

Participant Packet

Student Papers

The Essential Skill of Reading:
Level 3 In-Depth Training

For English Language Arts Teachers



This packet contains

- Official Reading Scoring Guides – Informative and Literary Text
- 10 Student Papers with Commentary and Scores
- Practice Score Sheet

Information provided by Oregon Department of Education
Office of Assessment and Information Services
2011-12

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DEMONSTRATE UNDERSTANDING: Informational Text

“Getting the gist”

Main ideas, relevant and specific supporting details, sequence of events, relationship among ideas, facts/opinions

5/6– EXCEEDS

Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.

Reader responses

- indicate accurate, thorough understanding of main ideas & supporting details, including those that are subtle/ complex
- differentiate between and/or summarize facts and opinions,
- recognize subtleties, ambiguities and complexities

4 – MEETS

There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.

Reader responses

- indicate accurate literal understanding of main ideas and supporting details;
- identify and/or summarize sequence of events or relationships among ideas;
- differentiate between facts and opinions;
- may focus on obvious facts and opinions

3 – NEARLY MEETS

There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial

Reader responses

- indicate incomplete or partial understanding of main ideas;
- may focus on isolated details;
- may show some misunderstanding of or omit significant details
- may show some confusion in differentiating facts from opinions

1/2 – DOES NOT YET MEET

There are too few reader responses, and/or the responses show limited skills and incorrect understanding.

Reader responses

- indicate limited, fragmented, or incorrect understanding
- may not show ability to construct meaning from text
- do not distinguish facts from opinions

DEVELOP AN INTERPRETATION: Informational Text

“Reading between the lines”

Unstated main ideas, inferences, interpretations, conclusions, generalizations, connections, and/or predictions of future outcomes

5/6– EXCEEDS

Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.

Reader responses

- make note of subtleties, complexities, and implicit relationships in interpreting the text (e.g., ideas, themes, reasoned arguments, events, characters)
- provide well-supported relevant, valid textual evidence

4 – MEETS

There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.

Reader responses

- present reasonable, perhaps obvious, interpretations, conclusions, generalizations, connections or predictions
- provide some textual evidence

3 – NEARLY MEETS

There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial

Reader responses

- present interpretations that may be overly broad, simplistic, or incomplete
- may show some misunderstanding
- show inadequate textual evidence

1/2 – DOES NOT YET MEET

There are too few reader responses, and/or the responses show limited skills and incorrect understanding.

- Reader responses do not offer an interpretation, or suggest an interpretation not supported by the text

ANALYZING TEXT: Informational text

“Looking at the Author’s Craft”

Author’s purpose, ideas and reasoning and writing strategies (e.g., organization, word choice, perspective, format, and, if used, literary devices*)

5/6– EXCEEDS

Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.

Reader responses

- explain author’s purpose
- articulate well reasoned, insightful assertions about author’s ideas, (e.g. support, reasoning, use of sources)
- show in-depth analysis of how writer’s strategies contribute to effectiveness of selection
- provide specific, strong, accurate textual evidence

4 – MEETS

There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.

Reader responses

- identify author’s purpose
- make reasoned judgments about author’s ideas (e.g. support, reasoning, use of sources)
- show how writer’s strategies contribute to effectiveness of selection
- provide some textual evidence

3 – NEARLY MEETS

There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial

Reader responses

- may identify author’s purpose
- may provide overly general, superficial, or inaccurate judgments about author’s ideas (e.g. support, reasoning, use of sources)
- provide overly general, superficial, or inaccurate judgments about writer’s strategies
- provide limited textual evidence

1/2 – DOES NOT YET MEET

There are too few reader responses, and/or the responses show limited skills and incorrect understanding.

Reader responses

- indicate lack of awareness of author’s purpose
- may contain inaccurate judgments about author’s ideas (e.g. support, reasoning, use of sources)
- indicate lack of awareness of writer’s strategies
- provide limited or no textual evidence

*Writers sometimes use techniques known as literary devices in informational text. Common literary devices include irony, satire, foreshadowing, flashback, simile, metaphor, personification, symbolism, allusion, exaggeration, etc. Students are not required to identify the device by name, but may comment on the effect or notice the strategy.

DEMONSTRATE UNDERSTANDING: Literary Text

“Getting the gist”

Main ideas, relevant and specific supporting details, sequence of events, relationship among ideas

<p>5/6– EXCEEDS</p> <p><i>Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.</i></p> <p>Reader responses</p> <ul style="list-style-type: none"> ▪ indicate accurate, thorough understanding of main ideas and supporting details; ▪ recognize subtleties, ambiguities and complexities 	
<p>4 – MEETS</p> <p><i>There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.</i></p> <p>Reader responses</p> <ul style="list-style-type: none"> ▪ indicate accurate literal understanding of main ideas and supporting details; ▪ identify and/or summarize sequence of events or relationships among ideas 	<p>3 – NEARLY MEETS</p> <p><i>There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial</i></p> <p>Reader responses</p> <ul style="list-style-type: none"> ▪ indicate incomplete or partial understanding of main ideas; ▪ may focus on isolated details; ▪ may show some misunderstanding of or omit significant details
<p>1/2 – DOES NOT YET MEET</p> <p><i>There are too few reader responses, and/or the responses show limited skills and incorrect understanding.</i></p> <p>Reader responses</p> <ul style="list-style-type: none"> ▪ indicate limited, fragmented, or incorrect understanding ▪ may not show ability to construct meaning from text 	

DEVELOP AN INTERPRETATION: Literary Text

“Reading between the lines”

Unstated main ideas, inferences, interpretations, conclusions, generalizations, connections, and/or predictions of future outcomes

<p>5/6– EXCEEDS</p> <p><i>Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.</i></p> <p>Reader responses</p> <ul style="list-style-type: none"> • make note of subtleties, complexities, and implicit relationships in interpreting the text (e.g., ideas, themes, reasoned arguments, events, characters) • provide well-supported relevant, valid textual evidence 	
<p>4 – MEETS</p> <p><i>There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.</i></p> <p>Reader responses</p> <ul style="list-style-type: none"> ▪ present reasonable, perhaps obvious, interpretations, conclusions, generalizations, connections or predictions ▪ provide some textual evidence 	<p>3 – NEARLY MEETS</p> <p><i>There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial</i></p> <p>Reader responses</p> <ul style="list-style-type: none"> ▪ present interpretations that may be overly broad, simplistic, or incomplete ▪ may show some misunderstanding ▪ show inadequate textual evidence
<p>1/2 – DOES NOT YET MEET</p> <p><i>There are too few reader responses, and/or the responses show limited skills and incorrect understanding.</i></p> <p>Reader responses</p> <ul style="list-style-type: none"> ▪ do not offer an interpretation <li style="padding-left: 20px;">or ▪ suggest an interpretation not supported by the text 	

ANALYZING TEXT: Literary Text

“Applying Knowledge of Literature”

Literary Elements (e.g., theme, character, plot, setting, voice, narrator, characterization, tone, mood, etc.) and Literary Devices (e.g., figurative language, imagery, point of view, foreshadowing, flashbacks, symbolism, etc.)

5/6– EXCEEDS

Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.

Reader responses

- provide thorough, in-depth analysis of how literary elements and devices contribute to the effectiveness of the selection
- provide specific, strong, accurate textual evidence

4 – MEETS

There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.

Reader responses

- provide an analysis of how literary elements and/or devices contribute to the effectiveness of the selection
- provide some textual evidence

3 – NEARLY MEETS

There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial

Reader responses

- provide overly general or simplistic analysis of how literary elements and devices contribute to the effectiveness of the selection
- or
- identify elements and devices without explanation of their effectiveness
- provide limited textual evidence

1/2 – DOES NOT YET MEET

There are too few reader responses, and/or the responses show limited skills and incorrect understanding.

Reader responses

- provide little or no analysis of how literary elements and devices contribute to the effectiveness of the selection
- provide limited or no textual evidence

Reading Performance Assessment **Task 6**
High School – 2009 – *Students Programmed to Help Out Their Rivals*

Read the following article carefully and **make notes in the margin** as you read. Your notes should include:

- Comments that show that you **understand** the article. (A summary or statement of the main idea of important sections may serve this purpose.)
- Questions you have that show what you are **wondering** about as you read.
- Notes that differentiate between **fact** and **opinion**.
- Observations about how the **author’s craft** (organization, word choice, perspective, support) and **choices** affect the article.

Your **margin notes** are part of your score for this assessment.

Student _____ **SSID** _____

Teacher _____ **Class Period** _____

School _____ **School District** _____

STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

Robots battle for supremacy in Portland this weekend, but for their young creators, the games are a “coopetition.”

By Bill Graves

The Oregonian, March 7, 2009

Two groups of three robots, all towing round trailers, bounce about like bumper cars in a fenced area called the crater as they scoop up soccer-sized balls and shoot or spit them into their opponents’ trailers. The group that sinks the most balls wins. This is how 54 robots – each representing a team of high school students from Oregon, Hawaii, Alaska, California, Idaho or Washington – are slugging it out this weekend at Portland’s Memorial Coliseum for a chance to go on to international competition in Atlanta next month.

The final rounds of competition, which are free and open to the public, will be between 1 and 3 p.m. today. While the competition is fierce, it is softened by uncommon civility and geared to produce future scientists and leaders.

In the first two-minute round Friday, a robot built by a team from the Saint George’s private school in Spokane failed to move. Minutes later, in another area called the pit, Eric Anderson, 15, and Ian McNee, 17, members of a team from Meridian, Idaho, were helping the Spokane team fix some chains, a battery cable and other problems.

“You don’t want them not to show up.” McNee said. “We want everybody to compete.”

The robot makers display team spirit with cheers, mascots, shirts, flags, buttons, hats and capes, but they also commonly help one another as part of what they call “gracious professionalism.” It is a value that the

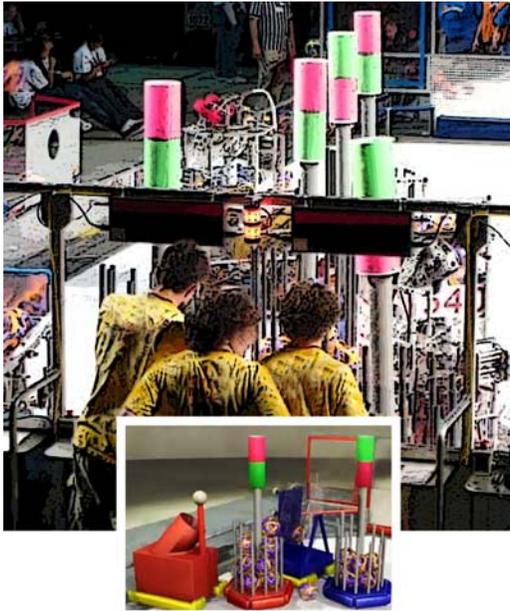
*Notes on my thoughts,
reactions and questions as I
read:*

Reading Performance Assessment **Task 6**
High School – 2009 – *Students Programmed to Help Out Their Rivals*

hundreds of coaches and sponsors and thousands of adult mentors try to foster in students.

The robotic crowd calls this brand of sportsmanship “coopetition,” Says Deb Mumm-Hill, Northwest regional director in West Linn of For Inspiration and Recognition of Science and Technology, a nonprofit that organizes the competition in an effort to steer more students into science, engineering and mathematics.

“We’re a work force development group,” she said. Today’s workers need to work in teams and with other teams and countries to solve the world’s complex problems, she said.



To develop those skills, the robotics competition uses a sports model to engage students, she said, “but we took out the bad part, the ‘braggadocio’ and ‘crush your opponent.’”

The regional contest, Oregon’s sixth, is one of 44 Robotics Competitions staged worldwide by FIRST. Teams range in size from five to 40 students, but average about 28. They bring together students of diverse backgrounds, interests and ages, just as the modern workplace does.

The Oregon City team, for example, has about 30 members,

ages 14 to 18. It defies stereotypes with a balance of girls and boys and three female captains.

On Thursday morning, the Oregon City team was in the pit helping the Gresham High team program its computer. Gresham’s team has only five members, two of whom learned how to program from scratch this year.

