

Grade 9 Reading

Additional Samples

The BC performance standards for Grade 9 reading consist of rating scales that describe student achievement in March-April of a given year and samples illustrating typical tasks and student work at all four levels described in the rating scales.

The additional sample tasks for Grade 9 reading included here generally show two examples of student work for each task:

- one that meets expectations at a minimal level
- one that fully meets expectations

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Grade 9 Reading Literature

Sample 1: Character Analysis

Context

This assignment was part of a novel study of *The Pigman*, by Paul Zindel. Students completed a variety of activities as part of the study, including response logs and reading passages in character in reader's theatre.

Process

Students were asked to keep response logs as they read the novel. The teacher discussed features of a good response (e.g., makes specific references to the text, focuses on the important ideas, offers personal views and reactions, includes questions and speculation as well as information). These samples are from the first response, in which students were to focus on character analysis. The guiding questions were:

- What is going on in this passage?
- What is your first impression of this character?
- What line(s) raise questions for you that need to be answered? Why?

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student makes reasonable inferences about the character, but does not support them with details from the selection.

- accurately describes setting, characters, and events, and their relationships
- makes simple inferences about characters
- offers a logical interpretation of the theme and provides some evidence; tends to focus on the obvious

Response Log #1 pgs 4-5

- ① John is with Lorraine writing about their experience with the pigman. They are having an emotional struggle and they are trying to figure it out. They are using the typewriter during school. In this passage John is explaining how Lorraine is bothering him about his cursing.
- ② My first impression of John is that he is a rebel.
- ③ There are no lines that raise any questions.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student's response includes an accurate analysis of character, well supported with references to the selection.

- accurately and thoroughly describes setting, characters, and events and their relationships
- makes and justifies logical predictions about events in and "beyond" the selection
- makes inferences about characters and story events, supported by specific evidence from the selection
- makes logical connections to own ideas and knowledge; shows some insight (e.g., "typical teen that talks good and bad about her friend")

The Pigman Response log # 1

1) What is going on in this passage?

Lorraine is talking and writing on a type writer. She is writing about the pig man and also about her friend John. She is in a study typing on Miss Reillen's type writer. She is typing about the pig man because she thinks she should let it out till its still fresh. This is happening in the seventh-period study. The relationship with Lorraine is that she is friends with John. She seems to be nice with whom she meets. Like the Pigman.

2) What is my first impression of this character?

Lorraine seems to be smart. She also seems like a typical teen that talk good and bad about her friend John. She seems nice, because she cares for the pig man. She doesn't seem shy, because she says thing to people by what she thinks of them.

3) What lines raise questions for you that need to be answered.

The line that makes me want to know what will happen next is when she says "some very strange things have happened to us during the last few months". I want to know what had happened in those months. I want to know why she's weird because of what happened in those months.

Grade 9 Reading Literature

Sample 2: Storyboards

Context

This assignment was part of a short-story unit in which students had studied the elements of a short story and learned to create plot lines. The teacher worked with the whole class to model using an outline to record parts of the story (e.g., introduction, rising action, climax, falling action, conclusion). Students then practised with partners and independently.

Process

Students independently read the short story “The All-American Slurp,” by Lensey Namioka, and create eight-panel storyboards that illustrated key events. The teacher emphasized that the storyboard should:

- include both illustrations and captions
- have each panel focus on a key event
- provide enough information for the reader or viewer to understand the gist of the story and the theme (i.e., be a “stand-alone” summary)
- be clearly presented (but the artistic qualities of the illustrations would not affect their evaluation)

Note: Some students chose to label the events (e.g., “rising action” “climax”), but this was not a required part of the assignment.

MEETS EXPECTATIONS (MINIMAL LEVEL)

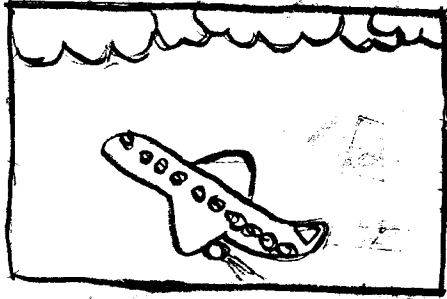
Teacher's Observations

This student's storyboard identifies the main events, but omits information that would help the reader or viewer understand why these events are key.

