

Practice Cold-Read Task Answer Key

1. __C__ Part A

__C__ Part B

Standards: RL.8.1, RL.8.6, RL.8.10

2. __B__ Part A

__A__ Part B

Standards: RL.8.1, RL.8.4, RL.8.10, L.8.4a, L.8.6

3. __D__

Standards: RL.8.2, RL.8.10

4. __A__ Part A

__D__ Part B

Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.10

5. __D__ Part A

__C__ Part B

Standards: RL.8.1, RL.8.2, RL.8.10

6. Reread the following paragraph from the passage.

Suddenly, I was furious at myself and all those who were smirking at him. I jumped up and shouted, ‘Shut up! Leave him alone! It’s not his fault he can’t understand! He can’t help what he is! But for God’s sake...he’s still a human being!’”

Write multiparagraph essay that explains what this quotation reveals about the changes in Charlie's thinking of intelligence. Cite evidence from the texts to support your response. Be sure to observe the conventions of standard English.

Standards: RL.8.1, RL.8.2, RL.8.3, W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.4, W.8.9a, W.8.10, L.8.1b, L.8.1c, L.8.1d, L.8.2a, L.8.2b, L.8.2c, L.8.3, L.8.6

In the progress report from May 20, Charlie finally realizes how people viewed him before his surgery. He becomes angry when he realizes people are making fun of the dishwasher, and he yells at the people in the restaurant. Charlie says, "He can't help what he is! But for God's sake...he's still a human being!" This means Charlie thinks it is not right how people treat others with lower levels of intelligence because it isn't something they can help, but it doesn't mean they are any less important or valuable as people.

Early in "Flowers for Algernon," Charlie wants to be smart like those around him. He thinks if he can try really hard, he can become smarter. He says "Im gonna try to be smart. Im gonna try awful hard." Charlie has a high level of motivation, which leads him to attend Miss Kinnian's night class. Doctors are surprised by how motivated Charlie is and wonder how he found Miss Kinnian's class. Even though Charlie isn't smart in traditional way, he is very willing and treats others around him well. This shows a kind of intelligence. Charlie also doesn't understand that those around him aren't as smart as he thinks they are.

After his surgery, Charlie wonders, "What do smart people think about." Charlie continues to see intelligence as something you do, not something you have. Miss Kinnian teaches Charlie about spelling and grammar, which activates the intelligence Charlie gains from the surgery. Charlie starts to gain more awareness of his surroundings and how other people treat him.

Finally, in the progress report from May 20, Charlie learns that intelligence is something to which all people should have access, but don't. Charlie is upset when he learns "that people of honest feelings and sensibility, who would not take advantage of a man born without arms or legs or eyes--how such people think nothing of abusing a man born with low intelligence." He realizes people can't help how they are born and so Charlie decides he wants to

use what he has been given to help others. Charlie knows what it is like to feel inferior, and so he decides to use his newly gained intelligence to help those around him so they do not feel like he felt before the surgery.

Practice Cold-Read Task Writing Rubric

	3	2	1	0
Reading and Understanding Text	<ul style="list-style-type: none"> Shows full comprehension of ideas both explicit and inferential indicated by grade-level reading standards Accurate analysis and reasoning is demonstrated through ample textual evidence 	<ul style="list-style-type: none"> Shows comprehension of ideas indicated by grade-level reading standards Mostly accurate analysis and reasoning is demonstrated through adequate textual evidence 	<ul style="list-style-type: none"> Shows limited comprehension of ideas indicated by grade-level reading standards Minimally accurate analysis and reasoning is demonstrated through minimal textual evidence 	<ul style="list-style-type: none"> Shows no comprehension of ideas indicated by grade-level reading standards Inaccurate or no analysis and reasoning is demonstrated with little or no textual evidence
Writing about Text	<ul style="list-style-type: none"> Addresses the prompt and introduces claim(s), acknowledging counterclaims or a topic previewing what is to follow Development is logically organized with relevant support¹ Language creates cohesion and clarifies relationships among ideas Formal style is consistently demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and states claim(s) or topic Development is organized with some support and cohesion Language creates cohesion and links ideas Style demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and has an introduction Development and support are minimal Language links ideas Style demonstrates limited awareness of purpose or audience 	<ul style="list-style-type: none"> Does not address the prompt Lacks organization, is undeveloped, and does not provide support Language and style demonstrate no awareness of purpose or audience
Language Conventions	<ul style="list-style-type: none"> Full command of conventions indicated by grade-level standards Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> Some command of conventions indicated by grade-level standards May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> Limited command of conventions indicated by grade-level standards Errors often interfere with meaning 	<ul style="list-style-type: none"> No command of conventions indicated by grade-level standards Frequent and varied errors interfere with meaning

¹ Support includes evidence from accurate, credible sources, facts, definitions, concrete details, quotations, other information and examples.