

Session 1: Reading Passages

Questions #1–45

Read the passage. Then answer the questions that follow.

President Obama Speaks to Students

Excerpts from "Prepared Remarks of President Barack Obama: Back to School Event" (2009) from WhiteHouse.gov.

- 1 Now I've given a lot of speeches about education. And I've talked a lot about responsibility.

- 2 I've talked about your teachers' responsibility for inspiring you, and pushing you to learn.

- 3 I've talked about your parents' responsibility for making sure you stay on track, and get your homework done, and don't spend every waking hour in front of the TV or with that Xbox. . . .

- 4 But at the end of the day, we can have the most dedicated teachers, the most supportive parents, and the best schools in the world—and none of it will matter unless all of you fulfill your responsibilities. Unless you show up to those schools; pay attention to those teachers; listen to your parents, grandparents and other adults; and put in the hard work it takes to succeed. . . .

- 5 We need every single one of you to develop your talents, skills and intellect so you can help solve our most difficult problems. If you don't do that—if you quit on school—you're not just quitting on yourself, you're quitting on your country.

- 6 Now I know it’s not always easy to do well in school. I know a lot of you have challenges in your lives right now that can make it hard to focus on your schoolwork. . . .
- 7 . . . I wasn’t always as focused as I should have been. I did some things I’m not proud of, and got in more trouble than I should have. And my life could have easily taken a turn for the worse.
- 8 But I was fortunate. I got a lot of second chances and had the opportunity to go to college, and law school, and follow my dreams. My wife, our First Lady Michelle Obama, has a similar story. Neither of her parents had gone to college, and they didn’t have much. But they worked hard, and she worked hard, so that she could go to the best schools in this country. . . .
- 9 . . . at the end of the day, the circumstances of your life—what you look like, where you come from, how much money you have, what you’ve got going on at home—that’s no excuse for neglecting your homework or having a bad attitude. That’s no excuse for talking back to your teacher, or cutting class, or dropping out of school. That’s no excuse for not trying.
- 10 Where you are right now doesn’t have to determine where you’ll end up. No one’s written your destiny for you. Here in America, you write your own destiny. You make your own future. . . .
- 11 I expect great things from each of you. So don’t let us down—don’t let your family or your country or yourself down. Make us all proud. I know you can do it.

1

How are the ideas in paragraph 5 organized?

- Ⓐ Paragraph 5 tells why it's important to stay in school.
- Ⓑ Paragraph 5 lists ways in which students can be responsible.
- Ⓒ Paragraph 5 explains what can happen to students who quit school.
- Ⓓ Paragraph 5 describes how parents and teachers can help students.

2

How are the ideas in paragraph 8 organized?

- Ⓐ Obama describes a problem and gives a solution.
- Ⓑ Obama compares his own life story to his wife's story.
- Ⓒ Obama talks about events in his life from his childhood through college.
- Ⓓ Obama tells what can happen if students accept responsibility.

3

How does Obama support the idea that students should develop their talents?

- Ⓐ by describing how important it is for students to do homework
- Ⓑ by suggesting that parents should be more involved in students' education
- Ⓒ by telling how schools can keep students from having poor attitudes
- Ⓓ by saying that students will be needed to solve difficult problems

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which point is best developed in “President Obama Speaks to Students”?

- Ⓐ Students, not parents or teachers, are most responsible for their future.
- Ⓑ Parents and teachers owe it to students to make sure homework gets done.
- Ⓒ Obama succeeded through hard work, intelligence, and self-control.
- Ⓓ A large family that includes parents, grandparents, and other adults is key to success.

Part B

Select one pair of paragraphs that supports the answer in Part A.

- Ⓐ paragraphs 2 and 3
- Ⓑ paragraphs 3 and 11
- Ⓒ paragraphs 4 and 9
- Ⓓ paragraphs 5 and 11
- Ⓔ paragraphs 6 and 7

How does Obama support the point that it’s not always easy to do well in school?

- Ⓐ He explains how you write your own destiny.
- Ⓑ He talks about dropping out of school.
- Ⓒ He gives an example from his own life.
- Ⓓ He mentions quitting on your country.

Go On

6

What is the meaning of the word neglecting as it is used in this sentence?

“. . . that’s no excuse for neglecting your homework or having a bad attitude.” (paragraph 9)

- Ⓐ enduring
- Ⓑ preparing
- Ⓒ demanding
- Ⓓ avoiding
- Ⓔ completing

7

Read the sentences from the speech on the left. Then match the underlined word in each sentence to its closest meaning on the right.

Unless you show up to those schools; pay attention to those teachers; listen to your parents, grandparents and other adults; and put in the hard work it takes to succeed.

to work on and improve

to achieve what you want to do

We need every single one of you to develop your talents, skills and intellect so you can help solve our most difficult problems.

to ignore good advice

to have a bad attitude

Read the passages. Then answer the questions that follow.

from Chapter 7: A Mad Tea Party

*adapted from "Mad Tea Party" from Alice's Adventures in Wonderland,
by Lewis Carroll, illustrated by Arthur Rackham, with a poem
by Austin Dobson, published by William Heinemann, 1907*

CAST OF CHARACTERS

Alice

the March Hare

the Hatter

a Dormouse

- 1 There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. The table was a large one, but the three were all crowded together at one corner of it. When the March Hare and Mad Hatter saw Alice approaching, they cried out. . . .
- 2 **MARCH HARE and HATTER:** No room! No room!
- 3 **ALICE:** What? There is plenty of room!
- 4 Alice sits at the end of the table. The Hatter stares at her.
- 5 **MARCH HARE:** Have some juice.
- 6 **ALICE:** (looks around) But I don't see any juice.
- 7 **MARCH HARE:** There isn't any.
- 8 **ALICE:** Then it wasn't very civil of you to offer it.

