Unit 5 Exam

Directions
Read the following poem. Then answer the questions that follow.

The Heron
Theodore Roethke

The heron stands in water where the swamp
Has deepened to the blackness of a pool,
Or balances with one leg on a hump
Of marsh grass heaped above a musk-rat hole.

5 He walks the shallow with an antic grace.
The great feet break the ridges of the sand,
The long eye notes the minnow's hiding place.
His beak is quicker than a human hand.

He jerks a frog across his bony lip,
10 Then points his heavy bill above the wood.
The wide wings flap but once to lift him up.
A single ripple starts from where he stood.


Comprehension
Directions
Answer the following questions about “The Heron.”

___ 1. What is the pattern of rhyming words in the first stanza?
   a. abab
   b. abcd
   c. abcc
   d. abcb

___ 2. Which words from line 1 are an example of alliteration?
   a. stands, the
   b. heron, in
   c. stands, where
   d. water, where

___ 3. The second stanza describes the actions of the heron as the bird
   a. lands
   b. sleeps
   c. hunts
   d. swims
4. In line 6, the words “great” and “break” are an example of which sound device?
   a. repetition
   b. assonance
   c. alliteration
   d. rhyme

5. Which statement best paraphrases “His beak is quicker than a human hand” (line 8)?
   a. The heron’s beak is long and narrow.
   b. The heron pecks lightly with its beak.
   c. The heron’s beak is as sharp as a knife.
   d. The heron moves its beak very swiftly.

6. The poet starts a new stanza at line 9 most likely because
   a. the heron leaves the swamp
   b. the minnow swims away
   c. a frog hides from the heron
   d. a human visits the marsh

7. In the regular meter of this poem, each line has the same rhythm and
   a. five syllables
   b. six syllables
   c. eight syllables
   d. ten syllables

Short Response
Directions
Write two or three sentences to answer the following question on a separate sheet of paper.

8. Paraphrase the third stanza of the poem.

Extended Response
Directions
Write a paragraph to answer this question on a separate sheet of paper.

9. How do you think the speaker feels about the heron? Support your opinion with three examples from the poem.
Directions
Read the following poem. Then answer the questions that follow.

Living Tenderly
May Swenson

My body a rounded stone
with a pattern of smooth seams.
My head a short snake,
retractive, projective.
5 My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
10 I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
15 My flesh lives tenderly
inside its bone.

“Living Tenderly” by May Swenson. Used with permission of The Literary Estate of May Swenson.

Comprehension
Directions
Answer the following questions about “Living Tenderly.”

10. The repetition of the word “My” shows that the speaker is describing
   a. itself
   b. the poet
   c. friends
   d. a stranger

11. In the first stanza, the speaker compares its head to a
   a. chin
   b. snake
   c. clamp
   d. stone

12. Which line from the second stanza contains alliteration?
   a. “My back is my roof”
   b. “I am always at home”
   c. “It floats within the lake”
   d. “My flesh lives tenderly”
13. “My flesh lives tenderly” in what?
   a. body
   b. bones
   c. travels
   d. house

14. The extended metaphor of the poem compares the speaker’s body to a
   a. dusty shirt
   b. deep lake
   c. stone shelter
   d. tight clamp

15. Which statement best paraphrases lines 13–14?
   a. When it gets dusty, I wash my house in a lake.
   b. My house sits on the ground or floats on water.
   c. When I swim, I leave my house on the land.
   d. My house would sink to the bottom of the lake.

Short Response
Directions
Write two or three sentences to answer the following question on a separate sheet.

16. Consider the description that the speaker gives. Identify two details from the poem that suggest that the speaker is a turtle.

Extended Response
Directions
Write a paragraph to answer this question on a separate sheet.

17. How do you think the speaker feels about the fact that its body and its house are one? Support your opinion with details from the poem.
Directions
Read the following selection. Then answer the questions that follow.

from High Tide in Tucson
Barbara Kingsolver

A hermit crab lives in my house. Here in the desert he's hiding out from local animal ordinances, at minimum, and maybe even the international laws of native-species transport. For sure, he's an outlaw against nature. So be it.

