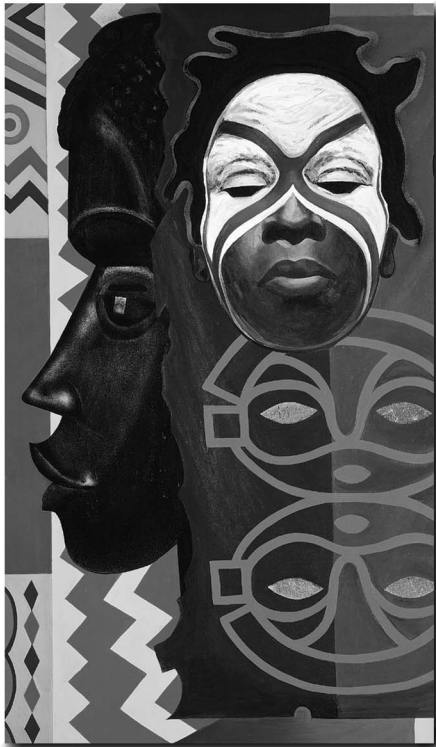


Literature

and the Language Arts

Responding to Literature



**GEORGIA
ASSESSMENT
PRACTICE**
WITH CORRELATION TO QCC
AND CRCT CONTENT DOMAINS



THE EMC MASTERPIECE SERIES

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Introduction

The *EMC Masterpiece Series, Literature and the Language Arts* textbook program has been designed to address the competencies covered by the following assessment tools:

- Criterion-Referenced Competency Tests (CRCT) in Reading and English/Language Arts
- Georgia Middle Grades Writing Assessment (MGWA)

Literature and the Language Arts provides a Georgia Assessment Practice book for each middle school grade (6, 7, and 8) in order to help students prepare for the high-stakes tests that are given primarily in grade 8. In this way, students will engage in meaningful learning and develop the skills that will serve them well as they prepare not only for a variety of standardized tests but for the learning situations they will encounter in middle school, high school, and beyond.

AN INTEGRATED APPROACH

Carefully constructed practice opportunities for assessment in reading, language arts, and writing are integrated throughout the *Literature and the Language Arts* textbook program. Development of these skills is outlined in the **Georgia Lesson Plans** book, located in the **Georgia Literacy Binder**. There you will find, for each literature selection, a comprehensive list of integrated reading, writing, and other language arts activities correlated to Georgia's Quality Core Curriculum (QCC) and thereby the Criterion-Referenced Competency Tests (CRCT).

The **Georgia Reading Strategies Resource**, also located in the Georgia Literacy Resource binder, is specifically designed to help students internalize the reading strategies they need, not only to succeed on the CRCT and other standardized tests, but to become proficient readers of the texts they will encounter throughout their lives. **Reading Strategy Mini-Lessons** cover the four CRCT content domains for reading: reading for vocabulary improvement, reading for locating and recalling information, reading for meaning, and reading for critical analysis. Each Reading Strategy Mini-Lesson helps students work through a selection in the textbook by focusing on one specific reading strategy that they learn to use before, during, and after reading. A fix-up strategy is provided for students who need extra help.

Work with the reading strategy culminates with a **Test Practice** page in which students are asked to demonstrate their successful use of the reading strategy by answering sample multiple-choice or extended-response questions. The **Teaching Notes** for each Reading Strategy Mini-Lesson include sample think-aloud discussions that model effective ways to approach these standardized test questions.

INDEXES OF INTEGRATED ASSESSMENT PRACTICE CORRELATED TO GEORGIA'S QUALITY CORE CURRICULUM

This **Georgia Assessment Practice** book includes the following Indexes of Integrated Assessment Practice that show the QCC correlation throughout *Literature and the Language Arts* of reading, writing, and English language arts skills:

- Standardized Test Questions in the Reading Strategies Resource
- Guided Writing and Integrated Language, Grammar, and Style Lessons

Further correlations to the QCC, including correlations of all Skill Builder and Integrating the Language Arts activities, can be found in the **Correlation to Georgia's Quality Core Curriculum (QCC)** and the **Georgia Lesson Plans with Alternative Teaching Options and Readability Guides**.

ADDITIONAL ASSESSMENT PRACTICE CORRELATED TO CRCT CONTENT DOMAINS IN READING AND ENGLISH/LANGUAGE ARTS

The **Georgia Assessment Practice** book also provides test-taking skills worksheets and twelve additional practice tests in reading and English/language arts that are integrated with the twelve literature units in the textbook. In addition, these test materials are available at EMC/Paradigm's Literature Resource Center on the Internet at www.emcp.com/georgialit/ for teachers to download and use. The test-taking skills worksheets help students learn strategies for taking standardized and objective tests and tackling reading comprehension questions. This skills development set is followed by twelve practice examinations that provide reading comprehension questions keyed to literature selections in the textbook (with an emphasis on informational nonfiction) and English/language arts questions, also related to the literature topic, that assess competence in the language arts content domains of sentence construction and revision, paragraph content and organization, grammar and mechanics, and the research process.

GEORGIA ASSESSMENT PRACTICE ANSWER KEY WITH CONTENT DOMAINS ADDRESSED

The answer key at the back of this book includes answers for all test practice items and the content domain each item addresses, following the format of sample CRCT items provided by the Georgia Department of Education within its CRCT Content Descriptions for Reading and English/Language Arts. These are identified as follows:

Reading Content Domains

- Reading for Vocabulary Improvement
- Reading for Locating and Recalling Information
- Reading for Meaning
- Reading for Critical Analysis

English/Language Arts Content Domains

- Sentence Construction and Revision
- Paragraph Content and Organization
- Grammar and Mechanics
- Research Process

Indexes of Integrated Assessment Practice

STANDARDIZED TEST QUESTIONS IN THE READING STRATEGIES RESOURCE

The following standardized test practice worksheets are located in the Georgia Reading Strategies Resource. Each index entry includes correlations to Georgia’s Quality Core Curriculum (QCC) and the Criterion-Referenced Competency Test (CRCT). You can use this index to choose literature selections with test practice that addresses the standards and content domains you want to cover.

