

Spring 2025

GRADE 4

**ENGLISH LANGUAGE ARTS/
LITERACY**

PTL041_DIR

Today you will read the excerpt from *Game Face: Balancing Act* and the story “Sugar-on-Snow.” As you read these passages, you will answer questions and write a response.

PTL041a

from Game Face: Balancing Act

by Brigitte Henry Cooper

- 1 “Put this on,” [Halmeoni] said. . . . “Then come to my room in five minutes.”
- 2 With that, she shuffled her slippers across the hardwood floor and left. I rubbed the sleep from my eyes, took a few deep breaths, and pulled myself out of bed. I looked at the soft, pink fabric. It was a *hanbok*, a traditional Korean dress.
- 3 “Great,” I muttered, touching the delicate silk. “Tea and dress up. Two of my favorite things.”
- 4 As I walked down the narrow hallway toward Halmeoni’s room, I could hear my parents opening up the shop below. The bitter smell of coffee wafted up from the kitchen, jarring my sleep senses.
- 5 I knocked softly on Halmeoni’s door and entered quietly. The soft strums of the *gayageum*, a Korean guitar, played from the stereo on her bedside table.
- 6 “You look beautiful,” said Halmeoni from her spot in the center of the floor. Her small frame rested on folded knees.
- 7 She was wearing a sky blue *hanbok* that tied across the chest in a bright raspberry bow. Unlike mine, which was all one color, her dress had a petal pink skirt and crisp, white cuffs at the neck and wrists. Her silky black hair was pulled into a low bun, showing off her long, elegant neck and deep, dark eyes.
- 8 “So do you,” I said, awed for a moment by my grandmother’s beauty. “I’ve never seen you wear that *hanbok* before. Is it new?”
- 9 Halmeoni smiled and gestured for me to sit next to her.
- 10 “It belonged to my grandmother,” she said. “And one day it will belong to you. I have been saving it for a special occasion. I have waited a long time to teach you about our culture’s most respected tradition. That day is finally here. Why not dress accordingly?”
- 11 I blushed, feeling guilty for my bad attitude, and took a seat. Halmeoni removed a red linen napkin from the wooden tray in front of her.

- 12 On the tray sat a ceramic tea set made of deep green jade. The set included a lidded teapot, two round containers, a wooden spoon, and a large bowl. Three small cups sat in a row on the right side of the tray. A black, cast-iron tea kettle rested on a hot plate. Steam swirled from its spout.
- 13 “As you already know, the Korean word for this tea ceremony is *darye*, which translates roughly to ‘tea etiquette,’ ” Halmeoni explained. “The beauty of *darye* is its simplicity. It is a deliberate and elegant process that allows one to stop, relax, and enjoy.”
- 14 I nodded. My eager muscles already started to twitch beneath me.
- 15 “First, we must pay attention to how we sit during *darye*,” Halmeoni said softly. “Even though we are on the floor, we cannot be lazy. Keep your back straight, your shoulders strong, and chin up.”
- 16 She gently nudged me in the ribs, forcing me to sit a bit taller.
- 17 “Good,” she said. “Now let’s begin.”
- 18 Halmeoni reached for the bamboo handle of the tea kettle. Then she poured a stream of hot liquid into the large, ceramic bowl. After a few minutes, she removed the lid from the teapot and transferred the liquid from the bowl into the pot.
- 19 “Wait,” I said, already confused. “Why don’t you just pour the water from the kettle directly into the teapot?”
- 20 “Patience, my dear,” she answered. “Green tea is best served at eighty degrees [Celsius]. The water from the kettle is still boiling hot. Pouring it into the bowl first allows it to cool.”
- 21 I nodded, not convinced that the extra step was needed.
- 22 Next, Halmeoni poured another batch of water from the kettle into the ceramic bowl and set it off to the side. Then, she lifted the teapot and filled the three cups with the clear, cooled liquid.
- 23 “Wait,” I said. “You forgot to add tea leaves.”
- 24 Halmeoni continued to pour, her arms flowing gracefully over the cups. She moved carefully, making sure not to splash.
- 25 “We will not actually be drinking this,” she explained. “This liquid prewarms the cups so that they are at the ideal temperature when the tea is ready. The farthest cup is for our most respected guest. The host’s is closest to him or her.

