Success For All

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STAGE ONE - BACKGROUND:

Going into this project, as someone who went through the education system in the United States (in the state with the highest ranked education system), my initial perspective was that of an overachieving student in school's with very little diversity until grade 9 and even then I'm aware I was only surrounded by like-minded students; that is very much not the atmosphere of the secondary school I was placed at for this field experience.

In this current field placement, I am at LaSalle Community Comprehensive High School (LCCHS) for Secondary 1 to Secondary 5 students. Cycle 1 English Language Arts (ELA) teacher and we have four classes we see everyday: two International Baccalaureate (IB) groups, and two regular groups.

The group of students that I will be focusing on is a grade 7 regular class of 22 students; because this class in particular is full of so many students who needed help, I chose to engage with the group as a whole rather than single out a single student. Out of these students, when going through Individualized Education Plans (IEPs) and resources at the beginning of the year, there were only three which were not coded or held some corresponding notes towards behavior, modifications, or adaptations. Almost all of the students come from the community surrounding the school, and more than half have been flagged as families with a history of truancy or families which are uncommunicative. While the surrounding community is very tight knit, there is a lot of variation in economic status between students, and the resources they have available at home. Because this class is entirely students who need extra assistance, there will be examples provided from several different students at different points in the semester.

The most important deciding factor in my focus towards these students is the fact that 50% of this group of students failed the first term of their first year in high school. A lot of the failures are majorly due to not doing the work, not handing in assignments, or the fact that their

literacy skills are extremely below where they ideally should be. These students were in grades 3 and 4 during the pandemic, which is a major reason as to why they are now severely behind in several skills, working alongside the fact many of the students don't have support or resources at home to help them, refuse help at school, or were not given the tools before this point to be able to achieve as much as they could. All of these factors accumulated to us testing the literacy skills of these students and finding out they are at a grade 2 level.

After discovering how far behind the students are in their literacy skills, my Cooperating Teacher (CT) and the grade 7 ELA department began working to figure out how we can assist these students to get them to a better point to then succeed for the rest of the year and onward. Alongside their literacy, we're working to tackle their immense lack of motivation and engagement, which I have seen through their reluctance to participate in class or do the work given during class periods. Each of these is an important point to keep in mind when trying to best help these students, and focusing on one at a time is the way we determined would be most effective in the long run.

STAGE TWO - STUDENT PROFILE:

These students make up one of our chattier classes, always talking to someone next to them or giggling with someone across the room, often not paying attention to what is being taught. Their lack of attention then leads to repeatedly explaining directions or answering the same question several times. Aside from that, there are a few students who don't pay attention because they are not capable of following along with the concepts because they are at such a low level, literacy wise.

This class is also our group that seems the most disengaged in several ways. There are some students who are taking care of younger siblings and so therefore have so much going on they can't focus on anything else, some with parents who seem to not care (to the point where I caught a student actively vaping in class and she then tried to pretend she didn't do anything), or students who "want to be an influencer so they don't need to be able to read." They offer just about every excuse to avoid doing their work, and several of them have expressed that they do not care whether they receive a passing grade or if they fail a term. More than anything, the school provides an innumerable amount of free resources, which we either require the students to use or constantly remind them of the availability, and they refuse to even consider it. While some circumstances are beyond their control, a large percentage of the class chooses not to try and that is something I've never encountered before during my last two field experiences.

One of the first assignments we had the students do was reading a short story together aloud as a class, "The Escape", and they then had to write an alternative ending to the story. First they had to write a copy in their copybooks, and then they were to type it up, adding to it if they wanted and overall making it better with spell check and Grammarly. This gave us a baseline for students' writing capabilities as well as creative capabilities.

Typed up story example 1:

There was no escape or was there? Doris he was in the dark hallway of the prison,he couldn't find his way to escape jail so he started thinking how he can escape prison, doris looked around the cell to look for something to escape prison but he couldn't see anything because it was almost dark but then a flash of lighting lit up the cell,he looked around carefully and he found the way how to escape he been thinking for a long time after he found a way to escape the prison he saw rats walking around him,the rats were all over him but the he started getting the rats away from him and run away and after him finally found his escape.

Typed up story example 2:

There was no escape…BOOM a loud explosion the wall had collapsed. On
The other side was nick gold. Nick was a world wide thief who eluded capture for years.
Boris son hop on! As boris hopped on the loud helicopter he said about time
dad. Later as
They arrived at the huge mansion and Nick said son im sorry. Nick
punched boris and took out a chip with video footage. Now i know where
the treasure is. As Boris woke up Nick said come on you can tell me where
it is. No you are a thief i'll never tell you. As boris tried to move he released
he was tied up with a long rope no boris screamed. Nick killed boris no one knows how no one
even knows he's dead.

     While some of the students were able to get fairly creative with their endings, there were several students, as shown through the typed example, who just recounted the story without actually coming up with an alternative ending as they were told to do so. The students had several days to work on their original first copies and the instructions were repeated several times throughout our time with the chromebooks, and yet they were still incapable of following directions.

     As we continued with short stories, even going through a lesson on all of the elements of a story, the students then had to fill out a very detailed outline to create their own story either on

their own or with a partner. Several of the students struggled with even just completing the outline, either not understanding it or simply not trying (examples provided below). When it came to their actual short stories, there was also a huge lack of understanding of what they were expected to do, even after getting an entire example story to follow. They had to have a minimum of five paragraphs if working alone, eight if they were in partners, and several did not meet even that requirement; more than anything though, their stories were extremely weak in their writing abilities or even just coming up with a creative idea (examples provided below).

These assignments, as well as a couple in class activities, gave us a baseline as to what to expect with these students. From there, we were able to determine that we had to take action to ensure the success of these students for the rest of the year and their high school careers.

**STAGE THREE - UPDATES/STRATEGIES TRIED TO DATE:**

As the first term for these students continued, we quickly found them struggling more and more, which eventually led to my CT reaching out to someone from the school board in September to come and administer a test to all three regular grade 7 classes. The test consisted of five questions, each aiming to analyze different types of thinking and ways of approaching a text (the test booklet and questions are provided below). After having all students take them, the grade 7 teachers as well as the consultant from the board got together with two of the resource teachers as well to grade the tests to start deciding what we will do with the data gathered.

Between all of the classes, there were a multitude of students who gave up halfway through the exam, either because they did not understand the material and therefore were incapable of completing it, or they actively chose to stop participating. Looking at the examples

