Reading
GRADE 8

Reading Literature

The study of literature is at the heart of English language arts. Grade 8 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

Most materials that Grade 8 students read are written for young people. Some poems and stories, however, were originally written for adult readers but feature relatively straightforward language and age-appropriate themes.

The following suggestions indicate the range of literature and level of challenge appropriate for students in Grade 8.

- ◆ short stories by Canadian and world authors (e.g., Martha Brooks, Morley Callaghan, Ray Bradbury, Budge Wilson)
- ◆ novels, most often written for young adults (e.g., *There Will be Wolves*, *The Nine Days Queen*, and *Shadows on a Sword* by Karleen Bradford; *The Year of Impossible Good-byes* by Sook Nyul Choi, *Catherine, Called Birdy* by Karen Cushman, *The Outsiders* by S.E. Hinton, *Cowboys Don't Cry* by Marilyn Halvorson. See the Educational Resource Aquisition 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, usually written for young people (e.g., by Dennis Foon, Rex Deverell)
- ◆ a wide variety of poems, including traditional narratives (e.g., "The Highwayman," by Alfred Noyes; "The Cremation of Sam McGee," by Robert Service), and poems by Canadian and other authors (e.g., Robert Frost, W.E. Henley, Myra Cohn Livingston, Lilian Moore, Emily Dickinson, Langston Hughes, Patrick Lane, Al Pittman, Raymond Souster)
- ◆ traditional literature, including folk tales and myths
- ◆ humour (e.g, parodies)

In Grade 8, 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 or blogs, contribute to WIKIs
◆ create visual representations (e.g., posters, image banks, storyboards, short films, videos)
◆ write paragraphs, short essays, and character sketches—for example, write an essay comparing two main characters, or write a summary and response to a poem
◆ participate in class and small-group discussions
◆ use graphic organizers (e.g., Venn diagrams, plot charts, two- and three-column notes)
◆ read aloud or present poems or speeches from plays
◆ participate in role-plays, dramatizations, and reader's theatre
◆ present oral or written reviews
◆ create new works of their own, modelled on the literature they read
◆ create theme webs comparing a novel or short story to another work in the same genre (e.g., fantasy)
◆ evaluate aspects of selection—for example, rate a short story from 1 to 10 for excitement, and defend their rating in a paragraph

Prescribed Learning Outcomes

The performance standards for Grade 8 reading literature reflect the following prescribed learning outcomes from Grade 8 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 and analyse 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 8 Literature

This chart describes the general characteristics of literature suitable for most students in March-April of Grade 8.

LANGUAGE	• generally straightforward, conversational vocabulary, although some selections feature more complex and formal language • novels and stories may feature dialect • vocabulary is not controlled, although it is generally familiar; many works 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	• tends to focus on relationships, and may include some introspective material, although there is often fast-paced action • plots are generally straightforward, with some flashbacks, foreshadowing, "twists" and surprises • often deals with themes of friendship, identity, growing up; often have young adult protagonists • in fiction, the problem is usually relatively concrete and direct; the resolution may be unexpected but tends to be unambiguous • 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 many novels, each chapter presents a new problem or a new attempt at solving the central problem • short stories include a range of genres, such as science fiction, mystery, and adventure • stories and novels feature an increasing amount of description; setting, mood, and atmosphere are often important • poetry increasingly deals with abstract concepts and 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 generally range from 120 to 200 pages

Quick Scale: Grade 8 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 Note: the snapshot can be used alone as a holistic scale for marking some assignments.	*The student may need help with relatively straightforward literature and assignments. May provide some accurate information for direct, concrete tasks; work is often inaccurate, vague, or incomplete.*	*The student is able to read literature with some complexity with basic understanding and response. Work is generally accurate but often vague and incomplete where inferences and connections are required.*	*The student is able to read, understand, and respond to literature with some complexity. Work is accurate and complete (may include minor errors) and includes specific, relevant details as required.*	*The student is able to read, understand, and respond to literature with some complex or sophisticated features. Work is well-developed and shows insight; includes explanations and well-chosen details as required.*
STRATEGIES • comprehension strategies • word skills • prior knowledge • literary techniques	• quickly frustrated by challenging material • relies on sounding out and context for new words; little success • does not use prior knowledge effectively • often frustrated by figurative language	• often needs direction to adjust comprehension strategies • limited range of word strategies; inefficient • with prompting, uses prior knowledge • recognizes some types of figurative language	• adjusts reading strategies; may need some guidance for challenging material • uses a variety of strategies for new words • uses prior knowledge • interprets figurative language with some success	• independently selects and adjusts strategies • draws on a wide vocabulary; efficient and confident with new words • uses prior knowledge effectively, independently
COMPREHENSION • story elements • predictions • inferences • theme	• describes some story elements in general terms • may make some basic logical predictions • makes some simple inferences; may not be able to provide support • interpretations are limited; may seem illogical	• accurately describes key elements; may omit or misinterpret some aspects • makes logical predictions about events • makes simple inference with some evidence; may misinterpret parts • offers logical interpretations of obvious themes; limited evidence	• accurately describes story elements and their relationships • makes and justifies logical predictions • makes and supports inferences with some insight • offers logical interpretations of themes; provides some support; tends to focus on the obvious	• deals confidently with figurative language and literary techniques • accurately and thoroughly describes story elements, often including subtle features • explains logical and often insightful predictions • makes insightful and often subtle inferences with convincing support
RESPONSE AND ANALYSIS • connections to ideas, beliefs, feelings, experiences, other selections • reactions	• has difficulty relating the selection to own ideas and experiences or to other selections • offers general reactions and opinions with little or no support	• makes simple and obvious connections to own ideas and experiences or to other selections; some evidence • offers reactions and opinions with minimal support; usually follows a frame provided	• explains clear and logical connections to own ideas and experiences or to other selections; some insight • offers straightforward reactions and opinions supported by reasons and examples	• offers and supports logical interpretations of theme; some complexity • supports specific and often insightful connections to own ideas and experiences or to other selections • offers reasoned, well-supported reactions and opinions

