

## Reading and Responding

### The Run

*by Erin Bregman*

Marc had been dreaming about something, something he couldn't remember when he woke up. He looked out the window at the rising sun, and realized that the day had come. He knew that today he would see the mountain with three peaks. "It's today. Today, I run," he told himself in wonder. He didn't know how he knew.

He jumped out of bed and dressed in running clothes, grabbed a pair of socks and went into the living room where the shoes were kept. The running shoes had never been worn. His first day of high school, his dad had taken him to buy them for the Run. That was three years ago, but nobody ever knew when his Run would come. Marc's father thought it best to buy the shoes early. Everyone could tell at least one sad story, the story of a young person whose Run had come, but the person didn't have shoes or somehow wasn't ready or even was afraid to go on the Run and had stayed at home. These people were rarely seen because they didn't like to leave their homes. They might be sighted late at night, wandering the city, still in their childish clothes, still with a childlike, frightened look on their faces, a look of lost opportunity and missed chances.

The Run was more than an opportunity. The Run was the path from childhood to the mysterious realm of responsibility and power and knowledge.

Marc didn't know anyone who had missed the Run. From the time he was only a toddler and could barely walk, let alone run, he had pestered his parents: What was it like? How did you know? When? But all they ever said was, "Wait and see. You'll find your own way. Wait and see."

He opened the box, and took out the shoes, fresh with the scent of new leather, the white laces blindingly clean. Taking a deep breath, he slipped on the first shoe. He was glad his father had thought to buy the shoes with room to grow. Relieved that it still fit, he laced it tightly. As he was knotting the second set of laces, his mother appeared. She looked at the shoes and smiled. "Today?" she asked, even though she knew the answer.

"Yes." Marc was surprised by the way his voice quivered. He felt alert and more alive than ever, as if poised for something tremendous. He didn't know what was ahead, but he felt wound up like the toys he used to wind tightly before sending them spinning through the house. He was ready.

"Good luck." His mother kissed him on the cheek. "Don't worry about how long it takes. That's not what's important. Take your time. And remember, go your own way. Don't follow anyone. This is your own Run, no one else's."

Marc nodded.

"And send word when you get there," his mother said, almost as an afterthought.

Marc slipped out of the house and hit the street running.

As if propelled by an unseen force, he ran toward the park. He used to go there all the time, but he hadn't been there to play in years. As he jogged, he tried to recall his childhood memories. He remembered the immense swings on gargantuan chains that let him swing all the way to the sky, so high that he was scared to jump off in mid-flight. And the slides—gleaming aluminum metal strips that stretched all the way down what had seemed to be a mountainside. His mom would always bring waxed paper to sit on, and Marc would speed down that slide, flying, it felt, down the mountain at the speed of light.

When he arrived at the park, Marc was disappointed. The swings were not nearly as tall as he remembered. Thinking he'd swing on them anyway, he grabbed the chains. But a little boy shouted, "Stop! You can't sit there, you'll break it!"

Abashed, Marc went to the slides. Like the swings, the slides had changed. They were much shorter. What had seemed like a mountainside was not steep at all. He wanted to slide down anyway, but a little girl barred his way.

"You can't slide here," she told him. "You haven't got any waxed paper."

"Can't I just--"

"No!" She was serious.

He was no longer welcome at the park. Marc didn't know that this, too, was part of the experience of the Run. He was leaving behind his childhood. He was leaving behind the park, the swings, and the slide. He was going on.

He turned from them and ran, feeling as if he were flying. Faster and faster he ran, turning left, right, then left again. He slowed down and looked at where he was, not recognizing anything. "I'm lost," he told himself.

"Hey." Someone was behind him. Turning around he saw a boy who seemed a little older than he. "This way," the boy said, and started running. Marc figured the boy must know where he was going, and followed. After all, he was older. Their run was entirely downhill, which made it effortless. Maybe too effortless. Marc started to feel uneasy. They reached the ocean, and the boy pointed. "There." Crowds of people their age were jumping and swimming in the waves.

"Come on," the boy said, leading the way to the beach. The boy removed his shoes and dove into the water.

Marc wondered if it were possible that his Run was so short. And where were the mountains? The boy kept motioning, so Marc followed him into the crowds and the waves, but kept his shoes on.

The waves slapped happily against the shore. Marc didn't mind the cold water or his wet shoes. He had a nagging feeling that this wasn't the right way, but he was having too much fun to leave. The waves became bigger, and the sound of the pounding surf became louder. Once playful, the waves loomed dangerously. "Do you think we should get out?" he yelled to the others nearby, but they didn't respond. They were staring at something behind him. Turning, he saw what they did; an enormous wave was bearing down upon them. If they stayed where they were, it would crush them. There wasn't enough time to get back to shore, so they struggled through the water toward the wave, hoping to dive through it to safety.

Marc dove just as the wave broke and was thrown down to the sandy floor. Holding his breath, he struggled toward the surface, only to hit the ocean floor once more. He swam as hard as he could, lungs bursting. Finally, he reached the surface, gasping. He was far away from the others. Lifeguards swarmed into the tide, helping the others to shore. Marc clambered onto a dune, relieved that his shoes had stayed on, despite the force of the wave. What would he have done if he had lost one? He pictured himself back at the park, not having run, trying to swing and getting pushed away by the children.

When he stood, he remembered the mountain.

The sun rose higher. Marc had wasted time by diverging from his Run. He tried to make up time, but was soon tired. Walking into a town he didn't recognize, he saw five men, dressed in business suits, on the steps of an office building. Marc approached them.

"Excuse me," he said, "Do you know how I might get to a mountain with three peaks, and yellow trees lining its base?"

“I don’t know,” one of them replied. “When I was in your shoes, I wasn’t looking for a mountain. Even if I could help, it’s not my place.” The others nodded. “We can’t help you,” volunteered one man. “You’re on your own Run,” said another. “Don’t worry,” the first man said reassuringly. “You’ll do fine.” They went on their way, and Marc was alone.

Marc sank to the curb. He knew his destination. He knew it as surely as he had awakened with the knowledge that today was his Run. But now—how to get there? Which direction did he take? He looked at the intersection, bewildered. He could go in four different directions. Each would take him somewhere. But which would take him to the mountain?

The light at the intersection turned green. “Forward,” thought Marc. He recalled his mother’s advice. “My own way,” he reminded himself. He went with the green light and followed the street out of town and down a dirt road that wound through the countryside. By nightfall he could feel his muscles trembling from exertion, but was spurred on by the sight of a mountain in the distance, with three peaks poking through the highest clouds. It was much farther away than he had imagined, but at least he knew the way.

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	1.1
<p>Introduction to Students:</p> <p><b>This skill requires you to identify a specific type of figurative language. Writers use figurative language in order to bring images and feelings to the reader’s mind and to give their writing additional meaning. Two kinds of figurative language are metaphors and similes:</b></p> <p><b>metaphor: a comparison of two things or ideas that may not seem alike</b></p> <p><b>This sentence uses a sea-faring metaphor to show how the players felt.</b></p> <ul style="list-style-type: none"> <li>• <b>The <u>hope buoying up the hearts</u> of the players was rewarded when the ball <u>sailed</u> into the basket.</b></li> </ul> <p><b>simile: a comparison (also of two things that may seem dissimilar) that uses <u>like</u> or <u>as</u></b></p> <p><b>This sentence compares the runner’s hope of winning to a magnetic force.</b></p> <ul style="list-style-type: none"> <li>• <b>The prospect of winning the race was <u>like a magnetic force that pulled</u> the runner toward the finish line.</b></li> </ul>		

### “The Run”

1. If you answered A, B, or C, think about what distinguishes different kinds of figurative language. How are different kinds of figurative language used? Which kind of figurative language is used in this phrase?
  - A. personification. (What is the problem with this answer? Personification is the technique of giving human characteristics to an object. Which literary device uses the word like?)
  - B. metaphor. (What is the problem with this answer? Like a simile, a metaphor does involve using a thing or idea to represent another that might not seem similar at first. However, a metaphor does not use the word like. Look at the other answer choices.)
  - C. allusion. (What is the problem with this answer? A writer makes an allusion by referring indirectly to a thing or an idea. In this phrase, the author makes a direct comparison.)
  - D. simile. (Correct. A simile is a comparison that uses like or as. This is the best answer.)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.1 Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., context clues, affixes, etymology, dictionary, thesaurus)	1.2

Introduction to Students:

**This skill requires you to figure out the meaning of an unfamiliar word. There are several ways you can figure out the meaning of a new word. The best strategy may be to look up the meaning of the word in the dictionary or a thesaurus. However, if you do not have immediate access to a dictionary, you can often determine the meaning of a word by looking for clues in the sentence or paragraph in which the word appears. Then try replacing the word with your definition of the word and see if it makes sense.**

### “The Run”

2. If you answered A, C, or D, look back at the fourth sentence in paragraph 11. Which word in the sentence is a clue that helps you know what gargantuan means?
- A. iron. (**What is the problem with this answer?** Read the rest of paragraphs 11 and 12 for context clues that will help you find the meaning of this word.)
- C. shiny. (**What is the problem with this answer?** When you look at the sentence in which the word gargantuan appears, you also see the word immense, which refers to the swings. What does immense mean?)
- D. strong. (**What is the problem with this answer?** Think about what is happening in the story. Marc is visiting a playground where he used to play as a child. He remembers how the swings appeared to him when he was a child. How can this knowledge help you figure out what gargantuan means?)
- B. large. (**Correct. In this part of the story, Marc is visiting a playground he hasn't seen since he was very young. When he was younger, the chains seemed huge because he was small. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.4 Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations across texts	2.1
<p>Introduction to Students:</p> <p><b>This skill requires you to distinguish facts from opinions. Facts are always true and verifiable; facts can be checked. Opinions are statements or beliefs that may be true for one person and not true for another.</b></p> <p><b>Adjectives often provide the clues that tell you which statements are facts and which are opinions. Adjectives describing traits that can be verified or measured, such as color, weight, or height, tell you that the statement is a fact. However, an adjective describing a quality that cannot be measured, such as goodness or kindness, reveals that the statement is most likely an opinion.</b></p> <p><b>Here is a fact:</b></p> <ul style="list-style-type: none"> <li>• <b>Ethan volunteers as a tutor at an after-school program. (This can be verified.)</b></li> </ul> <p><b>Here is an opinion:</b></p> <ul style="list-style-type: none"> <li>• <b>Ethan is a good person. (This describes a quality that cannot be measured.)</b></li> </ul>		

### “The Run”

1. If you answered A, B, or C, think about what distinguishes a fact from an opinion. Which answer choice is an opinion?

- A. “His mom would always bring waxed paper to sit on.” (**What is the problem with this answer?** If the story were true, we could find out if Marc’s mother actually would do this. This statement is a fact.)
- B. “The boy removed his shoes and dove into the water.” (**What is the problem with this answer?** People observing the boy could tell if this happened. This is a fact.)
- C. “When he stood, he remembered the mountain.” (**What is the problem with this answer?** We could check to see if Marc really did remember. This is a fact.)
- D. “Even if I could help, it’s not my place.” (**Correct. In this statement, the man is giving Marc his opinion about why he can’t help Marc find his way to the mountain. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	2.2
<p>Introduction to Students:</p> <p><b>This skill requires you to identify and analyze literary techniques, such as dialogue, foreshadowing, irony, and flashback. Writers use these techniques to give the story structure, reveal information about the characters or the plot, advance the events of the plot, and emphasize the theme, or central idea.</b></p> <ul style="list-style-type: none"> <li>• <b>dialogue: conversation between two or more characters</b></li> <li>• <b>foreshadowing: giving hints about events that occur in the future</b></li> <li>• <b>flashback: narrating, or telling about, events of the past in the present time of the story</b></li> <li>• <b>irony: There are two kinds of irony, verbal (having to do with words) and situational (having to do with circumstances). Verbal irony involves meaning the opposite of what is said. For example, a character might say it is a beautiful day when he is actually irritated by the rain. In situational irony, a character experiences some kind of meaningful reversal. For example, a character might laugh because someone slips on a banana peel, only to find himself slipping and falling moments later.</b></li> </ul>		

### “The Run”

2. If you answered B, C, or D, think about what the exchange accomplishes in the story. Then think about different literary devices and how you can identify them.
- B. foreshadowing. (What is the problem with this answer? Foreshadowing is the technique of giving clues about something that will happen later in the story.)
- C. irony. (What is the problem with this answer? You can tell that irony is used because words mean the opposite of the actual meaning, or because characters experience some kind of meaningful twist.)
- D. flashback. (What is the problem with this answer? Flashback is the technique of narrating past events in the present time.)
- A. dialogue. (Correct. Dialogue shows the words that are spoken by characters in a story. Dialogue is set off using quotation marks. This is the best answer.)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	3.1
<p>Introduction to Students:</p> <p><b>This skill requires you to draw conclusions and make a prediction based on what you have read. When you draw conclusions about your reading, look back at the story or article and find information and evidence that supports your ideas. What information in the story leads you to believe that your conclusion is correct?</b></p>		

### “The Run”

1. If you answered A, B, or D, look back at paragraphs 2 and 3. What seems to have happened to other characters who did not complete their Runs?
  - A. He would have remembered his dream. **(What is the problem with this answer?** This event might have happened, but it is not the most likely answer. Read paragraph 2 again to help you answer this question.)
  - B. He would have run the following day. **(What is the problem with this answer?** Think about why Marc’s Run is significant. Look at paragraph 3. What is the Run?)
  - D. He would have gone to school. **(What is the problem with this answer?** Although this event might have happened, we cannot tell from the information in the story whether it would have happened or not. What does the information in the story lead us to believe about what would happen to Marc if he does not complete his Run?)
  - C. He would have remained a child. **(Correct. This information can be found in the second paragraph, where people who did not go on their Runs were seen wearing childish clothes and with childlike looks on their faces. Additionally, the third paragraph states that the Run was the path from childhood to adulthood. This is the best answer.)**

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	3.2

Introduction to Students:

**This question asks you to consider what will happen to a character after the story has ended. For this type of question, it is helpful to step back and think about the overall meaning of the story. Ask yourself questions that will help you understand the story as a whole:**

- **What is the central idea of the story?**
- **What lesson does the main character learn?**
- **How does he learn this lesson?**
- **Why is this lesson important?**

## “The Run”

**2. Think about the purpose of the Run and why it is important for young people to go on a Run. What will Marc probably learn upon reaching his destination?**

**Example of a 2-point answer:** He will learn about how to grow up and how to become an adult. You can tell this is true because the people who did not go on their Runs remained like children because they were “in their childish clothes, still with a childlike, frightened look on their faces.”