UNIT 1—WORKING TOWARD YOUR DREAMS

“Dreams,” “A Dream Deferred,” “The Dream Keeper,” page 5

Question Type: Multiple Choice
Standardized Test Practice: Compare and Contrast Main Ideas
QCC 22, 40, 41, 54
CRCT Content Domain: Reading for Critical Analysis

“Moon,” page 12

Question Type: Multiple Choice
Standardized Test Practice: Identify Cause-and-Effect Relationships
QCC 22, 40, 54
CRCT Content Domain: Reading for Meaning

“Born Worker,” page 35

Question Type: Extended Response
Standardized Test Practice: Understanding Character Development
QCC 22, 23, 40, 54
CRCT Content Domain: Reading for Critical Analysis

UNIT 2—FAMILY TIES

“The Medicine Bag,” page 57

Question Type: Multiple Choice
Standardized Test Practice: Draw Conclusions
QCC 22, 41, 54
CRCT Content Domain: Reading for Critical Analysis

“An Hour with Abuelo,” page 69

Question Type: Extended Response
Standardized Test Practice: Analyze Author’s Point of View
QCC 22, 41, 54
CRCT Content Domain: Reading for Critical Analysis

“Legacies,” page 79

Question Type: Multiple Choice
Standardized Test Practice: Identify Main Ideas
QCC 22, 40, 54
CRCT Content Domain: Reading for Meaning

“First Lesson” and “My Father’s Hands Held Mine,” page 86

Question Type: Multiple Choice
Standardized Test Practice: Use Context Clues
QCC 35, 37, 54
CRCT Content Domain: Reading for Vocabulary Improvement

“Good Housekeeping,” page 93

Question Type: Extended Response
Standardized Test Practice: Identify the Setting
QCC 22, 23, 54
CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

“For My Sister Molly, Who in the Fifties,” page 104

Question Type: Multiple Choice
Standardized Test Practice: Identify Organizational Patterns
QCC 22, 54
CRCT Content Domain: Reading for Meaning

UNIT 3—GOING DOWN THE ROAD

from *The Original Journals of the Lewis and Clark Expedition, 1804–1806*, page 123

Question Type: Extended Response
Standardized Test Practice: Compare and Contrast Information and Text
QCC 22, 41, 54
CRCT Content Domain: Reading for Critical Analysis

from *Blue Highways: A Journey into America*, page 137

Question Type: Multiple Choice
Standardized Test Practice: Determine Author’s Purpose
QCC 22, 54
CRCT Content Domain: Reading for Critical Analysis

“Roads Go Ever Ever On” and “Travel,” page 152
Question Type: Extended Response
Standardized Test Practice: Describe an Author’s Point of View
QCC 22, 23, 54
CRCT Content Domain: Reading for Critical Analysis

“Freedom” and “The Road Not Taken,” page 159
Question Type: Multiple Choice
Standardized Test Practice: Identify Main Ideas
QCC 22, 40, 54
CRCT Content Domain: Reading for Critical Analysis

UNIT 4—UNDERSTANDING CONFLICT

“The Drummer Boy of Shiloh,” page 185
Question Type: Extended Response
Standardized Test Practice: Identify Setting and Conflict
QCC 22, 23, 54
CRCT Content Domain: Reading for Meaning

“The Bracelet,” page 200
Question Type: Multiple Choice
Standardized Test Practice: Identify Author’s Point of View
QCC 22, 23, 54
CRCT Content Domain: Reading for Meaning

from *If You Could Be My Friend: Letters of Mervet Akram Sha’ban and Galit Fink*, page 209
Question Type: Extended Response
Standardized Test Practice: Compare and Contrast Information
QCC 22, 41, 54
CRCT Content Domain: Reading for Critical Analysis

“The Sniper,” page 223
Question Type: Multiple Choice
Standardized Test Practice: Draw Conclusions
QCC 22, 41, 54
CRCT Content Domain: Reading for Critical Analysis

from “Our struggle is against all forms of racism,” page 234
Question Type: Multiple Choice
Standardized Test Practice: Determine Author’s Purpose and Point of View
QCC 22, 23, 54
CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

UNIT 5—OPEN A BOOK, OPEN A WORLD

“Women,” page 251
Question Type: Multiple Choice
Standardized Test Practice: Draw Conclusions
QCC 22, 41, 54
CRCT Content Domain: Reading for Critical Analysis

from *The Autobiography of Malcolm X*, page 257
Question Type: Extended Response
Standardized Test Practice: Follow Sequence
QCC 22, 40, 42, 54
CRCT Content Domain: Reading for Meaning

“The Story-Teller,” page 264
Question Type: Multiple Choice
Standardized Test Practice: Understand Theme and Conflict
QCC 22, 23, 54
CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

from *An American Childhood*, page 272
Question Type: Multiple Choice
Standardized Test Practice: Use Context Clues
QCC 35, 54
CRCT Content Domain: Reading for Vocabulary Improvement

from *Fahrenheit 451*, page 282
Question Type: Extended Response
Standardized Test Practice: Compare and Contrast Characters
QCC 22, 23, 41, 54
CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

UNIT 6—FAR HORIZONS

“Obi-Wan Kenobi: Jedi Knight” from *Star Wars Episode I: The Visual Dictionary*, page 308

Question Type: Extended Response
Standardized Test Practice: Determine Organizational Features
QCC 22, 42, 54
CRCT Content Domain: Reading for Meaning

“Lose Now, Pay Later,” page 316

Question Type: Multiple Choice
Standardized Test Practice: Recognize Cause and Effect
QCC 22, 40, 54
CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

“The Ruum,” page 325

Question Type: Extended Response
Standardized Test Practice: Draw Conclusions
QCC 22, 41, 54
CRCT Content Domain: Reading for Critical Analysis

“The Third Level,” page 340

Question Type: Multiple Choice
Standardized Test Practice: Identify Setting and Conflict
QCC 22, 23, 54
CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