Rating Scale: Grade 8 Reading Literature

Student achievement in reading literature by March-April of Grade 8 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT *Note: the snapshot can be used alone as a holistic scale for marking some assignments.*	*The student may need help to read generally straightforward literature and complete assigned tasks. May provide limited accurate information for some direct, concrete questions and tasks. Work is often vague, incomplete, inaccurate, or irrelevant.*	*The student is able to read literature with some complexity (as described in the chart on page 243) with basic understanding. Work is generally accurate but often vague and incomplete where inferences and connections are required.*
STRATEGIES • comprehension strategies • word skills • prior knowledge • knowledge of genres • literary techniques	• may check for understanding but have a limited repertoire of comprehension strategies to draw on; often quickly frustrated by challenging material; may give up • tends to rely on sounding out and context to deal with unfamiliar language; often unsuccessful • has difficulty seeing the connections between prior knowledge and experiences (including understanding of story structure and other genres) and current tasks • may not recognize figurative language and try to interpret it literally; often frustrated by language that is not direct, concrete, and literal	• checks for understanding and may attempt to adjust comprehension strategies when needed; often needs direction about how to approach more challenging literary material • often relies on context clues and word structure to figure out unfamiliar words or expressions; sometimes inefficient • with prompting, uses prior knowledge and experiences (including understanding of story structure and other genres) to make predictions, support understanding, and interpret ideas • recognizes some types of figurative language; may become frustrated when attempting to interpret it
COMPREHENSION • story elements • predictions • inferences • theme	• describes some elements of setting, main characters, events, and conflict in general terms, often in the exact words of the selection • makes some logical predictions; others are illogical guesses • makes some simple inferences (not always logical) about characters' motivations and feelings; may have difficulty providing support • may offer a logical interpretation of some parts of a relatively brief or simple selection; in other cases, may offer an illogical "guess" or be unable to provide an answer	• accurately describes key features of setting, characters, main events, and conflict in own words and explains how they are related (e.g., a story map); may omit or misinterpret some aspects • makes logical predictions about events • makes simple inferences about characters, story events, and themes; provides some supporting evidence; may misinterpret parts • offers logical interpretations of obvious themes; tends to be vague, with limited evidence and explanation
RESPONSE AND ANALYSIS • connections to experiences • connections to other selections • reactions	• has difficulty relating the selection to own ideas, beliefs, experiences and feelings, often due to a lack of understanding of the selection • has difficulty relating features of the selection to other reading and viewing experiences; often focuses on relatively unimportant details • offers general reactions and opinions, with little or no logical support or explanation	• makes simple and obvious connections to own ideas, beliefs, experiences, and feelings; may need the support of a frame or prompt • relates the more obvious and concrete features of the selection to other reading or viewing experiences; provides some evidence • offers reactions and opinions with minimal support (often somewhat vague or general); tends to be formulaic (i.e., following a frame provided by the teacher)