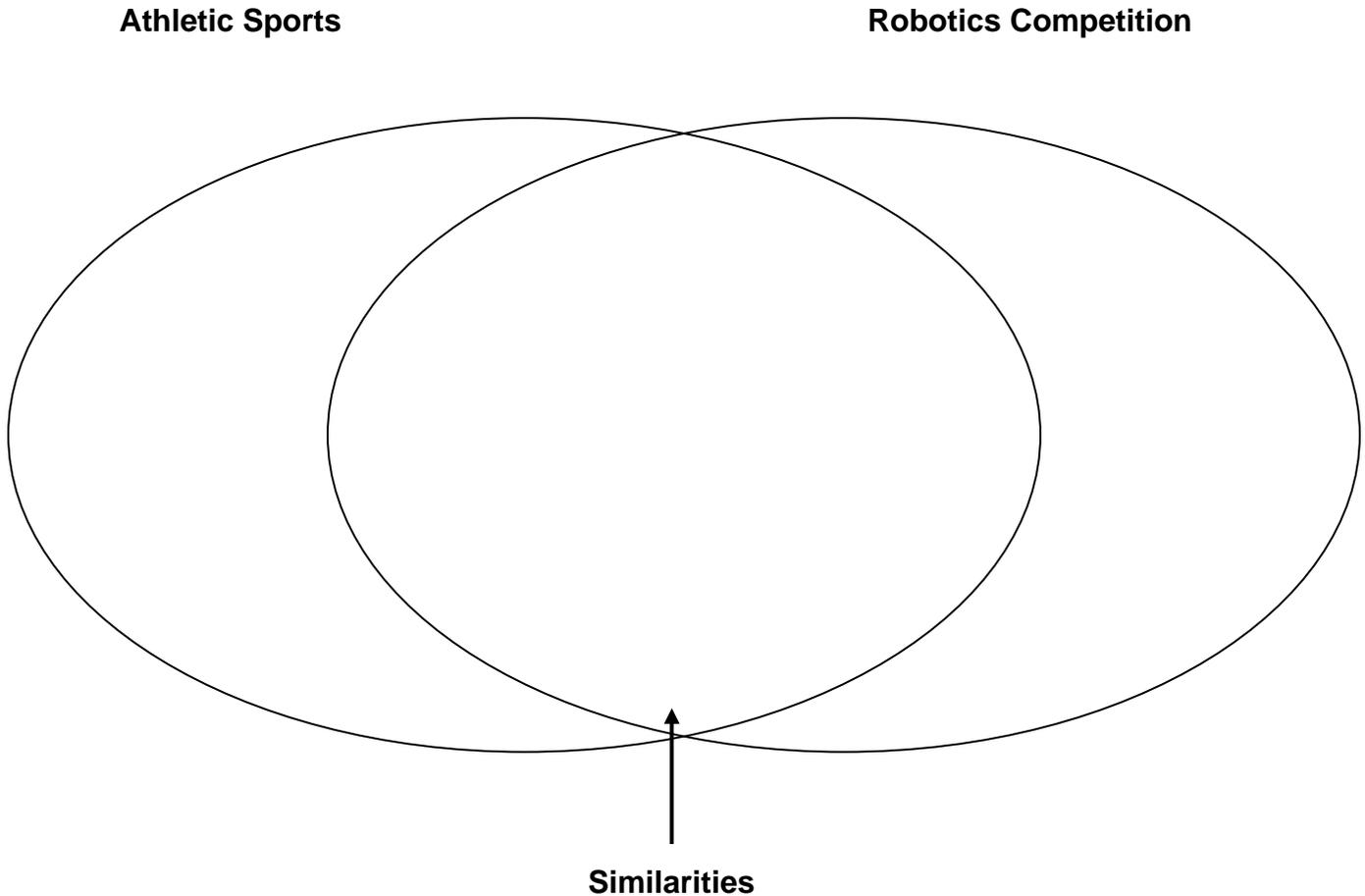
We’ve been mentoring them all year long,” said Roger Collier, coach for Oregon City, which offers some level of robotics training in all of its schools, even the elementary ones. We sent 10 kids at a time to help them.” Teams for the last group of three robots still standing after the elimination rounds today go to the international contest in Atlanta. So will the best rookie team, the team that has done the most to promote the FIRST program, and the team with the best-engineered robot.

Teams must each raise \$6,000 to build their robots during the same six-week winter period. Students said they commonly worked on their projects daily from the time they got out of school until midnight and 16 hours a day on weekends. They are expected not only to build and program a working robot, but also to raise money, brand and promote their machines, create a Web site and mentor younger students.

Notes on my thoughts, reactions and questions as I read:

Reading Performance Assessment **Task 6**
High School – 2009 – *Students Programmed to Help Out Their Rivals*

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences**.



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective.

Reading Performance Assessment **Task 6**
High School – 2009 – *Students Programmed to Help Out Their Rivals*

5. Using the chart below, give 3 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification		
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification		
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification		

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

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Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

Read the following article carefully and make notes in the margin as you read. Your notes should include:

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- Questions you have that show what you are **wondering** about as you read.
- Notes that differentiate between **fact** and **opinion**.
- Observations about how the **author's craft** (organization, word choice, perspective, support) and **choices** affect the article.

Your **margin notes** are part of your score for this assessment.

Student _____
 Teacher _____
 School _____ Dist _____

STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

Robots battle for supremacy in Portland this weekend, but for their young creators, the games are a "coopetition."

*By Bill Graves
 The Oregonian, March 7, 2009*

Two groups of three robots, all towing round trailers, bounce about like bumper cars in a fenced area called the crater as they scoop up soccer-sized balls and shoot or spit them into their opponents' trailers. The group that sinks the most balls wins. This is how 54 robots – each representing a team of high school students from Oregon, Hawaii, Alaska, California, Idaho or Washington – are slugging it out this weekend at Portland's Memorial Coliseum for a chance to go on to international competition in Atlanta next month.

The final rounds of competition, which are free and open to the public, will be between 1 and 3 p.m. today. While the competition is fierce, it is softened by uncommon civility and geared to produce future scientists and leaders.

In the first two-minute round Friday, a robot built by a team from the Saint George's private school in Spokane failed to move. Minutes later, in another area called the pit, Eric Anderson, 15, and Ian McNee, 17, members of a team from Meridian, Idaho, were helping the Spokane team fix some chains, a battery cable and other problems.

"You don't want them not to show up." McNee said. "We want everybody to compete."

The robot makers display team spirit with cheers, mascots, shirts, flags, buttons, hats and capes, but they also commonly help one another as part of what they call "gracious professionalism." It is a value that the

Notes on my thoughts, reactions and questions as I read:

1st sentence = fact

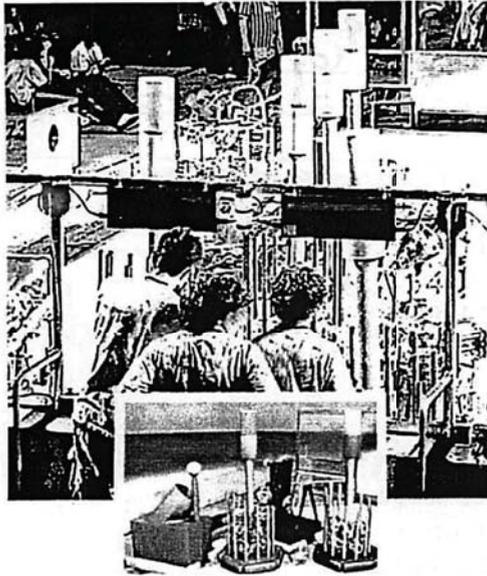
Paragraph = fact

Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

hundreds of coaches and sponsors and thousands of adult mentors try to foster in students.

The robotic crowd calls this brand of sportsmanship “coopetition,” Says Deb Mumm-Hill, Northwest regional director in West Linn of For Inspiration and Recognition of Science and Technology, a nonprofit that organizes the competition in an effort to steer more students into science, engineering and mathematics.

“We’re a work force development group,” she said. Today’s workers need to work in teams and with other teams and countries to solve the world’s complex problems, she said.



To develop those skills, the robotics competition uses a sports model to engage students, she said, “but we took out the bad part, the ‘braggadocio’ and ‘crush your opponent.’”

The regional contest, Oregon’s sixth, is one of 44 Robotics Competitions staged worldwide by FIRST. Teams range in size from five to 40 students, but average about 28. They bring together students of diverse backgrounds, interests and ages, just as the modern workplace does.

The Oregon City team, for example, has about 30 members, ages 14 to 18. It defies stereotypes with a balance of girls and boys and three female captains.

On Thursday morning, the Oregon City team was in the pit helping the Gresham High team program its computer. Gresham’s team has only five members, two of whom learned how to program from scratch this year.

“We’ve been mentoring them all year long,” said Roger Collier, coach for Oregon City, which offers some level of robotics training in all of its schools, even the elementary ones. “We sent 10 kids at a time to help them.” Teams for the last group of three robots still standing after the elimination rounds today go to the international contest in Atlanta. So will the best rookie team, the team that has done the most to promote the FIRST program, and the team with the best-engineered robot.

Teams must each raise \$6,000 to build their robots during the same six-week winter period. Students said they commonly worked on their projects daily from the time they got out of school until midnight and 16 hours a day on weekends. They are expected not only to build and program a working robot, but also to raise money, brand and promote their machines, create a Web site and mentor younger students.

Notes on my thoughts,
reactions and questions as I
read:

Braggadocio?
* They're using
robotic sporting
competition
to motivate
science & technology

Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

Erica Smith, 18, a senior, had plans to go to Portland State University to study art or English before a friend invited her to join the Oregon City robot team last year. She soon found herself learning how to weld, wire circuits, run a machine lathe and organize a team. She's one of the team captains this year and plans to attend Heriot-Watt University in Scotland next year to study artificial intelligence.

"This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ...It changed the way I view the world. It helped me realize this is the future."

"Students Programmed to Help Out their Rivals" By Bill Graves, The Oregonian, March 7, 2009. Used by permission of The Oregonian.

Notes on my thoughts,
reactions and questions as I
read:

1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

The article talks about how new Robotics Clubs have changed the way people think. Kids from elementary and up are learning how to build a program robots also going to competitions to have robot face-offs. Each team averaging about 28 people who really love technology & science & have a blast doing it all.

2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

a new brand of sportsmanship called coopetition, hopes of steering more, young students towards robotics, & science engineering

Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input checked="" type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification	"... three robots, all towing around trailers bounce about like bumper cars..."	gives you more of a vivid picture of what exactly goes on in competition + what it looks like
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input checked="" type="checkbox"/> Personification	"...scoop up soccer sized balls and shoot or spit them..."	allows for clearer understanding of what the robots are doing

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

1st paragraph "this is how 45 robots, representing teams from... are slugging it out this weekend..."

1st paragraph "...competition is fierce..."

by using colorful ^{words &} phrases such as "slugging it out" and "fierce competition" it makes the fighting robots seem really exciting and entertaining when, who knows, it could not be to that extent. It all depends on what you think is fierce and exciting

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Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

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Student _____ **SSID** _____
 Teacher _____ **Class** _____
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STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

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 reactions and questions as I
 read:*

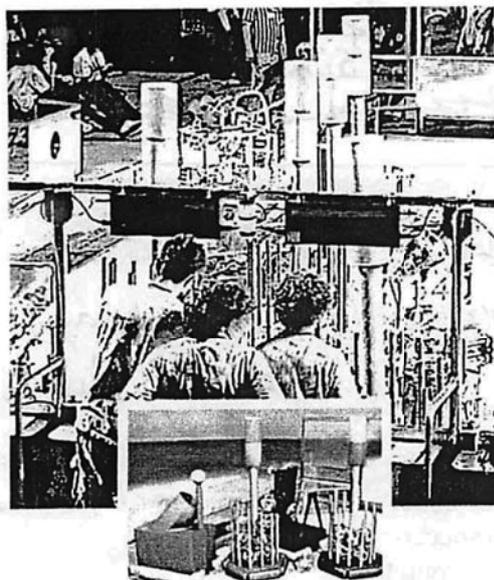
*Even though
 it's a competition
 they are very courteous
 with each other.*

Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

hundreds of coaches and sponsors and thousands of adult mentors try to foster in students.

The robotic crowd calls this brand of sportsmanship “cooperation,” Says Deb Mumm-Hill, Northwest regional director in West Linn of For Inspiration and Recognition of Science and Technology, a nonprofit that organizes the competition in an effort to steer more students into science, engineering and mathematics.

“We’re a work force development group,” she said. Today’s workers need to work in teams and with other teams and countries to solve the world’s complex problems, she said.



To develop those skills, the robotics competition uses a sports model to engage students, she said, “but we took out the bad part, the ‘braggadocio’ and ‘crush your opponent.’”

The regional contest, Oregon’s sixth, is one of 44 Robotics Competitions staged worldwide by FIRST. Teams range in size from five to 40 students, but average about 28. They bring together students of diverse backgrounds, interests and ages, just as the modern workplace does.

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ages 14 to 18. It defies stereotypes with a balance of girls and boys and three female captains.

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“We’ve been mentoring them all year long,” said Roger Collier, coach for Oregon City, which offers some level of robotics training in all of its schools, even the elementary ones. “We sent 10 kids at a time to help them.” Teams for the last group of three robots still standing after the elimination rounds today go to the international contest in Atlanta. So will the best rookie team, the team that has done the most to promote the FIRST program, and the team with the best-engineered robot.

Teams must each raise \$6,000 to build their robots during the same six-week winter period. Students said they commonly worked on their projects daily from the time they got out of school until midnight and 16 hours a day on weekends. They are expected not only to build and program a working robot, but also to raise money, brand and promote their machines, create a Web site and mentor younger students.

Notes on my thoughts,
reactions and questions as I
read:

Basically they're
trying to get
more kids interested
and more money.

So why are they
making the students
build the robots
in less than
six weeks?

The students have
their education
to worry about as
well. And why
not go longer
so you can
get a better
robot?

Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

Erica Smith, 18, a senior, had plans to go to Portland State University to study art or English before a friend invited her to join the Oregon City robot team last year. She soon found herself learning how to weld, wire circuits, run a machine lathe and organize a team. She's one of the team captains this year and plans to attend Heriot-Watt University in Scotland next year to study artificial intelligence.

"This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ...It changed the way I view the world. It helped me realize this is the future."

"Students Programmed to Help Out their Rivals" By Bill Graves, The Oregonian, March 7, 2009. Used by permission of The Oregonian.

Notes on my thoughts,
reactions and questions as I
read:

So someone found
their true passion
due to this program.

