

OHIO GRADUATION TESTS WORKBOOK

READING



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READING OGT WORKBOOK

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INTRODUCTION

INFORMATION FOR FAMILIES

This guide is for students who have not passed a section of the Ohio Graduation Tests (OGT). Five guides are available: Reading, Writing, Mathematics, Science and Social Studies. They have been developed to help students take personal responsibility for their own learning. Each guide introduces students to a thinking strategy called mind mapping. This strategy helps students understand how they can think through test problems.

There are two purposes built into the guides. The first purpose is to help students develop a learning plan to work through test items that come from OGT practice tests. This plan helps students develop an understanding of test questions related to the state academic content standards and benchmarks.

Each guide walks students through the four stages in a learning plan:

PLAN – Students identify a coach and set up a meeting to review their OGT results. They see how well they performed on each standard and identify areas in need of improvement. Then they develop a schedule for working through the rest of the guide.

DO – Students work through several test items using the mind-mapping strategy. They see examples of mind mapping for some test items and try creating some on their own.

STUDY – Students are asked to think about what they have done. This is also called reflection. They complete a worksheet prior to setting up another meeting with their coach. During this meeting, students will review what they have discovered and set goals to improve their performance on the next test.

ACT – The coach helps the student develop an action plan to prepare for retaking an OGT.

The second purpose is to introduce students to a strategy that should help them improve their test-taking skills. The mind-mapping strategy has two parts. To make it work, students have to self-talk while they draw a picture of what they are thinking. The students are learning how to think about their thinking as they draw these visual maps.

If your student has decided to use this guide, there is a role that you can play. Praise your student for taking ownership. Support his or her learning. Help your student identify a coach who will be able to meet his or her learning needs. Encourage your student to stick with it! Monitor your student's work with his or her action plan. Your willingness to carry out this role is a critical factor in your student's success.

INTRODUCTION

INFORMATION FOR COACHES

This guide is for students who have not passed a section of the Ohio Graduation Tests (OGT). Five guides are available: Reading, Writing, Mathematics, Science and Social Studies. They have been developed to help students learn how to take personal responsibility for their own learning. Each guide also introduces students to a thinking strategy called mind mapping. This strategy helps students understand how they think through test problems.

The format of the guides requires students to select a coach who will guide them. If you have been asked to be a coach, then you have a major role to play in ensuring that your student has the support and encouragement necessary to be successful. You should thoroughly familiarize yourself with the guide, and be prepared to monitor and adjust material presented to fit your individual student. Be sure to look at the items recommended for coaches in the resource section of the guide.

By using this guide, you will help students develop a plan to work through test items from OGT practice tests. This plan helps students develop a deeper understanding of test questions related to the benchmarks in Ohio's academic content standards. As a coach, you will assist your student in working through the Plan-Do-Study-Act (PDSA) cycle. It is a scientific approach for developing improvement goals.

Each guide walks students through the four stages in a PDSA cycle. As a coach, you will assist your student to:

PLAN – Set up a meeting to review OGT results with your student. Guide your student in identifying his or her performance level for each content standard. Assist in specifically identifying the standards and benchmarks that are in need of improvement. Help develop a schedule for working through the remainder of the guide.

DO – Help your student work through several test items using the mind-mapping strategy. Your student will have a chance to view model examples of mind mapping for selected test items and then will try some on his or her own. As a coach, you will need to make a decision in terms of the level of support you will provide in this stage. Based upon the needs of your student, you may choose to work through each item example with your student, guide your student through a few examples and then let him or her proceed on his or her own or have your student tackle the entire section independently. Regardless of your decision, check in with your student to see how he or she is doing so that you can intervene if necessary.

STUDY – After your student finishes the DO section, help your student to think about or reflect upon his or her work by completing a worksheet prior to setting up another meeting with you. During this STUDY meeting, your student will review what he or she has discovered about his or her own learning. The next step is to guide your student in setting some future goals to improve his or her score when he or she retakes the test.

ACT – You will now help your student develop an action plan that will list steps to be taken in preparation for retaking the OGT. Continue to monitor and support your student through the action plan timeline.

(continued)

INTRODUCTION

INFORMATION FOR COACHES

The mind-mapping strategy in this guide is a method for organizing content knowledge visually. The strategy has two parts. To make it work, students need to self-talk while they draw a visual picture of what they are thinking. Each guide offers students the opportunity to learn how to use this strategy as they think through test items specific to the content area being studied. The strategy aims to help students improve their test-taking skills through enhancing their metacognitive processing. Students who are able to think metacognitively:

- Are aware of how their mind processes information;
- Are able to plan a course of action and select an appropriate strategy to work through the problem presented;
- Monitor their thinking as they apply the selected strategy; and
- Reflect on their thinking by evaluating the outcome of their action.

Robert Marzano (2003) references Paivio's (1990) "dual-coding theory" of information storage in his study of instructional strategies that result in higher levels of achievement for students. This research discovered that students store knowledge in two forms:

- Linguistically (language-based) – involves the senses of hearing and seeing and our ability to store actual statements in our long-term memory.
- Non-linguistically (visual imagery-based) – which is expressed through mental pictures or graphic representations of learning and understanding.

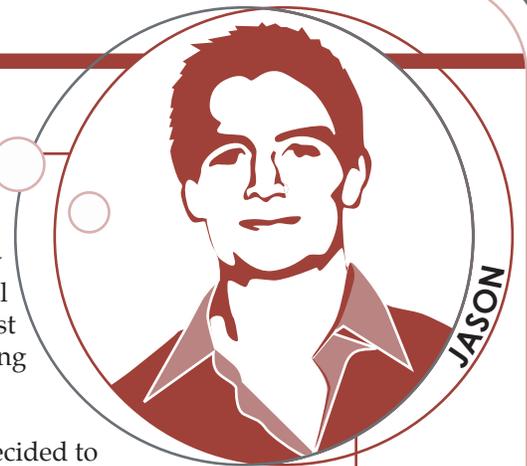
The more students use both systems of representation – linguistic and non-linguistic – while they are learning new concepts, the better they are able to recall knowledge and think about it in an efficient and effective manner.

You play a vital role in the life of the student you choose to coach through this learning model. Stay connected and consistently focus on the progress your student is making toward established goals. As you identify further learning needs, help locate and ensure that your student has access to appropriate instruction and intervention. Ability to pass the OGT is critical to a student's future and can be achieved if appropriate assistance is provided. Good luck – and enjoy the process!

INTRODUCTION

INFORMATION FOR STUDENTS READING

Hi, my name is Jason. I'm going to be your personal tutor. As you work through this guide, you will plan your own learning and learn how to use a strategy called mind mapping. This strategy will help you understand how your mind thinks through test questions and may help you score higher on your Reading OGT the next time you take it.

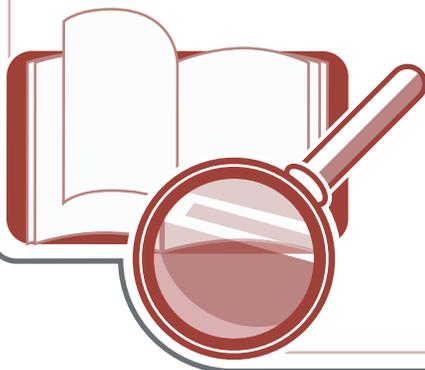


Like you, I needed to do better on the Reading OGT. I decided to take some real action steps to understand the reading standards and benchmarks and to improve my test-taking skills. I'm going to walk you through the steps I took to prepare myself for retaking the Reading OGT. These action steps helped me – I think they will help you, too.

Here's how this guide is set up. You will develop a Plan-Do-Study Act (PDSA) to work through test questions from the OGT practice tests. This guide takes you through the four stages in a PDSA:

- PLAN** – You will choose a coach and set up a meeting to review your Reading OGT results. Together, you will use your Score Report to identify the reading standards that you did well with and those that need more work. Then you'll develop a schedule for working through the rest of the guide.
- DO** – You will work through several test questions using the mind-mapping strategy. You will see how I worked through test items and then you will try some on your own. It's important to remember that these will not be the questions you will see when you retake the test. However, we can learn by reviewing past questions and thinking about how to approach other questions that we will be given. I learned a lot about how I think and how to draw a map of what's going on in my head.
- STUDY** – After you finish the DO section, you will be asked to think about what you have done. You will set up another meeting with your coach. During this meeting, you will review what you have learned and set some goals based upon what you discovered about yourself.
- ACT** – Your coach will help you develop an action plan that will list steps to prepare yourself for retaking the reading test. I shared my action plan so you will know how to do this. I'm working my plan right now so that I will be proficient or higher the next time I take the test.

This is my Plan-Do-Study-Act (PDSA) mind map. As you work through the guide, think about your work as building a pyramid where each new block is helping you to reach your ultimate goal – passing the Reading OGT!



INTRODUCTION

PDSA MIND MAP READING

Step 1: Review the guide.

Step 2: Select a coach and set a meeting time.

Step 3: Gather your test results and work through the planning template.

PLAN

1

Step 4: Work through the test questions using mind mapping.

Step 5: Complete the reflection questions.

2

DO

Step 6: Think about your thinking by completing the reflection worksheet.

Step 7: Set a meeting with your coach and review your progress.

STUDY

3

Step 8: Develop an action plan.

Step 9: Tackle your action plan!

4

ACT



PLAN

INTRODUCTION READING



The first stage in a Plan-Do-Study-Act (PDSA) is to build the PLAN. The PLAN should help us to learn more about the reading standards and benchmarks. And it should also include some new ways for us to think about test questions. I used the PDSA learning plan to keep track of my progress as I worked through the guide.

There are three steps in the planning process:

Step 1: Review the guide.

Step 2: Select a coach and set a meeting time.

Step 3: Gather your test results and work through the planning template.

Here's what I did for each of the steps.

Ideas to Consider:

I read over each introduction section for Plan-Do-Study-Act.

Target Date for Completion:

August 10

1

PLAN

Review the guide.

Ideas to Consider:

I used a brainstorming process to identify and help select a coach. I asked my best choice and set up a meeting time.

Target Date for Completion:

*Identify Coach, August 10
Meeting, August 17*

2

PLAN

Select a coach and set a meeting time.

Ideas to Consider:

Before meeting with my coach, I checked with the guidance counselor, language arts teacher and my parents to collect testing data, classroom grades and reports.

Target Date for Completion:

August 17

3

PLAN

Gather your test results and work through the planning template.

(Take this information to the meeting with my coach.)



PLAN

PLANNING PROCESS READING

1

Review the guide.

Skim through the guide. Then go back and take time to read the introduction to each section. This will give you a good idea of how the guide is set up and what you will be doing in each stage of the PDSA.

2

Select a coach and set up a meeting time.

The next step is to select a coach and set up a meeting time. A coach is someone that will agree to guide and work with you. It must be someone that you trust and with whom you feel comfortable. It should be someone who is available to meet with you on a regular basis. And he or she should have a pretty good understanding of reading content.

I built a chart and determined my criteria for selecting a coach. Then I thought about people I might ask. You can see my list included my reading intervention teacher, Mr. England. He worked with me during a special period three times a week to help me with reading comprehension. My Mom came next. She is a science teacher at the middle school. I also listed one of my older sister's friends, Jenny. Jenny is going to college to become a language arts teacher. We get along really well.

Once I had people identified, then I took one at a time and checked them against my criteria. You can look at my chart to get an idea of how I thought through each person and finally decided to ask Jenny.

Name	Criteria				
	I trust this person	This person understands reading	This person has time to meet with me	This person would be willing to work with me	This person is patient and understands how I learn
Mr.England	✓	✓	I'm not sure if he has extra time. He coaches right after school.	I think he would if he has time.	✓
Mom	✓	She gives me ideas about strategies to use when I'm reading.	✓	✓	She gets a little impatient with me at times.
Jenny	✓	✓	I'm not sure.	I know she would work with me.	✓



STEP 2 CONTINUED ON NEXT PAGE

PLAN

PLANNING PROCESS READING

Here's a chart for you to use. First, set your criteria and then try to come up with at least three people who might be good coaches. Check each person against your criteria and make a selection.

Name	Criteria				

Once you have decided on your coach, the next step is to ask. I talked with my Mom about it and we both agreed it might be a good idea to ask Jenny. So I did. And Jenny said she would be glad to help me if we could plan our meetings around her schedule at the university. We set up a time to meet so that she could look over the guide and help me get started.



PLAN

PLANNING PROCESS READING

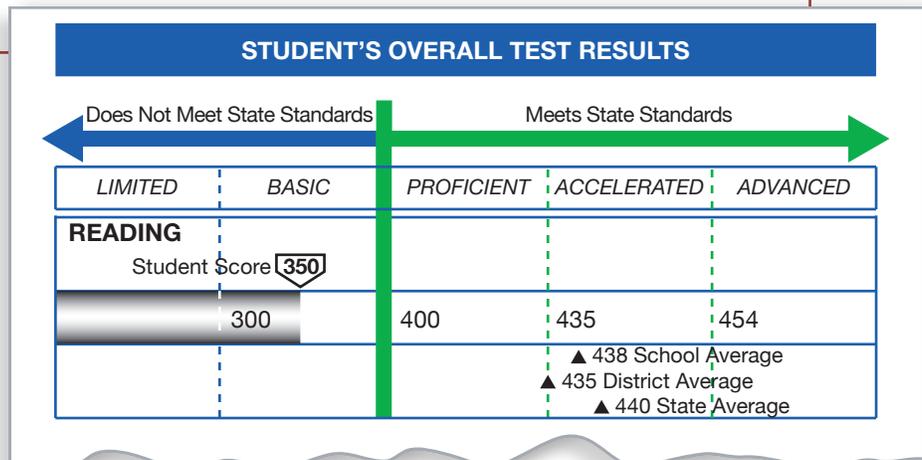
Now for step three, you need to gather your test results and use the Reading Standards and Benchmarks Worksheet to self-assess your current skill level in reading content. This worksheet contains information on all the key reading skills and strategies that you need to be able to use effectively. This will help you to decide which benchmarks you feel you understand and which ones you don't.

Before I set up my meeting with Jenny, I talked with my language arts intervention teacher, Mr. England, about getting some information on how I had done in reading class. He also checked with my language arts teacher, Mrs. Willets. I talked with my guidance counselor who had records of my results from a ninth-grade practice test that we took at school.

3

Gather your test results and work through the planning template.

At our meeting, Jenny, now serving as my coach, looked over this information with me. We then looked over the Ohio Graduation Tests Family Report that came to my home. It has information on how I did on each of the five OGT tests. First, we looked at my results and saw that I scored at the basic level in reading and I need to be at proficient or above.



STEP 3 CONTINUED ON NEXT PAGE

PLAN

PLANNING PROCESS READING

Then we looked at my overall performance with the reading content standards.

STUDENT PERFORMANCE IN CONTENT STANDARDS

Ohio Content Standards for READING	Lower	About the Same	Higher	W
Acquisition of Vocabulary Apply word analysis skills to build and extend vocabulary. Recognize the importance of figurative language and the meaning it conveys.		◆		
Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Apply reading comprehension strategies to understand grade-appropriate text. Analyze and evaluate reading materials to demonstrate understanding of text.	◆			
Informational, Technical and Persuasive Text Analyze text structures and draw inferences from them. Recognize arguments, bias, stereotyping and propaganda in informational text sources.		◆		
Literary Text Analyze and critique literary text to achieve deep understanding. Compare and contrast literary works to demonstrate understanding of text.	◆			



STEP 3 CONTINUED ON NEXT PAGE

PLAN

PLANNING PROCESS READING

Using everything we had learned about my performance, we worked through the entire worksheet. This took us about 45 minutes. Here's my self-assessment of the Informational, Technical and Persuasive Text standard as an example:

Benchmarks:	Self-assessment:	
	Know this	Needs further study
Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.		✓
Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.		✓
Analyze whether graphics supplement textual information and promote the author's purpose.	✓	
Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.	✓	
Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).		✓

After we completed the benchmarks worksheet, my coach helped me build a timeline for completing the other sections of the guide. I wrote the dates into my PDSA plan.