Fully Meets Expectations	Exceeds Expectations
The student is able to read literature with some complexity (as described in the chart on page 243) and respond to assigned tasks with work that is accurate and complete, providing specific, relevant details as required.	*The student is able to read literature with some complex or sophisticated features and respond to assigned tasks with work that is well-developed and shows insight, providing well-chosen details as required.*
• checks for understanding and adjusts comprehension strategies to deal with most reading problems; may need some guidance to choose appropriate strategies for more challenging literary material • uses context clues, word structure, illustrations, and classroom resources to figure out unfamiliar words or expressions • uses prior knowledge and experiences (including under-standing of story structure and other genres) to make predictions, support understanding, and interpret ideas • recognizes and attempts to interpret figurative language and other literary techniques (e.g., simile, personification)	• checks for understanding; independently selects and adjusts comprehension strategies to deal with challenging materials, often rereading or skimming • draws on a wide vocabulary; figures out unfamiliar words independently and efficiently using a variety of strategies • independently uses prior knowledge and experiences (including understanding of story structure and other genres) to make predictions, support understanding, interpret ideas, and evaluate a work • recognizes and deals confidently with figurative language and increasingly sophisticated literary techniques (e.g., satire, irony)
• accurately describes setting, characters, and events and their relationships, using specific information from the selection • makes and justifies logical predictions about events in and "beyond" the selection • makes inferences that show some insight into characters, story events, and themes; provides specific evidence as support • offers logical interpretations of themes and provides some evidence and explanation; tends to focus on the obvious	• accurately and thoroughly describes setting, characters, and events and their relationships, often including subtle features • makes and justifies logical and often insightful predictions about events in and "beyond" the selection • makes insightful and often subtle inferences about characters, story events, and themes; provides convincing evidence from the selection as support • offers and supports logical interpretations of the theme or author's message; may deal with some complex ideas
• makes clear and logical connections to own ideas, beliefs, experiences, and feelings; may show some insight in connecting to similar issues or experiences • relates key features of the selection to other reading or viewing experiences, providing reasonable explanations • offers straightforward reactions and opinions supported by reasons and examples	• makes specific and often insightful connections between the selection and own ideas, beliefs, experiences, and feelings; interpretation may show some originality or go beyond the student's immediate experiences • relates themes and other features of the selection to other reading and viewing experiences, providing logical and often insightful evidence • offers reasoned reactions and opinions, often balancing the relative merits of various features (e.g., may react positively to some features, negatively to others)

CONTEXT

The teacher presented an integrated poetry unit in which students read and responded to poems, engaged in literary analysis, and wrote their own poems.

PROCESS

Students were asked to read the poem "Cooks Brook," by Al Pitman, and complete the following assignment.

1. Write a summary (approximately half a page) that answers the following questions:
   ◆ What are the main ideas in the poem?
   ◆ How are the main ideas related to life?

2. Write a response (approximately half a page) which focuses on one of the following:
   ◆ How does this relate to your life?
   ◆ What do you like/dislike or agree/disagree with?
   ◆ What does this poem remind you of?

3. List a few (three or four) of the strategies you used to help you understand the poem—e.g., used a dictionary to look up words, made a picture in my head, used context clues, remembered a brook I visited in the past. This list can be in point form.

The students worked individually and independently to read the poem and complete the assignment.

NOTE:

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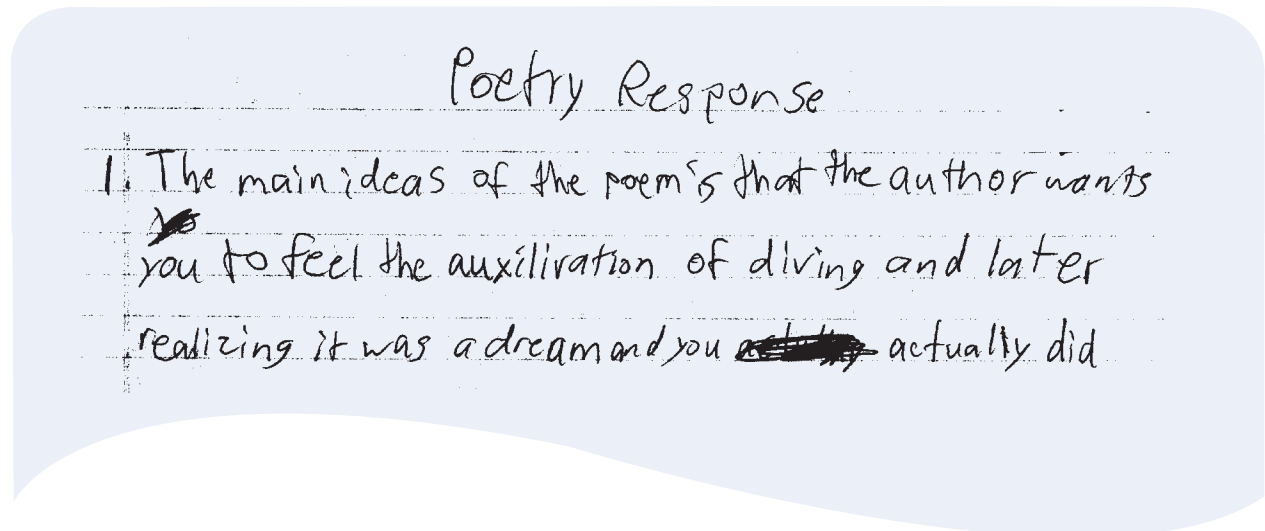
NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student did not understand the poem and made no attempt to identify strategies used to help understand it.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT	■			
STRATEGIES				
COMPREHENSION	■			
ANALYSIS	■			

- ◆ describes some elements of the setting and events in general terms
- ◆ makes some simple inferences (not always logical) about characters' feelings
- ◆ offers an illogical interpretation
- ◆ has difficulty relating the selection to own ideas, beliefs, experiences, and feelings because of a lack of understanding of the selection
- ◆ offers general reactions and opinions with no logical support

