

End-of-Year Assessment

Read “Make It Work” and answer the questions that follow.

Make It Work

1 “I like to do many different things,” Ruthie explained to Rita one day. “So what I do is plan four different ways that the day can go. That way, I’m ready for anything.” Rita and Ruthie were twin sisters, but their approach to planning their days was completely different.

2 Ruthie could not understand why Rita had the same routine every single day. When Rita got home from school, she first had a snack of an apple and peanut butter. Next, she changed out of her school clothes. After that she set her notebook and assignments on the dining room table. She finished each assignment in order by subject. When she was finished, only then would she go out to play or hang out with her friends. After that, Rita would have dinner with the family, help with the dishes, and read until bedtime. “That way,” Rita explained, “everything feels calm and orderly. That makes me feel like I can accomplish any task.”

3 Ruthie, on the other hand, preferred to put her social activities first. Her friend Micah might ask her to join a kickball game after school, and so if that happened, Ruthie would do that. After the game, Ruthie would come home—she would be too late for a snack—and have dinner with the family, help with the dishes, and then do her homework before bed.

4 That was Plan A. Plan B occurred if her friend Josie invited her to sing with her band. This was something Josie did in the evenings after dinner in her family’s garage. On band day, Ruthie did her homework after school. That is, Ruthie did homework after school only if Derek didn’t want to play computer games at his house. If she went to Derek’s, then it was Plan C, because Derek’s parents would always invite Ruthie to stay for dinner.

5 “And then there is Plan S,” Ruthie explained.

6 “What is Plan S?” Rita asked.

7 “S is for Surprise,” Ruthie said. Rita looked at her sister and laughed.

8 “I guess everyone is different,” Rita said. “We each get our homework done, eat right, and do our chores. So I guess no one can complain!”

1 Part A: What is a synonym of the word **routine** as it is used in paragraph 2 of the story?

- (A) system
- (B) creation
- (C) product
- (D) disorder

Part B: Draw a line to match the following parts of Rita’s routine with the order in which they occur.

First

Plays with friends

Second

Has a snack

Third

Helps with the dishes

2 Part A: What is the theme of the story?

- (A) There is usually only one right way to do a job.
- (B) Work should always come before play.
- (C) People may not have the same interests or ways of doing things.
- (D) Making plans is fun, but most people don’t stick to them.

Part B: Which sentence from paragraph 1 **best** supports the theme? Underline the sentence.

“I like to do many different things,” Ruthie explained to Rita one day. “So what I do is plan four different ways that the day can go. That way, I’m ready for anything.” Rita and Ruthie were twin sisters, but their approach to planning their days was completely different.

3 Part A: Which word below describes Rita’s character?

- (A) curious
- (B) uninterested
- (C) organized
- (D) fearful

Part B: Which sentence from the story **best** supports the answer you selected in Part A?

- (A) “Next, she changed out of her school clothes.” (Paragraph 2)
- (B) “She finished each assignment in order by subject.” (Paragraph 2)
- (C) “Rita looked at her sister and laughed.” (Paragraph 7)
- (D) “‘I guess everyone is different,’ Rita said.” (Paragraph 8)

4 Part A: Which word below describes Ruthie’s character?

- (A) kind
- (B) disorganized
- (C) lazy
- (D) unpredictable

Part B: Which **two** sentences from the story support the answer you selected in Part A?

- (A) “‘I like to do many different things,’ Ruthie explained to Rita one day.” (Paragraph 1)
- (B) “Ruthie could not understand why Rita had the same routine every single day.” (Paragraph 2)
- (C) “Ruthie, on the other hand, preferred to put her social activities first.” (Paragraph 3)
- (D) “This was something Josie did in the evenings after dinner in her family’s garage.” (Paragraph 4)
- (E) “On band day, Ruthie did her homework after school.” (Paragraph 4)
- (F) “If she went to Derek’s, then it was Plan C, because Derek’s parents would always invite Ruthie to stay for dinner.” (Paragraph 4)

5 Part A: What makes Ruthie’s daily routine different from Rita’s?

- Ⓐ Ruthie plans each day well ahead of time, and Rita changes each day.
- Ⓑ Rita does homework at the same time each day, and Ruthie does not.
- Ⓒ Ruthie sometimes helps with dishes, but Rita always does.
- Ⓓ Rita is involved in four or five different activities, but Ruthie is involved in only two.

