



## Reading Toolkit: Grade 7 Objective 3.A.7.a

Student Handout: Reading: Grade 7 Objective 3.A.7.a

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 7. Analyze the author's purposeful use of language

Objective a. Analyze how specific language choices contribute to meaning

Assessment Limits:

Significant words (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning

Denotations of above-grade-level words used in context

Connotations of grade-appropriate words and phrases in context

Selected Response (SR) Item

Question

Read the poem '[The Traveler](#)' and answer the following question.

In line 31 of this poem, which of these words could replace *spent* and not change the meaning of that line?

- A. asleep
- B. broken
- C. costly
- D. finished

Correct Answer

D. finished

Question

Read the poem '[The Traveler](#)' and answer the following question.

In line 31 of this poem, which of these words could replace *spent* and not change the meaning of that line?

- A. asleep
- B. broken
- C. costly
- D. finished

## The Traveler

By Audrey Baird

Ravenous and savage from its long polar journey,	at my house,
the North Wind	trying to force its way in,
is searching for food—	until frozen nails
and <i>wild</i> to find shelter tonight.	<i>pop.</i>
Starved, it	Then, at eight o'clock,
<i>gnaws</i>	spent and weary,
on my house until roof groans,	it wraps around my chimney with a
and screams wail down my chimney.	<i>sigh</i>
Frigid, it	when Dad builds a fire.
<i>tears</i>	