from this class, the students were not able to think for themselves when it came to the task at hand and needed to be guided through the whole thing; this is something I have noticed for almost all students across our classes. This group of students also demonstrated their lack of comprehensive abilities through their answers, shown in their physical responses and the overall results graphed below. My CT and someone from the board had done this same exam five years prior, and at that time there were at least about three blue points, indicating the highest score, for each question, and almost none that were unanswered; the change in results demonstrates how drastic the decline is in these students.
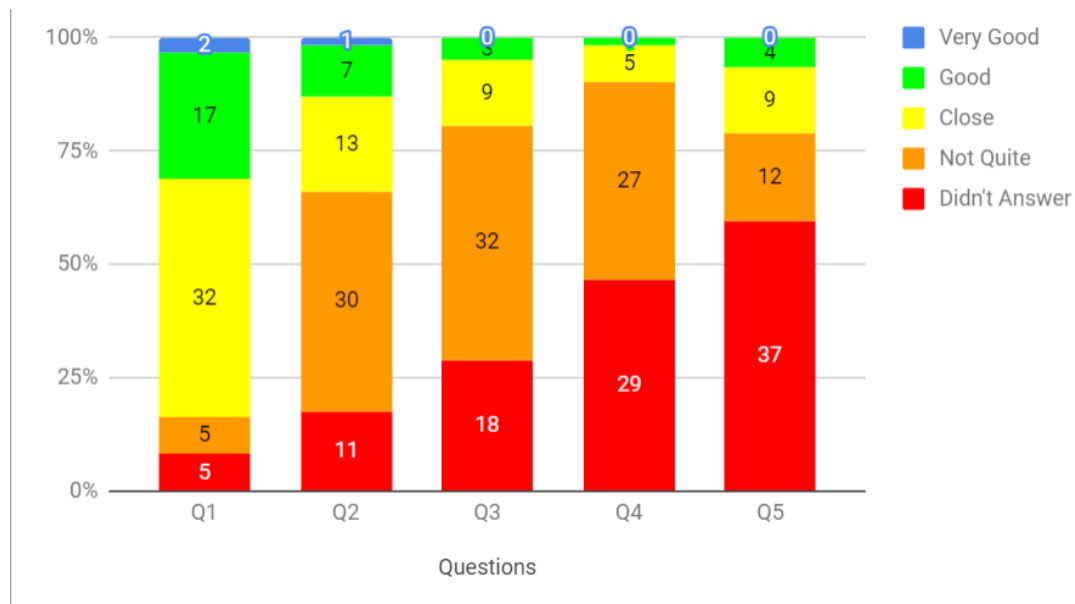
After seeing these results, we worked towards trying to figure out ways we could help the students, and through a recommendation from another teacher at the school, my CT put all of our groups through a pretest on ReadTheory, a website which analyzes the reading level of each individual student and curates individualized readings and questions for them to answer and continue based off their level. After about three days of having the students solely doing ReadTheory in class, this group specifically came to these results:
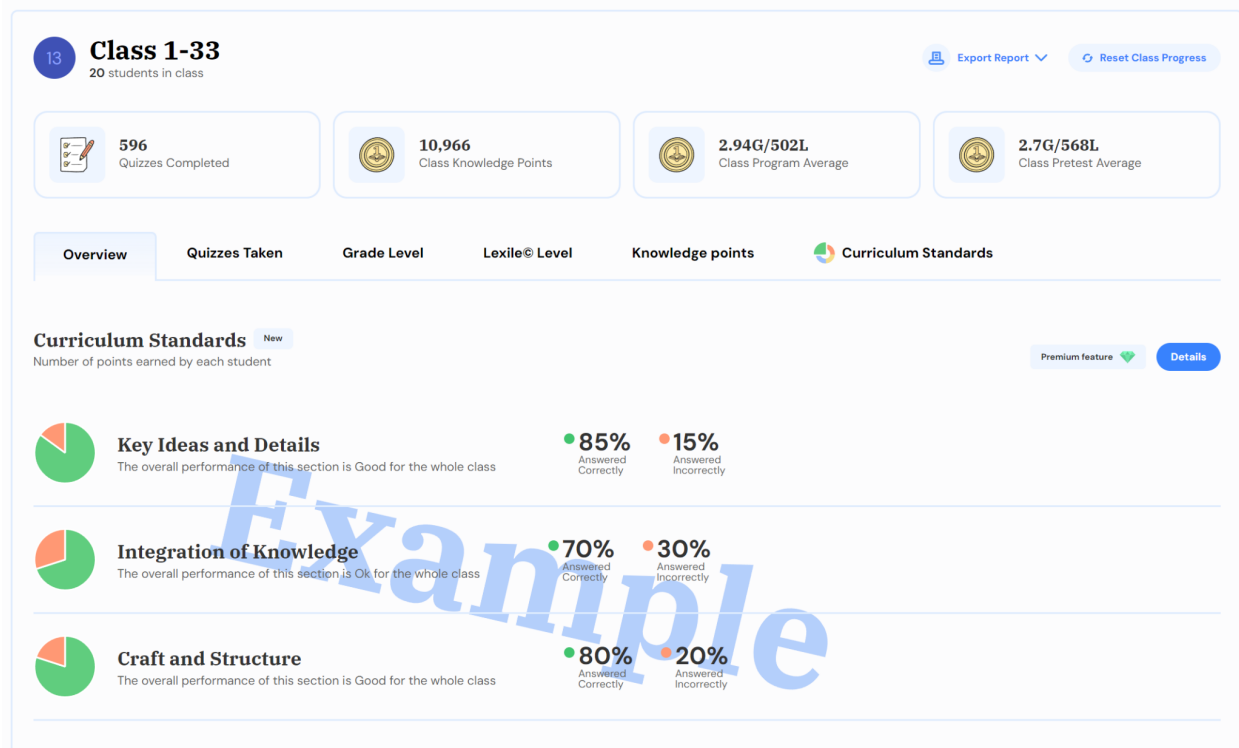
(When looking at this information, the top row holds the class average reading level, and the lower pie charts show the capabilities the students hold towards the readings and corresponding questions they've actually completed.)

While all of our grade 7 classes had an average reading level below what they theoretically should be at, this class was the lowest out of all of them with grade 2 literacy skills. There is a combination of factors which compound to this extreme result: the pandemic, the fact these are iPad kids, and the impact social media has had. This generation of students were put in front of iPads to entertain them rather than parents actually talking to them and helping them learn necessary skills, and then the students got thrust into a world of social media showing unrealistic expectations. However they have reached this point though, the end result is the same, and it's startling; this meant that once we had these groups of data put together, it formed the opportunity for us to come up with a plan as to how we can best help these students.

Our first course of action was coming together once again with the board consultant, grade 7 ELA teachers, resource, and one of the VPs, and as one we determined that the two most

important areas to begin tackling are pre-reading strategies and summarization skills. Both of these topics were parts of the practices the students had been doing, and majorly struggling with, so it made sense to start small and with very concentrated goals to make sure a reasonable result was actually attainable. With regards to building pre-reading strategies, the final option chosen was to bring in KWL charts for the students to use before going into lessons, readings, or other new topics.

This chart encourages the students to begin thinking about the topic before even being introduced to it, as well as going back to it after so they can actively think about what they learned. It also allows us to see what they are understanding and how, so we can move forward with strategies that benefit the greatest number of students. The first lesson we used these with was for figurative language devices; we were unable to get rid of the response exam in the winter, so to build their skills for that, I created booklets to go along with the lesson. The booklets themselves were another strategy to best help the students retain information as they are color coded, something they fill out as we go through the lesson, and a tool they can refer to later on throughout the year.

Going hand in hand with all of these new strategies we have been introducing and continue planning to integrate, LCCHS itself has an immense amount of resources, especially for Cycle 1 students, and throughout the first term they take into account grades, behavioral notes, student/parental requests, and teacher recommendations to decide which students would benefit from an extra Resource block in their schedule. Starting this next term, students chosen will now have a couple of times throughout our 6 day cycle where they go to Resource and work with the teachers on specific classes and topics they are struggling with, to further provide help as needed.

