

## Session 1: Literary Analysis Task

Today you will read and think about the stories “Belka and Strelka: The Pups Who Went to Space” and “Koko.” As you read these texts, you will gather information and answer questions about the stories so you can write an essay.

Read the story “Belka and Strelka: The Pups Who Went to Space.” Then answer the questions.

*In the 1950s and 1960s, Russian scientists used dogs to test the safety of space travel. Along with some smaller animals, two stray dogs named Belka and Strelka were the first creatures to orbit Earth and return home safely. Their spacecraft, Korabl-Sputnik 2, launched on the morning of August 19, 1960, and returned the following morning. Belka and Strelka’s day in space paved the way for the first human being to orbit Earth just nine months later.*

### Belka and Strelka: The Pups Who Went to Space

by Niall Levinson

- 1 Little Pup pulled a tiny shred of meat from the bag of trash she had just sniffed out in the alley. She shivered as she chewed. The Moscow streets were cold, but Little Pup was used to this. She was used to going a long time without any food, too. Sometimes, a kind person would give her a bit of something, but more often she was on her own. And what she could find wasn’t always very filling. It wasn’t always very good-tasting, either. Today’s tiny bit of meat still had the smell of the less tasty trash it shared a bag with, but if it kept Little Pup going another day, she was happy.
- 2 Little Pup was not afraid when a man picked her up. His hands were warm and his eyes were gentle. “Hello there. You look like a squirrel,” he said softly to Little Pup. “Come with me. I will care for you, and soon you will become a famous little squirrel-dog.”
- 3 Little Pup didn’t know what the man’s words meant. She certainly didn’t know what it would mean to become famous. But she did hear one word many times as she rode next to the man in his warm car: *Belka*. Little Pup didn’t know that *Belka* was the Russian word for “squirrel,” because Little Pup spoke no language except for the sounds dogs make. But by the time they arrived at a big building, Belka was Little Pup’s new name.
- 4 Inside the building, down a long hallway, a group of other men looked glad to see the man and Belka. “I have found our newest explorer,” the man said to the others. “Come, Belka. Let’s meet your new roommate!” Belka followed him past the other men, into another room.
- 5 Belka yipped happily as another dog about her size stood up to meet her. “Belka, meet Strelka. Strelka here is as fast as a little white arrow,” the man said. But Belka and Strelka were too glad to see another friendly dog to listen to him. They rolled and licked and romped. “Rest well tonight,” the man continued. “Your training begins tomorrow.”

**GO ON ►**

- 6 The next day, Belka and Strelka awoke when the man came in again. “Good morning, explorers! Your training begins today. In a few months, you will be the first Earthlings to orbit Earth and come back home. You will be loved by all!” As usual, neither Belka nor Strelka understood the man’s words. But they could tell he was happy to see them, so they did everything he asked.
- 7 For the next few months, Belka and Strelka did all that the man and his team of space scientists wanted. The dogs stood for long periods of time in tiny boxes. They took rides in big spinning machines. They wore special suits. Some of the work was hard or boring, but the scientists were happy with them, and they were always kept warm and fed well. Although she’d never complained or felt sorry for herself, she had to admit that this was much better than her life on the Moscow streets had been.
- 8 One day, Belka and Strelka could tell that the scientists were more excited than usual. “Explorers! Today is the day! Your adventure begins in just a few hours!” Because their scientist friends were excited, Belka and Strelka were excited, too. They let the men dress them in their special suits and ate one last meal before climbing into the small box. Along with them in the box were some mice and rats, a rabbit, a few flies, and some plants. It was cramped, but Belka and Strelka sat still.
- 9 Just then, they felt a jolt. The next few minutes were a little scary. There was a loud noise, and then their box began to move. The explorers felt heavy and afraid. Soon, the heavy feeling went away. The explorers began to float in the air! This felt strange, but not exactly bad. They floated along like that for a very long time. They didn’t know it, but they went around Earth several times in that tiny box.
- 10 Finally, after a long and somewhat scary fall, the crowded box came to a stop. Belka and Strelka waited patiently, but the mice and rats weren’t quite as patient. By the time they heard someone coming to open the box, Belka and Strelka had heard just about enough squeaking.
- 11 Just then, the door opened, and light poured into the box. Belka and Strelka saw their scientist friend and climbed out to lick the man’s smiling face. “My explorers!” he said. “I am so happy to see that you are back and feeling fine. What brave little explorers you are. The world is going to be so happy to meet you!” Belka and Strelka’s tails wagged. They were very glad to be home.

1. **Part A**

Read these sentences from paragraph 8 of the story.

**Along with them in the box were some mice and rats, a rabbit, a few flies, and some plants. It was cramped, but Belka and Strelka sat still.**

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

- Ⓐ packed
- Ⓑ empty
- Ⓒ ruined
- Ⓓ large

**Part B**

Which sentence from the story uses a word that means the same as the word **cramped**?

- Ⓐ “They let the men dress them in their special suits and ate one last meal before climbing into the small box.” (paragraph 8)
- Ⓑ “They didn’t know it, but they went around Earth several times in that tiny box.” (paragraph 9)
- Ⓒ “Finally, after a long and somewhat scary fall, the crowded box came to a stop.” (paragraph 10)
- Ⓓ “Just then, the door opened, and light poured into the box.” (paragraph 11)

**GO ON ►**

## 2. Part A

Which sentence **best** tells what the setting at the beginning of the story helps show about Belka?

