



English II

Short Answer Connecting Selections Scoring Guide

March 2016

Read the next two selections and answer the questions that follow.

from **A Train Trip**

by Ernest Hemingway

In the short story "A Train Trip," Jimmy and his father leave their cabin and take a long train trip. In this excerpt, they prepare for their journey.

1 "I'm all ready."

2 "Where are we going?"

3 "We're going a long way."

4 "Where to?"

5 "Canada."

6 "We'll go there too," he said. We went out to the kitchen. All the shutters were closed and there was a lamp on the table. In the middle of the room was a suitcase, a duffel bag, and two rucksacks. "Sit down at the table," my father said. He brought the frying pan and the coffee pot from the stove and sat down beside me and we ate ham and eggs and drank coffee with condensed cream in it.

7 "Eat all you can."

8 "I'm full."

9 "Eat that other egg." He lifted the egg that was left in the pan with the pancake turner and put it on my plate. The edges were crisped from the bacon fat. I ate it and looked around the kitchen. If I was going away I wanted to remember it and say good-bye. In the corner the stove was rusty and half the lid was broken off the hot water reservoir. Above the stove there was a wooden-handled dish mop stuck in the edge of one of the rafters. My father threw it at a bat one evening. He left it there to remind him to get a new one and afterwards I think to remind him of the bat. I caught the bat in the landing net and kept him in a box with a screen over it for a while. He had tiny eyes and tiny teeth and he kept himself folded in the box. We let him loose down on the shore of the lake in the dark and he flew out over the lake, flying very lightly and with flutters and flew down close over the water and then high and turned and flew over us and back into the trees in the dark. There were two kitchen tables, one that we ate on and one we did dishes on. They were both covered with oilcloth. There was a tin bucket for carrying lake water to fill the reservoir and a granite bucket for well water. There was a roller towel on the pantry door and dish towels on a rack over the stove. The broom was in the corner. The wood box was half full and all the pans were hanging against the wall.

10 I looked all around the kitchen to remember it and I was awfully fond of it.

11 "Well," said my father. "Do you think you'll remember it?"

12 "I think so."

13 "And what will you remember?"

14 "All the fun we've had."

15 "Not just filling the wood box and hauling water?"

16 "That's not hard."

17 "No," he said. "That's not hard. Aren't you sorry to go away?"

18 "Not if we're going to Canada."

19 "We won't stay there."

20 "Won't we stay there a while?"

21 "Not very long."

22 "Where do we go then?"

23 "We'll see."

24 "I don't care where we go," I said.

25 "That's good," he said. "Now you go outdoors and climb up on the ladder and put the bucket on the chimney and I'll lock up."

26 I went outside. It was still dark but along the edge of the hills it was lightening. The ladder was leaning against the roof and I found the old berry pail beside the woodshed and climbed the ladder. The leather soles of my shoes felt insecure and slippery on the rungs. I put the bucket over the top of the stove pipe to keep out the rain and to keep squirrels and chipmunks from climbing in. From the roof I looked down through the trees to the lake. Looking down on the other side was the woodshed roof, the fence and the hills. It was lighter than when I started to climb the ladder and it was cold and very early in the morning. I looked at the trees and the lake again to remember them and all around; at the hills in back and the woods off on the other side of the house and down again at the woodshed roof and I loved them all very much, the woodshed and the fence and the hills and the woods and I wished we were just going on a fishing trip and not going away. I heard the door shut and my father put all the bags out on the ground. Then he locked the door. I started down the ladder.

27 "Jimmy," my father said.

28 "Yes."

29 "How is it up there on the roof?"

30 "I'm coming down."

31 "Go on up. I'm coming up a minute," he said and climbed up very slowly and carefully. He looked all around the way I had done. "I don't want to go either," he said.

32 "Why do we have to go?"

33 "I don't know," he said. "But we do."

