

1. Where does the narrator of the text work?

- A. at a library
- B. **at a zoo**
- C. at a movie theater
- D. at an amusement park

2. From which point of view is this story told?

- A. **first-person point of view ("I")**
- B. second-person point of view ("you")
- C. limited third-person point of view ("he" or "she")
- D. omniscient, or unlimited, third-person point of view ("he/she/they")

3. Read the following sentences from the text.

It wasn't so bad at the zoo, either. I liked our habitat. It reminded me a lot of home. The part of our habitat that faced the visitors was kind of like a backyard. Behind the backyard was the fake house where we each had our own little room; we could always go nap there when we got tired.

What can be concluded from this information?

- A. The narrator does not like working at the zoo very much.
- B. The zookeepers are not taking good care of the narrator.
- C. **The narrator is a human being on display at a zoo.**
- D. The narrator has spent his or her whole life working at the zoo.

4. How does the narrator's attitude about being at the zoo change throughout the story?

- A. laid-back at first, then thoughtful, and finally nervous
- B. laid-back at first, then nervous, and finally thoughtful
- C. **nervous at first, then laid-back, and finally thoughtful**
- D. thoughtful at first, then laid-back, and finally nervous

5. What is a theme of this text?

- A. true love
- B. religious belief
- C. the horrors of war
- D. **human nature**

6. Read these sentences from the text.

"You look a little **green**," Emily said. "First day," I replied.

Based on the sentences, what might the word "**green**" mean?

- A. **inexperienced or sick**
- B. healthy or confident
- C. friendly or very happy
- D. old or exhausted

7. Choose the answer that best completes the sentence.

The human beings at the zoo have special talents, _____ composing music, writing poetry, and dancing.

- A. consequently
- B. otherwise
- C. earlier
- D. **such as**

8. What does the narrator sneak off to see at the end of the story?

Suggested answer: Responses may vary in specificity. Students may respond that the narrator sneaks off to see the giant squid, the “Oceans of the World” exhibit, or similar variations.

9. What question does the narrator ask at the very end of the story?

Suggested answer: The narrator asks, “And who are you really?”

10. Why does the narrator ask the question at the very end of the story? Support your answer with evidence from the text.

Suggested answer: Responses may vary, as long as they are supported by the passage. For example, students may respond that seeing the squid reminds the narrator of his or her own exhibit at the zoo and inspires contemplation about the question of personal identity. The narrator asks who the squid really is because the narrator has learned that visitors to an exhibit have a limited understanding of what they are looking at. Alternatively, students may respond that the narrator, reflected in the tank’s glass, is asking the question of himself or herself. Staring at his or her reflection in the eye of the squid has made the narrator question the difference between human beings and animals, and whether a meaningful difference even exists.

1. Where can you find the num num plant?

- A. in Central and Southern Africa
- B. in Northern and Western Africa
- C. in Central and Eastern Africa
- D. **in Southern and Eastern Africa**

2. How does the text describe the num num plant?

- A. The num num plant has heart-shaped leaves, small orange flowers, and a large yellow fruit with a hard shell that is the size of a grapefruit.
- B. The num num plant has shiny green leaves, thick red flowers, and large red fruits with a hard shell and several tiny seedlings inside.
- C. The num num plant has large cactus-like branches and bright pink and yellow fruit that is white on the inside with tiny black seeds.
- D. **The num num plant has shiny green leaves, white star-shaped flowers, and red oval-shaped fruits that are smaller than a ping-pong ball.**

3. The num num plant has potential health benefits. What evidence from the text supports this conclusion?

- A. "The num num is a beautiful and useful plant native to South Africa. In the Zulu language, a language spoken by more than nine million people mostly in South Africa, this plant is called amatungulu."
- B. **"Num num fruits are rich in Vitamin C, calcium, magnesium and phosphorus. These nutrients help strengthen bones and boost a person's immune system to keep them healthy."**
- C. "Num num fruits are oval-shaped and smaller than a ping-pong ball. The seeds inside the fruit are soft and edible. When cut, these fruits release a white, sticky milk. Monkeys and birds love to enjoy their sweet fruity flesh."
- D. "The num num is a sturdy plant that grows well in coastal areas. This plant can handle salt air and strong winds, making it a perfect plant to grow near sand dunes or coastal forests."