- Ⓐ She expects little and makes the best of what she has.
- Ⓑ She finds plenty to eat in the alleys of Moscow.
- Ⓒ She wishes she had an easier life like other dogs.
- Ⓓ She feels cold and wants to be inside a warm house.

## Part B

Choose **two** details from the story that **best** support the answer to Part A.

- Ⓐ “Sometimes, a kind person would give her a bit of something, but more often she was on her own.” (paragraph 1)
- Ⓑ “Today’s tiny bit of meat still had the smell of the less tasty trash it shared a bag with, but if it kept Little Pup going another day, she was happy.” (paragraph 1)
- Ⓒ “Little Pup didn’t know what the man’s words meant.” (paragraph 3)
- Ⓓ “Inside the building, down a long hallway, a group of other men looked glad to see the man and Belka.” (paragraph 4)
- Ⓔ “Although she’d never complained or felt sorry for herself, she had to admit that this was much better than her life on the Moscow streets had been.” (paragraph 7)
- Ⓕ “There was a loud noise, and then their box began to move.” (paragraph 9)

Read the story “Koko.” Then answer the questions.

## Koko

by Julia Meier

- 1 My name is Francine, and today I’m helping my friend Koko learn to take care of her new kitten. I watch Koko as she picks up the tiny creature, cradling the kitten in her hands and gently rocking it.
- 2 “Very good, Koko!” I make the signs for the words with my hands as I speak. Sign language is the way my friend Koko and I communicate with each other. She’s not deaf, though. She hears every word I say, but she has no voice with which to answer me. That’s because Koko is no ordinary friend. Koko is a 300-pound lowland gorilla, and I am a scientist who works with her.
- 3 As the tiny orange kitten jumps from her hands and scampers away, I watch Koko’s hands as they begin to fly. She’s making the signs to tell me she loves her new kitten. Some people wonder if Koko understands what she says to me using sign language, but I believe Koko really does understand. I know for certain that over the years I’ve worked with Koko I’ve come to love her, and I believe she loves me, too.
- 4 Koko is my friend, but she’s also a very well-known public figure. Together we’re doing ground-breaking work, proving that beings of different species can communicate with each other. Koko knows she has fans all over the world, but I’m not sure if she knows what a difference she’s making for animals everywhere. One thing is certain, though: Koko is very special to those who know her.

**GO ON ►**

3. **Part A**

Read this sentence from the story.

**Sign language is the way my friend Koko and I communicate with each other.**

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

- Ⓐ to work hard
- Ⓑ to play a game
- Ⓒ to feel love
- Ⓓ to give information

**Part B**

Which phrase from the story gives a clue to the meaning of the word **communicate**?

- Ⓐ “. . . to take care of her new kitten.” (paragraph 1)
- Ⓑ “. . . understands what she says . . .” (paragraph 3)
- Ⓒ “. . . I believe she loves me . . .” (paragraph 3)
- Ⓓ “. . . well-known public figure.” (paragraph 4)

4. **Part A**

What is one lesson the story teaches?

- Ⓐ Animals are no different from people.
- Ⓑ Helping others is the main goal of science.
- Ⓒ Friends come in many forms.
- Ⓓ Being patient brings many rewards.

**Part B**

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

- Ⓐ “She hears every word I say, but she has no voice with which to answer me.” (paragraph 2)
- Ⓑ “That’s because Koko is no ordinary friend.” (paragraph 2)
- Ⓒ “As the tiny orange kitten jumps from her hands and scampers away, I watch Koko’s hands as they begin to fly.” (paragraph 3)
- Ⓓ “Together we’re doing groundbreaking work, proving that beings of different species can communicate with each other.” (paragraph 4)
- Ⓔ “Koko knows she has fans all over the world, but I’m not sure if she knows what a difference she’s making for animals everywhere.” (paragraph 4)

**GO ON ►**

5. **Part A**

Choose one word that describes Koko based on evidence from the story. There is more than one correct choice listed below.

- Ⓐ angry
- Ⓑ funny
- Ⓒ smart
- Ⓓ unhealthy
- Ⓔ caring
- Ⓕ sad

**Part B**

Find a sentence in the story with details that support your response to Part A. Write that sentence on the lines below.

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Find another sentence in the story with details that support your response to Part A. Write that sentence on the lines below.

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6. You have just read two stories about scientists who form bonds with the animals they work with.

Write an essay describing the character of the scientist who finds Belka in “Belka and Strelka: The Pups Who Went to Space” and the character of Francine in “Koko.” For each character described, explain how the thoughts, words, and/or actions of the character help you understand what the character is like. Include specific details from each story to support your essay.

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**GO ON ►**

A large rectangular frame containing 25 horizontal lines, providing a space for writing or drawing.

Read the passage from the play “Chapter 7: A Mad Tea Party.” Then answer the questions.

## from Chapter 7: A Mad Tea Party

adapted from “Mad Tea Party” from *Alice’s Adventures in Wonderland*, by Lewis Carroll, published by William Heinemann, 1907.