Part B: Which sentence from the story **best** supports the statement in Part A?

- Ⓐ “When she was finished, only then would she go out to play or hang out with her friends.” (Paragraph 2)
- Ⓑ “Her friend Micah might ask her to join a kickball game after school, and so if that happened, Ruthie would do that.” (Paragraph 3)
- Ⓒ “Plan B occurred if her friend Josie invited her to sing with her band.” (Paragraph 4)
- Ⓓ “That is, Ruthie did homework after school only if Derek didn’t want to play computer games at his house.” (Paragraph 4)

Read “A Man of His Word” and answer the questions that follow.

A Man of His Word

1 Long ago, a poor farmer named Weston went off to another land in search of work. He was offered a job as a servant to a master who agreed to pay him six pieces of silver for a year’s work. However, he would not give Weston any wages until the end of the year. Weston agreed to trust the rich man, for what choice did he have?

2 At the year’s end, Weston wanted to return to his family. The rich man said, “Weston, you have been a fine servant, and I have your wages. However, I have something more valuable to offer you instead of your wages. I will not tell you yet what it is. Will you trust me and take that, or will you take your six pieces of silver?” Weston, who trusted his master, took the risk.

3 The master said, “What I have to offer you is three pieces of advice. First, never take a shortcut when you can take a main road. Second, never accept an offer when you are not in need. Third, honesty is the best policy.” The master then produced one silver coin to be used for Weston’s journey home and handed Weston two cakes. “Here is one cake for your journey. This second cake wrapped in cloth is not to be eaten until you get home, and you must share it with your family.” Weston agreed to follow his master’s advice and headed off, wondering if he had made the right choice. However, his master had always been good to him, and Weston knew he could trust him.

4 Along the road, Weston met two peddlers who suggested they all take a shortcut through the woods to the inn. It would save at least two miles of walking and would get them to the inn before darkness fell. But Weston remembered his master’s first piece of advice and declined their invitation. “I think I’ll stick to the main road,” he said. “I’ll see you there.”

5 When Weston arrived at the inn, a man in a cloak was just leaving. “Young man,” said the stranger, in a hurried whisper. “Although I have already paid for my room, I have decided to leave. You are welcome to the room.” Weston looked at the stranger and the room key that the stranger held out to him and then remembered his master’s second piece of advice. While a free room would be nice, Weston knew he had one piece of silver and was not in need.

6 Instead of using the key himself, Weston brought it to the innkeeper. “You
can take the room, for it’s the last one I have,” offered the innkeeper. Just then,
the two peddlers came in, their shirts torn. They had been robbed in the
woods! Hearing of the free room, they decided to take it. Weston was happy to
sleep in the stable, and he ate his first cake for his meal.

7 That night a sheriff arrived at the inn looking for a stolen box of jewels.
While searching the peddlers’ room, the sheriff found the box, but it was
empty. The peddlers knew nothing about the jewels. Just then the innkeeper
remembered Weston sleeping in the stable. Weston told the sheriff of the man
and the key. With that information, the sheriff freed the peddlers and set off to
find the stranger. Weston realized that if he had taken that room, he might
have been accused of the crime.

8 When Weston arrived home at long last, his wife and children hugged him
in welcome. In addition, they had a surprise. They showed him a bag of money
they had found on the road to town. After their years of poverty, here was a
reward!

9 Weston thought about his master’s third piece of advice and told his
family, “We must be honest and try to find the owner.” His family began to
protest when there was a knock at the door.

10 An old woman stood before him and asked, “Young man, can you help me?
I have lost my bag of money, all I have in the world!” Weston’s wife agreed
they must return the money. The old woman cried out in joy. From the bag the
grateful woman removed a gold coin and pressed it into Weston’s hand. “Thank
you for your honesty. May you have prosperity!” Weston silently hoped that
the woman was right, that the gold coin marked the beginning of the end of
the family’s poverty.

11 As the family sat down to their small meal, they talked about how to
spend the reward. Weston then brought out the second cake for them to share.
When he broke the cake in two, out of one side fell six pieces of silver, his
wages! And out of the second half fell six pieces of gold. Weston realized that
the disguise of the cake was to save him from getting robbed. By following his
master’s advice and instructions, Weston was rewarded with a safe return,
money for his family, and the satisfaction that he, himself, was a man who
kept his promise.

