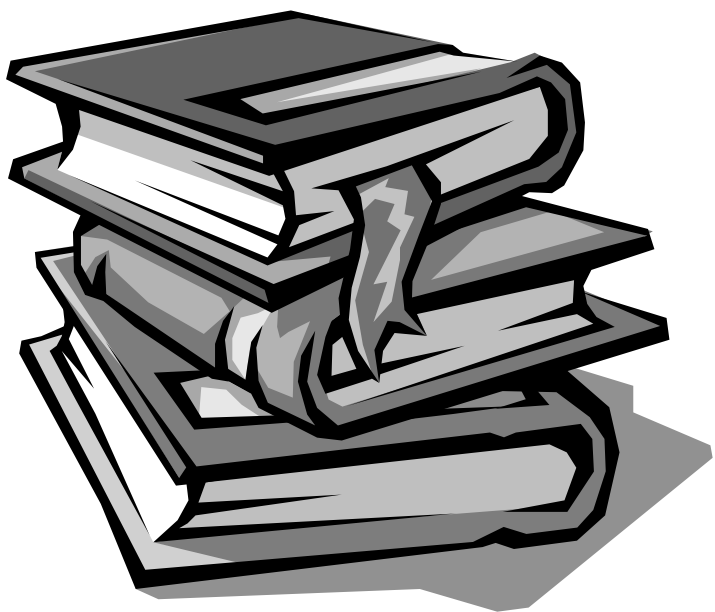


English Language Arts Prototype



Suggested for: **8th Grade**
Everyday Heroes

Prototypes developed by
St. Clair County Educators
Revised January 2005



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PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

PART 1: SESSION 1 PREWRITING

DIRECTIONS:

THINKING ABOUT THE TOPIC:

Everyday Heroes are people that are admired and respected for their personal qualities. These people are motivated into action by their compassionate care for humanity.

THINK ABOUT how heroes are usually everyday people who do extraordinary things to help others.

Who is a hero to you?

Is it someone who shows unusual courage? Or, is it someone who stands up for others as well as stands by and helps them during difficult times?

Is your hero a person, or could it be an animal?

PART 1: SESSION 1 DRAFTING

WRITING ABOUT THE TOPIC:

Continue to think about the topic: **Everyday Heroes**. You will have approximately 25 minutes to work on your draft.

Do **one** of the following:

write about a time when you were someone's hero

or

write about a time when someone did something to become your hero

or

write about a time in history when a single person or a group acted heroically

or

write about your personal definition of a hero,
use personal characteristics all heroes exemplify

or

write about the subject in your own way.

When you are ready, you may begin your draft.

Interested adults will be reading your writing.

PART 1: SESSION 1

REVIEW OF WRITING

DIRECTIONS:

Use the following checklist as you draft.

CHECKLIST FOR REVISION:

- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

CHECKLIST FOR EDITING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

CHECKLIST FOR PROOFREADING:

- Is everything just the way I want it?

Michigan Educational Assessment Program
Integrated English Language Arts
Part 1-A Rubric
Writing from Knowledge and Experience

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Off topic
- B Illegible
- C Written in a language other than English
- D Blank/refused to respond

PART 2-A

READING FOR UNDERSTANDING

DIRECTIONS:

In this part of the test, you will be reading two selections that are related.

FIRST READING SELECTION

JAIME ESCALANTE: MATH TEACHER

**By
Nancy Lobb**

JAIME ESCALANTE: MATH TEACHER

By Nancy Lobb

Jaime Escalante was born in 1930 in Bolivia. His parents were both teachers. They taught in a small Indian village.

Family life for Escalante was not happy. His father drank too much and beat his wife. When Escalante was nine years old, his mother left his father. She moved her five children to La Paz, Bolivia.

When Escalante was fourteen, his mother sent him to a private high school. In school Escalante was known for his jokes. He was also a good fighter. He usually tried to get out of doing his homework. But he couldn't get enough of math and science.

