

Reading

GRADE 7

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Reading Literature

The study of literature is at the heart of English language arts. Grade 7 students apply their reading skills to interpret and respond to an increasing 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

Most literature that Grade 7 students read has been written for young adults. However, they are often also asked to read myths and other traditional literature from a variety of cultures. The following suggestions indicate the range of literature and level of challenge appropriate for students in Grade 7.

- ◆ short stories (e.g., stories by Ray Bradbury, Morley Callaghan, Kevin Major, Jane Yolen, Paul Yee, Gish Jen, Christine Pinsent-Johnson)
- ◆ myths, folk tales, and other traditional forms (e.g., *Daedalus and Icarus*, *Arachne*, *Raven and the First People*)
- ◆ young adult novels (e.g., *The Keeper of the Isis Light* by Monica Hughes, *Hatchet* and *The River* by Gary Paulsen, *My Name is Sapeetza* by Shirley Sterling, *Walk Two Moons* by Sharon Creech, *Island of the Blue Dolphins* by Scott O'Dell, *The Half-a-Moon Inn* by Paul Fleischman)
- ◆ plays
- ◆ poetry (e.g., poems by Raymond Souster, Jean Little, E.J. Pratt, Joy Kogawa, Lillian Morrison)
- ◆ humour (e.g., parodies)

The Grade 7 Literature chart on page 204 provides more information about the general characteristics of these materials.

TYPES OF TASKS

In Grade 7, students explore a variety of ways of responding to, interpreting, and analyzing the literature they read. They are frequently asked to:

- ◆ write response-journal entries
- ◆ create visual representations (e.g., posters, image banks, storyboards)
- ◆ write summaries and character profiles

- ◆ participate in class and small-group discussions
- ◆ use graphic organizers (e.g., Venn diagrams, plot charts, two- and three-column notes, story maps)
- ◆ read aloud or recite poems
- ◆ participate in role-plays or dramatizations
- ◆ present oral or written reviews
- ◆ create new works of their own, modelled on the literature they read

Prescribed Learning Outcomes

The BC performance standards for Grade 7 reading literature tasks reflect the following prescribed learning outcomes from Grade 7 of the *English Language Arts K to 7 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

COMPREHEND AND RESPOND (STRATEGIES AND SKILLS)

It is expected that students will:

- ◆ use appropriate strategies for reading, listening, and viewing according to their purpose, the nature of the works, and the difficulty of the text
- ◆ use their knowledge of word parts, foreign derivations, prefixes, and suffixes to understand and pronounce new vocabulary
- ◆ use dictionaries or glossaries as aids to comprehension

COMPREHEND AND RESPOND (COMPREHENSION)

It is expected that students will:

- ◆ demonstrate understanding of the main ideas or events in novels, stories, poetry, other print material, and electronic media
- ◆ use information they have read, heard, or viewed in a variety of written or graphic forms, including written notes and charts
- ◆ locate and interpret details in print and non-print media to gather information and build understanding
- ◆ identify viewpoints and opinions in literary and informational communications
- ◆ describe and locate examples of literary elements, including plot, climax, conflict, tone, theme, setting, and pace

**COMPREHEND AND RESPOND
(ENGAGEMENT AND PERSONAL RESPONSE)**

It is expected that students will:

- ◆ choose from a broad range of challenging materials for recreational and informational purposes
- ◆ explain their preferences for particular topics, genres, or authors
- ◆ develop personal responses and offer reasons for and examples of their judgments, feelings, or opinions
- ◆ make explicit connections between themes, characters, and events in literature and their own experiences or other literature

COMPREHEND AND RESPOND (CRITICAL ANALYSIS)

It is expected that students will:

- ◆ explain how works of communication relate to the broader context of community and world issues
- ◆ identify viewpoints, opinions, stereotypes, and propaganda in literary, informational, and mass media communications

SELF AND SOCIETY (PERSONAL AWARENESS)

It is expected that students will:

- ◆ form opinions and modify viewpoints to gain further understanding of self

SELF AND SOCIETY (BUILDING COMMUNITY)

It is expected that students will:

- ◆ demonstrate respect for the diverse languages, ideas, opinions, cultures, and contributions of peers and the wider community

Grade 7 Literature

*This chart describes the general characteristics of literature suitable for most students in March-April of Grade 7.**

LANGUAGE

- generally straightforward, conversational vocabulary
- novels and stories may feature dialect
- may include some challenging or unusual vocabulary
- frequently includes descriptive language to create an effect or mood
- stories and novels may include a great deal of narration
- poetry includes figurative language such as similes, metaphors, and personification
- poems take many forms, including free verse
- variety in sentence structure and length, simple to complex

IDEAS AND ORGANIZATION

- plots tend to focus on relationships, although these are often developed through fairly fast-paced action
- often deal with themes of friendship, identity, growing up; often have young-adult protagonists
- characters show some complexity and may change during the course of a novel; increasingly, characters are revealed through their words, thoughts, and actions, rather than described
- in stories and novels, the problem is usually solved; the solution may be unexpected
- in many novels, each chapter presents a new problem or a new attempt at solving the central problem
- novels often feature suspense
- short stories come from a range of genres, including science fiction, mystery, adventure, and humour
- plots are generally straightforward, but may include some flashbacks; often feature foreshadowing, twists, and surprises
- stories and novels feature an increasing amount of description—setting, mood, and atmosphere are often important
- paragraphs are a variety of lengths
- poetry increasingly deals with abstract concepts and messages

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 usually range from 120 to 220 pages

** The literature that Grade 7 students can reasonably be expected to read with understanding in March-April generally falls into the "Deliberate" category in Evaluating Reading Across Curriculum.*

