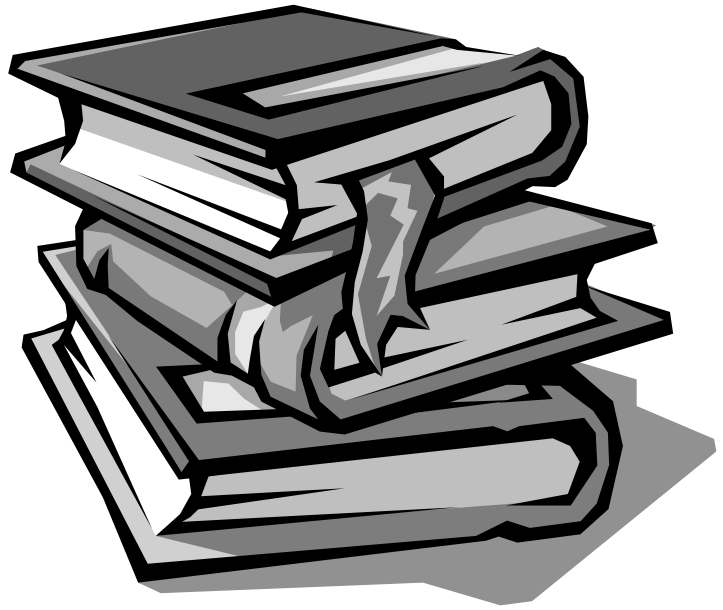


English Language Arts Prototype



Suggested for: **6th Grade**
Patriotism

Prototypes developed by
St. Clair County Educators
Revised January 2005



499 Range Road
P.O. Box 1500
Marysville, MI 48040
(810) 364-8990
Fax: (810) 364-7474
www.sccresa.org

PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

PART 1: SESSION 1 PREWRITING

DIRECTIONS:

THINKING ABOUT THE TOPIC:

Patriotism is the love of one's own country and devotion to its welfare.

THINK ABOUT:

As an American, what does it mean to be patriotic?

What does it mean to you to be an American?

How do citizens demonstrate their support of our nation?

PART 1: SESSION 1

DRAFTING

WRITING ABOUT THE TOPIC:

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

Do **one** of the following:

describe why the Pledge of Allegiance promotes patriotism among students

or

explain why you think it's patriotic to celebrate the Fourth of July, Memorial Day, or Flag Day

or

describe the experiences of someone you know who is a veteran, and why his/her actions display patriotism

or

write about a famous person you believe displayed patriotism, and why this person would be considered a patriot

or

write about a time you felt patriotic

or

write about the topic 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

WE SHALL OVERCOME

**Edited by Kenneth Auchincloss
from “Newsweek”, September 24, 2001**

FIRST READING SELECTION

WE SHALL OVERCOME

Edited by Kenneth Auchincloss
from “Newsweek”, September 24, 2001

**Oh, say, does that star-spangled banner yet wave
O’er the land of the free and the home of the brave?**

Yes, it does. All week long, all across America and the world, the flag flew with pride and defiance. On trucks barreling down Los Angeles freeways. In the front yards and shop windows of the South and Midwest. Tiny ones on countless shirts and lapels. A huge one on the wall of the stricken Pentagon. At Buckingham Palace in London, an American flag was unfurled outside the gates as the band inside played “The Star-Spangles Banner” on orders from Queen Elizabeth. Nat Storey, 36, of Hueytown, Alabama, went to a tattoo parlor and had a full-color American flag burned into his left forearm, along with the slogan **THESE COLORS DON’T RUN**. At Cliff’s Variety store in the Castro district of San Francisco, a small crowd gathered. “We figured people would be coming in for batteries and emergency supplies,” said manager Marian Kerrisk. It turned out they wanted flags.”

