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Common Core State Standards

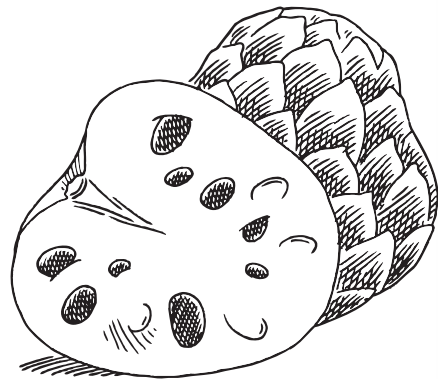
The lessons and activities included in *Nonfiction Reading Comprehension for the Common Core, Grade 8* meet the following Common Core State Standards. (©Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.) For more information about the Common Core State Standards, go to <http://www.corestandards.org/> or visit <http://www.teachercreated.com/standards/>.

Informational Text Standards	
Craft and Structure	Pages
CCSS.ELA.RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	10–47
Range of Reading and Level of Text Complexity	Pages
CCSS.ELA.RI.8.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.	10–47
Language Standards	
Conventions of Standard English	Pages
CCSS.ELA.L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	11–47
CCSS.ELA.L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	11–47
Knowledge of Language	Pages
CCSS.ELA.L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	10–47
Vocabulary Acquisition and Use	Pages
CCSS.ELA.L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	10–47
CCSS.ELA.L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	10–47
CCSS.ELA.L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	10–47
Writing Standards	
Production and Distribution of Writing	Pages
CCSS.ELA.W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	10–47
Research to Build and Present Knowledge	Pages
CCSS.ELA.W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	10–47

An Oddly Delicious Fruit

A cherimoya (chair-uh-MOY-yuh) fruit might look prehistoric, but it is considered by many people today to be delicious. Scientists think these fruits originated in Ecuador and other nearby lands. Ecuador is a South American country whose name is Spanish for "equator." Over time, people brought cherimoyas to Asia and Spain.

Cherimoyas grow on shrubby, low-branched trees. The heart-shaped fruit is about 4–8 inches long and 4 inches wide, and it can weigh about a pound. However, some may weigh as much as five or six pounds. These exotic fruits are cultivated in California for specialty grocery markets. They are in season from January to April, depending on temperatures. Cherimoyas do best in regions with climates similar to those found in temperate coastal areas.



Scientists have studied how cherimoya trees pollinate and produce fruit. It's a tricky process, as flowers first bloom as female and then become male within several hours. In native environments, beetles help carry pollen. Growers pollinate by hand in commercial groves, harvesting pollen from open male flowers in the evening and applying it to female blossoms in the morning.

The flesh of a cherimoya is ivory-colored, with a custard-like consistency. Cherimoyas have green skin with a golden tint. If there is some brown, that's okay. Generally, cherimoya is ripe and ready to eat about seven days after it is picked. Avoid fruit that is black or shriveled, and do not eat the skin or the seeds. These parts are inedible and can cause severe health problems if ingested.

People think a cherimoya tastes like a blend of tropical fruits such as banana, coconut, and mango. The fruit is a good source of potassium and vitamin C. It also has fiber and other vitamins and minerals. The easiest way to taste this fruit is to cut it in half and spoon out the flesh. Remember, don't eat the large black seeds! Cherimoya fruit may also be added to smoothies or used to make fruit salad.

Answer the following questions about the story “An Oddly Delicious Fruit.” The weights show you how hard you will need to work to find each answer.



1. Which statement best describes the native environment of cherimoyas?

- Ⓐ They originated in Asia and Spain. Ⓒ They are native to the United States.
Ⓑ They thrive in the far north. Ⓓ They originated in South America near the equator.



2. A cherimoya is sometimes described as the “ice cream fruit.” What can you infer from the passage that would support this opinion?

- Ⓐ It is processed and frozen like ice cream.
Ⓑ It is a sweet-tasting food.
Ⓒ Scooping out the custard-like flesh with a spoon is like eating ice cream.
Ⓓ People eat cherimoyas only as a dessert.



3. Which of these is not given as being found in a cherimoya?

- Ⓐ vitamin C Ⓑ fiber Ⓒ potassium Ⓓ protein



4. Which of these statements can you infer from the information given in the passage?

- Ⓐ Cherimoyas shouldn't be picked until they are fully ripe.
Ⓑ The cherimoya's flesh is often brown.
Ⓒ The cherimoya's seeds could be dangerous to eat.
Ⓓ The cherimoya's skin has a custard-like consistency.

