

Reading\_Comprehension\_Fundamental\_NonFiction\_L3\_2\_Answer  
Day: 1 (Answer Sheet)

TOPIC: **A Study of Hippos**

Authors always have a purpose for writing a text.  
These are the main reasons that authors write:

to inform or tell facts

to entertain or tell an interesting story

to persuade or give opinions

to teach or give instructions about how to do something

When you think about the author's purpose, it helps you to better understand the text.

Answer the items about the text you read.

1. Write the author's purpose for writing the text.  
Then tell how you know.

\* The author's purpose is to inform. The text has a lot of facts instead of opinions or instructions.

2. Write a reason why the author probably included the photo in the text.  
Tell why you think so.

\* The photo helps to inform, which is the author's purpose. It shows what a hippo looks like.

3. How does the title help to show the author's purpose?

\* The title has the word "Study," so the text is about information and facts.

4. Write two facts from the text that you did not know before.

\* Hippos have been seen playing with tortoises.  
Hippos ooze a reddish oil that acts as a sunscreen.

1. Which pair of sentences is most likely to be from a text where the author's purpose is to teach?

- Ⓐ Suddenly, the onion started speaking to me. I felt very afraid.
- First, peel the onions. Next, chop the tomatoes.
- Ⓒ Onions come in different colors. Yellow onions are popular onions.
- Ⓓ Buy these onions! They're the freshest onions in town!

Write four different purposes an author may have for writing a text.

- 2. to inform
- 3. to entertain
- 4. to persuade
- 5. to teach

Complete the sentence.

- 6. If I read to learn facts, the author's purpose is to inform
- 7. If I read to learn how to do something, the author's purpose is to teach
- 8. If I read to be told an opinion, the author's purpose is to persuade
- 9. If I read to be told a story, the author's purpose is to entertain

Answer the item.

10. Explain why it is important to know the author's purpose when you read a text.

**\*** The author's purpose can help you figure out the main idea or find important details.

Authors always have a **purpose** for writing a text.  
These are reasons authors write:

to **inform** or tell facts

to **entertain** or tell an interesting story

to **persuade** or give opinions

to **teach** or give instructions about how to do something

Read each paragraph. Then mark the correct answer.

1. Cave diving is a sport in which people dive deep under water. Below the water's surface, the divers explore caves. They use safety equipment. Some underwater caves have narrow passages. Many divers take underwater photos of the caves.



The author's purpose for writing this paragraph is to \_\_\_\_.

- ☐ A inform      ☐ B entertain      ☐ C persuade      ☐ D teach

2. Are you interested in cave diving? Before you can begin, you need to complete many steps. First, you need to get scuba diving equipment. Then, you need to take a class with a scuba diving instructor. You also need to learn safety rules for deepwater diving. Next, you have to practice scuba diving. Finally, you need to find underwater caves to explore.

The author's purpose for writing this paragraph is to \_\_\_\_.

- ☐ A inform      ☐ B entertain      ☐ C persuade      ☒ D teach

Read the pair of sentences. Then circle the sentence that is from a text where the author's purpose is to persuade.

3. If you like exciting adventures, beautiful places, and learning while having fun, then cave diving is for you!

Sometimes, cave divers find fossils and other historical objects.

DAY:2

## TOPIC: **Fun Facts About Our Moon**

A text with a **cause-and-effect** structure tells the reasons that things happen. A **cause** is something that helps to make an **effect** happen.

These signal words help tell about cause and effect:

**create      leads      reason      makes      because      become**

Answer the items about the text you read.

1. The text explained \_\_\_\_\_.

- Ⓐ effects that lead the sun to shine brightly
- causes that make the moon look different sometimes
- Ⓒ how darkness causes the moon to be in the sky
- Ⓓ causes that make the sun look bright or dull

2. Write four cause-and-effect signal words or phrases you read in the text.

**\* because \* reason \* cause \* makes**

3. Write a cause that explains why the moon looks bright even though it doesn't have light of its own.

**\* At night, sunlight hits the moon's surface and makes it bright, similar to how sunlight hits Earth.**

4. Write an effect that fog and clouds have on how the moon appears.

**\* Fog and clouds make the moon appear dimmer and less bright.**

5. Explain what causes the moon to be difficult to see during daytime.

**\* Sunlight makes the sky so bright that the moon doesn't look bright like it does at night.**

1. ● Leaving food on the floor can cause ants to swarm on it.  
Ⓐ Before we put the food away, we wrap it in foil.  
Ⓑ Many houses have ants in the kitchen.  
Ⓒ Ants eat many different kinds of food.