“The Fun They Had,” page 348

Question Type: Multiple Choice
Standardized Test Practice: Find Main Ideas
QCC 22, 40, 54
CRCT Content Domain: Reading for Critical Analysis

UNIT 7—FOLKLORE OF THE AMERICAS

“Pecos Bill,” page 367

Question Type: Multiple Choice
Standardized Test Practice: Identify Author’s Purpose
QCC 22, 54
CRCT Content Domain: Reading for Critical Analysis

“Paul Bunyan of the North Woods,” page 377

Question Type: Multiple Choice
Standardized Test Practice: Find Main Ideas
QCC 22, 40, 54
CRCT Content Domain: Reading for Critical Analysis

“Blackbeard’s Last Fight,” page 387

Question Type: Multiple Choice
Standardized Test Practice: Use Context Clues
QCC 35, 37, 54
CRCT Content Domain: Reading for Vocabulary Improvement

“The People Could Fly,” page 393

Question Type: Extended Response
Standardized Test Practice: Determine the Author’s Purpose
QCC 22, 54
CRCT Content Domain: Reading for Critical Analysis

“The Tale of Annie Christmas,” page 403

Question Type: Multiple Choice
Standardized Test Practice: Draw Conclusions
QCC 22, 41, 54
CRCT Content Domain: Reading for Critical Analysis

“The Blind Boy and the Two Arctic Loons,” page 410

Question Type: Extended Response
Standardized Test Practice: Compare and Contrast
QCC 22, 41, 54
CRCT Content Domain: Reading for Critical Analysis

“Where the Girl Rescued Her Brother,” page 424

Question Type: Multiple Choice
Standardized Test Practice: Determine Author’s Point of View
QCC 22, 23, 54
CRCT Content Domain: Reading for Critical Analysis

“Legend of the Feathered Serpent,” page 435

Question Type: Multiple Choice
Standardized Test Practice: Evaluate Cause and Effect
QCC 22, 40, 54
CRCT Content Domain: Locating and Recalling Information

“Gated Community,” page 447

Question Type: Multiple Choice
Standardized Test Practice: Distinguish Fact from Opinion
QCC 22, 43, 54
CRCT Content Domain: Reading for Critical Analysis

UNIT 8—STORIES TO TELL: FICTION

“A Mother in Mannville,” page 469

Question Type: Extended Response
Standardized Test Practice: Describe Character Development
QCC 22, 23, 54
CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

“War of the Wall,” page 481

Question Type: Multiple Choice
Standardized Test Practice: Compare and Contrast Characters
QCC 22, 23, 41, 54
CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

“The Osage Orange Tree,” page 492

Question Type: Extended Response
Standardized Test Practice: Examine Point of View
QCC 22, 23, 54
CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

“A Retrieved Reformation,” page 503

Question Type: Multiple Choice
Standardized Test Practice: Draw Conclusions
QCC 22, 41, 54
CRCT Content Domain: Locating and Recalling Information, Reading for Critical Analysis

***The Pearl*, page 513**

Question Type: Multiple Choice
Standardized Test Practice: Recognize Cause and Effect
QCC 22, 40, 54
CRCT Content Domain: Locating and Recalling Information, Reading for Meaning

UNIT 9—WORDS IN MOTION: POETRY

“Winter,” page 579

Question Type: Multiple Choice
Standardized Test Practice: Draw Conclusions
QCC 22, 41, 54
CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

“Night Clouds,” page 585

Question Type: Multiple Choice
Standardized Test Practice: Identify Author’s Purpose and Point of View
QCC 22, 23, 54
CRCT Content Domain: Reading for Critical Analysis

“The Bat” and “Bats,” page 589

Question Type: Extended Response
Standardized Test Practice: Compare and Contrast Literary Techniques
QCC 22, 23, 41, 54
CRCT Content Domain: Reading for Critical Analysis

“Wildlife Cameo, Early Morn,” page 597

Question Type: Extended Response
Standardized Test Practice: Recognize Author’s Tone and Point of View
QCC 22, 23, 54
CRCT Content Domain: Reading for Critical Analysis

“Paul Revere’s Ride,” page 603

Question Type: Multiple Choice
Standardized Test Practice: Use Context Clues
QCC 35, 37, 54
CRCT Content Domain: Reading for Vocabulary Improvement

“Courage” and “The Cremation of Sam McGee,” page 611

Question Type: Multiple Choice
Standardized Test Practice: Find Main Ideas
QCC 22, 40, 54
CRCT Content Domain: Reading for Critical Analysis

“Player Piano,” page 621

Question Type: Multiple Choice
Standardized Test Practice: Identify Author’s Purpose
QCC 22, 54
CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

“Pretty Words,” page 625

Question Type: Multiple Choice
Standardized Test Practice: Use Context Clues
QCC 35, 37, 54
CRCT Content Domain: Reading for Vocabulary Improvement

“Blue Cornucopia,” page 629

Question Type: Extended Response
Standardized Test Practice: Compare and Contrast Images
QCC 22, 24, 41, 54
CRCT Content Domain: Reading for Critical Analysis

“Digging,” page 635

Question Type: Multiple Choice
Standardized Test Practice: Determine Point of View and Character Development
QCC 22, 23, 54
CRCT Content Domain: Reading for Critical Analysis

“Childhood of the Ancients,” page 639

Question Type: Multiple Choice
Standardized Test Practice: Describe Author’s Tone
QCC 22, 23, 54
CRCT Content Domain: Reading for Critical Analysis

“Without Title,” page 643

Question Type: Multiple Choice
Standardized Test Practice: Identify Author’s Purpose and Point of View
QCC 22, 23, 54
CRCT Content Domain: Reading for Critical Analysis

“The Highwayman,” page 649

Question Type: Multiple Choice
Standardized Test Practice: Follow Sequence of Events
QCC 22, 40, 54
CRCT Content Domain: Reading for Meaning

“A short long story,” page 656

Question Type: Extended Response
Standardized Test Practice: Examine Character Development
QCC 22, 23, 54
CRCT Content Domain: Reading for Critical Analysis