Go On

- 9 **MARCH HARE:** It wasn't very civil of you to sit down without being invited.
- 10 **ALICE:** I didn't know it was *your* table. It's laid for a great many more than three.
- 11 **HATTER:** Your hair wants cutting.
- 12 **ALICE:** You should learn not to make personal remarks. It's very rude.
- 13 **HATTER:** (widens his eyes) Why is a raven like a writing desk?
- 14 **ALICE:** (thinks) I believe I can guess that.
- 15 **MARCH HARE:** Do you mean you think you can find the answer to it?
- 16 **ALICE:** Exactly so.
- 17 **MARCH HARE:** Then you should say what you mean.
- 18 **ALICE:** I do. At least I mean what I say. That's the same thing, you know.
- 19 **HATTER:** Not the same thing a bit! You might just as well say that "I see what I eat" is the same thing as "I eat what I see"!
- 20 **MARCH HARE:** You might as well say that "I like what I get" is the same thing as "I get what I like"!
- 21 **DORMOUSE:** (sleepily) You might just as well say, that "I breathe in my sleep" is the same thing as "I sleep when I breathe."
- 22 **HATTER:** It is the same thing with you.
- 23 The conversation stops. Alice thinks.
- 24 **HATTER:** Have you guessed the riddle yet, Alice?

25 **ALICE:** No. I give up. What is the answer?

26 **HATTER:** I haven't the slightest idea.

27 **MARCH HARE:** Nor I.

28 **ALICE:** I think you might do something better with your time, than waste it asking riddles which have no answer.

Alice's Adventures in Wonderland

by Lewis Carroll

1 There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. "Very uncomfortable for the Dormouse," thought Alice; "only, as it's asleep, I suppose it doesn't mind." The table was a large one, but the three were all crowded together at one corner of it: "No room! No room!" they cried out when they saw Alice coming.

2 "There's plenty of room!" said Alice indignantly, and she sat down in a large arm-chair at one end of the table.

3 "Have some [juice]," the March Hare said in an encouraging tone.

4 Alice looked all round the table, but there was nothing on it but tea. "I don't see any [juice]," she remarked.

5 "There isn't any," said the March Hare.

6 "Then it wasn't very civil of you to offer it," said Alice angrily.

7 "It wasn't very civil of you to sit down without being invited," said the March Hare.

Go On

8 “I didn’t know it was your table,” said Alice; “it’s laid for a great many more than three.”

9 “Your hair wants cutting,” said the Hatter. He had been looking at Alice for some time with great curiosity, and this was his first speech.

10 “You should learn not to make personal remarks,” Alice said with some severity; “it’s very rude.”

11 The Hatter opened his eyes very wide on hearing this; but all he said was, “Why is a raven like a writing-desk?”

12 “Come, we shall have some fun now!” thought Alice. “I’m glad they’ve begun asking riddles. I believe I can guess that,” she added aloud.

13 “Do you mean that you think you can find out the answer to it?” said the March Hare.

14 “Exactly so,” said Alice.

15 “Then you should say what you mean,” the March Hare went on.

16 “I do,” Alice hastily replied; “at least—at least I mean what I say—that’s the same thing, you know.”

17 “Not the same thing a bit!” said the Hatter. “You might just as well say that ‘I see what I eat’ is the same thing as ‘I eat what I see!’”

18 “You might just as well say,” added the March Hare, “that ‘I like what I get’ is the same thing as ‘I get what I like!’”

19 “You might just as well say,” added the Dormouse, who seemed to be talking in his sleep, “that ‘I breathe when I sleep’ is the same thing as ‘I sleep when I breathe!’”

20 "It is the same thing with you," said the Hatter, and here the conversation dropped, and the party sat silent for a minute, while Alice thought over all she could remember about ravens and writing-desks, which wasn't much. . . .

21 "Have you guessed the riddle yet?" the Hatter said, turning to Alice again.

22 "No, I give it up," Alice replied: "what's the answer?"

23 "I haven't the slightest idea," said the Hatter.

24 "Nor I," said the March Hare.

25 Alice sighed wearily. "I think you might do something better with the time," she said, "than waste it in asking riddles that have no answers."

8

In the play, Alice tries to point out to the other characters when they don't make sense.

Select two examples of Alice's dialogue that support this idea.

- Ⓐ "What? There is plenty of room!"
- Ⓑ "I believe I can guess that."
- Ⓒ "At least I mean what I say."
- Ⓓ "No. I give up. What is the answer?"
- Ⓔ "I haven't the slightest idea."

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is one lesson the author of *Alice's Adventures in Wonderland* might be trying to teach?

- Ⓐ It's not polite to say what you mean.
- Ⓑ There is no such thing as too much nonsense.
- Ⓒ It's best to help others when they're in need.
- Ⓓ Too much nonsense can be upsetting.

Part B

Select one sentence that supports the answer in Part A.