1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

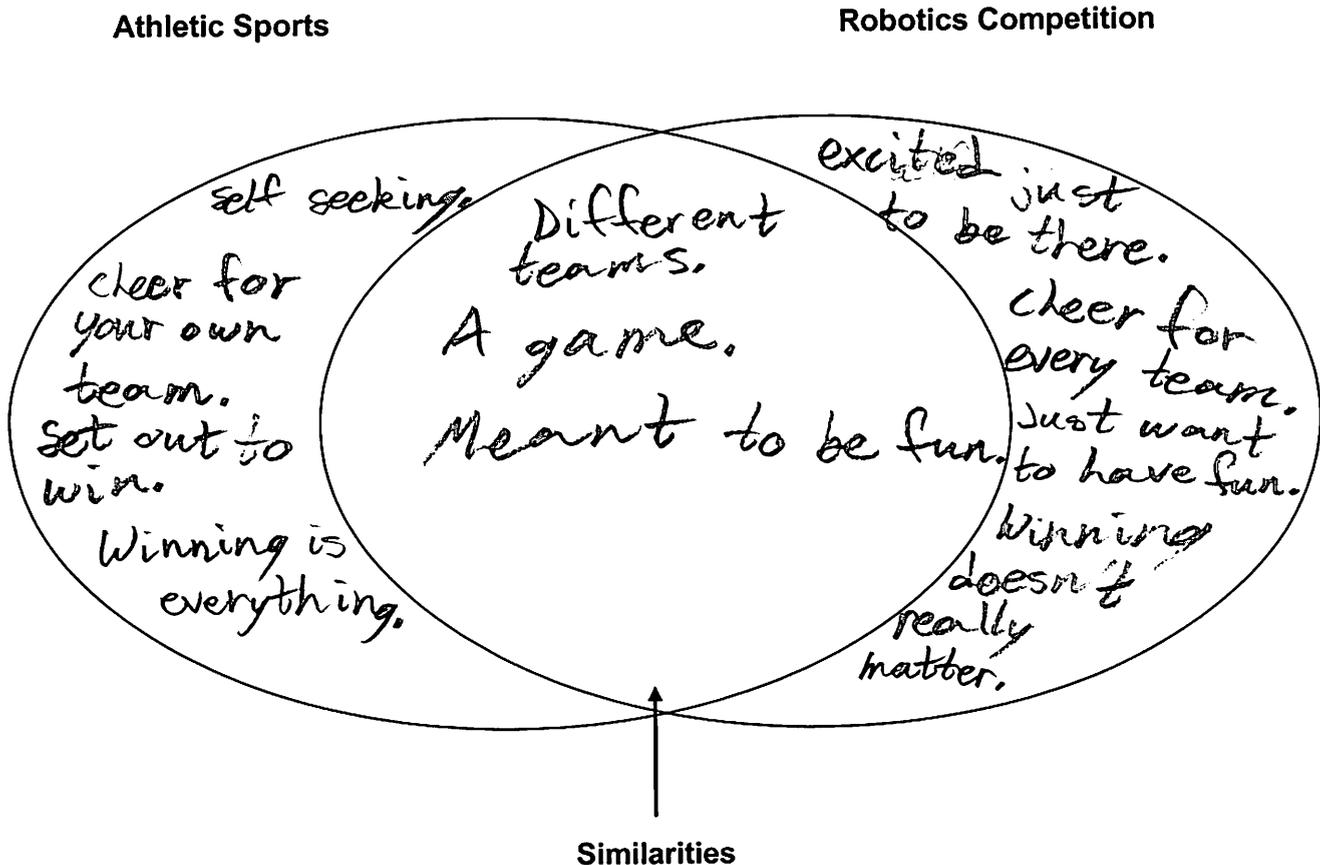
Students in a robotics program find their true passions and learn how to have fun without being so competitive with the other teams.

2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

This basically means that the students are very kind and generous to each other even though they're in a competition. If a team's robot malfunctions, the other teams try to help them.

Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences** from the article and your own experience.



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective.

She doesn't care for aiming at just winning. "We took out the bad part, the 'braggadocio' and 'crush your opponent.'"

Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input checked="" type="checkbox"/> Personification	<p>"It is a value that the hundreds of coaches and sponsors and thousands of adult mentors try to foster in students."</p>	<p>It makes the program sound more open to all walks of life.</p>
<input checked="" type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification	<p>"This is how 64 robots are slugging it out this weekend."</p>	<p>It gives the paper more character than just stating it's a competition.</p>

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

He's basically trying to get people to get interested in robotics by having some people like Erica Smith share that they found their true passion in robotics so it intrigues the curiosity.

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Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

Read the following article carefully and make notes in the margin as you read. Your notes should include:

- Comments that show that you **understand** the article. (A summary or statement of the main idea of important sections may serve this purpose.)
- Questions you have that show what you are **wondering** about as you read.
- Notes that differentiate between **fact** and **opinion**.
- Observations about how the **author's craft** (organization, word choice, perspective, support) and **choices** affect the article.

Your **margin notes** are part of your score for this assessment.

Student _____ **SSID** _____
Teacher _____ **Clas** _____
School _____ **istrict** _____

STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

Robots battle for supremacy in Portland this weekend, but for their young creators, the games are a "coopetition."

By Bill Graves

The Oregonian, March 7, 2009

Two groups of three robots, all towing round trailers, bounce about like bumper cars in a fenced area called the crater as they scoop up soccer-sized balls and shoot or spit them into their opponents' trailers. The group that sinks the most balls wins. This is how 54 robots – each representing a team of high school students from Oregon, Hawaii, Alaska, California, Idaho or Washington – are slugging it out this weekend at Portland's Memorial Coliseum for a chance to go on to international competition in Atlanta next month.

The final rounds of competition, which are free and open to the public, will be between 1 and 3 p.m. today. While the competition is fierce, it is softened by uncommon civility and geared to produce future scientists and leaders.

In the first two-minute round Friday, a robot built by a team from the Saint George's private school in Spokane failed to move. Minutes later, in another area called the pit, Eric Anderson, 15, and Ian McNee, 17, members of a team from Meridian, Idaho, were helping the Spokane team fix some chains, a battery cable and other problems.

"You don't want them not to show up," McNee said. "We want everybody to compete."

The robot makers display team spirit with cheers, mascots, shirts, flags, buttons, hats and capes, but they also commonly help one another as part of what they call "gracious professionalism." It is a value that the

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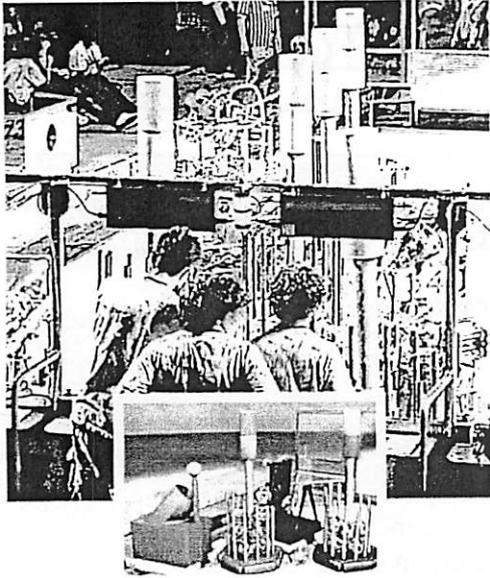
fighting robots?

Reading Performance Assessment Practice Task F6
High School – 2009 – *Students Programmed to Help Out Their Rivals*

hundreds of coaches and sponsors and thousands of adult mentors try to foster in students.

The robotic crowd calls this brand of sportsmanship “cooperation,” Says Deb Mumm-Hill, Northwest regional director in West Linn of For Inspiration and Recognition of Science and Technology, a nonprofit that organizes the competition in an effort to steer more students into science, engineering and mathematics.

“We’re a work force development group,” she said. Today’s workers need to work in teams and with other teams and countries to solve the world’s complex problems, she said.



To develop those skills, the robotics competition uses a sports model to engage students, she said, “but we took out the bad part, the ‘braggadocio’ and ‘crush your opponent.’”

The regional contest, Oregon’s sixth, is one of 44 Robotics Competitions staged worldwide by FIRST. Teams range in size from five to 40 students, but average about 28. They bring together students of diverse backgrounds, interests and ages, just as the modern workplace does.

The Oregon City team, for example, has about 30 members,

ages 14 to 18. It defies stereotypes with a balance of girls and boys and three female captains.

On Thursday morning, the Oregon City team was in the pit helping the Gresham High team program its computer. Gresham’s team has only five members, two of whom learned how to program from scratch this year.

“We’ve been mentoring them all year long,” said Roger Collier, coach for Oregon City, which offers some level of robotics training in all of its schools, even the elementary ones. “We sent 10 kids at a time to help them.” Teams for the last group of three robots still standing after the elimination rounds today go to the international contest in Atlanta. So will the best rookie team, the team that has done the most to promote the FIRST program, and the team with the best-engineered robot.

Teams must each raise \$6,000 to build their robots during the same six-week winter period. Students said they commonly worked on their projects daily from the time they got out of school until midnight and 16 hours a day on weekends. They are expected not only to build and program a working robot, but also to raise money, brand and promote their machines, create a Web site and mentor younger students.

*Notes on my thoughts,
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Reading Performance Assessment Practice Task F6
High School – 2009 – *Students Programmed to Help Out Their Rivals*

Erica Smith, 18, a senior, had plans to go to Portland State University to study art or English before a friend invited her to join the Oregon City robot team last year. She soon found herself learning how to weld, wire circuits, run a machine lathe and organize a team. She's one of the team captains this year and plans to attend Heriot-Watt University in Scotland next year to study artificial intelligence.

"This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ...It changed the way I view the world. It helped me realize this is the future."

"Students Programmed to Help Out their Rivals" By Bill Graves, The Oregonian, March 7, 2009. Used by permission of The Oregonian.

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1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

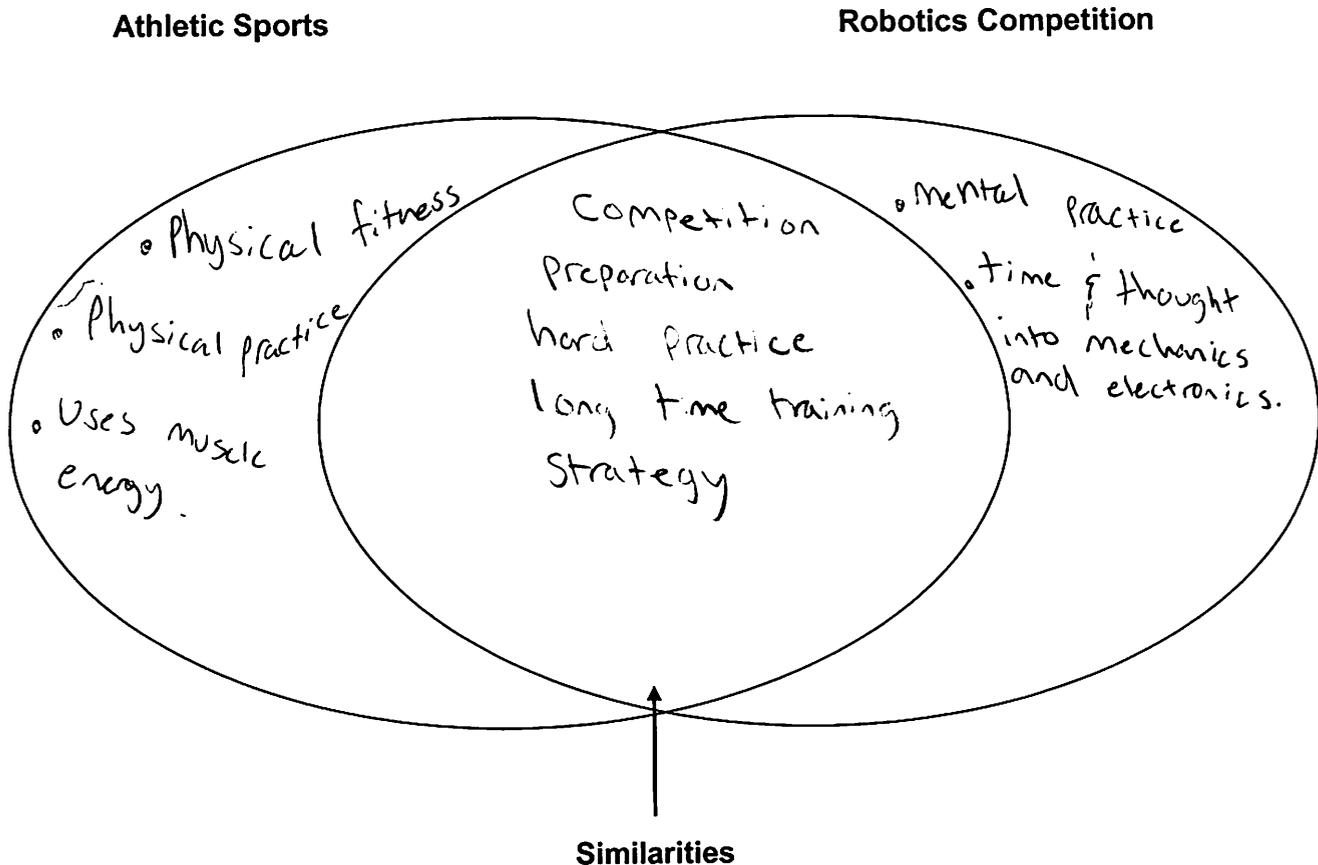
This article is about the achievements of other students around the Pacific achieving goals and giving themselves greater knowledge to help them in the future, all coming out of robotics, and competing with students from other schools.

2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

like competition; but humble.

Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences** from the article and your own experience.



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective.

She feels like the robotics
is better for her and
more interesting.

Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

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<input checked="" type="checkbox"/> Simile <input checked="" type="checkbox"/> Metaphor <input type="checkbox"/> Personification	"COOpetition"	gives ideas of the competition
<input checked="" type="checkbox"/> Simile <input checked="" type="checkbox"/> Metaphor <input type="checkbox"/> Personification	"Work force development group,"	tells about their undergoing of the helping and competing

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

he makes it sound positive
and fun and interesting

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Reading Performance Assessment – Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

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real
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 + these
 programs / camps

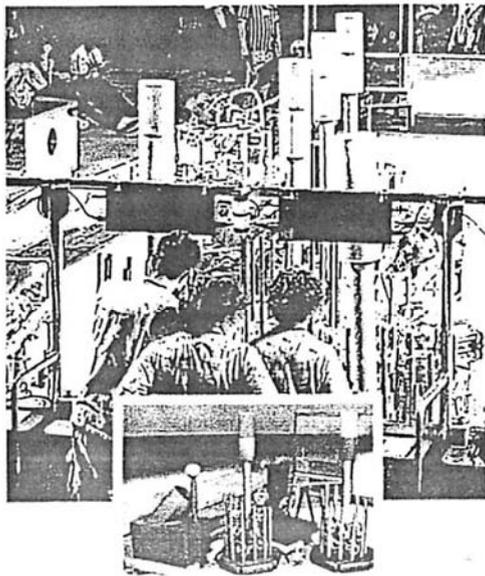
quality that gets
 passed on into
 your character
 (helping others)

Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

hundreds of coaches and sponsors and thousands of adult mentors try to foster in students.