Start with your guests, and work backward, so that their cups will be warm for the longest amount of time.”

From *GAME FACE: BALANCING ACT* by Brigitte Henry Cooper, ABDO Publishing, 2018. Used by permission.

PTL041a01_P_3:4

1. This question has two parts.

Part A

In the excerpt from *Game Face: Balancing Act*, Halmeoni's words and actions show that the host of a tea ceremony —

- A. admires her guests because she wears nice clothing for them
- B. values her guests because she answers many questions for them
- C. honors her guests because she saves the best cup of tea for them
- D. wants to impress her guests because she sits up straight for them

Part B

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

- A. " 'Why not dress accordingly?' " (paragraph 10)
- B. " 'Keep your back straight, your shoulders strong, and chin up.' " (paragraph 15)
- C. " 'Pouring it into the bowl first allows it to cool.' " (paragraph 20)
- D. " 'work backward, so that their cups will be warm for the longest amount of time' " (paragraph 25)

PTL041a02_4:2

2. This question has two parts.

Part A

Read this sentence from paragraph 10 of the excerpt from *Game Face: Balancing Act*.

"I have waited a long time to teach you about our culture's most respected tradition."

Which definition **best** matches the meaning of the word tradition as it is used in this sentence?

- A. A shared experience
- B. A special drink with family
- C. An article of lovely clothing
- D. A practice that is passed down

Part B

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

- A. "gestured for me to sit next to her" (paragraph 9)
- B. "one day it will belong to you" (paragraph 10)
- C. "saving it for a special occasion" (paragraph 10)
- D. "removed a red linen napkin" (paragraph 11)

Sugar-on-Snow

by Thea Schwartz

- 1 “When the wind is in the east, then the sap will run the least,” Mama whispers in Chester’s ear. “When the wind is from the west, then the sap will run the best.”
- 2 Chester opens his eyes. “Is today the day? Is the wind from the west?” he asks.
- 3 “Yes,” Mama answers. “Grandpa telephoned from the farm. It’s been clear and cold at night and sunny during the day. The sap is flowing, and he’s waiting for us.”
- 4 Chester jumps out of bed. He puts on his long underwear, wool socks, jeans, and sweater. He gobbles down his scrambled eggs and gulps his orange juice, then pulls on his snow boots and snow jacket.
- 5 “Don’t forget the pickles, Mama,” Chester calls as he climbs into the truck.
- 6 Mama and Chester drive out of town along the river’s edge and up out of the valley toward the mountains. The pavement turns to dirt. Patches of snow cover the road ahead of them.
- 7 They drive by a barn with a caved-in roof. Chester recognizes the collapsed barn and knows they are almost at Grandpa’s farm. Grandpa will be waiting with the draft horses, ready to bring down buckets of sap from the maple trees on the hillside.
- 8 Sure enough, Grandpa waits in the driveway. Chester climbs out and runs to him.
- 9 “Where are the horses?” he asks as Grandpa wraps his arms around him and hugs him.
- 10 “I thought you were going to ask that,” Grandpa says. “The horses won’t be helping this year—”
- 11 Chester interrupts, “Grandpa, I love the horses.”
- 12 Grandpa replies, “I know, Chester. And you can visit them in the barn when we’re done with the day’s work.” . . .
- 13 Grandpa leads Mama and Chester to the sugarhouse. When he smells the sweet steam of the boiling sap, Chester forgets about the horses. Grandpa lifts him up to peer into the pan. The sap bubbles and foams as it thickens. Soon

the watery sap will boil down to the thick, golden syrup Chester loves to have on pancakes.

