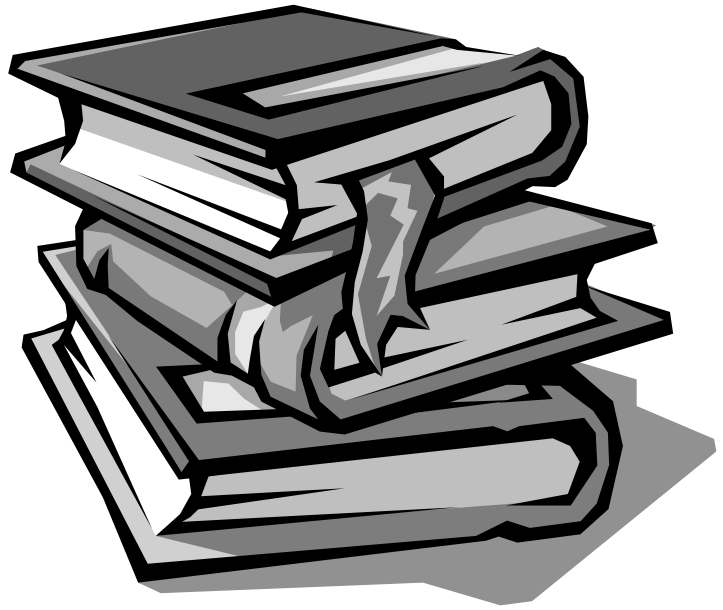


English Language Arts Prototype



Suggested for: **6th Grade
Courage**

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:

The Courage to be Me is the strength of mind to venture, persevere, and withstand danger, fear, or difficulty when making personal decisions.

THINK ABOUT:

Using the above definition of courage, reflect on the times when you had cause to act courageously when making a personal choice.

What personal characteristics did you draw on during this experience?

PART 1: SESSION 1 DRAFTING

WRITING ABOUT THE TOPIC:

Continue to think about the topic: **The Courage to be Me.** You will have approximately 25 minutes to work on your draft.

Do **one** of the following:

write about a time you or someone you know demonstrated courage
by standing up for themselves.

or

write about a time someone demonstrated courage by standing
up for you.

or

write about someone you know that did something personally courageous,
going against what was acceptable or popular.

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 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 2a
READING FOR UNDERSTANDING

Directions:

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

FIRST READING SELECTION

*Ackamarackus: Julius Lester's Sumptuously
Silly Fantastically Funny Fables*

**By
Julius Lester**

Ellen the Eagle Finds Her Place in the World
Pages 24-30

ELLEN THE EAGLE FINDS HER PLACE IN THE WORLD

By Julius Lester

When Ellen the Eagle was born, her first word was “ H E E E E E E L P ! ”

That was because the first thing she saw was the ground. But she was not on it. Ellen was teetering on the lip of a ledge high, high, high on a mountaintop.

“Get me down from here!” she demanded. “And I mean NOW!”

“You’re an eagle, dear,” said her mother, Edie, putting a wing around the baby bird to protect her. “You don’t want to live down there with things like sparrows and pigeons.”

“This eagle wants a condo on the beach in Hawaii,” Ellen shot back.

“You’ll get used to it, “ Eddie, her father, put in. “One day you’ll be soaring in the clouds.”

“There’s no ground up there. In fact, I don’t see anything up there. How am I supposed to walk around on blue nothing?”

“You won’t walk. You’ll fly—with these.” And Edie opened her great wings.

“Yikes!” Ellen exclaimed. “You mean I’ve got to carry those around all the time?”

“Aren’t they magnificent?”

“You’re nuts!”

Being born an eagle didn’t mean that that was what Ellen wanted to be.

Ellen learned to fly, but she didn’t like it. For one thing, it was cold way up there with the clouds. Flying was also boring. There was nothing to do except go around and around and around in circles. Not only that, flying did not make sense.

“What’s holding me up?” she asked herself. “Air, right? But what is air? What if I’m soaring around up here bored out of my skull one day and the air decides it doesn’t like me? Or maybe the air will think it’s more important to hold up some other bird, a junco, for crying out loud. Or maybe the air will get tired of having to be everywhere at the same time and take a vacation. After all, the air has been here since the world was born. It has been going in and out of the lungs and cells of people and animals and plants and water. You have to admit that being air is kind of a yuck job. And boring!”