Alongside these new strategies and available tools, something my CT has already been doing and aims to now implement into practice with other teachers to help with organization is binder checks. While this doesn't directly affect what they are learning, something we all agreed on when coming up with topic specific strategies, is that several of the kids don't properly utilize their binders and folders, or simply don't bring any materials to class. While it is certainly helpful for at least one teacher to regularly check in on them to work towards keeping them organized, making it something across the disciplines that each teacher works towards putting an emphasis on will ultimately help in the long run as it is another standardized tool the students can begin using.

Referring back to helping the students with their summarization skills, while we have not done this with the students yet, an activity given to us by the board consultant was one titled "[Clone an Author](#)". The lesson incorporates a video, a story, and tactile activity for the students to work on, using the different ways students can learn and retain information to best help them understand what exactly it means to summarize, as well as give them the opportunity to practice it. As we go further into showing the students how to craft a response for their exam, we will do this activity to ensure understanding and capabilities.

Since some of these are just beginning to be used with the students, or haven't even been attempted yet, there is not much with regards to how it has actively helped yet for these students. Again, the first term of grade 7 ELA is a lot of review and getting an idea of where the students are at; now that we are at the beginning of the second term, more tools and resources will begin to be put into effect and I plan to regularly check in with my CT to see how the progress is going since I will not be able to witness it myself.

STAGE FOUR - CONCLUSIONS & RECOMMENDATIONS:

Going through the process of testing the students, accumulating data, and coming up with a plan to then begin integrating it is something I am extremely grateful to have been a part of. As someone whose entire education was built around a system geared solely to teach towards the multimillion dollar standardized testing industry of the USA, being a part of something where we are actively trying to help the students with the sole purpose of furthering their skills and education is exactly why I got into this field.

From the beginning of the year, the students were extremely disinterested and lacking in the most basic skills that they should have by this point; while I haven't gotten the chance to see exactly how they've improved in such a short amount of time, I do feel that they have at least begun to understand that my CT and I are actively trying to help them.

Looking to the future of these students, implementing that standardized organization across the entire grade of teachers is something I think my CT will accomplish and will be extremely beneficial. Along with that, I think creating some spaces in the classrooms for some of the students to leave their materials there and always have a spot to get it from and return it to could be a great transition point for them, as that is what they were used to in elementary school.

I also think that setting certain goals with the kids at the beginning of each unit could be helpful. As we have them fill out the KWL charts beforehand, at the end of the first lesson, as a class the students can put together a list of goals for what they want to learn by the end. If we keep that list up on the board and have that motivator throughout the unit, I'm confident this class will feel inclined to participate a bit more.

My last recommendation would be to start enforcing some sort of disciplinary action for the students that do not come to mandatory tutoring during lunch. Before the end of the first semester, my CT sent out warning letters to those close to failing that they were to come to tutorials during our two supervisions in the library throughout the week, and several still are not attending. All of the students would immensely benefit from going and receiving extra help, and making sure they understand that and holding them accountable is the only way that will change.

While I only have two more weeks with the students, I aim to at least start working more with some of the strategies we developed and talking with my CT to see what other things she recommends. As I stated before I also plan to check in throughout the rest of the year to see how the students are doing, hopefully even stopping in and seeing them in person at least once. This was my first time starting a year with students and really getting to know them and build bonds with them, so rather than be another adult in their lives which just disappears or lets them down, I hope they can see that I care and I get the chance to see them again before the end of the school year.

Short Story Outline:

Name:_____   Partner's name:_____

Step 1 Short Story Project

<u>Characters</u>

    a) his/her physical appearance
    b) what he/she says, thinks, feels and dreams
    c) what he/she does or does not do
    d) what others say about him/her and how others react to him/her

Note: Short Stories do not have too many characters

Character 1 _____
_____
_____

Character 2_____
_____
_____

Character 3 _____
_____
_____

Character 4 _____
_____
_____

<u>SETTING</u>

    a) **place** - geographical location. Where is the action of the story taking place?
    b) **time** - When is the story taking place? (historical period, time of day, year, etc)
    c) **weather conditions** - Is it rainy, sunny, stormy, etc?
    d) **social conditions** - What is the daily life of the characters like? Does the story contain local colour (writing that focuses on the speech, dress, mannerisms, customs, etc. of a particular place)?
    e) **mood or atmosphere** - What feeling is created at the beginning of the story? Is it bright and cheerful or dark and frightening?

Setting

_____
_____
_____
_____
_____

<u>CONFLICT</u>

    Conflict is essential to plot. Without conflict there is no plot. It is the opposition of forces which ties one incident to another and makes the plot move. Conflict is not merely limited to open arguments, rather it is any form of opposition that faces the main character. Within a short story there may be only one central struggle, or there may be one dominant struggle with many minor ones.

<u>There are two *types* of conflict</u>:
1) **External -** A struggle with a force outside one's self.
2) **Internal -** A struggle within one's self; a person must make some decision, overcome pain, quiet their temper, resist an urge, etc.

<u>There are four *kinds* of conflict</u>:
1) **Man vs. Man** (physical) - The leading character struggles with his physical strength against other men, forces of nature, or animals.

2) **Man vs. Circumstances** (classical) - The leading character struggles against fate, or the circumstances of life facing him/her.

3) **Man vs. Society** (social) - The leading character struggles against ideas, practices, or customs of other people.

4) **Man vs. Himself/Herself** (psychological) - The leading character struggles with himself/herself; with his/her own soul, ideas of right or wrong, physical limitations, choices, etc

What problem are the characters going to face?

_____
_____
_____
_____
_____

<u>THEME</u>

The theme in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea that he is trying to convey. The theme may be the author's thoughts about a topic or view of human nature. The title of the short story usually points to what the writer is saying and he may use various figures of speech to emphasize his theme, such as: symbol, allusion, simile, metaphor, hyperbole, or irony.

What is the message or moral of the story?

_____
_____
_____
_____

Target Audience

Who is going to be reading the story? What specifications should be made?

_____
_____
_____
_____

Planning out your Story Map

Introduction, Rising Action ,Climax

Falling Action & Conclusion

a) **Introduction** - The beginning of the story where the characters and the setting is revealed.

_____
_____
_____
_____
_____

b) **Rising Action** - This is where the events in the story become complicated and the conflict in the story is revealed (events between the introduction and climax).

_____
_____
_____
_____

_____
_____

c) **Climax** - This is the highest point of interest and the turning point of the story. The reader wonders what will happen next; will the conflict be resolved or not?

_____
_____
_____
_____
_____

d) **Falling action** - The events and complications begin to resolve themselves. The reader knows what has happened next and if the conflict was resolved or not (events between climax and denouement).

_____
_____
_____
_____
_____

e) **Conclusion/ Denouement** - This is the final outcome or untangling of events in the story.

_____
_____
_____
_____
_____

Short Story Outline Examples

Step 1 Short Story Project

inc. 2/10

Characters

a) his/her physical appearance
b) what he/she says, thinks, feels and dreams
c) what he/she does or does not do
d) what others say about him/her and how others react to him/her

Note: Short Stories do not have too many characters

Character 1 _Kyra_

Character 2 _August_

Character 3 _Jhon_

Character 4 _Jrean_

Name ▭ Partner's name: _Myself_

Step 1 Short Story Project

5, inc. /10

Characters

a) his/her physical appearance
b) what he/she says, thinks, feels and dreams
c) what he/she does or does not do
d) what others say about him/her and how others react to him/her

Note: Short Stories do not have too many characters

Character 1 _Bailey_
tik toker _Nice, Pretty_

Character 2 _Kelika_
Hater#1 mean

Character 3 _Abby_
follower/Hater #2
Hater is best friend nice
will follow her friens

Character 4 _Marica_
best friend/Supporter
Nice, pretty

Conflict+resolution = theme

THEME

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What is the message or moral of the story?

be nice

Target Audience

Who is going to be reading the story? What specifications should be made?