- 14 Grandpa feeds wood to the fire under the pan of boiling syrup. Mama and Chester carry wood from the woodshed into the sugarhouse for the fire. They make many trips from the woodshed to the sugarhouse and back again. Soon Chester's arms are tired. His hair is sticky from the sap steam.
- 15 When enough syrup is ready, Grandpa fills a small pot. "You get the snow, Chester, and meet Mama and me in the kitchen," he says and hands Chester a bowl.
- 16 Chester walks outside to a patch of clean snow. He scoops up the snow, packs it in the bowl, and brings it into Grandpa's farmhouse.
- 17 In the kitchen, Grandpa is at the stove boiling the syrup. He sticks the candy thermometer into the pot. "Just the right temperature! It's maple sugar now," he says and removes the pot from the heat.
- 18 Mama opens the jar of pickles she has brought. Grandpa pours a little of the cooled maple sugar onto the snow in the bowl. He gives Chester and Mama each a fork.
- 19 Chester twists his fork into the sugar-on-snow and puts it in his mouth. Then he takes a bite of a pickle and says, "Mm! Sweet and sour, sour and sweet." With a big grin, he adds, "A maple treat I love to eat!"

"Sugar-on-Snow" by Thea Schwartz, Ladybug Magazine, February 2020. Cricket Media, Inc. Used by permission.

PTL041b03_1:4,5

3. This question has two parts.

Part A

Which theme is developed in the story “Sugar-on-Snow”?

- A. Working together toward a goal is satisfying.
- B. Older generations have much to teach others.
- C. Trying something new can be surprisingly pleasant.
- D. Family members know one another better than anyone else.

Part B

Which sentences from the story **best** support the answer to Part A? Select **two** correct answers.

- A. “Chester recognizes the collapsed barn and knows they are almost at Grandpa’s farm.” (paragraph 7)
- B. “ ‘The horses won’t be helping this year.’ ” (paragraph 10)
- C. “When he smells the sweet steam of the boiling sap, Chester forgets about the horses.” (paragraph 13)
- D. “Mama and Chester carry wood from the woodshed into the sugarhouse for the fire.” (paragraph 14)
- E. “ ‘Mm! Sweet and sour, sour and sweet.’ ” (paragraph 19)

PTL041b04_3:2

4. This question has two parts.

Part A

Read this sentence from paragraph 17 in “Sugar-on-Snow.”

He sticks the candy thermometer into the pot.

Which definition **best** matches the meaning of the word thermometer as it is used in this sentence?

- A. A spoon used to stir liquids
- B. A tool used to hold hot foods
- C. An instrument used to measure heat
- D. An ingredient used to sweeten a recipe

Part B

Which detail from paragraph 17 in the story **best** supports the definition in Part A?

- A. “In the kitchen”
- B. “the right temperature”
- C. “maple sugar now”
- D. “removes the pot”

PTL041x06_P_4:6,3

5. This question has two parts.

Part A

In the excerpt from *Game Face: Balancing Act* and the story “Sugar-on-Snow,” the main characters are **both** —

- A. in awe of their grandparents
- B. curious about their grandparents
- C. impatient with their grandparents
- D. excited to help their grandparents

Part B

Which sentences from the stories **best** support the answer to Part A? Select one answer from **each** story for a total of **two** correct answers.

- A. “Her silky black hair was pulled into a low bun, showing off her long, elegant neck and deep, dark eyes.” (paragraph 7, *Game Face: Balancing Act*)
- B. “ ‘It belonged to my grandmother,’ she said.” (paragraph 10, *Game Face: Balancing Act*)
- C. “My eager muscles already started to twitch beneath me.” (paragraph 14, *Game Face: Balancing Act*)
- D. “ ‘Where are the horses?’ he asks as Grandpa wraps his arms around him and hugs him.” (paragraph 9, “Sugar-on-Snow”)
- E. “Chester interrupts, ‘Grandpa, I love the horses.’ ” (paragraph 11, “Sugar-on-Snow”)
- F. “He scoops up the snow, packs it in the bowl, and brings it into Grandpa’s farmhouse.” (paragraph 16, “Sugar-on-Snow”)

PTL041x07_4:4,3

6. This question has two parts.

Part A

Which theme can be found in both the excerpt from *Game Face: Balancing Act* and the story “Sugar-on-Snow”?

- A. Respect is something a person must earn.
- B. Sometimes it is difficult to do the right thing.
- C. Patience is important when listening to others.
- D. There is value in spending time with older generations.

