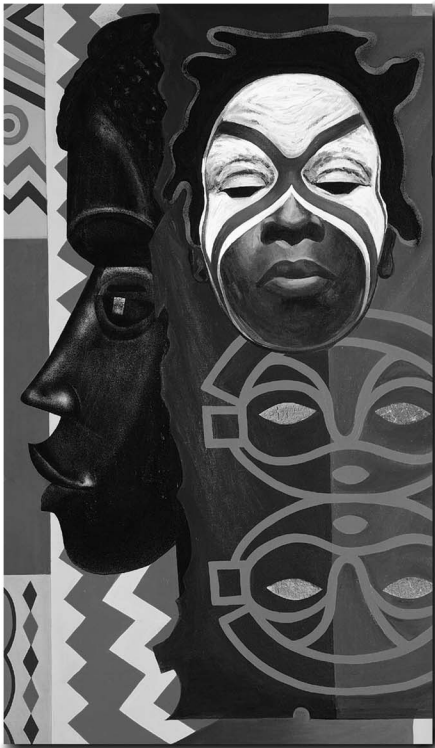


Literature

and the Language Arts

Responding to Literature



**NEW YORK ELA
PRACTICE**



THE EMC MASTERPIECE SERIES

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Contents

Introduction	1
Test-Taking Skills Practice Worksheets	3
Preparing for Tests	3
Answering Multiple-Choice Questions	4
Answering Reading Comprehension Questions	6
Making Inferences	8
Finding the Main Idea or Theme	10
Using Context Clues	12
Answering Short-Response Questions	15
Answering Extended-Response Questions	17
Taking Listening Comprehension Tests	23
Grade 8 ELA Practice Tests	26
Unit 1 Test	
Reading (“Langston Hughes”)	26
Writing	29
Listening (“The Story of Iqbal Masih”)	32
Unit 2 Test	
Reading (“The Rosebud Sioux”)	38
Writing	41
Unit 3 Test	
Reading (“Road Trip: An American Quest”)	44
Writing	47
Unit 4 Test	
Reading (“South Africa”)	50
Reading Extended Response (“Our struggle is against all forms of racism”)	53
Writing	58
Unit 5 Test	
Reading (“Gutenberg and the Age of the Printed Word”)	61
Writing	64
Unit 6 Test	
Reading (“Advertising Techniques”)	67
Reading Extended Response (Pacific Gem Cruise Line)	71
Writing	76

Unit 7 Test	
Reading (“The Battle of Rosebud Creek”)	79
Writing	82
Unit 8 Test	
Reading (“Public Art: Murals and Graffiti”)	85
Reading Extended Response (from “Getting Into Visual Media: The Language of Hope”)	88
Writing	93
Unit 9 Test	
Reading (from “Song of Myself!”)	96
Writing	99
Listening (“Childhood and Poetry”)	102
Unit 10 Test	
Reading (“The Holocaust”)	108
Writing	111
Unit 11 Test	
Reading (“Do not ask us to give up the buffalo for the sheep”)	114
Writing	117
Listening (from “A Tale of Two Rocks”)	120
Unit 12 Test	
Reading (“Orienteering: The Thinking Sport”)	125
Writing	128
Answer Key	131

Introduction

The EMC Masterpiece Series, Literature and the Language Arts textbook program has been designed to address the competencies assessed by the New York English Language Arts (ELA) test. Competencies are developed throughout the program, giving students the opportunity to internalize them through multiple practice opportunities. The **Test-Taking Skills Worksheets** and **ELA Practice Tests** in this book are only a small part of this practice.

AN INTEGRATED APPROACH

Carefully constructed practice opportunities for reading, writing, and listening are integrated throughout the *Literature and the Language Arts* textbook program. Development of these skills is outlined in the **Lesson Plans** book, located in the **Literacy Resource** binder. There you will find a comprehensive list of integrated reading, writing, listening, and other language arts activities.

The **Reading Strategies Resource**, also located in the Literacy Resource binder, is specifically designed to help New York students internalize the reading strategies they need, not only to succeed on the ELA and other standardized tests, but to become proficient, lifelong readers. The Reading Strategies Resource covers eight reading strategies that help students monitor their comprehension as they read the selections in the textbook and answer reading comprehension questions after reading.

Each **Reading Strategy Mini-Lesson** helps students work through a textbook selection 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 and short-response questions. The types of test questions directly address the skills tested on the ELA. Questions focus on:

- Using context clues to analyze words and phrases
- Making inferences
- Drawing conclusions
- Interpreting visual material
- Finding the main idea
- Analyzing a text's organizational features
- Understanding sequence
- Evaluating the author's purpose
- Understanding point of view
- Classifying and reorganizing information
- Distinguishing fact from opinion
- Comparing and contrasting
- Determining cause and effect
- Understanding literary devices

The **Teaching Notes** for each Reading Strategy Mini-Lesson include sample think-aloud discussions that model effective ways to approach each standardized test question.

Writing practice can be found in the **Guided Writing** lessons at the end of each unit, in the **Writer's Journal** prompts following each selection, and on the **Selection Tests** and **Unit Tests**. Writing tasks stress the importance of prewriting prior to drafting, even in timed writing situations.

Listening practice is located in many of the **Skill Builders Speaking and Listening** activities that follow literature selections and in the **Speaking and Listening Resource** book located in the Teacher's Resource Kit. The **Audio Library** also provides many opportunities for listening comprehension practice.

ELA PRACTICE BOOK

In addition to the assessment practice integrated throughout the core components of *Literature and the Language Arts*, test practice can be found in **ELA Practice** books, available for grades six through eight in print and downloadable online (www.emcp.com) formats.

