

GRADED PASSAGE (2SA)

Assessing and Activating Background Knowledge

Here is a story about an unusual newspaper. Why do most people read newspapers?

Adequate Inadequate

Motivating Statement Read the story to learn how a boy helps someone.

SAM BUYS A NEWSPAPER

Sam stopped to ask Mrs. Kay if she needed anything from the store. She was very old. Sam liked to help her. She asked him to buy her a newspaper. Sam went to the store.

The store was closed. Sam walked for a long time to another store. He asked for a newspaper. One was folded and put into his bag.

Sam gave Mrs. Kay the paper. She said, "Oh, Sam, you are so good. I have not seen a paper written in Greek for months!"

Sam was surprised, but he just said, "You're welcome, Mrs. Kay." (97 words)

Unprompted Memories

Please retell the story.

- Sam going to store
- he stopped at Mrs. Kay's
- if she needed anything
- Mrs. Kay is old
- Sam likes to help
- she needed paper
- store was closed
- walked a long way to another store
- paper folded and put into bag
- gave paper to Mrs. Kay
- she said Sam was good
- she hadn't seen Greek paper in long time
- Sam surprised, said you're welcome

Interpretive question: *Why was Sam surprised?*

Acceptable answer: Yes No

Comprehension Questions

- Where did Sam go?* (store or Mrs. Kay's)
- What did Sam ask Mrs. Kay?* (if she needed anything)
- Why did he like to help Mrs. Kay?* (she's very old or she needed help)
- What did Mrs. Kay need at the store?* (a newspaper)
- Why did Sam walk a long way?* (first store was closed)
- What did Sam buy at the store?* (newspaper)
- What did Mrs. Kay say?* (she hadn't seen a Greek newspaper or Sam was good)
- What did Sam say to Mrs. Kay?* (you're welcome)

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (2SB)

Assessing and Activating Background Knowledge

Here is a story about Linda, who works in a diner. What is a diner?

Adequate Inadequate

Motivating Statement Read the story to learn what Linda does to improve or make her life better.

LINDA AT THE DINER

Linda has a part-time job in a diner. She works in the morning from six until ten. The diner is busy at breakfast time. Linda works hard, but she likes her job at the diner. She likes talking with people. Many of the same people come in every day.

At night Linda goes to school. She likes night school. She has made new friends in her classes. The teachers are very nice.

Linda wants to learn more about business. She hopes to become a manager of a diner. Then she wants to buy her own diner someday. (98 words)

Unprompted Memories

Please retell the story.

- Linda has part-time job
- at diner from 6 A.M. until 10 A.M.
- diner busy at breakfast
- likes talking to people
- goes to night school
- likes night school
- made new friends
- teachers nice
- wants to study business
- hopes to become manager
- wants to buy own diner

Comprehension Questions

- Where does Linda work? (at diner)
- When does Linda work? (6–10 A.M.)
- When is the diner busy? (breakfast time)
- Why does Linda like to work at the diner? (talk with people)
- What does Linda do in the evening? (goes to night school)
- What did Linda make in her classes? (new friends)
- Why does Linda go to school? (learn business)
- What does she want to do someday? (manage diner)
- (buy her own diner)

Interpretive question: *Why does Linda feel she should go to night school?*

Acceptable answer: Yes No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (3SA)

Assessing and Activating Background Knowledge

Here is a passage about ants. What do you know about ants?

Adequate Inadequate

Motivating Statement Read the passage and learn about keeping ants away from food.

ANTS

There are more than 10,000 different kinds of ants in the world. They come in different sizes and colors. Some ants are black, and others are red. Some are big, and others are very small. Ants can be fun to watch as they work together to gather food.

Ants can also cause problems. Most people want to keep ants out of their homes and away from their food. Some people buy ant spray to keep them away. However, spraying ant spray near food can cause problems. No one wants ant spray on his or her food. Instead of chemicals like ant spray, some people use natural herbs and spices. Black pepper is a spice that keeps ants away from food. Other people use an herb called bay leaves. These also keep ants away from food. (135 words)

Unprompted Memories

Please retell the story.