4. What kinds of communities could benefit most from growing and eating num num plants and fruit?
- A. communities in cold, mountainous areas that have a lot of pollution and need the num num plant to filter the air
 - B. communities in warm, rainy areas that need to attract tourists in order to do more business and improve their economy
 - C. **communities in warm coastal areas that do not already have access to lots of nutritious food options**
 - D. communities that have a lot of monkeys and birds and need to feed them to keep them away from homes
5. What is the main idea of this text?
- A. **The num num plant is a sturdy plant from South Africa that grows well in coastal areas and produces a small, nutritious red fruit that could help local communities.**
 - B. The num num plant is a plant from South Africa that grows near the water, can survive tropical storms, and is important to preserving several endangered animal species.
 - C. The num num plant is a plant from South Africa that grows in the desert and produces a large red fruit that can help local communities make more money by selling them.
 - D. The num num plant is a plant from South Africa that produces small, oval, red fruits that are sweet and tasty and have soft seeds on the inside that people can eat.
6. Read the following sentences.
- "Currently, some people in these local communities rely on a very small number of food species (including wheat and corn) to get their nutrients. Many of these foods are not as nutritious as the num num fruit. Growing more num num plants and other native plants could promote **food diversity** in these communities."
- As used in this excerpt, what does the phrase "**food diversity**" most closely mean?
- A. better opportunities to make money
 - B. an understanding of different cultures
 - C. knowledge of special cooking techniques
 - D. **different types of foods that are available**

7. Choose the answer that best completes the sentence below.

The num num fruit is more nutritious than foods like wheat and corn and, _____, is better for the people who eat them.

- A. earlier
- B. **therefore**
- C. instead
- D. moreover

8. What kinds of climate and environmental conditions does the num num plant grow well in?

Suggested answer: The num num plant grows well in coastal areas with salt, air, and strong winds. It does not need much rain and cannot be in a very cold environment.

9. According to the text, what do scholars hope local communities in Southern and Eastern Africa will do with the num num plant?

Suggested answer: Scholars hope that local communities will learn more about the benefits of the num num plant and bring more num num fruits into their diets.

10. What benefits might scholars communicate to local communities about the num num plant to encourage people to grow and eat it? Use evidence from the text to support your answer.

Suggested answer: Answers will vary but should be based in the text. Answers may include that scholars can inform local communities about the nutritious and medicinal values of the plant, and share that the plant is sturdy, and can grow well in the areas where they live.

1. What country is Phiona Mutesi from?

- A. **Uganda**
- B. Siberia
- C. Sudan
- D. Turkey

2. Which answer choice best describes the sequence of events after Phiona first visited the Sports Outreach Institute?

- A. At first, she was really excited to play chess, but after she learned the rules, she got discouraged and left.
- B. At first, she thought she should play soccer, but eventually she realized that she didn't like soccer.
- C. **At first, she only wanted a meal, but Robert Katende's kindness convinced her to give chess a try.**
- D. At first, Robert Katende was rude to her, but after a while he was kind to her and taught her chess.

3. Read the following sentences from the text.

"Her growing interest in chess sprang from the connection she sensed between the tactics of the game and the skills necessary for survival in Katwe. 'I like chess because it involves planning,' Phiona said. As Katende had foreseen, chess was more than just a game for the children of the slum. The tactics can have a practical and educational value for children who are struggling to survive."

What can you conclude about Phiona's interest in chess, based on this information?

- A. Chess was important to Phiona from the beginning because of the money she imagined she could win.
- B. Chess felt exciting to Phiona because she had a serious competitive spirit and loved to beat people.
- C. Chess was mostly interesting to Phiona's mother, but Phiona eventually came to see it as interesting.
- D. **Chess was more than just a game for Phiona, as it was also a way of improving important life skills.**

4. How could you describe Phiona's attitude towards losing chess matches?

- A. She does not care at all if she loses, so she usually forgets about losses quickly.
- B. **She takes losses as lessons, so she can continue improving her chess skills.**
- C. She gets furious if she loses, and opponents are often afraid to play her.
- D. She is happy to lose because she sees it as a good way to get sympathy from players.