TEST-TAKING SKILLS WORKSHEETS. This book contains a set of test-taking skills worksheets that help students use the strategies and skills they develop as they work through the *Literature and the Language Arts* program to succeed on standardized tests. These worksheets cover such topics as making inferences, using context clues, and finding the main idea; they also give students tips on answering multiple-choice, short-response, extended-response, and listening comprehension questions. Each worksheet contains instruction followed by multiple practice opportunities.

SAMPLE ELA TESTS. You will also find in this book twelve practice tests integrated with the twelve literature units in the textbook. Each practice test contains a reading passage related to the unit, followed by multiple-choice and short-response reading comprehension questions. For three units, the reading tests also contain a second, related passage; additional short-response questions; and an extended-response question asking students to synthesize information from both passages.

Following the reading test for each unit is an independent essay prompt for writing practice. These writing tests should be administered in a timed environment.

In addition, three practice tests contain listening comprehension segments. Passages for listening comprehension can be played from the Audio Library or read aloud by the teacher. Each passage should be played or read twice.

ELA PRACTICE ANSWER KEY. The answer key at the back of this book includes answers for all test-taking skills worksheets and ELA practice tests.

Test-Taking Skills Practice Worksheets

PREPARING FOR TESTS

Standardized tests like the ELA and others 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.• 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

ANSWERING MULTIPLE-CHOICE QUESTIONS

On standardized tests, many questions are multiple choice and have a single correct answer. 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.

Eliminate any answers that do not make sense, that disagree with what you remember from the passage, or that seem too extreme. Also, if two answers have the same meaning, you can eliminate both.

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*.

If a question seems too difficult, skip it and come back to it later. Keep in mind, though, that most tests allow you to go back only to questions within a section.

To make sure your answers are scanned accurately, be sure to fill in all circles solidly.

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
- F. hostile
 - G. amused
 - H. disappointed
 - I. 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
- F. Elisha Stockwell
 - G. Johnny Clem
 - H. William Bircher
 - I. 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

ANSWERING 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 story called "The Fun They Had" by Isaac Asimov on pages 349 – 351 of your textbook. Then select the best answer to each of the questions that follow.

- _____ 1. This story takes place in
- A. 1984
 - B. 2157
 - C. an unspecified time in the future
 - D. an unspecified time in the past
- _____ 2. The book Tommy finds is unusual MOSTLY because it is
- F. the oldest book he and Margie have ever seen
 - G. about school
 - H. about the distant past
 - I. printed on paper
- _____ 3. What does Margie like best about the school in the book as compared to her school?
- A. the other kids
 - B. the homework
 - C. having a human being for a teacher
 - D. going to a separate building

_____ 4. Which of the following statements BEST expresses Margie's feelings about her teacher?

- F. She admires the teacher for its great knowledge.
- G. She wishes she could know as much as the teacher.
- H. She dislikes the teacher for being impersonal and for grading her harshly.
- I. She loves the teacher and fears that it will break down some day.

_____ 5. Which of the following statements BEST expresses the theme of this story?

- A. Technological advances that lead to isolation are not good.
- B. The future will bring many positive technological advances that make life more convenient.
- C. Books will someday exist only on computers.
- D. The past always looks good in comparison to the present.

MAKING INFERENCES

Sometimes the answers to reading comprehension questions can be found in the text you have read. Other times, however, you will need to make an inference in order to answer the question. **Making an inference** means putting together the clues given in the text with your own prior knowledge to make an educated guess. For example, read the following passage:

Corinne sits up in bed and looks around her, trying to catch her breath. No matter how many times the radio goes off in the middle of the night, it still scares her. She is shaky from waking up so abruptly, but that's okay. There will be no more sleeping tonight. In the distance, she can hear the sirens from the station. She jumps out of bed, throws on clothes, and jogs the few blocks to the firehouse, where the sirens are going full blast and the others are already squealing into the parking lot. She has just enough time to climb into her heavy, fireproof uniform and grab her helmet before she has to jump into the truck and ride off.

What does Corinne do for a living? The passage itself does not say, but it does give you clues: the radio, the sirens, the rush to get to work, and the reference to a fireproof uniform and helmet. By putting these clues together with your prior knowledge, you can be pretty certain that Corinne is a firefighter.

As you make inferences, remember that each inference needs to fit with all of the clues in the passage and with your prior knowledge. You can eliminate answers that contradict the text and those for which there is no evidence. Then, from the remaining answers, choose the one that seems most logical.

EXERCISE

Read the poem "A short long story" by Julia Cunningham on pages 657–568 of your textbook. Then use clues from the poem and your prior knowledge to answer the inference questions that follow.

- _____ 1. Why do people think school will help the boy?
- A. He will learn that bears don't have wings.
 - B. It will make him more practical.
 - C. It will teach him not to lie.
 - D. It will break his spirit.
- _____ 2. When the boy mentions the color of his mother's eyes, the listeners
- F. don't believe that he remembers his mother's eyes
 - G. tell him not to be silly
 - H. realize that he might still miss his mother
 - I. suggest that his father get him help
- _____ 3. Why does the boy's father say that he saw the bear?
- A. because he now understands his son's grief
 - B. because there is a bear loose on the beach
 - C. because he wants his son to stop believing in bears with wings
 - D. because he misses the boy's mother

4. Place the events you know about from this boy's life in order along the time line below.



5. Did the boy really see a bear with wings? If not, what did he mean by what he said? Use evidence from the poem to support your answer.

FINDING THE MAIN IDEA OR THEME

Many standardized test questions will ask you to **identify the main idea or theme** of a passage of text. In general, nonfiction texts have main ideas; literary texts (poems, stories, novels, plays, and personal essays) have themes. Sometimes, however, the term *main idea* is used to refer to the theme of a literary work, especially an essay or poem.

