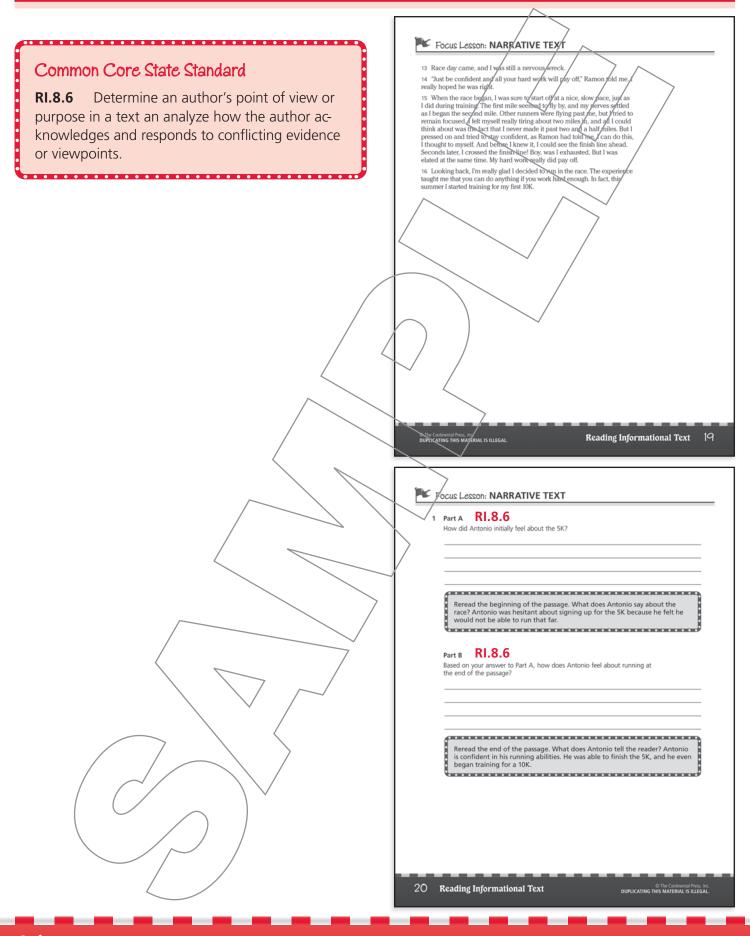
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FOCUS LESSON: NARRATIVE TEXT **Narrative Text** Title: My First Race Focus Lesson Narratives are true stories about something that happened in history, a current event, or the story of a person's life. They are about real people and real events. A **biography** is a narrative written to inform a reader Genre: Narrative Nonfiction about someone. It is written by a person other than the subject. An **autobiography** is a narrative written by a person about his or her own life. Narrative text should show the reader what is happening or what someone is feeling rather than telling the reader. Lexile[®] Measure: 930L Skill Focus: Point of View, Main Idea When you read any kind of text, you may guess what is going to happen. When you do this, you are making a **prediction**. To make a good prediction, put clues in the story together with what you already know. Graphic Organizer: Main Idea/Details Chart The author of a narrative usually gives his or her **point of view**, or opinion. This means that the author tells you what he or she thinks is most important. How do you know if you are reading facts or the author's opinions? A **fact** is something that you can be sure of. It can be proven. An opinion tells you how someone feels. Look for words such as *best, worst, always,* and *never.* These can mean the author is not using facts. When you read, it is important to think about who is telling the story and why it is being told. In some texts, a character tells the story. This is and why it is being und, in some texts, a character tens the study, this is called **first-person point of view.** The characters use the pronouns *I* and we. Other stories are told from the **third-person point of view**. The narrator uses the words *he*, *she*, and *they*. The viewpoint may depend on the **author's purpose** for writing. When two people have different reasons Vocabulary To help with comprehension, review these vocabfor writing, their writing shows different points of view. ulary words with students before they read the • • • • • • • • • • • • • • • • • passage. Write the words on the board and keep them displayed so students can refer to them when they read independently. elated, hesitant, kilometer Reading Informational Text 17 🚩 Focus Lesson: NARRATIVE TEXT Read the passage and answer the questions that follow. My First/Race 1 Pursuing a goal is rewarding, even jif seems out of reach. That was the case when I signed up for a race last summer. I've always enjoyed traving, but I would just do it for fun. Then one day, my friend Ramon asked meilT wanted to join him in a five kilometer race, work, he was a much better affit than me, and he could run longer distances, so I was really hesitant at first. A title or heading helps you predict what a text will be about. What does the title tell you about this passage? 