Quick Scale: Grade 7 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>With support, the student is able to read simple, direct, and short fiction and poetry, but may be unable to finish all parts of an assigned task.</i>	<i>The student is able to read generally straight-forward fiction and poetry, but may have difficulty completing longer selections and tasks. Work may lack detail.</i>	<i>The student is able to read generally straight-forward fiction and poetry and complete assigned tasks. Work is accurate and complete.</i>	<i>The student is able to read fiction and poetry that feature complex ideas and language. The student’s work is precise, thorough, and insightful, and often exceeds requirements.</i>
STRATEGIES • check understanding • word skills • knowledge of genres • figurative language	<ul style="list-style-type: none"> • unable to identify problems • tries to sound-out new words • unaware of the features of various genres • has difficulty with figurative or abstract language 	<ul style="list-style-type: none"> • may need prompting to check understanding or adjust strategies • relies on sounding-out and context for new words • with prompting, uses knowledge of familiar genres to predict or confirm meaning • may not recognize figurative language 	<ul style="list-style-type: none"> • checks for understanding; adjusts strategies • uses a variety of strategies for new words • uses knowledge of familiar genres to predict or confirm meaning • recognizes and tries to interpret figurative language 	<ul style="list-style-type: none"> • evaluates own understanding; chooses strategies effectively • uses a variety of strategies for new words; efficient • uses knowledge of a variety of genres to predict, confirm, or interpret meaning • interprets figurative language
COMPREHENSION • story elements • predictions • inferences • details • theme	<ul style="list-style-type: none"> • identifies some main characters and events • predictions and inferences may be illogical or unsupported • may offer inaccurate or irrelevant details in responses • does not interpret themes logically 	<ul style="list-style-type: none"> • describes setting, main characters, and events • makes some simple predictions and inferences; gives evidence when asked • identifies relevant details in responses; may omit some • interprets simple themes 	<ul style="list-style-type: none"> • describes story elements in own words; explains some relationships • makes logical predictions and inferences; when asked, can provide specific evidence • identifies relevant details in responses • interprets obvious themes 	<ul style="list-style-type: none"> • describes story elements in detail; explains relationships • makes insightful predictions and inferences, supported by specific evidence • identifies precise details in responses • interprets complex or subtle themes
RESPONSE AND ANALYSIS • connections to experiences and other selections • reactions	<ul style="list-style-type: none"> • makes simple, obvious connections to self • reactions tend to be vague and unsupported 	<ul style="list-style-type: none"> • makes obvious connections to self or other selections • offers reactions and opinions; gives some support if prompted 	<ul style="list-style-type: none"> • makes and supports logical connections to self or other selections • offers reactions and opinions with some support 	<ul style="list-style-type: none"> • makes and supports logical connections to self or other selections; may risk a divergent response • supports reactions and opinions with reasons, examples

Rating Scale: Grade 7 Reading Literature

Student achievement in reading literature by March–April of Grade 7 can generally be described as shown in this scale. *

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>With support, the student is able to read simple and direct novels, stories, and poetry that are often quite short, but may be unable to finish all parts of an assigned task.</i>	<i>The student is able to read generally straight-forward fiction and poetry (as described in the chart on page 204), but may have difficulty completing longer selections and tasks. Work may lack detail.</i>
STRATEGIES <ul style="list-style-type: none"> • check understanding • word skills • knowledge of genres • figurative language 	<ul style="list-style-type: none"> • appears unable to monitor own reading; needs help to check for understanding • tends to sound-out new words without considering context or other clues • may be unaware of the features of various genres or unable to see their relevance for specific tasks • often frustrated by language that is not direct, concrete, and literal 	<ul style="list-style-type: none"> • may need prompting to check for understanding and adjust strategies to deal with reading problems or challenging material • tends to rely on sounding-out and context to deal with unfamiliar language • when prompted, uses knowledge of familiar genres to predict, support, and confirm meaning • may not recognize figurative language and attempt a literal interpretation
COMPREHENSION <ul style="list-style-type: none"> • story elements • predictions • inferences • details • theme 	<ul style="list-style-type: none"> • identifies some main characters and events; may be able to explain some simple cause-effect relationships • predictions are often illogical guesses • makes some simple inferences about characters’ motivations and feelings; these are not always logical and are often unsupported • may offer inaccurate or irrelevant details in response to questions or tasks • may offer illogical interpretations of a theme or author’s message or be unable to provide an answer 	<ul style="list-style-type: none"> • describes setting, main characters, events, and conflict in general terms, often using the exact words of the selection; identifies some simple cause-effect relationships (e.g., a story map); may miss some connections • makes logical predictions • makes some simple inferences about characters’ motivations and feelings; when asked, offers some specific evidence from the text as support • identifies relevant details in response to questions or tasks; may omit some • interprets simple themes or messages
RESPONSE AND ANALYSIS <ul style="list-style-type: none"> • connections to experiences and other selections • reactions 	<ul style="list-style-type: none"> • if prompted, makes some simple, concrete, and obvious personal connections • may make some logical connections to other selections with obvious similarities (e.g., two mysteries); often has difficulty because of limited repertoire of previous reading experiences • offers vague, unsupported reactions and opinions 	<ul style="list-style-type: none"> • makes simple and obvious personal connections (e.g., can compare self to story character) • makes obvious connections to other reading or viewing selections, supported by some evidence • offers reactions and opinions about selections, characters, issues, and theme; may need prompting to provide support

* Student performance that falls within the wide range of expectations for Grade 7 by March–April generally matches the “Purposeful” description in Evaluating Reading Across Curriculum.

Fully Meets Expectations	Exceeds Expectations
<p><i>The student is able to read generally straightforward fiction and poetry (as described in the chart on page 204) and complete assigned tasks, including those that require an extended period of time. Work is accurate and complete.</i></p>	<p><i>The student is able to read fiction and poetry that feature complex ideas and language. The student’s work is precise, thorough, and insightful, often exceeding requirements of assigned tasks.</i></p>
<ul style="list-style-type: none"> • checks for understanding; adjusts strategies to deal with specific problems or features of the material • uses context clues, word structure, illustrations, and classroom resources to figure out unfamiliar words or expressions • uses knowledge of story structure and familiar genres to predict, support, and confirm meaning • recognizes and attempts to interpret figurative language 	<ul style="list-style-type: none"> • evaluates own understanding; makes deliberate and effective choices about how to approach challenging material • independently uses context clues, word structure, illustrations, and classroom resources to figure out unfamiliar words or expressions • uses knowledge of an increasing range of genres to support predictions, understanding, and interpretations • interprets figurative language
<ul style="list-style-type: none"> • accurately describes setting, characters, main events, and conflict in own words, and explains how they are related (e.g., a story map) • makes and justifies logical predictions about the selection and about events “beyond the story” • makes inferences that show some insight into characters’ motivations and feelings; provides support with specific evidence from the selection • identifies relevant details in response to questions or tasks • offers logical but obvious interpretations of the theme or author’s message 	<ul style="list-style-type: none"> • describes setting, characters, events, conflict, and theme with some detail and interpretation; explains relationships (e.g., a story map) • makes and justifies logical and sometimes insightful predictions about the selection and about events “beyond the story” • makes inferences that show insights into characters and events; provides support with specific evidence from the selection • identifies specific, relevant details in response to questions or tasks • offers logical interpretations of the theme or author’s message; may deal with some complex or subtle ideas
<ul style="list-style-type: none"> • makes logical, relatively straightforward connections between the selection and own ideas, beliefs, experiences, and feelings • makes and supports connections to other reading or viewing selections that go beyond the obvious; with direction, can compare themes • offers reactions and opinions about selections, characters, issues, and themes with some support 	<ul style="list-style-type: none"> • makes logical connections between the selection and own ideas, beliefs, experiences, and feelings; may extend or experiment with the ideas and take risks to offer a divergent response • relates themes and other features of the selection to other reading or viewing experiences; provides convincing evidence • offers reactions and opinions about selections, characters, issues, and themes supported by reasons and examples

Sample Task: Interview With Icarus or Daedalus

CONTEXT

In this classroom, students had frequent opportunities to practise developing and answering higher-level questions during activities such as reciprocal questioning and role-playing interviews with story characters.

Before beginning this activity, students had read, discussed, and completed a variety of assignments related to myths.