### CAST OF CHARACTERS

Alice

the March Hare

the Hatter

a Dormouse

- 1 *There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. The table was a large one, but the three were all crowded together at one corner of it. When the March Hare and Mad Hatter saw Alice approaching, they cried out . . .*
- 2 MARCH HARE and HATTER: No room! No room!
- 3 ALICE: What? There is plenty of room!
- 4 *Alice sits at the end of the table. The Hatter stares at her.*
- 5 MARCH HARE: Have some juice.
- 6 ALICE: *(looks around)* But I don’t see any juice.
- 7 MARCH HARE: There isn’t any.
- 8 ALICE: Then it wasn’t very civil of you to offer it.
- 9 MARCH HARE: It wasn’t very civil of you to sit down without being invited.
- 10 ALICE: I didn’t know it was *your* table. It’s laid for a great many more than three.
- 11 HATTER: Your hair wants cutting.
- 12 ALICE: You should learn not to make personal remarks. It’s very rude.
- 13 HATTER: *(widens his eyes)* Why is a raven like a writing desk?
- 14 ALICE: *(thinks)* I believe I can guess that.
- 15 MARCH HARE: Do you mean you think you can find the answer to it?
- 16 ALICE: Exactly so.
- 17 MARCH HARE: Then you should say what you mean.
- 18 ALICE: I do. At least I mean what I say. That’s the same thing, you know.
- 19 HATTER: Not the same thing a bit! You might just as well say that “I see what I eat” is the same thing as “I eat what I see”!

**GO ON ►**

- 20 MARCH HARE: You might as well say that “I like what I get” is the same thing as “I get what I like”!
- 21 DORMOUSE: (*sleepily*) You might just as well say, that “I breathe in my sleep” is the same thing as “I sleep when I breathe.”
- 22 HATTER: It is the same thing with you.
- 23 The conversation stops. Alice thinks.
- 24 HATTER: Have you guessed the riddle yet, Alice?
- 25 ALICE: No. I give up. What is the answer?
- 26 HATTER: I haven’t the slightest idea.
- 27 MARCH HARE: Nor I.
- 28 ALICE: I think you might do something better with your time, than waste it asking riddles which have no answer.
- 29 *Everyone is silent for a moment.*
- 30 MARCH HARE: Take some more tea.
- 31 ALICE: I’ve had nothing yet, so I can’t take more.
- 32 HATTER: You mean you can’t take less! It’s very easy to take more of nothing.
- 33 ALICE: Nobody asked *your* opinion.
- 34 HATTER: Who’s making personal remarks now?
- 35 *Alice finally got up in disgust and walked off. The Dormouse fell asleep instantly, and neither of the others took the least notice of her going. She looked back once, hoping they would call her back, and when she turned back they were trying to put the Dormouse into the teapot.*
- 36 ALICE: At any rate, I’ll never go *there* again! It’s the stupidest tea-party I ever was at in my life!

7. **Part A**

Why does Alice sit down with the others who are having tea?

- Ⓐ The March Hare asks her to have some juice.
- Ⓑ The Mad Hatter asks her to solve a riddle.
- Ⓒ The table seems to be filled with good food.
- Ⓓ The table seems to be set for lots of people.

**Part B**

Which line from the play **best** supports the answer to Part A?

- Ⓐ “Have some juice.” (line 5)
- Ⓑ “I didn’t know it was your table. It’s laid for a great many more than three.” (line 10)
- Ⓒ “Why is a raven like a writing desk?” (line 13)
- Ⓓ “I’ve had nothing yet, so I can’t take more.” (line 31)

8. **Part A**

What does the word **civil** mean as it is used in the play?

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

**Part B**

Which of the lines from the play helps the reader understand the meaning of **civil**?

- Ⓐ “What? There is plenty of room!” (line 3)
- Ⓑ “You should learn not to make personal remarks. It’s very rude.” (line 12)
- Ⓒ “Do you mean you think you can find the answer to it?” (line 15)
- Ⓓ “Nobody asked your opinion.” (line 33)

9. Read the two sections of the play on the left. Then, draw lines to match each section with one element of drama on the right. Two elements on the right do not have matches.

ALICE: I didn't know it was *your* table. It's laid for a great many more than three.

HATTER: (*widens his eyes*)

cast of characters

dialogue

setting

stage directions

10. **Part A**

What is one lesson the author of "A Mad Tea Party" might be trying to teach?

- Ⓐ Too much nonsense can be upsetting.
- Ⓑ It's not polite to say what you mean.
- Ⓒ Good friends make a party more enjoyable.
- Ⓓ It's best to help others when they're in need.

**Part B**

Which sentence from the play **best** demonstrates the lesson the author is trying to teach?