6 **Part A:** What does the word **prosperity** mean as it is used in paragraph 10 of the story?

- (A) happiness
- (B) sadness
- (C) good fortune
- (D) bad luck

Part B: Which phrase from paragraph 10 is a hint to the meaning of **prosperity**?

- (A) "... all I have in the world!"
- (B) "... must return the money."
- (C) "... the grateful woman removed a gold coin ..."
- (D) "... end of the family's poverty."

- 7 Part A:** During the story, Weston has to make several choices. Which choice is most important to the plot of the story?
- Ⓐ He decides to leave his job to go home to his family.
 - Ⓑ He trusts that his master will pay him at the end of the year.
 - Ⓒ He accepts three pieces of advice as payment for his work.
 - Ⓓ He sleeps in the stable at the inn instead of accepting a free room.

Part B: Which **two** pieces of text evidence support your answer in Part A?

- Ⓐ "Long ago, a poor farmer named Weston went off to another land in search of work." (Paragraph 1)
- Ⓑ "Weston agreed to trust the rich man, for what choice did he have?" (Paragraph 1)
- Ⓒ "However, I have something more valuable to offer you instead of your wages." (Paragraph 2)
- Ⓓ "I will not tell you yet what it is." (Paragraph 2)
- Ⓔ "The master then produced one silver coin to be used for Weston's journey home and handed Weston two cakes." (Paragraph 3)
- Ⓕ "Weston agreed to follow his master's advice and headed off, wondering if he had made the right choice." (Paragraph 3)

8 **Part A:** Why does Weston turn down the peddlers' offer to travel with them through the woods?

- (A)** Weston enjoys walking and wants to take his time.
- (B)** Weston is following his master's advice.
- (C)** Weston thinks the peddlers are dishonest.
- (D)** Weston thinks the shortcut might be unsafe.

Part B: What phrase from paragraph 3 supports your answer in Part A?

- (A)** "... never take a shortcut when you can take a main road."
- (B)** "... never accept an offer when you are not in need."
- (C)** "... honesty is the best policy."
- (D)** "... cake wrapped in cloth is not to be eaten ..."

9 **Part A:** What hint does the author give that the stranger in the cloak may have something to hide?

- (A)** The stranger speaks in a hurried whisper.
- (B)** The stranger holds out the key.
- (C)** The innkeeper has no more rooms.
- (D)** The innkeeper offers the stranger's room to Weston.

Part B: Underline the detail from paragraph 7 that shows why this hint about the stranger is important to the story.

That night a sheriff arrived at the inn looking for a stolen box of jewels. While searching the peddlers' room, the sheriff found the box, but it was empty. The peddlers knew nothing about the jewels. Just then the innkeeper remembered Weston sleeping in the stable. Weston told the sheriff of the man and the key. With that information, the sheriff freed the peddlers and set off to find the stranger. Weston realized that if he had taken that room, he might have been accused of the crime.

10 **Part A:** Which character trait below **best** describes the master?

- (A) strict
- (B) dishonest
- (C) wise
- (D) patient

Part B: Which detail from the story illustrates that character trait?

- (A) The master hides Weston's wages in a cake so that he will not be robbed.
- (B) The master tells Weston that he has been a fine servant.
- (C) The master gives Weston enough time to make a good decision about whether to take his wages.
- (D) The master gives Weston one piece of silver so that he can have a safe trip home.

11 **Part A:** Which of the following states a theme of the story?

- (A) Trusting strangers will lead to trouble.
- (B) It is important to be honest.
- (C) Hard work is always rewarded.
- (D) Think carefully before you decide to take advice.

Part B: Which event from the story supports your answer in Part A?

- (A) The stranger leaves an empty jewel box in his room at the inn.
- (B) The innkeeper tells the sheriff where to find Weston.
- (C) The family shows Weston a bag of money they found on the road.
- (D) The old woman gives Weston's family a piece of gold.

12 **Part A:** Which phrase below **best** describes Weston’s character?

- (A) angry and determined
- (B) bashful and kind
- (C) honest and dependable
- (D) reckless and impatient

Part B: Which sentence from the story supports your answer?

