

COWICHAN VALLEY SCHOOL DISTRICT

SECONDARY LEARNING INVENTORY

GRADE 9

LITERACY ASSESSMENT

2025

COWICHAN VALLEY
School District

COWICHAN VALLEY School District

Grade 9

The Cowichan Valley Secondary Learning Inventory (SLI) Reading Assessment has been designed as a common formative assessment and universal screener for our district. As students progress through the stages of reading development, the focus of screening assessments shift from finite skills to focus on fluency and comprehension. Information from these assessments can inform which students you need to assess more finite skills (decoding, word reading, phonological awareness, etc.) as well as class and small group needs related to fluency, comprehension and vocabulary.

Each fall, teachers and school teams will work together to identify each student's strengths and needs with reading skills. In addition to fall screening, the ILI provides mid-year and end of year opportunities to monitor students' progress and can be used for communication of student learning as well as class planning. The information gained from this tool will serve as a universal screener for our district's tiered instruction model. The data will inform individual, small group, and class instruction. It will also help identify patterns of instructional needs in a class, school or across the district as we work to ensure students develop independent reading skills.

The Secondary Learning Inventory has been designed in partnership with teachers across our district with the following foundational principles:

1. First Peoples Principles of Learning
2. Assessment *with* and *for* our learners; not *to* our learners
3. Student dignity (culture of care, trauma informed practice) should be considered. School teams can consider adjusting for student's needs.

Each grade level screener is an inventory of skills and does not represent the full, complex set of skills necessary for independent reading. Our district's Literacy Framework provides more in-depth information, instructional resources, and intervention strategies.

By the end of October	**By the end of February**	**By the end of May**
MAZE (comprehension) (paper or computer application) Vocabulary (paper or computer application) Writing Sample	Expanded Comprehension (Newsela/graphic organizer) (paper or computer application) Reassess students who did not previously demonstrate mastery	MAZE (comprehension) (paper or computer application) Writing Sample Reassess students who did not previously demonstrate mastery
Key Information • The MAZE can be administered online or paper pencil. • The Expanded Comprehension is reflective of the Grade 10/12 Provincial Graduation Literacy Assessments. • While the MAZE is a timed assessment, teachers can modify directions to reduce anxiety if appropriate for a learner ("I'm going to listen to you read for a minute or so." " We're going to work on this for about three minutes.") • If students are not able to attempt a subtest (would create frustration), please enter "0" for items, raw score or indicate not ready. (This is not punitive, simply the learner's truth at this time.) Lower grade MAZE/ORFs can be substituted.		

COWICHAN VALLEY
School District

Secondary Learning Inventory(SLI) Grade Nine

Fall (by the end of October)

- ❑ Comprehension (MAZE)
  (A Circle of Friends)
- ❑ Vocabulary
- ❑ Writing Sample

Winter (by the end of February)

- ❑ Reassess for mastery (those learners who have not achieved mastery in fall vocabulary assessments)
- ❑ Comprehension – main idea & synthesis –written and graphic texts. (Potatoes)

Spring (by the end of May)

- ❑ Comprehension (MAZE)
  (A Strange Place to Practice)
- ❑ Writing Sample

COWICHAN VALLEY
School District

Learning Inventories Quick Start Guide

Grade 9

Reading MAZE Comprehension Test

- Refer to detailed instructions in package
- Practice MAZE on page 8
- If using paper copies: Print 1 copy of "Student Passage" (page 9 & 10 for Fall and page 13 for Spring) for each student
    - Score using the answer key provided
    - Enter values in the assessment portal (District Website --- Staff --- SSDAS)
- If completing electronically
    - Ensure there are enough devices for the students completing the assessment (this does not have to be done with the whole class at once)
    - Provide students with their local student number for login if they do not know it.
    - Have them navigate to the login page by selecting assessments from the students tab on the district website
    - Login using their local number and the password welcome
    - Select the Comprehension Maze
    - Stop at this point to make sure they are all logged in correctly and do the practice exercises
    - Have them press next to start the assessment.
    - They tap or click on the appropriate answer.
    - After 3 minutes have them select the green next button and then the green submit button on the next two pages.
    - The assessment is automatically scored and submitted

Over…

Vocabulary

- Before assessment, explain the meaning of prefix, suffix, root (refer to examples at the top of each section)
- If using paper copies: print a copy of pages 17 – 19 for each student
    - Score using the answer key provided
    - Enter values in the assessment portal (District Website --- Staff --- SSDAS)
- If completing electronically, ensure there are enough devices for the students completing the assessment (this does not have to be done with the whole class at once)
- Refer to MAZE instructions above for accessing student assessments electronically (students will select the assessment "Vocabulary"
- The words may be read aloud, and this is an independent assessment
- Students complete the assessment by circling (on paper) or selecting (electronically) the correct answer.
- This is not a timed assessment

Comprehension (Newsela Passage: Potatoes)

- If using paper copies, make a copy of the article and multiple-choice questions for each student, as well as a copy of the graphic text and multiple-choice questions (pages 29 – 37)
    - Score using the answer key provided
    - Enter values in the assessment portal (District Website --- Staff --- SSDAS)
- If completing electronically, ensure there are enough devices for the students completing the assessment (this does not have to be done with the whole class at once)
- Refer to MAZE instructions above for accessing student assessments electronically (students will select the assessment "Comprehension"
- Students independently read the article and answer 4 corresponding multiple-choice questions.
- Students read over graphic text and answer 2 multiple choice questions
- Students complete the assessment by circling (on paper) or selecting (electronically) the correct answer
- This is not a timed assessment

30 Minute Writing Sample

- Refer to pp. 39 - 40 for instructions

Data Dashboard Procedures – Click Here for manual

COWICHAN VALLEY School District

MAZE Instructions

Script to use as a guide.

"Today we are going to do a check-in on your reading comprehension. For this activity, you will be reading silently for about 3 minutes.

You are going to read a passage with some words missing from it. For each missing word you will see a bracket with three words in it. Your job is to circle the word that you think makes the most sense in the sentence."

*You may wish to use a practice passage together:

Practice Passage: Modeling

Hand out practice page. You may wish to project it.

"Let's look at the Practice Passage together. Listen as I read."