PROCESS

The class brainstormed a list of things they knew about the characters who appear in myths. They also provided examples from myths they had studied. The teacher explained that they were going to read a myth about a father and son, then asked each student to make two predictions about the myth. Students shared and explained their predictions.

Students were asked to read the myth *Icarus and Daedalus* independently and then develop questions and answers in the form of an interview with one of the characters (i.e., Daedalus or Icarus). The teacher reviewed some strategies they had learned for developing questions (e.g., 5Ws; on/between/beyond the lines). The class discussed criteria for the assignment. They agreed that their interviews should demonstrate that they understood:

- ◆ the basic story events
- ◆ the relationship between the characters
- ◆ the characters' feelings and motivations
- ◆ “between the lines” information (i.e., including questions/answers that demonstrated higher-level thinking)

The teacher explained that they should include a minimum of five questions and a maximum of ten.

NOTE:

This was an integrated reading/writing assignment. However, the evaluation presented in this sample only describes the reading aspects of the task.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This interview deals only with the most concrete, “on the lines” aspects of the story. The student was unable to generate higher-level-thinking questions when prompted.

- ◆ identifies some main characters and events
- ◆ makes some simple inferences about characters' motivations and feelings

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Interview with Icarus

Daedalus and Icarus

Q: What did Daedalus use to guide himself to the far end of the labyrinth?

A: A ball of golden thread.

Q: What was the horribal stench in the cave?

A: The corpse of the Minotaur.

TRANSCRIPT

Interview with Icarus

Q: What did Daedalus use to guide himself to the far end of the labyrinth?

A: A ball of golden thread.

Q: What was the horribal stench in the cave?

A: The corpse of the Minotaur.

Q: What did Daedalus make?

A: Wings for men. The inventor of human flight.

Q: Was it important to stay at a certain height?

A: Yes, not too low and not too high.

Q: What was the reaction of the people on the ground as you flew over top of them in the air?

A: Everyone of them was amazed. They stopped what they were doing to watch.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student could identify most of the main ideas and events of the myth, but was unable to put them into his own words.

- ◆ describes setting, main characters, events, and conflict in general terms, often using the exact words of the selection
- ◆ makes simple inferences about characters' motivations and feelings
- ◆ identifies relevant details, but omits some (e.g., why Icarus fell from the sky)

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

character: Daedalus

1. Q: Where were you going with your son?

A: We were cast in to the ~~the~~ prison.

2. Q: What were you going to do?

A: We were going to make wings, one pair each person.

TRANSCRIPT

Character: Daedalus

Q: Where were you going with your son?

A: We were cast into the prison.

Q: What were you going to do?

A: We were going to make wings, one pair each person.

Q: What was Icarus doing?

A: He was watching my hands watching small feathers waver in the heat above the lamp and the wax dripping down in slow and sometimes he would help me.

Q:What did you want to do with the wings?

A:I wanted to fly in the sky with them.

Q:What happened to Icarus’s wing as he flew higher?

A:the wax on his wings began to melt slowly. A feather slipped from it, fell drifting, turning, down towards the sea. Other feathers followed, singly at first, but then more and more of them at once.

Q:What happened to Icarus?

A:He fell down

Q:What did you say to your son about flying?

A:I said “he musn’t fly too low, too near the sea, for the feathers once will not carry him

Q:What did you build?

A: I built an elaborate underground maze, from which the Minotaur could not escape.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student attempted to ask higher-level-thinking questions that went somewhat “beyond” the selection.

- ◆ work is accurate and complete
- ◆ accurately describes setting, characters, main events, and conflict in own words and explains how they are related
- ◆ makes and justifies logical predictions about the selection and about events “beyond the story”
- ◆ makes inferences that show some insight into characters’ motivations and feelings; provides support from the selection
- ◆ identifies relevant details in response to questions

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Reading For Literature

Q: Daedalus, why did you stop watching your son, you knew he was just a little boy, right?

A: Well of course I knew he was just a little boy, he is my son. I was just so caught up with daydreaming about the gods that I failed to watch the flight of Icarus.

TRANSCRIPT

Reading For Literature

Q: Daedalus, why did you stop watching your son. You knew he was just a little boy, right?

A: Well of course I knew he was just a little boy. He is my son. I was just so caught up with daydreaming about the gods that I failed to watch the Flight of Icarus.

Q: Daedalus, when King Minos sent you and your son to labyrinth why didn't you just find your way out right away since you built it.

A: Your right, I did build it, but still how was I supposed to remember? It was still very complicated.

Q: Daedalus, How did you feel when you saw your son drown in the sea?

A: Well obviously I was very sad. I felt as if it was all my fault because I was day-dreaming when I could have been warning him.

Q: How did you feel when you found that the wings that you created worked?

A: I felt I was the greatest. I was a wonderful father and I felt like a god.

Q: What did you mean when you said "Icarus my son, remember that King Minos does not rule the sky."?

A: Well this was when I thought of the wings when I saw all the feathers from the birds I thought of the sky. Although King Minos rules us and he sent us to prison, he does not rule the sky.

EXCEEDS EXPECTATIONS

Teacher's Observations

This student's work goes "beyond" the story in logical and insightful ways.

- ◆ describes setting, characters, events, conflict, and theme with some detail and interpretation; explains relationships
- ◆ makes and justifies logical and sometimes insightful predictions about the selections and about events beyond the story
- ◆ makes inferences that show insights into characters and events
- ◆ offers logical interpretations of the theme; deals with some complex or subtle ideas
- ◆ offers reactions and opinions about characters and issues

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

An interview with Daedalus

- Q If you had known this would happen, would you still have defied the gods?
A Definitely not. Oh, I was a fool. If I hadn't defied the gods, maybe they would have stood guard over him. My dear son!
- Q How did it feel being cast into your own prison?
A Terrible! But I was prepared. When the young man, Theseus, killed the Minotaur, I knew I was in for trouble. So I prepared the threads, the wax and I thought of this plan. We got out, it was not too hard.

TRANSCRIPT

An interview with Daedalus

Q: If you had known this would happen, would you still have defied the gods?

A: Definitely not. Oh, I was a fool. If I hadn't defied the gods, maybe they would have stood guard over him. My dear son!

Q: How did it feel being cast into your own prison?

A: Terrible! But I was prepared. When the young man, Theseus, killed the Minotaur, I knew I was in for trouble. So I prepared the threads, the wax and I thought of this plan. We got out, it was not too hard.

Q:What should you have done to prevent Icarus from suffering this fate?

A: First, as I said, I should not have defied gods. Secondly, I should have watched over him to make sure that she didn't get too near to the water or the sun. Thirdly, I should have stressed the importance of staying with me when he was sober and not too excited. But there is no way to bring him back now.

Q:What do you plan to do now?

A: There is nothing I can do. I have given up inventing because that brought about my downfall and the death of my son. I am thinking of serving Zeus at the great temple in Athens, sort of to repent and ask for forgiveness. Maybe he will bless me with another son.