- (A) “When Weston arrived home at long last, his wife and children hugged him in welcome.” (Paragraph 8)
- (B) “Weston silently hoped that the woman was right, that the gold coin marked the beginning of the end of the family’s poverty.” (Paragraph 10)
- (C) “As the family sat down to their small meal, they talked about how to spend the reward.” (Paragraph 11)
- (D) “Weston then brought out the second cake for them to share.” (Paragraph 11)

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- 13** Use the statements below to summarize the story. Number the statements to show the order in which they occur. Select **only** those statements that accurately describe what happens in the story.

_____ **A** The master's advice saves Weston from being robbed and from being accused of a crime as he travels home.

_____ **B** Weston convinces his family to give a bag of money back to a woman who lost it.

_____ **C** Weston chooses to trust his master and take a payment that is more valuable than his wages.

_____ **D** Following the master's instructions leaves Weston with money for his family and teaches him the importance of keeping his word.

_____ **E** The master offers to pay Weston six pieces of silver and six pieces of gold at the end of one year.

_____ **F** Weston receives three pieces of advice and some instructions and agrees to follow them.

Read “Mathew Brady, Photographer” and answer the questions that follow.

Mathew Brady, Photographer

1 The photographer Mathew Brady changed the way people depict war. Before Brady, artists often portrayed war as noble and heroic. The Civil War photographs taken by Brady and his team showed the harsh truth.

2 Mathew Brady was born around 1823. As a teenager he learned about the new art form of photography from his teacher, the inventor and artist Samuel Morse. By 1844 Brady had opened his own photography business. Soon, some of the most famous Americans of the day were having their pictures taken by Brady, such as former president John Tyler.

3 Brady suffered from poor eyesight for much of his life, yet he had a gift for posing people in ways that brought out who they truly were. Early in 1860, many believed that Abraham Lincoln was too awkward-looking to be elected president. On February 27 of that year, Brady took a photograph that changed people’s minds. It brought out Lincoln’s strength of character and made him look like a statesman. Later that day, Lincoln made a powerful speech at the Cooper Institute. Later that year, he was elected president. Looking back, Lincoln said, “Brady and the Cooper Institute made me president.”

4 Brady found great success in photographing the rich and powerful. He wanted to take photography in a new direction, however. When the Civil War broke out in 1861, Brady created a “corps” of twenty photographers to document it. Back then, photography required heavy, expensive equipment, and each photographer on Brady’s team needed a horse-drawn wagon. The thousands of photos these men took—which Brady took credit for—fully captured the destruction of battle. The idea that being a soldier was glamorous was gone forever. After seeing one exhibition, a *New York Times* reporter wrote, “The photos bring home to us the terrible reality ... of war.”

5 Brady spent a fortune funding the Civil War photographs. He went broke when no one bought them. At the time, people wanted to forget the war. Sadly, Brady’s business never recovered. He died penniless in 1896.

6 Mathew Brady had pioneered the use of photos to document important events. Today the photographs of Brady and his team are considered a treasured record of our past. The priceless photographs captured the nation during a crucial moment in history.

14 **Part A:** What does the word **priceless** mean as it is used in paragraph 6 of the article?

- (A) low-priced
- (B) half-finished
- (C) extremely valuable
- (D) extremely detailed

Part B: Which phrase from the article helps the reader understand the meaning of **priceless**?

- (A) "... thousands of photos ..." (Paragraph 4)
- (B) "... wanted to forget ..." (Paragraph 5)
- (C) "... never recovered." (Paragraph 5)
- (D) "... treasured record ..." (Paragraph 6)

15 **Part A:** What problem did Mathew Brady help Abraham Lincoln solve?

- (A)** People did not have any idea of what Lincoln looked like.
- (B)** People thought Lincoln did not have the right appearance to be president.
- (C)** Lincoln needed to make a very important speech at the Cooper Institute.
- (D)** Lincoln needed to know what had taken place during the Civil War battles.

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

- (A)** "Early in 1860, many believed that Abraham Lincoln was too awkward-looking to be elected president." (Paragraph 3)
- (B)** "Later that day, Lincoln made a powerful speech at the Cooper Institute." (Paragraph 3)
- (C)** "Brady found great success in photographing the rich and powerful." (Paragraph 4)
- (D)** "The idea that being a soldier was glamorous was gone forever." (Paragraph 4)

16 Part A: What is a main idea of “Mathew Brady, Photographer”?

- (A) Mathew Brady lost all his money after the Civil War.
- (B) Mathew Brady learned about photography from Samuel Morse.
- (C) Mathew Brady photographed John Tyler, a former president.
- (D) Mathew Brady helped to show how destructive war can be.

