

The Hammer in His Hand

1 The coal black sky was lit
2 by lightning as the thunder roared.
3 A babe was born, a special boy with a smile so bright
4 that the darkness was driven away.
5 It was to be revealed, a man-child with arms as thick as
6 tree trunks, and wide shoulders with powerful muscles.
7 But the most amazing sight of all
8 was the hammer in his hand.

9 By the time he was ten, John Henry had
10 become a steel driver from morning until night.
11 He could hammer for days without a break.
12 His hammer moved so fast, people could only see a blur.
13 Then one day they brought in a most amazing invention.
14 He stared at the steam drill with contempt.
15 A contest, he demanded, to see whom was the best.

16 John Henry braced himself and started to work.
17 The sound of his hammer on rock made a sweet hum,
18 while the crowd cheered louder with each swing.
19 He tunneled deeper into the mountain,
20 outlasting the machine.
21 Until all at once, a silence deafened the crowd.
22 John Henry had taken his last breath
23 and died with the hammer in his hand.

1. Which lines from the poem are figurative language? Choose all that apply.

A man with arms as thick as tree trunks
By the time he was ten, John Henry was a steel driver
He could hammer for days without a break
a contest, he demanded, to see who was best.

2 What is the characteristic of the poem?

- A. It is a free verse poem.
- B. It follows a certain pattern.
- C. Each Line has the same number of syllables.
- D. The first and last lines of each stanza.

3 The author includes these sentences mainly to help the reader understand-

"9 By the time he was ten, John Henry had
10 become a steel driver from morning until night."

4 The author uses "sweet hum" in line 17 to show us--

- A. the speed of the steam drill.
- B. the steady noise of the hammer.
- C. the smoothness of the rock.
- D. the happiness of the crowd.

A Bird Came Down

By Emily Dickinson



1 A bird came down the walk:
2 He did not know I saw;
3 He bit an angle-worm in halves
4 And at the fellow, raw.

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

9 He glanced with rapid eyes
10 That hurried all abroad,--
11 They looked like frightened beads, I thought;
12 He stirred his velvet head

13 Like one in danger; cautious
14 I offered him a crumb,
15 And he unrolled his feathers
16 And rowed him softer home

17 Than oars divide the ocean,
18 Too silver for a seam,
19 Or butterflies, off banks of noon,
20 Leap splashless, as they swim.

5. Which of the following best describes the characteristics of the poem?

- A. Most of the stanzas in the poem have rhyme and rhythm.
- B. The Stanzas in the poem are arranged in a certain shape.
- C. None of the stanzas in the poem rhyme.
- D. All of the stanzas in the poem are long.

6. Which is the rhyme scheme of the poem?

A. AABB B. ABAB C. ABCB D. There is none

7. Which words or phrases show how the bird feels about the poet?

A. Frightened
 B. Convenient Grass
 C. Softer home
 D. Rapid eyes

The Blue Between

By Kristine O'Connell George

- 1 Everyone watches clouds
- 2 Naming creatures they've seen.
- 3 I see the sky differently
- 4 I see the blue between.

- 5 The blue woman tugging
- 6 Her stubborn clouds across the sky.
- 7 The blue giraffe stretching
- 8 To nibble a cloud floating by.

- 9 A pod of dancing dolphins
- 10 Cloud oceans, cargo ships.
- 11 A boy twirling his cloud
- 12 Around a thin, blue, fingertip.

- 13 In those smooth, wide, places
- 14 I see a different scene.
- 15 In those cloudless spaces,
- 16 I see the blue between.

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8. What is the rhyme scheme of the lines of the poem?

A. ABCD B. ABAB C. ABCB D. ABBA

9. The poem is NOT Free Verse because it--
Choose all that apply.

A. It does not follow a rhyme scheme
 B. It has a pattern of rhyming words
 C. It has a rhythm
 D. It has a meter

Name _____

Reading Assessment 5.4d; 5.5h,i

10 Why did the author include lines 5-12?

- A. To convince us to go outside and look at the sky
- B. To instruct us on giraffes and dolphins
- C. To explain what she sees when she looks at the sky
- D. To inform us about different types of clouds