Reprinted with the permission of Scribner Publishing Group from THE COMPLETE SHORT STORIES OF ERNEST HEMINGWAY by Ernest Hemingway. Copyright © 1987 by Simon & Schuster, Inc. All rights reserved.

from Wild

by Cheryl Strayed

- 1 I am technically fifteen days older than the Pacific Crest Trail. I was born in 1968, on September 17, and the trail was officially designated by an act of Congress on October 2 of that same year. The trail existed in various forms long before that—sections of it having been forged and pieced together since the 1930s, when a band of hikers and wilderness enthusiasts first took interest in creating a Mexico-to-Canada trail—but it wasn't until 1968 that the PCT was designated and not until 1993 that it was complete. It was officially dedicated almost exactly two years before I woke that first morning among the Joshua trees that had stabbed me. The trail didn't feel two years old to me. It didn't even feel like it was about my age. It felt ancient. Knowing. Utterly and profoundly indifferent to me.
- 2 I woke at dawn but couldn't bring myself to so much as sit up for an hour, lingering instead in my sleeping bag while reading my guidebook, still drowsy, though I'd slept for twelve hours—or at least I'd been reclining that long. The wind had awakened me repeatedly throughout the night, smacking against my tent in great bursts, sometimes hard enough so the walls whipped up against my head. It died down a few hours before dawn, but then it was something else that woke me: the silence. The irrefutable proof that I was out here in the great alone.
- 3 I crawled out of my tent and stood slowly, my muscles stiff from yesterday's hike, my bare feet tender on the rocky dirt. I still wasn't hungry, but I forced myself to eat breakfast, scooping two spoonfuls of a powdered soy substance called Better Than Milk into one of my pots and stirring water into it before adding granola. It didn't taste better than milk to me. Or worse. It didn't taste like anything. I might as well have been eating grass. My taste buds had seemingly gone numb. I continued to press the spoon into my mouth anyway. I'd need the nutrition for the long day ahead. I drank the last of the water in my bottles and awkwardly refilled them from my dromedary bag, which flopped heavily in my hands. According to *The Pacific Crest Trail, Volume I: California*, I was thirteen miles away from my first water source: Golden Oak Springs, which, in spite of yesterday's poor showing, I expected to reach by day's end.
- 4 I loaded my pack the way I had the day before in the motel, cramming and wedging things in until nothing more would fit, then attaching the rest by bungee cords to the outside. It took me an hour to break camp and set off. Almost immediately I stepped over a small pile of scat on the trail, a few feet from where I'd been sleeping. It was black as tar. A coyote, I hoped. Or was it a mountain lion? I searched the dirt for tracks, but saw none. I scanned the landscape, ready to see a large feline face among the sagebrush and rocks.
- 5 I began to walk, feeling experienced in a way I hadn't the day before, less cautious with each step in spite of the scat, stronger beneath my pack. That strength crumbled within fifteen minutes, as I ascended and then ascended

some more, pushing into the rocky mountains, walking switchback after switchback. My pack's frame creaked behind me with each step, straining from the weight. The muscles of my upper back and shoulders were bound in tense, hot knots. Every so often, I stopped and bent over to brace my hands against my knees and shift the pack's weight off my shoulders for a moment of relief before staggering on.