Part B: Which **two** of the following provide details that support the main idea in Part A?

- (A) “Before Brady, artists often portrayed war as noble and heroic.” (Paragraph 1)
- (B) “As a teenager he learned about the new art form of photography from his teacher, the inventor and artist Samuel Morse.” (Paragraph 2)
- (C) “Brady suffered from poor eyesight for much of his life, yet he had a gift for posing people in ways that brought out who they truly were.” (Paragraph 3)
- (D) “Back then, photography required heavy, expensive equipment, and each photographer on Brady’s team needed a horse-drawn wagon.” (Paragraph 4)
- (E) “The thousands of photos these men took—which Brady took credit for—fully captured the destruction of battle.” (Paragraph 4)
- (F) “At the time, people wanted to forget the war.” (Paragraph 5)

- 17 Part A:** Arrange the events from the article in the order in which they occurred. Write the sentences in the correct order in the chart below.

A Brady opens his photography business.

B Brady hires a team to photograph the Civil War.

C Brady meets Abraham Lincoln.

D Brady meets Samuel Morse.

1	
2	
3	
4	

Part B: Which **two** phrases from paragraph 3 are evidence that the author used a chronological text structure?

- (A)** "... a gift for posing people ..."
- (B)** "Early in 1860 ..."
- (C)** "... to be elected president."
- (D)** "It brought out ..."
- (E)** "... at the Cooper Institute."
- (F)** "Later that year ..."

18 Part A: Which of the following claims is supported by the most relevant and sufficient evidence within “Mathew Brady, Photographer”?

- (A) Brady was a father of photojournalism, the use of photos to tell news stories.
- (B) Brady’s poor eyesight ended up making him a more successful photographer.
- (C) Brady believed that the Civil War was a mistake and should be ended quickly.
- (D) Brady believed his greatest achievement was photographing Abraham Lincoln.

Part B: Which statement from the article is evidence that **best** supports your answer?

- (A) “The Civil War photographs taken by Brady and his team showed the harsh truth.” (Paragraph 1)
- (B) “On February 27 of that year, Brady took a photograph that changed people’s minds.” (Paragraph 3)
- (C) “Brady spent a fortune funding the Civil War photographs.” (Paragraph 5)
- (D) “Mathew Brady had pioneered the use of photos to document important events.” (Paragraph 6)

Now you will read about the topic of food chains. The first text, "Food Chains," is an article, and the second text is a firsthand account, "Journal Entry for May 15." As you read the texts, pay close attention to details in the pieces. You will answer questions about both texts.

Read "Food Chains" and "Journal Entry for May 15" and answer the questions that follow.

Food Chains

1 Living things need energy to live and grow, but where do they get their energy? The answer is simple once you think about it. Living things get energy from food. The energy in food is passed from one organism to another in a food chain. Sunlight is how most food chains get started.

2 Food chains include producers, consumers, and decomposers. First, green plants are called producers in a food chain because they use the Sun's energy to produce their own food. Then animals consume plants and other animals since they cannot make their own food. Animals are called consumers on a food chain. Finally, decomposers on a food chain break down organisms that are no longer living. Decomposers may return organisms' nutrients to the soil. That helps some food chains start over again since many plants need the nutrients to grow.

3 Three kinds of consumers are herbivores, carnivores, and omnivores. Herbivores are known as primary consumers since they eat mainly plants. Deer, rabbits, cows, and bees are herbivores. So are African elephants; an elephant may eat hundreds of pounds of plants every day. A herbivore, therefore, can be a small insect or the largest animal on the African continent!

4 Carnivores are animals that mainly eat other animals. Cats, frogs, snakes, and hawks are carnivores. Omnivores are organisms that usually eat both plants and animals. Dogs, pigs, hornets, and chickens are omnivores. So are bears and raccoons. Anyone who has been camping knows that. Bears and raccoons will eat almost anything! Pack food away carefully if those two omnivores are around.

