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Grades 3–8

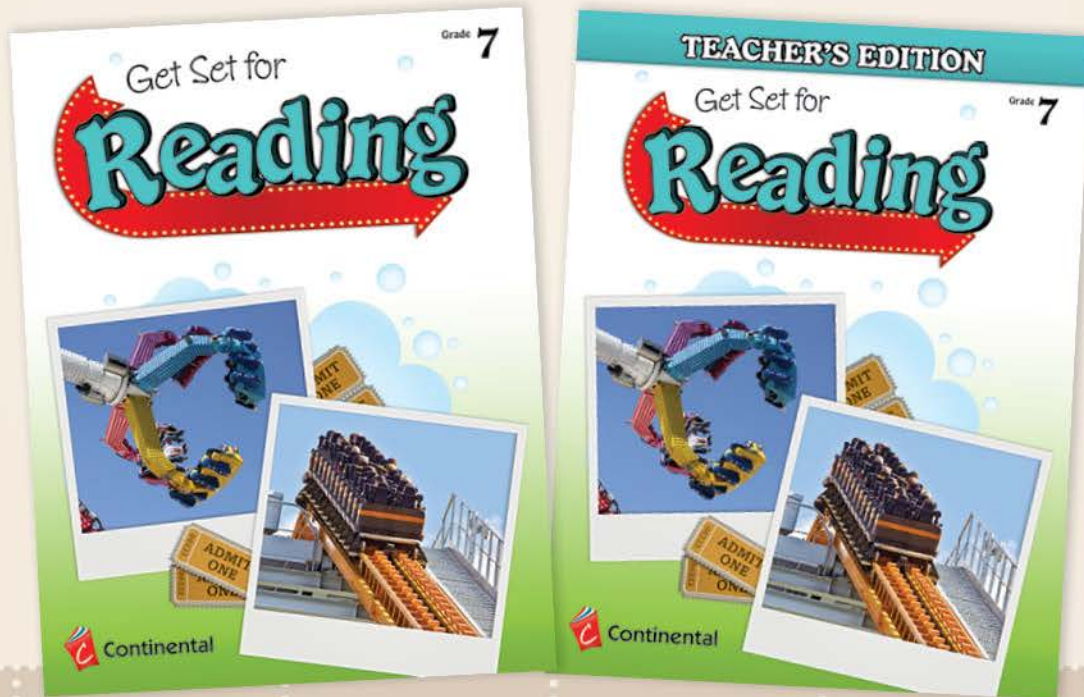


Continental
Inspire every learner



What does this series do?

Get Set for Reading prepares students for end-of-year assessments based on the Common Core State Standards (CCSS). Each book is centered around the text types identified by the standards at grade level and tests students using item types found on CCSS assessments. Components include student workbooks and annotated teacher's editions in print and eBook formats.



Grades 3–8





Connections to the Common Core

- Written directly to the standards
- Focus on CCSS text types and rigor of text
- CCSS assessment type questions

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Glossary

Independent Practice: INFORMATIONAL TEXT

3 Part A

Read this sentence from the article.

"The building was almost like a regular house."

What is the meaning of the word *regular*?

A fancy

B large

C peaceful

D usual

Part B

Which words from the article help you understand the meaning of *regular*?

A "inside to rest"

B "to live and work"

C "the common things"

D "in a house"



Focus Lessons: Teacher Led Instruction

Focus lessons show students how to work through reading specific types of texts so they can answer questions in the theme-based units and lessons.

Drama and Plays

Focus Lesson

People are often entertained by **plays** and **drama**—stories written to be performed on a stage. Drama has been written for radio, movies, and television, too. Dramatic writing uses special features that give instruction to directors and performers for making the story come alive.

A **play** is a story that is performed by actors on a stage. A play is divided into **acts**, like a book is divided into chapters. Acts may be divided into **scenes**. A scene is part of the action that happens in one place.

Characters are the people who have parts in a play. A list of these characters is called the **cast**. The cast always appears at the beginning of a printed play or in the program. The name of the actor who plays each part follows the character's name. Sometimes there is a **narrator** who describes events in the play to the audience or reader.

Stage directions explain how actors should move and speak. In a **script**, or written version of the play, these stage directions are usually printed in *italics* and put inside parentheses, like this: (*laughing*).

Dialogue includes all the words characters speak in a play. In a script, dialogue comes directly after the character's name and any stage directions.

The writer explains when and where the story takes place, how the stage should look, who the characters are, and what the characters do or say.

Expository Text

Focus Lesson

Expository text is nonfiction writing that informs, explains, describes, or defines a subject. Textbooks, guides, newspapers, and magazine articles are all examples of expository text. When you read, especially articles about school subjects, you may not know every word you see. But you can often figure out the meaning of a new word from other words near it in a sentence or paragraph. These words are **context clues**. Examples, descriptions, or synonyms can be used as context clues.

