



READING GATE



600L-800L

Anne Taylor



Reading Gate 200 ②

Anne Taylor

© 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: Kelly Daniels
Content Editor: Casey Malarcher
Copy Editor: Liana Robinson
Cover/Design: Highline Studio

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

Library of Congress Control Number: 2024952285

ISBN: 979-8-88668-103-1

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

Photo Credits

All photos and images © Shutterstock, Inc.

**READING
GATE** 

2

Contents

Unit	Subject	Title	Reading Skill	Page
1	Social Studies	Hair and Makeup	Searching for Information	8
2	Literature	Jurassic Park	Sequence	14
3	Social Studies	Larry Stewart: Giving Away Riches	Main Idea and Details	20
4	Social Studies	Facebook and Instagram	Compare and Contrast	26
5	Technology	Deepfakes	Classifying Details	32
6	Health	Sun Exposure Risks	Identifying Results	38
7	Social Studies	Guide Dogs	Problem and Solution	44
8	Life Science	Visible Veins	Summary	50

Unit	Subject	Title	Reading Skill	Page
9	Economics	Container Shapes	Categorizing	56
10	Language Arts	Doctors' Wisdom	Narrative Elements	62
11	Social Studies	Measuring Success	Drawing Conclusions	68
12	Physical Science	Hair and Water	Inference	74
13	History	Jeanne d'Arc	Finding Reasons	80
14	Health	Headaches and Migraines	Cause and Effect	86
15	Social Emotional Learning (SEL)	Pay It Forward	Finding Details	92
16	Health	Benefits of Nature	Fact and Opinion	98

Comprehension

1 Choose the best answer.

1. **REASON** What is the main idea of the passage?
 a. Men and women help their partners.
 b. Men and women are more important than children.
 c. Men and women are equal.

2. **MAIN** What does the author suggest?
 a. Men and women are equal.
 b. Men and women are not equal.
 c. Men and women are more important than children.

3. **DETAILS** Which of the following is NOT true?
 a. Men and women are equal.
 b. Men and women are not equal.
 c. Men and women are more important than children.

4. **DETAILS** Which of the following is NOT true?
 a. Men and women are equal.
 b. Men and women are not equal.
 c. Men and women are more important than children.

5. **DETAILS** Which of the following is NOT true?
 a. Men and women are equal.
 b. Men and women are not equal.
 c. Men and women are more important than children.

6. **DETAILS** Which of the following is NOT true?
 a. Men and women are equal.
 b. Men and women are not equal.
 c. Men and women are more important than children.

7. **DETAILS** Which of the following is NOT true?
 a. Men and women are equal.
 b. Men and women are not equal.
 c. Men and women are more important than children.

8. **DETAILS** Which of the following is NOT true?
 a. Men and women are equal.
 b. Men and women are not equal.
 c. Men and women are more important than children.

9. **DETAILS** Which of the following is NOT true?
 a. Men and women are equal.
 b. Men and women are not equal.
 c. Men and women are more important than children.

10. **DETAILS** Which of the following is NOT true?
 a. Men and women are equal.
 b. Men and women are not equal.
 c. Men and women are more important than children.

Comprehension

This page uses three different formats to check for understanding of the reading passage. It teaches readers how to become strategic readers, building skills that students will use in academic and professional settings throughout their lives.

Graphic Organizer

These activities use a variety of interesting organizational tools to review information and key vocabulary terms.

Graphics Organizer

1. **REASON/MAIN** Complete the graphic organizer about the passage.

Reason	Main
Men and women are equal.	Men and women are more important than children.
Men and women are not equal.	Men and women are more important than children.
Men and women are more important than children.	Men and women are more important than children.

2. **DETAILS** Complete the graphic organizer about the passage.

Detail	Summary
Men and women are equal.	Men and women are more important than children.
Men and women are not equal.	Men and women are more important than children.
Men and women are more important than children.	Men and women are more important than children.

Paragraph Summary

This activity provides a final review of the unit's content and vocabulary through practice with collocations and sequencing information.

