

READING: READING COMPREHENSION**● Lesson 16: Nonfiction**

Directions: Read the passage. Choose the best answer to the questions that follow.

Example

Can you picture a coin so big that you can hardly carry it? The country of Sweden had such a coin over 200 years ago. It was 2 feet long and 1 foot wide. The coin weighed 31 pounds.

A. How long was the coin?

- (A) 2 feet
- (B) 1 foot
- (C) 31 feet
- (D) 3 feet



Skim the passage then read the questions. Refer back to the passage to find the answers. You don't have to reread the story for each question.

● Practice

Fossils are most often found in sedimentary rock. Suppose that a plant or animal died millions of years ago near a lake or an ocean. The mud and sand could cover it. Over many years, the mud and sand would harden and form sedimentary rock.

Two kinds of fossils in sedimentary rock are *cast* and *mold*. The mold fossil is a rock with an empty space left after the creature caught in the sediment wore away.

The cast fossil looks like a mold fossil that has been filled. Solid matter from the ground fills the empty space.

Suppose that a dinosaur stepped into soft ground and made a footprint. This would not be a cast or mold fossil. Those come from what is left of plants and creatures when they die. If a dinosaur made a footprint and walked away, the creature would not be there anymore. If the footprint hardened into rock and a scientist found it millions of years later, he would be looking at a *trace fossil*.

1. Why does a cast fossil look like a filled mold?

- (A) The animal leaves a footprint in the dirt.
- (B) Scientists fill the empty space with plaster after they find it.
- (C) Solid matter from the ground fills the empty space left by the animal.
- (D) The fossil was found in sedimentary rock.

2. In what kind of rock are most fossils found?

- (F) sedimentary
- (G) metamorphic
- (H) cast
- (J) mold

3. What is the best title for this passage?

- (A) Fossil Rocks
- (B) Trace Fossils
- (C) Cast Fossils
- (D) Dinosaur Footprints

READING: READING COMPREHENSION

Lesson 17: Nonfiction

Directions: Read the passage. Choose the best answer to the questions that follow.

Example

Bloodhounds are dogs that have a very good sense of smell. They are used by the police to track down people. Bloodhounds have long ears that hang down. They have wrinkled faces. Most bloodhounds are black and tan.

A: Which of the following is an opinion?

- (A) Bloodhounds have long ears.
- (B) Bloodhounds are used by the police.
- (C) Bloodhounds are good dogs to have around.
- (D) Bloodhounds have a special sense of smell.



Read carefully. Make sure you look at all the answer choices before you choose the one you think is correct.



Practice

Have you ever wondered how the Great Lakes came to be? The same elements came together to create Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario.

Thousands of years ago, *glaciers*—huge masses of slowly moving ice—covered the earth. More and more snow fell. Temperatures grew colder. Glaciers grew larger and larger.

The movement of glaciers pulled up huge amounts of soil and rocks. These were shoved ahead and to the sides of the glaciers.

Warming temperatures caused the glaciers to melt. The glaciers had taken up space. The soil and rocks that were pulled up and shoved along by the glaciers had taken up space. When the glaciers melted, there were huge holes.

Water from the melting glaciers and from rain filled these huge holes. They were no longer holes. They were lakes!

1. **What is the best title for this passage?**
 - (A) Glaciers and Lakes
 - (B) Glaciers Take Up Space
 - (C) Melting Glaciers
 - (D) How the Great Lakes Came to Be
2. **What caused the glaciers to grow larger?**
 - (F) They pulled up huge amounts of soil and rocks.
 - (G) More snow fell and temperatures got colder.
 - (H) Temperatures grew warmer.
 - (J) Melting water fell on them.
3. **From where did the water come that filled up the glacier holes?**
 - (A) Native Americans filled up the holes to use them as lakes.
 - (B) It rained a lot.
 - (C) Rivers nearby flowed into the holes.
 - (D) It came from the melting glaciers and rain.



READING: READING COMPREHENSION**Lesson 18: Nonfiction**

Directions: Read the passage. Choose the best answer to the questions that follow.

Example

How can a woodpecker bang its head into a tree all day without knocking itself out? Scientists have discovered that the bird's brain is packed inside thick, spongelike bone. Around the bone are muscles that soften the shock of the constant pecking that the bird does with its bill.

- A. Why does the woodpecker have a spongelike layer around its brain?**
- (A) to soak up extra liquid in the brain
 - (B) to transfer messages to the rest of the body
 - (C) to give its head a rounded shape
 - (D) to protect the brain from being hurt while the bird is pecking



After you read, try to summarize the main points of the story in your head. Understanding the main points will help you recall the details.

Practice**Forests and Animal Homes**

Both rain forests and kelp forests are important to our ecology because they keep animals safe by providing animal homes. Rain forests keep land animals safe, while kelp forests keep sea creatures safe.

Like rain forests, kelp forests are homes for many types of animals. Crab, eel, lobster, and seahorses are just a few of the sea creatures that live in sea kelp. In California alone, kelp forests are home to more than 770 animal species. A sandy ocean bottom can make a home for some creatures, but a kelp forest can make a home for thousands more. Why? The animals can live on the many kinds of kelp surfaces—rocky and leafy ones, for example.

Like a rain forest, a kelp forest has layers. You will find three main layers in a kelp forest. They are the canopy, middle, and floor layers. The canopy

is at the top, and the floor is at the bottom.

You will find different sea creatures and plants at different kelp forest levels. Herring and mackerel like to swim through the canopy, as do blue-rayed limpets. Sea slugs and snails feast on sea mats they find in the canopy.