“This is the re-United States of America,” said Jamie MacDonald, a Boston dockworker, hugging the trunk of a flagpole at an “interfaith vigil of prayer and solidarity” outside Boston’s city hall. In the face of the unspeakable carnage from last Tuesday’s terror attack, Americans displayed a renewed spirit of togetherness. Amid all the shock and grief, there welled up an even louder chorus of determination, a pledge to stand together in a moment of crisis. National character is an elusive and suspect notion. But Americans—at most times carefree, pleasure-seeking and willfully independent—have a way of rallying in the face of tragedy. A Pearl Harbor, a Kennedy assassination, an Oklahoma City welds the nation together, not in numb paralysis but in fierce resolve. We are an undaunted people, and so we were last week.

Everywhere, in acts large and small, people rallied to help. Blood centers were overwhelmed by would-be donors, even though it sadly turned out that there was not that much demand for it in New York and Washington; in contrast to most disasters, here the injured were far outnumbered by the dead. E-mail networks sprang up in desperate efforts to find the missing. A round-robin message called on Americans everywhere to step outside and light a candle last Friday evening. Military-recruiting stations were jammed. At Atlanta’s Hartsfield airport, Continental Airlines gate attendant Susan Golden looked out at thousands of passengers stranded when their flights were canceled, and was touched by their plight. She called her friends, asking them to bring vans to the airport and offer lodging to the weary strangers. She herself put up seven people in her Peachtree City home. “It was such a joy having these people here,” she said. “It got us all so busy, taking care and being together. It’s that kind of strength that America is all about.”

A similar spirit of solidarity broke out abroad. All through Europe, bells tolled at noon on Friday for a three-minute period of silence. The soccer league postponed European Cup games scheduled for Wednesday and Thursday. The Automobile Show in Frankfurt was canceled. Top political leaders flocked to services of remembrance. In London, Prince Charles was the first to sign a book of condolence outside the American Embassy. Margaret Thatcher signed, too, adding, "Freedom, Justice and Democracy will prevail." Last week's attack was also the most deadly terrorist strike in *British* history: between 100 and 500 Britons are estimated to have died at the World Trade Center. The French brokerage firm Carr Futures had 139 employees on the 92nd floor of the North Tower; as of Thursday, 74 had not been heard from. Thanks to globalization, the wars of terrorism know no borders.

Dividing lines of all sorts vanished in the new sense of the civilized world at bay. Gone were complaints of United States "unilateralism": country after country pledged to stand together with America in hunting down the terrorists, and NATO for the first time in its history invoked Article 5, which states that an attack on any member will be construed as an attack on all. Gone was Washington's political sniping between Republican and Democrat; the congressional leaders of both parties held a joint meeting on the Capitol steps to pledge their support to President Bush, and then broke into a spontaneous chorus of "God Bless America." The famous Social Security lockbox, which had threatened to stymie the federal budgetary process this fall, was swiftly unlocked without serious protest, as Congress passed a \$40 billion appropriation for disaster relief.

For George W. Bush, a critical part of the test he faces will be to channel the nation's spirit of defiance. This was not December 1941, when the enemy was clear and war was declared. The crusade to root out terrorists, and punish those who harbor them, promises to be a long and shadowy effort, in which victories may not be easy to pinpoint or to celebrate. The good news for the president is that he has a unified country behind him. The bad news is that the country expects results, and perhaps more quickly than he can reasonably deliver. America is now up on tiptoe. Any sense that he has failed to seize the moment could produce a national frustration that would damage his presidency beyond repair. Bush's rhetorical skills are limited (though he rose to the occasion with a moving address at a National Cathedral prayer service on Friday, with four ex-presidents in the congregation). That may not be a major flaw, because the country doesn't require words so much as action. But his actions will have to be very carefully chosen, so as not to sacrifice the unity he now enjoys. The nation, and the world, will find little satisfaction in the angry flailings of a wounded giant.

Americans, too, face a test. First, they must absorb the obvious point that the enemy they face is not the Arab world, or Islam, or even all Islamic fundamentalists. In the immediate aftermath of the attacks there were scattered reports of tauntings, even beatings, of Arab-American children by schoolmates. Fortunately, they were overshadowed by more mature displays. A Muslim cleric joined priests, ministers and rabbis at the National Cathedral service, and two other Muslims helped lead Boston's vigil, which was attended by a number of Arab-Americans. Hossam Mohamad, a 30-year-old computer consultant from Egypt, e-mailed friends, urging them to go. "I feel as if my own house is burning," he said. "Muslims have made a conscious decision to make America our home. We are part of the community as much as anyone else. We just hope to be part of the rebuilding."