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Notes on my thoughts, reactions and questions as I read:

willing to help others that your competing against.

Program for kids to find out if they are interested in science

makes a good point, with everyones different backgrounds comes different skills and ideas that could be put together to make something great happen.

work they had 200

Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

Erica Smith, 18, a senior, had plans to go to Portland State University to study art or English before a friend invited her to join the Oregon City robot team last year. She soon found herself learning how to weld, wire circuits, run a machine lathe and organize a team. She's one of the team captains this year and plans to attend Heriot-Watt University in Scotland next year to study artificial intelligence.

"This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ...It changed the way I view the world. It helped me realize this is the future."

"Students Programmed to Help Out their Rivals" By Bill Graves, *The Oregonian*, March 7, 2009. Used by permission of *The Oregonian*.

Notes on my thoughts, reactions and questions as I read:

1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

I would say this article was mostly to encourage people to try out the Robotics program. Reasons were to find more people who would be interested in being future scientists.

2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

coopetition - to gladly help the other teams out.

"members of a team from meridian, Idaho were helping the Spokane team fix some chains."

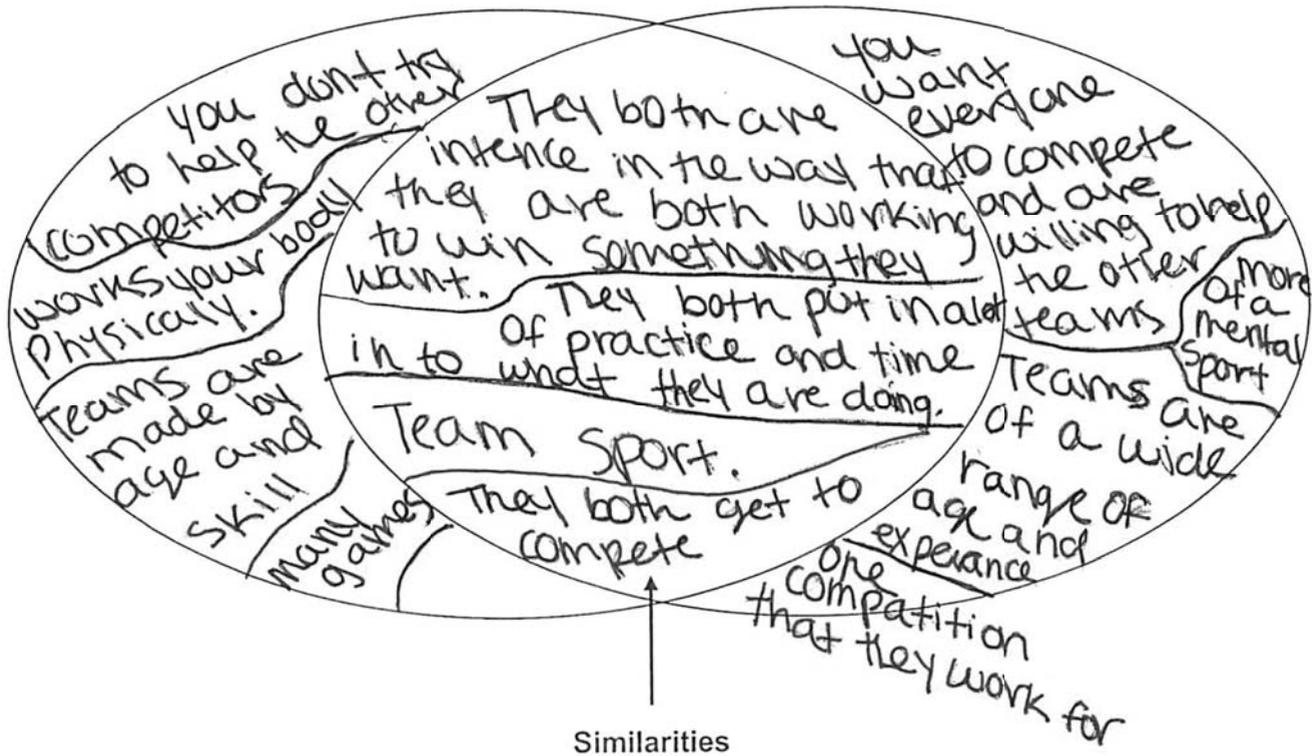
They did this because they wanted every one to compete.

Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences** from the article and your own experience.

Athletic Sports

Robotics Competition



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective.

|| but we took out the the bad part, the 'braggadocio' and 'crush your opponent!||

She likes how they both have a set goal but she doesn't like the adavce that people who do sports have to do what ever it takes to beat your opposing team.

Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input checked="" type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification	"Just as the modern workplace does!"	Shows how it will be preparing you for how things will be when your older working a real job.
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input checked="" type="checkbox"/> Personification	"Robots battle for supremacy in Portland this weekend!"	Makes the role of the robots more exciting.

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

The author makes the robot competition more exciting by calling it a battle. The word battle makes people think about fighting when is more exciting than how they later explain that they will be moving soccer sized balls into their opponents trailers. He also uses people who he knows will have nothing but good things to say about the subject like Erica Smith did.

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Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Task 1

Read the following story and **make notes in the margin** as you read. Your notes should include

- Comments that show that you **understand** the story and your reactions to it.
- Questions you have that show what you are **wondering** about as you read.
- Notes and observations on **literary elements** (theme, character, plot, setting, narrator, characterization, tone, mood, etc.) and how the author uses them to create an impact.
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Your **margin notes** are part of your score for this assessment.

Student _____ **SSID** _____

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WALKING HANNAH

For 41 years, Samson (Sam) Brown has been caring for Hannah, the lone elephant at the Max L. Biedelman Zoo. Despite his loving care, Hannah's feet are nearly ruined from standing on hard concrete all day. To give her a break from the zoo's elephant house, Sam takes her on walks around the grounds.

Read this short excerpt from Oregon author Diane Hammond's novel HANNAH'S DREAM to learn more about these characters.

SAM IMAGINED THE LORD must have been in an odd frame of mind the day He created the Asian elephant. When he first met her, Hannah had reminded him of nothing so much as a worn-out, hip-shot, low-slung, dog-ugly, poorly dressed old floozy in bad shoes. And what about that tail, scrawny thing with a little hairy flywhisk on the end; looked like something picked up late on the last day of a church sale. And yet there was a soul, a thing of pure beauty behind those eyes. Max Biedelman had seen it clearly all those years ago and, walking in her footsteps, Samson Brown saw it shining there every day.

"Come on, sugar," he said, handing Hannah half a banana as she went through the gate leading out of the elephant yard and into the visitor area. She wore no harness or restraint of any kind, and she never had. Sam carried an elephant hook, a short stick with a blunt metal hook on the end, that had once belonged to Max Biedelman. He brought it along more out of habit than anything else. Hannah was like a big, placid dog padding along beside him on her poor feet. They walked at least once a day when the weather was fine and often when it wasn't, because Sam thought it did her good to walk on grass or even the asphalt paths when she could—anything softer than concrete. And it gave her a change of scene.

Surprised zoo visitors cut wide paths around them, or followed alongside whispering to each other, as they walked all the way up the hill past the rhino,

*Notes on my thoughts,
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around the tapirs and past the monkeys and the marmosets, shooing a couple of wandering peacocks out of the way, before they headed back down to the elephant barn, which was nestled in a small depression at the bottom of the hill. Sam stayed on Hannah's right side—her seeing side—so she'd know that he was there, watching out for her. She might be big, but she was timid even after all these years.

He heard someone call, "How come you're walking that elephant, mister?" A boy appeared at his elbow, a small but good-looking kid about eleven years old.

"How come you're walking around the zoo?" Sam asked.

The boy shrugged, falling into step beside Sam. "To see stuff."

"Guess you answered your own question, then," Sam said.

"Can she see me? She's awful big."

"She can see you just fine. Say hello to her. Her name's Hannah."

The boy lifted a hand self-consciously. "Hey."

"Hey, *Hannah*. Elephant's got the right to expect good manners."

"Hey, Hannah."

Sam handed Hannah a yam. "What's your name?" he asked the boy.

"Reginald."

"Reginald. That's a pretty big name for a small fry."

"I'm not small," the boy said puffing up a little.

"Your daddy a big man?" Sam asked him.

"He's big." The boy's eyes got shifty: no daddy.

"You got any questions about Hannah you want to ask me?"

The boy looked around Sam at Hannah chewing placidly on a cantaloupe half. "She got teeth? She don't look like it."

"She's got teeth the same as you just not as many," Sam said. "She's got four; two on top, two on bottom. Big molars, look like your sneakers, maybe; about that size. She loses one, she gets another in. Let me see your teeth, Reginald."

The boy bared beautiful, white, even teeth in healthy pink gums. Someone was taking good care of him.

"So how come her chin's all wobbly?" the boy asked.

"That's not her chin, it's her lip," Sam said, slipping Hannah a couple of apple quarters. Hannah chewed with great solemnity. "She can make that lip work just like a funnel. You ever seen someone pour oil into a car engine using a funnel? Same thing—she doesn't lose any food or drink that way, it all goes in just where it's supposed to. You grow up in a hot jungle, you don't want to miss even a drop of that cool stream."

"Give her one of those cantaloupes," Reginald said.

"You want to give it to her?"

"Yeah, I'll give it to her," the boy said, voice shaking a little.

Sam put a cantaloupe half in Reginald's hand. "Come around me, now, so you can get closer to her. Move slow, so you don't startle her."

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Task 1



Girl doesn't like being startled."
The boy went to stand behind Sam.
"Go on, now," he said, pulling the boy around him by the arm. "You've got to hold it out to her, or she won't know to take it. Shug's real polite that way."

Reginald held the melon out to her, and Hannah picked it off the boy's palm with great delicacy.

"You see that?" he crowed. "You see her take that right out of my hand? She likes me, I bet." Still, he hurried back to his place on Sam's far side. "Where are you going now?"

"Just around. No place in particular. Does her good to just meander."

"Reginald!" A shrill female voice called out from behind them on the path. "Lord, boy, you scared me to death wandering off like that."

"That your mama?" Sam asked.

"Nah, she's my aunt. I live with her."

"Where's your mama, son?"

The boy shrugged.

"All right, go on. Don't make her chase you, now."

Reginald started off, turned back. "I'll see you mister."

"Yeah, I expect you will. Next time you come here, you ask for Sam Brown. Just tell them you're a friend of mine and they'll let you in to see me."

As he and Hannah moved on, Sam could hear the boy calling excitedly to his aunt, "Hey, I fed that elephant. I fed her right off my hand!"

Sam reached up and patted Hannah's shoulder. "You were real good with that boy, sugar. That was a nice thing you did for him."

From Hannah's Dream by Diane Hammond, Harper Collins Publisher, 2008. Used by permission of the author.

Notes on my thoughts, reactions and questions as I read:

1. In the space below, summarize the story of "Walking Hannah."

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Task 1

2. In the chart below, list the most important **facts** we learn about each of the three main characters in this selection.

Facts about Hannah	Facts about Sam	Facts about Reginald

3. As this selection progresses, Reginald’s emotions and feelings go through a variety of shifts and changes. Briefly describe the feelings Reginald goes through, in the order they occurred, during his encounter with Hannah and Sam.

How does Reginald feel when he first meets Hannah and Sam? How can you tell?

How does Reginald feel in the middle of their visit? How can you tell?

How does Reginald feel when he leaves Hannah and Sam? How can you tell?

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Task 1

4. There is evidence scattered throughout this passage of Sam’s fondness for Hannah and his strong feelings for her. Use the chart below to list at least three specific phrases or sentences from the passage that show Sam’s relationship with Hannah.

Phrase or sentence from passage	What is revealed
Line 1:	
Line 2:	
Line 3:	

5. Why does Sam tell Reginald, “Just tell them you’re a friend of mine and they’ll let you in to see me.”? Use examples from the story to support your answer.

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Task 1

6. Some of the following statements from the story express a **theme**, or **big idea** of this story. **Circle** the statement that you believe best expresses an important theme in the story.
- a. “And yet there was a soul, a thing of pure beauty behind those eyes.”
 - b. “She might be big, but she was timid even after all these years.”
 - c. “Elephant’s got the right to expect good manners.”
 - d. “Does her good to just meander.”

Explain why you chose this **theme** for the story. What **big idea** does this statement express?

7. In the first paragraph of this selection, the author uses strong images to describe Sam’s impressions of Hannah the first time that he met her. The images help to characterize Hannah.
- a. Select at least two images and identify them below.
 - b. Explain how the author uses each image to develop Hannah’s character.

Identify 2 or more images.

Explain the effect of each image.

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- religious at hoc or character
- confused about if he is the asian elephant
- tame animal not needing restraints or harness around people
- lived in place with not good weather usually
- walked everyday
- she followed him
- old animal
- zoo visitors are scared
- I wonder why they have concrete on the floors.

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Task 1

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"Hey, Hannah. Elephant's got the right to expect good manners."

"Hey, Hannah."

Sam handed Hannah a yam. "What's your name?" he asked the boy.

"Reginald."

"Reginald. That's a pretty big name for a small fry."

"I'm not small," the boy said puffing up a little.

"Your daddy a big man?" Sam asked him.

"He's big." The boy's eyes got shifty: no daddy.

"You got any questions about Hannah you want to ask me?"

The boy looked around Sam at Hannah chewing placidly on a cantaloupe half. "She got teeth? She don't look like it."

"She's got teeth the same as you just not as many," Sam said. "She's got four; two on top, two on bottom. Big molars, look like your sneakers, maybe; about that size. She loses one, she gets another in. Let me see your teeth, Reginald."