5. What is the main idea of this text?

- A. Woman Candidate Master is a rank that exists in the world of chess, which means that someone is a good chess player.
- B. **Phiona Mutesi grew up in poverty in Uganda, and her life changed when she discovered chess and eventually became a world-class champion.**
- C. The Sports Outreach Institute is an organization run by Robert Katende, a Katwe native who became a soccer player.
- D. Some people like playing chess, but most people prefer playing checkers, another board game, because it's hard to

1. Which artist painted The Bridge at Argenteuil?

- A. Mary Cassatt
- B. Winslow Homer
- C. Edouard Manet
- D. **Claude Monet**

2. Which three topics does the text address?

- A. **The painting's use of color, Impressionist brushstroke style, and the expansion of the railroad service**
- B. The history of the Seine River, the founding of Argenteuil, and city life in France
- C. The founding of Impressionism, the popularity of sailing, and the personal life of Claude Monet
- D. Famous Impressionist painters, techniques for painting nature images, and the Paris art scene

3. Read this sentence from the text.

"A gentle wind pushes the boat across the calm river below."

What evidence from the painting supports the author's suggestion that there is a gentle wind?

- A. The brushstrokes are short and quick.
- B. The right side of the painting is full of shadows and varying shades of green.
- C. **The boat's sail is full while the water remains calm.**
- D. The figures in the boat are far-off and tiny.

4. Based on the information in the text and the painting, how could the mood of the painting best be described?

- A. Scary and threatening
- B. **Calm and peaceful**
- C. Wild and disturbing
- D. Exciting and fun

5. What is the main idea of the text?

- A. **Claude Monet's appreciation of natural light and color is reflected in his painting of a calm outdoor scene near a river in Argenteuil.**
- B. Impressionist painters such as Claude Monet preferred depicting natural scenes over scenes of urban life.
- C. The railroad bridge over the Seine River at Argenteuil inspired many Impressionist painters.
- D. The Seine River was typically calm and tranquil, making it a popular location for sailing among the people who lived in Argenteuil.

6. Read these sentences from the text.

"...the railroad service was expanding, and it became easier for city dwellers to take weekend trips to the nearby countryside. Perhaps the tiny figures in the boat are enjoying time away from the faster pace of urban life."

Why might the author have included this suggestion that the figures in the boat are taking relaxing time away from the city?

- A. To highlight the importance of the Seine River to French industry
- B. **To highlight the sense of calm in the painting**
- C. To suggest that the growing railroad service negatively affected quality of life in France
- D. To suggest that Monet preferred painting images of nature

7. Choose the answer that best completes the sentence.

Light and color change frequently throughout the day. _____, Monet had to work quickly to capture the color and light as he saw it.

- A. Still
- B. Because
- C. **Therefore**
- D. However

8. According to the text, what did Claude Monet appreciate about the outdoors?

Suggested answer: Monet appreciated the variety of colors the outdoors offered, especially those found at sunrise and sunset.

9. Read this sentence from the text.

"A gentle wind pushes the boat across the calm river below."

What characteristics of the painting suggest that the wind is gentle?

Support your answer with evidence from the text and images.

Suggested answer: Answers may vary. The water appears calm, the trees appear calm, the ship is balanced and the sail is full but not stretched, the column of smoke from the train appears steady and uniform, etc.

10. What characteristics of the painting create a feeling of calm in the scene?

Support your answer with evidence from the text and images.

Suggested answer: Answers will vary. Evidence from the painting may refer to the use of color, the relaxing sailboat, the blue sky, and/or the still water and trees. Evidence from the text may refer to the descriptions of "warm, golden light" and "gentle wind" or to the suggestion that citydwellers used the sailboat as an opportunity to escape the bustle of city life.

1. What is tilted relative to the earth's path around the sun, according to the article?

- A. the sun's position in space
- B. Mars's axis of rotation
- C. the sun's axis of rotation
- D. **the earth's axis of rotation**

2. How does the earth's tilt in the summer contrast with its tilt in the winter?

- A. The earth is tilted away from the sun in the summer but towards the sun in the winter.
- B. The earth is tilted slightly towards the sun in the summer and much farther towards the sun in the winter.
- C. **The earth is tilted towards the sun in the summer but away from the sun in the winter.**
- D. The earth is tilted slightly away from the sun in the summer and much farther away from the sun in the winter.

