

READING GATE



350L-570L

3

Andrea Iverson

Reading Gate 100

Andrea Iverson

© 2025 Seed Learning, Inc.
7212 Canary Lane,
Sachse, TX, USA

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the publisher.

Acquisitions Editor: Liana Robinson
Content Editor: Anne Taylor
Copy Editor: Casey Malarcher
Cover/Design: Highline Studio

<http://www.seed-learning.com>

Library of Congress Control Number: 2024951499

ISBN: 979-8-88668-098-0

10 9 8 7 6 5 4 3 2 1
28 27 26 25

Photo Credits

All photos and images © Shutterstock, Inc.

READING
GATE 

3

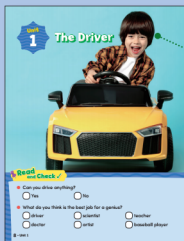
Contents

Unit	Subject	Title	Reading Skill	Page
1	Language Arts	The Driver	Story Elements	8
2	Health	Caffeine	Categorizing	14
3	History	In Need of a Liver	Story Elements	20
4	Language Arts	Jumping the Gun	Identifying Details	26
5	Health	Eat Safely	Problem and Solution	32
6	Social Studies	Secret Ads	Compare and Contrast	38
7	Earth Science	Volcano Benefits	Main Idea and Details	44
8	Life Science	Goose Bumps	Sequence	50

Unit	Subject	Title	Reading Skill	Page
9	Language Arts	A Cowboy's Horse	Story Elements	56
10	Life Science	Elephant Groups	Cause and Effect	62
11	Health	Better Breathing	Compare and Contrast	68
12	History	Stone Giants	Categorizing	74
13	Language Arts	One Thousand and One Nights	Sequence	80
14	Language Arts	The Next Big Star	Main Idea and Details	86
15	Health	Germ s	Categorizing	92
16	Health	Believing in Myself	Problem and Solution	98

How to Use This Book

Reading Gate 100 is a three-book series designed to provide guided reading practice for high-beginning-level to pre-intermediate-level readers. The series uses carefully chosen fiction and non-fiction texts that will catch students' attention. The objective of the series is to encourage students to read for both pleasure and study purposes while developing their vocabulary, syntax, reading fluency, and reading comprehension. Students who complete the *Reading Gate 100* series will greatly improve their reading skills.

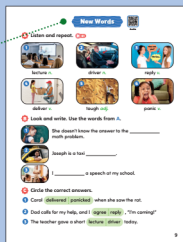


Read and Check

The first page of every unit uses an interesting image and thought-provoking questions to introduce the unit topic. It also helps students relate the unit topic to their own background knowledge and life experiences. This motivates students and makes it easier for them to understand the reading passage.

New Words

The activities on this page introduce six new vocabulary words that appear in the reading passage. The use of a picture-dictionary style allows students to connect each written English word with a meaning and a part of speech. The audio also allows students to hear each new word spoken by a native speaker. New words are then practiced through two simple activities.



Reading

Spread over two pages, the reading passage features highlighted vocabulary words and strategically regulated sentence structures. It is accompanied by colorful images illustrating the content of the passage. Activities on these pages include a simple sharing point to focus students on the passage content and space for recording students' reading times to track development.

Comprehension

1. Choose the best answers.

1. **100%** means to be average about?

- the perfect lecture
- a very good job
- a genius driver

2. **100%** The genius scientist is _____.

- in the Gulf
- in Texas
- in Chicago

3. **100%** Tom has heard the same lecture _____.

- once
- a few times
- many times

4. **100%** Why was Tom able to deliver the lecture in Chicago?

- He could speak.
- He could help him.
- He was from the Gulf team.

5. **Circle** Use of **Fill-in**.

6. Tom answered all the tough questions.

7. **Circle** Writing correct form.

8. Complete the sentences. Tom's ideas will **NOT** be used.

lecture driver deliver presented

9. He **could** give _____ all over the world.

10. He **could** hold Tom in _____ the lecture in Chicago.

10

Comprehension

This page uses three different formats to check for understanding of the reading passage. It teaches readers how to become strategic readers. Reading comprehension is a critical reading skill that students will use in academic and professional settings throughout their lives.