- accurately describes setting, characters, and events, and their relationships
- makes simple inferences about story events; provides some specific evidence as support; omits some key points

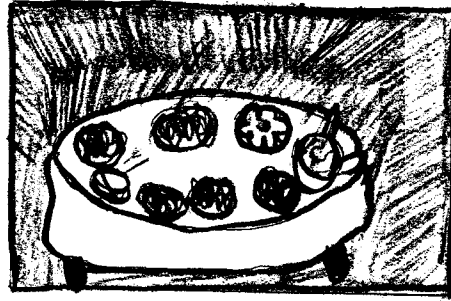
#1 Intro...

The Lins move to
North America
from
China



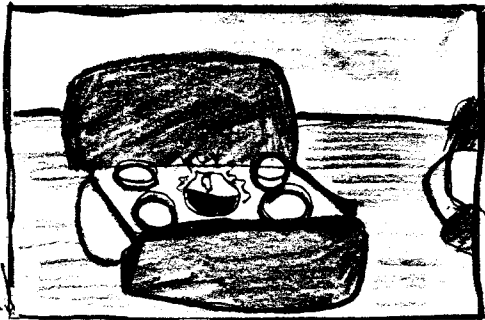
#1 Intro...

First time the Lins
are invited to dinner in
North America



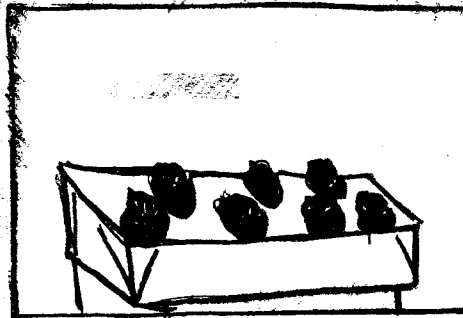
#2 Rising Action

Father gets promoted
and they celebrate
at Lakeview
Restaurant



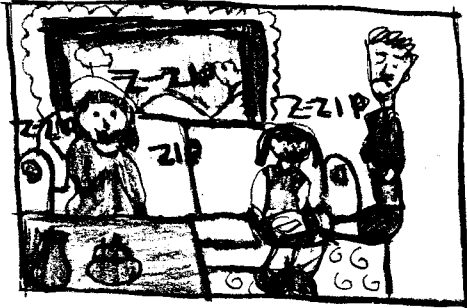
#3 Climax

The Lins invite
their friends over
for a chinese
dinner.



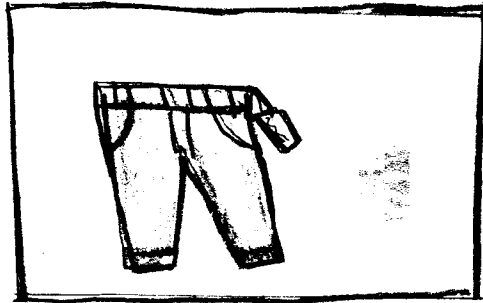
#2 Rising Action

The Lins peel their raw celery. Every stares at them.



#2 Rising Action

The older daughter gets jeans like all the other girls.



#4 Falling Action

Meg and the young Lin girl go for dessert at Dairy Queen for milk shakes.



#5 Conclusion

Meg tells young Lin "All Americans slurp."



FULLY MEETS EXPECTATIONS

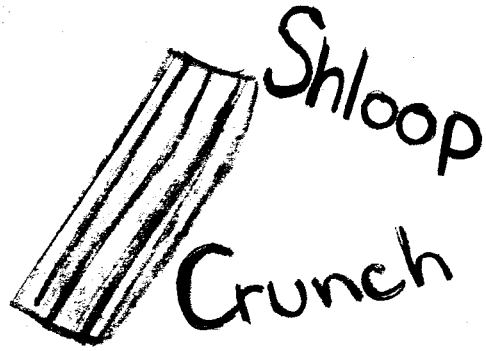
Teacher's Observations

This student's storyboard identifies the main events of the story and makes it clear why each was important to the plot. It fully meets the requirements of the task because it can serve as a "stand alone" telling of the story.