**This answer is complete and correct.** This answer explains what Marc will learn, giving supporting information from the story.

**Example of a 1-point answer:** He will learn about going his own way.

**This answer is correct, but it is not complete.** This answer is partial; it does not fully explain what Marc will learn, nor is there adequate support from the story.

**Example of a 0-point answer:** He will get to the mountains.

**This answer is not complete or correct.** This answer does not address the question.

## Reading and Responding

### The View from the Top

The view from the top of Antarctica is ice—miles and miles of ice. Only 800 miles from the South Pole, Mount Vinson (or Vinson Massif), is the tallest mountain on the continent of Antarctica. But to Joby Ogwyn, the view represented a remarkable achievement. Joby had never climbed in such cold weather, but he braved the cold of Antarctica for the grueling three-day climb. His efforts were rewarded: on December 9, 2000, Joby became the youngest mountaineer to have climbed all of the mountains that make up the Seven Summits. He was only twenty-six years old.

Joby grew up in the low-elevation region of Shreveport. How did a Louisiana native, such as Joby, become interested in the Seven Summits, the grand challenge of mountaineering? After all, Louisiana has much to offer, but it's not famous for its mountain peaks.

Joby once said that he had always been known as someone who liked to go his own way. With little experience as a mountaineer, Joby decided to tackle Mount Kilimanjaro, the tallest mountain peak in Africa, when he was only eighteen years old. This first climb fueled Joby's imagination. He took a trip to Bolivia to learn more about the sport of mountain climbing. There he met up with other, more experienced climbers. The more he learned, the more he liked about mountain climbing, and his dream of climbing the tallest peak on each continent was born. Joby has said that he was inspired by the fact that so few people—fewer than 100—had climbed the Seven Summits.

The pinnacle of achievement and the stuff of legends to mountain climbers, the Seven Summits are a climbing circuit that include the tallest mountains on each continent in the world: Kilimanjaro in Tanzania, Denali (or Mount McKinley) in Alaska, Mount Vinson in Antarctica, Elbrus in Russia, Aconcagua in Argentina, Carstensz Pyramid in Oceania, and Mount Everest in Nepal.

In 1999, at the age of twenty-four, Joby became the youngest American climber to scale the summit of Mount Everest. At its peak of more than 29,000 feet, Mount Everest is the highest mountain in the world. Joby was the only climber in his expedition to reach the summit during that climb.

Climbing rocky, snowy mountains in bitter cold is not an undertaking for the faint of heart. In this dangerous sport, the consequences of a misstep could be disastrous. It's no wonder climbers take a serious and determined approach to training. Mountain climbers embark on rigorous training programs in order to build the stamina, lung capacity, and muscle strength necessary for climbs of 15,000 feet and more. Climbers need upper body strength as well as strength in their legs, because they sometimes carry packs that equal or even exceed their own body weight. A strong lung capacity is crucial in order to withstand the demands of the high altitudes endured on a climb. And a mountain climber needs a strong heart—literally and figuratively.

When training to scale the Seven Summits, Joby's regimen included daily weightlifting, running more than five miles a day, and stair climbing. In 2000, as Joby surveyed the icy vista from Vinson Massif, he felt the excitement of knowing that he had accomplished his goal. The years of intensive training and hard work had paid off.

But records are made to be broken, and Joby's record is now being challenged by Jeff Mathy, who, at twenty-three, makes it clear that his goal is to be the youngest climber to reach the peaks of the Seven Summits. Jeff is well on his way, having climbed every peak but Mount Elbrus as of the summer of 2002.

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.3 Reading, comprehending, and responding to extended, complex written, spoken, and visual texts	4.1

Introduction to Students:

**For this question, you need to demonstrate your understanding of what you have read. You can check your understanding of what you read against the article itself. Think about these elements of an article or a story:**

- **the sequence of events, or the order in which the events occur**
- **cause and effect, or what causes something else to happen**
- **purpose, or the reason or motivation that people or characters do what they do**

### “The View from the Top”

1. **If you answered A, B, or C, look back at paragraph 3. What does this tell you about how and when Joby decided to climb the Seven Summits?**
  - A. climbed his first mountain at age eighteen. **(What is the problem with this answer?** Skim the passage to find out when Joby’s dream to climb the tallest peak on each continent was born.)
  - B. recognized that he was a free-spirited person. **(What is the problem with this answer?** Think about when Joby set his goal. What happened to make Joby want to climb the tallest mountain on each continent?)
  - C. climbed Mt. Everest at the age of twenty-four. **(What is the problem with this answer?** Joby had decided to climb the Seven Summits before he attempted to climb Mount Everest. He climbed Mount Kilimanjaro when he was eighteen. What happened next?)
  - D. traveled to Bolivia to learn about mountaineering. **(Correct. This information can be found in the second paragraph: “There he met up with other, more experienced climbers . . . and his dream of climbing the tallest peak on each continent was born.” This is the best answer.)**

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.3 Analyzing the effects of an author's life, culture, and philosophical assumptions and an author's purpose and point of view	4.2
<p>Introduction to Students:</p> <p><b>This skill requires you to determine the author's tone. Through careful reading, you can usually tell the author's attitude—how the author thinks and feels—toward the subject of an article or story.</b></p> <p><b>Here are some ways an author reveals his or her attitude:</b></p> <ul style="list-style-type: none"> <li>• <b>by choosing words to describe the subject</b></li> <li>• <b>by choosing which information to present about the subject</b></li> <li>• <b>by using certain kinds of supporting details and information to support assertions</b></li> <li>• <b>by presenting information in different ways</b></li> </ul> <p><b>For example, critical or sarcastic language reveals an author's negative opinion of his subject; however, positive language shows that the author thinks well of the subject.</b></p>		

### “The View from the Top”

2. If you answered B, C, or D, think about the article as a whole. What does the author choose to tell about Joby? What is probably the reason the author chooses to tell these things about Joby?

- B. Other climbers are likely to surpass Joby's climbing record. (**What is the problem with this answer?** This idea is brought up in the last paragraph, but it does not accurately represent the author's **overall** tone in the passage.)
- C. It is unusual for a Louisiana native to be interested in climbing. (**What is the problem with this answer?** This answer may or may not be true but does not accurately reflect the author's tone.)
- D. Dedicated mountain climbers routinely climb the highest peaks. (**What is the problem with this answer?** This is likely true—that only dedicated mountain climbers attempt the highest peaks—but it does not represent the author's overall tone. Think again about the details the author chooses to tell about Joby, and what these details reveal about the author's tone.)
- A. Joby's accomplishment is notable considering his young age. (**Correct. Throughout the passage, the author makes several references to both Joby's accomplishments and his young age; these references contribute to the overall tone of the passage. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	5.1
<p>Introduction to Students:</p> <p><b>This skill requires you to “read between the lines,” or to make an inference about the information in the article. To make an inference is to have an understanding of meaning that goes beyond the literal meaning of the words.</b></p> <p><b>When you make an inference about an idea that is not directly stated in the article, it is a good idea to check your understanding against the information that does appear. Look for supporting details that show that your understanding is accurate.</b></p>		

### “The View from the Top”

1. If you answered A, C, or D, think about what the phrase faint of heart means. Which answer choice best explains why climbing rocky, snowy mountains is not for the faint of heart, according to the information in the article?

- A. ability to train in cold temperatures. (**What is the problem with this answer?** Read paragraph 6 again to discover why the author says that mountain climbing is not for the faint of heart.)
- C. ability to avoid fainting. (**What is the problem with this answer?** Although climbers do need to be able to climb in high altitudes without fainting, this is not mentioned in paragraph 6. Think again about the phrase means. Then look again at the other answer choices.)
- D. strength to overcome any fear of heights. (**What is the problem with this answer?** The author is not referring to the need to overcome fear of heights when the author uses this phrase. Look back at the article. What in the article tells you about why mountain climbing is not for the faint of heart?)
- B. courage to withstand dangerous terrain. (**Correct.** Paragraph 6 states that “climbing rocky, snowy mountains in bitter cold is not an undertaking for the faint of heart.” The phrase faint of heart means “lacking in courage.” **This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	6.4 Analyzing various genres as records of life experiences	5.2
<p>Introduction to Students:</p> <p><b>This skill requires you to consider this article as a record of a person’s life experiences. For this question, you must make connections between a theme and the article.</b></p> <p><b>Think about what you have learned from the article.</b></p> <ul style="list-style-type: none"> <li>• <b>What have you learned about Joby?</b></li> <li>• <b>What general ideas are presented in the article?</b></li> <li>• <b>What is the central idea of the article?</b></li> <li>• <b>How does the central idea relate to Joby and what he has done?</b></li> </ul>		

### “The View from the Top”

2. If you answered B, C, or D, think about the central idea of the article and how Joby’s actions illustrate that idea.
- B. Youth and enthusiasm are more valued than age and experience. **(What is the problem with this answer?** Think about the ideas the author presents in this article. Which of the themes **best** reflects these ideas?)
- C. Excessive strength is necessary to complete any worthwhile task. **(What is the problem with this answer?** Joby did make tremendous efforts in training, but there is no indication in the article that mountain climbing requires “excessive strength,” nor that it is necessary for the completion of any worthwhile task.)
- D. Determination is a trait often found among young people. **(What is the problem with this answer?** This may be true, but this idea is not supported by the information in the article, as the article only discusses the determination of one person.)
- A. Staying committed to a goal is likely to lead to success. **(Correct. In the article, Joby set the goal of climbing to the top of the highest mountain peak on each continent, and then kept working toward his goal until he succeeded. This is the best answer.)**

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.3 Analyzing the effects of an author's life, culture, and philosophical assumptions and an author's purpose and point of view	6.1

Introduction to Students:

**To answer this question, you need to determine the author's purpose in writing the article. Here are some examples of reasons an author might write about a particular topic:**

- to interest readers in an unusual event, occurrence, sport, etc.
- to educate readers about a topic
- to document information about a particular person or topic
- to entertain readers with an amusing account

**There are many reasons an author might write an article or a story. To determine the author's purpose, it is helpful to first consider the main topic of the article, and then to think about why this topic might be important to the author.**

### “The View from the Top”

1. If you answered A, B, or C, think about the main topic of the article. What is the article mostly about? What would be the author's main purpose in writing about this topic?
  - A. motivate readers to climb mountains. (**What is the problem with this answer?** While some readers might be motivated to climb mountains after reading this passage, this is not the **main** purpose. Think about the topic of this passage. What purpose might the author have had in mind when writing about this particular topic?)
  - B. document world-record holders. (**What is the problem with this answer?** The article focuses on the accomplishments of only one record-holder, Joby Ogwen.)
  - C. encourage readers to set high goals. (**What is the problem with this answer?** The article may inspire readers, but this is not the author's main purpose in writing the article. Think again about the focus of the article. What is most likely the author's purpose?)
  - D. record the life experience of one person. (**Correct. The article is a record of how Joby Ogwyn began mountain climbing and eventually climbed to the tops of the tallest mountains on seven continents. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	6.2
<p>Introduction to Students:</p> <p><b>For this question, you need to be able to identify supporting details for an assertion made by the author. When you read an informational passage, you find that writers frequently make statements, and then go on to elaborate and explain their meaning, using facts and other details to support their assertions.</b></p> <p><b>To identify the supporting details for a particular statement, review that part of the passage. What information does the author use to support the statement?</b></p>		

### “The View from the Top”

- 2. The author refers to the Seven Summits as “the pinnacle of achievement and the stuff of legends for mountain climbers.” What facts support the use of these phrases?**

**Example of a 2-point answer:** The mountains that make up the Seven Summits include the tallest mountains on each continent in the world. Also, it takes a great deal of training and stamina to climb heights of 15,000 feet or more.

**This answer is complete and correct.** This answer gives two reasons the author uses these terms to describe the Seven Summits.

**Example of a 1-point answer:** A person who reaches even one summit is considered by many to be an accomplished climber.

**This answer is correct, but it is not complete.** This answer is partial; it offers only one reason that the Seven Summits are described in these terms.

**Example of a 0-point answer:** The Seven Summits are mountains.

**This answer is not complete or correct.** This answer does not address the question.

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	7
<p>Introduction to Students:</p> <p><b>This skill requires that you analyze and draw conclusions about the main character of the story and the subject of the article. This means that you need to compare and contrast—that is, look for meaningful similarities and differences.</b></p>		

### “The Run” and “The View from the Top”

**For an extended constructed-response (ECR) question, it is especially important to present your ideas in a logical sequence, and to use details to support and to elaborate on your answer. Choose only specific, relevant details from both passages as support.**

**Example of a 4-point answer:** Joby’s accomplishments may be considered unique because he was born and raised in Louisiana, where there are few mountains. He trained rigorously in order to reach his goal of climbing the tallest peak on each continent. Most importantly, he accomplished great goals at a young age, including climbing Mount Kilimanjaro at age eighteen, reaching the summit of Mount Everest at twenty-four, and becoming the youngest person to climb the Seven Summits at age twenty-six. In “The Run” the protagonist’s accomplishments are unique because he is going on “his Run,” and he is learning to find his own way from childhood to adulthood. The accomplishments are different in that the narrator does not know his path but will go on to find it through his inner strength and wisdom. Unlike Marc, Joby knows the path up the mountains and finds a practical way of accomplishing his goals.

**This answer is complete and correct.** This answer analyzes how Marc’s and Joby’s accomplishments are unique, includes the differences between what the two accomplished, and gives relevant supporting information from both the article and the story.

**Example of a 1-point answer:** Marc has to run for a long time, and Joby trains hard to climb mountains.

**This answer is correct, but it is not complete.** This answer needs to elaborate on the uniqueness of the accomplishments of Marc and Joby, and to give more specific supporting information in order to be complete.