Workbook

1 Hair and Makeup

Word Practice

1. Choose the correct definition for each definition.

a. people who are professional (makeup artist)

b. people who are professional (hairstylist)

c. people who are professional (beautician)

2. Choose the correct definition for the underlined word.

a. people who are professional (makeup artist)

b. people who are professional (hairstylist)

c. people who are professional (beautician)

3. Match the words with their definitions.

a. a person who styles hair (hairstylist)

b. a person who styles hair (beautician)

c. a person who styles hair (makeup artist)

4. Match the words with their definitions.

a. a person who styles hair (hairstylist)

b. a person who styles hair (beautician)

c. a person who styles hair (makeup artist)

5. Match the words with their definitions.

a. a person who styles hair (hairstylist)

b. a person who styles hair (beautician)

c. a person who styles hair (makeup artist)

6. Match the words with their definitions.

a. a person who styles hair (hairstylist)

b. a person who styles hair (beautician)

c. a person who styles hair (makeup artist)

7. Match the words with their definitions.

a. a person who styles hair (hairstylist)

b. a person who styles hair (beautician)

c. a person who styles hair (makeup artist)

8. Match the words with their definitions.

a. a person who styles hair (hairstylist)

b. a person who styles hair (beautician)

c. a person who styles hair (makeup artist)

9. Match the words with their definitions.

a. a person who styles hair (hairstylist)

b. a person who styles hair (beautician)

c. a person who styles hair (makeup artist)

10. Match the words with their definitions.

a. a person who styles hair (hairstylist)

b. a person who styles hair (beautician)

c. a person who styles hair (makeup artist)

Sentence Practice

1. Complete the sentences.

a. I don't like my hair. I want to get it cut.

b. I don't like my hair. I want to get it styled.

c. I don't like my hair. I want to get it washed.

2. Complete the sentences.

a. I don't like my hair. I want to get it cut.

b. I don't like my hair. I want to get it styled.

c. I don't like my hair. I want to get it washed.

3. Complete the sentences.

a. I don't like my hair. I want to get it cut.

b. I don't like my hair. I want to get it styled.

c. I don't like my hair. I want to get it washed.

4. Complete the sentences.

a. I don't like my hair. I want to get it cut.

b. I don't like my hair. I want to get it styled.

c. I don't like my hair. I want to get it washed.

5. Complete the sentences.

a. I don't like my hair. I want to get it cut.

b. I don't like my hair. I want to get it styled.

c. I don't like my hair. I want to get it washed.

Word Practice

The first three activities of the workbook provide students with practice of the unit vocabulary. The activities also focus on word recognition and reading practice.

Sentence Practice

The second page of the workbook concludes with a review of useful sentence structures. This activity helps students consolidate their understanding of the unit concepts.

Unit

1

Hair and Makeup

Read and Check ✓

- Do you often change your haircut?
- What are things people can do to their hair?

<input type="checkbox"/> dye	<input type="checkbox"/> curl	<input type="checkbox"/> cut short
<input type="checkbox"/> grow long	<input type="checkbox"/> shave	<input type="checkbox"/> straighten

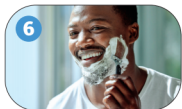
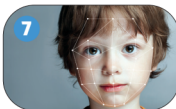
New Words

A Listen and repeat. 
 make up *n.*

 haircut *n.*

 lipstick *n.*

 eyeshadow *n.*

 mascara *n.*

 shaving *n.*

 feature *n.*

 trend *n.*

B Write the correct words for the meanings. Use the words from the previous page.

- 1 _____ : the act of cutting hair on the face
- 2 _____ : makeup for the lips
- 3 _____ : something popular for a time, like fashion, music, etc.
- 4 _____ : a quality or important part of something
- 5 _____ : a makeup to thicken and color the eyelashes
- 6 _____ : products put on the face to look different or better
- 7 _____ : the style in which hair is cut and shaped
- 8 _____ : makeup for the eyelids

Reading Strategy

Searching for Information

Searching for information (scanning) means quickly finding specific details in a text by looking for key words or ideas. If the question asks, "What kinds of makeup does the text mention?" you should look for words about makeup.

