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Narrative Text

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 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.

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.

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 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 for writing, their writing shows different points of view.

FOCUS LESSON: NARRATIVE TEXT

Title: My First Race

Genre: Narrative Nonfiction

Lexile® Measure: 930L

Skill Focus: Point of View, Main Idea

Graphic Organizer: Main Idea/Details 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.

elated, hesitant, kilometer

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Reading Informational Text 17

Focus Lesson: NARRATIVE TEXT

Read the passage and answer the questions that follow.

My First Race

A title or heading helps you predict what a text will be about.

What does the title tell you about this passage?

1 Pursuing a goal is rewarding, even if it seems out of reach. That was the case when I signed up for a race last summer. I've always enjoyed running, but I would just do it for fun. Then one day, my friend Ramon asked me if I wanted to join him in a five kilometer race. Now, he was a much better athlete than me, and he could run longer distances, so I was really hesitant at first.

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.

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 Ramon, who really knows his stuff, told me otherwise.

7 "You have to start off slow," he told me. "Set a goal for the first 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 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 signs of tiring, I had to stop twice to catch my breath.

9 "Just keep it up, and you'll be able to do it," Ramon said.

10 Two days later, we resumed training, and I improved—I only had to stop once. By the end of the week, I was able to run the full mile without stopping!

11 But week two of training was brutal. My goal was two miles, and at the beginning of the week, it didn't look like I could even come close. I was exhausted by the time I got halfway through the second mile. Ramon told me what my problem was—I was starting off too fast, and I would tire 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.

12 So there I 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 tough challenge, and Ramon had been pushing me as hard as he could. But the end of the week came, and I came up short. I was only able to finish two and a half miles. The 5K race was looming over my head, and I was really nervous. I worked so hard, but I just couldn't see myself finishing the race.

Writers may not tell you everything. They want you to figure out some details based on what you know and what you are reading. This is called making inferences.

What can you tell about Ramon?

18 Reading Informational Text

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**Common Core State Standard**

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.

Focus Lesson: **NARRATIVE TEXT**

13 Race day came, and I was still a nervous wreck.

14 "Just be confident and all your hard work will pay off," Ramon told me. I really hoped he was right.

15 When the race began, I was sure to start off at a nice, slow pace, just as I did during training. The first mile seemed to fly by, and my nerves settled as I began the second mile. Other runners were flying past me, but I tried to remain focused. I felt myself really tiring about two miles in, and all I could think about was the fact that I never made it past two and a half miles. But I pressed on and tried to stay confident, as Ramon had told me. I can do this, I thought to myself. And before I knew it, I could see the finish line ahead. Seconds later, I crossed the finish line! Boy, was I exhausted. But I was elated at the same time. My hard work really did pay off.

16 Looking back, I'm really glad I decided to run in the race. The experience taught me that you can do anything if you work hard enough. In fact, this summer I started training for my first 10K.

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Focus Lesson: **NARRATIVE TEXT****1 Part A RI.8.6**

How did Antonio initially feel about the 5K?

Reread the beginning of the passage. What does Antonio say about the race? Antonio was hesitant about signing up for the 5K because he felt he would not be able to run that far.

Part B RI.8.6

Based on your answer to Part A, how does Antonio feel about running at the end of the passage?

Reread the end of the passage. What does Antonio tell the reader? Antonio is confident in his running abilities. He was able to finish the 5K, and he even began training for a 10K.

20 Reading Informational Text

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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

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.

Lesson 3

Informational Text


Guided Practice

Read the passage and answer the questions that follow.