He arrived as a stowaway two Octobers ago. I had spent a week in the Bahamas, and while I was there, wishing my daughter could see those sparkling blue bays and sandy coves, I did exactly what she would have done: I collected shells. Spikey murexes, smooth purple moon shells, ancient-looking whelks sand-blasted by the tide-I tucked them in the pockets of my shirt and shorts until my lumpy, suspect hemlines gave me away, like a refugee smuggling the family fortune. When it was time to go home, I rinsed my loot in the sink and packed it carefully into a plastic carton, then nested it deep in my suitcase for the journey to Arizona.

I got home in the middle of the night, but couldn't wait till morning to show my hand. I set the carton on the coffee table for my daughter to open. In the dark living room her face glowed, in the way of antique stories about children and treasure. With perfect delicacy she laid the shells out on the table, counting, sorting, designating scientific categories like yellow-striped pinky, Barnacle Bill's pocketbook... Yeek! She let loose a sudden yelp, dropped her booty, and ran to the far end of the room. The largest, knottiest whelk had begun to move around. First it extended one long red talon of a leg, tap-tap-tapping like a blind man's cane. Then came half a dozen more red legs, plus a pair of eyes on stalks, and a purple claw that snapped open and shut in a way that could not mean We Come in Friendship.

Who could blame this creature? It had fallen asleep to the sound of the Caribbean tide and awakened on a coffee table in Tucson, Arizona, where the nearest standing water source of any real account was the municipal sewage-treatment plant.

With red stiletto legs splayed in all directions, it lunged and jerked its huge shell this way and that, reminding me of the scene I make whenever I'm moved to rearrange the living-room sofa by myself. Then, while we watched in stunned reverence, the strange beast found its bearings and began to reveal a determined, crabby grace. It felt its way to the edge of the table and eased itself over, not falling bang to the floor but hanging suspended underneath within the long grasp of its ice-tong legs, lifting any two or three at a time while many others still held in place. In this remarkable fashion it scrambled around the underside of the table's rim, swift and sure and fearless like a rock climber's dream.

If you ask me, when something extraordinary shows up in your life in the
middle of the night, you give it a name and make it the best home you can.

40 The business of naming involved a grasp of hermit-crab gender that was way out of our league. But our household had a deficit of males, so my daughter and I chose Buster, for balance. We gave him a terrarium with clean gravel and a small cactus plant dug out of the yard and a big cockleshell full of tap water. All this seemed to suit him fine. To my astonishment our local pet store carried a product called Vitaminized Hermit Crab Cakes. Tempting enough (till you read the ingredients) but we passed, since our household leans more toward the recycling ethic. We give him leftovers. Buster's rapture is the day I drag the unidentifiable things in cottage cheese containers out of the back of the fridge.

50 We've also learned to give him a continually changing assortment of seashells, which he tries on and casts off like Cinderella's stepsisters preening for the ball. He'll sometimes try to squeeze into ludicrous outfits too small to contain him (who can't relate?). In other moods, he will disappear into a conch the size of my two fists and sit for a day, immobilized by the weight of upward mobility. He is in every way the perfect housemate: quiet, entertaining, and willing to eat up the trash. He went to school for first-grade show-and-tell, and was such a hit the principal called up to congratulate me (I think) for being a broad-minded mother.

It was a long time, though, before we began to understand the content of 60 Buster's character. He required more patient observation than we were in the habit of giving to a small, cold-blooded life. As months went by, we would periodically notice with great disappointment that Buster seemed to be dead. Or not entirely dead, but ill, or maybe suffering the crab equivalent of the blues. He would burrow into a gravelly corner, shrink deep into his shell, and not move, for days and days. We'd take him out to play, dunk him in water, offer him a new frock—nothing. He wanted to be still.