We thought it might be a good idea to have Mr. England take a look at the plan, too, because he might have some other ideas on what I need to work on. And I promised to check with Jenny every week to let her know how things are going.



STEP 3 CONTINUED ON NEXT PAGE

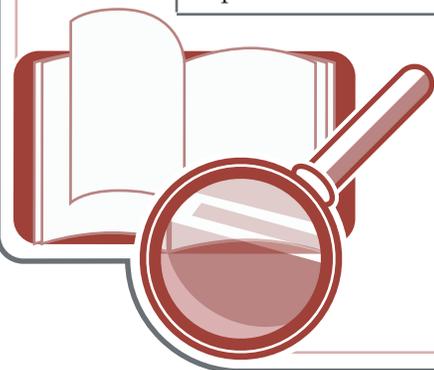
PLAN

PLANNING PROCESS READING

Plan-Do-Study-Act

Jason's Reading PDSA Schedule

PDSA Steps	Ideas to Consider	Target Completion Date	Date Completed
PLAN 1. Review the guide.	<i>I read over each introduction section for Plan-Do-Study-Act.</i>	August 10	✓
PLAN 2. Select a coach and set a meeting time.	<i>I used a brainstorming process to identify and help select a coach. I asked my best choice and set up a meeting time.</i>	August 10 Meeting set – August 17	✓
PLAN 3. Gather your test results and work through the planning template.	<i>Before the meeting with my coach, I checked with the guidance counselor, reading teacher and my parents to collect testing data, classroom grades and reports.</i>	August 17 (Take this information to the meeting.)	✓
DO 4. Work through the mind-mapping test questions.	<i>My coach helped me develop a timeline and worked through a couple of the test questions with me to help me get started. Then I was on my own.</i>	August 30 (I planned for 45-60 minute work sessions.)	✓
DO 5. Complete the reflection questions for each test question.	<i>I completed all the reflection questions and checked with my coach when I had a problem.</i>		Had all the questions completed by August 29!
STUDY 6. Think about your thinking by completing the reflection worksheet.	<i>I spent time reviewing my maps and my responses to the reflection questions. I filled out the reflection worksheet.</i>	August 31	✓
STUDY 7. Set a meeting with your coach and review your progress.	<i>I called my coach and we set up another meeting to review my results.</i>	September 2	✓
ACT 8. Develop an action plan.	<i>Together we developed an action plan to put into place before I was scheduled to retake the OGT.</i>	September 2	✓
ACT 9. Tackle your action plan!	<i>I had six weeks to work on my plan. With lots of support, I did it. I felt ready to retake the test.</i>	Mid-October Ready for retake!	



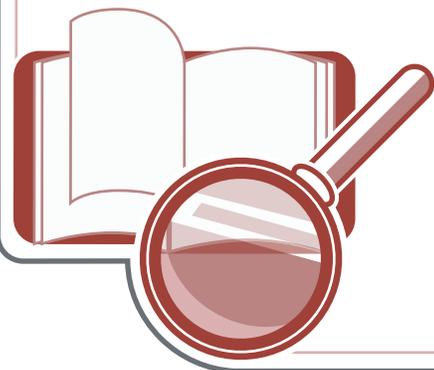
PLAN

PERFORMANCE VERBS READING

With my learning plan completed, I decided to review the other items in the PLAN section of the guide before starting on the DO section.

First, I looked over the information on the different types of thinking that are in the reading benchmarks. Teachers refer to these as Performance Verbs. The chart included in the guide reminds me of the types of verbs that I'll see in the test questions.

<i>Performance Verb</i>	<i>What it means</i>
Analyze	To think about the different parts of a problem or situation to figure out the traits of the whole (e.g., looking at several two-dimensional perspectives to decide a type of three-dimensional object).
Compare	To look at traits or qualities to find out what is alike and what is different. "Compare" is usually stated as "compare with." You are to highlight similarities, but differences may be mentioned.
Describe	To represent a thought or an idea, such as noting changes taking place over time.
Evaluate	To determine the value of something for a given purpose based on certain standards or criteria (e.g., explaining the pros, cons and/or results of a decision).
Explain	To make clear or give reason for something (e.g., explaining factors that cause a certain kind of reaction).
Formulate	To express a thought or an idea based on the review of information (e.g., coming up with a category to organize what seem to be objects or events that are not alike).
Infer	To extend information beyond what is directly stated (e.g., extracting data from a graph).
Predict	To use what is already known to make a statement about what will happen in the future.
Summarize	To condense information (e.g., stating the main points of an argument).
Support	To show evidence to back a conclusion or argument (e.g., citing people with similar points of view).
Trace	To describe a path or sequence (e.g., to explain the chronology of events).



PLAN

TEST-TAKING TIPS READING

I also reviewed the test-taking tips on the different types of questions just to refresh my memory.

- Get plenty of rest.
- Eat breakfast and dress comfortably on each day of testing.
- Be confident of your ability and give your best effort.

General Test Tips

- Read the directions carefully.
- If the question is asking for facts, do not give your personal opinion on the topic.
- Make an outline before writing. This way your response will be more organized and fluid.
- Address all parts of the question.
- Focus on one main idea per paragraph.
- If you have time left at the end, proofread your work and correct any errors.

Short-Answer and Extended-Response Tips

Unlike the Ohio Ninth-Grade Proficiency Tests, the Ohio Graduation Tests include more than just multiple choice questions.

There are three different kinds of questions on the OGT:

Types of Questions

- 1) Multiple choice;
- 2) Short answer; and
- 3) Extended response.

- Read the entire question before attempting to answer it.

- First, try to answer the question without looking at the choices. Then, look at the choices to see if your answer is the same as, or close to, one of the choices.

- Read carefully any question using the words "not" or "except."

- Don't keep changing your answer. Usually your first choice is the right one, unless you did not read the question correctly.

Multiple-Choice Tips



Then it was time to move to the DO section. This is going to take some time. In fact, you might want to schedule the work over several days like I did in my plan. I decided to work on at least two questions per day and to set aside 45 to 60 minutes each time I worked. Find a quiet place to work and get yourself organized for learning. Take a deep breath and dive right in!

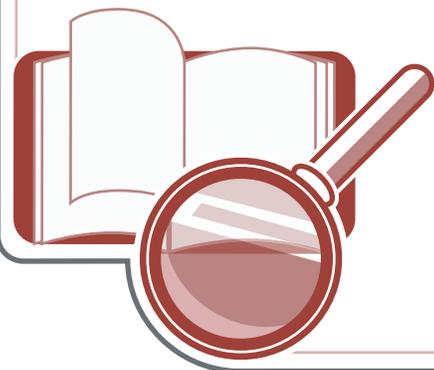
PLAN

PLAN-DO-STUDY-ACT CHART READING

Plan-Do-Study-Act

Name: _____

PDSA Steps	Ideas to Consider	Target Completion Date	Date Completed
PLAN 1. Review the guide.			
PLAN 2. Select a coach and set a meeting time.			
PLAN 3. Gather your test results and work through the planning template.			
DO 4. Work through the mind-mapping test questions.			
DO 5. Complete the reflection questions for each test question.			
STUDY 6. Think about your thinking by completing the reflection worksheet.			
STUDY 7. Set a meeting with your coach and review your progress.			
ACT 8. Develop an action plan.			
ACT 9. Tackle your action plan!			



PLAN

CONTENT STANDARDS READING

Reading Standards and Benchmarks Worksheet

Name: _____

Performance Level: _____

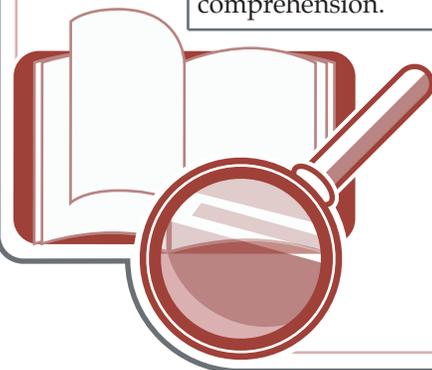
Performance Level Needed: _____

Reading Scale Score: _____

Score Needed: _____

Content Standard: Acquisition of Vocabulary Using knowledge about words and language to determine the meanings of new words.		
Benchmarks:	Self-assessment:	
	Know this	Needs further study
Use context clues and text structures to determine the meaning of new vocabulary.		
Examine the relationships of analogical statements to infer word meaning.		
Recognize the importance and function of figurative language.		
Explain how different events have influenced and changed the English language.		
Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.		
Use multiple resources to enhance comprehension of vocabulary.		

Content Standard: Reading Process Reading thoughtfully and carefully and using strategies to clear up any misunderstanding.		
Benchmarks:	Self-assessment:	
	Know this	Needs further study
Apply reading comprehension strategies to understand grade-appropriate texts.		
Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).		
Use appropriate self-monitoring strategies for comprehension.		

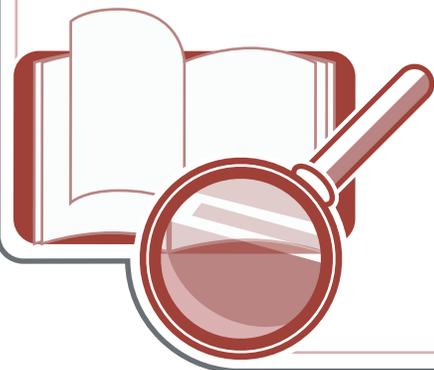


PLAN

CONTENT STANDARDS READING

Reading Standards and Benchmarks Worksheet (continued)

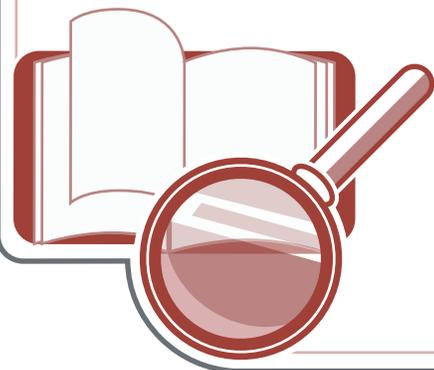
Content Standard: Informational, Technical and Persuasive Text Understanding and using information in nonfiction selections.		
Benchmarks:	Self-assessment:	
	Know this	Needs further study
Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.		
Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.		
Analyze whether graphics supplement textual information and promote the author's purpose.		
Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.		
Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).		



PLAN

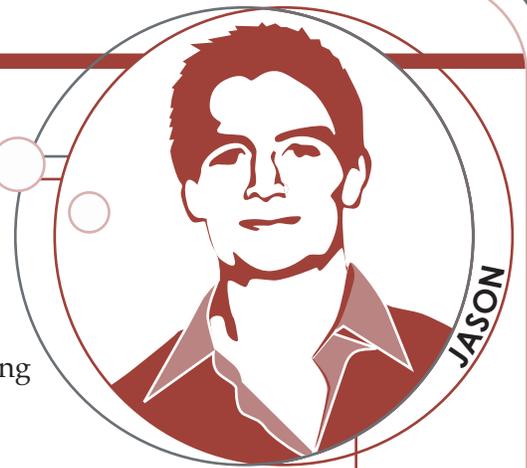
Reading Standards and Benchmarks Worksheet (continued)

Content Standard: Literary Text Understanding and using information in literary or fictional selections.		
Benchmarks:	Self-assessment:	
	Know this	Needs further study
Analyze interactions between characters in literary text and how the interactions affect the plot.		
Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.		
Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.		
Identify similar recurring themes across different works.		
Analyze the use of a genre to express a theme or topic.		
Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.		
Explain techniques used by authors to develop style.		



DO

INTRODUCTION READING



The second stage in a PDSA is to DO what you have planned.

There are two steps in the doing process:

Step 4: Work through the test questions using mind-mapping.

Step 5: Complete the reflection questions.

You will spend some time working through test questions. I picked eight multiple-choice, three short-answer and two extended-response questions for you to practice.

For some items, I'm going to model the mind-mapping strategy by showing you my mind map and talking you through my thinking. For others, I've given you some key ideas to jump-start your thinking and begin creating your own map. Go ahead and talk to yourself (out loud if you like) while you draw your map.

For other test questions, you are going to be on your own. After you finish your work, you can take a look at my mind maps. These are in the back of the guide in the Reference section. Your mind map may look different than mine. In fact, you might have mapped your thinking in a different way and that is okay. The important thing is that you should have the same right answer.

I've listed the reading standard and benchmark for each question. Do your thinking and mapping for each question and don't forget to complete the reflection box. This is going to be very important to you when you move into the STUDY stage of the PDSA. Your reflections will help you develop your next action plan.

Are you ready? Take your time. There is no clock ticking. You can spend as much time as you need on each test question. Good luck and have some fun!



Speech to the New Americans

(NOTE: The author's name (Andrei Codrescu) is pronounced along the lines of "An DREY Co DRES q." The "Iron Curtain" (paragraph 3) was the political barrier that existed between the countries of the Soviet Union bloc and Western Europe from 1945 to 1990. Romania was allied with the Soviet Union during the Cold War, a member of the Soviet bloc, and was thus spoken of as "behind the Iron Curtain.")

- 1 HELLO, NEW AMERICANS!
- 2 Ladies and gentlemen, friends, and fellow citizens, I'm Andrei Codrescu from Romania, and this country has been very very good to me.
- 3 Romania was a Communist country when I was growing up (remember the Iron Curtain?). In school they told us that America was a bad place where the rich laughed in the face of the poor who went about begging in the streets. That America was a country where crime and racism made it dangerous to walk outside.
- 4 My grandmother, on the other hand, whispered to me that in America "dogs walk around with pretzels on their tails." Fat, healthy dogs. Big, hot pretzels. She also whispered that in America the "roads are paved with gold." That wasn't as good as the dogs with the pretzels—but she had to whisper because in Romania you could not say such things out loud.
- 5 I myself imagined America as the place where I could be a very famous writer who could say out loud all the things that would land me in jail in Romania.
- 6 When I came to America I found that the school and my grandmother were both wrong
- 7 And yes, in America some dogs not only walked around with pretzels on their tails but got their own burial plots in Hollywood. Some dogs inherited fortunes and were tended by human servants.



CONTINUED ON NEXT PAGE

- 8 But the roads were not paved with gold. In fact, in 1992, certain roads are not paved at all because there isn't enough money to pave them with.
- 9 Yes, there are beggars and poor people and very rich people in America. But mostly there are in-between people, people who are neither rich nor poor, people who have nice houses or apartments with a little garden or a balcony, people who treat their dogs very nicely if they have dogs, people who (for the most part) let each other talk, laugh, and vote however they please. People who do not have to whisper. And the roads, whether in good shape or not, can take you somewhere else if you do not like where you are. America is a big country and you can move anywhere you want in it without having to show your passport.
- 10 Almost ten years ago I sat where you sit now and listened to a judge welcome me to America. "You are now Americans," the judge said. "You can keep your native customs, you can keep your wonderful cooking and your churches, but you are not Chinese, Haitians, Russians, or Romanians any longer. You cannot hold the interests of your old countries above those of your new country. You are now Americans."
- 11 The judge spoke the truth. But the judge did not mention how hard it is to keep your customs, your cooking, and your language alive. The judge did not mention the loneliness of having left friends and family behind. He did not mention the embarrassment of different manners, the trauma of simple exchanges and transactions. He did not mention the heartbreak of watching your children forget where they came from.
- 12 For me, this was all good. I came here when I was nineteen years old. My loneliness became a time to dream ambitious dreams, dreams of revenge and conquest, dreams of showing everyone that I was more than the skinny little foreigner with holes in his shoes who could not speak very good English.
- 13 I also used my embarrassment so as not to take myself so seriously. One time, in Detroit, I asked a bus driver: "Can I buy this bus?" I meant to say, "Can I ride this bus?" He pushed me away and said: "Go buy the next bus!"