“There is no frigate like a book,” “He ate and drank the precious words,” and “The Brain—is wider than the Sky—,” page 662

Question Type: Multiple Choice
Standardized Test Practice: Make Comparisons
QCC 22, 35, 41, 54
CRCT Content Domain: Reading for Vocabulary Improvement, Reading for Critical Analysis

“I Ask My Mother to Sing,” page 667

Question Type: Multiple Choice
Standardized Test Practice: Draw Conclusions
QCC 22, 41, 54
CRCT Content Domain: Reading for Critical Analysis

“Ode to My Socks” and “Oda a los calcetines,” page 673

Question Type: Multiple Choice
Standardized Test Practice: Identify Main Idea
QCC 22, 40, 54
CRCT Content Domain: Reading for Meaning

**UNIT 10—TURNING WORDS INTO ACTION:
DRAMA**

***The Diary of Anne Frank*, page 701**

Question Type: Extended Response
Standardized Test Practice: Determine Character Development
QCC 22, 23, 54
CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

UNIT 11—TELLING IT AS IT IS: NONFICTION

from Ishi in Two Worlds, a Biography of the Last Wild Indian in North America, page 778

Question Type: Extended Response

Standardized Test Practice: Examine an Author's Personal Values

QCC 22, 28, 54

CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

"Do not ask us to give up the buffalo for the sheep," page 789

Question Type: Multiple Choice

Standardized Test Practice: Author's Purpose

QCC 22, 28, 54

CRCT Content Domain: Reading for Critical Analysis

"A Tale of Two Rocks," page 795

Question Type: Multiple Choice

Standardized Test Practice: Classify and Categorize

QCC 22, 54

CRCT Content Domain: Locating and Recalling Information, Reading for Meaning

"Chac" from Jaguar, page 805

Question Type: Multiple Choice

Standardized Test Practice: Draw Conclusions

QCC 22, 41, 54

CRCT Content Domain: Reading for Critical Analysis

from Soul of a Citizen: Living with Conviction in a Cynical Time, page 818

Question Type: Multiple Choice

Standardized Test Practice: Use Context Clues

QCC 35, 37, 54

CRCT Content Domain: Reading for Vocabulary Improvement

UNIT 12—READING BETWEEN THE LINES: INFORMATIONAL AND VISUAL MEDIA

Map of the Territory of the United States and from The Emigrants' Guide to Oregon and California, page 841

Question Type: Multiple Choice

Standardized Test Practice: Use Context Clues

QCC 35, 54

CRCT Content Domain: Reading for Vocabulary Improvement

"How to Use a Compass," page 854

Question Type: Extended Response

Standardized Test Practice: Use Text Organization

QCC 22, 42, 54

CRCT Content Domain: Reading for Critical Analysis

"Manners Matter," page 861

Question Type: Multiple Choice

Standardized Test Practice: Compare and Contrast

QCC 22, 41, 54

CRCT Content Domain: Reading for Meaning, Reading for Critical Analysis

"Pacific Gem Cruise Line," page 869

Question Type: Multiple Choice

Standardized Test Practice: Distinguish Between Fact and Opinion

QCC 22, 43, 54

CRCT Content Domain: Reading for Critical Analysis

"Death and the Miser," page 874

Question Type: Multiple Choice

Standardized Test Practice: Identify Main Ideas

QCC 22, 41, 54

CRCT Content Domain: Reading for Meaning

Indexes of Integrated Assessment Practice

GUIDED WRITING AND INTEGRATED LANGUAGE, GRAMMAR, AND STYLE LESSONS

The following Guided Writing and integrated Language, Grammar, and Style lessons provide practice for the Middle Grades Writing Assessment and the Criterion-Referenced Competency Test in English/Language Arts. These lessons are located at the end of each textbook unit and are integrated, not only with each other, but also with the literature in the unit.

UNIT 1—WORKING TOWARD YOUR DREAMS

Guided Writing, page 46

Narrative Writing: Preparing a Biographical Memoir
QCC 64, 47, 70

Prewriting: QCC 48, 69

Drafting: QCC 68

Revising and Proofreading: QCC 11, 12, 65, 73, 74

Publishing and Presenting: QCC 76, 76

Integrated Language, Grammar, and Style Lesson

Writing Complete Sentences: QCC 7

CRCT Content Domain: Sentence Construction and Revision

UNIT 2—FAMILY TIES

Guided Writing, page 112

Expressive Writing: Composing a Narrative Poem
QCC 64, 67, 70

Prewriting: QCC 68, 69

Drafting: QCC 68

Revising and Proofreading: QCC 73, 74

Publishing and Presenting: QCC 75, 76

Integrated Language, Grammar, and Style Lesson

Compound Verbs: QCC 2

CRCT Content Domain: Sentence Construction and Revision

UNIT 3—GOING DOWN THE ROAD

Guided Writing, page 168

Persuasive/Informative Writing: Developing a Persuasive Research Paper

QCC 64, 67, 70

Prewriting: QCC 46, 47, 49, 51, 53, 55, 69

Drafting: QCC 65

Revising and Proofreading: QCC 12, 73, 74

Publishing and Presenting: QCC 50, 52, 75, 76

Integrated Language, Grammar, and Style Lesson

Documenting Sources: QCC 52

CRCT Content Domain: Research Process

UNIT 4—UNDERSTANDING CONFLICT

Guided Writing, page 240

Persuasive Writing: Generating a Persuasive Speech
QCC 64, 67, 70

Prewriting: QCC 69

Drafting: QCC 68

Revising and Proofreading: QCC 73, 74

Publishing and Presenting: QCC 75, 76

Integrated Language, Grammar, and Style Lesson

Using Verb Tenses Correctly: QCC 5, 11, 12

CRCT Content Domain: Grammar and Mechanics

UNIT 5—OPEN A BOOK, OPEN A WORLD

Guided Writing, page 296

Informative/Imaginative Writing: Completing an Extended Definition

QCC 64, 67, 70

Prewriting: QCC 68, 69

Drafting: QCC 68

Revising and Proofreading: QCC 11, 12, 73, 74

Publishing and Presenting: QCC 75, 76

Integrated Language, Grammar, and Style Lesson

Subject-Verb Agreement: QCC 10

CRCT Content Domain: Sentence Construction and Revision

UNIT 6—FAR HORIZONS

Guided Writing, page 355

Imaginative/Descriptive Writing: Creating the Setting
for a Science Fiction Movie

