



Grade **8**

# LOUISIANA ENGLISH LANGUAGE ARTS LITERACY

# LEAP2025 Practice

Updated for 2021-22



**2 LEAP2025 Practice Tests**

**7 Question Types**

**COVERS 40+ SKILLS**

# Important Instruction

Students, Parents, and Teachers can use the URL or QR code provided below to access two full-length Lumos LEAP practice tests. Please note that these assessments are provided in the Online format only.

## URL

Visit the URL below and place the book access code

**<http://www.lumoslearning.com/a/tedbooks>**

**Access Code: xxxxx-xxxxx**

# INTRODUCTION

This book is specifically designed to improve student achievement on the Smarter Balanced Assessment Consortium (LEAP) Test. With over a decade of expertise in developing practice resources for standardized tests, Lumos Learning has designed the most efficient methodology to help students succeed on the state assessments (See Figure 1).

Lumos Smart Test Practice provides students LEAP assessment rehearsal along with an efficient pathway to overcome any standards proficiency gaps. Students perform at their best on standardized tests when they feel comfortable with the test content as well as the test format. Lumos online practice tests are meticulously designed to mirror the LEAP assessment. It adheres to the guidelines provided by the LEAP for the number of questions, standards, difficulty level, sessions, question types, and duration.

The process starts with students taking the online diagnostic assessment. This online diagnostic test will help assess students' proficiency levels in various standards.

After completion of the diagnostic assessment, students can take note of standards where they are not proficient. This step will help parents and educators in developing a targeted remedial study plan based on a student's proficiency gaps.

Once the targeted remedial study plan is in place, students can start practicing the lessons in this workbook that are focused on specific standards.

After the student completes the targeted remedial practice, the student should attempt the second on-line LEAP practice test. Record the proficiency levels in the second practice test to measure the student progress and identify any additional learning gaps. Further targeted practice can be planned to help students gain comprehensive skills mastery needed to ensure success on the state assessment.

## Lumos Smart Test Prep Methodology

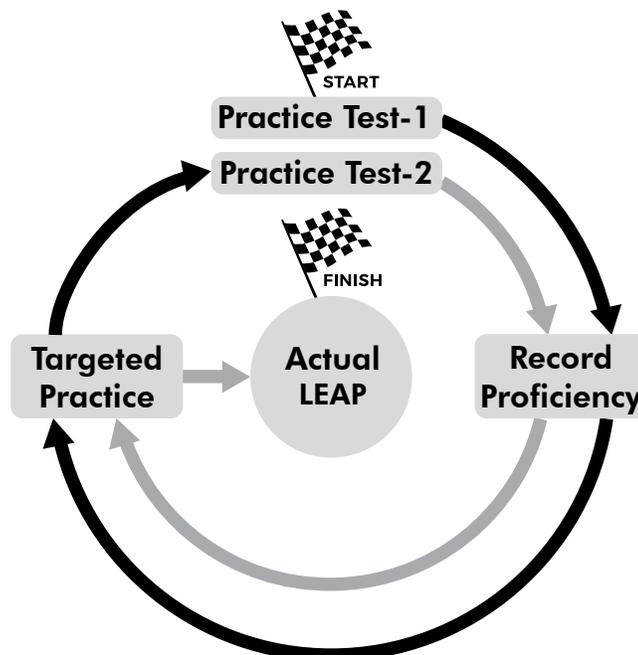


Figure 1

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# Chapter 1

## Lumos Smart Test Prep Methodology

### Step 1: Access Online LEAP Practice Test

Use the URL and access code provided below or scan the QR code to access the first LEAP practice test to get started. The online LEAP practice test mirrors the actual Smarter Balanced assessments in number of questions, item types, test duration, test tools and more.

After completing the test, your student will receive immediate feedback with detailed reports on standards mastery. With this report, use the next section of the book to design a practice plan for your student.