Escalante finished high school. He decided to train to become a teacher.

When Escalante was in his second year of college, a local high school physics teacher died. Escalante was asked to take his place. At the same time, he kept studying to complete his teaching degree.

In 1954 Escalante got a job teaching physics at his old high school. At the same time, he taught part-time at two other schools.

Escalante was a tough teacher. He assigned his students fifty to a hundred problems a night. A student who broke the rules might get another two hundred problems. He pushed his students to their limit. His motto was, "What is mediocre is useless."

Escalante soon became known as a great teacher. His students won many awards. But teachers were not well paid. Escalante had to work at three or four jobs. He decided to move his family to Los Angeles.

But Escalante was in for a shock. To teach in the United States, he would have to repeat college. California would not accept his Bolivian teaching degree. That meant four years of college and one year of graduate study before he could teach.

He began taking night courses at Pasadena City College. To support his family he took a job washing floors in a restaurant. Soon, he became its chief cook.

Escalante was a good student. But it was slow going to school part time. Then Escalante won a scholarship. Now he could go to school full-time. He got his teaching degree at the age of forty-three.

Escalante started to teach math at Garfield High School. This school was in the barrio of East Los Angeles. Its students came from poor families. The school was overrun with gangs. Graffiti covered the walls. Trash was all over the school grounds. Most of the students did not finish high school.

Escalante went to work. On Saturdays he came to school and cleaned up his room. He and some students painted. He put up posters of the L.A. Lakers.

And he set to work on his students. He pushed them hard. He decided that the math book was far too easy. He asked the principal for new books. He was told there was no money. After he threatened to quit, money was found.

Escalante looked past the background of his students. He saw many of them had a lot of ability. He began teaching harder math courses. Finally, he added a course in calculus.

In his first year of teaching calculus, only five students passed the course. Everyone else dropped out.

The story that made Escalante famous involved the Advanced Placement exam for calculus. The Advanced Placement exam is a national test given at the end of the school year. Students across the country who pass the test are given college credit for the course. The test is hard. Very few students in the country pass. But the first year Escalante taught calculus, two of his five students passed.

That was good. But Escalante knew he could do better. He scouted the lower grades for good students. Each year his calculus courses were a little larger. And more of his students passed the Advanced Placement exam for calculus.

In 1982 eighteen Garfield High students took the AP Calculus exam. *All* of the students passed. This kind of success was unheard of.

But then the test correctors noted a problem. Twelve of the students had solved one of the problems in the same way. They accused the students of cheating on the exam. The scores were thrown out.

Escalante and his principal complained. Some of the students' parents complained too.

Finally the testers agreed that the students could retake the test. So in August all the students took the test again. But it had been months since the last test. Would they remember their calculus well enough to pass?

They did! Again all the students passed. All won college credit for calculus. They had not cheated. They had solved the problems in the same way because that was how they had been taught.

The story hit the newspapers across the country. No one could believe that a school like Garfield could have so many students pass the AP tests. Most schools, even in wealthy areas, only had a few pass each year. Yet Garfield, in the barrio of East Los Angeles, had eighteen.

The reason was Jaime Escalante. He believed in his students. He kindly yet firmly insisted that they do the tough work he assigned. Anyone who did not work hard, could expect a call to their parents, and extra work before school, after school and/or on weekends.

Escalante's classroom became a showcase. Visiting teachers and principals studied his teaching methods.

The story of Escalante's life was shown in the hit movie *Stand and Deliver*. Escalante was played by Edward James Olmos. The movie made Escalante the most famous math teacher in America.

Escalante himself starred in a PBS series called *Futures*. The series shows how math is important for success on the job. He has also done a PBS show with Bill Cosby called *Math...Who Needs It?*

Today, Escalante's new students know what to expect. One thing is for sure: They will work hard, and they will succeed. And they will always remember Escalante's rule:

“Determination + Hard Work + Discipline = The Way to Success.”