- many different kinds of ants
- different colors and sizes
- colors of black and red
- big ants and small ants
- ants work together
- ants gather food
- watching them can be fun
- ants can cause problems
- buy ant spray
- problems with ant spray
- use natural herbs and spices
- black pepper and bay leaves

Comprehension Questions

- How many different kinds of ants are there in the world? (10,000)
- What can you tell me about the ants' colors? (a variety of colors—red and black)
- What can you tell me about ants' sizes? (a variety of sizes—big and small)
- Why do some people like to watch ants? (fun to watch them work together to gather food)
- How do some people keep ants away? (ant spray)
- What is the problem with ant spray? (chemicals get on the food)
- What spice do some people use to keep ants away? (black pepper)
- What is an herb that people use to keep ants away? (bay leaves)

Interpretive question: Why do some people like to use herbs and spices instead of chemicals to keep ants away?

Acceptable answer: Yes No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (3SB)

Assessing and Activating Background Knowledge

Here is a story about a lucky wrong number. What usually happens if you dial the wrong number on the telephone?

Adequate Inadequate

Motivating Statement Read the story to learn what happened as a result of a wrong number.

THE LUCKY WRONG NUMBER

Sue and Bill were eating dinner when the telephone rang. Bill said, "I'll get it." A man asked if the washer could be delivered in the morning.

Bill said, "We did not order a washer."

The man said, "Is this the home of Pete Johnson?"

"No," Bill said, "but wait; Pete Johnson is our uncle's name, and we haven't seen him in a long time.

What address do you have for him?"

The caller said, "201 Second Street."

Bill and Sue went to the address of Pete Johnson. He was their uncle. They were happy to see each other.

Later Sue said, "Buying that washer was lucky."

Uncle Pete laughed, "I didn't buy a washer; I bought a TV. We just had a lucky wrong number." (126 words)

Unprompted Memories

Please retell the story.

- Bill and Sue eating dinner
- phone rang
- asked about delivering washer
- we did not buy washer
- is this Pete Johnson's home
- no, but that is uncle's name
- haven't seen him for long time
- asked for address and went there
- he was uncle; glad to see one another
- buying washer good luck
- didn't buy washer, bought TV
- lucky wrong number

Comprehension Questions

- What were Bill and Sue doing at the beginning of the story? (eating dinner)
- What did the caller want? (see if washer could be delivered)
- Why was this a confusing situation? (they didn't order a new washer)
- Where was the washer supposed to go? (Pete Johnson)
- Who was Pete Johnson? (their uncle)
- What did Bill and Sue ask the caller for? (the address of Pete Johnson)
- Where did Bill and Sue go then? (Pete Johnson's address or home)
- Why were they happy to see one another? (hadn't seen each other in long time)

Interpretive question: How did the situation in the story help get relatives together?

Acceptable answer: Yes No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (4SA)

Assessing and Activating Background Knowledge

Here is a story about a boy named Juan and how he used the Internet to find something for his grandfather.
What is the Internet?

Adequate Inadequate

Motivating Statement Read the story to learn about what Juan did to help his grandfather.

GOOGLE IT

Juan and his grandfather were repairing an old engine. His grandpa said, "This part is broken, and we need a replacement. I hope we can find one because they stopped making this machine." His grandpa then said, "Let's call the hardware store and see if they can help us."

Juan asked, "Why don't we Google it?" Laughing, his grandfather said, "Juan, I don't own a computer. So I don't Google."

The man at the hardware store told them, "Sorry, that engine was discontinued, and no one makes that part anymore."

That night, Juan went online and searched the Internet. Later that evening, he called his grandfather and told him, "Guess what? I searched the Internet, and a man in Michigan sells parts for your engine. I emailed him, and he replied that he has your part. Here is his phone number."

