

# English Toolkit: Indicator 1.2.3

Student Handout: English: Indicator 1.2.3

## Goal 1.0 Reading, Reviewing and Responding to Texts

Expectation 1.2 The student will construct, examine, and extend meaning of traditional and contemporary works recognized as having significant literary merit.

Indicator 1.2.3 The student will explain the effectiveness of stylistic elements in a text that communicate an author's purpose.

### Assessment Limits:

Identifying and/or explaining the effect and/or effectiveness of the following as each contributes to the author's purpose

- repetition
- exaggeration
- parallelism
- allusion
- analogy
- figurative language
- transitions
- choice of details
- syntax
- organizational patterns
- structural features

## Public Release - Selected Response Item - Released in 2009

English Indicator 1.2.3

Read the poem "[Hope](#)." Then answer the following item.

The speaker's attitude toward the rain is best revealed by

- A. naming its forms
- B. explaining its causes
- C. comparing it to snow
- D. giving it human qualities

Correct Answer

- D. giving it human qualities

## Item

Read the poem "[Hope](#)." Then answer the following item.

The speaker's attitude toward the rain is best revealed by

- A. naming its forms
- B. explaining its causes
- C. comparing it to snow
- D. giving it human qualities

## Handouts

The following poem “Hope” is one chapter from Karen Hesse’s historical novel *Out of the Dust*, which is written as a series of poems. In the novel, Billie Jo, a teenage girl, describes her family’s struggle to survive hardships and drought during the Great Depression of the 1930s.

## Hope

by Karen Hesse

It started out as snow, oh, big flakes floating softly, catching on my sweater, lacy on the edges of my sleeves.	5
Snow covered the dust, softened the fences, soothed the parched lips of the land.	10
And then it changed, halfway between snow and rain, sleet, glazing the earth.	15
Until at last it slipped into rain, light as mist.	20
It was the kindest kind of rain that fell.	25
Soft and then a little heavier, helping along what had already fallen into the hard-pan earth until it rained, steady as a good friend who walks beside you, not getting in your way, staying with you through a hard time.	30
And because the rain came so patient and slow at first, and built up strength as the earth remembered how to yield, instead of washing off, the water slid in,	35
	40

into the dying ground  
and softened its stubborn pride,  
and eased it back toward life.

And then,  
just when we thought it would end, 45  
after three such gentle days,  
the rain

came  
slamming down, 50  
tons of it,  
soaking into the ready earth  
to the primed and greedy earth,  
and soaking deep.

It kept coming,  
thunder booming, 55  
lightning

kicking,  
dancing from the heavens  
down to the prairie, 60  
and my father

dancing with it,  
dancing outside in the drenching night  
with the gutters racing,  
with the earth puddled and pleased,  
with my father's near-finished pond filling. 65

When the rain stopped,  
my father splashed out to the barn,  
and spent 70  
two days and two nights

cleaning dust out of his tractor,  
until he got it running again.

In the dark, headlights shining,  
he idled toward the freshened fields,  
certain the grass would grow again,  
certain the weeds would grow again, 75  
certain the wheat would grow again too.

*May 1935*

---

"Hope" from *Out of the Dust* by Karen Hesse. Copyright © 1997 by Karen Hesse. Used by permission of Scholastic Inc.