"Read the first sentence in the passage to yourself. Now let's read aloud the second sentence: They were on their way to (for, the, met) food store. The word choices in bold print are for, the, met. They were on their way to for food store. Does that make sense? No, that doesn't make sense. They were on their way to met food store. No, that doesn't make sense either. They were on their way to the food store. The word the makes sense in the sentence: They were on their way to the food store."

Check that students have circled the correct word.

Allow students to carry on independently or with a partner. Correct the practice passage together.

MAZE Assessment: Individual, silent reading for **3 minutes**, timed.

*"Put your name on the top. When I say "Begin", turn the page and start reading the passage silently. Start on the page with the title. When you come to a bracket, read all the words and circle the word that makes the most sense for the sentence. After **3 minutes** I will ask you to stop. Ready? Begin."*

Start the timer

At the end of 3 minutes, stop the timer and say: *"Stop. Put your pencils down."*

MAZE Scoring:

To score the MAZE: Use the scoring key. A response is correct if the student has circled or otherwise, clearly indicated a correct answer. Any items skipped are incorrect. Stop marking at the last selected word (if there are subsequent blank items then this most likely means the student ran out of time – these are neither correct or incorrect and do not count towards the final score). Add up all correct responses and enter score into the dashboard.

CORE Reading Maze Comprehension Test—Student Passage Practice

Name_____ Grade_____ Date_____

A CITY WALK

The light changed to green, and Ted and his mother walked across the street. They were on their way to (**for, the, met**) food store.

Ted liked walking to (**and, is, the**) store. The city was a busy (**place, hat, want**). He saw lots of different things. (**Them, He, Say**) also saw many of the people (**bad, fat, who**) worked near his house.

"Hello Ted, (**once, hello, you**) Mrs. Gomez," said Mr. Hill. He (**grow, happy, was**) standing outside his store. He sold (**books, name, stay**). On rainy days after school, Ted (**bark, would, cold**) visit the store. Mr. Hill would (**show, ride, frog**) him books that he thought Ted (**got, glad, would**) like.

A little bit later, the (**mat, two, soon**) of them reached the food store. (**Mrs., How, Noise**) King ran the store, and she (**but, truck, always**) had a special treat for Ted. (**Today, Little, Paint**), she gave him some fresh grapes. (**Day, Be, Ted**) thanked her and shared the grapes (**out, with, fish**) his mother. She said they were (**just, the, chair**) best grapes she had ever tasted. (**Ted, Girl, See**) thought they were really good, too. (**Let, Cry, Then**) Ted and his mother got a (**duck, cart, late**) and started their shopping.

Items Attempted _____ **– Items Incorrect** _____ **= ITEMS CORRECT (SCORE)** _____

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Reading MAZE Comprehension Assessment—Student Passage

Name_____ Grade_____ Date_____

A CIRCLE OF FRIENDS

The wagon train had reached the foothills of the mountains. Rather than attempting to begin the (**grinning, uphill, package**) climb with fading daylight, the wagon (**master, harness, elevator**) decided to make camp for the (**pitch, mail, night**).

With the rest of the families, (**the, how, flat**) Wilsons maneuvered their wagon into a (**leader, fortune, circle**), a formation that was the traditional (**body, way, older**) for travelers in the West to (**suppose, protect, flower**) themselves. In addition to providing a (**line, floor, call**) of defense against enemies from the (**outside, anywhere, narrow**), the circle of wagons created a (**sailor, sense, purple**) of community for the families, if (**while, fold, only**) for a night. It was almost (**as, or, pot**) if they were within the walls (**be, of, tug**) a small town, with a bonfire (**letter, burning, searched**) in the middle and people wandering (**around, above, lesson**) making small talk with one another.

(**Sugar, Scatter, Abby**) finished her chores and asked her (**brook, mother, scratch**) if she could walk among the (**hanging, other, crown**) wagons. With her regular warning to (**be, off, herd**) careful and stay inside the circle (**as, of, shy**) wagons, Mother approved her request. Abby's (**mirror, wiggle, father**) smiled and winked at her, having (**much, fine, post**) more confidence in her judgment than (**why, dot, her**) mother did.

As she wandered from (**route, speed, wagon**) to wagon exchanging greetings, Abby was (**folding, joined, reason**) by a few other young people (**eager, giant, forget**) to have something to do other (**what, than, fail**) chores. It wasn't long before a (**group, rule, learn**) of a dozen or so was (**batted, sharp, sitting**) by the central bonfire sharing their (**shelves, thoughts, possible**) about what would happen the following (**comb, stir, day**).

"The mountains seem unbelievably high," suggested (**Martin, judge, stretch**), "and from here, there seems to (**an, ice, be**) no obvious way to cross them."

"(**Father, Fellow, Squeak**) promised me that there is a (**beast, pass, must**) that is difficult but not dangerous (**when, heat, this**) time of year," replied Abby. "It (**will, lose, spray**) take us several days to reach (**were, the, fog**) summit."

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Reading MAZE Comprehension Assessment—Student Passage

"Has anyone considered the difficulty (**do, owl, of**) the walk that lies ahead of (**in, us, ear**)?" wondered Susan. "Have any of us (**attempted, circled, glances**) to scale mountains this high?"

William (**handled, plenty, laughed**), and looking around at the other (**teenagers, someone, sandwich**), said confidently, "We've walked for a (**delighted, thousand, adventure**) miles in the last few months, (**are, lip, so**) I don't think the mountains will (**be, up, seal**) much of a challenge. The real (**vegetable, matter, difficulty**) will lie beyond the summit when (**to, we, fold**) are going downhill. Who will restrain (**the, was, hour**) horses and the wagons?"

With that, (**meadows, understand, everyone**) laughed and rose to their feet. (**It, Web, Net**) was a pleasant moment before an (**evening, traveling, ascent**) that would undoubtedly be the hardest (**drip, part, cave**) of their journey.

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Items Attempted _____ **– Items Incorrect** _____ **= ITEMS CORRECT (SCORE)** _____

Reading MAZE Comprehension Assessment—Key Grade 9 Fall

Name_____ Grade_____ Date_____

A CIRCLE OF FRIENDS

The wagon train had reached the foothills of the mountains. Rather than attempting to begin the (**grinning, uphill, package**) climb with fading daylight, the wagon (**master, harness, elevator**) decided to make camp for the (**pitch, mail, night**).