Juan's grandpa laughed and said, "I think you taught me something today. Maybe it is time for me to buy a computer and learn how to search and Google." (170 words)

Unprompted Memories

Please retell the story.

- Juan and his grandfather repairing an old engine
- a part was broken
- they stopped making the machine
- Juan said to search the Internet
- grandfather said he didn't own a computer
- called the hardware store
- hardware man said they couldn't get the part
- that night Juan searched the Internet
- found someone who had part in Michigan
- gave his grandfather the phone number
- Juan taught his grandfather something
- grandfather said that maybe he should buy a computer

Comprehension Questions

- What were Juan and his grandfather doing? (fixing an old engine)
- What was wrong with it? (broken part)
- What did Juan want to do to find the part? (look on the Internet)
- What did his grandfather say? (he doesn't have a computer or call the hardware store)
- What did the man at the hardware store say? (the machine was discontinued or he couldn't get the part)
- What did Juan do that night? (look on the Internet)
- What did Juan find? (a man in Michigan sold parts for the engine)
- What did the grandfather say? (that Juan had taught him something or that maybe he needed to learn to Google)

Interpretive question: Why did the grandfather say that Juan had taught him something?

Acceptable answer: Yes No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (4SB)

Assessing and Activating Background Knowledge

Here is a story about Alaska. What do you know about Alaska?

Adequate Inadequate

Motivating Statement Read the story to learn about the purchase of Alaska and what that state is like.

LAND OF MANY RICHES

In 1869, American Secretary of State William Seward did something that many people thought was foolish. He bought a huge piece of land called Alaska. He bought Alaska for only two cents an acre from a country called Russia. But many people thought the purchase was a waste of money. To them, Alaska was just a useless land of rocks, snow, and ice.

However, the following years have proved these people wrong. What was found in Alaska has made the purchase worthwhile. Much of the land in Alaska is covered by forests. The trees are cut and sold to all parts of the world. Oil has been found in Alaska.

The sea around Alaska is full of fish. Codfish, herring, crabs, and shrimp live there. They are caught and sold to the rest of the United States and the world. Alaska has been worth much more than it cost because much has been found there. (155 words)

Unprompted Memories

Please retell the story.

- in 1869, Secretary of State Seward
- did something people thought was foolish
- bought the land called Alaska
- for two cents an acre from Russia
- people thought it was a waste of money
- Alaska useless land of ice, snow, and rock
- time proved them wrong
- purchase was worthwhile
- trees cover land
- they are cut and sold around the world
- oil was found in Alaska
- surrounding sea full of fish
- among these are codfish, herring, crabs, and shrimp
- caught and sold all over world
- Alaska worth more than its cost

Comprehension Questions

- Who purchased Alaska? (Secretary of State Seward)
- What did many people think of the purchase? (very foolish)
- How much did Alaska cost? (two cents an acre)
- From what country was Alaska purchased? (Russia)
- Why did people say Alaska was useless? (covered with snow, rocks, and ice)
- What do they do with the trees? (cut and sell all over United States and world)
- What do they do with the fish? (sell them all over the world)
- Why was Alaska worth more than its price? (all that was found or trees, oil, fish)

Interpretive question: *Why is it important for a country to have different kinds of riches (or natural resources)?*

Acceptable answer: Yes No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

Excerpt from "Land of Many Riches." *Full Circle*. C.B. Smith & R. Wardhaugh (1980). Page 138. ISBN 0-02-128730-9. Used by permission of McGraw Hill.

GRADED PASSAGE (5SA)

Assessing and Activating Background Knowledge

Here is a passage about Bambi and deer. What do you know about Bambi? What do you know about deer?

Adequate Inadequate

Motivating Statement Read the passage and learn about how deer can be a problem.

