

Read the passage “Pedal Power” before answering Numbers 1 through 5.

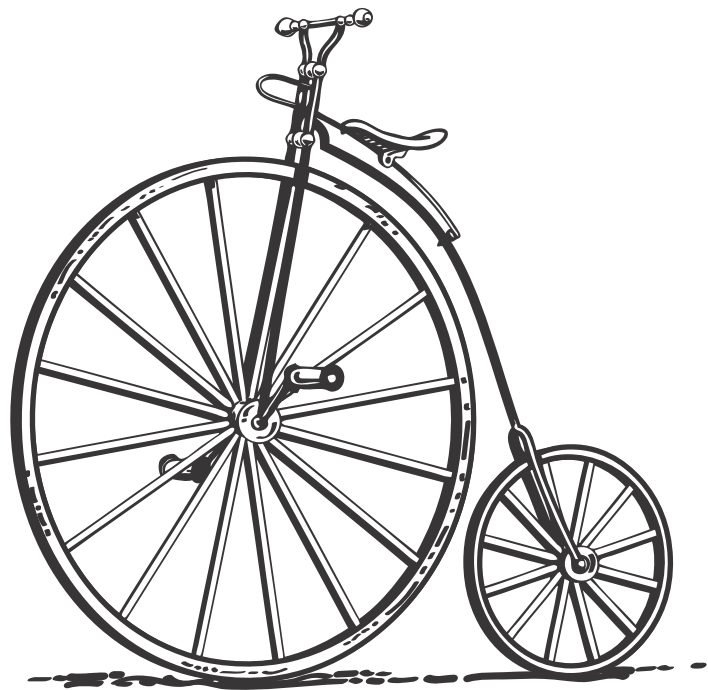
## Pedal Power

Pedal faster! Pedal faster! What could be more fun than pedaling a bike? Did you know that the first bicycles had no pedals and no brakes? How do you suppose they stopped? Later, during the mid-1800s, bikes were built with pedals. One type of bike had a gigantic wheel at the front and one small wheel at the back. The rider sat on a seat above the front tire.

Roads today are smooth. In the past, roads were bumpy because they were made of stone, brick, or dirt. One early bicycle was called the boneshaker. It had a heavy frame and hard, wooden wheels. Imagine riding a bike with wooden wheels on a bumpy road. No wonder they called it the boneshaker!

Over time, bikes began to look like what we are used to seeing today. They had two rubber tires that were the same size. One tire was in the front and the other in the back. Riders sat on a seat near the middle of the bike where they could pedal to make the bike move.

Bikes today are lower to the ground than bikes of long ago. These modern bikes are also more comfortable. They are stronger and weigh less than bikes of the past. They are safer and go faster, too!



This bike was called a Penny-farthing because the tires reminded people of the British coins the penny and the farthing. It was also called a High Wheeler.

Have you ever wondered what makes a bike move? The pedals are attached to cranks. When the rider pedals, the cranks turn a sprocket. This wheel with metal teeth then pulls a chain that moves a gear. The gear turns the rear tire and the bike moves forward. This makes the front wheel turn. You could say that the energy created is called pedal power!

Although most bikes work in the same way, their parts can be different. For example, there are two kinds of pedals. Block pedals have rubber or plastic blocks that fit into a metal frame, and other pedals are all metal with tiny teeth along the edges. The teeth keep feet from slipping off the pedals by gripping onto the rider's shoes.

To stop a bike, foot or hand brakes are used. With foot brakes, the pedals are pushed backward to stop, and with hand brakes, a lever on the handlebars is squeezed to make the bike stop.

While most bikes are used for fun, some have different purposes. Touring bikes have a light frame and thin tires. Most have ten or more speeds. These bikes are designed for taking long, relaxing bike trips. Racing bikes are even lighter than touring bikes. They have skinny tires and low handlebars and are built to go fast in long road races.