- 6 By noon I was up over 6,000 feet and the air had cooled, the sun suddenly disappearing behind clouds. Yesterday it had been hot in the desert, but now I shivered as I ate my lunch of a protein bar and dried apricots, my sweat-drenched T-shirt growing cold on my back. I dug the fleece jacket out of my clothing bag and put it on. Afterwards, I lay down on my tarp to rest for a few minutes and, without meaning to, fell asleep.
- 7 I woke to raindrops falling on my face and looked at my watch. I'd slept for nearly two hours. I hadn't dreamed of anything, hadn't had any awareness that I'd been sleeping at all, as if instead someone had come up behind me and knocked me unconscious with a rock. When I sat up I saw that I was engulfed in a cloud, the mist so impenetrable I couldn't see beyond a few feet. I cinched on my pack and continued hiking through the light rain, though my whole body felt as if it were pushing through deep water with each step. I bunched up my T-shirt and shorts to cushion the spots on my hips and back and shoulders that were being rubbed raw by my pack, but that only made it worse.
- 8 I continued up, into the late afternoon and evening, unable to see anything except what was immediately before me. I wasn't thinking of snakes, as I'd been the day before. I wasn't thinking, *I'm hiking on the Pacific Crest Trail*. I wasn't even thinking, *What have I gotten myself into?* I was thinking only of moving myself forward. My mind was a crystal vase that contained only that one desire. My body was its opposite: a bag of broken glass. Every time I moved, it hurt. I counted my steps to take my mind off the pain, silently ticking the numbers off in my head to one hundred before starting over again. The blocks of numbers made the walk slightly more bearable, as if I only had to go to the end of each one.
- 9 As I ascended, I realized I didn't understand what a mountain was, or even if I was hiking up one mountain or a series of them glommed together. I'd not grown up around mountains. I'd walked on a few, but only on well-trod paths on day hikes. They'd seemed to be nothing more than really big hills. But they were not that. They were, I now realized, layered and complex, inexplicable and analogous to nothing. Each time I reached the place that I thought was the top of the mountain or the series of mountains glommed together, I was wrong. There was still more *up* to go, even if first there was a tiny slope that went tantalizingly down. So up I went until I reached what really was the top. I knew it was the top because there was snow. Not on the ground, but falling from the sky, in thin flakes that swirled in mad patterns, pushed by the wind.
- 10 I hadn't expected it to rain in the desert, and I certainly hadn't expected it to snow. As with the mountains, there'd been no deserts where I grew up, and though I'd gone on day hikes in a couple of them, I didn't really understand what deserts were. I'd taken them to be dry, hot, and sandy places full of

snakes, scorpions, and cactuses. They were not that. They were that and also a bunch of other things. They were layered and complex and inexplicable and analogous to nothing. My new existence was beyond analogy, I realized on that second day on the trail.

11 I was in entirely new terrain.

Excerpt from *WILD: FROM LOST TO FOUND ON THE PACIFIC CREST TRAIL* by Cheryl Strayed, copyright © 2012 by Cheryl Strayed. Used by permission of Alfred A. Knopf, an imprint of the Knopf Doubleday Publishing Group, a division of Random House LLC. All rights reserved.

English II Short Answer Connecting Selections

In the excerpts from “A Train Trip” and *Wild*, how do the narrators feel about their journeys? Explain your answer and support it with evidence from **both** selections.

Score Point 0 — Insufficient Response to the Question

Insufficient responses indicate a very limited reading performance.

These responses have one of the following problems.

- ❑ For one or both selections, the idea is not an answer to the question asked.
- ❑ The idea is incorrect because it is not based on one or both selections.
- ❑ For one or both selections, the idea is too general, vague, or unclear to determine whether it is reasonable.
- ❑ No idea is present from either selection. Sometimes the response contains only text evidence from one or both selections. At other times there appears to be an idea; however, this idea cannot be considered an answer to the question because it merely repeats verbatim, or “echoes,” the text evidence.

I think that both narrators from the Selections felt good about their journeys "I began to walk, feeling experienced in a way I hadn't felt before"

Score Point 0

In this response, the student presents an idea that is too general to determine whether it is reasonable. In addition, the student offers no explanation of how or why the narrators “feel good” about their journeys. Although the student presents textual evidence from the excerpt from *Wild*, the absence of an explanation from both selections and the absence of text from “A Train Trip” prevent this response from receiving a higher score.

The narrators feel confused about their journey because neither of them know why they are doing what they are doing.