Part B

Which sentences from the stories support the theme from Part A? Select one answer from **each** story for a total of **two** correct answers

- A. “I nodded, not convinced that the extra step was needed.” (paragraph 21, *Game Face: Balancing Act*)
- B. “ ‘Wait,’ I said. ‘You forgot to add tea leaves.’ ” (paragraph 23, *Game Face: Balancing Act*)
- C. “The farthest cup is for our most respected guest.” (paragraph 25, *Game Face: Balancing Act*)
- D. “Grandpa lifts him up to peer into the pan.” (paragraph 13, “Sugar-on-Snow”)
- E. “His hair is sticky from the sap steam.” (paragraph 14, “Sugar-on-Snow”)
- F. “Mama opens the jar of pickles she has brought.” (paragraph 18, “Sugar-on-Snow”)

PTL041x08

7. Now that you have read the excerpt from *Game Face: Balancing Act* and the story “Sugar-on-Snow,” think about the main characters in each story.

Write an essay in which you explain how each main character changes in the story. Use details from **both** stories to support your essay.

P18_A004_DIR

Read “Swing Your Partner: Frontier Fun” and answer the questions.

P18_A004

Swing Your Partner Frontier Fun

by LeeAnn Blankenship

- 1 On the frontier, families usually lived many miles apart. Lonely pioneers often used work as an excuse to visit.
- 2 If a settler needed to clear land, he planned a logrolling. People came from miles around. The men worked all day cutting trees and rolling logs. Sometimes the workers divided into teams. Each tried to roll logs faster than the others. The work was sweaty and hard, but the rolling contests made it fun. . . .
- 3 If a settler needed to husk corn, he planned a husking bee. Newly picked ears of corn were piled high. Neighbors divided into two teams. Everyone talked, joked, and laughed as they husked. Working quickly, each team tried to husk the most corn. . . .
- 4 Together, neighbors completed other big jobs such as barn building and wood chopping. Women gathered for spinning parties, apple peeling, and chicken or goose plucking. They especially enjoyed quilting bees, where they traded pieces of fabric and stitched while they chatted and sang.



Associated Press

- 5 But fun was not always connected to work. Dances were popular, and even logrollings and husking bees ended with lively dancing and fiddle music. Everyone from toddlers to grandparents learned to polka, waltz, and square dance.
- 6 Peggy Bell grew up on the Montana frontier. She wrote in her journal about a dance she went to when she was 8: “The men . . . danced with me and another little girl. . . . [We] were so light that when our partners swung us around, they lifted us off the floor. . . . Everybody danced until daylight.”
- 7 Frontier churches were used for worship as well as picnics, baptisms, choir practices, and funerals. Weddings often lasted for two days with feasting, games, and dancing.
- 8 At the fair each fall, settlers brought samples of their best crops, animals, and homemade items. They competed for prizes in each category. Twelve-year-old Iowa pioneer Sarah Gillespie wrote: “We all go to the fair. We had a good time. I got 2 premiums [prizes]—1 on cake and 1 on bread.”
- 9 Many children thought the Fourth of July was the most fun day of the year. Early in the morning, people headed to town in flag-trimmed wagons decorated in red, white, and blue. The town band led a big parade down the main street, and citizens gave patriotic speeches. There were picnics, games, and races. There might also be a pie-eating contest, a tug of war, greased poles to climb, or oiled pigs to catch. Later, fireworks lit up the sky, and folks danced long into the night.
- 10 These celebrations made the lives of hardworking frontier families much more enjoyable. They created memories that lasted a lifetime.

“Swing Your Partner: Frontier Fun” by LeeAnn Blankenship from APPLESEEDS. © 2005 Cricket Media.

PTS04301_1:3

8. This question has two parts.

Part A

Which sentence states a main idea from the article about people who lived on the frontier?

- A. They tried to make chores enjoyable.
- B. They spent their time working alone.
- C. They had to learn many new skills.
- D. They were really lonely.

Part B

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

- A. "On the frontier, families usually lived many miles apart." (paragraph 1)
- B. "The men worked all day cutting trees." (paragraph 2)
- C. "Everyone talked, joked, and laughed as they husked." (paragraph 3)
- D. "Together, neighbors completed other big jobs." (paragraph 4)

PTS04302_2:4

9. This question has two parts.

Part A

How does the photograph contribute to the reader's understanding of the article?

