Because of Winn-Dixie
by Kate DiCamillo

1 That summer I found Winn-Dixie was also the summer me and the preacher moved to Naomi, Florida, so he could be the new preacher at the Open Arms Baptist Church of Naomi. My daddy is a good preacher and a nice man, but sometimes it’s hard for me to think about him as my daddy, because he spends so much time preaching or thinking about preaching or getting ready to preach. And so, in my mind, I think of him as “the preacher.” Before I was born, he was a missionary in India and that is how I got my first name. But he calls me by my second name, Opal, because that was his mother’s name. And he loved her a lot.

2 Anyway, while me and Winn-Dixie walked home, I told him how I got my name and I told him how I had just moved to Naomi. I also told him about the preacher and how he was a good man, even if he was too distracted with sermons and prayers and suffering people to go grocery shopping.

3 “But you know what?” I told Winn-Dixie, “you are a suffering dog, so maybe he will take to you right away. Maybe he’ll let me keep you.”

4 Winn-Dixie looked up at me and wagged his tail. He was kind of limping like something was wrong with one of his legs. And I have to admit, he stunk. Bad. He was an ugly dog, but already, I loved him with all my heart.
When we got to the Friendly Corners Trailer Park, I told Winn-Dixie that he had to behave right and be quiet, because this was an all adult trailer park and the only reason I got to live in it was because the preacher was a preacher and I was a good, quiet kid. I was what the Friendly Corners Trailer Park manager, Mr. Alfred, called “an exception.” And I told Winn-Dixie he had to act like an exception, too; specifically, I told him not to pick any fights with Mr. Alfred’s cats or Mrs. Detweller’s little yappie Yorkie dog, Samuel. Winn-Dixie looked up at me while I was telling him everything, and I swear he understood.

“Sit,” I told him when we got to my trailer. He sat right down. He had good manners. “Stay here,” I told him. “I’ll be right back.”

The preacher was sitting in the living room, working at the little foldout table. He had papers spread all around him and he was rubbing his nose, which always means he is thinking. Hard.

“Daddy?” I said.

“Hmmm,” he said back.

“Daddy, do you know how you always tell me that we should help those less fortunate than ourselves?”

“Mmmmm-hmmm,” he said. He rubbed his nose and looked around at his papers.

“Well,” I said, “I found a Less Fortunate at the grocery store.”

“Is that right?” he said.

“Yes sir,” I told him. I stared at the preacher really hard. Sometimes he reminded me of a turtle hiding inside its shell, in there thinking about things and not ever sticking his head out into the world. “Daddy, I was wondering. Could this Less Fortunate, could he stay with us for a while?”

Finally the preacher looked up at me. “Opal,” he said, “what are you talking about?”

“I found a dog,” I told him. “And I want to keep him.”
“No dogs,” the preacher said. “We’ve talked about this before. You don’t need a dog.”

“I know it,” I said. “I know I don’t need a dog. But this dog needs me. Look,” I said. I went to the trailer door and I hollered, “Winn-Dixie!”

Winn-Dixie’s ears shot up in the air and he grinned and sneezed, and then he came limping up the steps and into the trailer and put his head right in the preacher’s lap, right on top of a pile of papers.

The preacher looked at Winn-Dixie. He looked at his ribs and his matted-up fur and the places where he was bald. The preacher’s nose wrinkled up. Like I said, the dog smelled pretty bad.

Winn-Dixie looked up at the preacher. He pulled back his lips and showed the preacher all of his crooked yellow teeth and wagged his tail and knocked some of the preacher’s papers off the table. Then he sneezed and some more papers fluttered to the floor.

“What did you call this dog?” the preacher asked.

“Winn-Dixie,” I whispered. I was afraid to say anything too loud. I could see that Winn-Dixie was having a good effect on the preacher. He was making him poke his head out of his shell.

“Well,” said the preacher. “He’s a stray if I’ve ever seen one.” He put down his pencil and scratched Winn-Dixie behind the ears. “And a Less Fortunate, too. That’s for sure. Are you looking for a home?” the preacher asked, real soft, to Winn-Dixie.

Winn-Dixie wagged his tail.

“Well,” the preacher said. “I guess you’ve found one.”

BECAUSE OF WINN-DIXIE. Copyright © 2000 Kate DiCamillo. Reprinted by permission of the publisher Candlewick Press, Inc. Cambridge, MA.
19. Based on the story, why is it important to Opal that Winn-Dixie be on his best behavior?
   A. so that he will be able to protect Mr. Alfred’s cats
   B. so that someone will figure out why he is limping
   C. so that the people at the trailer park will let him stay
   D. so that Mrs. Detweller will let him play with her dog

20. According to paragraph 5, why does Mr. Alfred call Opal “an exception”?
   A. She is good to his cats.
   B. She seems to be a kind girl.
   C. She is a well-behaved child.
   D. She wants to keep a stray dog.

21. According to the story, what makes Opal think that Winn-Dixie really understands her?
   A. He looks at her when she talks.
   B. He waits outside the store.
   C. He walks quietly all the way home.
   D. He scratches behind his ears.

22. Based on the story, why does Opal call Winn-Dixie a “Less Fortunate”?
   A. to cause Mr. Alfred to feel sorry for the dog
   B. to let her dad know the dog smells
   C. to get the preacher to accept the dog
   D. to show Mrs. Detweller that the dog behaves
Read the sentence from paragraph 23 of the story in the box below.

He was making him poke his head out of his shell.

Which of the following best explains what happens in this part of the story?
A. Winn-Dixie causes the papers to fall on the floor.
B. Opal becomes speechless when a mess is made.
C. The preacher forgets about work for a minute.
D. A less fortunate person is asking for help.

Which of the following words most likely describes how Opal feels at the end of the story?
A. brave
B. impatient
C. jealous
D. pleased

“What well,” said the preacher. “He’s a stray if I’ve ever seen one.”

What part of speech is the word stray as it is used in the sentence?
A. adjective
B. adverb
C. noun
D. verb
Write your answer to open-response question 26 in the space provided in your Student Answer Booklet.

26 In the story, the preacher first tells Opal, “No dogs.” Explain why the preacher changes his mind. Support your answer with important details from the story.
Imagine shivering on a cold winter's night. The tip of your nose tingles in the frosty air. Finally, you climb into bed and find the toasty treat you have been waiting for—your very own hot brick.

If you had lived in colonial days, that would not sound as strange as it does today. Winters were hard in this New World, and the colonists had to think of clever ways to fight the cold. At bedtime, they heated soapstones, or bricks, in the fireplace. They wrapped the bricks in cloths and tucked them into their beds. The brick kept them warm at night, at least for as long as its heat lasted.

Before the colonists slipped into bed, they rubbed their icy sheets with a bed warmer. This was a metal pan with a long wooden handle. The pan held hot embers from the fireplace. It warmed the bedding so well that sleepy bodies had to wait until the sheets cooled before climbing in.

Staying warm wasn't just a bedtime problem. On winter rides, colonial travelers covered themselves with animal skins and warm blankets. Tucked under the blankets, near their feet, were small tin boxes called foot stoves. A foot stove held burning coals. Hot smoke puffed from small holes in the stove's lid, soothing freezing feet and legs. When the colonists went to Sunday services, their foot stoves, furs, and blankets went with them. The meeting houses had no heat of their own until the 1800s.

At home, colonial families huddled close to the fireplace, or hearth. The fireplace was wide and high enough to hold a large fire, but its chimney was large, too. That caused a problem: Gusts of cold air blew into the house. The area near the fire was warm, but in the rest of the room it might still be cold enough to see your breath.
Reading or needlework was done by candlelight, or by the light of the fire. During the winter, animal skins sealed the drafty windows of some cabins and blocked out the daylight. The living area inside was gloomy, except in the circle of light at the hearth.

Early Americans did not bathe as often as we do. When they did, their "bathroom" was the kitchen, in that toasty space by the hearth. They partially filled a tub with cold water, then warmed it up with water heated in the fireplace. A blanket draped from chairs for privacy also let the fire's warmth surround the bather.

The household cooks spent hours at the hearth. They stirred the kettle of corn pudding or checked the baking bread while the rest of the family carried on their own fireside activities. So you can see why the fireplace was the center of a colonial home.

The only time the fire was allowed to die down was at bedtime. Ashes would be piled over the fire, reducing it to embers that might glow until morning.

By sunrise, the hot brick had become a cold stone once more. An early riser might get dressed under the covers, then hurry to the hearth to warm up.

Maybe you'd enjoy hearing someone who kept warm in these ways tell you what it was like. You wouldn't need to look for someone who has been living for two hundred years. In many parts of the country the modern ways didn't take over from the old ones until recently. Your own grandparents or other older people might remember the warmth of a hearthside and the joy of having a brick to cuddle up to.

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Copyright ©1991. Illustration by Katherine Dodge.
1. You would probably read this article if you wanted to know how the colonists
   A) cooked their food
   B) traveled in the winter
   C) washed their clothes
   D) kept warm in cold weather

2. After reading this article, would you like to have lived during colonial times? What information in the article makes you think this?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Some of the ways that colonists kept warm during the winter were different from the ways that people keep warm today. Tell about two of these differences.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Do you think "A Brick to Cuddle Up To" is a good title for this article? Using information from the article, tell why or why not.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
5. Give two reasons stated in the article why the hearth was the center of the home in colonial times.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. A colonist would probably have used a foot stove when

A) going on a trip
B) sleeping in bed
C) sitting by the fireplace
D) working around the house

7. Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. In writing this article, the author mostly made use of

A) broad ideas
B) specific details
C) important questions
D) interesting characters

9. Does the author help you understand what colonial life was like? Use examples from the article to explain why or why not.

Question 2

Evidence of full comprehension - Student Response

2 After reading this article, would you like to have lived during colonial times? What information in the article makes you think this?
No, I would not like to have lived in the colonial days. Because nobody I know or me would like to cuddle up to a brick or have to take a bath very seldomly. And having to carry foot warmer.

2 After reading this article, would you like to have lived during colonial times? What information in the article makes you think this?

I would not like to live during the colonial times because for a bath you would run cold and then pour in warm water that was heated by the fire. At bedtime you would heat soap stones, or bricks from the fireplace and then wrap them in cloth to keep them warm.

Scorer Comments:
Both responses provide specific details from the article to support an opinion as to why they would not have wanted to live during colonial times.

Evidence of partial or surface comprehension - Student Response

2 After reading this article, would you like to have lived during colonial times? What information in the article makes you think this?

No, I wouldn't like to live in colonial times, because it sounds like it's very hard to live in the winter.

2 After reading this article, would you like to have lived during colonial times? What information in the article makes you think this?

NO Because they didn't have clothes for the winter and I would of froze to death.

Scorer Comments:
Both responses demonstrate a general understanding of the winter as a hard time for the colonists, but do not support their opinion with specific details from the article.
Evidence of little or no comprehension - Student Response

2. After reading this article, would you like to have lived during colonial times? What information in the article makes you think this?

I would like to live in colonial days because I would like cuddling up in bed.

2. After reading this article, would you like to have lived during colonial times? What information in the article makes you think this?

Well to live there would be a very nice thing.

Scorer Comments:
Neither of these responses demonstrates an understanding of colonial life during the winter as described in the article. The first response would need to specify cuddling with a brick. "Cuddling up in bed" does not refer specifically to colonial times.

Question 3
Evidence of full comprehension - Student Response

Some of the ways that colonists kept warm during the winter were different from the ways that people keep warm today. Tell about two of these differences.

Back in the "old days" they had fireplaces and bed warmers now we have heaters and electric blankets.

One difference is that instead of just turning on a heater or an electrical bed warmer they had to put bricks in their covers and make a fire.

Scorer Comments:
Both responses connect text descriptions to prior knowledge by comparing two ways by which colonists kept warm during winter to the ways by which people keep warm today.

Evidence of partial or surface comprehension - Student Response

Some of the ways that colonists kept warm during the winter were different from the ways that people keep warm today. Tell about two of these differences.

The difference is that colonists kept them self cuddle with bricks and we use blankets and other stuff.

Some of the ways that colonists kept warm during the winter were different from the ways that people keep warm today. Tell about two of these differences.
Evidence of little or no comprehension - Student Response

3 Some of the ways that colonists kept warm during the winter were different from the ways that people keep warm today. Tell about two of these differences.

I would keep warm by staying in side and make a fire.

3 Some of the ways that colonists kept warm during the winter were different from the ways that people keep warm today. Tell about two of these differences.

People kept warm different back then and now we have heaters and heating pads.