There will be a major test of the economy. Already hovering on the edge of recession, it could take a bad tumble now—and some forecasters braced for the worst as the stock market prepared to reopen this week. Clearly the airline and insurance industries have sustained serious damage. But the Fed was already pumping cash into the financial system, and the government will be fueling a major rebuilding effort that could offset these losses. The immediate future may hinge on the consumer: will she act shell-shocked and cautious, or will she choose to defy the terrorists with her pocketbook? The early signs from the shops and malls suggested that business was pretty much as usual.

A far tougher test awaits those who have lost family or friends. The grim fact is that many of those killed in New York or Washington may never be found. The searing fire and the crushing collapse of the buildings have obliterated them without a trace. Last week saw a sad procession of supplicants going from hospital to hospital, seeking their loved ones among the injured. Walls and lampposts in downtown New York were pasted with pictures of the missing. For their families, at least for the moment, these people live on in a limbo of desperate hope. But gradually, the survivors will have to make their peace with the fact that their husbands or sisters of children lie in that dreadful, unresolved category, “presumed dead”.

Grief and love, rage and vengefulness, pride and defiance—a volatile set of emotions was let loose in America last week. They can be dangerous, but they can also be constructive. It hardly seems possible, or even fitting, to imagine that some good could come out of such horror. But the best memorial to those who perished would be the achievement of a safer, saner world. And it is not out of reach.

FIRST READING SELECTION

DIRECTIONS:

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

1. *We Shall Overcome* is a fitting title for this selection because
 - A. we shall overcome the effects of terrorism by standing together.
 - B. overcoming inequalities is part of American history.
 - C. terrorists are coming and we need to be ready.
 - D. we should overcome the terrorists' hatred.

2. After the terrorist attacks, Americans displayed their patriotism by doing all of the following **EXCEPT**
 - A. demonstrating concern for fellow Americans.
 - B. realizing future terrorist attacks are likely.
 - C. rallying for a common cause.
 - D. actively expressing support for our country.

3. Immediately after the terrorist attacks, American felt all of the following **EXCEPT**
 - A. determination and perseverance.
 - B. anger and frustration.
 - C. patriotism and unification.
 - D. despair and complacency.

4. What is the main idea of this selection?
 - A. Americans have reunited against terrorism.
 - B. Terrorism is all around us.
 - C. Americans want everyone to fight terrorism.
 - D. Flying flags is a good way to fight terrorism.

5. After 9-11, the resurgence of flag flying symbolizes
 - A. Americans are proud to be winners.
 - B. a renewed effort to fight inequality.
 - C. a stand against cultural differences.
 - D. a rebirth of maintaining a free and democratic country.

6. Based on the information in this selection, Americans who want to be more patriotic would
- A. become a regular blood donor.
 - B. visit a military recruiting station.
 - C. demonstrate a fierce resolve against terrorism.
 - D. work to assure the safety of firefighters and policeman.
7. The war on terrorism promises to require a “long and shadowy effort” because
- A. this war requires world compliance.
 - B. the faces of the enemy are undefined and elusive.
 - C. we do not understand the reasons behind it.
 - D. victory over terrorism is easily measured.
8. What does the phrase “rallying in the face of tragedy” mean?
- A. Americans are reunited for a common purpose.
 - B. Americans are resigned to live with the threat of terrorism.
 - C. Revenge will triumph.
 - D. Attending rallies will help fight terrorism.
9. The terrorist attacks resulted in all of the following **EXCEPT**
- A. a reunification spurred on by American defiance.
 - B. a resurgence of government support.
 - C. a renewed effort to compromise with terrorists.
 - D. a realization that we are at war.
10. What is the author’s purpose in writing this selection?
- A. To describe the despair felt by Americans.
 - B. To document the reunification of the American spirit.
 - C. To frighten readers with stories of terrorism.
 - D. To expose America’s vulnerability.

