

**Reading  
for  
Information**

**A Classroom Assessment Package**

**Grade 7**  
**First, Second and Third Term**

**Developed by Cathy Molinski  
North Vancouver School District  
Fall 2002**

**North Vancouver School District Press**

## Foreword

Our schools strive to provide all students with opportunities to succeed in challenging educational programs. To support this goal and to illustrate examples of promising and best practices, our talented and creative teachers and administrators develop local resources for the use of teachers and students.

I hope that teachers will find the materials in this document to be helpful and relevant in their instructional planning, classroom management and decision making.

I extend my appreciation and the gratitude of the Board of School Trustees to Cathy Molinski who prepared this instructional resource.

Dr. Robin Brayne, Superintendent of Schools.

*If the material in this document supports reading instruction in your local context,  
you may order the book from:*

Program Services  
North Vancouver School District, c/o Leo Marshall Curriculum Centre  
810 West 21<sup>st</sup> Street, North Vancouver, B.C. V7P 2C1  
[www.nvsd44.bc.ca](http://www.nvsd44.bc.ca)  
Fax: (604) 903-3778

# *Reading for Information: A Classroom Assessment Package*

## Introduction

This package has been written to address the request from classroom teachers for a reading assessment that could be administered to the entire class in a short period of time.

The assessments have been designed for use in Term 1, Term 2 and Term 3, so that information could be gathered about particular reading skills requiring further instruction.

These assessments use non-fiction text and descriptors adapted from the British Columbia Performance Standards (Reading for Information) as the marking performance rubric. It should be noted that the descriptors in the Performance Standards have been written for expected student performance in April of the grade year. Therefore assessments done in Term 1 and Term 2 cannot be used for evaluation of students and reporting to parents. However, the rubrics are very helpful in gathering assessment data that will drive reading instruction both for individual students and for the class as a whole.

The main areas of reading proficiency assessed are:

1. background knowledge and predicting
2. figuring out unknown words
3. main idea
4. summarizing
5. inferences and conclusions
6. accuracy
7. fluency

It is intended that all students in the class take each of the grade level assessments at the same time whether they routinely demonstrate below, at, or above grade level reading performance. Grade level performance standards cannot be used to assess students unless they are reading grade-level text.

## Contents of this Assessment Package

- Information on preparing and administering the assessment
- Classroom Assessments booklets for 1<sup>st</sup> Term, 2<sup>nd</sup> Term and 3<sup>rd</sup> Term
- Single copies of the Reading selection for each term
- Class Reading Assessment Recording Sheet

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### Assessment Preparation

- Copy the assessment you wish to use on 11" x 17" sheets of paper (one per student). The 11" x 17" sheets should be folded in half as in the original booklet.
- Allow up to 60 minutes of class time for the assessment. Students should have a book on their desks to read quietly when they have finished the assessment.

### Assessment Instructions

- Step 1 Have students **predict from the title and answer question 1 before they read.**
- Step 2 Have students read the rest of the text selection and answer the questions in writing.
- Step 3 While the students are working, take the copy of the reading selection and a pencil and move to each student in the class to do a running record. Put your single copy of the text in front of the student and do the running record on the student's 11" x 17" assessment copy. Each student reads aloud the first fifty words of the text selection. Multiply the accuracy rate by 2 and record the rate on the Teacher Recording page (front cover of 11" x 17" sheet). Fill in the fluency box at this time also.

### Simplified Running Record Symbols

Accurate	(✓)	
Substitution	(X)	<u>wrong word</u> right word
Repetition	(← R)	
Omission	(O)	
Insertion	(^)	
Self Correction	(SC)	
Teacher Appeal	(TA)	

- Step 4 Mark each written answer with a tick in the appropriate box on the student recording page: *not yet, minimally, fully, exceeds expectations*. Use the descriptors for the various aspects of reading listed in the rubric on the back cover.
- Step 5 Transfer the information to the Teacher Recording Page on the front cover.
- Step 6 Using the snapshot descriptors, determine the overall performance category and list those particular categories of reading for which the student needs additional support.

cont'd...

