

## The Comeback Kid

Responding to Text 1: Newspaper editors sometimes select a quotation from the text to bold and highlight in the margin of the text to make an impression or emphasize a key idea. Select a quotation from “The Comeback Kid” to use in this way and record it below.

Explain why this quotation would be effective to make an impression or to emphasize a key idea.

### Outcome: 4.2.3

Out of Range Score: 0	Below Level 1 2	At Level 3 4	Above Level 5
<p>When Guy Few tells us his advice after his surgery, it makes an impression on us readers. Since his operation, he has lost many motor skills and how to gain them back. He coached himself throughout the ordeal, trying his best to make a comeback. He does so and his life is like it used to be.</p>	<p>“What do you do if you’re a concert pianist and trumpeter, and brain surgery wipes out half your piano repertoire, half your knowledge of English, all of your French and German and devastates your small motor skills as well as your breath control?” I think this would be an effective statement an impression on the reader or to highlight a key idea because it shows how much was lost by Guy Few from the surgery and how much he had to change his life in order to get his old way of life back.</p>	<p>An effective quotation to use as a highlight of a key idea would be, “If I’m open about my situation, they can see that there are solutions. It’s not magic. But if you can find the path to heal yourself, you can do it.” Guy Few, the talented musician, said this quote in Tamara Bernstein’s article “The Comeback Kid.” Bernstein presents this quote as the last paragraph in her article, and it leaves a lasting impression on the reader. Guy Few in the quote discusses how he has coped with a devastating illness. He highlights the key idea of how one can overcome the challenges and obstacles the changes present. He does this while also inspiring hope in others. This quote would be effective if presented in the margins of the article as a highlight because it summarizes the central idea of the article. Bernstein throughout the article discusses how musicians have overcome challenges brought on by change, and this quote speaks to that.</p>	<p>I feel that the quotation “ words would come out of my mouth that made sense to everybody else but not to me.” makes an impression on the reader. Few people have gone through the change that Guy Few went through. People aren’t able to comprehend the experiences that he had. I feel this quotation is effective on showing the dramatic change his first operation had on him. Speech is a fundamental part of our lives—we use it every day to communicate thoughts, ideas, and emotions with each other. Not being able to understand speech brings his experience into perspective. It allows us to begin to understand what he was going through. And to think that he was able to overcome this problem on his own really shows his determination and character. If put in that situation, I don’t know what I would do; I don’t know if I would be able to overcome the problem the way he did. This quotation also emphasizes the title of the story. After an operation that leaves you unable to understand your own speech, being able to make a full recovery and return to doing what he loves (playing piano and trumpet) makes his accomplishments that much more amazing.</p>

**Rationale**

- Response does not identify a quotation.

Score: 0

- Response identifies a quotation and provides a superficial and undeveloped explanation of why the selected quotation makes an impression or highlights a key idea.

– “ . . . it shows how much was lost by Guy Few from the surgery and how much he had to change his life in order to get his old way of life back.”

Score: 2

- Response identifies a quotation and provides a clear and specific explanation of why the selected quotation highlights a key idea.

– “He highlights the key idea of how one can overcome the challenges and obstacles the changes present.”

– “This quote would be effective . . . because it summarizes the central idea of the article.”

– “. . . the article discusses how musicians have overcome challenges brought on by change . . .”

Score: 4

- Response identifies a quotation and provides an insightful explanation of why the selected quotation makes an impression.

– “I feel this quotation is effective on showing the dramatic change his first operation had on him. Speech is a fundamental part of our lives—we use it every day to communicate thoughts, ideas, and emotions with each other.”

– “It allows us to begin to understand what he was going through.”

– “If put in that situation, I don't know what I would do; I don't know if I would be able to overcome the problem the way he did.”

Score: 5

## The Comeback Kid

Responding to Text 1: Newspaper editors sometimes select a quotation from the text to bold and highlight in the margin of the text to make an impression or emphasize a key idea. Select a quotation from "The Comeback Kid" to use in this way and record it below:

Explain why this quotation would be effective to make an impression or to emphasize a key idea.

### Outcome: 4.2.3

Out of Range Score: 0	Below Level 1 2	At Level 3 4	Above Level 5
<p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>• Response does not identify a quotation.</li> <li>• Response does not explain why the quotation makes an impression or highlights a key idea.</li> </ul>	<p>Demonstrates limited skill in selecting text features to enhance legibility and artistry for particular audiences, purposes, and contexts.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>• Response identifies a quotation and provides a generalized/superficial/undeveloped explanation of why the selected quotation makes an impression or highlights a key idea.</li> </ul>	<p>Selects text features to enhance legibility and artistry for particular audiences, purposes, and contexts.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>• Response identifies a quotation and provides a clear and specific explanation of why the selected quotation makes an impression or highlights a key idea.</li> </ul>	<p>Demonstrates superior skill in selecting text features to enhance legibility and artistry for particular audiences, purposes, and contexts.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>• Response identifies a quotation and provides a perceptive/creative/insightful explanation of why the selected quotation makes an impression or highlights a key idea.</li> </ul>

Note to marker: • Quotation may be embedded in the student's response.

