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

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1. Use the headings, graph, pictures, sidebar, and caption (text features) to write some questions that you think might be answered in the selection.

   LEVEL ONE

   Example 1
   - Why are judjes letting youth off so easy for crimes?
   - How does the sentences relate to how many youth are in trouble in a category?
   - How does the law feel about youth's place in court?
   - How does the sentence given to the youth go with them in the future?

   Example 2
   - How is this kid?
   - Why were kids treated the same way as adults at the age of ten?
   - How were the names of the two teenager's that kill the gril?
   - Why would Canada put kids from 12 and 17 in 1984 were charged with crime?
   - What is the Y.O.A?
   - What does the graph mean?

Thinking	Level 1	Level 2	Level 3	Level 4
Comprehension Strategies Previews text features and activates prior knowledge to list questions the text will answer	Limited use of text features; questions are vague or irrelevant	Some use of text features; questions are simple and may not address key topics	Considerable use of text features; questions are logical with some depth, and address most key topics	Thorough use of text features; questions are logical, show depth and insight, and address most topics

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.

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1. Use the headings, graph, pictures, sidebar, and caption (text features) to write some questions that you think might be answered in the selection.

LEVEL TWO

Example 1
  •Who is Reena Virk? do young people get away with murder?
  • How does the law treats youth crimes?
  • How will the future of youth law crimes be dealt with?

Example 2
  • How has punishment changed over the past few years?
  • Why might people think the law is too soft?
  • Why is punishment an issue?
  • What crimes have been growing?
  • What crimes have been decreasing?
  • Why does the law/government think that punishment is too soft?
  • Why complain about it now and not months/years ago?

Thinking	Level 1	Level 2	Level 3	Level 4
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1. Use the headings, graph, pictures, sidebar, and caption (text features) to write some questions that you think might be answered in the selection.

   LEVEL THREE

   Example 1
   - Why might you think theft rates are so high from the year 1992-2002
   - What might you think could happen after the year 2002 of youth crim rate in Canada by offence
   - How might youth law in the past be different from youth law in transition
   - What does Y O A stand for, and what does it mean
   - Do you think younger people get away with murder more easily then older people
   - If so why or why not

   Example 2
   - What is the youth crime rate in Canada?
   - What happened with youth law in the past?
   - What is happening with you law right now?
   - What was the crime violence in 2002?
   - What year was the larggest number of youth thefts?
   - Did Reen Virk's murders get away?

Thinking	Level 1	Level 2	Level 3	Level 4
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1. Use the headings, graph, pictures, sidebar, and caption (text features) to write some questions that you think might be answered in the selection.

LEVEL FOUR

Example 1
- What is the rate of crime in 2000?
- Why are youths committing crime?
- How can we stop the youth from committing crime?
- What are the consequences of committing crime as a youth?
- Why is the youth crime rate slowly decreasing as the years pass?
- How did the past treat the youths after they committed a crime

Example 2
- Is the law for youth crimes under consideration for change?
- Is youth crime increasing or decreasing?
- What has happenned in order for them to wonder if the law is too soft on youth crime?
- Why are crimes of violence going up while theft and breaking and entering are going down?
- How has youth law changed throughout time?
- Has the punishment for youth crimes become more or less serious?

Thinking	Level 1	Level 2	Level 3	Level 4
Comprehension Strategies Previews text features and activates prior knowledge to list questions the text will answer	Limited use of text features; questions are vague or irrelevant	Some use of text features; questions are simple and may not address key topics	Considerable use of text features; questions are logical with some depth, and address most key topics	Thorough use of text features; questions are logical, show depth and insight, and address most topics

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