**Example of a 0-point answer:** Joby and Marc like sports.

**This answer is not complete or correct.** This answer does not address the question.

## Reading and Responding

### Wish and Believe

Alexandra Kostenyuk is 18, likes poetry, and she loves sports. To keep in shape, she runs and swims, and says that she can swim 100 meters in one minute and thirty seconds. She even has her own Web site, where you can find all this information and more. So far, Alexandra sounds like a typical teen-ager. What makes Alexandra Kostenyuk really stand out from the crowd? She's the second-best female chess player in the world, or the Women's Vice World Champion, *and* she's written a book about it: *How I Became Grandmaster at Age 14*.

Known as the Russian Chess Queen, Alexandra is becoming famous, not only for her poise and playing skills, but for bringing a new glamour to her favorite sport. She has even done some modeling, although Alexandra dismisses the idea that she would pursue modeling as a career, saying that she sees modeling as a hobby.

Is her chess playing a gift, simply a natural talent with which she was blessed at birth? Or is playing chess a learned skill that she has to work hard to perfect? Who knows? Alexandra cannot even quite remember the first time she started playing chess, sometime around the age of 5 years old. By the time she was 14, she had become—and hence the title of her book—a grandmaster, the highest rank in the world of chess. According to Alexandra, she was trained by one of the best chess trainers in the world: her father. Alexandra was born and raised in Russia. Throughout her childhood, she played chess for several hours each day. Even now, after having achieved an impressive standing in the world of chess, Alexandra spends most of her weekends playing chess at a Moscow chess club.

In spite of her achievements in international tournaments, Alexandra notes that she needs improvement. She welcomes challenging games against stronger players, even if they are not easy to find. "It's more interesting," she says. Poised for even greater success as a chess player, Alexandra tells a journalist from a Russian magazine, "I can achieve anything if I want to."

She explains that she is highly competitive, and cannot understand why people sometimes fail to do their best. In the same interview, Alexandra tells a story about a relay race. She was in kindergarten, competing with a team of tiny students. One boy didn't try very hard, and Alexandra's team lost. She couldn't comprehend the boy's failure to step up to the plate. When her team lost, Alexandra wept.

According to Alexandra, the most important thing you need in order to win is the belief that you *can* win. What is Alexandra's advice to others who want to achieve a lofty goal? "Wish and believe."

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.1 Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., context clues, affixes, etymology, dictionary, thesaurus)	8.1
<p>Introduction to Students:</p> <p><b>This is a vocabulary question that asks you to find the best meaning for a word. When the word is familiar but has more than one meaning, you may want to try substituting different meanings for the word to see which meaning makes the most sense in the sentence.</b></p> <p><b>You can also often find clues to the meaning of unfamiliar words in the sentence or the paragraph in which the word appears. Clues may be given as a definition or as an example:</b></p> <ul style="list-style-type: none"> <li>• <b>Claude rode a <u>vintage</u> motorcycle, but <u>the fact that it was ancient</u> did not slow him down at all. (Here the word <u>ancient</u> defines the word <u>vintage</u>.)</b></li> <li>• <b>An <u>elite</u> athlete at the top of her game, <u>Serena Williams</u> also considers launching an acting career. (Serena Williams is an example of an <u>elite</u> athlete.)</b></li> </ul>		

### “Wish and Believe”

1. If you answered A, C, or D, re-read the last sentence of the first paragraph and look for a definition of the word vice.
  - A. grandmaster. (**What is the problem with this answer?** Read the last sentence of the first paragraph again to see if you can figure out what the word vice means as it is used here.)
  - C. female. (**What is the problem with this answer?** Alexandra is female, but that is not what the word vice means. Look again at all the answer choices.)
  - D. chess player. (**What is the problem with this answer?** Alexandra is a chess player, but the word vice has to do with her standing as a chess player. Look at the sentence. The word vice is defined for you.)
  
- B. second-best. (**Correct. In the context of this sentence, the word vice means the same as second-best. Alexandra is the second-best female chess player in the world. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	8.2

Introduction to Students:

**This skill requires you to read carefully and to make an inference from the information in the article. To make an inference is to draw a conclusion or to gain meaning that is not stated directly in the article. It is a good idea to test your inference against the evidence in the article to make sure that your understanding is correct. Look back at the article and find supporting details or examples that prove your ideas are accurate.**

### “Wish and Believe”

2. If you answered A, C, or D, look back at the fourth paragraph. What is the main idea of the paragraph?
- A. they are easy to find. (**What is the problem with this answer?** Look again at the fourth paragraph.)
  - C. it is a champion’s obligation. (**What is the problem with this answer?** This is not why Alexandra accepts games with stronger players. How might playing against better players help Alexandra?)
  - D. she can win against anyone. (**What is the problem with this answer?** Alexandra does not say that she can win against anyone. What is another reason she would want to play against a better chess player?)
- B. it will help her improve. (**Correct. Alexandra says that, in spite of her success, she still needs to play better, and that it helps her game to play against chess players who are more advanced than she is. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	6.3 Identifying, analyzing, and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, poetry, fiction, biography, autobiography, nonfiction, novels, drama, epic)	9.1

Introduction to Students:

**This question asks you to identify the characteristics of a genre. Each genre has its own characteristics that make it different from other genres. You know that stories and novels are fictional because they are about characters that don't really exist, or because the stories are about events that did not actually happen. There are different genres, or types, of fiction: mysteries, drama, tall tales, legends, and so on. There are different genres of nonfiction, too: biographies, autobiographies, essays, articles, textbooks, etc. A biography is nonfiction writing about a person's life. An autobiography is what a person writes about his or her own life.**

**When you think about the characteristics of a genre and how a work of writing fits into that genre, you can have a deeper understanding of what you read.**

### “Wish and Believe”

1. If you answered B, C, or D, think about the characteristics of different genres. What makes an autobiography different from other kinds of writing?
  - B. It is about Alexandra's life. (**What is the problem with this answer?** A biography could also be about Alexandra's life. How is a biography different from an autobiography?)
  - C. The story is unbelievable. (**What is the problem with this answer?** Alexandra's story is unusual, but not unbelievable. An autobiography does include events that actually happen.)
  - D. It develops many characters. (**What is the problem with this answer?** The article is not a fictional story, and there are not characters that are developed. Think about the differences between a story and an autobiography.)
  - A. Alexandra did not write it. (**Correct. A primary characteristic of an autobiography is that it is written by its subject. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	9.2

Introduction to Students:

**When you read, you are frequently called upon to make connections or to draw conclusions. An article might give you several facts about a person, and you may come to the conclusion that the person is talented or intelligent or hardworking. As you draw conclusions, you may want to test your conclusions against the information in the passage to make sure you have a thorough understanding of what the author intends to say. You can test your conclusions by looking in the passage for evidence to support your ideas.**

### “Wish and Believe”

**2. If you answered A, B, or C, think about Alexandra and what she has accomplished. What is important to her? What seems unimportant? What kind of person is she?**

- A. poised and glamorous. **(What is the problem with this answer?** Although Alexandra is described as having both poise and glamour, this is not the best answer. Look again at all of the answer choices.)
- B. sensitive and athletic. **(What is the problem with this answer?** Think about all that Alexandra has done, in spite of her young age. Which words *best* describe her?)
- C. humble and gracious. **(What is the problem with this answer?** Although Alexandra does seem to handle her success with humility and grace, this may not be the best way to describe her. Look again at the last two paragraphs of the article.)
- D. confident and ambitious. **(Correct. Alexandra is both confident and ambitious, as is apparent from her statement “I can achieve anything if I want to.” This is the best answer.)**

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	10.1
<p>Introduction to Students:</p> <p><b>English has many idioms that make our language more interesting. Idioms are examples of figurative language; they may be similes (comparisons that use <u>like</u> or <u>as</u>) or metaphors (comparisons that do not use <u>like</u> or <u>as</u>) that bring to mind images and meaning beyond the actual meanings of the words.</b></p> <p><b>Here are some examples:</b></p> <ul style="list-style-type: none"> <li>• <b>As soon as I fix that carburetor, we'll be <u>off to the races</u>. (We'll be ready to go.)</b></li> <li>• <b>Tom wrote up a list of tasks, so none of the tasks would <u>fall through the cracks</u>. (He didn't want the tasks to be forgotten.)</b></li> <li>• <b>Jenna was <u>up to her neck</u> in homework, so she stayed home to study. (She had a great deal of homework.)</b></li> <li>• <b>When the dog chased the duck, that bird <u>took off like a rocket</u>. (The duck moved away very quickly.)</b></li> </ul>		

### “Wish and Believe”

1. If you answered A, B, or D, look back at paragraph 5 and re-read the sentence in which the phrase “step up to the plate” occurs. What does the phrase probably mean? Is the meaning literal (the actual meaning of the words) or figurative (a meaning beyond the literal meaning of the words)?
  - A. exaggeration. (What is the problem with this answer? Exaggeration is overstatement. Look again at the sentence in paragraph 5.)
  - B. direct quotation. (What is the problem with this answer? A direct quotation has quotation marks to show the speaker. This phrase does not have quotation marks. Look at the other answer choices.)
  - D. sarcasm. (What is the problem with this answer? Sarcasm is using words to say the opposite of what is meant. However, the writer did not intend that these words mean the opposite. Think about the writer's intended meaning.)
  - C. figurative language. (Correct. The phrase step up to the plate is an idiom that uses a baseball metaphor. The phrase means to take responsibility or to rise to the occasion, and comes from the sport of baseball, in which a batter steps up to the plate in order to hit the ball. This is the best answer.)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.3 Analyzing the effects of an author's life, culture, and philosophical assumptions and an author's purpose and point of view	10.2
<p>Introduction to Students:</p> <p><b>This skill requires you to analyze the effects of the author's purpose and point of view. For this question, you need to think about the author's purpose in writing the introductory paragraph. Here are some examples of reasons an author might present information in different ways:</b></p> <ul style="list-style-type: none"> <li>• to build suspense</li> <li>• to create or sustain the reader's interest</li> <li>• to help the reader to identify with the subject</li> <li>• to portray the subject in a flattering light</li> <li>• to simplify a complicated topic</li> <li>• to emphasize unusual or interesting aspects of a topic</li> </ul>		

### “Wish and Believe”

- 2. Think about the introduction of the article. Why did the author write about Alexandra's other accomplishments before mentioning that she is a champion chess player?**

**Example of a 2-point answer:** The author mentions Alexandra's other interests before chess to show that she is a real person who is a “typical teen-ager.” The author also wants to show that she can do more than just play chess, even if she is a champion chess player. She enjoys many things, like swimming and poetry.

**This answer is complete and correct.** This answer explains why the author discusses Alexandra's other activities before mentioning her interest in chess. There are several specific supporting details from the article.

**Example of a 1-point answer:** The author tells about all the other things Alexandra likes to do so that readers won't think she is only interested in chess.

**This answer is correct, but it is not complete.** This answer needs to give specific supporting information in order to be complete.

**Example of a 0-point answer:** Alexandra can swim, write poetry, and has a Web site.

**This answer is not complete or correct.** The information in the answer is true, but this answer does not address the question.

## Reading and Responding

### Beyond

Gold rays were just starting to slide over the water. The sky was slowly shedding the dawn. The sand looked new and clean, as if the world were newly born. Cesar sat on the beach, surveying the waves, marking spots in the map of his mind for future dives. He was waiting for his group to put on their diving gear. They wore black, shiny wetsuits, face masks, and fins—unnecessary, Cesar thought, in the warm, transparent water of the bay. When they were fully outfitted, they had the appearance of slow-moving, long-legged arachnids against the light-colored sand.

To Cesar and the people who lived on the island, the strangers who came to dive and fish were incomprehensible, and not just because they wore superfluous gear in the extravagance that comes from having the money to spend. Couldn't they fish at home? But they came from all over the world, Cesar knew: mostly from the United States, but also from other countries—from France, from Japan. They flew onto the tiny landing strip on small planes with buzzing engines that made Cesar think of the planes as swarms of flies darting into the island as if into full plates of food.

The vacationers spent vast sums of money, showering the island with American dollars. Some came every year. Some of the vacationers would fall in love with the island, with its slow daily rhythms, rhythms that followed the tides. Time passed differently on the island. Cesar would always try to explain to impatient vacationers who had hired a boat and had to wait at the dock. "I'll be there in an hour" might mean one hour or it might mean three. The fishing might have been good that day; a friend might have stopped by. There was a local expression that roughly translated to "I'll see you when I see you," and Cesar had tried to explain this expression, thinking that it would help the vacationers understand.

Some vacationers even tried to live on the island. They would buy or build a house. Some tried to start their own businesses, which were usually boat charters (unnecessary, because so many of the islanders owned boats and were happy to be hired to take sport divers and fishers out to sea), or some kind of restaurant. These businesses usually failed immediately following the advent of the rainy season, when all of the vacationers had gone home. At first, these new residents, these vacationers who wanted to be islanders, would have many guests. But time would wear on, and the guests would fade away like the evening light at the end of the day, and the transplanted vacationer would begin to get lonely. He would sit in his empty, desolate restaurant, or he would sail alone for days, fishing in order to have something to do. Finally he would leave, returning to his home country. He might return for seasonal diving or fishing the following year.

Even though he didn't understand them, Cesar liked the foreign sport fishers and divers. From them he learned enough English to serve as a translator. No matter where they came from, the vacationers usually spoke enough English to make themselves understood. Cesar could always count on earning money himself by translating and getting money for his family by offering his father's services. Cesar's father was a fisher, with his own boat.

The sport divers always came looking for Cesar, who was notorious on the island for his instinct for knowing the best spots to dive and his uncanny ability to sense when the fish would be here or there. Cesar's diving was legendary among the sport divers, who had seen him descend gracefully, effortlessly, to depths of hundreds of feet. To Cesar, the water was as natural as the air he breathed. From the time he was a baby, Cesar had been in the ocean. He was as much at home in salt water as he was on the beach. He had been swimming as long as he could remember, and often went along with his father to fish in the deep sea. Cesar had begun diving off the boat, first, to spear fish, and later, to amuse himself, to see how deep he could go. Cesar had a profound desire to submerge beyond, beyond the depth of yesterday, beyond what he knew he could do. To Cesar, "beyond" was that stretch past the next depth, always just out of reach.