Write four cause-and-effect signal words or phrases that you know.

2. \* leads \* reason  
\* effect \* because

Read the sentence. Underline the **cause**. Circle the **effect**.

3. Using too much laundry soap leads to faded clothing.  
4. Using a lawn mower helps you cut grass quickly.  
5. When we turn on the microwave the food inside it becomes warm.

Answer the item.

6. Tell how you can use signal words to find a cause or an effect when you're reading a text.

\* Signal words give you a hint that there's a cause or an effect. Signal words help tell you about why something's happening.

Read the sentence. Then write the cause and the effect it tells about.

7. Some bakers use sugar and salt to make their cakes taste sweet and salty.

\* The cause is some bakers use sugar and salt.  
The effect is that the cakes taste sweet and salty.

**Text structure** is the way an author gives information. In a text with a **cause-and-effect** structure, the author explains the reasons that things happen.

This sentence tells about a cause and its effects:

If you wear dark colors, mosquitoes will find you more easily,  
so you get more mosquito bites as a result.

**the cause:** wearing dark colors

**the effects:** mosquitoes find you easily and you get more bites

Read the paragraph. Then answer the items.

Mosquito bites are the worst! They cause ugly lumps on your skin that itch a lot. Even though mosquito bites are common, you can take steps to avoid them. First, stay away from puddles and ponds. Second, wear bug spray on your skin. After you put it on, you will taste bad to mosquitoes. They may land on you, but they will probably fly away without biting. Third, try to go inside before the sun goes down. More mosquitoes are out at dusk, or just after sunset, than any other time of day.



1. Explain how a mosquito can cause you to feel uncomfortable.

\* If a mosquito bites you, you will feel itchy  
because of the bites and lumps on your skin.

2. If you do the things that the author suggests, what will be the effect?

\* The mosquitoes will fly away from me without  
biting me.

3. If bug spray makes people taste bad to mosquitoes, then what is causing mosquitoes to bite people in the first place? Tell why you think so.

\* Mosquitoes bite people because people taste  
good to them.

TOPIC: **One Ball, Two Nets**

A text **compares** when it tells how two things are alike.

A text **contrasts** when it tells how two things are different.

These signal words compare: **both, too, similarly, also**

These signal words contrast: **but, however, while, different**

Answer the items about the text you read.

1. Reread the third paragraph. What conclusion can you draw from it?

- ☐ Ⓐ Soccer has strict rules, but basketball doesn't.
- ☒ Ⓑ Fouls in basketball and soccer are treated the same way.
- ☐ Ⓒ Both basketball and soccer award teams that break the rules.
- ☐ Ⓓ Some rules in basketball and soccer are more important than others.

2. Write three ways that soccer is similar to basketball.

\* Both use one ball and two nets. Players dribble the ball in both. Both can be played indoors or outdoors.

3. Write three ways that soccer is different from basketball.

\* A soccer team has more players. A soccer field is bigger than a basketball court. In soccer, the net is on the ground, but in basketball, it's not.

4. Does the title of the text compare or contrast soccer and basketball? Write how you know.

\* The title compares soccer and basketball. It tells what is alike. Both games have one ball and two nets.

1. Which sentence compares two things?
- Ⓐ Sugar causes foods to taste sweet.
  - Ⓑ You can add honey to food.
  - Both sugar and honey come from plants.
  - Ⓒ People have eaten sugar for centuries.

Answer the items.

2. Write two signal words that compare.

\* alike \* too

3. Write two signal words that contrast.

\* different \* instead

4. Write a sentence that compares your school and your home.  
Then write a sentence that contrasts your school and your home.

\* My home has books and computers, and my school does, too. My home has beds, but my school doesn't.