Score Point 0

The writer of this insufficient response offers the idea that both narrators “feel confused about their journey because neither of them know why they are doing what they are doing.” Although this idea could be supported with textual evidence from “A Train Trip,” it cannot be supported with evidence from *Wild*. Therefore, the answer is incorrect. Because the writer presents an idea that is valid for only one selection, this response represents a very limited reading performance.

At the beinging of the stories the narrators seem confused about some things or their journeys, but as you contuie to Read along you tend to find out that the narrators are starting to figure out their journeys, and what they should do next.

Score Point 0

In this insufficient response, the student attempts to answer the question; however, in an attempt to provide an idea that applies to both selections, the student has offered an idea that is not based on both selections. The student writes, “the narrators seem confused about some things or their journeys.” Although this is true of the narrator of “A Train Trip,” this idea does not apply to the narrator of *Wild*. For this idea to work, the student would need to explain specifically how this idea applies to both selections. The student goes on to offer the idea that “the narrators are starting to figure out their journeys and what they should do next.” This idea is vague because it is difficult to tell whether the student has read the selections and how this idea applies to both narrators. In addition, the student does not provide textual evidence from either selection. For these reasons, the response indicates a very limited reading performance.

In one selection the narrator goes on a journey.
In the other one the kid and his dad are
leaving their summer house and go to Canada.

Score Point 0

In this insufficient response, the student does not answer the question asked. Although the writer makes two accurate observations about the actions of the two narrators, the student writes nothing about how the narrators feel about their journeys. Because the student presents an idea that does not answer the question asked, this response indicates a very limited reading performance.

Score Point 1 — Partially Sufficient Response to the Question

Partially sufficient responses indicate a basic reading performance.

These responses have one of the following characteristics.

- ❑ The idea is reasonable for both selections, but the response contains no text evidence (from one or both selections).
- ❑ The idea is reasonable for both selections, but the text evidence (from one or both selections) is flawed and does not adequately support the idea. Text evidence is considered inadequate when it is
 - only a general reference to the text,
 - too partial to support the idea,
 - weakly linked to the idea, or
 - used inappropriately because it wrongly manipulates the meaning of the text.
- ❑ For one or both selections, the idea needs more explanation or specificity even though it is supported with text evidence from both selections.
- ❑ For one or both selections, the idea represents only a literal reading of the text, with or without text evidence (from one or both selections).
- ❑ The response contains relevant textual evidence from both selections, but the student offers an idea that is reasonable for only one selection.
- ❑ The response contains an idea and relevant text evidence for both selections, but the idea for one selection contains an inaccuracy.

In A train trip, the narrator isn't excited to leave his home to go on a trip. In Wild the narrator is confident about his journey and ends up learning a lesson by the end.

Score Point 1

Although the two ideas presented in this response are reasonable and explained, the student provides no text evidence. Because the ideas are not supported with accurate, relevant textual evidence from both selections, this response represents only a basic reading performance.

The narrators feel unsure about their journeys. "Why do we have to go?" In, "A train trip," the boy is unsure about leaving because he knows there are memories and ideas that he doesn't want to leave behind. In, Wild, the narrator is hiking the Pacific Crest Trail, "What have I gotten myself into?" she says unsure of the situations she's in, and the one she's left.

Score Point 1

Although the idea that the narrators of both selections feel "unsure about their journeys" is reasonable, the student presents textual evidence that accurately supports this idea for only one selection. For "A Train Trip," the narrator's question to his father ("Why do we have to go?") adequately supports the idea that the narrator is unsure about leaving "because he knows there are memories and ideas that he doesn't want to leave behind." However, the textual evidence provided ("What have I gotten myself into?") to support the idea that the narrator of *Wild* is unsure of herself is flawed because it is misappropriated; the full text reads, "I wasn't even thinking, *What have I gotten myself into?* I was thinking only of moving myself forward." Because the student has not provided relevant textual evidence from both selections, this response represents a basic writing performance.