Life being what it is, we'd eventually quit prodding our sick friend to cheer up, and would move on to the next stage of a difficult friendship: neglect. We'd ignore him wholesale, only to realize at some point later on that he'd lapsed into 70 hyperactivity. We'd find him ceaselessly patrolling the four corners of his world, turning over rocks, rooting out and dragging around truly disgusting pork-chop bones, digging up his cactus and replanting it on its head.


Comprehension

Directions

Answer the following questions about the excerpt from High Tide in Tucson.

18. Which quotation from the excerpt is an example of personification?
a. “With perfect delicacy she laid the shells out on the table” (line 16)
b. “it lunged and jerked its huge shell this way and that” (lines 28–29)
c. “We gave him a terrarium with clean gravel” (lines 42–43)
d. “He’ll sometimes try to squeeze into ludicrous outfits” (line 52)

19. The statement that Buster is “an outlaw against nature” (line 3) is an example of which type of figurative language?
   a. extended metaphor
   b. imagery
   c. simile
   d. metaphor

Short Response
Directions
Write two or three sentences to answer the following question on a separate sheet of paper.

20. Identify an example of simile from the excerpt, and explain what the simile means.

Extended Response
Directions
Write a paragraph to answer this question on a separate sheet of paper.

21. Do the author and her daughter take good care of Buster? Support your opinion with three examples from the text.

Directions
Use the explanations of word origins and Latin roots to answer the following questions.

22. Which word in “The Heron” comes from *nota*, a Latin word that means “annotation”?
   a. ridges
   b. antic
   c. notes
   d. points

23. Which word in “Living Tenderly” comes from *lakkos*, a Greek word that means “pond”?
   a. stone
   b. home
   c. floats
   d. lake

24. Which word in “Living Tenderly” comes from *klampe*, an Old Dutch word that means “fastening”?
   a. seams
   b. clamps
   c. sleeves
   d. chin
25. Which word in *High Tide in Tucson* comes from *frok*, a Middle English word that means “a monk’s habit”?
   a. frock
   b. sick
   c. friend
   d. corners

26. Which word in *High Tide in Tucson* comes from the Latin root *port*, which means “carry”?
   a. transport
   b. smuggling
   c. suitcase
   d. journey

27. Which word in *High Tide in Tucson* comes from the Latin root *sci*, which means “know”?
   a. sorting
   b. principal
   c. scientific
   d. ancient

28. Which word in *High Tide in Tucson* comes from the Latin root *ten*, which means “stretch”?
   a. knottiest
   b. extended
   c. stalks
   d. creature

29. Which word in *High Tide in Tucson* comes from the Latin root *terr*, which means “land”?
   a. desert
   b. tide
   c. coves
   d. terrarium
Directions
Read the personal response to a poem and answer the questions that follow.

(1) A few months ago, I read an article entitled Finding Happiness in Life Cycle magazine. (2) The writer suggested, “Think of a sunset as an expensive, bejeweled gift.” (3) I never really understood what the writer meant until I read the poem We Alone. (4) In that poem, the speaker discusses what we should and should not value. (5) The speaker’s opinions helped me understand something about life.

(6) In the first section of the poem, the speaker explains that people can devalue gold if they choose not to care about it. (7) At first, I wondered why valuing gold was wrong. (8) I kept reading, and the speaker answered my question. (9) The speaker say, “Wherever there is gold / there is a chain, you know” (lines 5–6). (10) The speakers use of the word chain expressed the idea that gold ties people down. (11) Caring only about material possessions is not a good way to live one’s life.

(12) In the second and third stanzas, the speaker explains what we should value instead of gold. (13) The speaker believes that people should value items in nature, such as feathers shells and stones. (14) The mention of these ordinary items made me think of small objects that I appreciate. (15) I love crisp fall days and small speckled stones. (16) At times, however, a new computer game or some other flashy gadget makes me forget about the little things that I enjoy.

(17) Walker’s poem made me realize the importance of valuing “what is plentiful / as much as / what is scarce,” as she writes in lines 15–17. (18) I realized that I sometimes put too much value on gold and not enough value on that which is truly precious.