### URL

Visit the URL below and place the book access code

**<http://www.lumoslearning.com/a/tedbooks>**

**Access Code: xxxxx-xxxxx**

## Step 2: Review the Personalized Study Plan Online

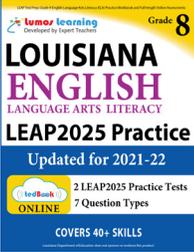
After student complete the online Practice Test 1, student can access their individualized study plan from the table of contents (Figure 2).

Parents and Teachers can also review the study plan through their Lumos account.

| Lumos StepUp LEAP Online Practice and Assessments Grade 8 ELA |                 |           |              |           |         |         |         |
|---|-----------------|-----------|--------------|-----------|---------|---------|---------|
| HOMEWORK  |                 |           |              |           |         |         |         |
| Lesson Name   |                 | Total     |              |           | Student |         |         |
|   |                 | Questions | Total Points | Incorrect | Score   | % Score | Pending |
| PT1   | Practice Test 1 | 4         | 4            | 3         | 1       | 25%     | 0       |
|   | CAT 1           | 4         | 4            | 3         | 1       | 25%     |         |
|   | PT 1            |           |              |           |         |         |         |

Study Plan

BACK COURSE
Lumos Smart Test Practice: Personalized Study Plan for Sam





EXPORT AS EXCEL

**Lumos StepUp - LEAP Online Practice and Assessments - Grade 8 ELA**

Based on your performance in the online Practice Test 1, we recommend the following additional practice. Please use the related lessons in the Grade 8 LEAP ELA practice book you purchased.