In both passages "A Train Trip" and "Wild" both narrators feel confused about their journeys. An example of this can be seen when the author in "A Train Trip" states, "I don't want to go either," he said. "Why do we have to go?" "I don't know," he said. "But we do." In the passage "Wild" states, "I realized I didn't even know what a mountain was. I hadn't expected it to rain in the desert." This proves that in both passages both narrators are confused in their journey.

Score Point 1

In this basic reading performance, the student presents an idea but doesn't explain how the idea relates to either selection. The student provides text evidence that would support a reasonable idea. To receive a higher score point, the student would need to provide an explanation and support that explanation with relevant, accurate text evidence. Because there is no explanation, this response is only partially sufficient.

Both of the narrators don't feel sure about their journeys. "I looked at the trees and the lake again to remember them and all around." "Why do we have to go?" says Ernest. "It didn't even feel it was about my age" "Utterly and profoundly indifferent to me!" says Cheryl. They both show confusion about going on with this journey they are about to take. Although they are both completely different journeys they show they are not sure if to keep on going or not.

Score Point 1

Although the student presents a reasonable idea in this response that "both of the narrators don't feel sure about their journeys," the textual evidence the student provides for *Wild* is only weakly connected to the idea. For "A Train Trip," the student provides adequate support ("Why do we have to go?") for the idea and its explanation. However, the textual evidence the student offers for *Wild* ("It didn't even feel it was about my age" and "Utterly and profoundly indifferent to me") does not support Strayed's confusion about whether to keep going. Therefore, the text evidence is only weakly connected to the idea. Because the evidence presented does not support the explanation for both selections, this response represents a basic reading performance.

Score Point 2 — Sufficient Response to the Question

Sufficient responses indicate a satisfactory reading performance.

These responses have the following characteristics.

- ❑ For both selections, the idea is reasonable and goes beyond a literal reading of the text. It is explained specifically enough to show that the student can make appropriate connections across the selections and draw valid conclusions.
- ❑ For both selections, the text evidence that is used to support the idea is accurate and relevant.
- ❑ For both selections, the idea and text evidence used to support it are clearly linked.
- ❑ For both selections, the combination of the idea and the text evidence demonstrates a good understanding of the text.

The narrators of "A Train Trip" and *Wild* both feel reluctant towards their journey. Jimmy wishes him and his father were "just going on a fishing trip and not going away" (Hemingway, para. 26) while the hiker has to continuously count to make "the walk slightly more bearable" (Strayed, para. 8). Both Jimmy and the hiker know they must complete their journey, but both wish otherwise. As Jimmy reminisces about his home and the hiker keeps his mind off of what he is doing, neither truly want to go.

Score Point 2

The student offers the reasonable overarching idea that the narrators of "A Train Trip" and *Wild* both feel reluctant to go on their journeys but neither truly wants to go. The student explains how this idea relates to each selection. The student states that "Both Jimmy and the hiker know they must complete their journey, but both wish otherwise." For "A Train Trip," the student provides relevant and accurate support from the selection in the form of a direct quotation. For *Wild*, the student contextualizes in a paraphrase the quotation he presents. The relevant textual evidence and specific explanations in this response indicate a satisfactory reading performance.

In <u>A Train Trip</u> Jimmy doesn't care where him and his father go. His dad said "We're going a long way." and Jimmy told his dad later on "I don't care where we go". So Jimmy is down for whatever his dad has for him. In <u>Wild</u> the lady seems like she regrets going on the trip, she starts getting rained on and then starts getting "rubbed raw" by her backpack in the rain and is in pain.

Score Point 2

In this satisfactory response, the student offers two reasonable ideas for the two selections. The student explains and supports these ideas with enough specificity to show that the student has a good understanding of the selections. The student explains that Jimmy doesn't care where he and his father go by saying that "Jimmy is down for whatever his father has in store." This idea is supported by a direct quotation of relevant text evidence. The student explains that Strayed regrets going on her journey because she starts having pains while hiking. This idea is supported by a relevant paraphrase of text ("she starts getting rained on and then starts getting 'rubbed raw' by her backpack"). The student's presentation of two reasonable ideas, each explained and supported by relevant and accurate text evidence, indicates a satisfactory reading performance.