The boy bared beautiful, white, even teeth in healthy pink gums. Someone was taking good care of him.

"So how come her chin's all wobbly?" the boy asked.

"That's not her chin, it's her lip," Sam said, slipping Hannah a couple of apple quarters. Hannah chewed with great solemnity. "She can make that lip work just like a funnel. You ever seen someone pour oil into a car engine using a funnel? Same thing—she doesn't lose any food or drink that way, it all goes in just where it's supposed to. You grow up in a hot jungle, you don't want to miss even a drop of that cool stream."

"Give her one of those cantaloupes," Reginald said.

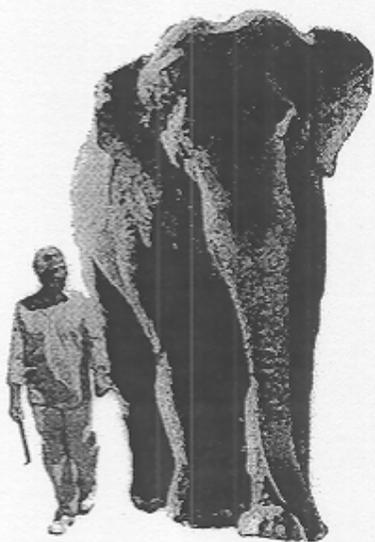
"You want to give it to her?"

"Yeah, I'll give it to her," the boy said, voice shaking a little.

Sam put a cantaloupe half in Reginald's hand. "Come around me, now, so you can get closer to her. Move slow, so you don't startle her.

Notes on my thoughts,
reactions and questions as I
read:

- ~~The~~ mood is very happy but sad the elephant is so timid
- man caring for hannah has to be older to care about manners in a boy
- the story seems like there is no plot just a day in the zoo. It is an expository piece rather than persuasive or narrative.
- It is also informal about elephants
- point of view 3rd person looking at story from the outside
- interesting that the author mentions the boys taken care of teeth as an indicator of being taken care of.



Girl doesn't like being startled."
The boy went to stand behind Sam.
"Go on, now," he said, pulling the boy around him by the arm. "You've got to hold it out to her, or she won't know to take it. Shug's real polite that way."

Reginald held the melon out to her, and Hannah picked it off the boy's palm with great delicacy.

"You see that?" he crowed. "You see her take that right out of my hand? She likes me, I bet." Still, he hurried back to his place on Sam's far side. "Where are you going now?"

"Just around. No place in particular. Does her good to just meander."

"Reginald!" A shrill female voice called out from behind them on the path. "Lord, boy, you scared me to death wandering off like that."

"That your mama?" Sam asked.

"Nah, she's my aunt. I live with her."

"Where's your mama, son?"

The boy shrugged.

"All right, go on. Don't make her chase you, now."

Reginald started off, turned back. "I'll see you mister."

"Yeah, I expect you will. Next time you come here, you ask for Sam Brown. Just tell them you're a friend of mine and they'll let you in to see me."

As he and Hannah moved on, Sam could hear the boy calling excitedly to his aunt, "Hey, I fed that elephant. I fed her right off my hand!"

Sam reached up and patted Hannah's shoulder. "You were real good with that boy, sugar. That was a nice thing you did for him."

From Hannah's Dream by Diane Hammond, Harper Collins Publisher, 2008. Used by permission of the author.

Notes on my thoughts, reactions and questions as I read:

-It's funny the boy is scared of the elephant; he seemed to be really comfortable in beginning
-the mood is happy for everyone but sad in the sense they boy has no parents

1. In the space below, summarize the story of "Walking Hannah."

The story "Walking Hannah" is about a man who cares for an old elephant and takes her on walks around the zoo. The man meets a boy who asked questions about the elephant and eventually feeds the elephant half a melon. It ends with the boy going back to his aunt.

Reading Performance Assessment
 High School – 2009 – *Walking Hannah*

Task 1

2. In the chart below, list the most important facts we learn about each of the three main characters in this selection.

Facts about Hannah	Facts about Sam	Facts about Reginald
- tame & timid - old tired feet from concrete - takes walks with sam - 4 big teeth - polite when asking for food	- knows a lot about hannah - he works at the zoo - takes hannah on walks with no restraints everyday.	- no dad or mom - lives with aunt - timid around elephants - eleven years old - small, good-looking kid

3. As this selection progresses, Reginald's emotions and feelings go through a variety of shifts and changes. Briefly describe the feelings Reginald goes through, in the order they occurred, during his encounter with Hannah and Sam.

How does Reginald feel when he first meets Hannah and Sam? How can you tell?

Reginald feels happy when he meets Hannah and Sam because he seemed curious about the elephant Hannah.

How does Reginald feel in the middle of their visit? How can you tell?

Reginald feels nervous about feeding the elephant and bad about telling sam he doesn't have parents. I can tell because he stood behind sam instead of next to the elephant.

How does Reginald feel when he leaves Hannah and Sam? How can you tell?

He feels happy because he fed them all half a melon and saw his aunt. You can tell of this fact by the tone in which he has as he runs to tell his aunt all about it.

4. There is evidence scattered throughout this passage of Sam's fondness for Hannah and his strong feelings for her. Use the chart below to list at least three specific phrases or sentences from the passage that show Sam's relationship with Hannah.

Phrase or sentence from passage	What is revealed
<p>Line 1: Max Biedelman had seen it clearly all those years ago, Sam Brown saw it everyday. ... because Sam thought it did her good to walk on grass or even asphalt paths — anything softer than concrete.</p>	<p>The passage revealed how Sam saw the soul in Hannah everyday just like he beloved other runner. He cares about her feet and well being to take her to softer places to give her a change in scenery.</p>
<p>Line 3: Come around me now, so you can get closer to her. Move slow so you don't startle her. Girls don't like to be startled.</p>	<p>Sam thinks of Hannah as a friend not just an animal and takes steps never make her feel scared or overted.</p>

5. Why does Sam tell Reginald, "Just tell them you're a friend of mine and they'll let you in to see me."?
Use examples from the story to support your answer.

I believe that Sam told Reginald to tell them he was a friend to make Reginald feel welcome to the zoo and because he bonded with Reginald. He feels that this boy has had hardship in his life and would like to see him again.

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Task 1

6. Some of the following statements from the story express a **theme**, or **big idea** of this story. Circle the statement that you believe best expresses an important theme in the story.

- a. "And yet there was a soul, a thing of pure beauty behind those eyes."
b. "She might be big, but she was timid even after all these years."
c. "Elephant's got the right to expect good manners."
d. "Does her good to just meander."

Explain why you chose this **theme** for the story. What **big idea** does this statement express?

I chose this theme because this excerpt shows how this zookeeper believes that Hannah has a soul of pure beauty and that is why he cares for her the way he does. The big idea is that animals can bond like people and become attached to their caregiver.

7. In the first paragraph of this selection, the author uses strong images to describe Sam's impressions of Hannah the first time that he met her. The images help to characterize Hannah.
- a. Select at least two images and identify them below.
b. Explain how the author uses each image to develop Hannah's character.

Identify 2 or more images.

Explain the effect of each image.

worn-out
dog ugly
little hairy flywhisk on
the end

worn out gives you the picture of an old elephant.
gave the image of a scaggaly older dog with a ruff face

the effect of little hairs comin from an elephant, gives distinctiv memory from zoo.

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Practice Task F1

Read the following story and make notes in the margin as you read. Your notes should include

- Comments that show that you **understand** the story and your reactions to it.
- Questions you have that show what you are **wondering** about as you read.
- Notes and observations on **literary elements** (theme, character, plot, setting, narrator, characterization, tone, mood, etc.) and how the author uses them to create an impact.
- Notes and observations on **literary devices** (figurative language, imagery, point of view, foreshadowing, flashbacks, symbolism, etc.) and how the author uses them to create an impact in the story.

Your **margin notes** are part of your score for this assessment.

WALKING HANNAH

For 41 years, Samson (Sam) Brown has been caring for Hannah, the lone elephant at the Max L. Biedelman Zoo. Despite his loving care, Hannah's feet are nearly ruined from standing on hard concrete all day. To give her a break from the zoo's elephant house, Sam takes her on walks around the grounds.

Read this short excerpt from Oregon author Diane Hammond's novel HANNAH'S DREAM to learn more about these characters.

SAM IMAGINED THE LORD must have been in an odd frame of mind the day He created the Asian elephant. When he first met her, Hannah had reminded him of nothing so much as a worn-out, hip-shot, low-slung, dog-ugly, poorly dressed old floozy in bad shoes. And what about that tail, scrawny thing with a little hairy flywhisk on the end; looked like something picked up late on the last day of a church sale. And yet there was a soul, a thing of pure beauty behind those eyes. Max Biedelman had seen it clearly all those years ago and, walking in her footsteps, Samson Brown saw it shining there every day.

"Come on, sugar," he said, handing Hannah half a banana as she went through the gate leading out of the elephant yard and into the visitor area. She wore no harness or restraint of any kind, and she never had. Sam carried an elephant hook, a short stick with a blunt metal hook on the end, that had once belonged to Max Biedelman. He brought it along more out of habit than anything else. Hannah was like a big, placid dog padding along beside him on her poor feet. They walked at least once a day when the weather was fine and often when it wasn't, because Sam thought it did her good to walk on grass or even the asphalt paths when she could—anything softer than concrete. And it gave her a change of scene.

Surprised zoo visitors cut wide paths around them, or followed alongside whispering to each other, as they walked all the way up the hill past the rhino,

*Notes on my thoughts,
reactions and questions as I
read:*

were is The
Zoo located?
and y would
you walk a
elephant?

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Practice Task F1

around the tapirs and past the monkeys and the marmosets, shooing a couple of wandering peacocks out of the way, before they headed back down to the elephant barn, which was nestled in a *small depression* at the bottom of the hill. Sam stayed on Hannah's right side—her seeing side—so she'd know that he was there, watching out for her. She might be big, but she was timid even after all these years.

He heard someone call, "How come you're walking that elephant, mister?" A boy appeared at his elbow, a small but good-looking kid about eleven years old.

"How come you're walking around the zoo?" Sam asked.

The boy shrugged, falling into step beside Sam. "To see stuff."

"Guess you answered your own question, then," Sam said.

"Can she see me? She's awful big."

"She can see you just fine. Say hello to her. Her name's Hannah."

The boy lifted a hand self-consciously. "Hey."

"Hey, *Hannah*. Elephant's got the right to expect good manners."

"Hey, Hannah."

Sam handed Hannah a yam. "What's your name?" he asked the boy.

"Reginald."

"Reginald. That's a pretty big name for a small fry."

"I'm not small," the boy said puffing up a little.

"Your daddy a big man?" Sam asked him.

"He's big." The boy's eyes got shifty: no daddy.

"You got any questions about Hannah you want to ask me?"

The boy looked around Sam at Hannah chewing placidly on a cantaloupe half. "She got teeth? She don't look like it."

"She's got teeth the same as you just not as many," Sam said. "She's got four; two on top, two on bottom. Big molars, look like your sneakers, maybe; about that size. She loses one, she gets another in. Let me see your teeth, Reginald."

The boy bared beautiful, white, even teeth in healthy pink gums. Someone was taking good care of him.

"So how come her chin's all wobbly?" the boy asked.

"That's not her chin, it's her lip," Sam said, slipping Hannah a couple of apple quarters. Hannah chewed with great solemnity. "She can make that lip work just like a funnel. You ever seen someone pour oil into a car engine using a funnel? Same thing—she doesn't lose any food or drink that way, it all goes in just where it's supposed to. You grow up in a hot jungle, you don't want to miss even a drop of that cool stream."

"Give her one of those cantaloupes," Reginald said.

"You want to give it to her?"

"Yeah, I'll give it to her," the boy said, voice shaking a little.

Sam put a cantaloupe half in Reginald's hand. "Come around me, now, so you can get closer to her. Move slow, so you don't startle her.

*Notes on my thoughts,
reactions and questions as I
read:*

Where did the
boy come from?
and where are
his parents
at?

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Practice Task F1



Girl doesn't like being startled."
The boy went to stand behind Sam.
"Go on, now," he said, pulling the
boy around him by the arm. "You've got
to hold it out to her, or she won't know to
take it. Shug's real polite that way."

Reginald held the melon out to her,
and Hannah picked it off the boy's palm
with great delicacy.

"You see that?" he crowed. "You see
her take that right out of my hand? She
likes me, I bet." Still, he hurried back to
his place on Sam's far side. "Where are
you going now?"

"Just around. No place in particular.
Does her good to just meander."

"Reginald!" A shrill female voice called out from behind them on the
path. "Lord, boy, you scared me to death wandering off like that."

"That your mama?" Sam asked.

"Nah, she's my aunt. I live with her."

"Where's your mama, son?"

The boy shrugged.

"All right, go on. Don't make her chase you, now."

Reginald started off, turned back. "I'll see you mister."

"Yeah, I expect you will. Next time you come here, you ask for Sam
Brown. Just tell them you're a friend of mine and they'll let you in to see
me."

As he and Hannah moved on, Sam could hear the boy calling excitedly to
his aunt, "Hey, I fed that elephant. I fed her right off my hand!"

Sam reached up and patted Hannah's shoulder. "You were real good with
that boy, sugar. That was a nice thing you did for him."

*From Hannah's Dream by Diane Hammond, Harper Collins Publisher, 2008. Used by
permission of the author and Harper/Collins Publishers.*

*Notes on my thoughts,
reactions and questions as I
read:*

Why does they
boy live with
his aunt?
Didn't they
say he was
with his dad?

1. In the space below, summarize the story of "Walking Hannah."

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Practice Task F1

2. In the chart below, list the most important details we learn about each of the three main characters in this selection. List at least three or four details for each character.