Read the paragraph. Then answer the question.

5. Snails and slugs are both small and slimy. They both like damp environments. Snails have tentacles, and slugs do, too. They're also both nocturnal.

Does the paragraph compare or contrast snails and slugs? Tell how you know.

\* The paragraph compares them. The paragraph lists only things that are the same and doesn't tell about differences between snails and slugs.



A text **compares** when it tells how two things are the same.  
A text **contrasts** when it tells how two things are different.

These signal words help tell how two things are the same:

**alike   too   also   both**

These signal words help tell how two things are different:

**different   instead   but   yet**

Read the paragraph. Then answer the items.

American toads and leopard frogs both have four limbs. The toad and frog grow to be about the same size. American toads eat bugs, and leopard frogs do, too. They both have skin that is moist, or a little bit wet. Both the American toad and leopard frog begin life as a tadpole in a pond. The toad lives most of its life on land instead of staying in the pond, as the frog does. The toad gets bumpy skin later in life, yet the frog's skin stays smooth. The way these two animals move is also different. The toad moves slowly, with little hops, but the frog makes big, fast leaps.

American toad



1. Write three signal words that are in the text.

\* both   \* too   \* yet

2. Write two examples of how American toads and leopard frogs are the same.

\* They both start out as tadpoles in ponds.  
They both eat bugs.

3. Write two examples of how American toads and leopard frogs are different.

\* The toads get bumpy skin, but the frogs' skin  
stays smooth. The frogs hop, but the toads leap.

DAY:4

## TOPIC: **Nature's Light Shows**

A text with a **description** structure is about one topic. The author uses descriptive details, examples, and sometimes pictures to tell about the topic.

Answer the items about the text you read.

1. Why do you think the title of this text is **Nature's Light Shows**?

Use examples from the text to explain your answer.

\* The author calls the aurora a show in the text,  
and there are two. People enjoy seeing them.  
They're made by nature, or the sun and Earth.

2. The text includes descriptive details and examples to describe how the aurora looks. Write two examples that demonstrate this.

\* It occurs when colorful lights flash brightly in the  
sky. Imagine colorful, glowing ribbons wiggling  
in a dark night sky.

3. Does the photo do a good job of showing you what the text describes?

Tell why you think so.

\* Yes. I've never seen the aurora. The photo shows  
ribbons in the sky, like the text tells about.

4. Write four words or phrases the author uses to describe the topic.

\* beautiful \* colorful \* bright \* magical

5. Do the text's details make you want to see the northern lights? Explain.

\* Yes. The text says the aurora is like lightning,  
and I like lightning. So I'd probably like it.

1. A text with a **description** text structure \_\_\_\_\_

- has descriptive details that tell about the topic
- Ⓐ has details that tell about cause and effect
- Ⓑ tells how two things are the same and different
- Ⓒ has details that tell about a few main topics

2. In a **description** text, can you use details to find the text's topic?  
Why or why not?

\* Yes. All of the details in a description text tell about the main topic.

3. Imagine that you're reading a **description** text about a topic you've never heard of before. How could pictures help you as you read?

\* Pictures can show details about the topic.  
They would help me imagine the new topic.

Read the paragraph. Then answer the items.

Some people think that climbing a tree is just playing around, but it's actually good exercise. One reason is that you're using muscles as you do it. You use arm, leg, and hand muscles to pull yourself up. Next, your body has to be flexible. To climb a tree, you sometimes have to twist your body into unusual shapes to fit on the branches. Finally, you improve your balance when you climb a tree. If you don't have good balance, you might fall!

4. Write a sentence from the text that helps you create a picture in your mind.

\* To climb a tree, you sometimes have to twist your body into unusual shapes to fit on the branches.

5. Write one descriptive detail from the paragraph that tells more about the topic.

You use your arm, leg, and hand muscles to pull yourself up.

**Text structure** is the way an author gives information. In a text with a **description** structure, the author uses descriptive details and examples to help the reader make a mental picture and better understand the topic.

Read the paragraph. Then answer the items.