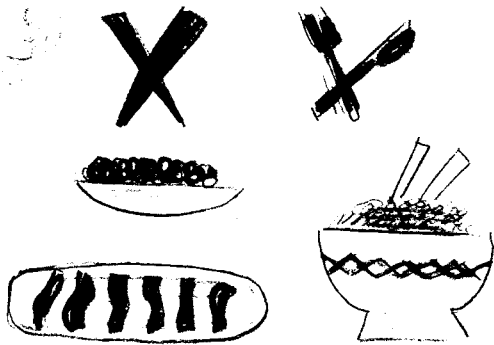
- accurately and thoroughly describes events and their relationships
- makes inferences about story events; provides specific evidence from the selection as support



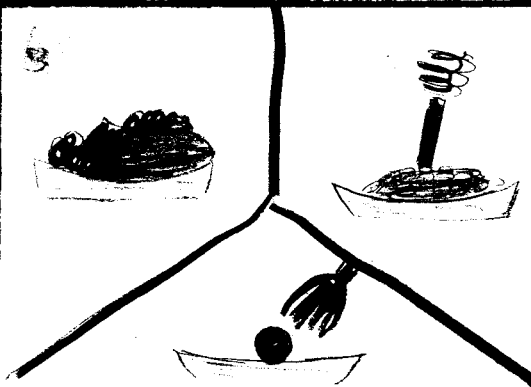
The Lins were invited out to a dinner party, by the Gleasons. It was their first American party.



The Lins were not used to eating raw celery, so they pulled out the strings and crunched on the celery.



The Lin family began to feel more American and decided to have their own Chinese-American dinner party.



The Lin girl looked around at her guests and to her shock she realized what bad eating habits the Gleasons had.



Mr. Lin got promoted and wanted to celebrate, so he took his family to the Lakeview restaurant, a very expensive place.



The Lins got their first course, soup and according to Chinese etiquette started to slurp while everyone watched.



The Lin girl and Meg went out for some dessert and bought some milkshakes.



Meg started to slurp when she almost finished and told the Lin girl that all Americans slurp.

Grade 9 Reading Literature

Sample 3: Poetry Analysis

Context

This assignment was part of a poetry unit in which students learned about the characteristics of various types of poems (e.g., free verse, ballads, lyrics), analyzed themes and techniques, and shared their reactions and opinions.

Process

As a culminating activity, the teacher provided a small collection of poems (e.g., “Night Journey” by Theodore Roethke, “Parents Just Don’t Understand” by Jazzy Jeff and the Fresh Prince, “The Cremation of Sam McGee” by Robert Service, “Skiing Is” by Michael Janzen, and “This is just to say” by William Carlos Williams). Students were asked to read the poems, choose the one they preferred, and write an analysis and response that included:

- the type of poem
- examples of literary techniques the poet used
- an analysis of the theme
- an explanation of why this was the preferred poem

Note: Only the ideas and content were evaluated. Writing style and conventions were not evaluated for this assignment.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student read “Parents Just Don’t Understand.” The analysis is accurate but focuses on the obvious.

- accurately describes characters and events, and their relationships
- makes and justifies logical predictions about events in the selection; does not project “beyond” the selection
- makes simple inferences about characters and themes; provides specific evidence
- offers judgments; is somewhat general

Hum 9
Bik C/E

Poem
Analysis

~~Hum 9~~
~~Bik C/E~~

"Parents just don't understand"

This poem is a narrative and a lyric poem. It is written by Jazzy Jeff and Fresh Prince. There is no constant time of rhyming and it is never the same. This poem that I read was all about a mother trying to buy her child the cheapest no-name brand clothes from 1963. These clothes are from Brady Bunch and everything and things that he doesn't like. Most of these things he won't wear. The clothes that he got were so bad he

had to play slot but it didn't
work. He says "So to all you
kids across the land there's no
need to argue parents just
don't understand. I think
this poem was very well written."

FULLY MEETS EXPECTATIONS

Teacher's Observations

After reading several of the poems, this student chose “Night Journey.” The analysis shows insight into the use of literary techniques.