3. Read Fact 1 and look at the image next to it.

"The earth rotates about its axis once every 24 hours. In the morning we are facing towards the sun, and at night we are facing away from the sun."

Based on this information, what can you conclude about the curved arrow in the diagram?

- A. **The arrow represents the earth's rotation.**
- B. The arrow represents the earth's axis.
- C. The arrow represents the earth's tilt.
- D. The arrow represents the earth's equator.

4. Look at the two diagrams of the earth at the end of the article. What might the red line in each diagram represent?

- A. a place on the earth that receives less light in winter than in summer
- B. the earth's rotation
- C. **the earth's axis**
- D. the earth's path around the sun

5. What is the main idea of this text?

- A. The earth rotates around the sun approximately every 365 days.
- B. The earth rotates around its axis once every 24 hours.
- C. The axis around which the earth rotates is tilted by 23.5 degrees relative to the earth's path around the sun.
- D. **Winter is colder than summer because earth's axis of rotation is tilted.**

6. Read these sentences from the text.

"The earth rotates about its axis once every 24 hours. In the morning we are facing towards the sun, and at night we are facing away from the sun."

What is the meaning of "rotates" as it is used here?

- A. rises
- B. falls
- C. shrinks
- D. **turns**

7. Read these sentences from the text.

"The earth's axis of rotation is tilted relative to the earth's path around the sun. As a result we are tilted towards the sun in the summer and away from the sun in the winter."

Which word or phrase could replace "as a result" without changing the meaning of these sentences?

- A. **consequently**
- B. primarily
- C. for example
- D. however

8. Look at the two diagrams of the earth at the end of the article. They show the same spot (red circle) in the winter and in the summer. What is the difference between the amount of light the same spot receives in the winter and in the summer?

Suggested answer: The same spot receives much less light in the winter than in the summer.

9. What is an effect of the difference between the amount of light the same spot (red circle) receives in the winter and in the summer?

Suggested answer: The same spot is colder in the winter than in the summer.

10. Imagine that the earth's axis of rotation changed so that the same spot (red circle) received the same amount of light in the winter and in the summer. What effect might that change have on the temperature in that spot? Support your answer with evidence from the text.

Suggested answer: The temperature in that spot would probably become about the same in the winter and in the summer. If the difference between the amount of light the spot receives in the winter and summer accounts for the difference in the temperature of winter and summer there, then eliminating the difference in light would eliminate the difference in temperature.

1. What does Gus Elefantis do during the summer?

- A. Gus Elefantis teaches Greek to tourists.
- B. **Gus Elefantis drives an ice cream truck.**
- C. Gus Elefantis works on a construction site.
- D. Gus Elefantis waits tables at a restaurant.

2. What is the sequence of events in a summer day for Gus?

- A. Gus gives away ice cream for free; Gus goes shopping for supplies; Gus drives around to sell ice cream.
- B. Gus gives away ice cream for free; Gus drives around to sell ice cream; Gus goes shopping for supplies.
- C. **Gus goes shopping for supplies; Gus drives around to sell ice cream; Gus gives away ice cream for free.**
- D. Gus goes shopping for supplies; Gus gives away ice cream for free; Gus drives around to sell ice cream.

3. Many people in Astoria like Gus.

What evidence from the passage supports this statement?

- A. **"However, the people of Astoria don't go to his truck just for ice cream-whether it's free or not-they also go to see their friend."**
- B. "Gus's morning duty is to 'go shopping' and purchase any new stock the truck needs for the day."
- C. "Gus Elefantis's summer days begin at about 8 a.m. when he and his wife Lola wake up to make breakfast for their two daughters."
- D. "The side windows of the truck have few stickers, making it easy to see into the back where Gus works."

4. What is one problem with Gus's job?

- A. Gus buys the items he needs for his truck from a friend.
- B. Gus works in Astoria, New York.
- C. **Gus's job causes pain in his legs.**
- D. Gus's job allows him to interact with people.

5. What is this passage mostly about?

- A. an ice cream company called Mister Softee
- B. the neighborhood of Astoria, New York
- C. different flavors of ice cream
- D. **the work of an ice cream truck driver**

6. Read the following sentence: "Gus agrees, saying he won't even need to glance inside the freezer as he fills orders for the long lines of **customers** waiting on the sidewalks."