Dirt bikes are small and strong. They have long handlebars and unlike the touring bike, they have only one speed. Dirt bikes are made for racing on bumpy dirt tracks. Like the dirt bike, the mountain bike has a strong frame with thick, wide tires. These bikes are used on rugged roads that are rough and uneven.

Bikes all have the same basic parts, but they can be so different. Whichever kind of bike you ride, just keep on pedaling.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Now answer Numbers 1 through 5. Base your answers on "Pedal Power."

- 1 This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read this paragraph from the passage.

Roads today are smooth. In the past, roads were bumpy because they were made of stone, brick, or dirt. One early bicycle was called the boneshaker. It had a heavy frame and hard, wooden wheels. Imagine riding a bike with wooden wheels on a bumpy road. No wonder they called it the boneshaker!

What is the effect of the author providing the nickname of a bike in this paragraph?

- (A) It tells a funny story about bikes.
- (B) It helps show what this bike was like to ride.
- (C) It describes why this type of bike was popular.
- (D) It explains how bones were used to make the bike.

**Part B:** Which evidence from the paragraph supports your answer in part A?

- (A) "In the past, roads were bumpy because they were made of stone, bricks, or dirt."
- (B) "It had a heavy frame and hard, wooden wheels."
- (C) "Imagine riding a bike with wooden wheels on a bumpy road."
- (D) "Roads today are smooth."

2 Read the following sentences from the passage.

Bikes today are lower to the ground than bikes of long ago. These modern bikes are also more comfortable.

What does modern mean in the sentence above?

- (A) from today
- (B) from the past
- (C) from the future
- (D) from yesterday

3 Read the following sentences from the passage.

When the rider pedals, the cranks turn a sprocket. This wheel with metal teeth then pulls a chain that moves a gear.

How is sprocket restated in the sentences?

- (A) a gear
- (B) a pedal
- (C) a crank that turns
- (D) a wheel with teeth

**4** Read the paragraph from the passage.

Although most bikes work in the same way, their parts can be different. For example, there are two kinds of pedals. Block pedals have rubber or plastic blocks that fit into a metal frame, and other pedals are all metal with tiny teeth along the edges. The teeth keep feet from slipping off the pedals by gripping onto the rider’s shoes.

Why does the author describe metal pedals? Pick **two** choices.

- (A) to show the problems caused by this type of pedal
- (B) to compare the use of the pedals
- (C) to describe how metal pedals are different
- (D) to explain how this type of pedal helps the rider
- (E) to show when this type of pedal was invented
- (F) to explain when pedals were first used

**5** Draw a line between each cause and its effect.

Cause
1. The gear turns the rear tire.
2. The bike has wooden wheels.
3. The pedals have metal teeth.
4. The pedals are pushed backward.

Effect
A. The rider’s shoe is gripped.
B. The bike is nicknamed the boneshaker.
C. The bike stops.
D. The bike moves forward.

Read the passage “Wind Power” before answering Numbers 6 through 10.

## Wind Power

People have been using wind power for a very long time. The earliest windmills had simple uses. In China they were used to pump water. Later, windmills were used to grind grain and saw wood. The Dutch used windmills to drain lakes and marshes. Over time, new machines were invented to do these same tasks, and windmills were used less and less.

Today, windmills have made a big comeback. Early windmills had four large sails that turned in the wind. Modern windmills, called turbines, usually have three blades. The blades are located at the top of a very tall tower. When the wind blows, it spins the blades on the turbine, and the turning blades run a generator. This machine creates electrical energy. The more the wind blows, the longer the blades turn, and this creates more electricity.



**GO ON →**

Wind turbines are often placed in groups called wind farms. These farms need to be built on certain sites where the wind blows frequently. Flat, open lands are good locations for wind farms. Many wind farms can be found in the midwestern United States in the middle of farmland. They are also found in the deserts of the West and Southwest. Turbines are also located on the coasts of oceans and large lakes.