Details about Hannah	Details about Sam	Details about Reginald
<ul style="list-style-type: none"> • elephant • she loves to take walks • her feet hurt from standing on concrete all day? 	<ul style="list-style-type: none"> • he has worked at the zoo for 41 years • he walks hanna • he is freindly • he likes 2 meet young kids that like elephants 	<ul style="list-style-type: none"> • a 11 year old boy • likes elephants • siked that he got 2 feed one • happy that he met Sam brown so he can see the elephants more

3. As this selection progresses, Reginald's emotions and feelings go through a variety of shifts and changes. Briefly describe the feelings Reginald goes through, in the order they occurred, during his encounter with Hannah and Sam.

How does Reginald feel when he first meets Hannah and Sam? How can you tell?

he felt a little shy. I can tell because he was shy 2 feed her

How does Reginald feel in the middle of their visit? How can you tell?

exited to learn a bout the elephant. I can tell because thats the way the ather mad it sound

How does Reginald feel when he leaves Hannah and Sam? How can you tell?

he is very happy (siked) that he got to feed the elephant because the first thing he said 2 his aunt

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Practice Task F1

4. There is evidence scattered throughout this passage of Sam's fondness for Hannah and his strong feelings for her. Use the chart below to list at least three specific phrases or sentences from the passage that show Sam's relationship with Hannah.

Phrase or sentence from passage	What is revealed about Sam's relationship with Hannah
Line 1: Sam reached and patted hannah's shoulder and said "you were real good with that boy shuger"	it tells that Sam is Proud of hanna for acting normal around a stranger
Line 2: "come on shuger" he said handing hannah half a bannana as she went out the gate leading to the elephant yard to the visitor area	that he wants to get hannah off the sument probly because of her feet
Line 3: Sam staid on hannah right side - her seeing side so she would no he was there watching out for her	Sam wants hana to feel safe in the zoo or any were for that matter

5. Why does Sam tell Reginald, "Just tell them you're a friend of mine and they'll let you in to see me.?" Use examples from the story to support your answer.

Probly because reginald likes elephants so he probly will have good conversations about the elephants or jost so the boy can se hanna because he likes seeing young people happy/exited

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Practice Task F1

6. Circle the statement that you believe best suggests an important **theme** or **big idea** in the story.
- a. "And yet there was a soul, a thing of pure beauty behind those eyes."
 - b. "She might be big, but she was timid even after all these years."
 - c. "Elephant's got the right to expect good manners."

Explain why you chose this **theme** for the story. What **big idea** does this statement express?

I chose this theme because it tells about hanna it tells that she is shy but not scared.

The idea of this statement is that hannah is like you she is shy around others you don't no

7. In the first paragraph of this selection, the author uses strong imagery to describe Sam's impressions of Hannah the first time that he met her. The imagery helps to characterize Hannah.
- a. Select at least two examples of imagery and identify them below.
 - b. What does each example reveal about Hannah's character?

Identify 2 or more examples of imagery.
Write phrases or sentences from the passage.

Explain how the author uses this image to develop Hannah's character.

① Sam imagend the lord had been in a odd fram of mind the day he created the asin elephant

② when he first met her, hannah had reminded him of nothing so much as a worn-out, hip shot, low-slung, dog-ugly, poorly dressed old flozzy in bad shoes.

I am geussing that the image they are trying to put in your head is a Big rinky ugly elephant but is very sweet.

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Practice Task F1

Read the following story and make notes in the margin as you read. Your notes should include

- Comments that show that you **understand** the story and your reactions to it.
- Questions you have that show what you are **wondering** about as you read.
- Notes and observations on **literary elements** (theme, character, plot, setting, narrator, characterization, tone, mood, etc.) and how the author uses them to create an impact.
- Notes and observations on **literary devices** (figurative language, imagery, point of view, foreshadowing, flashbacks, symbolism, etc.) and how the author uses them to create an impact in the story.

Your **margin notes** are part of your score for this assessment.

WALKING HANNAH

For 41 years, Samson (Sam) Brown has been caring for Hannah, the lone elephant at the Max L. Biedelman Zoo. Despite his loving care, Hannah's feet are nearly ruined from standing on hard concrete all day. To give her a break from the zoo's elephant house, Sam takes her on walks around the grounds. Read this short excerpt from Oregon author Diane Hammond's novel *HANNAH'S DREAM* to learn more about these characters.

SAM IMAGINED THE LORD must have been in an odd frame of mind the day He created the Asian elephant. When he first met her, Hannah had reminded him of nothing so much as a worn-out, hip-shot, low-slung, dog-ugly, poorly dressed old floozy in bad shoes. And what about that tail, scrawny thing with a little hairy flywhisk on the end; looked like something picked up late on the last day of a church sale. And yet there was a soul, a thing of pure beauty behind those eyes. Max Biedelman had seen it clearly all those years ago and, walking in her footsteps, Samson Brown saw it shining there every day.

"Come on, sugar," he said, handing Hannah half a banana as she went through the gate leading out of the elephant yard and into the visitor area. She wore no harness or restraint of any kind, and she never had. Sam carried an elephant hook, a short stick with a blunt metal hook on the end, that had once belonged to Max Biedelman. He brought it along more out of habit than anything else. Hannah was like a big, placid dog padding along beside him on her poor feet. They walked at least once a day when the weather was fine and often when it wasn't, because Sam thought it did her good to walk on grass or even the asphalt paths when she could—anything softer than concrete. And it gave her a change of scene.

Surprised zoo visitors cut wide paths around them, or followed alongside whispering to each other, as they walked all the way up the hill past the rhino,

Notes on my thoughts,
reactions and questions as I
read:

He liked
her on the inside

Dogs don't wear
shoes.

Where are they?

How is asphalt
softer than concrete

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Practice Task F1

around the tapirs and past the monkeys and the marmosets, shooing a couple of wandering peacocks out of the way, before they headed back down to the elephant barn, which was nestled in a small depression at the bottom of the hill. Sam stayed on Hannah's right side—her seeing side—so she'd know that he was there, watching out for her. She might be big, but she was timid even after all these years.

He heard someone call, "How come you're walking that elephant, mister?" A boy appeared at his elbow, a small but good-looking kid about eleven years old.

"How come you're walking around the zoo?" Sam asked.

The boy shrugged, falling into step beside Sam. "To see stuff."

"Guess you answered your own question, then," Sam said.

"Can she see me? She's awful big."

"She can see you just fine. Say hello to her. Her name's Hannah." →

The boy lifted a hand self-consciously. "Hey."

"Hey, *Hannah*. Elephant's got the right to expect good manners."

"Hey, Hannah."

Sam handed Hannah a yam. "What's your name?" he asked the boy.

"Reginald."

"Reginald. That's a pretty big name for a small fry."

"I'm not small," the boy said puffing up a little.

"Your daddy a big man?" Sam asked him.

"He's big." The boy's eyes got shifty: no daddy.

"You got any questions about Hannah you want to ask me?"

The boy looked around Sam at Hannah chewing placidly on a cantaloupe half. "She got teeth? She don't look like it."

"She's got teeth the same as you just not as many," Sam said. "She's got four; two on top, two on bottom. Big molars, look like your sneakers, maybe; about that size. She loses one, she gets another in. Let me see your teeth, Reginald."

The boy bared beautiful, white, even teeth in healthy pink gums. Someone was taking good care of him. →

"So how come her chin's all wobbly?" the boy asked.

"That's not her chin, it's her lip," Sam said, slipping Hannah a couple of apple quarters. Hannah chewed with great solemnity. "She can make that lip work just like a funnel. You ever seen someone pour oil into a car engine using a funnel? Same thing—she doesn't lose any food or drink that way, it all goes in just where it's supposed to. You grow up in a hot jungle, you don't want to miss even a drop of that cool stream."

"Give her one of those cantaloupes," Reginald said.

"You want to give it to her?"

"Yeah, I'll give it to her," the boy said, voice shaking a little.

Sam put a cantaloupe half in Reginald's hand. "Come around me, now, so you can get closer to her. Move slow, so you don't startle her.

*Notes on my thoughts,
reactions and questions as I
read:*

How did the boy
know it was a
girl elephant?

Why is the boy
by himself?

Then who was taking
care of him?

What's "so solemnity"?

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Practice Task F1



Girl doesn't like being startled."
The boy went to stand behind Sam.
"Go on, now," he said, pulling the
boy around him by the arm. "You've got
to hold it out to her, or she won't know to
take it. Shug's real polite that way."

Reginald held the melon out to her,
and Hannah picked it off the boy's palm
with great delicacy.

"You see that?" he crowed. "You see
her take that right out of my hand? She
likes me, I bet." Still, he hurried back to
his place on Sam's far side. "Where are
you going now?"

"Just around. No place in particular.
Does her good to just meander."

"Reginald!" A shrill female voice called out from behind them on the
path. "Lord, boy, you scared me to death wandering off like that."

"That your mama?" Sam asked.

"Nah, she's my aunt. I live with her."

"Where's your mama, son?"

The boy shrugged.

"All right, go on. Don't make her chase you, now."

Reginald started off, turned back. "I'll see you mister."

"Yeah, I expect you will. Next time you come here, you ask for Sam
Brown. Just tell them you're a friend of mine and they'll let you in to see
me."

As he and Hannah moved on, Sam could hear the boy calling excitedly to
his aunt, "Hey, I fed that elephant. I fed her right off my hand!"

Sam reached up and patted Hannah's shoulder. "You were real good with
that boy, sugar. That was a nice thing you did for him."

*From Hannah's Dream by Diane Hammond, Harper Collins Publisher, 2008. Used by
permission of the author and Harper/Collins Publishers.*

Notes on my thoughts,
reactions and questions as I
read:

His aunt should
have watched
him closer

Why is he
talking to
an elephant

1. In the space below, summarize the story of "Walking Hannah."

A man takes an elephant on a walk everyday.
today they met a boy named Reginald that
fed her a melon. then his aunt couldn't find him
so he had to go.

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Practice Task F1

2. In the chart below, list the most important details we learn about each of the three main characters in this selection. List at least three or four details for each character.

Details about Hannah	Details about Sam	Details about Reginald
<ul style="list-style-type: none"> • Big, old elephant • 4 teeth • Huge lip • walks everyday 	<ul style="list-style-type: none"> • old man • works at zoo • walks Hannah everyday 	<ul style="list-style-type: none"> • 11 years old • no dad • no mom • lives with aunt • fed Hannah

3. As this selection progresses, Reginald's emotions and feelings go through a variety of shifts and changes. Briefly describe the feelings Reginald goes through, in the order they occurred, during his encounter with Hannah and Sam.

How does Reginald feel when he first meets Hannah and Sam? How can you tell?

Irritated, because he's being very short when he talks.

How does Reginald feel in the middle of their visit? How can you tell?

Curious, because he is asking a lot of questions

How does Reginald feel when he leaves Hannah and Sam? How can you tell?

HAPPY, he runs off yelling "I fed an elephant all by myself!"

Reading Performance Assessment
High School – 2009 – Walking Hannah

Practice Task F1

4. There is evidence scattered throughout this passage of Sam's fondness for Hannah and his strong feelings for her. Use the chart below to list at least three specific phrases or sentences from the passage that show Sam's relationship with Hannah.

Phrase or sentence from passage	What is revealed about Sam's relationship with Hannah
Line 1: "that's not her chin, that's her lip"	He cares enough to know about her
Line 2: Girl doesn't like being startled	that he's close to the animal
Line 3: "you were real good with that boy, sugar"	He treats the animal like a real person

5. Why does Sam tell Reginald, "Just tell them you're a friend of mine and they'll let you in to see me."?
 Use examples from the story to support your answer.

Because, maybe Reginald has nothing to do because he lives with his aunt ~~by~~ his parents are gone

Reading Performance Assessment
High School – 2009 – *Walking Hannah*

Practice Task F1

6. Circle the statement that you believe best suggests an important theme or big idea in the story.
- a. "And yet there was a soul, a thing of pure beauty behind those eyes."
 - b.** "She might be big, but she was timid even after all these years."
 - c. "Elephant's got the right to expect good manners."

The answer is B
Explain why you chose this theme for the story. What big idea does this statement express?

Because, it's saying that just because she's massive doesn't mean she's destructive, she's a loving animal.

7. In the first paragraph of this selection, the author uses strong imagery to describe Sam's impressions of Hannah the first time that he met her. The imagery helps to characterize Hannah.
- a. Select at least two examples of imagery and identify them below.
 - b. What does each example reveal about Hannah's character?

Identify 2 or more examples of imagery.
Write phrases or sentences from the passage.

Explain how the author uses this image to develop Hannah's character.

① "When he met her she looked like a worn out dog"

saying she wasn't as nice looking as she is now

② "And yet there was a soul, a thing of pure beauty behind those eyes"

she was beautiful on the inside, according to Sam.

Reading Work Sample Assessment

The Crucible

130

The Crucible

DANFORTH, *after thinking a moment*: His wife—his wife must be well on with child now.

HERRICK: She is, sir.

DANFORTH: What think you, Mr. Parris? You have closer knowledge of this man; might her presence soften him?

PARRIS: It is possible, sir. He have not laid eyes on her these three months. I should summon her.

DANFORTH, *to Herrick*: Is he yet adamant? Has he struck at you again?

HERRICK: He cannot, sir, he is chained to the wall now.

DANFORTH, *after thinking on it*: Fetch Goody Proctor to me. Then let you bring him up.

HERRICK: Aye, sir. *Herrick goes. There is silence.*

HALE: Excellency, if you postpone a week and publish to the town that you are striving for their confessions, that speak mercy on your part, not faltering.

DANFORTH: Mr. Hale, as God have not empowered me like Joshua to stop this sun from rising, so I cannot withhold from them the perfection of their punishment.

HALE, *harder now*: If you think God wills you to raise rebellion, Mr. Danforth, you are mistaken!

DANFORTH, *instantly*: You have heard rebellion spoken in the town?