Step 7 Record the information from the front page of each student's assessment onto the Class Reading Assessment Recording Sheet.

For each student, analyze the results and summarize areas of reading proficiency requiring further development in the column, **Instructional Focus**.

### Conclusion

The information summarized on the Class Recording Sheet indicates the areas of reading proficiency for which the class requires specific instruction. Students who do not meet expectations, or minimally meet expectations, should receive additional small group instruction with text appropriate to their instructional reading level.

Please refer to the North Vancouver *Reading 44: A Core Reading Framework*, for a complete description of the 12 Reading Strategies and suggested instructional activities.



## The Bridges at Hagwilget

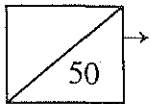
by Lynn Bryan

Grade 7 - 1<sup>st</sup> Term

from Collections 6, Pearson Education - On My Own

The Hagwilget Bridge stands as a landmark spanning the Bulkley River, near Hazelton, B.C. Probably no other bridge has gone through such contrasting bridge-building techniques as this one has over the past 150 years.

- In the mid 1800s, Native people in the area built the first of two bridges, using a cantilever principle. To do this, they butted long trees into jags in the cliffs at opposite points of the canyon sides and held them fast with loads of heavy rocks. The selected trees were long enough that they overlapped in the middle of the canyon. The overlapping ends of the poles were securely laced together. This made a continuous span across the canyon.



Although the replacement bridge was similar in construction to the first one, there were some differences. The first bridge was only 35 m above the raging waters of the Bulkley River, while the second one was built at a higher level. The second bridge had side rails and more support poles. It was strengthened by the use of telegraph wire to lace the poles together, rather than ropes made from the inner bark of cedar trees, as on the first bridge. At each end of the second bridge, there were wooden towers over which wires were passed and fastened to the body of the bridge below. These towers were forerunners of the concept of a suspension bridge. Both of these bridges looked as fragile as spider webs, but together they served the Native people, travelers, fur traders, and packers for more than half a century.

In about 1913, a very high bridge was built to cross the Bulkley at the site of the original native bridges. However, it was not supported well enough for its height, so it swayed dramatically in the wind. Also, it was far too narrow - barely wide enough for the model T cars of the time. As a result, this bridge was used very little, and was replaced in 1931 by the graceful suspension bridge of today.

When the present bridge was opened, it was the highest suspension bridge in Canada - over 90 m in the air. It contains over 450,000 kg of steel and cable, and almost 10 km of thick wire rope in the suspension cables and hangers. Yes, it is a grand structure, and it reflects great engineering advances. But it also honours the ingenuity and perseverance of the Native people who met the challenges of building the first two bridges.

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>1. The title of this text is <u>The Bridges at Hagwilget</u>. What does this title make you think of? _____                  _____                  _____</p> <p>What will this text be about? _____                  _____                  _____</p>	<p>1. Background Knowledge and Prediction</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><i>Now read the whole text. Then answer the following questions.</i></p> </div> <p>2. What does the underlined word, <u>ingenuity</u> mean in this text?                  _____                  _____</p> <p>How did you figure that out? _____                  _____</p>	<p>2. Figuring Out Unknown Words</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>3. What is the main idea? _____                  _____                  _____</p>	<p>3. Main Idea</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>4. Tell some important facts that you learned?                  _____                  _____                  _____                  _____</p>	<p>4. Summarizing</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>5. Which of the bridges was the least useful and why? _____                  _____                  _____</p>	<p>5. Inferences and Conclusions</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>



## Overall Reading Performance: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
<i>With support, the student is 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 elaborate information and procedures that include specialized language and complex relationships. Work is precise and thorough, often exceeds requirements.</i>