Land is not the only good location for wind farms. The wind is strong and steady over water. People are planning to build wind farms in the middle of oceans.

There are many benefits to wind farms. But they do cause problems. Birds may be hurt if they fly into the spinning blades. Some people think the turbines are hideous. They believe the towers spoil the look of the land. Some people worry that tourists might stop coming to the beaches if wind farms are built near the ocean. This could cause local businesses to lose money. Others complain that the turbines hum noisily as they spin.

Using wind power to make electricity has many advantages. Wind is free, and it will never run out. Also, wind farms do not create pollution. This makes wind power good for the environment.

Wind power is becoming more popular in the United States. Over half of the fifty states have wind turbines. California is one of the highest producers of wind power. One wind farm in California has thousands of wind turbines.

One thing is for sure: wind energy has been useful to people for a very long time. The next time you feel the wind blowing on your face, think about all the things that energy could do for you!

Now answer Numbers 6 through 10. Base your answers on “Wind Power.”

- 6 Read the following sentence from the passage.

When the wind blows, it spins the blades on the turbine, and the turning blades run a generator. This machine creates electrical energy.

What is a generator?

- (A) a machine that turns blades on a turbine
  - (B) a machine that turns wind power into pollution
  - (C) a machine that turns electrical power into wind power
  - (D) a machine that turns wind power into electrical power
- 7 Read this paragraph from the passage.

Wind turbines are often placed in groups called wind farms. These farms need to be built on certain sites where the wind blows frequently. Flat, open lands are good locations for wind farms. Many wind farms can be found in the midwestern United States in the middle of farmland. They are also found in the deserts of the West and Southwest. Turbines are also located on the coasts of oceans and large lakes.

How does the author organize this paragraph? Pick **two** choices.

- (A) by using cause and effect
- (B) by using compare and contrast
- (C) by sequencing the location of wind farms
- (D) by telling how location affects wind farms
- (E) by comparing wind energy with other forms
- (F) by discussing the problems with wind farms



- 8 This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the following paragraph from the passage.

There are many benefits to wind farms. But they do cause problems. Birds may be hurt if they fly into the spinning blades. Some people think the turbines are hideous. They believe the towers spoil the look of the land. Some people worry that tourists might stop coming to the beaches if wind farms are built near the ocean. This could cause local businesses to lose money. Others complain that the turbines hum noisily as they spin.

What does hideous mean in the paragraph above?

- (A) beautiful
- (B) plain
- (C) special
- (D) ugly

**Part B:** Which sentence from the passage best supports your answer in Part A?

- (A) "There are many benefits to wind farms."
- (B) "Birds may be hurt if they fly into the spinning blades."
- (C) "They believe the towers spoil the look of the land."
- (D) "This could cause local businesses to lose money."

**9** This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Why does the author begin the passage with details about the history of windmills?

- (A) to show the different types of windmills
- (B) to explain that windmills are gaining popularity again
- (C) to show that windmills are a new technology
- (D) to tell why we should protect wind farms

**Part B:** Which sentence from the passage best supports your answer in Part A?

- (A) People have been using wind power for a very long time.
- (B) In China they were used to pump water.
- (C) The Dutch used windmills to drain lakes and marshes.
- (D) Today, windmills have made a big comeback.

**10** Draw lines to match each cause with its effect.

Causes
New machines are invented.
The wind is strongest and steadiest where there is nothing to block it.
Wind farms do not create pollution.

Effects
Wind power becomes more popular again.
Deserts are good places to build wind farms.
Windmills are used less and less.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Now answer Number 11. Base your answer on "Pedal Power" and "Wind Power."

- 11 Describe the overall structure of the passages. Explain how this helps the reader understand ways energy is created. Support your answer with clear text evidence from the passages.

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Read the passage “Open for Business” before answering Numbers 1 through 5.