CONTINUED ON NEXT PAGE

- 14 I haven't bought that bus yet—but I just bought a car.
- 15 And as for the heartbreak of your children becoming American, that is inevitable. I was only a child myself when I came here but now I have children of my own. They are very American. They like to read books but they also play sports. In Romania you either read books or played sports. You couldn't do both. And my children, as American as they are, are very interested in where they come from. They are proud of it, in fact, because it makes them different.
- 16 And so—I would modify what the judge said to me ten years ago in this way:
- 17 “You must make an effort to keep your old customs and to make others admire them, you must use your native cooking to make new friends and to bring your community together, you must make an effort to support the community life of your fellow immigrants. You are still Chinese, Haitians, Russians, and Romanians, but you are also American, which means that you can be better Chinese, better Haitians and Russians and Romanians—better because you are living together with all of these other people and you can enrich each other through your differences. You are American now, which means that you must forget the hatreds and prejudices of your own past . . . that if you are a Croatian American you cannot fight your Serbian American neighbor because that's what is going on in the old country. You cannot pass on to your children the prejudices and hatreds of the old country. You must always remember why you left your countries in the first place: because you were persecuted for your political beliefs, for your religious beliefs, or simply because you wanted to live a better material life . . . No matter. All those reasons are precisely why you must heal the wounds of the past. America is the place where you must deliberately forgo revenge if you are to go forward. You can be born again here, but like a baby you must cancel the pain that brought you here.
- 18 America was set up as a place to get away from the murderous sentimentalities of the old worlds—which does not mean that you must abandon or forget the beauties of your cultures. On the contrary. The greater and prouder the cultural difference you bring here the greater



CONTINUED ON NEXT PAGE

your success. America changes with every single new citizen. America in 1992 is not the America I came into in 1966. Today, Spanish is spoken almost as much as English, and millions of people from Asia, the Caribbean, and the Pacific have come since then, changing the flavor and look of the place, making America more colorful, spicier, more exciting.

19 The American poet Walt Whitman wrote in 1855:

I celebrate myself, and sing myself,

And what I assume you shall assume,

For every atom belonging to me as good belongs to you.

20 And so it is. Today's song may be a bit darker and more difficult but it's still there.

21 America is an idea in our minds. Every generation of new immigrants remakes America in the shape of what they imagine it to be.

22 It's your turn.

From ROAD SCHOLAR: Coast to Coast Late in the Century by Andrei Codrescu. Copyright ©1993 Andrei Codrescu. Reprinted by permission of Hyperion.

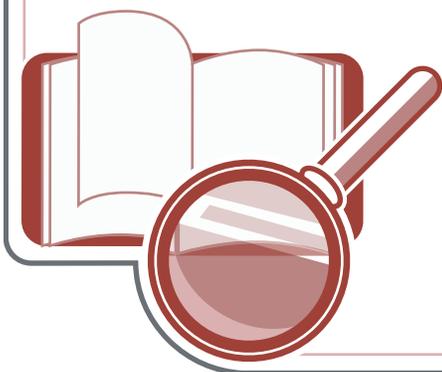


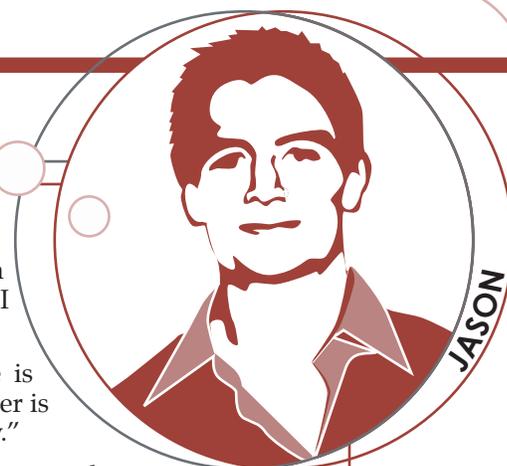
DO "Speech to New Americans"
Reading OGT Spring 2003: Item 31

Content Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
Benchmark B: Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).

Which phrase below best describes Codrescu's audience?

- A. immigrants waiting to become American citizens
- B. the children of recent American immigrants
- C. people who have just become American citizens
- D. people studying to become American citizens





JASON

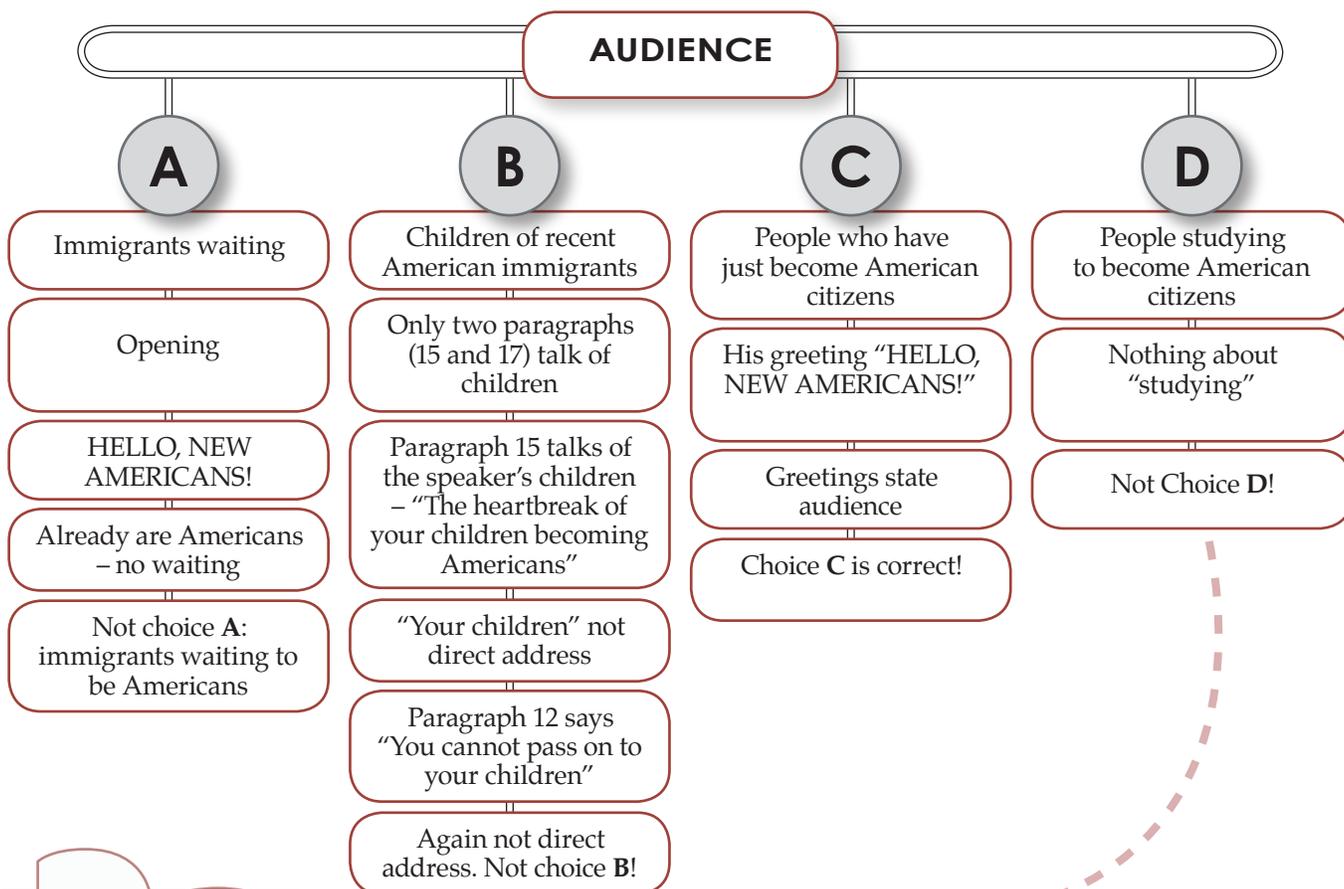
I see that this question is asking me to describe the author's audience. I've been a part of an audience before when I have gone to a concert or a movie. I guess it wants to know if I understand who he is talking to.

I know that audience is the specific group of people the piece is intended for. I remember my teacher said, "Knowing who the writer is speaking to is important to understanding the message of the story."

The first thing I must do is read all the choices carefully. I need to organize the ideas I find in the passage so I will use a tree map. Since the question asks about the audience, I will put the Audience heading at the top of my tree map.

Now I need to look at the choices and then go back in the passage to see which choice best describes Codrescu's audience.

1



NEXT PAGE →

Choice **A** says, "immigrants waiting to become American Citizens." Now if I look back at the beginning of the story, I see his greeting is, "HELLO, NEW AMERICANS!" That means his audience isn't waiting; they already are new citizens. As I read on, the author doesn't talk about waiting.

2

I am going to eliminate choice **A** since I don't see anything about waiting in the passage.

3

Choice **B** states, "the children of recent American immigrants" as the audience. Children are mentioned in this passage, especially in paragraphs 15 and 17. I will reread these two paragraphs to see if the speaker is talking to children. Paragraph 15 talks about the "heartbreak of your children becoming American." Since this passage talks about your children, he can't be talking to children. In paragraph 17 he says, "You cannot pass on to your children the prejudices and hatred of the old country." Hmm, the speaker seems to be talking about children rather than directly to children.

I can eliminate choice **B** as well.

Those are the only two mentions of children in the entire piece.



NEXT PAGE 

4

Choice **C** is "people who have just become American citizens."
Wait! I remember reading his greeting in the first line of the passage. It says, "HELLO, NEW AMERICANS!"
This is the answer, choice **C**, since his greeting addresses his audience, a group of New Americans, and, in fact, the entire passage is about the responsibilities of being a New American.

I'm pretty sure this is the correct answer, but I'll check choice **D** just to be sure.

5

Choice **D** is "people studying to become American citizens." After looking back through the passage, I see there is nothing about studying. He talks about school and reading but nothing about studying to become American citizens. I can eliminate that choice as well. Besides, they are already American citizens.

It's clear that Choice **C** is the correct answer.

Reflection Questions

1. What new ideas did you get from the way Jason mind-mapped his thinking through this problem?

2. What did you like about the way he organized his thinking?



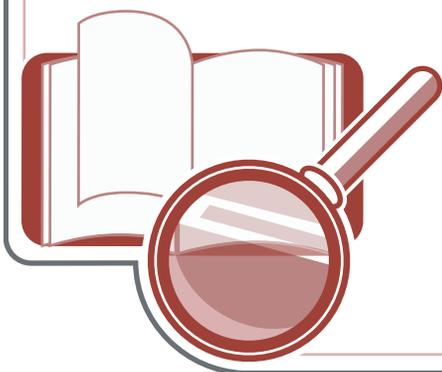
DO "Speech to New Americans"
Reading OGT Spring 2003: Item 34

Content Standard: Informational, Technical and Persuasive Text

Benchmark D: Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.

The story of the exchange between the author and the bus driver is intended to convey which of the following?

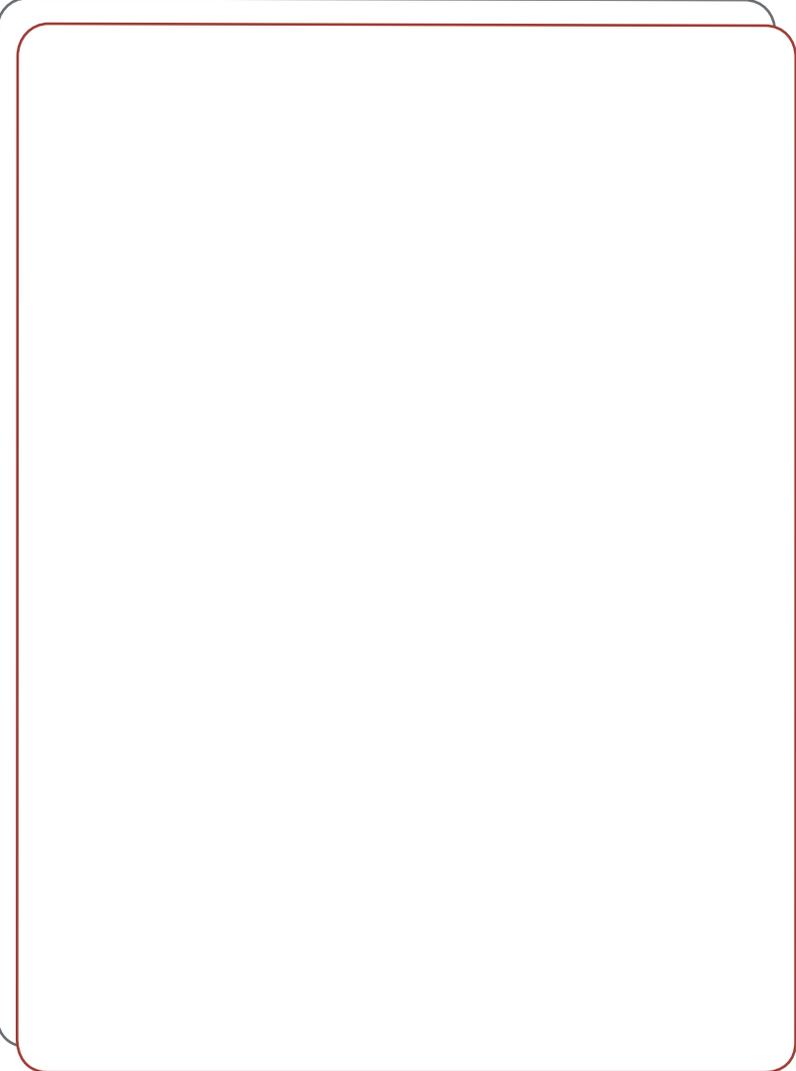
- A. the author was lonely and missing his family.
- B. the author's clothes did not fit him.
- C. the author was ambitious and had many ideas for success.
- D. the author did not yet speak English well.



Use the Talking Points to help you create your map.

Talking Points

- What is the question asking?
- What is the point of the bus story?
- How might I mind-map this?
- Which answers can I eliminate and why?
- What is the correct answer and why?



1. Did the talking points that Jason provided help you get started? How did they help you jump-start your own self-talk?

2. What problems did you have creating your first mind map? See Jason's thought process and mind map in the Reference section to compare with your own.



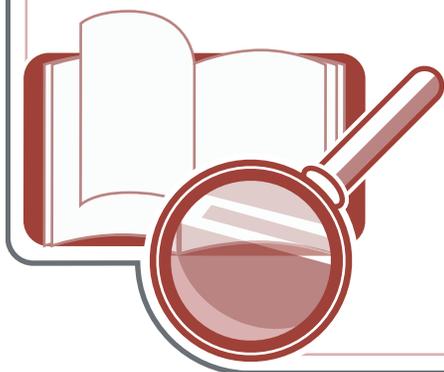
DO "Speech to New Americans"
Reading OGT Spring 2003: Item 38

Content Standard: Informational, Technical and Persuasive Text

Benchmark D: Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.