Suddenly, Ellen wondered if the air had been listening. What if the air disappeared right that second? Terrified that was what was going to happen, Ellen quickly dropped from the sky and onto the branch of an old dead tree. “That’s it!” Ellen declared. “I am not going up in the air ever again. The air doesn’t like me and I don’t like it!”

Ellen did not know that she looked very regal and noble sitting there in the tree. But not having a mirror, Ellen didn’t know she had any looks at all.

Just then a park ranger named Ellen came hiking by. “Wow! Isn’t that eagle magnificent?” she exclaimed.

Ellen wondered, *Is she talking about me? Me? Magnificent?*

Ellen the Ranger admired Ellen the Eagle’s beauty for a moment and then she resumed hiking up the trail.

“Stop!” Ellen the Eagle yelled, but it came out as “AWK! You can’t leave me here. I’m no good as an eagle. I’m a rotten eagle. I’ll die out here in the woods. Don’t you know the air is going to go away and the clouds are going to fall and hit everybody on the head?!” Ellen was jumping up and down and flapping her wings trying to get Ellen’s attention, when suddenly she lost her balance and, with a loud screech, fell out of the tree, hit her head on a rock, and knocked herself out.

Sometime later Ellen woke up. Where am I? she wondered, feeling warm and cozy, lying in bed beneath a blanket. Her eyes popped open and she saw Ellen looking down at her. Ellen smiled eagerly. Of course, when an eagle smiles it looks like it is going to rip your heart out of your chest.

Ellen the Ranger jumped back. Ellen the Eagle knew she had done something wrong, so she turned her head away. After a moment, Ellen the Ranger came closer and sitting down on the edge of the bed, she held out her hand and began gently stroking Ellen’s feathers. Ellen sighed deeply and was soon asleep.

The next morning Ellen took Ellen outside.

“You’re all better now,” she said. “It’s time for you to return to nature.”

“Are you nuts?” Ellen said. “Nature is no place for an animal. Everything looks at everything else and all they see is dinner.” And she promptly fainted.

Ellen the Ranger was upset. “Maybe she’s weaker than I realized from that bump on her head.”

She took Ellen back inside and radioed her boss and asked what to do with the eagle she had found.

“You won’t believe this!” her boss exclaimed. “I just got a call from the President. He says that the eagle they have been using to pose for pictures on postage stamps and posters and in television commercials is unhappy and wants to go soar in the beautiful, spacious skies.”

“Fantastic!” Ellen responded. “I have a feeling this eagle wants nothing to do with any spacious skies or purple mountains’ majesty.”

When Ellen heard that, she opened her eyes but kept her smile to herself.

The President sent his own plane to get Ellen and Ellen and fly them to Washington, D.C. To this day, they live in a penthouse apartment near the White House. Whenever anybody in the

government needs a picture of an eagle for a stamp or anything official, a photographer comes to the apartment.

Ellen puts on her noblest look and the photographer takes her picture.

Now everyone knows eagles have very sharp eyesight. What people don't know is that clouds have sharp eyesight, too. Which is how Ellen's parents learned she had a job. One day they were soaring up in the sky where all the blue color is made. A cloud drifted over and told them that she had seen their daughter's picture on the side of a mail truck.

"Ellen's picture on the side of a truck?" Edie and Eddie said together.

They flew around until they spotted a mail truck.

"Look at her, Eddie!" Edie said proudly.

"I'd recognize that beak anywhere," Eddie agreed.

And they were very proud that their daughter had followed her mind.

Which proves two things:

1. If you were born a chicken but think you're an eagle, DON'T BE A TURKEY!
2. Make sure you're on the ground the day the air decides to TAKE A VACATION.

FIRST READING SELECTION

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Ellen the Eagle Finds Her Place in the World* at any time.

1. What generalization does this selection support?
 - A. Use what you've been taught.
 - B. Be who you want to be.
 - C. Don't listen anyone.
 - D. You can overcome your fears.