With the rest of the families, (**the, how, flat**) Wilsons maneuvered their wagon into a (**leader, fortune, circle**), a formation that was the traditional (**body, way, older**) for travelers in the West to (**suppose, protect, flower**) themselves. In addition to providing a (**line, floor, call**) of defense against enemies from the (**outside, anywhere, narrow**), the circle of wagons created a (**sailor, sense, purple**) of community for the families, if (**while, fold, only**) for a night. It was almost (**as, or, pot**) if they were within the walls (**be, of, rug**) a small town, with a bonfire (**letter, burning, searched**) in the middle and people wandering (**around, above, lesson**) making small talk with one another.

(**Sugar, Scatter, Abby**) finished her chores and asked her (**brook, mother, scratch**) if she could walk among the (**hanging, other, crown**) wagons. With her regular warning to (**be, off, herd**) careful and stay inside the circle (**as, of, shy**) wagons, Mother approved her request. Abby's (**mirror, wiggle, father**) smiled and winked at her, having (**much, fine, post**) more confidence in her judgment than (**why, dot, her**) mother did.

As she wandered from (**route, speed, wagon**) to wagon exchanging greetings, Abby was (**folding, joined, reason**) by a few other young people (**eager, giant, forget**) to have something to do other (**what, than, fail**) chores. It wasn't long before a (**group, rule, learn**) of a dozen or so was (**batted, sharp, sitting**) by the central bonfire sharing their (**shelves, thoughts, possible**) about what would happen the following (**comb, stir, day**).

"The mountains seem unbelievably high," suggested (**Martin, judge, stretch**), "and from here, there seems to (**an, ice, be**) no obvious way to cross them."

"(**Father, Fellow, Squeak**) promised me that there is a (**beast, pass, must**) that is difficult but not dangerous (**when, heat, this**) time of year," replied Abby. "It (**will, hose, spray**) take us several days to reach (**were, the, fog**) summit."

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Reading MAZE Comprehension Assessment—Key Grade 9 Fall

"Has anyone considered the difficulty (**do, owl, of**) the walk that lies ahead of (**in, us, ear**)?" wondered Susan. "Have any of us (**attempted, circled, glances**) to scale mountains this high?"

William (**handled, plenty, laughed**), and looking around at the other (**teenagers, someone, sandwich**), said confidently, "We've walked for a (**delighted, thousand, adventure**) miles in the last few months, (**are, lip, so**) I don't think the mountains will (**be, up, seal**) much of a challenge. The real (**vegetable, matter, difficulty**) will lie beyond the summit when (**to, we, fold**) are going downhill. Who will restrain (**the, was, hour**) horses and the wagons?"

With that, (**meadows, understand, everyone**) laughed and rose to their feet. (**It, Web, Net**) was a pleasant moment before an (**evening, traveling, ascent**) that would undoubtedly be the hardest (**drip, part, cave**) of their journey.

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Items Attempted _____ **– Items Incorrect** _____ **= ITEMS CORRECT (SCORE)** _____

Reading MAZE Comprehension Assessment—Student Passage

Name_____ Grade_____ Date_____

A STRANGE PLACE TO PRACTICE

The beach wasn't very crowded because the weather was horrible. A few people bundled up in (**out, pat, bad**) weather gear were fishing in the (**surf, dress, avoid**). They must have been very uncomfortable, (**belonging, considering, bracelet**) the crashing waves, the low temperature, (**and, for, hunt**) the blowing wind.

Snuggling into her (**apartment, raincoat, puppet**), Joanne wondered what motivated people to (**it, be, fan**) so dedicated to something that seemed (**important, awfully, whisper**) unrewarding. She almost never saw anyone (**catch, guess, early**) a fish, they were out in (**light, drum, every**) kind of weather, and they were (**almost, slowly, piece**) always alone. Every time she came (**he, win, to**) this section of beach, day or (**bird, night, slide**), at least one person was fishing (**from, bake, hall**) the shore or the jetty of (**edge, listen, rocks**) that reached several hundred yards into (**the, man, roof**) ocean.

About ten minutes later, Joanne (**backed, reached, bravest**) the jetty and scrambled up some (**huge, slow, stop**) rocks to the relatively flat part (**on, if, rag**) top. She stepped carefully from rock (**to, be, sing**) rock until she reached the far (**mill, tired, end**) of the jetty. Several of her (**lower, friends, across**) were already there, sitting with their (**backs, wave, drink**) to the driving rain. They greeted (**when, her, soon**) as warmly as possible, given the (**bundle, conditions, haystack**), and made room for her to (**sit, pole, plan**) among them.

"Whoever had the brilliant (**shadow, stove, idea**) to have rehearsal for the school (**note, play, wipe**) here should be thrown out of (**the, won, hug**) drama club," she suggested. Pausing a (**finger, moment, brushed**) for effect, she added, "Oh, it (**she, pea, was**) my idea, so I guess I (**earn, should, short**) be banned from the club, meaning (**I, of, as**) can return home."

As she pretended (**up, to, in**) get up and leave the gathering, (**health, decide, Daniel**) grumbled, "Not on your life." He (**alarmed, throat, shifted**) a bit to find a more (**comfortable, astonished, growling**) position and insisted, "Nobody gets to (**squeeze, plain, leave**) under any circumstances, especially the genius (**saw, who, rob**) suggested this location."

"Actually, this is (**a, or, say**) pretty good location to rehearse, considering (**wet, the, curl**) play is about a shipwreck in (**stormy, managed, growl**) weather," argued Elizabeth. "The weather should (**trade, cave, help**) us get into our roles more (**disappointed, thoroughly, cardboard**)."

The rain slowed down and then (**bundled, stopped, hollow**), although the wind continued to blow. (**The, Why, Bed**) six of them pulled their scripts (**they, from, flow**) under their coats and formed a (**circle, visitor, lovely**). As they did, Joanne began to (**blossom, careless, understand**) a little better what motivated the (**space, people, steer**) who were fishing. Despite the weather, (**this, why, bead**) was a beautiful spot, especially if (**dog, paid, you**) were doing something that interested you.

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Items Attempted_____ – Items Incorrect_____ = ITEMS CORRECT (SCORE) _____

Reading MAZE Comprehension Assessment—Key Grade 9 Spring

Name_____ Grade_____ Date_____

A STRANGE PLACE TO PRACTICE

The beach wasn't very crowded because the weather was horrible. A few people bundled up in (**out, pat, bad**) weather gear were fishing in the (**surf, dress, avoid**). They must have been very uncomfortable, (**belonging, considering, bracelet**) the crashing waves, the low temperatures, (**and, for, hunt**) the blowing wind.

