

## Overview of Item Samplers

Item samplers are one type of student resource provided to help students and educators prepare for test administration. While standardized tests are familiar to almost all students, each assessment has its own layout and ways students interact with it. The item samplers should be used to familiarize students and educators with how the content is assessed by providing examples of the format and item types students could encounter on the MCA.

## Other Resources

While this Teacher Guide provides detailed information about the item samplers, the student tutorial is the resource that should be used to familiarize students and educators with the general functionality of the online test, including navigation, tools, and examples of all item types.

For further information about the student tutorial and using student resources, refer to the *Purposes of Student Resources* on the [Item Samplers page](#) of PearsonAccess Next (PearsonAccess Next > Preparing for Testing > Item Samplers). Please contact [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us) for any questions about the MCA or resources for testing.

## Contents of this Teacher Guide

The Teacher Guides provide supplementary information for the items in the online item samplers, including:

- A detailed answer key for all items in the online item sampler, including: correct answer, item type (multiple choice or technology enhanced), skill domain (benchmark classification based on the academic standards), benchmark, and cognitive complexity (indicated as Depth of Knowledge or DOK) from the test specifications.\*
- Passage characteristics, including: substrand, Lexile, and word count.
- Item images that show correct answers followed by: benchmarks to which the sample items align (based on test specifications), DOK, and detailed rationales for correct and incorrect answer options.

For detailed information on benchmarks and cognitive complexity levels, see the [test specifications](#) on the MDE website (Districts, Schools and Educators > Statewide Testing > Test Specifications).

\*The answer key for paper item samplers (12-point, 18-point, 24-point, and braille test books) is included on the last page of this Teacher Guide. Some items on the paper item samplers appear in the online item sampler and the answer key includes information on where corresponding item information can be found in this guide.

## Student Responses

Upon completion of the online item samplers, a report is displayed, which provides student responses for some item types. This report can be printed for use in conjunction with the information in this Teacher's Guide on how the student responded to those items. The overall score on the report is **not** a predictor of performance on the MCA; it is simply a total of correct responses. Note: student responses for multiple-choice and multiple-response items will display the student's response followed by an underscore and additional text (e.g., A\_A). Please ignore the information after the underscore.

**MCA-III Item Sampler Online Answer Key  
Grade 10 Reading**

**Section 1  
11 Questions**

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	A	MC	Key Ideas and Details	9.4.3.3	II
2	B	MC	Craft and Structure	9.4.4.4	I
3	B	MC	Craft and Structure	9.4.6.6	II
4	C	MC	Key Ideas and Details	9.4.3.3	III
5	C	MC	Key Ideas and Details	9.4.3.3	III
6	N/A	TE	Key Ideas and Details	9.4.2.2	II
7	D	MC	Key Ideas and Details	9.4.3.3	II
8	D	MC	Key Ideas and Details	9.4.3.3	III
9	C	MC	Key Ideas and Details	9.4.3.3	III
10	A	MC	Craft and Structure	9.4.6.6	II
11	N/A	TE	Key Ideas and Details	9.4.1.1	II

**Section 2  
9 Questions**

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	C	MC	Craft and Structure	9.5.6.6	II
2	C	MC	Craft and Structure	9.5.4.4	II
3	D	MC	Craft and Structure	9.5.4.4	III
4	N/A	TE	Craft and Structure	9.5.4.4	II
5	A	MC	Integration of Knowledge and Ideas	9.5.8.8	III
6	D	MC	Key Ideas and Details	9.5.1.1	I
7	D	MC	Craft and Structure	9.5.4.4	I
8	D	MC	Key Ideas and Details	9.5.2.2	II
9	N/A	TE	Key Ideas and Details	9.5.3.3	II

**Section 3  
19 Questions**

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	B	MC	Key Ideas and Details	9.5.2.2	III
2	B	MC	Craft and Structure	9.4.5.5	II
3	A	MC	Key Ideas and Details	9.4.3.3	II
4	A	MC	Craft and Structure	9.4.4.4	II
5	B	MC	Key Ideas and Details	9.5.3.3	II
6	N/A	TE	Craft and Structure	9.4.6.6	II
7	B	MC	Craft and Structure	9.4.4.4	II
8	A	MC	Craft and Structure	9.5.6.6	III
9	N/A	TE	Key Ideas and Details	9.5.1.1	III
10	N/A	TE	Key Ideas and Details	9.5.1.1	II

11	N/A	TE	Craft and Structure	9.5.6.6	III
12	N/A	TE	Key Ideas and Details	9.5.3.3	III
13	C	MC	Craft and Structure	9.4.4.4	II
14	N/A	TE	Key Ideas and Details	9.4.3.3	II
15	C	MC	Key Ideas and Details	9.4.1.1	II
16	C	MC	Craft and Structure	9.5.6.6	II
17	B	MC	Craft and Structure	9.5.6.6	II
18	N/A	TE	Key Ideas and Details	9.5.3.3	III
19	N/A	TE	Key Ideas and Details	9.5.1.1	II

## Passage Characteristics

Section	Title	Type	Lexile	Word Count
1	Uncoiling	L	N/A	101
2	Rescuing the World's Rarest Porpoise	I	1370	655
3	The Eiffel Tower/From the Diary of Pierre Rocher	I/L	1260/770	1598

## Section 1: Uncoiling

### Question 1

What do the events described in the poem represent?

- A. A release of energy
- B. An attack on an enemy
- C. An expression of sorrow
- D. An act of self-defense

*Benchmark: 9.4.3.3*

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

*DOK: II*

*Answer: A*

Rationale A	Correct: In the poem, the storm is personified as a woman, “she.” Her release of energy is made apparent by her aggressive interaction with the setting. She “scratches” (line 1), “tosses” (line 2), “roars” (line 6), and “spews” (line 10). These actions indicate tension and vigor. Therefore, when she begins “uncoiling” (line 16), this indicates her pent-up energy is being released. Having loosed such large quantities of energy, at the end of the poem the storm more gently “spins herself / to sleep” (lines 20-21), or ends.
Rationale B	The storm’s destructive power is evident in the effects “she” has on the setting and characters, particularly how her strong winds blow “leaves off trees, flesh / off bones” (lines 18-19). Readers might think the storm deliberately attacks opposing forces. Text evidence, however, does not indicate the land, animals, and people exhibit any hostility or backlash toward the storm; they are not her enemies. Their lack of retaliation indicates the storm does not attack; it merely passes through, releasing its energy on whatever lies in its path.
Rationale C	Although the storm might be construed as crying when “She sighs

	<p>clouds, / head thrown back, eyes closed, roars / and rivers leap” (lines 5-7), the text does not indicate the storm feels sorrow, or any emotion. Emotion is conveyed by outside entities’ reactions to the storm’s energy (e.g., the leaping river is literally a river swelling in the storm’s rain). In addition, although people lock themselves inside and “sing lullabies” (line 14) to soothe their children, they do so because they have been spooked (line 11) and are afraid. Neither the storm nor outside entities feel sorrow.</p>
Rationale D	<p>The storm causes boulders to “retreat like crabs” (line 8) and women to “scurry to / lock doors, windows” (lines 11-12). Readers might think the storm is defending itself against these outside forces, which quickly surrender. However, text evidence does not indicate the storm is being attacked; it therefore has no need for self-defense. Likewise, the boulders and women have no need to defend themselves against an attacking storm. A storm is simply passing over the landscape, as is its nature, and everything in its path must wait until the inevitable turmoil ends.</p>

## Question 2

What does snares mean in line 3?

- A. Rises
- B. Catches
- C. Notices
- D. Pushes

*Benchmark: 9.4.4.4*

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

*DOK: 1*

*Answer: B*

Rationale A	Readers might think the storm's wind, or "her" tossed hair, lifts, or rises, the birds and butterflies (line 3) into the sky so they can fly. However, because lightning and cacti (line 3) do not fly, this definition of <u>snares</u> is not logical. In addition, the wind <u>snares</u> the objects for the purpose of entangling them (line 4). This indicates objects were caught, not lifted.
Rationale B	Correct: Because the storm is personified as "she," the storm's winds are referred to as hair that is being tossed (line 2). It is tossed vigorously enough that it becomes knotted, or entangled (line 4), like a net. This net-like wind then <u>snares</u> , or catches, any objects in its path (line 3).
Rationale C	Readers might think the storm ("she") realizes, or notices, the objects are suspended in her hair-like wind (line 3). However, because all other actions taken by the storm have a physical effect on the surrounding environment, the action of <u>snares</u> should have a physical effect as well. This is confirmed by the fact that the speaker, who is an outside observer, can only observe the storm's physical characteristics and actions. Therefore, the storm catches, or <u>snares</u> , the objects in its tangles (lines 3-4).

Rationale D	Readers might think the storm (“she”) pushes the objects into her tangled hair, or blowing wind (lines 2-4). However, a definition of “pushes” would mean the storm is using her hair to push objects into her hair. In other words, the storm uses its wind to push objects into its wind. This is not logical. Rather, in one fell sweep, the storm’s wind catches, or <u>snares</u> , the objects it encounters.
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### Question 3

What is the most likely reason the poet compares boulders to crabs in lines 8–9?

- A. To explain how boulders erode in nature
- B. To suggest that even boulders are no match for the storm
- C. To emphasize the differences between rocks and living things
- D. To show what can be found near a river after a storm

*Benchmark: 9.4.6.6*

Analyze a particular point-of-view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

*DOK: II*

*Answer: B*

Rationale A	Readers might think the comparison shows how the storm slowly breaks down, or erodes, boulders with river water (line 7). However, crabs do not erode when threatened; rather, they draw into their shells. By comparing boulders to retreating crabs (lines 8-9), the poet shows how even something as strong as a boulder is small and afraid when confronted by the terrifying storm.
Rationale B	Correct: When confronted by a force more powerful than itself, a crab will draw into the safety of its shell until the threat passes. Therefore, by comparing boulders to crabs, the poet indicates even strong boulders are overwhelmed by the storm's strength. Because it cannot do anything about the storm, the boulders seem to hide as the turmoil passes.
Rationale C	Because the storm is personified as a woman, readers might think another type of comparison between non-living and living entities is taking place: showing the differences between boulders and crabs (line 8). However, the phrase "boulders retreat like crabs" (line 8) is a simile, indicating the two are being compared, not contrasted. This simile shows the similarities of boulders and crabs, both of which draw into



	their hard outer covering when threatened.
Rationale D	The boulders are described after “rivers leap” (line 7) in the poem. Readers might think the boulders were forced from the river by the swollen water, similar to how living creatures are oftentimes displaced from their homes by the elements. However, the boulders are shown retreating like crabs (line 8) during the storm, not after the storm.

## Question 4

How is the speaker different from the pale women described in the poem?

- A. The speaker remains locked indoors during the storm, but the pale women venture outside.
- B. The speaker is saddened by the storm, but the pale women admire its capability.
- C. The speaker appreciates the storm's power, but the pale women fear it.
- D. The speaker ignores the storm, but the pale women observe its path.

*Benchmark: 9.4.3.3*

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

*DOK: III*

*Answer: C*

Rationale A	The speaker states the storm “scratches / on my window” (lines 1-2), indicating he/she looks out at the storm, but text evidence does not support the idea that the speaker remains indoors for the duration of the storm. In addition, the pale women “lock doors, windows” (line 12), shutting them and their children safely indoors. If the women were outside prior to the storm, text evidence does not indicate this, nor does it indicate they venture outside during the storm.
Rationale B	Although the storm’s (“her”) destructive ability to blow “leaves off trees, flesh / off bones” (lines 18-19) might lead readers to think the speaker feels sad for the destroyed environment, text evidence does not indicate the speaker feels sorrow. Rather, the speaker is fascinated by the power of the storm and is entranced as the storm dies, “sand stinging her ankles, / whirring into her raw skin like stars” (lines 21-22). In addition, the pale women are spooked (line 11) by the storm; they do not admire it.

Rationale C	Correct: The speaker, observing the storm (“her”) from a window, describes it vividly and is awestruck as the storm finally dies, “sand stinging her ankles, / whirring into her raw skin like stars” (lines 21-22). To the speaker, the experience is otherworldly. In contrast, the spooked pale women “lock doors, windows” and distract their children from the storm’s turmoil. The women are afraid.
Rationale D	The speaker watches the storm carefully from his/her window (line 2), tracking the storm until it fades slowly in the desert. Although the pale women notice the storm, they quickly lock themselves inside their homes and do not observe the storm as it grows and travels across the desert (lines 11-12).