FIRST READING SELECTION QUESTIONS

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *JAIME ESCALANTE: MATH TEACHER* at any time.

1. Jaime Escalante's life shows us that
 - A. it only takes determination to find success.
 - B. personal success is defined by others.
 - C. despite adversity life's obstacles can be overcome.
 - D. do not let others determine your failure.

2. As a teacher, Jaime Escalante can **BEST** be described as
 - A. supportive and challenging.
 - B. intimidating and accommodating.
 - C. insensitive and shrewd.
 - D. overwhelmed and disgusted.

3. According to the selection, the success of the students on the Advanced Placement math test indicates
 - A. with enough chances everybody can pass.
 - B. life is controlled by outside influences.
 - C. hard work and determination pays off.
 - D. quitters can succeed.

4. Why is Jaime Escalante considered a hero?
 - A. His personal desire for excellence helped his students achieve success.
 - B. His students earned good grades in math.
 - C. He was famous as a result of the movie, "Stand and Deliver".
 - D. His school was located in the barrio of Los Angeles.

5. From Jaime Escalante's actions we can infer that
 - A. intelligence pre-determines success.
 - B. despite adversity, you must pursue your own personal excellence.
 - C. you must have obstacles in order to achieve success.
 - D. ordinary people can only accomplish ordinary things.

6. Jamie Escalante chose hard math courses for poor students because
- A. he believed in their ability to succeed.
 - B. their success would make him famous.
 - C. he would earn more money.
 - D. it would prove how important math is.
7. What is the author's purpose in writing this selection?
- A. To persuade everyone they can be good math students.
 - B. To inspire readers to overcome life's obstacles.
 - C. To write a memoir of Jaime Escalante.
 - D. To reflect on life in the Los Angeles barrio.
8. Another good title for this selection would be
- A. *Calculus Made Fun*
 - B. *School, Who Needs It?*
 - C. *The Road to Scholarships*
 - D. *You Too Can Triumph*
9. Jaime Escalante would **MOST LIKELY** want to be remembered as
- A. an excellent math teacher in the barrio.
 - B. a personal success story.
 - C. a teacher who promoted success in all students.
 - D. a role model whose life was made into a movie.
10. What is the theme of this selection?
- A. It is our duty to make a difference in the lives of others.
 - B. We are all products of our environment.
 - C. Success leads to fame.
 - D. We can encourage others to succeed.

SECOND READING SELECTION

DEAR PRESIDENT CARTER

**By
Barbara Neil**

DEAR PRESIDENT CARTER

By Steven Stone

Dear President Carter,

You and I have something in common. Both of our families have worked for Habitat for Humanity building homes for people who cannot afford decent housing. Like you, I enjoy sports and reading. But the most important similarity is that we both believe in working toward a better future for the people of our country.

I admire you for accomplishing many things during your presidency. I know about helping with the Panama Canal treaties, the treaty of peace between Egypt and Israel, and establishing diplomatic relations with China. But most importantly, after your presidency you continued to work for the benefit of others. You helped me realize that I too can contribute to the world without being the president.

To me you are an American hero. Many people think a hero is only someone who shows courage and saves lives. But there are many kinds of heroes. I imagine the people you built homes for consider you to be their hero. You helped me realize that it doesn't matter what you do, but that you do something for others. I know that you started life as a simple peanut farmer. How did you accomplish the many things you once thought were impossible? I think the answer is through hard work and determination. You have demonstrated that all of us you can "reach for the stars". Yet you are a humble man. I consider you an inspiration to others as well as myself.

Who can be a hero? I believe anyone can be a hero to someone. It doesn't take much; just do something, anything, for others. I have worked in a local soup kitchen to help feed the homeless. I am a volunteer coach for my younger brother's soccer team. Neither of these activities may change the world, but I am on my way to bringing about positive change one person at a time. I don't feel like a hero when I do the things I do, but I know the homeless people at the shelter and the kids on the soccer team really appreciate my efforts. They may view me as a hero, but for me, I know it just makes me feel good to help others.