BAMBI'S MOTHER AND HUNTING

Bambi is a children's story that was made into a Walt Disney movie. In the story, Bambi is a baby deer who plays with other baby forest animals. When Bambi is almost grown, a hunter shoots Bambi's mother, and Bambi goes to live with his father.

In real life, deer have caused many car crashes when they try to cross a road. This is especially true at night when drivers cannot see as well. People have been hurt and some have died because of these car crashes. If too many deer live in an area, it can cause problems. Besides causing car crashes, deer can also cause property damage. They eat people's plants and gardens. Having too many deer in an area is not good for either people or the deer. Too many deer is one reason states allow hunters to get a license to shoot deer.

People who like deer do not want hunters to shoot them. They say, "This is like shooting Bambi's mother." Others say, "Bambi's mother could get killed on the highway." No one seems to have an answer to this problem. (186 words)

Unprompted Memories

Please retell the story.

- Bambi is a children's story
- Bambi is a deer
- Bambi plays with other animals
- a hunter shoots Bambi's mother
- Bambi goes to live with his father
- in real life deer cause problems
- deer cause car crashes and property damage
- hunting helps control the number of deer
- hunters get a license to shoot deer
- some people do not want hunters to shoot deer
- some people say that shooting deer is like shooting Bambi's mother
- others say she could be killed on the highway
- no one has an answer to this problem

Comprehension Questions

- Who was Bambi? (a deer or children's story)
- What happened to Bambi? (his mother was shot or went to live with his father)
- In real life what do deer do? (cause car crashes or property damage)
- How do deer cause car crashes? (crossing the road)
- What else can deer do? (eat people's plants and gardens)
- Why do some states have hunting licenses for deer? (there are too many deer)
- What do some people say hunting deer is like? (shooting Bambi's mother)
- What do other people say might happen to deer? (killed crossing the highway)

Interpretive question: What other reason besides having too many deer do states allow hunters to get a hunting license?

Acceptable answer: Yes No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (5SB)

Assessing and Activating Background Knowledge

Here is a story about a man who needs glasses. Why is it so important to wear glasses if needed?

Adequate Inadequate

Motivating Statement Read the story to learn about what happened to Carlos and the effect of eyeglasses on reading.

NOT IN THE MOOD TO READ

Have you ever heard someone say, "I used to like to read, but now I am not interested in reading?" Carlos used to say that. Then one day he found that he could not read the small print on a medicine bottle. Carlos had his eyes tested, and he was told he needed glasses. The day Carlos put them on, he stopped at a paperback bookstore and bought a sports magazine, a paperback mystery, and a newspaper. Carlos's eyes had never hurt, so he hadn't thought about needing glasses. It seemed good to be reading again. Carlos had forgotten how much he enjoyed reading.

There are many people, both children and adults, who believe they don't feel like reading or doing close work. Their vision is poor, but they do not know that they are having problems with their sight. However, there are others who know they should wear glasses but don't want to wear them. They think glasses may not be attractive. This is not necessarily true. Glasses now have such nice-looking frames that some people wear them who don't need them! In fact, the lenses in their glasses are just plain window glass. (196 words)

Unprompted Memories

Please retell the story.

- some people not interested in reading
- Carlos used to say that
- could not read medicine bottle
- eyes tested and needed glasses
- stopped at store and bought magazine and books
- some people believe they don't like reading
- reason is vision is poor
- others have glasses but don't wear them
- glasses now are attractive
- some people wear them who do not need glasses
- lenses are just plain glass

Comprehension Questions

- What do some people say about reading? (they used to like to read but don't read anymore)
- What happened to Carlos one day? (he couldn't read the label on a medicine bottle)
- What was Carlos told he needed? (glasses)
- After he got his glasses, what did Carlos buy? (a paperback mystery, a sports magazine, and a newspaper)
- Why did Carlos think that nothing was wrong with his eyes? (his eyes didn't hurt him)
- Why do some people probably not like to read? (they have problems with their eyes)
- Why do some people dislike glasses? (they think they are unattractive)
- Why do some people have window glasses instead of lenses? (they like the looks of glasses but don't need to wear them)

Interpretive question: *Why is reading a hobby enjoyed by people with good eyesight?*

Acceptable answer: Yes No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (6SA)

Assessing and Activating Background Knowledge

Here is a passage about volcanoes. Tell me what you know about volcanoes.

