1

Part A

Read the sentence from paragraph 1.

Rufus sat beside me for a while, hoping I'd be up to something more than misery.

What does the word **misery** mean as it is used in the sentence?

A. confusion

B. exhaustion

C. nervousness

D. unhappiness

Part B

Which detail from the story provides the **best** clue for the meaning of the word **misery**?

A. “…waiting for nothing, with nothing I wanted to do.”

B. “…tired of waiting and went off on his own, …”

C. “And right away, I knew what I had to do.”

D. “No plans.”

Bottom of Form

2

Part A

How does the narrator’s apology to the neighbors contribute to the theme of the story?

A. It shows that feelings of guilt will pass.

B. It shows that it is best to admit to mistakes.

C. It shows that it is difficult to understand how other people are feeling.

D. It shows that it requires bravery to approach others who are angry.

Part B

Which detail from the story **best** supports the answer to Part A?

A. “Yes, they might ambush me, …”

B. “…because I was going to do the right thing.”

C. “…I got to the property line without harm…”

D. “Like my heart was heavier and lighter…”

## 3

Compare the feelings of the narrator and Claire in the story. Select **one** word that describes how the narrator feels and one word that describes how Claire feels and drag the words into the charts labeled "Description of Narrator's Feeling" and "Description of Claire's Feeling." Then drag and drop **one** quotation that provides evidence for \*each\* description to complete the chart.

**Descriptions**

* angry
* determined
* undecided
* forgiving
* protective
* sympathetic

**Supporting Evidence**

* “…I might not come back in one piece.”
* “Claire’s mother spotted me…”
* “…stood, dusted off her hands, and watched…”
* “…making myself look her in the eye…”
* “…had his arm around his mama’s leg…”
* “Everything was there, but nothing was happening one way or the other.”

|  |  |  |  |
| --- | --- | --- | --- |
| Description of Narrator's feelings | Supporting evidence for Narrator's feelings | Description of Claire’s Feeling | Supporting Evidence for Claire’s Feeling |
|  |  |  |  |

4

Top of Form

Part A

What does the phrase **few and far between** mean as it is used in paragraph 2?

A. less often

B. less happy

C. more distant

D. hard to hear

Part B

Which detail from the story helps the reader understand the meaning of the phrase **few and far between**?

A. “…does his best talking in stories…”

B. “So on the occasion…”

C. “…did I ever tell you…”

D. “…where he’d lived once upon a time.”

5

Part A

Which pair of sentences provides the **best** summary of the story from *Moon Over Manifest*?

A. A girl wonders about a town she will see for the first time. She decides to jump off the train to see it sooner.

B. A girl lives with her father but must go on a train alone. Her father is upset because she had gotten very sick.

C. A girl rides a train alone to go live in her father’s hometown. She misses her father but is curious about her new home.

D. A girl enjoys a train ride to a new home. She looks through the things she has brought with her and thinks about the past.

Part B

Which **two** sentences from the story **best** support the answer to Part A?

A. “Maybe that was how I found comfort then, even with him being so far away.”

B. “It started the day I got a cut on my knee.”

C. “I reached into my satchel for the flour sack that held my few special things.”

D. “In a gold case, it wore like a pocket watch, but inside was a compass showing every direction.”

E. “But as anyone worth his salt knows, it's best to get a look at a place before it gets a look at you.”

F. “Finally, I saw a grassy spot and jumped.”

6

Top of Form

### Part A

In the story from Moon Over Manifest, how do paragraphs 2 and 3 contribute to the overall structure of the story?

A. They compare the personalities of two characters.

B. They describe the setting where the story takes place.

C. They present a solution to the main conflict in the story.

D. They establish the problem of the story.

### Part B

Which detail from the story **best** supports the answer to Part A?

A. “…I could taste the sadness in his voice when he told me I couldn’t stay with him…”

B. “…while he worked a railroad job back in Iowa.”

C. “The doctors said I was lucky to come out of it.”

D. “…a letter from Gideon telling folks that I would be received by Pastor Howard at the Manifest depot,…”

7

The stories titled *Ida B* and *Moon Over Manifest* both include events that did not happen exactly how the narrators expected them to happen.

Top of Form

Write an essay describing how each narrator's point of view influenced how these events are described. Be sure to use details from both stories.

8

Top of Form

Part A

What does the word **transformed** mean as it is used in paragraph 15 of the article by Lauren Tarshis?

A. finished quickly

B. divided into areas

C. completed without fees

D. changed greatly in purpose

Part B

Which detail from the article **best** supports the answer to Part A?

A. “…a team of workers and volunteers…”

B. “…a warehouse into a penguin rescue center.”

C. “…worked with astonishing speed.”

D. “…holds hundreds of round enclosures…”

Bottom of Form

9

Top of Form

### Part A

What are **two** main ideas of the article by Lauren Tarshis?