## Question 5

What aspect of the storm is revealed in lines 5–9?

- A. The appearance of its rain
- B. Its impact on wildlife
- C. The extent of its power
- D. Its control over the children

*Benchmark: 9.4.3.3*

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

*DOK: III*

*Answer: C*

Rationale A	Although the rain “roars / and rivers leap” (lines 6-7), showing that the rain creates floods, the image is of the river, not the rain. Only the sound of the rain is described. The primary purpose of lines 5-9 is to illustrate the storm’s power.
Rationale B	Although boulders are compared to crabs (lines 8-9), the statement is a figure of speech, a simile. The impact on wildlife is not actually addressed in these lines. The purpose of the simile is to indicate the power of the storm.
Rationale C	Correct: The storm is large and powerful enough to exhale “clouds” (line 5) and flood rivers with a roar (lines 6-7). In addition, like crabs who retreat into their shells when faced with a more powerful opponent, the “boulders retreat... / into themselves” (lines 8-9) when faced with the overwhelming power of the storm.
Rationale D	Because the pale women sing, in line 15, “so their children won’t hear” the storm (“her”), readers might think the storm’s voice, or roar (line 6), is a way for her to control the children. However, text evidence does not support this idea, especially since the children are mentioned much later, in line 15, in the poem.

## Question 6

Which phrases from the poem convey the destructive power of the storm?

Select two phrases from the poem that convey the destructive power of the storm.

"She sighs clouds,"  
(line 5)

"She spews gusts and thunder,"  
(line 10)

"They sing lace lullabies"  
(line 14)

"howling  
leaves off trees,"  
(lines 17–18)

*Benchmark: 9.4.2.2*

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the two phrases that convey the destructive power of the storm.

### Correct Responses

**"She spews gusts and thunder":** Gusts are strong bursts of wind that can cause many kinds of damage. Thunder can indicate lightning and rain, both of which can cause many kinds of damage. "Spews" implies a forceful projection. In this case, the "gusts" and "thunder" are forcefully projecting across the setting in the poem, increasing the element of destructiveness.

**“howling / leaves off trees”**: Howling implies very strong winds, strong enough to blow the leaves off trees. Also, the use of the word “howling” further emphasizes the storm’s destructive quality as it conjures the symbolic fierceness of the storm.

### **Incorrect Responses**

**“She sighs clouds”**: “Sighs” conveys a gentle action, and clouds, while they can carry rain, do not by themselves cause damage. This line of the poem describes the beginning of the storm just prior to it becoming destructive.

**“They sing lullabies”**: “They” refers to the “pale women” in line 11 who sing delicate lullabies to prevent their children from being afraid of the storm. This option depicts another aspect of the poem’s imagery and action and does not directly illustrate the storm’s destructive power.

## Question 7

Why do the pale women sing to their children?

- A. To bring them joy
- B. To teach them
- C. To help them sleep
- D. To distract them

*Benchmark: 9.4.3.3*

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

*DOK: II*

*Answer: D*

Rationale A	Although readers might think the pale women sing to their children to make them happy during the frightening storm, the text clearly states the women sing “so their children won’t hear” (line 15) the storm. The goal is to distract the children, not make them happy.
Rationale B	Readers might think the pale women “sing lullabies,” which are often instructional or informational, to teach their children. However, the text clearly states the women sing “so their children won’t hear” (line 15) the storm. The goal is to distract the children, not teach them.
Rationale C	Lullabies are sometimes sung to help children sleep, and readers might think the pale women are trying to get their children to sleep through the storm. However, the text clearly states the women sing “so their children won’t hear” (line 15) the storm. The goal is to distract the children, not help them sleep.
Rationale D	Correct: The text directly states the women sing “so their children won’t hear” (line 15) the storm. The goal is to distract the children from the frightening storm.

## Question 8

Which words indicate the climax of the poem?

- A. "she scratches / on my window"
- B. "She sighs clouds"
- C. "She spews gusts and thunder"
- D. "she becomes / sound"

*Benchmark: 9.4.3.3*

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

*DOK: III*

*Answer: D*

Rationale A	The scratching (line 1) indicates the storm has begun. However, lines 1-2 function as part of the introductory exposition, introducing the storm's personified character and the setting in which the speaker resides. The lines, therefore, do not indicate the turning point, or climax.
Rationale B	Prior to line 5, the imagery shows the storm tossing back her head, preparing to release her energy. When "She sighs clouds" (line 5), this shows a moment of eerie calm before the powerful release of her energy. The line introduces the rising action and is therefore not the turning point, or climax.
Rationale C	Line 10 offers a dramatic image that directs the poem indoors, but it is part of the rising action. The line, therefore, is not the turning point, or climax.
Rationale D	Correct: Lines 19-20, "she becomes / sound," indicate the highest point of action in the poem. The storm has become so powerful the speaker perceives her as ascending into something intangible and borderless—pure sound. After this ascent, falling action shows the storm dying, and the outcome is clear. Lines 19-20 indicate the climax.



## Question 9

How does the storm affect the speaker of the poem?

- A. The speaker is worried about the damage the storm will cause.
- B. The speaker enjoys the sounds of the storm.
- C. The speaker is fascinated by the force of the storm.
- D. The speaker fears that the storm will intensify.

*Benchmark: 9.4.3.3*

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

*DOK: III*

*Answer: C*

Rationale A	Although the speaker focuses primarily on the storm's destructive effects, particularly its ability to blow "leaves off trees, flesh / off bones" (lines 18-19), text evidence does not indicate the speaker is worried about the damage. Rather, the speaker's unique perspective of the personified storm indicates he/she is fascinated by the storm's incredible, often otherworldly, power.
Rationale B	Although the storm "scratches" (line 1), "sighs" (line 5), "roars" (line 6), "spews" (line 10), howls, and finally "becomes / sound" (lines 19-20), text evidence does not indicate the speaker focuses on the storm's sound because he/she enjoys them. Because the sounds of the storm are so loud, the speaker simply cannot avoid hearing them.
Rationale C	Correct: The speaker's unique perspective and vivid descriptions of the storm indicate his/her fascination with it. In addition to the storm being personified, the speaker reveals at the end of the poem the storm's otherworldly nature by comparing "her" to a sky: "she becomes / sound, spins herself / to sleep, sand stinging her ankles, / whirring into her raw skin like stars" (lines 19-22).
Rationale D	Although the "pale women" in the poem "scurry to / lock doors, windows

	<p>/ when her tumbleweed skirt starts its spin” (lines 11-13), text evidence does not indicate the speaker fears the storm. In fact, the opposite is true: The speaker’s unique perspective and vivid descriptions indicate he/she is fascinated by the storm’s power.</p>
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## Question 10

What is the most likely reason the poet chooses to give her subject human characteristics?

- A. To offer a new perspective on a familiar occurrence
- B. To explain the cause of lightning strikes
- C. To illustrate that nature has feelings
- D. To warn people to take cover during severe weather

*Benchmark: 9.4.6.6*

Analyze a particular point-of-view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

*DOK: II*

*Answer: A*

Rationale A	Correct: In order to describe the storm (a common occurrence) in an interesting and engaging way, the poet implements personification. The storm becomes a woman, “she.” This allows readers to see wind as tossed hair (line 2), rain clouds as sighs (line 5), gales and thunder as a voice (line 10), and rolling tumbleweeds as a skirt (line 13). The extended metaphor made possible by the personification allows the poet to successfully and succinctly offer readers a new perspective on storms.
Rationale B	Although the poet presents a unique image of lightning being tangled in the personified storm’s (“her”) hair, this image does not explain the cause or origin of the lightning. In addition, the purpose of the poem is to offer a unique perspective of storms, not a scientific explanation of storms.
Rationale C	Although the personified storm interacts with the landscape, wildlife, and people in ways that might be construed as angry, text evidence does not indicate the storm displays human-like feelings. Ironically, the unique personification of the storm allows the poet to place great emphasis on the fact the storm, despite its destructive capabilities, simply behaves according to its nature and is completely emotionless.

	Any emotion attached to or elicited by the storm is felt by the speaker and the pale women.
Rationale D	Although the poet includes the image of spooked, "pale women who scurry to / lock doors, windows" (lines 11-12) when the storm begins, this image is not instructional. The image is merely descriptive and meant to further develop the poet's unique perspective of the storm and its effects.

## Question 11

Read lines 15–22 of the poem.

Then, select the phrases that complete the sentence.

As described in lines 15–22, the storm “uncoils” by

until “she” eventually

.

## Question 11 Correct Answers

Read lines 15–22 of the poem.

Then, select the phrases that complete the sentence.

As described in lines 15–22, the storm “uncoils” by

until “she” eventually

.

*Benchmark: 9.4.1.1*

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the phrase in each dropdown that correctly completes the sentence.

## Correct Responses

### 1<sup>st</sup> inline choice

**unleashing strong and noisy winds:** In the poem, the storm is personified as a woman who “tosses her hair dark with rain” (line 2) and exhibits strength and power. The text describes the storm’s strong winds further in lines 5-6: “She sighs clouds, / head thrown back, eyes closed, roars.” Line 10 continues to add to the wind imagery: “She spews gusts and thunder.” The storm builds in strength in lines 17-18 when it is “howling / leaves off trees” with its force.

### 2<sup>nd</sup> inline choice

**dies slowly in the desert:** Continuing the metaphor of the fearsome storm, the “woman” eventually uncoils completely and then “spins herself / to sleep” (lines 20-21). At this point, the storm begins to “die,” or dwindle, which follows the “uncoiling” that occurred in lines 15-19. That the poem’s events occur in a desert setting is indicated by the inclusion of details such as “tumbleweed” (line 13) and “sand” (line 21), objects commonly found in deserts.

## Incorrect Responses

### 1<sup>st</sup> inline choice

**scaring women and children:** Readers might select this option if they focus on lines 15-22 and think the “uncoiling” is directly impacted by the women and children. The women are trying to comfort the children from the frightening storm: “They sing lullabies / so their children won’t hear / her uncoiling” (lines 14-16). However, lines 15-22 describe how the “uncoiling” of the storm produces the strong and loud winds that are “howling / leaves off trees” as “she becomes / sound” before dwindling in the desert. These actions are directed to the metaphorical “she” that is the storm and how it actually “uncoils” in its action. While this “uncoiling” does instill fear in the children, this same fear does not explain the “uncoiling.” The women and children are simply experiencing the storm and have no control over how it develops.

**growing larger with each moment:** The storm grows larger as the woman/storm uncoils, but it is more specifically the strong and noisy winds that cause fear and reveal the strength of the storm in lines 17-19: “howling / leaves off trees, flesh / off bones.” In lines 14-16, when the people “sing lullabies /so their children won’t hear / her uncoiling,” the “uncoiling” indicates the forceful sound of the winds.

## **2<sup>nd</sup> inline choice**

**creates a tornado in the night:** The storm spins, and this could be equated to a tornado. However, lines 20-21 suggest the storm dies down, (“spins herself / to sleep”) at night rather than building into a tornado. Text evidence does not support that the storm grew into another form of severe weather.

**scrapes deeply into the landscape:** Readers might choose this option if they think the “raw skin” (line 22) is the landscape being scraped deeply by the storm’s spinning (“sand stinging her ankles, / whirring into her raw skin like stars”). However, the action in lines 20-22 indicates that the storm is spinning “herself / to sleep,” and the sand stings “her ankles” as it slowly dies in the desert. The metaphorical “she” in the poem concludes with the sand “whirring into her raw skin like stars” (line 22) as the storm finishes dissipating. It is the storm that is weakened and disappears in the end with no more force left to continue crossing the landscape.

## Section 2: Rescuing the World's Rarest Porpoise

### Question 1

What is the author attempting to do in paragraph 1?

- A. Compare vaquitas to other forms of marine life
- B. Argue that vaquitas live in an inhospitable environment
- C. Engage readers' interest in learning more about vaquitas
- D. Persuade readers to help solve a problem related to vaquitas

*Benchmark: 9.5.6.6*

Determine an author's point-of-view or purpose in a text and analyze how an author uses rhetoric to advance that point-of-view or purpose.