> ## Poetry Response
>
> 1. The main ideas of the poem's that the author wants you to feel the auxiliration of diving and later realizing it was a dream and you ~~actually~~ actually did

TRANSCRIPT

Poetry Response

1. The main ideas of the poem's is that the author wants you to feel the auxiliration of diving and later realizing it was dreamed and you actually did nothing it was just a dream. The main ideas relate to life is that everybody dies … sooner or later.
2. Well it doesn't reaaly relate to my life except people will die. I do not agree with people dieing cause I believe in the after life. I agree with people diving off a cliff to be exciting. This poem reminds me of UNREAL TOURNAMENT cause you will die, no one's immortal.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student had a basic understanding of the poem and was able to make simple inferences and connections.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT		▨		
STRATEGIES	▨			
COMPREHENSION	▨	▨		
ANALYSIS	▨	▨		

- ◆ relies on context clues to figure out unfamiliar words or expressions
- ◆ with prompting, uses prior knowledge and experiences to support understanding and interpret ideas
- ◆ accurately describes conflict in own words
- ◆ makes simple inferences about character, events, and themes
- ◆ offers logical interpretation of obvious themes

1. Summary

The main ideas of the poem are so him telling you about jumping off a cliff. The ~~feeling~~ the thought of what the worst thing could happen running through your head. All of the things you could do and what would happen if you did them. Impossible th ideas run through your head such as getting wings. There are many ideas related to life such as peer pressure because he would rather jump and die than go back and face everyone. Also taking risks everyone has to take risks but there are many rewards and concesques.

Cooks Brook

1. Summary

The main idea of the poem are him telling you about jumping off a cliff. The thought of what the worst thing could happen running through your head. All of the things you could do and what would happen if you did them. Impossible ideas run through your head such as getting wings. There are many ideas related to life such as peer pressure because he would rather jump and die than go back and face everyone. Also taking risks everyone has to take risks but there are many rewards and consques.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

2. Responses

What does this poem remind you of?

   This poem reminds me about a lot of things. One is peer pressure he talks about dying rather than facing his friends. Just like many other things in life. Also taking risk. It is all part of jumping off a cliff, and taking risks in life.

3. Comparing my life to the poem

• pictured it in my head
• used context
• remembered a brook

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student understood the poem and was able to make clear connections with personal experiences and opinions.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ uses prior knowledge and experiences to support understanding and interpret ideas
- ◆ recognizes and attempts to interpret figurative language and other literary techniques
- ◆ accurately describes setting, characters, and events and their relationships, using specific information from the selection
- ◆ makes simple inferences about characters
- ◆ offers logical interpretations of obvious themes; limited evidence and explanation
- ◆ makes clear and logical connections to own ideas, beliefs, experiences, and feelings
- ◆ offers straightforward reactions and opinions supported by reasons and examples

Poetry Response

1) The main ideas of the poem is about fear and excitement. You had to be brave enough to dive off the top ledge and survive. It would be better to die than to turn back and climb back down. It seems scary when you're at the top and you pray for wings to help you down. When you hit the water you're alive and you feel happy and relieved that you made it down from the top. You feel that it was easy and you could do it again if you wanted to. The main ideas are related to

Poetry Response

1. The main ideas of the poem is about fear and excitement. You had to be brave enough to dive off the top ledge and survive. It would be better to die than to turn back and climb down. It seems scary when you're at the top and you pray for wings to help you down. When you hit the water you're alive and you feel happy and relieved that you made it down from the top. You feel that it was easy and you could do it again if you wanted to. The main ideas are related to life bacause when you're at the top of the ledge, you feel like you're going to die, but when you're at the bottom you're relieved because you're still alive. This person is dreaming about the risk that they might be facing soon.

2. This relates to my life because this poem reminds me of young teenagers that were around my age, and they were jumping off a cliff at a place near a waterfall. It was pretty dangerous becasuse the water wasn't very deep and they could've cracked their skull against the bottom. There were also some people in the past that have died there by jumping off cliffs, swimming near rapids and going in dangerous areas.I would never risk my life doing these things because we only have one life and we should make good use of our life.

3. I remembered my past experiences in my head The words were well used by the author. Made a puicture in my head.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

EXCEEDS EXPECTATIONS

Teacher's Observations

This student's response to the poem shows depth and insight.