As you read, think about how events flow. The order in which events happen is called **sequence**. Sometimes **directions**, or a sequence of steps, is shown as a list with numbers or bullets. Look for sequence clue words, like *first, next, last, before, finally, now, after, and then*.

You may also want to understand why things happen. You can ask yourself, "Why did this happen?" That is the **cause**. Then ask, "What happened?" This is the **effect**. Look for clue words that signal causes: *if, because, and since*. These clue words signal effects: *then, so and that is why*.

Sometimes you may read two articles about the same subject, or you may read one article that talks about common subjects. As you read, you should **compare** the texts or subjects. How are they alike? Also, **contrast** the texts or subjects. Think about how they are different.

Sometimes when you read, you are looking for a **solution** to a **problem**. First, you need to identify what the problem is. Then you must find a solution that matches the problem. Look for words such as *because, since, and therefore* to help pick out a problem and its possible solution.


Focus Lessons: Student Review

Students will review the skills associated with the text type and answer the sample items that follow. An explanation box after each constructed-response question provides guidance for answering the question.

Focus Lesson: EXPOSITORY TEXT
Read this article and answer the questions that follow.

Research Shows Kids Like Healthy Foods

by Tom Vilsack, Agriculture Secretary



Every text has a main idea, the main point the author is trying to make. The main idea is supported by key details.
What is the main idea of this passage?

- The US Department of Agriculture works every day on the problem of improving childhood nutrition. Because we want to help parents raise healthier young Americans, we study how children eat.
- In recent days, we have had some positive developments in this work. The USDA released a new report on healthy snacks. The new report looked at the USDA's Fresh Fruit and Vegetable Program. It provides free fruits and vegetables to students in more than 7,000 schools. We found that when students were offered fresh fruits and vegetables, they try them—and in most cases, they like them.
- Students in the program ate 15 percent more fruits and vegetables than other children their age. In fact, when these fruits and vegetables were offered in schools, almost every student tried one. For those who chose a fruit, more than 85 percent ate most or all of their snack. For students who tried a vegetable, more than 60 percent ate most of it or finished the whole serving.
- Therefore, by offering healthy foods to our young people and their families, we can help them develop better eating habits. That will improve their health and prevent harmful weight gain. Together, we can give today's young people what they need to grow up healthy, strong, and ready to

A prefix is a part of a word added to the beginning of a word. A suffix is a part added to the end of a word. Prefixes and suffixes change the meaning of a word.
What does the word harmful mean in paragraph 4?

Focus Lesson: EXPOSITORY TEXT

1 Part A
What format for expository text does this article use?

Reread the first and last paragraphs of the article. Paragraph 1 mentions the problem of improving childhood nutrition. Paragraph 4 mentions helping kids develop better eating habits to improve their health and prevent weight gain. You can conclude that this article uses a problem-solution format.

Part B
What signal words are used in the article to support your answer to Part A?

Paragraph 1 uses the signal words *problem* and *because*. Paragraph 4 uses the signal word *therefore*. These words help to point out a problem and its solution.

Guided Practice

Lessons begin with guided practice to reinforce skills. Work is similar to that in the focus lessons and is ideal for peer group learning.

Page references lead students back to the instruction

Lesson 3 **Informational Text**


Guided Practice
Read the passage and answer the questions that follow.

The Other Senses
by Charles Lopez

1 What would life be like if you couldn't see or hear? Helen Keller could help you imagine it. Her most popular stories described what it was like to depend on touch and smell instead of sight and sound. She wrote a book, *The World I Live In*, and many magazine articles about her experiences as a blind and deaf person.

2 Keller's world as a child was quiet and dark. She could feel the warm sun and smell and touch the things around her. Her parents looked for help for their daughter, who was upset when her mother and father couldn't understand what she wanted to tell them.

3 Keller wrote about a new part of her life, when her teacher, Anne Mansfield Sullivan, came to her: "My teacher is so near to me that I scarcely think of myself apart from her.... All the best of me belongs to her."



See page 23
Focus Lesson:
Expository Text

Text-dependent questions require close reading of the passage

Guided Practice: INFORMATIONAL TEXT

1 Part A
What can you tell about Helen Keller from the article?

Reread the article. What is it mostly about?

Part B
Which sentence in the article shows the answer to Part A?

Reread paragraph 4 to find a sentence that tells what it is mostly about. Details will support this idea. Ask yourself which sentence describes the whole article.

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Assessment Type Questions

Independent practice includes constructed-response items that are presented like those on Common Core assessments. Students will:

- make text-to-text connections
- answer text-dependent questions among multiple passage types
- answer multipart questions

Independent Practice: INFORMATIONAL TEXT

Read the passage and answer the questions that follow.