My tzamen

Plann
In

CONFLICT

Conflict is essential to plot. Without conflict there is no plot. It is the opposition of forces which ties one incident to another and makes the plot move. Conflict is not merely limited to open arguments, rather it is any form of opposition that faces the main character. Within a short story there may be only one central struggle, or there may be one dominant struggle with many minor ones.
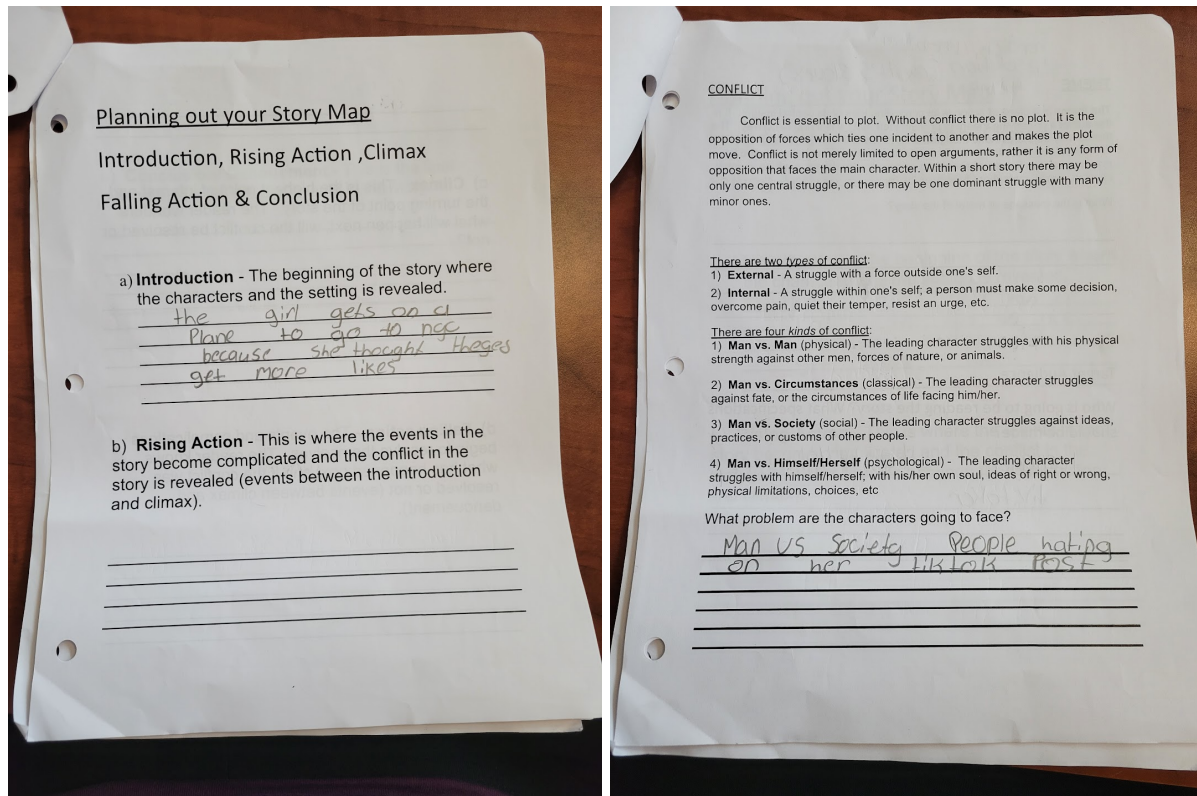
There are two types of conflict:
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What problem are the characters going to face?

big bad bully and heart brak

Planning out your Story Map

Introduction, Rising Action ,Climax

Falling Action & Conclusion

a) **Introduction** - The beginning of the story where the characters and the setting is revealed.

the girl gets on a
Plane to go to nac
because she thought thoses
get more likes

b) **Rising Action** - This is where the events in the story become complicated and the conflict in the story is revealed (events between the introduction and climax).

CONFLICT

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What problem are the characters going to face?

Man vs Society People hating
on her tiktok post

Short Story Example Given

Spooky Short Story Example

Exposition:

Every day someone would pass by the house. The children would run by, the adults would cross to the other side of the street, even visitors could feel that something was off and chose to drive down a different street. But every year, without fail, there was always one brave soul who decided to try and get onto the property and in the house. For years most people didn't even make it past the front gate, or if they did they didn't make it as far as the house itself. Mars decided they would be different. This time, finally, they would make it into the house and prove to everyone there was no reason to be scared.

Rising Action:

They didn't want to go in too close to Halloween, because that just felt like a bad choice inviting something terrible to happen. So the week before, they prepared a backpack, full of flashlights, batteries, a first aid kit, and just about everything they might

need when entering the house. They hadn't told anyone what they were planning to do, mainly because they thought someone would try and keep them from doing it. But as they stood in front of the house, looking up at the storm clouds quickly appearing, they knew they were not going to back down. Taking it one step at a time, they slowly made their way forward, making sure to remember to breathe and stay calm.

Climax:

Getting past the front gate felt easy, almost like everyone exaggerated how it would feel. But as they walked down the front path, an uneasiness settled over Mars. It was as though the house itself didn't want anyone near it. There seemed to be some unseen force almost pushing back anyone that got close. Mars tried to ignore it, used all their strength to keep going forward, and once they finally reached the front porch they thought it might be okay. Until the floorboards gave out below their feet, causing them to fall back and away from the house.

Falling Action:

They took it as a sign, and quickly scrambled up to their feet. Everything within them was telling Mars to run away, but they had wanted to finally prove it could be done. They wanted to finally be the first one inside the house to be able to tell the tale of what's inside. Maybe it holds treasure, or a ghost, or it might even just stand there empty day after day. It seemed as though it would remain a mystery.

Resolution/Conclusion:

This might still be the year someone found out the secret of the house, but Mars would not be the one to do it. They turned around and as they got further from the house, the unease inside them vanished. Just before they crossed the gate again, Mars turned back as a gust of wind came out of nowhere. The house seemed to shriek and cry mournfully in the wind. It was almost as though the house wanted to be able to have someone inside, and was saddened to know it wouldn't be happening.

Student Short Story Example 1

There was a girl named Bailey and all her life she wanted to be famous. Then one day she discovered this app called tik tok. She thought she would make a dance video and post it. She thought that the video was really good until she got a few hate comments. One comment was by a girl named Lily and her best friend Abby. But she decided to ignore it because the rest of the comments were really good.

She decided to go to really famous places like NYC. She went to NYC and Times Square. It was very hot and crowded because it was Labor Day weekend. She went to time square and decided to make a few new tik tok videos and she really liked them so she decided to post them. The videos got a few thousand likes and she was really happy until the mean girls started making hate comments. She called her best friend Ari and told her about Lily's and Abby's comments.

