

ADVANTAGE Reading

Grade

8

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CREDITS

Concept Development: Kent Publishing Services, Inc.

Written by: Linda Barr

Designer: Moonhee Pak

Production: Signature Design Group, Inc.

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Introduction

The Advantage Reading Series for grades 3–8 is shaped and influenced by current research findings in literacy instruction grounded in the federally mandated *No Child Left Behind Act*. It includes the following key skill strands:

- phonics/structural word analysis
- vocabulary development
- reading fluency
- reading comprehension

This series offers strong skill instruction along with motivational features in an easy-to-use format.

Take a look at all the advantages this reading series offers . . .

Phonics/Structural Word Analysis

Word analysis activities include the study of word syllabication, prefixes, suffixes, synonyms, antonyms, word roots, similes, metaphors, idioms, adjectives, adverbs, and much more. Word analysis helps students increase their **vocabulary**, **word-recognition skills**, and **spelling skills**.

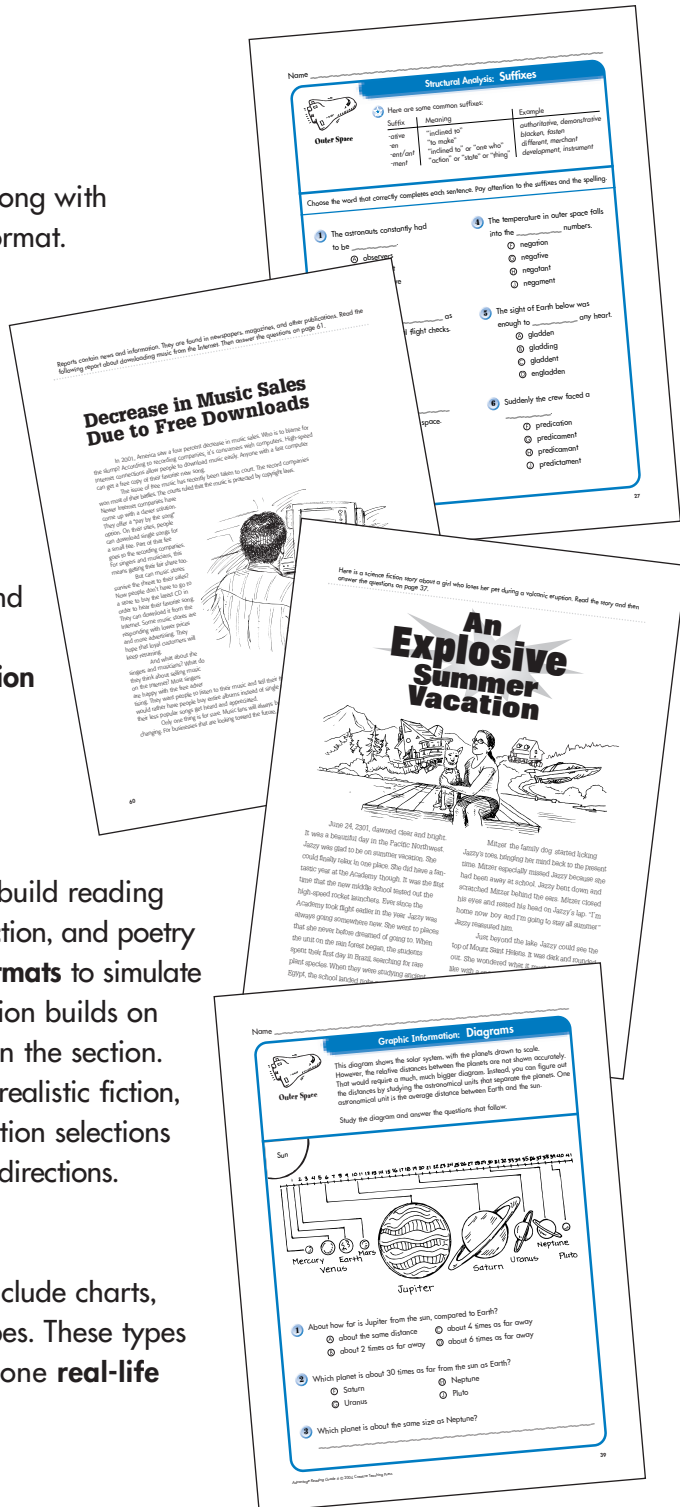
Variety of Reading Genres

Fiction and Nonfiction

Students will have many opportunities to build reading skills by reading a variety of fiction, nonfiction, and poetry selections created in a **variety of visual formats** to simulate authentic reading styles. Each story selection builds on content vocabulary and skills introduced in the section. Fiction selections include fantasy, legends, realistic fiction, first-person narratives, and poetry. Nonfiction selections include biographies, how-to's, reports, and directions.