The divers were ready. One of them signaled to Cesar, who jumped up and led them out into the water. He was going to show them a favorite diving spot of many vacationers, where there were always fish among the swaying seaweed and protruding coral reef. Cesar knew the way, leaping from rock to rock, waiting for his group to catch up. He jumped gracefully, easily avoiding jagged edges. From these rocks, the ocean floor dropped suddenly, like an underwater cliff. There the water was very deep, and the sights were beautiful and unworldly: the seaweed undulating in the currents, the schools of brightly colored fish, skittish and quick-moving, the majesty of the underwater landscape. Deeper, it became darker and darker, until you could no longer see the light from the surface.

Cesar indicated the site to the divers. They adjusted their masks and fins, and down they went. Cesar breathed a few times to prepare, and then followed them, diving as deep as the sport divers, pointing out unusual fish. As always, Cesar felt at home underwater. He could stay under for minutes, only to surface briefly and slip back into the water. When they surfaced and returned to shore, one of the divers took Cesar aside to ask how he could dive so deep. Cesar shrugged. He didn't see his diving as anything out of the ordinary. But the man went on. He explained that Cesar dove well enough to dive competitively. The man would be willing to sponsor Cesar at a diving competition.

It seemed ridiculous to Cesar that he could get paid money for jumping into the ocean and diving; it was as ridiculous as paying a bird to fly. The man went on, trying to convince him, and as the man talked, Cesar started wondering. He could leave the island—not forever, because the island was his home, but for a time. He could travel. He could see other countries, see the places he had heard about from the sport divers. He could earn money to send home to his family.

Cesar had already started fishing with his father, and then earned money translating and acting as a diving guide when sport divers came. But he had wondered what he would do next. Would he try to save money for a boat of his own? He knew he couldn't keep fishing with his father, who was always after him to quit fooling around underwater and help pull in the fish. When the sun was high and the crested waves called Cesar, his father was always after him to get out of the water, help mend the nets, sand the boat, get ready for the next day's fishing.

The man's words opened a window for Cesar, and through that window, Cesar caught a glimpse of the world beyond the island, beyond the waves that buffeted the island, beyond the grand, immense oceans, beyond what he had always imagined were the borders of his world, and he caught his breath, stunned by the pure wonder of it all.

Grade/Subject	Content Standard	Lesson
10 English Language Arts	6.4 Analyzing various genres as records of life experiences	11.1
<p>Introduction to Students:</p> <p><b>This skill asks you to analyze what you read as it relates to the life experiences of the characters. In this story, the main character lives on an island. The story contrasts the life of the islanders to the way the foreign visitors live.</b></p> <p><b>Think about what the story tells you about life on the island. How would you describe the islanders' life? How is it different from the lives of the vacationers? Asking these kinds of questions as you read helps you to have a deeper understanding of the story.</b></p>		

### “Beyond”

1. If you answered B, C, or D, re-read the third paragraph. What does the phrase mean in the context of the paragraph?
  - B. Islanders are usually on time. **(What is the problem with this answer?** This answer is not supported by the information in the paragraph. Look back at paragraph 3.)
  - C. Islanders are sometimes in a rush. **(What is the problem with this answer?** This may or may not be true, but there is not enough information in the paragraph to support this answer. Remember that you need to make sure that the information in the story supports your conclusion.)
  - D. Islanders do not think of others' feelings. **(What is the problem with this answer?** This phrase has more to do with a way of thinking about time than it does about how people feel. How do the islanders feel about time?)
  - A. Islanders take each moment as it comes. **(Correct. In the third paragraph, we read that “ ‘I’ll be there in an hour’ might mean one hour or it might mean three.” The islanders have a more flexible way of thinking about time than the vacationers do. This is the best answer.)**

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	11.2
<p>Introduction to Students:</p> <p><b>This skill requires you to analyze the plot, or what happens in the story. Think about the events of the story. How does the story begin? How does the story end? What happens to the main character? Asking questions and analyzing the plot will help you understand the sequence of events and how the unfolding of these events are important to the theme, or the central idea, of the story.</b></p>		

### “Beyond”

**2. If you answered A, B, or C, look again at the first paragraph of the story.**

- A. diving by the coral reef (**What is the problem with this answer?** The divers are not yet diving while the narrator gives the background information of the story. When do the divers start diving? What do they do before they dive?)
- B. walking on the beach (**What is the problem with this answer?** The divers are not walking on the beach while the background information is presented. Look back at the story. What do the divers do first?)
- C. surveying the waves (**What is the problem with this answer?** The divers are not surveying the waves while the narrator gives the background information. Think again about what happens in the beginning and the middle of the story.)
- D. putting on diving gear (**Correct. The divers are preparing to dive in the first paragraph. They are finally ready in paragraph 7. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.1 Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., context clues, affixes, etymology, dictionary, thesaurus)	12.1
<p>Introduction to Students:</p> <p><b>There are several methods you can use to find the meaning of unfamiliar words. You can analyze the word itself; you can look up the definition in the dictionary; you can use a thesaurus; or you can look for clues in the sentence or the paragraph in which the word appears.</b></p>		

### “Beyond”

1. If you answered A, C, or D, look back at paragraph 7. Try to imagine the scene. What does the coral reef look like? How is it shaped?
  - A. protective. (**What is the problem with this answer?** Think about what the word protective means. Then think about the scene described in the paragraph. Which word makes more sense in the sentence?)
  - C. jagged. (**What is the problem with this answer?** The paragraph does have a description of the jagged edges of the rocks, but this word does not refer to the coral reef. Look at the other answer choices.)
  - D. submerged. (**What is the problem with this answer?** The coral reef is partly submerged, or underwater, but this is not what the word protruding means.)
  - B. jutting. (**Correct. The coral reef juts or sticks out of the water in places. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.4 Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations across texts	12.2
<p>Introduction to Students:</p> <p><b>This skill requires you to distinguish facts from opinions. Facts are always true and verifiable; facts can be checked. Opinions are statements or beliefs that may be true for one person and not true for another.</b></p> <p><b>Adjectives often provide the clues that tell you which statements are facts and which are opinions. Adjectives describing traits that can be verified or measured, such as color, weight, or height, tell you that the statement is a fact. For example, the statement “The magma under the earth’s crust is very hot” is a fact (if you consider 2,000 degrees Fahrenheit to be hot). However, an adjective describing a quality that cannot be measured, such as beauty, tells you that the statement is probably an opinion. The statement “The magma is a lovely shade of orange” is an opinion, because the loveliness of the color cannot be verified; some people might agree, but others might not. Any statement that relies on personal judgment is an opinion.</b></p>		

### “Beyond”

2. If you answered B, C, or D, look at all of the answer choices again. Are there clues in the answer choices that tell you whether they are facts or opinions?
- B. Cesar’s father was a fisher, with his own boat. **(What is the problem with this answer?** This statement is verifiable; you could check to see if Cesar’s father has a boat or not, which makes it a fact.)
  - C. Cesar could stay underwater for minutes. **(What is the problem with this answer?** The amount of time Cesar could stay underwater could be timed. That makes this statement a fact, not an opinion.)
  - D. Cesar knew a favorite diving spot for vacationers. **(What is the problem with this answer?** That Cesar knows something is a fact.)
  - A. Cesar dove well enough to dive competitively. **(Correct. This statement cannot be verified but relies instead on a person’s judgment, which makes it an opinion. This is the best answer.)**

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.3 Analyzing the effects of an author's life, culture, and philosophical assumptions and an author's purpose and point of view	13.1

Introduction to Students:

**This skill requires you to analyze the effects of the author's purpose or point of view. An author does not need to make a direct statement for you to understand the author's attitudes and beliefs. Here are some ways an author reveals his or her attitudes and beliefs:**

- **by choosing certain words to describe the subject**
- **by choosing certain kinds of details and information to use to support assertions**
- **by presenting information in different ways**

**An author may use critical language that shows that the author has a poor opinion of the subject; however, supporting assertions with information and details that show the subject in a flattering light reveal that the author has positive feelings about the subject. The author can appear to be sympathetic or judgmental, critical or kindly, or even sarcastic or sincere, depending on how the author presents the information.**

### “Beyond”

1. **If you answered A, B, or D, think about how the author describes the island. What information stands out for you? What do you know about the islanders?**
  - A. It makes a better vacation spot than a home. **(What is the problem with this answer?** This answer is not supported by the information in the story. Think about how the island appears in the story.)
  - B. It needs more restaurants and other businesses. **(What is the problem with this answer?** The story tells about restaurants that fail, so this answer cannot be correct. Look again at the other answer choices.)
  - D. It is a tranquil but oftentimes boring place to be. **(What is the problem with this answer?** The author does not seem to think the island is boring. What sense do you have of the island from reading paragraphs?)
  - C. It is a place that should preserve its way of life. **(Correct. The author appears to value the culture and way of life of the island: “Some of the vacationers would fall in love with the island, with its slow daily rhythms, rhythms that followed the tides.” This is the best answer.)**

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	13.2
<p>Introduction to Students:</p> <p><b>To answer this question, you need to be able to analyze figurative language. Figurative language is language that carries meaning beyond the actual meaning of the words. Some examples of figurative language are metaphors (comparisons that do not use <u>like</u> or <u>as</u>), similes (comparisons using <u>like</u> or <u>as</u>), personification (language that gives human characteristics to non-human objects), and hyperbole (exaggeration).</b></p> <p><b>When you are analyze figurative language, you must think about the images, thoughts, and feelings that the words convey. Here are three sentences that have the same action but imply different meanings:</b></p> <ul style="list-style-type: none"> <li>• <b>Dave handed me the backpack. (This sentence implies that Dave nicely gave me the backpack.)</b></li> <li>• <b>Dave dumped the backpack at my feet. (This sentence implies that Dave might have been angry about carrying the backpack.)</b></li> <li>• <b>Dave dropped the backpack like a load of bricks. (This sentence implies that Dave was tired of carrying the heavy backpack.)</b></li> </ul>		

## “Beyond”

**2. Look back at paragraph 2. Think about the image at the end of the paragraph. What does this mean about how Cesar feels?**

**Example of a 2-point answer:** The image of the vacationers on planes that are like flies diving into “full plates of food” shows that Cesar has mixed feelings about the vacationers coming to his home. He thinks of his island as a place that is being exploited by the vacationers, who come to get what they want and then leave, just like flies.

**This answer is complete and correct.** This answer explains the simile and how it shows Cesar’s feelings about the vacationers and his home, and gives support from the story.

**Example of a 1-point answer:** Cesar thinks of the vacationers as flies because there are so many of them and because they come to the island on tiny planes.

**This answer is correct, but it is not complete.** This answer is partial; it does not fully explain Cesar’s feelings, nor is there adequate support from the story.

**Example of a 0-point answer:** The vacationers look like spiders to Cesar.

**This answer is not complete or correct.** This answer does not address the question.

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	14
<p>Introduction to Students:</p> <p><b>This skill requires that you analyze and draw conclusions about the main character of the story and the subject of the article. This means that you need to compare and contrast—that is, look for meaningful similarities and differences.</b></p>		

### “Wish and Believe” and “Beyond”

**Think about how Cesar and Alexandra were raised and where they grew up. How did these very different environments affect their talents?**

**For an extended constructed-response question, it is especially important to present your ideas in a logical sequence, and to support and elaborate on your answer. Choose specific, relevant details from both passages as support.**

**Example of a 4-point answer:** Both Cesar’s and Alexandra’s talents were influenced by their fathers. Cesar learned to dive while fishing on his father’s boat. Being out on the water all day encouraged Cesar’s talent as a diver. Alexandra’s father taught chess and encouraged her to play chess. However, Cesar’s father did not encourage his diving the way that Alexandra’s father supported her chess playing. Cesar’s father wanted him to stop playing around in the water and help mend nets and sand the boat, while Alexandra’s father not only taught her, but allows her to play chess for several hours each day.

**This answer is complete and correct.** This answer analyzes how Cesar’s and Alexandra’s talents were affected by their environments and gives relevant supporting information from both the article and the story.

**Example of a 1-point answer:** Cesar had known how to swim as long as he could remember, and Alexandra started playing chess when she was little.

**This answer is correct, but it is not complete.** This answer needs to provide an explanation and to give more specific supporting information in order to be complete.

**Example of a 0-point answer:** Alexandra and Cesar are talented.

**This answer is not complete or correct.** This answer does not address the question.

## Reading and Responding

### The Job of Your (American) Dreams

Here's one job that sounds almost too good to be true: The salary is \$400,000 per year, plus a non-taxable expense allowance of \$100,000. The successful candidate will also be able to travel on a 747 jet that has a gym, a conference room, two kitchens, nineteen televisions, and eighty-five telephones. Free room and board comes with the job, and the gourmet meals are planned and prepared by a personal chef. Two homes are also provided, with all bills paid by the employers; there is a primary residence that is a 132-room mansion located in the heart of a major metropolitan city, and a mountain vacation retreat, with grounds that are complete with tennis courts, a swimming pool, a private movie theater, and a golf course.

The job requirements are simple: anyone may apply who is a citizen of the United States, who is at least 35 years old, and who has lived in the United States for 14 years. You don't even have to have a college degree, and one person who had this job never attended school of any kind.

Do you think you'll be ready to apply on your 35<sup>th</sup> birthday? If so, you might want to start preparing to face your selection committee, a group of more than 162 million people, many of whom will probably have some doubts about your background and qualifications. You should also start a savings account, because you and all of your friends, relatives, and other supporters might have to spend over \$40 million in order for you to get this job, a job that you would only be able to hold for eight years—if you're lucky. Most are forced to leave after only four years on the job, although twelve stuck with it for eight years, and one person managed to keep the job for a record sixteen years.<sup>1</sup>

By now, you've probably guessed that the job in question is that of the president of the United States, who, according to the United States Constitution, must take the following oath:

*I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States.*

Do you think you have what it takes to raise your right hand and swear in as the leader of the free world on Inauguration Day?