QCC 64, 67, 70, 71

Prewriting: QCC 67, 68

Drafting: QCC 68

Revising and Proofreading: QCC 11, 12, 73

Publishing and Presenting: QCC 75, 76

Integrated Language, Grammar, and Style Lesson

Sentence Run-ons: QCC 7

CRCT Content Domain: Sentence Construction and
Revision

UNIT 7—FOLKLORE OF THE AMERICAS

Guided Writing, page 456

Informative Writing: Analyzing a Legend

QCC 64, 67, 70

Prewriting: QCC 65, 69

Drafting: QCC 68

Revising and Proofreading: QCC 11, 12, 73, 74

Publishing and Presenting: QCC 75, 76

Integrated Language, Grammar, and Style Lesson

Achieving Parallelism: QCC 5, 8, 10

CRCT Content Domain: Sentence Construction and
Revision

UNIT 8—STORIES TO TELL: FICTION

Guided Writing, page 566

Narrative/Imaginative Writing: Developing a Short
Story

QCC 64, 67, 70

Prewriting: QCC 69, 72

Drafting: QCC 68

Revising and Proofreading: QCC 73

Publishing and Presenting: QCC 75, 76

Integrated Language, Grammar, and Style Lesson

Sentence Variety: QCC 8

CRCT Content Domain: Sentence Construction and
Revision

UNIT 9—WORDS IN MOTION: POETRY

Guided Writing, page 682

Informative Writing: Comparing and Contrasting
Poems

QCC 41, 64, 67, 70

Prewriting: QCC 68, 69

Drafting: QCC 68

Revising and Proofreading: QCC 73

Publishing and Presenting: QCC 75

Integrated Language, Grammar, and Style Lesson

Sentence Variety: QCC 7, 8

UNIT 10—TURNING WORDS INTO ACTION: DRAMA

Guided Writing, page 766

Expressive Writing: Constructing a Skit or Play

QCC 64, 67, 70

Prewriting: QCC 69

Drafting: QCC 72

Revising and Proofreading: QCC 11, 12, 73

Publishing and Presenting: QCC 61

Integrated Language, Grammar, and Style Lesson

Commas in Dialogue: QCC 11, 72

CRCT Content Domain: Grammar and Mechanics

UNIT 11—TELLING IT AS IT IS: NONFICTION

Guided Writing, page 829

Informative Writing: Assembling a Scientific Report

QCC 64, 67, 70

Prewriting: QCC 68, 69

Drafting: QCC 68

Revising and Proofreading: QCC 11, 12, 73, 74

Publishing and Presenting: QCC 75, 76

Integrated Language, Grammar, and Style Lesson

Correcting Wordy Sentences: QCC 8, 69

CRCT Content Domain: Sentence Construction and
Revision

UNIT 12—READING BETWEEN THE LINES: INFORMATIONAL AND VISUAL MEDIA

Guided Writing, page 884

Persuasive Writing: Producing an Advertisement

QCC 64

Prewriting: QCC 69

Drafting: QCC 68

Revising and Proofreading: QCC 73, 74

Publishing and Presenting: QCC 75

Integrated Language, Grammar, and Style Lesson

Common Usage Problems: QCC 11, 12, 73, 74

CRCT Content Domain: Grammar and Mechanics

Test-Taking Skills Practice Worksheets

PREPARING FOR TESTS

Tests like the Georgia Criterion-Referenced Competency Test (CRCT) and the Middle Grades Writing Assessment (MGWA) are a common part of school life. These guidelines will help you prepare for a variety of tests.

TEST-TAKING TIPS

Preparing for a Test	Taking a Test
<ul style="list-style-type: none">• Pay attention in class. Exercises and activities throughout the year practice skills that will benefit you on standardized tests.• Know what to expect. Your teacher can provide you with information about the tests you will be taking. You can also visit the Georgia Department of Education testing page at http://www.doe.k12.ga.us/sla/ret/ret.asp for descriptions of each statewide assessment.• Get plenty of sleep the night before the test and eat a healthy breakfast in the morning.• Arrive on time. Running late can raise your stress level and hurt your performance.	<ul style="list-style-type: none">• Read directions and questions carefully.• Consider every choice. Don't be fooled by distractors, or answers that are <i>almost</i> correct.• Spend test time wisely. Within each section, answer the easiest questions first and come back to the more difficult questions later.• Make sure to record your answer on the correct line of the answer sheet. As you mark each answer, ask yourself "Am I on the right question number in the right section of the test?" and "Is this the answer I mean to mark?"• Use any extra time to check your work.

EXERCISE

Test-Taking Strategies

Write a brief response to each set of suggestions above. Do you use these strategies now? Which would help you most on your next test?

1. Preparing for a test

2. Taking a test

STRATEGIES FOR TAKING STANDARDIZED TESTS

A **standardized test** measures overall ability, or achievement over a period of time. On standardized tests, answers are recorded in a special format because they are scored by computer. You mark your answers on a separate answer sheet by blacking in a small circle under the option you have chosen. The computer then scans these marks to record the number of correct answers. To make sure your answers are scanned accurately, be sure to fill in all circles solidly.

When selecting answers on a standardized test, keep these points in mind:

- If you do not know the answer, try to rule out some choices and then guess from those remaining.
- If a question seems too difficult, skip it and go back to it later. Keep in mind, though, that most tests allow you to go back only to questions within a section.

EXERCISE

Taking Standardized Tests

Read or reread Elements of the Oral Tradition on page 366 of your textbook. Then circle the letter that corresponds to the best answer to each question below.

