

## Directions

Read this passage. Then do Numbers 14 through 21. You may look back at the passage as often as you like.

# Luncheon

by Robert Painter

By the time he, the guest of honor, came to the house—late—all the company was seated at the table, impatiently awaiting his arrival so that everyone could eat. As he sat down, his hostess informed him that she had personally prepared the meal. “I made this with my own two hands,” she declared. “I sent all the servants out of the kitchen.” After this announcement she stood there grinning, obviously waiting for approval from him, her most honored guest. It dawned on him that he was supposed to be especially impressed and flattered. “How nice,” he said, trying to show an enthusiasm in his voice for something he really did not consider so great a sacrifice after all. “How nice.”

The first course was accompanied by another round of fierce grinning. This grinning, he realized, was there to tell him that he was in for a special treat. It was stuffed avocado. “How nice,” he said again, but limply this time. “Oh no,” he thought to himself. Out of the very few members of the vegetable kingdom that he detested, his hostess had chosen one of those toward the top of his list, maybe in third place. Luckily there was not too much of it, so he bravely sank his spoon into the disagreeable thing and reached it far back into his mouth so as to avoid all contact with the taste buds. In this way he tried to gulp it down as quickly and painlessly as possible. This he managed four or five times, with an increasing degree of success, until, in a final burst of enthusiasm he pushed the spoon too far and choked and

coughed in a spectacular fashion. He quickly downed a glass of water. All eyes were on him.

That ordeal over, he waited for the next dish. Out it came. It was set down before him. He began to say thank you as soon as the servant brought out the steaming plate, relieved at being over the avocado hurdle; but now that he saw what was in store for him, the words died on his lips. Next to some underdone fish swimming in a whitish sauce, there was . . . oh no! With fiendish accuracy his hostess had managed to hit upon the vegetable he dreaded the very most, right up there at the top of the list, winning out by a nose even over Brussels sprouts: on his plate, lurking below a layer of cheese, was a pile of hated cauliflower. Nevertheless, not to hurt his hostess’ feelings, and because he knew this was going to be his last chance to eat for nearly the rest of the day, he mentally prepared himself to tackle this new challenge.

“This is very hot. I’ll wait for it to cool off a bit,” he said, hoping to give more time for the forces of Nature to do their work and produce an earthquake or flash flood; something—anything—to deliver him. A volcano would have been fine. He looked about. Everybody was eating with relish, some even requesting more of that awful cheese. He munched a roll. That, at least, was safe and impossible to ruin.

By now, both the cheese and the whitish sauce were solidifying<sup>1</sup> into jelly-like masses, making things even worse than before, second

<sup>1</sup> **solidifying**: changing from liquid to solid; becoming compact or hard

by second, minute by minute. Everyone else was nearly done and, again, all eyes were on him. He jabbed at the fish with his fork and put it into his mouth. It was horrible, horrible. He chewed on it for what seemed like a whole year, with a sick smile on his lips and with his stomach dropping dead within him. His mouthful took another year in being swallowed. He closed his eyes.

When he opened his eyes once again to face his plate, it looked as if there were actually more food there than before. Why? Was that possible? No, of course not. It flashed through his mind that there must be some explanation, some mathematical formula to account for the illusion: the amount of food visible on a plate grows in direct proportion

to the disgust it causes. Or something like that. Refinements to the theory would have to come later.

In the meantime, there was nothing he could do but bravely continue to eat. He used his fork to stab wildly at his plate, closed his eyes, and took another bite,

and another,

and another,

and another,

and another,

down

to

the

very

last

drop.

14

Look at the last sentence of the passage. Explain how the sentence contributes to the meaning of the passage.

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OP  
WB  
4.11.07

**SESSION 4 Reading**  
**LUNCHEON**  
**Item 14 (Page 41)**

Look at the last sentence of the passage. Explain how the sentence contributes to the meaning of the passage.

**Exemplary Response**

The way the words trail off shows how endless the meal seemed to the guest of honor. The sentence is broken up, word by word, the same way that the guest of honor has to break up the food he hates on his plate into manageable bites. He has to eat the food bite by bite the same way that we have to read the sentence line by line, word by word.

**Other Acceptable Responses**

- It shows how long it took for the guest of honor to finish the last dish.
- It shows how the guest shuts out (ignores) everything else but (finishing) his food.
- It shows how, bite by bite, the guest finally cleans his plate.
- It makes the reader read the words slowly, the same way the guest is eating.
- Other relevant, text-based response.