- recognizes and interprets some literary techniques, including figurative language
- accurately and thoroughly describes setting
- offers and supports logical interpretations
- offers reactions and judgments, supported by reasons and examples

I like the poem night journey because it takes you through a journey from the perspective of one of the train's passengers.

First of all I like the way this poem uses alliteration, and imagery in the same line. For example the rhythm rocks the earth. Rhythm rocks is alliteration and the rhythm rocks the earth is imagery. I also like how the narrator uses metaphors, such as bridges of iron lace. Obviously it's not iron lace but it looks crossed as lace does. Imagery is the mostly used device. For example full on my neck I feel the straining of the curve. Also my muscles move with steel, I awake in every nerve. Imagery because muscles strong and steel's strong. The narrator also uses sound imagery. We thunder through ravines. Thunder is the sound imagery. Blazing bright gives you alliteration and imagery.

In conclusion I like this poem because it gives you an idea of a train journey, and makes more exciting with sound devices.

Grade 9 Reading Literature

Sample 4: Discussing Theme

Context

This assignment was part of a novel study of *In the Heat of the Night* by John Dudley Ball. Students had been studying the novel for several weeks and had done a variety of written and oral activities.

Process

The teacher provided copies of two pages from the novel and asked students to discuss the theme of prejudice as it is revealed by the characters in the passage. Students were reminded to:

- make specific references to the words and actions of the characters
- look for evidence “between the lines” as well as “on the lines”
- focus their discussion on the specific passage they were given

Students were not permitted to refer to their notes from previous activities nor to the rest of the novel.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student focused on parts of the passage that made explicit mention of colour.

- accurately describes characters and events, and their relationships
- makes simple inference about characters; provides specific evidence as support; omits some key points
- offers reactions and judgments; somewhat general (e.g., “Just because your black it doesn’t mean your a bad person.”)

John Ball used many prejudice remarks in the novel, I think to get the readers attention.

The first remark made on page 62 is when Oberst said to Tilly, "What are you doing in a white mans cloths. I think he meant that since your black you have to wear your know kind of cloths. There's another one when Oberst said, "She a white girl." He means that since she is white not black that Virgil Tibbs would have no interest in her. The 3rd one is one of the worst remarks on both pages. Here Oberst said to Tilly, "Don't give me your lip black boy." I think that the writer is trying to say that since Oberst is white he has more power than anyone else with a different colour of skin. The last and final remark was, "High school or college don't make you white and you know it." The story is trying to say if your black you are right away considered a not educated person, a trop out in other words.

These are some of the rude remarks made throughout the two pages required. The author is trying to make a point with the ~~prejudice~~ prejudiced parts in the novel. Just because your black it doesn't mean your a bad person.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student's response is thorough and well supported with quotations from the passage.

- accurately and thoroughly describes characters and their relationships
- makes and justifies logical predictions about events in and “beyond” the selection (e.g., “Many of these thoughts have not changed in the past 50 years and although in this passage, it might seem like the view of only one man, it is not.”)
- makes inferences about characters and themes; provides specific evidence from the selection as support
- offers and supports logical interpretations of the theme and author's message
- makes logical connections to own knowledge (e.g., “Many of these thoughts have not changed in the past 50 years.”)

In the Heat of The Night

Many prejudicial comments exist in this passage from 'In the Heat of the Night'. However, they all seem to share the same topic; racism. The first example of this is where Oberst states, "What you doing with white man's clothes on." This suggests that elegance is reserved only for the white. In another statement, Oberst says, "Don't ^{you} give me any of your lip, black boy." This declares the word 'black' as a put down, and by the sounds of it, a very crude one. Harry Oberst also makes a point of suggesting that intelligence is a right that only white people may have. He displays this by saying, "Where'd they let you go to college?" His prejudicial comment also reveals his ignorance for thinking that blacks are not capable of learning on the same level as whites. Oberst answers Tibbs question: "Who's Delores Rurdy?" by firing back, "None of your business, she's a white girl." Oberst believes that white people should rank higher than the coloured. He suggests that no black man is good enough for a white girl. All four of these examples are revealed in Oberst's comment, "You ain't no cop." This statement shows that his racist beliefs will not allow him to grasp the fact that blacks are capable of being educated, wearing a tie, being in the same environment as whites, and being trusted to have a say in the way that a city is run. Many of these thoughts have not changed in the past 50 years and although in this passage, it might seem like the view of only one man, it is not.