The **main idea** is a brief statement of what the author wants you to know, think, or feel after reading the text. In some cases, the main idea will actually be stated. Check the first and last paragraphs for a sentence that sums up the entire passage.

Usually, however, the author will not tell you what the main idea is, and you will have to infer it. To infer a main idea, ask yourself these questions about the text:

- Who or what is this passage about?
- What does the author want me to know, think, or feel about this “who” or “what”?
- If I had to tell someone in one sentence what this passage is about, what would I say?

After you have a main idea in mind, check to see whether all the details in the passage fit that main idea. If any detail contradicts your statement, you need to revise that statement.

TIPS FOR ANSWERING MULTIPLE-CHOICE MAIN IDEA QUESTIONS

- Eliminate any statement that contains incorrect information.
- Eliminate any statement that applies only to one paragraph or section of the passage.
- If two statements are similar, choose the one that contains more information, as long as all information is correct.

Following a literary passage, you might be asked to identify the **theme**, or central idea, of the passage. The theme is usually a general statement or insight about life. It is expressed through the plot, images, characters, and symbols in a text. To find the theme of a passage, ask yourself these questions:

- How and why has the main character or speaker changed by the end of the story?
- What has the main character learned by the end of the story?
- How is the reader supposed to feel about the events of the story?
- What is the author trying to say about life?
- What is the “moral” or lesson of the story?

EXERCISE

- _____ 1. Read "Death and the Miser" by Peggy Thomson with Barbara Moore on page 874 of your textbook. Which of the following statements BEST expresses the main idea of this speech?
- A. A curator of a museum studies art and tries to understand its meaning.
 - B. Hieronymus Bosch originally painted the miser holding a money bag, but in the final painting, his hands are empty.
 - C. By examining symbols in the painting and comparing them to ideas about good and evil in the artist's culture, the curator suggests that the painting asks whether the miser will go to heaven or to hell.
 - D. The figure at the end of the bed in *Death and the Miser* is evil.
- _____ 2. Turn to page 70 in your textbook and read the short story "An Hour with Abuelo" by Judith Ortiz Cofer. Which of the following statements BEST expresses the theme of the story?
- F. Spending time with family can be exciting.
 - G. There are many ways to succeed at your goals despite the circumstances life throws at you.
 - H. Nursing homes are depressing places.
 - I. Many fine minds are wasted on unimportant things.

USING CONTEXT CLUES

Some standardized test questions will ask you to choose the best definition for a word that might be unfamiliar to you. You can often figure out the meaning of this word by using context clues. **Context clues** frequently can be found in nearby words and phrases that provide hints about the word.

EXAMPLES

comparison clue Gradually, the liquid coagulated like gravy left too long on a plate.

Gravy that sits too long becomes thick, sticky, and nearly solid, so *coagulate* must mean “turn into a semi-solid mass.”

contrast clue Although Jeffrey is diffident, his twin brother Jeremiah is friendly and outgoing.

The word *although* signals a contrast between Jeffrey and Jeremiah. If Jeremiah is friendly and outgoing, his twin brother must be quiet and reserved. *Diffident* must mean “shy or lacking self-confidence.”

restatement clue I’ve always found Mr. Coleman a little brusque. He states what he is thinking bluntly and without concern for other people’s feelings.

As the second sentence suggests, *brusque* means “abrupt or blunt in manner or speech.”

apposition clue Hot and thirsty from the long run, Rachel feared that the water fountain she saw ahead was just a mirage, a vision made up of wishful thinking, not steel and porcelain.

By restating the word *mirage* in different terms, the apposition indicates that *mirage* means “illusion; something that falsely appears to be real.”

examples clue I dislike pandemonium in general, whether it is made up of swarming fans at a professional sports event, servers in a busy restaurant kitchen, or eager crowds at a department store sale.

If you know enough about the scenes listed, you can guess that *pandemonium* refers to hectic, wild situations.

cause and effect clue Because the charges were proven to be groundless, the woman was released from prison.

If the woman was released from prison, the authorities must have realized that she didn’t do anything wrong. If the charges were groundless, *groundless* must mean “having no basis in fact or reason.”

The following table shows words that signal each type of context clue. Look for these words in the sentences around an unfamiliar word to see if they signal a context clue.

comparison	and, like, as, just as, completely, thoroughly
contrast	but, nevertheless, on the other hand, however, although, though, in spite of
restatement	that is, in other words, or
examples	including, such as, for example, for instance, especially, particularly
cause and effect	if/then, when/then, thus, therefore, because, so, as a result of, consequently

EXERCISE

Read the following sentences. Then choose the best definitions for the underlined words.

- _____ 1. Jessica defended her friend with the ferocity of a mother bear guarding her cubs.
- A. fearfulness
 - B. hatred
 - C. fierceness
 - D. commitment
- _____ 2. Sooner or later, every human being has to accept that he or she is mortal. We all die eventually.
- F. bound to die
 - G. mistaken
 - H. imperfect
 - I. exhausted
- _____ 3. While some changes in the landscape happen suddenly and all at once, as a result of volcanic eruptions or earthquakes, for example, other changes are more incremental.
- A. dramatic
 - B. permanent
 - C. gradual
 - D. temporary

_____ 4. Bethany has a meaningful collection of family heirlooms, including her great-grandfather's pocket watch, her great aunt's wedding ring, and an old typewriter used by her great-grandmother, who was a writer.

F. inherited valuables

G. antiques

H. prized possessions

I. useless junk

_____ 5. Timmy was afraid of the school bully's brawn, his sheer muscular power.

A. taunting comments

B. strength

C. size

D. threatening behavior

ANSWERING SHORT-RESPONSE QUESTIONS

In addition to multiple-choice questions, many standardized tests, including the New York ELA test, include short- and extended-response questions that require you to write answers in the test booklet.