Scorer Comments:
These responses provide ways to keep warm today, but neither demonstrates understanding of the ways colonists kept warm as described in the article.
Evidence of full comprehension - Student Response

4. Do you think "A Brick to Cuddle Up To" is a good title for this article? Using information from the article, tell why or why not.

Yes I do think it is a good title. It is a good title because the article tells about how colonists kept warm in the winter and how they used heated bricks to keep warmer.

Scorer Comments:
The first response supports an opinion about the title with a reference to the article's theme and with a specific detail from the article. The second response points out the limitations of the title by providing specific details that the title does not encompass.

Evidence of partial or surface comprehension - Student Response

4. Do you think "A Brick to Cuddle Up To" is a good title for this article? Using information from the article, tell why or why not.

Not really because that title only tells about the bricks, not the foot stove or how they had to use them for blankets.

4. Do you think "A Brick to Cuddle Up To" is a good title for this article? Using information from the article, tell why or why not.

I think it is a good title because that's what the paragraph is about.
Scorer Comments:
Both responses support an opinion about the title with a general reason but do not specify how the title relates to the article.

Evidence of little or no comprehension - Student Response

4 Do you think "A Brick to Cuddle Up To" is a good title for this article? Using information from the article, tell why or why not.

Yes. Because it describes the story.

Scorer Comments:
Neither response provides any reason for the title's appropriateness for this article.

Question 5
5 Give two reasons stated in the article why the hearth was the center of the home in colonial times.

The hearth was the center of the home because they needed it for cooking and for warmth.

Scorer Comments:
These responses retrieve relevant information as to why the hearth was important and provide two reasons why it was the center of the home in colonial times.

Evidence of partial or surface comprehension - Student Response

5 Give two reasons stated in the article why the hearth was the center of the home in colonial times.

Because the "hearth" is the fire-place. That would be the center, because it keeps them warm in the day.

5 Give two reasons stated in the article why the hearth was the center of the home in colonial times.

because if you sit on it you will get warm quick.

Scorer Comments:
These responses retrieve relevant information and provide one reason why the hearth was important.

Evidence of little or no comprehension - Student Response
5 Give two reasons stated in the article why the hearth was the center of the home in colonial times.

Because a fireplace was fine. But the chimney was too big.

Scorer Comments:
These responses show understanding that the hearth was a fireplace, but provide no reason why it was important in the home in colonial times.

Question 7
On a cold winter evening, I would probably get out a game and play it with my family. We would have a nice hot snack and drink to keep them warm. We would all sit around the fireplace, maybe tell old stories when we were little. We could tell ghost stories. When they went to bed, I would put the warm brick under their bed. While they were asleep, I would knit a warm blanket for church or trips.

Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.
we would build a fire place and when it was bedtime we would put the brick with clothes or put in top of us a lot of covers, or we could sleep close to the fire place, in traveling we would put hot coal so they could keep you warm or when we were going to travel to were the animals skin or were covers so we could be warm or put of clothes that we were going to were before we went to sleep close to the fire place.

Scorer Comments:
The first response begins with activities that are not typical of colonial life as described in the article, but goes on to include three activities related to staying warm. All the ideas in the second response, while less clearly presented, relate to the need to stay warm.

Essential - Student Response
7 Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.

I would sit by the Fireplace and read, or do needlework, or stir a kettle or corn pudding, or check the baking bread.

7 Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.
Scorer Comments:
In the first response, all the activities are text-based, any one of which in connection to being by the fireplace relates to the need to stay warm. In the second response, both sewing a blanket of animal skins and warming up the stone relate to the need to stay warm.

Partial - Student Response
7 Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.

I would read a book.
While sitting by the fire, I would rest a lot.

7 Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.

I would sit and try to learn how to sew and how to make toys with help from my mom and dad. If I had a little sister, I would help her take a bath. I would help my mom make meals.
Unsatisfactory - Student Response

7 Pretend that you are an early American colonist. Describe at least three activities you might do during a cold winter evening. Be specific. Use details from the article to help you write your description.

I would stay in the house when I would get cold. I would make tunnels in the snow, shovel the driveway.

Scorer Comments:
These responses provide winter activities; however, none of these activities are text-based examples of what colonists might have done on a cold winter evening.
Evidence of full comprehension - Student Response

9 Does the author help you understand what colonial life was like? Use examples from the article to explain why or why not.

Yes, she does. She gives specific details on how they did the things they did to keep warm. She gave the specific details of how a food slave was used, and when it was used.

Scorer Comments:
The first response supports a statement about the author's use of specific details with an example from the article. The second response provides specific information from the article to illustrate the author's competence in telling about colonial life.

Evidence of partial or surface comprehension - Student Response

9 Does the author help you understand what colonial life was like? Use examples from the article to explain why or why not.

Yes, he taught me that the winters were very cold and people had to sleep with hot bricks and take a hot pan and rub the sheets on the bed with it.

9 Does the author help you understand what colonial life was like? Use examples from the article to explain why or why not.
The author does help me learn about the colonial life. In the winter it was very cold for them.

Scorer Comments:
These responses support an opinion about the author's ability to convey information about colonial life with a text-based generalization.

**Evidence of little or no comprehension - Student Response**

9 Does the author help you understand what colonial life was like? Use examples from the article to explain why or why not.

Yes, because now we can look back and find out things about back then.

9 Does the author help you understand what colonial life was like? Use examples from the article to explain why or why not.

Yes, he described how they did it when they did and why.

Scorer Comments:
These responses provide personal opinions with no text-based support.
What happens to animals when their homes are destroyed? Some of them are unable to survive. That’s what happened to the Chinook salmon. Read this article to discover how a group of students helped to bring the salmon back to Middle Creek after the fish had been gone for fifty years. Answer the questions that follow.

Bringing Back Salmon

PHOTOS AND STORY BY JEFFREY RICH

1. This was a big day for my students at Shasta Union Elementary School in northern California. They would be trying to bring Chinook salmon (shih-NOOK SAM-un) back to nearby Middle Creek.

2. This creek flows into a big river called the Sacramento. And for 50 years, there had been no salmon at all in the river or the creeks that flow into it. Why? Because people had changed the flow of the river and had polluted the water. Fewer and fewer salmon were able to survive, and finally they all died out.

3. Since then, people have solved some of the problems that were killing the fish. So now my students would release more than 100 tiny salmon into the creek. They knew that salmon are amazing travelers. The tiny fish, they hoped, would...
swim about three miles (5 km) down the creek to the Sacramento River. Then they would swim 200 more miles (320 km) to the Pacific Ocean. For two to five years, the salmon would eat and grow. Finally, when they were ready to have young of their own, they’d turn around and swim all the way back upstream to Middle Creek.

Or at least, that’s what was supposed to happen. No one knew for sure whether our little fish would ever return to where we’d released them.

COOL EGGS, SMALL FRY

Scientists have always wanted to bring salmon back to this area. So when I had found out they needed some help, I had asked my students if they wanted to join in. The kids said, Yes!

To begin our project, my students visited a fish hatchery. There, they got a bunch of salmon eggs to raise. Salmon can live only in cold water. So the kids kept the eggs in a tank in a refrigerator. They checked the eggs every day.

SNACK IN A SAC

The kids really enjoyed watching what happened. When the young were ready to hatch, they released an enzyme (EN-zime, a special chemical) that weakened the egg yolk sacs on their bellies. As they get older, the sacs shrink, and the babies look more like fish.

Scientists give us tiny salmon eggs to raise.
shells. Then the fish wiggled out of their shells and lay on the bottom of the tank.

8 Baby salmon have yolk sacs attached to their bellies. The sacs are like little bags of high-energy food that the babies use to grow. Finally, when the sacs are gone, the fish are ready to eat tiny animals and plants in the water. When that happened to our fish, we knew it was time to release them!

**WILL IT WORK?**

9 At the creek, the students took one last look at their baby fish. Then they sent them on their way. We watched them swim off and wished them well. Then, on our way back to school, we picked up litter we saw along the creek and the pathway.

10 Each fall for three years, my students went to the hatchery for more eggs. They eagerly raised and released the baby fish just as they did the first time. Then one day, something wonderful happened. Our fish started coming back! For the first time in 50 years, grown-up salmon were swimming in Middle Creek. The kids had done it! They’d helped to bring these fish back home.
1. Based on the article, what do the students hope will happen after they release baby salmon into the creek?
   A. Salmon will let out an enzyme to weaken egg shells.
   B. Salmon will continue to be an endangered species.
   C. Salmon will have yolk sacs attached to their bellies.
   D. Salmon will return to the creek to lay eggs.

2. According to the article, why are salmon “amazing travelers”?
   A. They can swim long distances.
   B. They can swim downstream.
   C. They can swim in the ocean.
   D. They can swim in cold water.

3. According to the article, which of the following did the students do first to help bring salmon back to Middle Creek?
   A. They released salmon into the creek.
   B. They picked up litter along the creek.
   C. They received eggs from a fish hatchery.
   D. They kept the eggs in a tank in the refrigerator.

4. According to the article, what did the salmon eggs need in order to survive?
   A. They needed to be kept in cold water.
   B. They needed to develop in the creek.
   C. They needed to swim upstream.
   D. They needed food to grow.

5. Based on the article, the author of “Bringing Back Salmon” is most likely a
   A. classroom teacher.
   B. primary school student.
   C. scientist from the area.
   D. supervisor from the hatchery.
What makes this article nonfiction?
A. It presents facts about salmon.
B. It uses rhyming verses about salmon.
C. It gives an imaginary report about salmon.
D. It entertains through a story about salmon.

Read the sentence from the article in the box below.

They eagerly raised and released the baby fish just as they did the first time.

What part of speech is the word *eagerly* as it is used in the sentence?
A. noun
B. verb
C. adjective
D. adverb

In the article “Bringing Back Salmon,” the students raise salmon eggs.

a. Describe how the students cared for the eggs.

b. Describe how the eggs hatched.

c. Describe how the students knew when to release the eggs into the creek.

Support your answers with important details from the article.
Dr. Shannon Lucid: Space Pioneer

by Vicki Oransky Wittenstein

When Shannon Lucid was growing up in Bethany, Oklahoma, during the 1950s, she dreamed of exploring outer space. She loved pioneer stories about America's West, and felt she had been born too late.

But then she read about rocket inventor Robert Goddard. She realized that she had not been born too late to be a space explorer!

And explore space she did. On September 26, 1996, after a month's delay, Dr. Lucid returned to Earth after spending more than six months on the Russian space station *Mir*.

Dr. Lucid was the second American astronaut to live aboard *Mir* as part of a program to study how long-term travel in space affects the human body. The results will help the National Aeronautics and Space Administration (NASA) develop an international space station.

Dr. Lucid loved life in orbit. She said: "One of the best things to do is to look out the window and see the Earth, and watch the seasons change. I got to see the ice in all the lakes break up, and the Earth bloom."

Now she holds the American and women's record for the longest stay in space, and she received the Congressional Space Medal of Honor from President Clinton.

Adventurous Spirit

It's possible that Dr. Lucid became an adventurous spirit when she was a baby. Her parents took her along as they traveled throughout China during and after World War II. The family settled in the United States when Shannon was six, but the future astronaut was always looking forward to the adventure of another move.

She pursued her love of science and her dream of space travel. As a result, she earned a pilot's license and degrees in chemistry and biochemistry.

But she was disappointed when NASA accepted only men to its first space program in 1959 and 1960. When NASA finally admitted women in 1978, Dr. Lucid was one of the first six women to be accepted. And she was a crew member on several successful space shuttle missions.

Aboard *Mir*

On the Russian space station, Dr. Lucid's determination helped her cope with the stress of weightlessness, a small living space, and a diet of dehydrated foods.

She also learned from the first American to live aboard *Mir*, Dr. Norman Thagard. Dr. Thagard had lost seventeen pounds while eating unfamiliar Russian food, and he had been lonely.
Dr. Lucid was determined to stay healthy and happy. She took some American foods, such as shrimp, tomatoes, potato chips, and candy. Supply ships delivered her favorite snacks as well as fresh fruits and vegetables.

And she stayed in touch with her family. Messages and books came from home. She wrote to her family through daily E-mail and talked to them in frequent "visits" by radio and television.

To stay fit in space, Dr. Lucid spent hundreds of hours exercising on a treadmill and stationary bicycle. Although she was in space longer than any other American, she maintained her weight. Also, she lost only a little strength in her bones and muscles.

When she returned to Earth, she surprised everyone because she was still strong enough to walk off the space shuttle instead of being carried.

While on Mir, Dr. Lucid also did research. In experiments on the development of quail eggs and growing wheat, she studied the effects of weightlessness on living things. In fact, her own body was an experiment in human adaptation to space. Dr. Lucid also studied ocean currents and photographed Earth.