Grade 9 Reading for Information

Sample 1: Article Summary

Context

In this class, students had practised various ways of identifying main ideas, making notes, and summarizing information.

Process

Students worked independently to read and make notes on the article “Why We Crave Horror Movies,” by Stephen King. The teacher emphasized that they should organize their notes around the main ideas in the article and briefly reviewed with them ways of identifying the main idea.

Students were not given a specific format for making their notes.

Note: The article is relatively difficult for Grade 9.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student identified the main ideas, but had difficulty stating them in her own words and in identifying the most important supporting details.

- accurately identifies most main ideas (but had some difficulty restating them in own words)
- locates specific information to respond to the task; answers lack detail
- uses logical categories to make notes; omits some key information
- supports simple inferences or interpretations with specific evidence

Why we crave horror movies.

Notes.

1. we're all mentally ill, some of us outside the asylums only hide it and are a little better but may be not that much better.

a.) we all know people who talk to themselves, people who sometimes squinch their faces into horrible grimaces, when no one is watching.

2. We pay to watch a horror movie in the theater and are daring the nightmare. To show that we can watch the movie and not be afraid and that we can ride the roller coaster.

a) Which is not to say that a really good horror movie may not surprise a scream out of us at some point.

3. The potential lyncher is in almost all of us and every now and then, he has to be let loose to scream and roll around in the grass and are emotions and fears form their own body.

a) Love, friendship, loyalty, kindness - these are all the emotions that we applaud.

4. The fun comes from seeing others one critic has suggested that if pro football has combat, then the horror film has become the lynching.

5. A joke may surprise a laugh or a grin out of us even as we recoil, a possibility that confirms the thesis.

If we share a brotherhood of man,
then we also share an insanity of man.
None of which is intended as a defense of
either the sick joke or insanity but mere
as an explanation, anarchistic, and revolutionary
all at the same time.

a) The mythic horror movie, like the sick
joke, has a dirty job to do, it deliberately
appeals to all that is worst in us.

b) Why bother? Because it keeps them
from getting out, man. It keeps them
down there and me up here. It was
Lennon and McCartney who said
that all you need is love, and I would
agree with that.

a) as long as you keep the gators fed

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student dealt confidently with the article and the task.

- accurately identifies main ideas and restates them in own words
- locates relevant details to respond to the task
- makes accurate and detailed notes, using logical categories; follows the structure of the text

Why We Crave Horror Movies

I. We Are All Mentally Ill

- I. Degrees of Mental Illness.
 - a) - some folks sent to asylums.
 - b) - people talk to themselves.
 - c) - make faces when no one watching.
 - d) - have hysterical fears.

II. Why Do We Watch Horror Films?

- I. Reasons for Viewing.
 - a) to prove we can.
 - b) to re-establish feelings of normality.
 - c) to confirm our beauty.
 - d) to have fun.

III. Are We Potential Lynchers?

- I. Is there a killer in us?
 - a) emotions and fears take on own body.
 - b) feelings demand "exercise".
 - c) people vent feelings different ways.

IV. Society's Emotional View

- I. What is Acceptable or Not?
 - a) Love, friendship, loyalty, kindness all showered with positive reinforcement.
 - b) Hugs kisses, all smiled upon.
 - c) Deliberate violence causes anger, punishment.
 - d) Anticivilization emotions permanent.
 - e) Negative feelings need exercise.
 - f) Sick jokes cringed at, but perhaps amusing found.

V The Job of the Horror Movie

1. The ~~D~~irtiness of It.

- a) deliberately appeals to worst in us.
- b) lets loose with morbidity.
- c) base instincts let free.
- d) nastiest fantasies realized
- e) all happens in dark.
- f) ~~USA~~ feeds aggressive mindset
- g) keeps us from committing violence; the movie does

Grade 9 Reading for Information

Sample 2: Concept Maps

Context

Students in this class had previous experience using concept maps to summarize the main ideas in newspaper articles.

