

I'm new to this school.
Nobody knows who I was before.

I pay attention in class and complete my homework,
so I might just be That Intelligent Kid.

I sit at a table alone in the cafeteria and seldom speak,
so I might just be That Timid Kid.

I gaze at my shoes in gym and am selected last,
so I might just be That Clumsy Kid.

The pitcher tosses me an unexpected curve,
my team sees how solidly I plant my feet, how confidently I aim.

The baseball soars majestically above the pitcher and the outfielders,
over the fence, and into the distant thicket.

My team whoops in an explosion of appreciation
as I jog the bases with fleet feet.

*Where did that kid come from? they all wonder.
Tell us, tell us! Who is That Kid?*

"I'm Madison," I say, beaming.
"I'm new to this school."

1: How do the speaker's emotions change from the beginning to the end of this lyrical poem?

- ☐ A At the beginning, she is excited, but at the end, she is sad.
- ☐ B At the beginning, she is nervous, but at the end, she is frustrated.
- ☐ C At the beginning, she is uncertain, but at the end, she is proud.
- ☐ D At the beginning, she is worried, but at the end, she is concerned.

2: The poet groups the lines in twos because each stanza

- ☐ A focuses on a separate event.
- ☐ B has a similar meter.
- ☐ C has a similar conflict.
- ☐ D focuses on a separate feeling.