Upgrade to Full Program

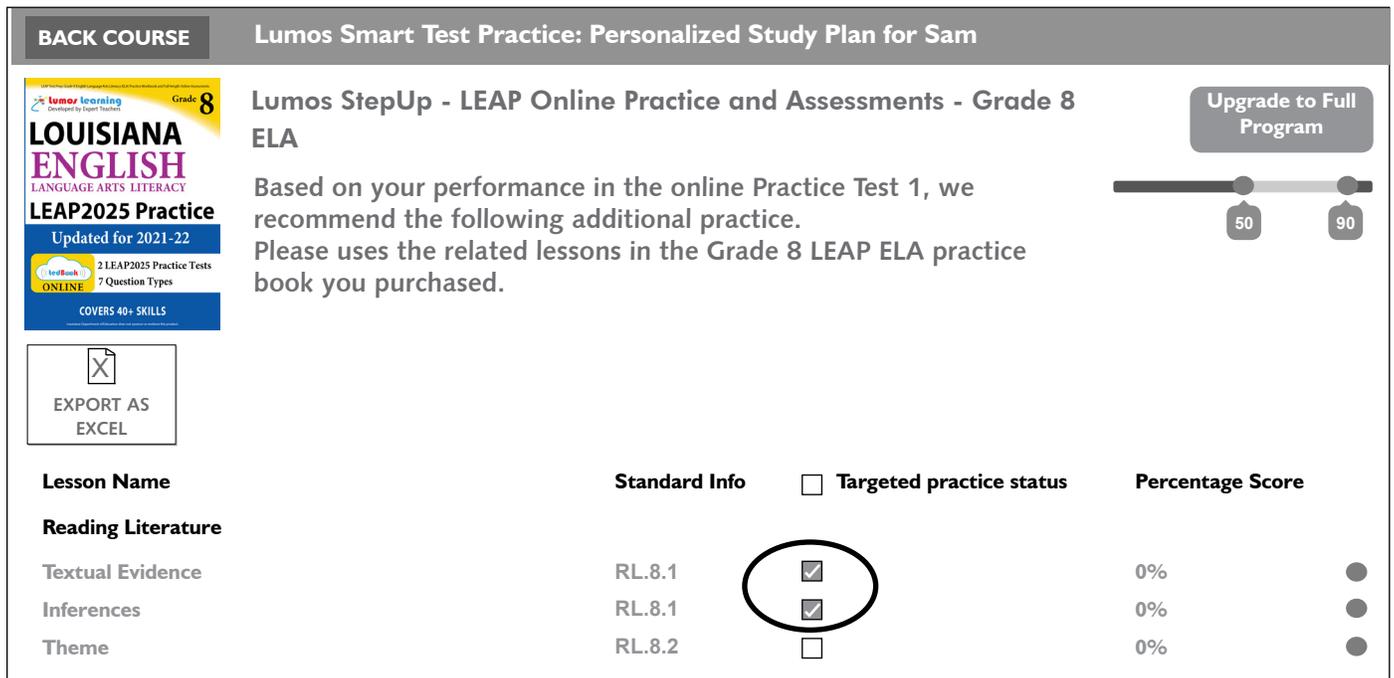
50

90

| Lesson Name               | Standard Info | <input type="checkbox"/> Targeted practice status | Percentage Score |
|---------------------------|---------------|---|------------------|
| <b>Reading Literature</b> |               |   |                  |
| Textual Evidence          | RL.8.1        | <input type="checkbox"/>                          | 0% ●             |
| Inferences                | RL.8.1        | <input type="checkbox"/>                          | 0% ●             |
| Theme                     | RL.8.2        | <input type="checkbox"/>                          | 0% ●             |

## Step 3: Complete Targeted Practice

Using the information provided in the study plan report, complete the targeted practice using the appropriate lessons to overcome proficiency gaps. With lesson names included in the study plan, find the appropriate topics in this workbook and answer the questions provided. Students can refer to the answer key and detailed answers provided for each lesson to gain further understanding of the learning objective. Marking the completed lessons in the study plan after each practice session is recommended. (See Figure 3)



The screenshot shows the Lumos Smart Test Practice interface for a personalized study plan for Sam. The main heading is "Lumos StepUp - LEAP Online Practice and Assessments - Grade 8 ELA". Below this, a recommendation states: "Based on your performance in the online Practice Test 1, we recommend the following additional practice. Please use the related lessons in the Grade 8 LEAP ELA practice book you purchased." A progress bar shows a score of 50 out of 90, with an "Upgrade to Full Program" button. On the left, there is a book cover for "LOUISIANA ENGLISH LEAP2025 Practice" and an "EXPORT AS EXCEL" button. A table below lists lessons and their targeted practice status.

| Lesson Name               | Standard Info | <input type="checkbox"/> Targeted practice status | Percentage Score |
|---------------------------|---------------|---|------------------|
| <b>Reading Literature</b> |               |   |                  |
| Textual Evidence          | RL.8.1        | <input checked="" type="checkbox"/>               | 0%               |
| Inferences                | RL.8.1        | <input checked="" type="checkbox"/>               | 0%               |
| Theme                     | RL.8.2        | <input type="checkbox"/>                          | 0%               |

Figure 3

## Step 4: Access the Practice Test 2 Online

After completing the targeted practice in this workbook, students should attempt the second LEAP practice test online. Using the student login name and password, login to the Lumos website to complete the second practice test.

## Step 5: Repeat Targeted Practice

Repeat the targeted practice as per Step 3 using the second study plan report for Practice test 2 after completion of the second LEAP rehearsal.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Chapter 2 - Reading: Literature

The objective of the Reading Literature standards is to ensure that the student is able to read and comprehend literature (which includes stories, drama and poetry) related to Grade 8.

To help students master the necessary skills, information to help the student understand the concepts related to the standard is given. Along with this, we encourage the student to go through the resources available online on EdSearch to gain an in depth understanding of these concepts. The EdSearch page for each lesson can be accessed with the help of the url or the QR code provided.

A small map is provided after each passage or text in which the student can enter the details as understood from the literary text. Doing this will help the student to refer to key points that help in answering the questions with ease.