- A. It shows that frontier women had difficult lives.
- B. It shows that frontier women spent time working together.
- C. It illustrates that frontier women were expected to have many skills.
- D. It illustrates that frontier women were responsible for completing many tasks.

Part B

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

- A. "needed to clear the land" (paragraph 2)
- B. "workers divided into teams" (paragraph 2)
- C. "apple peeling, and chicken or goose plucking" (paragraph 4)
- D. "stitched while they chatted and sang" (paragraph 4)

PTS04303_4:2,4

10. This question has two parts.

Part A

What information about dances is given by **both** the author and Peggy Bell?

- A.** People on the frontier knew many types of dances.
- B.** Dances sometimes lasted until the morning.
- C.** Dances were a break from difficult chores.
- D.** People of all ages joined in on the dances.

Part B

Which details from the article **best** support the answer to Part A? Select **two** correct answers.

- A.** “not always connected to work” (paragraph 5)
- B.** “from toddlers to grandparents” (paragraph 5)
- C.** “learned to polka, waltz, and square dance” (paragraph 5)
- D.** “ ‘The men . . . danced with me and another little girl.’ ” (paragraph 6)
- E.** “ ‘Everybody danced until daylight.’ ” (paragraph 6)

PTS04304_P_1:4

- 11.** This question has two parts.

Part A

How does the author mainly organize the information in paragraph 9?

- A.** By listing the activities of the day in chronological order
- B.** By describing how the celebration changed over time
- C.** By explaining the causes for holding the celebration
- D.** By contrasting the events that were planned

Part B

Which detail from paragraph 9 **best** supports the answer to Part A?

- A.** “Many children thought the Fourth of July was the most fun.”
- B.** “decorated in red, white, and blue”
- C.** “gave patriotic speeches”
- D.** “Later, fireworks lit up the sky.”

PTI041_DIR

Today you will read the article “Rangers Rule!” and excerpts from “Explore Awesome Parks” and “Loving the Ranger Life.” As you review these passages, you will answer questions so that you can write a response.

PTI041a

Rangers Rule!

by Helen Young

- 1 You’ve probably heard about park rangers. They’re the people who care for Grand Canyon National Park and other historic and beautiful places around the country. Park rangers have an important job. They do everything from teaching visitors about the park to protecting local plants and animals . . . !
- 2 But did you know that kids can be rangers too? Junior rangers, that is. Many national parks, including the Grand Canyon, offer kids ages 4 to 14 an insider’s view of the park.
- 3 Your first step in becoming a Grand Canyon Junior Ranger is to stop at one of the visitor centers at the canyon. There, you can pick up a Junior Ranger Activity Booklet. (And while you’re there, check out the awesome view!) This is a great chance to ask adult rangers questions, such as “How deep is the canyon?” and “What happens if a forest fire starts in the Grand Canyon?” You probably can’t stump the rangers—they’re experts—but you can try.
- 4 Next, you’ll need to complete four activities from the Activity Booklet. These might include writing down your thoughts, creating a poem, or answering questions about the canyon. For one of your activities, volunteer to pick up litter. This is a good way to help with the real work of a ranger—keeping the Grand Canyon clean and safe.
- 5 The last step to becoming a Junior Ranger is to attend a program led by a park ranger. You could take a hike to see some of the canyon’s fossils (. . . fossils are . . . plants or animals saved in rock). Or you could listen to a ranger talk about the different groups of people who have lived in and around the canyon and how they have survived.
- 6 Once you’re done, take your Activity Booklet back to a visitor center to have a ranger check your work. Congratulations! You’ve now earned an official Grand Canyon Junior Ranger certificate and badge. Now it’s time for your most important job as a Junior Ranger—telling all your friends why national parks are special, so everyone will want to help preserve them.

“Rangers Rule!” by Helen Young, Appleseeds Magazine, July 2008. Cricket Media, Inc. Used by permission.

PTI041a02_3:3

12. This question has two parts.

Part A

What is the overall structure of the article “Rangers Rule!”?

