DELAWARE ENGLISH 10 · UNIT 2 · 25 QUESTIONS

Reading Informational Text — Practice Test

This practice test was made by AI and there may be mistakes. If a question or answer looks wrong, use the Flag a mistake button to let Brett know so he can fix it.

Source I - How Bees Find Home

Use this reading for questions 1 to 5.

Honeybees leave the hive to gather nectar from flowers, sometimes flying more than a mile away. To return, they use the position of the sun, landmarks they have learned, and a sense of direction that scientists are still studying.

When a bee finds a rich patch of flowers, it returns to the hive and performs a dance on the comb. The dance tells other bees the direction and distance of the flowers, so the colony can gather food efficiently.

Researchers have tested bees by moving landmarks and shifting light, and the bees still find their way in most trials. The results suggest that bees combine several kinds of information rather than relying on a single cue.

1 **According to Source I - How Bees Find Home, what is the main idea of the passage?**

- **A** animals can combine several kinds of information to solve a hard problem
- **B** understanding where water goes helps a town reduce flooding
- **C** stories help memory because they give facts structure and meaning
- **D** a good plan leaves room for real life delays

Understand It with Pulse | Flag a mistake

2 **According to Source I - How Bees Find Home, which word best describes the author?**

A clear and practical, because the author links evidence to a town solution

B careful and evidence based, because the author reports tests and results

C measured and explanatory, because the author reports a study before a conclusion

D logical and patient, because the author explains each scheduling choice in turn

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3 **According to Source I - How Bees Find Home, which detail from the passage is true?**

A paved areas send more water to the river, and send it faster, than grass and soil

B students who learned a fact inside a story recalled it weeks later more often

C a returning bee performs a dance that tells other bees direction and distance

D planners build small buffers into the schedule at key stations

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4 **According to Source I - How Bees Find Home, what happens by the end of the passage?**

A flooding after ordinary storms falls after rain gardens are built

B teachers open lessons with a real example to give facts a place to be stored

C a timetable with room to recover feels reliable to passengers

D researchers conclude that bees combine several kinds of information to navigate

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5 **According to Source I - How Bees Find Home, what can the reader infer from the passage?**

A the author believes that careful testing gives a clearer picture than a single observation

B the author suggests that small changes to surfaces can have large effects on runoff

C the author believes examples support learning but do not replace facts

D the author believes reliability matters more than a timetable that only looks efficient

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Source II - The Water Cycle in a Town

Use this reading for questions 6 to 10.

Rain that falls on a town does not simply disappear. Some of it soaks into the ground, some runs off roofs and roads into drains, and some evaporates back into the air on warm days.

Engineers in one town measured how much rain reached the river after storms of different sizes. They found that paved areas sent far more water to the river, and sent it faster, than grass and soil did.

The town responded by building rain gardens and porous paths that let water soak in slowly. After two years, flooding after ordinary storms had fallen, and the river ran clearer.

6 **According to Source II - The Water Cycle in a Town, what is the main idea of the passage?**

- **A** animals can combine several kinds of information to solve a hard problem
- **B** understanding where water goes helps a town reduce flooding
- **C** stories help memory because they give facts structure and meaning
- **D** a good plan leaves room for real life delays

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7 **According to Source II - The Water Cycle in a Town, which word best describes the author?**

A careful and evidence based, because the author reports tests and results

B measured and explanatory, because the author reports a study before a conclusion

C clear and practical, because the author links evidence to a town solution

D logical and patient, because the author explains each scheduling choice in turn

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8 **According to Source II - The Water Cycle in a Town, which detail from the passage is true?**

A a returning bee performs a dance that tells other bees direction and distance

B students who learned a fact inside a story recalled it weeks later more often

C planners build small buffers into the schedule at key stations

D paved areas send more water to the river, and send it faster, than grass and soil

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9 **According to Source II - The Water Cycle in a Town, what happens by the end of the passage?**

A flooding after ordinary storms falls after rain gardens are built

B researchers conclude that bees combine several kinds of information to navigate

C teachers open lessons with a real example to give facts a place to be stored

D a timetable with room to recover feels reliable to passengers

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10 **According to Source II - The Water Cycle in a Town, what can the reader infer from the passage?**

A the author believes that careful testing gives a clearer picture than a single observation

B the author suggests that small changes to surfaces can have large effects on runoff

C the author believes examples support learning but do not replace facts

D the author believes reliability matters more than a timetable that only looks efficient

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Source III - Why We Remember Stories

Use this reading for questions 11 to 15.

People remember stories far better than lists of facts. A story gives facts a setting, a character, and a problem to solve, and the brain holds on to that structure.

In one study, students who learned a fact inside a short story recalled it weeks later more often than students who learned the same fact alone. The story group also explained the fact in their own words more clearly.