A. Oil spills can spread quickly.

B. Penguins are good swimmers.

C. Oil spills are a great threat to penguins.

D. Penguins take good care of their young.

E. Penguins are interesting animals to watch.

F. People work hard to help the penguins get better.

### Part B

Which detail from the article **best** supports the answer to Part A?

A. “Others cuddle with their mates and dote on their chicks.”

B. “As you plunge into the sea, your wings become powerful underwater propellers.”

C. “You are not the only penguin that has become soaked with the poisonous oil.”

D. “The impact of oil on a penguin (or any bird) is immediate and devastating.”

E. “In the wild, penguins hunt for sardines and gobble them up while they are still alive and wriggling.”

F. “All of them have one thing in common: a mission to save as many penguins as possible.”

10

Using the list of events in the article by Lauren Tarshis, complete the diagram to show a cause, its effects, and then the response.

* The penguin's eyes burn.
* The penguin is rescued by people.
* The penguin feels cold.
* The penguin swims through oil.
* The penguin has difficulty swimming.

Cause

Effect 1

Effect 2

Effect 3

Response

11

Part A

Read the sentence from paragraph 5 of the article by Dyan deNapoli.

Normally, African penguins are vocal birds.

What does the word **vocal** mean as it is used in the sentence?

A. shy

B. fearful

C. noisy

D. challenging

Part B

Which sentence from the article **best** helps the reader understand the meaning of **vocal** in Part A?

A. “I expected to walk in to a chorus of honking and squawking.”

B. “Only the hushed voices of people could be heard.”

C. “I felt overwhelmed.”

D. “My heart ached for the distressed birds.”

12

Part A

Select the **best** summary of the article by Dyan deNapoli.

A. A large oil spill in the water near Cape Town endangered the lives of a nearby penguin population. Despite their efforts, rescuers quickly realized that the penguins needed more care than they could provide.

B. A large oil spill in the water near Cape Town threatened the penguins who lived on a nearby island. Experts spent months caring for the injured birds, but many were unable to be released back into the wild.

C. A large oil spill in the water near Cape Town placed a nearby penguin population in danger. Thousands of rescuers worked together to help the penguins and eventually returned them to their home.

D. A large oil spill in the water near Cape Town threatened the lives of penguins living nearby. Experts trained the many people who volunteered to help the penguins.

Part B

Which **two** quotations from the article **best** support the answer to Part A?

A. “The region’s penguins were in trouble.”

B. “The center needed penguin keepers to train the volunteers.”

C. “But we already had our hands full with 20,000 recovering birds.”

D. “If any more birds were oiled, we wouldn’t have enough resources to save them.”

E. “In the end, more than 90 percent of the oiled penguins were successfully returned to the wild.”

F. “In a previous large-scale penguin rescue, only half of the oiled birds survived.”

13

Part A

How does the author, Dyan deNapoli, support the idea that cleaning the penguins was a difficult task?

A. by providing a comparison of two ways to clean penguins

B. by providing a description of the steps for cleaning penguins

C. by providing a quotation from someone who cleaned penguins

D. by providing an explanation of why oil must be cleaned from penguins

Part B

Which paragraph in the article by Dyan deNapoli **best** supports the answer to Part A?

A. paragraph 1

B. paragraph 6

C. paragraph 7

D. paragraph 9

14

Compare how the articles by Lauren Tarshis and by Dyan deNapoli tell about the same oil spill event. Drag and drop **two** details from the list into **each** section of the chart.

Keyboard users: TAB to an option you'd like to select, then hit the SPACE bar.

**Details:**

* The author puts the reader in the role of a penguin involved in the oil spill event.
* The author uses statistics to provide more information about the oil spill event.
* The author writes from a rescuer’s point of view about the oil spill event.
* The author uses strong emotional language to describe the oil spill event.
* The author introduces the oil spill event at the beginning of the article.
* The author writes about the oil spill event as if it is happening in the immediate present.

|  |  |  |
| --- | --- | --- |
| Article by Lauren Tarshis | Article by Dyan deNapoli | Both Articles |
|  |  |  |
|  |  |  |

15

Top of Form

### Part A

Read the sentence from the video titled “Endangered Penguins Caught in Oil Spill.”

Several of them were preening themselves trying to get the oil off their feathers, and in the process ingesting the oil, which is poisonous to the birds.

What does the word **preening** mean as it is used in the sentence?

A. cleaning

B. covering

C. gathering

D. feeling

### Part B

Which detail from the story helps the reader understand the meaning of the word **preening**?