Snuggling into her (**apartment, raincoat, puppet**), Joanne wondered what motivated people to (**it, be, ran**) so dedicated to something that seemed (**important, awfully, whisper**) unrewarding. She almost never saw anyone (**catch, guess, early**) a fish, they were out in (**light, drum, every**) kind of weather, and they were (**almost, slowly, piece**) always alone. Every time she came (**he, win, to**) this section of beach, day or (**bird, night, slide**), at least one person was fishing (**from, bake, hall**) the shore or the jetty of (**edge, listen, rocks**) that reached several hundred yards into (**the, man, roof**) ocean.

About ten minutes later, Joanne (**backed, reached, bravest**) the jetty and scrambled up some (**huge, slow, stop**) rocks to the relatively flat part (**on, if, rag**) top. She stepped carefully from rock (**to, be, sing**) rock until she reached the far (**mill, tired, end**) of the jetty. Several of her (**lower, friends, across**) were already there, sitting with their (**backs, wave, drink**) to the driving rain. They greeted (**when, her, soon**) as warmly as possible, given the (**bundle, conditions, haystack**), and made room for her to (**sit, pole, plan**) among them.

"Whoever had the brilliant (**shadow, stove, idea**) to have rehearsal for the school (**note, play, wipe**) here should be thrown out of (**the, won, hug**) drama club," she suggested. Pausing a (**finger, moment, brushed**) for effect, she added, "Oh, it (**she, pea, was**) my idea, so I guess I (**earn, should, short**) be banned from the club, meaning (**I, of, as**) can return home."

As she pretended (**up, to, in**) get up and leave the gathering, (**health, decide, Daniel**) grumbled, "Not on your life." He (**alarmed, throat, shifted**) a bit to find a more (**comfortable, astonished, growling**) position and insisted, "Nobody gets to (**squeeze, plain, leave**) under any circumstances, especially the genius (**saw, who, rob**) suggested this location."

"Actually, this is (**a, or, say**) pretty good location to rehearse, considering (**wet, the, curl**) play is about a shipwreck in (**stormy, managed, growl**) weather," argued Elizabeth. "The weather should (**trade, cave, help**) us get into our roles more (**disappointed, thoroughly, cardboard**)."

The rain slowed down and then (**bundled, stopped, hollow**), although the wind continued to blow. (**The, Why, Bed**) six of them pulled their scripts (**they, from, flow**) under their coats and formed a (**circle, visitor, lovely**). As they did, Joanne began to (**blossom, careless, understand**) a little better what motivated the (**space, people, steer**) who were fishing. Despite the weather, (**this, why, bead**) was a beautiful spot, especially if (**dog, paid, you**) were doing something that interested you.

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Items Attempted_____ – Items Incorrect_____ = ITEMS CORRECT (SCORE) _____

Grade 9: Prefixes **/5**

Prefixes are chunks of a word that come at the beginning of the word. Prefixes have meaning.

Example:
In the words **bi**cycle, **bi**nd, and **bi**noculars, the prefix **bi-** means 2.



A **bi**cycle has two wheels.



To **bi**nd is to join two parts.



Binoculars are a viewing tool for two eyes.

Choose the meaning of each prefix:

equi-

These words have the root **equi-**	What does the root **equi-** mean?
equity equivalent fractions equator	a) to create something b) same value c) study

dis-

These words have the prefix **dis-**	What does the prefix **dis-** mean?
disappear disproportionate dishonest	a) same; similar b) between c) not; opposite

en-

These words have the prefix **en-**	What does the prefix **en-** mean?
enforce enhance encourage	a) to be false b) to work c) to cause to be

anti-

These words come from the prefix **anti-**	What does the prefix **anti-** mean?
antiracist antibody antifreeze	a) always b) against c) support

post-

These words have the prefix **post-**	What does the prefix **post-** mean?
postwar postpone post-mortem	a) after b) minimal c) extreme

Grade 9: Suffixes **/5**

Suffixes are chunks of a word that come at the <u>end</u> of the word. Suffixes have meaning.

Example:
In the words **cycling**, **helping**, and **viewing**, the prefix **-ing** means "happening" or "in action".



Cycl**ing** means the action of riding a bike.



Bind**ing** is the action of joining two parts.



View**ing** is the action of looking at something.

Choose the meaning of each suffix:

-ous

These words have the suffix **-ous.**	What does the suffix **-ous** mean?
adventurous nervous mysterious	a) a rule; laws b) full of; a quality or trait c) able; can do

-ship

These words have the suffix **-ship.**	What does the suffix **-ship** mean?
membership partnership championship	a) winning b) boat c) position held

-ism

These words have the suffix **-ism.**	What does the suffix **-ism** mean?
racism capitalism Buddhism	a) belief b) nationality c) work

-ity

These words have the suffix **-ity.**	What does the suffix **-ity** mean?
validity extremity humanity	a) to do or make b) truthfulness; honesty c) state of; quality

-ment

These words have the suffix **-ment.**	What does the suffix **-ment** mean?
movement judgement experiment	a) place; where one is b) an act; process c) person; one who

Grade 9: Roots **/5**

A **root** is the chunk of a word that cannot be taken away or broken down. Sometimes the root is the whole word. From the root, a word can "grow" by adding prefixes and/or suffixes.

Examples:



In the words **view**ing, re**view**, **view**

The root **view** means "to see".



In the words **cycl**ing, re**cycle**, **cycle**

The root **cycle** means "circle".

Choose the meaning of each root:

graph

These words have the root **graph.**	What does the root **graph** mean?
autograph graphic novel paragraph	a) measure b) write, record c) mathematics

aud

These words have the root **aud.**	What does the root **aud** mean?
audio audition audience	a) hear; listen to b) sight; see c) size; scale

cred

These words have the root **cred.**	What does the root **cred** mean?
credible credit credential	a) people b) believe; trust c) finance

volve

These words are from the root **volve.**	What does the root **volve** mean?
revolve revolution evolution	a) lead b) memory c) roll; turn around

mis

These words come from the root **mis.**	What does the root **mis** mean?
transmit missile dismiss	a) send b) measure; scale c) to break; parts

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Grade 9: Prefixes KEY **/5**

Prefixes are chunks of a word that come at the beginning of the word. Prefixes have meaning.