5 Carnivores and omnivores are often called secondary consumers since they follow the first consumers in a food chain, the herbivores. People usually eat from both plant and animal food groups. That means that most people are omnivores. However, vegetarians are herbivores since they mainly eat plant-based food.

6 Decomposers on a food chain have a vital responsibility during the last step in a food chain. There are numerous types of decomposers. Fungi, for example, may break down fallen tree branches while earthworms eat plant life that has died. Various insects, such as beetles and flies, are decomposers, and bacteria, microscopic organisms, also play an important role as decomposers.

7 Every ecosystem has its own food chains. The next time you walk through your own environment, keep your eyes open. Will you be able to identify the producers, consumers, and decomposers?

Journal Entry for May 15

1 Today I hiked through the lovely woods near my home to investigate our local wildlife. I wanted to learn more about my area's amazing ecosystem. I stopped first at the large pond's edge. There I found a fascinating example of a food chain. A food chain is the path that energy takes from one organism to another in the form of food. The woods' strong, hearty populations provide energy-rich, nourishing food for each other.

2 Algae, a producer in the food chain, floated in the pond collecting sunlight and growing quickly. Mayflies, consumers in a food chain, swarmed around feasting on the algae. Fish, also consumers, grabbed some mayflies to eat as they swam near the pond's surface. Since there were so many fish, many birds clustered around the pond. The birds, such as the beautiful herons I saw, looked ready to catch some fish for their meals. Finally, I know decomposers will break down the birds after they die, returning nutrients to the soil.

3 I also saw plenty of herbivores, consumers that mostly eat plants. The caterpillars and bees in the tall trees were just two examples. The trees also sheltered their share of carnivores, animals that mostly eat other animals. I saw hollows in the trees where owls wait for night. Owls, hungry carnivores, will then feast on rodents and other small mammals. These birds run down their prey, hunting and capturing their victims after the sun sets.

4 I had an interesting visit to my area's woods. Since most people are omnivores—that means we eat both plants and animals—I decided to drop by the café near the woods' entrance. I ordered a salad and sandwich—and wrote this journal entry!

Answer these questions about “Food Chains.”

19 Part A: What is a main idea of “Food Chains”?

- (A) Plants don’t get enough sunlight.
- (B) Energy obtained from food is passed through organisms.
- (C) All environments in our world must be protected.
- (D) Living things on a food chain must be helped.

Part B: Which **two** of the following provide details that support the main idea in Part A?

- (A) “The answer is simple once you think about it.” (Paragraph 1)
- (B) “Living things get energy from food.” (Paragraph 1)
- (C) “The energy in food is passed from one organism to another in a food chain.” (Paragraph 1)
- (D) “Anyone who has been camping knows that.” (Paragraph 4)
- (E) “Pack food away carefully if those two omnivores are around.” (Paragraph 4)
- (F) “The next time you walk through your own environment, keep your eyes open.” (Paragraph 7)

20 **Part A:** Which type of organism makes its own food as described in the article?

- (A) decomposer
- (B) primary consumer
- (C) secondary consumer
- (D) producer

Part B: Underline **one** sentence in paragraph 2 that **best** supports the answer to Part A.

Food chains include producers, consumers, and decomposers. First, green plants are called producers in a food chain because they use the Sun's energy to produce their own food. Then animals consume plants and other animals since they cannot make their own food. Animals are called consumers on a food chain. Finally, decomposers on a food chain break down organisms that are no longer living. Decomposers may return organisms' nutrients to the soil. That helps some food chains start over again since many plants need the nutrients to grow.

21 Part A: According to “Food Chains,” what is the effect of decomposers returning nutrients to the soil?

- (A) Sunlight starts most food chains.
- (B) Carnivores can then eat decomposers.
- (C) Many plants get nutrients they need.
- (D) Then decomposers do not need energy from food.

Part B: Which detail from the article shows the cause that supports the answer in Part A?

- (A) “. . . many plants need the nutrients to grow.” (Paragraph 2)
- (B) “. . . largest animal on the African continent!” (Paragraph 3)
- (C) “. . . vegetarians are herbivores. . . .” (Paragraph 5)
- (D) “. . . numerous types of decomposers.” (Paragraph 6)

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Answer these questions about “Journal Entry for May 15.”

22 **Part A:** What is the meaning of **run down their prey** as it is used in paragraph 3 of the firsthand account?