Q: If you had another son, what would be two things that you would teach him?

A: First, I will tell him to respect the gods. Secondly I will always teach him to not let pride or curiosity get the better of him. I have learned my lesson and do not want him to suffer the same fate as Icarus.

Q: Did you start a search for Icarus since you did not see him dead?

A: No. Icarus is dead. It was the gods' punishment for my arrogance. They certainly will not return Icarus to me. I doubt anyone will find my son's body.

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 7.

- ◆ Grade 7 textbooks (e.g., science, social studies, information technology)
- ◆ non-fiction (e.g., biographies, historical accounts, diaries, speeches)
- ◆ periodicals (e.g. *National Geographic*, *Voices and Choices* from Scholastic)
- ◆ newspapers (including articles, editorials, and special features)
- ◆ popular special interest magazines (e.g., sports, computer, and teen magazines)
- ◆ reference materials (e.g., encyclopedias)
- ◆ digital information from various sources (e.g., CD-ROMS, web sites)
- ◆ written instructions for simple procedures
- ◆ advertising and promotional materials

The Grade 7 Informational Materials chart on page 220 provides more information about the general characteristics of these materials.

TYPES OF TASKS

In Grade 7, 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 or present reports based on information from several sources
- ◆ summarize and paraphrase selections
- ◆ respond to written or oral questions
- ◆ explain why they agree or disagree with information or ideas presented

Prescribed Learning Outcomes

The BC performance standards for Grade 7 reading for information tasks reflect the following prescribed learning outcomes from Grade 7 of the *English Language Arts K to 7 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

COMPREHEND AND RESPOND (STRATEGIES AND SKILLS)

It is expected that students will:

- ◆ use appropriate strategies for reading, listening, and viewing according to their purpose, the nature of the works, and the difficulty of the text
- ◆ use their knowledge of word parts, foreign derivations, prefixes, and suffixes to understand and pronounce new vocabulary
- ◆ use text and electronic media features, including indices, tables of contents, and keyword searches, to locate specific information or material
- ◆ use dictionaries or glossaries as aids to comprehension

COMPREHEND AND RESPOND (COMPREHENSION)

It is expected that students will:

- ◆ demonstrate understanding of the main ideas or events in novels, stories, poetry, other print material, and electronic media
- ◆ use information they have read, heard, or viewed in a variety of written or graphic forms, including written notes and charts
- ◆ locate and interpret details in print and non-print media to gather information and build understanding
- ◆ interpret details in simple and direct illustrations, maps, charts, and other graphic representations
- ◆ identify viewpoints and opinions in literary and informational communications

COMPREHEND AND RESPOND (ENGAGEMENT AND PERSONAL RESPONSE)

It is expected that students will:

- ◆ choose from a broad range of challenging materials for recreational and informational purposes
- ◆ explain their preferences for particular topics, genres, or authors
- ◆ develop personal responses and offer reasons for and examples of their judgments, feelings, or opinions

COMPREHEND AND RESPOND (CRITICAL ANALYSIS)

It is expected that students will:

- ◆ express agreement or disagreement with information
- ◆ explain how works of communication relate to the broader context of community and world issues
- ◆ identify viewpoints, opinions, stereotypes, and propaganda in literary, informational, and mass media communications

SELF AND SOCIETY (PERSONAL AWARENESS)

It is expected that students will:

- ◆ demonstrate an awareness of how people in the community and in business use language and technology to communicate

SELF AND SOCIETY (BUILDING COMMUNITY)

It is expected that students will:

- ◆ demonstrate respect for the diverse languages, ideas, opinions, cultures, and contributions of peers and the wider community

Grade 7 Informational Materials

*This chart describes the general characteristics of informational materials suitable for most students in March-April of Grade 7.**

LANGUAGE

- includes specific scientific or technical terms that may be highlighted or in boldface type
- presents technical vocabulary in context, as a footnote, or in a glossary
- some repetition of key words and phrases when new concepts are introduced
- variety in sentence structure and length, simple to complex

IDEAS AND ORGANIZATION

- information ranges from specific and concrete to some complex ideas
- “signal words” make explicit the relationships among ideas (e.g., sequence, cause-effect, main idea-details)
- variety of paragraph lengths
- titles, headings, and subheadings signal changes in topic
- 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 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)

** The informational materials that Grade 7 students can reasonably be expected to read with understanding in March-April generally fall into the “Deliberate” category in Evaluating Reading Across Curriculum.*

Quick Scale: Grade 7 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>With support, the student may be able to read brief, straightforward information and procedures, but is often unable to complete all parts of an assigned task.</i>	<i>The student is able to read straightforward information and procedures that include some specialized language and complex ideas; may have difficulty completing longer selections and tasks. Work may lack detail.</i>	<i>The student is able to read straightforward information and procedures that include some specialized language and complex ideas. Work is accurate and complete.</i>	<i>The student is able to read elaborated information and procedures that include specialized language and complex relationships. Work is precise and thorough, often exceeds requirements.</i>
STRATEGIES <ul style="list-style-type: none"> • check understanding • word skills • predictions • text features 	<ul style="list-style-type: none"> • unable to monitor own reading • often “stuck” on new words • has difficulty making predictions • doesn’t use text features 	<ul style="list-style-type: none"> • needs prompting to adjust strategies • when prompted, analyzes word parts in technical words • makes simple predictions • uses text features with support 	<ul style="list-style-type: none"> • adjusts strategies for the material • uses variety of strategies for technical language • makes logical predictions • uses text features 	<ul style="list-style-type: none"> • chooses effective strategies for challenging material • figures out technical language • anticipates content and structure • uses text features efficiently
COMPREHENSION <ul style="list-style-type: none"> • accuracy, completeness • main ideas • details • note-making • inferences 	<ul style="list-style-type: none"> • work is often inaccurate, vague, or incomplete • may confuse main and supporting information • locates some details if asked; omits a great deal • needs help to make notes • often unable to make inferences 	<ul style="list-style-type: none"> • work is generally accurate • identifies most main ideas • locates some details; omits some • makes simple notes • some inferences are illogical or unsupported 	<ul style="list-style-type: none"> • work is accurate, clear, and complete • identifies main ideas and restates in own words • locates specific, relevant details • makes accurate, organized notes • supports inferences or interpretations if asked 	<ul style="list-style-type: none"> • work is precise and thorough; may include insights • identifies and restates main ideas; explains how they are connected • locates specific, relevant details • makes accurate, detailed notes in appropriate form • supports inferences with specific evidence
ANALYSIS <ul style="list-style-type: none"> • connection to prior knowledge • evaluation 	<ul style="list-style-type: none"> • has difficulty making connections to prior knowledge 	<ul style="list-style-type: none"> • offers simple comparisons to prior knowledge and beliefs 	<ul style="list-style-type: none"> • compares key ideas with prior knowledge and beliefs 	<ul style="list-style-type: none"> • compares new information with prior knowledge and beliefs; shows insight