The narrators in both "A Train Trip" and "Wild" feel gloomy about their journeys. The narrator in "A Train Trip" says, "I looked at the trees and the lake again to remember them and all around... I wished we were just going on a fishing trip and not going away. This leads to believe that the narrator is not feeling so good about leaving to the journey he is going to. The narrator in "Wild" says, "My body was its opposite: a bag of broken glass... The blocks of numbers made the walk slightly more bearable." This indicates that the narrator of "Wild" was not enjoying her journey.

Score Point 2

In this sufficient response, the student presents the reasonable overarching idea that both narrators "feel gloomy about their journeys." For "A Train Trip," the student explains this idea by saying that Jimmy is "not feeling so good about leaving [on] the journey." This explanation is supported by relevant textual evidence in the form of a direct quotation from paragraph 26. The student explains that Strayed feels gloomy because she was not enjoying her journey. This explanation is supported by two direct quotations from paragraph 8 of the excerpt. The combination of idea, explanation, and text evidence makes this response indicative of a satisfactory reading performance.

In "A Train Trip" and Wild, both narrators feel that their journeys are uncertain. In "A Train Trip", Jimmy asks his dad where they are going, only to have an answer of, "We'll see." This makes Jimmy feel uncertain about his future. In Wild, the author finishes the story by writing, "I am in entirely new terrain." The narrator has an uncertain journey because she is in a new place with landscape she has never been in. Even though both narrators are ready for the journey, by being in new places and out of their element, this makes them feel nervous because the narrators feel that their journeys are uncertain.

Score Point 2

The writer of this sufficient response presents the reasonable idea that "both narrators feel that their journeys are uncertain." The student explains this idea in the last sentence of the response, saying that "by being in new places and out of their element," the narrators are nervous. The student supports this idea and explanation with a paraphrase of text from "A Train Trip." The student supports the idea and explanation by providing a direct quotation from the excerpt from *Wild*. The presence of a reasonable explanation that is supported by relevant textual evidence demonstrates that the student has a good understanding of the selections and indicates a satisfactory reading performance.

Score Point 3 — Exemplary Response to the Question

Exemplary responses indicate an accomplished reading performance.

These responses have the following characteristics.

- ❑ For both selections, the idea is perceptive and reflects an awareness of the complexities of the text. The student is able to develop a coherent explanation of the idea by making discerning connections across both selections.
- ❑ For both selections, the text evidence that is used to support the idea is specific and well chosen. Overall, the evidence strongly supports the validity of the idea.
- ❑ For both selections, the combination of the idea and the text evidence demonstrates a deep understanding of the text.

In "A Train Trip", the narrator feels a sense of melancholy about the journey he is soon to embark on. He demonstrates this feeling by stating "I wished we were just going on a fishing trip and not going away" and asking "Why do we have to go?" This demonstrates his questioning of the journey and longing to stay. In "Wild", the narrator demonstrates a feeling of hope and determination about her journey. She states "I was thinking only of moving myself forward. My mind was a crystal clear vase that contained only one desire." This shows her hope and determination to get to her goal destination, no matter what circumstances there may be.

Score Point 3

In this exemplary response, the student presents the contrasting idea that Jimmy "feels a sense of melancholy about the journey he is soon to embark on," while Strayed "demonstrates a feeling of hope and determination about her journey." These highly apt and specific observations are strengthened by the student's presentation of well-chosen, closely linked textual evidence from both selections that compare the outlooks of the two narrators. The idea and text evidence are accompanied by a coherent explanation that demonstrates the student's ability to make discerning connections across the two selections. The combination of idea, explanation, and text evidence demonstrates a deep understanding of the selections.