Graphic Information

Graphic information reading selections include charts, graphs, labels, maps, diagrams, and recipes. These types of reading opportunities help students hone **real-life reading skills**.



Introduction

Comprehension Strategies

Strategic comprehension activities encourage students to make connections, ask questions, make predictions, and think about strategies they can use to **increase their understanding** of the text's meaning.

Fluency Practice

Reading fluency is the ability to **read with expression**, intonation, and a natural flow that sounds like talking. Fluency is essential for comprehension because the lack of it results in choppy, robotic reading that stands in the way of making sense out of a phrase or sentence.

Writing

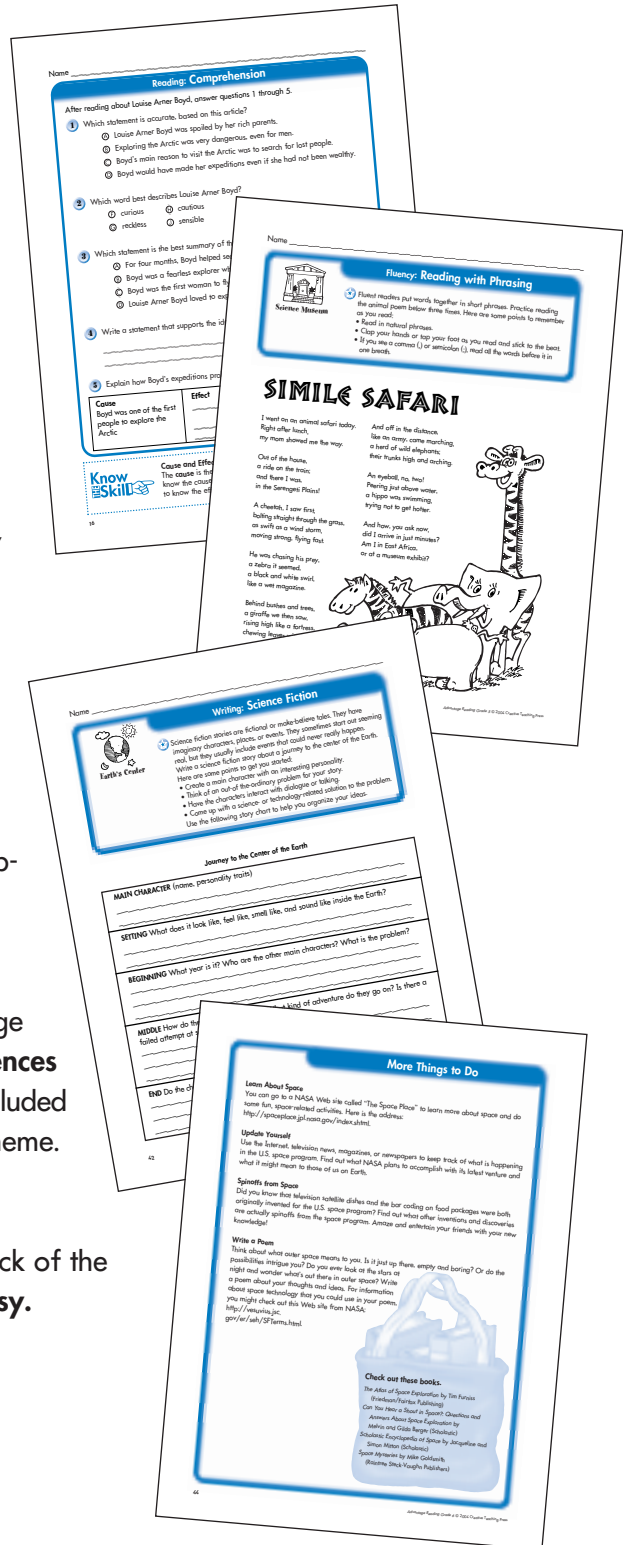
Reading and writing are partner skills. A **range of writing activities** helps students improve their ability to write as well as learn about different forms of writing, such as signs, notes, personal narratives, riddles, poems, descriptions, journals, stories, and friendly letters.

Extensions and Real-Life Applications

Each unit ends with a “More Things to Do” page that includes suggestions for **hands-on experiences** that extend the theme. A list of books is also included for further study and enjoyment of the unit's theme.

Answer Key

Answers for each page are provided at the back of the book to make **checking answers quick and easy**.





**Is It Hot
Out There?**

Comprehension: Prior Knowledge

This theme focuses on the controversial issue of global warming. Many people are concerned that the burning of fossil fuels, especially coal and gasoline, is sending carbon dioxide and other gases into the air. They believe these gases are causing our atmosphere to trap more of the sun's heat, thus changing our climate. Others believe that changes in our climate are a natural part of Earth's cycle. What do you know about this topic? What do you think you know but are not sure is correct? What would you like to know so that you can better understand this issue? Complete the chart below.