## Chapter 2

### Lesson 1: Textual Evidence

**Inferences:** Conclusions reached or judgments made after reading and thinking about the meaning of a statement or proposal. These conclusions or judgments are not included in the statement or proposal.

Let us understand the concept with an example.

#### Global Warming

Scientists tell us that changes in our climate are happening. Average temperatures around the world are getting higher. The planet's average surface temperature has risen about 2.0 degrees Fahrenheit since the late 19th century. The warmest year on record was 2016, according to a report compiled by the National Oceanic and Atmospheric Administration's Center for Weather and Climate at the National Centers for Environmental Information. This report is based on contributions from scientists from around the world, and includes data collected by environmental monitoring stations and instruments located on land, water, ice, and in space. This report also noted the following changes attributed to the warming of the earth:

- The amount of carbon dioxide in the atmosphere reached its highest level in the past 60 years
- The temperatures of seawater at the surface were the highest ever recorded
- Global sea levels were the highest ever recorded
- The ice caps in Greenland and Antarctica are melting.

This increase in global temperatures is called global warming. Global warming is caused by the increase in certain gases (such as carbon dioxide) in the atmosphere that occurs when warmth from the sun is trapped in the Earth's atmosphere by a layer of gases and water vapor. They refer to this phenomenon as the "greenhouse effect." And how do these gases enter the atmosphere? From the burning of fossil fuels such as oil, coal and gas which are used in the manufacture of products and as byproducts from the use of gasoline to fuel vehicles. Other forms of pollution also contribute to the greenhouse effect as does deforestation and other actions that decrease the number of plants on earth (plants absorb carbon dioxide during photosynthesis and release oxygen as a byproduct).

*Your assignment:*

Part 1. To analyze the text and summarize its main ideas, and quote from the text-specific statements that support the main ideas.

Part 2. What do you infer (draw a conclusion or opinion from the text that is not stated in the text) from the text?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Here is an example of what you might write.**

**Part 1:**

Main idea #1: Our climate is changing. Average temperatures around the world are getting higher. Proof: A report compiled by the National Oceanic and Atmospheric Administration's Center for Weather and Climate at the National Centers for Environmental Information cites several statistics that support the idea that global warming is taking place. The fact that scientists from around the world contributed to this report and the report used data from monitoring stations from several locations on earth provide credibility to the results of the report.

Main idea #2: These changes in climate are having harmful effects on humans, plants and animals. Proof: Carbon dioxide reduces air quality which is not healthy for humans and animals to breathe. Water is essential for living creatures; without enough water they die. Global warming decreases the amount of water on the planet. Some creatures cannot adapt quickly to changes in climates and will die, and those that migrate can be forced to change their migration patterns.

Main idea #3: Most scientists agree that human activities are the most important causes of global warming. Examples: using fossil fuels like oil, gas and coal in the manufacture of products and as byproducts from the use of gasoline to fuel vehicles. Other forms of pollution also contribute to the greenhouse effect as does deforestation.

**Part 2:**

I am inferring that if we do not reverse the trend in global warming, there will be results that are harmful to humans, plants and animals. The supply of fresh water will become increasingly scarce as higher temperatures increase evaporation and without adequate fresh water, large numbers of humans, plants and animals will die. Also, in the short term, flooding will occur as melting glaciers and ice caps increase the volume of ocean saltwater. Carbon dioxide reduces air quality which is not healthy for humans and animals to breathe, although plants need it for photosynthesis, but deforestation because of logging and commercial and residential development reduces the numbers of plants.

I am also inferring from this data that organizations interested in maintaining a healthy environment on earth need volunteers and funds to advance their programs.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



You can scan the QR code given below or use the url to access additional EdSearch resources including videos and mobile apps related to *Textual Evidence* .