SECOND READING SELECTION

THANKS FOR THE MEMORIES

**By
Delia M. Rios**

**Newhouse News Service
from “Grand Rapids Press”, July 21, 2002**

THANKS FOR THE MEMORIES

**by Delia M. Rios, Newhouse News Service
from “Grand Rapids Press”, July 21, 2002**

Bob Hope’s patriotism spurs another look with monument effort

Americans going to war over the last half-century had the wise-cracking, indomitable and indispensable Bob Hope on their side, a man who never wore a uniform, but whose incomparable service to his adopted country inspired Congress to take the extraordinary step of declaring him an honorary veteran.

As Hope recently marked his 99th birthday out of public view, American military forces were in the field fighting the first war of the 21st century—and the first war since 1941 without him.

Only age and declining health could have kept the entertainer from the troops he called “the kids”.

Perhaps, in his absence, the scope and significance of his wartime service will be rediscovered and newly appreciated. Certainly that is the intent of a planned \$10 million monument to Hope in San Diego, a campaign led by former President Ford, himself a World War II Navy man.

As befits the comic, the timing is right.

The resurgence of a deeply felt patriotism since the September 11 terrorist attacks recalls the World War II era that animated Hope’s unwavering commitment to American troops, allowing us to see Hope through new eyes. His brand of patriotism was not always popular, especially during the divisive Vietnam years. But what held fast across the generations was one immutable fact: The troops loved him.

“He represented home to them,” said Samuel Brylawski, the Library of Congress curator of the exhibit “Bob Hope and American Variety”.

It was as simple as that.

Wherever Americans were deployed, Hope was there—often putting himself in harm’s way to be with them.

Once, after enduring a night of bombing in Algiers, he wired Gen. Dwight D. Eisenhower, expressing his relief that “I wasn’t here on one of the nights when you had some action.” Many, he knew, would never make it home.

“If we hadn’t felt the drama in that situation, we’d have been pretty thick-skinned,” Hope recalled in his book, “Have Tux, Will Travel.” We weren’t that thick-skinned.

Around the world

He took his comedy troupe of musicians and pretty female singers to the combat zones of Europe and Korea, the jungles of Vietnam and the deserts of the Persian Gulf. His Christmas road shows during the long decades of the Cold War sustained soldiers far from home.

Millions saw him perform on every conceivable stage, from the makeshift Army barracks in the South Pacific to the back of a Humvee somewhere in the Saudi Arabian desert. By 1944, two years into his first war, he had entertained fully half of the U.S. Army. In that one summer, as the Library of Congress documents, he traveled 30,000 miles and put on more than 150 shows.

Approaching his 90’s, he was still at it. Pete Neal, a USO Producer on Hope’s Persian Gulf tour, said that moving Hope from place to place felt a little like handling a delicate package. But then he’d walk on stage, and 20 years dropped away.

“Ka-bam! He was right on it,” marvels Neal.

And “the kids”—as had generations before—loved him.

“You almost had the sense, on one hand, that they didn’t know who he was,” Neal said. “But ‘war zone’ and ‘Bob Hope,’ they go together. There was almost a subconscious awareness of who this guy was.”

In honoring Hope, Congress summed up his service as “extending for the American people a touch of home away from home.”

But listen to John Ibe explain what that actually meant.

He was 23 and a machinist’s mate in October 1944, serving on an aircraft carrier in the Admiralty Islands—the rendezvous point for a convoy heading for the Philippines with Gen. Douglas MacArthur. Hope was there, too. Seeing him, Ibe could think only of his wife and 6-week-old daughter back in Milwaukee.

Returning to ship, Ibe’s buddy, 19-year-old Tom Jones of Independence, Mo., remarked, “Every serviceman should see Bob Hope before going into battle.”

Just off the Philippines, their ship sank.

“We lost Tommy,” said Ibe, now 80 and living in San Diego. “All the way from Manus Island to the Philippines, Tommy talked about Bob Hope. And, of course, it’s a thought that lingers with you in your life.”