What I know about global warming	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What I think I know about global warming	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What I'd like to find out about global warming	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Is It Hot Out There?

Structural Analysis: Prefixes

★ A **prefix** is a group of letters that is added to the beginning of a base word, also called the **root**. Prefixes change the meanings of words, so it's important to know the meanings of as many prefixes as possible. The prefixes below all relate to position, but some of them also have other meanings. For example, *para-* means "besides" but it also means "faulty or abnormal" and "almost."

Prefix	Meaning	Examples
<i>epi-</i>	upon	epicenter, epidermis
<i>hypo-</i>	under	hypodermic, hypochondria
<i>intra-</i>	within	intrastate, intramolecular
<i>para-</i>	beside	parallel, parathyroid
<i>peri-</i>	all around	perimeter, periodontal
<i>super-</i>	over and above	supervise, superimpose

Many of the answer choices below might be unfamiliar to you. Still, you can use the meaning of each prefix to choose the word that completes the sentence correctly.

- 1 The tissue that surrounds the heart is called the _____.
- (A) pericardium
 - (B) intercardium
 - (C) extracardium
 - (D) supercardium

- 2 The _____ settles at the bottom of a fluid.
- (F) paragon
 - (H) peristasis
 - (G) hypostasis
 - (J) epistasis

- 3 The new law will _____ the old one, replacing it.
- (A) supersede
 - (C) intrasede
 - (B) hyposede
 - (D) parasede

- 4 A _____ is a model of excellence used for comparisons.
- (F) perigon
 - (H) hypogon
 - (G) paragon
 - (J) extragon

- 5 _____ grows on other plants.
- (A) A periphyte
 - (B) An epiphyte
 - (C) A paraphyte
 - (D) An intraphyte

- 6 An event that takes place between members of a population is called _____.
- (F) epipopulation
 - (G) intrapopulation
 - (H) extrapopulation
 - (J) superpopulation



Is It Hot Out There?

Comprehension: Idioms

Idioms are phrases that do not mean exactly what they say. Over the years, these phrases have taken on a new meaning that can be confusing for anyone who is learning English. For example, when you “throw someone a curve,” you do not throw a baseball. Instead, you do something unexpected that confuses or surprises the other person.

Read each sentence and the underlined idiom. Then use the meaning of the sentence to choose the correct meaning of the idiom.

- 1 They supported each other through thick and thin.
 - (A) no matter how their weight changed
 - (B) through good times and bad times
 - (C) through the forest and the fields
 - (D) together and separately
- 2 The football field was muddy, but both teams were in the same boat.
 - (F) soaking wet
 - (G) used to mud
 - (H) determined to win
 - (J) facing the same conditions
- 3 I tried to keep a straight face as the child explained her drawing.
 - (A) look straight at the speaker
 - (B) look confused
 - (C) look surprised
 - (D) not smile
- 4 You take after your brother.
 - (F) are shorter than
 - (G) follow around
 - (H) take care of
 - (J) look like
- 5 When the company began to cut corners, its sales fell.
 - (A) cut its prices
 - (B) raise its prices
 - (C) use cheaper materials
 - (D) spend more time planning
- 6 Don't let him get the better of you.
 - (F) get more than you do
 - (G) discourage you
 - (H) encourage you
 - (J) get behind you
- 7 He decided to turn the tables on the neighborhood bully.
 - (A) sit down at a table with
 - (B) trade positions with
 - (C) throw a table at
 - (D) take turns with
- 8 The day before our vacation, our plans fell through.
 - (F) were completed
 - (G) went into effect
 - (H) did not work out
 - (J) fell on the ground



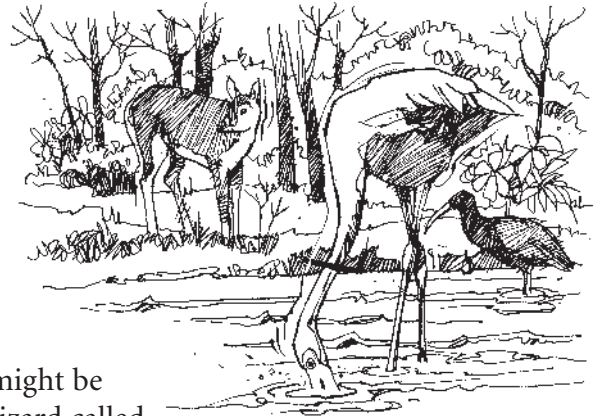
Is It Hot Out There?