Captain Cook in Australia

See page 17
Focus Lesson:
Narrative Text

- In the year 1728, there was born in the village of Marton, Yorkshire, England, a boy whose later life would become full of adventures and discoveries. This boy was named James Cook, and he grew up to be one of the most famous navigators that ever lived.
- When Cook was still a boy, he made up his mind that nothing would keep him from becoming a sailor. When he grew up, he finally fulfilled this dream and later made one of the most significant discoveries of any European at that time.
- By the year 1770, Captain Cook had been sailing the ship *Endeavour* in the South Pacific Ocean. He became the first to sail all the way around the islands of New Zealand, but the discovery for which he would forever be remembered came later, after he had left New Zealand.
- On April 1, Cook and his crew aboard the *Endeavour* left New Zealand at Cape Farewell and headed west, sailing toward the coast of present-day Tasmania, the large island to the southwest of Australia.
- But a strong wind drove Cook farther to the north than he had meant to go, and on April 19 land was sighted. This point was later named Point Hicks, after Lieutenant Hicks, who was the first to see it. Cook first called this entire area of land Cook New Wales, but this was later changed to its current name, New South Wales. Cook was the first European to discover the previously unknown east coast of Australia.
- As the *Endeavour* sailed up the coast, Cook gave names to various places that are now commonly known: Cape Howe, Point Upright, the Pigeon House, and others. Cook later described the countryside he saw as "very agreeable and promising."
- There had been heavy autumn rains some time before Cook arrived in the country. 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 Bay, using the term referring to the study of plant life.



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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.



Guided Practice: INFORMATIONAL TEXT

8 As Cook continued to sail north up the coast, he sent parties inland to look for food and other supplies. While these groups searched, they came across curious-looking animals that they had never seen anywhere before. They hopped along furiously on two legs and had little pouches on their stomachs. The search parties learned from the natives of the island that these animals were called kangaroos. This was the first time that Europeans had ever seen kangaroos.

9 Cook continued to name the new places that he saw—including Broken Bay, Cape Hawke, and Smoky Cape—until the *Endeavour* finally cleared

the eastern coast of Australia. After stopping on the island of New Guinea, Cook sailed west to the Cape of Good Hope in present-day South Africa. Here he and his crew rested and restocked on supplies before sailing for home.

10 The *Endeavour* dropped anchor off the east coast of Kent, England, in July of 1771, in the southern North Sea. Cook knew that he was the first European to find the entire eastern portion of the island continent of Australia. All of the world maps would now have to be redrawn around his discovery, and Cook's name would be remembered forever.

1 Part A **RI.8.1**

Which sentence from the passage supports the inference that Captain Cook understood his impact on history?

This sentence from paragraph 10 supports the inference: "Cook knew that he was the first European to find the entire eastern portion of the island continent of Australia."

This passage is all about Cook's accomplishments. Skim the passage and look for evidence of how he felt about what he had done.

Part B **RI.8.8**

What evidence does the author provide to support the idea that Cook affected history?

The author provides a listing of many new places Cook discovered and later explains that every world map would have to be changed to reflect his great accomplishment.

Think about some of the facts the author gives that show the importance of Cook and his discovery.



Guided Practice: INFORMATIONAL TEXT

2 Part A **RI.8.2**

What is the central idea of this passage?

This passage is about the explorer Captain Cook and how he became the first European to find the eastern portion of Australia.

Skim the passage and think about the ideas it presents. What is the most important idea that the whole passage is about?

Part B **RI.8.7**

Consider your answer to Part A. How might this idea be presented effectively in a format other than an passage?

The idea of Captain Cook discovering Australia could be presented in a video as well. An effective video could show pictures of Cook, his ship, and the coast of Australia. It could also show a map of his route and the different places he found and named.

You found this information by reading an passage. Think of other ways you get information. How else might you learn this central idea?



Guided Practice: INFORMATIONAL TEXT

3 Part A **RI.8.2**

What is the central idea of paragraph 7?

Paragraph 7 is mostly about how Australia was a place of great natural beauty.

Reread paragraph 7. Think about the most important idea it was written to convey.

Part B **RI.8.5**

How does the author develop this idea in paragraph 7?