The entertainer once described himself—with a wink to his audience—as a “skinny hooper named Hope who went into radio and was never heard from again.” Born May 29, 1903, he was an immigrant kid from England who lived the American dream, becoming a star of vaudeville, radio, motion pictures and television—and more than a performer, an American icon. He was the celebrity golfer in plaid pants to baby boomers, a political conservative who stood by his friend President Nixon even as Nixon fell into disgrace.

His first war

Hope was 38 in 1941 when Pearl Harbor was bombed. The 1997 congressional resolution naming him and honorary veteran cites Hope’s desire to enlist. His country had other ideas: He was needed to boost morale.

Time magazine featured him on its September 20, 1943, cover with a headline that could just as well be his epitaph—“First in the hearts of the servicemen,” a wordplay on the famous eulogy for George Washington invoking the love of his countrymen.

The soldiers of that generation accepted Hope as one of their own. He took his NBC radio show on the road, broadcasting 135 of 144 episodes from military sites. He’d send an advance team to poke around for material, Brylawski explained. If the cook was bad, Hope would get him into his monologue.

And just as he represented home to the troops, the folks listening in could feel closer to their loved ones in uniform. “He was like a go-between,” Brylawski said.

Tucked away in the archives of the Library of Congress—the repository of Hope’s personal papers—are boxes of carefully filed letters from soldiers addressed “Dear Bob.”

Bill Cunningham wrote on November 9, 1943, from “Somewhere Over There.” He reminded Hope of their meeting in Sicily, thanked the entertainer for writing to his wife, and asked that he overlook his typing, adding, “I know the company clerk won’t when he finds out in the a.m. I’ve been using his machine.”

“Frankly,” Cunningham confided, “I thought you might forget all about the poor Provost Sergeant, but I should have known better as I had you rightly tabbed as a ‘regular guy.’ I assure you that is not flattery, we old Army regulars don’t play that way. “You either are or you aren’t and, in your case, you are.”

Another generation

Frederic Flom was just shy of his third birthday when Cunningham was writing. Almost 30 years later, Flom—a prisoner of war shot down over North Vietnam in 1966—wrote Hope himself on a scrap of paper. He’d flown 70 combat missions in Vietnam and 20 in Laos. Word had reached him from more recently captured Americans that Hope was speaking out on behalf of POWs, and he wanted to thank him personally.

“Just another fan letter from a different address,” Flom began his latter dated February 24, 1973. He concluded, “Thank you Bob, for being such a large part of America & our wonderful way of life.” The year Flom was shot down, Robert Hodieme was a 21-year-old freelance photographer making the rounds with Hope and his entourage. In a South Vietnam field hospital hope came upon a soldier swathed in plaster from head to toe, with openings only for his eyes and mouth. “Geez, fella, you look like hell,” Hope cracked.

Hodieme recalls, “From inside the cast, you could hear this guy laughing.”

This golfing buddy of presidents and dinner companion of generals had an undeniable common touch. The serious side of war, Hope once said, was not his field. Maybe so, but he was no stranger to it.

“God knows I didn’t do any fighting,” Hope explained in the preface to “I Never Left Home,” a 1944 account of his war travels dedicated from “B.H.” to “G.I.”

“But I had a worm’s-eye view of what war is.”

“I saw your sons and your husbands, your brothers and your sweethearts,” he wrote. “I saw how they worked, played, fought and lived. I saw some of them die. I saw more courage, more good humor in the face of discomfort, more love in an era of hate, and more devotion to duty that could exist under tyranny.”