Fluency: Reading with Expression

★ Are you concerned about global warming? Below is a speech that someone who is concerned about global warming might present to a town council. It focuses on the effect of global warming on Earth's plant and animal species. Practice reading this speech aloud, using your voice to emphasize important points. For example, you might speak louder, softer, or slower to stress key words and phrases. After reading the speech aloud at least three times, present it to a group of classmates, friends, or family members. See if you can convince them to help reduce global warming.

Are You an Endangered Species?

Do you realize that Earth has about 14 million plant and animal species? That is an enormous number of living things, right? But what would Earth be like if one million of these species suddenly disappeared? Sure, we might be able to get along without an endangered Australian tree lizard called Boyd's forest dragon and the endangered European magpie. But losing 999,998 other species would definitely make a difference! These species are all part of complex food webs, so the loss of even one can eventually result in the loss of many other species. The numbers become staggering!



What will cause these species to disappear? They will become victims of climate change. Researchers predict that by the year 2100, Earth's temperatures will rise by between 2.5 and 10 degrees Fahrenheit. This increase is already forcing some species to move to cooler areas. Species that cannot move, especially plants, are doomed!

This problem is not in the future—it's happening today. Scientists have studied 1,103 threatened species in Australia, Brazil, South Africa, and other regions. If global warming continues, by 2050—during your lifetime—between 15 and 37 percent of these species will have disappeared from Earth—forever! If this finding is applied to all species, the number of extinctions could reach one million.

What can we do in our own community? We can reduce our use of the fossil fuels that are trapping the sun's heat by walking and biking more and riding less. If we must ride, we can take the bus or carpool. We can use less fuel by buying more efficient appliances, turning up the thermostat in the summer, and turning it down in the winter. We can support laws to limit air pollution by local industries.

Humans do not own the Earth. Instead, we share it with millions of other living things. If we ruin it for them, we eventually will ruin it for ourselves. One day, pollution may cause us to become endangered ourselves!

Comprehension: Fact and Opinion



Is It Hot Out There?



A **fact** is a statement that can be proved through research, while an **opinion** is a belief or feeling that cannot be proved. For example, it's a fact that species are disappearing from Earth, but it's an opinion that their disappearance is caused mainly by global warming. As you read, you must be able to separate facts from opinions and use facts, along with your previous knowledge, to form your own opinions.

After reading the speech on page 8, answer questions 1 through 5.

- 1 Choose the statement that is a fact.
 - A The Australian tree lizard is endangered.
 - B One million species will disappear by 2050.
 - C With so many species, we won't miss a few.
 - D Earth's temperatures will increase by 10 degrees.

- 2 Choose the statement that is an opinion.
 - F Driving a car burns fossil fuel.
 - G People are very concerned about global warming.
 - H Scientists studied 1,103 species of plants and animals.
 - J Earth has about 14 million species of plants and animals.

- 3 Choose the statement that is a fact.
 - A Some species cannot live in warm areas.
 - B Humans share Earth fairly with other species.
 - C Fourteen million species is an enormous number.
 - D If global warming continues, humans will become endangered.

- 4 Write an opinion about global warming.

- 5 Write a fact about global warming.



Is It Hot Out There?

Comprehension: Cause/Effect and Sequencing

- ★ As you read, you must be able to identify causes and effects. Something that makes an event happen is a **cause**, while the result of an action is an **effect**. Often an effect becomes the cause of another effect, resulting in a chain of related events. Being able to identify causes and effects helps you understand the **sequence**, or order of events, in the articles and stories you read.

After reading the speech on page 8, answer questions 1 through 5.

- 1 According to this speech, what is the cause of climate change?
 - (A) species being forced to move to cooler areas
 - (B) supporting laws to limit air pollution
 - (C) riding in buses and carpooling
 - (D) a rise in Earth's temperatures

- 2 Why does the predicted temperature rise range from 2.5 to 10 degrees?
 - (F) Some scientists use the Fahrenheit scale, and some use the Celsius scale.
 - (G) The increase is predicted for 2100, not 2050.
 - (H) The amount of air pollution may change.
 - (J) The number of lost species may change.

- 3 In global warming, what happens after the sun's rays reach Earth?
 - (A) Vehicles and industries produce air pollution.
 - (B) Gases from burning fossil fuels rise into the air.
 - (C) Gases produced by fossil fuels trap some of the heat.
 - (D) Gases from fossil fuels trap air pollution at Earth's surface.

- 4 According to this speech, what will happen if we reduce our use of fossil fuels?
 - (F) Extinct species will reappear.
 - (G) Temperatures will not rise so high.
 - (H) The number of species on Earth will increase.
 - (J) About 15 to 37 percent of species will survive.

- 5 Why do scientists think one million species may disappear?
 - (A) They have studied all 14 million species.
 - (B) They studied 1,103 species and made a prediction.
 - (C) They know some species cannot live in warm areas.
 - (D) They have identified one million endangered species.