Which sentence accurately restates the meaning of the last line of the speech ("It's your turn.")?

- A. New Americans have the chance to help shape America.
- B. New Americans should try to become as successful as possible.
- C. New Americans need to teach their children about their "old" customs and habits.
- D. New Americans have the obligation to share their customs with other Americans.



Jot down some talking points before you do your map.

Talking Points

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1. What steps did you take in your thinking that helped you mind-map this problem?

2. Were you able to figure out the answer? If so, how did your map help you? See Jason's mind map in the Reference section.



DO "Speech to New Americans"
Reading OGT Spring 2003: Item 33

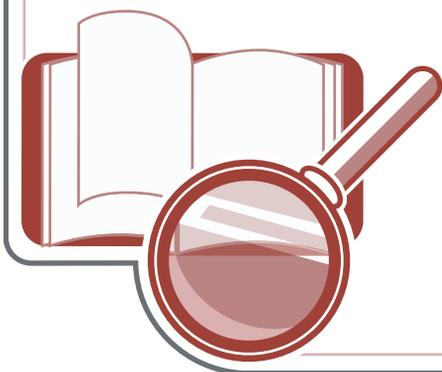
Content Standard: Informational, Technical and Persuasive Text

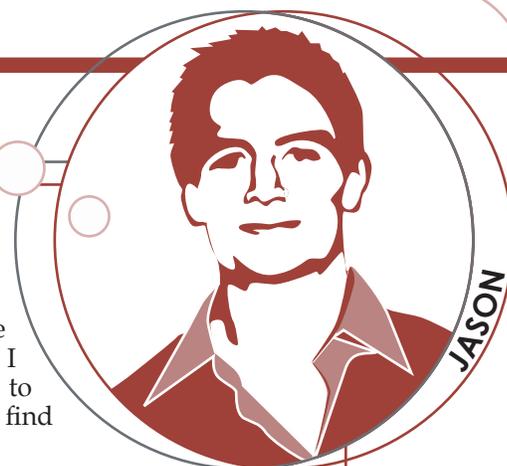
Benchmark C: Analyze whether graphics supplement textual information and promote the author's purpose.

Choose one of the following ideas for a graphic to accompany this passage.
Give two reasons or examples from the text to support your choice.

- a photo of Andrei Codrescu speaking to an audience
- a photo of a group of new Americans standing together
- a picture of the flag of the United States

Write your answer in the **Answer Document**. (2 points)





I can be creative here. It asks me to pick a picture and then give reasons why I think this picture is the best. After reading the choices carefully, I think any of the three can work. My favorite is the second one, the photo of a group of new Americans standing together. I remember from question 31 that the author is speaking to a group of New Americans so this will be the easiest to find support within the passage.

1

2
I will use a circle map to see how my choices support the idea of using the photo of a group of New Americans. In the middle of the circle, I will put the words, "Photo of New Americans." Now I need to look back in the passage to find examples to support my idea. Now I need to look back in the passage to find examples to support my idea.

PHOTO OF NEW AMERICANS

A

In paragraph 5, it says, "I myself imagined America as the place where I could be a very famous writer..." I'll write this down as one supportive idea.

B

In paragraph 10, the passage says "You are now Americans."

C

In paragraphs 21 and 22, I see it says, "Every generation of new immigrants remakes America in the shape of what they imagine it to be. It's your turn."



Great! I have three examples here. I only need two. Let me check to see if all these examples are solid.

NEXT PAGE 

3

My first example, letter A, which seemed so good at the time, doesn't really answer the question as well as B and C. Since I only need two, I will pick examples B and C, since they really support the idea of the picture of New Americans.

In my B example, the judge was speaking to the narrator when he became a new American. In my third example, letter C, those are the final words to the audience of New Americans in this passage by the author himself. The picture of a group of New Americans would match his audience perfectly and would symbolize the impact the immigrants could have on society.

4

In order to write a good response, I know I need a good opening sentence, and I need to use the examples I put in my circle map to support my choice. Okay, here goes ...

A photo of a group of New Americans standing together would be a powerful graphic to accompany this passage. The judge spoke to the narrator. "You are now Americans." This graphic would symbolize the process of becoming new Americans. "Every generation of new immigrants remakes America in the shape of what they imagine it to be," stated the narrator. The graphic would symbolize the impact that new Americans have on society.

I have used most of my examples and I have a good opening. I think this will be a good response! Hopefully, I'll get two points!



NEXT PAGE 

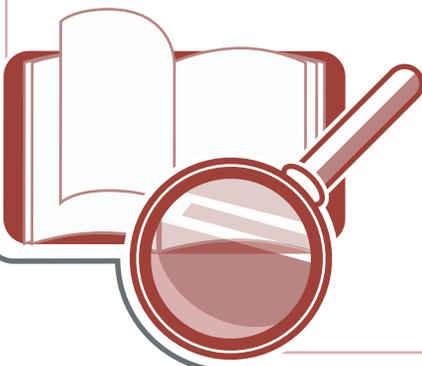
Reflection Questions

1. Read the response below. This is a lengthy response but it only received one point. Why didn't it receive a score of two? Instead of answering the question, what did this response address?

A picture of a flag of the United States would be the best graphic to put with this passage. The American Flag represents everything America is and that is what this passage is about. You don't need a picture of Codrescu because it doesn't matter what he looks like - you can still picture him in your head. You also don't need a picture of New Americans because you can picture that, too. A flag would be very powerful with this passage. It stands for independence and freedom - that is what America is.

2. Read the response below. Although this response picks a graphic, what is missing from the answer? Rewrite it to make it closer to a two-point response.

A photo of a group of new Americans would be the best picture because it could show other people how easy it is to become an American and it will encourage them.

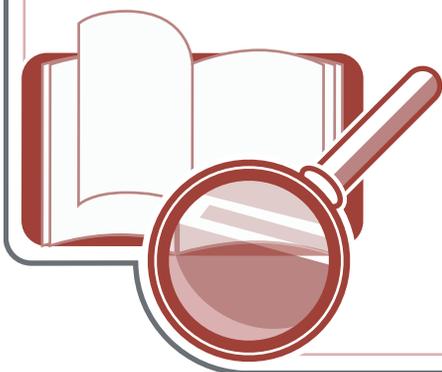


DO "Speech to New Americans"
Reading OGT Spring 2003: Item 37

Content Standard: Informational, Technical and Persuasive Text

Benchmark B: Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.

In paragraph 6, the author writes, "When I came to America I found that the school and my grandmother were both wrong." Explain what his school taught him and what his grandmother told him about America, and give one example for each to show how they were both wrong. Write your answer in the **Answer Document**. (4 points)



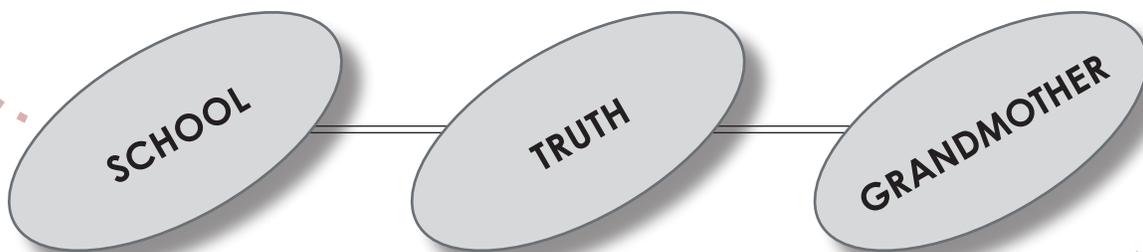


I think this question is trying to find out if I understand how the school's and grandmother's perceptions of America were different from the real America. As I am thinking about this, I am trying to figure out what is true (real America) and what isn't (school's and grandmother's perceptions). That sounds like comparison and contrast to me.

1

For my thinking map, I will put *truth* in the middle (because that is what I am trying to find) and *grandmother* on one side and *school* on the other. This will help me separate the truth from the false stories spread about America.

2



NEXT PAGE

3

School. Now where did I read that? Paragraph three talks about the school and how Romania taught him that America was a "bad place" where "the rich laughed in the face of the poor" and "crime and racism made it dangerous to walk outside."

Those are good examples of the school's perceptions.

4

Now I am going to do the *grandmother* side. Where is that information? The paragraph right below the school information talks about the grandmother. The "dogs walk around with pretzels on their tails" and the "roads were paved with gold."

Those are the examples I see for the grandmother's perceptions.

Crime and racism made it dangerous to walk outside

The rich laughed in the face of the poor

Bad place

SCHOOL

TRUTH

Dogs walk around with pretzels on their tails

Roads paved with gold

GRANDMOTHER



NEXT PAGE ➡

5

As I keep going, I see in paragraph six, the author states that the school and grandmother were both wrong. If I keep reading, I am sure I will find examples for my *truth* section.

I don't find anything in paragraph seven that will work.

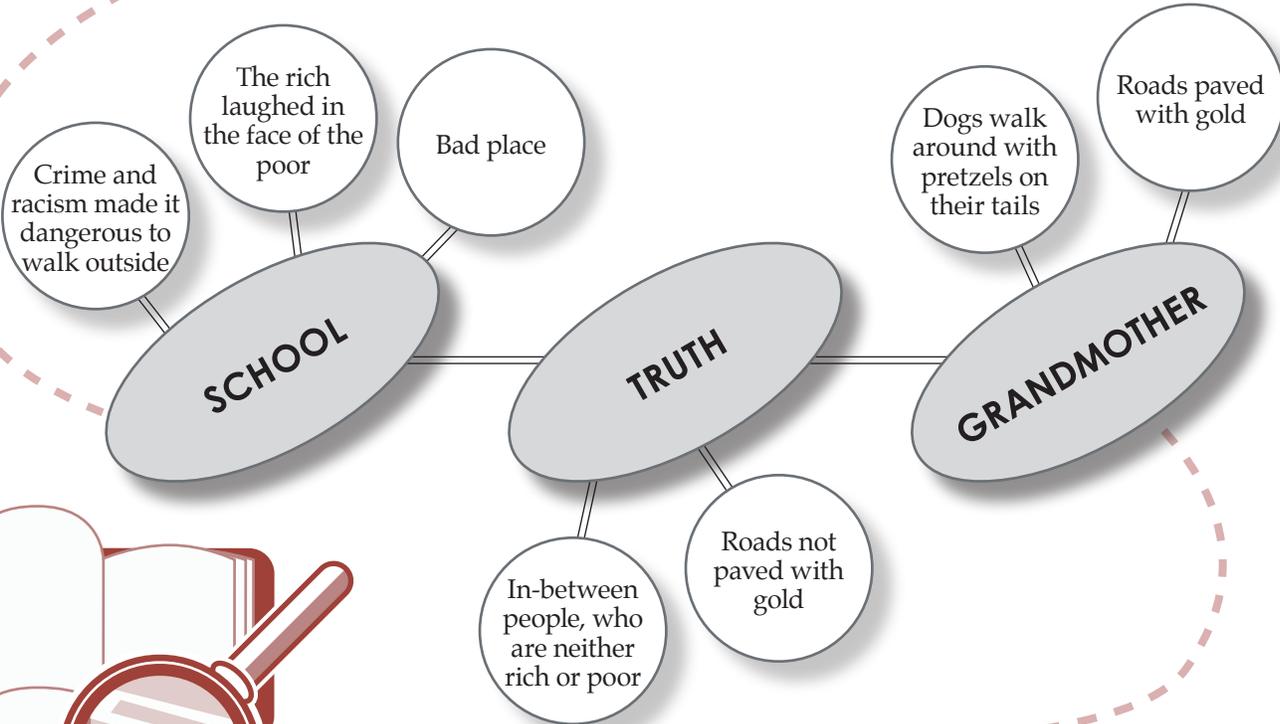
Here it is in paragraph eight! "But the roads were not paved with gold." That will be my truth. That will be how I will tie this thinking map together.

Truth: roads not paved in gold.

6

Now, I found the truth for the grandmother so I need to find the truth for the school. Paragraph nine talks about that. It talks about "in-between people" or the middle class.

That is the truth I will use: "in-between people who are neither rich nor poor."



NEXT PAGE ➡

7

Now that I have organized my ideas, I need to write my essay. I'll put some of these ideas from the thinking map into my own words. After rereading the question, I know I need a specific example from the passage for each "wrong" perception I find. I can use the examples from my thinking map for that.

Here's what I came up with – it should get me four points. The extra time I spent talking it through while I mapped my thinking really helped me write a more complete response.

Codrescu's school in Romania taught him that America was an evil place where the rich persecuted the poor, and that crime and racism were rampant. His grandmother taught him that the roads were paved in gold and the dogs were fat and walked around with pretzels on their tails. The school was wrong because the rich people don't make fun of the poor people. Also, in America, most of the people belong to the middle class. His grandmother was wrong because some roads were not paved at all, but they could take you anywhere you wanted without a passport.

8

What is wrong with this answer? It received a score of two. Points were not deducted for errors in verb tense and spelling. Use Jason's thinking map to find what is missing from this response.

His Grandmother said American's dogs walked with pretzels on their tails and streets were paved with gold. She spice America up. She over exaggerated how good America was.

The school said America was full of racial discrimination and everyone foreign would never succeed. The school under exaggerated America. Both the school and his Grandma were partly right but they both exaggerated it to make it sound better or worse than it is.



• NEXT PAGE →

9

This student received one point for this response. Why? What is missing?

His grandma taught his how to deal w/many different things in life and he got passed life with out as many diffulties if it weren't for his grandmother.

She told his the "road are paved with gold" which gave his much pride and insperation for life.

Reflection Questions

1. Even though the words "compare and contrast" weren't used in the question, how did Jason know to use a compare and contrast thinking map to help him organize his ideas?

2. What problems do you have when you try to respond to the extended response items on a test?

3. Would this mind-mapping strategy help you organize your thinking before you start writing? Why or why not?

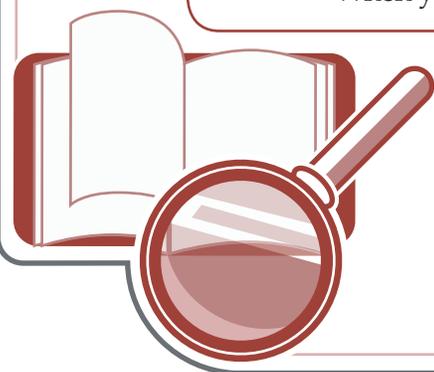


~Advertisement~

Don't Sweat the Small Stuff... and it's all small stuff

Discover a wealth of no-sweat, low stress strategies for success!

