about a topic in terms of prior knowledge; provides thoughtful reasons and explanations

Sample Task: Summarizing an Article

CONTEXT

In this class, students had previously practised a variety of forms of note-taking, focusing on identifying main ideas and supporting details. They had discussed the features of a good summary and worked together to write and evaluate collaborative summaries of short articles.

PROCESS

Students were asked to read, take notes, and write summaries of the article “Why TV Is Killing the Idea of Childhood,” by Neil Postman. The teacher reviewed note-taking strategies and the features of an effective summary that students had previously discussed. Students were asked to restrict their summaries to two double-spaced pages.

Students worked independently over two class periods. Some students chose to use one of the classroom computers.

NOTE:

This assignment integrates reading and writing, and the teacher considered both content and expression in assigning classroom scores. However, the evaluation presented in this sample only describes the reading aspects of the task.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This summary is a confusing mixture of the student's personal opinions and the author's views.

- ◆ locates some specific information
- ◆ omits or misinterprets a great deal of information
- ◆ misses connections between ideas
- ◆ tries to connect new information with previous knowledge and beliefs
- ◆ offers unsupported judgments

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Many different views can be made upon many different issues, for example, the television.

It could be argued, that the television is one of the human race's worst invention. It require no technical skill to watch it; it's addictive and,

TRANSCRIPT

Many different views can be made upon many different issues, for example, the television.

It could be argued, that the television is one of the human race's worst invention. It require no technical skill to watch it; it's addictive and, therefore, takes up 20% - 30% of the average person's day; it's a wast of energy, and (what may be considered the worst) it gives a stareotype and bad role models to children. Children can be easily influenced and they haven't learnt all the things in life (because they are children) and, as a result, usually believe what they see on television.

Many people could argue that it is because of television that childhood is taking a step backwards. For instance, during the 16th Century children were

considered adults even before they hit puberty! As a result of diseases, and other illnesses. Then, along came the inventions that forced people to have more intellect than a 7 yr. old and so children became children. And now, some say television has brought back (only some or some form of) 16th century life. And, that, the T.V. has joined the gap between a mom/dad and a kid.

The newest invention (a vision of a modern futur where you can watch an, almost, alternate world) has become known for slowing down the human race in it's attempts to grow in new ways and evolve even more.

	Not Yet	Meets	Fully	Exceeds
<i>SNAPSHOT</i>				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student accurately summarized the main ideas but gave little supporting detail. Some supporting detail given (e.g., early marriage) is not from the article.

- ◆ accurately identifies most main ideas and restates them in own words
- ◆ locates specific information to respond to the task, but answers lack detail

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Why TV Is Killing The
Idea of Childhood.

Summary.

In this article Neil postman starts to talk about the idea of childhood. He says things about the fact that a long, long time ago (13, 16,

TRANSCRIPT

Why TV Is Killing the Idea of Childhood

Summary

In this article Neil postman starts to talk about the idea of childhood. He says things about the fact that a long, long time ago (13, 16 centuries) the children of age 6 and 7 were treated and acted as young adults. They dressed and acted like their parents. At age 12, 13 the kids were already getting married and inheriting land and having children. And back then there really wasn't a childhood until the industrial revolution where things were too advanced for those of younger age. Until now there was a big definition between childhood and adulthood. Now that we are advanced in electronics, kids and adults watch the same images and can get daily info on the same things and there isn't really very much restriction on how much a child can do/know. Childhood is basically being blown over by the age of T.V. and electronics.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student's work is well organized, complete, and accurate.

- ◆ accurately identifies main ideas and restates them in own words
- ◆ locates relevant details
- ◆ recognizes relationships between ideas and makes logical interpretations and inferences that are supported by specific evidence from the selection

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Summary
Why T.V. IS DESTROYING
the Idea of childhood

T.V. is destroying the idea of childhood, even though childhood is a fairly new idea. Before the 16th century

TRANSCRIPT

Summary

Why T.V. Is Destroying the Idea of Childhood

T.V. is destroying the idea of childhood, even though childhood is a fairly new idea. Before the 16th century there was no idea of childhood by the age seven you were considered an adult already. Because of diseases kids usually died before seven so at seven you were entering adulthood. By the 14th century children were mentioned in wills for the first time meaning they were expected to live longer.

There was no need to read so only speak and that was mastered at about seven so that was when you were the same intelligence level.

It was soon implied that reading was essential and that it was better learned at an early age so kids were separated from adults which was the first real sign of childhood.

T.V. is destroying it because it is almost all visual images up to 1200 shots per hour, that requires very little thinking. It doesn't need to be taught and kids start watching at about eighteen months, by thirty months kids start to respond to T.V.

T.V. starts to merge kids and adults because they tend to watch the same programs and because programs were on around the clock adult secrets were released such as sexual, social, physical can't be hidden and children are exposed to adulthood much sooner than normal.

	Not Yet	Meets	Fully	Exceeds
<i>SNAPSHOT</i>				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

EXCEEDS EXPECTATIONS

Teacher's Observations

This student was able to summarize some of the more difficult concepts in the article (e.g., “taking away childhood will not turn children into adults”).

- ◆ accurately identifies main ideas and restates them in own words, often synthesizing the information
- ◆ locates relevant details to respond to the task; uses quotations effectively
- ◆ recognizes relationships between ideas; makes insightful interpretations and inferences that are supported by specific evidence from the selection

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Why TV Is Killing The Idea Of Childhood

The idea of childhood, which is a fairly new idea, has been ruined by TV. Before the 16th century, the idea of childhood was unknown in the western world. Children from the ages of 6 to 7 were considered to be the same as adults. Aside from being smaller, children's dress, games, labor and legal rights were the same as adults' (Neil Postman). Barbara Tsuchman says, "If children survived to the age of 7, their recognized life began, more or less as miniature adults. Childhood was already over."

TRANSCRIPT

Why TV Is Killing The Idea Of Childhood

The idea of childhood, which is a fairly new idea, has been ruined by TV. Before the 16th century, the idea of childhood was unknown in the western world. Children from the ages of 6 to 7 were considered to be the same as adults. Aside from being smaller, children's dress, games, labor and legal rights were the same as adults' (Neil Postman). Barbara Tsuchman says, "If children survived to the age of 7, their recognized life began, more or less as miniature adults. Childhood was already over." However, most children did not survive to that age. Thus, they were not included in many wills. In addition, adults were not as attached to children as they are today. As Phillippe Aries puts it, "In order to keep a few children, parents were to have several. People could not allow themselves to become too attached to something that was regarded as a probable loss." Adults were more interested in the uses of their children rather than the character of them.

Since children did not need to know how to read, they were considered adults when they learned how to speak. Usually, someone was considered an adult at age 7. However, when the printing press was invented, the idea of childhood came about. Now, in order to become an “adult,” one would have to learn how to read. People would read the Bible in order to know God, so the Bible was translated to German. It was, of course, best to learn at an early age. Norman Elias says that etiquette books signified that children didn’t know as much as adults, and there was a separation between childhood and adulthood. Because of the printing press, children had to go to school in order to read and write. Classes were arranged according to ability, not age.

For over 350 years, we have been changing the idea of childhood. TV has changed the way we see children, however. TV is visual, so no concentration is required. You do not need to learn how to watch TV. Since adults and children can enjoy the same TV programs, the dividing line between children and adults has faded. Everyone is able to watch TV because it’s so accessible. Although it is taking away the childhood concept, it will not turn children into adults.

In conclusion, Neil Postman states that there are three basic groups of television watchers: infants, seniors, and people who seem to be around aged 20 to 30 due to the shows they watch, when they are physically people of all ages.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