They both talked for hours and Ari told her not to let people bring her down because they were just jealous.
So she did that and decided to keep living her dream and go travel the world and make videos. She started doing what she loved and eventually started making money and even got her own drink at her favorite coffee shop. She got sponsored by different companies and even got her own clothing line. Her clothing line was called Baileys clothing she sold kids clothing and adult clothing all designed by her. And that's how she lived her dream life.

Student Short Story Example 2

God's way

Once Upon a Time there was a Poor black blind guy named kai. He is 23 Years old , 6 foot 3 and has dreads. He walks every day with his guide dog one night he goes walking and This Latina girl named Valentina she said it Felt wrong like someone's following her.

 They are getting Closer So she acted like she knew the blind man so the stalker can go away And he played along She was so thankful she took him out to dinner sheTalks about work and How hard it is.

 Then She asked how he got blind he said there was something Wrong with my brain. They realize its 12 so she asked if he wants to come over and he said sure so they end of sleeping on each side he wakes up and she clinging to him he tries to get up without waking her up.

 But that didn't work she woke up and they both said good morning he asked where is the bathroom She guided him to the bathroom and she Started making breakfast when he was done in the bathroom the the food was done before they started eating she started praying after she was done he asked what she was doing She said she was praying to God and she Usually Praise 3 times a day he asked why She said because she is thankful for life and for the food she has and for everything they Started eating.

 he complimenting the food After they were done they exchange contacts numbers so they can Hang out more when he got home he realized that he likes her so he asked her if she wanted to go on a walk and talk she she says yes he was thinking if he should do it because he does not want to ruin their friendship and then she asked him if he wanted to go out he said yes obviously after that they walked home holding hands like a Disney movie she helped him get a job at customer service he was trying to save up to cure his eye disease but one day they were walking and there was a old lady walking on the street and some random car was about to hit her, but the dog pushed her out the way and the dog got hit he rushed to the animal hospital the doctor said the dog was pk there's only light cut it cost him $450

he didn't care as long as his dog is ok he was fine the girlfriend felt bad for him. So when it was his birthday she took him somewhere and the doctor put a sleeping mask on him so I can go to sleep when he woke up, he could see he was confused and then he saw Valentina for the first time she was beautiful long hair big lips and fit if I say anymore I will get in trouble but yeah, she was all that and then he said, who are you? she said it's me, your girlfriend he said ooooohhhhhh ur beautiful better than I imagined they went home and they did the devils tango and had three kids and he has two companies the end.

Student Short Story Example 3

My future family

It was a beautiful hot sunny day in Los Angeles with a nice breeze and lovely beaches around. I live there with my family. I have two kids, one boy and one girl. My daughter Kyra loved to play basketball since she was 5 years old, so I decided to put her on a basketball team called Leaders. Growing up as a kid I played for the same team instead I started to play at 11 years old. Now that she's old enough, I started to take her to a private gym to train her to get much better. My son August loved to play football at 7 years old and he started to join a team at 9 years old. He loved playing football growing up because ever since his father introduced him as a kid, he started to love it.

When I was younger, I always dreamed of living in Los Angeles, so I decided to work hard in school and get good grades to become an entrepreneur. What I do for a living is I sell pastries. For example I make cookies,brownies, cupcakes and donuts.I love baking because when I was younger my dad was always cooking in the kitchen. I got experience from him and I started baking on my own.Hopefully one day my daughter will have the same passion as me once she gets older.

Board Test Booklet

Tsunami!

What Is a Tsunami?

A tsunami (tsu-NAH-mee) is a series of powerful undersea waves. It is usually caused by an underwater earthquake, landslide, or volcano. Any of these disturbances will send out circular waves, like the ripples in a pond when you toss in a pebble. Tsunami waves, though, are incredibly powerful and quick-moving. They can travel faster than a jet—about 600 to 900 kilometres an hour. The first of this series of waves may not be the largest. The danger from these waves can last for several hours after the first wave arrives at the shore.

Deadly Waves

Tsunamis do not cause any damage until they hit land. In 1946, an earthquake in Alaska generated a wave that travelled more than 4000 kilometres to Hawaii. Sailors on a ship anchored off Hawaii were looking toward the harbour when they saw a huge wave rise out of the water. As they watched in horror, the wave crashed onto the shore. It inundated the coast, snapping palm trees as if they were toothpicks, carrying boats several metres inland, and reducing the timber in buildings to the size of metre sticks. Yet the sailors had not even felt the wave pass under their ship! They didn't feel it because most of the wave was underwater. When it hit the shallow ground near the shore, the faster water behind piled up into a massive wall of water.

In 1964, an earthquake in Prince William Sound, Alaska, triggered a massive tsunami that travelled throughout the Pacific.

Most tsunamis occur in active volcanic regions, such as the Pacific Ocean.

Ring of Fire. This area is known as the Ring of Fire because of the frequency of earthquakes and volcanic eruptions in the region.

Enormous waves crashed against Vancouver Island and travelled up one inlet to the city of Port Alberni—just four hours after the earthquake occurred. The first wave caused massive flooding in Port Alberni. Log booms broke loose and were scattered about the area. An hour later, a far more destructive wave hit. This second wave caused extensive damage by swamping many boats. It also picked up homes and cars, hurling them further inland.
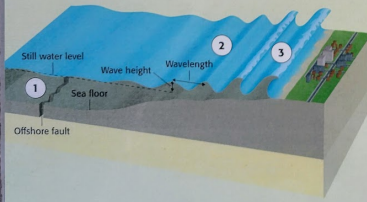
Some tsunamis can be deadly, as well as destructive. When the volcano on the island of Krakatoa, Indonesia, erupted in 1883, it created waves that were 35 metres high. The waves crashed against the islands of Java and Sumatra. More than 36 000 people died.

Detection

Tsunamis cannot be prevented, but islands and coastal areas around the Pacific now have a warning system. Instruments called **seismographs** pick up disturbances in the ocean. Tide gauges attached to buoys measure the speed of waves and then relay information to research centres via satellites. If scientists detect a fast-moving wave, they can warn people in its path to evacuate the area.

Wave pattern for a tsunami that formed after an earthquake in Alaska

How a Tsunami Forms

1. An underwater earthquake, landslide, or volcano creates a series of powerful waves.
2. The waves move rapidly outward. As the waves approach shore, they get bigger (wave height increases). At the same time, the distance between the waves gets smaller (wavelength decreases).
3. When the deepest part of a wave nears shore, it slows down. Water behind the wave rushes forward, forming a massive wall of water that then collapses onto the shore.

Board Test Questions & Student Examples

Image 1 (top-left)

Student Name: _____ Group Number: 1-33

Student Response

Tsunami!

Getting Ready to Read • Set a purpose • Ask questions • Predict

1. Use the diagram, maps, photographs, and headings (text features) to write some questions that you think might be answered in the article.

L3 • How do Tsunami forms?
L3 • which countries are along the ring of fire?
L2 • Which ocean is surounted by the ring of fire?
L2 • what causes a Tsunami?
   • _____
   • _____
   • _____

Thinking	Level 1	Level 2	Level 3	Level 4
Comprehension Strategies Uses text features and activates prior knowledge to make and support predictions	Limited use of text features; predictions are vague or irrelevant; may be "guesses"; little support	Some use of text features; predictions are simple and obvious with some support	Considerable use of text features; predictions are logical and detailed with considerable support	Thorough use of text features; predictions are logical, detailed, insightful, and well-supported

Responses require students to make connections to their prior knowledge and experiences with clues in the text features. All rubrics are for teacher use only. Transfer assessment to Assessment Summary or Individual Profile sheet.