Practice papers 75  
Rationales 125

# Election Day!

Responding to Text 2: Analyze how specific details in the editorial cartoon "Election Day!" reflect a change in gender roles.

Outcome: 5.2.3

Score:	0	1	2	3	4	Above Level	5
	<p><b>Possible characteristics</b></p> <ul style="list-style-type: none"> <li>Response provides no analysis of details in the editorial cartoon "Election Day!"</li> </ul>	<p>Demonstrates limited analysis of the ways in which texts reflect the values and behaviours of people and diverse communities.</p> <p><b>Possible characteristics</b></p> <ul style="list-style-type: none"> <li>Response provides a superficial/illogical/undeveloped analysis of how details in the editorial cartoon "Election Day!" reflect a change in gender roles</li> <li>e.g. - discussion of the change in gender roles is supported with weak/generalized reference to the text</li> </ul>	<p>Analyzes ways in which texts reflect the values and behaviours of people and diverse communities.</p> <p><b>Possible characteristics</b></p> <ul style="list-style-type: none"> <li>Response provides a clear and developed analysis of how specific details in the editorial cartoon "Election Day!" reflect a change in gender roles.</li> <li>e.g. - discussion of the change in gender roles is supported with specific reference to the text</li> </ul>	<p>Demonstrates superior analysis of the ways in which texts reflect the values and behaviours of people and diverse communities.</p> <p><b>Possible characteristics</b></p> <ul style="list-style-type: none"> <li>Response provides a thorough/insightful analysis of how specific details in the editorial cartoon "Election Day!" reflect a change in gender roles.</li> <li>e.g. - discussion of the change in gender roles is supported with precise reference to the text</li> </ul>			

\* looking for analysis - specific visual elements

- could write alot and miss the point

P78  
P126

*Smarties - meaning of speech forms*  
*Contextual meaning*  
*- name structure / developed*

**Learning to Fly or The Connection Between Me and a Receding Glacier**

Responding to Text 3: Choose one of the following selections:

- "Learning to Fly"
  - "The Connection Between Me and a Receding Glacier"
- For your chosen text, write an extended response in which you
- identify and explain a main idea. Support your response with reference to the text;
  - explain how this idea applies to you or to people you know.

**Outcome: 2.1.2, 2.1.3, 2.1.4**

Out of Range Score: 0	Below Level 1	Below Level 2	At Level 3	At Level 4	Above Level 5
<p><b>Possible characteristics</b></p> <ul style="list-style-type: none"> <li>• Response does not provide an explanation of a main idea from the text.</li> </ul>	<p>Demonstrates limited skill in applying a broad repertoire of appropriate comprehension strategies to monitor and develop understanding and extend interpretations of a variety of texts. (2.1.2)</p> <p>Demonstrates limited skill in using textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts. (2.1.3)</p> <p>Demonstrates limited skill in using syntactic, semantic, graphophonic and pragmatic cueing systems to construct and confirm meaning and interpret texts. (2.1.4)</p> <p><b>Possible characteristics</b></p> <ul style="list-style-type: none"> <li>• Response provides a limited explanation of a main idea from the text.</li> <li>e.g. - a superficial/vague explanation is supported with generalized/undeveloped reference to the chosen text</li> </ul>	<p>Applies a broad repertoire of appropriate comprehension strategies to monitor and develop understanding and extend interpretations of a variety of texts. (2.1.2)</p> <p>Uses textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts. (2.1.3)</p> <p>Uses syntactic, semantic, graphophonic and pragmatic cueing systems to construct and confirm meaning and interpret texts. (2.1.4)</p> <p><b>Possible characteristics</b></p> <ul style="list-style-type: none"> <li>• Response provides a clear and developed explanation of a main idea from the text.</li> <li>e.g. - a logical and specific explanation is supported with relevant reference to the chosen text</li> </ul>	<p>Applies a broad repertoire of appropriate comprehension strategies to monitor and develop understanding and extend interpretations of a variety of texts. (2.1.2)</p> <p>Uses textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts. (2.1.3)</p> <p>Uses syntactic, semantic, graphophonic and pragmatic cueing systems to construct and confirm meaning and interpret texts. (2.1.4)</p> <p><b>Possible characteristics</b></p> <ul style="list-style-type: none"> <li>• Response provides a superior explanation of a main idea from the text.</li> <li>e.g. - an insightful/sophisticated explanation is supported with thorough/precise reference to the chosen text</li> </ul>	<p>Demonstrates superior skill in applying a broad repertoire of appropriate comprehension strategies to monitor and develop understanding and extend interpretations of a variety of texts. (2.1.2)</p> <p>Demonstrates superior use of textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts. (2.1.3)</p> <p>Demonstrates superior use of syntactic, semantic, graphophonic and pragmatic cueing systems to construct and confirm meaning and interpret texts. (2.1.4)</p> <p><b>Possible characteristics</b></p> <ul style="list-style-type: none"> <li>• Response provides a superior explanation of a main idea from the text.</li> <li>e.g. - an insightful/sophisticated explanation is supported with thorough/precise reference to the chosen text</li> </ul>	