*DOK: II*

*Answer: C*

Rationale A	Paragraph 1 lists marine life found in the Gulf of California and notes the vaquita as the "most mysterious" among them. Readers, therefore, might think the author's intention is to compare the mysterious nature of the vaquita to that of other marine species. However, paragraph 1 does not elaborate on this idea; the inclusion of the other marine mammals is simply to help establish the biological environment in which the vaquita are found. The intention of paragraph 1 is to ignite readers' interests in the mysterious creature.
Rationale B	Although the Gulf of California, the vaquita's habitat, is "Flanked by harsh desert" (paragraph 1), the water is not harsh. In fact, the gulf is "like an azure ribbon of life, its teeming waters home to" (paragraph 1) a wealth of marine animals.
Rationale C	Correct: In paragraph 1, the author entices readers by focusing on the mysteriousness of the vaquita, an "unusual" specimen that went undiscovered until the mid-1990s. The author's technique creates suspense, drawing readers into the rest of the article.
Rationale D	The vaquita were discovered when three of their "unusual skulls were discovered on a Baja California beach" (paragraph 1). Readers might



	think the vaquitas' deaths indicate a problem. However, the problem is not actually addressed until paragraph 3, and text evidence does not indicate if the three vaquitas in paragraph 1 were killed unnaturally. In addition, paragraph 1 is informational, not persuasive.
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## Question 2

Which words in paragraph 2 are an example of figurative language?

- A. “toothed whales” to show a comparison to dolphins
- B. “shy” to demonstrate why vaquitas are “elusive creatures”
- C. “bandit-like” to describe a vaquita’s eyes
- D. “rare” to show why vaquitas are the “least understood”

*Benchmark: 9.5.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

*DOK: II*

*Answer: C*

Rationale A	Readers might think the phrase “toothed whales” is a metaphorical description to help readers visualize the appearance of vaquitas and dolphins. However, the phrase is not figurative language, but a statement of fact. Vaquitas and dolphins are literally types of whales that have teeth.
Rationale B	Readers might think the author personifies vaquitas, calling them “shy” to help readers better understand the animal’s behavior. However, the phrase is not figurative language, but a statement of fact. In this statement, a literal characteristic of the vaquita is compared to one of the dolphin; vaquitas exhibit shy behavior, while dolphins do not.
Rationale C	Correct: The phrase, “bandit-like,” is used figuratively. It is a simile comparing the dark circles surrounding the eyes of a vaquita to the stereotypical masks of bandits. This comparison to a well-known image helps readers visualize the patterns on a vaquita’s face.
Rationale D	Readers might think the term “rare” is a hyperbole, used by the author to stress the vaquita’s elusiveness or low population. However, the word is not figurative, but a statement of fact. The vaquita is “the least understood” porpoise because none, as of 2004, live in captivity or

	appear in photos. What has been learned about vaquitas is gathered from examinations of the animals' dead bodies. Vaquitas are literally rare creatures.
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### Question 3

“As the dust cleared” (paragraph 5) refers to a time when

- A. the fisheries of the protected area became depleted.
- B. emergency prohibitions placed on gill netting expired.
- C. sand and dirt scraped from the gulf floor settled back to the bottom.
- D. the conflict between the fishermen and the government subsided.

*Benchmark: 9.5.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

*DOK: III*

*Answer: D*

Rationale A	Trawling destroys the vaquita’s food sources and reduces vaquita populations. It was only after “the dust cleared” that people finally understood the negative impacts of trawling and realized they needed to help protect the vaquita and its habitat. Readers may therefore think the phrase, “As the dust cleared,” refers to the depletion of fisheries. However, the main idea of paragraph 5 is the detrimental dispute between fishing communities and the government over important preservation laws. The phrase, “As the dust cleared,” refers to the time when the conflict subsided.
Rationale B	Because fishermen were able to weaken “emergency prohibitions on most gill netting and all trawling in the reserve,” readers might think the fishermen finally ended the laws altogether. Thus, the phrase, “As the dust cleared,” refers to the time when the restrictions disappeared. However, the restrictions were eased “temporarily,” not permanently, indicating the fishermen did not entirely defeat the Mexican government. The phrase, “As the dust cleared,” refers to the time when the conflict between the two groups finally subsided.

Rationale C	Paragraph 5 explains trawling scrapes “the sea floor bare of plants and animals.” Because fishermen were able to weaken laws that banned “all trawling,” the destruction of the sea floor continued. Readers might think the clearing dust literally refers to the settling of the sea floor sand after fishermen finished trawling. However, the main idea of paragraph 5 is the dispute between fishing communities and the government over preservation laws. The phrase, “As the dust cleared,” is figurative language cleverly used to refer to the time when the conflict between the two groups finally subsided.
Rationale D	Correct: The main idea of paragraph 5 is the dispute between fishing communities and the government over laws protecting the vaquita and its habitat. When the Mexican government “imposed emergency prohibitions on most gill netting and all trawling” in the area, “fishermen protested” and won. After this long, detrimental conflict, “the dust cleared” and fishing communities were finally able to see the negative impacts gill netting and trawling had on the fisheries. The figurative phrase, “As the dust cleared,” cleverly refers to the end of the dispute between the two groups.

## Question 4

Read paragraph 6.

What does stringent mean as it is used in paragraph 6?

Select the correct meaning of stringent.

Then, select two phrases from the paragraph that provide evidence to support the meaning.

**Meaning**

Tough

Biased

Honest

Previous

**Evidence**

With  a number of fishermen on board, *stringent* regulations  were enacted in late 2002, limiting bycatch in the northern gulf to 50 percent of the total catch. In addition,  trawling was prohibited when damage to the sea floor could be proved. With some  legal protections in place, vaquita advocates are now  working to raise public awareness of the marine mammal's plight through television, radio and newspaper advertisements. In Mexico City, for example, leading environmental activist and photographer Patricio Robles Gil, founder and president of Agrupación Sierra Madre and Unidos para la Conservación, recently spearheaded the installation of sculptures

(To see the entire passage, please refer to the Item Sampler.)

*Benchmark: 9.5.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of

specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the correct meaning of the vocabulary word and the two phrases that support the meaning.

## **Correct Responses**

### **Meaning**

**Tough:** Evidence in paragraph 6 states that “regulations” placed on fishermen significantly restricted them from fishing in the same manner they once did. Strict laws limited “bycatch in the northern gulf to 50 percent of the total catch.” To protect the sea floor from damage “trawling was prohibited,” as well. Knowing that previous similar laws intended to restrict fishing had failed (paragraph 4), due to fishermen’s inability or unwillingness to adapt, it was necessary to make the regulations tough, or stringent, since they created stronger measures than had previously been used.

### **Evidence**

**“trawling was prohibited”:** The term “prohibited” means to ban, or to make illegal. Considering trawling was once allowed without restriction, the sudden ban on trawling was a drastic change. Thus, the evidence supports the meaning of “tough” (paragraph 6).

**“legal protections in place”:** In paragraph 6, the “legal protections” referred to in this phrase include both the prohibition on trawling and the limit of “bycatch in the northern gulf to 50 percent of the total catch.” Both laws require fishermen to drastically adjust their fishing strategies. Thus, the evidence supports the meaning of “tough.”

## **Incorrect Responses**

### **Meaning**

**Biased:** Readers might select this option if they believe officials placed strict laws on fishing without justification. However, paragraph 4 states Mexico designated a portion of the northern gulf as a reserve to protect the vaquita, whose numbers were declining, “primarily because the animals were drowning in gill nets used to catch...commercial

species in the gulf” (paragraph 3). The regulations placed on fishing were founded on scientific evidence, not bias.

**Honest:** Readers might select this option if they define the regulations as truthful. Because scientific evidence proved vaquita populations were declining, the regulations created to protect them might be construed as being honest, as well. However, it was the motivating evidence (populations were declining) behind the creation of the regulations, not the regulations themselves, that was founded on truth.

**Previous:** Readers might select this option if they associate the most recent regulations on bycatch allowance and trawling (paragraph 6) with the similar restrictions created earlier that year (paragraph 5). However, there are differences between the two. Both ban trawling, but the newer regulations mentioned in paragraph 6 merely place limits on bycatch (caused by gill netting), whereas the previous restrictions completely banned “most gill netting” (paragraph 5).

## **Evidence**

**“a number of fishermen on board”:** Readers might select this option if they believe fishermen were the creators of the regulations, due to the fishermen’s recent acknowledgment that vaquitas were in danger. However, in paragraph 5, it was established that the “Mexican government” was in charge of creating such laws. The fishermen simply supported the laws. This option does not depict or explain how the regulations were stringent.

**“were enacted in late 2002”:** Readers might select this option because the phrase offers a description of the laws. However, the phrase does not describe the stringent nature of the laws, only the time frame in which the laws arose.

**“working to raise public awareness”:** Readers might select this option if they think the outcome of the stringent laws was raising “public awareness of the marine mammal’s plight through television, radio and newspaper advertisements” (paragraph 6). However, before the final laws were in place, the vaquita’s decline had already been known, not only by scientists but by fishermen as well, who could “see that fisheries have been depleted one by one” (paragraph 5). This option may indicate how the need for stringent regulations created more awareness, but it does not help define how the regulations, themselves, were “tough.”



## Question 5

Which question raised by the article needs further explanation?

- A. Why did fishing continue as usual from 1993 to September 2002?
- B. What threat does trawling pose to the vaquita population?
- C. What was the main purpose of the regulations enacted in late 2002?
- D. Why is it important to raise public awareness about vaquitas?

*Benchmark: 9.5.8.8*

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

*DOK: III*

*Answer: A*

Rationale A	Correct: Although a “2.3-million-acre” reserve was formed in 1993 “to limit fishing in a core area and encourage better fisheries management in outlying buffer zones” (paragraph 4), the fishing persisted until 2002. The author, however, does not explain the reason “fishing continued as usual” (paragraph 5). Important information such as this needs further explanation.
Rationale B	The effects of trawling on vaquita populations are not stated as directly or explained as thoroughly as the effects of gill netting are in paragraph 3. Paragraph 5, however, clearly indicates the detrimental impacts of trawling: “Trawlers, by scraping the sea floor bare of plants and animals, affect vaquita prey such as croakers, squid and grunts.” By destroying the vaquita’s food source, logically the vaquita population declines.
Rationale C	Paragraph 6 does not directly address how the “stringent regulations...enacted in late 2002” benefited the vaquita specifically. However, paragraph 6 explains the main purpose of the regulations was “limiting bycatch in the northern gulf to 50 percent of the total catch. In addition, trawling was prohibited.” The purpose of the regulations is clear: by limiting fishing, many species, including the

	vaquita, are protected and better able to thrive.
Rationale D	Although the importance of raising public awareness about the vaquita is not discussed until the end of the article, it is nonetheless made clear: “the vaquita is emerging as a flagship species for the entire Gulf of California ecosystem, helping draw attention to threats facing all marine life, including sea lions, tuna, marlin and sailfish” (paragraph 7).

## Question 6

Which idea from the article best describes the fishermen’s willingness to help save vaquitas?

- A. “The reserve was designed to limit fishing in a core area and encourage better fisheries management in outlying buffer zones” (paragraph 4)
- B. “the Mexican government imposed emergency prohibitions on most gill netting and all trawling in the reserve” (paragraph 5)
- C. “After fishermen protested, officials eased the restrictions temporarily” (paragraph 5)
- D. “Fishing communities needed to play a part in vaquita recovery discussions, and they were in fact eager to do so” (paragraph 5)

*Benchmark: 9.5.1.1*

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: 1*

*Answer: D*

Rationale A	Although this statement identifies the purpose of the reserve and explains how fishermen would be affected, the fishermen were not among the groups who originally “rallied to protect the porpoise” (paragraph 4). The fishermen did not help create the reserve.
Rationale B	Although this statement explains the Mexican government’s reaction to destructive fishing techniques in the reserve, fishermen had no hand in imposing the prohibitions. In fact, fishermen protested the prohibitions and “officials eased the restrictions temporarily” (paragraph 5). Fishermen were not yet concerned about the vaquita.
Rationale C	Although this statement indicates the fishermen protested, they were

	<p>not protesting destructive fishing practices; they were protesting the restrictions placed on destructive fishing practices. This statement illustrates the fishermen's concern for their own interests rather than for those of the vaquita.</p>
Rationale D	<p>Correct: After fishermen protested and crushed restrictions meant to protect the vaquita and its habitat, they quickly realized "an important lesson" (paragraph 5). The fishermen finally understood that their poor fishing practices were destroying the very places they fought so hard to maintain: the fisheries. This statement illustrates the fishing community's important realization and their willingness to support initiatives designed to save vaquitas.</p>

## Question 7

What does the word spearheaded mean in paragraph 6?