### Filters

About 14 results (0.219 seconds)

Category Filters

- Questions (2)
- Worksheet (4)
- Videos (2)
- Pins (6)

#### Part 1 - Grade 8 ELA OST Practice Test

**Resource:** Question  
**Category:** Multiple Choice - Single  
Answer

**Standard(s):** RL.8.1

She pulled hard at the doorknob. The door was difficult to budge. Finally inside, she brushed aside the cobwebs, leaving footprints in the dust on the floor. What can be inferred from this description?...



## Textual Evidence

| URL   | QR Code  |
|---|--|
| <a href="http://www.lumoslearning.com/a/rl81">http://www.lumoslearning.com/a/rl81</a> |  |



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Sympathy

I lay in sorrow, deep distressed;  
My grief a proud man heard;  
His looks were cold, he gave me gold,  
But not a kindly word.

My sorrow passed-I paid him back  
The gold he gave to me;  
Then stood erect and spoke my thanks  
And blessed his charity.

I lay in want, and grief, and pain;  
A poor man passed my way;  
He bound my head, He gave me bread,  
He watched me day and night.

How shall I pay him back again  
For all he did to me ?  
Oh, gold is great, but greater far  
Is heavenly sympathy.  
- Charles Mackay

### 1. The reader can tell from the third stanza that the poet is

- (A) caring for a patient with a head injury.
- (B) wanting company.
- (C) watched and fed night and day by a poor man.
- (D) greedy.

### 2. According to the poet, what did he feel was most important?

- (A) giving away food
- (B) blessing charity
- (C) sympathy
- (D) gold

### 3. What does the first stanza tell us about the poet?

- (A) The poet experienced an event which made him deeply sorrowful.
- (B) The poet wrote this poem when he was a proud man.
- (C) The poet wrote this poem when he was in need of money.
- (D) The poet was friends with the proud man.



**4. Which line in the poem tells you that the poet is grateful to the poor man?**

- Ⓐ How shall I pay him back again, for all he did to me?
- Ⓑ I lay in want, in grief and pain;
- Ⓒ His looks were cold, he gave me gold. But not a kindly word.
- Ⓓ Then stood erect and spoke my thanks, and blessed his charity.

**5. How did the proud man treat the poet when he lay in sorrow and deep distress?**

- Ⓐ in an affectionate way
- Ⓑ in an aloof, unsympathetic manner
- Ⓒ with a lot of concern
- Ⓓ with respect and kindness

| The Mountain and The Squirrel   | The Arrow and the Song   |
|---|--|
| <p>The mountain and the squirrel<br/>Had a quarrel;<br/>And the former called the latter, "Little Prig."<br/>Bun replied<br/>"You are doubtless very big;<br/>But all sorts of things and weather<br/>Must be taken in together<br/>To make up a year<br/>And a sphere.<br/>And I think it no disgrace<br/>To occupy my place.<br/>If I'm not so large as you,<br/>Your are not so small as I,<br/>And not half so spry;<br/>I'll not deny you make<br/>A very pretty squirrel track;<br/>Talents differ; all is well and wisely<br/>put;<br/>If I cannot carry forests on my back,<br/>Neither can you crack a nut"</p> <p>Ralph Waldo Emerson<br/>(1803 - 1882)</p> | <p>I shot an arrow into the air<br/>It fell to earth, I knew not where;<br/>For, so swiftly it flew, the sight<br/>Could not follow it in its flight.</p> <p>I breathed a song into the air<br/>It fell to earth, I knew not where<br/>For who has sight so keen and strong<br/>That it can follow the flight of song?</p> <p>Long, long afterward, in an oak<br/>I found the arrow, still unbroke<br/>And the song, from beginning to end<br/>I found again in the heart of a friend.</p> <p>H. W. Longfellow<br/>(1807 - 1882)</p> |



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**6. Which line in “The Mountain and the Squirrel” told the reader that the squirrel recognizes everyone has a different talent?**

- (A) Talents differ; all is well and wisely put;
- (B) You are doubtless very big;
- (C) And I think it no disgrace  
To occupy my place.
- (D) I’ll not deny you make  
A very pretty squirrel track;

**7. Which of the following statements about “The Mountain and the Squirrel” and “The Arrow and the Song” is true?**

- (A) A squirrel is the narrator in both.
- (B) Both incorporate nature in the text.
- (C) Both are written in first person.
- (D) Both are about friendship.