- Ⓐ "I didn't know it was your table," said Alice; "it's laid for a great many more than three."
- Ⓑ "You should learn not to make personal remarks," Alice said with some severity; "it's very rude."
- Ⓒ "Not the same thing a bit!" said the Hatter. "You might just as well say that 'I see what I eat' is the same thing as 'I eat what I see'!"
- Ⓓ "I think you might do something better with the time," she said, "than waste it in asking riddles that have no answers."

10

What is the meaning of the word approaching as it is used in this line of the play?

“When the March Hare and Mad Hatter saw Alice approaching, they cried out. . . .” (paragraph 1)

- Ⓐ coming closer
- Ⓑ quietly joining
- Ⓒ choosing a seat
- Ⓓ appearing suddenly

11

What is the meaning of the word civil as it is used in this sentence of the story?

“It wasn’t very civil of you to sit down without being invited,” said the March Hare.” (paragraph 7)

- Ⓐ common
- Ⓑ strange
- Ⓒ rude
- Ⓓ polite

Go On

12

How do the play and the story of "A Mad Tea Party" tell the reader how Alice feels?

- Ⓐ Both do it through description.
- Ⓑ Both do it through stage directions.
- Ⓒ Both do it through narration.
- Ⓓ Both do it through dialogue.

13

The chart below contains text from the play and the story.

Lines from the Play	Sentences from the Story
<p>HATTER: (widens his eyes) Why is a raven like a writing desk? ALICE: (thinks) I believe I can guess that.</p>	<p>The Hatter opened his eyes very wide on hearing this; but all he said was, "Why is a raven like a writing-desk?"</p> <p>"Come, we shall have some fun now!" thought Alice. "I'm glad they've begun asking riddles."</p>

Which of the following correctly compares the lines with the sentences?

- Ⓐ The author of the play says that Alice appears to be glad. The author of the story explains why Alice is glad.
- Ⓑ The author of the play shows that Alice enjoys riddles. The author of the story explains why Alice likes riddles.
- Ⓒ The author of the play shows that Alice is confused by the riddle. The author of the story tells that Alice is excited by the riddle.
- Ⓓ The author of the play says that Alice looks to be thinking. The author of the story tells what Alice is thinking.

Read the passage. Then answer the questions that follow.

The Acorn Woodpecker

by Stephanie Petrie

- 1 In the hillsides of the southeastern United States, it is not uncommon to see an unusual sight—trees or telephone poles filled with tiny holes. And it’s not just a few holes, but thousands of them. Inside the holes are . . . acorns! These holes represent the food storage area for an acorn woodpecker. Another name for such a food storage area is granary. A granary is similar to a pantry or cupboard for people. An acorn granary can have up to 50,000 holes! Each hole is filled with an acorn that can be brought back at a later date for a meal.

What Do Acorn Woodpeckers Look Like?

- 2 A female adult acorn woodpecker has a crown that is black and red. The male is a little different. Its crown is solid red. Both males and females have white eyes and a white forehead, throat, and belly. The tail feathers are a striking black with white wing patches. When the acorn woodpecker flies, thin white edges of a circle can be seen on the wings. The white and black pattern around its eyes and beak make the bird almost look as if it were wearing clown makeup.

How Do Acorn Woodpeckers Behave in the Wild?

- 3 One of the most interesting things about this bird is how it gathers acorns and stores them in a granary. Granaries can be built into any wooden structure. Some examples are fence posts, utility poles, and buildings. The bird drills a hole with its beak in one of these structures. Then it places an acorn in that hole. The acorn soon becomes smaller in size as it dries out. Then the bird moves the dried-out acorn to a smaller hole in the granary. An entire family or flock will guard its granary food store against invaders. Other types of birds would see this as an easy and delicious meal.

Go On

What Do Acorn Woodpeckers Eat?

- 4 True to its name, the acorn woodpecker enjoys . . . acorns! An acorn woodpecker can get over fifty percent of its diet from acorns. But they also enjoy insects, sap, seeds, and flower nectar. For a tasty treat, they like to drill holes in fruit. These birds are generous with their food and will share with their family, but not with other birds.

What Are Acorn Woodpecker Families Like?

- 5 One of the more unusual habits of the acorn woodpecker is that it doesn't "leave the nest" in the way that other birds do. Acorn woodpeckers are social in a family-group way. They stay with their parents for many years. They even help their parents raise more young. Most like to live in extended family groups, and all share the task of storing and making carefully tended holes for their acorns. They build their nests in live or dead trees or tree limbs, and family members can reuse nests for years.
- 6 The acorn woodpecker's process of gathering and storing food makes it most unusual. Not many animals are capable of creating such complex food storage systems! The acorn woodpecker is truly a unique member of the animal kingdom.

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which point does the author make in "The Acorn Woodpecker"?

- Ⓐ Granaries are difficult structures to build.
- Ⓑ It is strange for male and female birds of the same type to look the same.
- Ⓒ It seems amazing that a bird can build a granary.
- Ⓓ Like many birds, acorn woodpeckers live in large groups.

Part B

Select the choice that supports the answer in Part A.

- Ⓐ "And it's not just a few holes, but thousands of them."
"An acorn granary can have up to 50,000 holes!"
- Ⓑ "A female adult acorn woodpecker has a crown that is black and red."
"The male is a little different."
- Ⓒ "Granaries can be built into any wooden structure."
"The bird drills a hole with its beak in one of these structures."
- Ⓓ "Acorn woodpeckers are social in a family-group way."
"They even help their parents raise more young."

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which point does the author of “The Acorn Woodpecker” make?