Short-response questions can take two forms: graphic organizers and essay prompts. Graphic organizers might ask you to identify character traits and support them with details; to list important ideas from the passage; or to compare and contrast two people, places, things, or ideas. Essay prompts ask you to answer a question about the selection and use specific details from the passage to support your answer.

EXAMPLE

Essay prompt: In the short story “A Mother in Mannville” by Marjorie Kinnan Rawlings, Jerry makes excuses to come and sit with the narrator. Why might he do this? Use evidence from the story in your answer.

Short response: Jerry might be making excuses to visit the narrator because he is lonely. The narrator compares his desire to sit with her to physical hunger. In other words, the boy is hungry for her companionship. This hunger is understandable since he is an orphan living at an orphanage. At the end of the story, the narrator finds out that Jerry has invented the mother he told her about. This makes him seem even more lonely.

The following tips will help you answer these types of questions effectively.

TIPS FOR ANSWERING SHORT-RESPONSE QUESTIONS

- Before reading the passage, skim the questions. When you **skim**, you glance through material quickly to get a general idea of what it is about.
- As you read, underline any information that relates to the questions. After you have finished reading, you can decide which of the underlined details to use in your answers.
- Determine what the graphic organizer is asking you to do. Also note how many points you are required to list. Then choose the most important points to include. You don’t need to use complete sentences in graphic organizers; instead, include just enough to help the reader will understand your point.
- On extra paper or in the margin of your test booklet, list the most important points to include in your essay answer. Then number them to show the order in which they should be included. Finally, draft your answer.
- Write at least four sentences for each short-response essay. The first sentence should state the answer to the question. The second sentence should provide one detail supporting that answer. The third and fourth sentences should each include at least one additional detail. Use transitions to connect the sentences in your short-response essay.
- If you have extra time, use it to revise and proofread your answers.

EXERCISE

Turn to page 818 and read the excerpt from *Soul of a Citizen: Living with Conviction in a Cynical Time*. Then answer the short-response questions below.

1. Complete the chart below by listing in the left column three reasons people don't get involved in social causes. Then, in the right column, fill in an explanation of why this reason shouldn't prevent people from acting. Use information from the text to write your answers.

Reason for Not Getting Involved	Argument Against That Reason
1.	
2.	
3.	

2. In this excerpt, author Paul Rogat Loeb quotes an activist as saying, "It does us all a disservice when people who work for social change are presented as saints." What does this quote mean? Use ideas from the selection to support your answer.

ANSWERING EXTENDED-RESPONSE QUESTIONS

In addition to multiple-choice questions, many standardized tests, including the New York ELA test, include short- and extended-response questions that require you to write answers in the test booklet.

Some extended-response questions test your reading comprehension; others test your writing ability. Be sure you know how your extended-response answer will be evaluated. Extended responses on the ELA are judged on the following points:

- how clearly you organize and express your ideas
- how accurately and completely you answer the questions
- how well you support your ideas with examples
- how interesting and enjoyable your writing is
- how correctly you use grammar, spelling, punctuation, and paragraphs

No matter what kind of essay you are writing, follow this two-step rule: 1) State a thesis, and 2) Explain and support it. The “thesis” in an essay answer is a summary of your answer to the question. It should come in the introductory paragraph. The rest of your essay, which is just as important, contains an explanation and supporting details for your thesis. The more specific examples and concrete details you can supply to support your thesis, the better you are likely to score. Your conclusion, which is the last paragraph of your essay, should sum up your thesis and your support for it.

Use an abbreviated version of the writing process to write an answer to each extended-response prompt. Follow these steps:

1. **Preview the test.** Figure out which questions will take longest to answer, and budget your time. Plan time for planning, drafting, and reviewing your work. Stick to your plan.
2. **Analyze the question.** Essay questions contain clues about what is expected of you. Sometimes you will find key words that will help you determine exactly what is being asked. See the list below for some typical key words and their meanings.

KEY WORDS FOR EXTENDED-RESPONSE QUESTIONS

- **analyze; identify:** break into parts, and describe the parts and how they are related
- **compare:** tell how two or more subjects are similar; in some cases, also mention how they are different
- **contrast:** tell how two or more subjects are different from each other
- **describe:** give enough facts about or qualities of a subject to make it clear to someone who is unfamiliar with it
- **discuss:** provide an overview and analysis; use details for support
- **evaluate; argue:** judge an idea or concept, telling whether you think it is good or bad, or whether you agree or disagree with it
- **explain:** make a subject clearer, providing supporting details and examples
- **interpret:** tell the meaning and importance of an event or concept
- **justify:** explain or give reasons for decisions; be persuasive
- **prove:** provide supporting reasons for a statement
- **summarize:** state only the main points of an event, concept, or debate

3. Plan your answer. Once you’ve understood the extended-response prompt, you need to collect and organize your thoughts about it. First, brainstorm ideas using whatever method is most comfortable for you. If you don’t immediately have ideas, try freewriting for five minutes or drawing a cluster chart. Then, organize the ideas you came up with. A simple outline or chart can help. For example, the following graphic organizer might help you organize a compare and contrast essay.

	Subject #1	Subject #2
Similarity or Difference #1		
Similarity or Difference #2		
Similarity or Difference #3		

Think in advance about other charts that can help you organize your ideas.

4. Write your answer. Include your thesis in your introduction. Then follow your organizational plan to write each body paragraph. Devote one paragraph to each major point of support for your thesis. Write quickly and keep moving. Don’t spend too much time on any single paragraph, but try to make your answer as complete as possible. End your essay with a conclusion that sums up your major points.

5. Revise your answer. Make sure you have answered all parts of the question and included everything you were asked to include. Check to see that you have supplied enough detail to support your thesis. Check for errors in grammar, spelling, punctuation, and paragraphs. Make corrections to your answer.