Under the Waves: Sylvia Alice Earle

by Marc Green

- 1 Sylvia Alice Earle was an explorer. She wasn't like Christopher Columbus or Marco Polo though. She didn't discover new lands or meet new people. Instead, she explored the ocean. Her work helped us learn more about the world under the waves.
- 2 Earle was born in 1935 and grew up on a farm in New Jersey. She liked to explore the nearby woods and study the living things she found there. When she was 12, her family moved to a town in Florida near the ocean. This opened up a whole new world for Earle to explore. She soon began spending time in the ocean, where she examined fish and sea grass.
- 3 Earle grew to love the sea more each year. She tried diving for the first time when she was 17. She was amazed by everything she saw under the water and knew that she had found her calling in life.
- 4 Once she finished school, Earle became a scientist and began diving full time. Over the years, she spent more than 6,000 hours underwater. She discovered many new kinds of underwater plants and animals. Her work helped people learn more about life under the sea, but she didn't stop there.



Independent Practice: INFORMATIONAL TEXT

1 Part A

How would the author most likely describe Earle?

- A adventurous
- B careful
- C nervous
- D thoughtful

Part B

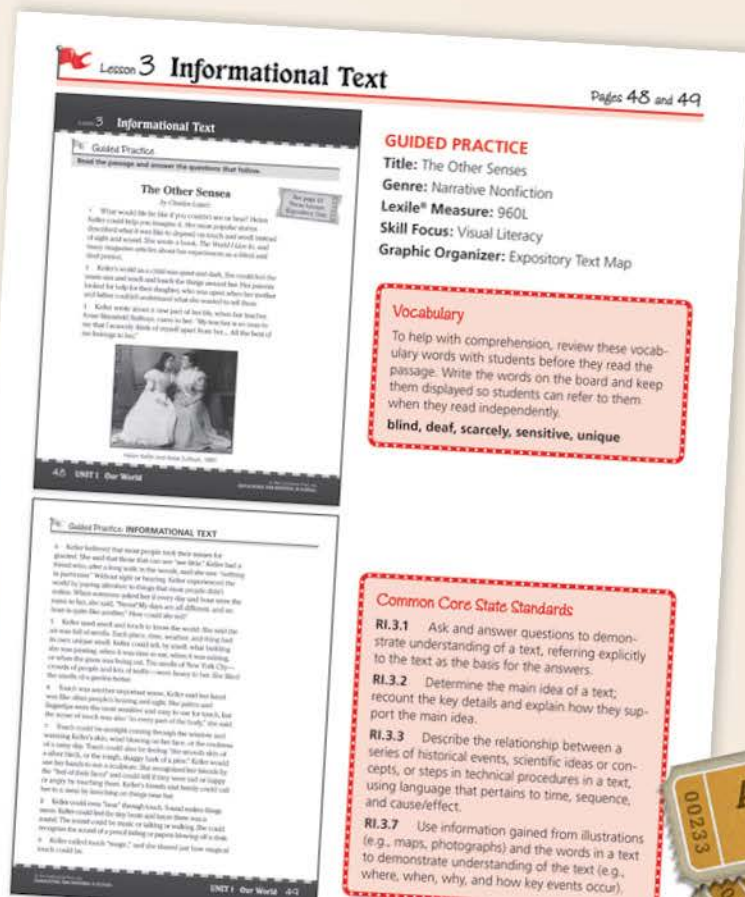
Which sentence from the article best supports the answer to Part A?

- A "Earle grew to love the sea more each year."
- B "Earle dove deeper than anyone ever had before."
- C "Once she finished school, Earle became a scientist and began diving full time."
- D "Thanks to her interest in the ocean, Earle became a very good diver."

Teaching Support

The annotated teacher's edition provides comprehensive support—from Focus Lessons through Independent Practice.

- Suggestions for use/teaching strategies
- Common Core State Standards correlations
- Tier 2 and Tier 3 vocabulary
- Graphic organizers



Teaching Support

- Answer key with annotated student pages
- Activities to reinforce the speaking, listening, and writing standards
- ELL extension activities
- Media/research activities

Lesson 3 Independent Practice

Writing Activity

- The people that live on Corsica are famous for their food. Think about what types of foods they eat. Explain what makes this island's food so special. Use details from the sidebar to support your answer.
- This article tells what a visitor should expect to see, do, and eat on a visit to Corsica. Write a description of your hometown. Reread the passage on Corsica, and model your travel description on this one.
- What special foods have you eaten? Explain why they were special. Write a paragraph about your favorite food. Where does it come from?