- 1 What is your reaction when you are stuck in traffic ... on hold forever ... thrown yet another rush project that is "due yesterday" ... or faced with others' thoughtless or irrational behavior?
- 2 If you are like most people, you fume ... fidget ... mutter under your breath. You may even work yourself into a full-blown fit of anger.
- 3 The trouble is, when you spend your precious time and energy "sweating the small stuff," you sacrifice your potential to achieve happiness and success in your life. As Richard Carlson says, "When you are bothered, frustrated, stressed out, and annoyed, all the emotion takes a great deal of energy that could be better spent accomplishing your goals."
- 4 This seminar will show you how to respond to stressful situations with grace and dignity. You'll learn how to infuse your life with greater wisdom and restraint through the seven-point M.A.G.I.C.A.L. process. And you'll see that by altering your attitude, you can alter your life—and boost your professional productivity and personal happiness in the bargain.
- 5 Most of us already understand how we "should" act in certain situations—cool in a crisis, positive when things go wrong, emotionally consistent with our loved ones, persistent when breaking a bad habit or taking on a new, constructive one. Yet, why is it so hard for us to do what we know is best? It isn't—not if you use the lessons you'll gain in this seminar.
- 6 In one day you'll learn strategies to help you handle crises and reduce stress, methods for reducing compulsive behavior, and techniques to remain in control and ease pressure. Here's your chance to develop the steady self-control that people respond to and respect. It can help you live a happier and less stressful life, starting the very next day.
- 7 In just one day you'll see the amazing results:
 - When you start to lose your temper ... you'll remain calm and clearheaded
 - When you're upset and feel the tears well up ... you'll stay powerful and effective
 - When you crave food that is bad for you ... you'll say no easily, and make it stick
 - When you feel overwhelmed ... you'll stay productive and positive



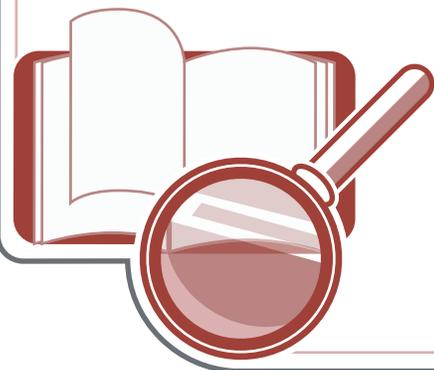
DO "Advertisement"
Reading OGT Spring 2004: Item 9

Content Standard: Acquisition of Vocabulary

Benchmark C: Recognize the importance and function of figurative language.

Which is not an interpretation of "sweat" as used in the advertisement?

- A. worry
- B. perspire
- C. fret over
- D. be vexed



Use the Talking Points to help you create your map.

Talking Points

- What vocabulary do I know?
- How do the words in the question differ?
- Can I see how these words are slightly different?
- Can I divide "sweat" into two different categories?
- What is the best way to mind-map what I know?
- Going back to the passage, how do the words work in the passage?

1. What problems did you encounter when you tried to map out this vocabulary question?

2. Take a peek at Jason's mind map in the Reference section for this question and do a compare and contrast between his map and your map. What thinking was the same for both of you and what thinking was different?

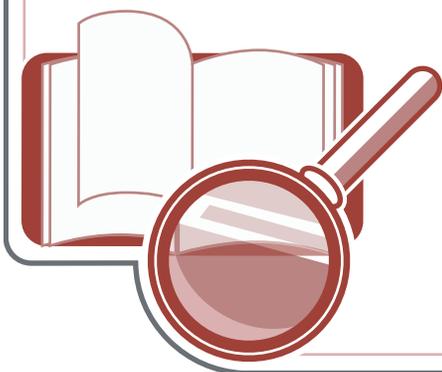


DO "Advertisement"
Reading OGT Spring 2004: Item 11

Content Standard: Reading Informational, Technical Application and Persuasive Text
Benchmark B: Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.

Which quote from the passage does not demonstrate a persuasive technique used in the passage?

- A. "You'll learn how to infuse our life with greater wisdom and restraint through the seven-point M.A.G.I.C.A.L. process." (paragraph 4)
- B. "Most of us already understand how we 'should' act in certain situations." (paragraph 5)
- C. "It can help you live a happier and less stressful life, starting the very next day." (paragraph 6)
- D. "In just one day you'll see the amazing results." (paragraph 7)



Jot down some talking points before you do your map.

Talking Points

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1. Describe your thinking as you mapped out this question. What was easy about mapping? What was difficult?

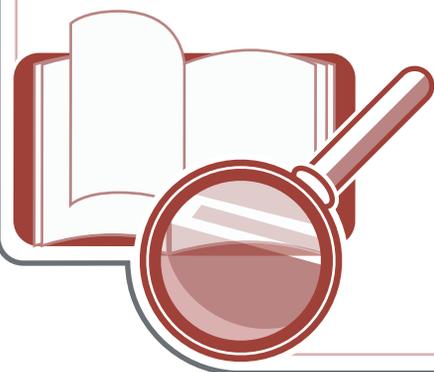
2. Take a look at Jason's mind map and thinking in the Reference section. He had a really good way of thinking through this problem – what did you like about how he built his mind map? What did you do differently?



DO "Advertisement"
Reading OGT Spring 2004: Item 10

Content Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
Benchmark B: Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).

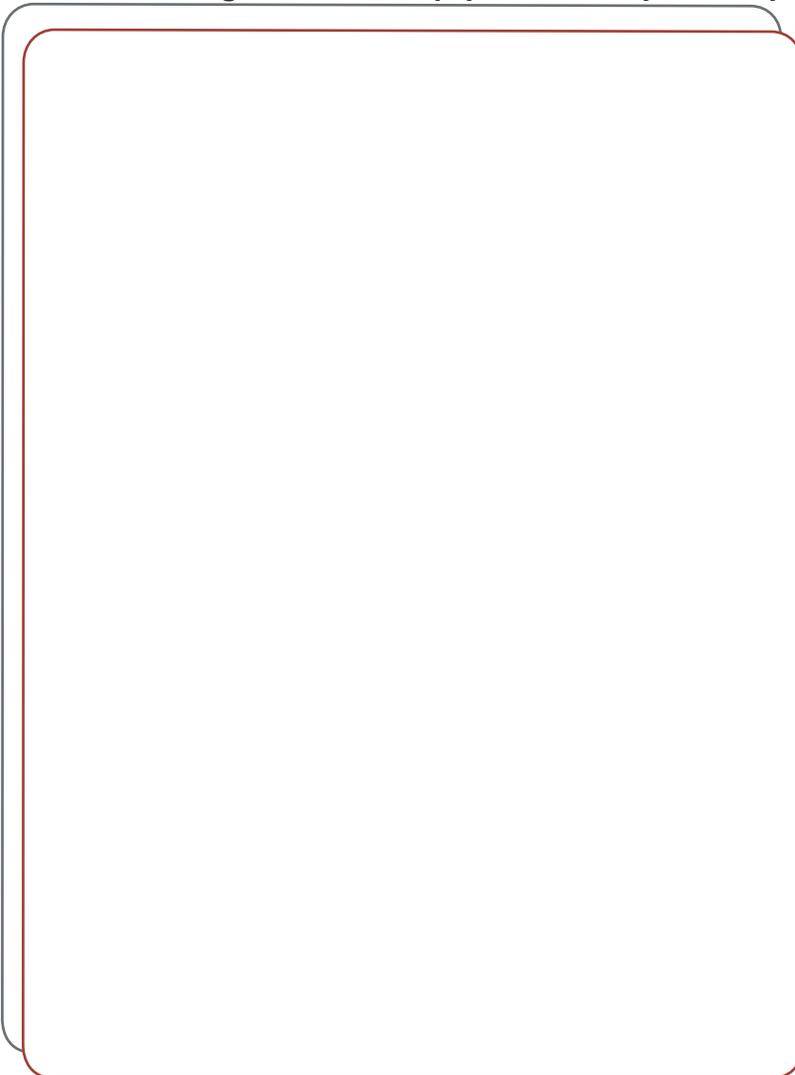
In your **Answer Document**, explain two ways the advertisement promises that incorporating the M.A.G.I.C.A.L. process will benefit consumers. (2 points)



Use the Talking Points to help you create your map.

Talking Points

- What is this question asking me to do?
- What kind of mind map might work for this question?
- What examples from the passage might I use?
- What are the two strongest examples I should use in my response?



1. What do you find are the hardest things to do when responding to a short-answer question?

2. How has mind-mapping helped you in preparing to write a more complete answer? Compare your mind map to Jason's mind map in the Reference section.



From The Autobiography of Malcolm X

(NOTE: Malcolm X was born in 1925. As a young man, he spent six years in prison before becoming a civil rights leader. He was assassinated in 1965.)

- 1 I saw that the best thing I could do was get hold of a dictionary—to study, to learn some words. I was lucky enough to reason also that I should try to improve my penmanship. It was sad. I couldn't even write in a straight line. It was both ideas together that moved me to request a dictionary along with some tablets and pencils from the Norfolk Prison Colony school.
- 2 I spent two days just riffling uncertainly through the dictionary's pages. I'd never realized so many words existed! I didn't know which words I needed to learn. Finally, just to start some kind of action, I began copying.
- 3 In my slow, painstaking, ragged handwriting, I copied into my tablet everything printed on that first page, down to the punctuation marks.
- 4 I believe it took me a day. Then, aloud, I read back, to myself, everything I'd written on the tablet. Over and over, aloud, to myself, I read my own handwriting.
- 5 I woke up the next morning, thinking about those words—immensely proud to realize that not only had I written so much at one time, but I'd written words that I never knew were in the world. Moreover, with a little effort, I also could remember what many of these words meant. I reviewed the words whose meaning I didn't remember. Funny thing, from the dictionary first page right now, that "aardvark" springs to my mind. The dictionary had a picture of it, a long-tailed, long-eared, burrowing African mammal, which lives off termites caught by sticking out its tongue as an anteater does for ants.
- 6 I was so fascinated that I went on—I copied the dictionary's next page. And the same experience came when I studied that. With every succeeding page, I also learned of people and places and events from history. Actually the dictionary is like a miniature encyclopedia. Finally



CONTINUED ON NEXT PAGE

the dictionary's A section had filled a whole tablet—and I went on into the B's. That was the way I started copying what eventually became the entire dictionary. It went a lot faster after so much practice helped me pick up handwriting speed. Between what I wrote in my tablet, and writing letters, during the rest of my time in prison I would guess I wrote a million words.

- 7 I suppose it was inevitable that as my word-base broadened, I could for the first time pick up a book and read and now begin to understand what the book was saying. Anyone who has read a great deal can imagine the new world that opened. Let me tell you something: from then until I left that prison, in every free moment I had, if I was not reading in the library, I was reading on my bunk. You couldn't have gotten me out of books with a wedge. Between . . . my correspondence, my visitors—usually Ella and Reginald—and my reading of books, months passed without my even thinking about being imprisoned. In fact, up to then, I never had been so truly free in my life.

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DO "From The Autobiography of Malcolm X"
Reading OGT Spring 2003: Item 11

Content Standard: Literary Text

Benchmark C: Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.

Which of the following characterizes the narrator's sense of determination?

- A. Over and over, aloud to himself, he read his own handwriting.
- B. Anyone who has read a great deal likely has a broad word-base.
- C. His penmanship is so poor, he can't even write in a straight line.
- D. Talking with visitors – usually Ella and Reginald – was very important to him.



Use the Talking Points to help you create your map.

Talking Points

- What are the key words in this question?
- What do I know from my own experience that will help me answer this question?
- Which mind map will help me with this question?
- Which answers just give a reason or a benefit rather than an actual example of determination?



1. What type of mind map helped you work through this problem? How did it help you to organize your thinking?

2. Did you relate any of your thinking back to examples from your own life? Did that help you make any decisions on your choice? See Jason's mind map in the Reference section.



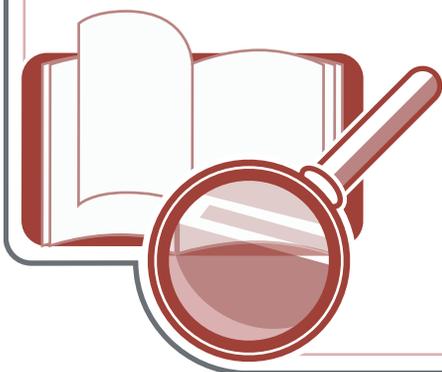
DO "From The Autobiography of Malcolm X"
Reading OGT Spring 2003: Item 13

Content Standard: Literary Text

Benchmark F: Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.

Which of the following illustrates irony in the passage?

- A. An author, who was in prison, says he had never been more free in his life.
- B. An author's self-education creates a vivid mental picture of the reader's mind.
- C. The description of the author's self-education has been heightened for emphasis.
- D. The author says that the dictionary is a complete source of knowledge.



Jot down some talking points before you do your map.

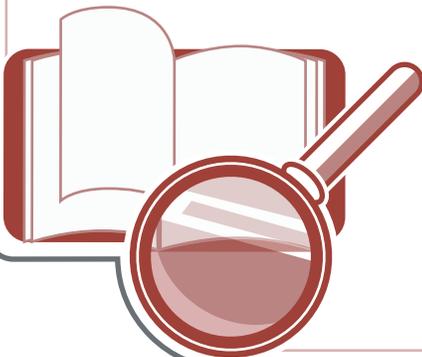
Talking Points

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1. What is the important literary term you needed to know to answer this question?

2. Take a look at Jason’s mind map in the Reference section. How did your map compare to the one he developed? Did you get the same answer?

3. What are you discovering about your own thinking as you talk yourself through the items while you create a mind map? What seems to be working?



DO "From The Autobiography of Malcolm X"
Reading OGT Spring 2003: Item 14

Content Standard: Literary Text

Benchmark E: Analyze the use of a genre to express a theme or topic.

Which thematic statement best applies to this passage?

- A. Experience is more important than knowledge.
- B. Good can come out of bad situations.
- C. Learning is principally for children.
- D. Decision-making is very difficult.



DO

**“From The Autobiography of Malcolm X”
Reading OGT Spring 2003: Item 14**

Jot down some talking points before you do your map.

Talking Points

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-
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1. What strategies did you use in your mind map to eliminate the incorrect answers and come up with your final choice?

2. How is the self-talk working for you? See Jason’s mind map in the Reference section.

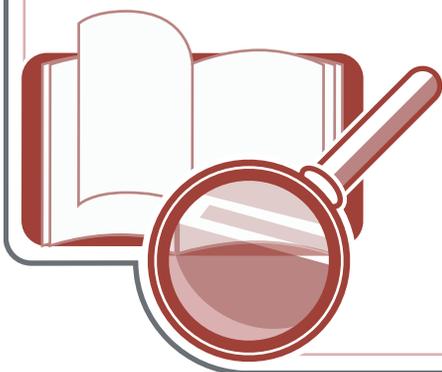


DO "From The Autobiography of Malcolm X"
Reading OGT Spring 2003: Item 8

Content Standard: Literary Text

Benchmark B: Explain and analyze how the context of setting and the author's choice of point of view impact the literary text.

Explain the purpose Malcolm X had in writing the passage. Give an example from the passage that supports your explanation. Write your answer in the **Answer Document**. (2 points)



DO

“From The Autobiography of Malcolm X”
Reading OGT Spring 2003: Item 8

Jot down some talking points before you do your map.

Talking Points

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-

1. What problems do you have with short-answer questions?
Does Jason’s mind map in the Reference section give you any ideas?

2. Did mind-mapping and talking through your thinking provide a good base for writing a complete response? Why or why not?



DO "From The Autobiography of Malcolm X"
Reading OGT Spring 2003: Item 15

Content Standard: Literary Text

Benchmark C: Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.

Explain how the narrator's characterization of himself is designed to convey his message of self-improvement. Include four examples from the passage to support your explanation. Write your answer in the Answer Document. (4 points)



Use the Talking Points to help you create your map.

Talking Points

- What are the important literary terms I must understand before answering the question?
- Which mind map will help me list qualities and show support of an idea?
- How many examples from the passage must I use to show support for my idea?
- What specific examples from the passage will I select?
- I know my response must use examples which show support for my ideas. How can I use these examples in a well-organized response?

1. This question requires you to identify and use specific examples to support the idea of "self-improvement." How did you work through finding examples? What helped you in creating your mind map to use as a guide for your response?