- Ⓐ "I believe I can guess that." (line 14)
- Ⓑ "Do you mean you think you can find the answer to it?" (line 15)
- Ⓒ "At least I mean what I say." (line 18)
- Ⓓ "I think you might do something better with your time, than waste it asking riddles which have no answer." (line 28)
- Ⓔ "She looked back once, hoping they would call her back, and when she turned back they were trying to put the Dormouse into the teapot." (line 35)



## Session 2: Research Simulation Task

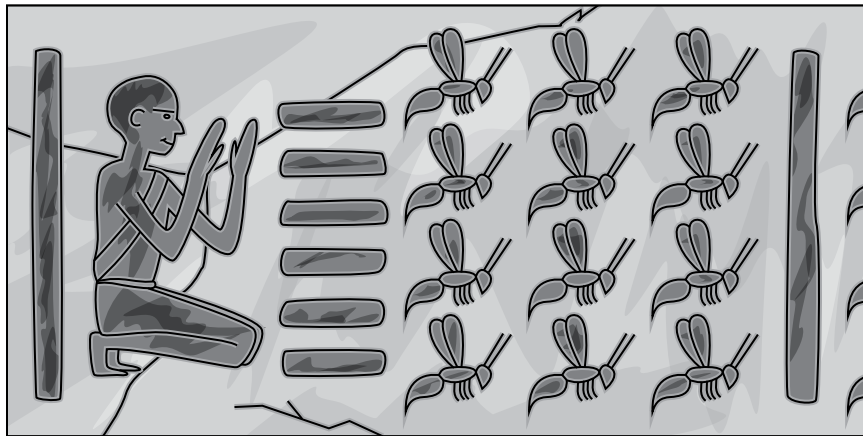
Today you will research bees and honey. You will read “Honey: Nature’s Germ-Killer,” “The Joy of Beekeeping,” and “How Bees Make Honey.” As you review these sources, you will gather information, study illustrations, and answer questions about bees and honey so you can write an essay.

Read the article “Honey: Nature’s Germ-Killer.” Then answer the questions.

### Honey: Nature’s Germ-Killer

by Jessalyn Warren

- 1 You know that honey can make your cereal sweeter. You also know it tastes great on pancakes. But did you know it can even be used to heal you? Early scientists noticed that honey doesn’t spoil like other foods. More recent studies have shown that germs just don’t grow in honey. They also show that honey can kill many kinds of germs. These healing properties have been known since the earliest parts of history. Later, when antibiotics were invented, honey went out of style as a medicine. But today, doctors are taking a closer look at honey’s healing powers.
- 2 Many early people used honey, not just as food, but as medicine. From the sacred books of China to the myths of the ancient Greeks, every ancient religion sang the praises of honey’s healing power. The ancient Egyptians were one of the first cultures to use honey for healing. Egyptian writings from nearly 4,000 years ago tell of honey used as a salve to heal wounds. When historians opened the tomb of King Tut in the early 20th century, they found jars of honey inside. The honey in the jars was over 3,000 years old, but it was still in liquid form. It even had a hint of the scent of fresh honey.



- 3 As history unfolded, people continued to find ways to use honey to heal. The ancient Greeks also thought of honey as both a perfect food and a medicine. One Greek myth tells of Zeus being fed honey as a child to keep him strong. The Greek philosopher Aristotle believed that honey made people live longer. Dioscorides, a Greek doctor and surgeon, wrote that the sweet liquid could heal stomach diseases, improve vision, and even get rid of coughs. Later, in the ninth and tenth centuries, Muslim doctors wrote of even more uses for honey. A doctor named Al Razi advised people to use honey water for sore gums. Ibn Sina, another Muslim doctor, wrote about using honey to treat lung disease.

**GO ON ►**

- 4 Honey continued to be a favorite healing tool well into the 20th century. Russian soldiers during World War I used honey to keep wounds from getting infected. Scientists became interested in discovering why honey worked against germs. Researchers discovered that honey contained hydrogen peroxide. Hydrogen peroxide is a water-like liquid that has been used to clean wounds for centuries. This was only the beginning of the story of how honey works against germs.
- 5 But the rest of the story would have to wait to be told. In the second half of the 20th century, human-made medicines took the wheel. Honey was pushed to the back seat of medicine. As time went on, antibiotics became the favored treatments for illnesses and infections caused by germs. They could be packaged in pills, liquids, and ointments for easy dosing. They could cure many illnesses that could not be cured before. Natural medicines like honey now seemed too old-fashioned.
- 6 Over time, though, doctors realized they had a new problem. Antibiotics just didn't work as well as they once had. After much study, scientists discovered why. Some germs had become immune to antibiotics. Even if an antibiotic killed most of the germs that were infecting a person, the germs that were immune could cause the infection to return. New antibiotics worked for a time. But the same problem always seemed to happen.
- 7 In fact, the problem is still happening today. So scientists are studying honey again. One reason scientists found that germs don't grow in honey is that it actually contains very little water. What water it does have is bound up with sugar. Germs do love sugar and feast on most sugary foods. But like people and other animals, germs need water to live. They can't access the water in honey.
- 8 Scientists already knew that honey contains hydrogen peroxide. But some kinds of honey called manuka honeys work another way. These honeys contain something called "manuka factor." It is even more powerful against germs than hydrogen peroxide. Scientists are now using both hydrogen peroxide and manuka honeys when antibiotics don't work. They are even studying the effects manuka honey might have on treating certain kinds of cancer. In this way, scientists are revisiting one of the world's most ancient medicines.



11. **Part A**

What is the meaning of the word **ancient** as it is used in the article?

