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Carlo, or, Kindness Rewarded

Read the story below.

Ida was a kind-hearted girl, and one day when crossing a bridge, she saw two boys on the stream, trying to drown a little dog. So, she ran to the shore, and crying loudly, "Oh! How can you be so cruel to that poor little dog?" The boys looked at her in wonder, and one of them said, "Father told us to drown it." The dog had reached the bank, crept toward Ida. "Poor little fellow," she said, patting his head, "Will you give him to me?" "Yes," said the boys, "You may have him and welcome." Ida thanked the boys and ran home. "Oh! Mamma," she cried, "look at this dear little dog; two boys were trying to drown him and I asked them to give him to me. May I keep him, Mamma?" "My dear child," said Mrs. Mason, "I am very glad to hear that you saved the little dog from pain."



Answer each question.

1. What did Ida see when she was crossing the bridge?

2. Why did the boys drown the little dog in the stream?

3. Did the boys give the dog to Ida?

4. What did Ida's mother say when she heard the story?

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9 7807327 41717
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Page 1 of 1

Christmas in India



Compared to other religious festivals, Christmas is quite a small festival in India. Midnight mass is a very important service for Christians in India, especially Catholics. The whole family will walk to the mass and this will be followed by a massive feast of different delicacies, (mostly curries) and the giving and receiving of presents. Churches in India are decorated with Poinsettia flowers and candles for the Christmas Eve Midnight Mass service.

Instead of having traditional Christmas Trees, a banana or mango tree is decorated. Sometimes people use mango leaves to decorate their homes.

Christians in Mumbai often display a manger in a front window. Also families go to great lengths to hang giant paper lanterns, in the shape of stars, between the houses so that the stars float above you as you walk down the road. Every household also makes sure that they have a stock of home made sweets ready for visitors.

In India, Father Christmas or Santa Claus delivers presents to children from a horse and cart. He's known as 'Christmas Baba' in Hindi.

Read the information above and answer the questions.

1. What is Santa Claus known as in Hindi?

2. Name two trees that are decorated at Christmas in India.

3. What do Christians in Mumbai often display in their front window?

4. What do people in India give to visitors at Christmastime?

a Sweets	b Rice
c Fruit	d Chocolate

The Assessment of Reading Comprehension

Considerations and Cautions

Lynn Saylor, PhD; Donna Caccese, PhD; Barbara Wise, PhD

This article discusses the main purposes of reading comprehension assessment and identifies the key forms of good assessment. The article also identifies pitfalls that clinicians and educators should avoid in their use of reading comprehension tests and discusses the impact of the test on the test taker. The authors also discuss the impact of test anxiety, test-taking strategies, and test-taking skills on reading comprehension scores. The authors also discuss the impact of test anxiety, test-taking strategies, and test-taking skills on reading comprehension scores.

PURPOSES of reading comprehension assessment vary widely. Correspondingly, assessment tools and activities can take many forms, ranging from statewide "high stakes" assessments, to district or schoolwide paper and pencil silent reading tests, to formal tests administered individually as part of diagnostic protocols, and to dynamic qualitative assess-

ments of how deeply an individual student understands a particular curriculum-related selection. When preparing to conduct assessments, most clinicians and educators are aware of the need to guide their choice of appropriate quantitative measures of language and functional reading skills with standard psychometric criteria for judging reliability and validity (Kunz & Libman, 1997). They may be less knowledgeable about implications of recent theoretical developments in reading comprehension theory (e.g., Kintsch, 1998) for judging construct and content validity of reading comprehension assessments. In particular, examiners should be cautious about assuming that content validity is present simply because reading passages for measuring comprehension have been selected from grade-level curricula or evaluated with traditional readability formulas. Such simplistic approaches do not necessarily yield assessment tools with the anticipated properties. Clinicians and educators need sophisticated strategies to evaluate and interpret reading comprehension passages, using criteria that reflect the state of the discipline.

Consequently, this article first examines the expanded purposes of reading

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