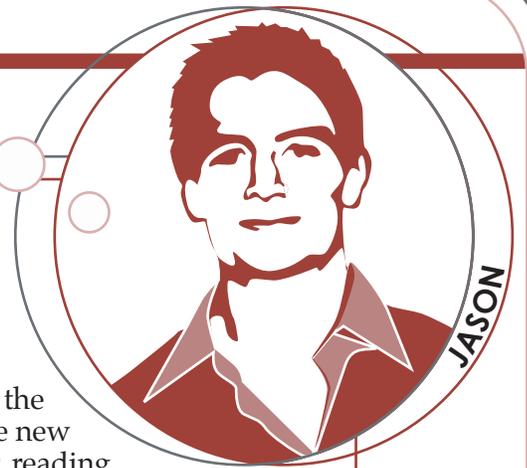
2. Review the example by Jason in the Reference section. Is it similar to yours? What score would you give yourself?

3. After reviewing Jason's mind map, could you improve your response?



STUDY

INTRODUCTION READING



How did the mind-mapping strategy work for you? I know it was hard work, but if you have reached this point, then I know you kept going!

Hopefully, you feel that you have learned more about the way you think through test questions and have some new ways to approach questions when you retake your reading OGT.

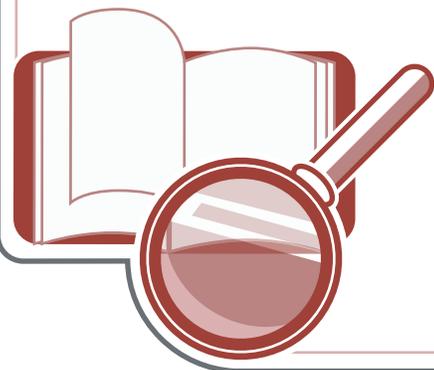
This next stage is about reflection and studying your learning results. There are two steps in the STUDY stage:

Step 6: Think about your thinking by completing the reflection worksheet.

Step 7: Set a meeting with your coach and review your progress.

To help you with Step 6, you will need your reflection question responses from your mind-mapping and your standards and benchmarks worksheet from your planning. These items will help you to complete the reflection worksheet that is included in this section.

Respond to each of the sections on the reflection worksheet before setting up a meeting with your coach to review your progress (Step 7).



STUDY

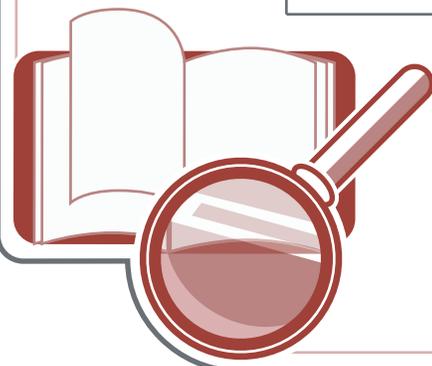
REFLECTION WORKSHEET READING

Reflection Worksheet for Reading Guide

Use the spaces below to identify content that is difficult for you.

- Review the questions in the DO section and identify specific questions that were difficult to answer. Check the benchmark related to the question and indicate below the topics that you still need to study.
- Check the standards and benchmarks worksheet (from the PLAN section) and identify other benchmarks that you are unsure of.

Standards to Review:	Topics for Study:
Acquisition of Vocabulary	(Example: apply knowledge of roots and affixes to determine the meaning of new vocabulary.)
Reading Process	(Example: use self-monitoring strategies to build comprehension.)
Informational, Technical and Persuasive Text	(Example: analyze perspective or viewpoint.)
Literary Text	(Example: compare and contrast character traits.)



STUDY

REFLECTION WORKSHEET READING

Reflection Worksheet for Reading Guide

(continued)

How did the self-talking and mind-mapping strategy work for you?

- Did the strategy help you think through the questions more completely?
- Did you find that self-talking helped you work through your thinking?
- What type of mind maps did you use most often?

What worked for you?	What didn't work for you?

Brainstorm a list of actions that you might take to prepare yourself for retaking the reading test. List resources that might help you prepare to be successful.

Action Steps to take ...	Resources that would help ...
(Example: Find a study buddy; set up tutoring sessions with a teacher.)	(Example: Use the Web sites listed in the Reference section to copy and practice other test questions.)

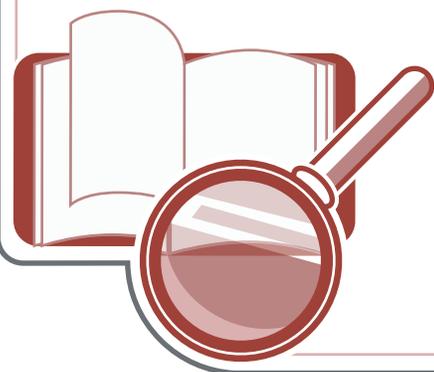
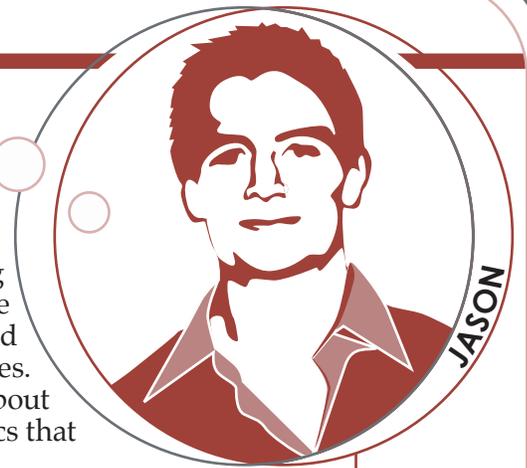


STUDY

READING

After I completed my reflection worksheet, I met with Jenny to review my progress. This meeting took about an hour. We spent about half of that time looking over my mind maps and I shared what we had learned as a result of reviewing my reflection responses. Jenny was pleased with my personal reflections about my learning. Together, we identified most of the topics that I needed to work on.

Jenny helped me think of some additional ideas that I could use to develop a plan of action for preparing for the OGT. She found some resources for me on the Internet to use. And she shared some graphic organizers that she had learned about in one of her classes at the university. She also talked with the high school counselor about some extra help that might be available for me at my high school. I was ready to build my action plan – the last stage in the PDSA.



ACT

INTRODUCTION READING

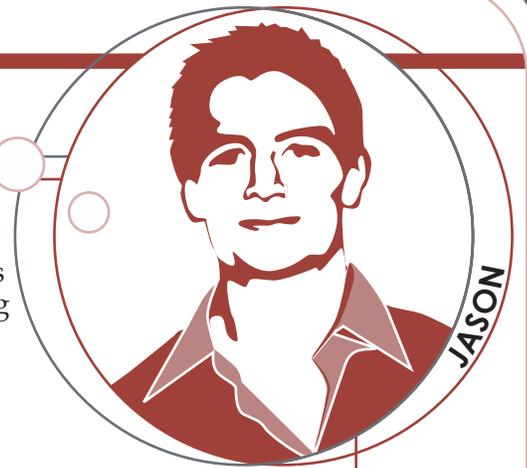
One last task to complete, but it's a very big one! Based upon your strengths and needs, it's time to develop an action plan for retaking the reading OGT.

There are two steps in this stage:

Step 8: Develop an action plan.

Step 9: Tackle your plan!

Your coach will help you write your plan. I'm going to share with you what my coach Jenny and I worked out for my plan.



After we examined my work with mind-mapping and discussed what standards and benchmarks I still needed to study further, we began to put together an action plan.

Here's what we came up with for me ...



ACT

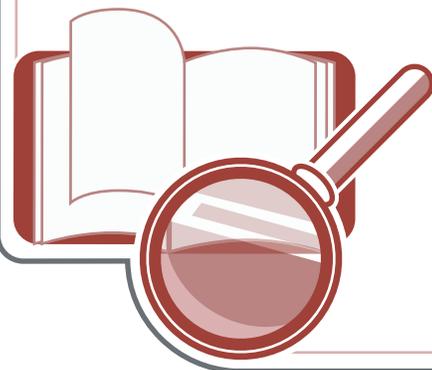
ACTION PLANNING READING

Action Planning for Reading OGT Retake

My personal goals

1. Meet the state requirement for graduation by obtaining a proficient rating on my Reading OGT.
2. Stick to my Action Plan.
3. Contact my coach if I run into any trouble while working with my plan.

What I will do ...	When I will do it ...	Help I will need ...
Meet with my reading and language arts teachers to see about tutoring sessions for the standards and benchmarks I need help with.	September 2 Set up a meeting to discuss tutoring opportunities.	-Mr. England and Mrs. Willets (teachers) -My Standards and Benchmarks Worksheet and my Reflection Worksheet -Materials recommended
Sign up for tutoring or extra help sessions at the high school.	As soon as possible and participate in all sessions until time for the retake.	-Parents (for transportation) -My boss (check for work schedule conflicts)
Study 45-60 minutes extra every weekday (either through tutoring, extra help session at school, or on my own by practicing test items copied from the Ohio Department of Education Web site for the OGT). Use mind-mapping strategy in my study sessions. Log my progress in a study journal.	Every weekday – Monday through Friday	-Personal commitment -Coach's support and encouragement -Study journal
Check out other resources on the Ohio Department of Education Student Web site for other practice options. Build a plan to use these resources during my study periods.	Second week in September	-Guidance Counselor -Mr. England -Web site
Check into hooking up with a study buddy to help keep me on track with my daily studying.	Second week in September	-Mrs. Willets -Guidance Counselor
Contact my coach every week.	Every Monday night at 5:00 PM.	-My coach



ACT

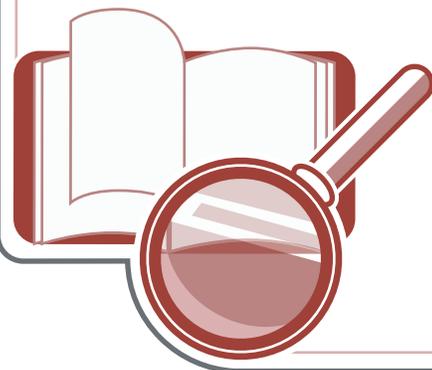
ACTION PLANNING READING

Action Planning for Reading OGT Retake

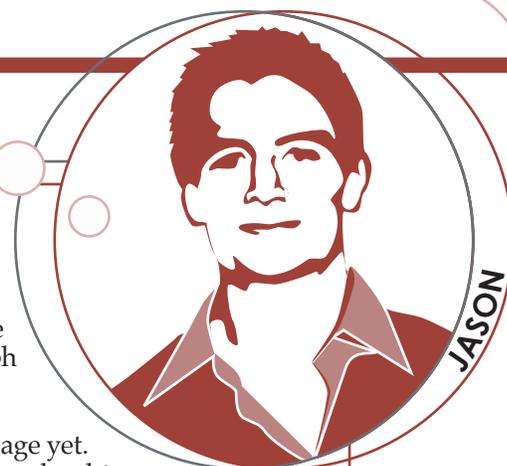
**My
personal
goals**

Here's a blank action planning template for you to fill out. After you develop it, make a copy for your coach and plan to keep him or her informed of the progress you are making.

What I will do ...	When I will do it ...	Help I will need ...



REFERENCE "Speech to New Americans"
Reading OGT Spring 2003: Item 34



Here is how I came up with my answer to test item 34. The question asks *intended to convey*. I am not sure what that phrase means exactly, but the question is asking about the bus story. Where is that story in the passage? Here it is in paragraph 13. I'll read that paragraph again to see if I can make sense of this question.

The story is about the author not understanding the language yet. He mistakingly uses the word *buy* for *ride*. The bus driver pushes him away. The author then jokes about his mistake in the next paragraph. Since he confuses the language in this passage, I'll use a tree mind map to see if I can find the correct answer here.

I'll put *confusing buy for ride* at the top and then see if the choices relate to his misunderstanding of the language.

1

**CONFUSING
BUY FOR RIDE**

2

Choice **A** states "the author was lonely and missing his family." There is nothing in this paragraph about missing family or being lonely.

I'll eliminate choice **A**.

3

Choice **B** states "the author's clothes did not fit him." There is nothing about clothes in this paragraph.

Both **A** and **B** are not right.

4

Choice **C** states "the author was ambitious and had many ideas for success." Within the part about the bus driver, it doesn't talk about his ambitions and many ideas for success. It talks about him confusing language.

I'll eliminate choice **C**.

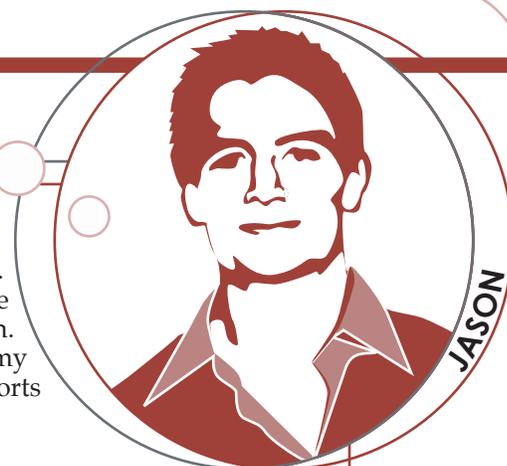
5

Choice **D** states "the author did not yet speak English well." This is the correct answer since he confused words. I said at the beginning of my thinking that this passage was about him confusing the language.

And I was right!
D is the answer



REFERENCE "Speech to New Americans"
Reading OGT Spring 2003: Item 38



I remember my teacher said that an author restates his purpose or theme, usually in the last paragraph. That must be what this question is asking. What is the theme? "It's your turn" kind of sums up the whole speech. So, what I need to do is analyze the speech and put in my own words the theme and then see which choice supports that.

When I think back on the story, the whole idea was to encourage the New Americans to make "America the shape of what they imagine it to be." That is in the paragraph right above the line of "It's your turn." That is what I think the theme of this story is. Now let me look at the choices again to see which one matches that idea.

1

2

Choice **A** says "New Americans have the chance to help shape America." This seems like a great answer. It even has the words "shape America" in the response and it's positive like the tone of the article.

I'll keep this one in mind as I read the other choices.

3

Choice **B** says, "New Americans should try to become as successful as possible." The entire passage doesn't focus on individuals being successful. He isn't talking about money or jobs or being rich. He is talking about relationships with people.

I don't think **B** is the answer.



NEXT PAGE

REFERENCE "Speech to New Americans"
Reading OGT Spring 2003: Item 38

4

Choice **C** says, "New Americans need to teach their children about the old customs and habits." He does talk about that in paragraph 17. Now the question refers to "It's your turn." Is the paper about "It's your turn" or to "teach your children?" Teaching children is a small part of what he is saying but it isn't the overall idea of the passage.

I don't think **C** is the answer either

5

Choice **D** says, "New Americans have the obligation to share their customs with other Americans." Back in paragraph 17, it states that "You must make an effort to keep your old customs and to make others admire them, you must use your native cooking to make new friends and to bring your community together, you must make an effort to support the community life of your fellow immigrants." It never says the immigrants are expected to share. Only in paragraph 17 is there any talk about sharing and making an effort.

D isn't the answer.

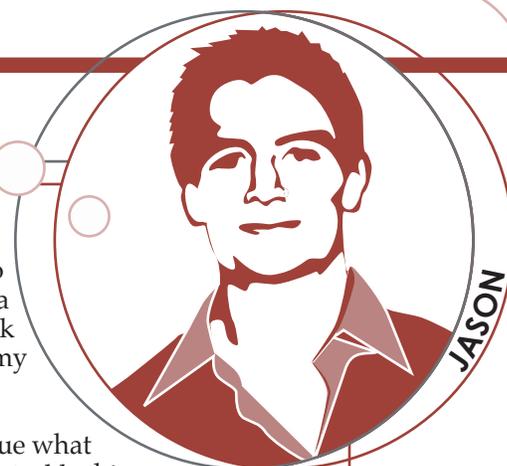
6

I remember my teacher telling me that I need to look for the whole answer not just part of it. Only one of these sums up the entire passage. Choices **C** and **D** are the ones that talk about part of the idea but not the whole idea. Even though the author talks about the ideas presented in these choices, they aren't the main idea of the entire passage.