SECOND READING SELECTION

DIRECTIONS:

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

11. Why is Bob Hope is considered a patriot?
- A. Congress declared him as an honorary veteran.
 - B. He spent many Christmas holidays away from his family.
 - C. He was tirelessly loyal and devoted to supporting American servicemen.
 - D. He was an entertainer who took his show on the road to make money.
12. Bob Hope can **BEST** be described as
- A. ambitious and relentless.
 - B. devoted and sacrificing.
 - C. capable and accommodating.
 - D. supportive and concerned.
13. How would Bob Hope **MOST LIKELY** want to be remembered?
- A. As a role model to young soldiers.
 - B. As a comedic entertainer who worked internationally.
 - C. As a courageous military hero.
 - D. As a humanitarian supporting the American troops.
14. The author's purpose in writing this selection was to
- A. persuade readers to be patriots.
 - B. document Bob Hope's appeal as an entertainer.
 - C. describe Bob Hope's achievements in his life.
 - D. acknowledge Bob Hope's contributions to our country.
15. What would be another good title for this newspaper article?
- A. *Bob Hope, Contributions of a Patriot*
 - B. *The Life of an Entertainer*
 - C. *Bob Hope, an American Hero*
 - D. *Memoirs of a Devoted American*

16. What was Bob Hope's motivation?
- A. Fame
 - B. Adventure
 - C. Bravery
 - D. Compassion
17. The impact of Bob Hope's shows on the troops was
- A. an inspiration to fight.
 - B. a moral booster.
 - C. a celebration of war.
 - D. a patriotic rally.
18. The author's purpose in writing this selection was to
- A. pay tribute to a relentless patriot.
 - B. describe the life of an entertainer.
 - C. persuade readers to support Hope's monument.
 - D. encourage readers to be patriotic.
19. Bob Hope's compassion for the troops was evidenced by
- A. being named an honorary veteran.
 - B. his becoming a world-renowned entertainer.
 - C. his selfless devotion to "the kids".
 - D. being the subject of the book, *Have Tux, Will Travel*.
20. Bob Hope would **MOST LIKELY** encourage Americans to do all of the following **EXCEPT**
- A. work towards maintaining our individual rights.
 - B. support the common good.
 - C. uphold justice and freedom.
 - D. defend our country and its' citizens.

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 lesson do the actions of Bob Hope and the American public teach us?
- A. All patriotic acts, regardless of the scope, are significant.
 - B. Patriots are often confused with zealots.
 - C. Only self-sacrificing deeds are patriotic.
 - D. True patriots are boastful of their accomplishments.
22. From these selections, patriotism can be defined as
- A. to support all war efforts.
 - B. to rally in support of our country.
 - C. to celebrate national holidays.
 - D. to be a good citizen and fly the flag.
23. A common message to both selections is
- A. Patriotic beliefs lead to war.
 - B. Individual patriotic acts are insignificant.
 - C. Love of country is a natural instinct.
 - D. There are many ways to show patriotism.
24. With which of the following statements would Bob Hope and the American public agree?
- A. Loyalty is the foundation of patriotism.
 - B. Patriotism is only needed in times of adversity.
 - C. Patriotism is a common trait in all Americans.
 - D. True patriots are not ordinary people.
25. Another good title for both selections would be
- A. *How to be a Patriot*
 - B. *Recollections of Patriotism*
 - C. *Against All Odds*
 - D. *Stand Up and Fight*

PART 2b

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2a of this test you read *We Shall Overcome* and *Thanks for the Memories*. You may look back at the reading selections to help you answer the following question:

SCENARIO:

Great courage and patriotism was demonstrated by the firefighters and police officers at Ground Zero during the 9-11 tragedy. The President has asked the youth of our nation to join in the patriotic effort of building a memorial at Ground Zero honoring the heroes of 9-11.

SCENARIO QUESTION:

Would you give up your summer vacation to participate in this effort? Write a letter to your parents stating and defending your decision.

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 a personal reflection from *The Greatest Generation Speaks* as a story. As you listen think about the ideas presented and what you could learn from them. Do the grandfather's actions remind you of something you or someone you know has done?

After listening to this personal reflection, you will have a few minutes to make some notes on the next page. 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 *The Greatest Generation Speaks*.

LISTENING SELECTION

The Greatest Generation Speaks
Letters and Reflections

By
Tom Brokaw

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 *The Greatest Generation Speaks* at any time.