- Ⓐ The acorn woodpecker sometimes acts in a silly way.
- Ⓑ No other type of bird makes a granary.
- Ⓒ Other birds regularly steal from acorn woodpeckers.
- Ⓓ The acorn woodpecker is not like many other birds.

Part B

Select two sentences that support the answer in Part A.

- Ⓐ “Other types of birds would see this as an easy and delicious meal.”
- Ⓑ “Granaries can be built into any wooden structure.”
- Ⓒ “. . . it is not uncommon to see an unusual sight—trees or telephone poles filled with tiny holes.”
- Ⓓ “An acorn woodpecker can get over fifty percent of its diet from acorns.”
- Ⓔ “For a tasty treat, they like to drill holes in fruit.”
- Ⓕ “. . . it doesn’t ‘leave the nest’ in the way that other birds do.”

Select two details that support the author’s point that acorn woodpeckers are social birds.

- Ⓐ They help their parents raise more young.
- Ⓑ They guard acorns they have stored in holes.
- Ⓒ Their coloring can make them look like they are wearing clown makeup.
- Ⓓ Most acorn woodpeckers like to live in extended family groups.
- Ⓔ Their homes are located in the hillsides of the southeastern United States.

What is the meaning of the word invaders as it is used in this sentence?

“An entire family or flock will guard its granary food store against invaders.”
(paragraph 3)

- Ⓐ eaters
- Ⓑ visitors
- Ⓒ robbers
- Ⓓ explorers

Read these sentences from the passage.

“A female adult acorn woodpecker has a crown that is black and red. The male is a little different. Its crown is solid red. Both males and females have white eyes and a white forehead, throat, and belly.” (paragraph 2)

Which of the following describes the text structure of these sentences?

- Ⓐ Cause-effect: The sentences tell how the female acorn woodpecker caused the male to have a different colored crown.
- Ⓑ Comparison: The sentences tell how the male and female acorn woodpecker are alike and different.
- Ⓒ Comparison: The sentences tell how the male and female acorn woodpecker have nothing in common.
- Ⓓ Cause-effect: The sentences tell the reasons why the male and female acorn woodpeckers have white eyes.

The sentence below states a main idea of the passage.

“The acorn woodpecker’s process of gathering and storing food makes it most unusual.” (paragraph 6)

What details from the passage support this main idea?

Write your answer on the lines below.

Read the passages. Then answer the questions that follow.

How Beaver Stole Fire

*a Nez Perce tale retold by Katharine B. Judson,
from Myths and Legends of the Pacific Northwest: Especially of
Washington and Oregon,
published by A. C. McClurg & Co., 1910*

- 1 Long ago there were no people in the world. Animals and trees talked just as men do now. They also walked about. Now in those days, Pine Trees had the secret of fire. They would tell no one else. No one could have a fire, no matter how cold it was, unless he were a Pine. One winter it was so cold the animals almost froze to death. Then they called a council. They wanted to steal fire from Pine Trees.

- 2 Now on Grande Ronde River, Pine Trees were holding also a great council. They had built a large fire to warm themselves. Guards were put around the fire to keep off all animals. But Beaver hid under the bank, near the fire, before the guards took their places, so they did not see him. After a while a live coal rolled down the bank near Beaver. He hid it in his breast and ran away. Pine Trees started after him. When Pine Trees caught up near him, Beaver dodged from side to side. Other times he ran straight ahead. That is why Grande Ronde River winds from side to side in some places. In other places it is straight.

- 3 When they had run a long way, Pine Trees grew tired. They stopped on the river banks. So many stopped there, and so close together, that even today hunters can hardly get through the trees. A few kept on after Beaver and stopped here and there. These also remain here and there on the river bank.

- 4 A few Pine Trees kept close after Beaver. So did Cedar. Cedar said, "I will run to the top of that hill. I will see how far ahead he is." So Cedar ran to the

Go On

top of the hill. Beaver was far ahead. He was just diving into Big Snake River where Grande Ronde joins it. Beaver swam across Big Snake River and gave fire to Willows on the opposite bank. Farther on he gave fire to Birches and to other trees. So these woods have fire in them. Ever since then animals and Indians can get fire from these woods by rubbing two pieces together.

5 Cedar still stands all alone on the very top of the hill. He is very old. His top is dead. The chase was a long one. You can see that because there are no other cedars within a hundred miles of him. Old men of the tribes point him out to the children. They say, "There is Old Cedar. He stands just where he stopped when he chased Beaver."

Stealing Fire from Zeus

as told by Prometheus

1 If you ask me, sometimes it can be absolutely impossible to get along in a big family, and in my family, my cousin and I are no exception! A long time ago, my cousin, Zeus, and I got into an enormous argument. After hearing my story, you can tell me whom you think was right!

2 I should first tell you that my name is Prometheus. That's Greek. I should also tell you in my family we are mostly gods, although I am a Titan. Some of us have more power than others. Zeus, for example, has a huge amount of power. Most people call him the King of the Gods because he controls the sky, weather, and law and order. I guess you can tell that Zeus really likes being in control.

3 Power isn't really my thing; I am more a "titan" of the people. I always liked humans more than most of the gods in my family. I liked to watch how humans lived, and I sometimes tried to make their lives better. So as you can imagine, it bothered me that humans were always shivering in caves. I thought to myself, "If I give them fire, they can be warm and cook their food. This will fix everything for them!"