So I was right with my first thought. The main idea in this passage is choice **A**, "New Americans have the chance to help shape America." This idea is in one of the final paragraphs for this passage and it restates what the entire piece is about.



REFERENCE "Advertisement"
Reading OGT Spring 2004: Item 9



Well, I know this question is about vocabulary and it's also about figurative language. I'm being asked to find the answer that does not mean *sweat*. Also, there is a key word here that tells me how my mind needs to think – *interpretation* – which means I have to interpret or show my understanding of the four terms listed.

I know what *worry*, *perspire* and *fret* mean, but I have no clue what *vexed* means. Three out of four isn't too bad, so I think I can tackle this question.

1

I know *worry* and *fret* both mean to be *concerned*. I know *perspire* means to *have water on my skin*. I perspire on the soccer field. I worry and fret in my head the night before a test, you know, *mental* stuff. One way that might help me work through this question is to use a mind map.

2

3

Since I have two different ideas of *in my head worry* and *physical activity*, that is probably a compare and contrast situation. I'll start my mind map with a circle for *mental*. And I'll have a circle for *physical*.

MENTAL

SWEAT

PHYSICAL



NEXT PAGE

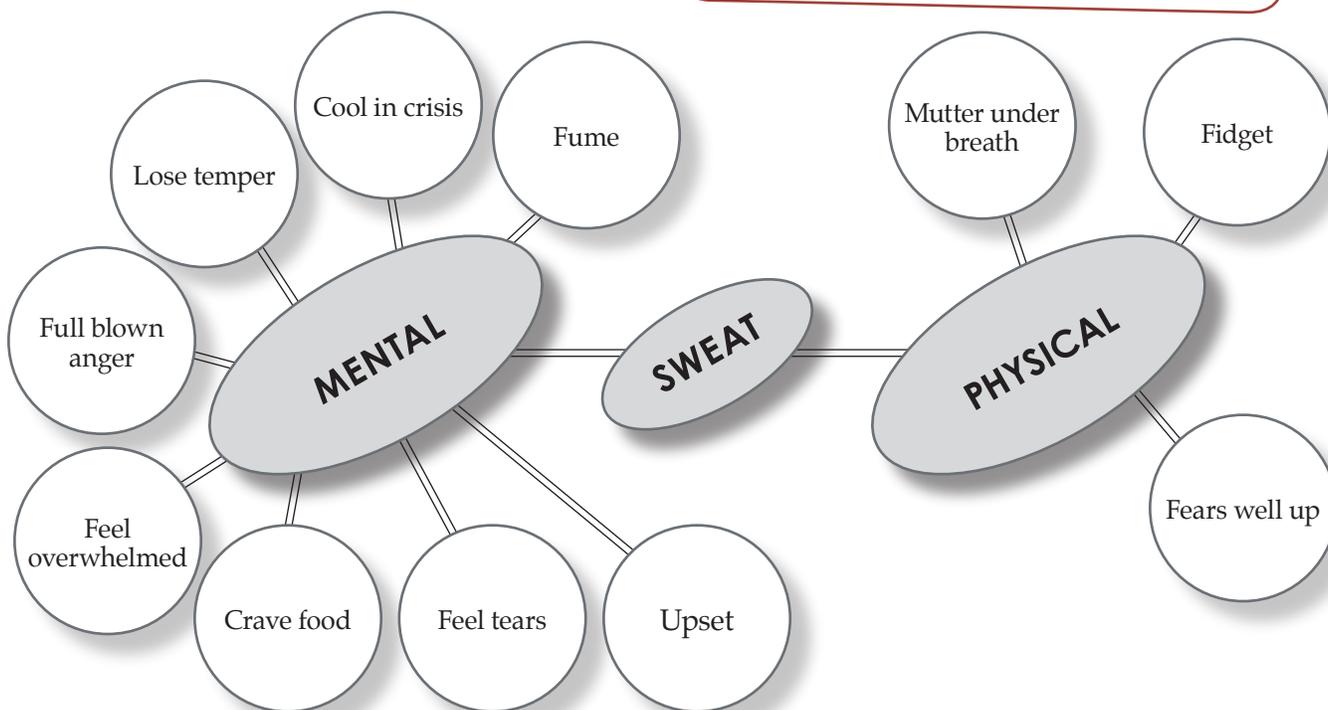
REFERENCE "Advertisement"
Reading OGT Spring 2004: Item 9

4

Let's see what kinds of examples are in this passage. Are they examples of physical activities like soccer or are they examples of mental stress? Where can I find examples of these in the passage? There seems to be lots of examples in the beginning three paragraphs and also at the end. I am going to list these specific examples from the passage around my mental circle – *losing my temper, cool in a crisis, fume, upset, feel the tears, crave the food, overwhelmed, full blown anger, mutter under your breath* – no wait, that's probably more a physical action – so I am going to move that over to the physical circle.

5

I think I have enough examples for *mental*, so now I'll see what fits around the idea of *physical*. Well, I will start with the one I moved which is *mutter under your breath*, then *fidget* and *fears well up*. Hmm, *fears well up* could be mental, but I think I'll leave it where it is and see what I have.



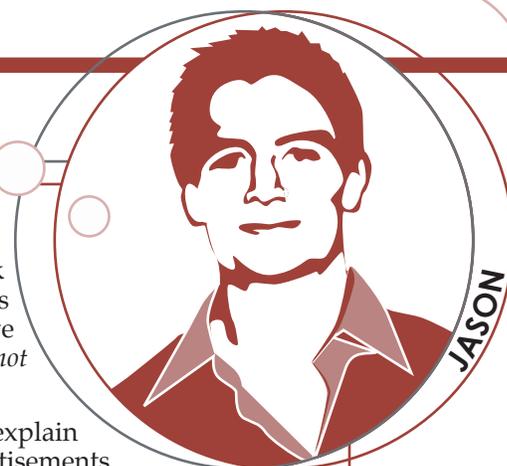
6

Most of the examples are mental activities, not physical sporting activities. They all seem to be about that mental stuff. Even the examples that I could find in the passage and add around the physical circles don't make you actually perspire.

7

Now here is that other word in choice D. I still don't know what *vexed* means. I know what *perspire* means, and I know that none of the examples I listed make a person sweat. Therefore, I am going to choose *perspire* as the correct answer.





JASON

This test item asks me to analyze which is not a persuasive technique. When I analyze something, I break it down into smaller parts to see which of the four choices do not fit. Now I have to think about persuasion. I have to remember this is a *not* question – which quote does *not* demonstrate a persuasive technique.

When I want to persuade my friends to do something, I explain all the benefits, all the positives. When I think about advertisements on TV, they always promise how life will be better or how much better a person will look by using their products.

1

I think a tree mind map might work here because it allows me to analyze the different points. I put the main idea at the top of the tree and specific quotes in the branches below. That way I can analyze which one doesn't fit. At the top of my tree mind map, I will put Promises since that is the persuasive technique. Now I will go through choices **A** through **D** and see if they will fit on the branches under the Promises heading.

2

**PROMISES
(PERSUASIVE TECHNIQUE)**

A

"Learn how to infuse your life with greater wisdom and restraint."

B

"Most of us already understand how we should act."

Already understand isn't a promise. That's something we are doing, not a promise of something better. This seems to be another category.

NO PROMISE

C

"It can help you live a happier and less stressful life."

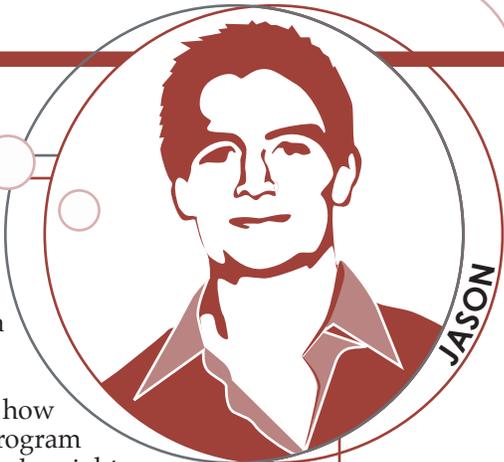
D

"In just one day you'll see the amazing results."

3

When I look at the map I have three under *Promise* and one under *No promise*. The question asks which one does NOT demonstrate a persuasive technique. **B** is the one that doesn't promise anything; it says we already understand. If we already understand, why do we need the product? Since **B** isn't a persuasive comment, then it must be the answer because it does NOT try to persuade me.





JASON

This question is asking me to "explain" – one of those basic comprehension questions. It wants me to show whether I understand how advertisements try to persuade teenagers into buying things by promising a bunch of stuff.

At least I know what I have to look for – two examples of how they are trying to convince me that this M.A.G.I.C.A.L. program might work for me. I should be able to find those examples right within the passage.

1

The question asks about the M.A.G.I.C.A.L. process. I need to look for the paragraph that has the term M.A.G.I.C.A.L. Here it is in paragraph four. I will read that paragraph carefully.

2

I know I should also read the paragraph after it to see if further explanations are given. I see that lots of qualities are listed in these two paragraphs. I think a "describing qualities" mind map will work for this short-answer question.

3

I'll put the term M.A.G.I.C.A.L. in the middle. Then I will use examples from the passage.

4



NEXT PAGE →

REFERENCE "Advertisement"
Reading OGT Spring 2004: Item 10

5

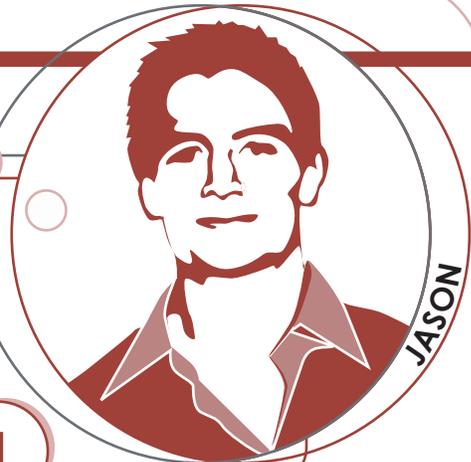
I know that I need to have a complete response here in order to earn two points. I had better be sure that I include two strong promises that support my answer and use the words directly from the passage. I'm going to include examples 1, 2, 5 and 6 from my mind map. Here is my response:

It says that the seminar will show you how to respond with grace and dignity and how to infuse your life with greater wisdom and restraint. It says that in one way the consumer will learn how to reduce stress and handle crises, and not blow up in an anger while in the process.

This should get me two points!



REFERENCE "From The Autobiography of Malcolm X"
Reading OGT Spring 2003: Item 11



This question is asking me to find which choice characterizes the narrator's sense of determination. The question is trying to find out if I understand how motivated he was to improve himself.

I know what the question is asking! "To be determined" is "to be intense," "to go after something," "to want something badly." I think I will use a tree map to see which choice is the best example of Malcolm X's determination.

1

**NARRATOR'S
(SENSE OF
DETERMINATION)**

A

"Over and over, aloud to himself, he read his own handwriting."

In paragraphs 2 and 3, he talks about how he copied words from the dictionary. Now why was he copying these words? Oh, I see in paragraph 1, he wanted "to improve his penmanship."

In paragraph 3, the passage says that copying words took him a long time because he wrote so slowly. Then he read what he wrote "Over and over." Wow, the copying and the reading does show a lot of determination.

B

"Anyone who has read a great deal likely has a broad word-base." Let's see where I can find that in the passage.

I don't see this exact quote in the passage, but I do see in paragraph 7 that he talks about how his word base got bigger. This paragraph also talks about how reading can open new worlds.

This passage doesn't show a lot of determination. It is just talking about some of the benefits of knowing more words and of reading. This choice isn't about hanging in there in order to get a job done or to win the game. I don't think this is the correct answer.

C

"His penmanship is so poor he can't even write in a straight line." That is in paragraph 1.

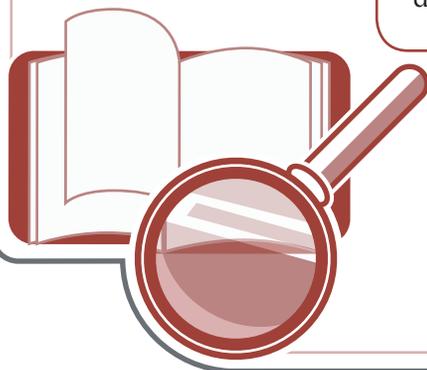
This was just a comment Malcolm X thought about his handwriting. It was one of the reasons he requested a dictionary and started copying words. This is a reason for doing something, not an example of his determination.

D

"Talking with visitors – usually Ella and Reginald – was very important to him." That is at the very end of this passage in paragraph 7.

The paragraph talks about how he read on his bunk every free moment he had. That shows determination.

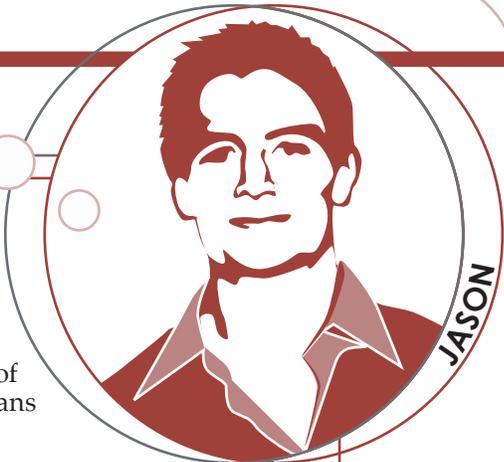
But choice D talks about his visits with Ella and Reginald and how the visits helped him forget he was imprisoned. Enjoying visits doesn't show determination, which is what the question is asking for.



2

The answer has to be Choice A since it demonstrated how determined he was to learn words and to work on penmanship – the two goals he mentioned in paragraph 1.

REFERENCE "From The Autobiography of Malcolm X"
Reading OGT Spring 2003: Item 13



In this question I have to find how irony is shown in the passage. I remember irony means saying one thing and meaning something else. It's like when you say, "What a beautiful day!" when it is really raining outside!

After rereading the question, I see I have to read each of these choices and analyze which one says one thing but means something else.

I think I will be able to use a bridge map for this one. I will see if the examples in each choice show irony or opposites.

1

IRONY?

A

B

C

D

The author "was in prison but had never been more free." This one sounds like a perfect example of opposites, prison and free, but I know I need to look at the other choices just to be sure.

"Self education creates a vivid mental picture." Education and mental picture – those aren't examples of opposites.

"Self-education has been heightened for emphasis." Education and emphasis aren't examples of opposites either.

"Dictionary is a complete source of knowledge." That can't be irony because that is a true statement. The dictionary is a source of knowledge.

PRISON
—
FREE

SELF-EDUCATION
—
VIVID MENTAL PICTURE

SELF-EDUCATION
—
HEIGHTENED

DICTIONARY
—
COMPLETE SOURCE OF KNOWLEDGE

These are opposites.
Irony?
YES

These are not opposites.
Irony?
NO

These are not opposites.
Irony?
NO

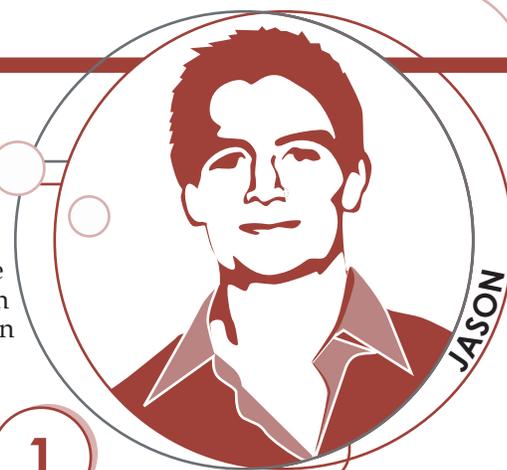
These are not opposites.
Irony?
NO



2

I was right. Choice A is a great example of irony! It's always good to double-check every choice to be sure you have the right answer.