Media/Research Activity

Use the Internet to find out more about Corsica. What type of government does it have? What is its population? What is its main industry? How long does it take to travel to France?

ELL Support

Discuss verbs with students. A verb can be a main verb or it can be a linking verb. Have students look through the passage and identify the main verbs. Then have students identify the linking verbs.

Speaking/Listening Activity

Discuss homophones with students. A word that sounds like another word but is spelled differently is a homophone. The word boar is one example of this. A boar is a wild pig. Bore means "to create a hole" or "to be uninteresting." Have students offer examples of other homophones.

Lesson 3 Independent Practice Pages 54 and 55

ANSWER ANALYSIS

1A The title of the sidebar helps you to know what you will learn. In this sidebar, you will learn about Corsica's food. Choice B is the correct answer. The map shows where Corsica is located so choice A is incorrect. The article does not tell about Corsica's food so choices C and D are incorrect.

B The main idea is what people buy at markets so choice B is the correct answer. Choices C and D are details about what people buy at market so they are not the correct answer. Choice A is incorrect because the sidebar tells what restaurants serve but not where to find them.

2A You can see from the map that Corsica is closest to Italy so choice A is the correct answer. Choices B, C, and D are incorrect.

B The article tells you that Corsica's food and language are most like that of Italy. Choice B is the correct answer. Choices A, C, and D are incorrect. The article states that it is the food and language that Corsica has in common with Italy.

3A Corsica is most like Italy, but it is part of France. Choice D is the correct answer. Choices A, B, and C are incorrect because the article does not state that Corsica is part of the countries of Spain or Italy, and Rome is a city not a country.

B One of France's most famous landmarks is the Eiffel Tower. The article states this in paragraph 1. Choice B is the correct answer. Choice C is incorrect because this landmark is found in Italy. Choices A and D are incorrect because Corsica has mountains and beaches.

PC Independent Practice: INFORMATIONAL TEXT

Part A: RI.3.5
Where would you look to find information about the kind of food people eat in Corsica?
A. the map
B. the sidebar
C. the end of the article
D. the beginning of the article

Part B: RI.3.5
What idea can you learn from this part of the article?
A. where to find a restaurant
B. what people buy at markets
C. where to stay for the weekend
D. what to make with chorizo from

Part A: RI.3.7
According to the map, the island of Corsica is closest to which country?
A. Italy
B. Spain
C. France
D. Greece

54 UNIT 1 Our World

PC Independent Practice: INFORMATIONAL TEXT

Part A: RI.3.1
According to the article, what parts of the Corsican way of life are most like the country you chose in Part 1?
A. history and arts
B. food and language
C. education and music
D. sports and entertainment

Part A: RI.3.1
What country is Corsica part of?
A. Italy
B. Spain
C. France
D. Greece

Part B: RI.3.1
Based on your answer to Part A, if you traveled to this country, what would you see?
A. tall mountains
B. the Eiffel Tower
C. the tower of Pisa
D. beautiful beaches

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UNIT 1

eBOOKs

eBooks

Continental's eBooks go where you and your students need to be, making them ideal for both distance and blended learning models. Our printed books are delivered online with features to help you personalize instruction and make the most of practice time.



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Student Tools and Notifications

With the easy-to-use tools and notifications, students can:

- Add bookmarks, notes, and highlights as they're working through their lessons.
- See teacher notifications for homework and assessment assignments, blog posts, and feedback for their assignments.
- View their eBook library.

The screenshot displays a digital reading platform interface. On the left is a vertical navigation sidebar with icons and labels for Contents, Bookmarks, Notes, Highlights, Settings, and Help. The main content area features a blue header with a 'Back to Library' link and several utility icons. Below the header, the text 'Independent Practice: INFORMATIONAL TEXT' is displayed. The passage discusses pollen records and climate change. Below the text are two sections of multiple-choice questions: Part A asks for a true statement about pollen grains, and Part B asks for a supporting sentence from the text. A navigation bar at the bottom right includes a magnifying glass icon and a right-pointing arrow.

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Independent Practice: INFORMATIONAL TEXT

5 By studying pollen from dated core samples, scientists can create records of changes in plants going back for millions of years. Not only can pollen records tell us about the past climate, but they can also tell us how we are affecting our climate. Comparing changes in plants from the last few thousand years to recent changes can also help scientists understand how human actions have affected an environment.

1 Part A

Which statement about pollen grains is true?

- A They are very small.
- B They have soft walls.
- C They do not last long.
- D They do not sink in water.

Part B

Which sentence from the article supports your answer to Part A?

- A "Many thousands could fit on the head of a pin."
- B "Pollen grains are the reproductive bodies of seed plants including flowering plants."
- C "Each of these grains has its very own special shape depending on what plant it comes from."

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