## Open for Business

Imagine that you have a pet turtle. You like to let him out of the terrarium so he can get some exercise. Sometimes you wonder if he gets lonely. Where could you take him to play with other turtles? There is no such thing as a turtle park. But what if you created one? You could charge a small fee and let other turtle owners bring their pets for exercise.

Many new businesses start just like this. Someone gets an idea for a product or service that meets a need or want. Most also hope to make a profit. This means they make more money than they spend running the business. Here are some examples of businesses that serve specific needs or wants.

### Need a Lift?

Some businesses do work for charity. They donate things to people in need and do not try to make a profit. Take for example a bike shop that fixes up used bikes and gives them to people in need of transportation. New bicycles can be expensive. Many people cannot afford to buy them. This business helps those who cannot normally afford a bike to get one that is safe and working.



**Fun for All**

One day, a father noticed that his daughter's special needs prevented her from enjoying outdoor activities with other children. He wanted a fun place for her to play. He decided to provide a way for her and children of all abilities to have fun. He helped design a special amusement park. At this amusement park, everyone can enjoy the rides because they have seats that fit wheelchairs.

**Trash to Treasure**

Resale shops are another type of business that helps people. Resale shops sell everything from clothes to useful household items such as dishes and furniture. In this type of business, people donate or sell used items to the shop. The items are then sold to customers at a discounted price. Resale shops are open to anyone looking for a bargain.

**Homework Help**

Some businesses help students learn. These tutoring centers help students needing assistance with schoolwork. At these centers, tutors or teachers work with students individually or in small groups. Many students find that the extra practice improves their understanding.

A lot of planning must happen before starting any business. Owners must decide what type of business to open. Then lots of decisions need to be made. The owner has to find a location, set competitive prices, hire employees, and advertise. Starting a business can be very rewarding. What type of business would you like to start?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Now answer Numbers 1 through 5. Base your answers on “Open for Business.”

**1** Read this paragraph from the passage.

Many new businesses start just like this. Someone gets an idea for a product or service that meets a need or want. Most also hope to make a profit. This means they make more money than they spend running the business. Here are some examples of businesses that serve specific needs or wants.

Which sentence best explains what this paragraph is about?

- (A) Making a profit is very important.
- (B) Businesses can serve needs.
- (C) It is difficult to start a new business.
- (D) Products can fulfill a want.

**2** Which section would **best** be supported by the following detail?

Reselling items keeps them out of landfills.

- (A) Need a Lift?
- (B) Fun for All
- (C) Trash to Treasure
- (D) Homework Help

3 Read the following sentences from the passage.

Then lots of decisions need to be made. The owner has to find a location, set competitive prices, hire employees, and advertise.

If *compete* means “to try to win,” what does competitive mean in the sentences above?

- (A) never competing
- (B) unable to compete
- (C) good for competition
- (D) losing a competition

4 Read the following sentence from the passage.

Resale shops sell everything from clothes to useful household items such as dishes and furniture.

What does useful mean?

- (A) quite old
- (B) serves a purpose
- (C) brightly colored
- (D) costs a lot of money



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**5** This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which business in the passage helps people get around town?

- (A) tutoring centers
- (B) resale shops
- (C) bike shops
- (D) amusement parks

**Part B:** What evidence from the passage supports your answer in Part A?

- (A) "This business helps those who cannot normally afford a bike to get one that is safe and working."
- (B) "At this amusement park, everyone can enjoy the rides because they have seats that fit wheelchairs."
- (C) "Resale shops sell everything from clothes to useful household items such as dishes and furniture."
- (D) "At these centers, tutors or teachers work with students individually or in small groups."

Read the passage “Young Thomas Edison” before answering Numbers 6 through 10.

## Young Thomas Edison

The name Thomas Edison has come to stand for inventions that greatly changed life. A look at his early life shows that even when he was young, Edison liked to make things and was always ready to start a new business venture.

Edison was born in 1847. His mother had been a teacher. Instead of sending Edison to school, she taught him at home. Judging by what he eventually accomplished, she did a very good job.