- A. Caught
- B. Demanded
- C. Honored
- D. Organized

*Benchmark: 9.5.4.4*

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

*DOK: 1*

*Answer: D*

Rationale A	Much of the article centers on the topic of fishing. Readers might therefore think <u>spearheaded</u> means “caught,” implying Patricio Robles Gil “caught” the vaquitas in a less destructive, more beneficial way than the fishermen: capturing the porpoises’ likeness through the creation of art. However, it was the “installation of sculptures” (paragraph 6), not the image of vaquita, that was <u>spearheaded</u> ; the term “caught” in this context would not be a logical replacement. In addition, text evidence indicates Gil is a photographer, not a sculptor. Gil organized the installation of the sculptures. He did not create them.
Rationale B	Readers might think activist Patricio Robles Gil demanded the installation of the porpoise sculptures as a way to symbolically demand the vaquita be protected. However, advocates of the vaquita, such as Gil, were “working to raise public awareness of the marine mammal’s plight” (paragraph 6). This indicates the united working effort of many people, rather than the demands of an individual, is how advocates planned to “raise public awareness” (paragraph 6) of the vaquita. As “founder and president” (paragraph 6) of a conservation group, Gil led, or <u>spearheaded</u> , the installation of the sculptures.

Rationale C	Because Patricio Robles Gil is an activist and advocate of the vaquita, it is clear he honored any efforts put forth to protect the vaquita, including the installation of vaquita sculptures in a museum and zoo. However, paragraph 6 states that advocates, such as Gil, were “working to raise public awareness of the marine mammal’s plight.” Gil, therefore, did not merely stand aside and honor the sculptures; he worked to get the sculptures installed by organizing, or <u>spearheading</u> , the project.
Rationale D	Correct: As an activist, Patricio Robles Gil was one among many “vaquita advocates...working to raise public awareness of the marine mammal’s plight” (paragraph 6). As “founder and president” (paragraph 6) of a conservation group, Gil naturally organized and led, or <u>spearheaded</u> , the installation of vaquita sculptures in a museum and zoo.

## Question 8

What is the main idea of paragraph 7?

- A. Many people consider vaquitas beautiful.
- B. Scientists want to learn more about vaquitas.
- C. Shyness makes vaquitas some of the most mysterious creatures in the world.
- D. The vaquitas' situation has helped raise awareness about other marine life.

*Benchmark: 9.5.2.2*

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

*DOK: II*

*Answer: D*

Rationale A	Paragraph 7 indicates vaquitas “are beautiful to look at.” However, this statement is an aside, a complement to the paragraph’s main idea, which is that vaquitas are a “flagship species” which have helped raise people’s awareness of “threats facing all marine life” (paragraph 7).
Rationale B	Peggy Turk Boyer, identified in paragraph 3 as the “director of the Intercultural Center for the Study of Deserts and Oceans (CEDO),” says of the vaquitas that “People are incredibly attracted to them” (paragraph 7). However, this scientist’s statement does not indicate the paragraph’s main idea is that scientists want to learn more about vaquitas. The main idea of paragraph 7 is clearly that vaquitas are “emerging as a flagship species for the entire Gulf of California ecosystem.”
Rationale C	Although paragraph 7 refers to the vaquita as “enigmatic,” this single descriptive term does not sum up the main idea of paragraph 7. That the vaquitas are an enigma is an aside, a complement to the paragraph’s main idea, which is that vaquitas are a “flagship species for

	the entire Gulf of California ecosystem” (paragraph 7).
Rationale D	Correct: Paragraph 7 directly states, “the vaquita is emerging as a flagship species for the entire Gulf of California ecosystem, helping draw attention to threats facing all marine life, including sea lions, tuna, marlin and sailfish.” This statement composes over half of the content in paragraph 7 and is clearly the paragraph’s main idea.



## Question 9

The article describes many events that help preserve the rare vaquita.

Drag the events into the order in which they happened with the first event at the top.

The vaquita is listed as an endangered species.

A protected habitat for the vaquita is established.

The Mexican government limits trawling and fishing activities.

Fishermen become involved in gulf management of the fisheries.

Awareness about the vaquita is increased through acts such as sculptures and media.

*Benchmark: 9.5.3.3*

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers stack the events of the article in the correct order in which they happened.

### Correct Responses

**1<sup>st</sup> The vaquita is listed as an endangered species:** According to paragraph 3, the vaquita was “Listed as endangered by the U.S. government in 1985.”

**2<sup>nd</sup> A protected habitat for the vaquita is established:** According to paragraph 4, a vaquita habitat was created “in 1993, when Mexico created the Upper Gulf of California and Colorado River Delta Biosphere Reserve.”

**3<sup>rd</sup> The Mexican government limits trawling and fishing activities:** According to paragraph 5, “fishing continued as usual until September 2002, when the Mexican government imposed emergency prohibitions on most gill netting and all trawling in the reserve.”

**4<sup>th</sup> Fishermen become involved in gulf management of the fisheries:** According to paragraph 6, “With a number of fishermen on board, stringent regulations were enacted in late 2002.”

**5<sup>th</sup> Awareness about the vaquita is increased through acts such as sculpture and media:** According to paragraph 6, “advocates are now [article was published in 2004] working to raise public awareness of the marine mammal’s plight through television, radio and newspaper advertisements. In Mexico City... Patricio Robles Gil...recently spearheaded the installation of sculptures of the porpoises in the Mexico City Zoo and a famous children’s museum.”

### **Incorrect Responses**

Any other order presented is incorrect because it will not reflect the order in which events happened.

### Section 3: The Eiffel Tower/From the Diary of Pierre Rocher

#### Question 1

What is the main message in both the article and the diary entries?

- A. Life is full of undesirable outcomes.
- B. Reaching goals often involves taking risks.
- C. Public opposition often transforms ideas.
- D. Regret may follow the completion of a task.

*Benchmark: 9.5.2.2*

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

*DOK: III*

*Answer: B*

Rationale A	In "The Eiffel Tower," Eiffel faces much opposition. However, he is determined to complete the tower despite the cries of critics and the fears of concerned citizens (paragraphs 4-8). Ultimately, Eiffel lives "long enough to witness his 'temporary' building become an icon of his country" (paragraph 9). In "From the Diary of Pierre Rocher," in order to support his family, Rocher risks his life working in insufferable conditions on a "useless" (paragraph 10) tower. However, Rocher completes the job and is able to provide for his family. After the tower's completion, Rocher was "proud" and fascinated by the tower's "beauty" (paragraph 13). For both Eiffel and Rocher, the outcomes are gratifying rather than undesirable.
Rationale B	Correct: In the article, Eiffel assumes the risk of having his reputation as a highly successful engineer tainted by the scorns of "influential artists and writers" (paragraph 4), and he risks his fortune should the tower prove "to be dangerous" (paragraph 7). Despite the risks, Eiffel triumphs and watches his tower "become an icon of his country" (paragraph 9). He clearly reaches his goals. In the diary entries,

	<p>Rocher's goal is basic: provide for his family. He states in paragraph 10, "I am happy to have the work, as it will keep food on our table for two years, maybe three." His job, however, involves great risk: working in harsh conditions at a great height of "fifty-seven meters" (paragraph 11). Rocher recognizes the nature of his risk in paragraph 12 when one of his co-workers dies. In both the diary entries and the article, Rocher and Eiffel take risks to attain their goals.</p>
Rationale C	<p>In the article, the author notes the significant public opposition from Parisian artists and citizens (paragraphs 4-8). However, Eiffel responds to the opposition accordingly (paragraphs 6-8), and the tower becomes reality and lives beyond its intended "temporary" (paragraph 9) status. The fears and opinions of the public did not sway Eiffel or his project. In the diary entries, Rocher, as the narrator, often voices his skepticism about the project, calling it a "trifling curiosity" in paragraph 12. However, this opposition is personal, rather than public.</p>
Rationale D	<p>In the article, readers might think Eiffel regrets the effort and money he spent defending his tower. However, text evidence does not indicate Eiffel feels anything but determination. Indeed, Eiffel ultimately has the "last laugh" as he watches his tower "become an icon of his country" (paragraph 9). In paragraph 13 of the diary entries, Rocher states, "It pains my heart to think this tower will be torn down in just a few years," showing regret that his hard work will be for naught. However, Rocher is ultimately "proud of our efforts" and impressed by the tower's astonishing "beauty" (paragraph 13). Neither Eiffel nor Rocher feel regret after the tower's completion.</p>

## Question 2

What is the primary reason this passage is written as a diary?

- A. It suggests how long the project took to complete.
- B. It records the thoughts of Pierre Rocher over time.
- C. It illustrates the problems Pierre Rocher encountered.
- D. It records information that is historically important.

*Benchmark: 9.4.5.5*

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

*DOK: II*

*Answer: B*

Rationale A	The passage includes four diary entries that span across approximately two years: from January 23, 1887, to March 31, 1889. However, Rocher's evolving perspective of the project takes precedence over the project's time frame. The purpose of the diary entries is to provide a first-hand account of the experiences and perspectives of a tower worker.
Rationale B	Correct: The diary entries provide an intimate view into the experiences endured by Pierre Rocher during the tower's two-year construction period. Notable among the experiences is Rocher's continuously changing perspectives of the project. At the start of what Rocher calls "a very odd project" (paragraph 10), he is happy to have the work (paragraph 10). During the first "sweltering" summer, Rocher nonetheless begins "to detect some beauty in the delicate steel arches" (paragraph 11) of the tower. The following year, sorrow arrives when a fellow worker dies, and Rocher is "angry" and sees the tower as "a trifling curiosity" (paragraph 12). When the tower is complete and unveiled, Rocher is "proud of our efforts" (paragraph 13) and saddened the "magnificent" tower will be torn down.

Rationale C	In the diary entries, Pierre reflects on the different problems he encounters. In paragraph 11, he chronicles the summer's "sweltering" and unbearable heat, and in paragraph 12, he mourns the loss of a co-worker, "the first to give his life to this never-ending tower." However, the problems Rocher faces comprise only a portion of his experiences. The purpose of the diary entries is to provide a first-hand account of a tower worker's wide range of feelings and experiences.
Rationale D	Through Pierre Rocher's first-hand account, the passage provides historical facts, including information about the tower's architect, the length of construction time, and the public's criticism of the project. However, the passage's historical references simply provide a foundation upon which Rocher's personal experiences as a tower worker unfold.

### Question 3

What can the reader infer about the overall character of Pierre Rocher?

- A. He is dedicated to fulfilling his commitments.
- B. He is eager to share his opinion with others.
- C. He is aware of the impact of his work on society.
- D. He is motivated by the need for perfection.

*Benchmark: 9.4.3.3*

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

*DOK: II*

*Answer: A*

Rationale A	Correct: Rocher takes the job to help his family because, he says, “it will keep food on our table for two years, maybe three” (paragraph 10). He works even though he does not agree with the tower’s purpose, referring to it as “useless” (paragraph 10) and a “trifling curiosity” (paragraph 12). Even during the most difficult times—a “sweltering” summer (paragraph 11) and the death of a fellow worker (paragraph 12)—Rocher does not break from his commitment. Finally, after over two years, Rocher attends the tower’s “unveiling” (paragraph 13). He states, “Despite all the difficulties, I am proud of our efforts” (paragraph 13). He is proud of his commitments and their results.
Rationale B	Rocher expresses his many different opinions about the tower. Most prevalent is his perspective that the tower, despite its uniqueness, is “useless” (paragraph 10) and a “trifling curiosity for a fair that no one will likely remember” (paragraph 12). However, he expresses these thoughts and opinions in the form of a personal diary. Text evidence does not indicate he plans to share his private thoughts. The diary is simply a place to record experiences and express emotions while working a difficult, yet necessary, job.
Rationale C	Rocher is aware that citizens are proud of the tower’s superior height

	<p>(paragraph 10) and that artists consider the tower “a work of folly” (paragraph 11). He also makes note of the public gazing “upward in astonishment” during the tower’s “unveiling” (paragraph 13). However, text evidence does not indicate Rocher senses a personal contribution to society. In fact, he believes the tower is temporary and will be easily forgotten (paragraph 13). Throughout the entries, Rocher is more concerned about his commitment to his family and job.</p>
Rationale D	<p>Rocher shows incredible perseverance during the two years he works on the tower. Despite the many challenges and emotions, Rocher does not give up his job. However, text evidence does not indicate his perseverance is the result of perfectionism. Rather, it is Rocher’s desire to provide for his family, not a desire for perfection, which motivates him to take the job and see it through to its completion.</p>



## Question 4

Read the following phrase from Pierre Rocher's second diary entry.