Image 2 (top-right)

Student Name: _____ Group Number: 1-33

Student Response

Tsunami!

Getting Ready to Read • Set a purpose • Ask questions • Predict

1. Use the diagram, maps, photographs, and headings (text features) to write some questions that you think might be answered in the article.

• how does a tsunami form
• can you predict a tsunami
• can you predict a tsunami
• were do tsunamis normally form
• _____

Thinking	Level 1	Level 2	Level 3	Level 4
Comprehension Strategies Uses text features and activates prior knowledge to make and support predictions	Limited use of text features; predictions are vague or irrelevant; may be "guesses"; little support	Some use of text features; predictions are simple and obvious with some support	Considerable use of text features; predictions are logical and detailed with considerable support	Thorough use of text features; predictions are logical, detailed, insightful, and well-supported

Responses require students to make connections to their prior knowledge and experiences with clues in the text features. All rubrics are for teacher use only. Transfer assessment to Assessment Summary or Individual Profile sheet.

Image 3 (bottom-left)

Student Name: _____ Group Number: 3·8

Student Response

Tsunami!

Getting Ready to Read • Set a purpose • Ask questions • Predict

1. Use the diagram, maps, photographs, and headings (text features) to write some questions that you think might be answered in the article.

L1 • how do you make a tsunami
L2 • what area do you think gets more tsunami
L1 • how fast do you think a tsunami goes
L2 • how high do you think it goes
L2 • how do you prevent a tsunami
   • _____

Thinking	Level 1	Level 2	Level 3	Level 4
Comprehension Strategies Uses text features and activates prior knowledge to make and support predictions	Limited use of text features; predictions are vague or irrelevant; may be "guesses"; little support	Some use of text features; predictions are simple and obvious with some support	Considerable use of text features; predictions are logical and detailed with considerable support	Thorough use of text features; predictions are logical, detailed, insightful, and well-supported

Responses require students to make connections to their prior knowledge and experiences with clues in the text features. All rubrics are for teacher use only. Transfer assessment to Assessment Summary or Individual Profile sheet.

Image 4 (bottom-right)

Student Name: _____ Group Number: 1-33

Student Response

Tsunami!

Getting Ready to Read • Set a purpose • Ask questions • Predict

1. Use the diagram, maps, photographs, and headings (text features) to write some questions that you think might be answered in the article.

• what contries are in the Ring of Fire?
• how does a tsunami form?
• what is a Tsunami?
• what is a wave pattern?
• _____

Thinking	Level 1	Level 2	Level 3	Level 4
Comprehension Strategies Uses text features and activates prior knowledge to make and support predictions	Limited use of text features; predictions are vague or irrelevant; may be "guesses"; little support	Some use of text features; predictions are simple and obvious with some support	Considerable use of text features; predictions are logical and detailed with considerable support	Thorough use of text features; predictions are logical, detailed, insightful, and well-supported

Responses require students to make connections to their prior knowledge and experiences with clues in the text features. All rubrics are for teacher use only. Transfer assessment to Assessment Summary or Individual Profile sheet.

Student Name: _____ Group Number: _____

Student Response
Tsunami!

Getting Ready to Read • Set a purpose • Ask questions • Predict

1. Use the diagram, maps, photographs, and headings (text features) to write some questions that you think might be answered in the article.

• _I think it's gonna talk about Tsunami_
• _how high it is_
• _is it about prevention_
•
•
•
•

Thinking	Level 1	Level 2	Level 3	Level 4
Comprehension Strategies Uses text features and activates prior knowledge to make and support predictions	Limited use of text features; predictions are vague or irrelevant; may be "guesses"; little support	Some use of text features; predictions are simple and obvious with some support	Considerable use of text features; predictions are logical and detailed with considerable support	Thorough use of text features; predictions are logical, detailed, insightful, and well-supported

Responses require students to make connections to their prior knowledge and experiences with clues in the text features.
All rubrics are for teacher use only. Transfer assessment to Assessment Summary or Individual Profile sheet.

Student Name: _____ Group Number: 1-33

Student Response
Tsunami!

Getting Ready to Read • Set a purpose • Ask questions • Predict

1. Use the diagram, maps, photographs, and headings (text features) to write some questions that you think might be answered in the article.

• _what does_
•
•
•
•
•
•

Thinking	Level 1	Level 2	Level 3	Level 4
Comprehension Strategies Uses text features and activates prior knowledge to make and support predictions	Limited use of text features; predictions are vague or irrelevant; may be "guesses"; little support	Some use of text features; predictions are simple and obvious with some support	Considerable use of text features; predictions are logical and detailed with considerable support	Thorough use of text features; predictions are logical, detailed, insightful, and well-supported

Responses require students to make connections to their prior knowledge and experiences with clues in the text features.
All rubrics are for teacher use only. Transfer assessment to Assessment Summary or Individual Profile sheet.

Engaging in Reading • Find important ideas • Summarize • Make notes

2. This article is presented in three parts. In your own words, organize the three big ideas about tsunamis in the graphic organizer below. Include important details to support each idea.

Detection
• seismographs
• speed
• fast-moving

tsunami
• powerful
• volcano
• landslide

Tsunami

waves
• 4000 kilometres

Knowledge and Understanding	Level 1	Level 2	Level 3	Level 4
Demonstrating Understanding Summarizes important ideas; cites variety of details that support the main idea	Limited; largely inaccurate and/or incomplete • may provide one main idea; often confuses main idea and supporting details • some relevant supporting details • omits key information	Partial; somewhat accurate • most main ideas; some may be vaguely expressed • some relevant supporting details	Considerable; generally accurate • main ideas adequately expressed • most relevant supporting details • appropriate amount of information	Thorough; accurate and comprehensive • all main ideas clearly and concisely expressed • relevant supporting details • effective amount of information (may be synthesized) • often has too much or too little information

Responses require students to understand explicit information in the text.

Communication	Level 1	Level 2	Level 3	Level 4
Organizing Ideas Organizes information using a graphic organizer	Limited organization and clarity; unstructured and hard to follow	Some organization and clarity; generally easy to follow	Considerable organization and clarity; structured and easy to follow	High degree of organization and clarity; highly effective

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Engaging in Reading • Infer • Visualize • Find important ideas

3. Despite the advanced early warning systems used to detect tsunamis, many lives can still be lost when one occurs. Explain why you think this loss of life continues to happen.

they live to close to the coast so they dont have enough time to get away

Thinking	Level 1	Level 2	Level 3	Level 4
Making Inferences/ Interpreting Text Explains inferences supported by text evidence and logical reasoning	Limited: makes simple, unsupported inferences; may be illogical	Partial: makes simple, reasonable inferences with some support	Considerable: makes and supports logical inferences	Highly effective: makes and supports logical, insightful inferences

Responses require students to understand implicit information in the text.

Communication	Level 1	Level 2	Level 3	Level 4
Communicating Clearly Explanations are well-organized and clearly expressed	Limited organization and clarity	Some organization and clarity	Considerable organization and clarity	High degree of organization and clarity

Image 1 (top left)

2. This article is presented in three parts. In your own words, organize the three big ideas about tsunamis in the graphic organizer below. Include important details to support each idea.