As a boy, Edison loved to read science books. The books made him ask questions. He wanted to know how things worked. He started to build models of things. He built a working sawmill and a working train engine. Both models ran on steam.

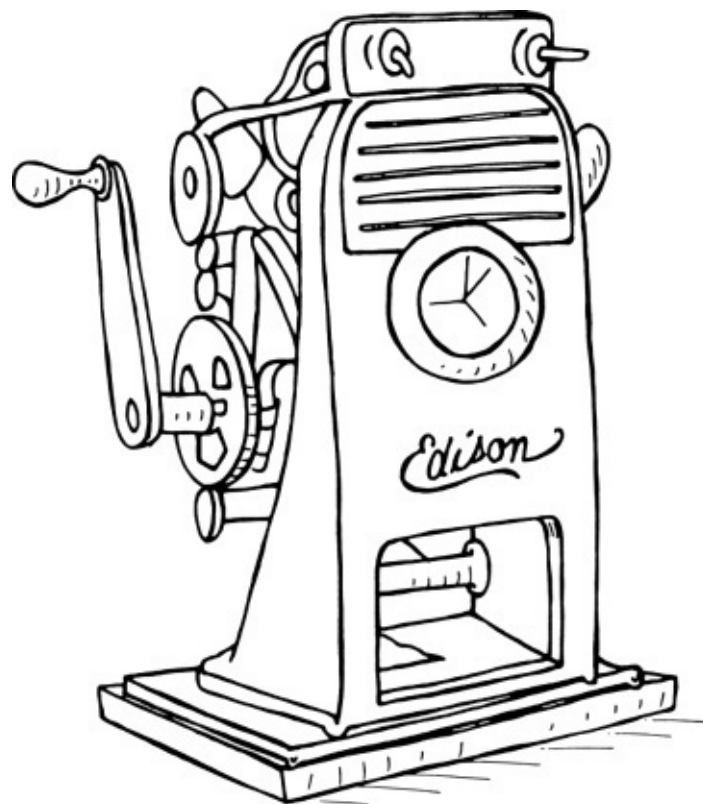
Young, clever Edison was a very active and enterprising boy who was far from lazy. Edison grew up on a farm. He grew vegetables and sold them in town. When he was 12 years old, he sold food and newspapers to passengers on trains. Then, to help his business grow, he had other people sell things for him. As a teen, the creative Edison started his own newspaper, which he called *The Weekly Herald*.

In his teenage years, Edison began to have problems with his hearing. As he grew older, his hearing would become worse and worse. Later in life, he had a lot of trouble hearing people unless they shouted. These problems were difficult for him. However, they did not stop him from constantly trying to improve the world around him.

When he was 15 years old, Edison saved a boy's life by pulling him out of the path of a train. The boy's father was a telegraph operator. As a reward for saving his son, the man taught Edison how to operate a telegraph. Edison kept at it and worked hard, and his persistence paid off. He got jobs working as a telegraph operator, sending and receiving messages.

Working as a telegraph operator was another learning opportunity for Edison. He sent messages to and received messages from people all over the country. He also took the opportunity to learn about the telegraph and how it worked. As he started doing his own experiments with telegraph equipment, he found ways to make it work better.

Later, he moved to Boston. Edison soon began making improvements to the telegraph. The hard-working boy had grown into a busy young man whose inventions, such as an early movie camera, would later change the world.



An Edison movie camera

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Now answer Numbers 6 through 10. Base your answers on “Young Thomas Edison.”

6 Which statement describes Thomas Edison as a child and as an adult? Pick **two** choices.

- (A) He did not like science.
- (B) He often forgot to do things.
- (C) He was always building things.
- (D) He never finished what he started.
- (E) He was creative in many ways.
- (F) He was not very active.

7 Read the following sentences from the passage.

Instead of sending Edison to school, she taught him at home. Judging by what he eventually accomplished, she did a very good job.