2. To Ellen, her wings symbolize
 - A. the freedom of flight.
 - B. a future challenge.
 - C. a fear to overcome.
 - D. an expected way of life.

3. What lesson can we learn from Ellen the Eagle?
 - A. Do as you are told.
 - B. Adults always know what's best for you.
 - C. Discover the true you.
 - D. Do what is expected of you.

4. At the beginning, Ellen the Eagle felt everything **EXCEPT**
 - A. frustration.
 - B. boredom.
 - C. accomplishment.
 - D. fear.

5. Ellen would **MOST LIKELY** want to be remembered as
 - A. an eagle who went her own way.
 - B. a role model for all eagles.
 - C. a disappointment to her parents.
 - D. the icon for the post office.

6. In this selection, the author's intended message is
- A. life is full of obstacles.
 - B. follow the crowd.
 - C. it takes courage to be yourself.
 - D. ignore your fears.
7. In this selection, the source of conflict is
- A. Ellen the Ranger wanted Ellen the Eagle to fly.
 - B. the air refused to hold Ellen the Eagle up.
 - C. Ellen's parents demanded she fly like an eagle.
 - D. Ellen the Eagle didn't want to live up to the expectations of others.
8. Another good title for this selection is
- A. *Soar Like an Eagle*
 - B. *Ellen's Impossible Dream*
 - C. *Ellen and the Park Ranger*
 - D. *Ellen Finds Her Place*
9. With which of the following statements would Ellen **MOST LIKELY** agree?
- A. Knowing who you are helps you find your place.
 - B. We are responsible for the happiness of others.
 - C. Life is filled with insurmountable obstacles.
 - D. Listen to others, they know what you should do.
10. Based on this selection, Ellen can be described as all of the following **EXCEPT**
- A. brave.
 - B. trusting.
 - C. stubborn.
 - D. courageous.

SECOND READING SELECTION

WILMA RUDOLPH

www.search.biography.com

WILMA RUDOLPH
www.search.biography.com

Olympic gold medallist runner, Wilma Rudolph (1940-1994) became the first American woman runner to win three gold medals in the Olympic games. She made history in the 1960 Summer Olympic games in Rome, Italy, when she became the first American woman to win three gold medals in the track and field competition. Rudolph's brilliant accomplishments were all the more remarkable because she came from modest circumstances and endured a childhood of sickness and disability. Prior to her death on November 12, 1994, Rudolph was still busy coaching underprivileged children and encouraging minority interest in amateur athletics. "It's a good feeling to know that you have touched the lives of so many young people," the mother of four told the *Chicago Tribune*. "I tell them that the most important aspect is to be yourself and have confidence in yourself."

Rudolph's confidence may have flagged at times in her childhood, when it seemed she might spend a lifetime in leg braces or even a wheelchair. Through the efforts of her devoted family- and then her own steely determination to strengthen herself- -she rose from disability to Olympic glory. Her victories in Rome in 1960 helped to set the stage for a life dedicated to the principles and practices that helped her to succeed. "Believe me, the reward is not so great without the struggle," she told the *Chicago Tribune*. "The triumph can't be had without the struggle. And I know what struggle is. I have spent a lifetime trying to share what it has meant to be a woman first in the world of sports so that other young women have a chance to reach their dreams."

Almost every circumstance was stacked against Rudolph from the day she was born on June 23, 1940. Her family was very large. At the age of four, Wilma contracted polio. The disease weakened her and made her vulnerable to pneumonia and scarlet fever. She survived the illnesses, but she lost the use of her left leg. Specialists in Nashville recommended a routine of massage for the limb, and Mrs. Rudolph learned it and taught it to some of the older children. Thus, Wilma's legs were massaged a number of times each day, helping her to regain strength. Medical history aside, she was a normal child. "When I was about five, I spent most of my time trying to figure out how to get my [leg] braces off," she told the *Chicago Tribune*. "And you see, when you come from a large wonderful family, there's always a way to achieve your goals, especially when you don't want your parents knowing them. I would take off my braces, and then station my brothers and sisters all through the house and they would tell me if my parents were coming and then I'd hurry and put the braces back on."