- Ⓐ from long ago
- Ⓑ tiny
- Ⓒ important
- Ⓓ from distant parts of the world

**Part B**

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

- Ⓐ “But today, doctors are taking a closer look at honey’s healing powers.” (paragraph 1)
- Ⓑ “Many early people used honey, not just as food, but as medicine.” (paragraph 2)
- Ⓒ “Over time, though, doctors realized they had a new problem.” (paragraph 6)
- Ⓓ “But some kinds of honey called manuka honeys work another way.” (paragraph 8)

12. **Part A**

Which sentence **best** states one of the article’s main ideas?

- Ⓐ Honey actually has very little water in it.
- Ⓑ Honey contains hydrogen peroxide.
- Ⓒ Honey was first used as medicine by the Egyptians.
- Ⓓ Honey has important medical benefits.

**Part B**

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

- Ⓐ “You know that honey can make your cereal sweeter.” (paragraph 1)
- Ⓑ “When historians opened the tomb of King Tut in the early 20th century, they found jars of honey inside.” (paragraph 2)
- Ⓒ “Honey continued to be a favorite healing tool well into the 20th century.” (paragraph 4)
- Ⓓ “Antibiotics just didn’t work as well as they once had.” (paragraph 6)
- Ⓔ “Even if an antibiotic killed most of the germs that were infecting a person, the germs that were immune could cause the infection to return.” (paragraph 6)
- Ⓕ “They are even studying the effects manuka honey might have on treating certain kinds of cancer.” (paragraph 8)

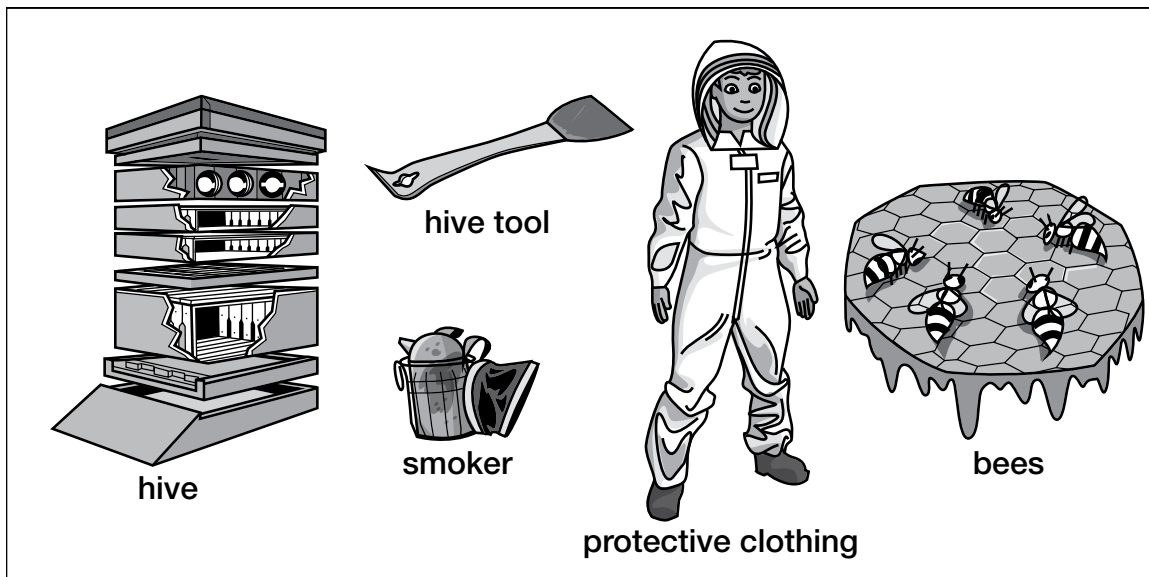
**GO ON ►**

Read the article “The Joy of Beekeeping.” Then answer the questions.

## The Joy of Beekeeping

by Jacob Neighbors

- 1 Have you ever wanted to make your own delicious honey? Well, you’re not a bee, so you can’t actually make honey yourself. But there is another way you can have fresh honey almost any time you want it: become a beekeeper! By being a beekeeper, you not only get to have access to a wonderful food. You also get to see an amazing process in action.
- 2 The first thing a wanna-be beekeeper should do is head to the doctor. This may seem like a strange first step, but it’s important to be sure you’re not allergic to bee stings before you work with these creatures. Honeybees are usually gentle, but they can sting when they feel threatened.
- 3 Once you’ve gotten the all-clear from your doctor, here’s a list of the equipment you will need to start on your beekeeping journey:



- a hive (a large box that contains chambers for the bees to live in as well as frames that they will fill with honeycomb and later honey)
  - a smoker (for calming the bees before you work with them)
  - protective clothing (including a veil for your face)
  - a hive tool (one end has a hook to lift frames from the hive, and the other end is a blade to cut the caps off the honeycomb so you can pour out the honey)
  - and last, but certainly not least, the bees!
- 4 It’s easier and safer to buy bees to populate your hive, instead of catching them in the wild. That’s because when you buy bees, the package will come with a queen (she’s kind of like the boss of a hive) and some workers. You will put the queen and the workers together in your hive to start making honey. With a queen in place, it won’t take long for a new hive of bees to start making honey. Harvesting honey is sometimes called “robbing” the bees. But don’t feel too bad. They can make more.