◆ checks for understanding; rereads
◆ uses prior knowledge and experiences to support understanding,
   interpret ideas, and evaluate a work
◆ accurately and thoroughly describes setting, characters, and events
   and their relationships, including subtle features
◆ makes insightful inferences about characters, story events, and
   themes
◆ offers logical interpretations of the theme
◆ makes specific and often insightful connections between the
   selection and own ideas, beliefs, experiences, and feelings
◆ relates themes and other features of the selection to viewing
   experiences
◆ offers reasoned reactions and opinions

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				■
STRATEGIES	■			
COMPREHENSION	■			■
ANALYSIS	■			■

① This poem portrays a great deal of pressure.
Pressure put on by yourself, and pressure put on
by your peers. It shows very accurately how
bad people, particularly children, wan't to be
accepted. This poem claims that kids would
rather die than suffer the embarassment of
being afraid. The embarassment of having common
sense for that matter. Its funny because
you don't want to beleive it, but you
know your closest friends would have
that effect on you, and why? Just because

TRANSCRIPT

1. This poem portrays a great deal of pressure. Pressure put on by yourself, and pressure put on by your peers. It shows very accurately how bad people, particulairly children, want to be accepted. This poem claims that kids would rather die than suffer the embarassment of being afraid. The embarassment of having common sense for that matter. Its funny because you don't want to beleive it, but you know your closest friends would have that effect on you, and why? Just because you want them to like you. you want to have the satisfaction of being accepted. The satisfaction of having friends that don't accept for who you are, accept you for the crazy and dangerous acts you do as you try to earn their respect. I don't see how this could feel descent. I'd rather people like me for who I know I am then them liking me for who they think I am.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

2. I don't think this question should be "how does this relate to your life", I think it should be "how does it ralate to life". Everyone must experience peer pressure at some time in their life, whether it was petty crime, serious crime, dangerous acts, or something as simple as disobeying parents. peer pressure isn't an uncommon thing. There are many parts of the poem I like, but some I don't agree with. I reaaly like the part at the end talking about godsin the haunted house of your sleep, because it doesn't only sound neat, it has a hidden meaning. I beleive it is talking about your conscience. I don't really like the rythm however. It's like it could be rewritten in the form of a short story. It, for some reason reminds me of a old movie where kids would skip school and go to the river and dive off high rocks.

3. get a mental picture
   • tried to think of the consequences
   • tried to recall storys from the past
   • looked at key words
   • picked apart the poem

Reading for Information

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

MATERIALS

The following suggestions indicate the range of informational materials and level of challenge appropriate for students in Grade 8.

- ◆ Grade 8 textbooks (e.g., science, social studies)
- ◆ non-fiction books (e.g., biographies, historical accounts, speeches)
- ◆ primary sources (e.g., copies of letters and other original documents in social studies)
- ◆ periodicals (e.g., *Maclean's*)
- ◆ newspapers (including editorials, political cartoons)
- ◆ popular special interest magazines (e.g., sports, teen, computer magazines)
- ◆ reference materials (e.g., online and print encyclopedias, specialized 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 8, students are expected to 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
- ◆ read and respond to a news article using strategies suggested by the teacher for dealing with difficult text
- ◆ analyze print media portrayals of teenagers

- read an article on advertising techniques and then design an ad using those techniques
- read a passage in a textbook and answer questions about the content
- read and report on information about a historical figure from a variety of primary and secondary sources (e.g., encyclopedia, correspondence, literary works)
- read a passage from a biographical article; take notes, and rewrite the opening anecdote
- read newspaper articles about political candidates, and use a graphic organizer to compare
- research a character from Greek mythology and make notes
- read articles, pamphlets, and Internet sites about issues such as bullying, and answer 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 8 reading for information reflect the following prescribed learning outcomes from Grade 8 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 some 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 and analyse 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 8 Informational Materials

This chart describes the general characteristics of informational materials suitable for most students in March-April of Grade 8.

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 explanation, along with repetition of key words and phrases, when new concepts introduced • variety in sentence structure and length, simple to complex
IDEAS AND INFORMATION	• information ranges from specific and concrete to some complex ideas • usually, "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—no intended sequence to the ideas • some ideas presented in feature boxes and sidebars—not part of the flow of the text
GRAPHICS AND FORMAT	• illustrations, photographs and graphics support and provide content • clear relationships between text and illustrations, often supported with a caption 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 8 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 *Note: the snapshot can be used alone as a holistic scale for marking some assignments.*	*The student may need help to read straightforward information and to complete required tasks. May provide limited accurate information. Work is often inaccurate, vague, or incomplete.*	*The student is able to read information with some complexity, specialized language, and graphics with basic understanding. Work is generally accurate but may be vague or omit some required detail.*	*The student is able to read information with some complexity, specialized language, and graphics. Work is accurate and complete, providing specific relevant details and examples as required.*	*The students is able to read elaborated information that includes specialized language and graphics, as well as complex relationships. Work is thorough and may be insightful, providing well-chosen details and examples as required.*
STRATEGIES • comprehension strategies • text features • word skills	• quickly frustrated by challenging material; may give up • needs assistance to use text features • relies on sounding out and context for new words; little success	• attempts to adjust comprehension strategies when needed; often needs direction • uses text features to preview and locate information; inefficient • limited range of word strategies; inefficient	• adjusts reading strategies for challenging material; may need some guidance • uses text features to preview, locate, and understand information • uses a variety of strategies for new words	• independently selects and adjusts strategies • uses text features effectively and efficiently to preview, navigate, understand, and locate information • draws on a wide vocabulary; efficient and confident with new words
COMPREHENSION • main ideas • details • note-making • inferences	• may identify some main ideas • may locate some details; omits important information • needs a template or given categories to make simple notes; notes often incomplete or inaccurate • inferences and interpretations may be illogical or unsupported	• identifies most main ideas; may not restate them in own words • locates some specific details as needed • makes notes using logical categories or headings; may include too little or too much • makes some simple inferences and interpretations ; gives partial evidence if prompted	• accurately restates main ideas in own words • locates specific, relevant details as needed • makes accurate notes in appropriate detail, using logical categories or headings • makes and supports some general inferences or interpretations	• accurately restates main ideas in own words; may attempt to synthesize • locates specific, relevant details as needed; may use quotations, references • makes thorough, specific notes, using effective formats and categories or headings • makes and supports logical inferences and interpretations
ANALYSIS • connection to prior knowledge • evaluation	• needs help to see how new information connects to prior knowledge or beliefs • offers simple unsupported reactions or judgments (or none)	• makes simple, obvious comparisons of new information with prior knowledge and beliefs • offers simple reaction or judgments; may be able to give some reasons	• makes some logical connections between new information and prior knowledge and beliefs • offers simple judgments or evaluations and gives some reasons	• makes thoughtful and insightful connections that may go outside of own experiences • makes and explains logical judgments or evaluations