1. Which of the following statements is true? **A B C D**
 - A. A fairy tale is always a folk tale.
 - B. A folk tale is always a fairy tale.
 - C. A tall tale is another name for a fairy tale.
 - D. A tall tale is another name for a legend.
2. "Little Red Riding Hood" is an example of a **A B C D**
 - A. myth
 - B. fable
 - C. folk tale
 - D. ballad
3. Short folk songs that tell stories are also called **A B C D**
 - A. spirituals
 - B. ballads
 - C. sonatas
 - D. arias
4. Short stories that illustrate a moral or spiritual truth and that are often found in religious writings are called **A B C D**
 - A. fables
 - B. anecdotes
 - C. parables
 - D. riddles

TAKING OBJECTIVE TESTS

Objective test questions have a single correct answer. On standardized tests, most objective questions are multiple choice. The guidelines below will help you answer these kinds of questions effectively.

TIPS FOR ANSWERING MULTIPLE CHOICE QUESTIONS

Read each question carefully. Pay special attention to any words that are bolded, italicized, written in all capital letters, or otherwise emphasized.

Read all choices before deciding on the answer.

Beware of distractors. These are incorrect answers that look attractive because they are partially correct, they contain a common misconception, or they apply the right information in the wrong way. Distractors are based on common mistakes students make.

Rule out incorrect answers; then choose the answer that is most accurate or complete. Pay special attention to choices such as *none of the above* or *all of the above*.

EXERCISE

Answering Multiple Choice Questions

Turn to pages 192–193 of your textbook and read the excerpt from *Reluctant Witnesses: Children's Voices from the Civil War*. Then answer the questions below.

- _____ 1. Young boys served in
- A. the Confederate army
 - B. the Union army
 - C. both of the above
 - D. neither of the above
- _____ 2. The attitude of the Twenty-Second Michigan Regiment toward Johnny Clem could best be described as
- A. hostile
 - B. amused
 - C. disappointed
 - D. supportive
- _____ 3. The main purpose of this selection is PROBABLY to
- A. inform readers about children who served in the Civil War
 - B. persuade readers that war is bad
 - C. entertain readers with anecdotes about the Civil War
 - D. express the author's feelings about children in wars

- _____ 4. The drummer boy who became the Union's poster child was
- A. Elisha Stockwell
 - B. Johnny Clem
 - C. William Bircher
 - D. Albert Blocker
- _____ 5. According to this selection, young boys joined the army for all of the following reasons EXCEPT:
- A. adventure
 - B. money
 - C. glory
 - D. a desire to defend their homes

READING COMPREHENSION QUESTIONS

Reading comprehension questions ask you to read a short piece of writing and answer several questions about it. To answer reading comprehension questions, follow these steps:

1. Read through all the questions quickly.
2. Read the passage with the questions in mind.
3. Reread the first question carefully.
4. Scan the passage to look for key words related to the question. When you find a key word, slow down and read carefully.
5. Answer the question.
6. Repeat this process to answer the rest of the questions.

EXERCISE

Answering Reading Comprehension Questions

Read the following excerpt from Chief Ten Bears' speech "Do not ask us to give up the buffalo for the sheep." Then select the best answer to each of the questions that follow.

My heart is filled with joy, when I see you here, as the brooks fill with water, when the snows melt in the spring, and I feel glad, as the ponies do when the fresh grass starts in the beginning of the year. I heard of your coming, when I was many sleeps away, and I made but few camps before I met you. I knew that you had come to do good to me and to my people. I looked for the benefits, which would last forever, and so my face shines with joy, as I look upon you. My people have never first drawn a bow or fired a gun against the whites. There has been trouble on the line between us, and my young men have danced the war dance. But it was not begun by us.

It was you who sent out the first soldier, and it was we who sent out the second. Two years ago, I came upon this road, following the buffalo, that my wives and children might have their cheeks plump, and their bodies warm. But the soldiers fired on us, and since that time there has been noise, like that of a thunderstorm, and we have not known which way to go.

- _____ 1. The tone of the first paragraph could BEST be described as
- A. hopeful
 - B. angry
 - C. guarded
 - D. sad
- _____ 2. Which of the following statements BEST expresses Chief Ten Bears' point about the fighting between his people and white people?
- A. People of my tribe have never fought white people.
 - B. We must fight white settlers because they threaten our food supply.
 - C. People of my tribe have attacked white people only because they first attacked us.
 - D. The fighting must come to an end, no matter what the price.

- _____ 3. This speech was given at what time of year?
- A. winter
 - B. spring
 - C. summer
 - D. fall
- _____ 4. The word *sleeps* in the first paragraph means
- A. naps
 - B. rests
 - C. nights
 - D. miles
- _____ 5. The source of Chief Ten Bears' joy is PROBABLY
- A. that he will finally get to meet some of the white people who have been his enemies
 - B. that he might be able to negotiate a peace treaty with the person he is meeting
 - C. that he will be able to sleep better at night
 - D. that spring has finally come

Grade 8 Georgia Assessment Practice

UNIT 1 TEST

READING

DIRECTIONS

Read the passage below. Then read each question that follows the passage. Decide which is the best answer to each question. Mark the letter for that answer.

“Langston Hughes”

Langston Hughes was born in Joplin, Missouri, and spent most of his childhood in Lawrence, Kansas, with his maternal grandmother. Hughes was thirteen when she died, at which time he went to live with his mother. He graduated from high school in Cleveland, Ohio, and then spent more than a year with his father in Mexico. It was there that he wrote the poem, “The Negro Speaks of Rivers,” which would later gain him recognition as a writer.

Hughes studied for a year at Columbia University, leaving in 1920. For the next several years he traveled, taking whatever jobs he could find. He continued to write, and his work began to appear in important African-American periodicals like *Opportunity* and *The Crisis*. He accepted a scholarship from Lincoln University in Pennsylvania and graduated in 1929. While there, he wrote his first novel, *Not Without Laughter*.