EXERCISE A

Read “Freedom” on page 161 of your textbook and “The Road Not Taken” on page 163 of your textbook. Both the river in “Freedom” and the two paths in “The Road Not Taken” are symbols. Write an essay in which you compare and contrast these two symbols and explain what they have to say about how you should live your life.

In your essay, be sure to include:

- the names of the two poems
- what the river in “Freedom” symbolizes
- what the paths in “The Road Not Taken” symbolize
- what each symbol has to do with how you should live

1. Plan your essay here.

2. Write your essay on the lines below.

EXERCISE B

Now think of a time when you have faced a choice that has made a big difference in your life. Describe in an essay this choice and its impact on you.

In your essay, be sure to include:

- background information on a choice you had to make
- a description of how and why you made your decision
- an explanation of how that choice has affected your life

3. Plan your essay here.

4. Write your essay on the lines below.

TAKING LISTENING COMPREHENSION TESTS

On a listening comprehension test, your teacher will either play a recorded text or read a text aloud to you. You will be allowed to take notes on what you hear. After you have listened to the text, you might be asked to answer multiple-choice, short answer, or essay questions about what you have heard.

Many of the reading strategies you use to improve your reading comprehension can also help you understand and remember what you hear. Use the following guidelines to improve your listening comprehension.

Before the First Listening

- Pay attention to the introduction in your test booklet or worksheet. This introduction will tell you the topic of the passage you are about to hear. It might also give you a list of the spellings of certain words from the passage. Use what you learn from these clues to make predictions about the passage.
- Think about what you already know about this topic.
- Begin to visualize, or make a mind picture of, what may happen in the passage.
- Make a plan for writing things down.

During the First Listening

- Continue making predictions.
- Link what you are hearing to what you already know.
- Create mind pictures of the things you hear.
- Write things down. If you miss something important, leave space for it in your notes so that you can catch it on the second reading. Especially write down:
 - the title of the passage
 - names
 - dates
 - places
 - keywords about your mind pictures
 - lists
 - steps
 - reasons
 - any words or phrases that are repeated
 - anything signaled by words like “most important,” “in short,” or “in summary”

Before the Second Listening

- Highlight gaps in your notes that indicate that you missed something important.
- Think about the main idea or main ideas of the passage. Then try to identify supporting details for each. On this time through, focus on filling in any supporting details that you missed.

During the Second Listening

- Fill in gaps in what you heard.
- Identify supporting details for each main idea.

EXERCISE

In this exercise, you will listen while your teacher reads an Internet article called “Industrial Light & Magic, Part I: History.” (Teachers: This article appears on pages 310–311 of the *Responding to Literature* textbook. Please read the article twice.)

You will listen to the article twice. You may take notes on scrap paper anytime you wish during the readings. You may use these notes to answer the questions that follow.

This article discusses the history of a special effects company called Industrial Light & Magic. Here are the spellings of some words in the article that may be unfamiliar to you:

- George Lucas
- heirs
- Georges Méliès
- righteous
- Galactic Empire
- Stanley Kubrick
- John Dykstra
- San Fernando Valley
- matte paintings
- optical compositing
- San Rafael
- morphing
- up the ante

- _____ 1. Special effects were invented
- A. in 1975 with the filming of *Star Wars*
 - B. by Stanley Kubric
 - C. in the late nineteenth century by a French filmmaker
 - D. in the 1950s
- _____ 2. Which of the following statements BEST describes the significance of the special effects in *Star Wars Episode I: The Phantom Menace*?
- F. The effects took place in a galaxy far, far away.
 - G. The camera movements were controlled entirely by computer.
 - H. Creating these effects ensured that Industrial Light & Magic will stay in business.
 - I. These effects were especially difficult and included computer-generated main characters, cloth simulation, and the creation of new terrains.
3. Fill in the chart below by describing the contribution each person made to movie special effects.

Individuals	Contributions
Georges Méliès	
George Lucas	
John Dykstra	

4. How would you describe the tone of this article, and how does the author create this tone? Use specific details, words, and phrases from the article to support your answer.

ELA Practice, Grade 8

UNIT 1 TEST

READING

DIRECTIONS

In this part of the test, you are going to read a passage of text. You will answer multiple-choice and short-answer questions about what you have read. You may look back at the passage as often as you like.

“Langston Hughes”

Langston Hughes was born in Joplin, Missouri, and spent most of his childhood in Lawrence, Kansas, with his maternal grandmother, who loved to tell him stories about the past. 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. During this time, his father discouraged him from writing. Still, Hughes persisted, and it was in Mexico that he wrote the poem, “The Negro Speaks of Rivers,” which would later gain him recognition as a writer.

Hughes again disappointed his father by leaving Columbia University in 1920, after only one year of study. 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*.

Langston Hughes became recognized as one of the major poets of the Harlem Renaissance, a movement that began in the 1920s and brought many African-American poets, playwrights, and authors into national fame. Led by a diverse group of people, including scholar W. E. B. Du Bois, philosopher Alain Locke, and writer James Weldon Johnson, this explosion of thought and art brought newfound respect to the black community. The movement also drew greater attention to the problems that existed for African Americans and set the stage for the Civil Rights movement of the 1960s.

Hughes wrote a lot of material crossing all genres. 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. He is known for bringing together ideas of what it was to be black and American at a time when most people thought of those identities as separate. He gained particular fame for his famous fictional character Jesse B. Semple, or “Simple,” the main character in his long-running newspaper column. Critics praised Hughes’s characterization of Simple because the character seems both universal and shaped by his experience as an African American.