From "A Train Trip," the narrator was a boy forced to move away. He was close to depressed about leaving, but was neutral to the journey itself, as shown when he says, "I don't care where we go..." In the excerpt from *Wild*, the narrator seemed very distant and rather unfeeling or numb in the beginning when she couldn't bring herself to get out of bed and when she said, "I still wasn't hungry, but I forced myself to eat..." Later in the story, the narrator had an epiphany about the mountains, and deserts and their connections, "I didn't really understand what deserts were..." She then goes on to realize and connect it all, "They were layered and complex and inexplicable and analogous to nothing. My new existence was beyond analogy."

Score Point 3

In this response, the student presents the perceptive idea that Jimmy "was close to depressed about leaving, but was neutral to the journey itself." This idea is supported by a well-chosen direct quotation from the selection. For *Wild*, the student analyzes the narrator's initial "unfeeling or numb" attitude that then transforms over the course of the selection to one in which she experiences "an epiphany." This deep understanding of the selection is strengthened by two relevant, well-chosen quotations that illustrate the narrator's transformation. The student is able to make a discerning connection across the selections and recognize the complexities of the texts. For these reasons, this response represents an accomplished reading performance.

In "A Train Trip" and *Wild*, the narrators feel differently regarding their journeys. In that one approaches its upcoming trip with home-sickness and sadness, while the other longs to push forward into the unknown and complete her journey. As stated in "A Train Trip," "I wished we were just going on a fishing trip and not going away" (paragraph 26). This shows the little boy's longing to stay in his familiar surroundings. On the other hand, the narrator of *Wild* desired to accomplish and face her journey head-on as shown in her statement, "I wasn't even thinking, 'What have I gotten myself into?' I was thinking only of moving myself forward." Her eagerness to proceed and push on is more positive when compared to the boy's thoughts of nostalgia and indifference towards his new adventure as shown by his blunt statement, "I don't care where we go" (p. 24).

Score Point 3

In this accomplished reading performance, the student perceptively indicates the different feelings of the narrators by writing that the narrator of "A Train Trip" approaches his "upcoming trip with home-sickness and sadness," while the narrator of *Wild* "longs to push forward into the unknown to complete her journey." Analyzing a specifically and aptly chosen direct quotation from "A Train Trip," the student writes of the boy's "longing to stay in his familiar surroundings." Continuing this analysis, the student goes on to speak of the desire that the *Wild* narrator has to "face her journey head on" and her "eagerness to proceed." Each of these points is accompanied by well-chosen direct textual evidence. The combination of contrasting ideas, text evidence, and analysis in this exemplary response demonstrates a deep understanding of the selections.

In Ernest Hemingway's "A Train Trip," the narrator is unsure about his journey. As he looked out to remember his cabin and the land, and inquiring to his father, asking, "why do we have to go?" (Hemingway 32), He is unsure of what's next. He's ready, but he's not sure why this is happening. However, in Cheryl Strayed's "Wild," the narrator takes her journey as a challenge and adventure, but also as a moment of realization. During her trip she wasn't focused on anything except "moving [herself] forward." (Strayed 8). That, and the realization that she "was in utterly new terrain," (Strayed 8), along with her personal realization, leads us to believe that she viewed her journey as an adventure, mixed with a moment of self evaluation.

Score Point 3

In this response, the student presents an insightful contrast between the attitudes of the narrators of the two selections. For "A Train Trip," the student articulates the reasonable idea that, in spite of feeling "unsure about his journey," the narrator of Hemingway's story is nevertheless "ready" to embark upon it. For *Wild*, the student perceptively notes that the narrator understands her journey not only as "a challenge and adventure, but also as a moment of realization," an idea that is supported by two well-chosen direct quotations. The combination of idea, text evidence, and analysis in this response demonstrates a deep understanding of the selections and makes this response exemplary.

115083-115083 • UNLWEB916

795273