Rating Scale: Grade 7 Reading for Information

Student achievement in reading for information by March–April of Grade 7 can generally be described as shown in this scale. *

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>With support, the student may be able to read brief, straightforward information and procedures (including simple illustrations and other graphics), but is often unable to complete all parts of an assigned task.</i>	<i>The student is able to read straightforward information and procedures, including illustrations and other graphics, that include some specialized language and complex ideas (as described in the chart on page 220), but may have difficulty completing longer selections and tasks. Work may lack detail.</i>
STRATEGIES • check understanding • word skills • predictions • text features	<ul style="list-style-type: none"> • appears unable to monitor own reading; needs help to check for understanding • tends to sound-out new words without considering context or other clues • has difficulty making logical predictions about content; may offer illogical guesses • may not understand the function or usefulness of text features (e.g., headings, diagrams) without assistance 	<ul style="list-style-type: none"> • needs prompting to check understanding and adjust strategies to deal with reading problems or challenging material • relies on sounding-out and context to deal with unfamiliar language; if reminded, may try to use word parts to figure out technical or specialized language • makes simple, logical predictions about content by recalling prior knowledge and looking at the text features • may need prompting to use text features to preview and locate information
COMPREHENSION • accuracy, completeness • main ideas • details • note-making • inferences	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are often inaccurate, vague, or incomplete • identifies some main ideas; may have trouble distinguishing between main ideas and supporting details • locates some relevant supporting details; may omit a great deal of material • needs a template and ongoing support to make simple notes • may misinterpret literal information; often unable to make inferences 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are generally accurate, but may be somewhat vague, with parts incomplete • identifies most main ideas, but may have difficulty restating them in own words • locates some relevant supporting details (including those in graphics such as illustrations and charts); may omit some • uses logical categories to make simple notes; may include too much or not enough information • some inferences and interpretations may be illogical or unsupported by evidence from the text
ANALYSIS • connection to prior knowledge • evaluation	<ul style="list-style-type: none"> • may have difficulty seeing how new information connects to prior knowledge or beliefs • reactions or judgments tend to be vague and unsupported 	<ul style="list-style-type: none"> • makes simple, obvious comparisons of new information with prior knowledge and beliefs • offers simple reactions or judgments; reasons are often vague

* Student performance that falls within the wide range of expectations for Grade 7 by March–April generally matches the “Purposeful” description in Evaluating Reading Across Curriculum.

Fully Meets Expectations	Exceeds Expectations
<p><i>The student is able to read straightforward information and procedures, including illustrations and other graphics, that include some specialized language and complex ideas (as described in the chart on page 220). Work is accurate and complete.</i></p>	<p><i>The student is able to read elaborated information and procedures, including illustrations and other graphics, that include specialized language and complex relationships. Work is precise and thorough, often exceeding requirements of assigned tasks.</i></p>
<ul style="list-style-type: none"> • checks for understanding; adjusts strategies to deal with specific problems or features of the material • uses context clues, word structure, graphic clues, and classroom resources (e.g., glossary, dictionary) to figure out specialized and technical vocabulary • makes logical predictions about content and structure by recalling prior knowledge and looking at the text features (e.g., headings, diagrams) • uses text features (e.g., headings, diagrams) to preview, locate, and organize information 	<ul style="list-style-type: none"> • evaluates own understanding; makes deliberate and effective choices about how to approach challenging material • chooses effective strategies to deal with specialized or technical vocabulary, combining context clues, word structure, graphic clues, and classroom resources • anticipates content and structure by recalling prior knowledge and looking at the text features (e.g., headings, diagrams); shows insight • uses text features (e.g., headings, diagrams) effectively to preview, locate, organize, and interpret information
<ul style="list-style-type: none"> • responses to comprehension questions or tasks are accurate, clear and complete • if asked, accurately restates main ideas in own words • locates specific, relevant details (including those in graphics such as illustrations and charts) to respond to questions or tasks • makes accurate, organized notes by creating categories that reflect all or most of the main ideas or topics • if asked, supports simple inferences or interpretations with specific evidence from the text 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are precise and thorough, and often include insights or interpretations • accurately restates main ideas in own words and explains how they are connected to each other • locates specific, relevant details (including those in graphics such as illustrations and charts) as needed • makes accurate, detailed notes; chooses an appropriate way to organize the information (e.g., mind map, outline) • supports inferences or interpretations with specific evidence from the text
<ul style="list-style-type: none"> • compares key ideas in new information with prior knowledge and beliefs • offers simple reactions or judgments, with some reasons 	<ul style="list-style-type: none"> • compares new information and prior knowledge and beliefs; shows insight • questions or evaluates information in terms of prior knowledge; provides reasons and explanations

Sample Task: Comparing Mozart and Van Gogh

CONTEXT

This activity was part of a unit on reading biographies. Students had received prior instruction in note-making and using graphic organizers to outline similarities and differences between two people.

PROCESS

Students worked in small groups to brainstorm a list of the types of information biographies usually offer. They shared their lists as a class.

Students were then asked to work independently to:

- ◆ read two biographies, one on Van Gogh and one on Mozart (two pages each)
- ◆ make notes on a template provided
- ◆ complete a comparison chart

The class reviewed what they knew about recording and organizing information and agreed that their notes and charts should be:

- ◆ complete
- ◆ accurate
- ◆ written in their own words
- ◆ logically organized
- ◆ relevant (only include useful information)
- ◆ include “between the lines” information (inferences)

Some students needed assistance to read the article and/or support to complete their notes and charts.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student needed some support from the teacher at all stages of the task.

- ◆ appears unable to monitor own reading; needs help to check for understanding
- ◆ responses are often inaccurate, vague, or incomplete
- ◆ identifies some main ideas; has trouble distinguishing between main ideas and supporting details
- ◆ locates some relevant supporting details
- ◆ needs a template and ongoing support to make simple notes

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

The student's handwritten notes are as follows:

1 Personal/Family	2 Achievements	3 Life timeline	4 Career influences
<ul style="list-style-type: none"> 1 On the spring of 1791 2 Magart became the first to be a painter in his health 3 He was a painter in his health 4 He was a painter in his health 5 He was a painter in his health 6 He was a painter in his health 7 He was a painter in his health 8 He was a painter in his health 9 He was a painter in his health 10 He was a painter in his health 	<ul style="list-style-type: none"> 1 Wolfgang Amadeus Mozart was a child genius who was up to the most of all time 2 During his life time Mozart wrote 41 symphonies and 21 operas 3 He was a painter in his health 4 He was a painter in his health 5 He was a painter in his health 6 He was a painter in his health 7 He was a painter in his health 8 He was a painter in his health 9 He was a painter in his health 10 He was a painter in his health 	<ul style="list-style-type: none"> 1 He was born in Zaffarung, in 1756 2 He was 26 and came to Paris in 1788 3 He died in December 1791 at the age of 36 4 When he was only 4 he heard the choir of the Assise Chapel in Rome along the 	<ul style="list-style-type: none"> 1 When Mozart was 17 years old he fell in love with a young girl who was a singer. He wanted to give up his career to marry her but his parents forbade it. 2 Mozart loved playing the organ 3 He was a painter in his health 4 He was a painter in his health 5 He was a painter in his health 6 He was a painter in his health 7 He was a painter in his health 8 He was a painter in his health 9 He was a painter in his health 10 He was a painter in his health

TRANSCRIPT (NOTES)

Van Gogh

Personal/Family

[blank]

Achievements

[blank]

Life Timeline

Van Gogh, the son of a Lutheran minister, was born in the Netherlands in 1853. His cousin was a well-known landscape painter Anton _____ and two of his uncles were art dealers working in a art gallery in The Hague when he was 16 and was transferred to England where he fell in love.