Our sweat dances and disappears

These words provide a clue to the

- A. sweltering temperature of the day.
- B. towering height of the structure.
- C. congenial attitude of the workers.
- D. reflecting metal of the structure.

*Benchmark: 9.4.4.4*

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

*DOK: II*

*Answer: A*

Rationale A	Correct: The “sweltering” (paragraph 11) heat causes the workers to sweat profusely. The statement, “Our sweat dances and disappears” (paragraph 11), shows how the workers’ sweat quickly evaporates after hitting the sun-heated steel girders. In addition, the use of assonance and alliteration in the phrase portrays the intense heat by mimicking the sizzling sound of liquid hitting a hot surface.
Rationale B	Because the tower’s height places the workers “fifty-seven meters closer to the sun” (paragraph 11), readers might think their sweat “disappears” because it must fall a long way, out of sight, to reach the ground. However, the workers’ “sweat dances and disappears on the hot, reflecting metal” (paragraph 11) of the girders upon which they stand. Their sweat disappears not because it drops a long distance, but

	because it evaporates on the hot metal.
Rationale C	The verb “dances” and use of alliteration in the phrase, “Our sweat dances and disappears” (paragraph 11), suggests congeniality. However, the purpose of the phrase is actually to describe the day’s intense heat. The workers’ sweat appears to be dancing because it is sizzling on the hot metal of the girders, quickly evaporating under the “sweltering” (paragraph 11) sun. The workers are not feeling congenial, they are feeling discomfort.
Rationale D	Although the dancing and disappearing of the sweat occurs on the structure’s metal girders (paragraph 11), the sweat’s action does not indicate the metal is reflective. The sweat is not being mirrored, or reflected, by the metal; it is being evaporated by the metal, which is hot beneath a “sweltering” (paragraph 11) July sun.

## Question 5

What can readers conclude about Gustave Eiffel from the way he managed the protestors?

- A. He ignored the protestors by refusing to communicate with them.
- B. He recognized concerns and responded accordingly.
- C. He defended his ideas and interfered with the protestors.
- D. He revealed his flexibility by allowing others to make decisions.

*Benchmark: 9.5.3.3*

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

*DOK: II*

*Answer: B*

Rationale A	According to paragraph 4, it does not appear Eiffel reacted to artists' objections and insults prior to ground being broken for the tower. However, rather than ignore the protestors when they officially "began a public campaign against the tower" (paragraph 4), Eiffel swiftly defended himself and the tower against the artists' objections. In addition, he quickly assuaged nervous citizens when they expressed fear of the tower (paragraph 7).
Rationale B	Correct: When artists tried to halt the tower's construction by publishing a letter in an important newspaper, "Eiffel defended his creation in a subsequent issue of <i>Le Temps</i> , justifying his design on artistic terms and declaring that his tower was a bold demonstration of scientific progress" (paragraph 6). When citizens expressed their fears of falling girders, temporarily halting construction, Eiffel pledged "he would be financially responsible for any damage his tower might cause" (paragraph 7). When protestors declared the tower should be torn down after the fair, "Eiffel was ready for the foes of his creation" (paragraph 8) by demonstrating the scientific efficacy of the tower.

Rationale C	Eiffel defended his ideas by countering the arguments of angry artists in <i>Le Temps</i> (paragraph 6) and by pledging “that he would be financially responsible for any damage his tower might cause” (paragraph 7) to the fearful citizens living near the building site. However, text evidence does not indicate Eiffel interfered with the protests or tried to stop them with force.
Rationale D	The Expo committee decided to select Eiffel’s design, and they had the final say as to whether the tower would be built. However, throughout the article, Eiffel’s independent decision-making is clearly evident in his responses to protests that arose in the midst of construction. He stood up against angry artists, assuaged the fears of nervous citizens, and devised a way to preserve his tower when protesters demanded it be torn down.

## Question 6

Each diary entry in this passage exudes a different mood. Show the order in which each mood occurs in the passage.

Drag the four appropriate moods into the correct sequence in the diagram.

### Moods in Pierre Rocher's Diary

Pride
Exhaustion
Resentment
Relief
Jealousy
Regret

### Sequence of Moods in Pierre Rocher's Diary

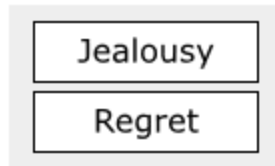
January 23, 1887	<input type="text"/>
July 12, 1887	<input type="text"/>
September 22, 1888	<input type="text"/>
March 31, 1889	<input type="text"/>

### Question 6 Correct Answers

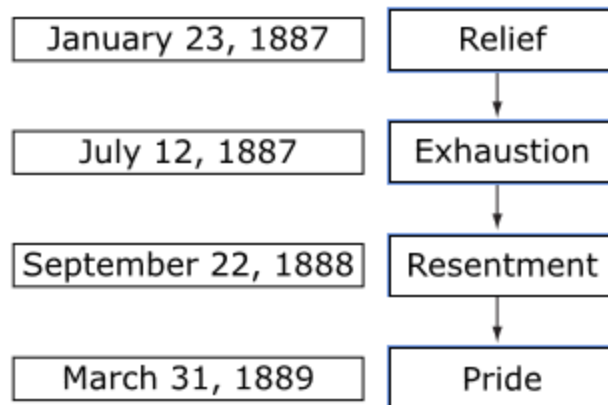
Each diary entry in this passage exudes a different mood. Show the order in which each mood occurs in the passage.

Drag the four appropriate moods into the correct sequence in the diagram.

#### Moods in Pierre Rocher's Diary



#### Sequence of Moods in Pierre Rocher's Diary



*Benchmark: 9.4.6.6*

Analyze a particular point-of-view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers identify the order of the moods in the passage by dragging four moods into the correct boxes.

## Correct Responses

### January 23, 1887

**Relief:** The first diary entry, paragraph 10, states that although Pierre Rocher believes the tower to be “useless,” he is grateful for the employment, “as it will keep food on our table for two years, maybe three.” In addition, Rocher and his wife are expecting a baby. Work on the tower has given the Rocher family a better future, and this revelation creates a mood of relief.

### July 12, 1887

**Exhaustion:** The second diary entry, paragraph 11, states the heat is “sweltering,” causing unbearable conditions for the workers. Rocher even believes the heat has affected his head, and he must fight the “urge to resign” because of the heat. The entry focuses primarily on the heat, offering vivid descriptions of “horses...fainting on the Paris streets” and workers suffering. These descriptions, combined with the fact that Gustave Eiffel will not allow his workers to rest, creates a mood of exhaustion.

### September 22, 1888

**Resentment:** In the third diary entry, paragraph 12, a fellow worker dies on the job, “the first to give his life to this never-ending tower.” Rocher is “sick at heart” and frustrated that Eiffel, despite the tragic death, is still “bound and determined to have his tower finished on time.” Given only a day to mourn the loss of a “brother,” Rocher is tethered to the tower and must continue to work, although he admits, “I am angry.” The inevitable construction of Eiffel’s tower is aimless, its devastating effects are “all for nothing,” and this creates a mood of resentment.

### March 31, 1889

**Pride:** In the third diary entry, paragraph 13, Rocher’s opinion of the tower improves. In fact, he states, “Despite all the difficulties, I am proud of our efforts.” He still believes the tower has no purpose, but he now perceives it as a “magnificent...steel edifice...capable of beauty” and is honored to witness “faces of every description gazing upward in astonishment.” Despite the tower’s challenges and its temporal nature, Rocher is glad he and his family were a part of its creation, and this creates a mood of pride.

## Incorrect Responses

**Jealousy:** Although Rocher compares himself to people who do not find themselves “closer to the sun than any other human being on the planet,” he does not express any jealousy or desire to instead be on the ground, which is still hot enough to cause horses

to faint and his pregnant wife to suffer “more from the heat” than anyone. If anything, he is inspired, not jealous, of his wife, who, the exhausted Rocher says, “is stronger than I” (paragraph 11).

**Regret:** Rocher describes the difficult construction of the tower as “all for nothing, a trifling curiosity...that no one will likely remember” (paragraph 12) after a fellow worker dies. Throughout the diary entries, Rocher condemns the tower for one reason or another, but he never expresses regret, as he immediately suggests that without the tower, he and his family would go without “food on our table for two years, maybe three” (paragraph 10). Despite the challenges, Rocher is thankful for the work.



## Question 7

Readers can better understand the impact of Pierre Rocher's colleague's death on other workers because Rocher

- A. avoids telling his wife about the tragic accident at the tower.
- B. compares the hearts of the workers to the heavy metal of the tower.
- C. appreciates that the workers are given the rest of the day off.
- D. concludes that risk is a necessary part of constructing great buildings.

*Benchmark: 9.4.4.4*

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

*DOK: II*

*Answer: B*

Rationale A	Although Rocher decides not to tell his wife, Simone, about the tragedy, "she would worry even more" (paragraph 12) about him, Rocher's decision to conceal the truth reveals to readers his concern for Simone, not how the death impacted the other workers.
Rationale B	Correct: Rocher states, "We worked today with hearts as heavy as the metal to which we cling." This metaphor allows Rocher to transform an intangible idea (the workers' emotions) into a concrete image (heavy girders), while also revealing to readers the irony of the tower: it is a structure that both gives livelihoods and takes life. Like Rocher, the workers have no choice but to continue working on the very object that killed a "brother." This realization has made the workers "sick at heart" (paragraph 12).
Rationale C	Mr. Eiffel gives the workers the rest of the day off because he "could not justify retaining" them after the accident. However, Mr. Eiffel's actions do not reflect the workers' emotions, especially since Rocher could tell

	Eiffel “was of two minds” about allowing them to go home. That the workers “were all sick at heart” reveals to readers the tragedy’s impact and why workers needed time off to mend (paragraph 12).
Rationale D	Rocher and the other workers accept the reality of accidents because they know “Without risk, no great buildings would ever be built.” However, the fact Rocher desperately hugs his wife and son and cannot sleep indicates the colleague’s death weighs on him heavily. Rocher’s statement, “We were all sick at heart,” confirms for readers that the other workers felt similarly (paragraph 12).

## Question 8

Which statement reflects the common purpose of both the article and the diary entries?

- A. Both describe the tower as a magnificent achievement.
- B. Both demonstrate the intricate design of the tower.
- C. Both reveal tragedies during the building of the tower.
- D. Both justify the reasons the tower was built.

*Benchmark: 9.5.6.6*

Determine an author's point-of-view or purpose in a text and analyze how an author uses rhetoric to advance that point-of-view or purpose.

*DOK: III*

*Answer: A*

Rationale A	Correct: In "The Eiffel Tower," the tower's physical magnificence is reflected in the fact that its "soaring arcs and delicate latticework patterns...are known throughout the world" (paragraph 1). In addition, that Eiffel overcame overwhelming opposition to witness his tower become "an icon of his country" (paragraph 9) is an impressive, clearly magnificent, achievement. In paragraph 13 of the diary entries, Rocher states at the opening ceremony of the tower, "The tower may be without purpose, but it is magnificent nonetheless."
Rationale B	Both selections begin with a description of the Eiffel Tower's design: "soaring arcs and delicate latticework patterns" (paragraph 1) and "interlacing girders with a point at the apex" (paragraph 10). However, neither text makes the tower's intricate design its primary focus. Rocher's diary entries center on his personal experiences, primarily his evolving perspective of a tower he ultimately finds "magnificent" (paragraph 13). The article emphasizes the controversy surrounding the tower project, and Eiffel's ultimate, highly impressive, triumph over resistance and time.
Rationale C	Rocher discusses the tragedy of a co-worker's death in paragraph 12 of his diary: "We lost a brother yesterday, the first to give his life to this

	never-ending tower.” Although the author of the article mentions Eiffel’s declaration to “destroy his creation if it proved to be dangerous,” (paragraph 7), the author never discusses any of the tragedies that occurred during the tower’s construction.
Rationale D	The article indicates the reasons for the tower’s construction: “The Eiffel Tower was built for the 1889 <i>Exposition Universelle</i> , a world’s fair held in Paris to showcase French technological progress and to celebrate the one hundredth anniversary of the French Revolution” (paragraph 2). The author, however, does not offer further justification for the tower’s construction and instead focuses on Eiffel’s noteworthy efforts to achieve his goal. In the diary entries, although Rocher indicates the tower is “for a fair” (paragraph 12), he never discusses the fair’s or the tower’s historical significance. Rocher primarily focuses on his personal experiences as a tower worker.