HALE: Excellency, there are orphans wandering from house to house; abandoned cattle bellow on the highroads, the stink of rotting crops hangs everywhere, and no man knows when the harlots' cry will end his life—and you wonder yet if rebellion's spoke? Better you should marvel how they do not burn your province!

They don't want to hang her because she's pregnant. her being there might help him open up more each other for long.

?

Hale is trying to buy time to fix this mess

he doesn't want to go against God's will and postpone their punishments. Hale tries to convince him otherwise

hes giving all the reasons by which what they're doing is wrong.

Reading Work Sample Assessment

The Crucible

Act Four

131

DANFORTH: Mr. Hale, have you preached in Andover this month?

← Why is he asking that?

HALE: Thank God they have no need of me in Andover.

DANFORTH: You baffle me, sir. Why have you returned here?

HALE: Why, it is all simple. I come to do the Devil's work. I come to counsel Christians they should belie themselves. His sarcasm collapses. There is blood on my head! Can you not see the blood on my head!!

← hes being sarcastic and saying how he specifically came to do wrong
← hes saying people are dying because of him. Its his fault

PARRIS: Hush! *For he has heard footsteps. They all face the door. Herrick enters with Elizabeth. Her wrists are linked by heavy chain, which Herrick now removes. Her clothes are dirty; her face is pale and gaunt. Herrick goes out.*

DANFORTH, *very politely*: Goody Proctor. She is silent. I hope you are hearty? *Shes obviously not.*

ELIZABETH, *as a warning reminder*: I am yet six month before my time.

← 3 months pregnant.

DANFORTH: Pray be at your ease, we come not for your life. We—uncertain how to plead, for he is not accustomed to it. Mr. Hale, will you speak with the woman?

← hes not used to being nice??

HALE: Goody Proctor, your husband is marked to hang this morning.

Pause.

ELIZABETH, *quietly*: I have heard it.

HALE: You know, do you not, that I have no connection with the court? She seems to doubt it. I come of my own, Goody Proctor. I would save your husband's life, for if he is taken I count myself his murderer. Do you understand me?

← Because he seems to be the one thats behind it all; behind the court, in charge of it all.

ELIZABETH: What do you want of me?

Reading Work Sample Assessment

The Crucible

Act Four

133

Hell! A very ape would weep at such calamity! Have the devii dried up any tear of pity in you? *She is silent.* Take her out. It profit nothing she should speak to him!

he gave up and says its not worth it, it wont change anything.

ELIZABETH, *quietly*: Let me speak with him, Excellency.

PARRIS, *with hope*: You'll strive with him? *She hesitates.*

DANFORTH: Will you plead for his confession or will you not?

ELIZABETH: I promise nothing. Let me speak with him.

A sound—the sibilance of dragging feet on stone. They turn. A pause. Herrick enters with John Proctor. His wrists are chained. He is another man, bearded, filthy, his eyes misty as though webs had overgrown them. He halts inside the doorway, his eye caught by the sight of Elizabeth. The emotion flowing between them prevents anyone from speaking for an instant. Now Hale, visibly affected, goes to Danforth and speaks quietly.

HALE: Pray, leave them, Excellency.

he says leave them alone to talk in private.

DANFORTH, *pressing Hale impatiently aside*: Mr. Proctor, you have been notified, have you not? *Proctor is silent, staring at Elizabeth.* I see light in the sky, Mister; let you counsel with your wife, and may God help you turn your back on Hell. *Proctor is silent, staring at Elizabeth.*

hes saying let you and your wife confess to sinning and let God be-entire their lives and they'll be spared.

HALE, *quietly*: Excellency, let—

Danforth brushes past Hale and walks out. Hale follows. Cheever stands and follows, Hathorne behind. Herrick goes. Parris, from a safe distance, offers:

PARRIS: If you desire a cup of cider, Mr. Proctor, I am sure I— Proctor turns an icy stare at him, and he breaks off. Parris raises his palms toward Proctor. God lead you now. Parris goes out.

Parris tries to stay and offer cider and make peace but he soon leaves too.

Alone. Proctor walks to her, halts. It is as though they stood in a spinning world. It is beyond sorrow, above it. He reaches out

They all leave the room except Parris.

Reading Work Sample Assessment

The Crucible

132

The Crucible

HALE: Goody Proctor, I have gone this three month like our Lord into the wilderness. I have sought a Christian way, for damnation's doubled on a minister who counsels men to lie.

he realizes that he in a way persuaded the people to lie.

HATHORNE: It is no lie, you cannot speak of lies.

HALE: It is a lie! They are innocent!

DANFORTH: I'll hear no more of that!

HALE, *continuing to Elizabeth*: Let you not mistake your duty as I mistook my own. I came into this village like a bridegroom to his beloved, bearing gifts of high religion; the very crowns of holy law I brought, and what I touched with my bright confidence, it died; and where I turned the eye of my great faith, blood flowed up. Beware, Goody Proctor—cleave to no faith when faith brings blood. It is mistaken law that leads you to sacrifice. Life, woman, life is God's most precious gift; no principle, however glorious, may justify the taking of it. I beg you, woman, prevail upon your husband to confess. Let him give his lie. Quail not before God's judgment in this, for it may well be God damns a liar less than he that throws his life away for pride. Will you plead with him? I cannot think he will listen to another.

he's saying he came w/ good intentions but everything instead was ~~distroyed~~ disrupted, don't follow the faith that leads to killing? hes saying not even their religion and all they believe can be an excuse to kill another person

Plead what?

ELIZABETH, *quietly*: I think that be the Devil's argument. She

thinks that hes speaking the devils word and she doesnt agree.

HALE, *with a climactic desperation*: Woman, before the laws of God we are as swine! We cannot read His will!

ELIZABETH: I cannot dispute with you, sir; I lack learning for it.

DANFORTH, *going to her*: Goody Proctor, you are not summoned here for disputation. Be there no wifely tenderness within you? He will die with the sunrise. Your husband. Do you understand it? *She only looks at him*. What say you? Will you contend with him? *She is silent*. Are you stone? I tell you true, woman, had I no other proof of your unnatural life, your dry eyes now would be sufficient evidence that you delivered up your soul to

hes saying ~~if he hadnt~~ if he hadnt had any other proof, the fact that she shows no emotion to the fact that her husband will die, proves that she sold her soul to the devil.

Reading Work Sample Assessment

The Crucible

THE CRUCIBLE Reading Work Sample

Read the provided copies of pages 130-133 of *The Crucible*. As you read, make notes in the margin to help indicate your comprehension of this section. Your notes might include:

- Notes that show you understand this part of the book. It can be helpful to indicate what is happening in the margin.
- Questions you have about this section of the book.
- Connections you make to this section of the book (your own experience, things you have seen or heard or read about, etc.)
- What you notice about Miller's craft as a playwright. Think about the literary elements and devices you have studied in this and other English classes. Does Miller use them? How do they contribute to the play's effectiveness?
- Be sure to staple your margin notes to this packet when you complete your work sample.

Literal Comprehension

1. Since Hale's arrival in Salem, what didn't turn out as he expected? Provide evidence from the text.

He didn't expect mass chaos to break out in Salem, he expected to help out with some problems but instead everyone is taking it way out of hand and they're all pretty much losing their minds and killing off everyone and taking God's will and power into their own hands. When Hale says on page 131 "Why, it is all simple. I come to do the Devil's work. I come to counsel Christians they should belie themselves." He's being sarcastic by saying how his whole point in coming was to do wrong and make the Christians lie and sin and he came with bad intentions all along. He was being sarcastic because that's just the opposite of what he wanted, then his sarcasm breaks when he says "There is blood on my head! Can you not see the blood on my head!!" pg. 131. Because he realizes all the deaths are his fault and the blame is on him technically because he started all the madness.

Reading Work Sample Assessment

The Crucible

2. Compare Danforth and Hale; what is each character's opinion on
- the schedule
 - what Elizabeth should do?

Provide evidence from the text.

Danforth		Hale
<p>He thinks he needs to punish them right away and not postpone anything because its what God wants. "Mr. Hale, as God have not empowered me like Josua to stop this sun from rising, so I cannot withhold from them the perfection of their punishment." pg. 130..</p>	<p>the schedule</p>	<p>He thinks they should postpone a week and give the public time to confess rather than being instantly condemned. "if you <u>postpone</u> a week and publish to the town that you are <u>striving</u> for their <u>confessions</u>."</p>
<p>They both agree and think Elizabeth should talk to her husband and get him to confess and she should confess too to spare their lives but shes the only one that he'll listen to so they're trying to make an agreement with her that she should confess and get him to confess. "I see the light in the sky mister; let you counsel with your wife, and may God help you turn your back on Hell."</p>	<p>what Elizabeth should do</p>	<p>they want to be able to save their souls from the devil and confess. "will you plead with him? I cannot think he will listen to another".</p>

Reading Work Sample Assessment

The Crucible

Develop An Interpretation

1. On page 132 Hale says, "It may well be God damns a liar less than he that throws his life away for pride." How do you interpret this statement? What are Hale's priorities? Explain your thinking.

He's telling her to lie and make her husband lie with her because God is more easy on someone who lies to save their life rather than throwing their life away just to keep their pride. Because in his eyes life is precious and worth the risk to save and keep, even if you lose pride to save it. Even if you lie, God will be more forgiving on you when you lie rather than throwing life away.

Hale is changing his thinking because he's pretty much telling her to do what she can to save and spare her life rather than follow all the rules and go down for something ridiculous and all of that madness. He's saying how killing people for religion is wrong and has no justice, no matter what, life comes first. He's trying to save lives.

2. What themes or ideas come to your mind after reading this selection that might not be obvious to everyone who reads it?

I see the theme of no matter what religion you follow or what God you honor, you still shouldn't let the principles of your faith get in the way of your principles of life, and common human compassion, and moral humanity for others. Don't let religion change your morals.

Reading Work Sample Assessment

The Crucible

Text Analysis

1. Refer to the stage directions in italics that describe when Elizabeth (page 131) and Proctor (133) come on stage. What effect is Miller trying to create at these moments in the play?

I think sympathy. It describes them as being dirty and deshaved because they've been in jail for so long and it shows the reader how cruel the other people are being, keeping a man from his pregnant wife, locked up, for a crime that is proposterous. It doesn't necessarily say, but it describes how much they've missed each other by the way they look at each other and it made me feel sad to read that. It makes you have compassion for them.

2. What imagery does the playwright use to describe what the village of Salem is like now? How is this effective in supporting any major ideas in the play?

Its pretty much falling apart from the madness that is going on, like when Hale says "there are orphans wandering from house to house"; abandoned cattle bellow in the highroads, the stink of rotting crops hangs everywhere" on page 130 just describes how much everything has fallen out of order since all of the nonsense began. It supports that madness is like a disease that breaks down so much, so fast, and disrupts every bit of order in a community, which in a way I think is a theme for this play.

Reading Work Sample Assessment

The Crucible

130

The Crucible

DANFORTH, *after thinking a moment*: His wife—his wife must be well on with child now.

Proctor's wife is far along with her pregnancy.

HERRICK: She is, sir.

DANFORTH: What think you, Mr. Parris? You have closer knowledge of this man; might her presence soften him?

PARRIS: It is possible, sir. He have not laid eyes on her these three months. I should summon her.

DANFORTH, *to Herrick*: Is he yet adamant? Has he struck at you again?

HERRICK: He cannot, sir, he is chained to the wall now.

Proctor is in jail

DANFORTH, *after thinking on it*: Fetch Goody Proctor to me. Then let you bring him up.

They are going to get them.

HERRICK: Aye, sir. *Herrick goes. There is silence.*

HALE: Excellency, if you postpone a week and publish to the town that you are striving for their confessions, that speak mercy on your part, not faltering.

Trying to convince Danforth to postpone the court case

DANFORTH: Mr. Hale, as God have not empowered me like Joshua to stop this sun from rising, so I cannot withhold from them the perfection of their punishment.

He doesn't want to delay.

HALE, *harder now*: If you think God wills you to raise rebellion, Mr. Danforth, you are mistaken!

DANFORTH, *instantly*: You have heard rebellion spoken in the town?

HALE: Excellency, there are orphans wandering from house to house; abandoned cattle bellow on the highroads, the stink of rotting crops hangs everywhere, and no man knows when the harlots' cry will end his life—and you wonder yet if rebellion's spoke? Better you should marvel how they do not burn your province!

Everyone is in jail. The town is going mad.

Reading Work Sample Assessment

The Crucible

Act Four

131

DANFORTH: Mr. Hale, have you preached in Andover this month?

HALE: Thank God they have no need of me in Andover.

DANFORTH: You baffle me, sir. Why have you returned here?

Why are you here to stay?

HALE: Why, it is all simple. I come to do the Devil's work. I come to counsel Christians they should belie themselves. *His sarcasm collapses.* There is blood on my head! Can you not see the blood on my head!!

To stay with her?

PARRIS: Hush! *For he has heard footsteps. They all face the door. Herrick enters with Elizabeth. Her wrists are linked by heavy chain, which Herrick now removes. Her clothes are dirty; her face is pale and gaunt. Herrick goes out.*

DANFORTH, *very politely*: Goody Proctor. *She is silent.* I hope you are hearty?

ELIZABETH, *as a warning reminder*: I am yet six month before my time.

DANFORTH: Pray be at your ease, we come not for your life. We—*uncertain how to plead, for he is not accustomed to it.* Mr. Hale, will you speak with the woman?

HALE: Goody Proctor, your husband is marked to hang this morning.

Proctor is going to hang

Pause.

ELIZABETH, *quietly*: I have heard it.

HALE: You know, do you not, that I have no connection with the court? *She seems to doubt it.* I come of my own, Goody Proctor. I would save your husband's life, for if he is taken I count myself his murderer. Do you understand me?

ELIZABETH: What do you want of me?

Reading Work Sample Assessment

The Crucible

132

The Crucible

HALE: Goody Proctor, I have gone this three month like our Lord into the wilderness. I have sought a Christian way, for damnation's doubled on a minister who counsels men to lie.

