

Reading Comprehension Test

Unit 8, Week 2

¹
Directions: Read the two biographies. Then answer the questions about them.

p000 Travel Plans

Wangari Matthai

Growing up in the African country of Kenya, Wangari Matthai took clean water and a healthy countryside for granted. As an adult, however, Matthai was disturbed by her homeland's changes. Forests were cut down, and without tree roots, the topsoil blew away. When it rained, water didn't soak into the soil, and deserts started appearing.

Matthai asked herself, "What can I do?" In 1977, she quit her job to create the Green Belt Movement. Her idea was to reforest Kenya. Matthai began this huge job by planting trees in her own backyard. Then thousands of women in Kenya's villages went to work for the Green Belt Movement. They started nurseries and encouraged farmers to plant small trees. Twenty years later, 15 million trees had been planted!

Richard Seidman

An American named Richard Seidman noticed that the green spaces where he lived were not being cared for. As a teacher, Seidman taught students about the value of trees. Wondering if that was enough, he asked, "What else can I do?"

In 1989, Seidman formed a group to plant trees. The group was called the Friends of Trees. In addition to creating more green spaces, he hoped to bring people in the community together. To reach his goals, Seidman needed hundreds of helpers to do the hard work of loading, digging, and planting trees. Today, those volunteers have planted hundreds of thousands of trees. Growing along with those trees are many new friendships.

GO ON

Reading Comprehension Test

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- 1 The women who were part of the Green Belt Movement and the volunteers from Friends of Trees both—
- (A) began working for farmers.
 - (B) grew up in the healthy countryside.
 - (C) carried out important volunteer work.*
 - (D) removed trees from their backyards.

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- 2 To reach their goals, both Wangari Matthai and Richard Seidman needed their volunteers to—
- (A) travel in Kenya.
 - (B) work together to plant trees.*
 - (C) teach students the value of trees.
 - (D) find communities that needed trees.

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- 3 What is the overall text structure of both biographies?
- (A) steps in a process
 - (B) opinion and support
 - (C) time order sequence
 - (D) goal and outcome*

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- 4 Which of these gives a clue about the text structure of the biographies?
- (A) Both Matthai and Seidman formed a group.
 - (B) Both Matthai and Seidman wanted to plant trees.
 - (C) Both Matthai and Seidman reached out to other people.
 - (D) Both Matthai and Seidman wanted to improve something.*

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- 5 What do both biographies include information about?
- (A) losing topsoil
 - (B) planting trees*
 - (C) teaching students
 - (D) working with farmers

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- 6 Both Matthai and Seidman made change happen by —
- (A) starting work in their own yards.
 - (B) giving encouragement to farmers.
 - (C) seeking the help of their community.*
 - (D) helping others start their own groups.

CC.5.Rinf.9

7 What caused Wangari Matthai and Richard Seidman to become concerned about the land, and what did they do about it? Use details from both biographies to support your answer.

Score
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