Adequate Inadequate

Motivating Statement Read the passage and learn about volcanoes and how they are created.

VOLCANOES

Have you seen pictures of a volcano erupting? Volcanoes can be awesome sights as they spew gas, rocks, and lava into the air. Eruptions are acts of nature and caused by powerful forces within the Earth. Deep inside the Earth it is hot enough to melt rock. The melted rock mixes with gases and rises toward the Earth's surface and explodes where the Earth's crust is the weakest.

When the melted rock erupts, it can be very molten or it can be sticky with rock fragments that are not melted. These large rock fragments are called bombs and are spit out during the eruption. Bombs can travel in the air for miles before crashing to the Earth. During an eruption, gas is vented along with the molten rock. This gas is mostly steam; but it also contains dust, so it looks like smoke coming from the volcano's mouth.

The melted rock, or lava, flows out of the hole in the Earth caused by the eruption. Lava can flow like water until it cools down and becomes rock again. There are places on the Earth where cooled lava forms a bed of rocks stretching for miles. (198 words)

Comprehension Questions

- Where does a volcano begin?* (deep in the Earth)
- What is it like deep in the Earth?* (hot enough to melt rocks)
- What does the melted rock mix with?* (steam)
- Where does the melted rock erupt?* (at the weakest point in the Earth's crust)
- Why is the gas that is erupted the color of smoke?* (contains volcanic dust)
- What happens when the molten rock is sticky?* (rock fragments thrown off in explosion)
- What are those rock fragments called?* (bombs)
- What is lava like when it first comes out of the ground?* (flows like water)

Interpretive question: *Why can volcanoes be dangerous?*

Acceptable answer: Yes No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (6SB)

Assessing and Activating Background Knowledge

Here is a story about driver's license requirements. Why is it necessary to have a license to drive?

___ Adequate ___ Inadequate

Motivating Statement Read the story to learn more about license requirements and important information about driving.

DRIVER'S LICENSES

States vary in their requirements for a driver's license. Some will give a license to persons sixteen years of age, while others will not. Usually the consent of a parent or guardian is needed if an applicant is under eighteen.

Generally, people need to fulfill three important requirements to get a driver's license. Drivers have to prove skills in driving a vehicle and knowledge of rules and safety procedures. They also have to be physically capable of safe driving. For example, people who are nearsighted are often issued restricted licenses. This means that they must wear glasses or contact lenses when they drive.

Responsible people drive carefully to avoid hurting others or themselves. Most of us realize that having a driver's license suspended or revoked can be very inconvenient. This is especially true when driving is needed for daily commuting to work.

Some states have a system of points. This means that for every rule the driver does not obey, points are held against him or her. If a driver has too many points in a particular period, the license to drive will be suspended.

The system seems to work because people don't want to lose their driving privileges. (199 words)

Comprehension Questions

- ___ How old do you have to be in some states to get a driver's license? (16 in some states)
- ___ Whose consent is sometimes needed if the applicant is under eighteen? (parent or guardian)
- ___ What are the three requirements necessary to obtain a driver's license? (skill in driving, knowledge of rules, physically able to drive)
- ___ What is a restricted license? (for those who must wear glasses and so on)
- ___ Explain the point system used in some states. (points are counted against your license for breaking rules)
- ___ What can happen if you get too many points? (your license may be suspended or taken away)
- ___ Why is the system helpful? (keeps people thinking about their responsibility behind the wheel—people don't want to lose their license)
- ___ Why is having your driver's license revoked an inconvenience? (can't do the normal things that you would do with a license)

Interpretive question: *Why is it important to have only responsible people driving cars?*

Acceptable answer: ___ Yes ___ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (7SA)

Assessing and Activating Background Knowledge

Here is a passage about high-speed trains. What do you know about high-speed trains?