____ 30. Sentence 1 contains an error in
a. comma usage
b. punctuation of titles
c. capitalization
d. subject-verb agreement

____ 31. Choose the correct way to punctuate the poem title in sentence 3.
a. “we alone”
b. We Alone
c. “We Alone”
d. “We Alone”

____ 32. What should the writer add to sentence 3 to improve the introduction?
a. poem’s length
b. poet’s name
c. poem’s rhyme scheme
d. poet’s other works

____ 33. To best express the writer’s overall response to the poem in sentence 5, you might change “understand something about life” to
a. “realize what I should value in my life”
b. “understand a lot of things in life”
c. “realize the most important goal in life”
d. “understand what my life means”
34. Which word in sentence 6 should you replace with a more precise literary term?
   a. first
   b. section
   c. poem
   d. speaker

35. Which transitional word should you add to the beginning of sentence 8?
   a. therefore
   b. furthermore
   c. similarly
   d. however

36. Which sentence contains an error in subject-verb agreement?
   a. sentence 7
   b. sentence 8
   c. sentence 9
   d. sentence 10

37. Which word in sentence 10 contains an error?
   a. speakers
   b. use
   c. expressed
   d. ties

38. Choose the best way to punctuate the list of items in sentence 13.
   a. feathers shells and, stones
   b. feathers, shells, and stones
   c. feathers shells, and stones
   d. feathers, shells, and, stones

39. Choose the correct way to use commas in sentence 15.
   a. crisp, fall days and small, speckled stones
   b. crisp fall days, and small speckled stones
   c. crisp, fall, days and small, speckled stones
   d. crisp fall, days and small speckled, stones

40. In sentence 17, the writer supports a key point by
   a. explaining an extended metaphor
   b. paraphrasing the poet’s words
   c. identifying a literary device
   d. quoting the poem directly

41. Which sentence best summarizes the writer’s overall response to the poem?
   a. sentence 4
   b. sentence 11
   c. sentence 15
   d. sentence 18
**Directions**
Read the following quotation. Then read the prompt that follows and complete the writing activity.

“A poem compresses much in a small space and adds music, thus heightening its meaning.”
- E.B. White

42. **Prompt:** Write a personal response to “The Heron” or “Living Tenderly.” How much did the poem express to you “in a small space”? Provide specific details about the poem to help explain your response.

Now write your response. Use the reminders that follow to help you write.

**Reminders**
- Be sure your writing does what the prompt asks.
- Clearly present your overall response to the poem.
- Support your key points with explanations and quotes.
- Use transitional words and phrases to connect ideas.
- Check for correct grammar, spelling, and punctuation.
## Unit 5 Exam

### Answer Section

1. **ANS:** B  
   **PTS:** 1  
   **TOP:** Unit 5 Test A  
   **STA:** W.04.8.3.6.PO1.a  
   **REF:** 861ca95e-dc3b-11dc-8feb-0016cfd7b5f9

2. **ANS:** D  
   **PTS:** 1  
   **TOP:** Unit 5 Test A  
   **STA:** W.04.8.3.6.PO1.a  
   **REF:** 861cd06e-dc3b-11dc-8feb-0016cfd7b5f9

3. **ANS:** C  
   **PTS:** 1  
   **TOP:** Unit 5 Test A  
   **STA:** W.04.8.3.6.PO1.a  
   **REF:** 861ee4a8-dc3b-11dc-8feb-0016cfd7b5f9

4. **ANS:** B  
   **PTS:** 1  
   **TOP:** Unit 5 Test A  
   **STA:** W.04.8.3.6.PO1.a  
   **REF:** 861f0bb8-dc3b-11dc-8feb-0016cfd7b5f9

5. **ANS:** D  
   **PTS:** 1  
   **TOP:** Unit 5 Test A  
   **STA:** W.04.8.3.6.PO1.a  
   **REF:** 861f32c8-dc3b-11dc-8feb-0016cfd7b5f9

6. **ANS:** A  
   **PTS:** 1  
   **TOP:** Unit 5 Test A  
   **STA:** W.04.8.3.6.PO1.a  
   **REF:** 86214702-dc3b-11dc-8feb-0016cfd7b5f9