Career Influences

[blank]

Interesting facts

perspective was unusual and his paintings ————— his ideas of the —————

Mozart

Personal/fam

- In the spring of 1791 Mozart became depressed. He was deeply in debt and his health was declining.
- He was visited by a stranger who asked him to write a Requiem, a mass for the ————— of the dead for which he would be well paid. Mozart agreed to write it, but doing so depressed him further because he was convinced he was writing his own funeral —————.

Achievements

- Wolfgang Amadeus Mozart was a child genius who grew up to be one of the most creative composers of all time.
- During his lifetime Mozart wrote 41 symphonies which are musical works in three or four movements played by an orchestra.

Life timeline

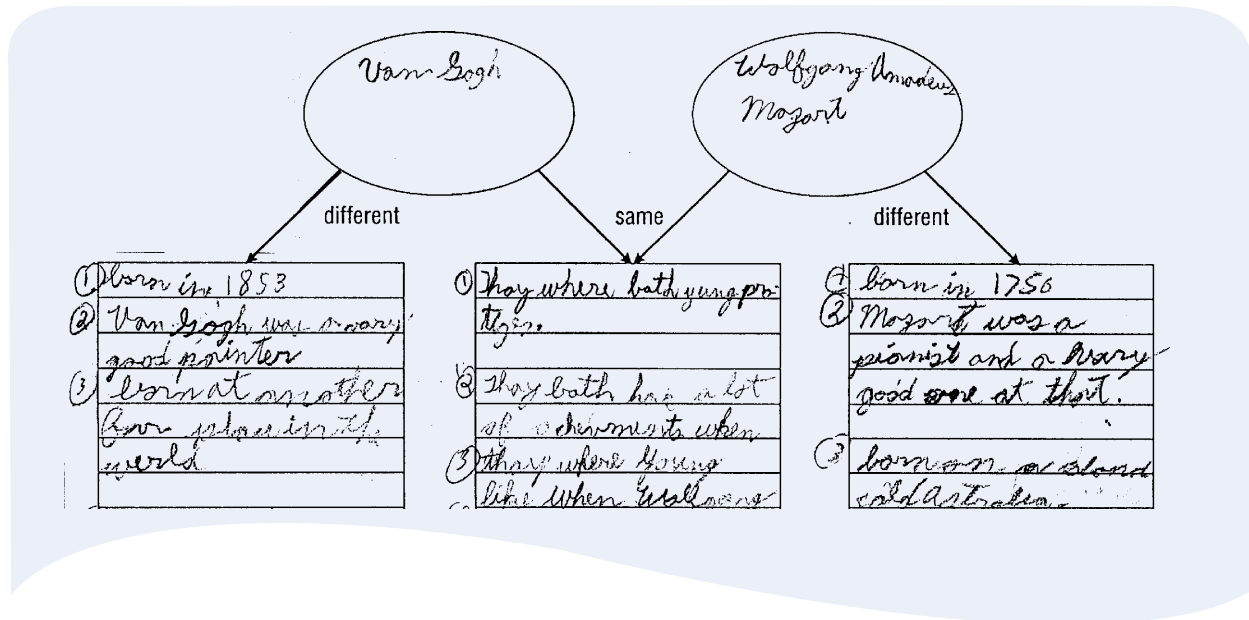
- He was born in Salzburg, Austria, in Jan of 1756.
- He was 26 and Constan was 18 when they wed.
- He died in December of 1791 at the age of 35.
- When he was only 14 he heard the choir in the Sistine Chapel in Rome sing the Miserere —————.

Career Influences

- When Mozart was a young man he fell in love with a young lady who was a singer. He wanted to give up his career to ————— but his parents forbade it.
- Mozart loved playing the organ. While on tour as a small boy, he had visited a monastery, where he played an organ for the first time in his life. The monks that heard the boy declared him a genius.

Interesting

- While touring, Mozart composed, gave performances and played the organ in many churches.
- He and his older sister, Anna Maria, toured Europe with their parents, playing ————— from the time they were very young.



TRANSCRIPT (COMPARISON CHART)

Different: Van Gogh

- born in 1853
- Van Gogh was a vary good painter
- born at another far place in the world
- moved to a not so famous city.
- elegant and handsome young man.
- stood moral with his wife.

Different: Wolfgang Amadeus Mozart

- born in 1756
- Mozart was a pianist and a vary good one at that.
- born on an island called Australia
- moved to a famous city.
- weird and ugly person.
- got divorced with his wife and never got married again.

Same

- They were both young prodigies.
- They both had a lot of achievements when they were young like when Wolfgang Amadeus grew up to be the most creative composers of all time. And when Van Gogh created a revolution in painting.
- both married young at the time.

NOTE:

— — — — means handwriting is illegible.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

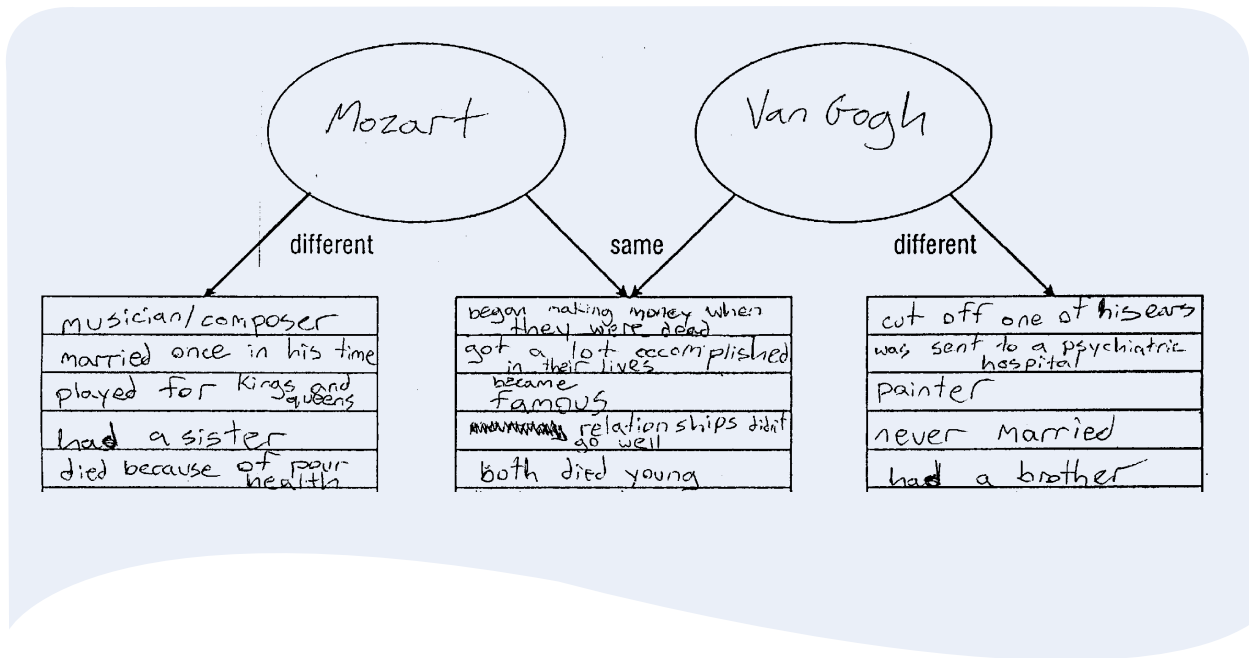
This student read and worked independently, but responses tend to be vague and lack detail.