- 4 I went to my cousin and asked him to give fire to people in order to warm them up. And can you believe that he refused? He said, "Your humans don't have enough brains to take care of fire. They are far too careless!" Personally, I think he was afraid humans would become too strong for him to control. I listened to Zeus, but I didn't agree with him.
- 5 Finally, I was through with Zeus's bossiness, and I decided to steal fire for the humans. I climbed Mount Olympus where Zeus lived, crept into Zeus's house, and stole a spark from his lightning bolt. I carefully took it back down the mountain and gave it to the humans. I am sure you can imagine how happy they were, especially after I showed them how to build a fire and how to cook food.
- 6 The only problem was that Zeus was not happy at all. When he looked down from Mount Olympus and saw that humans had fire, he was furious. It didn't take him long to guess that I was the one who had stolen the fire. It's not surprising that he was mad, but do you think it was fair to chain me to the side of a mountain? Lucky for me, Heracles came along just in time. He unchained me and I was free.
- 7 So, do you think what I did was so bad? Or maybe I should ask this—when you are cold, who should you thank? Zeus or me?

What is the meaning of the phrase called a council as it is used in this sentence from "How Beaver Stole Fire"?

"One winter it was so cold the animals almost froze to death. Then they called a council." (paragraph 1)

- Ⓐ They held a meeting to discuss important problems.
- Ⓑ They looked for a place to warm themselves.
- Ⓒ They asked important leaders to solve their problems.
- Ⓓ They shouted to warn others about the cold.

Select two words that describe Beaver.

- Ⓐ bossy
- Ⓑ helpful
- Ⓒ angry
- Ⓓ lazy
- Ⓔ sneaky

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why did Beaver steal fire from Pine Trees?

- Ⓐ He was very angry with Pine Trees.
- Ⓑ He wanted to share fire with others.
- Ⓒ He wanted to keep fire for himself.
- Ⓓ He planned to burn down the forest.

Part B

Select one sentence that supports the answer in Part A.

- Ⓐ "He hid it in his breast and ran away."
- Ⓑ "After a while a live coal rolled down the bank near Beaver."
- Ⓒ "Farther on he gave fire to Birches and to other trees."
- Ⓓ "No one could have a fire, no matter how cold it was, unless he were a Pine."

Go On

23

How are the two myths alike?

- Ⓐ Both myths explain how the world was created.
- Ⓑ Both myths explain how people got something useful.
- Ⓒ Both myths tell about the power of nature.
- Ⓓ Both myths describe how a character learns about himself.

24

What theme do both myths express?

- Ⓐ In the end, it does not pay to be selfish.
- Ⓑ People cannot be trusted with something as powerful as fire.
- Ⓒ People are more generous than gods and nature.
- Ⓓ It is better to work with nature instead of against it.

25

How are the points of view in the two stories different?

Write your answer on the lines below.

Read this sentence from "Stealing Fire from Zeus."

"Power isn't really my thing; I am more a 'titan' of the people." (paragraph 3)

Why does Prometheus call himself a titan of the people?

- Ⓐ to explain how powerful he is
- Ⓑ to compare the strength of Titans and gods
- Ⓒ to show that he uses his power to help humans
- Ⓓ to point out that Titans are much larger than humans

What added information might the reader have if "How Beaver Stole Fire" were told from the same point of view as "Stealing Fire from Zeus"?

- Ⓐ more about how the problem was solved
- Ⓑ more about the thoughts and feelings of all the characters
- Ⓒ more about the setting of the story
- Ⓓ more about the thoughts and feelings of the narrator

Read the passage. Then answer the questions that follow.

How the Chickadee Weathers the Winter

by Debbie Zappitelli, Highlights for Children

- 1 The temperature has fallen below zero. The car won't start, water pipes are frozen, and schools are closed. If you went outside without winter clothes, you'd freeze before long. Yet the chickadee, a tiny bird that weighs less than a chocolate bar, flies about busily. It doesn't have a scarf or boots. How does it endure cold weather?

- 2 The chickadee has to eat constantly during the winter to survive. Just as people use wood to keep a fire burning, the chickadee uses food to keep its body warm. Some of the food it eats during the day is chemically changed into energy reserves. The chickadee's body stores this energy for use at night. That's why birds eat so much early in the morning. When their reserves are used up, they get cold and have to eat again.

- 3 During cold spells, chickadees nest together at night to keep warm. Sometimes as many as twenty will huddle together in a hole in a tree. When the weather is extremely cold, they often won't leave their roosts at all. They would burn more energy looking for food than they would sitting still.

- 4 The chickadee's feathers are a great layer of insulation that helps this little bird keep warm. The outer feathers have tiny hooks, called barbs, that connect much the way Velcro does. This makes a windproof barrier. Underneath are soft fluffy feathers called down. Down does the same job as the stuffing in a winter jacket. It keeps body heat in and cold air out.

- 5 During the winter, the chickadee's body produces more feathers for warmth. On a very cold day, you may see a chickadee fluffing up its feathers. This creates more space between the feathers to trap air that insulates the body.

6 But the chickadee’s feet don’t have feathers. How can the chickadee keep its body warm with those bare feet out in the cold? Its body has a slick trick. It cuts down the blood flow to its feet just enough so they don’t freeze. To keep from wasting energy, the chickadee learns to live with cold feet.

7 The chickadee, like other birds in northern regions, has many ways of dealing with the cold. The next time you’re stuck indoors on a cold day, admire the chickadees from a window. You can help by filling a bird feeder so they’ll have plenty to eat.