On the lines below, write your own question based on “An Oddly Delicious Fruit.” Circle the correct picture on the left to show the level of the question you wrote.







On a separate piece of paper . . .

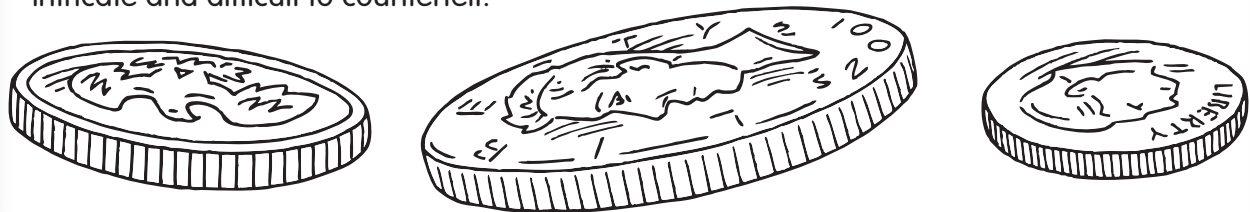
- Write a sentence that uses the word *cultivated*.
 - Describe what you would need to know if you wanted to grow cherimoyas to sell commercially.
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Our Valuable Money

People have used money, or currency, for trading for thousands of years. By the time the United States declared independence from Britain, coins were in widespread use. The new country needed its own monetary system separate from Britain. The Coinage Act of 1792 established the first U.S. Mint. Before that time, people used foreign and colonial currency, livestock, produce, and wampum (beads made from shells) for commerce. In those early days, most coins were made from precious metals such as gold or silver. The Act of 1792 established certain denominations of coins to be made of gold. At that time, America had \$10, \$5, and \$2.50 gold coins. Coins of lesser values were to be made of silver. Silver coins included dollar, half-dollar, and half-dime coins, as well as quarters and dimes. Minor coins, such as the penny and half penny, were made of copper.

It didn't take long for criminals to begin shaving small bits from the gold and silver coins. They sold the precious metals for profit. Within a few short years, the process of making coins changed to prevent criminal activity, including counterfeiting. The new process, called *reeding*, put grooves on the edges of coins. Different denominations of coin have different numbers of grooves, or reeds. The coin with the highest number of reeds is the silver American Eagle one-ounce dollar. Other coins that have reeding include the dime, quarter, and half dollar. Most coins have between 100–200 individual reeds. Criminals could no longer shave the edges without the result being obvious.

Today, none of our coins contain precious metals. President Roosevelt ordered the cessation of production of gold coins during the Great Depression. Since the silver crisis in the 1960s, coins are no longer made of silver either. However, our coins still have ridges. Why? The ridges on some coins make it easier for sight-impaired people to tell the difference between similar-sized coins. Reeds on coins also make them more intricate and difficult to counterfeit.



Answer the following questions about the story “Our Valuable Money.” The weights show you how hard you will need to work to find each answer.



1. What is the process called that puts grooves on the edges of coins?

- Ⓐ shaving Ⓑ reeding Ⓒ coinage Ⓓ counterfeiting



2. Which statement does not describe a purpose of reeding?

- Ⓐ It makes it easier to create unique coin designs.
Ⓑ It stops criminals from shaving small bits of precious metal to sell.
Ⓒ It makes counterfeiting more difficult.
Ⓓ It helps visually-impaired people tell coins apart.



3. What does the word *counterfeit* mean as used in this passage?

- Ⓐ to create a duplicate image
Ⓑ to make an imitation of something genuine in order to defraud
Ⓒ to pretend
Ⓓ to resemble something closely



4. How does the second paragraph contribute to the main idea?

- Ⓐ It describes criminal activity.
Ⓑ It describes the history of money.
Ⓒ It describes a process that makes it more difficult to devalue our money.
Ⓓ It describes how to make counterfeit money.

On the lines below, write your own question based on “Our Valuable Money.” Circle the correct picture on the left to show the level of the question you wrote.







On a separate piece of paper . . .

- Write a sentence that includes the word *currency*.
- Look closely at a coin. Write down everything you notice about it.