- ◆ responses are generally accurate but somewhat vague (e.g., “took lessons”)
- ◆ identifies most main ideas, but has difficulty restating them in own words
- ◆ uses logical categories to make notes; includes too much information

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

NOTE:

The note-taking part of this student's work is not available.



TRANSCRIPT (COMPARISON CHART)

Different: Mozart

- musician/composer
- married once in his time
- played for kings and queens
- had a sister
- died because of poor health
- born in 1756
- began composing at 5 years

- wrote operas
- a genius
- wrote his funeral music
- died in a December
- worked alone

Different: Van Gogh

- cut off one of his ears
- was sent to a psychiatric hospital
- painter
- never married
- had a brother
- attempted suicide
- died from being shot
- born in 1853
- began working in an art gallery at 16 years
- took lessons
- went to theology school
- wasn't very mentally well
- died in a July
- worked with a partner for a while
- fought with his partner

Same

- began making money when they were dead
- got a lot accomplished in their lives
- became famous
- relationships didn't go well
- both died young
- both died around mid – late 30's
- were once in a state of depression
- both religious (CHRISTIAN)
- weren't rich
- barely got payed at all for their work
- creative

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student recognized some relationships among ideas and used these to generalize similarities and differences.

- ◆ responses to task are accurate and complete
- ◆ accurately restates main ideas in own words
- ◆ locates relevant details to respond to task
- ◆ makes accurate, organized notes by creating categories that reflect most of the main ideas

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

1 Personal/ Family	2 Achievements	3 Life timeline
① He and his sister toured Europe with their parents	① grew up to be one of the best composers of all time	① When 14 heard Miserere went back to room and wrote entire score from memory
② Parents forbid marriage but came back to try again and she spurned him	② Wrote 41 symphonies 3 he completed in six weeks and one of his symphonies he wrote the day before the performance	② Married Constance at age of 26 and Constance was 18 years old
③	③ he wrote "The Marriage of Figaro"	③ In 1791 Stravinsky asked him to write a mass for the souls of the dead.
○	④ He wrote the overture in the opera "Don Giovanni"	④ Died in 1791 of plague at the age of 35
○	⑤	⑤ When five years old played violin
○	○	

TRANSCRIPT (NOTES)

Mozart

Personal/Family

- He and his sister toured Europe with their parents
- Parents forbid marriage but came back to try again and she spurned him

Achievements

- grew up to be one of the best composers of all time
- Wrote 41 symphonies 3 he completed in six weeks and one of his symphonies

- he wrote the day before the performance
- he wrote "The Marriage of Figaro"
- He wrote the overture in the opera "Don Giovanni"

Life timeline

- When 14 heard Miserere went back to room and wrote Entire score from memory
- Married Constance At age of 26 and Constance was 18 years old
- In 1791 stranger asked him to write a mass for the souls of the dead
- Died in 1791 of plague at the age of 35
- When Five years old Played violin

Career Influences

- Father realised his son was a genius

Interesting

- Monks declared Mozart a genius
- Shortened his name to Mozart Amadeus Wolfgang
- made money by teaching Music lessons selling compositions and by giving performances

Van Gogh

Personal Family

[blank]

Achievements

- Became famous after death

Life timeline

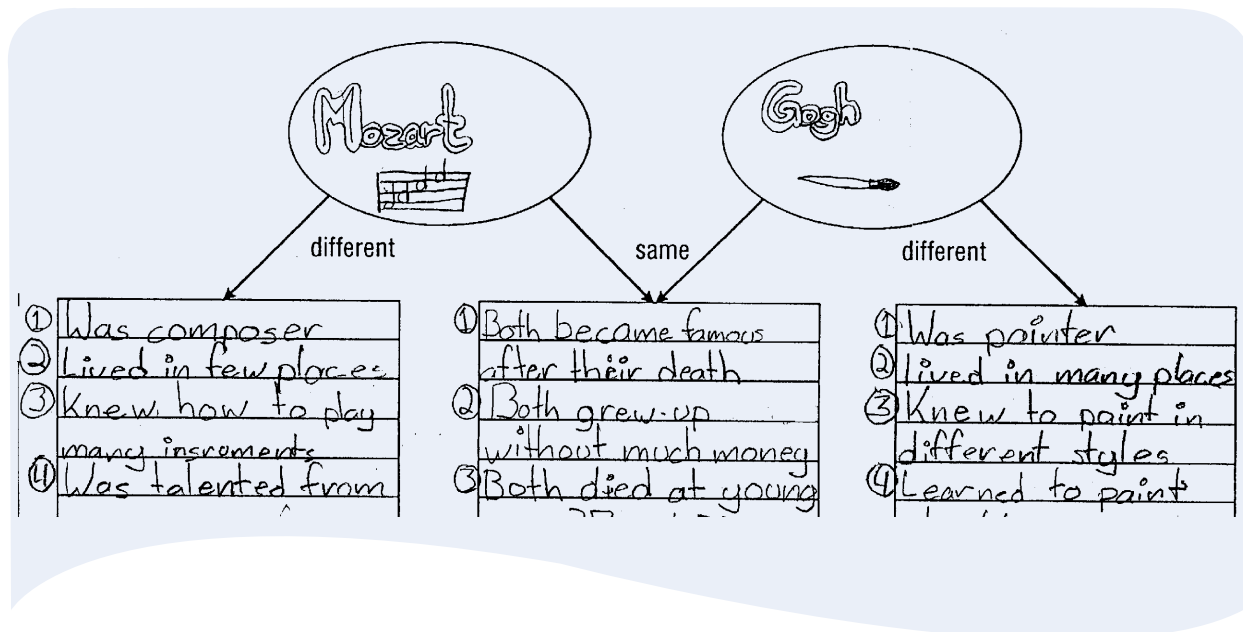
- Born in 1853
- When 16 worked in art gallery
- 1886 moved to Paris
- 1888 moved to Arles a southern town of France
- July 27 1890 shot himself
- Died July 29 1890