HATHORNE: It is no lie, you cannot speak of lies.

HALE: It is a lie! They are innocent!

DANFORTH: I'll hear no more of that!

HALE, *continuing to Elizabeth*: Let you not mistake your duty as I mistook my own. I came into this village like a bridegroom to his beloved, bearing gifts of high religion; the very crowns of holy law I brought, and what I touched with my bright confidence, it died; and where I turned the eye of my great faith, blood flowed up. Beware, Goody Proctor—cleave to no faith when faith brings blood. It is mistaken law that leads you to sacrifice. Life, woman, life is God's most precious gift; no principle, however glorious, may justify the taking of it. I beg you, woman, prevail upon your husband to confess. Let him give his lie. Quail not before God's judgment in this, for it may well be God damns a liar less than he that throws his life away for pride. Will you plead with him? I cannot think he will listen to another.

ELIZABETH, *quietly*: I think that be the Devil's argument.

HALE, *with a climactic desperation*: Woman, before the laws of God we are as swine! We cannot read His will!

ELIZABETH: I cannot dispute with you, sir; I lack learning for it.

DANFORTH, *going to her*: Goody Proctor, you are not summoned here for disputation. Be there no wifely tenderness within you? He will die with the sunrise. Your husband. Do you understand it? *She only looks at him*. What say you? Will you contend with him? *She is silent*. Are you stone? I tell you true, woman, had I no other proof of your unnatural life, your dry eyes now would be sufficient evidence that you delivered up your soul to

He is saying that life is more precious than having to lie. It's not always about religion.

Hale wants Proctor to lie because he doesn't think it's worth for him to die

Telling goody that she needs to tell her husband to lie or he will die.

Reading Work Sample Assessment

The Crucible

Act Four

133

Hell! A very ape would weep at such calamity! Have the devii dried up any tear of pity in you? *She is silent.* Take her out. It profit nothing she should speak to him!

ELIZABETH, *quietly*: Let me speak with him, Excellency.

PARRIS, *with hope*: You'll strive with him? *She hesitates.*

DANFORTH: Will you plead for his confession or will you not?

ELIZABETH: I promise nothing. Let me speak with him.

A sound—the sibilance of dragging feet on stone. They turn. A pause. Herrick enters with John Proctor. His wrists are chained. He is another man, bearded, filthy, his eyes misty as though webs had overgrown them. He halts inside the doorway, his eye caught by the sight of Elizabeth. The emotion flowing between them prevents anyone from speaking for an instant. Now Hale, visibly affected, goes to Danforth and speaks quietly.

HALE: Pray, leave them, Excellency.

DANFORTH, *pressing Hale impatiently aside*: Mr. Proctor, you have been notified, have you not? *Proctor is silent, staring at Elizabeth.* I see light in the sky, Mister; let you counsel with your wife, and may God help you turn your back on Hell. *Proctor is silent, staring at Elizabeth.*

HALE, *quietly*: Excellency, let—

Danforth brushes past Hale and walks out. Hale follows. Cheever stands and follows, Hathorne behind. Herrick goes. Parris, from a safe distance, offers:

PARRIS: If you desire a cup of cider, Mr. Proctor, I am sure I— *Proctor turns an icy stare at him, and he breaks off. Parris raises his palms toward Proctor. God lead you now. Parris goes out.*

Alone. Proctor walks to her, halts. It is as though they stood in a spinning world. It is beyond sorrow, above it. He reaches out

THE CRUCIBLE
Reading Work Sample

Read the provided copies of pages 130-133 of *The Crucible*. As you read, make notes in the margin to help indicate your comprehension of this section. Your notes might include:

- Notes that show you understand this part of the book. It can be helpful to indicate what is happening in the margin.
- Questions you have about this section of the book.
- Connections you make to this section of the book (your own experience, things you have seen or heard or read about, etc.)
- What you notice about Miller's craft as a playwright. Think about the literary elements and devices you have studied in this and other English classes. Does Miller use them? How do they contribute to the play's effectiveness?
- Be sure to staple your margin notes to this packet when you complete your work sample.

Literal Comprehension

1. Since Hale's arrival in Salem, what didn't turn out as he expected? Provide evidence from the text.

Hale came to Salem to get rid of witchcraft and help people become closer to God and religion. In the beginning nothing was more important than following God's rules and going to church. Near the end of the book Hale is finding out that, that isn't the most important thing. When he says to Elizabeth: "Let you not mistake your duty as I mistake my own. I came into the village like a bridge groom to his beloved, bearing gifts of high religion" (132). Then goes onto say that "Life is God's most precious gift" (132). Therefore he is saying that even if Proctor has to lie, which God frowns upon it is worth it, because God values your life more.

Reading Work Sample Assessment

The Crucible

2. Compare Danforth and Hale; what is each character's opinion on

- the schedule
- what Elizabeth should do?

Provide evidence from the text.

Danforth		Hale
<ul style="list-style-type: none"> • Referring to God not empowering him to be able to postpone their punishment. • Our town is good. There is no rebellion. 	<p>the schedule</p>	<ul style="list-style-type: none"> • Telling Danforth the town will have mercy on you if you postpone. • Hale saying our town is going mad because everyone is in jail.
<ul style="list-style-type: none"> • He wants her to tell the truth. God doesn't like liars. • God comes first to him. 	<p>what Elizabeth should do</p>	<ul style="list-style-type: none"> • Hale knows she is innocent, but knows she must lie to save her husband and encourages her to do so. • He has realized there is more to life than God.

Reading Work Sample Assessment

The Crucible

Develop An Interpretation

1. On page 132 Hale says, "It may well be God damns a liar less than he that throws his life away for pride." How do you interpret this statement? What are Hale's priorities? Explain your thinking.

Hale realizes that it is against God's work to lie but he also says that "Life is God's most precious gift". I think Hale wants Proctor to live because he knows he's innocent even if that means lying.

2. What themes or ideas come to your mind after reading this selection that might not be obvious to everyone who reads it?

Hale has changed and isn't a bad guy/ trying to throw everyone in jail anymore. one of the themes could be that people can change and be better people.

Reading Work Sample Assessment

The Crucible

Text Analysis

1. Refer to the stage directions in italics that describe when Elizabeth (page 131) and Proctor (133) come on stage. What effect is Miller trying to create at these moments in the play?

I think the Author is wanting the audience to feel bad for Elizabeth. She is a pregnant lady locked up in jail who is innocent and would do anything for her husband.

2. What imagery does the playwright use to describe what the village of Salem is like now? How is this effective in supporting any major ideas in the play?

The author is very described using words that paint a picture in your head of how crazy the town is now. There were homeless children, abandoned animals and the crops are rotting. No one knows when it's going to stop.

Reading Work Sample Assessment

The Crucible

I thought
she was
faking it.

130

The Crucible

DANFORTH, *after thinking a moment*: His wife—his wife must be well on with child now.

HERRICK: She is, sir.

DANFORTH: What think you, Mr. Parris? You have closer knowledge of this man; might her presence soften him?

PARRIS: It is possible, sir. He have not laid eyes on her these three months. I should summon her.

DANFORTH, *to Herrick*: Is he yet adamant? Has he struck at you again?

HERRICK: He cannot, sir, he is chained to the wall now.

DANFORTH, *after thinking on it*: Fetch Goody Proctor to me. Then let you bring him up.

HERRICK: Aye, sir. *Herrick goes. There is silence.*

HALE: Excellency, if you postpone a week and publish to the town that you are striving for their confessions, that speak mercy on your part, not faltering.

DANFORTH: Mr. Hale, as God have not empowered me like Joshua to stop this sun from rising, so I cannot withhold from them the perfection of their punishment.

HALE, *harder now*: If you think God wills you to raise rebellion, Mr. Danforth, you are mistaken!

DANFORTH, *instantly*: You have heard rebellion spoken in the town?

HALE: Excellency, there are orphans wandering from house to house; abandoned cattle bellow on the highroads, the stink of rotting crops hangs everywhere, and no man knows when the harlots' cry will end his life—and you wonder yet if rebellion's spoke? Better you should marvel how they do not burn your province!

Reading Work Sample Assessment

The Crucible

Act Four

131

DANFORTH: Mr. Hale, have you preached in Andover this month?

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PARRIS: Hush! *For he has heard footsteps. They all face the door. Herrick enters with Elizabeth. Her wrists are linked by heavy chain, which Herrick now removes. Her clothes are dirty; her face is pale and gaunt. Herrick goes out.*

DANFORTH, *very politely*: Goody Proctor. *She is silent.* I hope you are hearty?

ELIZABETH, *as a warning reminder*: I am yet six month before my time.

DANFORTH: Pray be at your ease, we come not for your life. *We—uncertain how to plead, for he is not accustomed to it.* Mr. Hale, will you speak with the woman?

HALE: Goody Proctor, your husband is marked to hang this morning.

Pause.

ELIZABETH, *quietly*: I have heard it.

HALE: You know, do you not, that I have no connection with the court? *She seems to doubt it.* I come of my own, Goody Proctor. I would save your husband's life, for if he is taken I count myself his murderer. Do you understand me?

ELIZABETH: What do you want of me?

I don't get this part

Reading Work Sample Assessment

The Crucible

132

The Crucible

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Reading Work Sample Assessment

The Crucible

Act Four

133

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ELIZABETH, *quietly*: Let me speak with him, Excellency.

PARRIS, *with hope*: You'll strive with him? *She hesitates.*

DANFORTH: Will you plead for his confession or will you not?

ELIZABETH: I promise nothing. Let me speak with him.

A sound—the sibilance of dragging feet on stone. They turn. A pause. Herrick enters with John Proctor. His wrists are chained. He is another man, bearded, filthy, his eyes misty as though webs had overgrown them. He halts inside the doorway, his eye caught by the sight of Elizabeth. The emotion flowing between them prevents anyone from speaking for an instant. Now Hale, visibly affected, goes to Danforth and speaks quietly.

HALE: Pray, leave them, Excellency.

DANFORTH, *pressing Hale impatiently aside*: Mr. Proctor, you have been notified, have you not? *Proctor is silent, staring at Elizabeth.* I see light in the sky, Mister; let you counsel with your wife, and may God help you turn your back on Hell. *Proctor is silent, staring at Elizabeth.*

HALE, *quietly*: Excellency, let—

Danforth brushes past Hale and walks out. Hale follows. Cheever stands and follows, Hathorne behind. Herrick goes. Parris, from a safe distance, offers:

PARRIS: If you desire a cup of cider, Mr. Proctor, I am sure I— *Proctor turns an icy stare at him, and he breaks off. Parris raises his palms toward Proctor. God lead you now. Parris goes out.*

Alone. Proctor walks to her, halts. It is as though they stood in a spinning world. It is beyond sorrow, above it. He reaches out

THE CRUCIBLE
Reading Work Sample

Read the provided copies of pages 130-133 of *The Crucible*. As you read, make notes in the margin to help indicate your comprehension of this section. Your notes might include:

- Notes that show you understand this part of the book. It can be helpful to indicate what is happening in the margin.
- Questions you have about this section of the book.
- Connections you make to this section of the book (your own experience, things you have seen or heard or read about, etc.)
- What you notice about Miller's craft as a playwright. Think about the literary elements and devices you have studied in this and other English classes. Does Miller use them? How do they contribute to the play's effectiveness?
- Be sure to staple your margin notes to this packet when you complete your work sample.

Literal Comprehension

1. Since Hale's arrival in Salem, what didn't turn out as he expected? Provide evidence from the text.

Hale was trying to save the people he knew was innocent but ended up not happening.
"I would save your husband's life, for if he is taken I can't myself his murder." (131)

Reading Work Sample Assessment

The Crucible

2. Compare Danforth and Hale; what is each character's opinion on

- the schedule
- what Elizabeth should do?

Provide evidence from the text.

Danforth		Hale
Danforth believes that Goody proctor should be hanged and he wants to make sure Elizabeth is present and not lying.	the schedule	Hale disagrees with Danforth and knows that they are innocent.
Danforth sees no tears and in her eyes, so she <u>must</u> be lying and her husband husband will hang at sunrise.	what Elizabeth should do	Hale is on her side and is trying to save her husband but she has to be telling the truth because she is present.

Reading Work Sample Assessment

The Crucible

Develop An Interpretation

1. On page 132 Hale says, "It may well be God damns a liar less than he that throws his life away for pride." How do you interpret this statement? What are Hale's priorities? Explain your thinking.

He means if your lying, you will pay for what you have done but it takes pride to give your life up for that if your innocent.

2. What themes or ideas come to your mind after reading this selection that might not be obvious to everyone who reads it?

That a lot of people are or will be dead by the end of this book. ~~and~~ I ^{also} think that its stupid from one little girl that it reaks havoc on everyone else. They might have a big fight between hale and danforth.

Reading Work Sample Assessment

The Crucible

Text Analysis

1. Refer to the stage directions in italics that describe when Elizabeth (page 131) and Proctor (133) come on stage. What effect is Miller trying to create at these moments in the play?

She is ~~being~~ trying to make her last so she can be free and he knows he is going to die soon, ~~and~~ they will miss each other ~~and~~ but they don't have much time with each other.

2. What imagery does the playwright use to describe what the village of Salem is like now? How is this effective in supporting any major ideas in the play?

The town is very quiet and like a ghost town because so many have died, ~~because~~ they are so little characters left too. It's important because without supporting the ideas, how will we know it's true.

Facilitator's Key to Level 3 Reading Scoring Guide Training for ELA Teachers

Paper Number	Title	DU	DI	AT
L3E RD1	Robotics			
L3E RD2	Robotics			
L3E RD3	Robotics			
L3E RD4	Robotics			
L3E RD5	Walking Hannah			
L3E RD6	Walking Hannah			
L3E RD7	Walking Hannah			
L3E RD8	The Crucible			
L3E RD9	The Crucible			
L3E RD10	The Crucible			