[Box 1] What is a tsunami
- A series of powerful undersea waves
- tsunamis are incredibly
- Powerful and quick moving

[Box 2] Deadly waves
- tsunamis dont cause
- damage till land-fall start tsunamigenis
- volcanes

Tsunami

[Box 3] Detection
- cant be prevented but
- detected by seismographs

Knowledge and Understanding	Level 1	Level 2	Level 3	Level 4
Demonstrating Understanding Summarizes important ideas; cites variety of details that support the main idea	Limited: largely inaccurate and/or incomplete • may provide one main idea; often confuses main idea and supporting details • some relevant supporting details • omits key information	Partial: somewhat accurate • most main ideas; some may be vaguely expressed • some relevant supporting details • often has too much or too little information	Considerable: generally accurate • main ideas adequately expressed • most relevant supporting details • appropriate amount of information	Thorough: accurate and comprehensive • all main ideas clearly and concisely expressed • relevant supporting details • effective amount of information (may be synthesized)

Responses require students to understand explicit information in the text.

Communication	Level 1	Level 2	Level 3	Level 4
Organizing Ideas Organizes information using a graphic organizer	Limited organization and clarity; unstructured and hard to follow	Some organization and clarity; generally easy to follow	Considerable organization and clarity; structured and easy to follow	High degree of organization and clarity; highly effective

Image 2 (top right)

i'm BORIN

3. Despite the advanced early warning systems used to detect tsunamis, many lives can still be lost when one occurs. Explain why you think this loss of life continues to happen.

Thinking	Level 1	Level 2	Level 3	Level 4
Making Inferences/ Interpreting Text Explain inferences supported by text evidence and logical reasoning	Limited: makes simple, unsupported inferences; may be illogical	Partial: makes simple, reasonable inferences with some support	Considerable: makes and supports logical inferences	Highly effective: makes and supports logical, insightful inferences

Responses require students to understand implicit information in the text.

Communication	Level 1	Level 2	Level 3	Level 4
Communicating Clearly Explanations are well-organized and clearly expressed	Limited organization and clarity	Some organization and clarity	Considerable organization and clarity	High degree of organization and clarity

Image 3 (bottom left)

2. This article is presented in three parts. In your own words, organize the three big ideas about tsunamis in the graphic organizer below. Include important details to support each idea.

[Box 1] Earthquake

[Box 2] landslide

Tsunami

[Box 3] volcano

Knowledge and Understanding	Level 1	Level 2	Level 3	Level 4
Demonstrating Understanding Summarizes important ideas; cites variety of details that support the main idea	Limited: largely inaccurate and/or incomplete • may provide one main idea; often confuses main idea and supporting details • some relevant supporting details • omits key information	Partial: somewhat accurate • most main ideas; some may be vaguely expressed • some relevant supporting details • often has too much or too little information	Considerable: generally accurate • main ideas adequately expressed • most relevant supporting details • appropriate amount of information	Thorough: accurate and comprehensive • all main ideas clearly and concisely expressed • relevant supporting details • effective amount of information (may be synthesized)

Responses require students to understand explicit information in the text.

Communication	Level 1	Level 2	Level 3	Level 4
Organizing Ideas Organizes information using a graphic organizer	Limited organization and clarity; unstructured and hard to follow	Some organization and clarity; generally easy to follow	Considerable organization and clarity; structured and easy to follow	High degree of organization and clarity; highly effective

Image 4 (bottom right)

3. Despite the advanced early warning systems used to detect tsunamis, many lives can still be lost when one occurs. Explain why you think this loss of life continues to happen.

No were to go

Thinking	Level 1	Level 2	Level 3	Level 4
Making Inferences/ Interpreting Text Explain inferences supported by text evidence and logical reasoning	Limited: makes simple, unsupported inferences; may be illogical	Partial: makes simple, reasonable inferences with some support	Considerable: makes and supports logical inferences	Highly effective: makes and supports logical, insightful inferences

Responses require students to understand implicit information in the text.

Communication	Level 1	Level 2	Level 3	Level 4
Communicating Clearly Explanations are well-organized and clearly expressed	Limited organization and clarity	Some organization and clarity	Considerable organization and clarity	High degree of organization and clarity

2. This article is presented in three parts. In your own words, organize the three big ideas about tsunamis in the graphic organizer below. Include important details to support each idea.

```
What is tsunami          Defension
· faster than jet        · prevent warning system
·                        ·
·                        ·

              Tsunami

          Deadly waves
          · travel 48 more than above km
          ·
          ·
```

Knowledge and Understanding	Level 1	Level 2	Level 3	Level 4
Demonstrating Understanding Summarizes important ideas; cites variety of details that support the main idea	Limited: largely inaccurate and/or incomplete · may provide one main idea; often confuses main idea and supporting details · some relevant supporting details · omits key information	Partial: somewhat accurate · most main ideas; some may be vaguely expressed · some relevant supporting details · often has too much or too little information	Considerable: generally accurate · main ideas adequately expressed · most relevant supporting details · appropriate amount of information	Thorough: accurate and comprehensive · all main ideas clearly and concisely expressed · relevant supporting details · effective amount of information (may be synthesized)

Responses require students to understand explicit information in the text.

Communication	Level 1	Level 2	Level 3	Level 4
Organizing Ideas Organizes information using a graphic organizer	Limited organization and clarity; unstructured and hard to follow	Some organization and clarity; generally easy to follow	Considerable organization and clarity; structured and easy to follow	High degree of organization and clarity; highly effective

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5. Effective readers make sense of what they are reading and solve their comprehension problems by using some of these strategies:
- reread
- read more slowly
- make pictures in their minds
- ask questions
- make connections to what they know (books, movies, family, vacations, their lives)
- make predictions
- other strategies

Look back at the article. Find a place where you used a comprehension strategy to help you understand what you were reading. Explain how this strategy helped your understanding of the article.

I reread it and read it slowly the second I did. This helps me comprehend more if I read it twice.

Thinking	Level 1	Level 2	Level 3	Level 4
Metacognition Reflects on strategies and how well they worked	Limited: lacks awareness of own reading processes and comprehension strategies; does not describe or explain thinking	Somewhat effective: has some basic awareness of own reading processes and comprehension strategies; attempts to describe thinking (basic)	Considerably effective: shows awareness of own reading processes and comprehension strategies; explains thinking	Highly effective: shows insight into own reading processes and comprehension strategies; clearly articulates thinking

Responses require students to connect text information to their own experiences.

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4. Imagine that you are a scientist who is researching tsunamis. It will be necessary for you to live somewhere in the "Ring of Fire." Where do you think would be a good place to live? Explain your answer.

Well I think staying in canada would be best since not many natural disasters occur here. So I would be in a safe place to study and discover things about tsunamis.

Application	Level 1	Level 2	Level 3	Level 4
Extends Understanding; Responds to and Evaluates Text Connects own experiences and prior knowledge to text information Makes and supports judgments and conclusions	Limited: · has difficulty making connections · offers unsupported or illogical judgments or conclusions	Somewhat effective: · makes simple, obvious connections with some explanation · offers some reasonable judgments or conclusions with partial support	Considerably effective: · makes simple and some logical connections · offers reasonable judgments and conclusions with adequate support	Highly effective: · makes and explains thoughtful and insightful connections that may go beyond own experiences · offers thoughtful, often insightful, judgments and conclusions with thorough support

Responses require students to make connections between text information and their own experiences.