13. **Part A**

What is the meaning of the word **veil** as it is used in the list of equipment needed for beekeeping?

- (A) a process
- (B) a medicine
- (C) a covering
- (D) a collection

**Part B**

Which detail from the article **best** explains why a veil is needed?

- (A) “Well, you’re not a bee, so you can’t actually make honey yourself.” (paragraph 1)
- (B) “Honeybees are usually gentle, but they can sting when they feel threatened.” (paragraph 2)
- (C) “That’s because when you buy bees, the package will come with a queen (she’s kind of like the boss of a hive) and some workers.” (paragraph 4)
- (D) “Harvesting honey is sometimes called ‘robbing’ the bees.” (paragraph 4)

14. **Part A**

Which of the following **best** describes the structure the author chose for the article?

- (A) a news article about an event
- (B) an explanation of a natural process
- (C) an essay about why something is important
- (D) a set of instructions for doing something

**Part B**

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

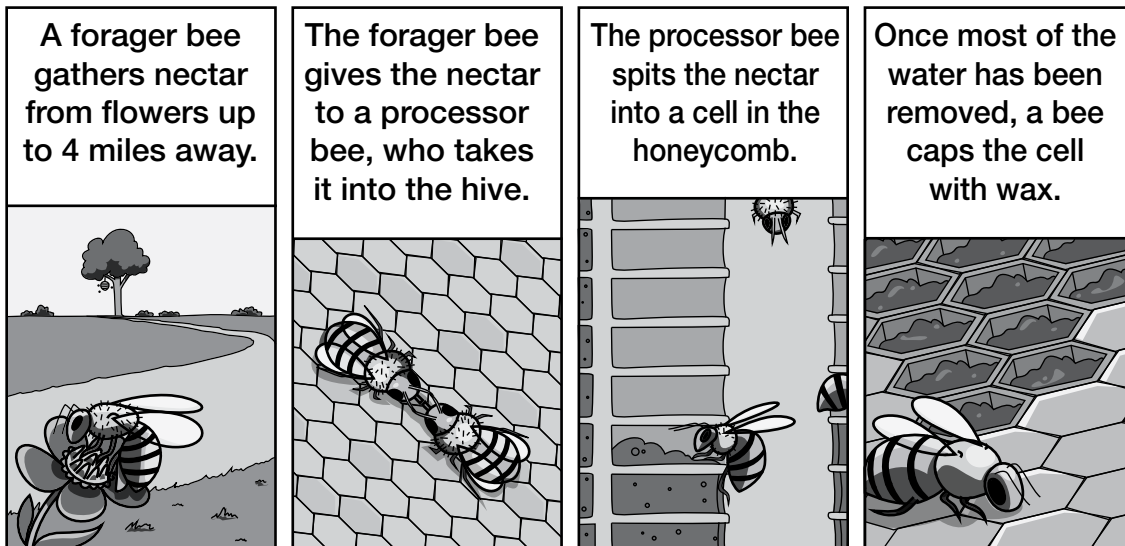
- (A) “Have you ever wanted to make your own delicious honey?” (paragraph 1)
- (B) “Once you’ve gotten the all-clear from your doctor, here’s a list of the equipment you will need to start on your beekeeping journey.” (paragraph 3)
- (C) “With a queen in place, it won’t take long for a new hive of bees to start making honey.” (paragraph 4)
- (D) “Harvesting honey is sometimes called ‘robbing’ the bees.” (paragraph 4)

Read the article “How Bees Make Honey.” Then answer the questions.

## How Bees Make Honey

by Gerald Klaas

- 1 During the warm months, bees eat nectar and pollen that they gather from flowers. But during the cold months, there is little nectar or pollen to be found. Even if there were, it’s too cold for bees to leave their hives anyway. This is why bees must make honey. Honey-making takes lots of time and energy. Luckily, bees have a lot of both.
- 2 Most of the bees in a hive are worker bees. But the worker bees do many different jobs. Some bees, called forager bees, fly outside the hive to collect nectar from flowers. The forager bees bring the nectar back to the entrance of the hive. They give the nectar to another kind of worker bee called a processor bee, and then go back out to find more nectar. The processor bee takes the nectar into the hive and spits it into a wax cell in the honeycomb. The bees must repeat these steps many times to fill even one wax cell.
- 3 At this point, the nectar is still made mostly of water. To ripen the nectar into honey, other worker bees fan it with their wings to dry it out. Once most of the water has evaporated, another worker bee puts a cap on the cell to keep water from getting in. Honey has to have very little water so no germs can grow in it. If germs could grow in honey, bees would get sick when they ate it.



15. **Part A**

What does the word **evaporated** mean as it is used in paragraph 3 of the article?

- (A) took water out of something
- (B) added water to something
- (C) grew germs in something
- (D) got sick from eating something

**Part B**

Which **two** phrases from paragraph 3 **best** explain what the word **evaporated** means?

- (A) “. . . made mostly of water.”
- (B) “. . . to dry it out.”
- (C) “. . . to keep water from getting in.”
- (D) “. . . very little water . . .”
- (E) “If germs could grow . . .”
- (F) “. . . bees would get sick . . .”