Graphic Organizer

This activity teaches readers how to process, analyze, and retain information more effectively by presenting it in a visual, organized format. It enhances comprehension, encourages critical thinking, and improves memory retention, making it a powerful tool for learning and understanding.

Graphic Organizer

1. Complete the graphic organizer.

rough	quick	lecture	thought	scientist
<p>100% Complete the graphic organizer.</p> <p>1. 100% means to be average about?</p> <p>2. 100% The genius scientist is _____.</p> <p>3. 100% Tom has heard the same lecture _____.</p> <p>4. 100% Why was Tom able to deliver the lecture in Chicago?</p>	<p>1. 100% means to be average about?</p> <p>2. 100% The genius scientist is _____.</p> <p>3. 100% Tom has heard the same lecture _____.</p> <p>4. 100% Why was Tom able to deliver the lecture in Chicago?</p>	<p>1. 100% means to be average about?</p> <p>2. 100% The genius scientist is _____.</p> <p>3. 100% Tom has heard the same lecture _____.</p> <p>4. 100% Why was Tom able to deliver the lecture in Chicago?</p>	<p>1. 100% means to be average about?</p> <p>2. 100% The genius scientist is _____.</p> <p>3. 100% Tom has heard the same lecture _____.</p> <p>4. 100% Why was Tom able to deliver the lecture in Chicago?</p>	<p>1. 100% means to be average about?</p> <p>2. 100% The genius scientist is _____.</p> <p>3. 100% Tom has heard the same lecture _____.</p> <p>4. 100% Why was Tom able to deliver the lecture in Chicago?</p>

2. **Circle** Use of **Fill-in**.

3. Tom answered all the tough questions.

4. **Circle** Writing correct form.

5. Complete the sentences. Tom's ideas will **NOT** be used.

6. Tom answered all the tough questions.

7. **Circle** Writing correct form.

8. Complete the sentences. Tom's ideas will **NOT** be used.

9. He **could** give _____ all over the world.

10. He **could** hold Tom in _____ the lecture in Chicago.

11. **Quick Summary**

12. **100%** Complete the graphic organizer.

13. **100%** means to be average about?

14. **100%** The genius scientist is _____.

15. **100%** Tom has heard the same lecture _____.

16. **100%** Why was Tom able to deliver the lecture in Chicago?

17. **Circle** Use of **Fill-in**.

18. Tom answered all the tough questions.

19. **Circle** Writing correct form.

20. Complete the sentences. Tom's ideas will **NOT** be used.

21. He **could** give _____ all over the world.

22. He **could** hold Tom in _____ the lecture in Chicago.

11

Quick Summary

The last activity encourages active engagement with the text and deepens understanding of the passage. This is vital for effective reading and learning.

Workbook

1 The Driver

Word Practice

1. Choose and write the correct words.

driver lecture deliver thought scientist

2. Complete the sentences using the words from 1.

3. What if you _____ if you saw a scientist?

4. Choosing that musician will be _____.

5. Give us a _____, please.

6. We had an interesting history _____ talk.

7. **Sentence Practice**

8. **100%** means to be average about?

9. **100%** The genius scientist is _____.

10. **100%** Tom has heard the same lecture _____.

11. **100%** Why was Tom able to deliver the lecture in Chicago?

12. **Circle** Use of **Fill-in**.

13. Tom answered all the tough questions.

14. **Circle** Writing correct form.

15. Complete the sentences. Tom's ideas will **NOT** be used.

16. He **could** give _____ all over the world.

17. He **could** hold Tom in _____ the lecture in Chicago.

18. **Quick Summary**

19. **100%** Complete the graphic organizer.

20. **100%** means to be average about?

21. **100%** The genius scientist is _____.

22. **100%** Tom has heard the same lecture _____.

23. **100%** Why was Tom able to deliver the lecture in Chicago?

24. **Circle** Use of **Fill-in**.

25. Tom answered all the tough questions.

26. **Circle** Writing correct form.

27. Complete the sentences. Tom's ideas will **NOT** be used.

28. He **could** give _____ all over the world.

29. He **could** hold Tom in _____ the lecture in Chicago.

12

Word Practice

The first page of the workbook provides students with writing practice of the unit vocabulary. It also focuses on word recognition and reading practice.