- A.** A description of the effects of being a Junior Ranger
- B.** A retelling of a Junior Ranger experience in time order
- C.** A sequence of steps on how to become a Junior Ranger
- D.** A comparison of the jobs of park rangers and Junior Rangers

Part B

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

- A.** “They do everything from teaching visitors about the park to protecting local plants and animals.” (paragraph 1)
- B.** “They’re the people who care for Grand Canyon National Park and other historic and beautiful places around the country.” (paragraph 1)
- C.** “Next, you’ll need to complete four activities from the Activity Booklet.” (paragraph 4)
- D.** “These might include writing down your thoughts, creating a poem, or answering questions about the canyon.” (paragraph 4)

from Explore Awesome Parks!

- 1 Lots of national, state, and local parks have created activities for kids, offering games and enticing ways to get immersed in our history. . . . Kids get badges for doing activities, which can range from scavenger hunts to dress-up reenactments to history mystery tours to chats with rangers and more. Marie . . . got the parks bug early on and has visited parks all around the U.S. to collect 181 Junior Ranger badges from national parks and 193 park patches and pins. Here's Marie's story.
- 2 When I was 9, I went on a cross-country trip with my parents and sister. We stopped at the Capulin Volcano National Monument in New Mexico, and their Junior Ranger program proved to be a great way for both me and my sister (she's six years older) to get excited about the stop. I was hooked.
- 3 We started seeking out parks wherever we went, and I did lots of Junior Rangers and other programs for kids. My favorite activities are scavenger hunts and the opportunity to interview a ranger.
- 4 When I was 12, I was excited to visit a nearby new park, the Waco Mammoth National Park, with its fossils of . . . gigantic mammoths, a . . . sabercat, and more. But they didn't have a Junior Ranger booklet yet, so I decided to help them make one.
- 5 I made a list of all my favorite activities and showed how we could incorporate them in the Waco Junior Rangers booklet. I made a presentation to the staff, and they adopted a lot of my ideas. For example, the female rangers and I thought a female cartoon mammoth would be a great mascot—the result is Wanda. . . . I suggested that the cartoon sabercat be named Barry . . . and it is. I also earned my Girl Scout Silver Award for helping to create the Junior Ranger booklet as well as leading educational tours for Girl Scouts and other kids at the park.

From "Explore Awesome Parks!" New Moon Girls, September/October 2019. Used by permission.

PTI041b01_4:2

- 13.** This question has two parts.

Part A

In the excerpt from “Explore Awesome Parks!,” Marie helped create the Junior Ranger booklet for the new park because she wanted to —

- A.** get an award from her scouting group
- B.** pick the names for the new park mascots
- C.** tell other people to come see the fossils at the new park
- D.** help other kids have the same fun in parks that she did

Part B

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

- A.** “I was excited to visit a nearby new park, the Waco Mammoth National Park, with its fossils.” (paragraph 4)
- B.** “I made a list of all my favorite activities and showed how we could incorporate them.” (paragraph 5)
- C.** “I suggested that the cartoon sabercat be named Barry.” (paragraph 5)
- D.** “I also earned my Girl Scout Silver Award.” (paragraph 5)

from Loving the Ranger Life

by Meg Chorlian

- 1 The variety of sites in our national park system offers a range of experiences . . . as well as possible professions. Park rangers can be found at every site. Their mission? To make visits to the park fun and to show visitors the importance of being good stewards. Park rangers are teachers, nature guides, historians, archaeologists, law enforcers, cooks, pilots, snowplow drivers, and more! Whatever their job, rangers have a passion for protecting natural and historic resources, just like Tom Medema, Linda Jeschke, and Damon Panek—the three people in this interview!

Why did you become a park ranger?

- 2 TOM MEDEMA: My dad always talked about being a park ranger. We toured many national parks when I was a kid, and I attended ranger programs and thought that job would be very cool. I love working outdoors, and I love teaching people about nature and protecting our resources.
- 3 LINDA JESCHKE: Growing up, my family visited a lot of state parks. We always camped out and went swimming and fishing. I like helping people get excited about a new thing they learned about the outdoor world.
- 4 DAMON PANEK: It has always been my dream to have a job where I can spend a lot of time outdoors. I love to paddle, go camping, learn about . . . people, share stories with others, and laugh. Being a park ranger lets me do all of that.