**Score Points**

- 3 points** Response is a complete explanation of the sentence and is supported by relevant, text-based information.
- 2 points** Response is a general explanation of the sentence and is supported by little relevant, text-based information. The explanation is missing some key elements.
- 1 point** Response is a limited explanation of the sentence and includes irrelevant or no text-based information.
- 0 points** Other

This item appeared at only one grade level.

**Grade 7**

Standard 6: Students read and recognize literature as a record of human experience.  
Benchmark 6.c: Apply knowledge of literary techniques (for example, foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback) to understand text.

Subcontent Area: fiction

7 Reading  
Item 14  
3 POINT ANCHOR  
Response is accurate with relevant text based support. "it was going down very slowly," "it was horrible," "the guest of honor does not like the food that the hostess made."

3pt  
anchor  
VB  
4.11.07

14

Look at the last sentence of the passage. Explain how the sentence contributes to the meaning of the passage.

The last sentence of the passage contributes the meaning because the guest of honor does not like the food that the hostess made because in the story, "Luncheon" it says, "He jabbed the fish with his fork and put it in his mouth. It was horrible." So it means that the food was horrible and that it was going down very slowly.

7 Reading  
Item 14  
2 POINT ANCHOR  
Response is accurate with relevant text based support -- "the lines get smaller because he was almost done."

*2pt  
Anchor  
WB  
4/11/18*

**14**

Look at the last sentence of the passage. Explain how the sentence contributes to the meaning of the passage.

*At first the plate was full and he keep on eating and eating and the lines get smaller because he was almost done*

7 Reading  
Item 14  
1 POINT ANCHOR  
Student response provides a limited  
statement with no additional text support.

1 PT  
Anchor  
IB  
4-11-07

14

Look at the last sentence of the passage. Explain how the sentence contributes to the meaning of the passage.

It shows that he ate all of the food he  
didn't like.

7 Reading

Item 14

0 POINT ANCHOR

Response is incorrect. It misinterprets the passage and question.

Opt  
anchor  
B  
4-11-07

14

Look at the last sentence of the passage. Explain how the sentence contributes to the meaning of the passage.

I think it is trying to say that he really liked that plate the most. Instead of him saying which is his favorite, he explained to them "how"? By eating the whole plate!

**SESSION 4 Reading**  
**LUNCHEON**  
**Item 55 (Page 41)**

How was the luncheon an ordeal for the guest of honor? Use details from the passage to support your answer.

**EXEMPLARY RESPONSE**

**The luncheon was an ordeal for the guest of honor because he was constantly given food he did not like. He tried to be polite and smile, but inside he was tormented by the idea that he would have to eat many of his least favorite foods.**

**Other Acceptable Responses**

- He arrived late and was scrutinized (looked at) during the whole meal. All eyes were on him .
- The hostess tried to please him but gave him food he did not like (hated). Avocado and cauliflower foods he doesn't like.
- He had to eat food he did not like, such as avocado, cauliflower and underdone fish.
- He had to eat food he did not like because it was the last chance to eat for nearly the rest of the day.
- Other relevant, text-based explanation and supporting details

**Score Points**

- 3 points** Response is a complete explanation of the various disappointing events of the luncheon and is supported by relevant, text-based information.
- 2 points** Response is a general explanation of the various disappointing events of the luncheon and is supported by little relevant, text-based information. The explanation is missing some key elements.
- 1 point** Response is a limited explanation of the various disappointing events of the luncheon and includes irrelevant or no text-based information.
- 0 points** Other

This item appeared at two adjacent grade levels.

**Grade 6**

Standard 1: Students read and understand a variety of materials.

Benchmark 1.c: Locate and paraphrase the key/main ideas and supporting details in fiction and nonfiction.

Subcontent Area: fiction and poetry

**Grade 7**

Standard 1: Students read and understand a variety of materials.

Benchmark 1.f: Find support in text for main ideas.

Subcontent Area: fiction



3 POINT ANCHOR

Reading Grade 6

Item 55

Response is a complete explanation of the disappointing events of the luncheon and includes specific relevant text-based information.

3pt anchor  
4/11/07  
[Signature]

55

How was the luncheon an ordeal for the guest of honor? Use details from the passage to support your answer.

It was bad because he didn't like  
the food. He didn't like the avocados  
or the cauliflower or the cheese.  
He tried to eat it as fast as  
possible. He wanted an earthquake  
to occur or a tornado to hit  
where they were and even a volcano  
eruption.

2 POINT ANCHOR

Reading Grade 6

Item 55

Response is a general explanation of disappointing event and quotes some relevant text-based information in support.

2pt  
WB  
Anchor  
4/11/07

55

How was the luncheon an ordeal for the guest of honor? Use details from the passage to support your answer.