Thanks to you my new personal credo is "It is often the ordinary people who do extraordinary things for others." If people like you continue to be a positive example for others, our world will be much better place.

Sincerely,

Steven Stone
Your Admirer

SECOND READING SELECTION QUESTIONS

DIRECTIONS:

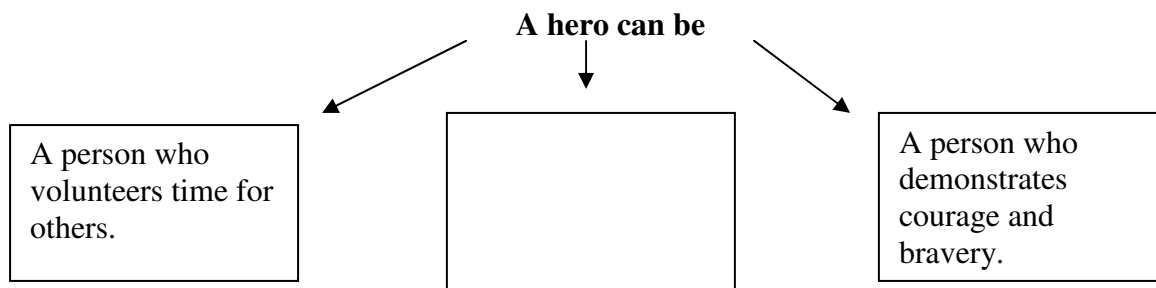
Mark only the **BEST** answer for each multiple-choice question. You may look back at *DEAR PRESIDENT CARTER* at any time.

11. The voice of the author in this letter conveys
- A. persuasion and opinion
 - B. thankfulness and boastfulness
 - C. humbleness and positiveness
 - D. gratefulness and aggressiveness
12. The statement “You started life as a simple peanut farmer.” was included
- A. to show that anyone can be president of the United States.
 - B. to show that Jimmy Carter has overcome his simple upbringing.
 - C. to show that everyone has opportunity to achieve great things.
 - D. to show that a person can have different jobs in their lifetime.
13. The members of the soccer team and the homeless people probably view the author as a hero because
- A. he told them of all his accomplishments.
 - B. he has done much to help and support them.
 - C. he has performed in a tremendous way.
 - D. he demonstrates bravery in his everyday life.
14. The quote “It is often the ordinary people who do extraordinary things for others.” in this letter means
- A. anyone can perform extraordinary acts of courage.
 - B. anyone is capable of positively impacting the lives of others.
 - C. an extraordinary person is capable of acts of kindness.
 - D. only ordinary people are involved in every day activities.
15. Another term for “personal credo” would be
- A. personal motto
 - B. self-created jingle
 - C. specific life lesson
 - D. declaration for all

16. The author of the letter would probably want to be remembered for
- A. writing an important letter to President Carter.
 - B. his hard work and determination that helped him succeed.
 - C. his heroic actions achieved through determination and effort.
 - D. being an ordinary person who gave time and effort to others.

17. The author thinks Jimmy Carter is an American hero because
- A. he works hard to save the lives of others.
 - B. he devotes time and effort to helping others.
 - C. he was the 39th president of the United States.
 - D. he attempted to bring peace to the Middle East.

18. Which one of the following important ideas completes the graphic organizer?



- A. A person who helps others to become famous.
 - B. A person who stands up for their political rights.
 - C. A person who wants to be remembered for his actions.
 - D. A person who positively impacts the lives of others.
19. The author worked in the soup kitchen and volunteered as a soccer coach because
- A. he wants to make the world a better place.
 - B. he had to fulfill a community obligation.
 - C. he wanted to gather first hand experiences.
 - D. he had extra time during the week.
20. Why does the writer value Carter's work after his presidency more than his achievements while he was president?
- A. Because all presidents are expected to be successful.
 - B. Because not all former presidents continue working.
 - C. Because it makes him feel good when he works on behalf others.
 - D. Because his efforts continue to make the world better for others.