If *eventual* means “final,” what does eventually mean?

- (A) not happening
- (B) done in the end
- (C) happening first
- (D) not final

- 8 This question has two parts. First, answer part A. Then, answer part B.

**Part A:** What is the **main** idea of the passage?

- (A) Edison's inventions made him rich and famous.
- (B) Edison wanted to know how things worked.
- (C) Edison liked to make and try new things.
- (D) Edison's newspaper was successful and popular.

**Part B:** Which sentence from the passage best supports your answer in Part A?

- (A) "A look at his early life shows that even when he was young, Edison liked to make things and was always ready to start a new business venture."
- (B) "As a teen, the creative Edison started his own newspaper, which he called *The Weekly Herald*."
- (C) "As he started doing his own experiments with telegraph equipment, he found ways to make it work better."
- (D) "The hard-working boy had grown into a busy young man whose inventions, such as an early movie camera, would later change the world."

**9** Read the paragraph from the passage.

In his teenage years, Edison began to have problems with his hearing. As he grew older, his hearing would become worse and worse. Later in life, he had a lot of trouble hearing people unless they shouted. These problems were difficult for him. However, they did not stop him from constantly trying to improve the world around him.

What is the main idea of the paragraph?

- A Not being able to hear is difficult.
- B People sometimes shouted at Edison.
- C Edison lost his hearing when he was older.
- D Edison had hearing problems for much of his life.

**10** Read the words and the sentences from the passage. Write the word next to its matching definition below the chart.

Word	Sentence from Passage
1. greatly	"The name Thomas Edison has come to stand for inventions that <u>greatly</u> changed life."
2. creative	"As a teen, the <u>creative</u> Edison started his own newspaper, which he called <i>The Weekly Herald</i> ."
3. constantly	"However, they did not stop him from <u>constantly</u> trying to improve the world around him."

- \_\_\_\_\_ having original ideas
- \_\_\_\_\_ in important ways
- \_\_\_\_\_ done in a continuous way



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Now answer Number 11. Base your answer on “Open for Business” and “Young Thomas Edison.”

**11** “Open for Business” and “Young Thomas Edison” discuss reasons businesses are started and how they help others. What are the key ideas that support this main idea? Support your answer with clear text evidence from the passages.

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Read the passage “Help, Please!” before answering Numbers 1 through 5.

## Help, Please!

“I know what would taste really good right now,” Raccoon said. “A warm, yummy baked apple!” Raccoon headed for the apple tree, but the apples on the ground were rotten and mushy. She spotted juicy apples hanging from the tree overhead. Sadly, Raccoon’s old bones ached whenever she tried to climb trees.

Just then, Deer trotted past. “Deer, I’m so glad to see you,” said Raccoon. “I want to make a baked apple. Is there a possibility that you could reach up and pick one of those nice apples for me?”

But Deer was already nearly out of sight. “Sorry, Raccoon!” he called over his shoulder. “I’m late....”

Raccoon sighed, but just then Bear padded by. “Bear,” Raccoon said, “could you please reach up and pick one of those nice apples for me?”

“I’d be glad to, Raccoon,” Bear said, “but I need to save my energy because it’s almost time for my long winter nap.”

As Bear lumbered into the woods, Raccoon started up the tree, gripping the trunk painfully with her claws. She was creeping along a branch and was almost to the apples when her back paws slipped! Raccoon hung by her front paws until she finally managed to pull herself back up on the branch.



“Whew! I better get two apples,” Raccoon thought, “because I’m not doing this again!” Of course, holding two apples made it even harder to climb down. Raccoon fell the last few feet. She landed hard, but she wasn’t hurt.

Now Raccoon needed sticks and twigs to make a fire to bake the apples. She gathered the sticks she could see, but the pile was too small for a good fire. Just then, Rabbit tiptoed into the clearing and asked, “Why are you looking in the bushes, Raccoon?”