28

What is the main idea of the passage?

Write your answer on the lines below.

Go On

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does the author organize the ideas in “How the Chickadee Weathers the Winter”?

- Ⓐ She describes how cold winter weather causes chickadees to grow more feathers.
- Ⓑ She compares how chickadees behave in the winter with the way other birds behave.
- Ⓒ She tells personal stories of chickadees she has seen in the wild during winter.
- Ⓓ She presents the problem of winter weather and tells how chickadees solve the problem.

Part B

Select two choices that support the answer in Part A.

- Ⓐ “The temperature has fallen below zero. The car won’t start, water pipes are frozen, and schools are closed.”
- Ⓑ “During cold spells, chickadees nest together at night to keep warm. Sometimes as many as twenty will huddle together in a hole in a tree.”
- Ⓒ “Underneath are soft fluffy feathers called down. Down does the same job as the stuffing in a winter jacket.”
- Ⓓ “During the winter, the chickadee’s body produces more feathers for warmth. On a very cold day, you may see a chickadee fluffing up its feathers.”
- Ⓔ “But the chickadee’s feet don’t have feathers. How can the chickadee keep its body warm with those bare feet out in the cold?”
- Ⓕ “The next time you’re stuck indoors on a cold day, admire the chickadees from a window.”

Which detail from “How the Chickadee Weathers the Winter” supports the idea that readers should fill their bird feeders in the winter?

- Ⓐ A chickadee weighs less than a chocolate bar, but it flies about busily.
- Ⓑ To survive during the winter, the chickadee has to eat constantly.
- Ⓒ To keep from wasting energy, the chickadee learns to live with cold feet.
- Ⓓ The next time you’re stuck indoors on a cold day, admire the chickadees.

Read the following paragraph from the passage.

“During the winter, the chickadee’s body produces more feathers for warmth. On a very cold day, you may see a chickadee fluffing up its feathers. This creates more space between the feathers to trap air that insulates the body.”
(paragraph 5)

Which idea do the details in this paragraph support?

- Ⓐ Winter can be a very difficult time for chickadees.
- Ⓑ Chickadees have fewer feathers in warmer months.
- Ⓒ Chickadees use their feathers to defend themselves.
- Ⓓ Air travels easily through the chickadees’ feathers.

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the meaning of the word endure as it is used in this sentence?

“How does it endure cold weather?” (paragraph 1)

- Ⓐ live through
- Ⓑ celebrate
- Ⓒ fight for
- Ⓓ ignore

Part B

Select one sentence that supports the answer in Part A.

- Ⓐ “The temperature has fallen below zero.”
- Ⓑ “If you went outside without winter clothes, you’d freeze before long.”
- Ⓒ “Yet the chickadee, a tiny bird that weighs less than a chocolate bar, flies about busily.”
- Ⓓ “The chickadee has to eat constantly during the winter to survive.”

Read the passages. Then answer the questions that follow.

Dust Bowl Migration

by William Furman

- 1 Imagine living through dust storms so fierce that great piles of dust block your front door. Dust blows in through the cracks of your home's closed doors and windows. It coats every surface with a thick brown film. The dust gets into your nose and throat, making you cough and sneeze.

- 2 It sounds like life in a hot, lonely desert. But millions of people experienced dust storms like these right here in America. The plains of Texas, Oklahoma, Kansas, Colorado, and New Mexico were once covered with fields of wheat and corn. Farmers used every inch of land to plant as much as possible. But in 1931, a great drought hit the United States. The rains that once fed the crops stopped falling. The dry soil of the plains had been so overworked that there was nothing to hold it down when the winds came. It simply blew across the plains, now called the Dust Bowl.

- 3 Within just one year, there was a great desert in the middle of the United States. Over the next few years, things just got worse. The dust storms came more and more often, and they were making people sick. On a single day in 1935, "Black Sunday," twenty dust storms struck the Dust Bowl.

- 4 The country's new president, Franklin Roosevelt, tried to think of ways to help the people who lived in the Dust Bowl. But nothing could make crops grow in dusty soil without rain. Many people abandoned their homes and land. They set out for the West, looking for new homes and work to do to support their families. Two and a half million migrant people left the Dust Bowl for California, Oregon, Washington, and other states in the 1930s. But not everyone in the Western states was happy to see the newcomers. Some people there called the newcomers "Okies," since many came from Oklahoma. There were not enough jobs or homes for everyone. At first, many of the migrant people had to live in camps and handmade shelters.

Go On

- 5 In 1941, the United States began to fight in World War II. This meant that the American people would need to build planes, tanks, and weapons for the soldiers to use in the war effort. Although the rains had returned to the Dust Bowl, most of the migrant people stayed in the Western states where there were plenty of jobs to go around.
-

from *Dust Bowl Diary*

by Ann Marie Low

These are diary entries written by someone who actually experienced the dust storms in 1934.

April 25, 1934, Wednesday

- 1 Last weekend was the worst dust storm we ever had. We've been having quite a bit of blowing dirt every year since the drouth¹ started, not only here, but all over the Great Plains. Many days this spring the air is just full of dirt coming, literally, for hundreds of miles. It sifts into everything. After we wash the dishes and put them away, so much dust sifts into the cupboards we must wash them again before the next meal. Clothes in the closets are covered with dust.
- 2 Last weekend no one was taking an automobile out for fear of ruining the motor. I rode Roany to Frank's place to return a gear. To find my way I had to ride right beside the fence, scarcely able to see from one fence post to the next.
- 3 Newspapers say the deaths of many babies and old people are attributed to breathing in so much dirt.

