



Reading Comprehension Worksheet

Grade 10

Answer Key

Remarks to the Graduating Class: Choosing What We Carry Forward

Members of the graduating class, families, and friends: four years ago, most of you walked through these doors as strangers to one another, carrying backpacks heavier than you expected and futures you could not yet picture clearly. Tonight, you walk out carrying something different, and I want to talk with you honestly about what that something actually is.

It is easy, on a night like this, to talk only about achievement: the grades earned, the awards collected, the acceptance letters opened with shaking hands. Those things matter, and you should be proud of them. But if achievement were the only thing worth carrying forward, I would not be standing here tonight. I would simply hand you your diplomas and let you go. Instead, I want to ask you a harder question: what will you do with what you have learned, once no one is grading you for it anymore?

Consider Elena Ruiz, a member of this very class, who spent her Saturday mornings for three years tutoring elementary students who were struggling to read, not because a teacher required it, not because a college application demanded it, but because she believed every child deserved someone in their corner. No test measured that choice. No transcript reflects the hours she gave. And yet I would argue that what Elena built in those Saturday mornings matters more than any single grade she ever earned.

So I will leave you with this. Somewhere in the next four years, in the next forty years, you will face a moment when doing the right thing costs you something: time, comfort, popularity, or ease. In that moment, I hope you remember that character is not built in the grand, dramatic moments life occasionally offers us. It is built in the ordinary Saturday mornings, when no one is watching and no one will ever know, except you. That is what I hope you carry forward tonight, more than any diploma, more than any grade.

Congratulations, graduates. Go build something worth being proud of.

Circle the Correct Answer

1. What does the speaker argue matters more than achievement alone?

Answer: b) What graduates do with their knowledge once no one is grading them

2. Who does the speaker use as a specific example, and why?

Answer: b) Elena Ruiz, a classmate who tutored children without being required to

3. According to the speech, where is character actually built?

Answer: b) In ordinary moments when no one is watching

4. What is the speaker's final piece of advice to the graduates?

Answer: b) To remember character is tested in small, unwatched moments, and to build something worth being proud of

True or False

5. The speaker claims achievement is the only thing worth celebrating.

Answer: False

6. Elena Ruiz tutored students because a college application required it.

Answer: False

7. The speech ends by encouraging graduates to build something worth being proud of.

Answer: True

Fill in the Blank

8. The speaker says character is built in the ordinary Saturday _____, when no one is watching.

Answer: mornings

9. The speaker says achievement matters, but asks a _____ question about what graduates will do with what they learned.

Answer: harder

Think and Explain

10. Identify one rhetorical strategy the speaker uses to connect with the audience (for example, a rhetorical question, a specific anecdote, or repetition) and explain how it strengthens the speech's message.

Sample answer: Accept reasonable answers identifying strategies such as the rhetorical question 'what will you do with what you have learned,' the specific anecdote about Elena Ruiz, or the repeated phrase 'carry forward,' explaining how

each makes the abstract idea of character more concrete, memorable, or emotionally resonant for the audience.

11. What is the central claim of this speech, and how does the speaker support it? Evaluate whether the evidence used is persuasive, and explain your reasoning.

Sample answer: Accept reasonable answers identifying the central claim as the idea that character, demonstrated through unwitnessed choices, matters more than measurable achievement, supported primarily through the specific anecdote about Elena Ruiz. Students should offer a reasoned evaluation, for example noting that a single anecdote is emotionally persuasive but limited as broad evidence, or that its specificity makes the abstract claim more convincing to a graduating audience.