“I want to build a fire so I can bake some apples,” Raccoon explained.

“Could you help me find more sticks?” Her smile was full of friendliness.

“I can’t because I hurt my leg today,” Rabbit said, holding up one front leg in a sorrowful way. Then he hopped off, using all four legs, Raccoon noticed.

Next, Raccoon spotted Mouse in the bushes. “Mouse,” Raccoon begged, “would you help me gather sticks to make a fire? I want to bake some apples.”

“Oh,” Mouse whispered, “I’m so small that I couldn’t even carry a twig.” With that, Mouse scurried back into the bushes.

Then Bee buzzed by. Raccoon called, “Bee? Oh, never mind! You’re too small to be of any help.”

“Maybe not,” Bee told her. “My mom always told me you are only as small as your ideas. What do you need?”

Raccoon explained the situation. Bee smiled and said, “I might be too small to gather twigs, but I have some very nice honey to sweeten your apples!”

With renewed energy, Raccoon found enough twigs to make a small fire. Soon, Raccoon and Bee were contentedly feasting on sweet, warm baked apples. Deer, Bear, Rabbit, and Mouse watched hungrily from the bushes. They were not too busy, tired, or small to help eat the apples, but now Raccoon and Bee didn’t need help!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Now answer Numbers 1 through 5. Base your answers on "Help, Please!"

1 Read the sentence from the passage.

"Is there a possibility that you could reach up and pick one of those nice apples for me?"

If *possible* means "able to happen," what does possibility mean?

- (A) something that could happen
- (B) something that has happened
- (C) something that cannot happen
- (D) something that needs to happen

2 This question has two parts. First, answer part A. Then, answer part B.

**Part A:** What is the theme of this passage?

- (A) Everyone needs friends.
- (B) Learn from your mistakes.
- (C) It takes a big idea to solve a problem.
- (D) If you do not help, do not expect a reward.

**Part B:** Which key detail supports the theme of the passage?

- (A) Raccoon needs twigs to make a fire.
- (B) Raccoon asks other animals to help her.
- (C) Only Raccoon and Bee share the apples.
- (D) On the way down, Raccoon falls out of the tree.

3 Read the sentence from the passage.

Her smile was full of friendliness.

Which word has the **same** root word as friendliness?

- (A) end
- (B) fried
- (C) friendly
- (D) happiness

4 Which evidence from the text **best** supports the theme? Pick **two** choices.

- (A) "Raccoon headed for the apple tree, but the apples on the ground were rotten and mushy."
- (B) "'Bear,' Raccoon said, 'could you please reach up and pick one of those nice apples for me?'"
- (C) "'Whew! I better get two apples,' Raccoon thought, 'because I'm not doing this again!'"
- (D) "'Mouse,' Raccoon begged, 'would you help me gather sticks to make a fire?'"
- (E) "Bee smiled and said, 'I might be too small to gather twigs, but I have some very nice honey to sweeten your apples!'"
- (F) "They were not too busy, tired, or small to help eat the apples, but now Raccoon and Bee didn't need help!"

**5** How does the text evidence below support the message of the passage? Write **two** statements from the box to complete the chart.

<b>Text Evidence</b>	<b>How It Supports the Message of the Passage</b>
<p>“Soon, Raccoon and Bee were contentedly feasting on sweet, warm baked apples. Deer, Bear, Rabbit, and Mouse watched hungrily from the bushes.”</p>	

**Statements:**

- It shows that Raccoon and Bee are very close friends.
- It shows that Deer, Bear, Rabbit, and Mouse make a mistake.
- It shows that baked apples taste better with honey.
- It shows that Raccoon and Bee are rewarded for their hard work.
- It shows that warm apples are difficult to make.
- It shows that Deer, Bear, Rabbit, and Mouse cannot help Raccoon.

Read the passage “Visitors in the Woods” before answering Numbers 6 through 10.