¹ **drouth:** drought

July 6, 1934, Friday

- 4 I am still herding cows, and it is awfully hot. Where they have eaten every weed and blade of grain, Bud is plowing so the ground will be softened to absorb rain (if it comes). He is very fed up and anxious to get away to school and fit himself for a job.
- 5 Poor Bud. He has worked so hard and saved so hard. He has done without nice clothes and never went to a dance or movie oftener than about once a year because he was saving every penny for college. He hoped his livestock would pay his way for four years. The price was so low he didn't sell any last year. This year they are worth less, and he absolutely must sell them because there is not enough feed for them and no money to buy feed. All the stock he has won't pay his way through one year of college.
- 6 Grover has already had to ship out more cattle. He wanted me to help him. Roany and I got to Grandma's by 4:30 a.m. We got the cattle to the stockyards in Pingree by 10:00. Then back to herd cows on the wheat field again.

Select two sentences from the passage that are most important to a summary of "Dust Bowl Migration."

- Ⓐ "It sounds like life in a hot, lonely desert."
- Ⓑ "But in 1931, a great drought hit the United States."
- Ⓒ "Some people there called the newcomers 'Okies,' since many came from Oklahoma."
- Ⓓ "In 1941, the United States began to fight in World War II."
- Ⓔ "Many people abandoned their homes and land."

How does the author organize paragraph 5 of "Dust Bowl Migration"?

- Ⓐ by listing reasons why people should have stayed in the Dust Bowl states
- Ⓑ by describing how the war effort helped solve some problems caused by the dust storms
- Ⓒ by describing how people who moved west were treated when they got there
- Ⓓ by contrasting the average amount of rain that fell before and after the dust storms

According to "Dust Bowl Migration," what was the main reason that the soil on farms blew away?

- Ⓐ The plains were once covered with wheat and corn.
- Ⓑ It was so hot that the dry soil could not hold water.
- Ⓒ Twenty dust storms hit the plains on "Black Sunday."
- Ⓓ The overworked land left nothing to hold the soil down.

What proof does the author of *Dust Bowl Diary* give to show that Bud has tried to save money?

- Ⓐ He rides a horse instead of driving.
- Ⓑ He has to sell his livestock for little money.
- Ⓒ He rarely goes to dances or movies.
- Ⓓ He does not feed his animals much food.

What is different about the kind of information given in "Dust Bowl Migration" and *Dust Bowl Diary*?

- Ⓐ Only "Dust Bowl Migration" gives facts.
- Ⓑ Only "Dust Bowl Migration" offers strong opinions.
- Ⓒ Only *Dust Bowl Diary* describes dust storms.
- Ⓓ Only *Dust Bowl Diary* shares personal stories.

Which information can be found in "Dust Bowl Migration" but not in *Dust Bowl Diary*?

- Ⓐ Dust storms made it difficult to breathe.
- Ⓑ People wanted to get out of farming and go to college.
- Ⓒ Dust got into people's houses.
- Ⓓ People moved west from the Dust Bowl states.

Using information from both passages, describe how dust storms affected people's daily lives.

Write your answer on the lines below.

Read the passage. Then answer the questions that follow.

The Wish Fish

by Frances Mann

1 Today, I am a simple fisherman. But would you believe I was once a rich man, with a pretty, if demanding, wife and a house as grand as any castle? It's true. My story began with my catching a golden fish in my net one morning many years ago.

2 "Good fisherman, do not eat me!" cried the fish, much to my surprise. "Release me, and anything you wish, I will grant."

3 As I was quite hungry at that particular moment, I said, "With humble thanks, oh fish, a loaf of bread would please my stomach."

4 With a flourish and swish, the fish leapt into the air and said, "Your wish is granted, kind fisherman." Into the water he splashed, and suddenly, sitting beside me was a beautiful loaf of bread. Pleased, I took it home.

5 When I told my wife my story, she astonished me with her reply. "Have you no sense at all? Why, without your silly sympathy, that fish would have been dead! Go back and tell him we want to be rich." She started to walk away, then turned back and said, "Tell him we wish to be lord and lady of the manor!"

6 Feeling embarrassed, I returned to the fish and explained what my wife had requested. He seemed disappointed, but once again said, "Your wish is granted, kind fisherman."

7 Upon my return, I found my small hut replaced by a fine stone house, with servants running to and fro. My wife was standing on the balcony, dressed in silk. She looked down at me with some distaste and said, "Go now, take a bath, and you may join me," and then she waved me away.

Go On

8 For many months, my wife was content with the riches granted us. For my part, I fished every day as I had always done. One day, she sent for me. “You know, husband, if not for your mercy, that fish would have been our dinner. Why should I live as the wife of a lowly lord? Go back to your fish, and tell him I wish to be the queen.”

9 “Wife,” I said, and quickly corrected myself, “Your ladyship, I believe that request would be better heard from you,” I said, bowing deeply and hiding a touch of panic. With a great huff, she arose and stormed out of the manor. I followed as she made her way to the sea.

10 When she reached the water’s edge, the sky was black and the sea was churning. “Oh fish!” my wife shrieked. “Show yourself! I wish to be the ruler of all I see! Surely that is not too much to ask in exchange for the great humanity we have shown!” At this point, she had to shout to be heard over the winds. There was a quiet pause, and suddenly an enormous golden fish arose out of the water. With a threatening look and one swipe of a huge fin, the fish sent my wife running for her life, never to be seen again.