16. **Part A**

Where do forager bees find nectar?

- (A) directly above the hive
- (B) at the entrance to the hive
- (C) up to four miles away from the hive
- (D) up to forty miles away from the hive

**Part B**

Which part of the article contains this information?

- (A) paragraph 1
- (B) paragraph 2
- (C) paragraph 3
- (D) the illustration

## 17. Part A

How is the information presented in “The Joy of Beekeeping” and “How Bees Make Honey” different?

- Ⓐ Only the author of “How Bees Make Honey” explains facts about honey to the reader.
- Ⓑ Only the author of “The Joy of Beekeeping” tells the reader how it feels to be stung by a bee.
- Ⓒ Only the author of “How Bees Make Honey” teaches the reader why honey is important.
- Ⓓ Only the author of “The Joy of Beekeeping” speaks directly to the reader.

## Part B

Choose **one** sentence from **either** article that **best** supports the answer to Part A.

- Ⓐ “Well, you’re not a bee, so you can’t actually make honey yourself.” (“The Joy of Beekeeping,” paragraph 1)
- Ⓑ “Honeybees are usually gentle, but they can sting when they feel threatened.” (“The Joy of Beekeeping,” paragraph 2)
- Ⓒ “With a queen in place, it won’t take long for a new hive of bees to start making honey.” (“The Joy of Beekeeping,” paragraph 4)
- Ⓓ “Honey-making takes lots of time and energy.” (“How Bees Make Honey,” paragraph 1)
- Ⓔ “The processor bee takes the nectar into the hive and spits it into a wax cell in the honeycomb.” (“How Bees Make Honey,” paragraph 2)
- Ⓕ “If germs could grow in honey, bees would get sick when they ate it.” (“How Bees Make Honey,” paragraph 3)

18. You have read the articles “Honey: Nature’s Germ Killer,” “The Joy of Beekeeping,” and “How Bees Make Honey.” Think about the illustrations with the articles and how they help the reader learn more about bees and honey.

Write an essay explaining what can be learned from the illustrations about honey and how and why bees make it, as described in the articles. Include details from all three sources in your explanation.

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**GO ON ►**

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## Session 3: Reading Literature and Informational Texts

Read the speech by President Obama. Then answer the questions.

### President Obama Speaks to Students

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

- 1 Now I’ve given a lot of speeches about education. And I’ve talked a lot about responsibility.
- 2 I’ve talked about your teachers’ responsibility for inspiring you, and pushing you to learn.
- 3 I’ve talked about your parents’ responsibility for making sure you stay on track, and get your homework done, and don’t spend every waking hour in front of the TV or with that Xbox. . . .
- 4 But at the end of the day, we can have the most dedicated teachers, the most supportive parents, and the best schools in the world—and none of it will matter unless all of you fulfill your responsibilities. Unless you show up to those schools; pay attention to those teachers; listen to your parents, grandparents and other adults; and put in the hard work it takes to succeed. . . .
- 5 We need every single one of you to develop your talents, skills and intellect so you can help solve our most difficult problems. If you don’t do that—if you quit on school—you’re not just quitting on yourself, you’re quitting on your country.
- 6 Now I know it’s not always easy to do well in school. I know a lot of you have challenges in your lives right now that can make it hard to focus on your schoolwork. . . .
- 7 I wasn’t always as focused as I should have been. I did some things I’m not proud of, and got in more trouble than I should have. And my life could have easily taken a turn for the worse.
- 8 But I was fortunate. I got a lot of second chances and had the opportunity to go to college, and law school, and follow my dreams. My wife, our First Lady Michelle Obama, has a similar story. Neither of her parents had gone to college, and they didn’t have much. But they worked hard, and she worked hard, so that she could go to the best schools in this country. . . .
- 9 [A]t the end of the day, the circumstances of your life—what you look like, where you come from, how much money you have, what you’ve got going on at home—that’s no excuse for neglecting your homework or having a bad attitude. That’s no excuse for talking back to your teacher, or cutting class, or dropping out of school. That’s no excuse for not trying.
- 10 Where you are right now doesn’t have to determine where you’ll end up. No one’s written your destiny for you. Here in America, you write your own destiny. You make your own future. . . .
- 11 I expect great things from each of you. So don’t let us down—don’t let your family or your country or yourself down. Make us all proud. I know you can do it.

**GO ON ►**

19. **Part A**

What means the **opposite** of the word **neglecting** as it is used in paragraph 9?

- Ⓐ doing
- Ⓑ ignoring
- Ⓒ forgetting
- Ⓓ leaving

**Part B**

Which detail from paragraph 9 **best** helps the reader understand the meaning of **neglecting**?

- Ⓐ “. . . at the end of the day . . . ”
- Ⓑ “. . . where you come from . . . ”
- Ⓒ “. . . that’s no excuse for . . . ”
- Ⓓ “. . . talking back to your teacher . . . ”

20. Read the excerpted sentences from the text on the left. Then, match each excerpt to **one** type of text structure. Two of the four types of text structures do not have matches.

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

“I got a lot of second chances and had the opportunity to go to college, and law school, and follow my dreams. My wife, our First Lady Michelle Obama, has a similar story.”

chronology

comparison

cause and effect

problem and solution

21. **Part A**

Which of these is the main idea of the speech?