Americans love to say that anyone can be president, which is almost true. For one thing, it helps to be independently wealthy. Having political connections doesn't hurt, either. In addition, the few people who actually have had the good fortune to win the presidential election and serve as our national Commander in Chief have had some other traits in common, the most obvious being that all American presidents so far have been men of European descent.<sup>2</sup>

6 In today's media-conscious age, an attractive appearance and excellent health are important attributes. Political pundits say that President Nixon lost some of his popularity due to his poor showing on television during the presidential debates.<sup>3</sup> Presidential candidates have always worked to impress voters by presenting an image of youth, health, and vitality on the

<sup>1</sup> Franklin D. Roosevelt served four terms as president of the United States.

<sup>2</sup> Most presidents emerged from some combination of English, Irish, Welsh, German, and Dutch antecedents. Eight presidents were actually born British citizens.

<sup>3</sup> Some say that Nixon's appearance on television suffered as a result of his refusal to wear the make-up commonly worn by television actors.

campaign trail.<sup>4</sup> Some, like President Reagan, the oldest president at 69 years of age, may have had to work harder at this than others. President John F. Kennedy, the youngest president at 43, had the disadvantage of having been diagnosed with Addison's disease. Kennedy denied that he had the condition and won the election in spite of the reports about his poor health. Athleticism can play an important role in how the public perceives a candidate: President Eisenhower was a college football player; Ulysses S. Grant set a 25-year record for the high jump while a student at West Point; John Quincy Adams rose before dawn to swim in the Potomac at 5 a.m.; Washington took up the sport of spelunking<sup>5</sup> when a teenager and was an avid fisherman; Abraham Lincoln liked wrestling; and President Reagan enjoyed horseback-riding at his ranch in California.

7 Whether muscular or not, the job of president of the United States of America takes a person who is larger than life—figuratively speaking, as in the case of James Madison who at the height of five feet, four inches weighed only one hundred pounds. Presidents who were literally men of impressive stature included President Taft, who weighed in at over three hundred pounds, requiring that a new bathtub be constructed in the presidential quarters, and Abraham Lincoln, who was the tallest president at six feet, four inches.

Although presidents have come from all walks of life and many different professions, twenty-six presidents had been lawyers, ten served as generals in the military, and twenty-five served a term in Congress. (Apparently, not all presidents were punctual in exercising their voting privileges; President Zachary Taylor cast his first vote at the age of 62.) Andrew Johnson is the only president to return to the senate after leaving the presidency. Johnson had served as a representative, governor, and senator from Tennessee before he became the 17<sup>th</sup> president of the United States. After his impeachment in 1869, Johnson went home to Tennessee, where he lost two senate races before he was elected in 1874.

The domestic lives of the president are remarkably similar. All presidents except Buchanan were married; all but six had children. Most presidents kept pets in the White House, although some pets were more exotic than others. Jefferson had two bear cubs that were gifts from the exploring team of Lewis and Clark. Buchanan had an elephant, John Quincy Adams had an alligator and Martin Van Buren had two tiger cubs. Theodore Roosevelt kept a menagerie<sup>6</sup> that included a hyena, a zebra, and a lion; Coolidge was another zookeeper in the White House, with an antelope, raccoons, a bear, and a pygmy hippo roaming the grounds along with his more commonplace pets.

If you are still interested in the job and can't wait until your 35<sup>th</sup> birthday for the privilege of serving the American public in the political arena, you might consider a career in Congress. A representative only has to be twenty-five years old. The salary is still impressive at \$141,300 per year, and the job has many perks and side benefits—almost as many as those of the president.

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<sup>4</sup> President Reagan had had a successful career as a Hollywood actor, and President Gerald Ford had once worked as a fashion model.

<sup>5</sup> spelunking: exploring caves

<sup>6</sup> menagerie: place where animals are kept

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	15.1
<p>Introduction to Students:</p> <p><b>This skill requires you to analyze the author’s tone in order to help you better understand what you read. The <u>tone</u> is the author’s attitude toward the reader, characters, or subject. An author may or may not make direct statements that show you the author’s attitudes.</b></p> <p><b>Here are some ways an author reveals his or her attitude:</b></p> <ul style="list-style-type: none"> <li>• by choosing words to describe the subject</li> <li>• by choosing certain kinds of supporting details and information to use to support assertions</li> <li>• by presenting information in different ways</li> </ul> <p><b>An author may use critical language that shows that the author has a poor opinion of the subject; however, supporting assertions with information and details that show the subject in a flattering light reveal that the author has positive feelings about the subject. Presenting information in a straightforward manner shows a serious attitude, while making jokes would give another impression of the tone.</b></p>		

### “The Job of Your (American) Dreams”

1. If you answered B, C, or D, think about the tone of the first three paragraphs. What does the author intend the reader to think or feel?
  - B. worried (**What is the problem with this answer?** The tone is the author’s attitude toward the reader, characters, or subject. Read these paragraphs again and think about how the author describes the job of president to the reader.)
  - C. serious (**What is the problem with this answer?** When you review the paragraphs, you can see that the tone is not serious. Read all of the answer choices again. Which best describes the tone?)
  - D. disillusioned (**What is the problem with this answer?** If the tone were disillusioned, the author would probably use more critical language. Although the author may criticize the many benefits of being president, the author’s attitude is not one of disillusionment. Re-read the third paragraph, then try again.)
  - A. playful (**Correct. The author emphasizes the “too good to be true” aspects of being president without referring to the responsibilities of the job, and makes a playful suggestion that the reader start preparing for the interview. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.1 Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., context clues, affixes, etymology, dictionary, thesaurus)	15.2
<p>Introduction to Students:</p> <p><b>This skill requires you to figure out the meaning of a word you may not know. Although you know thousands and thousands of words, you will not always know every word when you are reading. Often the best strategy is to look up the meaning of the word in the dictionary or a thesaurus. However, if you find yourself without a dictionary, you can often determine the meaning of a word by looking for clues in the sentence or paragraph in which the word appears. Then try replacing the word with your definition of the word and see if it makes sense.</b></p>		

### “The Job of Your (American) Dreams”

2. If you answered A, B, or C, look back at the sentence in which the word attributes appears. What are “an attractive appearance” and “excellent health”?
- A. lifestyles (**What is the problem with this answer?** A healthful lifestyle will probably result in a more attractive appearance, but the word attributes does not mean the same as the word lifestyles.)
  - B. employment experience (**What is the problem with this answer?** Although the article does discuss some former presidents’ employment histories, the word attributes is referring to “an attractive appearance” and “excellent health.”)
  - C. life expectations (**What is the problem with this answer?** When you replace the word attributes with the words life expectations, the sentence does not quite make sense. Which answer choice best replaces the word attributes?)
  - D. characteristics (**Correct.** When you replace the word attributes with the word characteristics, the sentence still makes sense and has the same meaning. This is the best answer.)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.4 Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations across texts	16.1

Introduction to Students:

**To answer this question, you need to be able to skim for facts. In this case, you would quickly skim the paragraph to see what the paragraph is mainly about, rather than read it carefully to understand every detail. When you are skimming or scanning for facts, it is helpful to look for key words or phrases.**

**Once you have an idea of what the paragraph is mainly about, you can look back at the question. If you are still not sure of the answer after you have read all of the answer choices, you might want to read the paragraph again.**

### “The Job of Your (American) Dreams”

1. If you answered A, B, or C, look back at the sentence with the underlined phrase. Is the subject of the sentence singular or plural?
  - A. intelligent candidates. (**What is the problem with this answer?** Look again at paragraph 7. What did President Taft and President Lincoln have in common?)
  - B. rich candidates. (**What is the problem with this answer?** Paragraph 7 does not refer to the amount of money a presidential candidate has. Think about what the author says in the last sentence of paragraph 7.)
  - C. married candidates. (**What is the problem with this answer?** There is no mention of whether the presidents named in paragraph 7 were married or single. What does the paragraph discuss?)
  - D. large candidates. (**Correct. When you look back at paragraph 7, you read that “the job of president of the United States takes a person who is larger than life.” This phrase is used both figuratively—to mean someone who has grand character traits—and literally—to refer to those who are large in stature. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.3 Analyzing the effects of an author's life, culture, and philosophical assumptions and an author's purpose and point of view	16.2
<p>Introduction to Students:</p> <p><b>You may wonder how you can figure out the author's point of view, or the author's thoughts and attitudes, toward a subject. However, when you look carefully at what you read, you will realize that the author gives many clues about his or her thoughts and attitudes.</b></p> <p><b>To answer this question, review the body of the essay (paragraphs 5 through 9) and think about the author's main point in these paragraphs. The author uses many details and examples to support a certain point of view.</b></p>		

### “The Job of Your (American) Dreams”

**2. If you answered A, C, or D, think about the author's main point in paragraphs 5 through 9 and try again.**

- A. Presidents have a difficult job. **(What is the problem with this answer?** Although being president is, at times, a very difficult job, this is not a point the author makes in this essay. Think again about the information the author presents in the essay.)
- C. Becoming president is possible for many people. **(What is the problem with this answer?** The author actually seems to think the opposite—that being president is only possible for people who are like the presidents who have come before. Look again at all the answer choices.)
- D. Hard work has made the presidents successful. **(What is the problem with this answer?** This is probably true of many presidents, but it is not a point made by the author in this essay. What is the author's main point in paragraphs 5 through 9?)
- B. Presidents have had much in common. **(Correct. In paragraphs 5 through 9, the author describes many similarities shared by United States presidents, including their athleticism, previous employment, domestic lives, and even the fact that most of the presidents kept pets. This is the best answer.)**

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.3 Analyzing the effects of an author's life, culture, and philosophical assumptions and an author's purpose and point of view	17.1
<p>Introduction to Students:</p> <p><b>This skill asks you to think about the author's purpose and requires that you analyze what you have read. An author might present some information and hold back other information in order to create a particular effect or to influence the reader in some way.</b></p> <p><b>Ask yourself these questions:</b></p> <ul style="list-style-type: none"> <li>• <b>How is the information in the first four paragraphs presented?</b></li> <li>• <b>What kind of information is given?</b></li> <li>• <b>What kind of information is held back?</b></li> <li>• <b>What is the effect of presenting the information in this way?</b></li> </ul>		

### “The Job of Your (American) Dreams”

1. **If you answered B, C, or D, look back at the first four paragraphs and think about what information is given. Why would the author have chosen to keep back an important piece of information?**
  - B. use early paragraphs to focus on other topics. **(What is the problem with this answer?** The author keeps the focus on the topic of a certain job. Why would the author keep the reader in suspense?)
  - C. show the benefits of becoming president. **(What is the problem with this answer?** When you read the first three paragraphs, you do not know that the benefits are for the job of president. Look again at the first three paragraphs.)
  - D. draw attention to the weaknesses in the election process. **(What is the problem with this answer?** The author only mentions the election process in passing. Think again about why the author might choose to give the reader some, but not all, of the information the reader needs in order to know which job the author is discussing.)
  - A. encourage the reader to continue reading. **(Correct. By not directly stating that the job is that of president, the author intends to build suspense and keep the reader's interest. This is the best answer.)**

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	17.2

Introduction to Students:

**This skill asks you to analyze the figurative language of the title. Figurative language refers to words and phrases that carry meaning beyond the literal, or the actual, meanings. For example, you might say that it was raining buckets yesterday. The phrase raining buckets is not meant to be taken literally; you just mean that there was a heavy rain. Idioms are a type of figurative language. Idioms are words and phrases that are commonly used to mean something other than the literal meanings. Here are two examples:**

- Some people might think I am as stubborn as a mule, but I say that I have a steady mind.
- The dog howled up a storm when it spotted the raccoon on the roof.
- Dan was a little down in the mouth about losing his watch.

**The title uses two idioms. A “job of your dreams” does not mean a job that you dream about while you sleep; it means a wonderful job that you would enjoy for many reasons. “The American dream” is the commonly-held belief that, in the United States, hard work will result in success for anyone.**

## “The Job of Your (American) Dreams”

**2. Think about what the title means. Why would the job of president of the United States be the job of anyone’s dreams? Why would Americans in particular feel that way?**

**Example of a 2-point answer:** The title suggests that the job of president is an ideal job, which is implied in the article because the job has many benefits, such as “free room and board.” Another suggestion the title makes is that being president is an American dream, and the author does describe what it takes to be president; for example, a person must be at least 35.

**This answer is complete and correct.** This answer explains the meaning of the title and gives specific supporting details from the article.

**Example of a 1-point answer:** The title tells that the author thinks that all Americans would want to be president if they knew all the benefits of the job.

**This answer is correct, but it is not complete.** This answer needs to give more specific supporting information in order to be complete.

**Example of a 0-point answer:** Everyone wants to be president.

**This answer is not complete or correct.** The author might want to show that everyone does want to be president, but this answer does not give enough information to show if it is correct.

## Reading and Responding

### Guppy Summer

by  
*Leslie Hall*

The summer after junior year, I ended up teaching the guppies at the city pool. My assignment arrived in the mail. I was sure I would get seahorses or maybe goldfish at the least, but there it was: DAVID DELCAMBRE—GUPPIES.

Guppies were the little tiny kids, slightly older than barnacles. Barnacles were the baby classes. According to my way of thinking, teaching barnacles wasn't even teaching. Maybe it was like babysitting, except the parents stayed, too. All the parents crowded into the shallow end of the pool, taking pictures and giving their babies instructions. Some of the parents even lugged around their video cameras, and spent the whole class trying to get their kid's attention. None of the babies even looked at their parents. The babies cried when water got in their eyes and they laughed when the lifeguard towed them around the pool on an inflatable raft. This year's barnacle teacher was Lara. She was also going into her senior year at my school, and had been a lifeguard as long as I had. She should have at least gotten guppies. Maybe even goldfish, I thought generously. After all, she was on the swim team and had broken two school records, one for 100 meter butterfly and one for 50 meter backstroke.

"Too bad you got stuck with barnacles," I said when we left the teacher orientation meeting.

"No, they offered me sharks," she said. The sharks class was usually only taught by master guards. I'd never been offered the sharks class! "But I like barnacles."

"Why? They're too little to learn anything."

"They can learn to like the water," she said.

I couldn't believe that she turned down sharks. I couldn't believe that I was teaching guppies instead of sharks. I was sure that sharks was where I belonged.