11 After that, the water calmed, the clouds cleared, and the sun shone. I walked slowly back to where the great house had been. In its place, I found only our small hut. Inside, there were just a few crumbs of bread on the table.

12 And yet, today I feel like a very wealthy man!

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which best describes the wife in "The Wish Fish"?

- Ⓐ smart
- Ⓑ demanding
- Ⓒ understanding
- Ⓓ simple

Part B

Select one sentence that supports the answer in Part A.

- Ⓐ "Release me, and anything you wish, I will grant."
- Ⓑ "When I told my wife my story, she astonished me with her reply."
- Ⓒ "For many months, my wife was content with the riches granted us."
- Ⓓ "Go back to your fish, and tell him I wish to be the queen."

Which sentence shows the fisherman was content with his life before he met the wish fish?

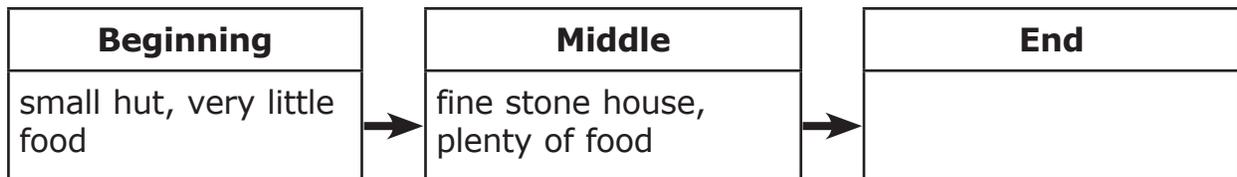
- Ⓐ "Feeling embarrassed, I returned to the fish and explained what my wife had requested."
- Ⓑ "For my part, I fished every day as I had always done."
- Ⓒ "When she reached the water's edge, the sky was black and the sea was churning."
- Ⓓ "With a threatening look and one swipe of a huge fin, the fish sent my wife running for her life, never to be seen again."

Go On

Which detail could best be left out of a retelling of the story?

- Ⓐ A fisherman finds a magical fish.
- Ⓑ The fisherman and his wife become rich.
- Ⓒ The fisherman's wife tells him to take a bath.
- Ⓓ The fish sends the fisherman's wife away.

The chart shows how the setting changes throughout "The Wish Fish."



Which detail completes the chart?

- Ⓐ small hut, very little food
- Ⓑ small hut, plenty of food
- Ⓒ fine stone house, no food
- Ⓓ fine hut, some food

Which event from "The Wish Fish" causes the fish to take back all its gifts?

- Ⓐ The fisherman's wife wishes to be lady of the manor.
- Ⓑ The fisherman wishes to be king.
- Ⓒ The fisherman's wife wishes to be queen.
- Ⓓ The fisherman refuses to speak to the fish anymore.
- Ⓔ The fisherman demands even greater wealth and riches.

Read the following sentences from another story called "Yeh-Shen: The Chinese Cinderella," which is about a young girl who befriends a fish.

As soon as her stepmother and stepsister had left for the festival, Yeh-Shen asked the fish for beautiful clothes to wear to the festival. Magically, silken robes and golden slippers appeared!

How are the fish in "The Wish Fish" and the fish in "Yeh-Shen: The Chinese Cinderella" alike?

Write your answer on the lines below.



Session 2: Editing Task

Questions #51–56

Six underlines in the text show a word or phrase that may be incorrect. Read the passage. Then answer the questions that follow.

The next time you call a friend, thank Alexander Graham Bell. He was the inventor of the first telephone. Born in Edinburgh, Scotland, in 1847, he moved to Boston in 1870 to work as a teacher and researcher. While he was live there, he tried to find a way to send sound over a wire. He came up with a simple device. It was made of a wooden small stand, a funnel, a cup of acid, and some copper wire.

Legend has it that one day in 1876, Bell burned himself by accident with some acid. He needed help from his partner, Thomas Watson. So he picked up the phone and said “Mr. Watson, come here, I want you!” These were the first words ever spoken on a telephone.

Bell, Watson, and some busyness partners set up a company to sell this amazing invention. Bell got very rich thanks too this company, but he didn’t stop there. He kept inventing things he created the photophone, which sent sound on a beam of light. He also created the graphophone, which recorded sound on wax cylinders. In all, he was awarded patents for 18 of his inventions. The world lost a great inventor when Bell, a man of many ideas, died in 1922.

51

Read the sentence below.

While he was live there, he tried to find a way to send sound over a wire.

Rewrite the sentence, correcting the underlined words.

52

Read the sentence below.

It was made of a wooden small stand, a funnel, a cup of acid, and some copper wire.

Rewrite the sentence, correctly punctuating the underlined words.

53

Read the sentence below.

So he picked up the phone and said "Mr. Watson, come here, I want you!"

Rewrite the sentence, correctly punctuating the underlined words.

Go On

54

Read the sentence below.

Bell, Watson, and some busyness partners set up a company to sell this amazing invention.

Rewrite the underlined word, spelling it correctly.

55

Read the sentence below.

Bell got very rich thanks too this company, but he didn't stop there.

Rewrite the underlined word, spelling it correctly.

56

Read the sentence below.

He kept inventing things he created the photophone, which sent sound on a beam of light.

Rewrite the sentence so it is no longer a run-on sentence.