Langston Hughes was a great believer in the power of dreams, and many of his poems include the subject of pursuing one’s dreams. In the times before the Civil Rights movement, the only things some African Americans had were their dreams. Hughes knew that people’s dreams are a source of



Langston Hughes

hope and that to deny them their dreams is to deny them hope for a better future. Before there was any sign that there would be equal rights for all in the United States, many African Americans kept hope alive only by never giving up their dreams of freedom, equality, and a better life.

1. In this selection, the word *recognition* means
 - A. reaction
 - B. support
 - C. respect
 - D. criticism

2. What did Langston Hughes and W. E. B. Du Bois have in common?
 - F. Both were born in Joplin, Missouri.
 - G. Both were involved in the Harlem Renaissance.
 - H. Both were poets.
 - I. Both were very skilled at bringing together ideas of what it was to be black and American.

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

4. Which of the following MOST LIKELY contributed to Langston Hughes's emphasis on following one's dreams?
 - F. the death of his grandmother
 - G. graduating from high school in Cleveland, Ohio
 - H. arguing with his father about wanting to be a writer
 - I. attending Lincoln University in Pennsylvania

5. Which of the following statements BEST expresses Langston Hughes's accomplishments?
 - A. Hughes is primarily known as a storyteller who conveyed the unique experiences of African-American men.
 - B. In poetry, fiction, and nonfiction, Hughes revealed that the African-American experience is also the American experience.
 - C. Writing in all genres, Hughes expressed controversial ideas about black power.
 - D. Hughes was a celebrated writer who carefully avoided addressing racial issues in his work.

6. On the time line below, place at least five significant events from Langston Hughes's life. Include dates for those events for which you know them.



7. If you had to choose one word to describe Langston Hughes, what would that word be, and why? Use details from the passage to support your choice.

ELA Practice, Grade 8

UNIT 1 TEST

PLANNING PAGE

You may PLAN your writing for number 8 here if you wish, but do NOT write your final answer on this page. Your writing on this Planning Page will NOT count toward your final score. Write your final answer on pages 30 and 31.

UNIT 1 TEST

WRITING

8.

Langston Hughes is a role model for many African-American writers. Having a role model can inspire you to accomplish your dreams. Who do you think is a good role model for people your age today? Think about the qualities this person has that make him or her a good role model. Then write an essay persuading your reader that the person you have chosen really is a good role model.

In your essay, be sure to include:

- the person you think is a good role model
- the qualities that make this person a good role model
- an explanation of why those qualities are important

ELA Practice, Grade 8

UNIT 1 TEST

LISTENING

In this practice test, you will hear a passage called “The Story of Iqbal Masih,” which is taken from a book called *Stolen Dreams: Portraits of Working Children* by David L. Parker. (Teachers: Play this selection from the Audio Library, CD 1, Track 5 or Cassette 1, Side B.)

You will listen to the passage twice. As you listen carefully, you may take notes on the passage anytime you wish. You may use these notes to answer the questions that follow. Use the space on this page and page 33 for your notes.

This passage describes the life of a boy named Iqbal Masih, who worked for a man named Arshad in a carpet factory in Pakistan. Here are the spellings of some words in the selection that may be unfamiliar to you:

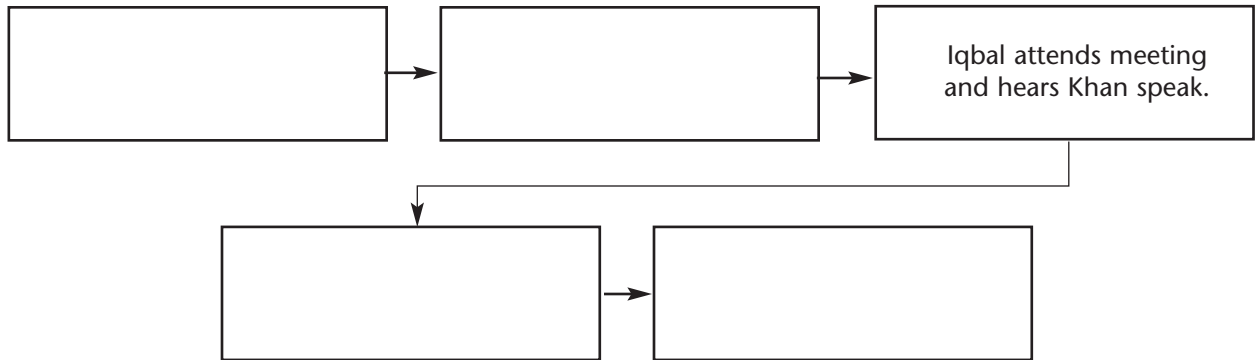
- Iqbal Masih
- Lahore, Pakistan
- Arshad
- scaffolding
- Essan Ulla Khan
- Bonded Labor Liberation Front (BLLF)
- subversive organizations

Name _____ Class _____ Date _____

UNIT 1 TEST

NOTES

9. In the summer of 1992, Iqbal attended a meeting that changed his life. In the cause and effect chain below, fill in two events that caused Iqbal to attend the meeting and two events that resulted from his attendance of it.



10. Describe the conditions in the carpet factory where Iqbal worked. What did the room look, sound, and feel like? Use specific details from the passage to support your answer.

11. The passage indicates that some people suspect that Iqbal's death was not an accident and that it had to do with his escape from bonded labor. Explain what these people think happened to Iqbal and why they think that.

UNIT 1 TEST

PLANNING PAGE

You may PLAN your writing for number 12 here if you wish, but do NOT write your final answer on this page. Your writing on this Planning Page will NOT count toward your final score. Write your final answer on pages 36 and 37.

12. The Pakistan Carpet Manufacturers and Exporters Association has referred to Iqbal as “the child revolutionary.” In an essay, explain what this phrase means and why this association thinks it is an appropriate description of Iqbal.