2 Up to that point, the farthest I ever ran was a mile. But a five kilometer race, or a 5K, is about three miles long. 3 "How can I possibly run that far?" I remember asking Ramon back then. 4 "Don't worry, Antonio, I'll help you train," he said. Writers may not tell, you everything. They want you to figure out some details based on 5 So I signed up for the race, never dreaming that I'd actually be able to finish it. But I had three weeks to train, and Ramon was going to help me. 6 At first, I didn't know how to properly train for a race. I assumed that on the first day, I would go out there and try to run the full three miles. But what you know and what you are reading. This is called making Ramon, who really knows his stuff, told me otherwise inferences 7 "You have to start off slow," he told me. Set a goal for the the week, like running a full mile without stopping. Then the next week, set another goal to run two miles. Before you know it, you'll be up to three miles, and the 5K with the start was a start of the start was a start of the start of th What can you tell abou Ramon? will be in your sights." 8 So with Ramon's help, that's exactly what I did. The first week of training, my goal was to run a mile without stopping. On the first day we ran, though, I really struggled. While Ramon showed no slogs of tiring. I had to stop twice to catch my breath. 9 "Just keep it up, and you'll be able to dojit," Ramon said. 10 Two days later, wy resumed training, and I improved—I only had to stop once. By the end of the week, I was able to run the full-mite without stopping! 11 But week two of training was brutal. My geal was two miles, and at the beginning of the week, it didn!-best/nke lwould even come close. I was exhausted bythe time I got halfway through the second mile. Ramon told me what my problem was -1 was starting off too fast, and I would the out too quickly. So the next time we went out, I started off at a slower pace, and I was able to finish the two miles. 1 Yeas above to links in the Wokues. 12 So therefl was—my last week of training before the big race. Obviously, a full three miles was my goal for the week. It was a really bugb challenge, and Ramon thed pushing me as hard as ho could. But the end of the week came, and I cabe up short. I was only able to finish two and a half miles. The 5K race was logning over my bedd, and/ was really nervous. I worked so hard, but I just couldnesses myself finishing the race. Reading Informational fext C The Continental Press, Inc DUPLICATING THIS MATERIAL IS ILLEGAL