What does the word **customers** mean?

- A. people who get into trouble
- B. people who work hard
- C. people who are mean to others
- D. **people who buy things**

7. Choose the answer that best completes the sentence below.

Gus likes some things about his job _____ not others.

- A. in summary
- B. above all
- C. **but**
- D. after

8. Name two things Gus likes about his job.

Suggested answer: Answers may vary, as long as they are supported by the passage. For example, students may respond that Gus likes being his own boss and giving away free ice cream.

9. Name two things Gus does not like about his job.

Suggested answer: Answers may vary, as long as they are supported by the passage. For example, students may respond that Gus does not like being separated from his daughters and the pain caused by walking in his truck.

10. Gus says that, in some ways, he would love a stable, everyday job. Why does he choose to be an ice cream truck driver instead? Support your answer with evidence from the passage.

Suggested answer: Answers may vary, as long as they are supported by the passage. Students may give examples of things Gus likes about driving an ice cream truck (see Question 8) and argue that these perks outweigh the job's drawbacks.

1. Which state in the United States receives more lightning strikes than any other?

- A. Texas
- B. **Florida**
- C. New York
- D. California

2. Fires are an effect. What is one cause?

- A. **lightning**
- B. wiregrass
- C. gopher tortoises
- D. the Gulf of Mexico

3. Many plants and animals in Florida depend on fire.

What evidence from the passage supports this statement?

- A. Forest fires and grassfires can cause a lot of damage when they reach where people live and work.
- B. Prescribed Fire Crews set carefully planned fires with clear start-and-end points.
- C. Florida is mostly surrounded by water, with the Gulf of Mexico to the west, the Straits of Florida to the south, and the Atlantic Ocean to the east.
- D. **A plant called wiregrass uses the bare soil that remains after a fire to put down its roots.**

4. How do Prescribed Fire Crews fight fire with fire?

- A. They find homes for mice, frogs, and snakes during wildfires.
- B. They find homes for skunks, coyotes, and owls during wildfires.
- C. They live in a state with lots of lightning strikes.
- D. **They light carefully planned fires to prevent larger wildfires.**

5. What is this passage mostly about?

- A. differences between the Gulf of Mexico and the Atlantic Ocean
- B. how thunderstorms are created from a mix of heat and humidity
- C. **fires in Florida and how they affect life there**
- D. why Florida is known as the Lightning Capital of the World

6. Read the following sentence: "Many plants and animals in Florida depend on fire, and they have **adapted** to the constant presence of fire."

What does the word **adapted** mean in the sentence above?

- A. burned to the ground
- B. **changed in order to live with**
- C. set carefully planned fires
- D. surrounded by water on all sides

7. Choose the answer that best completes the sentence below.

Lightning often strikes Florida; _____, fires are sometimes started.

- A. **consequently**
- B. otherwise
- C. such as
- D. previously

8. What do gopher tortoises eat?

Suggested answer: Gopher tortoises eat wiregrass.

9. Why are regular fires important to gopher tortoises?

Suggested answer: Students responses may paraphrase the sentence in the passage stating that regular fires mean gopher tortoises have a regular food supply. They may also go into more depth, explaining that because wiregrass needs fires to survive and wiregrass is a big part of a gopher tortoise's diet, gopher tortoises need fires so that they have enough to eat.

10. Are fires in Florida helpful or harmful? Explain your answer with evidence from the passage.

Suggested answer: Answers may vary. All students should be capable of making the argument that fires in Florida are helpful. As evidence, they may point to the importance of fires to the survival of plants and animals such as wiregrass and the gopher tortoise. Conversely, students may argue that fires in Florida are harmful. The passage states that fires can cause a lot of damage, particularly to homes and buildings.

1. What do Michael and Sam build?
 - A. a fast car
 - B. a big truck
 - C. **a go-kart**
 - D. an engine

2. What problem do Michael and Sam face with their first go-kart prototype?
 - A. **It is too slow.**
 - B. It is too fast.
 - C. It is too small.
 - D. It breaks apart easily.

3. The second time Michael and Sam test their go-kart, they are satisfied with its speed.

Which sentence supports this idea?