The first day was something else. The weather, hot and muggy the week before, had turned suddenly and unseasonably chilly. For the first ten minutes of class, the supervisor gathered all the parents and kids into a group at the edge of the pool to go over the rules. All of us teachers—for barnacles, guppies, and goldfish—crouched in the pool at 3 ½ feet, keeping as much of our body submerged in the warm water as possible. When Dana, the aquatics supervisor, introduced us to the parents, we stood up, shivering, and the parents laughed. There's nothing new in the world, you know? We taught 5 different classes that first day, and Dana made us stand up at each parent meeting. Every single time we got a laugh. I guess it was funny to see the way our bobbing heads in the shallow pool were actually attached to bodies. As for us, we were just blue with cold.

Kids don't mind the cold. All of my guppies hopped right into the water. Lara had three barnacles on the steps and one who wouldn't even put a toe in the pool.

I realized then that I had three guppies, not the four I was supposed to have. I called the supervisor over. "Dana, I'm missing a guppy."

"There was a guppy who got bumped back down to barnacle."

Just then Lara floated one of her barnacles by on a raft.

“Hey, Lara, you stole one of my guppies.”

“She decided she was a barnacle at heart,” said Lara.

I looked over at the shallow end. The missing guppy was easy to spot: at least a foot taller than the other barnacles, she was the one who wouldn’t get into the water.

“Krista, come on back to guppy,” I called to her. I knew her name from the attendance sheet. “We need you. Come on, you’re a guppy, you need to be with other guppies.” My three guppies joined in, calling the deserter, but she shook her head and stuck with the other barnacles.

Lara laughed. Her floating barnacle laughed, too, and his mom gestured frantically across the pool for the dad to get the camera, but he was too late. By the time he got back, another barnacle was on the raft.

I looked at the sharks class in the Olympic-sized pool. The sharks swam in the real pool, cold water and all. The sharks teacher was jumping up and down in the water to keep warm. On a day like this, teaching guppies wasn’t so bad.

One of my guppies was going to be an Olympic swimmer. Her dad had it all planned out. He figured if she was a shark by the time she was six—or seven at the latest—she would have a real shot at the gold in 2018 or 2020 or something like that. She was a good guppy, but his planning seemed a little premature. The other two guppies were twins and I couldn’t tell them apart. As far as I knew, they weren’t planning on competing in the Olympics, but they both knew how to duck underwater without crying. We were off to a good start. Sometimes guppies—like Krista, the wayward guppy—won’t even get in the pool. It all depends on who their barnacle teacher was. Some barnacles get pushed to do too much in a short time, and they rebel. Then it’s no pool at all. Maybe Lara was right. If barnacles had the best teachers, they would go on to be guppies and maybe, one day, sharks. If they had bad teachers, they might never graduate from barnacles.

The next day, I saw one of my guppies talking to Krista.

“That’s right,” I told my guppy. “You tell her that her place is here with the other guppies. Guppy is where she wants to be.”

“Barnacles get to float on a raft,” said my guppy wistfully.

“Oh, this is not right. Lara! You got your barnacle over here recruiting out of my side of the pool.”

Lara swam over and held her arms out to Krista. “Come on, Krista, can you jump in? I’ll catch you.”

To the amazement of everyone who had seen Krista huddle at the edge of the pool the day before, there went Krista. She made an impressive splash and Lara triumphantly bore her off to the shallow end. “You know,” I heard Lara tell her, “I think maybe you really should be a guppy. I don’t have any barnacles who are brave enough to jump in like that.”

26 “Listen, guppies,” I said. “If you can glide out to me from the wall, we’ll spend the last ten minutes of class floating on the raft.” They worked on their gliding as if they were going to get a check in the mail, and the Olympic guppy’s dad was so proud that after class he squatted down by the pool and shook my hand. “Motivation! That’s the key,” he said. “You’re a fine teacher.”

Lara walked by just then and I hoped she didn’t hear him. Then she said, “Yes, sir, he is. I wouldn’t be surprised if he’s teaching sharks next summer. Maybe even sooner.”

I was sure she was laughing at me, but I didn’t care. My guppies could glide halfway across the pool, all by themselves.

My guppies waved and hurried off to the locker room. “Walk!” I yelled, just out of habit. Last summer, I’d caught myself yelling at a little kid to walk when he was crossing the street.

The last day of the session, Krista sidled over and did a fine cannonball alongside the other guppies. “I knew you’d come back,” I told her. “This is where you belong.” The rest of the guppies bobbed underwater and glided like the good little guppies they were, and Krista was able to do almost everything they did. She’d been watching the guppies the whole time she had been masquerading as a barnacle.

After all the barnacles, guppies, and goldfish had been herded out by their towel-toting parents, I helped Lara put away the rafts.

“I heard Jeff is quitting,” she said. Jeff was the sharks teacher. “I bet you could get his sharks classes for the rest of the summer.”

“Anyone can teach kids who already know how to swim,” I said. “I was actually thinking of asking Dana if I could take barnacles and let you graduate to where all the action is. You know, just to be nice and get you out of the shallow end. I think you know how to swim, right?”

“You can’t take barnacles. Barnacles are mine.”

“So you don’t know how to swim,” I said. “Well, that’s a problem.”

“Barnacles are mine,” she said again, just to make sure I got the message. “But if I ever do want swimming lessons, I’ll keep you in mind—only because you’re such a *fine teacher*.” And then she pushed me into the pool, which is all right, because I guess I had it coming.

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	18.1
<p>Introduction to Students:</p> <p><b>This skill asks you to figure out the meaning of a metaphor. Metaphors are a kind of figurative language. In a metaphor, an author makes a comparison between things or ideas. (Like a metaphor, a simile is a kind of figurative language that makes a comparison; however, a simile must contain the word <u>like</u> or the word <u>as</u>). The author uses a metaphor to offer one thing to represent another. Here are two examples:</b></p> <ul style="list-style-type: none"> <li>• <b>In her dreams of New York City, <u>the streets were paved with gold</u>. (The phrase <u>the streets were paved with gold</u> represents the wealth to be found in the city.)</b></li> <li>• <b>Duncan’s luxurious car made him the <u>king of the road</u>. (The phrase <u>king of the road</u> represents the superiority Duncan felt.)</b></li> </ul>		

### “Guppy Summer”

1. If you answered A, B, or C, think about David’s ideas about teaching the sharks and how these ideas change from the beginning to the end of the story.

- A. childhood (**What is the problem with this answer?** Think about how David describes teaching sharks in the beginning of the story.)
- B. romantic love (**What is the problem with this answer?** Think about why David is not interested in teaching sharks at the end of the story.)
- C. boredom (**What is the problem with this answer?** Re-read the paragraph that begins “I couldn’t believe that she turned down sharks.” Why is David surprised that Lara would want to teach barnacles instead of sharks?)
- D. success (**Correct. In the beginning of the story, David feels that only the best lifeguards are chosen to teach the sharks class, so teaching sharks is a measure of success. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.1 Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., context clues, affixes, etymology, dictionary, thesaurus)	18.2
<p>Introduction to Students:</p> <p><b>A synonym is a word that means the same as another word. To find synonyms for a word, you can look up the word in a thesaurus. Some dictionaries also give synonyms in addition to the definitions. If you think you know the synonym of a word, but you are not certain it is correct, try substituting the synonym. The synonym is correct if the sentence makes sense and has the same meaning.</b></p> <p><b>Here are some examples of synonyms:</b></p> <ul style="list-style-type: none"> <li>▪ <b>disguise/costume/camouflage</b></li> <li>▪ <b>translucent/transparent/clear</b></li> <li>▪ <b>happy/joyous/cheerful</b></li> </ul> <p><b>You probably noticed that, even though the words are synonyms, each word carries other shades of meaning. For example, a wearing a <u>disguise</u> implies that one is hiding one’s true identity, while wearing a <u>costume</u> implies that a person is dressing up to play a role.</b></p>		

### “Guppy Summer”

2. If you answered A, B, or C, look back at the sentence that contains the word lugged (in the second paragraph). Then look at all the answer choices. Which word would best replace the word lugged in the sentence?
- A. used (**What is the problem with this answer?** When you replace the word lugged with the word used, the sentence does not quite make sense. Look again at all the answer choices.)
- B. went (**What is the problem with this answer?** The word lugged does not mean the same as the word went. Think about what the parents were doing.)
- C. held (**What is the problem with this answer?** The parents were holding their video cameras, but the word around suggests that they were doing more than standing still. What image does the reader have of the parents after reading that the parents “lugged around their video cameras”?)
- D. carried (**Correct. The word lugged is a synonym for the word carried. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	19.1
<p>Introduction to Students:</p> <p><b>This skill requires you to interpret a simile, another kind of figurative language. Like a metaphor, a simile is a comparison of two things that may not seem alike at first. Unlike a metaphor, a simile uses the words <u>like</u> or <u>as</u>.</b></p> <p><b>Here are some examples of similes:</b></p> <ul style="list-style-type: none"> <li>• <b>The lead runner sprinted down the track <u>like a rabbit pursued by a pack of hounds</u>.</b></li> <li>• <b>The trains of Chicago rumble <u>like the thunder from faraway storms</u>.</b></li> <li>• <b>The flamenco dancer’s feet stamped the wooden floor <u>as if she were trying to send a message in Morse code</u>.</b></li> </ul>		

### “Guppy Summer”

1. If you answered A, B, or D, remember that David had just offered the children a reward if they did a good job on their gliding. What does the simile “as if they were going to get a check in the mail” probably mean?
  - A. tired. (**What is the problem with this answer?** The children may have been tired, but this is not the correct answer. What happens after the class is over? Why is the father of one child so pleased?)
  - B. appreciated. (**What is the problem with this answer?** David does seem to appreciate the children and their effort, but this is not what the simile means. Look again at all the answer choices.)
  - D. non-swimmers. (**What is the problem with this answer?** The children “worked on their gliding,” so they cannot be described as “non-swimmers.” How might someone feel upon learning that a check would appear in the mail?)
  - C. eager. (**Correct. The children wanted to float on the raft, and so they were gliding eagerly. One guppy’s father was impressed with how well the children performed and congratulated David on his teaching and his ability to motivate the children. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	19.2

Introduction to Students:

**When you are asked to predict what might happen in the future, you use the information that you already have. Evaluating what you already know helps you figure out what is most likely to happen in the future. Frequently you will find that what the characters say or do hint at, or foreshadow, the future.**

**For this question, you would think about what you know about the characters Lara and David after reading “Guppy Summer.” Based on what you have read, how will these characters most likely act in the future?**

### “Guppy Summer”

- 2. If you answered B, C, or D, think about how the story ends. How have David’s ideas about teaching the different classes changed? How does he feel about teaching the younger children?**
- B. Lara would teach the sharks. **(What is the problem with this answer?** In the story, Lara says she likes teaching the youngest children. Look again at the last few paragraphs of the story.)
  - C. Lara and David would disagree about swimming techniques. **(What is the problem with this answer?** This could happen, but it is not supported by the information in the story. Which of the answer choices is clearly indicated by what happens in the story?)
  - D. David would stop teaching swimming lessons. **(What is the problem with this answer?** David is not likely to stop teaching because he seems to enjoy his summer job. Look again at all of the answer choices.)
  - A. David would ask to teach the young children. **(Correct. David says that he is thinking about asking to teach a barnacles class. Although he says it partly in order to tease Lara, it appears that he has changed his mind and now enjoys teaching the young children. This is the best answer.)**

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	20.1

Introduction to Students:

**To answer this question, you need to consider the important messages of the story. How do you know what these messages are? You learn them from what the characters say and do. Think about how the characters' words and actions support the messages in "Guppy Summer." What does David learn? What events in the story help David to revise his ideas about what it means to be a skillful and successful teacher?**

### "Guppy Summer"

1. **If you answered A, B, or C, think about how Lara acts toward Krista. How does Lara try to make Krista feel? What does Krista do at the end of the story? What do Krista's actions show about the kind of teacher Lara is?**
  - A. teaching young children is tiring. **(What is the problem with this answer?** This answer is not supported by the information in the story. Think about what Lara does and how she acts with Krista.)
  - B. David has a better swimming class. **(What is the problem with this answer?** The way Lara acts with Krista gives a positive message. What is this message?)
  - C. David is a nice person. **(What is the problem with this answer?** David does seem to be a nice person, but the focus of this question is on Lara and the way she teaches Krista.)
  - D. teaching young children is rewarding. **(Correct. Lara's patience and encouragement is rewarded when Krista shows that she can do almost everything the guppies can do. David recognizes the rewards of teaching young children when he says that "anyone can teach kids who already know how to swim." This is the best answer.)**

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	20.2
<p>Introduction to Students:</p> <p><b>In this question, you are asked to trace how the main character’s ideas have changed from the beginning to the end of the story. Usually, the main character in a story undergoes some kind of significant transformation. In order to trace how the change occurs, look back at the story and ask yourself questions like these:</b></p> <ul style="list-style-type: none"> <li>• <b>How does the main character feel at the beginning of the story?</b></li> <li>• <b>How does the main character feel at the end of the story?</b></li> <li>• <b>What happens to cause this change?</b></li> <li>• <b>How does the character behave differently as a result?</b></li> </ul> <p><b>Asking questions as you read is a good strategy to help you make sure you understand what happens in the story.</b></p>		

## “Guppy Summer”

**2. Think about how David’s ideas change throughout the course of the story. What information can you find in the story to support your answer?**

**Example of a 2-point answer:** In the beginning of the story, David thinks that teaching young children to swim is not as important as teaching older children. He also thinks that teaching older children is only for the best lifeguards. Then he sees Lara teaching the barnacles. David sees how Krista changes from being afraid of the water to trying to swim. This teaches him that teaching young children can be very rewarding.

**This answer is complete and correct.** This answer traces how David’s ideas change, and is supported by relevant details from the story.

**Example of a 1-point answer:** At first, David wants to teach sharks, but then he realizes he likes teaching guppies.

**This answer is correct, but it is not complete.** This answer needs to give supporting information from the story in order to be complete.