Lesson 3 Informational Text

GUIDED PRACTICE

Title: Captain Cook in Australia

Genre: Biography

Lexile® Measure: 1170L

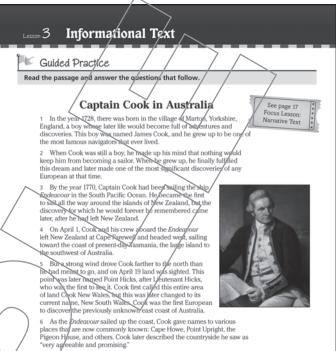
Skill Focus: Cause and Effect, Text Structure, Visual Literacy

Graphic Organizer: Cause-and-Effect Chart

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

botany, kangaroo, navigator



7 There had been heavy autumn rains some time before Cook arrived in the gountry. As a result, when he finally landed on the shore, he was able to look with delight on the island's 'good grass' and 'fine meadow' everywhere. He also took great joy in the rich soil, which supported endless fields of wildflowers. The abundance of all of this vegetation led to Cook naming the area Botany Play, using the term referring to the study of plant life.

INTHE Continental Press, Inc. DUPCICATING THIS MATERIAL IS ILLEGAL. UNIT 2 Discoveries 85

Common Core State Standards

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

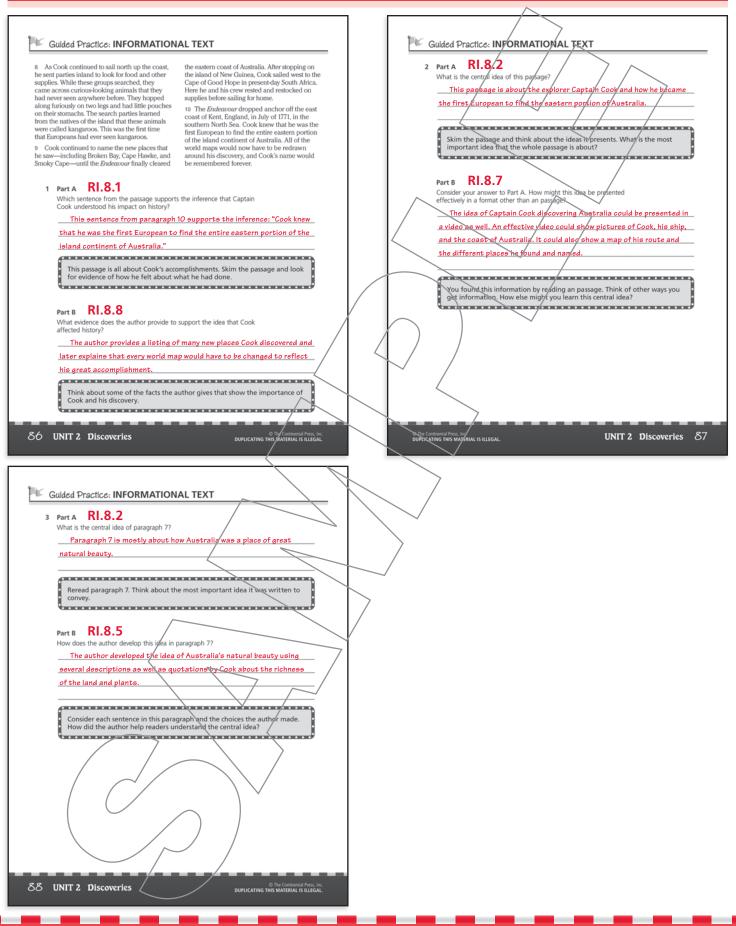
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, recognize when irrelevant evidence is introduced.



Pages 86, 87, and 88



Lesson 3 Informational Text

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INDEPENDENT PRACTICE

Title: The Hudson River Genre: Expository Text Lexile[®] Measure: 1060L Skill Focus: Cause and Effect, Text Structure, Author's Purpose

Graphic Organizer: Cause-and-Effect Chart

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

merchants, mutiny, undergrowth

Independent Practice: INFORMATIONAL TEXT

Read the passage and answer the questions that follow.

The/Hudson Rive

 The long, narrow jdand of Manhattin in present-day New Yogk was a wild and seautify pot in the year 1696. In these days, there were no tall houses, no church towers, and no noisy hum of machines;
 In their place were baautiful trees with

2 In their place were beautiful trees with spreading branches, stretches, of sand hills, and patches of green grass. In the branches of the trees were birds of various colors, and wandering through the tangled undergrowth were many wild animals.

Were many who may be a sho in the year 1609 that a little ship sailed up the bay below the island and took the given to the west. The native peoples of the island subtered on the shore and looked with wonder at the ship, as it was so different from any they had very seen. Then it was swept before the wind up the over and out of sight.

4 The ship was called the *Half Moon*, and it had come all the way from Amsterdam in the Ditch Netherlands. The Netherlands Was a small country in the northern part of Europe and was usually called Holland.

5 But The Dutch Owned other lands than these. They had islands in the Indian Ocean that were rich in spices of every sort, and the other European countries needed these spices. These islands, being quite close to India. yere valled the East Indies. The company of Dutch merchants who did most of the business with them was called the East India Company. They had many shipe, and the *Hall Moon* was one of them.

6 It was a long, dangerous way to the East India Islands from Holland. Ships had to travel by the Cype of Good Hope in southern Africa, but strong winds blew there, and the waves rolled so high-that they often broke apart the ships.

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7 So the merchants of Holland were always thinking of a shorter way to the East Indies. They Inew very little of North or South America, but very believed that these lands were simply islands. Therefore, they thought that they could find a place to pass through them and make the journey to the East Indies shorter.

8 So the East India Company built the ship called the *Hall Moon* and hired an Englishman named Henry Hudson to take charge of it. His assignment was to find the short way to the Indies. Hudson was chosen because he had already made two similar voyages, trying to find that same short passage.

9 Now, while the Half Moon was sailing up the river, Hudson was sure that he had found the passage to the Indies. But when the ship got as far as the current location of Albany, New York, the water became shallow, and the river banks came so close together that Hudson gave up trying to sail that way. He became upset because after all his travelling. In had not found the shorter passage to India at all, but only a river!