- A. "Sam pressed his foot down on the pedal, expecting the go-kart to shoot forward out of the garage and into the parking lot."
 - B. "Michael, Sam, and John needed to think about ways to maximize the go-kart for its speed: what aspects of their original design were unnecessary?"
 - C. "Michael snapped on a pair of swimming goggles, revved the engine, and made sure to take the emergency break off."
 - D. **"All of a sudden, Michael sped out into the parking lot, and Sam ran after him with a big smile."**
4. Why might using a small engine instead of a large engine have increased the go-kart's speed?
 - A. The small engine was built for a go-kart, but the large engine was built for a lawnmower.
 - B. The small engine was easier for Sam and Michael to carry and work with than the large engine.
 - C. The small engine used more fuel than the large engine did.
 - D. **The small engine did not weigh the go-kart down as much as the large engine did.**

5. This passage is mainly about

- A. how visiting a go-kart track can change someone's life
- B. a mother who gives her son a piece of great advice
- C. **building a go-kart and then rebuilding it to make it faster**
- D. an uncle who lets his nephew and his nephew's friend play in his auto repair shop

6. Read the following sentence: "That weekend, John came by Michael's apartment with a bunch of different **auto** parts that they could use for a go-kart, like a steering wheel, brakes, and an ignition pedal, as well as a large poster board."

What does the word "**auto**" mean in the sentence above?

- A. **car**
- B. metal
- C. cheap
- D. simple

7. Choose the answer that best completes the sentence below.

The go-kart moves slowly _____ Michael and Sam rebuild it.

- A. after
- B. **before**
- C. when
- D. since

8. What does John say is the first thing that he, Michael, and Sam need to do in order to make the go-kart?

Suggested answer: John says the first thing they need to do is draw a design of how they want the go-kart to look.

9. Why did Michael and Sam ultimately decide to shorten the nose of the go-kart?

Suggested answer: Michael and Sam ultimately decided to shorten the nose of the go-kart to increase the go-kart's speed.

10. If Michael and Sam were to make another go-kart, what might they do differently than what they did the first time? Support your answer with details from the story.

Suggested answer: Michael and Sam are interested in go-karts that move fast, so they would probably try to build a second go-kart for speed. To keep the go-kart from being weighed down, they might try using light materials and a light engine. For the same reason, they might design a go-kart with a short nose instead of a long one.

1. What are cloud forests?

- A. forests that are made out of clouds and float through the earth's atmosphere
- B. forests of oak and maple trees found in the northeastern United States
- C. pine forests that live in cold climates without much animal life
- D. **humid forests that live among clouds on mountain slopes**

2. What does this article try to persuade the reader of?

- A. Governments should not interfere with businesses.
- B. It is too late to save cloud forests.
- C. **Protecting cloud forests is important.**
- D. Commercial farming is more important than cloud forests.

3. The loss of cloud forests is harmful to the surrounding ecosystem.

What evidence from the passage supports this statement?

- A. **When cloud forests are cleared away, the soil degrades and erodes. What is left behind is a dusty slope that is unable to support animals, plants, and people.**
- B. Cloud forests live among the clouds on the slopes of mountains. They are often surrounded by warm mist, which makes them very humid and wet places.
- C. The Jocotoco Antpitta, or *Grallaria ridgelyi*, lives in Ecuador. The Scarlet-banded Barbet, or *Capito wallacei*, lives in Peru. Barking deer live in Laos and Vietnam.
- D. Commercial farmers sometimes clear cloud forests so that the land can be used as pasture for cattle. Other times, cloud forests are cleared to build roads.

4. Why might providing economic support to people living near cloud forests help save the forests?
- A. People living near cloud forests would be less likely to care about protecting animals like the Jocotoco Antpitta and the Scarlet-banded Barbet.
 - B. **People living near cloud forests would be less likely to clear away parts of the forest to try to support themselves.**
 - C. People living near cloud forests would be more likely to buy cars and build roads through the forest to drive on.
 - D. People living near cloud forests would be more likely to buy gems dug from the ground by mining companies.
5. What is this passage mainly about?
- A. how people in Tegucigalpa, Quito, Mexico City, and Dar es Salaam get their water
 - B. the history of the Sierra de las Minas Biosphere Reserve in Guatemala
 - C. the mining companies and commercial farms that threaten cloud forests around the world
 - D. **cloud forests, the threats they face, and what can be done to save them**
6. Read the following sentences: "It is also effective to educate the **local** population on how cloud forests provide fresh water and what happens when they are cleared. For example, in the indigenous community of Loma Alta in Ecuador, once the people understood that the cloud forest is necessary to provide water for farms at lower altitudes, they worked together successfully to protect it."
- What does the word "**local**" mean?
- A. shrinking slowly over a long period of time
 - B. turning out differently from what was expected
 - C. **having to do with a particular place or area**
 - D. causing people to feel extremely happy