## Selected Categories of Reading Performance

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
1. Background knowledge and prediction	<input type="checkbox"/> has difficulty making predictions	<input type="checkbox"/> makes simple predictions	<input type="checkbox"/> makes logical predictions	<input type="checkbox"/> anticipates content and structure
2. Word skills	<input type="checkbox"/> often "stuck" on new words <input type="checkbox"/> unable to monitor own reading	<input type="checkbox"/> when prompted, analyzes word parts in technical words <input type="checkbox"/> needs prompting to adjust strategies	<input type="checkbox"/> uses variety of strategies for technical language <input type="checkbox"/> adjusts strategies for the material	<input type="checkbox"/> figures out technical language <input type="checkbox"/> chooses effective strategies for challenging material
3. Main idea	<input type="checkbox"/> may confuse main and supporting information <input type="checkbox"/> doesn't use text features	<input type="checkbox"/> identifies most main ideas <input type="checkbox"/> uses text features with support	<input type="checkbox"/> identifies main ideas and restates in own words <input type="checkbox"/> uses text features	<input type="checkbox"/> identifies and restates main ideas; explains how they are connected <input type="checkbox"/> uses text features efficiently
4. Summarizing	<input type="checkbox"/> work is often inaccurate, vague, or incomplete <input type="checkbox"/> locates some details if asked; omits a great deal <input type="checkbox"/> needs help to make notes	<input type="checkbox"/> work is generally accurate <input type="checkbox"/> locates some details; omits some <input type="checkbox"/> makes simple notes	<input type="checkbox"/> work is accurate, clear and complete <input type="checkbox"/> locates specific relevant details <input type="checkbox"/> makes accurate, organized notes	<input type="checkbox"/> work is precise and thorough; may include insights <input type="checkbox"/> locates specific, relevant details <input type="checkbox"/> makes accurate, detailed notes in appropriate form
5. Inferences and conclusions	<input type="checkbox"/> often unable to make inferences <input type="checkbox"/> has difficulty making connections to prior knowledge	<input type="checkbox"/> some inferences are illogical or unsupported <input type="checkbox"/> offers simple comparisons to prior knowledge and beliefs	<input type="checkbox"/> supports inferences or interpretations if asked <input type="checkbox"/> compares key ideas with prior knowledge and beliefs	<input type="checkbox"/> supports inferences with specific evidence <input type="checkbox"/> compares new with prior knowledge and beliefs; shows insight

Based on reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 7 – Reading for Information



**One Thousand Cranes**  
*by Al Purdy*

Grade 7 - 2<sup>nd</sup> Term

*from - Sightlines 7- Prentice Hall*

→ There is an old Japanese legend  
that making a thousand cranes  
folding them from coloured paper  
allows the maker to have any wish  
come true - at least anything reasonable

Surely it was not unreasonable  
for a little girl to wish to live  
as Sadako Sasaki did wish  
tho ill of "Radiation disease"  
since The Bomb fell on Hiroshima  
Sadako folded 643 paper cranes  
but never reached a thousand  
and died in October 1955

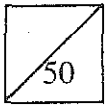
at the age of 12

In Hiroshima near ground zero  
of the atomic holocaust  
Japanese schoolchildren across the country  
built a monument to Sadako  
and all those other dead children  
From Hokkaido to far Kyushu  
the children saved their yen  
to build the Statue of the A-Bomb Children  
with Sadako standing on top  
still folding her paper cranes  
as she did in life

When I visited the statue today  
Sadako was there  
and underneath in a sort of alcove  
thousands and thousands of paper cranes  
folded by the living children of Japan  
For Sadako and all those others  
the dead children of Hiroshima

The crane legend is very old  
and certainly it isn't true  
that if you fold a thousand cranes  
Kwannon the god of children  
will cool the radiation fever  
And intercede with death for a child  
Perhaps the Japanese schoolchildren  
never believed the legend of a  
thousand cranes  
but whether they believed it or not  
they acted as if they did  
and built the monument  
- that seems important