Process

Students were given “Prescription for Success,” an article from the newsletter *Career Paths* that describes influences and attitudes that helped a young woman become a doctor. They were asked to independently read the article and to create parallel concept maps that showed:

- the main ideas of the article
- their own ideas about their personal goals

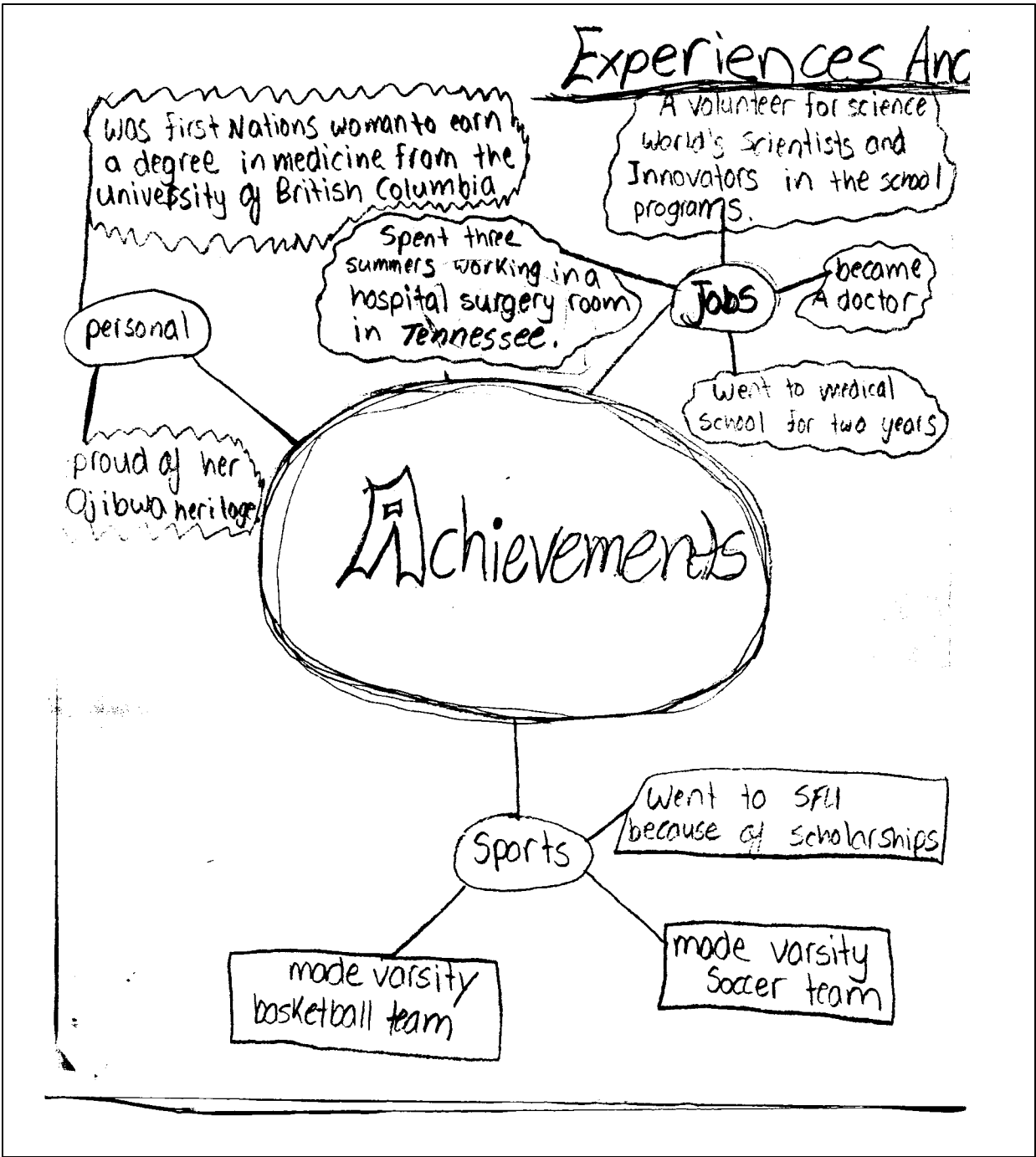
The teacher reviewed what students had learned about making concept maps, emphasizing the importance of showing the relationships between ideas.