## Question 9

Complete the cause-and-effect diagram.

Drag the three appropriate effects into the boxes.

### Possible Effects

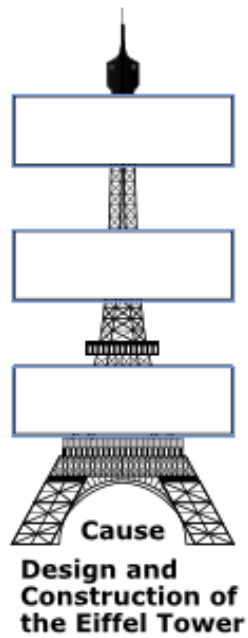
Jobs are created.

Artists are given  
a voice.

An architectural  
icon is built.

Art is redefined.

Property is  
damaged.



## Question 9 Correct Answers

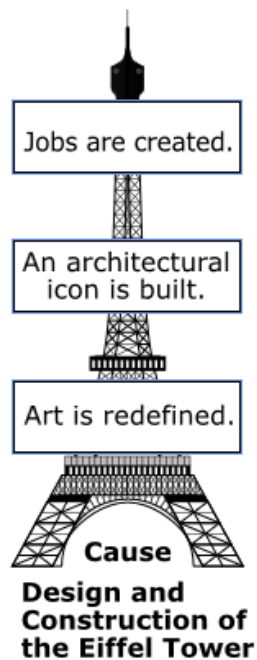
Complete the cause-and-effect diagram.

Drag the three appropriate effects into the boxes.

### Possible Effects

Artists are given a voice.

Property is damaged.



(Options may appear in any order.)

*Benchmark: 9.5.1.1*

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers drag the appropriate effects into the boxes.

## Correct Responses

**Jobs are created:** The diary entries, “From the Diary of Pierre Rocher,” are written from the perspective of Pierre Rocher who is hired specifically to help construct the Eiffel Tower and who is “happy to have the work” (paragraph 10). The job, Rocher states, “pays well” (paragraph 11) and “will keep food on our table for two years, maybe three” (paragraph 10). One effect of the construction of the Eiffel Tower is that it created well-paying temporary jobs for the citizens of Paris.

**An architectural icon is built:** In the article “The Eiffel Tower,” despite distaste and resistance from a group of local artists and other Paris citizens, the Eiffel Tower was received well by many people. Paragraph 8 states the tower “was an immediate sensation with visitors from around the world. A new industry arose, dedicated to creating souvenirs featuring the image of the world’s tallest building.” Architect Gustave Eiffel’s unique design caused the Eiffel Tower to become “an icon of his country” (paragraph 9). In the diary entries, the narrator states, “The artists still howl in outrage, but no one listens to their voices today. I saw faces of every description gazing upward in astonishment” (paragraph 13). One effect of the design of the Eiffel tower is that it became an architectural icon.

**Art is redefined:** In the article, the tower’s design was heavily criticized by artists at the time of its construction, primarily because the artists “looked down on engineers and their lack of formal training in literature and the arts. The idea that a work of engineering could also be considered a work of art was deemed absurd” (paragraph 6). However, Eiffel shocked artists when he wrote an article “justifying his design on artistic terms” (paragraph 6). Indeed, in the diary entries, which also mention how artists have been futilely “condemning the tower as a work of folly” (paragraph 11), the narrator comments on people’s reactions to the tower’s strange beauty. He states, “Like me, they had not considered a steel edifice to be capable of beauty. Perhaps this is the actual purpose of the tower,” to have an effect on the way beauty, or art, is defined.

## Incorrect Responses

**Artists are given a voice:** In both the article and the diary entries, the vocal outcry of Parisian artists against the tower is made apparent. In the article, the “artists assumed that public outcry would influence” (paragraph 4) the Expo committee, which selected the Eiffel Tower as the winning design, to retract its decision. In fact, “The Artists’ Protest officially commenced with the publication of ‘Protest Against the Tower of Monsieur Eiffel’ in...a prominent French newspaper” (paragraph 5). However, despite their boisterous attempts to halt construction of the tower, the artists did not succeed. In fact, in the diary entries, it is stated that after the tower’s construction, “The artists still

howl in outrage, but no one listens to their voices today” (paragraph 13). The artists were heard by some, but their voices were not loud enough to be heard by all.

**Property is damaged:** In the article, it is stated, “People living near the construction site were terrified that heavy iron girders might come crashing through their roofs” and that “Eiffel pledged that he would be financially responsible for any damage his tower might cause” (paragraph 7). However, the possible damage was hypothetical and no mention of actual property damage occurs in the article or diary entries.



## Question 10

Which of the following statements represent Parisian artists' claims about the Eiffel Tower during its construction?

Select the boxes next to the statements that apply.

- The tower was not a work of art.
- The tower would not hold up in the wind.
- The design was ugly and structurally flawed.
- The iron girders would hurt people and property.

*Benchmark: 9.5.1.1*

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the two claims made by artists about the Eiffel Tower.

### **Correct Responses**

**The tower was not a work of art:** Parisian artists' negative opinion of the tower was founded on more than their belief it was ugly (paragraph 5). Gustave Eiffel, the artists claimed, did not have the necessary educational background or skills to create art. They "looked down on engineers and their lack of formal training in literature and the arts. The idea that a work of engineering could also be considered a work of art was deemed absurd" (paragraph 6).

**The design was ugly and structurally flawed:** Parisian artists were repulsed "by a building they considered ugly and structurally flawed" (paragraph 4). In a letter to an influential newspaper, they insulted the tower with degrading names such as "half-built

factory pipe' and 'mast of iron gymnasium apparatus, incomplete, confused and deformed'" (paragraph 5).

### **Incorrect Responses**

**The tower would not hold up in the wind:** Although paragraph 3 mentions "strong winds," the winds were not the reason why Parisian citizens were afraid the tower would fall on their homes. The tower was actually "capable of withstanding strong winds" (paragraph 3). More importantly, no text evidence confirms the artists were among those citizens afraid of the tower falling down.

**The iron girders would hurt people and property:** Although "People living near the construction site were terrified that heavy iron girders might come crashing through their roofs" (paragraph 7), no textual evidence confirms the artists were among those who were afraid. The danger of the tower, in fact, was not among the artists' primary concerns.

## Question 11

How is the author's approach in the article different from the author's approach in the diary entries?

Select the most likely approach for each author's text.

<b>Author's Approach in Article</b>	<b>Author's Approach in Diary Entries</b>
Emphasizes phases of construction	Encourages sympathy for the people involved with the construction
Explains the process of construction	Showcases how individuals can work together on a project
Describes accidents that happened during construction	Presents a broad overview of the construction
<b>Exhibits how individuals can impede a project</b>	<b>Focuses on a personal interpretation of the project</b>

*Benchmark: 9.5.6.6*

Determine an author's point-of-view or purpose in a text and analyze how an author uses rhetoric to advance that point-of-view or purpose.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers select the appropriate approach for each author's text.

### **Correct Responses**

#### **Author's Approach in Article**

**Exhibits how individuals can impede a project:** The author's approach in selection 1 is to focus primarily on the opposition and challenges present during the construction of the tower. Individuals who opposed the project tried to impede its progress in different

ways: "...artists began a public campaign against the tower" (paragraph 4); "In all, forty-seven individuals joined together to stop construction..." (paragraph 5); "One resident even sued the city, an effort that halted construction for several months" (paragraph 7). In paragraph 6, these individuals also gave their own arguments as to why the tower's construction should be stopped: "The idea that a work of engineering could also be considered a work of art was deemed absurd."

### **Author's Approach in Diary Entries**

**Focuses on a personal interpretation of the project:** The personal approach of the diary in selection 2 offers a unique perspective on the tower's construction: "But I am happy to have the work, as it will keep food on our table for two years, maybe three. This does seem to be a very odd project, however" (paragraph 10). This perspective also adds the "author's" unique opinions and reactions: "I went home and hugged my wife and my son with an almost desperate intensity. I did not tell Simone about the accident, since I know she would worry even more..." (paragraph 12). The diary entry also allows this personal interpretation to illustrate the changing perspective regarding the tower's construction, from beginning to completion: "Like me, they had not considered a steel edifice to be capable of beauty. Perhaps this is the actual purpose of the tower" (paragraph 13).

### **Incorrect Responses**

#### **Author's Approach in Article**

**Emphasizes phases of construction:** While selection 1 states "ground was broken" (paragraph 4), "construction went on as planned" (paragraph 6), and "work on the tower resumed" (paragraph 7), no specific evidence is given about the actual phases of construction of the tower.

**Explains the process of construction:** Although selection 1 conveys details about the design contest, Eiffel's winning design, and the resulting structure, there is no evidence about the actual construction process.

**Describes accidents that happened during construction:** Selection 1 describes people's fears about girders falling and injuring people, but it does not describe any such accidents actually occurring.

#### **Author's Approach in Diary Entries**

**Encourages sympathy for the people involved with the construction:** This option might be attractive to readers because Rocher mentions the bitter cold and "damp chill" of winter, the sweltering heat of summer, and the sorrow of the workers when one dies. However, he also says he is "happy to have the work" (paragraph 10) as it enables him

to support his growing family. The hardships he and other workers endured are details that convey Rocher's changing perspective over the two years he worked on the tower.

**Showcases how individuals can work together on a project:** In paragraph 11, Rocher mentions his co-workers Jacques and Phillippe. In paragraph 12, he describes the day after the accident as "work as usual, as though nothing had happened." Rather than being the author's approach, however, these are details that personalize the interpretation of the building of the tower.

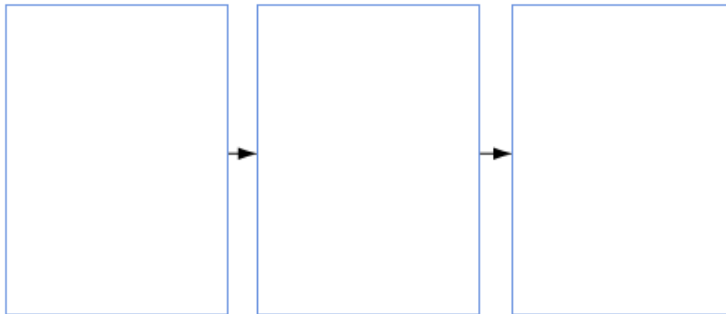
**Presents a broad overview of the construction:** Although Rocher includes some details of the tower's construction in paragraphs 10-12 (e.g., "the architect's designs" and "the structure will be more than three hundred meters tall"; "fifty-seven meters closer to the sun...driving rivets into a hot girder"; "Today was work as usual"), they do not provide a broad overview. The majority of the text provides personal observations and reactions to the experience of constructing the tower.

## Question 12

Gustave Eiffel confronted several obstacles during the construction of the Eiffel Tower.

Drag the appropriate images into the sequence diagram to represent the order in which Eiffel encountered obstacles.

### Obstacles Confronted by Gustave Eiffel

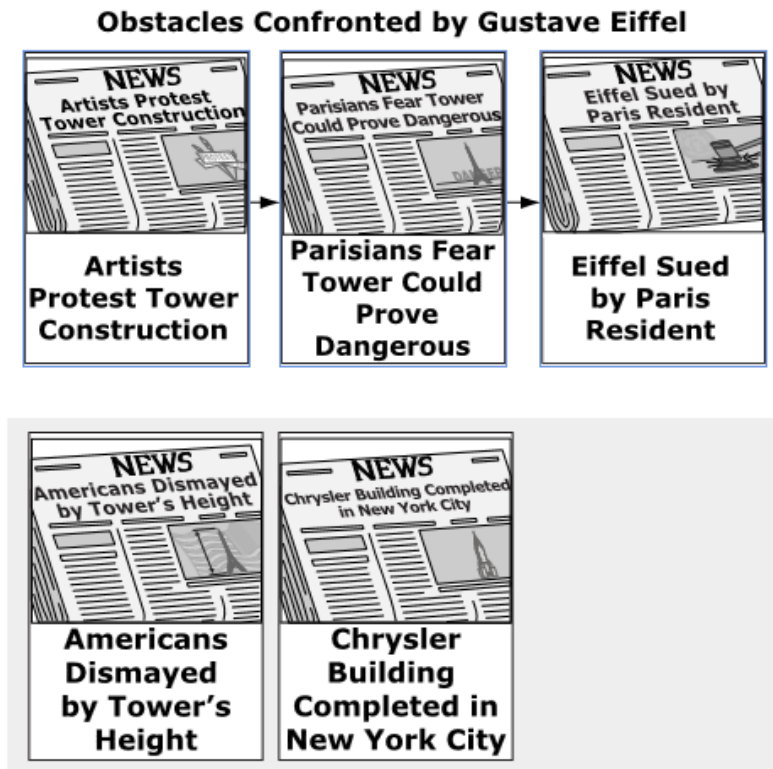


 <b>Americans Dismayed by Tower's Height</b>	 <b>Artists Protest Tower Construction</b>	 <b>Eiffel Sued by Paris Resident</b>
 <b>Parisians Fear Tower Could Prove Dangerous</b>	 <b>Chrysler Building Completed in New York City</b>	

## Question 12 Correct Answers

Gustave Eiffel confronted several obstacles during the construction of the Eiffel Tower.