Sentence Practice

The second page of the workbook reviews useful sentence structures. This page helps students consolidate their understanding of the unit concepts.

Unit

1

The Driver



Read and Check ✓

● Can you drive anything?

Yes

No

● What do you think is the best job for a genius?

driver

scientist

teacher

doctor

artist

baseball player

New Words

A Listen and repeat.



1 lecture *n.*



2 driver *n.*



3 reply *v.*



4 deliver *v.*



5 tough *adj.*



6 panic *v.*

B Look and write. Use the words from A.

1 She doesn't know the answer to the _____ math problem.

2 Joseph is a taxi _____.

3 I _____ a speech at my school.

C Circle the correct answers.

1 Carol **delivered** | panicked when she saw the rat.

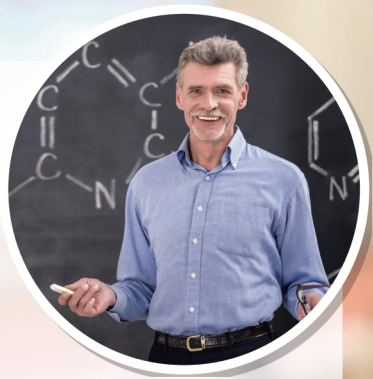
2 Dad calls for my help, and I **agree** | reply, "I'm coming!"

3 The teacher gave a short **lecture** | driver today.

The Driver



Mr. Quill is a genius scientist who gives lectures all over the world. My name is Tom, and I am his driver.



One day, I told him, "I've heard your lecture so many times, I think I could give it!" Mr. Quill replied, "OK! You give my lecture next time. It's in Chicago. No one knows me there."

Think and Share

What's your name and what do you do?

student

soccer player

babysitter

My name is Tom,
and I am a driver.

In Chicago, I **delivered**
the lecture.

Everyone thought I was
Mr. Quill!

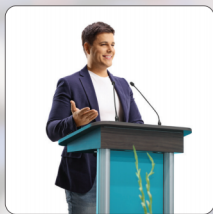
Mr. Quill sat in the back, enjoying the lecture.
People thought he was my driver.



Afterwards, a scientist came up to me with **tough**
questions.

I **panicked** but said, "Those questions are simple.
I'll let my driver answer them!"

Quick thinking saved me!



Reading Time





113 words

m



s

Comprehension

A Choose the best answers.

-  **1 Main Idea** What is the passage about?
- a. the perfect lecture
 - b. a funny switch of jobs
 - c. a genius driver
-  **2 Detail** The genius scientist is _____.
- a. Mr. Quill
 - b. Tom
 - c. Chicago
-  **3 Detail** Tom has heard the same lecture _____.
- a. once
 - b. a few times
 - c. many times
-  **4 Detail** Why was Tom able to deliver the lecture in Chicago?
- a. Mr. Quill was ill
 - b. Mr. Quill helped him
 - c. no one knew Mr. Quill there

B Circle True or False.

-  **1** Tom answered all the tough questions. True False
-  **2** Quick thinking saved Tom. True False

C Complete the sentences. Two choices will NOT be used.

lectures

driver

deliver

panicked

-  **1** Mr. Quill gives _____ all over the world.
-  **2** Mr. Quill told Tom to _____ the lecture in Chicago.

Graphic Organizer



Story Elements Complete the graphic organizer.



tough

quick

lecture

thought

scientist

Characters

- Mr. Quill: a genius ¹ _____
- Tom: Mr. Quill's driver

Setting

- Chicago

Key Events

- Tom heard Mr. Quill's lecture many times.
- Tom said that he could give the ² _____ himself, and Mr. Quill agreed.
- People ³ _____ Tom was the real scientist.
- Tom let his "driver" answer the ⁴ _____ questions.

Theme

- ⁵ _____ thinking can solve problems.

Quick Summary



Complete the answers.



1 Who is Mr. Quill and what does he do?

He is _____.



2 What did Mr. Quill's driver do in Chicago?

He _____.



3 What did Tom do when a scientist asked him some tough questions?

He called the questions _____.

- simple and joked that his driver (the real Mr. Quill) could answer them
- a genius scientist who gives lectures all over the world
- delivered the scientific lecture in Chicago