CROSS-TEXT QUESTIONS

DIRECTIONS:

The following questions are based upon the two selections that you just read. For each question, choose the **BEST** answer. You may look back at the texts at any time.

21. Jaime Escalante and Steven Stone can both be considered heroes because
- A. They did what was expected of them.
 - B. They helped at the expense of themselves.
 - C. Their effort and compassion helped others.
 - D. Their courageous actions brought them fame.
22. What do Jaime Escalante and Steven Stone have in common?
- A. They both financially supported others.
 - B. They both helped others for the publicity.
 - C. They both wanted to be role models.
 - D. They both were determined and caring.
23. What is a common theme to both selections?
- A. Heroes are created through early life experiences.
 - B. Heroes act on their concern for the well-being of others.
 - C. Heroes wait for opportunities to present themselves.
 - D. Heroes work primarily for others for self-satisfaction.
24. What can we learn about heroes from these selections?
- A. They enjoy overcoming challenges.
 - B. They are inspired by a sense of obligation.
 - C. They are heroes because they were born courageous.
 - D. They act out of the concern for others well-being.
25. What is a lesson that can be learned from these two selections?
- A. Heroism requires performing extraordinary feats.
 - B. Acts of heroism always require putting oneself second.
 - C. Heroic deeds are motivated by natural instinct.
 - D. Acts of heroism positively influence the lives of others.

PART 2-B

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

You have read two selections: *JAIME ESCALANTE: MATH TEACHER* and *DEAR PRESIDENT CARTER*. You may look back at the reading selections to help you complete the writing scenario.

SCENARIO:

We often hear about the significant acts of heroism, requiring courage in the face of danger. However, many common everyday activities require courage, selflessness and a care for humanity. These common everyday activities performed by ordinary people are no less important. Quiet acts of heroism abound in our lives and are just as meaningful.

You have an opportunity to join the ranks of heroes, by participating in “Make a Difference Day”. You can choose to work alone or in a group. Think about what you would do to make a difference in the lives of others. Your efforts may be large in scope, affecting many people, or you may choose to be a “quiet hero”, impacting only one person.

SCENARIO QUESTION:

Which will you be: a quiet hero to one, or a famous hero to many? Write a letter to the Make a Difference Day Foundation explaining your choice and why.

When finished writing fill out this checklist.

- ___ Did I take a position on the question?
- ___ Did I tell why I took this position?
- ___ Did I use examples from the two reading selections to support my thinking?
- ___ Did I show how the selections are connected or alike?

Michigan Educational Assessment Program
Integrated English Language Arts Assessment
Grade 8
Part 2-B Rubric
Writing in Response to Reading

- 6** The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student makes adequate use of ideas from one reading selection **OR** makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student makes partially successful use of ideas from one reading selection **OR** minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme **OR** minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the scenario question or theme
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the scenario question with no reference to either of the reading selections.

PART 3

LISTENING FOR UNDERSTANDING

DIRECTIONS:

In this part of the test, you will be listening to one selection.

LISTENING DIRECTIONS:

Concentrate on listening to *UNFORGETTABLE COURAGE*, a compilation of articles about American heroes. As you listen think about the actions of the characters and what you could learn from them. Do the heroes' actions remind you of something you or someone you know has done?

After listening to the story, you will have a few minutes to make some notes on the next page about the characters' actions. If you wish, you may also make a few notes while you are listening the second time. You will be able to use your notes when you answer questions about *UNFORGETTABLE COURAGE*.

PART 3

LISTENING SELECTION

UNFORGETTABLE COURAGE
Compiled by “Reader’s Digest”

PART 3

LISTENING SELECTION QUESTIONS

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken about *UNFORGETTABLE COURAGE* at any time.