Drag the appropriate images into the sequence diagram to represent the order in which Eiffel encountered obstacles.



*Benchmark: 9.5.3.3*

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers identify the sequence of obstacles by dragging the obstacle images into the order as shown.

## Correct Responses

**1<sup>st</sup> Artists Protest Tower Construction:** In paragraph 4, “the artists began a public campaign against the tower,” calling their campaign “The Artists’ Protest” (paragraph 5). The artists wrote a letter to an influential newspaper in an attempt to thwart Gustave Eiffel’s plans.

**2<sup>nd</sup> Parisians Fear Tower Could Prove Dangerous:** Paragraph 7 states “People living near the construction site were terrified that heavy iron girders might come crashing through their roofs.” This fear required Mr. Eiffel to strengthen his defenses.

**3<sup>rd</sup> Eiffel Sued by Paris Resident:** In response to the fear that spread among citizens living near the tower, “One resident even sued the city, an effort that halted construction for several months” (paragraph 7). Mr. Eiffel had to announce he would pay for damages and even “destroy his creation if it proved to be dangerous” (paragraph 7).

## Incorrect Responses

**Americans Dismayed by Tower’s Height:** Paragraph 3 states, “When the tower was finished, its size dismayed many Americans, who had taken pride in the fact that the Washington Monument was—until that time—the tallest building in the world.” The key phrase, however, is “When the tower was finished.” Text evidence suggests dismay from Americans would not have reached, or affected, Mr. Eiffel until after the tower was built.

**Chrysler Building Completed in New York City:** Discussing the tower’s superior height, paragraph 1 explains the Eiffel Tower “enjoyed this distinction until 1929, when the Chrysler Building in New York supplanted it.” Officially opened in 1889, however, the Eiffel Tower was the tallest building for 40 years. In addition, Mr. Eiffel died in 1923, six years prior to the Chrysler Building.



### Question 13

Read these statements from Pierre Rocher's second diary entry.

. . . Mr. Eiffel is determined to stay on schedule, heat wave or no. But he, too, feels warmth of a different kind.

Based on the second diary entry, what does the word warmth mean?

- A. Affectionate feeling
- B. Lively excitement
- C. Outside pressure
- D. Stifling heat

*Benchmark: 9.4.4.4*

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

*DOK: II*

*Answer: C*

Rationale A	The temperatures of the heat wave are “sweltering,” unbearable to the point that Rocher must fight “the urge to resign” from his job. Because the <u>warmth</u> felt by Mr. Eiffel is “different” from the insufferable heat felt by workers, readers might think Mr. Eiffel experiences the opposite of suffering and select this option. However, the <u>warmth</u> Mr. Eiffel experiences is not from affection; rather, it stems from harsh outside pressure by artists who publicly oppose his project (paragraph 11).
Rationale B	Because Mr. Eiffel is determined “to stay on schedule” (paragraph 11) despite the insufferable heat, readers may think he feels the opposite of what workers feel. Although Rocher must fight “the urge to resign” because of the “heat wave,” Mr. Eiffel is excited about the project. However, the <u>warmth</u> Mr. Eiffel experiences is not from lively

	excitement; rather, it stems from harsh outside pressure by artists who publicly oppose his project (paragraph 11).
Rationale C	Correct: While tower workers must suffer in the heat wave, Mr. Eiffel must deal with artists who are “writing to the newspapers, condemning the tower as a work of folly.” The artists are angry, and this anger is the “ <u>warmth</u> of a different kind” felt by Mr. Eiffel. In this context, <u>warmth</u> is defined as outside pressure (paragraph 11).
Rationale D	Rocher states, “Mr. Eiffel is determined to stay on schedule, heat wave or no,” which may lead readers to think the <u>warmth</u> felt by Mr. Eiffel is the insufferable heat. However, although the tower workers deal with “sweltering” temperatures, the <u>warmth</u> felt by Mr. Eiffel is “of a different kind.” It is not the same heat that the workers experience. Rather, it stems from outside pressure by artists who publicly oppose his project (paragraph 11).

## Question 14

Based on his diary, which statements accurately reflect Pierre Rocher's feelings?

Select the boxes next to the three appropriate statements.

- He is proud of his years of work on the Eiffel Tower.
- He appreciates the simplicity of the Eiffel Tower's structure.
- He is proud that the Eiffel Tower is the tallest building in the world.
- He recognizes the beauty of the Eiffel Tower's steel arches.
- He is puzzled that the Eiffel Tower has no walls.
- He believes the Eiffel Tower will be a major attraction at a fair.

*Benchmark: 9.4.3.3*

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers select the three appropriate statements.

### **Correct Responses**

**He is proud of his years of work on the Eiffel Tower:** While witnessing the Eiffel Tower's "unveiling" amidst an awestruck crowd, Pierre Rocher says of the tower, "Despite all the difficulties, I am proud of our efforts" (paragraph 13).

**He recognizes the beauty of the Eiffel Tower's steel arches:** Pierre Rocher calls the tower a "strange beast" but realizes a moment later he is "beginning to detect some beauty in the delicate steel arches" (paragraph 11).

**He is puzzled that the Eiffel Tower has no walls:** Commenting on the tower's design, Pierre is baffled that it has "No walls, no windows..." His confusion and frustration are evident when he calls the tower a "skeleton without a body" and "A building that a small child would construct from sticks, and perhaps just as useless" (paragraph 10).

### **Incorrect Responses**

**He appreciates the simplicity of the Eiffel Tower's structure:** Pierre Rocher describes the tower as "simply interlacing girders with a point at the apex" (paragraph 10). The term "simply" could be taken to mean "simple." Rather than an expression of admiration, however, the comment criticizes the tower as "useless" (paragraph 10). Rocher's later description of the tower as "magnificent" (paragraph 13) and one of the world's "great buildings" (paragraph 12) suggests Rocher admires the tower for its complexity, not its simplicity.

**He is proud that the Eiffel Tower is the tallest building in the world:** Pierre Rocher explains the tower will be "The tallest building in the world" and that "this is important to some people" (paragraph 10). Following this comment, however, Rocher says the people who find the tower's height important are arrogant. The tower's height clearly does not impress him.

**He believes the Eiffel Tower will be a major attraction at a fair:** Pierre Rocher develops a growing admiration for the tower, which he sees as beautiful and "delicate" (paragraph 11). Swayed by differing opinions and a tragic accident, however, Rocher changes his mind. He knows "Without risk, no great buildings would ever be built. But this one, as unusual as it is, is all for nothing, a trifling curiosity for a fair that no one will likely remember" (paragraph 12). Even when his admiration for it later returns, he believes "few if any will even remember" the tower (paragraph 13).

## Question 15

Read the following sentence from Pierre Rocher's third diary entry.

However, the illusion of invincibility is gone.

With this statement, Pierre suggests that the workers

- A. plan to reduce the number of risks they take.
- B. think that finishing the tower is not worth the danger.
- C. understand that chances of harm are real.
- D. are concerned that they cannot finish the tower.

*Benchmark: 9.4.1.1*

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: II*

*Answer: C*

Rationale A	Readers may choose this option because the workers react strongly to the accident and are permitted by Eiffel "to leave early" (paragraph 12). Although Eiffel's gesture is a temporary reduction of risk, the workers return the next day. Text evidence does not indicate the workers plan to reduce risk on the job. In fact, Rocher states, "Accidents happen in construction. We all know this. Without risk, no great buildings would ever be built" (paragraph 12).
Rationale B	Rocher states, "Mr. Eiffel allowed us to leave early," the term "allowed" indicating workers requested permission to leave after the accident. Readers might think the workers were frightened by the incident and decided the tower was not worth the risk. However, work on the tower resumes the next day. The workers understand that "Without risk, no great buildings would ever be built" (paragraph 12).
Rationale C	Correct: Until this incident, there had been no casualties during construction. The phrase, "The illusion of invincibility is gone," suggests

	<p>Rocher and the other workers once felt invincible, unable to be overcome by the tower. However, the other tower workers are now accepting what they have always known: "Accidents happen in construction. We all know that. Without risk, no great buildings would ever be built" (paragraph 12). The workers accept the chances of harm are real.</p>
Rationale D	<p>Mr. Eiffel questions his decision to allow workers to leave early because "He is bound and determined to have his tower finished on time" (paragraph 12). Readers might therefore think the day's delay in the tower's construction is a sign additional delays will occur as more accidents arise. Workers wonder if the tower will ever be built. However, text evidence indicates only Mr. Eiffel, not the workers, are concerned about the tower's timely completion. In fact, the workers understand "Without risk, no great buildings would ever be built" (paragraph 12). Accidents and risks do not prevent the construction of buildings.</p>

## Question 16

What is the purpose of the article?

- A. To explain how Gustave Eiffel changed engineering
- B. To describe the design of a famous French landmark
- C. To demonstrate how Gustave Eiffel overcame opposition
- D. To emphasize the importance of art to the French people

*Benchmark: 9.5.6.6*

Determine an author's point-of-view or purpose in a text and analyze how an author uses rhetoric to advance that point-of-view or purpose.

*DOK: II*

*Answer: C*

Rationale A	The author explains the tower “was a triumph of innovative engineering,” and that Eiffel “used mathematics to devise a stable structure that was...despite its unprecedented height, capable of withstanding strong winds” (paragraph 3). The article, however, focuses solely on the Eiffel Tower. The author does not elaborate on the effects Eiffel’s innovations had on future architectural endeavors. The main idea of the article is how Eiffel and his tower overcame opposition from Paris citizens.
Rationale B	The author mentions “The soaring arcs and delicate latticework patterns” (paragraph 1) of the tower and explains that upon its completion in 1889, “it was the tallest structure on the planet” (paragraph 1). However, the article does not offer further descriptions of the tower’s design. The main idea of the article is how Eiffel and his tower overcame opposition from Paris citizens.
Rationale C	Correct: Critics hounded Mr. Eiffel from before the start until long after the tower’s construction. At the start of the tower’s construction, artists and writers, issued a public protest in 1887 in “a prominent French newspaper” (paragraph 5) in an attempt to halt construction. Eiffel, however, defended his tower in a later issue of the magazine, “justifying his design on artistic terms and declaring that his tower was a bold

	demonstration of scientific progress” (paragraph 6). Construction continued. After the tower opened in 1889, “the detractors reappeared,” wanting the tower to be “torn down” (paragraph 8). Eiffel, however, donated the use of the tower “to the French military to use for its radio network” (paragraph 8), ensuring its continued existence. Eiffel continuously overcame many forms of opposition, and the tower persevered, as paragraph 9 clearly states: Eiffel “lived until 1923, long enough to witness his ‘temporary’ building become an icon of his country.”
Rationale D	The article explains the artists’ distaste of the tower “was based partly on a disagreement about the essential nature of art. In the nineteenth century, many artists and intellectuals looked down on engineers and their lack of formal training in literature and the arts.” However, the inclusion of this detail is only to show one of the many forms of opposition Eiffel and his tower faced. Art’s importance to French people is not discussed in further detail. The main idea of the article is how Eiffel and his tower overcame opposition.



## Question 17

Read the following sentence from paragraph 9.

Gustave Eiffel had the last laugh.

The most likely reason the author included this sentence was to convey

- A. that Mr. Eiffel reacted to his critics.
- B. that Mr. Eiffel achieved satisfaction.
- C. that Mr. Eiffel knew he was famous.
- D. that Mr. Eiffel had a sense of humor.