**Example of a 0-point answer:** David does not like teaching babies.

**This answer is not complete or correct.** This answer does not fully address the question of how David’s ideas change.

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	21
<p>Introduction to Students:</p> <p><b>This skill requires that you analyze and draw conclusions about both passages. When you analyze two passages, you may want to compare and contrast—that is, look for similarities and differences. The similarities go beyond the genre (the type of writing), or the fact that the article describes a very important job, while the story describes the summer job of a high school student. In order to answer this question, you need to go beyond the literal meaning, or what you see on the surface, and think about the greater meaning of the story and the article.</b></p>		

### **“The Job of Your (American) Dreams” and “Guppy Summer”**

**Which traits are necessary to be successful as the president of the United States? Which traits are necessary to be successful as a swimming teacher?**

**For an extended constructed-response question, it is especially important to support and elaborate on your answer. Choose specific examples and relevant details from both passages as support.**

**Example of a 4-point answer:** In “Guppy Summer,” David and Lara serve the kids by teaching swimming. They need to be patient and understanding. For example, when Lara teaches Krista, who is afraid of the water, Lara is especially gentle, letting her be in the class with the babies. In “The Job of Your (American) Dreams,” the presidents serve United States citizens. Although the article discusses many traits of successful candidates, such as size, athletic ability, and background, these traits do not mean that one candidate will be a better president, only that these are traits are helpful for success in winning votes.

**This answer is complete and correct.** This answer analyzes the traits necessary for success in both jobs, and is supported by relevant information from the article and the story.

**Example of a 1-point answer:** To be a swimming teacher, you have to be nice to the children. To be a president, you have to be rich.

**This answer is correct, but it is not complete.** This answer needs to give more specific supporting information in order to be complete.

**Example of a 0-point answer:** David and Lara are good teachers.

**This answer is not complete or correct.** David and Lara are good teachers, but this answer does not address the question.

## Reading and Responding

### Mongrel Muse: George Rodrigue’s Blue Dog

Blue Dog is an unexpected image to find in a painting. Like many American dogs, Blue Dog is a mutt, a charming mongrel that is a cross between a dog of terrier/spaniel origins and the Louisiana legend of the *Loup-Garou*. The *Loup-Garou* comes from Cajun folklore, a made-up monster usually described as a ferocious werewolf and often employed to frighten naughty children into good behavior.

Once existing only in the imagination of Louisiana artist George Rodrigue, Blue Dog now stares from paintings, books, postcards, and print advertisements. Possibly the most famous art icon since Keith Haring’s “Radiant Baby”<sup>4</sup> and as ubiquitous<sup>5</sup> as Andy Warhol’s soup cans<sup>6</sup>, Blue Dog is a contemporary mood ring, according to her creator, who says, “Blue Dog has become something new and exhilarating—filled with sadness at times but just as apt to be imbued<sup>7</sup> with humor, irony, anger, love. . . .” Television news anchor Tom Brokaw, who wrote the foreword to one of Rodrigue’s Blue Dog books, *Blue Dog Man* (published in 1999 by Stewart, Tabori & Chang), says that Blue Dog’s impenetrable gaze gives the viewer an opportunity for “personal introspection, a moment of imposed calm, and the unconditional love that dogs are justly famous for sharing.”

An unlikely muse, Blue Dog *is* captivating, with her bright blue fur, contrasting yellow eyes, and inscrutable doggy expression. As eye-catching as a cartoon, Blue Dog is more than just her appearance. The inspiration for Blue Dog surprised and captivated Rodrigue, who has said that the idea of not painting Blue Dog is almost unthinkable. In his paintings, Rodrigue explores the world with Blue Dog. He dresses her up and takes her places. He gives her companions; an ape, children, a lovely blonde woman (the artist’s wife, Wendy), jazz performers from New Orleans, butterflies, and even other dogs appear in different paintings with Blue Dog. The artist places Blue Dog in a variety of backgrounds, experiments with different colors of fur and differently-colored eyes, and allows her to take on and express a spectrum of moods and emotions. In one painting, Blue Dog seems ready to take flight on her colorful butterfly wings. The titles of Blue Dog paintings hint at Blue Dog’s ever-shifting identities: *I Ain’t No Cartoon Dog*, *Red Flowers for a Blue Dog*, *Lucky Dog*, *Stars and Stripes and Me*, *Box o’Blue Dog*, *Dayglow Dog* and more. There seems to be no end to the possibilities of how Blue Dog may emerge in George Rodrigue’s work.

A bright blue image that is as at home in popular culture as it is on canvas may seem a radical departure for an artist who felt a call to present his Cajun culture in his art and was known for his dark, haunting Cajun images. After studying at the Art Center College of Design in Los Angeles, Rodrigue went home to New Iberia, Louisiana, in order to integrate his heritage and his art. For five years, he painted the Louisiana landscape, and especially the Louisiana live oak. As with Blue Dog, Rodrigue took the subject beyond its physical appearance to new levels of meaning.

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<sup>1</sup> In the early 1980s, New York City artist Keith Haring painted an image of a baby crawling that reappeared in many subsequent paintings and drawings, and later appeared on buttons, tee shirts, posters, and other merchandise.

<sup>2</sup> ubiquitous: appearing everywhere

<sup>3</sup> Andy Warhol, another New York City artist, frequently found inspiration in popular culture. Although he painted many portraits of celebrities, Warhol also found inspiration in the objects of everyday life and went on to create icons out of ordinary objects. One of his most famous works showed images of Campbell soup cans.

<sup>4</sup> imbued: filled with

Not surprisingly, Rodrigue says that artists may find inspiration everywhere: “popular music, jazz, MTV, local news, celebrities, anything.” The only necessary element, according to the artist, is surprise: “Whatever the inspiration, the result had to surprise me.”

Will George Rodrigue ever find a new muse to take Blue Dog’s place? Here’s what Rodrigue had to say about it in *Blue Dog Man*: “My mission is now simply to be true to myself, to describe with total honesty what is happening to me, and, of course, to move forward in my search for a better understanding of the world. One thing I know: If I get tired of painting Blue Dog, I’ll stop.”

In 2002, following a hurricane, Rodrigue began to paint a series of abstract images of hurricanes. In an interview that is published on Rodrigue’s website (available at <<http://www.georgerodrigue.com/hurricanes.htm>>), Rodrigue reminds people that art is “all about the emotional reaction on canvas of an artist. We tend to get bogged down in terms like ‘figurative,’ ‘abstract,’ and ‘pop.’ Historians have always labeled artists. But art is not something that fits easily into these molds.”

8 Nor does Blue Dog fit easily into molds. Although it may be tempting for some critics and viewers to dismiss Blue Dog as a “cute contrivance,” as does Lisa Broadwater in her September 10, 1999 review of *Blue Dog Man* in the *Arkansas Democrat-Gazette*, Blue Dog continues to have a strong emotional impact on many who see her, and her popularity shows no sign of waning.

#### **More information about George Rodrigue, Blue Dog, and Rodrigue’s Other Work**

“Oak Trees, Cajuns, and Blue Dogs: The Art of George Rodrigue,” an exhibition that opened on April 1, 2001 at the Louisiana State University in Baton Rouge, explores the connection between Rodrigue’s art and his Cajun heritage. Photographs from the opening day as well as paintings from the exhibition are available for online viewing at <http://www.sec.state.la.us/archives/rodrigue/rodrigue-index.htm>.

Readers fortunate enough to live in Louisiana should visit the George Rodrigue Museum at the Acadian Village in Lafayette. At the George Rodrigue Museum, you will find nearly twenty paintings in which Rodrigue documents the Cajun history. Also on display are various Blue Dog paintings.

You may also find information about George Rodrigue’s current and upcoming exhibitions by visiting the George Rodrigue website at <http://www.georgerodrigue.com/exhibitions.htm>. This site provides a biography of the artist, images from paintings, an interview with Rodrigue, and more.

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	22.1

Introduction to Students:

**This skill requires you to analyze and interpret what you read in order to understand the effects that different elements have on the writing as a whole. For this question, a good strategy would be to re-read the second paragraph of the essay and consider these questions:**

- **What is this paragraph mostly about?**
- **What does this paragraph tell about George Rodrigue?**
- **What does this paragraph tell about Blue Dog?**
- **How is this paragraph important to the rest of the essay?**

### “Mongrel Muse”

1. **If you answered A, B, or D, look back at the second paragraph. What is the main focus of the paragraph?**
  - A. to prove that Rodrigue is a popular artist (**What is the problem with this answer?** While the second paragraph does show that Rodrigue is a popular artist, this is not the **main** purpose of the paragraph.)
  - B. to show that someone famous likes Rodrigue’s work (**What is the problem with this answer?** While the second paragraph does state that a famous person (Tom Brokaw) appreciates Rodrigue’s work, this is not the **main** purpose of the paragraph.)
  - D. to describe Blue Dog as a character (**What is the problem with this answer?** While the second paragraph does give some information about Blue Dog’s character, this is not the **main** purpose of the paragraph.)
  - C. to show the complexity and popularity of Blue Dog (**Correct. Blue Dog’s popularity is described with phrases such as “possibly the most famous art icon since Keith Haring’s ‘Radiant Baby’ ” and “Blue Dog now stares from paintings, books, postcards, and print advertisements.” Blue Dog’s complexity is shown with words that describe her many moods. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.1 Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., context clues, affixes, etymology, dictionary, thesaurus)	22.2
<p>Introduction to Students:</p> <p><b>This skill requires you to figure out the meaning of a word that may be unfamiliar to you. Frequently you can figure out the meaning of an unfamiliar word by looking for clues in the sentence or the paragraph in which the word appears. You can also think about other contexts in which you might have seen the word before.</b></p>		

### “Mongrel Muse”

2. If you answered A, B, or D, look back at the sentence with the word waning. What clues can you find in the sentence or in paragraph 8?
- A. giving (**What is the problem with this answer?** Paragraph 8 states that Blue Dog’s popularity shows no sign of waning. Think about the context of the sentence and the passage in order to answer this question.)
  - B. becoming famous (**What is the problem with this answer?** Blue Dog is famous already. Look at the other answer choices.)
  - D. changing importance (**What is the problem with this answer?** The word continues is a clue that Blue Dog’s popularity remains the same. If her popularity remains the same, what might the word waning mean?)
  - C. decreasing (**Correct. The passage often stresses Blue Dog’s continuing popularity, and the author believes that her popularity is unlikely to wane, or decrease, any time soon. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	23.1

Introduction to Students:

**This skill requires you to draw a conclusion based on information that you have read. When you draw conclusions about what you read, it is helpful to check your conclusions against evidence in the reading to make sure there is information to support your ideas. Ask yourself questions like these:**

- **What conclusion may I draw after reading this article?**
- **Which part of the article proves my conclusion is accurate?**

### “Mongrel Muse”

1. **If you answered A, B, or C, think about how Blue Dog is described in the article. Then look at all of the answer choices again.**
  - A. boring (**What is the problem with this answer?** Read the description of Blue Dog in paragraph 3 to help you answer the question.)
  - B. hilarious (**What is the problem with this answer?** Blue Dog does have humorous elements, but that is not the best description. Think about the different titles of the paintings in which Blue Dog appears.)
  - C. commonplace (**What is the problem with this answer?** Blue Dog may be described as the opposite of commonplace. Think about what the author says about Blue Dog.)
  - D. unusual (**Correct. In the third paragraph, the author discusses Blue Dog’s appearance (“bright blue fur, contrasting yellow eyes, and inscrutable doggy expression”), as well as the various ways she appears (with companions, dressed up, in different locations). She sometimes has different colors of fur or eyes, and in one painting, has butterfly wings. This shows that the Blue Dog is quite unusual. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	6.3 Identifying, analyzing, and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, poetry, fiction, biography, autobiography, nonfiction, novels, drama, epic)	23.2
<p>Introduction to Students:</p> <p><b>This question asks you to determine the genre of the article by identifying the type of publication in which it is most likely to appear. Different publications contain different kinds of writing; for example, a book for young children is likely to have illustrations and to avoid the use of difficult words. An article in a travel magazine is likely to have to do with a topic that will aid or interest people who enjoy traveling.</b></p> <p><b>In order to answer this question, you must first identify the characteristics of the different genres. Each genre has its own characteristics that make it different from other genres. You know that stories and novels are fictional because they are about characters that don't really exist, or because the stories are about events that did not actually happen. There are different genres, or types, of fiction: mysteries, drama, tall tales, legends, and so on. There are different genres of nonfiction, too: biographies, autobiographies, essays, articles, textbooks, etc. A biography is nonfiction writing about a person's life. An autobiography is what a person writes about his or her own life.</b></p>		

### “Mongrel Muse”

2. If you answered A, C, or D, think about the characteristics of the genres of the publications in the answer choices. What kind of writing would each genre contain?
- A. an autobiography. **(What is the problem with this answer?** An autobiography is written from a first-person point of view.)
  - C. an art book for children. **(What is the problem with this answer?** Some of the vocabulary used in the passage is probably too difficult for children to understand.)
  - D. a Louisiana travel brochure. **(What is the problem with this answer?** A travel brochure usually has short statements about different attractions that entice the reader to want to visit a place.)
  - B. a current newspaper or magazine. **(Correct. Newspapers and magazines usually contain factual articles that often include the author's opinion or ideas about the subject. This is the best answer.)**

Grade/Subject	Content Standard	Lesson
10 English Language Arts	6.4 Analyzing various genres as records of life experiences	24.1
<p>Introduction to Students:</p> <p><b>This skill involves thinking about what you read in terms of the cultural context in which it appears. This particular article is about a topic that has particular significance to Louisiana culture. Consider these questions:</b></p> <ul style="list-style-type: none"> <li>• <b>How is the topic related to Louisiana culture?</b></li> <li>• <b>What does Blue Dog have in common with any myths or legends that are told in Louisiana?</b></li> <li>• <b>How might Blue Dog be different if painted by an artist from another state or country?</b></li> </ul>		

### “Mongrel Muse”

1. If you answered A, B, or D, look back at the first paragraph of the article. What was the inspiration for Blue Dog?
  - A. is in paintings set in New Orleans only. (**What is the problem with this answer?** The passage states that Blue Dog has appeared in paintings with jazz performers from New Orleans, but this is not the reason she is a Louisiana icon. Think about what connects Blue Dog to Louisiana’s culture.)
  - B. looks like a Louisiana bird hunting dog. (**What is the problem with this answer?** The passage does not state that Blue Dog looks like a Louisiana hunting dog. Look at the other answer choices.)
  - D. looks like a fictitious character. (**What is the problem with this answer?** The passage states that Blue Dog is “as eye-catching as a cartoon,” but this is not the reason she is a Louisiana icon. What makes Blue Dog particularly symbolic for Louisiana culture?)
  - C. is based on a Louisiana folklore character. (**Correct. You can find this information in the first paragraph: “Blue Dog is a mutt, a charming mongrel that is a cross between a dog of terrier/spaniel origins and the Louisiana legend of the *Loup-Garou*. The *Loup-Garou* comes from Cajun folklore. . . .” This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	24.2
<p>Introduction to Students:</p> <p><b>When you analyze, or think about the meaning, of what you read, you are really taking the elements apart in order to come to a greater understanding of the writing as a whole. After reading the question, answer the question to yourself, and then go back to the article and find information that supports your ideas.</b></p>		

### “Mongrel Muse”

- 2. Think about the significance Blue Dog has for the artist George Rodrigue. Then think about the meaning of the word muse. What is a muse? How is Blue Dog a muse to George Rodrigue?**

**Example of a 2-point answer:** Blue Dog is Rodrigue’s muse because the dog inspires the artist, which encourages him to paint many pictures of the dog, such as *Box o’Blue Dog* and *Lucky Dog*. Although Blue Dog is not real, he seems to be almost a friend to Rodrigue because Blue Dog is such an important part of the artist’s painting.