He thought the food was horrible  
because in the book it said "it was  
horrible, horrible. And it said "of that  
jawfull cheese"

1 POINT ANCHOR  
Reading Grade 6  
Item 55  
Response is a limited explanation of why the luncheon was disappointing

lot  
anchor  
4.11.07

55

How was the luncheon an ordeal for the guest of honor? Use details from the passage to support your answer.

The ordeal for the guest of honor was bad because he thought the food was horrible.

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\_\_\_\_\_  
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0 POINT ANCHOR  
Reading Grade 6  
Item 55  
Insufficient response; misinterprets text,

0 pt  
anchor  
4-11-07

55

How was the luncheon an ordeal for the guest of honor? Use details from the passage to support your answer.

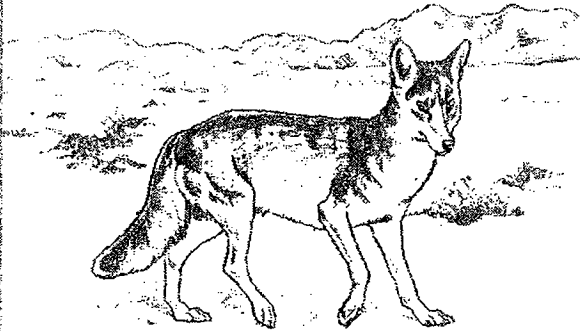
He most likley liked it because  
of how he ate

**The COYOTE** by Wallace McRae

If you get back off the interstates  
And away from urban trends,  
You'll find a coyote doesn't have  
A multitude of friends.

But I kind of like to see one,  
Or hear him greet the day.  
He's sort of part of our old West  
That's fading fast away.

Though he demands his tribute  
I'll let him have his due.  
Let him take his cut, and welcome.  
I guess it's his world, too.



**115**

Read the last stanza of the poem.

**Though he demands his tribute  
I'll let him have his due.  
Let him take his cut, and welcome.  
I guess it's his world, too.**

In this stanza, what does the speaker conclude about the relationship between humans and animals? Use details from the poem to support your answer.

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**SESSION 6 Reading/Writing**  
**THE COYOTE**  
**Item 115 (Page 67)**

OK  
10  
4.11.07

Read the last stanza of the poem.

**Though he demands his tribute  
I'll let him have his due.  
Let him take his cut, and welcome.  
I guess it's his world, too.**

In this stanza, what does the speaker conclude about the relationship between humans and animals? Use details from the poem to support your answer.

**Exemplary Response**

The narrator states, "I guess it's his world, too," to indicate that people need to share the world with animals, that animals deserve to have what they need to survive.

**Score Points**

- 2 points** Response includes a conclusion with text-based support.
- 1 point** Response includes a conclusion with no support.
- 0 points** other

This item appeared at only one grade level.

**Grade 7**

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Benchmark 4.d: Make predictions, draw conclusions, and analyze what they read, hear, and view.

Subcontent Area: poetry

115

Read the last stanza of the poem.

Though he demands his tribute  
I'll let him have his due.  
Let him take his cut, and welcome.  
I guess it's his world, too.

2pt  
anchor  
VB  
4.11.07

In this stanza, what does the speaker conclude about the relationship between humans and animals? Use details from the poem to support your answer.

That this world isn't just for humans  
It's animals too because when he says  
"I guess it's his world, too."

Grade 7  
Rib 12, Item 115  
2 Point ANCHOR  
Response includes a valid conclusion (the world is for both animals & humans) and text-based support ("...it's his world, too")



115

Read the last stanza of the poem.

Though he demands his tribute  
I'll let him have his due.  
Let him take his cut, and welcome.  
I guess it's his world, too.

1 pt  
anchor  
VB  
4.11.07

In this stanza, what does the speaker conclude about the relationship between humans and animals? Use details from the poem to support your answer.

I think the speaker is trying to tell us  
that it's not just the human world  
the coyote share it to.

Grade 7  
Rib 12, Item 115  
1 Point ANCHOR  
Response includes a valid conclusion (coyotes & humans share the same world) but no text-based support.

115

Read the last stanza of the poem.

Though he demands his tribute  
I'll let him have his due.  
Let him take his cut, and welcome.  
I guess it's his world, too.

Opt  
anchor  
4-11-07  
UB

In this stanza, what does the speaker conclude about the relationship between humans and animals? Use details from the poem to support your answer.

~~Humans are killing off all the wildlife instead of getting to know about them.~~

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Grade 7

Rib 12, Item 115

0 Point Anchor

Response does not include a valid conclusion nor text-based support.

Student doesn't refer to humans & animals sharing the world. Refers to the fact that humans are killing off the wildlife.