*Benchmark: 9.5.6.6*

Determine an author's point-of-view or purpose in a text and analyze how an author uses rhetoric to advance that point-of-view or purpose.

*DOK: II*

*Answer: B*

Rationale A	Mr. Eiffel reacted to the angry and bemused “foes of his creation” (paragraph 8) throughout the article. However, this final idiomatic reaction, “Gustave Eiffel had the last laugh” (paragraph 9), occurs long after his battle with critics. This statement does not refer to a direct, face-to-face encounter; rather it represents Eiffel’s vindication in the years following the controversy.
Rationale B	Correct: Mr. Eiffel felt satisfaction that his structure withstood the force of much opposition from the citizens of Paris, particularly the artists. The phrase, “last laugh,” is idiomatic, not literal. It represents Eiffel’s sense of ultimate success, as “He lived until 1923, long enough to witness his ‘temporary’ building become an icon of his country” (paragraph 9).
Rationale C	Despite the fact that Mr. Eiffel’s tower became “an icon of his country” (paragraph 9), text evidence does not indicate either Mr. Eiffel’s desire

	to be famous or his acknowledgment of his fame. Having “the last laugh” suggests a personal, rather than public, sense of accomplishment.
Rationale D	Because many Paris citizens believed the tower “would make France the laughingstock of the world” (paragraph 9), readers might think Eiffel’s final reaction to his opposition was to literally laugh back at the citizens for their mistaken belief. However, the phrase “last laugh” is idiomatic, not literal, and it refers to Eiffel’s ultimate success.

## Question 18

Which two pairs of feelings experienced by the main characters are supported by evidence in both the article and the diary entries?

Select the boxes next to the two pairs of feelings that apply.

- Generosity and compassion
- Animosity and anger
- Fear and despair
- Accomplishment and pride

*Benchmark: 9.5.3.3*

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

*DOK: III*

*Answer: x*

*Rationale:*

For a full credit response, readers select the two pairs of feelings that are supported by evidence.

### **Correct Responses**

**Animosity and anger:** Artists in “The Eiffel Tower” felt bitterness toward the tower and its designer, Gustave Eiffel. Dismayed and “horrified by a building they considered ugly and structurally flawed” (paragraph 4), they attacked Mr. Eiffel and spoke out against the tower’s construction in a letter published in an important newspaper (paragraph 5). They did not believe that Mr. Eiffel, an engineer, was qualified to create a true work of art, and it frustrated them that he claimed to be doing so (paragraph 6). In “From the Diary of Pierre Rocher,” Rocher was sickened by the death of a fellow worker, “the first to give his life to this never-ending tower” (paragraph 12). Eager to finish his tower on time, Gustave Eiffel gave the workers only one day to mourn. Rocher continued to

“work, though I am angry” about the situation. He believed the tower was useless, the struggles and losses faced while building it were “all for nothing” (paragraph 12).

**Accomplishment and pride:** When artists in the article criticized Gustave Eiffel and his tower, Mr. Eiffel was quick to defend himself, “justifying his design on artistic terms and declaring that his tower was a bold demonstration of scientific progress” (paragraph 6). He had such confidence in his design that he even promised to “be financially responsible for any damage his tower might cause” (paragraph 7). Mr. Eiffel, it was clear, would defend his tower at any cost. In the last entry of the diaries, Rocher, his family, and a large crowd of onlookers stood in awe as they viewed the completed tower. It was beautiful. “Despite all the difficulties,” Rocher proclaimed, “I am proud of our efforts” (paragraph 13).

### **Incorrect Responses**

**Generosity and compassion:** Readers may be drawn to “compassion” if they focus only on the main character in the diary entries, who expressed care toward his family and fellow tower workers (paragraphs 10 and 12). Based on this trait, it is likely Rocher was generous as well, but no text evidence exists to support this. Readers may be drawn to “generosity” if, in the article, they perceive Gustave Eiffel’s willingness to be “financially responsible for any damage” (paragraph 7) and to allow the “French military to use” the tower as charitable (paragraph 8). Text evidence, however, does not exist to support this. Like the artists in their defense of art, Mr. Eiffel’s defense of his tower was founded on fierce passion, rather than compassion. Both feelings, “generosity” and “compassion,” must be shown by characters in both the article and diary entries, and this is not the case.

**Fear and despair:** Readers may be drawn to this option if they consider only the diary entries. Concern about Rocher is described when he began work on the tower, “Simone fears for my safety” (paragraph 10). Rocher and his fellow workers felt despair, with “hearts as heavy as the metal” (paragraph 12), when a fellow worker died on the job (paragraph 12). In the article, although Paris citizens, particularly artists, were “horrified” (paragraph 4) and “terrified” (paragraph 7) of Mr. Eiffel’s tower, no textual evidence exists to support any feelings of despair. Anger and resentment, not despair, were felt by citizens and artists upon their defeat by Mr. Eiffel. Both feelings, “fear” and “despair,” must be shown by characters in both the article and diary entries, and this is not the case.

## Question 19

The construction of the Eiffel Tower is described in both the article and the diary entries.

Drag the appropriate title to match the event whether it is "The Eiffel Tower," "From the Diary of Pierre Rocher," or both to complete the diagram.

"The Eiffel Tower"

"From the Diary of Pierre Rocher"

Both

Event	Title
Gustave Eiffel is personally invested in the construction of the tower.	<input type="text"/>
The tower construction provides jobs for the citizens of Paris.	<input type="text"/>
Artists protest the construction of the tower.	<input type="text"/>
Poor weather conditions plague the workers of the tower.	<input type="text"/>
The tower supports dozens of radio antennae.	<input type="text"/>

## Question 19 Correct Answers

The construction of the Eiffel Tower is described in both the article and the diary entries.

Drag the appropriate title to match the event whether it is "The Eiffel Tower," "From the Diary of Pierre Rocher," or both to complete the diagram.

"The Eiffel Tower"

"From the Diary of Pierre Rocher"

Both

Event	Title
Gustave Eiffel is personally invested in the construction of the tower.	Both
The tower construction provides jobs for the citizens of Paris.	"From the Diary of Pierre Rocher"
Artists protest the construction of the tower.	Both
Poor weather conditions plague the workers of the tower.	"From the Diary of Pierre Rocher"
The tower supports dozens of radio antennae.	"The Eiffel Tower"

*Benchmark: 9.5.1.1*

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*DOK: II*

*Answer: x*

*Rationale:*

For a full credit response, readers indicate the text(s) in which the events occur by representing the correct title(s) in the boxes.

**Correct Responses**

**“The Eiffel Tower”**

**The tower supports dozens of radio antennae:** Paragraph 8 directly states, “Radio signals are still broadcast from the top of the Eiffel Tower, which now bristles with dozens of antennae.”

**“From the Diary of Pierre Rocher”**

**The tower construction provides jobs for the citizens of Paris:** The diary entries are written by Pierre Rocher, a worker hired specifically to help build the Eiffel Tower. In paragraph 10, he says, “I left home this morning to begin work on the new tower...I am happy to have the work, as it will keep food on our table for two years, maybe three.” The mention of “Philippe” and “Jacques” and the use of “we,” “us,” and “our” throughout the article, especially in paragraph 12, indicate many people are at work on the tower.

**Poor weather conditions plague the workers of the tower:** The first indication of harsh weather occurs in paragraph 10 when Rocher states, “The weather was bitterly cold, with a damp chill coming from the river.” Six months later, Rocher describes the unbearable heat: “It was sweltering today; it has been sweltering for weeks...Our sweat dances and disappears on the hot, reflecting metal.” He is surprised that none of the workers have “followed the example of the horses,” which “are fainting on the Paris streets,” and he finds himself “resisting the urge to resign” because of the heat (paragraph 11).

**Both**

**Gustave Eiffel is personally invested in the construction of the tower:** In selection 1, Gustave Eiffel’s investment in his creation is exemplified by his willingness to contribute personal assets to ensure the tower’s construction and continued existence. When Paris citizens questioned the safety of the tower, with one individual even suing the city, “Eiffel pledged that he would be financially responsible for any damage his tower might cause” (paragraph 7). In addition, once the tower was built, “He showed how the tower aided scientific research, and he made the tower available to the French military to use for its radio network” (paragraph 8). Written from the perspective of a tower worker, selection 2 reveals the pressure workers felt from Gustave Eiffel. Despite a dangerously hot summer, Rocher states, “Mr. Eiffel is determined to stay on schedule, heat wave or no” (paragraph 11). Even when a fellow worker dies on the job, Eiffel

continues work on the tower the next day, “bound and determined to have his tower finished on time” (paragraph 12).

**Artists protest the construction of the tower:** Selection 1 states the tower “received a decidedly chilly reception from many of the most influential artists in Paris at the time of its construction” (paragraph 1). From the Expo’s acceptance of the design to the tower’s completion, artists initiated and fueled a “public campaign against the tower” (paragraph 4). For example, in an attempt to halt construction and change the Expo’s decision, “The Artists’ Protest officially commenced with the publication of ‘Protest Against the Tower of Monsieur Eiffel,’” a letter addressed to the Expo’s director of works. In selection 2, Rocher writes, “Many artists have been writing to the newspapers, condemning the tower as a work of folly” (paragraph 11). Even after the tower’s completion and public unveiling, “The artists still howl in outrage, but no one listens to their voices today” (paragraph 13).

### **Incorrect Responses**

The event/title pairings shown are supported by the most specific text evidence. Any other combinations are not supported by the texts.



**MCA-III Item Sampler Paper Answer Key  
Grade 10 Reading**

**Segment 1  
9 Questions**

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
1	A	MC	Sec. 1, #1	Key Ideas and Details	9.4.2.2	II
2	B	MC	Sec. 1, #2	Craft and Structure	9.4.4.4	I
3	B	MC	Sec. 1, #3	Craft and Structure	9.4.6.6	II
4	C	MC	Sec. 1, #4	Key Ideas and Details	9.4.3.3	III
5	C	MC	Sec. 1, #5	Key Ideas and Details	9.4.1.1	III
6	D	MC	Sec. 1, #7	Key Ideas and Details	9.4.3.3	II
7	D	MC	Sec. 1, #8	Key Ideas and Details	9.4.3.3	III
8	C	MC	Sec. 1, #9	Key Ideas and Details	9.4.3.3	III
9	A	MC	Sec. 1, #10	Craft and Structure	9.4.6.6	II

**Segment 2  
8 Questions**

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
10	C	MC	Sec. 2, #1	Craft and Structure	9.5.6.6	II
11	C	MC	Sec. 2, #2	Craft and Structure	9.5.4.4	II
12	D	MC	Sec. 2, #3	Craft and Structure	9.5.4.4	III
13	A	MC	N/A	Craft and Structure	9.5.4.4	II
14	A	MC	Sec. 2, #5	Integration of Knowledge and Ideas	9.5.8.8	III
15	D	MC	Sec. 2, #6	Key Ideas and Details	9.5.1.1	I
16	D	MC	Sec. 2, #7	Craft and Structure	9.5.4.4	I
17	D	MC	Sec. 2, #8	Key Ideas and Details	9.5.2.2	II

**Segment 3  
12 Questions**

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
18	B	MC	Sec. 3, #1	Key Ideas and Details	9.5.2.2	III
19	B	MC	Sec. 3, #2	Craft and Structure	9.4.5.5	II
20	A	MC	Sec. 3, #3	Key Ideas and Details	9.4.3.3	II
21	A	MC	Sec. 3, #4	Craft and Structure	9.4.4.4	II
22	B	MC	Sec. 3, #5	Key Ideas and Details	9.5.3.3	II
23	B	MC	Sec. 3, #7	Craft and Structure	9.4.4.4	II
24	A	MC	Sec. 3, #8	Craft and Structure	9.5.6.6	III
25	C	MC	N/A	Craft and Structure	9.5.6.6	III
26	C	MC	Sec. 3, #13	Craft and Structure	9.4.4.4	II
27	C	MC	Sec. 3, #15	Key Ideas and Details	9.4.1.1	II
28	C	MC	Sec. 3, #16	Craft and Structure	9.5.6.6	II

29	B	MC	Sec. 3, #17	Craft and Structure	9.5.6.6	II
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## Passage Characteristics

Segment	Title	Type	Online Sampler Location	Lexile	Word Count
1	Uncoiling	L	Sec. 1	N/A	101
2	Rescuing the World's Rarest Porpoise	I	Sec. 2	1370	655
3	The Eiffel Tower/From the Diary of Pierre Rocher	I/L	Sec. 3	1260/770	1598