Rating Scale: Grade 8 Reading for Information

Student achievement in reading for information by March-April of Grade 8 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT *Note: the snapshot can be used alone as a holistic scale for marking some assignments.*	*The student may need help to read brief, straightforward information and procedures and to complete required tasks. May provide limited accurate information for some direct, concrete tasks. Work is often vague, incomplete, inaccurate, or irrelevant.*	*The student is able to read information and procedures with some complexity, specialized language, and graphics (as described in the chart on page 260) with basic understanding. Work is generally accurate but may be vague or omit some required detail.*
STRATEGIES • comprehension strategies • text features • word skills	• may check for understanding but have limited repertoire of comprehension strategies; often quickly frustrated by challenging material; may give up • may need assistance to use text features (e.g., headings, diagrams) to preview or locate information • tends to rely on sounding out and context to deal with unfamiliar language; often unsuccessful	• checks for understanding and adjusts comprehension strategies when needed; may need specific direction to select appropriate strategies for unfamiliar types of material • uses text features (e.g., headings, diagrams) to preview and locate information, but may be inefficient • relies on context clues, word structure, and classroom resources to figure out unfamiliar words or technical terms; sometimes inefficient
COMPREHENSION • main ideas • details • note-making • inferences	• may identify some main ideas; often has difficulty distinguishing between main ideas and supporting details • may locate some relevant supporting details (including those in graphics such as illustrations and charts); omits important information • needs a template or given categories to make simple notes; notes often incomplete or inaccurate • needs specific direction to make simple inferences and interpretations; may be illogical or unsupported by evidence from the text	• identifies most main ideas; may have difficulty restating them in own words • locates some specific details (including those in graphics such as illustrations and charts) to respond to questions or tasks • makes notes using logical categories or headings; may include too little or too much information • makes some simple inferences and interpretations; provides some specific evidence from the text if prompted
ANALYSIS • connection to prior knowledge • evaluation	• needs prompting and help to see how new information connects to prior knowledge or beliefs • offers simple reactions or judgments; may be vague or unsupported (or may offer no reaction)	• makes simple, obvious comparisons of new information with prior knowledge and beliefs • offers simple reaction or judgments; may be able to give some reasons (may be illogical)

Fully Meets Expectations	Exceeds Expectations
The student is able to read information and procedures with some complexity, specialized language, and graphics (as described in the chart on page 260). Work is accurate and complete, providing specific relevant details and examples as required.	*The student is able to read elaborated information and procedures that include specialized language and graphics, as well as complex relationships. Work is thorough and may be insightful, providing well-chosen details and examples as required.*
• checks for understanding and adjusts comprehension strategies to deal with challenging and unfamiliar material; may need some guidance • uses text features (e.g., headings, diagrams) to preview, support understanding, and locate information • uses context clues, word structure, diagrams, and classroom resources to figure out unfamiliar words or technical terms	• checks for understanding; independently selects from a growing repertoire of comprehension strategies, making adjustments as needed; often rereads to clarify • uses text features (e.g., headings, diagrams) effectively and efficiently to preview, support understanding, navigate the selection, and locate information • draws on a wide vocabulary; figures out unfamiliar words and technical terms independently using a variety of strategies
• 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 notes in appropriate detail, using categories or headings that reflect the main ideas or topics; may choose an appropriate format (e.g., mind map, outline) • makes some general inferences or interpretations supported by specific evidence from the text	• accurately restates main ideas in own words; may attempt to synthesize the information • locates specific, relevant details (including those in graphics such as illustrations and charts) as needed; may use quotations and references as appropriate • makes accurate and detailed notes, using effective formats and categories or headings • makes logical inferences and interpretations supported by specific evidence from the text
• makes some logical connections between new information and prior knowledge and beliefs • offers simple judgments or evaluations and offers some reasons	• makes thoughtful and insightful connections between new information and prior knowledge and beliefs that may go outside of the reader's immediate experiences (e.g., social issues) • makes and explains logical judgments or evaluations based on prior knowledge; provides reasons or examples

Sample Task: Lorenzo de Medici

CONTEXT

Grade 8 students in this school take their English and social studies in a combined Humanities 8 course. The class was studying the Renaissance.