She enjoyed life on Mir but missed bookstores, gooey desserts, the sun, the wind, and in-line skating with her daughters. "You really were isolated," she said. "You just couldn't run out and buy some fresh fruit."

**Two Yuris**

Dr. Lucid's companions for most of her stay were two men, Russian cosmonauts named Yuri Usachov and Yuri Onufriyenko.

Dr. Lucid's mission was successful partly because she had a good relationship with the cosmonauts. She joked, ate, and watched adventure movies with "Yuri and Yuri," as she calls them.

Even though she and the two cosmonauts grew up when the United States and Russia were enemies, they became friends aboard Mir.

"It dawned on all three of us at once how remarkable it was that we were three people who grew up in totally different parts of the world, mortally afraid of each other," she said. "And here we were in an outpost in space, enjoying living together."

Dr. Shannon Lucid can inspire anyone who thinks that dreams come true only in fairy tales. "Who would have ever thought that I would have spent time on a Russian space station?" she said. "So just take advantage of every opportunity that comes your way, and make the most of it."

Copyright (c) 1998 by Highlights for Children, Inc., Columbus Ohio
1. What are two things about Shannon Lucid that could be learned from reading this passage?

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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. According to the passage, what was the purpose of the space station Mir program?

   A) To learn how the body reacts to long-term travel in space
   B) To observe how people from different cultures live together
   C) To see what the seasons look like from outer space
   D) To take pictures of the Earth and of water currents

3. During her time on Mir, what did Shannon Lucid do to stay fit?

   A) She studied the effects of weightlessness.
   B) She read pioneer stories.
   C) She exercised on a treadmill.
   D) She experimented with growing wheat.

4. Why does the author tell what Shannon Lucid read about when she was growing up? Use information from the passage to explain your answer.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
5. What did Shannon Lucid miss while in space?

A) Eating her favorite snacks  
B) Riding a stationary bicycle  
C) Talking to her family  
D) Feeling the sun and the wind

6. Think about the kind of person Shannon Lucid needed to be in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in a movie or television show. Explain how that person or character is like Shannon Lucid.

________________________________________________________________________

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7. What surprised people when Shannon Lucid returned to Earth?

A) She wanted to eat gooey desserts and go skating.
B) She still wanted to exercise on a treadmill.
C) She walked off the space shuttle on her own.
D) She still felt she had been born too late.

8. Why did Shannon Lucid think it was remarkable that she and the Russian cosmonauts became friends?

A) They lived in a very small space station.
B) Their countries had once been enemies.
C) The time they spent on Mir was not very long.
D) There was not enough food for all of them.
9. Choose one thing Shannon Lucid did that helped her become an astronaut. Explain why it helped her.

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10. What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.

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Question 1

Evidence of full comprehension - Student Response
1 What are two things about Shannon Lucid that could be learned from reading this passage?

To never give up on your dream and to work hard.

1 What are two things about Shannon Lucid that could be learned from reading this passage?

Shannon Lucid was the second person to live aboard Mir. She also
was strong enough to walk off her aircraft.

Scorer Comments:
The first response provides two abstract ideas that can be drawn from the text. The second response provides two specific text-based facts about Shannon Lucid.

Evidence of partial or surface comprehension - Student Response
1 What are two things about Shannon Lucid that could be learned from reading this passage?

To never give up at nothing.

1 What are two things about Shannon Lucid that could be learned from reading this passage?

She wanted to be a space explorer.

Scorer Comments:
The first response provides one abstract idea that can be drawn from the text. The second response provides one specific fact about Shannon Lucid that can be drawn from the passage.

Evidence of little or no comprehension - Student Response
1 What are two things about Shannon Lucid that could be learned from reading this passage?

She was the first women in space and she lost 17 pounds by working out on a treadmill in space.
1. What are two things about Shannon Lucid that could be learned from reading this passage?

She should be an astronaut for France and the United States. She would make a lot of money if she would get a job there and work as hard as she could to get a lot of money.

Scorer Comments:
The first response provides information from the text that is factually incorrect. The second response misinterprets the text ("should be an astronaut" implies she is not one already) and provides a personal opinion that is not supported by the text.

4. Why does the author tell what Shannon Lucid read about when she was growing up? Use information from the passage to explain your answer.

The author tells what Shannon Lucid read about when she was growing up because that gave her a solution and she found something adventurous. She could do what she was going in space.

Scorer Comments:
The first response makes a clear connection between why the author mentioned Lucid's early reading and her subsequent career. The second response makes a connection...
between Lucid's reading about Goddard and her realization that it wasn't too late for her to become an explorer.

**Evidence of partial or surface comprehension - Student Response**

4 Why does the author tell what Shannon Lucid read about when she was growing up? Use information from the passage to explain your answer.

She wanted to go to space.

Scorer Comments:
The first response refers generally to Lucid's career, but does not connect that information to her early reading. The second response focuses on why the author included the information, but does not make a connection to her later career.

**Evidence of little or no comprehension - Student Response**

4 Why does the author tell what Shannon Lucid read about when she was growing up? Use information from the passage to explain your answer.

She loved reading about America West.

Scorer Comments:
The first response provides an example of what Shannon Lucid read, but does not demonstrate understanding of the connection between Lucid's early reading and her subsequent career. The second response provides inappropriate information from the passage that is unrelated to Lucid's early reading and her later career.
Think about the kind of person Shannon Lucid needed to be in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in a movie or television show. Explain how that person or character is like Shannon Lucid.

Martin Luther King Jr.

Martin Luther was determined to have changes. When he was growing up, he couldn’t play with his friends because he was black and they were white. He was determined to get the blacks and whites together. He had dreams that whites and blacks could be friends, and like Shannon Lucid, his dreams came true. So he was determined and had dreams like Shannon.
I have read about Michelle Kwan, an ice-skater. Like Shannon Lucid, Michelle Kwan had great ambition. Michelle also loved adventure. She also in-line skated with people she knew. Another similarity with Shannon Lucid is she exercised on a treadmill to keep strong. Shannon Lucid and Michelle Kwan could be great friends with their personalities.

Scorer Comments:
The first response describes two of Lucid's traits ("determined" and "had dreams") and draws a comparison based on an historical figure. The second response describes two traits displayed by Lucid ("ambition" and "loved adventure") and draws a comparison based on a real person.

Essential - Student Response
6 Think about the kind of person Shannon Lucid needed to be in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in a movie or television show. Explain how that person or character is like Shannon Lucid.

Littlefoot is looking for a glowing flower to make his grandpa better. No one knows exactly where it is. Littlefoot and his friend go looking for it. It takes them a couple of days, but Littlefoot never gave up.
6 Think about the kind of person Shannon Lucid needed to be in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in a movie or television show. Explain how that person or character is like Shannon Lucid.

I choose Ann Sullivan because she was a girl, she also lived in the states, they were both famous. Those are the reasons I chose her.

Scored Response:

The first response provides one similarity between Lucid and a fictional character. The second response describes one of Lucid's character traits ("determined") and identifies a real person with similar traits; other traits provided in this response are superficial.

Partial - Student Response

6 Think about the kind of person Shannon Lucid needed to be in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in a movie or television show. Explain how that person or character is like Shannon Lucid.

They never give up. Their dream and never quit.
Scorer Comments:
The first response provides a comparison to a real person but its relation to Lucid is based on a superficial detail that reveals nothing about her character. The second response describes Lucid's character without explicitly comparing her to a real person or fictional character.

Unsatisfactory - Student Response

6 Think about the kind of person Shannon Lucid needed to be in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in a movie or television show. Explain how that person or character is like Shannon Lucid.

My Mom because I look up to her, but she looks up to other people sometimes.

6 Think about the kind of person Shannon Lucid needed to be in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in a movie or television show. Explain how that person or character is like Shannon Lucid.

Mrs. Bush because she would of lost weight to and she would of help her be a better person.

Scorer Comments:
The first response compares Lucid to a real person but does not indicate a character trait of that person or relate it to Lucid. The second response also provides a comparison to a real person but is based on an erroneous reading of what happened to Lucid in the text.

Question 9

Evidence of full comprehension - Student Response

9 Choose one thing Shannon Lucid did that helped her become an astronaut. Explain why it helped her.

She talked with her parents and that inspired her to travel around and see new things.

9 Choose one thing Shannon Lucid did that helped her become an astronaut. Explain why it helped her.

One thing that helped her was being adventurous because if she wasn’t one might be scared to go to space.
Scorer Comments:
The first response describes an experience in Lucid's life and explains why that experience helped her to become an astronaut. The second response describes a trait that Lucid had and explains how that trait helped her to become an astronaut.

Evidence of partial or surface comprehension - Student Response
9 Choose one thing Shannon Lucid did that helped her become an astronaut. Explain why it helped her.

One thing that helped Lucid to be an astronaut was she read about rockets and things like that.

9 Choose one thing Shannon Lucid did that helped her become an astronaut. Explain why it helped her.

She never gave up and that gave her confidence.

Scorer Comments:
The first response describes one thing that Lucid did, but does not explain how that helped her to become an astronaut. The second response describes a trait that Lucid had but does not explain how "confidence" helped her to become an astronaut.

Evidence of little or no comprehension - Student Response
9 Choose one thing Shannon Lucid did that helped her become an astronaut. Explain why it helped her.

She exercised every day and stayed healthy.

9 Choose one thing Shannon Lucid did that helped her become an astronaut. Explain why it helped her.
Scorer Comments:
The first response provides information related to Lucid's experiences after becoming an astronaut. The second response draws a comparison that is not from the passage and is unrelated to her becoming an astronaut.

Question 10

Evidence of full comprehension - Student Response
10 What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.

Dreams don't only come true in fairy tales because Dr. Lusk was really want to be an astronaut and she finally did become an astronaut.

10 What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.

1 lesson is if you were ever engaged with someone, you could still make up the friends. Cause they're just friends need to be carrine.

Scorer Comments:
The first response uses information from the passage to draw an inference about a lesson that could be learned. The second response provides a lesson based on factual information in the passage.
Evidence of partial or surface comprehension - Student Response

10 What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.

Dr. Norman Thagard was the first American to live on Mir. He also lost 17 lbs.

Scorer Comments:
The first response provides accurate factual information but does not offer a lesson learned from the passage. The second response provides a detail about what Lucid learned but does not derive a lesson from the passage.

Evidence of little or no comprehension - Student Response

10 What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.

You don't wear as much in space at all.

Scorer Comments:
The first response offers a lesson but it is based on personal opinion that is irrelevant to the article. The second response offers a lesson, but it is unclear how the lesson relates to information in the passage.
When you see a hippopotamus at the zoo, you know it is large. Just how large is it? What does it eat? Does it have unusual habits? Read the article “Hippopotamus” to find out. Answer the questions that follow.

**Hippopotamus**
from *The World Book Encyclopedia*

*A river hippopotamus*

1. **Hippopotamus**, *HIHP uh PAHT uh muhs*, is the third largest animal that lives on land. Only the elephant and rhinoceros are larger. A large, wild river hippopotamus may weigh as much as 5,800 pounds.

2. Hippopotamuses live in central, southern, and western Africa. They live close to water and spend much time in it. The word *hippopotamus* comes from two Greek words meaning *river horse*. However, the hippopotamus is more closely related to the whale than to the horse. There are two kinds of hippopotamuses: (1) the *river hippopotamus*, also called the common hippopotamus, and (2) the *pygmy hippopotamus*. The pygmy hippopotamus is much smaller than the river hippopotamus. It is also rarer.

3. **The body of a river hippopotamus.** The river hippopotamus has a large, barrel-shaped body; short legs; and a huge head. It generally weighs from 2,500 to 3,000 pounds and stands about 5 feet tall. It ranges from 12 to 15 feet long, not including the tail, which measures about 22 inches long. Each foot has four webbed toes.
The eyes of the river hippopotamus stick out from its head. The position of the ears, eyes, and nostrils enables the animal to hear, see, and breathe with most of its head underwater. The hippopotamus can also close its nostrils and ears when it swims or dives. Hippopotamuses have a good sense of smell, but their vision is only fair.

River hippopotamuses have thick, brownish-gray skin. They have no hair except for a few bristles on the head and tail. Special glands in the skin give off a clear, oily fluid that is either pink or red. This fluid keeps the animal’s skin from getting too dry.

A hippopotamus has long, curved front teeth. Its canines (side teeth) are even longer. All the teeth grow throughout the animal’s life. But they seldom become too long, because the teeth of the upper and lower jaws grind together and wear each other away. The canines of a hippopotamus may grow more than 2 feet long, but only about half of the tooth sticks out above the gum line.

A hippopotamus’ canines (side teeth) can be seen when the animal opens its mouth.