Adequate Inadequate

Motivating Statement Read the passage and learn about high-speed trains in different countries.

FAST TRAIN TRAVEL

The fastest train in the world was reported in 2010 by China. They developed a train that traveled 310 miles per hour. China is a very large country, and that makes rapid train travel especially useful over long distances. Japan was one of the first countries to develop high-speed trains. Here, too, the size of the country was a factor. Because Japan is a small country with a large population, roads with heavy car and truck traffic would take up too much space. So, Japan created the bullet train.

For several years travel by rail in Europe has been comfortable and convenient. Now several European countries are building high-speed rail links that will cross borders. Tunnels and bridges are being built to make more connections.

The United States has lagged behind other countries in developing fast, convenient rail travel. Instead more attention has been given to travel by air and by car. The United States has one high-speed rail line, the Acela Express, which runs between Washington, D.C., and Boston via New York City. Although the Acela trains are capable of running up to 150 mph (241 km/h), they average around 78 mph. More rail lines need to be built in the United States to have high-speed trains. This is because passenger trains share tracks with freight trains and the tracks are too crowded to allow high-speed trains to run. (235 words)

Comprehension Questions

- What country claims the fastest train? (China)
- Why does high-speed rail traffic work in China? (because China is a large country)
- What is another country that developed high-speed rail travel? (Japan)
- Why does high-speed rail travel work in Japan? (highways are crowded)
- What are several European countries doing? (building rail links)
- How is the United States doing compared to China and Europe? (lagging behind)
- In the United States, what cities does the one high-speed train run between? (Washington and Boston)
- What has to happen in order for the United States to have more high-speed trains? (more rail lines/tracks without freight trains)

Interpretive question: *In the United States why have we concentrated on air travel and highways?*

Acceptable answer: Yes No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (7SB)

Assessing and Activating Background Knowledge

Here is a story about getting a job. Why is a job application important in getting a job?

Adequate Inadequate

Motivating Statement *Read the story to learn more about the job application.*

THE JOB APPLICATION

Tina wanted a job in an office. A magazine publishing company had some openings, so Tina went to the personnel department. The receptionist gave her an application form and asked her to go into the next room and complete it. The form was only two pages long, but it had several parts. At the top of the first page, Tina had to write her name, address, and social security number. She was glad that she had put her social security card in her wallet. Next Tina was asked about her record of business experience. That part was easy too, except for the box that said, "Reason for separation." Tina was puzzled, but then she realized they were asking why she had lost her other job. She thought she could explain why she left, but Tina didn't know how she could write the reason in such a tiny box.

The last part of the application asked for names, occupations, and addresses of three references. Tina could not remember the addresses of her references. She didn't know whether to leave that part blank or come back later. Then she had a better idea. Tina used the telephone directory to find the correct addresses. Tina decided that before she applied for any more jobs, she would write down the kind of information needed on applications and take it with her. (227 words)

Comprehension Questions

- Where did Tina apply for a job? (at a magazine publishing company)*
- What did the receptionist tell Tina to do? (go to next room and fill out application form)*
- On the first page, what information did Tina have to know? (name, address, and social security number)*
- What else was she asked about? (record of business experience)*
- Why was this a problem? (first she couldn't understand the question; then she couldn't explain the reason in such a small space)*
- What did the last part of the application ask for? (three references)*
- How did she find the addresses? (looked in the phone book)*
- What will she do from now on when she applies for a job? (write down information needed and take it with her)*

Interpretive question: *If a box on a form is too small, what might an applicant do to provide complete information?*

Acceptable answer: Yes No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (8SA)

Assessing and Activating Background Knowledge

Here is a passage about firefighters. What do you think firefighters do?