**HIROSHIMA**



→

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>1. The title of this text is <u>One Thousand Cranes</u>. What does this title make you think of? _____                  _____                  _____</p> <p>What will this text be about? _____                  _____                  _____</p>	<p>1. Background Knowledge and Prediction</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p><i>Now read the whole text. Then answer the following questions.</i></p> </div> <p>2. What does the underlined word, <u>monument</u> mean in this text?                  _____                  _____</p> <p>How did you figure that out? _____                  _____                  _____</p>	<p>2. Figuring Out Unknown Words</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>3. What is the main idea? _____                  _____                  _____                  _____</p>	<p>3. Main Idea</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>4. Tell some important facts that you learned?                  _____                  _____                  _____                  _____                  _____</p>	<p>4. Summarizing</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>5. Of what importance is the monument to Sadako? _____                  _____                  _____                  _____</p>	<p>5. Inferences and Conclusions</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

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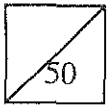
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Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 7 – Reading for Information





→ As you travel north from Winnipeg, the flatness of the prairie begins to give way. And the northern forests begin to take over, forests of spruce and pine and poplar and birch. The northern rivers and northern rapids, the waterfalls, the eskers, the northern lakes -

→ thousands of them with their innumerable islands encircled by golden-sand beaches and flat limestone surfaces that slide gracefully into water. As you travel farther north, the trees themselves begin to diminish in height and size. And get smaller, until, finally, you reach the barren lands. It is from these reaches that herds of caribou in the thousands come thundering down each winter. It is here that you find trout and pickerel and pike and whitefish in profusion. If you're here in August your eyes will be glugged with a sudden explosion of colour seldom seen in any southern Canadian landscape: fields of wild raspberries, cloud berries, blueberries, cranberries, stands of wild flowers you never believed such remote northern terrain was capable of nurturing. And the water is still so clean you can dip your hand over the side of your canoe and you can drink it. In winter, you can eat the snow, without fear. In both winter and summer, you can breathe, this is your land, your home.

Here, you can begin to remember that you are a human being. And if you take the time to listen really listen you can begin to hear the earth breathe. And whisper things simple men, who never suspected they were mad, can hear. Madmen who speak Cree, for one, can in fact understand the language this land speaks, in certain circles. Which would make madmen who speak Cree a privileged lot.

Then you seat yourself down on a carpet of reindeer moss and you watch the movements of the sky, filled with stars and galaxies of stars by night, streaked by endlessly shifting cloud formations by day. You watch the movements of the lake which, within one hour, can change from a surface of glass to one of waves so massive in their fury they can and have killed many a man. And you begin to understand that men and women can, within maybe not one hour but one day, change from a mood of reflective serenity and self-control to one of depression and despair so deep they can and have killed many a man.

You begin to understand that this earth we live on once thought insensate, inanimate, dead, by scientists, theologians and such has an emotional, psychological and spiritual life every bit as complex as that of the most complex, sensitive and intelligent of individuals.

And it's ours. Or is it?

A certain ancient aboriginal visionary of this country once said: "We have not inherited this land, we have merely borrowed it from our children."

If that's the case, what a loan!  
Eh?

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>1. The title of this text is <u>What a Certain Visionary Once Said</u>. What does this title make you think of? _____</p> <p>_____</p> <p>_____</p> <p>What will this text be about? _____</p> <p>_____</p> <p>_____</p>	<p>1. Background Knowledge and Prediction</p> <p>not yet    meets    fully meets    exceeds</p> <p><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p>
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><i>Now read the whole text Then answer the following questions.</i></p> </div> <p>2. What does the underlined word, <u>profusion</u>, mean in this text? _____</p> <p>How did you figure that out? _____</p> <p>_____</p>	<p>2. Figuring out Unknown Words</p> <p>not yet    meets    fully meets    exceeds</p> <p><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p>
<p>3. What is the main idea? _____</p> <p>_____</p> <p>_____</p>	<p>3. Main Idea</p> <p>not yet    meets    fully meets    exceeds</p> <p><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p>
<p>4. Tell some important facts that you learned?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Summarizing</p> <p>not yet    meets    fully meets    exceeds</p> <p><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p>
<p>5 Do you think we are borrowing this land of Canada or inheriting it?</p> <p>_____</p> <p>Give reasons for your answer. _____</p> <p>_____</p>	<p>5. Inferences and Conclusions</p> <p>not yet    meets    fully meets    exceeds</p> <p><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p>



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Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 7 – Reading for Information