REFERENCE "From The Autobiography of Malcolm X"
Reading OGT Spring 2003: Item 14



This question is asking me about the theme of the story. Theme is something we study a lot in literature. My teacher always asks about the theme of the story. Knowing the theme means finding the main idea. I need to analyze which of these sentences is the main idea or theme.

At the top of my tree map, I will write "Main Idea" since that is what I am supposed to find.

1

MAIN IDEA (THEME)

A

"Experience is more important than knowledge." After quickly thinking about the passage, I know the whole passage is about gaining knowledge.

Malcolm X doesn't talk about any kind of experience. I don't think this is the right answer.

B

"Good can come out of bad."

Malcolm X is in a bad situation since he is in prison so that part is true.

The first part talks about how good can come from a bad situation and in Malcolm's case, good does come of his prison term. If he hadn't been in prison, he wouldn't have copied from the dictionary. He wouldn't have improved his mind. I think this one might be the answer. I know I need to check the other answers before I decide for sure.

C

"Learning is principally for children."

Malcolm X isn't a child. This can't be the answer.

D

"Decision-making is very difficult."

Malcolm X decides to copy the dictionary and to read. However, he doesn't talk about how decision-making is difficult; he talks about how copying words is difficult because he is so slow.

This entire passage isn't about decision-making. This cannot be the right answer.

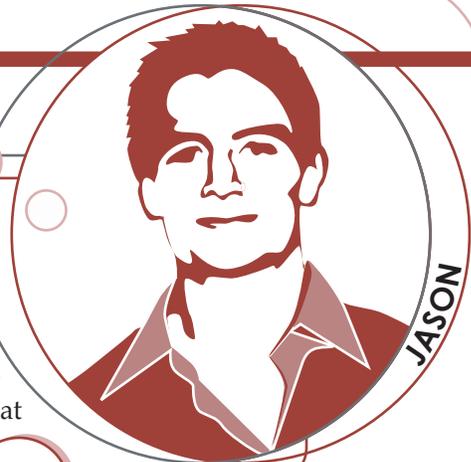
2

As I think about the main idea, my teacher told me there can be several themes in a story. Looking back on the choices, only one of these is the real main idea and that is choice B. Malcolm took a very bad situation of being in prison and turned it into something good. That was pretty amazing!

Choice **B** is the correct answer.



REFERENCE "From The Autobiography of Malcolm X"
Reading OGT Spring 2003: Item 8



In this question, I see I need to explain why Malcolm X wrote this, and I need to find one example from the passage to support my idea. A good mind map for this would be a bubble map. This is a good mind-mapping strategy for coming up with descriptions. After quickly rereading the passage, I think his purpose was to increase his knowledge. He talks about how learning new words helped him to read and to "imagine the new world that opened" (paragraph 7).

1

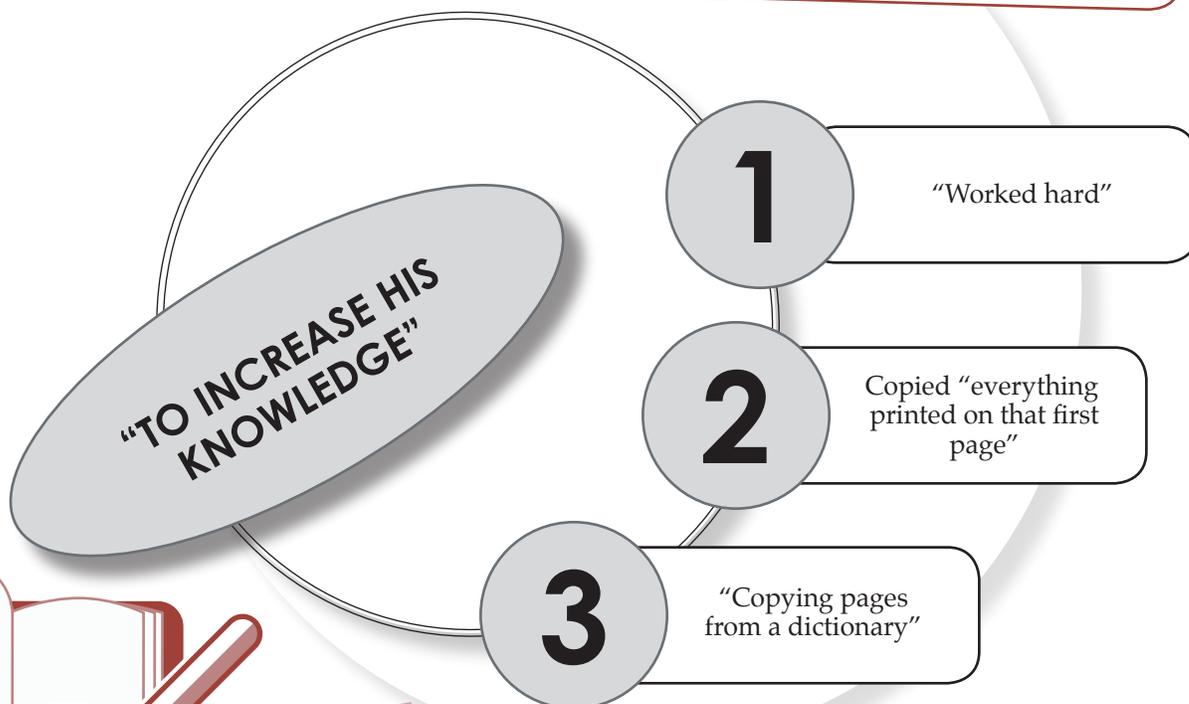
In the center bubble, I will put the purpose which was "to increase his knowledge." I can say he worked very hard while in jail to improve himself. In paragraph 3, Malcolm X talked about how slowly he worked and how painful it was. I will put "worked hard" in a bubble. This example doesn't seem very specific; my teacher would say this is a general idea. I had better look for more details in the passage.

2

3

Here is another idea in paragraph 3. He says he copied "everything printed on that first page." I could use that example, but I had better look for one more example just to be safe.

In paragraphs 6 and 7, I see he goes on and talks about copying more and more pages out of the dictionary. In bubble 3, I will write "copying pages from the dictionary" and that is the one I believe I will use!



NEXT PAGE

REFERENCE "From The Autobiography of Malcolm X"
Reading OGT Spring 2003: Item 8

4

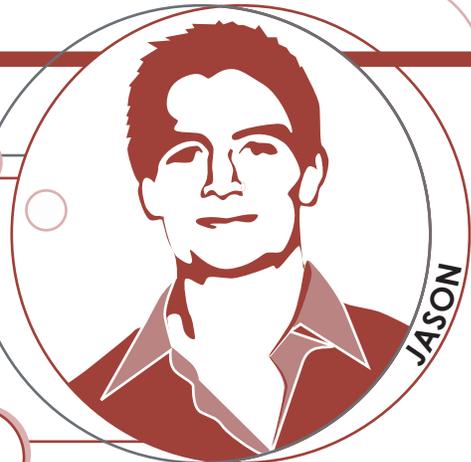
My teacher told me to use examples to support my point. Number 3 will allow me to develop a good response. Here goes ...

In this passage, Malcolm X describes how he increased his knowledge while he was in prison. He wanted to show that he earned his education by working hard because he was determined to succeed. He spent many hours copying pages from the dictionary into his tablet. By copying and studying these words, Malcolm X expanded his knowledge.

This response should get me two full points.



REFERENCE "From The Autobiography of Malcolm X"
Reading OGT Spring 2003: Item 15



This question is asking me to analyze how the narrator's characterization showed his message. Bubble maps work well for listing qualities and showing support of an idea. In the middle, I will put "message of self improvement" since that is what the question is asking. I need to remember that this is the extended response, and I need more than one example.

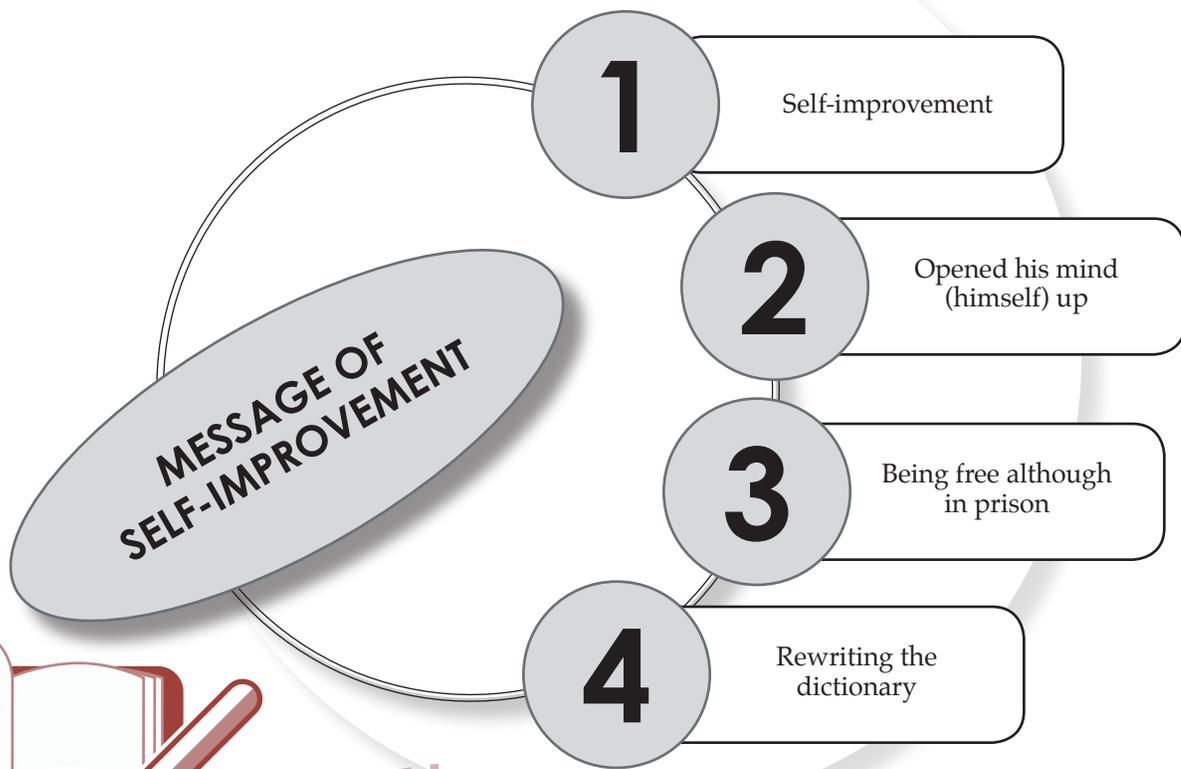
1

Now I start listing supports in the bubbles around "self improvement." Malcolm X talks about self improvement. I remember the passage talking about how his mind opened once he began reading. At the very end of the passage, Malcolm X talks about being free even though he was in prison.

2

3

I am at the end of the passage, but I know I need four points since this is an extended response. I remember at the beginning of the passage, Malcolm X talks about rewriting the dictionary. That is an example of self improvement. I can use that as my fourth point.



NEXT PAGE

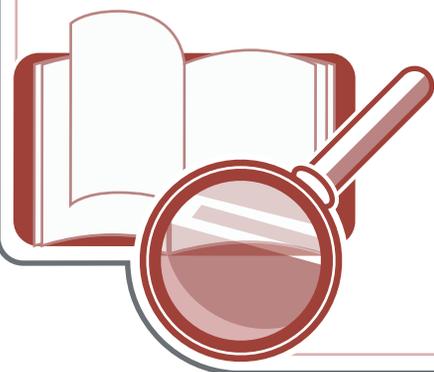
REFERENCE "From The Autobiography of Malcolm X"
Reading OGT Spring 2003: Item 15

4

Now I am ready to write my response.

The narrator conveys his message of self-improvement as improving your inner-self, and not worrying about your surroundings. The narrator claims that no matter what is going on in your life, you can self-improve. When he began reading it opened himself up, and even though he was in prison, he could be free. Applying to all people in everyday life, he is saying that no matter how good you think you are, there is always room for improvement. You can always improve yourself with hard work, just like the narrator did with rewriting the dictionary.

This response earned me three points. I wonder what I could have done to get four points? What do you think I could do to improve my score?



ADDITIONAL RESOURCES

OGT Resource Web Site for Students Preparing for the OGT

<http://ohio.measinc.com/Content.htm>

This site is designed for students preparing for the OGT. It provides resource materials and practice tests in all five content areas. The student Web site will be periodically updated with additional materials and resources

OGT Multimedia CD-ROM for Teachers

<http://ohio.measinc.com/teachers/>

Organized by reading, mathematics, writing, science and social studies standards, these CD-ROMs contain information about the OGT, including descriptions of the academic content standards and benchmarks, as well as released OGT multiple-choice test items. The CD-ROMs also contain constructed rubrics for each subject area, dozens of annotated student responses and a practice scoring section where teachers will be able to score constructed responses and compare their scores with the OGT committee scores. All of the standards and benchmarks, multiple-choice and constructed-response items, and annotated constructed response paper will be printable. An additional section of the CD-ROMs will be devoted to instruction, featuring videos of Ohio teachers conducting model lessons with their students. Every year in the fall, ODE plans to distribute updated CD-ROMs with new test items, student responses and model lesson videos to school districts.

ODE Link to Academic Contents Standards

http://www.ode.state.oh.us/families/academic_standards

This site provides a listing of resources available online to families.

ADDITIONAL RESOURCES

A Guide to the New Ohio Graduation Tests for Students and Families

www.ode.state.oh.us/proficiency/PDF/OGTGuide.pdf

The purpose of this guide is to provide students and their families with:

- An overview of what may appear on the OGT in reading, writing, mathematics, science and social studies;
- Sample OGT questions;
- Test-taking tips and activities that will help students prepare for the OGT;
- Frequently asked questions about the OGT;
- A graduation checklist; and
- An OGT Web site.

OGT Sample Tests and Previous OGT Tests

<http://www.ode.state.oh.us/proficiency/OGT>

This site provides both practice tests and previous OGT tests for download. Coaches can use these tests as they work to develop their students' skills in mind-mapping through questions.

Instructional Management System (IMS)

<http://ims.ode.state.oh.us/ode/ims/>

The Instructional Management System on ODE's Web site is Ohio's Web-based vehicle for communicating the model curricula now aligned with the new academic content standards, to assist Ohio educators in designing and strengthening their lesson plans. With Internet access, educators can view, download and use the content, or customize lesson plans and assessments to meet the needs of individual students.

ADDITIONAL RESOURCES

Books:

Burke, J. (2000). *Reading Reminders, Tools, Tips, and Techniques*. Portsmouth, NH: Boynton/Cook

Cleary, B. A., & Duncan, S. J. (1997). *Tools and Techniques to Inspire Classroom Learning*. Milwaukee, WI: ASQ Quality Press.

Hyerle, D. (2004). *Student Successes with Thinking Maps: School-Based Research, Results, and Models for Achievement Using Visual Tools*. Thousand Oaks, CA: Corwin Press.

Hyerle, D. (1996). *Visual Tools for Constructing Knowledge*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development.