What does your job entail and what aspects do you most enjoy?

- 5 TOM MEDEMA: I help people plan their trip to the park, take them on guided walks, create exhibits and films for them, and organize education programs for schools. One of my favorite parts of the job is taking people on snowshoe hikes in the mountains. We strap on the snowshoes and walk into the snowy wonderland to talk about the survival of trees, animals, and humans in winter. I grew up in Michigan, so I love to skate, ski, snowshoe, and go sledding. I get to do all of these things . . . in the winter time!
- 6 LINDA JESCHKE: I travel by small planes to remote . . . villages to teach Inupiaq Eskimo children in their schools. Their teachers ask me to come do activities on subjects like math, history, science, and social studies. I show how the parks relate to each of those subjects. I emphasize how lucky the kids are to have 11.8 million acres of parklands all around them and that they could be park rangers someday, too. I really enjoy watching the kids when they are totally engaged in their Junior Ranger sessions.

7 DAMON PANEK: One thing that I really love about what I do is that every day is different. I might talk to kids about the park's natural and cultural resources in a classroom, walking on a long sandy beach, or paddling in a kayak. Apostle Islands is considered sacred to native people, so it makes me feel good that I can help protect it and help people understand why this place is important. I'm also a member of the park's All Risk Team, which includes being an emergency medical technician, a wildland firefighter, as well as being trained in search and rescue operations. Each day can bring a new adventure.

From "The Past is Present: Loving the Ranger Life" by Meg Chorlian, Cobblestone Magazine, September 2009. Cricket Media, Inc. Used by permission.

PTI041c04_P_4:4

- 14.** This question has two parts.

Part A

Read this sentence from paragraph 1 of the excerpt from “Loving the Ranger Life.”

To make visits to the park fun and to show visitors the importance of being good stewards.

What does the phrase good stewards mean as it is used in this sentence?

- A.** People who have jobs at national parks
- B.** The best places to visit in national parks
- C.** The locations of different national parks
- D.** People who want to care for national parks

Part B

Which phrase from paragraph 1 of the excerpt **best** supports the answer to Part A?

- A.** “variety of sites in our national park system”
- B.** “make visits to the park fun”
- C.** “pilots, snowplow drivers, and more”
- D.** “protecting natural and historic resources”

PTI041c03_1:4

15. This question has two parts.

Part A

In the excerpt from “Loving the Ranger Life,” how does the author support the claim in paragraph 1 that park rangers are “historians”?

- A.** By describing some of the information that the rangers teach others at the parks
- B.** By showing that the rangers understand the skills that are needed to survive in the parks
- C.** By describing the past experiences that made the rangers want to work in the parks
- D.** By focusing on the rangers’ knowledge of the types of plants and animals found in the parks

Part B

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

- A.** “toured many national parks when I was a kid, and I attended ranger programs” (paragraph 2)
- B.** “love teaching people about nature and protecting our resources” (paragraph 2)
- C.** “talk about the survival of trees, animals, and humans in winter” (paragraph 5)
- D.** “help people understand why this place is important” (paragraph 7)

PTI041x06_1:3,5

16. This question has two parts.

Part A

The article “Rangers Rule!” and the excerpt from “Explore Awesome Parks!” **both** describe —

- A. tasks members can do as a Junior Ranger
- B. the history of park rangers in national parks
- C. the role of park rangers in protecting wildlife
- D. locations of national parks that have Junior Ranger programs

Part B

Which sentences from the article and the excerpt **best** support the answer to Part A? Select one answer from **each** passage for a total of **two** correct answers.

- A. “But did you know that kids can be rangers too?” (paragraph 2, “Rangers Rule!”)
- B. “You probably can’t stump the rangers—they’re experts.” (paragraph 3, “Rangers Rule!”)
- C. “You could take a hike to see some of the canyon’s fossils.” (paragraph 5, “Rangers Rule!”)
- D. “We stopped at the Capulin Volcano National Monument in New Mexico.” (paragraph 2, “Explore Awesome Parks!”)
- E. “My favorite activities are scavenger hunts and the opportunity to interview a ranger.” (paragraph 3, “Explore Awesome Parks!”)