### **The Lake Isle of Innisfree**

I will arise and go now, and go to Innisfree,  
And a small cabin build there, of clay and wattles made:  
Nine bean-rows will I have there, a hive for the honey-bee;  
And live alone in the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow,  
Dropping from the veils of the morning to where the cricket sings;  
There midnight’s all a glimmer, and noon a purple glow,  
And evening full of the linnet’s wings.

I will arise and go now, for always night and day  
I hear lake water lapping with low sounds by the shore;  
While I stand on the roadway, or on the pavements grey,  
I hear it in the deep heart’s core.

W.B. Yeats

About the poet:

William Butler Yeats was an Irish poet and a dramatist. He was one of the foremost figures of 20th-century literature and was the driving force behind the Irish literary revival. Together with Lady Gregory and Edward Martin, Yeats founded the Abbey Theatre. He served as its chief during its early years and was a pillar of the Irish literary establishment in his later years.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



The well-known poem explores the poet's longing for the peace and tranquillity of Innisfree, a place where he spent a lot of time as a boy. This poem is a lyric.

**8. Which line tells the reader Yeats is day-dreaming of Innisfree?**

- Ⓐ Nine bean-rows will I have there, a hive for the honey-bee;
- Ⓑ And I shall have some peace there, for peace comes dropping slow,
- Ⓒ And evening full of the linnet's wings.
- Ⓓ While I stand on the roadway, or on the pavements grey

**9. What does the description after the poem tell us about Yeats?**

- Ⓐ He was a key person in the development of Irish economy.
- Ⓑ He was a key person in the development of Irish literacy.
- Ⓒ He was not a Nobel Prize winner.
- Ⓓ all of the above

**10. Part A**

**According to the poem and the description, which of the following statements about the author would be true?**

- Ⓐ Yeats was very famous and loved literature.
- Ⓑ Yeats was a writer and wrote a lot of poems and plays.
- Ⓒ Yeats was an Irish man and a key person in the development of Irish literature.
- Ⓓ All of the above.

**10. Part B**

**Which line of the poem provides evidence that the author wants to build a cabin in Innisfree?**

- Ⓐ I will arise and go now, and go to Innisfree,
- Ⓑ And a small cabin build there, of clay and wattles made:
- Ⓒ Dropping from the veils of the morning to where the cricket sings;
- Ⓓ I will arise and go now, for always night and day



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Patrick couldn't believe it. The most important day of his life so far; the day he had been waiting for had finally arrived! He was so excited to show the coaches how hard he had been working on his pitching. He just knew he would make the team this year. Looking at the clock, Patrick realized he was running late. "Bye, Mom," he yelled as he scrambled out of the house. Backing down the driveway, he saw his mom run out of the house, and it looked like she was trying to get his attention. He didn't have time to wait, so he drove off.

Although the school was only five minutes away, the drive felt like an eternity. Two red lights later, Patrick screeched into the parking lot, slammed the car into park, and ran around to the trunk to get his bat bag. It wasn't there. Every piece of equipment he needed to prove himself to the coaches this year was in that bag.

### 11. Part A

**What was Patrick's mom likely trying to tell Patrick?**

- Ⓐ "Don't drive too fast!"
- Ⓑ "Don't be late for tryouts!"
- Ⓒ "Be careful driving!"
- Ⓓ He forgot his bat bag!