- (A) keep away from other animals to avoid being consumed
- (B) run downhill after animals that will be consumed
- (C) animals developing poor health so that they can't be consumed
- (D) catch animals that will be consumed

Part B: Which phrase from paragraph 3 helps the reader understand the meaning of **run down their prey**?

- (A) “. . . saw hollows in the trees . . .”
- (B) “. . . owls wait for night. . .”
- (C) “. . . capturing their victims . . .”
- (D) “. . . after the sun sets.”

23 **Part A:** What is a main idea of “Journal Entry for May 15”?

- Ⓐ Algae won’t grow enough unless there is plenty of water.
- Ⓑ Healthy populations supply food for each other.
- Ⓒ Most birds will only eat fish.
- Ⓓ A café must have salads on its menu.

Part B: Which detail from the entry supports the main idea in Part A?

- Ⓐ “The woods’ strong, hearty populations provide energy-rich, nourishing food for each other.” (Paragraph 1)
- Ⓑ “Algae, a producer in the food chain, floated in the pond collecting sunlight and growing quickly.” (Paragraph 2)
- Ⓒ “The birds, such as the beautiful herons I saw, looked ready to catch some fish for their meals.” (Paragraph 2)
- Ⓓ “I ordered a salad and a sandwich—and wrote this journal entry!” (Paragraph 4)

24 **Part A:** According to “Journal Entry for May 15,” what is the effect of large populations of fish in the pond?

- (A) The pond’s algae stops growing.
- (B) Many birds can be found near the pond.
- (C) Mayflies stay away from the pond.
- (D) Decomposers must break down birds that have died.

Part B: Which detail from paragraph 2 shows the cause that supports the answer in Part A?

- (A) “Mayflies, consumers in a food chain, swarmed around feasting on the algae.”
- (B) “Fish, also consumers, grabbed some mayflies to eat as they swam near the pond’s surface”
- (C) “Since there were so many fish, many birds clustered around the pond.”
- (D) “Finally, I know decomposers will break down the birds after they die, returning nutrients to the soil.”

Now answer these questions about “Food Chains” and “Journal Entry for May 15.”

- 25 Part A:** Compare and contrast the information about food chains found in the firsthand account “Journal Entry for May 15” with the information found in the secondhand account “Food Chains.” Which statement describes the difference in focus of the texts?
- (A)** “Journal Entry for May 15” focuses on carnivores while “Food Chains” focuses on herbivores and omnivores.
 - (B)** “Journal Entry for May 15” includes some of the author’s personal thoughts while “Food Chains” focuses on facts.
 - (C)** “Journal Entry for May 15” does not include any facts while “Food Chains” skips some important facts.
 - (D)** “Journal Entry for May 15” has a different opinion about consumers than “Food Chains.”

Part B: Circle **two** phrases that **best** support your answer in Part A.

	Journal Entry for May 15	Food Chains
Paragraph 1	“... I hiked through the lovely woods. ...”	“Living things need energy. ...”
Paragraph 2	“... a producer in the food chain ...”	“... food chains start over. ...”
Paragraph 3	“... small mammals. ...”	“... largest animal ...”
Paragraph 4	“... most people are omnivores. ...”	“... raccoons will eat almost anything!”

26 Part A: Based on the article and firsthand account, which statement describes environments with successful food chains?

- (A) Carnivores get more energy than they really need.
- (B) Every population gets enough energy to survive.
- (C) Decomposers in the environment include bacteria.
- (D) Many trees are growing in the environment.

Part B: Choose **one** phrase from “Food Chains” and **one** phrase from “Journal Entry for May 15” that **best** support the answer to Part A.

- (A) “. . . energy in food is passed from one organism to another. . . .” (Food Chains, Paragraph 1)
- (B) “Food chains include producers. . . .” (Food Chains, Paragraph 2)
- (C) “Herbivores are known as primary consumers. . . .” (Food Chains, Paragraph 3)
- (D) “. . . hearty populations provide energy-rich, nourishing food for each other.” (Journal Entry for May 15, Paragraph 1)
- (E) “Algae, a producer in the food chain, floated in the pond collecting sunlight. . . .” (Journal Entry for May 15, Paragraph 2)
- (F) “. . . hollows in the trees where owls wait for night.” (Journal Entry for May 15, Paragraph 3)