Career influences

- Cousin landscape painter
- 2 uncles art dealers
- brother encouraged him and painting

Interesting

- Cut off own ear



TRANSCRIPT (COMPARISON CHART)

Different: Mozart

- Was composer
- Lived in few places
- Knew how to play many instruments
- Was talented from young age
- Was declared genius
- Got married
- Died of plague
- Didn't die of natural causes

Different: Van Gogh

- Was painter
- lived in many places
- Knew to paint in different styles
- Learned to paint at older age
- Cut off part of ear in insanity attack
- Stayed un-married
- Died of bullet wound
- Died of un-natural causes

Same

- Both became famous after their death
- Both grew up without much money
- Both died at young age 37 and 35
- Both encouraged by family members
- Both talented in own fields
- Both influenced by other people
- Both visited Europe
- Both made many works

EXCEEDS EXPECTATIONS

Teacher's Observations

This student worked confidently to produce a thorough comparison.
Relationships among ideas are used effectively to generate similarities.

- ◆ responses are precise and thorough, and include insights
- ◆ accurately restates main ideas in own words and explains how they are connected to each other
- ◆ locates specific, relevant details
- ◆ makes accurate, detailed notes

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

1 Personal/Family	2 Achievements	3 Life Time-Line	4 Career Influences	Interesting Facts
son of Lutheran Minister	Went to Academy of Art	Born Netherlands	Anton Mauve, 2	
Cousins was known landscape painter	Sold one painting while alive	1853	uncles	Mentally ill
2 uncles were Art dealers	Work very popular after his death	worked in art store at 16	Impressionists	shot himself
Cousins name	Created a revolution in painting	1886, became acquainted with Impressionists	in Paris with other	attack of insanity
is Anton Mauve	painting	1886 - moved to Arles	colour	
who was well known landscape artist	100 paintings in life time	July 27, 1890 - shot himself	Peasants	made him cut off his ear
Brothers name	developed own way of painting	July 29, 1890 - died	brother Theo	
		became	encouraged	when he

TRANSCRIPT (NOTES)

Van Gogh

Personal/Family

- son of Lutheran Minister
- cousins was known landscape painter
- 2 uncles were Art dealers
- cousins name is Anton Mauve who was well known landscape artist
- Brothers name was Theo

Achievements

- Went to Academy of Art
- Sold one painting while alive
- Work very popular after his death

- Created a revolution in painting
- 100 paintings in life time
- developed own way of painting

Life Time-Line

- Born Netherlands, 1853
- Worked in art store at 16
- 1886, became acquainted with impressionists
- 1886 — moved to Arles
- July 27, 1890 — shot himself.
- July 29, 1890 — died
- became popular

Career Influences

- Anton Mauve, 2 uncles
- impressionists in paris w thier colour
- paintings
- Peasants
- brother Theo encouraged him to paint

Interesting Facts

- Mentally ill
- shot himself
- attack of insanity made him cut off his ear
- When he moved to Arles, he painted his house

Mozart

Personal/Family

- Older sister, Anna-Marie
- Father devoted
- married to Constance, 18

Achievements

- Played for Kings and Queens at early age
- Was child prodigy
- wrote entire musical score from memory
- wrote Marriage of Figaro
- wrote 41 sym

Life Time Line

- Born in Salzburg Austria, Jan 1756
- 14 played for monks
- fell in love, mar
- younger sister
- Became depressed

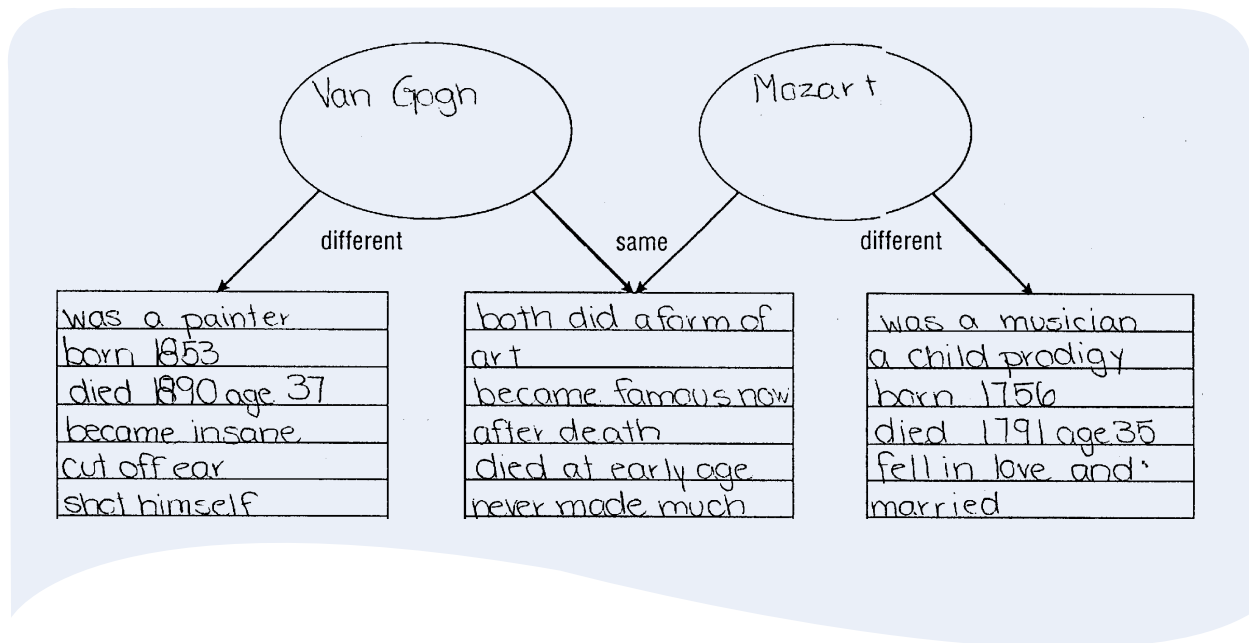
- in debt
- Died Dec 1791, 35 age

Career Influences

- Father
- Monks
- loved attention

Interesting Facts

- wrote own funeral music



TRANSCRIPT (COMPARISON CHART)

Different: Van Gogh

- was a painter
- born 1853
- died 1890 age 37
- became insane
- cut off ear
- shot himself
- Lived in France
- Created revolution in painting
- brother encouraged him
- killed himself
- tried many things before painting
- painted his surroundings

Different: Mozart

- was a musician
- a child prodigy
- born 1756
- died 1791 age 35
- fell in love and married
- lived in Austria
- wrote 47 symphonies
- Wrote one piece the night it was being performed
- wrote own funeral music
- died out of depression and sickness

Same

- both did a form of art
- became famous now after death
- died at early age
- never made much money
- very talented
- many different types of their own art
- strong family influences
- best work right before death