MEETS EXPECTATIONS (MINIMAL LEVEL)

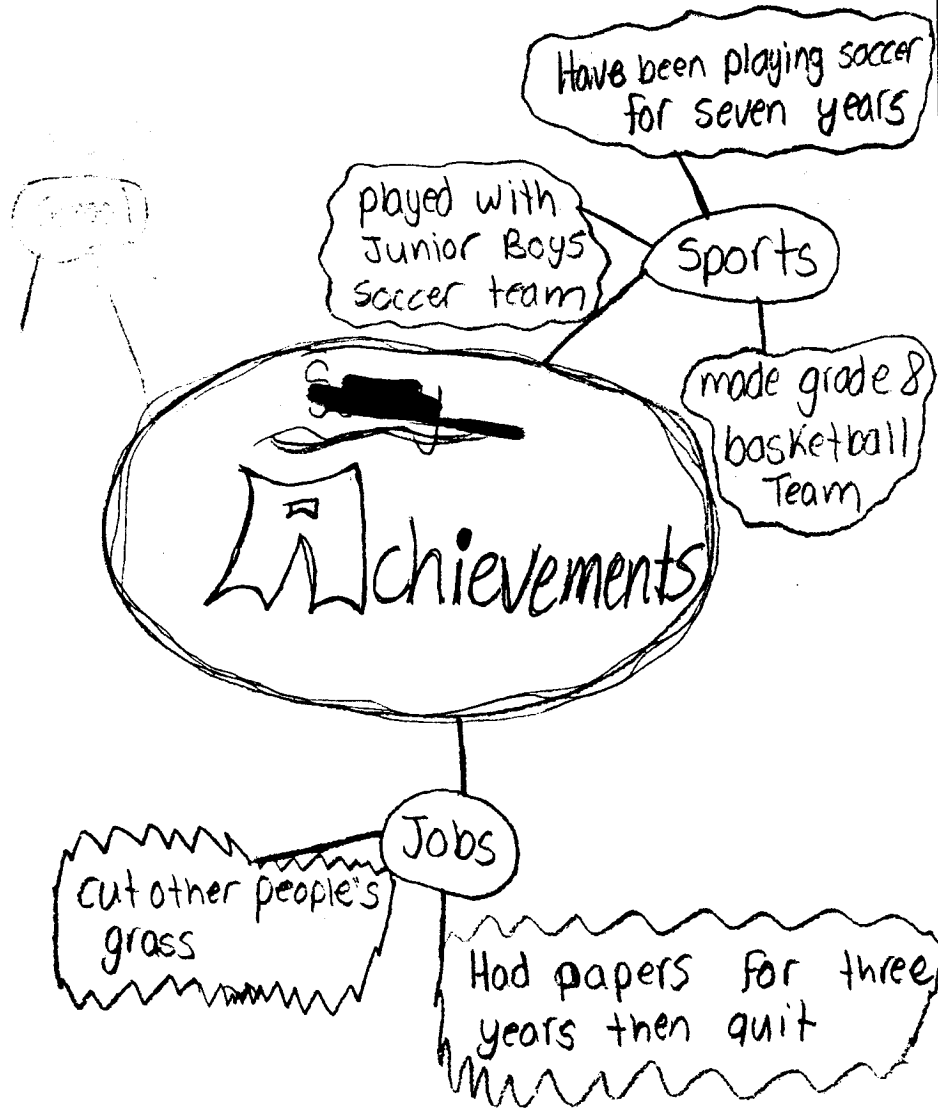
Teacher's Observations

This student tried to use the same categories for both Dr. Caron's achievements and his own personal ones, but had difficulty with the "personal" category.