Hughes wrote a lot of material crossing all genres. He gained particular fame for his famous fictional character Jesse B. Semple, or “Simple,” the main character in Hughes’s long-running newspaper column. His works include *The Weary Blues*, *The Negro Artist and the Racial Mountain*, *The Ways of White Folks*, *Shakespeare in Harlem*, *Simple Speaks His Mind*, and *Simple Stakes a Claim*.

Hughes’s themes most often include racial issues. Hughes was very skilled at bringing together ideas of what it was to be black and American at a time when most people thought of those identities as separate.

1. Jesse B. Semple is
 - A. Hughes’s literary agent
 - B. Hughes’s high school English teacher
 - C. one of Hughes’s characters
 - D. one of Hughes’s next-door neighbors
2. Hughes wrote a lot of material covering all
 - A. feelings
 - B. seasons
 - C. genres
 - D. moods

3. Which of the following statements is most likely true about Hughes, based on the selection?
 - A. Hughes was scared of his father.
 - B. Hughes was considered a genius.
 - C. Hughes was ahead of his time in writing about racial issues.
 - D. Hughes was very careful about the topics he chose to write about.

4. Until he was thirteen, Hughes spent most of his time with
 - A. his mother
 - B. his brother
 - C. his grandmother
 - D. Jesse B. Semple

5. In this selection, the word *recognition* means
 - A. identification
 - B. support
 - C. reaction
 - D. praise

6. After college, what kind of work did Hughes do?
 - A. He was a tutor.
 - B. He was a barber.
 - C. He was a clerk.
 - D. He did whatever kind of work he could find.

7. After reading “Langston Hughes,” the reader can infer that
 - A Hughes wrote about broad experiences because he lived in many places, including Mexico.
 - B Hughes wrote about life in one particular place because he only lived in one place.
 - C. Hughes wrote a lot of material that focused on his parents.
 - D. Hughes was interested in nature writing.

8. In paragraph 2, the phrase “Not Without Laughter” is in italics because the author wants to
 - A. make the reader pause
 - B. explain *novel*
 - C. add emphasis
 - D. indicate a title

9. When summarizing this selection, which of the following details would be the MOST important to include?
 - A. Hughes often wrote about racial issues.
 - B. Hughes spent more than a year with his father in Mexico.
 - C. Hughes received a scholarship from Lincoln University.
 - D. Hughes left Columbia University in 1920.

10. Hughes was skilled at bringing together what two ideas?
- A. being black and a poet
 - B. being black and male
 - C. being black and radical
 - D. being black and American

Grade 8 Georgia Assessment Practice

UNIT 1 TEST

ENGLISH/LANGUAGE ARTS

1. Which sentence below is declarative?
 - A. Langston Hughes was a phenomenal poet!
 - B. Langston Hughes wrote about the black experience in America.
 - C. All people should read Langston Hughes.
 - D. Are you familiar with Langston Hughes's great work, "I, too, sing America"?

2. Which is NOT a supporting detail of the topic sentence below?

During the high-spirited 1920s, Harlem, the black community situated uptown in New York City, generated great creativity.

- A. Never before had so much African-American artistry bloomed in so short a time.
 - B. Writers, poets, philosophers, musicians, and visual artists gathered to form a large talent base.
 - C. Some scholars disagree about when the Harlem Renaissance actually began.
 - D. The diversity of the Harlem Renaissance reflected society at the time while challenging it.
3. Which word BEST fills the blank in the sentence below?

By the time Langston Hughes was writing poetry, African-American spirituals _____ widely appreciated as uniquely beautiful religious music.

- A. will become
 - B. had become
 - C. became
 - D. becomes
4. Deborah needs to research Langston Hughes's life. She is most likely to find this information by looking in a(n)
 - A. biography
 - B. thesaurus
 - C. atlas
 - D. table of contents

5. What is the subject in the sentence below?

During the Harlem Renaissance, creativity was not limited to music or literature.

- A. Harlem Renaissance
- B. creativity
- C. music
- D. literature

Grade 8 Georgia Assessment Practice

UNIT 2 TEST

READING

DIRECTIONS

Read the passage below. Then read each question that follows the passage. Decide which is the best answer to each question. Mark the letter for that answer.

“The Rosebud Sioux”

The Great Sioux Nation originated as an alliance of seven bands—the *Oceti Sakowin*, or “Seven Council Fires”—that spoke three different dialects: Dakota, Nakota, and Lakota. The name Sioux, which means “little snakes,” came from the Chippewa, a nation that historically was at odds with the seven bands. The people of the Great Sioux Nation prefer to be called Dakota, Nakota, or Lakota, according to their language group.

The Rosebud Sioux are from the Teton Lakota band of the Oceti Sakowin. They are members of the Sicangu “Burnt Thigh” tribe. The tribe’s homeland is the 950,000-acre Rosebud Indian Reservation in south-central South Dakota. The name Rosebud was linked with the tribe because of the abundance of wild rose bushes that grew in the area that became the reservation. The name *Sicangu* originated when a prairie fire destroyed a village. Many people saved themselves by running to a nearby lake, but even survivors suffered bad burns on their upper thighs from the flames that engulfed the tops of the long prairie grasses.

1. In this selection, the word *alliance* means
 - A. combination
 - B. estrangement
 - C. friendship
 - D. association
2. Which of the following is a fact stated about the Chippewa?
 - A. They were not friends with the Oceti Sakowin.
 - B. They were not neighbors of the Oceti Sakowin.
 - C. They were not hostile to Americans.
 - D. They were not well understood by Americans.
3. The selection states that Rosebud has many
 - A. plants
 - B. wild rose bushes
 - C. budding trees
 - D. weeds

4. The name "Sioux" means
 - A. Burnt Thigh
 - B. Seven Council Fires
 - C. little snakes
 - D. Oceti Sakowin

5. The Rosebud Sioux's homeland is in
 - A. Minnesota
 - B. Wisconsin
 - C. North Dakota
 - D. South Dakota

6. Which of these statements BEST summarizes the passage?
 - A. The Seven Council Fires spoke three different dialects: Dakota, Nakota, and Lakota.
 - B. The name Sioux means "little snakes," a name given to them by the Chippewa.
 - C. The Oceti Sakowin is made up of seven bands, including the Teton Lakota, members of *Sicangu*, a name referring to a prairie fire that destroyed their village.
 - D. The Rosebud Sioux live in South Dakota and got their name from a prairie fire that destroyed their village.