**Notes to marker:** • Consider the entire response to find an explanation for a main idea in the text.

- Specific support for the explanation does not have to be a direct quotation.

## Learning to Fly or The Connection Between Me and a Receding Glacier

Responding to Text 3: Choose one of the following selections:

"Learning to Fly"

"The Connection Between Me and a Receding Glacier"

For your chosen text, write an extended response in which you

- identify and explain a main idea. Support your response with reference to the text; and
- explain how this idea applies to you or to people you know.

### Outcome: 2.2.2

Out of Range Score: 0	Below Level 1	At Level 3	Above Level 5
<p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>• Response does not provide an explanation of how this idea applies to the student.</li> </ul>	<p>Demonstrates limited skill in responding personally and critically to perspectives of Canadian and international texts.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>• Response provides a weak/undeveloped explanation of how this idea applies to the student.</li> <li>e.g. – generalized experience is explained and a superficial/illogical conclusion is drawn</li> </ul>	<p>Responds personally and critically to perspectives of Canadian and international texts.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>• Response provides a clear and specific explanation of how this idea applies to the student.</li> <li>e.g. – relevant experience is explained and a logical conclusion is drawn</li> </ul>	<p>Responds creatively, personally and critically to perspectives of Canadian and international texts.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>• Response provides an insightful explanation of how this idea applies to the student.</li> <li>e.g. – subtleties of relevant experience are considered and a perceptive conclusion is drawn</li> <li>– may extend to a broader context</li> </ul>

# We Walked Miles or Those Letters

Responding to Text 4: Choose either "We Walked Miles" or "Those Letters." Explain how the speaker's words and/or actions reveal a change in perspective or relationship.

## Outcome: 5.1.3

Score:	0	1	2	3	4	5
	Out of Range	Below Level	Below Level	At Level	At Level	Above Level
<i>Possible characteristics</i>	<ul style="list-style-type: none"> <li>Response does not identify how words or actions reveal a change in perspective or relationship.</li> <li>Response provides no explanation.</li> </ul>	<p>Demonstrates limited skill in recognizing respectful verbal and non-verbal language and appropriate tone according to context; demonstrates limited skill in recognizing how language choice reveals perspectives, attitudes, and relationships.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>Response identifies how words or actions reveal a change in perspective or relationship, and provides a vague/superficial explanation of the change using generalized/undeveloped support.</li> </ul>	<p>Recognizes respectful verbal and non-verbal language and appropriate tone according to context; recognizes how language choice reveals perspectives, attitudes, and relationships.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>Response identifies how words or actions reveal a change in perspective or relationship, and provides a clear explanation of the change using specific and relevant support.</li> </ul>	<p>Demonstrates superior skill in recognizing respectful verbal and non-verbal language and appropriate tone according to context; demonstrates superior skill in recognizing how language choice reveals perspectives, attitudes, and relationships.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>Response identifies how words or actions reveal a change in perspective or relationship, and provides an insightful/perceptive explanation of the change using precise/thorough support.</li> </ul>		

Notes to marker: • Change may be implied rather than stated directly.  
 • Response may explain how the text reveals a lack of change.

## Half a Day

Responding to Text 5: "How could all of this have happened in half a day between early morning and sunset?" (page 21)

Explain what the "half a day" symbolizes in the text. Support with reference to the story.

### Outcome: 2.3.2

Score:	0	1	2	3	4	Above Level 5
<i>Possible characteristics</i>	<p>Response does not provide an explanation of the symbolism of "half a day" in the story.</p>	<p>Demonstrates limited analysis of how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes and create an overall impression.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>• Response provides a vague/generalized/undeveloped explanation of the symbolism of "half a day" in the story.</li> </ul>	<p>Analyzes how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes and create an overall impression.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>• Response provides a clear, logical, and specific explanation of the symbolism of "half a day" in the story.</li> </ul>	<p>Demonstrates superior analysis of how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes and create an overall impression.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> <li>• Response provides a thorough/insightful/sophisticated explanation of the symbolism of "half a day" in the story.</li> </ul>		