- accurately identifies most main ideas and restates them in own words
- locates specific information to respond to the task
- uses logical categories; omits some key information (e.g., influential adults in Caron's life)
- supports simple inferences or interpretations with specific evidence
- makes some simple comparisons of new information and prior knowledge (e.g., own experiences)



Achievements



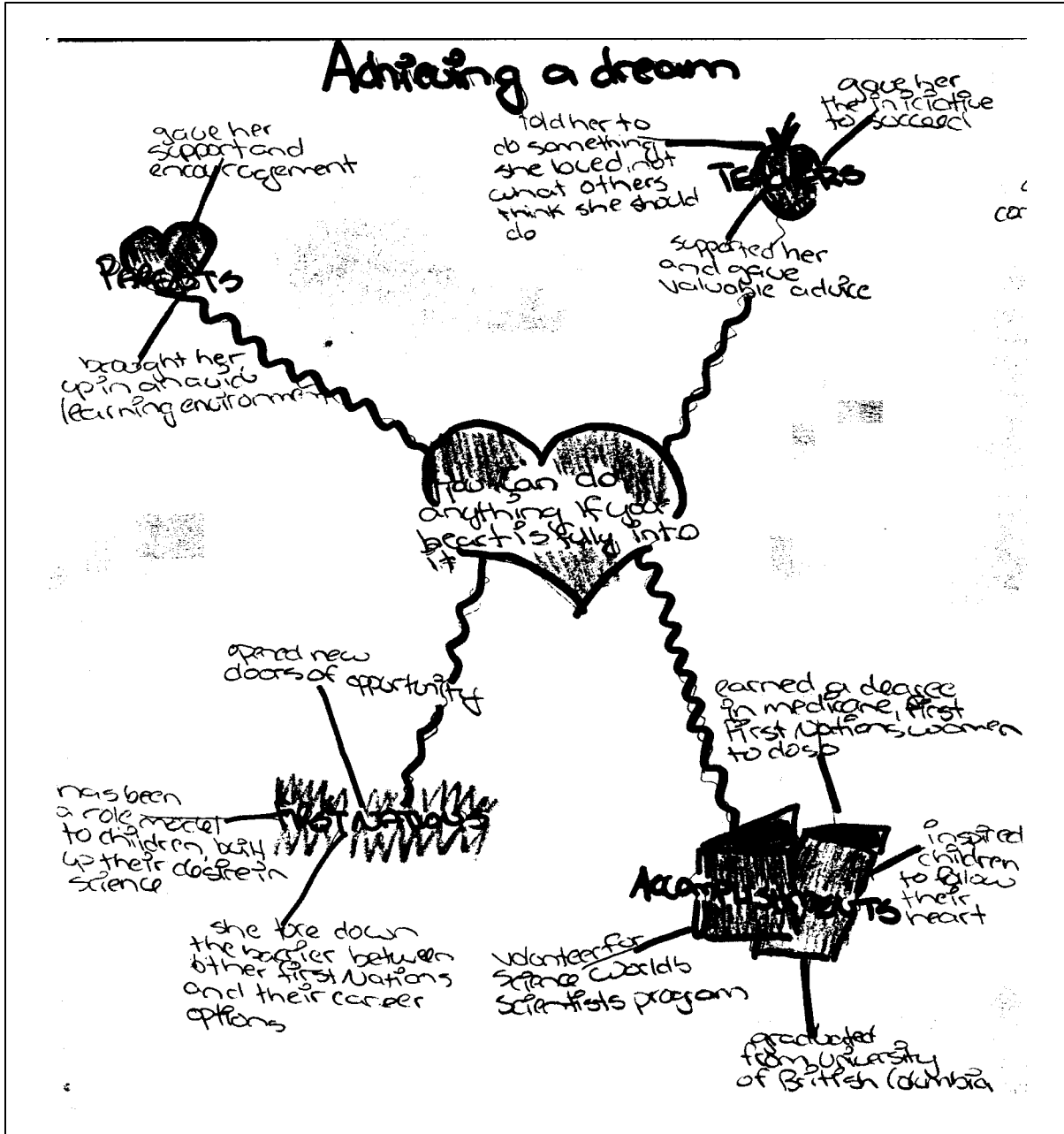
FULLY MEETS EXPECTATIONS

Teacher's Observations

This student has developed a thoughtful comparison between Dr. Caron's aspirations in the field of medicine and her own aspirations as a writer.

- accurately identifies main ideas and restates them in her own words
- locates relevant details to respond to the task
- makes accurate and detailed notes, using logical categories
- recognizes relationships between ideas and makes logical interpretations and inferences supported by specific evidence from the selection
- makes logical connections between new information and previous knowledge (e.g., makes a connection between her philosophy and Dr. Caron's)

Achieving a dream



The Words on a page...