PROCESS

This assignment combines the social studies content (the Renaissance) and processes (the use of primary and secondary sources) with English language arts skills (reading both informational and literary text and writing).

Students were asked to read three selections and answer questions on each.

An encyclopedia biography of Lorenzo de Medici (secondary source)

1. What were Lorenzo's greatest achievements during the Renaissance?
2. What were his greatest trials and tribulations?
3. What qualities made him a good or effective leader?

A letter from Lorenzo de Medici to his son, Giovanni, a cardinal who later became Pope Leo X (primary source)

4. Describe Lorenzo's relationship with his son. Provide examples from the selection.
5. Tell three things about family life in the Renaissance (at least for the upper classes) that the letter reveals.
6. Tell three things about Italian Renaissance power and politics that you can learn from this letter.

A 19th-century poem, "My Last Duchess," by Robert Browning

7. Tell three things about the narrator that you can tell from the poem.
8. What happened to his last wife, the last duchess? Give evidence to support your answer.

Students worked independently in class for one class period on the first two selections and completed the third for homework. The second selection, written in 1491, was difficult for many students. The teacher observed the strategies they used when confronted with unfamiliar text.
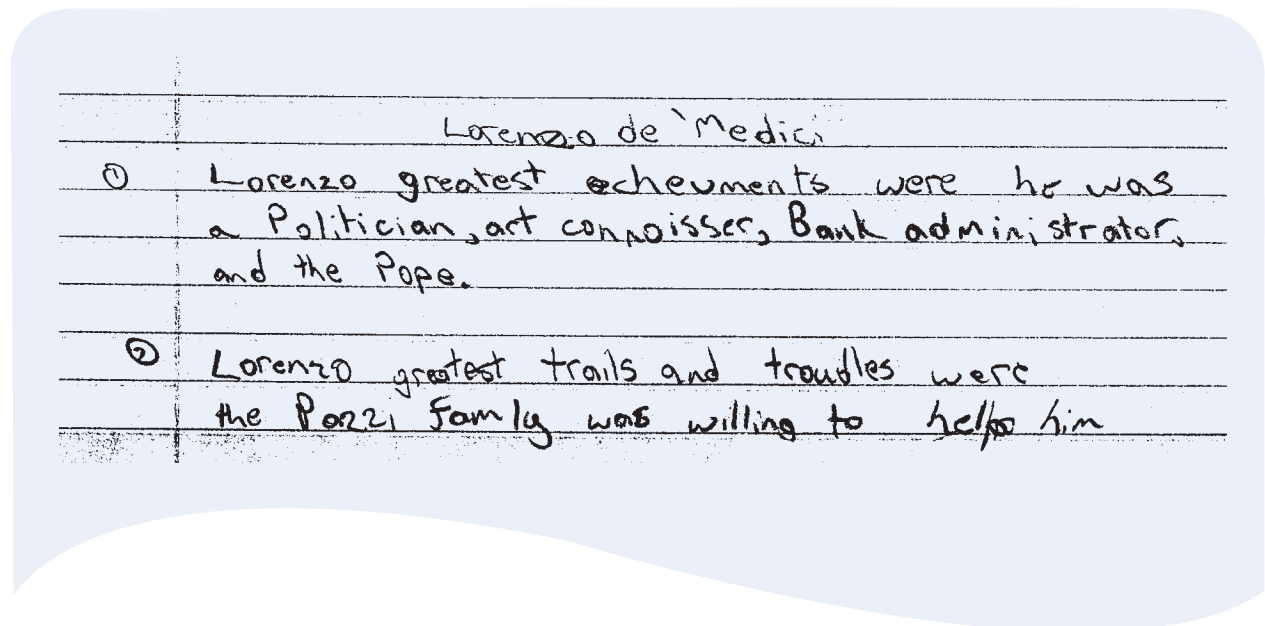
Only the responses to the first two selections are included in the following samples.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

◆ The student was unable to infer key points from the selections.
◆ checks for understanding but has a limited repertoire of comprehension strategies; quickly frustrated by challenging material
◆ tends to rely on sounding out to deal with unfamiliar language
◆ identifies some main ideas; often has difficulty distinguishing between main ideas and supporting details
◆ locates some relevant supporting details; omits important information
◆ offers simple reactions; unsupported

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Lorenzo de'Medici
① Lorenzo greatest echevments were he was a Politician, art connoisser, Bank administrator, and the Pope.