Teachers use this finding when they open a lesson with a real example. The example does not replace the fact, but it gives students a place to store it and a reason to return to it.

11 **According to Source III - Why We Remember Stories, what is the main idea of the passage?**

- **A** animals can combine several kinds of information to solve a hard problem
- **B** understanding where water goes helps a town reduce flooding
- **C** stories help memory because they give facts structure and meaning
- **D** a good plan leaves room for real life delays

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12 **According to Source III - Why We Remember Stories, which word best describes the author?**

A careful and evidence based, because the author reports tests and results

B clear and practical, because the author links evidence to a town solution

C logical and patient, because the author explains each scheduling choice in turn

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A students who learned a fact inside a story recalled it weeks later more often

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C paved areas send more water to the river, and send it faster, than grass and soil

D planners build small buffers into the schedule at key stations

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14 **According to Source III - Why We Remember Stories, what happens by the end of the passage?**

A researchers conclude that bees combine several kinds of information to navigate

B teachers open lessons with a real example to give facts a place to be stored

C flooding after ordinary storms falls after rain gardens are built

D a timetable with room to recover feels reliable to passengers

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15 **According to Source III - Why We Remember Stories, what can the reader infer from the passage?**

A the author believes that careful testing gives a clearer picture than a single observation

B the author suggests that small changes to surfaces can have large effects on runoff

C the author believes examples support learning but do not replace facts

D the author believes reliability matters more than a timetable that only looks efficient

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Source IV - Trains and Timetables

Use this reading for questions 16 to 20.

A train timetable looks simple, but it is built from many decisions. Planners must allow time for trains to stop, for passengers to board, and for delays at busy junctions, while keeping trains evenly spaced through the day.

If one train runs late, later trains can bunch together, leaving long gaps before them. To prevent this, planners build small buffers into the schedule at key stations, so a late train can recover a few minutes without delaying every train behind it.

Passengers rarely notice these buffers, but they notice when they are missing. A timetable that looks tight on paper often fails in practice, while a timetable with room to recover feels reliable.

16 **According to Source IV - Trains and Timetables, what is the main idea of the passage?**

- **A** animals can combine several kinds of information to solve a hard problem
- **B** understanding where water goes helps a town reduce flooding
- **C** stories help memory because they give facts structure and meaning
- **D** a good plan leaves room for real life delays

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17 **According to Source IV - Trains and Timetables, which word best describes the author?**

A logical and patient, because the author explains each scheduling choice in turn

B careful and evidence based, because the author reports tests and results

C clear and practical, because the author links evidence to a town solution

D measured and explanatory, because the author reports a study before a conclusion

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18 **According to Source IV - Trains and Timetables, which detail from the passage is true?**

A a returning bee performs a dance that tells other bees direction and distance

B planners build small buffers into the schedule at key stations

C paved areas send more water to the river, and send it faster, than grass and soil

D students who learned a fact inside a story recalled it weeks later more often

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19 **According to Source IV - Trains and Timetables, what happens by the end of the passage?**

A researchers conclude that bees combine several kinds of information to navigate

B flooding after ordinary storms falls after rain gardens are built

C a timetable with room to recover feels reliable to passengers

D teachers open lessons with a real example to give facts a place to be stored

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20 **According to Source IV - Trains and Timetables, what can the reader infer from the passage?**

A the author believes that careful testing gives a clearer picture than a single observation

B the author suggests that small changes to surfaces can have large effects on runoff

C the author believes examples support learning but do not replace facts

D the author believes reliability matters more than a timetable that only looks efficient

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21 **Which term is defined as follows: the most important point of a passage?**

A main idea

B supporting detail

C text structure

D authors purpose

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22 **Which of the following is an example of main idea?**

A Bees dance to show direction and distance

B The passage explains how bees navigate home

C The passage follows a cause and effect structure

D The author writes to explain how rain gardens work

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23 **Which statement best describes main idea?**

- A a supporting detail gives evidence for a larger point
- B text structure is the pattern an author uses to organize ideas
- C the main idea is supported by, but is not, the details
- D an author's purpose may be to inform, persuade, or entertain

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24 **Which term is defined as follows: a fact or example that supports the main idea?**

- A main idea
- B supporting detail
- C text structure
- D authors purpose

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25 **Which of the following is an example of supporting detail?**

A The passage explains how bees navigate home

B The passage follows a cause and effect structure

C Bees dance to show direction and distance

D The author writes to explain how rain gardens work

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ANSWER KEY

1. A
2. B
3. C
4. D
5. A
6. B
7. C
8. D
9. A
10. B
11. C
12. D
13. A
14. B
15. C
16. D
17. A
18. B
19. C
20. D
21. A
22. B
23. C
24. B
25. C

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