7. **ANS:** D  
   **PTS:** 1  
   **TOP:** Unit 5 Test A  
   **STA:** W.04.8.3.6.PO1.a  
   **REF:** 86216e12-dc3b-11dc-8feb-0016cfd7b5f9

8. **ANS:**  
   Responses will vary. Paraphrases should be roughly the same length as the lines of the poem. Students should provide a paraphrase similar to the following: The heron eats a frog and then looks up at the sky. He takes off with a single beat of his wings. A small wave starts from where he had been standing.  
   **PTS:** 1  
   **REF:** 86219522-dc3b-11dc-8feb-0016cfd7b5f9

9. **ANS:**  
   Responses will vary. Students should suggest that the speaker admires the heron. Students may use three of the following details as support:  
   a. The speaker mentions that the heron is able to balance on one leg on a “hump / Of marsh grass” (lines 3–4). The speaker admires the heron’s balance and grace.  
   b. The speaker says that the heron walks with “antic grace” (line 5). This description shows that the speaker admires the heron’s grace.  
   c. In line 7, the speaker states that the heron is able to spot a minnow’s hiding place with its “long eye.” The speaker admires the heron’s ability to locate its prey.  
   d. In line 8, the speaker notes that the heron moves its beak with great speed, “quicker than a human hand.” This observation suggests that the speaker admires the speed of the heron.  
   e. The speaker points out that the heron needs to flap its wings only once to be able to lift from the ground (line 11). This description shows that the speaker admires the heron’s strength and agility.  
   f. In line 12, the speaker says that only a single ripple reveals the previous position of the heron. This detail suggests that the speaker admires the heron’s ability to take flight without disturbing the water. The detail also suggests that the speaker admires the heron for its benign impact on its environment.  
   **PTS:** 1  
   **REF:** 8623a95c-dc3b-11dc-8feb-0016cfd7b5f9

10. **ANS:** A  
    **PTS:** 1  
    **TOP:** Unit 5 Test A  
    **STA:** R.03.8.3.1.PO12  
    **REF:** 8623d06c-dc3b-11dc-8feb-0016cfd7b5f9
11. **ANS:** B  
**PTS:** 1  
**TOP:** Unit 5 Test A  
**REF:** 8623f77c-dc3b-11dc-8feb-0016cfd7b5f9  
**NOT:** mllit8_2008

12. **ANS:** B  
**PTS:** 1  
**TOP:** Unit 5 Test A  
**REF:** 86260bb6-dc3b-11dc-8feb-0016cfd7b5f9  
**NOT:** mllit8_2008

13. **ANS:** D  
**PTS:** 1  
**TOP:** Unit 5 Test A  
**REF:** 862632c6-dc3b-11dc-8feb-0016cfd7b5f9  
**NOT:** mllit8_2008

14. **ANS:** C  
**PTS:** 1  
**TOP:** Unit 5 Test A  
**REF:** 86286e10-dc3b-11dc-8feb-0016cfd7b5f9  
**NOT:** mllit8_2008

15. **ANS:** B  
**PTS:** 1  
**TOP:** Unit 5 Test A  
**REF:** 86289520-dc3b-11dc-8feb-0016cfd7b5f9  
**NOT:** mllit8_2008

16. **ANS:**  
Responses will vary. Students may use two of the following details: a. The speaker says that its head is like a snake that projects and retracts (lines 3–4). A turtle can pop its head in and out of its shell. b. The speaker says that its legs can shrink or come out (lines 5–6). A turtle can hide its legs within its shell, or it can extend them out. c. The speaker says that its back is its roof (line 9). A turtle’s shell, which is on its back, is the turtle’s roof. d. The speaker says that it is “always at home” and that it travels where its house goes (lines 10–11). A turtle’s house is its shell. A turtle cannot move without taking its house. e. In the first line, the speaker says that its body is a stone. In line 12, the speaker says that its house is a stone. The speaker’s body and house are the same: stone. A turtle’s shell is hard like a stone.