26. Another good title for these scenarios would be
- A. *A Collection of Stories*
 - B. *Heroes Remembered*
 - C. *Common Acts of Valor*
 - D. *Courageous Jobs*
27. The main characters in the scenarios were motivated by
- A. a deep sense of compassion.
 - B. a sense of duty.
 - C. a sense of adventure.
 - D. a fear of disaster.
28. A common message of all the scenarios is
- A. circumstances and compassion can create heroes.
 - B. heroes are motivated by fear.
 - C. stand up and be noticed.
 - D. we all require help from others.
29. From the main characters' actions we can infer that
- A. it takes unusual courage to be a hero.
 - B. all heroes want to be role models.
 - C. heroes show care and concern when helping others.
 - D. heroes only think of their deeds.
30. What is the purpose of publishing these scenarios?
- A. To document the emergence of American heroes.
 - B. To describe the effects of the terrorists' attacks.
 - C. To honor the victims of 9-11.
 - D. To persuade readers to fight the war on terrorism.

31. From the selection, we can infer that heroic acts can be defined as
- A. concern resulting from adversity.
 - B. acts of compassion above and beyond what is expected.
 - C. the reaction to fear.
 - D. a personal desire for fame.
32. The heroes in these selections learn something about themselves and others. Which of the following statements is **MOST TRUE**?
- A. We all have what it takes to be someone's hero.
 - B. The misfortune of others can be your opportunity for fame.
 - C. The world should be viewed with sympathy.
 - D. All heroic situations can be prevented.
33. The heroes in these scenarios would **MOST LIKELY** want to be remembered as
- A. famous people who are a vital part of American history.
 - B. guardians who found themselves in the midst of a disaster.
 - C. heroes who showed extraordinary courage.
 - D. ordinary people who did the right thing.
34. In each scenario, how did the hero react to the tragedy of 9-11?
- A. With immediate actions of selfless compassion.
 - B. With an overwhelming desire to "save the day".
 - C. With a careless sense of abandon.
 - D. With a need to exercise control and authority.
35. The heroes in these selections can **BEST** be described as
- A. lighthearted and defiant.
 - B. competent and experienced.
 - C. sensible and accommodating.
 - D. caring and courageous.

Middle School - 8th Grade – Everyday Heroes

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. C. despite adversity life's obstacles can be overcome.
2. A. supportive and challenging.
3. C. hard work and determination pays off.
4. A. His personal desire for excellence helped his students achieve success.
5. B. despite adversity, you must pursue your own personal excellence.
6. A. he believed in their ability to succeed.
7. B. To inspire readers to overcome life's obstacles.
8. C. The Road to Scholarships
9. C. a teacher who promoted success in all students.
10. D. We can encourage others to succeed.

11. C. humbleness and positive ness.
12. C. to show that everyone has opportunity to achieve great things.
13. B. he has done much to help and support them.
14. B. anyone is capable of positively impacting the lives of others.
15. A. personal motto.
16. D. being an ordinary person who gave time and effort to others.
17. B. he devotes time and effort to helping others.
18. D. a person who positively impacts the lives of others.
19. A. he wants to make the world a better place.
20. D. Because his efforts continue to make the world better for others.

21. C. Their effort and compassion helped others.
22. D. They both were determined and caring.
23. B. Heroes act on their concern for the well-being of others.
24. D. They act out of the concern for others' well-being.
25. D. Act of heroism positively influence the lives of others.

26. B. Heroes Remembered
27. A. a deep sense of compassion.
28. A. circumstances and compassion can create heroes.
29. C. heroes show care and concern when helping others.
30. A. To document the emergence of American heroes.
31. B. acts of compassion above and beyond what is expected.
32. A. We all have what it takes to be someone's hero.
33. D. ordinary people who did the right thing.
34. A. With immediate actions of selfless compassion.
35. D. caring and courageous.