Cockroaches have lived on Earth for 300 million years. They've lived for so long because they're tough creatures. For one thing, they can eat anything they find. They eat glue, paper, hair, and fingernail clippings. Also, they can live for almost a month without eating. A cockroach can even live for 10 days without its head! When a cockroach loses a leg, the cockroach grows a new one. People have tried to get rid of cockroaches, but it's difficult. They're too tough!



1. Write the adjective the author uses to describe cockroaches.

tough

2. What is the author explaining about cockroaches in the paragraph?  
Tell how you know.

The author is explaining that cockroaches have lived for so

**\* long because they're tough. The author gives examples that show cockroaches are tough**

3. Write two descriptive details the author uses to explain how cockroaches are tough.

**\* Cockroaches can live for days without a head. They can eat fingernail clippings.**

4. Write a sentence from the paragraph that helped you create a picture in your mind.

They eat glue, paper, hair, and fingernail clippings.

# TOPIC: Theme Parks

Descriptive nonfiction gives details about the main topic. The topic can be a person, place, thing, or event. The details tell how the main topic looks, feels, tastes, smells, or sounds.

Answer the items about the text you read.

1. Which sentence from the text describes how something at the theme park feels?

- ☐ Bright, colorful stuffed animals line the tent walls.
- ☒ It is scary to be shaky and unsteady when you are high up in the air!
- ☐ Most theme parks also have a roller coaster.
- ☐ Funnel cakes are another favorite treat at theme parks.

2. Write words and phrases from the text that help you picture a theme park.

\* tiny ants scurrying about      \* bright, colorful stuffed animals  
\* twisting tracks                      \* people form long lines

3. Do the descriptions of smells and tastes make you want to try some of the foods at the theme park? Use examples from the text to explain your answer.

\* Yes. I want to eat buttery popcorn. The  
description of sweet, salty, and crunchy peanuts  
makes me want to eat some.

4. What emotions and feelings do you think you would have at a theme park? Use examples from the text to explain your answer.

\* The sound of people screaming and laughing  
would make me feel excited. The smell of yummy  
food would make me hungry. The bright colors  
would make me feel happy.

1. Which sentence is most likely from a descriptive nonfiction text?
- Ⓐ Rats and mice look similar, but they are different animals altogether.
  - Ⓑ Rats can cause humans to become sick.
  - Ⓒ Before a rat walks, it takes a close look at the path ahead.
  - Rats are furry brown animals with pink noses that squeal loudly.

Write five words to complete the sentence.

2. Descriptive nonfiction tells how a main topic looks, feels,  
tastes, smells, and sounds

Answer the item.

3. Tell how the details in a descriptive text can help you experience what the author is explaining.

**\* The details make you feel like you're using your senses to see, feel, taste, smell, or hear the topic.**

Read the paragraph. Then answer the items.

The hot sand roasts my feet. Sunlight turns the tan mounds of sand into a bright white. I hear a soft beat as the sand hits the ground, pouring down from my hands. It looks like honey. But I will not put any in my mouth, because it tastes gritty!

4. Write four descriptive words or phrases from the paragraph.

**\* hot \* mounds \* soft beat \* gritty**

5. Draw a picture of what the paragraph describes.

Drawings will vary.

Descriptive nonfiction gives details about the main topic.  
The topic can be a person, place, thing, or event.  
Descriptive nonfiction tells how the main topic  
looks, feels, tastes, smells, or sounds.

Read the paragraph. Then answer the items.

The surface of the pond sparkles in the sunlight. The pond is mostly still, but a tiny splash rings through the air. There is buzzing all around. A frog chirps, and birds sing. The odor of rotten eggs hangs around the pond. A cool breeze blows. If you look closely at the dark green pond water, you can see tiny fish wiggling as they swim. The water feels slimy and cold.

1. Write words or phrases from the paragraph that help tell about the pond.

\* How it looks: sparkles, mostly still, tiny fish wiggling

\* How it feels: a cool breeze, slimy and cold

\* How it smells: odor of rotten eggs

\* How it sounds: tiny splash, buzzing, chirps

2. Would you enjoy spending time at a pond? Why or why not?

\* No. I don't like being cold, and I don't like slime or frogs.

3. Draw a picture of what the paragraph describes.

Drawings will vary.