Once a week- on her day off- Blanche Rudolph would drive her daughter 45 miles to Nashville for physical therapy. The long drive provided Wilma with chances to daydream about her future, but the outlook was grim. "I would visualize myself in this gigantic white house on the hill and being married and having children," she said in the *Chicago Tribune*. "But as I began to understand life, those dreams vanished very quickly."

Staged a Comeback from Physical Disability

After five years of treatment, Wilma one day stunned her doctors when she removed her leg braces and walked by herself. She had been practicing- with the help of her siblings- for quite some time. Soon she was able to walk even better with the help of a supportive shoe. This she wore until she was eleven. After that, she not only left braces and orthopedic shoes behind, she confounded every prediction that she would be a disabled adult. Soon she was joining her brothers and sisters in basketball games in the Rudolph backyard and running street races against other children her age. "By the time I was 12," she told the *Chicago Tribune*, "I was challenging every boy in our neighborhood at running, jumping, everything."

Rudolph desperately wanted to play high school basketball, but she simply could not convince the coach to put her on the team. When she finally worked up the nerve to ask him for a tryout, he agreed to coach her privately for ten minutes each morning. Still she was cut in her freshman year. She finally earned a position on the roster at Burt High School in Clarksville because the coach wanted her older sister to play. Her father agreed to allow the sibling onto the team only if Wilma could be on it too.

Rudolph soon blossomed into a fine basketball player. As a sophomore she scored 803 points in 25 games, a new state record for a player on a girls' basketball team. She also started running in track meets and found that her greatest strengths lay in the sprint. She was only fourteen when she attracted the attention of Ed Temple, the women's track coach at Tennessee State University. Temple told her she had the potential to become a great runner, and during the summer recesses from high school she trained with him and the students at Tennessee State. The Olympic Games were a far-off dream to a young black woman in Tennessee. She was a teenager before she even learned what the Olympics were. Rudolph caught on fast, though. In four seasons of high school track meets, she never lost a race. At the tender age of sixteen, she qualified for the Summer Olympics in Melbourne, Australia, and came home with a bronze medal. Rudolph told the *Chicago Tribune*: "I remember going back to my high school this particular day with the bronze medal and all the kids that I disliked so much or I thought I disliked...put up this big huge banner: 'Welcome Home Wilma.' And I forgave them right then and there...They passed my bronze medal around so that everybody could touch, feel and see what an Olympic medal is like. When I got it back, there were handprints all over it. I took it and started shining it up. I discovered that bronze doesn't shine. So, I decided I'm going to try this one more time. I'm going for the gold."

Rudolph entered Tennessee State University in the fall of 1957, with a major in elementary education. All of her spare time was consumed by running, however. The pace took its toll, and she found herself too ill to run through most of the 1958 season. She rebounded in 1959, only to pull a muscle at a crucial meet between the United States and the Soviet Union in Philadelphia. Ed Temple, who would prove to be a life-long friend, supervised her recovery and by 1960 Rudolph was ready to go to Rome.

Rudolph was not the first black woman to receive an Olympic Gold Medal: that distinction goes to Alice Coachman-Davis, who took first place in the high jump at the 1948 Olympic Games in London, England. A dozen years later at the 1960 Olympics, Rudolph won all three of her gold medals in very dramatic fashion. In both the 100-meter dash and the 200-meter dash, she finished at least three yards in front of her closest competitor. She tied the world

record in the 100-meter and set a new Olympic record in the 200. Rudolph also brought her 400-meter relay team from behind to win the gold. The French called her “La Gazelle.” Without question, Rudolph’s achievements at the 1960 Olympic Games remain a stand-out performance in the history of Olympic competition.

Talent Didn’t Go to Waste

For more than two decades, Wilma Rudolph sought to impart the lessons she learned about amateur athletics to other young men and women. She was the author of an autobiography, *Wilma* that was published in 1977-and the subject of a television movie based on the book. She lectured in every part of America and even served in 1991 as an ambassador to the European celebration of the dismantling of the Berlin Wall. Rudolph helped to open and run inner city sports clinics and served as a consultant to university track teams. She also founded her own organization, the Wilma Rudolph Foundation, dedicated to promoting amateur athletics.