## Visitors in the Woods

Gwen and her father were spending the day in the state park a few miles from their house. Each time they saw an animal Gwen’s father would stop and lower his voice while they watched it. As they rounded a curve in the trail, they heard a scuffling sound in the woods.

About 100 feet ahead, a deer and her fawn cautiously stepped onto the trail. Gwen’s father immediately put his hand on her shoulder to prevent her from taking another step and whispered, “Look!”

“They are beautiful!” Gwen said softly.

The mother deer froze in her tracks and stared at them, almost as if she were eavesdropping and following their conversation. She also was paying close attention to her baby.



Gwen took a step toward the deer, but her father's voice stopped her in her tracks. "Keep your distance, Gwen." He continued speaking softly. "Don't get too close, or you'll scare them."

Gwen knew her father's warning was logical, but she still wanted a better look at the deer. Would it really make a difference if she went a little closer? She was thinking of taking just one more step when she noticed that she was about to walk right on top of a jumble of twigs. The noise from the twigs would surely frighten the deer, so Gwen reacted by staying right where she was on the trail.

Just then, Gwen heard someone talking loudly behind them. It was a father and his son, who were laughing and joking around with each other. The mother deer watched them carefully and moved closer to her baby.

"Shhh," Gwen's father warned. "You'll frighten the deer."

"So what?" the father answered rudely as he rolled his eyes at Gwen's father. "Look, there are a lot of people in the park today. It's better to scare the deer away than to have them on the trail while we're hiking." He spoke so loudly that Gwen thought he was deliberately trying to frighten the deer.

Sure enough, the mother bounded into the dense woods with the fawn at her heels. With her eyes full of longing, Gwen gazed after them wistfully. They had been so much fun to watch.

The father and son were completely unaffected by the incident. "They should be more careful when people are on the trail," the father said.

"No," replied Gwen's father courageously. "It's the other way around. The animals live here, and we are the visitors."

Now answer Numbers 6 through 10. Base your answers on “Visitors in the Woods.”

- 6 Read the sentence from the passage.

Gwen knew her father’s warning was logical, but she still wanted a better look at the deer.

What does the root word *logic* explain about a logical action?

- (A) It is easy.
- (B) It is quick.
- (C) It is dangerous.
- (D) It is reasonable.

- 7 This question has two parts. First, answer part A. Then, answer part B.

**Part A:** What is the theme of this passage?

- (A) People should respect animals that live in nature.
- (B) People should be quiet when animals are around.
- (C) Animals are more important than people.
- (D) It is important to spend time outdoors.

**Part B:** Which evidence from the text **best** supports the theme of the passage?

- (A) “About 100 feet ahead, a deer and her fawn cautiously stepped onto the trail.”
- (B) “‘They are beautiful!’ Gwen said softly.”
- (C) “It was a father and his son, who were laughing and joking around with each other.”
- (D) “‘The animals live here, and we are the visitors.’”



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**8** Read the sentence from the passage.

He spoke so loudly that Gwen thought he was deliberately trying to frighten the deer.

Which word has the **same** root word as deliberately?

- (A) delicately
- (B) deliberation
- (C) lately
- (D) rate

**9** Underline **two** sentences in the paragraphs that support the theme of the passage.

The mother deer froze in her tracks and stared at them, almost as if she were eavesdropping and following their conversation. She also was paying close attention to her baby.

Gwen took a step toward the deer, but her father's voice stopped her in her tracks. "Keep your distance, Gwen." He continued speaking softly. "Don't get too close or you'll scare them."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**10** How do the actions of Gwen's father support the theme of the passage? Pick **two** choices.

- A** He points out the deer to Gwen.
- B** He takes Gwen hiking in the park.
- C** He hears a scuffling noise on the trail.
- D** He tells the man not to frighten the deer.
- E** He lives only a few miles from the state park.
- F** He lowers his voice when animals are around.





