

Name Date

Use this week’s cover story, “Kids of Kakuma” (April 20, 2018), to answer the questions.

Read for Detail (RI.5.1; RI.6.1)

- 1.** Rose Peter came to Kenya to
- A. escape a war in her country.
 - B. go to college.
 - C. travel around Africa.
 - D. teach refugees.

Identify Central Idea (RI.5.2; RI.6.2)

- 2.** What could be another title for the article?
- A. “Becoming a Poet”
 - B. “Homework Problems”
 - C. “What Is a Refugee?”
 - D. “Finding Hope in Education”

Make Connections (RI.5.3; RI.6.3)

- 3.** According to aid worker Kapis Odongo Okeja, “Standards are wishes.” The author includes this quote in order to show that
- A. There are enough secondary schools in Kakuma to accommodate all interested students.
 - B. Students in Kakuma schools eat traditional meals, like porridge.
 - C. Kakuma schools lack the resources to meet Kenyan education standards.
 - D. Kakuma schools are able to provide enough books for all refugee students.

Define Words and Phrases (RI.5.4; RI.6.4)

- 4.** What is the meaning of the word *cluster* as it used in section 2, paragraph 5?
- A. to form a small close group
 - B. to host a series of events
 - C. to push others out of the way
 - D. to assemble electronic equipment

Analyze Structure (RI.5.5; RI.6.5)

- 5.** The last paragraph is important to the article because it emphasizes
- A. how many children live in Kenya’s refugee camps.
 - B. the importance of education for refugee children.
 - C. the challenges girls face in Kakuma.
 - D. how far refugee children need to walk to school.

Understand Author’s Purpose (RI.5.6; RI.6.6)

- 6.** What is the author’s purpose for writing this article?
- A. to understand how UNICEF is improving conditions in Kakuma schools.
 - B. to learn what it’s like for refugee kids to live and go to school in Kakuma.
 - C. to understand Kenyan education standards.
 - D. to learn about the geography of Kenya.

Analyze Text Features (RI.5.7; RI.6.7)

- 7.** Which sentence from the article is best supported by the photograph of the classroom on page 7?
- A. “We are just sitting on dirt . . .”
 - B. “In the afternoon, I visit Bhar-El-Naam.”
 - C. “In one classroom, students announce to visitors what they want to do in life.”
 - D. “What about homework?”

Identify Claims and Evidence (RI.5.5; RI.6.5)

- 8.** Mohamad Hure says that, “education infrastructure is very limited” in Kakuma. Which detail from the article does *not* support this claim?
- A. Students at Kalobeyi Friends School sit on dirt.
 - B. There aren’t enough secondary schools in Kakuma.
 - C. The average student-teacher ratio is 100 to one.
 - D. Girls are enthusiastic about coming to school.

Make Inferences (RI.5.1; RI.6.1)

- 9.** The author would most likely agree that
- A. it’s easy to live and learn in Kakuma.
 - B. there are enough resources in Kakuma schools.
 - C. refugee children want to be in school.
 - D. all refugee children enjoy reading.

Define Words and Phrases (RI.5.4; RI.6.4)

- 10.** What is another way to say *congestion* (section 2, paragraph 2)?
- A. desire
 - B. flooding
 - C. saturation
 - D. overcrowding