Sea urchins look for food in the middle layer. Red seaweeds are often found in this layer of kelp forest as well, though they might be found at other levels.

Sea anemones, crabs, and lobsters live on the floor level. Older blue-rayed limpets feast here, too.

Like a rain forest, a kelp forest is a complex habitat for many sea creatures. It keeps them safe from predators and from people. And like a rain forest, to keep kelp forests an important part of our ecology, we must protect them from pollution and destruction.

GO ON

READING: READING COMPREHENSION**● Lesson 18: Nonfiction (cont.)**

1. Which sentence below best describes the main idea of this passage?

- (A) A kelp forest has three levels.
- (B) Like rain forests, kelp forests help our ecology by providing homes for many animals.
- (C) Many sea creatures live in kelp forests and rain forests.
- (D) Kelp forests are like rain forests.

2. Which of the following sea creatures live on the kelp forest floor?

- (F) crabs
- (G) herring
- (H) mackerel
- (J) sea urchins

3. Which of the following is a logical conclusion to make after reading this passage?

- (A) Many of the animals in the kelp forests are enemies because they have to compete for food.
- (B) Kelp forests are dangerous places to visit.
- (C) Kelp forests provide many different kinds of food for sea creatures.
- (D) Kelp forests have not been studied very much by scientists.

4. Why is a kelp forest a great home for so many animals?

- (F) A kelp forest has many layers in which many different kinds of animals can live safely.
- (G) It is extremely large and can hold lots of animals.
- (H) The animals have been driven out of other parts of the ocean.
- (J) There is no other place for all the sea creatures to live.

5. Which sentence below is most likely the topic sentence for this passage?

- (A) In California alone, kelp forests are home to more than 770 animal species.
- (B) Like a rain forest, a kelp forest has layers.
- (C) Both rain forests and kelp forests are important as animal homes.
- (D) Like rain forests, kelp forests should be protected.

6. How are rain forests and kelp forests different?

- (F) Rain forests have animals, and kelp forests don't.
- (G) Rain forests are on land, and kelp forests are in the sea.
- (H) Kelp forests have many layers, and rain forests don't.
- (J) Rain forests are very important to our ecology, while kelp forests don't really affect it.

GO ON 

READING: READING COMPREHENSION**● Lesson 19: Nonfiction**

Directions: Read the passage. Choose the best answer to the questions that follow.

Example

The great auk once lived on islands in the Atlantic Ocean. This large black-and-white bird had a big bill. It was an excellent swimmer and diver but couldn't fly because of its very small wings. Sailors killed these birds by the thousands. The last great auk was seen in 1844.

A. Which of the following about the great auk is true?

- (A) It had a very small bill.
- (B) It was an excellent swimmer.
- (C) It had very large wings.
- (D) Thousands of these birds currently live on islands in the Atlantic.



Pay close attention to the first sentences of each paragraph. These should tell you what you will read about in the rest of the paragraph.

● Practice**Alexander Graham Bell**

Many believe that Alexander Graham Bell's greatest and most important personal goal was to invent the telephone, but this was not the case. Bell, who was born in 1847, called himself "a teacher of the deaf."

Bell's father was a well-known speech teacher. Bell also taught speech. He used what he had learned from his father to teach at a school for the deaf in England.

Bell went with his family to Canada in 1870. After two years, he opened a school for the deaf in Massachusetts.

The idea for the telephone came to Bell in 1874. At the same time Bell was experimenting with the telephone, he was working on equipment to help the deaf.

It was 1876 before Bell uttered the first sentence over the telephone, the well-known words: "Mr. Watson, come here; I want you."

(Watson was Bell's assistant.) Bell received a patent for the telephone in the same year.

Hundreds of cases were filed against Bell in court. Many people claimed they had already thought of the telephone. But Bell did not lose his patent. He remains on record as its inventor.

The telephone was not Bell's only invention. He received 18 patents for other works and another 12 for work he had done with partners. Fourteen of the patents were for the telephone and telegraph. Others were for inventions such as the photophone, phonograph, and for different types of airplanes.

In 1888, Bell helped found the National Geographic Society. In 1890, he also began the Alexander Graham Bell Association for the Deaf. Bell passed away in August of 1922. Alexander Graham Bell is remembered as a man of many accomplishments.

READING: READING COMPREHENSION**● Lesson 19: Nonfiction (cont.)**

1. What is the main idea of this passage?

- (A) Alexander Graham Bell wanted to prove that he could think of many inventions.
- (B) Alexander Graham Bell invented the telephone.
- (C) Alexander Graham Bell was a man of many achievements.
- (D) Alexander Graham Bell received 30 patents in his lifetime.

2. Which of the following did Bell also invent?

- (F) automobile
- (G) light bulb
- (H) television
- (J) phonograph

3. Which of the following subjects can you infer interested Bell more than others?

- (A) electricity
- (B) sound
- (C) light
- (D) water

4. Which of the following is not a fact about Alexander Graham Bell?

- (F) Bell passed away in August of 1922.
- (G) The telephone was not Bell's only invention.
- (H) Bell's father was a well-known speech teacher.
- (J) Alexander Bell was a great man.

5. Which sentence below is the concluding sentence of this passage?

- (A) Bell passed away in August of 1922.
- (B) The telephone was not Bell's only invention.
- (C) In 1890, he also began the Alexander Graham Bell Association for the Deaf.
- (D) Alexander Graham Bell is remembered as a man of many accomplishments.

6. What was the author's purpose in writing this article?

- (F) to inform
- (G) to entertain
- (H) to persuade
- (J) to understand