UNIT 2 Discoveries 89

Common Core State Standards

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

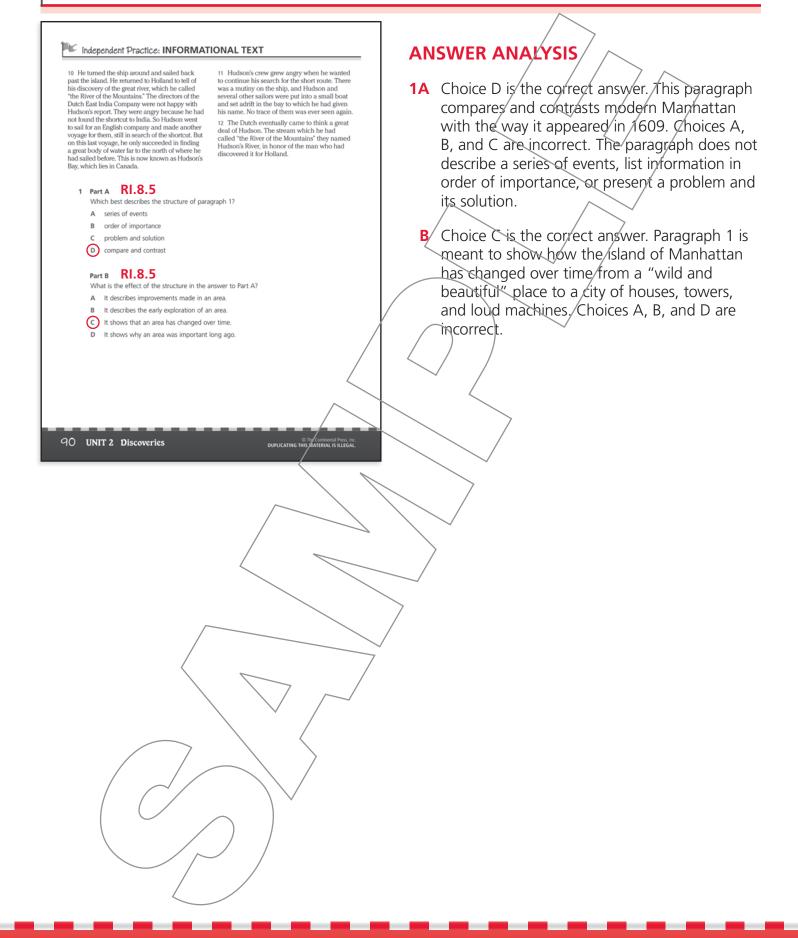
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.



UNIT 2

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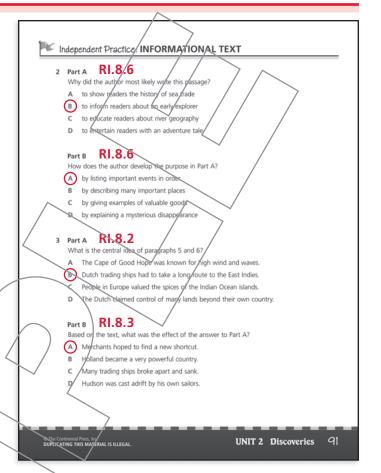
- 2A Choice B is the correct answer. This passage is mostly meant to inform readers about Henry Hudson, an early explorer who attempted to find a shortcut through North America to the Indies. Choices A, C, and D are incorrect. These are not the author's main purpose in writing the passage. He doesn't provide a history of sea trade, discuss rivers, or tell an adventure tale.
 - **B** Choice A is the correct answer. This passage lists the important events in the travels and explorations of Henry Hudson as well as in the history of the Hudson River. Choices B, C, and D are incorrect.
- **3A** Choice B is the correct answer. These paragraphs give a lot of information, but all of the information is related to how Dutch ships had to follow a long and dangerous path between Holland and the East Indies. Choices A, C, and D are incorrect.
 - B Choice A is the correct answer. The central idea, that Dutch ships had to sail a long way to the East Indies, led to merchants wanting to find a shortcut. This search for a new route that might cross over North America led to the famous Hudson expeditions. Choices B, C, and D are incorrect.

Writing Activity

- 1 What can you tell about Henry Hudson's character from this passage?
- 2 Based on the passage, what is a mutiny?

Speaking/Listening Activity

Have students discuss what characteristics and skills explorer must have. Have students discuss whether they would have undertaken the exploration that Henry Hudson undertook, and why or why not.



Media/Research Activity

Have students use the Internet and library resources to learn about a modern-day explorer or scientist. Have students share what they have learned about the person they selected.

ELL Support

Discuss adjectives with students. Have students describe Henry Hudson using five or more adjectives, and explain why they chose these adjectives.

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