Example:
In the words **bi**cycle, **bi**nd, and **bi**noculars, the prefix **bi-** means 2.



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To **bi**nd is to join 2 parts.



Binoculars are a viewing tool for 2 eyes.

Choose the meaning of each prefix:

equi-

These words have the root **equi-**	What does the root **equi-** mean?
equity equivalent fractions equator	a) to create something **b) same value** c) study

dis-

These words have the prefix **dis-**	What does the prefix **dis-** mean?
disappear disproportionate dishonest	a) same; similar b) between **c) not; opposite**

en-

These words have the prefix **en-**	What does the prefix **en-** mean?
enforce enhance encourage	a) to be false b) to work **c) to cause to be**

anti-

These words come from the prefix **anti-**	What does the prefix **anti-** mean?
antiracist antibody antifreeze	a) always **b) against** c) support

post-

These words have the prefix **post-**	What does the prefix **post-** mean?
postwar postpone post-mortem	**a) after** b) minimal c) extreme

Grade 9: Suffixes KEY **/5**

Suffixes are chunks of a word that come at the end of the word. Suffixes have meaning.

Example:
In the words **cycling**, **helping**, and **viewing**, the prefix **-ing** means "happening" or "in action".



Cycl**ing** means the action of riding a bike.



Bind**ing** is the action of joining 2 parts.



View**ing** is the action of looking at something.

Choose the meaning of each suffix:

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These words have the suffix **-ous.**	What does the suffix **-ous** mean?
adventurous nervous mysterious	a) a rule; laws **b) full of; a quality or trait** c) able; can do

-ship

These words have the suffix **-ship.**	What does the suffix **-ship** mean?
membership partnership championship	a) winning b) boat **c) position held**

-ism

These words have the suffix **-ism.**	What does the suffix **-ism** mean?
racism capitalism Buddhism	**a) belief** b) nationality c) work

-ity

These words have the suffix **-ity.**	What does the suffix **-ity** mean?
validity extremity humanity	a) to do or make b) truthfulness; honesty **c) state of; quality**

-ment

These words have the suffix **-ment.**	What does the suffix **-ment** mean?
movement judgement experiment	a) place; where one is **b) an act; process** c) person; one who

Grade 9: Roots KEY /5

A **root** is the chunk of a word that cannot be taken away or broken down. Sometimes the root is the whole word. From the root, a word can "grow" by adding prefixes and/or suffixes.

Examples:



In the words **view**ing, re**view**, **view**

The root **view** means "to see".



In the words **cycl**ing, re**cycle**, **cycle**

The root **cycle** means "circle".

Choose the meaning of each root:

graph

These words have the root **graph.**	What does the root **graph** mean?
autograph graphic novel paragraph	a) measure **b) write, record** c) mathematics

aud

These words have the root **aud.**	What does the root **aud** mean?
audio audition audience	**a) hear; listen to** b) sight; see c) size; scale

cred

These words have the root **cred.**	What does the root **cred** mean?
credible credit credential	a) people **b) believe; trust** c) finance

volve

These words are from the root **volve.**	What does the root **volve** mean?
revolve revolution evolution	a) lead b) memory **c) roll; turn around**

mis

These words come from the root **mis.**	What does the root **mis** mean?
transmit missile dismiss	**a) send** b) measure; scale c) to break; parts

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COWICHAN VALLEY
School District

Grade 9 Literacy Check-In: Written & Graphic Text

Teacher Notes & Answer Key

Task Purpose:

The purpose of this assessment is to check in with each student's independent reading of two different types of texts: written and graphic.

- Written texts: found in all teaching areas.
- Graphic texts: also found in all teaching areas, but generally taught in-depth in the context of social studies and science.

Process:

1. Students read the article, then answer 4 multiple-choice questions about the **main ideas.**
2. Students read the graphic, then answer 4 multiple-choice questions about the **main ideas.**
3. Students answer 2 **synthesis** questions that combine information from the 2 texts.

Administration Guidelines:

- This is not a timed assessment and students need not rush.
- Please review IEP and school-based team for any adaptations.
- In order to gauge a student's independent reading and ability to both pull out the main ideas and to synthesize (combine) ideas, please **do not pre-teach the content**.
- Review a Venn diagram and how it organizes similarities & differences.
- Building background knowledge is a key instructional step in the teaching of reading. However, an assessment check-in of a student's independent ability to access text, requires us to allow them an independent experience. Not all students will succeed with all parts of this assessment, that's OK. That informs our teaching.

Rationale (quoted from Stevens et. al.):

> *The complexity and challenge of identifying main ideas cannot be overestimated. Summarizing is a difficult skill because it requires readers to actively monitor their understanding and simultaneously identify important information, eliminate irrelevant details, and integrate main ideas across paragraphs and chapters.*
>
> *Monitoring for meaning (e.g., stopping while reading to reflect on the paragraph- or passage-level main ideas) is particularly difficult for students with reading disabilities, as they may not realize when meaning breaks down and take the necessary steps to repair.*
>
> *[U]pper elementary, middle school, high school, and even college students struggled to identify main ideas in text.*

Stevens, E. A., Park, S., & Vaughn, S. (2019). A review of summarizing and main idea interventions for struggling readers in grades 3 through 12: 1978–2016. *Remedial and Special Education*, *40*(3), 131–149. https://doi.org/10.1177/0741932517749940

Gr 9 Article (potato shortage) Answer Key

1. Which of these are reasons why a global potato shortage has occurred?

1. *More than 3,000 McDonald's restaurants were opened in Japan.*
2. *Declining demand forced U.S. farmers to destroy millions of potatoes in 2021.*
3. *Extreme weather has affected crop yields in some countries.*
4. *Floods in the Port of Vancouver in British Columbia delayed potato shipments.*

(A) 1 and 2
(B) **3 and 4**
(C) 2 and 4
(D) 1 and 3

2. Which statement BEST represents McDonald's approach toward dealing with the potato shortage in the article?

(A) It offered customers coleslaw and ugali instead of potatoes.

(B) It started purchasing potatoes from local farmers in Kenya.

(C) It began flying in potatoes from the United States and Canada.