A. “I saw hundreds of rockhopper penguins…” (00:41)

B. “…in sticky, black fuel oil.” (00:44)

C. “…trying to get the oil off…” (00:48)

D. “…poisonous to the birds.” (00:52)

16

Part A

Based on the video titled “Endangered Penguins Caught in Oil Spill,” which statement supports the idea that the oil spill was a serious problem?

A. The oil spill resulted in animals being put into cages.

B. The oil spill happened in an area where few people live.

C. The oil spill threatened populations of animals on the islands.

D. The oil spill happened in a place where people had recently cleaned.

Part B

Which detail from the video supports the answer to Part A?

A. “…the island’s entire population is at risk.” (00:28)

B. “…there are only a dozen of them…” (00:58)

C. “…prided themselves in the pollution-free state of their islands” (01:17)

17

Top of Form

Compare how the articles by Lauren Tarshis and Dyan deNapoli and the video describe penguin rescue efforts after oil spills. Support your essay with information from all three sources.

Bottom of Form

18

Part A

Read the sentence from paragraph 4.

Now that rankles Paul.

What does the word **rankles** mean as it is used in the sentence?

A. discourages

B. frightens

C. worries

D. angers

Part B

Which words from paragraph 4 **best** support the answer to Part A?

A. “fair an’ square”

B. “admit it”

C. “like a man”

D. “he grumps”

19

Part A

At the beginning of the story, how is Johnny’s view about his trees different from Paul’s?

A. Johnny views his trees as food for the rabbits while Paul views them as useful in his work.

B. Johnny views his trees as the result of hard work while Paul views them as objects to win a contest.

C. Johnny views his trees as needing his protection while Paul views them as needing too much care.

D. Johnny views his trees as friends that he needs to take care of while Paul views them as something to brag about.

Part B

Choose **two** details, one for Johnny and one for Paul, that support the answer to Part A.

A. “‘It took you six days to plant ‘em an’ it took me only three days to chop ‘em down.’”

B. “‘It’s always easier to chop somethin’ down than to make it grow.’”

C. “Johnny reaches way down in the bottom o’ his bag an’ holds out a seed.”

D. “So he takes the little bitty seed an’ pushes it down in the ground with the tip o’ one fingernail.”

E. “He pats the soil around it real nice, like he seen Johnny do.”

F. “‘Don’t matter,’ says Johnny’s voice, ‘if the rabbits get the seed.’”

20

Drag and drop the events into the correct sequence to create a summary. Use the events that are **most** important in the passage. Not all the statements will be used.

**Events**

* Paul falls asleep.
* Johnny hands Paul a seed.
* Paul discovers the new plant has grown.
* Johnny disappears during the night.
* The rabbits use Paul's hands to scratch their backs.
* Paul is proud of chopping down all the trees so quickly.
* Paul is angry that Johnny does not appreciate his hard work.
* Paul places his hands around the seed to keep it warm.
* Johnny challenges Paul to prove that growing a tree is easy.
* Johnny discovers that all his work has been destroyed.

|  |  |
| --- | --- |
|  | Summary |
| First |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Last |  |

21

Top of Form

### Part A

How do paragraphs 9, 12, and 15 contribute to the overall structure of the story?

A. They include a series of events that challenge the characters.

B. They provide details that explain the importance of the setting to the characters.

C. They identify the source of the conflict between the characters.

D. They describe the process by which one of the characters learns a lesson.

### Part B

Which paragraph **best** supports the answer to Part A?

A. paragraph 8

B. paragraph 11

C. paragraph 14

D. paragraph 16

22

Complete the chart to compare Johnny and Paul. Drag and drop into the chart the name of the character that matches each description. Then drag and drop **one** piece of evidence that supports each character's description into the box under Supporting Evidence. Not all the evidence will be used.

*Keyboard users: TAB to an option you'd like to select, then hit the SPACE bar.*

**Characters**

* Johnny
* Paul

**Supporting Evidence**

* “'Are they all gone?'”
* “'Pretty good, huh?'”
* “'You just stick it in the ground an' the seed does all the work.'”
* “'…so why don't you take this an' see if it's so easy to make it grow.'”
* “…gentle as he can, breathes his warm breath onto that tiny little seed.”
* “Then he looks down an' he gives a whoop.”

|  |  |  |
| --- | --- | --- |
| Descriptions | Character | Supporting Evidence |
| Proud of his strength |  |  |
| Wants to teach someone a lesson |  |  |
| Saddened by the actions of another |  |  |
| Thinks that the other person's job is easy |  |  |

23

Top of Form

You have read a passage from "The Growin' of Paul Bunyan." Think about how the story would be different if it were told from Johnny’s point of view.

Write a narrative story retelling the story from the point of view of Johnny. Be sure to use supporting details from the passage.

Bottom of Form

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