The life of a river hippopotamus. River hippopotamuses are good swimmers and live in lakes, rivers, and streams near grasslands. They sometimes walk along the bottom of a body of water and can stay underwater for as long as six minutes. On land, they can run as fast as a human being—about 20 miles per hour.

River hippopotamuses live in herds of from 5 to 30 animals. They spend the day resting in the water, eating water plants, and sunning themselves on sandbanks. At night, the herd goes on land to feed. The animals eat fruit, grass, leaves, and
vegetables. They sometimes wander for miles near the riverbank, grazing as they go. Each hippopotamus eats about 130 pounds of vegetable matter a day.

9 A female hippopotamus almost always has one baby at a time, but sometimes she bears twins. A baby hippopotamus, called a calf, weighs about 100 pounds at birth. It can swim almost immediately. It begins to eat grass at the age of 4 to 6 months. A young hippopotamus often climbs on its mother’s back and suns itself as she floats on the water. On land, the mother hippopotamus keeps her calf close by.

10 A female hippopotamus gives birth to her first baby when she is 5 or 6 years old. Hippopotamuses live about 30 years in their natural surroundings and 50 years in a zoo.
Mark your choices for multiple-choice questions 22 through 25 by filling in the circle next to the best answer.

22 According to paragraph 2, *hippopotamus* means “river horse” in Greek. Why is this not a good name for this animal?

- [ ] A It lives in water.
- [ ] B It runs slower than a horse.
- [ ] C It moves poorly in the water.
- [ ] D It is more like a whale than a horse.

23 According to the article, what do hippopotamuses do at night?

- [ ] A They lie on the sandbanks near the river.
- [ ] B They float on the water to rest and sleep.
- [ ] C They eat water plants along the bottom of the river.
- [ ] D They walk on land and eat the plants that grow there.

24 According to the article, what is a baby hippopotamus called?

- [ ] A calf
- [ ] B herd
- [ ] C pygmy
- [ ] D twin

25 Read the sentence from paragraph 5 in the box below.

They have no hair except for a few bristles on the head and tail.

Which word from the sentence helps the reader know what *bristles* are?

- [ ] A few
- [ ] B hair
- [ ] C head
- [ ] D tail
Homes of the Early Settlers

The voyage across the Atlantic from England to the New World was difficult and dangerous. Although early settlers from the Old World were probably tired from the journey, they did not have time to relax when they reached land. They had to build their own homes. First, a home site had to be cleared of its thick forest. Settlers tried to choose a site on a hill so that the cellar would not flood during rainstorms. After the cellar was dug, its walls were made from stones found in the rocky soil. Then the wooden frame was constructed after logs and boards were cut from the plentiful trees.

The early settlers’ homes were simple, one-room dwellings with a big stone chimney at one end. There was often a sleeping loft with wooden stairs leading up to it. Interior walls were made from woven supports of split wood and saplings. A mixture made from wet clay, sand, and straw was plastered over the woven supports. The outside of the house was clapboard: long, narrow boards made from oak or pine trees. The finishing touch was the thatched roof, made from reeds. The roof was steep so snow would slide off instead of piling up.

Inside, the house was not what people today would consider comfortable. The cold New England winters sent windy drafts through cracks in the boards. The fireplace, used for cooking and heating, made the air smoky. Since glass was very expensive, windows were tiny, making it gloomy inside. There were no windows on the chilly north-facing side of the house, only on the south side. At night the only light came from the fireplace, or from candles and lamps that burned animal fat. Furniture was simple and made of hard wood.

Once the house was completed, there was still little chance to rest. Wood had to be cut, split, and stacked for heating and cooking. Clothes had to be sewn. Gardens had to be planted and tended. Even taking a bath was a chore. Water had to be hauled in from a spring and heated over a wood fire! Early settlers struggled to survive even after their long journey across the sea was over.
1. According to the passage, in order for the settlers to take a bath, —

A. water had to be carried from the spring
B. leaves needed to be removed from the well
C. the fireplace had to be cleaned
D. cracks in the walls needed to be plugged

2. Summarize what the settlers had to do when they arrived in the New World.

Provide specific details from the passage to support your answer.

Write your response in the answer document.

3. Compare and contrast the early settlers’ house to your house.

Give at least two similarities and two differences.

Write your response in the answer document.
How the Fawn Got Its Spots

Long ago, when the world was new, Wakan Tanka, The Great Mystery, was walking around. As he walked, he spoke to himself of the many things he had done to help the four-legged ones and the birds survive.

“It is good,” Wakan Tanka said. “I have given Mountain Lion sharp claws and Grizzly Bear great strength. It is much easier now for them to survive. I have given Wolf sharp teeth and I have given his little brother, Coyote, quick wits. It is much easier now for them to survive. I have given Beaver a flat tail and webbed feet to swim beneath the water and teeth which can cut down the trees and I have given slow-moving Porcupine quills to protect itself. Now it is easier for them to survive. I have given the birds their feathers and the ability to fly so that they may escape their enemies. I have given speed to the deer and the rabbit so that it will be hard for their enemies to catch them. Truly it is now much easier for them to survive.”

However, as Wakan Tanka spoke, a mother deer came up to him. Behind her was her small fawn, wobbling on weak new legs.

“Great One,” she said. “It is true that you have given many gifts to the four-leggeds and the winged ones to help them survive. It is true that you gave me great speed and now my enemies find it hard to catch me. My speed is a great protection, indeed. But what of my little one here? She does not yet have speed. It is easy for our enemies, with their sharp teeth and their claws, to catch her. If my children do not survive, how can my people live?”

“Wica yaka pelo!” said Wakan Tanka. “You have spoken truly; you are right. Have your little one come here and I will help her.”

Then Wakan Tanka made paint from the earth and the plants. He painted spots upon the fawn’s body so that, when she lay still, her color blended in with the earth and she could not be seen. Then Wakan Tanka breathed upon her, taking away her scent.

“Now,” Wakan Tanka said, “your little ones will always be safe if they only remain still when they are away from your side. None of your enemies will see your little ones or be able to catch their scent.”

So it has been from that day on. When a young deer is too small and weak to run swiftly, it is covered with spots that blend in with the earth. It has no scent and it remains very still and close to the earth when its mother is not by its side. And when it has grown enough to have the speed Wakan Tanka gave its people, then it loses those spots it once needed to survive.
Sea lizards are unusual animals that are found in only one place in the world. Read the many interesting facts about sea lizards in the article below. Then answer the questions that follow.

Sea Lizards
by Cathy Fredrickson

Lizards that swim in the ocean? It’s true, but they’re only found in the Galápagos Islands off the coast of South America. This amazing group of islands is home to many unusual animals, including marine iguanas, which live in huge colonies on lava rocks along the shore.

In 1835, English biologist Charles Darwin made a voyage to these islands and called the marine iguana “a hideous-looking creature, of a dirty black colour, stupid, and sluggish in its movements.” It may be ugly, but a marine iguana is harmless and gentle. With a row of spikes down its back and tail, this iguana, which can be more than four feet long, resembles a miniature dragon.

When the sun is hot and the tide is out, marine iguanas know it’s mealtime. They wade into the surf, the large male iguanas swimming as far as a hundred yards from shore and holding their heads just above the water. The lizards’ short legs are useless for swimming, but their long, flat tails swish back and forth to help them move gracefully through the water. Then they dive, sometimes as deep as sixty feet, until they reach the ocean floor. There the iguanas cling to undersea rocks with their sharp claws. They push their flat snouts close to the rocks and graze on the delicious fuzz of red and green algae.

Like other reptiles, marine iguanas aren’t able to breathe underwater. They hold their breath during dives, which usually last for five or ten minutes. But during his voyage,
Darwin was amazed when he witnessed one marine iguana survive after being trapped underwater for an hour. How did it live that long without breathing?

Actually, marine iguanas can slow their heart rate from one hundred to as few as thirty beats per minute. By slowing their heart rate, they use less oxygen and don’t need to breathe as often.

Even during the hottest part of the day, the water around the Galápagos Islands can be very cold, and the cold-blooded iguanas need to warm up after feeding time. They crawl ashore onto warm, dark lava rocks and spread themselves flat on their stomachs to absorb heat. Once they’ve warmed up, iguanas lift up on their stubby front legs and cool off as sea breezes blow underneath their bodies.

Because their favorite food is salty algae, marine iguanas need a way to get rid of extra salt. When enough salt has collected in special glands near their noses, marine iguanas jerk their heads a few times and sneeze a series of quick, wet, salty blasts. Eventually, they build up a white crust of salt around their noses.

When the sun sets on the islands, the temperature drops. Iguanas need to conserve body heat overnight, so they sleep together in messy heaps on the lava rocks. When the sun returns to warm the rocks once more, the marine iguanas wake up and get ready for another day of swimming, grazing, and sneezing.
Mark your choices for multiple-choice questions 35 through 38 by filling in the circle next to the best answer.

35. According to the article, which of the following helps the marine iguana swim and dive?
   - [A] its head
   - [B] its legs
   - [C] its spikes
   - [D] its tail

36. According to the article, how do marine iguanas stay underwater for long periods of time?
   - [A] They are able to breathe underwater.
   - [B] They have special glands that help them breathe.
   - [C] Their hearts beat more slowly when they dive.
   - [D] Their snouts press against algae to get air.

37. According to the article, why does a marine iguana sneeze?
   - [A] to shake off cold air
   - [B] to get water out of its nose
   - [C] to clear salt from special glands
   - [D] to get ready for a very deep dive

38. Read the sentence from paragraph 7 in the box below.
   They crawl ashore onto warm, dark lava rocks and spread themselves flat on their stomachs to absorb heat.

What does the word **absorb** mean?
   - [A] take in
   - [B] hide from
   - [C] let go of
   - [D] forget about
It is curious how different people make us feel different ways. Read these two poems about how people can make us feel. Answer the questions that follow.

**Some People**

Isn’t it strange some people make
You feel so tired inside,
Your thoughts begin to shrivel up
Like leaves all brown and dried!

But when you’re with some other ones,
It’s stranger still to find
Your thoughts as thick as fireflies
All shiny in your mind!

—Rachel Field

**People**

Some people talk and talk
and never say a thing.
Some people look at you
and birds begin to sing.

Some people laugh and laugh
and yet you want to cry.
Some people touch your hand
and music fills the sky.

—Charlotte Zolotow
Read the lines from the poem “Some People” in the box below.

Your thoughts begin to shrivel up
Like leaves all brown and dried!

15 What is being compared in the lines above?
A. Like and all
B. brown and dried
C. shrivel and dried
D. thoughts and leaves

16 Which group of words from the poem “People” refers to sound?
A. look, begin, want
B. talk, sing, music
C. thing, birds, touch
D. sky, people, hand

Read the lines from the poem “Some People” in the box below.

Your thoughts as thick as fireflies
All shiny in your mind!

17 What do these lines mean?
A. Some people make your thoughts dull and boring.
B. Some people make you think about shiny things.
C. Some people make you think many exciting thoughts.
D. Some people make your thoughts sad and fearful.

18 What is the theme of both poems?
A. People talk too much.
B. People are funny all the time.
C. People can make us feel like crying by ourselves.
D. People have different effects on our feelings and moods.
The Box in the Barn
by Barbara Eckfeld Conner

Jason heard his mom calling him. Instead of answering her, he slipped deeper into the tall weeds behind his house. He closed his eyes, thinking of what he had done.

He had gotten up that morning in a good mood. Raspberry pancakes were on the table when he walked into the kitchen rubbing his eyes and yawning.

"After breakfast, Jason, I want you to go into town with me," Mom said quietly. "It's your sister's birthday, and we need to shop for her gifts."

Jason was eager to go, even if the gifts weren't for him. Buying presents was always fun. As they drove to town, Jason couldn't help but ask the question that had been on his mind since yesterday when Aunt Nancy came. "What's in the big box that Dad took to the barn, Mom? Is it something Aunt Nancy bought for Megan's birthday?"

"It's a surprise, Jason, and I don't want you going near that barn today. Do you hear me?"
Jason sat staring at the road ahead. He knew that nothing would change her mind. Only now he was more curious than ever!

Back home, Megan ran out to meet Jason, her eyes wide and excited. "Jason, Jason, I'm six years old!" she cried, jumping up and down.

"I know, I know." Jason gave her a big hug.

Soon the house was buzzing with excitement. Megan sat on the stool watching while Mom and Aunt Nancy prepared the birthday dinner. Dad wouldn't be back for at least two hours. Jason wandered outside trying to think of something to do, but his thoughts kept returning to the box in the barn.