In your essay, be sure to include:

- what “the child revolutionary” means in this context
- a description of what Iqbal did to deserve being called “the child revolutionary”
- how members of the Pakistan Carpet Manufacturers and Exporters Association probably feel about Iqbal, and why

ELA Practice, Grade 8

UNIT 2 TEST

READING

DIRECTIONS

In this part of the test, you are going to read a passage of text. You will answer multiple-choice and short-answer questions about what you have read. You may look back at the passage as often as you like.

“The Rosebud Sioux”

To understand the Rosebud Sioux culture in the present, one has to look at the tribe’s past. The Rosebud Sioux belong to the Great Sioux Nation. 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 Ojibwa, 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. They share similar languages, histories, and cultures. They live mostly in the northern plains of the United States in and around South Dakota. There are a total of about 113,500 people in the Oceti Sakowin today.

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.

Many Rosebud Sioux today leave their reservation to go to college or to find work in large cities. As a result, many Rosebud Sioux children grow up off the reservation. Most people who leave, however, return to the reservation during the summer months. They attend cultural events and visit family and friends. Following retirement, almost all the Rosebud Sioux who have left the reservation in search of work return.

The Rosebud Sioux, like all Lakota people, come from an oral culture. They pass their history and beliefs from one generation to the next through stories and myths. Grandmothers, grandfathers, aunts, uncles, brothers, and sisters—any person who has learned about traditional ways through experience or storytelling—can pass that along to the next generation. The Sioux have many stories that explain natural phenomena: “How the Rainbow Came to Be” and “How Ducks Got Their Colors,” for example. Embedded in these stories are the values, beliefs, and history of the tribe.

In addition to cultivating these traditional ways of preserving their culture, today some American Indians are sharing their



Virginia Driving Hawk Sneve:
Writer with Sioux ancestry

knowledge through books. In this way, both reservation and non-reservation children alike can learn about their culture and traditions through native writers such as Virginia Driving Hawk Sneve. Books are an important way to document what, in the past, has only been shared by way of mouth.

You can even find information about Lakota culture in that most modern of mediums: the Internet. More information about Rosebud Sioux folklore can be found by visiting the reservation website at www.littlesioux.org and clicking on “Our Lakota Culture.”

1. In this selection, the word *embedded* means
 - A. lying down
 - B. pointed
 - C. contained
 - D. grown

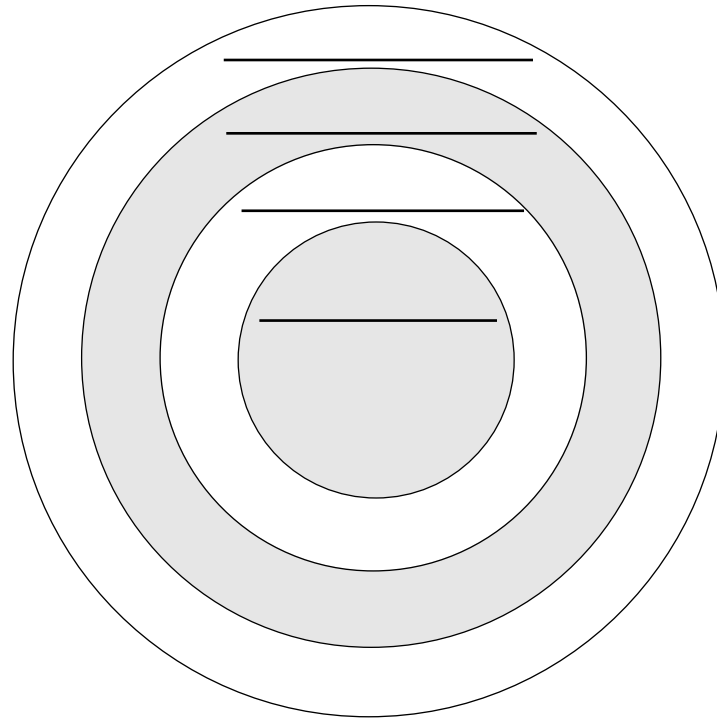
2. According to the article, the name “Sioux” means
 - F. Burnt Thigh
 - G. Seven Council Fires
 - H. little snakes
 - I. Oceti Sakowin

3. Which of the following would be the BEST alternative title for this selection?
 - A. The World of Virginia Driving Hawk Sneve
 - B. Sicangu Survive Blazing Prairie Fire!
 - C. The Importance of Education
 - D. A Culture with Deep Roots is Preserved in New Ways

4. The author would MOST LIKELY agree that
 - F. if you move off the reservation, you will never fully be considered a Rosebud Sioux
 - G. most people love living in South Dakota
 - H. modern Rosebud Sioux people have an easier life than traditional Rosebud Sioux people had
 - I. knowing some form of history is essential to understanding a culture

5. Which of these is the BEST summary of 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 Rosebud Sioux live in South Dakota, often leave the reservation temporarily for education and job opportunities, and place great importance on preserving their culture and history.
 - D. The Rosebud Sioux live in South Dakota and got their name from a prairie fire that destroyed their village.

6. This passage introduces the names of many groups of Native Americans, some of which are sub-groups under the broader groups. On the lines in the chart below, write the following names to show how these groups are related to each other: Rosebud Sioux, Oceti Sakowin, Teton Lakota band, Sicangu tribe.



7. Why is storytelling important to the Rosebud Sioux? Use details from the passage to support your answer.

ELA Practice, Grade 8

UNIT 2 TEST

PLANNING PAGE

You may PLAN your writing for number 8 here if you wish, but do NOT write your final answer on this page. Your writing on this Planning Page will NOT count toward your final score. Write your final answer on pages 42 and 43.