Read each question and choose the information to search for.

Questions	What Information to Search For?
1. What are some kinds of makeup?	a. names of makeup companies b. names of different types of makeup
2. Where do trends in makeup and hair come from?	a. words like <i>trend</i> , <i>fashion</i> , <i>TikTok</i> , <i>popular</i> b. words like <i>trend</i> , <i>museum</i> , <i>cars</i> , <i>lipstick</i>
3. What are ways people can change their hair?	a. words like <i>TV</i> , <i>models</i> , <i>mascara</i> , <i>social media</i> b. words like <i>dye</i> , <i>cut</i> , <i>style</i> , <i>straighten</i>

Hair and Makeup



With BGM

Using **makeup** or getting a new **haircut** helps people feel good about themselves. They are also ways to express a unique style. Doing makeup and hair can help people show their personality. They help people feel confident about how they look. Makeup includes things like **lipstick**, **eyeshadow**, and **mascara**. Hair can be changed with haircuts, dyes, and **shaving**.

People can express themselves through writing.

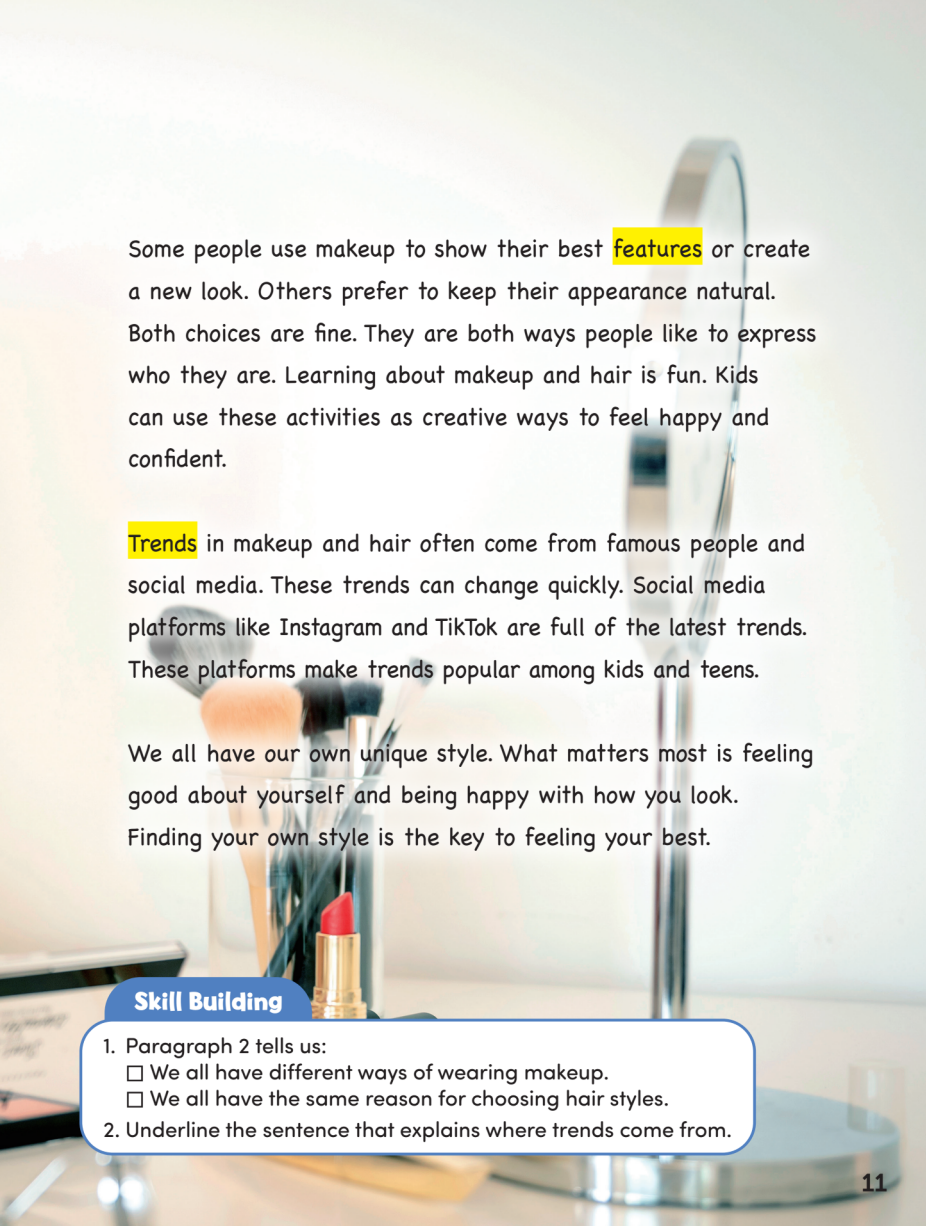
Think and Share

What are some ways people can express themselves?

music

clothing

haircuts



Some people use makeup to show their best **features** or create a new look. Others prefer to keep their appearance natural. Both choices are fine. They are both ways people like to express who they are. Learning about makeup and hair is fun. Kids can use these activities as creative ways to feel happy and confident.

Trends in makeup and hair often come from famous people and social media. These trends can change quickly. Social media platforms like Instagram and TikTok are full of the latest trends. These platforms make trends popular among kids and teens.






We all have our own unique style. What matters most is feeling good about yourself and being happy with how you look. Finding your own style is the key to feeling your best.

Skill Building



1. Paragraph 2 tells us:
 - We all have different ways of wearing makeup.
 - We all have the same reason for choosing hair styles.
2. Underline the sentence that explains where trends come from.

Comprehension



A Choose the best answers.

-  **1 Main Idea** What is the main idea of the passage?