7. The author's main purpose for writing this selection is PROBABLY to
 - A. support an opinion
 - B. inspire
 - C. entertain
 - D. inform

8. In this selection, the word *abundance* means
 - A. many
 - B. wealth
 - C. bundles
 - D. generosity

9. From what event did the name *Sicangu* originate?
 - A. war
 - B. fire
 - C. tornado
 - D. sickness

10. In paragraph 1, the author uses the phrase "at odds with" to mean
 - A. in disagreement with
 - B. in approval of
 - C. in sympathy with
 - D. in agreement with

Grade 8 Georgia Assessment Practice

UNIT 2 TEST

ENGLISH/LANGUAGE ARTS

1. The word *authentic* is what part of speech in the sentence below?

In the story, "The Medicine Bag," Cheryl and Martin show their friends authentic Sioux articles.

- A. adverb
 - B. adjective
 - C. predicate nominative
 - D. direct object
2. Which BEST fills in the blank in the sentence below?

When Martin's friends finally meet Grandpa, Martin is surprised and happy to see how respectfully his friends _____ Grandpa.

- A. treated
- B. were treating
- C. treats
- D. treat

Use the paragraph below to answer question 3

¹The medicine bag contains a broken shell, a pebble, and a piece of sacred sage. ²Grandpa's father gave him the medicine bag. Grandpa asks Martin to put a piece of prairie sage in it and keep it shut until Martin is ready to pass it down to his son. ³Grandpa tells Martin not to wear the medicine bag because it is not right to wear it in a time and place where people won't understand. ⁴Grandpa might be saying this in case Martin might be embarrassed to wear the medicine bag in front of his friends.

3. Which sentence in the paragraph above states an opinion?
- A. sentence 1
 - B. sentence 2
 - C. sentence 3
 - D. sentence 4

4. Sam needs to research the culture of the Chippewa. Which source below would be most likely to have this information?
- A. a book entitled *Chippewa Music and Customs*
 - B. an interview with Virginia Driving Hawk Sneve
 - C. a U.S. government textbook
 - D. an article entitled "Conflicts and Crises: U.S. Struggles against Indian Nations"
5. Which choice below is an example of a complex sentence?
- A. Grandpa smiled, and Mom and I let go of him as he stretched out his arms to my ten-year-old sister, who was still young enough to be hugged.
 - B. Grandpa was pleased.
 - C. After Grandpa got off the bus, he started walking again.
 - D. As we supported him up the steps, the door banged open and Cheryl came bursting out of the house.

Answer Key

Test-Taking Skills Practice Worksheets

PREPARING FOR TESTS

1. Responses will vary.
2. Responses will vary.

STRATEGIES FOR TAKING STANDARDIZED TESTS

1. Answer: A; Domain: Locating and Recalling Information
2. Answer: C; Domain: Locating and Recalling Information
3. Answer: B; Domain: Locating and Recalling Information
4. Answer: C; Domain: Locating and Recalling Information

TAKING OBJECTIVE TESTS

1. Answer: C; Domain: Locating and Recalling Information
2. Answer: D; Domain: Reading for Critical Analysis
3. Answer: A; Domain: Reading for Critical Analysis
4. Answer: B; Domain: Locating and Recalling Information
5. Answer: B; Domain: Reading for Meaning

READING COMPREHENSION QUESTIONS

1. Answer: B; Domain: Reading for Critical Analysis
2. Answer: C; Domain: Reading for Meaning
3. Answer: B; Domain: Reading for Meaning
4. Answer: C; Domain: Reading for Vocabulary Improvement
5. Answer: B; Domain: Reading for Critical Analysis

Grade 8 Georgia Assessment Practice Tests

UNIT 1 TEST

READING

1. Answer: C; Domain: Locating and Recalling Information
2. Answer: C; Domain: Locating and Recalling Information
3. Answer: C; Domain: Reading for Meaning

4. Answer: C; Domain: Locating and Recalling Information
5. Answer: A; Domain: Reading for Vocabulary Improvement
6. Answer: D; Domain: Locating and Recalling Information
7. Answer: A; Domain: Reading for Meaning
8. Answer: D; Domain: Reading for Meaning
9. Answer: A; Domain: Reading for Critical Analysis
10. Answer: D; Domain: Locating and Recalling Information

ENGLISH/LANGUAGE ARTS

1. Answer: B; Domain: Sentence Construction and Revision
2. Answer: C; Domain: Paragraph Content and Organization
3. Answer: B; Domain: Grammar and Mechanics
4. Answer: A; Domain: Research Process
5. Answer: B; Domain: Sentence Construction and Revision

UNIT 2 TEST

READING

1. Answer: D; Domain: Reading for Vocabulary Improvement
2. Answer: A; Domain: Locating and Recalling Information
3. Answer: B; Domain: Locating and Recalling Information
4. Answer: C; Domain: Reading for Meaning
5. Answer: D; Domain: Locating and Recalling Information
6. Answer: C; Domain: Reading for Critical Analysis
7. Answer: D; Domain: Reading for Critical Analysis
8. Answer: A; Domain: Reading for Vocabulary Improvement
9. Answer: B; Domain: Locating and Recalling Information
10. Answer: A; Domain: Reading for Meaning, Reading for Vocabulary Improvement

ENGLISH/LANGUAGE ARTS

1. Answer: B; Domain: Grammar and Mechanics
2. Answer: D; Domain: Grammar and Mechanics
3. Answer: D; Domain: Paragraph Content and Organization
4. Answer: A; Domain: Research Process
5. Answer: C; Domain: Sentence Construction and Revision