26. Why does Bessie Luttrell consider her grandfather a “true hero”?
- A. Because he fought valiantly and was declared a war hero.
 - B. Because while flying the B17, he destroyed many enemy aircraft and targets.
 - C. He displayed great patriotism, courage, and the convictions to make his dreams come true.
 - D. Because he was a prisoner of war.
27. What would be another good title for Bessie Luttrell’s essay?
- A. *Behind Enemy Lines*
 - B. *A School Assignment*
 - C. *My Grandfather: A Patriot and a Hero*
 - D. *The Greatest Man I Ever Knew*
28. Why did Harold Luttrell proudly leave his wife and daughter to go to war?
- A. He knew he would be a good soldier.
 - B. He knew serving his country was the right thing to do.
 - C. Everyone was going to war.
 - D. He wanted something to brag about.
29. Harold Luttrell would **MOST LIKELY** want to be remembered as
- A. a man who fought boldly to defend the country he loved.
 - B. a recipient of many military awards.
 - C. a man who survived being a prisoner of war.
 - D. an ace military pilot.
30. Harold Luttrell can **BEST** be described as
- A. submissive and devoted.
 - B. proud and perseverant.
 - C. boastful and concerned.
 - D. supportive and overwhelmed.

31. Bessie Luttrell used her grandfather as the subject of her essay because
- A. he was a figment of her imagination.
 - B. she was grateful for his heroic actions and sacrifice.
 - C. she wanted others to recognize his accomplishments.
 - D. she was inspired by the stories of his bravery and legacy.
32. What lesson does Bessie learn from her grandfather's legacy?
- A. The courage to pursue her dreams.
 - B. A strong interest in history.
 - C. The military would make a fine career choice.
 - D. It is a privilege to fight for your country.
33. How does Harold Luttrell cope with the problems he encounters?
- A. He demonstrates perseverance in the face of adversity.
 - B. He panics and compromises his principles.
 - C. He gets discouraged and refuses to fight.
 - D. He regrets his actions and questions his beliefs.
34. Harold Luttrell's life shows us that
- A. love of country overcomes fear.
 - B. the common man can be a great patriot.
 - C. war achievements guarantee personal success.
 - D. fighting in the war can be a gratifying experience.
35. Harold Luttrell can be defined as a patriot because
- A. he courageously defended his country.
 - B. he enlisted during a time of war.
 - C. he was a decorated serviceman.
 - D. he devoted his life to remembering the war efforts.

Middle School - Grade 6th - Patriotism

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. A we shall overcome the effects of terrorism by standing together.
2. B realizing future terrorist attacks are likely.
3. D despair and complacency.
4. A Americans have reunited against terrorism.
5. D a rebirth of maintaining a free and democratic country.
6. C demonstrate a fierce resolve against terrorism.
7. B the faces of the enemy are undefined and elusive.
8. A Americans are reunited for a common purpose.
9. C a renewed effort to compromise with terrorists.
10. B To document the reunification of the American spirit.

11. C He was tirelessly loyal and devoted to supporting American servicemen.
12. B devoted and sacrificing.
13. D As a humanitarian supporting the American troops.
14. D acknowledge Bob Hope's contributions to our country.
15. A *Bob Hope, Contributions of a Patriot*
16. D Compassion
17. B a moral booster.
18. A pay tribute to a relentless patriot.
19. C his selfless devotion to "the kids".
20. A work towards maintaining our individual rights.

21. A All patriotic acts, regardless of the scope, are significant.
22. B to rally in support of our country.
23. D There are many ways to show patriotism.
24. A Loyalty is the foundation of patriotism.
25. B *Recollections of Patriotism.*

26. C He displayed great patriotism, courage, and the convictions to make his dreams come true.
27. C *My Grandfather; A Patriot and a Hero*
28. B He knew serving his country was the right thing to do.
29. A a man who fought boldly to defend the country he loved.
30. B proud and perseverant.

31. D she was inspired by the stories of his bravery and legacy.
32. A The courage to pursue her dreams.
33. A He demonstrates perseverance in the face of adversity.
34. B the common man can be a great patriot.
35. A he courageously defended his country.