7. Choose the answer that best completes the sentence below.

Cloud forests are home to unusual animals, _____ spectacled bears and barking deer.

- A. previously
- B. **such as**
- C. as a result
- D. third

8. Name an animal that is found only in cloud forests.

Suggested answer: Answers may vary, as long as they reflect the passage. For example, students may respond that the Scarlet-banded Barbet is found only in cloud forests.

9. How are cloud forests valuable to human beings? Support your answer with evidence from the passage.

Suggested answer: Answers may vary, as long as they reflect the passage. For example, students may respond that cloud forests in Honduras and Ecuador provide people with water, while cloud forests in Kenya provide people with electricity.

10. Are cloud forests too valuable of a natural resource to lose, as the author claims? Explain why or why not, using evidence from the passage.

Suggested answer: Answers may vary, as long as they are supported by the passage. For example, students may argue that cloud forests are too valuable to lose, citing their importance in providing the surrounding populations with water and electricity.

1. What is urban agriculture?
 - A. farming and gardening in the country
 - B. a term for cities that have farms
 - C. **farming and gardening in a city environment**
 - D. a method of growing food indoors

2. What does the passage describe?
 - A. how to grow potatoes and beans on a roof
 - B. **agriculture in urban environments**
 - C. the history of urban agriculture
 - D. technology used in urban agriculture

3. Urban agriculture cannot serve as the only food source for a large city. What evidence from the passage supports this statement?
 - A. **"This is because a city doesn't have enough space to grow enough food for everyone living in it."**
 - B. "In New York City, urban farmers have come up with many different ways to grow their own produce, even though there isn't a lot of room."
 - C. "In small gardens, on rooftops and indoors, city residents grow fruits, vegetables, grains and herbs, and raise animals to produce dairy, eggs, honey and meat."
 - D. "Brooklyn Grange grows tomatoes, lettuce, peppers, kale, chard, herbs, carrots, radishes, and beans."

4. Based on the text, what is a common challenge urban farmers face?
 - A. Growing produce during water shortages.
 - B. Keeping urban farms safe from city residents.
 - C. Fighting against cities' laws that ban urban agriculture.
 - D. **Finding the right space to grow their produce.**

5. What is this passage mostly about?

- A. **farming in city environments**
- B. the advantages of urban agriculture
- C. how people can begin their own urban farm
- D. the rooftop gardens of Brooklyn Grange

6. Read the following sentence: "In New York City, urban farmers have come up with many different ways to grow their own **produce**, even though there isn't a lot of room."

What does "**produce**" most nearly mean as used in this sentence?

- A. foods grown in the country
- B. foods made with sugar
- C. **fruits and vegetables**
- D. desserts and drinks

7. Choose the answer that best completes the sentence below.

The number of people living in urban environments is increasing. _____, the number of people in cities who want to start urban farms and gardens is increasing.

- A. As a result
- B. **In addition**
- C. Initially
- D. However

8. How long has urban agriculture existed?

Suggested answer: Urban agriculture has existed for as long as cities have.

9. Give an example of a place where urban farmers can grow their own produce.

Suggested answer: Answers include:

- rooftop gardens
- indoor gardens
- gardens in empty lots between buildings

10. Explain how and why urban farms adapt to their city environment. Support your answer using information from the passage.

Suggested answer: Answers may vary and should be supported by the passage.

•Example: Urban farms adapt to their city environment by using the spaces that are available and are not being used for anything else. Urban farmers make use of rooftops, empty lots between buildings, and even inside buildings. They have to adapt to the city environment because most cities were not designed with growing produce or farming in mind, so they have to make do and get creative with the limited space and resources available.