② Lorenzo greatest trails and troudles were the Pazzi Famly was willing to helpo him

TRANSCRIPT

1. Lorenzo greatest achevments were he was a Politician, art connoisser, Bank administrator, and the pope.
2. Lorenzo greatest trails and troubles were the Pazzi family was willing to help him.
3. He trated the people that treated him with respect and the ones how did not he exicuted or brout them to trail.

1. no response
2. no response
3. no response

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The student's work is generally accurate but lacks detail.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ checks for understanding; needs specific direction to select appropriate strategies for unfamiliar types of material
- ◆ relies on context clues, word structure, and classroom resources to figure out unfamiliar words; sometimes inefficient
- ◆ identifies most ideas; has difficulty restating in own words
- ◆ locates some specific details to respond to questions
- ◆ makes some simple inferences and interpretations
- ◆ offers simple reactions or judgments; gives some reasons

1. Lorenzo de' Medici greatest achievement in the renassance were that he was called the Magnificent, Italian banker and statesman who was a leading patron of art and scholarship during the Renaissance.

2. His greatest trail and trouble were that his family suffered from the expense of his government. In 1478 members of Pazzi family tried to assassinate him, pope backed by naples and declared war on florence

TRANSCRIPT

1. Lorenzo de' Medici greatest achievement in the renassance were that he was called the Magnificent, Italian banker and stateman who was a leading patron of art and scholarship during the Renaissance.

2. His greatest trail and trouble were that his family suffered from the expense of his government, In 1478 members of Pazzi family tried to assassinate him, pope backed by naples are declared war on florence.

3. Some qualities that made a good leader were he stopped the war on florence, he established the careers of his children and guarding the peace.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

1. Lorenzo relationship with his son are that he is looking out for him so he care for him and an example is to avoid vice and luxury.

2. Thing that tell me about renaissance life are that you must watch very closly about what your saying, yopu should suck up to the pope, talk about agreeing topics.

3. Three things about Italian renassance power and politics are you should watch what your saying, don't brag and such up to people higher than you.

FULLY MEETS EXPECTATIONS

Teacher's Observations

The student was able to handle the difficult text. The work is accurate, and answers are supported with examples from the text. However, the student often provides too little information.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT			■	
STRATEGIES	■		■	
COMPREHENSION	■	■		
ANALYSIS		■	■	

- ◆ checks for understanding and adjusts comprehension strategies to deal with unfamiliar types of materials
- ◆ uses context clues, word structure, and classroom resources to figure out unfamiliar words
- ◆ identifies most ideas
- ◆ locates some specific details to respond to questions
- ◆ makes some inferences or interpretations, supported by specific evidence from the text
- ◆ offers simple judgments and evaluations and offers some reasons

Questions

Lorenzo
1. One of Lorenzo's greatest achievments was that he ended a war by personal diplomacy

2. In 1478 members of the Pazzi family tried to assassinate Lorenzo. The pope declared war on Florence.

3. Qualities that made him a good leader were he devoted his last years to establishing careers of his children and guarding the peace.

Questions

1. One of Lorenzo's greatest achievments was that he ended a war by peronal diplomacy.
2. In 1478 members of the Pazzi family tried to assassinate Lorenzo. The pope declared war on Florence.
3. Qualities that made him a good leader were he devoted his last years to establishing careers of his children and guarding the peace.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

1. Lorenzo's relationship with his son was a good relationship, he gave him advice on how to be a good Cardinal.
2. They were devoted to the church and god. They always wanted to satisfy the lord. they have to honor the church
3. they all want to be the best. they want to be respected. if someone asks you to do something you do.

EXCEEDS EXPECTATIONS

Teacher's Observations

This student was able to "read between the lines," and shows some maturity of insight.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

◆ checks for understanding and independently selects and adjusts comprehension strategies to deal with unfamiliar material; rereads
◆ accurately restates main ideas in own words; explains connections
◆ locates specific, relevant details as needed; uses quotations as appropriate
◆ makes logical judgments or evaluations based on prior knowledge

L d M

1. • he stopped the war
   • he was a gifted poet
   • establishing careers of children & gaurding the peace

2. • Pazzi family tried to assasinate him
   • was more successful as a politician & art than banker & family finances & suffered

1. • he stopped the war
   • he was a gifted poet
   • establishing careers of children and guarding the peace
2. • Pazzi family tried to assasinate him
   • was more successful as a politician and art than banker and family finances suffered
3. • Pursuasive (stopped war)
   • rich, powerful
   • smart

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

1. • not based on love
   • wants his son to be perfect
   • wants him to make sure the family's goodreputation is still good
   • wants him to be the way he want him to be, not the way his son wants to be
2. • nneds to be perfect
   • parents decide what the children do
   • money is VERY important to the family
3. • watch what you say
   • Don't brag about luxuries in life
   • suck up to the higher people