**PTS:** 1  
**REF:** 8628bc30-dc3b-11dc-8feb-0016cfd7b5f9  
**STA:** R.03.8.2.1.PO6  
**TOP:** Unit 5 Test A  
**NOT:** mllit8_2008

17. **ANS:**  
Responses will vary. Most students will suggest that the speaker appreciates and takes pride in having its house attached to its body. Students may use the following details as support: a. The speaker takes time to explain its features. For example, the speaker says that its body has “a pattern of smooth seams” (line 2). This description is a positive one. The speaker seems proud of its appearance. b. The speaker describes how its head, legs, and chin can project and retract (lines 3–7). This description suggests that the speaker is proud of its abilities. c. The speaker says that it is “always at home” and that it travels where its house walks (lines 10–11). The speaker seems happy to be always in its home. The speaker also seems pleased that it can travel with its house. d. In lines 13–14, the speaker explains that it can float in water or rest in dust. This ability to live in different environments shows that the speaker is happy with its flexibility. e. The speaker says, “My flesh lives tenderly / inside its bone” (lines 15–16). The use of the word “tenderly” suggests that the speaker feels comfortable and safe inside its stone body.

**PTS:** 1  
**REF:** 862ad06a-dc3b-11dc-8feb-0016cfd7b5f9  
**STA:** W.04.8.1.2.PO1 | W.04.8.2.1.PO1 | W.04.8.2.1.PO2 | W.04.8.2.1.PO3 | W.04.8.2.1.PO4 | W.04.8.2.2.PO4 | W.04.8.2.5.PO1 | W.04.8.2.5.PO2 | W.04.8.2.6.PO11  
**TOP:** Unit 5 Test A  
**NOT:** mllit8_2008

18. **ANS:** D  
**PTS:** 1  
**TOP:** Unit 5 Test A  
**REF:** 862af77a-dc3b-11dc-8feb-0016cfd7b5f9  
**NOT:** mllit8_2008

19. **ANS:** D  
**PTS:** 1  
**TOP:** Unit 5 Test A  
**REF:** 862be8a-dc3b-11dc-8feb-0016cfd7b5f9  
**NOT:** mllit8_2008
20. **ANS:**

Responses will vary. Students may identify one of the following similes: a. The author says that she put shells into her pockets until her clothing bulged and she looked “like a refugee smuggling the family fortune” (lines 9–10). This simile suggests that to the author, the shells are as precious as the jewels that people might hide and carry with them in secret. b. When Buster first emerges from his shell, the author describes his “red talon of a leg, tap-tap-tapping like a blind man’s cane” (lines 20–21). This simile suggests that Buster uses his leg as an antenna—a way to navigate an unknown environment. The simile also suggests that Buster moves his leg in a cautious way, similar to the way a person who is blind would move a cane. c. The author calls Buster’s climbing “swift and sure and fearless like a rock climber’s dream” (lines 36–37). This simile describes the skill and ease with which Buster moves on the underside of the coffee table. d. “Like Cinderella’s stepsisters preening for the ball” (lines 51–52) shows that the crab’s actions seemed silly and thus were highly entertaining.

**PTS:** 1  
**REF:** 862d32c4-dc3b-11dc-8feb-0016cfd7b5f9  
**STA:** R.03.8.1.4.PO4 | R.03.8.2.1.PO6 | W.04.8.2.5.PO1  
**TOP:** Unit 5 Test A  
**NOT:** mllit8_2008