- Ⓐ Teachers, parents, and students are equally responsible for whether students succeed or fail.
- Ⓑ Quitting school early hurts a student more than it hurts the United States.
- Ⓒ It is sad but understandable when some students ignore their homework or have a bad attitude.
- Ⓓ Students must work hard in order to help the country.

**Part B**

Select **two** pieces of evidence that support the answer to Part A.

- Ⓐ “I’ve talked about your teachers’ responsibility for inspiring you, and pushing you to learn.” (paragraph 2)
- Ⓑ “I’ve talked about your parents’ responsibility for making sure you stay on track, and get your homework done . . .” (paragraph 3)
- Ⓒ “If you don’t do that—if you quit on school—you’re not just quitting on yourself, you’re quitting on your country.” (paragraph 5)
- Ⓓ “[A]t the end of the day, the circumstances of your life [are] no excuse for neglecting your homework or having a bad attitude.” (paragraph 9)
- Ⓔ “That’s no excuse for talking back to your teacher, or cutting class, or dropping out of school.” (paragraph 9)
- Ⓕ “So don’t let us down—don’t let your family or your country or yourself down.” (paragraph 11)

22. **Part A**

Which point is the **most** completely developed in the speech?

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

**Part B**

Which paragraphs from the speech **most** completely develop the point described in Part A?

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

23. Below are three ideas from President Obama's speech.

<b>Ideas</b>	Students are responsible for their own success in school.
	President Obama believes he could have been a better student.
	The president is hopeful that each student will succeed.

**Part A**

Circle **one** of the **three** ideas from President Obama's speech.

**Part B**

Find a sentence in the speech with details that support your response to Part A. Write that sentence on the lines below.

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Find a second sentence in the speech with details that support your response to Part A. Write that sentence on the lines below.

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**GO ON ►**

Read the poem “A Bird Came Down the Walk.” Then answer the questions.

## A Bird Came Down the Walk

“A Bird Came Down the Walk” from *Poems of Emily Dickinson*  
by Emily Dickinson, published by Roberts Brothers, 1892.

A Bird came down the walk—  
He did not know I saw;  
He bit an angleworm in halves  
And ate the fellow, raw.

5 And then he drank a dew  
From a convenient grass,  
And then hopped sidewise to the wall  
To let a beetle pass.

He glanced with rapid eyes  
10 That hurried all abroad—  
They looked like frightened beads, I thought—  
He stirred his velvet head—

Like one in danger; cautious,  
I offered him a crumb,  
15 And he unrolled his feathers  
And rowed him softer home  
Than oars divide the ocean,  
Too silver for a seam,  
Or butterflies, off banks of noon,  
20 Leap, plashless, as they swim.

24. Read the sentences below. Select lines from the poem that **best** support each inference. Write the lines next to the statement they **best** support.

At the start of the poem, the speaker thinks the bird is calm.	
In the middle of the poem, the speaker thinks the bird is nervous.	

25. **Part A**

Which of the following **best** describes the setting of this poem?

- (A) a busy street
- (B) a thick forest
- (C) a quiet garden
- (D) a silver ocean

**Part B**

Select **two** pieces of evidence that **best** support the answer to Part A.

- (A) “A Bird came down the walk—” (line 1)
- (B) “He bit an angleworm in halves” (line 3)
- (C) “And then hopped sidewise to the wall” (line 7)
- (D) “And rowed him softer home” (line 16)
- (E) “Than oars divide the ocean” (line 17)
- (F) “Leap, splashless, as they swim” (line 20)

26. Read the sentences from the text on the left. Then match the bold word in each sentence to its closest definition on the right. Two definitions will not have matches.

“He **glanced** with rapid eyes  
That hurried all abroad—”

acting carefully

looking quickly

feeling frightened

“Like one in danger; **cautious**,  
I offered him a crumb,”

flashing brightly

**GO ON ►**

27. **Part A**

Which of the following happened after the bird “unrolled his feathers” (line 15)?

- Ⓐ He flew away.
- Ⓑ He ate a butterfly.
- Ⓒ He became cautious.
- Ⓓ He swam in the ocean.

**Part B**

Which of the speaker’s actions caused the event?

- Ⓐ She became nervous.
- Ⓑ She offered food to the bird.
- Ⓒ She showed beads to the bird.
- Ⓓ She moved a little too quickly.

28. **Part A**

Which of the following **best** describes a possible message, or theme, the author wants to share with the reader?

- Ⓐ Making friends with wild animals is worth the effort.
- Ⓑ Birds would much rather eat bugs and worms than bread.
- Ⓒ Humans can enjoy nature but should not upset its creatures.
- Ⓓ People would be happier if they could fly like birds and butterflies.

**Part B**

Which line from the poem **best** supports the answer to Part A?

- Ⓐ “He bit an angleworm in halves” (line 3)
- Ⓑ “Like one in danger; cautious” (line 13)
- Ⓒ “And rowed him softer home” (line 16)
- Ⓓ “Or butterflies, off banks of noon” (line 19)
- Ⓔ “Leap, splashless, as they swim” (line 20)