- Makeup and hair help show personality.
 - Haircuts are more important than makeup.
 - Everyone should wear makeup.
-  **2 Detail** What does makeup include?
- shoes and bags
 - lipstick and mascara
 - haircuts and dyes
-  **3 Detail** What is NOT true about hair and makeup?
- They can be used to create a new look.
 - They can only be used on social media platforms.
 - They can be used to create a natural look.
-  **4 Detail** Where do trends in makeup often come from?
- famous people and social media
 - local stores
 - family traditions
-  **5 Inference** Why is it important to find your own style?
- to impress other people
 - to feel happy and good about yourself
 - to copy famous people and their trends

B Circle True or False.

-  **1** Makeup and hair do not influence how people feel. True False
-  **2** Trends in makeup and hair stay the same for many years. True False

C Complete the sentences.

-  **1** Hair can be changed with haircuts, dyes, and _____.
-  **2** Learning about makeup and hair can help kids feel _____.

Graphic Organizer



Searching for Information Complete the graphic organizer about hair and makeup.



natural
style

features
happy

shaving
social media

eyeshadow
teens

Makeup and Hair

- Makeup: includes lipstick, ¹ _____, and mascara
- Hair: includes haircuts, dyes, and ² _____

Purposes

- To show their best ³ _____ or create a new look
- To keep their appearance ⁴ _____

Trends

- Come from famous people and ⁵ _____
- Can change quickly
- Popular among kids and ⁶ _____

Finding Your

- All have our own unique style
- Feel good about yourself
- Be ⁸ _____ with how you look

Paragraph Summary



Complete the sentences and number the paragraphs in order.



- Trends in makeup and hair often come from _____ and social media platforms like Instagram and TikTok. _____ are popular among kids and teens and change quickly.
- What _____ is feeling good about yourself and finding your _____. This is the key to feeling your best.
- Doing makeup and hair can help people show personality and _____. People can _____ through makeup, haircuts, dyes, or a natural look.

matters most
build confidence

express themselves
famous people

these trends
unique style