UNIT 2 TEST

WRITING

8. While official histories are usually written down today, most of our families still pass down family stories orally. Think of a favorite story in your family. This might be something funny that happened to one of your immediate family members, or it might be a legend about one of your ancestors. Now write the story down so that someone outside your family can enjoy it.

In your story, be sure to include:

- information about the people who are involved in the events
- what happened
- how and why it happened

3. Students' charts should resemble the following:

Individuals	Contributions
Georges Méliès	created first special effect and experimented throughout career with "camera tricks"
George Lucas	generated a need for many complex special effects with his movie, <i>Star Wars</i>
John Dykstra	hired the team who created <i>Star Wars</i> special effects

4. *Responses will vary.* Students should cite specific details, words, and phrases that contribute to the tone they have identified.

Grade 8 ELA Practice Tests

UNIT 1 TEST

READING

- C
- G
- C
- H
- B
- Responses will vary.* Students should cite, in this order, any five of the following events:
 - Hughes's grandmother dies
 - Hughes goes to live with his mother
 - he graduates from high school in Cleveland
 - he lives with his father in Mexico
 - he writes "The Negro Speaks of Rivers"
 - he spends a year at Columbia University
 - he drops out of Columbia to travel
 - his work appears in important African-American periodicals
 - he attends Lincoln University in Pennsylvania and writes the novel *Not Without Laughter*
 - he graduates from Lincoln University
- Responses will vary.* Top-score responses will identify a single word that the writer feels best describes Langston Hughes and will support this choice of word with appropriate, telling details from the passage. Sample words might include creative, thoughtful, and dreamy, though other choices are also possible.

WRITING

- A top-score response will offer strong support for the idea that the person the writer has chosen is a good role model for young people.

LISTENING

- Responses will vary.* Causes and results listed should make sense logically. Students might list

any of the following events as causes:

- Iqbal's entry into bonded labor
- his mistreatment by Arshad
- the callousness of the police when he tried to report the abuse
- the fact that the amount of the loan he was supposed to work off had increased by more than twenty-five times the original amount, prompting him to realize that he would have to escape

Students might list any of the following as results of attending the meeting:

- Iqbal's escape from factory life
- his attendance at school
- the release of many other children as a result of Iqbal's investigations, reports, and talks to people around the world
- possibly his death

10. *Responses will vary.* Top-score responses will use concrete details from the passage to paint a picture of the inside of a carpet factory that employs child labor.

11. *Responses will vary.* Top-score responses will explain that some people believe Iqbal was murdered because of his effect on the carpet business. As a result of his speaking out against the use of child labor and against abusive conditions in carpet factories, carpet sales around the world declined. This would have made many carpet manufacturers angry and would have given them a reason to want to silence Iqbal.

12. *Responses will vary.* Top-score responses will explain that "the child revolutionary" refers in this case to someone who brought about great changes while still a child. Students should explain how Iqbal's actions were revolutionary, using details from the passage to support their claims. Students should also explain that the Pakistan Carpet Manufacturers and Exporters Association meant this title to be derogatory; they would have been angry with Iqbal for exposing their abuses and for hurting their business.

UNIT 2 TEST

READING

- C
- H
- D
- I
- C
- Students should place the names of the groups in the following order from largest circle to

smallest: Oceti Sakowin, Teton Lakota band, Sicangu tribe, Rosebud Sioux.

- Top-score responses should explain that storytelling is the way the Rosebud Sioux pass down their history and beliefs. Stories often explain natural phenomenon and embody the values and beliefs of the tribe.

WRITING

- A top-score response will explain a family story in such a way that a reader outside the family can easily understand and appreciate it.

UNIT 3 TEST

READING

- A
- G
- B
- H
- B
- Students' charts should resemble the following:

Book Title	Literal Journey	Figurative Journey
<i>Blue Highways</i>	exploring America on 13,000 miles of rural roads crisscrossing the country	search for a sense of self
<i>On the Road</i>	driving cross-country on a motorcycle	search for some unnamed thing that they never found
<i>Zen and the Art of Motorcycle Maintenance</i>	driving cross-country on a motorcycle	journey into father-son bond, the nature of quality, and the main character's past

- Responses will vary.* Top-score responses will use examples from the passage to explore the idea that a road trip is also a metaphorical journey.

WRITING

- A top-score response will argue convincingly for the vacation destination chosen by the writer.

UNIT 4 TEST

READING

- C
- H
- B
- I
- B
- Responses will vary.* Students may list any three of the following: no right to vote, prohibition

on joining labor unions, restrictions on where they can live, restrictions on education, limitations to job access, requirement to carry identification.

- Responses will vary.* Top-score responses will cite conflicts between the Dutch settlers and the Zulu, Swazi, and Sotho kingdoms; struggles between the Dutch and the British; clashes between the Dutch and the Xhosa and other groups; and conflict between whites, on the one hand, and blacks and coloreds on the other.
- Students' charts should resemble the following:

In this Metaphor	This Thing	Is Compared to	Because They Both
"blind prejudice and hatred"	prejudice and hatred	a person with a visual impairment	show a lack of vision or are short-sighted
"the cancer of racism...eating away at the fabric of societies"	racism	cancer	are illnesses that threaten to kill an organism
"a country enslaved by apartheid"	South Africa	a slave	serve a cruel master

- Responses will vary.* Top-score responses will discuss how both South Africans and residents of Harlem have fought against racism and shown that something good can be born from racism's demise.
- Responses will vary.* Top-score responses will explain that the color line is the line between people with different skin colors. The problem of "the color line" is the problem of racism, and the struggle of the twentieth century is to find a way for people from diverse races to coexist peacefully.

WRITING

- A top-score response will identify a conflict, clearly explain its cause, and describe how it was resolved.

UNIT 5 TEST

READING

- B
- F
- A
- G
- D
- Responses will vary.* Students might list any of the following events, in this order: