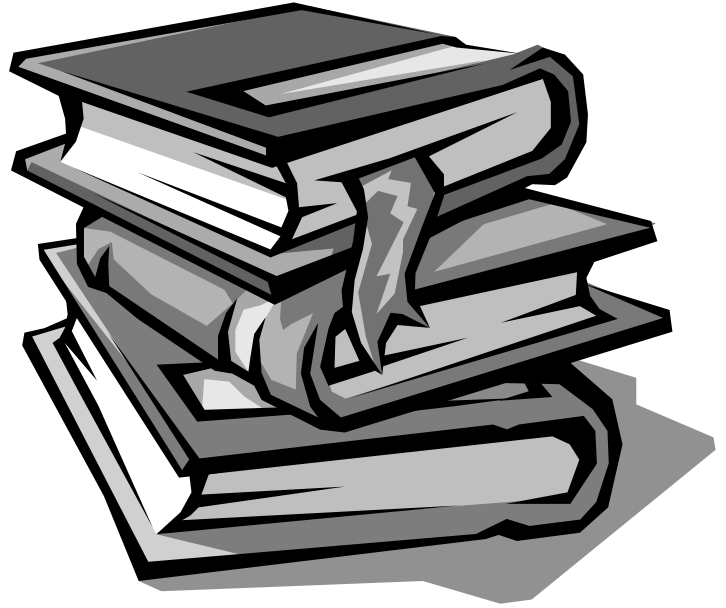
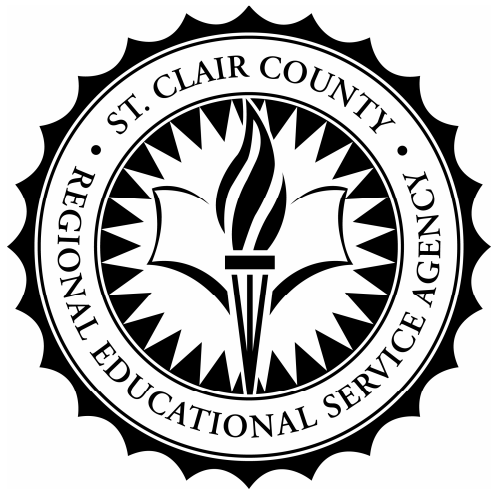


English Language Arts Prototype



Suggested for: **High School**
Making a Difference

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:

MAKING A DIFFERENCE- To change the life of someone for the better

THINK ABOUT:

What does it mean to make a difference?

Who or what has made a difference in your life?

What are some things you have done or can do to make a difference in the lives of others?

Why would you want to make a difference in someone else's life?

PART 1: SESSION 1

DRAFTING

DIRECTIONS:

Continue to think about the topic: **Making a Difference.**

Write about **one** of the following:

someone or something that has made a difference in your life

or

something you or someone you know has done to make a difference in another person's life

or

an idea you have to make a difference for a person or group in your school

or

the theme in your own way.

When you are ready, you may begin your draft.

Interested adults will read your writing.

PART 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 1a Rubric
Writing from Knowledge and Experience

- 6 The writing is exceptionally engaging, clear, and focused. Ideas and content are extensively developed and supported by concepts, examples, and details where appropriate. The writer's control over organization and transitions seems natural and moves the reader smoothly through the text. The voice and tone are authentic and compelling. Tight control over language use and mastery of writing conventions contribute to the effect of the presentation.
- 5 The writing is engaging, clear, and focused. Ideas and content are well developed and supported by concepts, examples, and details where appropriate. The writer's control over organization and transitions effectively moves the writer through the text. The voice and tone are authentic. 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 and supported by concepts, examples, and details where appropriate. The presentation is generally coherent, and its organization is functional. Voice, tone, and language use support meaning. Lapses in the conventions of written texts are not distracting.
- 3 The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of concepts, examples, and details. The presentation shows some evidence of structure, but it may be artificial or ineffective. Voice and tone may be uneven or inappropriate. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2 The writing is only occasionally clear and focused. Ideas and content are underdeveloped. The presentation shows little evidence of structure. Voice and tone may be uneven or inappropriate. Language use is sometimes erroneous. Limited mastery over writing conventions makes the writing difficult to read.
- 1 The writing is generally unclear and unfocused. Ideas and content are not developed. The presentation lacks noticeable structure. There are errors in language use. Lack of mastery over writing conventions makes the writing difficult to read.

Not ratable if:

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

PART 2a
READING FOR UNDERSTANDING

Directions:

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

FIRST READING SELECTION

***TWO HIGH SCHOOL VOLUNTEERS MAKE A DIFFERENCE IN
KINDERGARTEN LIVES***

by
Barbara Hootman

Two high school volunteers make a difference in kindergarten lives

By Barbara Hootman

Wednesday February 18, 2004

Dylan Hensley and Kyle Hood, Owen High graduating seniors, spend two hours every Thursday afternoon volunteering their time to help in LuAnn Wilks' kindergarten class at Black Mountain Primary.

Wilks says she doesn't know how she did without these two boys' help. They are instrumental in bringing together projects that require some construction talents.

"They have been a tremendous help to me, and the kids absolutely love them," she said. "Kyle is a championship winning wrestler at Owen High and I still remember what he said to me the first day he volunteered. 'They can smell fear, can't they?' Now he is as comfortable with the kids as if he had been here for months."

Hensley and Hood are no strangers to pain and overcoming handicaps. Hensley lost his leg in an accident in 2002 and uses crutches to help him walk. Hood lost his mother to cancer last year. Hensley was so badly injured that for the first few days after the accident he literally fought for his life. Nurses still remember what a positive outlook he maintained throughout the ordeal. Hensley dates Wilks' daughter, Emily Barbour, and spends a lot of time at her home, as does Hood, who is a close friend.

"I was impressed from the start with Dylan," Wilks said. "He came over to the house just a few days after he got out of the hospital. He was still on a walker. I was impressed with his attitude. He was getting out with his friends and had the attitude that he had to move on with his life. "He was positive all the time. I noticed immediately that when he talked with his dad and step-mom on the phone, he ended every conversation with 'I love you.' I commented about this to him one day, and he was quick to point out that you just never knew if you would see your loved ones again. I think that may have been a result of the accident. Also, Dylan has a terrific sense of humor, and doesn't take himself too seriously."

Hood began to spend time at the Wilks' home with Hensley and other kids last summer when he joined the group to celebrate Dylan's birthday. Since then he is a regular to enjoy Wilks' home cooking and Risk tournaments.

Both Hensley and Hood are taking classes at AB-Tech on Monday, Wednesday and Friday, leaving Thursday as a free day. Neither student receives any credit for volunteering in the kindergarten class.

"I saw how hard Mrs. Wilks works with her students, and decided that I had time to help out," Hensley said. "I got Kyle involved in helping. I don't think I'll be a teacher, because I'm interested in pursuing a business degree, and plan to attend Appalachian State in the fall. Helping these kids is just fun. I work with the same group of kids every week, so I've gotten to know them, and they are comfortable with me. They were a little inquisitive about how I lost my leg at first, but now they accept me crutches and all, and it doesn't bother them. It gives you a good feeling to help out."

Hood is planning to pursue a business degree in college, and has no plans to teach.

"Dylan brought me into this situation, and I really enjoy it," he said. "I like to help out where I can. This is my first time to work with little kids, and it is a lot of fun. I was a little nervous at first, but not anymore. This is my first time to do volunteer work, and I really like making a difference."

Jerry Green, principal at Black Mountain Primary, says high school student volunteers are very good with small children.

"Little kids love this age volunteer," he said. "The high school boys are their heroes. Of course, it is good for the high school age volunteers also. The little kids stroke their egos. Sometimes a child will respond to a young volunteer better, than to the teacher. Here at Black Mountain Primary we have the best of the volunteer world. The high school students and the grandparents give us a broad spectrum."

Don Johnson, principal of Owen High School, knows Hensley and Hood well.

"Both young men have suffered incredible losses over the past year or so," he said. "Kyle lost his mother to cancer and Dylan lost his lower leg in an auto accident. Maybe their misfortune has given them a different perspective on setting priorities in their lives. In any case, these are two really good representatives of Owen High School. They are both well liked and respected by their peers. They both place a measure of worth to helping others, even when their own lives may need more attention. They certainly are aware of sacrifice and how a sacrifice can sometimes enhance their own lives.

"Kyle is a terrific wrestler who has a good chance of winning a state championship this year. He has been active in sports throughout his career and is dedicated to achieving at a high level. Dylan is the guy in school whom everyone knows and likes. He has a smile on his face all the time and has friends at every level of the school. I've never heard a negative word from anyone regarding Dylan. Both of these young men are fine examples of what our school can produce. Certainly, they both have shortcomings, but they have overcome adversity in a way that should inspire the rest of us. I'm very proud to know them and work with them every day."

Wilks says she never tires of having a house full of high school kids at her home.

"When these kids are hanging out at my house, and other parents' homes, they are not out getting into trouble," she said.

Owen High School Counselor Kitty Kelly feels Hensley and Hood are excellent representatives of high school students.

"Kyle Hood and Dylan Hensley are wonderful examples of how young people can meet adversities head-on and choose to deal with them in an incredibly positive manner," she said. "The fact that Kyle and Dylan have both suffered a tremendous loss in their lives; loss of a mother, loss of a limb, and have somehow found the strength not only to keep going but to move forward with an amazing amount of enthusiasm for life is a tribute to how many young people choose to help others through their own misfortunes. They have taken a tragedy and turned it into a blessing whereby they can help others to face the many trials that life hands each of us. Kyle and Dylan have made the most incredible lemonade out of some of life's very saddest lemons."

Wilks says she plans to continue to welcome high school students to feel free to stop by and 'hang out' at her home, and interact with her family.

"If it takes cooking meals to keep these kids at my house, having fun, I'll be in the kitchen," she said. "We never feel that they are interfering in any way in our lives. I'm really thrilled to share life with this caliber of young people."

FIRST READING SELECTION

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Two High School Volunteers Make a Difference in Kindergarten Lives* at any time.

1. Dylan and Kyle are making news because
 - A. they were victims of a serious car accident.
 - B. they both overcame a severe illness.
 - C. they give up their free time to help younger children.
 - D. they won an award at their school.

2. Teacher LuAnn Wilks said that Dylan and Kyle are *instrumental* in bringing together some of the projects in her classroom. In that statement *instrumental* means
 - A. the boys are talented.
 - B. the boys play music for the students.
 - C. the boys create projects for the students.
 - D. the projects depend on their skills.

3. One lesson we can learn from Dylan Hensley is
 - A. Going to college can lead to success.
 - B. A positive attitude can make a big difference in life.
 - C. When bad things happen, life can be miserable.
 - D. Know your limits when life is challenging.

4. Why are Kyle and Dylan free to volunteer on Thursday afternoon?
 - A. They have permission to leave school early.
 - B. They have just graduated from high school.
 - C. They recently dropped out of school.
 - D. They do not attend school on Thursdays.

5. Which of the following sayings do you believe Dylan and Kyle would agree with
 - A. Live everyday in the best way you can because you never know what will happen next.
 - B. There are high spots in all our lives and most of them come about through encouragement from someone else.
 - C. Enjoy yourself. These are the good old days you're going to miss in the years ahead.
 - D. There are always two choices, two paths to take. One is easy, and its only reward is that it's easy.

6. Why does Kitty Kelly, the counselor of Owen High School, feel that Dylan and Kyle are excellent representatives of high school students?
- A. They show how youth can have a positive influence on people.
 - B. They both received all A's on their report card.
 - C. They both won sports championships.
 - D. They were elected to the Student Council at their high school.
7. Why do you believe the newspaper ran this story?
- A. Dylan's mom works for this newspaper.
 - B. They needed an extra story to fill in space.
 - C. Other students would read the story if they saw Dylan and Kyle.
 - D. They want to show people that anyone can make a difference.
8. When students first met Dylan, they were very *inquisitive*. *Inquisitive* means that the kids
- A. tested him on his alphabet.
 - B. asked a lot of questions.
 - C. were surprised to see him.
 - D. were afraid of him.
9. In the article, Mrs. Kelly said "Kyle and Dylan have made the most incredible lemonade out of some of life's very saddest lemons." What did she mean by this?
- A. They had a picnic with the kindergarten students.
 - B. They still remained positive despite bad experiences.
 - C. Things are not always what they seem.
 - D. Don't judge something or someone by their appearance.

SECOND READING SELECTION

THE LADY WITH THE LAMP

The Lady with the Lamp

A rat-infested room greeted Florence Nightingale, and a floor with scattered dead bodies all over it. She arrived at the English army hospital in Scutari, Turkey on November 9, 1854. She knew that she had a lot of work ahead of her.

Florence had come to take charge of the nursing soldiers injured in the Crimean War. As England, France, and Turkey fought Russia for control of the Black Sea, wounded British soldiers were being sent to Scutari for treatment. But the Scutari Hospital was nothing but a huge old Turkish military barracks that was filthy and under furnished. Supplies were scarce, and conditions overall were unacceptable. Before Florence arrived, there was no hot water, no soap, and no kitchen. There were no clean bandages, no candles or lamps, and no nurses.

Florence had been warned that the hospital was not in good condition. She had come to help anyway. She planned to fix up the place and improve care for the wounded. It was a job that no one wanted. In 1854, most people considered nursing to be a dirty business. Only poor, uneducated women became nurses. Most were criminals or alcoholics who agreed to work in a hospital because they didn't want to go to jail. They were unfit people to help the sick.

Florence came from a wealthy family in London. Mostly her father educated her. She was fluent in many languages. As a young girl she spent a lot of her time attending parties, concerts, and society balls. She began to get tired of her carefree lifestyle at the age of 17. She wanted to devote her life to something more important. Since she'd always been interested in medicine and felt a special sympathy for sick people, she announced that she would like to become a nurse.

Florence's mother was appalled at the idea of Florence becoming a nurse. She forbade her from entering a hospital. Florence honored her mother's wishes, but never gave up on the idea of being a nurse. She kept herself educated by reading a lot about medical issues.

Although her mother didn't approve, Florence became head of a women's hospital in London. When the Crimean War broke out, this is where Florence was working. Sidney Herbert, the British Secretary of War heard about the hospital conditions at Scutari, and immediately thought of Florence Nightingale to go and provide assistance. Florence accepted the position and set off for Turkey.

When she arrived, the doctors were cruel to Florence. They were upset that the Secretary of War had sent a woman to interfere with their routine. They did not think that she would be of any help to the hospital. It did not take her long to prove them wrong!

Florence set up three kitchens and a laundry. She also organized a cleaning crew to scrub the entire building. Using her own money, she bought bandages, sheets, operating tables, pots and pans, lamps, towels, and silverware. This was the first time in history that wounded soldiers received good hospital care.

Florence assisted doctors in every medical situation imaginable. She never avoided patients with contagious diseases. She knew that she was risking her own health, but it was worth it in order to be able to help others. "She was so brave herself," one soldier said, "She gave us all courage." Everyone at the hospital admired her. She always found time to visit the ward where the soldiers slept. To light her way along the four miles of corridors, she carried a small lamp. They would lie in bed and watch for "The Lady with the Lamp."

Florence was successful in organizing the Scutari Hospital that she was put in charge of all the British army hospitals in the Crimea. When the Crimean War ended in 1856, Florence returned to England a national hero. She didn't want the attention and fame. She returned to a quiet, private life furthering her work in the field of health care.

Within a few years, her work in Turkey had taken its toll. Her hard work and exposure to disease had permanently weakened her health. This did not stop her work though. She wrote several books and founded a school for nurses.

Florence Nightingale had a tremendous amount of accomplishments in her life. She transformed nursing from a lowly, unskilled job into a respectable, even noble, profession. She won the respect and gratitude of hundreds of thousands of English soldiers. In 1907, Florence Nightingale was awarded the British Order of Merit. She was the first woman ever to receive that honor.

SECOND READING SELECTION QUESTIONS

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *THE LADY WITH THE LAMP* at any time.

10. Why is the title of the story “The Lady with the Lamp?”
- A. Florence was afraid of the dark.
 - B. Florence installed light fixtures in hospitals.
 - C. Florence carried a lamp when visiting soldiers.
 - D. Florence invented the light bulb.
11. Why didn’t Florence’s family want her to be a nurse?
- A. They didn’t think she’d take the job seriously.
 - B. They had a bad experience with a nurse.
 - C. Nurses were low class individuals.
 - D. They wanted her to be a teacher.
12. What word best describes the condition of the hospital in Turkey when Florence first arrived?
- A. calm
 - B. chaotic
 - C. superb
 - D. immaculate
13. Why did the Secretary of War get upset when Florence arrived?
- A. She was poor.
 - B. She was uneducated.
 - C. She was a woman.
 - D. She was too bossy.
14. Florence’s mother was *appalled* at the idea of Florence becoming a nurse. *Appalled* means that she was
- A. excited.
 - B. disgusted.
 - C. enthusiastic.
 - D. ecstatic.

15. Why did one soldier say that Florence gave them all courage?
- A. She was not afraid to take risks.
 - B. She kept their quarters very clean.
 - C. She went against her parents' wishes and became a nurse.
 - D. She was the first woman involved in the war.
16. What was Florence's greatest accomplishment?
- A. She bought medical supplies for the hospital.
 - B. She brought honor to the nursing profession.
 - C. She proved that women were better than men in the medical field.
 - D. She saved three soldiers from the brink of death.
17. Why did Florence risk her own health to help the soldiers?
- A. She knew she could take care of herself if she became ill.
 - B. She was being paid a lot of money, so it was worth the risk.
 - C. She had a good immune system, and rarely became ill.
 - D. She was desperate to help the soldiers and cared little about her own health.
18. Florence's mother *forbade* her from becoming a nurse. In this story, *forbade* means
- A. encouraged.
 - B. prohibited.
 - C. pressured.
 - D. demanded.

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 selections at any time.

19. A theme of both stories is
- A. friendship.
 - B. hardship.
 - C. trust.
 - D. kindness.
20. One word that describes Dylan, Kyle and Florence is
- A. selfless.
 - B. haughty.
 - C. dominant.
 - D. dramatic.
21. Which title would fit both stories?
- A. *We Stand By You*
 - B. *A Dream Come True*
 - C. *A Patriot to the End*
 - D. *Best Friends*
22. What message are both authors trying to emphasize?
- A. The greatest gift is a portion of thyself.
 - B. Tragedy is tough, but we're tougher.
 - C. Worry is like a rocking chair, it keeps you busy but it doesn't get you anywhere.
 - D. Face the thing you fear and do away with that fear.
23. One major difference between Florence and the boys was
- A. Florence had everything handed to her.
 - B. Florence did not have the support of others.
 - C. Florence was healthy and the boys were not.
 - D. Florence faced few obstacles in her life.

24. What career pathway would you most likely expect Dylan, Kyle, and Florence to choose?
- A. Human Services
 - B. Arts and Communication
 - C. Industrial Technology
 - D. Engineering and Manufacturing
25. After reading both selections, readers would most likely
- A go into the nursing field.
 - B. become a teacher.
 - C. join the Armed Forces.
 - D. donate items to Goodwill.

PART 2b

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2a of this test you read *Two High School Volunteers Make a Difference in Kindergarten Lives* and *The Lady with the Lamp*. You may look back at the reading selections to help you answer the following question.

SCENARIO

Your Government teacher is requiring every student to complete a community service project. He has set up two choices. You will receive credit for completing either project. The first option is to clean up the garbage around the city after the fall festival. This project would require you to give up three hours on one Saturday morning and you could work with your friends. The other choice is to volunteer to assist seniors at a local retirement home. They have installed a new computer lab and many of the residents need help learning how to use the computer, the Internet, and email. This project would not require physical labor, but you would be asked to give up one hour each Monday night for one month. Which task would you choose and why? Write a letter to your teacher explaining which project you will be completing and why you have selected that project.

SCENARIO QUESTION:

What do you do?

Write a letter to your teacher that tells what you are going to do.

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: High School
Part 2b 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 *Grandfather Learns to Read* as a story. As you listen think about the actions of Joey and what you could learn from them. Do Joey's 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 Joey's 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 *Grandfather Learns to Read*.

LISTENING SELECTION

GRANDFATHER LEARNS TO READ

**by
Karen Beth Lockett**

Grandfather Learns to Read

By Karen Beth Luckett (from *Chicken Soup for the Kid's Soul*)

Joey sat at the kitchen table, reading the sports page of the morning paper. He heard his grandfather coming down the stairs. When his grandfather came into the kitchen, Joey could see he wasn't his usual happy self.

"Morning, Grandfather," he said. His grandfather sat across the table, looking glum. He didn't pick up the paper to read. Instead, he asked, "Joey, is anything happening in town today?"

"There's a ball game between Doraville Middle School and my school tonight," Joey told him. "It'll be a close race, but I think we'll win. Would you like to go?"

Joey felt bad for his grandfather. He knew he couldn't read. His grandfather told him often, "I didn't have the chance to go to school regularly. Looking after the animals and tending to the crops on the farm were much more important in those days than learning to read."

Joey always listened carefully when his grandfather told him how proud he was to have lived on a farm. He told him about caring for the animals. He described trips to the market to sell produce from the farm. Joey could see how rough and callused his grandfather's hands were. He spoke proudly to Joey about working from sunrise to sunset. Joey noticed how sad his grandfather's face looked when he remarked, "I would have liked to have gone to school more often, but there wasn't much time."

One day Grandfather asked Joey, "Joey would you go with me to the grocery store? I need several things." In the store, Joey's grandfather walked up and down the aisles, looking at all the pictures on the cans. He saw a can without a picture on it. "What's in that can?" he asked.

Joey, reading the label, said "It's a can of chicken soup." His grandfather walked to the meat counter, but he couldn't read the prices or the labels.

Finally Grandfather gave Joey the grocery list and stomped out of the store. "I'll meet you at the car," he said. Joey watched him go through the door, and he thought, 'I wish I could help him out, but I wouldn't even know where to begin. I wouldn't have any idea how to start.'

The next day was Sunday. Joey and his grandfather always took a walk into town on that day to attend church. Joey stopped at the library to look through some books while his grandfather went down the street to talk with old friends. He was unhappy because he knew his grandfather couldn't even read the street signs.

Going into the library, Joey saw a sign on the library wall. It read: "Do you know someone who doesn't read? We can help. Just call this number."

When his grandfather returned to the library, Joey showed the sign to him. "Somebody can teach you how to read. It says so right here," Joey explained. Joey jotted the number down, and they hurried home.

Several days later, Grandfather put on his best suit of clothes for his first day of school. He arrived at the library an hour early and met with his teacher. During that first class, he was so worried and nervous that he couldn't concentrate. He couldn't remember anything the teacher said.

A few weeks later, Grandfather was studying when he looked up at Joey and said, “I’m too old to learn all of this.” He closed the book in frustration.

“Oh, Grandfather, don’t get discouraged,” Joey said.

Grandfather was stubborn. “I can’t do it,” he said.

“How about letting me help you?” Joey asked. Grandfather didn’t want to seem ungrateful, so he said, “Thanks, Joey. I’m sure that would be a big help.”

They studied together and worked hard on Grandfather’s lessons every day. Joey took over all the chores to give his grandfather more time to study. He told his grandfather he could study in his room, where it would be quieter and the phone wouldn’t interrupt him.

Months later, his grandfather called Joey into his room. “Joey,” he said, “I just got a letter from Aunt Helen. Let me read it to you.” As Grandfather read, he pronounced each word very slowly and tears came to his eyes.

When Joey’s grandfather had finished reading the letter, Joey was crying too. He was so proud of his grandfather for overcoming a lifelong obstacle that his chest felt as though it was about to burst with joy.

Grandfather looked up from the page and locked his tear-filled eyes with Joey’s. “Grandfather,” said Joey, smiling, “great job! I’m so proud of you.” Grandfather smiled back, and then he broke into a grin - a grin so big, so wide, that Joey knew Grandfather was proud of himself, too.

<http://www.nald.ca/PROVINCE/ONT/hdlc/newslet/spring01/page6.htm>

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 *Grandfather Learns to Read* at any time.

26. In the beginning of the story, Joey's grandfather looked *glum*. Another word for *glum* is
- A. sad.
 - B. excited.
 - C. grumpy.
 - D. tired.
27. Why did Grandfather ask Joey to tell him what was going on in town?
- A. His glasses were broken.
 - B. He couldn't read.
 - C. Local events weren't listed in the paper.
 - D. Joey always knew what was happening.
28. Why didn't Grandfather go to school?
- A. He was very ill as a child.
 - B. He had to work on the farm.
 - C. There was not a school in his town.
 - D. There weren't many books when he was young.
29. Why did Grandfather storm out of the grocery store?
- A. They didn't have what was on sale.
 - B. He forgot his coupons at home.
 - C. He lost his wallet.
 - D. He was frustrated.
30. How did Joey first get the idea that he could help his grandfather?
- A. His mother asked him to help.
 - B. His teacher said it would be good practice.
 - C. He got tired of reading everything to Grandpa.
 - D. He saw a flyer at the library.

31. Why did Grandfather get so discouraged when he first started learning to read?
- A. It wasn't coming easy to him.
 - B. Joey made fun of him.
 - C. He was in a class with kids.
 - D. He missed a word.
32. How does the saying, "You can't teach an old dog new tricks" apply to this story?
- A. The story agrees with the statement.
 - B. It has nothing to do with the story.
 - C. The story proves that an old man can train a dog.
 - D. The story proves that the saying is not true.
33. Why did Joey take over all of the chores around the house?
- A. Grandpa was too old to work anymore.
 - B. He wanted to give Grandpa more time to study.
 - C. His mother broke her leg and couldn't walk.
 - D. He was being punished for a bad report card.
34. At the end of the story, why did Joey and Grandpa both cry?
- A. The family dog ran away.
 - B. Grandpa learned that he was ill.
 - C. They were proud of their accomplishments.
 - D. Grandpa was moving out of state.

High School – Making a Difference

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. C They give up their free time to help younger children.
2. D The project depends on their skills.
3. B A positive attitude can make a big difference in life.
4. D They do not attend school on Thursdays.
5. A Live everyday in the best way you can because you never know what will happen next.
6. A They show how youth can have a positive influence on people.
7. D To show people that anyone can make a difference.
8. B Asked a lot of questions.
9. B They still remained positive despite bad experiences.

10. C Florence carried a lamp with her when visiting soldiers.
11. C Nurses were low class individuals.
12. B chaotic
13. C She was a woman.
14. B disgusted
15. A She was not afraid to take risks.
16. B She brought honor to the nursing profession.
17. D She was desperate to help the soldiers and cared little about her own health.
18. B prohibited

19. D kindness
20. A selfless
21. A We Stand By You
22. A The greatest gift is a portion of thyself.
23. B Florence did not have the support of others.
24. A Human Services
25. D Donate items to Goodwill

26. A sad.
27. B He couldn't read.
28. B He had to work on the farm.
29. D He was frustrated.
30. D He saw a sign at the library.
31. A It wasn't coming easy to him.
32. D The story proves that the saying is not true.
33. B He wanted to give Grandpa more time to study.
34. C They were proud of their accomplishments.