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3. Despite the advanced early warning systems used to detect tsunamis, many lives can still be lost when one occurs. Explain why you think this loss of life continues to happen.

I think its because people are not fast enough to think or where to go and also people should know where to go when a Tsunami occurs.

Thinking	Level 1	Level 2	Level 3	Level 4
Making Inferences/ Interpreting Text Explains inferences supported by text evidence and logical reasoning	Limited: makes simple, unsupported inferences; may be illogical	Partial: makes simple, reasonable inferences with some support	Considerable: makes and supports logical inferences	Highly effective: makes and explains logical, insightful inferences

Responses require students to understand implicit information in the text.

Communication	Level 1	Level 2	Level 3	Level 4
Communicating Clearly Explanations are well-organized and clearly expressed	Limited organization and clarity	Some organization and clarity	Considerable organization and clarity	High degree of organization and clarity

2. This article is presented in three parts. In your own words, organize the three big ideas about tsunamis in the graphic organizer below. Include important details to support each idea.

What is a Tsunami?
- A Tsunami is a huge wave
- caused by earthquakes or landslide
- The first few waves of a Tsunami aren't strong
- the waves can last for hours after the first one

Deadly waves
- Tsunamis only causes damage when it hits land
- Tsunamis can be very deadly
- The waves can be so fast they bring cars and boats with them

Tsunami

Detection
- Tsunamis cannot be prevented so they have a warning system
- Scientists cause seismograph picks up disturbances in the ocean
- if a scientist detect a fast moving wave, they can warn people to evacuate

Knowledge and Understanding	Level 1	Level 2	Level 3	Level 4
Demonstrating Understanding Summarizes important ideas; cites variety of details that support the main idea	Limited: largely inaccurate and/or incomplete • may provide one main idea; often confuses main idea and supporting details • some relevant supporting details • omits key information	Partial: somewhat accurate • most main ideas; some may be vaguely expressed • some relevant supporting details • often has too much or too little information	Considerable: generally accurate • main ideas adequately expressed • most relevant supporting details • appropriate amount of information	Thorough: accurate and comprehensive • all main ideas clearly and concisely expressed • relevant supporting details • effective amount of information (may be synthesized)

Responses require students to understand explicit information in the text.

Communication	Level 1	Level 2	Level 3	Level 4
Organizing Ideas Organizes information using a graphic organizer	Limited organization and clarity; unstructured and hard to follow	Some organization and clarity; generally easy to follow	Considerable organization and clarity; structured and easy to follow	High degree of organization and clarity; highly effective

---

4. Imagine that you are a scientist who is researching tsunamis. It will be necessary for you to live somewhere in the "Ring of Fire." Where do you think would be a good place to live? Explain your answer.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Application	Level 1	Level 2	Level 3	Level 4
Extends Understanding Responds to and Evaluates Text Connects own experiences and prior knowledge to text information Makes and supports judgments and conclusions	Limited • has difficulty making connections • offers unsupported or illogical judgments or conclusions	Somewhat effective • makes simple, obvious connections with some explanation • offers some reasonable judgments or conclusions with partial support	Considerably effective • makes and explains some logical connections • offers reasonable judgments and conclusions with adequate support	Highly effective: • makes and explains thoughtful and insightful connections that may go beyond own experiences • offers thoughtful, often insightful, judgments and conclusions with thorough support

Responses require students to make connections between text information and their own experiences.

---

2. This article is presented in three parts. In your own words, organize the three big ideas about tsunamis in the graphic organizer below. Include important details to support each idea.

Tsunami

Knowledge and Understanding	Level 1	Level 2	Level 3	Level 4
Demonstrating Understanding Summarizes important ideas; cites variety of details that support the main idea	Limited: largely inaccurate and/or incomplete • may provide one main idea; often confuses main idea and supporting details • some relevant supporting details • omits key information	Partial: somewhat accurate • most main ideas; some may be vaguely expressed • some relevant supporting details • often has too much or too little information	Considerable: generally accurate • main ideas adequately expressed • most relevant supporting details • appropriate amount of information	Thorough: accurate and comprehensive • all main ideas clearly and concisely expressed • relevant supporting details • effective amount of information (may be synthesized)

Responses require students to understand explicit information in the text.

Communication	Level 1	Level 2	Level 3	Level 4
Organizing Ideas Organizes information using a graphic organizer	Limited organization and clarity; unstructured and hard to follow	Some organization and clarity; generally easy to follow	Considerable organization and clarity; structured and easy to follow	High degree of organization and clarity; highly effective

Figurative Language Booklets

Figurative Language Devices

NAME: _____

Tabs: Simile, Metaphor, Alliteration, Repetition, Flashback, Hyperbole, Onomatopoeia, Personification

Simile

A simile is a _____ using _____ or _____

Her smile was as bright as the sun.

Literal Statement	Simile
He was handsome.	
It was windy.	
The outside was cold.	
The food was tasty.	

Metaphor

A metaphor is a _____ WITHOUT using 'like' or 'as'

You are the light of my life.

Literal Statement	Metaphor
He is always sad.	
She is always happy.	
They have lots of work.	
He is very lazy.	

Alliteration

The _____ of a _____ sound in the beginning of two or more words

Billy bounces a ball by the bench at the beach.

Normal Statement	Alliteration
She is working hard.	
He brought cookies.	
She read by a stream.	
He is really smart.	

Repetition

The _____ of a _____ or _____ to emphasize the importance and meaning

The girl was really, really, REALLY upset

Normal Statement	Repetition
It was close by.	
Finally home.	
That's how it goes.	
Repeatedly.	

Flashback

A flash of a scene from the _____ that gives information

A woman is about to get married. As she puts on her veil, she remembers her fiancé three years before, swearing he would make her his wife someday

Present	Flashback
He was about to go do something but remembered the last time he tried.	
She wanted to go visit again but couldn't after last time.	

Hyperbole

A hyperbole is an _____

The wave was taller than the empire state!

Literal Statement	Hyperbole
He was angry.	
She is tired.	
The family wanted food.	
I already told you.	

Onomatopoeia

A word that represents a _____

MEOW!   Boom! Crash! Bang!

Type of sound	Onomatopoeia
When something falls.	
Someone being punched.	
A cow on a farm.	
Drinking water.	

Personification

When an _____ is described using _____ traits

The wind whispered to me.

Literal Statement	Personification
There was wind in the trees.	
There is sun on my face.	
I'm really hungry.	

Clone an Author

SUMMARIZING

Clone an Author

The Cloning an Author strategy actively involves readers in the process of synthesizing what is read into a set of key ideas. It supports readers in creating meaning from text.
https://youtu.be/oTzYP9STFUA?si=Dgbwr5rhKbEGrhWf

1) Provide each student with a copy of text to be read and 10 cards.

2) As students to identify what they see as the ten key concepts in the text and write each on a separate card. This can be done as they read or after finishing the text. Complete sentences are not required.

3) Students review the ten concepts and select what they see as the seven key concepts and put aside the remaining cards.

4) Using the seven key concepts, students identify the most central concept for the text they have read. The central concept is placed in the center of their desk or tabletop. If they cannot determine a central concept from the five, they may cross out one of the concept and write what they think is the central concept.

5) Once the central concept is selected, the remaining cards are placed around it, reflecting how they see the concepts tied to the central concept and to each other.

6) Create a 7 sentence paragraph using the remaining words.