He started walking toward the barn, not at all sure what he'd do when he got there. He was hoping for just a glimpse of the box. Instead he heard a strange noise coming from inside the barn. He wished he could just turn back to the house, but his legs carried him into the barn. Jason saw the box. It was sitting between two bales of hay. He could hear loud wailing cries. Leaning over, Jason carefully lifted the lid. There was the most cuddly puppy he had ever seen!

"You must be pretty scared, huh, fellow?" Jason said quietly as he held the wiggly dog.

"Megan's going to love you!" He secretly wished the puppy was for him. After all, Mom and Dad knew that he had been wanting his own puppy. Probably Aunt Nancy didn't know that, and anyway Megan would be happy.

Soon Jason was playing happily with the puppy, and he forgot that he wasn't supposed to be in the barn. Taffy, their big brown horse, stuck his head in the window as if to say, "What's going on?" Jason jumped, remembering that he wasn't supposed to be there. The puppy ran off as fast as it could out of the barn and into the field.

Jason stumbled out of the barn looking wildly for any trace of the puppy. "Come on, puppy! Oh,
please come here!" he called, his eyes welling up with tears.

Now here he was, two hours later, hiding in the weeds. He'd looked everywhere, but the puppy was gone. He had ruined his sister's birthday.

"Jason! It's time for dinner!" Mom called even louder now. Just when he was determined to stay forever in the tall weeds, he heard his sister's voice.

"Jason! It's time for my party, Jason!" Megan yelled excitedly.

Jason rubbed his swollen eyes, trying to look normal. He couldn't ruin everything for her. "I'm here, Megan," he called.

"Are you OK?" she asked with genuine concern.

"Sure. Let's hurry." Jason grabbed her hand as they ran back.

As soon as they reached the house, the party began. Jason tried to pretend that everything was fine. When it was time to open Megan's birthday gifts, he sat in the big easy chair, hoping no one would notice him. Finally the last present was open.

"I'll be right back," Dad said.

Jason knew Dad was going to the barn. Megan would probably never forgive him for losing her birthday puppy. Everyone, even Aunt Nancy, would be angry when they found out the puppy was gone.

"Jason! Come here!" It was Dad calling from the front yard.

Jason slowly got out of the chair. It was hard to move, but Megan grabbed his hand and said, "Come on, Jason! Let's see what Dad wants."

Jason followed Megan out the door. Mom and Aunt Nancy followed close behind.

There was Dad standing with the box next to him in the grass. "Jason, I want you to open this box and see what's inside."

Jason looked up and saw that Dad was smiling. He turned and saw that Mom, Aunt Nancy, and Megan were smiling, too. What would he say to them when there was nothing in the box? But as Jason looked down, expecting to see nothing at all, he jumped back in surprise. The puppy looked up at him with sleepy eyes.

"Wow!" said Jason, bewildered.

"The puppy's for you, Son," his father said.

"I thought you'd like a gift, too, even if it isn't your birthday," said Aunt Nancy, laughing.

Megan started clapping. "Isn't he wonderful, Jason?" The puppy jumped up, ready to play.

Jason and Megan spent the rest of the day with the puppy.

Later, when he was getting ready for bed, Jason turned to his father and said, "You know, Dad, I feel bad about something I did today."

Dad waited patiently as Jason explained what had happened. "And I still can't figure out how my puppy got back into his box!" he added.

"Well, Son, on my way home I saw your puppy running along the side of the road. I figured he had gotten out of his box somehow...You must have felt terrible during the party," Dad continued. "I get the feeling you've learned a lot today." He pulled back the covers on Jason's bed.

Jason looked down at his new puppy, who was sleeping soundly in a basket by the bed. "Dad, I think I'll call him Buddy."

Dad smiled and tucked the covers snugly around Jason.

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1. Which best describes Jason's father?
   A) Strict and unwilling to listen to Jason
   B) Understanding and patient with Jason
   C) Curious and puzzled by the empty box
   D) Angry and sad that Jason hid

2. Why did Jason think everyone would be angry with him when they found the puppy missing?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. When Megan spoke to Jason in the tall weeds, she was concerned that
   A) she wouldn't get enough presents
   B) her dad wouldn't get back in time for the party
   C) something was wrong with Jason
   D) the puppy was missing from the box

4. If the box had been empty when Jason opened it at the party, what would Jason most likely have said? Give examples from the story that support your answer.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
5. What does Megan say in the story that shows how she felt about Jason's getting a gift on her birthday?

A) "Jason, Jason, I'm six years old!"
B) "Are you OK?"
C) "Let's see what Dad wants."
D) "Isn't he wonderful, Jason?"

6. Why do you think Jason's father explained how he found the puppy?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. Jason's problem could have been prevented if

A) his mother had not warned him to stay away from the barn
B) he had not let the puppy play along the road
C) his curiosity had not led him to open the box
D) he had not wanted a puppy of his own so badly

8. Describe how Jason might have felt if the box had been empty when it was opened at the party. Explain why he might have felt that way.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
9. Why did Jason not answer when his mom called him for dinner?

10. Jason probably would have felt better at the birthday party if

   A) the box had been put in the backyard
   B) the puppy had not run out of the barn
   C) the party had lasted longer
   D) he had not hidden in the tall weeds

11. From when Jason got up in the morning until he went to bed that night, his feelings changed as different things happened. Describe three different feelings that Jason had and explain what made him have those feelings.

Question 2

**Acceptable - Student Response**

2 Why did Jason think everyone would be angry with him when they found the puppy missing?

Because it was Megan's party and her present and he had lost it.

2 Why did Jason think everyone would be angry with him when they found the puppy missing?

Because he thought that the puppy was for Megan and he would ruin the birthday party.

**Scorer Comments:**
Both responses demonstrate understanding that Jason thought everyone would be angry with him because he had lost the puppy that he thought was Megan's birthday present.

**Unacceptable - Student Response**

2 Why did Jason think everyone would be angry with him when they found the puppy missing?

Because he let the puppy go, and he was the only one in the barn.

2 Why did Jason think everyone would be angry with him when they found the puppy missing?

Because he had done something that he couldn't have done.

**Scorer Comments:**
Both responses recognize that Jason felt as though he had done something wrong. These responses do not demonstrate understanding of Jason being under the impression that the puppy was Megan's birthday present.
Question 4

**Acceptable - Student Response**

4 If the box had been empty when Jason opened it at the party, what would Jason most likely have said? Give examples from the story that support your answer.

Maby he might have just begt what he had done aslest because he had been trying to act normal.

4 If the box had been empty when Jason opened it at the party, what would Jason most likely have said? Give examples from the story that support your answer.

He would have said, "I went to the back to find something to do, and I heard a strange noise, and went in the barn to see what it was. It he sounded like a very honest boy."

Scorer Comments:
Both responses use information from the story to predict how Jason might have reacted if the box had been empty. The first response predicts that Jason might have kept it a secret, based on the part of the story when he pretended to act like everything was fine when the party began. The second response provides some dialogue that demonstrates understanding of Jason's honest character as portrayed in the story when he explains what he did to his father.

**Unacceptable - Student Response**

4 If the box had been empty when Jason opened it at the party, what would Jason most likely have said? Give examples from the story that support your answer.

I think he would say "I didn't do it" that's what most people say.

4 If the box had been empty when Jason opened it at the party, what would Jason most likely have said? Give examples from the story that support your answer.

Jason looked down and expecting not to see nothing at all.
Neither response uses information from the story to predict Jason's reaction. The first response provides dialogue that does not demonstrate understanding of Jason's honest character. The second response provides Jason's actions from the story when the box was opened, but does not predict what Jason's reaction would have been if the box had been empty.

Question 6

Acceptable - Student Response

6 Why do you think Jason's father explained how he found the puppy?

Because Jason could not figure out how the puppy gets back into the box again and how the box got closed again.

Unacceptable - Student Response

6 Why do you think Jason's father explained how he found the puppy?

His father is understanding to Jason.

6 Why do you think Jason's father explained how he found the puppy?

He saw it running on the side of the road.

So Megan would not be mad.

Scorer Comments:
The first response uses story details to provide a reason why the father wanted to help Jason understand how he found the puppy. The second response provides a text-based characterization of Jason's father to explain why he told Jason about finding the puppy.

Scorer Comments:
The first response provides details related to how Jason's father found the puppy, but does not explain why he told Jason. The second response provides inaccurate information about Megan, which is unrelated to the father's explanation of finding the puppy.
Question 8

**Evidence of full comprehension - Student Response**

8 Describe how Jason might have felt if the box had been empty when it was opened at the party. Explain why he might have felt that way.

I think he would of felt bad because he thought it was his sister's present and let the puppy go.

Scorer Comments:
Both responses use story details to explain how Jason might have felt if the box had been empty. The first response supports the feeling with story details related to Jason thinking he had lost his sister's puppy, and the second response supports the feeling with reference to Jason having disobeyed his mother.

**Evidence of partial comprehension - Student Response**

8 Describe how Jason might have felt if the box had been empty when it was opened at the party. Explain why he might have felt that way.

I think that Jason might have felt bad because he went in the barn when he wasn't supposed to.

Scorer Comments:
Both responses indicate a feeling that is consistent with story events, but neither response explains the feeling with story details.

**Evidence of little or no comprehension - Student Response**

8 Describe how Jason might have felt if the box had been empty when it was opened at the party. Explain why he might have felt that way.

Jason would have felt very blue.

Scorer Comments:
Both responses indicate a feeling that is consistent with story events, but neither response explains the feeling with story details.
8 Describe how Jason might have felt if the box had been empty when it was opened at the party. Explain why he might have felt that way.

Score: 1

Score: 1

Scorer Comments:
These responses do not provide a feeling that Jason might have had if the box had been empty. The first response provides a feeling Jason's father might have had. The second response provides an event from the story without providing a feeling related to the event.

Question 9

Acceptable - Student Response
9 Why did Jason not answer when his mom called him for dinner?

He was afraid she would be angry that he had disobeyed her.

Unacceptable - Student Response
9 Why did Jason not answer when his mom called him for dinner?

Because he wanted to know what was in the box.

Score: 1

Score: 1

Scorer Comments:
Both responses use story details to explain why Jason did not answer when his mother called him. The first response focuses on Jason's disobedience and the second response focuses on Jason looking for the lost puppy.
Both responses provide details that are not relevant to why Jason did not answer when his mother called. The first response contradicts story events by concluding that Jason could not hear his mother. The second response confuses story details about the location of the box.

Question 11

Extensive - Student Response

11 From when Jason got up in the morning until he went to bed that night, his feelings changed as different things happened. Describe three different feelings that Jason had and explain what made him have those feelings.

He felt sad because he let the dog out and it ran away and he thought he ruined Megan's birthday.

He felt happy because his dad found the dog and because the dog was for him.

He felt wrong because he opened the box and his mother told him not to touch it.

11 From when Jason got up in the morning until he went to bed that night, his feelings changed as different things happened. Describe three different feelings that Jason had and explain what made him have those feelings.
One feeling is he felt curious cause he wanted to see what was in the box in the barn. Another feeling is he felt afraid because he lost the puppy he thought was for Megan, and wished he didn’t open the box in the first place and listened to his mother. The last feeling is happiness that the puppy was for him and that the puppy was not lost. Another reason is he was lucky that he didn’t ruin his sister’s birthday party.

Scorer Comments:
Both responses demonstrate understanding of Jason’s character by describing different feelings Jason had in the story and the events that caused him to have each of those feelings.

Essential - Student Response
11 From when Jason got up in the morning until he went to bed that night, his feelings changed as different things happened. Describe three different feelings that Jason had and explain what made him have those feelings.

When he woke up he was in a happy mood. When the party came he was scared that the puppy would not be found and at the end of the day he was happy again.
From when Jason got up in the morning until he went to bed that night, his feelings changed as different things happened. Describe three different feelings that Jason had and explain what made him have those feelings.

He had a good morning.
He started to get curious about the box.
He felt bad when the puppy got away.

Scorer Comments:
These responses demonstrate understanding of how Jason felt at different points in the story but only explain one feeling associated with Jason having lost the puppy.

**Partial - Student Response**

He was curious at first.
Then he was sad.
Then he was happy.

From when Jason got up in the morning until he went to bed that night, his feelings changed as different things happened. Describe three different feelings that Jason had and explain what made him have those feelings.
One was that he was very scared that he would get into trouble because the dog got away.

Another was when he was at the party.

And the last one was he wanted to see what was in the box.

Scorer Comments:
The first response provides feelings Jason had at three different points in the story, but does not provide a cause for any of the feelings. The second response makes general reference to different parts of the story, but only describes one feeling and what caused Jason to have that feeling.

**Unsatisfactory - Student Response**

11 From when Jason got up in the morning until he went to bed that night, his feelings changed as different things happened. Describe three different feelings that Jason had and explain what made him have those feelings.

His mother told him not to go in the back yard.

Scorer Comments:
Both responses provide story details; however, neither response provides a feeling that Jason had during the day.
Question 12

Acceptable - Student Response

12 What did Jason's father think Jason had learned? Tell what in the story makes you think so.

That you should listen to your parents. If he would have listened everything would be all right.

Scorer Comments:
Both responses use story details to explain what Jason's father thought Jason learned. The first response focuses on Jason learning to listen to his parents, while the second response refers to Jason learning how to handle his curiosity.

Unacceptable - Student Response

12 What did Jason's father think Jason had learned? Tell what in the story makes you think so.

Big Dad found him in the street as he put him in the box.

Scorer Comments:
The first response merely states how Jason's father found the puppy but does not address what he thought Jason learned. The second response provides a lesson that is unrelated to events in the story.
Along the Pacific Coast, early winter days are short, but the weather is mild. During the past few months, thousands of gray whales have traveled south along the coast, migrating from their feeding grounds in the cold waters of Alaska to the warm bay waters of Baja, California. In early winter, many of the females give birth to calves in Baja. In January and February, the gray whales begin their journey back to the Arctic.

Gray whales are huge animals. They reach a length of forty-five feet, as long as a bus, and a weight of thirty tons, as heavy as ten elephants. They spend most of their time below the water, surfacing every few minutes to take a breath and then disappearing into the depths again. Gray whales feed along the ocean bottom, blowing water out of their mouths, stirring up the sediment, and then sucking up the cloudy water with any living things that happen to be in it. The whale surfaces every few minutes to rinse its mouth and swallow the catch.

Gray whales are dark, sometimes almost black. But their bodies are often covered by patches of white barnacles that make the whales appear gray. The picture shows a gray whale calf swimming alongside its mother in California waters on its return trip to Arctic waters. The ten-thousand-mile round-trip journey of the gray whale is the longest migration of any mammal.
Have you ever heard the phrase “Don’t judge a book by its cover”? Read what happens to a rich man who had not learned that lesson. Answer the questions that follow.

The Guest

Retold by Uma Krishnaswami

Nasreddin is a legendary character who appears in many Asian folktales. He solves life’s problems with a mixture of foolishness and wisdom.

1 Mullah Nasreddin was a wise man. When he spoke, people listened. And so he chose his words and actions as carefully as kings choose their generals.

2 One day a rich man invited the Mullah to a feast at his house. “I would be honored, Mullah sahib,”* said he, “if you would grace us with your presence. Tomorrow night?”

3 “I will come,” agreed Mullah Nasreddin, “tomorrow night.”

4 The following night, the Mullah arrived at the rich man’s doorstep. A servant opened the door. “What do you want, old man?” the servant demanded.

5 “Your master has invited me to his feast,” said the Mullah.

6 The servant peered suspiciously at the Mullah. “Wait here,” he said. “I’ll be back in a moment.”

7 The servant went in. His whispers carried to the door. “An old beggarman, O my master . . . says he is your guest . . . .”

8 The rich man came to the courtyard to take a look. Seeing the old man in his ragged clothes, he waved a hand to the servant, then went back to join his elegant guests.

9 The servant returned to the door. “My master does not know you,” he said.

10 “He invited me to his feast,” insisted the Mullah.

*sahib — a respectful title or term of respect
The servant laughed. “Nonsense! Invited you? A ragged old beggar? My master’s friends are noblemen and kings. Be off before I take a stick to you!”

So Mullah Nasreddin went home. He changed into his finest silk garments. He wore a black woolen vest with silver trim. He put his best cap on his head and added a handsome high-collared coat. He sprinkled rose water on his face and hands. He combed his beard.

Smiling to himself, he made his way back to the rich man’s house and knocked at the door.

Once again, the servant opened it. Once again, the Mullah said, “Your master has invited me to his feast.”

This time the servant bowed respectfully and ushered him in.

“Welcome, welcome, Mullah sahib.” And the rich man himself showed the Mullah to his special seat at the feast.

“At last, Mullah sahib,” said the guests. “We have all been waiting for you.”

The food arrived. “Serve Mullah Nasreddin first,” said the rich man. The Mullah smiled at everyone. Then he began to get busy with his food.

But he did not eat.

“Hai hai!” cried the guests.

“Mullah sahib! What are you doing?” cried the rich man.

For Mullah Nasreddin had begun to spoon the soup over his best cap. He crumbled the bread and sprinkled the crumbs over the shoulders of his handsome high-collared coat. He took apart the shish kebab and fed it lovingly to his sleeves.
The rich man’s voice trembled. “Mullah sahib, do you not like the food?”

In reply, Mullah Nasreddin dribbled the delicate yogurt and cream sauces over his fine silk garments and best black woolen vest with silver trim. Then he sat back and beamed at everyone.

There was a shocked silence. Then the rich man said, “O most respected Mullah Nasreddin, you never do anything without a reason. Has someone offended you?”

The Mullah replied, “When I arrived in rags, you turned me away. Now that I am dressed in finery, you treat me with honor. Clearly it is my clothes you are welcoming and not me. So it is only fitting that they should eat this delightful food you have prepared for them.”

The rich man hung his head in shame. He said, “Mullah sahib, forgive me. I was blind. I saw only your clothes and could not recognize the wearer. I will never again judge people by how they look or by the clothes they wear.” And, in truth, he never did.

What is the MAIN purpose of paragraph 1?
A. to describe the setting of the story
B. to explain why the Mullah is like a king
C. to explain why kings choose their generals
D. to describe an important character trait of the Mullah

Why does the rich man in the story MOST LIKELY invite the Mullah to the feast?
A. The rich man needs advice.
B. The rich man admires the Mullah.
C. The rich man wants everyone in the village to come.
D. The rich man needs help preparing delightful food.
In paragraph 28, what does the Mullah mean when he says, “Clearly it is my clothes you are welcoming and not me”?

A. He means that the rich man likes to wear fine clothes.
B. He means that the rich man does not accept him in old clothes.
C. He means that the guests like to dress nicely.
D. He means that the guests are very rude to him.

What is the MOST important lesson the rich man learns in this story?

A. Clumsiness should be avoided.
B. Servants should be told to be kind.
C. Do not be rude to a wise man.
D. Appearances are not the most important thing.
Write your answer to open-response question 14 in the space provided in your Student Answer Booklet.

The introduction to the story states that Mullah Nasreddin “solves life’s problems with a mixture of foolishness and wisdom.”

a. Give an example of something Mullah Nasreddin does that can be seen as BOTH foolish and wise.

b. Explain how this action can be seen as foolish and how it can be seen as wise.

Use important and specific information from the story to support your answer.
DIRECTIONS
This session contains one reading selection with eight multiple-choice questions and one open-response question. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

This story is told by Nicodemus, the leader of the rats of NIMH. Read as he describes how he and the other rats were surprised one day at the marketplace. Pay attention as the seemingly calm events lead to a thrilling end. Answer the questions that follow.

The Marketplace
from Mrs. Frisby and the Rats of NIMH
by Robert C. O’Brien

1. . . . It was called the Farmers’ Market, a great square of a place with a roof over part of it and no walls to speak of. There early every morning the farmers arrived from all over the surrounding countryside, with trucks full of tomatoes, corn, cabbages, potatoes, eggs, chickens, hams, food for the city. One part of it was reserved for the fishermen who brought crabs and oysters and bass and flounders. It was a fine place, noisy and full of smells.

2. We lived near this market—my father, my mother, my nine sisters and brothers and I—underground in a big pipe that had once been part of a storm sewer, but was no longer used. There were hundreds of other rats in the neighborhood. It was a rough life, but not so hard as you might think, because of the market.

3. Every evening at five o’clock the farmers and the fishermen would close up their stalls, pack their trucks, and go home. At night, hours later, the cleanup men would arrive with brooms and hoses. But in between, the market was ours. The food the farmers left behind! Peas and beans that fell from the trucks, tomatoes and squashes, pieces of meat and fish trimmed as waste—they lay on the sidewalks and in the gutters; they filled great cans that were supposed to be covered but seldom were. There was always ten times more than we could eat, and so there was never any need for fighting over it.

4. Fighting? Quite the contrary, the marketplace was a perfect place for playing, and so we did, the young rats at least, as soon as we had finished eating. There were empty boxes for hide-and-seek, there were walls to climb, tin cans to roll, and pieces of twine to tie and swing on. There was even, in the middle of the square, a fountain to swim in when the weather was hot. Then, at the first clang of the cleanup men in the distance, one of the older rats would sound a warning, and everyone would pick up as much food as he could to carry home. All of us kept a reserve supply, because some days—Sundays and holidays—the market would be closed, and we were never quite sure when this would happen.
When I went to the market, it was usually with two companions, my older brother Gerald and a friend of ours named Jenner. These were my two closest friends; we liked the same games, the same jokes, the same topics of conversation—even the same kinds of food. I particularly admired Jenner, who was extremely quick and intelligent.

One evening in early fall Jenner and I set out for the marketplace. It must have been September, for the leaves were just turning yellow and some children were throwing a football in a vacant lot. Gerald had to stay home that night; he had caught a cold, and since the air was chilly, my mother thought he should not go out. So Jenner and I went without him. I remember we promised to bring him back some of his favorite food, beef liver, if we could find any.

We took our usual route to the market, not along the streets but through the narrow walkways between the buildings, mostly commercial warehouses and garages, that bordered the square. As we walked, we were joined by more rats; at that time of day they converged on the marketplace from all directions. When we reached the square, I noticed that there was a white truck of an odd, square shape parked on the street bordering it, perhaps a block away. I say I noticed it—I did not pay any particular attention to it, for trucks were common enough in that part of town; but if I had, I would have noticed that printed on each side of it were four small letters: NIMH. I would not have known what they were, of course, for at that time neither I nor any of the other rats knew how to read.

It was growing dark when we reached the market, but through the dusk we could see that there was an unusually large supply of food—a great mound of it—near the center of the square, away from the roofed-over portion. I suppose that should have served as a warning, but it didn’t. I remember Jenner’s saying, “They must have had a really busy day,” and we ran joyfully toward the pile along with several dozen other rats.

Just as we reached the food it happened. All around us suddenly there was shouting. Bright, blinding searchlights flashed on, aimed at us and at the mound of food, so that when we tried to run away from it, we could not see where we were going. Between and behind the lights there were shadows moving swiftly, and as they came toward us I could see that they were men—men in white uniforms carrying nets, round nets with long handles.

We all ran—straight toward the men with the nets. There was no other way to run; they had us encircled. The nets flailed down, scooped, flailed again. I suppose some rats made it through, slipping between the men and past the lights. I felt a swish—a net just missed me. I turned and ran back toward the mound, thinking I might hide myself in it. But then came another swish, and that time I felt the enveloping fibers fall over me. They entangled my legs, then my neck. I was lifted from the ground along with three other rats, and the net closed around us.

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The details in paragraph 1 are MOSTLY used to
A. describe a setting.
B. introduce a character.
C. present the problem.
D. create suspense.

Reread paragraph 7 in the story. Based on this paragraph, what MOST LIKELY happens to the narrator in the future?
A. He learns how to read.
B. He rescues his friends.
C. He escapes from danger.
D. He returns to the market.

Reread paragraph 8 of the story. What warning do the rats miss?
A. The weather is bad.
B. The market smells funny.
C. The food pile is extra large.
D. The truck races down the street.

Then, at the first clang of the cleanup men in the distance, one of the older rats would sound a warning, and everyone would pick up as much food as he could to carry home.

What does this show about the rats?
A. The rats are neat.
B. The rats are silent.
C. The rats are careful.
D. The rats are thankful.
23. Reread paragraph 9. Which of the following BEST describes how the rats in the story feel when they see the searchlights?
   A. angered
   B. confused
   C. prepared
   D. relieved

24. Which of the following BEST explains what happens to the rats at the end of the story?
   A. The rats scare away the men.
   B. Many of the rats are saved by the farmers.
   C. The rats hide in the mound of food.
   D. Many of the rats are caught in the nets.

25. Why does the author end this phrase with an exclamation point?
   The food the farmers left behind!
   A. to show that the food is scarce
   B. to show that the food is spoiled
   C. to show that the rats are excited about the food
   D. to show that the rats are angry about the wasted food

26. What does encircled mean?
   A. crowded
   B. fooled
   C. protected
   D. surrounded

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Write your answer to open-response question 27 in the space provided in your Student Answer Booklet.

Read the sentence from the story in the box below.

It was a rough life, but not so hard as you might think, because of the market.

27 Explain how the Farmers’ Market makes life easier for the rats that live in the neighborhood. Provide important and specific details from the story to help support your explanation.
"SH," WHISPERED ELISA. "I think she's coming!"

Elisa and Cory stifled their giggles and crouched behind the pine tree. Peeping out through the snow-covered branches, the children held their breath and listened for the tinkle of Minnie's collar as the old dog tried to find their hiding place. It was usually the hound's favorite game, but today the only sounds the children heard were the wind whistling softly across the frozen snow and ice cracking on the river.

Cory shivered with cold. "I wonder where she is," he said. "I hope she isn't off chasing a deer."

Elisa snorted. "Minnie's too lame for that. I bet she went home to wait where it's nice and warm."

Cory looked doubtful. "She wouldn't go home without us," he said. "Maybe she got ahead, and we didn't notice. Let's go to the bridge and see if she's there."

They started down the trail at a quick pace, glad to be moving again. The bare branches of the trees rattled forlornly as they tramped through the frozen snow.

Elisa struggled hard to keep up with her older brother. "Wouldn't it be easier to walk on the ice on the river?" she called to him.

Cory slowed his pace and waited for her to catch up. "It's too dangerous," he said. "The water is still flowing underneath, and the ice is thin. We might fall through." He held out a mittened hand. "I'll help you."

"No, thanks," said Elisa stubbornly. "I can keep up." But she was secretly glad when Cory walked beside her until they reached the bridge.

The old wooden bridge spanned the widest part of the river. In summer they often came here to fish or lie in the sun, but now it was a desolate, wind-swept place. They could hear the water gurgling softly beneath the ice as they looked out over the railing, hoping to glimpse Minnie walking along the bank.

Cory cupped his hands to his mouth and called, "Minnie, Min-nie!" His voice echoed back to him from the lonely woods. "I don't see her, Elisa. Do you?" he asked.

Just then Elisa gave a startled cry, and Cory turned sharply to see Minnie ten feet from shore. The old dog had fallen through the ice and was paddling in desperate circles.

"Hang on, Minnie, I'm coming!" Cory cried, racing toward the river. Elisa was already ahead of him, pulling off her coat, scarf, and mittens, ready to plunge in and save her dog. Blinded by tears, she stumbled out onto the ice.

Cory caught up with her and pulled her back. "Do you want to drown yourself?" he shouted. His face was white as he held out the warm clothes she'd dropped. "Put these back on and let me think of something." He looked grimly at the river.
Elisa sobbed as she struggled into her coat. "You can save her, can't you, Cory? She won't die, will she?"

"Of course not," he said, wishing he felt as confident as he was trying to sound.

The sight of her masters had given Minnie new hope, and she managed to get her front paws up on the ice. She scratched and clawed frantically at the slippery surface, but her hind legs were too arthritic to be of much help. For a moment her frightened brown eyes met Cory's, then she slipped back into the icy water and began wearily swimming once more.

Cory searched the bank until he found a long, twisted branch. Holding it firmly, he maneuvered the end until he had it hooked under Minnie's collar. "C'mon, girl," he said to the tired dog. She heaved her front paws onto the ice and struggled desperately while he tried to help her by pulling on the branch. But frost and moisture had made the wood brittle, and it snapped almost immediately. Once more Minnie struck out swimming, but now her head was barely above the surface of the water.

A terrible thought crossed Cory's mind — Minnie was going to drown before their eyes. It's not fair, he thought. Why doesn't someone come along to help us? He scanned the woods for a game warden or hunter, but saw no one. The woods were dark and silent, waiting. "I don't know what to do," he said, frightened.

"I know what to do," cried Elisa. "I'm going to help her!"

Once again Cory grabbed his sister's arm to prevent her from going out onto the ice. She bit and kicked at him like a small fury as tears of frustration ran down her cheeks.

"Listen to me!" yelled Cory. "I thought of something, but I need your help."

Elisa wiped the tears from her face. "I'm going to lie down on the ice and try to crawl to Minnie. You lie down behind me and hold my ankles. Don't let go, no matter what, and don't stand up. Understand?" Elisa nodded, sniffling.

Cory lay on the ice so that his weight would be distributed more evenly and there would be less chance of breaking through. He felt Elisa's hands close around his ankles. As he inched his way forward, he could hear the water rushing beneath the ice. A few feet in front of him was the deep green hole where the dog had broken through. Cory's heart pounded with fear, but he bit his lip and kept going. At last he reached the edge of the hole and threw his arms around Minnie's neck. It felt reassuring to have a hold on her, but he soon realized that there was little else he could do. The ice was slippery, and every time he tried to pull her out, he began to slide forward himself.

"Have you got her?" called Elisa anxiously.

"Yes," Cory yelled over his shoulder, "but I can't—" Before he could explain, he found himself being pulled back across the ice with Minnie in his arms. He looked around in amazement, expecting to see a big man with a broad grin standing behind him, but there was only his sturdy little sister, laughing and crawling over the ice to throw her arms around the shivering dog. "How did you ever do that?" cried Cory. "You're not that strong!" Then as Minnie, tail wagging wildly, began to lick his face, he saw what had happened.

Elisa had put her wool coat down on the ice to protect her from the cold. The warmth of her body lying on the top of it had made the wool fibers stick firmly to the ice so that when she pulled on Cory's legs, he slipped across the surface to her as easily as a cork popping from a bottle.
Cory grinned in admiration. "You sure are one smart little sister!" he said, tousling her hair. He took off his plaid shirt and dried Minnie with it. "It's a good thing we were all together today," he said to the old dog softly as he rubbed her lopsided ears. She wagged her tail in agreement, and the three hurried toward the warmth of home without looking back.
1. Do you think this story was exciting? Use an example from the story to explain why or why not.

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2. What was one of the most important lessons that Cory and Elisa learned from their experience?

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3. Tell how Elisa and Cory are alike and different. Use examples from the story to explain your opinion.

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4. When Cory found out what had happened to Minnie, he  
   A) blamed Elisa for not watching Minnie  
   B) told Elisa not to try to get Minnie by herself  
   C) sent Elisa home to get help for Minnie  
   D) warned Elisa that Minnie might die

5. How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

6. Suggest another title for the story. Use examples from the story to explain why it would be a good title.

7. This story could best be described as a  
   A) modern-day fairy tale  
   B) mystery with a moral  
   C) real-life adventure
D) science-fiction piece

8. Why did Cory think that Minnie would not survive? Use examples from the story to explain why.

9. The main problem Cory faced was

   A) convincing Elisa to keep her coat on
   B) finding a good hiding place from Minnie
   C) getting across the ice with Elisa before dark
   D) pulling Minnie out of the icy waters
Question 1

**Evidence of full comprehension - Student Response**

1. Do you think this story was exciting? Use an example from the story to explain why or why not.

   Yes, I think it was exciting because I wanted to know how they could save their dog. And they did. They work together to get their dog out of the water.

1. Do you think this story was exciting? Use an example from the story to explain why or why not.

   No, because when they had to pull Mimmie out of the cold ice water, it was sad.

**Scorer Comments:**
Both responses use examples from the story to explain why the story was exciting. The first response supports a yes answer with details about working together to save the dog, while the second response supports a no answer with details about having to pull the dog out of cold, icy water.

**Evidence of partial or surface comprehension - Student Response**

1. Do you think this story was exciting? Use an example from the story to explain why or why not.

   Yes, because every good story has some danger.

1. Do you think this story was exciting? Use an example from the story to explain why or why not.

   Yes because I like rescue stories.

**Scorer Comments:**
Both responses provide an opinion and support it with a general reference to the story. The first response claims that the story has some danger, but does not use examples to describe what is dangerous. The second response provides a general reference to the genre of the story that is not explained in terms of story events.
Evidence of little or no comprehension - Student Response
1 Do you think this story was exciting? Use an example from the story to explain why or why not.

I really think this story was neat just because it was so exciting... I even had to turn the page before it was over. This was really cool story. I loved it, I hope to see it and more stories like this one.

1 Do you think this story was exciting? Use an example from the story to explain why or why not.

It was exciting

Scorer Comments:
Both responses provide unsupported opinions about whether the story was exciting.

Question 2

Evidence of full comprehension - Student Response
2 What was one of the most important lessons that Cory and Elisa learned from their experience?

Cory and Elisa learned that they must not give up hope and keep trying.

2 What was one of the most important lessons that Cory and Elisa learned from their experience?

One of the most important lessons they learned was that working together they could save Minute.

Scorer Comments:
Both responses describe an important lesson in a way that conveys a more universal understanding of Cory and Elisa's experience, as well as a logical interpretation of events in the story. The first response refers to their persistence, while the second focuses on their cooperative efforts.

Evidence of partial or surface comprehension - Student Response
2 What was one of the most important lessons that Cory and Elisa learned from their
2. What was one of the most important lessons that Cory and Elisa learned from their experience?

Scorer Comments:
Both responses identify a superficial lesson that conveys an understanding of a trivial aspect of the story.

Evidence of little or no comprehension - Student Response

2. What was one of the most important lessons that Cory and Elisa learned from their experience?

Scorer Comments:
The first response identifies a lesson that is based on an inappropriate interpretation of events in the story. The second response does not identify a lesson at all.

Question 3

Evidence of extensive comprehension - Student Response

3. Tell how Elisa and Cory are alike and different. Use examples from the story to explain your opinion.

They are different because one was color about the dog and one wasn't color they were alike because they both loved the dog and they both wanted to like friend but they were alike because at first they weren't like but after they couldn't find him they are any different because the girl wanted to take off his coat and save him.
3 Tell how Elisa and Cory are alike and different. Use examples from the story to explain your opinion.

Evidence of essential comprehension - Student Response

Well, Elisa is a girl and Cory is a boy. Cory was brave to do that. Elisa was brave to. Cory wanted his dog to live. So did Elisa. They both loved the dog, the same as each other. Everyone is different.

Scorer Comments:
Both responses go beyond obvious comparisons between Elisa and Cory to consider aspects of their character and behavior and provide appropriate examples from the story to support the comparison.
3 Tell how Elisa and Cory are alike and different. Use examples from the story to explain your opinion.

Elisa is a girl and Cory is a boy. One is older than the other. One is smarter than the other. They have one dog. They bought nice nice. One is smaller than the other.

Scorer Comments:
Both responses use aspects of Cory and Elisa to make a comparison. The first response states that both Cory and Elisa are brave, but does not provide an example from the story of how they were brave. The second response states that "one is smarter than the other" but does not provide an example from the story to support that character trait.

Evidence of partial comprehension - Student Response
3 Tell how Elisa and Cory are alike and different. Use examples from the story to explain your opinion.

Elisa and Cory are different because:
Elisa is a girl and Cory is a boy.
They are alike because they’re brother and sister and they both live together.

3 Tell how Elisa and Cory are alike and different. Use examples from the story to explain your opinion.

They are alike because they are brother and sister. They are different because they have different ideas.

Scorer Comments:
Both responses base comparisons on superficial aspects of Cory and Elisa by providing general comparisons such as gender.
Evidence of unsatisfactory comprehension - Student Response

3 Tell how Elisa and Cory are alike and different. Use examples from the story to explain your opinion.

Cory and Elisa are different because Elisa didn't want to go on the ice.

3 Tell how Elisa and Cory are alike and different. Use examples from the story to explain your opinion.

They were alike because they both like to fish and lie down. They are not alike because they didn't like other things.

Scorer Comments:
Both responses provide inappropriate information from the story to suggest a comparison that is not based on an understanding of the story. The first response implies that Cory wanted to go on the ice. The second response bases a comparison on a superficial detail in the story.

Question 5

Evidence of full comprehension - Student Response

5 How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

The story might have ended differently because Minnie might have... have the wool fibers to pull them over the ice.

5 How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

Both Cory and Minnie would die because Elisa could not get help and leave the two stay in the water by there selves.
Scorer Comments:
Both responses identify a logical alternative ending based on their understanding of story events. The first response explains the alternative ending by referring to how Elisa used her wool coat, while the second suggests that she had to use the coat because she could not leave to get help.

Evidence of partial or surface comprehension - Student Response
5 How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

Binnie and the corey might have drowned.

Scorer Comments:
Both responses provide an appropriate opinion of how the story might have ended differently, but neither supports the opinion with evidence from the story.

Evidence of little or no comprehension - Student Response
5 How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

The dog would have died.

5 How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

The wool coat got real real to kind a fire.

Scorer Comments:
Both responses provide an opinion of how the story might have ended differently, but do not offer a logical explanation based on Elisa's use of her wool coat on the ice.

Question 6

Evidence of full comprehension - Student Response
6 Suggest another title for the story. Use examples from the story to explain why it would be a good title.
6 Suggest another title for the story. Use examples from the story to explain why it would be a good title.

**The Rescue Reverses**

Because the dog got stuck in the ice-caver.

Scorer Comments:
Both responses suggest an appropriate alternative title logically supported by examples from the story.

**Evidence of partial or surface comprehension - Student Response**

6 Suggest another title for the story. Use examples from the story to explain why it would be a good title.

Cory and Elisa to the rescue.

6 Suggest another title for the story. Use examples from the story to explain why it would be a good title.

Danger on the ice. Rescue there is danger on the ice.

Scorer Comments:
Both responses suggest an appropriate alternative title. However, the first response provides no supporting examples from the story, while the second response provides a circular explanation.

**Evidence of little or no comprehension - Student Response**

6 Suggest another title for the story. Use examples from the story to explain why it would be a good title.

Because it tells what is going to happen and what is one thing about the article that is why they named it the River.
6 Suggest another title for the story. Use examples from the story to explain why it would be a good title.

A lot of snow in the ground, hence the was a lot of snow in the ground.

Scorer Comments:
The first response explains why the story is called The River but does not provide an alternative title. The second response suggests an alternative title that is based on a superficial aspect of the story.

Question 8

Evidence of full comprehension - Student Response
8 Why did Cory think that Minnie would not survive? Use examples from the story to explain why.

Because cory thought Minnie was going to drown before. They got there and Minnie's legs were damaged.

Scorer Comments:
Both responses identify a specific event or factor in the story that led Cory to believe that Minnie would not survive, and explain how this event or fact would have led to Minnie's death. The first response refers to Minnie's damaged legs, and the second refers to Cory and Elisa's fright when Minnie's head went under the water.

Evidence of partial or surface comprehension - Student Response
8 Why did Cory think that Minnie would not survive? Use examples from the story to explain why.

He though Minnie would freeze to death.

8 Why did Cory think that Minnie would not survive? Use examples from the story to explain why.
Both responses refer to Cory's fear that Minnie would not survive, but do not explain how a specific event or fact led him to believe that Minnie would not survive.

Evidence of little or no comprehension - Student Response

8 Why did Cory think that Minnie would not survive? Use examples from the story to explain why.

Because he did what was right.

8 Why did Cory think that Minnie would not survive? Use examples from the story to explain why.

It's a good thing we were all together today.

Scorer Comments:
Both responses include inappropriate personal opinions that do not explain why Cory thought that Minnie would not survive.
The Sun and the Moon

A long time ago, the Sun and the Moon shared a home deep in a cave. Because they were hidden away, the only light that shone in the sky came from the twinkling stars.

After a while, the Sun and the Moon grew tired of living together in the small cave. The Sun, whose fiery personality made him impatient and sometimes bossy, said, “I need to live by myself in this cave. Go find a new home for yourself.”

The Moon, who was gentle and patient, said, “Where can I possibly go?”

“Just go in the sky,” answered the Sun. “There is plenty of room there.”

The Moon felt a bit sad and scared as she left the cave, but she bravely set out to live in the sky. Being only a thin, silver moon, she shyly hid behind some clouds. Slowly, little by little, she showed more of her face each day. Before long, her whole bright face lit the sky. Everyone began talking about how beautiful she was and how much they enjoyed her soft light.

Hearing this, the jealous Sun became very angry. Running out of the cave, the Sun jumped into the sky.

When the Moon saw the Sun coming up into the blue sky, she ran away. She kept looking back at the Sun. After a while, nobody saw the Moon.

Now the Sun had the whole sky to himself. He proudly sent his bright sunlight in all directions. The Sun warmed the cold Earth and helped the green plants and beautiful flowers grow. People began to praise the Sun, and he became boastful.

But soon, he became very lonely with no one to talk to. So the Sun decided to look for the Moon.

The Moon felt it was safe to hide in the cave. As the Sun came near the cave, the Moon ran out. She leaped into the sky.

“Oh, Moon,” shouted the Sun.

“Please wait. I’m sorry.”

The Moon did not trust the Sun, for he had been unkind to her. When the Sun came into the sky, the Moon hid in the cave.

Even now, the Sun cannot catch up with the Moon. The Moon hides in the cave when the Sun is up in the sky. She jumps into the sky only after the Sun comes back to the cave.
1. If you wanted to know more about why the moon appears to change throughout a month, which would be the best question to ask?

A  How close is the moon to the Earth?
B  Why are parts of the moon dark at certain times?
C  When was the first time people traveled to the moon?
D  Why is the moon sometimes visible during the daytime?

2. If you wanted to understand how the Moon feels at the beginning of the story, you should think about —

A  how it feels when someone else is boastful and bossy
B  why the sun warms the Earth and helps the plants grow
C  why the shape of the moon changes each night
D  how it feels when someone is lonely

3. According to the story, the Sun could best be compared to a —

A  shy young child
B  proud peacock
C  busy little bee
D  sweet mouse

4. In paragraph 2, the Sun is described as impatient. Which of the following is a definition for impatient?

A  Peaceful
B  Bashful
C  Restless
D  Bossy
5. What clues help the reader know that the Sun is not nice?

A  The Sun sends his shining light in all directions.
B  The Sun warms the cold Earth and helps plants grow.
C  The Sun is described as being boastful.
D  The Sun jumps into the sky after the Moon goes in the cave.

6. Why did the Sun jump into the sky?

A  He was jealous of the attention the Moon was getting.
B  He wanted to warm the Earth and help the plants grow.
C  He no longer felt safe hiding inside the dark cave.
D  He was shy and wanted to hide behind the clouds.

7. Read the sentences from the story in the box below.

Being only a thin, silver moon, she shyly hid behind some clouds. Slowly, little by little, she showed more of her face each day. Before long, her whole bright face lit the sky.

What do these sentences describe about the moon?

A  The color of the moon
B  The distance of the moon from the Earth
C  The changes of the moon over a month
D  The beauty of the moon
8. What does this story try to explain?

A Why there are four different seasons of the year
B Why the sun always shines brighter than the moon
C Why the sun warms the Earth and helps the plants grow
D Why the sun and moon are seen at different times of the day

10. Describe the Moon and a person in your life who is like the Moon.

Use details from the story to support your descriptions.

Write your response in the answer document.

9. Contrast the personalities of the Sun and the Moon.

Use specific details from the story to support your answer.

Write your response in the answer document.
Tony’s Gift

Tony’s great-grandfather, Papi Luis, lives down the street from Tony and his family. Tony visits Papi after school each day. Tony and Papi sit on the front porch and talk. Papi tells stories about his life. He tells Tony how the town looked many years ago. The shopping mall sits on land where there used to be dairy farms. The sandwich shop used to be an icehouse.

When Papi was a boy, no one had electric lights or refrigerators. They used candles and oil lamps to read at night. People bought big blocks of ice. The ice and food that they needed to keep cold was put in a special box. It was called an icebox.

Papi likes to tell stories about those days. He tells about a runaway horse and how hard it was to catch. He tells about the day a small circus came to town. Everyone had so much fun that day. Papi’s brown eyes sparkle with happiness as he remembers moments from his life.

Tony loves to listen to Papi’s stories. Papi has so many to tell. One day Tony had an idea. He did not tell anyone. He took a tape recorder to Papi’s house. Tony recorded Papi’s stories. Later, Tony listened to the tapes and wrote down the stories. He collected a year’s worth of stories. Tony made copies of them. He put each set of stories into a special notebook. Tony gave notebooks to his parents and grandparents.

When he presented Papi with a notebook, he told him, “You gave us the gift of your stories. Now I am giving them back to you.” Papi was surprised. His brown eyes sparkled with tears of delight.
1. How does the reader know that Tony’s gift is special?

A  Papi’s eyes filled with tears.
B  Papi liked the notebook a lot.
C  Tony recorded a year of stories.
D  Tony wrote out all of the stories.

2. Which of the following sentences is the best summary of the story?

A  An old man tells stories about interesting times from the town in which he grew up.
B  An old man decides to save the stories he remembers from when he was a young boy.
C  A young boy saves collections of his great-grandfather’s stories as a treasure for his family.
D  A young boy wants to write stories about his hometown to share with all of his family.

3. How is the town different at the time of the story from when Tony’s great-grandfather was a child?

A  There was a circus in town when Papi Luis was a child.
B  The town was smaller with more farms when Papi Luis was young.
C  The town has fewer people in it at the time of the story.
D  The town has no sandwich shops or shopping malls at the time of the story.

4. You would most likely find “Tony’s Gift” in —

A  a website about old towns
B  a world atlas
C  an encyclopedia
D  a collection of short stories
5. Tony recorded Papi’s stories in order to —

A study the changes in the town
B write a history report for school
C make a gift for his family
D share them with Papi’s friends

7. Compare the town in Papi’s stories with the town today.
   Use details from the story to support your answer.
   Write your response in the answer document.

6. How does Papi feel about the gift Tony gives him?

   Use specific details from the story to support your answer.
   Write your response in the answer document.
Harriet Quimby was one of the first woman pilots in the United States. What did she do that made her famous? Read “Wings” and answer the questions that follow.

Wings
by Elaine Walling

1 In the early 1900’s, most people believed that no woman should become a pilot. But Harriet Quimby loved airplanes. She made up her mind to learn to fly. Achieving that goal would not be easy.

2 First, who would teach her? Pilots didn’t want any women students. “Women aren’t brave enough,” they said. “Women can’t keep cool when things go wrong in the air — and something always goes wrong.”

3 Second, what would she wear? Women wore long, heavy skirts in those days. Skirts would get tangled up in a small plane. Harriet dreamed up something to wear — a one-piece flying suit. It was made of purple satin. The pants fit neatly into her boots. And she found an instructor to give her lessons.

4 She worked hard, but not always with success. On one of her early flights, she wrecked her plane. Luckily, she escaped without injuries. In time, she became a pilot — a good one.

5 In 1912, Harriet had another plan. She got a new plane in Paris, France, and had it shipped to England. She would fly the English Channel.

6 In those early days of aviation, airplanes were small. They were made of wood and bicycle wheels. Sometimes, they fell apart in mid-air! But some daring men had flown across the English Channel — 22 miles. They had made history, and Harriet Quimby wanted to do the same.

7 Her friends tried to talk her out of it. “You can’t fly the Channel,” one friend warned Harriet. “Why not?” Harriet inquired. “I have a fine new airplane.”

8 “But it still doesn’t work very well,” said Harriet’s friend. “Sometimes it won’t even turn. You could lose control. And

Harriet in her one-piece flying suit
think of the weather! What if there’s fog? You might lose your direction.”

Harriet frowned. “I’ll take a compass. And luck will be on my side.”

“You’ll need it!” her friend said. “A man died trying to make this flight.”

Harriet’s voice grew serious. “But other men have made it and lived. A woman can fly the Channel, too.”

On April 16, 1912, Harriet was ready to go. The day was cold. She put a blanket around her shoulders. Then she started her plane and took off. She climbed to 1,500 feet and turned toward France.

Soon she neared the French coast. It was covered with fog! Still, she flew on. After a time, Harriet thought she might be over land. She let the plane drop lower. Then the fog cleared. A sandy beach was below — France! Harriet landed right on the beach. The trip had taken only 30 minutes.

The news flashed around the world: A woman had flown the Channel! Did that make Harriet special? She didn’t think so. “Any woman can fly,” Harriet said. “She needs just three things: the desire, steady nerves, and a one-piece flying suit.”
17. According to the selection, how long did the flight across the English Channel take?

- A: fifteen minutes
- B: thirty minutes
- C: one hour
- D: two hours

18. Based on the selection, which of the following words best describes Harriet Quimby?

- A: careful
- B: adventurous
- C: helpful
- D: dependable

19. What kind of selection is “Wings”?

- A: drama
- B: fiction
- C: nonfiction
- D: poetry

20. Read the sentence from paragraph 9 in the box below.

“Why not?” Harriet inquired.

Which of the following words means the same as *inquired*?

- A: asked
- B: cried
- C: stated
- D: thought
17. According to the selection, how long did the flight across the English Channel take?

A. fifteen minutes
B. thirty minutes
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20. Read the sentence from paragraph 9 in the box below.

“Why not?” Harriet inquired.

Which of the following words means the same as inquired?

A. asked
B. cried
C. stated
D. thought
**Write your answer to open-response question 21 in the lined space provided below.**

21 Harriet Quimby worked hard to reach her goals. Name **two** of her goals. Explain how she reached each of these goals. Use important information from the selection in your answer.

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<tr>
<th>Harriet’s Goal</th>
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