The author developed the idea of Australia's natural beauty using several descriptions as well as quotations by Cook about the richness of the land and plants.

Consider each sentence in this paragraph and the choices the author made. How did the author help readers understand the central idea?



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 River

1 The long, narrow island of Manhattan in present-day New York was a wild and beautiful spot in the year 1609. In these days, there were no tall houses, no church towers, and no noisy hum of machinery.

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.

3 It was also in the year 1609 that a little ship sailed up the bay below the island and took the river to the west. The native peoples of the island gathered on the shore and looked with wonder at the ship, as it was so different from any they had ever seen. Then it was swept before the wind up the river and out of sight.

4 The ship was called the *Half Moon*, and it had come all the way from Amsterdam in the Dutch 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, were called 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 ships, and the *Half 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 Cape of Good Hope in southern Africa, but strong winds blew there, and the waves rolled so high that they often broke apart the ships.



7 So the merchants of Holland were always thinking of a shorter way to the East Indies. They knew very little of North or South America, but they 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 *Half 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, he had not found the shorter passage to India at all, but only a river!

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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.



Independent Practice: INFORMATIONAL TEXT

10 He turned the ship around and sailed back past the island. He returned to Holland to tell of his discovery of the great river, which he called "the River of the Mountains." The directors of the Dutch East India Company were not happy with Hudson's report. They were angry because he had not found the shortcut to India. So Hudson went to sail for an English company and made another voyage for them, still in search of the shortcut. But on this last voyage, he only succeeded in finding a great body of water far to the north of where he had sailed before. This is now known as Hudson's Bay, which lies in Canada.

11 Hudson's crew grew angry when he wanted to continue his search for the short route. There was a mutiny on the ship, and Hudson and several other sailors were put into a small boat and set adrift in the bay to which he had given his name. No trace of them was ever seen again.

12 The Dutch eventually came to think a great deal of Hudson. The stream which he had called "the River of the Mountains" they named Hudson's River, in honor of the man who had discovered it for Holland.

1 Part A RI.8.5

Which best describes the structure of paragraph 1?

- A series of events
- B order of importance
- C problem and solution
- ☒ D compare and contrast

Part B RI.8.5

What is the effect of the structure in the answer to Part A?

- A It describes improvements made in an area.
- B It describes the early exploration of an area.
- ☒ C It shows that an area has changed over time.
- D It shows why an area was important long ago.

ANSWER ANALYSIS

1A Choice D is the correct answer. This paragraph compares and contrasts modern Manhattan with the way it appeared in 1609. Choices A, B, and C are incorrect. The paragraph does not describe a series of events, list information in order of importance, or present a problem and its solution.

B Choice C is the correct answer. Paragraph 1 is meant to show how the island of Manhattan has changed over time from a "wild and beautiful" place to a city of houses, towers, and loud machines. Choices A, B, and D are incorrect.



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.

Independent Practice **INFORMATIONAL TEXT**

2 Part A RI.8.6
Why did the author most likely write this passage?
A to show readers the history of sea trade
B to inform readers about an early explorer
C to educate readers about river geography
D to entertain readers with an adventure tale

Part B RI.8.6
How does the author develop the purpose in Part A?
A by listing important events in order
B by describing many important places
C by giving examples of valuable goods
D by explaining a mysterious disappearance

3 Part A RI.8.2
What is the central idea of paragraphs 5 and 6?
A The Cape of Good Hope was known for high wind and waves.
B Dutch trading ships had to take a long route to the East Indies.
C People in Europe valued the spices of the Indian Ocean islands.
D The Dutch claimed control of many lands beyond their own country.

Part B RI.8.3
Based on the text, what was the effect of the answer to Part A?
A Merchants hoped to find a new shortcut.
B Holland became a very powerful country.
C Many trading ships broke apart and sank.
D Hudson was cast adrift by his own sailors.

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Writing Activity

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

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.

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.

ELL Support

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