Adequate Inadequate

Motivating Statement Read the passage and learn about firefighters and ideas on becoming one.

FIREFIGHTERS

Firefighters are called “first responders” because they are often the first to arrive at an emergency. While they are normally called to put out fires, many other situations require their help. They may be called for medical emergencies, traffic accidents, oil spills, or forest fires.

Firefighters require skills and training. Entry-level workers have a high school diploma and are 18 years old or older. Recruits receive training for several weeks. This training may take place at large fire departments or at community colleges. Recruits study firefighting methods, fire prevention, building codes, first aid, and hazardous materials control. They also learn about using hoses, ladders, chain saws, and fire extinguishers. The training courses vary in length of time. Some training courses at large fire departments meet every day for a month. Others at community colleges meet twice a week for a half a year.

There is much competition for entry-level jobs as firefighters. However, special training can help one find a job. Emergency medical technicians and paramedics are also needed. Some paramedics can earn an average of \$78,000 a year. (181 words)

Comprehension Questions

- Why are firefighters called first responders? (first to arrive at an emergency)
- What situations, other than a fire, may require their help? (medical emergencies, traffic accidents, oil spills, or forest fires)
- How old do firefighters have to be? (18 years or older)
- How much education must entry-level firefighters have? (high school diploma)
- How long will recruit training take? (several weeks)
- Where will recruits train? (at large fire departments or at community colleges)
- What do recruits study? (firefighting methods, hoses, and chain saws)
- What kind of competition is there for becoming a firefighter? (intense)
- How long will training courses at community colleges meet for? (twice a week for half a year)
- How much money can paramedics be paid a year? (up to \$78,000)

Interpretive question: Why do firefighters have to study control of hazardous materials?

Acceptable answer: Yes No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (8SB)

Assessing and Activating Background Knowledge

Here is a story about filling out a job application for a factory. What kind of information do you think was asked for?

___ Adequate ___ Inadequate

Motivating Statement *Read the story to learn about the job application form.*

A NEW JOB

Maria was interested in a job in a canning factory. She did not have much work experience, but her brother had a good job in the factory as a supervisor. Maria remembered that he had not had any experience when he started to work there.

At the personnel office, Maria was given an application form to fill out. There was a section that listed several physical problems such as rheumatism, dermatitis, and back trouble. Maria had not heard of some of the conditions, but she decided that if she didn't know what they were, she didn't have a problem with them.

Next, Maria had to check the times she was willing to work: day shift, second shift, or third shift. Because she was taking a class in adult education in the evening, she decided to check day shift and third shift. Maria hoped for the day shift, but she realized that, as a new employee without seniority, she would probably get the third shift.

Finally, Maria filled in the part of the form that asked about apprentice training. She had just finished a vocational training program that had given her some experience, so she was happy to fill in that part.

When Maria returned the completed form, she was told that she would be notified within two weeks about her employment with the company. (224 words)

Comprehension Questions

- ___ *Where did Maria want to work?* (in a canning factory)
- ___ *Who did she know that worked there?* (her brother)
- ___ *What might hinder Maria in getting the job?* (no experience)
- ___ *What was Maria given at the personnel office?* (an application form)
- ___ *What trouble did Maria have in filling out the form?* (hadn't heard of some of the physical conditions)
- ___ *What times did Maria say she was able to work?* (day and third shift)
- ___ *Why was she restricted in the times she could work?* (she took an adult education class in the evening)
- ___ *What experience did she have to add to her application?* (she had just finished a vocational training program)
- ___ *How long would it be before she was notified about the job?* (within two weeks)
- ___ *What is seniority?* (length of time you have been with a company)

Interpretive question: *Why is it important to be flexible with time when applying for a new job?*

Acceptable answer: ___ Yes ___ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.