PTI041x07_2:1,4

17. This question has two parts.

Part A

The article “Rangers Rule!” and the excerpt from “Loving the Ranger Life” **both** explain that park rangers —

- A. enjoy planning adventures
- B. know a lot about their park
- C. mainly protect wildlife
- D. work in parks and in schools

Part B

Which sentences from the article and the excerpt **best** support the answer to Part A? Select one answer from **each** passage for a total of **two** correct answers.

- A. “They do everything from teaching visitors about the park to protecting local plants and animals.” (paragraph 1, “Rangers Rule!”)
- B. “Once you’re done, take your Activity Booklet back to a visitor center to have a ranger check your work.” (paragraph 6, “Rangers Rule!”)
- C. “I love to paddle, go camping, learn about . . . people, share stories with others, and laugh.” (paragraph 4, “Loving the Ranger Life”)
- D. “I help people plan their trip to the park, take them on guided walks, create exhibits and films for them.” (paragraph 5, “Loving the Ranger Life”)
- E. “We strap on the snowshoes and walk into the snowy wonderland.” (paragraph 5, “Loving the Ranger Life”)

PT1041x08_3:2,3

- 18.** This question has two parts.

Part A

Based on the excerpts from “Explore Awesome Parks!” and “Loving the Ranger Life,” how do family visits help support national parks?

- A.** Family visits help park rangers find people to maintain and clean the parks.
- B.** Family visits are the main reason people visit national parks.
- C.** Family visits help visitors of all ages form a connection to the parks.
- D.** Family visits are the only way to attend the educational programs at the parks.

Part B

Which details from the excerpts **best** support the answer to Part A? Select one answer from **each** excerpt for a total of **two** correct answers.

- A.** “When I was 9, I went on a cross-country trip with my parents and sister.” (paragraph 2, “Explore Awesome Parks!”)
- B.** “proved to be a great way for both me and my sister (she’s six years older) to get excited about the stop” (paragraph 2, “Explore Awesome Parks!”)
- C.** “I like helping people get excited about a new thing they learned about the outdoor world.” (paragraph 3, “Loving the Ranger Life”)
- D.** “I really enjoy watching the kids when they are totally engaged in their Junior Ranger sessions.” (paragraph 6, “Loving the Ranger Life”)
- E.** “talk to kids about the park’s natural and cultural resources in a classroom” (paragraph 7, “Loving the Ranger Life”)

PTI041x09_P_1:4,2

19. This question has two parts.

Part A

How are Marie in the excerpt from “Explore Awesome Parks!” and the park rangers in the excerpt from “Loving the Ranger Life” alike?

- A.** They led educational experiences to teach about parks.
- B.** They helped protect land important to native people.
- C.** They had always dreamed of having a job in the outdoors.
- D.** They helped create a children’s program for a national park.

Part B

Which evidence from the articles **best** supports the answer to Part A? Select one answer from **each** article for a total of **two** correct answers.

- A.** “I thought a female cartoon mammoth would be a great mascot—the result is Wanda.” (paragraph 5, “Explore Awesome Parks!”)
- B.** “as well as leading educational tours for Girl Scouts and other kids at the park” (paragraph 5, “Explore Awesome Parks!”)
- C.** “always been my dream to have a job where I can spend a lot of time outdoors” (paragraph 4, “Loving the Ranger Life”)
- D.** “I travel by small planes to remote . . . villages to teach Inupiaq Eskimo children in their schools.” (paragraph 6, “Loving the Ranger Life”)
- E.** “Apostle Islands is considered sacred to native people, so it makes me feel good that I can help protect it.” (paragraph 7, “Loving the Ranger Life”)

PTI041x10

- 20.** Now that you have read “Rangers Rule!” and the excerpts from “Explore Awesome Parks!” and “Loving the Ranger Life,” think about the Junior Ranger program.

Write an essay in which you explain how the activities of the Junior Ranger program preserve and build interest in national parks. Use details from all **three** passages to support your essay.





Please let your teacher know that you have completed your test.



