

comprehension practice

California Reading Standard 3.0: Literary Response and Analysis

The multiple choice questions provide practice in commonly used standardized testing format and are divided into the following categories:

- Initial Understanding
Specific Detail
Action/Reason/Sequence
- Interpretation
Inference
Extending Meaning
- Critical Analysis
- Skills Specific to Individual Standards

Please note that it is *not* our recommendation that these questions be used as "comprehension check tests" after individualized reading. They require close reading, critical thinking, and, in some cases, argument. Our pilot group of "average" seventh grade students found them to be quite challenging.

Instead, we think of them as multiple choice discussion questions. Some of the answers can be found in the lines. Others must be inferred. We recommend that students be sent home with them to ponder answers overnight, perhaps providing written justification for answer choices and/or page numbers where appropriate. Students may then support their choices in small groups or whole-class discussion the following day. Alternatively, small groups may be assigned a question during class and required to support their views based on group discussion during one or two class periods.

Some of the answers are intentionally similar, with finely shaded divisions of meaning. You may not agree with the choices in our answer key. This is fine with us! Fruitful literary discussion involves vigorous dissent, and we hope we have provided you with the impetus for some lively, literature-based debate.

1. "Lob's Girl" is a work of fiction. Forms of fiction include --
 - A. editorials
 - B. newscasts
 - C. documentaries
 - D. short stories
2. If a novel is like a movie, a short story is like a --
 - A. sculpture
 - B. snapshot
 - C. tapestry
 - D. drawing
3. Before you even begin reading "Lob's Girl," you know who the main character is from reading the --
 - A. plot
 - B. narrative
 - C. title
 - D. action
4. In this story, Lob not only makes a choice but he also makes clear what his choice is by --
 - A. voting with his feet
 - B. hiding out under the bed
 - C. running back to the Fisherman's Arms
 - D. swimming the sea to be with Sandy
5. The author seems to be telling us that Lob is all of the below except --
 - A. friendly
 - B. dumb
 - C. brave
 - D. true
6. Lob won the right to be with Sandy because he -
 - A. persisted
 - B. debated
 - C. went on strike
 - D. gave up
7. The first time Lob bounces into Sandy's life, the setting is all of the below except --
 - A. a summer's day
 - B. beach weather
 - C. everyone happily occupied
 - D. dark clouds on the horizon
8. When Lob and Sandy start for Aunt Becky's place, the setting changes to all of the below except --
 - A. wet and rainy
 - B. wind howling
 - C. full moon
 - D. night falling
9. Aunt Becky's place is five minutes --
 - A. down the shoreline
 - B. up the hillroad
 - C. nearer Fisherman's Arms
 - D. beyond the Hard
10. The hillroad is all of the below except --
 - A. narrow
 - B. steep
 - C. twisting
 - D. unpaved

11. If the author had started her story by telling us, "My dog Lob first bounced into my life the summer I was five . . .", she would have been writing from what point of view?
- first person
 - second person
 - third person
 - none of the above
12. In the actual story, the author starts by saying: "Some people choose their dogs, and some dogs choose their people. The Pengelly family had no say in the choosing of Lob; he came to them in the second way, and very decisively."
What point of view is the author using?
- first person
 - second person
 - third person
 - none of the above
13. At the beginning of this story the author establishes a symbol for danger. This symbol is --
- Aunt Becky's cottage.
 - the Fisherman's Arms
 - the Hard
 - the hillroad
14. Near the end of the story, the author foreshadows coming events with this quote: "The wind was howling through the shrouds of boats drawn up on the Hard."
This quote is an example of --
- structure
 - conflict
 - imagery
 - repetition
15. The characterization in this story is --
- believable. I can see how the people would respond to a great dog like Lob, and I do believe that dogs like Lob can exist.
 - unbelievable because people don't ever behave toward a dog like this family did.
 - unbelievable because no dog exists that is as determined, loving, courageous, and kind as Lob is.
 - unbelievable because this is just a story anyway.
16. In this story, one of the author's themes is that Lob ought to have his rights. If Lob hadn't won his rights at the start of the story he would have had to do all of the below except--
- live in Liverpool
 - eat a lot of fish
 - stay with his rightful owner
 - visit the Fisherman's Arms once a year
17. At the end of the story, Granny Pearce insists that Lob ought to have his rights over what she calls --
- a big nothing
 - the powers that be
 - things that won't matter a hundred years from now
 - fiddling rules and regulations
18. The bond that exists between Lob and Sandy is born of --
- love
 - duty
 - fate
 - chance

19. Depending upon how you answered question number 18, this means the bond between Lob and Sandy is --

- A. an accident
- B. unavoidable
- C. a matter of roles
- D. life bringing or giving

20. When Lob and Granny Pearce are in the hospital waiting to see Sandy, Lob sits "patiently dripping at her feet. Every now and then he shook his head, as if to dislodge something heavy that was tied around his neck."

With the above quoted example of imagery, the author is establishing another of her themes. This theme has to do with how love is greater than --

- A. pain
- B. death
- C. struggle
- D. trouble

21. Another of the author's themes could be called the power of hope. At the beginning of the story, Lob's hopes lay with the adults understanding his rights. At the end of the story, the hopes of both the Pengelly family and the staff at the hospital lay with --

- A. the ambulance driver
- B. West Counties Hospital
- C. Lob
- D. Dr. Frank Travers

There is no single answer to the following discussion questions. Neither is there a correct answer. As you discuss your thoughts on a separate sheet of paper, be sure to explain your thinking; in other words, explain *what* you think and then go on to show *why*. Cite examples from the story wherever useful.

22. Like most works of fiction, many aspects of "Lob's Girl" are realistic enough to make you wonder if this story could be true. Which aspects of the plot are realistic? Are there any aspects which are contrived, or unrealistic? If so, which are these?

23. In British slang, the word *lob* means a container for valuables. You could also say the dog named Lob was a container for valuables. What would you say these valuables are?

REVIEW. Use this map to record major events of the selection.

The setting: main characters

Statement of the problem

Event 1

Event 2

Event 3

Event 4

Event 5

Event 6

Event 7

Statement of the solution

Story theme (what is this story *really* about)

Author's values: what are the most important lessons in the story

Below is a **Double Entry Journal**:

- The *left column* contains four passages from the story.
- In the *right column*, write your ideas about each passage. You might consider how these passages are alike or different, what they say about the feelings of the characters, what they remind you of in your own life, or any other questions or comments that seem appropriate.

DOUBLE ENTRY JOURNAL

Passages from the story:

a) "[Lob] came back with the stick, beaming, and gave it to Sandy. At the same time he gave himself, though no one else was aware of this at the time."

b) Mr. Dodsworth said, "I Think we'd better face the fact, Mr. Pengelly, that it's your family Lob wants to stay with—that is, if you want to keep him."

c) "At half-past nine that night Aunt Rebecca Hoskins was sitting by her fire thinking aggrieved thoughts about the inconsiderateness of nieces who were asked to supper and never turned up . . ."

d) Slowly old Mrs. Pearce, and then the other two, turned to look at the trail of dripping-wet footprints that led down the hospital stairs."

My ideas about the passages:

(A). When Mr. Dodsworth became Lob's owner, did Lob have any say in the matter?

(B). When the Pengelly family took responsibility for Lob, did Lob have a say in the matter?

(C). Granny Pearce talks about how Lob ought to have his rights. What are Lob's rights?
