

English Toolkit: Indicator 1.1.1

Goal 1.0 Reading, Reviewing and Responding to Texts

Expectation 1.1 The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials.

Indicator 1.1.1 The student will use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions.

Assessment Limits:

Recognizing the implications of text features Linking appropriate experiences and prior knowledge about the topic, author, or type of material to the text Identifying an appropriate purpose for reading the text Identifying questions a reader would expect to be answered by reading the text Identifying topics of discussion that may enhance a reader's understanding of a text

Table of Contents

Indicator 1.1.1 Tools

- Public Release Item #1 - Selected Response (SR) - 2005
- Public Release Item #2 - Selected Response (SR) - 2006

Handouts

- English Resource: In the Country of Grasses
- English Resource: Foul Shot

Scoring

- Answer Key

Public Release #1 - Selected Response Item - Released in 2005

English Indicator 1.1.1

Handout(s):

- English Resource: In the Country of Grasses

Read the essay "In the Country of Grasses." Then answer the following.

Skimming which of these books would best prepare a reader to understand what the author describes in the essay?

- A. *Large Prey Animals Around the World*
- B. *Lions and Tigers and Bears: Fear of the Wild*
- C. *Africa in the Nineteenth Century: The Colonial Experience*
- D. *An Illustrated Guide to the Wildlife of Africa*

Public Release #2 - Selected Response Item - Released in 2006

English Indicator 1.1.1

Handout(s):

- English Resource: Foul Shot

Read the poem "Foul Shot." Then answer the following:

Which feature most clearly identifies "Foul Shot" as a poem?

- A. the title of the text
- B. the length of the text
- C. the opening line of the text
- D. the arrangement of the text

Handouts

When traveling to new country, it is a gift to have a guide. They know the nuances¹ of the world they live in. Samuel smells rain the night before it falls. I trust his instincts and borrow them until I uncover my own. But there is danger here. One can become lazy in the reliance on a guide. The burden of a newcomer is to pay attention.

The Land Rover slips into the savannah like a bird dog entering a marsh. We are fully present. I watch Samuel's eyes scan the horizon. He points south.

"Zebra," he says. "They are migrating north from Tanzania. Thousands more are on their way."

Hundreds of zebras walk the skyline. They become animated heat waves.

We drive closer. I have never seen such concentrations of animals. At one point I think I hear thunder. It is the hooves of wildebeests. Suddenly, the herd of zebra expands to include impalas, gazelles, and animals I do not recognize.

"Topi," Samuel says.

I flip through my field guide of African mammals and find it. An extraordinary creature, it is the color of mahogany with blue patches on its flanks and ocher² legs. I look at the topi again, this time through binoculars. Its black linear face with spiraling horns creates the illusion of a primitive mask. The topi I watch stands motionless on a termite mound. Binoculars down, I look at Samuel. He says the topi resemble hartebeests. A small herd of topi runs in front of the vehicle in a rocking-horse gait³ and vanishes.

⁸Samuel gives away his knowledge sparingly—in gentle, quiet doses. He is respectful of his teachers and those he is teaching. In this way he is generous. He gives me the pleasure of discovery. Slowly, African riddles unravel themselves like a piece of cut linen.

The sweet hissing of grasses accompanies us as we move ahead. We pass the swishing tails of wildebeests. We are looking for lions.

¹⁰Anticipation is another gift for travelers in unfamiliar territory. It quickens the spirit. The contemplation of the unseen world; imagination piqued⁴ in consideration of animals.

We stop. Samuel points. I see nothing. I look at Samuel for clues. He points again. I still see nothing but tall, tawny grasses around the base of a lone tree. He smiles and says, "Lions."

I look. I look so hard it becomes an embarrassment—and then I see eyes. Lion eyes. Two amber beads with a brown matrix. Circles of contentment until I stand; the lion's eyes change, and I am flushed with fear.

"Quiet," Samuel whispers. "We will watch for a while."

As my eyes become acquainted with lion, I begin to distinguish fur from grass. I realize there are two lions, a male and a female lying together under the stingy shade of a thorn tree. I can hear them breathe. The male is breathing hard and fast, his black mane in rhythm with the breeze. He puts his right paw on the female's shoulder. Ears twitch. We are no more than ten feet away. He yawns. His yellow canines are as long as my index finger.

His jowls look like well-worn leather. He stands. The grasses brush his belly. Veins protrude from his leg muscles. This lion is lean and strong. No wonder that in the Masai mind every aspect of a lion is imbued⁵ with magic.

¹ nuances: degrees of difference in meaning

² ocher: color having shades of yellow, orange, and brown

³ gait: way of moving by lifting the feet in a different order or rhythm such as a trot, gallop, or run

⁴ piqued: excited one's interest or curiosity

⁵ imbued: filled; saturated

"In the Country of Grasses" by Terry Williams, from *An Unspoken Hunger* by Terry Tempest Williams, copyright © 1994 by Terry Tempest Williams. Used by permission of Pantheon Books, a division of Random House, Inc.

English Indicator 1.1.1 Answer Key

Public Release Item #1 - Selected Response (SR) - 2005
D. *An Illustrated Guide to the Wildlife of Africa*

Public Release Item #2 - Selected Response (SR) - 2006
D. the arrangement of the text