(D) **It limited the amount of french fries that customers could order.**

3. Read the sentence from the article's introduction [paragraphs 1-5].

> *If one of these steps is disrupted, the products people want are slower to arrive or may not arrive at all.*

Which sentence from the article helps explain what "disrupted" means?

(A) There's a growing global potato shortage, which is a real problem for a planet addicted to french fries and chips.

(B) **Shipping delays caused by the pandemic held up containers full of potatoes for more than a month.**

(C) Japan has more than 3,000 McDonald's restaurants and relies on potatoes grown in the United States and sent by ship from North America.

(D) All suppliers need to go through the global quality assurance approval process, he said.

4. Read the sentence from the section "Why Not Use Local Potatoes"?

> *All suppliers need to go through the global quality assurance approval process, he said.*

What is the meaning of the phrase "quality assurance" as it is used in the sentence?

(A) **standards monitoring**
(B) consumer confidence
(C) overall condition
(D) guaranteed satisfaction

Gr 9 Graphic (supply chain) Answer Key

Main Idea: Key ideas communicated by graphic text

1. What features of this graphic demonstrate that the supply chain is a cyclical process?
    a. The gears, tires, and global symbol are all circular
    b. The entire graphic is in a circle, with numbers and arrows
    c. The dotted line is broken
    d. There are people and machines in this process

2. Transportation falls under which heading?
    a. Manufacturing
    b. Supplier
    c. Distribution
    d. Retail location

3. How could one best explain supply chain management?
    a. Supply chain management means that the team is as strong as the weakest link
    b. Supply chain management explains why prices go up
    c. Supply chain management shows how wheat turns into bread
    d. Supply chain management is the handling of the entire production flow of a good or service — starting from the raw components all the way to delivering the final product to the consumer.

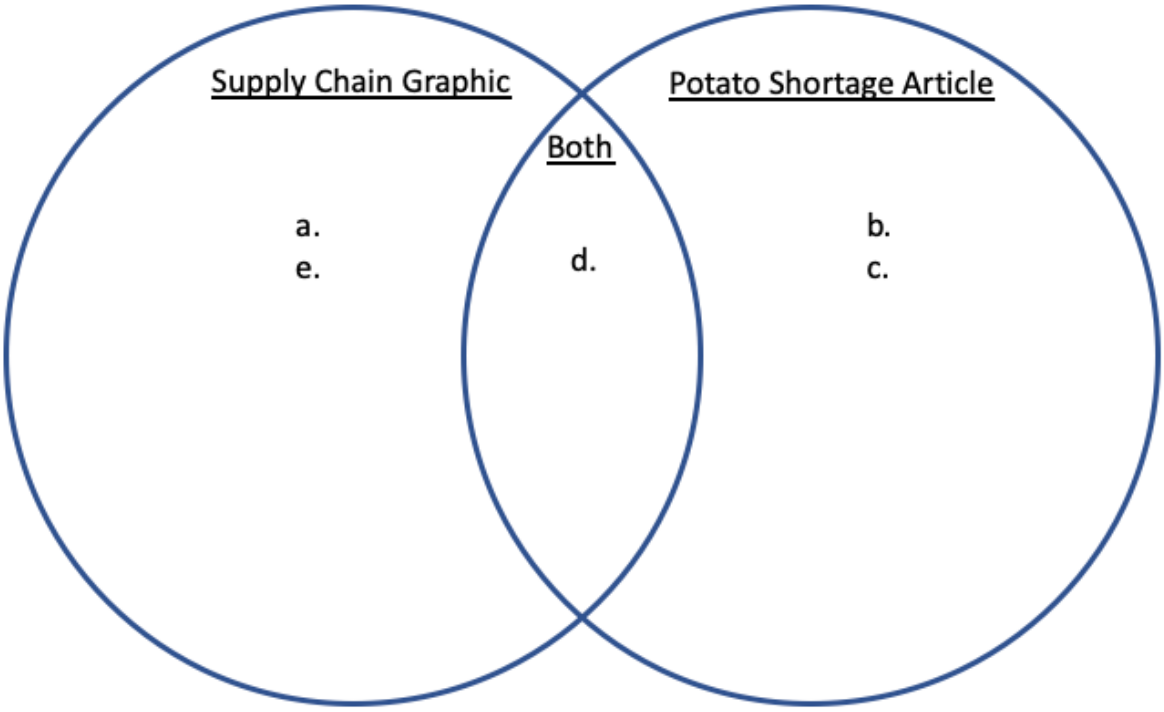
4. What are the two options shown for retail location?
    a. Store and online
    b. Digital store and computer
    c. Window shopping and shopping baskets
    d. Farmers markets and shopping malls

Gr 9 Synthesis Answer Key

Synthesis: Think about the two texts to respond to the following questions.

1. If Canada could have used local potatoes to solve the raw materials issue, which is the next stage in the cycle that would have faced challenges during the pandemic?
    a. Raw materials
    b. Distribution
    c. Customer
    d. Retail location

2. Place each statement below into the appropriate place in the Venn Diagram



a. Shows the supply chain cycle
b. Explains the supply chain cycle with examples
c. Discusses problems and solutions
d. Demonstrates how the cycle is connected
e. Includes eCommerce

Grade 9 Literacy Check-In: Written & Graphic Text

Student Materials

Steps:

1) Read the article about potatoes, then answer 4 multiple choice questions about the main ideas.

2) Read over the graphic text, then answer 4 multiple choice questions about the main ideas.

3) Read and answer 2 multiple choice questions that synthesize (combine information) about the written text and the graphic.

A growing global potato shortage is affecting french fries from Japan to Kenya

By The Washington Post, adapted by Newsela staff on 01.23.22 Word Count **664** Level **1200L**



A growing global potato shortage is causing a short supply of french fries across the world. Photo: Javier Zayas Photography/Getty Images

There's a growing global potato shortage, which is a real problem for a planet addicted to french fries and chips.

A number of popular items, including cream cheese, have become scarce amid supply chain disruptions brought on by the coronavirus pandemic and extreme weather. The supply chain is the system of processes that makes and delivers goods. It includes all the steps involved to make something, including the materials, the manufacturers, the cargo ships, trains and trucks that deliver them and the stores that sell them. If one of these steps is disrupted, the products people want are slower to arrive or may not arrive at all.

Potatoes are the latest to join the list. They are unevenly available in some countries and fast-food chains because of several factors.

In Japan, McDonald's locations stopped offering large and medium-size french fry orders in late December. Pandemic-related supply chain issues and floods in the Port of Vancouver in British Columbia delayed potato shipments.

Days later, South Africa's leading makers of potato chips warned that potatoes were in extremely short supply. A bad frost and excessive rains led to low local yields, on top of global sourcing shortages.

KFC Runs Out Of Fries

In Kenya this January, Kentucky Fried Chicken (KFC) locations took french fries, known locally as chips, off of their menus. Shipping delays caused by the pandemic held up containers full of potatoes for more than a month.

"You love our chips a little too much, and we've run out," KFC Kenya tweeted on January 3. "Sorry!"

In the meantime, the chain offered customers the chance to swap in other menu items — chicken, buns, soda, coleslaw and maize-based *ugali* — in place of fries in combo meals. *Ugali* is a kind of local porridge.

Other Kenyan fast-food restaurants were able to offer the goods.

"We have enough fries for everyone," Kenya's Burger King wrote in a January 4 Instagram post.

Beyond the inconvenience, the shortage attracted some anger among Kenyans over KFC's relianceon imported instead of local potatoes, which are in their harvest season.

Why Not Use Local Potatoes?

Jacques Theunissen is KFC's chief executive for East Africa. He told Kenya's Business Daily that itcould not easily switch to Kenyan potatoes because of global quality standards.

All suppliers need to go through the global quality assurance approval process, he said. "We cannot bypass that even if we run out, to ensure that our food is safe for consumption by our customers," he added.

Some people called for a KFC boycott on social media and asked why the company had not soughtapproval for local suppliers from the start.

National Potato Council of Kenya chief executive Wachira Kaguongo told local media that the country's farmers produce 62 varieties. "With the proper arrangement, proper planning" they could supply KFC, he said.

With or without a pandemic, potato shortages crop up from time to time because of bad weather, blights or labor disputes. Blight is a plant disease that causes plants to wither and die.

For Now, Small Orders Only

China, Russia, India and the United States are the world's top potato producers. In 2021, though, U.S. farmers had to destroy a glut, or surplus, of millions of potatoes after lockdowns and stay-at-home orders led to a steep decline in demand, including from restaurants. The U.S. potato crop declined by 2 percent in 2021, according to a November report by the U.S. Department of Agriculture.

Japan is the United States's largest overseas market for potatoes, according to the U.S. Department of Agriculture. Japan has more than 3,000 McDonald's restaurants and relies on

potatoes grown in the United States and sent by ship from North America.

McDonald's in Japan said it was considering flying in potatoes to meet demand until the backup in Vancouver was resolved. However, after heavy snow in early January further delayed shipments,the company announced that it would be sticking with its small-order maximum for at least another month.

Grade 9 Answer Sheet: article Name: _____ Teacher: _____

1. Which of these are reasons why a global potato shortage has occurred?

5. *More than 3,000 McDonald's restaurants were opened in Japan.*
6. *Declining demand forced U.S. farmers to destroy millions of potatoes in 2021.*
7. *Extreme weather has affected crop yields in some countries.*
8. *Floods in the Port of Vancouver in British Columbia delayed potato shipments.*

(A) 1 and 2

(B) 3 and 4

(C) 2 and 4

(D) 1 and 3

2. Which statement BEST represents McDonald's approach toward dealing with the potato shortage in the article?

(A) It offered customers coleslaw and ugali instead of potatoes.

(B) It started purchasing potatoes from local farmers in Kenya.

(C) It began flying in potatoes from the United States and Canada.

(D) It limited the amount of french fries that customers could order.

3. Read the sentence from the article's introduction [paragraphs 1-5].

> *If one of these steps is disrupted, the products people want are slower to arrive or may not arrive at all.*

Which sentence from the article helps explain what "disrupted" means?

(A) There's a growing global potato shortage, which is a real problem for a planet addicted to french fries and chips.

(B) Shipping delays caused by the pandemic held up containers full of potatoes for more than a month.

(C) Japan has more than 3,000 McDonald's restaurants and relies on potatoes grown in the United States and sent by ship from North America.

(D) All suppliers need to go through the global quality assurance approval process, he said.

4. Read the sentence from the section "Why Not Use Local Potatoes"?

All suppliers need to go through the global quality assurance approval process, he said.

What is the meaning of the phrase "quality assurance" as it is used in the sentence?

(E) standards monitoring

(F) consumer confidence

(G) overall condition

(H) guaranteed satisfaction

Student Materials
Grade 9 Literacy: Graphic Text



Grade 9 Answer Sheet: graphic **Name: _____ Teacher: _____**

Main Idea: Key ideas communicated by graphic text

1. What features of this graphic demonstrate that the supply chain is a cyclical process?
    a. The gears, tires, and global symbol are all circular
    b. The entire graphic is in a circle, with numbers and arrows
    c. The dotted line is broken
    d. There are people and machines in this process

2. Transportation falls under which heading?
    a. Manufacturing
    b. Supplier
    c. Distribution
    d. Retail location

3. How would you explain supply chain management?
    a. Supply chain management means that the team is as strong as the weakest link
    b. Supply chain management explains why prices go up
    c. Supply chain management shows how wheat turns into bread
    d. Supply chain management is the handling of the entire production flow of a good or service — starting from the raw components all the way to delivering the final product to the consumer.

4. What are the two options shown for retail location?
    a. Store and online
    b. Digital store and computer
    c. Window shopping and shopping baskets
    d. Farmers markets and shopping malls

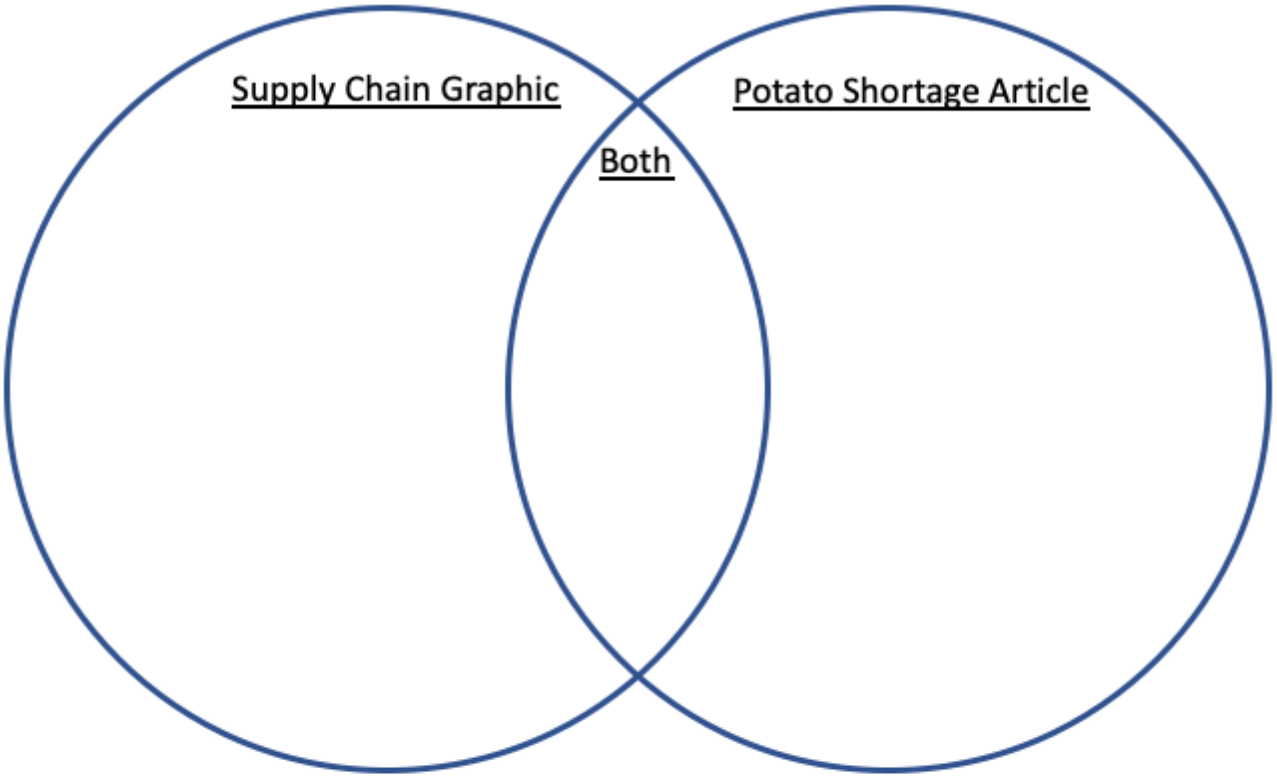
Synthesis: Think about the two texts to respond to the following questions.





1. If Canada could have used local potatoes to solve the raw materials issue, which is the next stage in the cycle that would have faced challenges during the pandemic?
    a. Raw materials
    b. Distribution
    c. Customer
    d. Retail location

2. Place the letter for each statement below, in the appropriate section of the Venn Diagram.



a. Shows the supply chain cycle
b. Explains the supply chain cycle with examples
c. Discusses problems and solutions
d. Demonstrates how the cycle is connected
e. Includes eCommerce

COWICHAN VALLEY School District

Learning Inventory – 30-Minute Writing Sample
Grades 1–9

The purpose of collecting a writing sample is to provide teachers with a quick snapshot of a learner's writing skills at a given moment. This is intended to be a quick write, not a fully developed piece following the entire writing process. All students will respond to the same writing style—personal writing—across grade levels.

Prompts may be based on a shared classroom experience, your own visuals, or one of the two photo prompt sets provided to schools. A shared experience could include a school or community connection (e.g., a forest walk, a field trip, school murals, or buddy activities).

Procedure

Before Introducing the Topic:

- Consider a shared class, school, or community experience (e.g., forest walk, field trip, murals, buddy activities, or district photo prompts).
- Take photos to display in the classroom.
- Introduce precise vocabulary during the experience.
- Plan your guiding questions.
- Use a Sensory Brainstorm.
- Refer to Class Discussion Strategies in the Writing Framework or the District Writing Sample Outline on Cowichan Learns.

Introducing the Topic

"Today you will write about _____ (topic). We are going to do some different activities to get ready to write."

Use a class discussion strategy for whole class brainstorming. (See the Writing Framework or District Writing Sample Outline.)

"You will have about 30 minutes to write about _____ (topic). If you finish early, you may re-read your work. You may begin."

Provide a 5-minute warning before the end so students can wrap up their ideas.

For second language learners, you may provide up to 60 minutes and/or spread the task over multiple days.

Note: This is a 30-minute writing sample and does not need to be proofread, edited, or polished.

Consider the aspects on the rubric from the lens of a draft piece of writing.

Accommodations

This writing sample is designed to be accessible to all learners. Any IEP accommodations must be maintained.

If using a scribe, the scribe must record only what the student says—no adult prompting.

Universal supports include:

- Extra time
- Spell check
- Repetition of instructions
- Visual reminders
- Graphic organizers

Marking

Rubrics are available to help teachers identify students' writing strengths and areas for growth.

• Based on the BC Curriculum, these rubrics are available on the Learning Inventories SharePoint.
• Highlight statements that apply to the writing.
• Use the rubrics for Assessment for Learning, to support students, and to identify writing goals.
• Collaborative marking with colleagues is encouraged.

Teacher Notes

- Ensure any necessary electronic devices are charged and ready.
- Prepare photos or prompts to display around the room.
- Have chart paper or tools ready for the class brainstorm.
- Provide 30 minutes of sustained writing time (or more for Immersion/IEP students).
- Students may write with pen/pencil, word processing, or, if applicable, speech-to-text tools.
- Offer a 5-minute warning before the end.
- Collect the writing samples and make copies if needed.
- You may continue teaching and revising this sample after collecting the rough draft.

Learning Inventories Cut Points

Grade Nine					
			Cut Points		
Assessment	Mobile Option	Selection Options	Red	Yellow	Green
Comprehension (MAZE) Fall	√	Numerical value	0-13	14-21	22 - 51
Comprehension (MAZE) Spring	√	Numerical value	0-13	14-21	22 - 50
Vocabulary – Prefixes, suffixes & roots	√	Numerical value	0-8	9-11	12-15
Comprehension Newsela passage	√	Numerical value	0-3	4-7	8-10

- Green – student exhibits mastery of the skill assessed.
- Yellow – supplemental instruction needed to ensure mastery of the skill assessed.
- Red – direct instruction and/or intervention needed to move learner forward in the specific skill(s).