**This answer is complete and correct.** This answer explains that Blue Dog inspires George Rodrigue and provides specific supporting details from the article.

**Example of a 1-point answer:** Blue Dog is Rodrigue’s muse because thinking about Blue Dog helps the artist paint many interesting paintings.

**This answer is correct, but it is not complete.** This answer does not fully explain how Blue Dog is the artist’s muse, nor does it include supporting information from the article.

**Example of a 0-point answer:** Rodrigue paints many pictures of the dog.

**This answer is not complete or correct.** This answer does not make a connection between the artist’s painting and Blue Dog.

## Reading and Responding

### Two for a Quarter

At the garage sale  
a life spills all the way  
out to the street, where  
long-forgotten remnants of play  
5 offer themselves for auction:  
these ephemeral<sup>1</sup> embodiments  
of the imagination,  
these emblems of memory and make-believe—  
dolls, monsters, creatures, and clowns  
10 with plastic faces grooved in permanent grins;  
this plastic parade of dreams  
tangles itself in a ridiculous riot  
contained only by cardboard,  
a boxed-up tribute to transience.  
15 How much for childhood?  
No amount, not even  
coins stacked as high  
as the clouds in the sky  
would be enough to pay  
20 for those dreams.

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<sup>1</sup> ephemeral: lasting a very short time

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	25.1

Introduction to Students:

**When you read a poem, a story, or another kind of fiction, you are aware that events and objects often are symbolic; the events and objects are intended to have meaning beyond the literal meaning of the words that describe them. A poem might be about one small incident in the speaker’s life, but the poet may intend that the incident represent a rite of passage, a triumph, a loss, or another significant event or change in the speaker’s life.**

**You will find clues about the symbolism in the poem itself. Look for words and phrases that add layers of meaning to the actual meaning of the words.**

### “Two for a Quarter”

1. If you answered A, B, or D, look back at the first three lines of the poem. What is the poem about?
  - A. There were many customers at the garage sale. **(What is the problem with this answer?** What represents a person’s life in this poem?)
  - B. The owner of the toys was sad to have a garage sale. **(What is the problem with this answer?** There is no indication that the owner is sad. What is the main event of the poem?)
  - D. The boxes and piles of things were blocking people’s way. **(What is the problem with this answer?** Think again about the setting and what is happening in the poem.)
  - C. There were many boxes and piles of things being sold. **(Correct. In the poem, the toys for sale represent childhood, or a significant part of the speaker’s life. By saying that “life” spills out to the street, the speaker refers to the things to be sold. This is the best answer.)**

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.1 Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., context clues, affixes, etymology, dictionary, thesaurus)	25.2
<p>Introduction to Students:</p> <p><b>There are several methods you can use to find the meaning of a word you don't know: using a dictionary or thesaurus, looking for clues in the sentence or paragraph in which the word appears, or analyzing the word. When you analyze a word, you take a word apart and look for meaning in each part of the word. Words that can be analyzed by looking at the different parts of the word are compound words (words that are made up of two or more words) and words that have identifiable roots and/or suffixes and prefixes.</b></p> <p><b>Many English words come from a root word. If you know the root word, you can usually figure out the meaning of words that share the root. Here are some examples:</b></p> <ul style="list-style-type: none"> <li>• <b>inform/<u>information</u>/<u>informative</u></b></li> <li>• <b>communicate/<u>communication</u>/<u>communicative</u></b></li> <li>• <b>resemble/<u>resemblance</u></b></li> <li>• <b>similar/<u>similarity</u>/<u>dissimilar</u></b></li> </ul>		

### “Two for a Quarter”

2. If you answered A, B, or C, look back at line 4. What is the root word of the word remnants? Which answer choice would be the best replacement for the word remnants?
- A. bargains (**What is the problem with this answer?** People do go to garage sales to find bargains, but this is not the correct meaning of the word remnants. The root of the word remnant is remain. What does remnant most likely mean?)
- B. secrets (**What is the problem with this answer?** When you replace the word remnants with the word secrets, the line does not fit in with the poem. What does the poet mean by the phrase remnants of play?)
- C. deep meanings (**What is the problem with this answer?** The words deep meanings do not fit in with the poem. Look at the rest of the poem, and then look at all the answer choices to find the one that best fits.)
- D. leftovers (**Correct. A remnant is something that is left over after the rest has gone. In this case, the leftovers are the toys that remain long after the children have played their games and grown up. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	26.1
<p>Introduction to Students:</p> <p><b>This skill requires you to analyze the effects of literary devices, such as figurative language. Poets use figurative language to set the mood or the tone, to make the language more colorful, to add layers of meaning, and to bring images and feelings to the reader’s mind. Some kinds of figurative language are metaphors (a comparison between things or ideas), similes (a comparison that uses the word <u>like</u> or the word <u>as</u>), and personification (in which non-human things have human thoughts or feelings, or behave as humans do).</b></p> <p><b>Some other literary devices include alliteration (in which the beginning sound of several words is the same, as in the phrase “<u>H</u>enry <u>h</u>opes for <u>h</u>elp at <u>h</u>ome”), onomatopoeia (words that make a sound that describes their meaning, such as <u>buzz</u> or <u>splat</u>), and rhyme (words that share a sound: <u>line/fine</u>, <u>rain/gain</u>, <u>live/give</u>). Writers and poets use these literary devices in order to create sounds that have an effect on the reader and to reinforce the intended meaning in the poem or story.</b></p>		

### “Two for a Quarter”

1. If you answered B, C, or D, think about what the literal meanings of the words ridiculous and riot. Then look again at lines 8 through 12. What creates the ridiculous riot?
  - B. The toys are not worth much. (What is the problem with this answer? The toys are being sold at a low price in the poem, but neither the word ridiculous nor the word riot has to do with the cost of the toys. Think again about the image the poet creates in lines 8 through 12.)
  - C. Someone is playing with the toys. (What is the problem with this answer? Think about what the phrase most likely means.)
  - D. The poet is imagining the toys moving. (What is the problem with this answer? This is not the image the poet intends. Look at lines 9 and 10. What do these lines tell you about the toys?)
  - A. The toys are mixed together. (Correct. The poem describes dolls, monsters, creatures, and clowns all jumbled together in a box as a “ridiculous riot” because they are tangled up and look funny. This is the best answer.)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	26.2
<p>Introduction to Students:</p> <p><b>This skill requires you to interpret a kind of figurative language: a simile (a comparison that uses the word <u>like</u> or the word <u>as</u>). Figurative language helps to set the mood or the tone, makes the language more playful and interesting, adds meaning, and brings ideas, images, and feelings to the reader’s mind.</b></p> <p><b>When thinking about the effect of any kind of figurative meaning, it is helpful to consider the literal meanings of the words and how these meanings relate to the image created by the words. Then consider what effect the writer intended by making the reader think of those meanings. For example, the poet of “Two for a Quarter” uses the metaphor “this plastic parade of dreams.” If you think about the meaning of the individual words, and then think about this meaning as it refers to the toys in the box, you gain a deeper understanding of the poem as a whole.</b></p>		

### “Two for a Quarter”

2. If you answered A, B, or C, look again at lines 17 and 18. What would cost more than “coins stacked as high as the clouds in the sky”?
- A. the people had a childhood without much money. (**What is the problem with this answer?** Look at line 15. How does this question relate to the stack of coins?)
  - B. the person giving the garage sale changed his mind about selling the toys. (**What is the problem with this answer?** The speaker does not decide to keep the toys; instead, the speaker separates the memories, which remain forever, from the toys, which can be sold. Look again at the other answer choices.)
  - C. toys are not really worth more than a few quarters. (**What is the problem with this answer?** The title does indicate a low price for the toys, but this simile means the opposite—that something is worth more than many coins. What is worth this much to the speaker?)
  - D. no amount of money is worth the experiences of childhood. (**Correct. In the last six lines of the poem, the speaker decides that childhood experiences are worth more than a stack of coins reaching to the clouds. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	27.1

Introduction to Students:

**The mood of a poem is its “feeling.” How does the speaker of the poem feel about the subject? How does the poet intend the reader to feel? You will find clues about the mood in the poem. Look for words, phrases, and images that add feeling. For example, when you read in a poem that the skies are gray and “clouds loom dark,” the mood of the poem is most likely sad or even ominous.**

### “Two for a Quarter”

1. If you answered B, C, or D, think about the words and images in the poem that contribute to the mood. What do the images make you think about or remember? How does the poem make you feel?
  - B. satisfied (**What is the problem with this answer?** The mood of the poem is the feeling that the poet creates by choosing specific kinds of language and images. What word best describes the speaker’s feelings?)
  - C. melancholy (**What is the problem with this answer?** The speaker does not seem sad, nor are the phrases “plastic parade of dreams” and “ridiculous riot” intended to make the reader feel sad. Think again about the mood of the poem.)
  - D. contented (**What is the problem with this answer?** Although the mood is not sad, contented is not the best word to describe the mood. Look at the first five lines of the poem. What is the mood?)
  - A. thoughtful (**Correct. The way in which the poet describes the garage sale gives the impression of thoughtfulness about the items for sale. Whereas some people might see boxes and piles of old toys, the speaker sees the past and childhood dreams. This is the best answer.**)

Grade/Subject	Content Standard	Lesson
10 English Language Arts	1.2 Analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection	27.2
<p>Introduction to Students:</p> <p><b>When you are analyzing the effects of literary devices and elements, as this skill requires you to do, it is helpful to consider the “big picture” of what you are reading. After reading the poem, ask yourself some questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What is the central idea, or theme? What lines of the poem support this interpretation?</b></li> <li>• <b>What images contribute to the theme? Is there one image that stands out or is repeated?</b></li> <li>• <b>What is the speaker’s conflict or problem? How is this conflict resolved? What is the speaker’s conclusion about the conflict?</b></li> </ul>		

### “Two for a Quarter”

**2. What are the dreams in the poem? How are these dreams important to the speaker? How do the dreams contribute to the meaning of the poem?**

**Example of a 2-point answer:** The speaker calls the toys a “plastic parade of dreams” and says that the dreams of childhood are priceless; no amount of money, not even “coins stacked as high as the clouds” would be enough to pay for what the dreams are worth. Even though objects representing childhood may be sold, the dreams remain forever.

**This answer is complete and correct.** This answer explains how dreams are important in the poem and gives specific quotes from the poem to support the explanation.

**Example of a 1-point answer:** In the poem, the speaker talks about the dreams of childhood and says they are valuable.

**This answer is correct, but it is not complete.** This answer is partial; it does not fully explain the importance of dreams in the poem, nor does it give adequate support from the poem.

**Example of a 0-point answer:** Toys are like dreams.

**This answer is not complete or correct.** This answer does not address the question.

Grade/Subject	Content Standard	Lesson
10 English Language Arts	7.1 Using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts	28
<p>Introduction to Students:</p> <p><b>This skill requires that you compare and contrast the images from the article and the poem. When you compare and contrast, you are considering the similarities and the differences. How are these similarities and differences meaningful? What effects do the poet of “Two for a Quarter” and the author of “Mongrel Muse” intend to create in the passages? Are the similarities and differences related to the themes and genres of the two passages?</b></p>		

### “Mongrel Muse” and “Two for a Quarter”

**What images appear in “Mongrel Muse”? What are the images in the “Two for a Quarter”? How are these images alike and different?**

**For an extended constructed-response question, it is especially important to present your ideas in a logical sequence, and to support and elaborate on your answer. Choose specific, relevant details from both passages as support.**

**Example of a 4-point answer:** The image of Blue Dog reminds viewers of the good and also mysterious qualities of dogs. Dogs can look sad or funny, just as Blue Dog does, and they can seem as innocent as children. In the poem “Two for a Quarter,” the toys—dolls, monsters, creatures, clowns—are images of childhood that, like Blue Dog, appear both sad and funny. Like the toys, the image of Blue Dog is that of a brightly-colored, toy-like creature who reminds us of childhood. The images in both the essay and the poem reflect objects that amuse us, but they are intended by the poet and the writer to have a deeper meaning. The images in the two passages differ from each other because Blue Dog is a modern image and reflects modern culture, but the toys in the poem are images of a childhood that is gone and do not seem to represent a single culture.

**This answer is complete and correct.** This answer compares and contrasts the images of both passages and gives relevant supporting information from both the article and the poem.

**Example of a 1-point answer:** Blue Dog is funny, and there are also funny images of toys in the poem.

**This answer is correct, but it is not complete.** This answer needs to provide differences in addition to the similarity between the images of Blue Dog and the images in the poem; this answer also needs to give supporting details from the passages.

**Example of a 0-point answer:** The artist dreamed up Blue Dog.

**This answer is not complete or correct.** This answer does not address the question.