“I think the thing that made life good for me is that I never looked back,” Rudolph told *Ebony*. “I’ve always been positive no matter what happened.” Rudolph added that she has always believed in herself and her abilities, and that the phrase “I can’t” never applied to her.

Rudolph was a member of the United States Olympic Hall of Fame and the National Track and Field Hall of Fame. She traveled frequently and was well known for her motivational speeches to youngsters. “I love working with kids. It’s the motherly instinct in me,” she told *Newsday*. And in an interview with *Ebony*, Rudolph claimed that her moment of Olympic glory “sort of sent my way all the other positive things and feelings that I’ve had. That one accomplishment-what happened in 1960-nobody can take from me. It was something I worked for. It wasn’t something somebody handed to me.”

Asked what she felt was her greatest achievement, Rudolph looked past 1960 to all the work she had done since. “My thoughts about my life, my great moment, if I left the Earth today, would be knowing that I have tried to give something to young people,” she commented in the *Chicago Tribune*. “Hopefully, for the first time, I’m beginning to see that young black women in America are making a large contribution in sports. The impression is that together we can make a first. And that makes me very happy.”

SECOND READING SELECTION

DIRECTIONS:

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

11. Wilma Rudolf can **BEST** be described as
- A. determined and confident.
 - B. stubborn and persistent.
 - C. selfish and frustrated.
 - D. self-centered and vain.
12. What would be another good title for this selection?
- A. *A Great Olympian*
 - B. *Life With Physical Disabilities*
 - C. *A Remarkable Champion*
 - D. *A Track and Field Star*
13. Wilma Rudolf would **MOST LIKELY** want to be remembered as
- A. a woman of great athletic ability.
 - B. a woman who overcame great physical disability.
 - C. a determined woman who mentored others.
 - D. a world renowned celebrity.
14. What life lesson can we learn from Wilma Rudolf?
- A. Athletics is the best route to success.
 - B. Self-determination leads to personal triumph.
 - C. Wait for opportunities to find you.
 - D. Your best interest is most important.
15. When Wilma Rudolf says, “The triumph can’t be had without the struggle”, she means
- A. it is the personal sacrifice that leads to great rewards.
 - B. what you value is easily attained.
 - C. struggle is it’s own reward.
 - D. triumph comes without a price.

16. During her lifetime, Wilma Rudolph faced all of the following obstacles **EXCEPT**
- A. physical disabilities.
 - B. gender stereotypes.
 - C. academic discrimination.
 - D. racial prejudices.
17. This selection supports all of the following generalizations **EXCEPT**
- A. effort is not its own reward.
 - B. one person can make a difference.
 - C. people are as happy as they choose to be.
 - D. slow and steady wins the race.
18. Wilma Rudolph considered her greatest accomplishment to be
- A. her Olympic Gold medals.
 - B. overcoming her physical disability.
 - C. her high school athletic career.
 - D. her work with young people.
19. Wilma Rudolph would **MOST LIKELY** define courage as
- A. the determination to overcome obstacles.
 - B. the lack of fear.
 - C. acceptance of one's limitations.
 - D. using great physical strength.
20. How does Wilma Rudolph cope with the obstacles in her life?
- A. She becomes frustrated and gives up.
 - B. She demonstrates determination to succeed.
 - C. She makes excuses for herself.
 - D. She waits for others to help her.

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 text at any time.

21. What is a common theme to both selections?
- A. Equality guarantees acceptance.
 - B. Find the courage to be what you want to be.
 - C. Taking risks assures newfound happiness.
 - D. Listen to your fears for guidance.
22. What do the characters in both selections have in common?
- A. They fought with their elders.
 - B. They were satisfied with the way things were.
 - C. They overcame stereotypes to find fulfillment.
 - D. They refused help from others.
23. What advice would both main characters offer us?
- A. Education is important to make something of yourself.
 - B. Listen to what others tell you to do.
 - C. Be aware of your personal limitations.
 - D. Persevere to find personal triumphs.
24. In both selections, the main characters showed
- A. love.
 - B. bravery.
 - C. compassion.
 - D. fear.
25. Both characters would agree with all of the following statements **EXCEPT**
- A. Life's successes come from challenges met with courage.
 - B. It takes courage to make your dreams come true.
 - C. Courage comes without risk.
 - D. Follow your dreams.