21. **ANS:**

Responses will vary. Some students may suggest that the author and her daughter do not take good care of Buster. Students may use three of the following examples as support: a. The author says that Buster was “an outlaw against nature” (line 3). This description implies that the hermit crab is out of place. Nevertheless, the author and her daughter choose to keep him rather than trying to find a more appropriate environment for him. b. Despite the fact that the pet store sells hermit crab food, the author decides to feed Buster leftovers (lines 44–47). This choice shows that the author and her daughter are not taking appropriate care of their pet. c. The author and her daughter neglect Buster when he fails to respond to their “prodding” (lines 67–70). That they ignore Buster when he is not entertaining shows that they do not care for him appropriately. Other students may suggest that the author and her daughter do take good care of Buster. Students may use three of the following examples as support: a. The author notes that Buster arrived “two Octobers ago” (line 4). That Buster has been able to survive for at least two years proves that the author and her daughter must be taking good care of him. b. The author comments that when something remarkable enters your life, “you give it a name and make it the best home you can” (lines 38–39). This comment suggests that the author intends to give Buster as good a home as possible. c. The author and her daughter give the hermit crab a terrarium with a cactus and some water, all of which seem “to suit him fine” (lines 42–44). The author and her daughter take good care of Buster by providing him with a suitable habitat. d. The author says that Buster gets excited when she pulls out cottage cheese containers from the fridge (lines 47–49). His reaction shows that he is happy with the food he gets. e. The family provides Buster with many different shells (lines 50–53). This attentiveness shows that the author and her daughter are taking conscientious care of Buster.

**PTS:** 1  
**REF:** 862d59d4-dc3b-11dc-8feb-0016cfd7b5f9  
**STA:** R.03.8.3.1.PO2 | W.04.8.1.2.PO1 | W.04.8.2.1.PO1 | W.04.8.2.1.PO2 | W.04.8.2.1.PO3 | W.04.8.2.1.PO4 | W.04.8.2.2.PO4 | W.04.8.2.5.PO1 | W.04.8.2.5.PO2 | W.04.8.2.6.PO11  
**TOP:** Unit 5 Test A  
**NOT:** mllit8_2008

22. **ANS:** C  
**PTS:** 1  
**REF:** 862d80e4-dc3b-11dc-8feb-0016cfd7b5f9  
**STA:** R.03.8.1.4.PO1 | R.03.8.1.4.PO2 | R.03.8.1.4.PO3 | R.03.8.1.4.PO4  
**TOP:** Unit 5 Test A  
**NOT:** mllit8_2008

23. **ANS:** D  
**PTS:** 1  
**REF:** 862f951e-dc3b-11dc-8feb-0016cfd7b5f9  
**STA:** R.03.8.1.4.PO1 | R.03.8.1.4.PO2 | R.03.8.1.4.PO3 | R.03.8.1.4.PO4  
**TOP:** Unit 5 Test A  
**NOT:** mllit8_2008
40. ANS: D  PTS: 1  REF: 863bcf00-dc3b-11dc-8feb-0016cfd7b5f9
   TOP:  Unit 5 Test A
   NOT:  mllit8_2008
41. ANS: D  PTS: 1  REF: 863de33a-dc3b-11dc-8feb-0016cfd7b5f9
   STA:  R.03.8.3.1.PO2
   TOP:  Unit 5 Test A
   NOT:  mllit8_2008
42. ANS:
   Rubric: Personal Response to a Poem

   1  Clearly presents an overall response to the poem
   2  Supports key points with explanations and quotations
   3  Identifies the poem in the introduction
   4  Provides enough information about the work so readers can understand the response
   5  Uses transitional words and phrases to connect ideas
   6  Summarizes the response in a conclusion
   7  Maintains a tone that shows the writer’s honest response
   8  Uses precise literary terms when describing the poem
   9  Varies sentence lengths
   10  Uses correct grammar, spelling, and punctuation

   PTS: 1  REF: 863e0a4a-dc3b-11dc-8feb-0016cfd7b5f9
   STA:  W.04.8.1.2.PO1 | W.04.8.2.1.PO1 | W.04.8.2.1.PO2 | W.04.8.2.1.PO3 | W.04.8.2.1.PO4 |
        W.04.8.2.2.PO4 | W.04.8.2.5.PO1 | W.04.8.2.5.PO2 | W.04.8.2.6.PO11 | W.04.8.3.5.PO1.b |
        W.04.8.3.5.PO1.d  TOP:  Unit 5 Test A
   NOT:  mllit8_2008