PART 2b

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2a of this test you read *Ellen the Eagle Finds Her Place in the World* and *Wilma Rudolph*. You may look back at the reading selections to help you answer the following question:

SCENARIO:

The Rotary Club has asked for student volunteers to be day camp counselors for under-privileged children in your county. Unfortunately, the dates of the camp conflict with a white-water rafting trip you and your friends have been planning.

SCENARIO QUESTION:

What will you do? Write a letter to your parents explaining your choice and why it is right for you.

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 6
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 the poem, *Life Doesn't Frighten Me*. As you listen think about the ideas of the author and what you could learn from this poem. Does this poem remind you of something you already know or have experienced?

After listening to the poem, you will have a few minutes to make some notes on the next page about the author's ideas. 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 *Life Doesn't Frighten Me*.

LISTENING SELECTION

Life Doesn't Frighten Me

By

Maya Angelou

LISTENING SELECTION

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken about *Life Doesn't Frighten Me* at any time.

26. With which of the following statements would the author **MOST LIKELY** agree?
- A. I'm really not afraid of anything.
 - B. I'm trying to convince myself that I'm not afraid.
 - C. I'm only afraid of things I don't understand.
 - D. I can always scare away things that frighten me.
27. What generalization does this selection support?
- A. You can overcome your fears.
 - B. You can use magic charms.
 - C. It's fun to be afraid.
 - D. I am never frightened.
28. What does the author imply about fear?
- A. Fears cannot be handled.
 - B. Fears can make you tough.
 - C. Fears can be conquered.
 - D. Fears are not real.
29. What is the message of this poem?
- A. Everyone scares away his or her fears.
 - B. Everyone is afraid of the dark.
 - C. Everyone has a fear of dragons.
 - D. Everyone has fears to face.
30. How does repeating the refrain, "Life doesn't frighten me at all" help the author?
- A. It helps her feel less afraid.
 - B. It helps threaten the bullies.
 - C. It helps scare away strangers.
 - D. It doesn't help at all.

31. To handle her fears, the author uses all of the following **EXCEPT**
- A. she runs away from them.
 - B. she refuses to let them make her cry.
 - C. she laughs at them.
 - D. she scares them away.
32. Which of the following theme categories would fit this selection?
- A. Equality
 - B. Courage
 - C. Freedom
 - D. Individual rights
33. Another good title for this poem would be
- A. *I Am Not Afraid*
 - B. *What Scares Me*
 - C. *I Can Deal With Life*
 - D. *Able to Survive*
34. What is the general theme of this selection?
- A. Many things frighten me.
 - B. It takes courage to face your fears.
 - C. Darkness hides your fears.
 - D. Being frightened makes you cry.
35. The author can **BEST** be described as
- A. naive.
 - B. foolish.
 - C. defiant.
 - D. courageous.

Middle School – 6th Grade – The Courage to be Me

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. B Be who you want to be.
2. D an expected way of life.
3. C Discover the true you.
4. C accomplishment.
5. A an eagle who went her own way.
6. C it takes courage to be yourself.
7. D Ellen the Eagle didn't want to live up to the expectations of others.
8. D *Ellen Finds Her Place*
9. A Knowing who you are helps you find your place.
10. B trusting.

11. A determined and confident.
12. C *A Remarkable Champion*
13. C a determined woman who mentored others.
14. B Self-determination leads to personal triumph.
15. A it is the personal sacrifice that leads to great rewards.
16. C academic discrimination.
17. B one person can make a difference.
18. D her work with young people.
19. A the determination to overcome obstacles.
20. B She demonstrates determination to succeed.

21. B Find the courage to be what you want to be.
22. C they overcame stereotypes to find fulfillment.
23. D Persevere to find personal triumphs.
24. B bravery.
25. C Courage comes without risk.

26. B I'm trying to convince myself that I'm not afraid.
27. A You can overcome your fears.
28. C Fears can be conquered.
29. D Everyone has fears to face.
30. A It helps her feel less afraid.
31. A she runs away from them.
32. B Courage
33. C *I Can Deal With Life*
34. B It takes courage to face your fears.
35. D courageous.