### 11. Part B

**The reader can tell from the story that Patrick \_\_\_\_\_.**

- Ⓐ had tried out for the team before and not made it.
- Ⓑ was a fast runner.
- Ⓒ was not at all ready for tryouts.
- Ⓓ was not excited to tryout for the team.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



It had been a year since Lauren had seen Bailey. Bailey's family had moved to Qatar leaving Lauren to face the world without her best friend. Anxiously, Lauren waited at the arrival gate hoping to glimpse a peek at her childhood friend. She knew after eleven hours in the air, Bailey would be exhausted, but she could hardly wait to catch up. Moments later, the doors to the gate flung open, and there she was, her best friend, Bailey.

Once home, the hours passed like minutes as the girls laughed and giggled sharing moments from the last year. It felt as if they had never been apart. But Lauren felt like Bailey was holding something back.

## 12. Part A

**What details in the passage supports that Lauren was anxious to meet her friend Bailey?**

- Ⓐ She knew after eleven hours in the air, Bailey would be exhausted, but she could hardly wait to catch up.
- Ⓑ Anxiously, Lauren waited at the arrival gate hoping to glimpse a peek at her childhood friend.
- Ⓒ Moments later, the doors to the gate flung open and there she was, her best friend, Bailey.
- Ⓓ All of the above

## 12. Part B

**What did Lauren feel about Bailey in the concluding sentence of the passage?**

- Ⓐ Bailey was moving home.
- Ⓑ Bailey had a secret she wasn't sharing.
- Ⓒ Bailey loved her new home in Qatar.
- Ⓓ None of the above



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# **Answer Key and Detailed Explanations**

## **Chapter 2: Reading: Literature**



## Lesson 1: Textual Evidence

| Question No. | Answer | Detailed Explanations  |
|--------------|--------|--|
| 1.           | C      | Answer choice C is correct. Lines 3 and 4 in the third stanza provide the text evidence. There is no text evidence supporting answer choices A, B or D.  |
| 2.           | C      | Answer choice C is correct and directly stated in the last two lines of the poem. Answer choice D is incorrect. While the poet does recognize gold is good, he states sympathy is greater. Answer choices A and B do not provide evidence to support the question.   |
| 3.           | A      | Answer choice A is correct because the first line of the poem indicates the poet's sorrow. The other answer choices are incorrect as there is no evidence in the first stanza to support them.   |
| 4.           | A      | Answer choice A is correct because the poet understands that sympathy is invaluable. Answer choice D is incorrect because it refers to the rich man who gave the poet gold. Answer choices B and C do not provide text evidence to support the gratefulness of the poet.   |
| 5.           | B      | Answer choice B is correct. Text evidence supporting this answer can be found in the first stanza, lines 3 and 4. There is no evidence to support answer choices A, C or D.  |
| 6.           | A      | Answer choice A is correct because the squirrel is telling the mountain that it's okay for everyone to have their own talent. Answer choice B is incorrect because the squirrel is describing the mountain, not its talent. Answer choice C is incorrect because the squirrel is simply commenting on its own size. Answer choice D is incorrect because the squirrel is commenting on an attribute of the mountain.   |
| 7.           | B      | Answer choice B is correct because both poems incorporate the use of nature in the narrative. Answer choice A is incorrect because a squirrel only narrates a portion of "The Mountain and the Squirrel." Answer choice C is incorrect because only "The Arrow and the Song" is written in first person. "The Mountain and the Squirrel" is written in third person. Answer choice D is incorrect because only "The Arrow and the Song" is about friendship. |



Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Question No. | Answer | Detailed Explanations   |
|--------------|--------|---|
| 8.           | D      | Answer choice D is correct because this describes Yeats standing on a road or sidewalk likely on his way to or from work. Answer choices A, B and C are incorrect because they are simply describing Innisfree.   |
| 9.           | B      | Answer choice B is correct. Text evidence can be found in the second sentence of the biographical information. Answer choice A is incorrect because neither the poem nor the passage refers to the Irish economy. Answer choice C is incorrect because there is no information regarding the Nobel Prize. |
| 10. Part A   | D      | Answer choice D is correct because all of the answers are supported by evidence from the text.  |
| 10. Part B   | B      | Answer choice B is correct as it states and describes the cabin in Innisfree. Answer choices A, C and D are incorrect as they do not provide evidence of a cabin in Innisfree.  |
| 11. Part A   | D      | Answer choice D is correct. Patrick was in such a hurry he did not check to see if his bag was in the trunk of his car. His mom realized he had left it and ran out to remind him. There is no evidence to support answer choices A, B, or C.   |
| 11. Part B   | A      | Answer choice A is correct. The word this in the sentence, "he just knew he would make the team this year" indicates that Patrick has tried out before and not made the team. There is no evidence to support answer choices B, C, or D.  |
| 12. Part A   | D      | Answer choice D is correct. The first line of the passage states that it had been an year since Lauren had seen Bailey. All the answer choices hint that Lauren was missing Bailey and hence was really anxious to meet her.  |
| 12. Part B   | B      | Answer choice B is correct. In the last line of the passage, the narrator tells the reader that Lauren felt like Bailey was holding something back. This means Bailey had a secret she wasn't willing to share. Answer choices A and C are not supported by any evidence in the text.                     |

Name: \_\_\_\_\_

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# Chapter 3 - Reading: Informational Text

The objective of the Reading Informational Text standards is to ensure that the student is able to read and comprehend informational texts (history/social studies, science, and technical texts) related to Grade 8.

To help students master the necessary skills, information to help the student understand the concepts related to the standard is given. Along with this, we encourage the student to go through the resources available online on EdSearch to gain an in depth understanding of these concepts. The EdSearch page for each lesson can be accessed with the help of the url or the QR code provided.

A small map is provided after each passage or text in which the student can enter the details as understood from the literary text. Doing this will help the student to refer to key points that help in answering the questions with ease.



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## Chapter 3

### Lesson 1: Making Inferences Based on Textual Evidence

Let us understand the concept with an example.

#### Stopping by Woods on a Snowy Evening<sup>1</sup>

By Robert Frost

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.  
My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.  
He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.  
The woods are lovely, dark and deep.  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

#### This is what you might write.

*"He will not see me stopping here To watch his woods fill up with snow."*

I infer that the poet assumes the owner of the woods would be annoyed and suspicious if he saw someone stopping by his woods, just sitting there staring, even though that someone is not doing anything harmful. This assumption is probably based on the poet's own life experience of how people think. How unfortunate if his assumption is true – that we cannot realize and accept the fact that there are those who stop to admire the beauty of nature.

*"My little horse must think it queer To stop without a farmhouse near"*

The horse is a creature of habit, and apparently the habit of the carriage driver has been to only stop at a place where there are people, and since he cannot speak, the horse communicates his question "Why are we stopping here?" by a shake of his harness.

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*"The only other sound's the sweep Of easy wind and downy flake. The woods are lovely, dark and deep."*

These lines explain what the poet sees and hears, and express his appreciation for the beauty of the woods on this snowy evening and the pleasing sound of snow and wind.

*"But I have promises to keep, And miles to go before I sleep, And miles to go before I sleep."*

I see an analogy (similarity) here to the lives of many of us. If we do manage to take the time to appreciate beauty, in this case, of nature, we cannot tarry too long – we have promises (or obligations) to keep and many things that we must do before we can stop and rest (either literally sleep or eventually die). But by relating a personal experience, the poet implies in this poem that his life, and because he has shared the experience, our lives, will be more enjoyable if we take the time to pause and appreciate nature, and I choose to imply, to appreciate anything that is beautiful.

<sup>1</sup> *The Poetry of Robert Frost*, edited by Edward Connery Lathem, ©1923, ©1969 by Henry Holt and Company, Inc., renewed 1951, by Robert Frost. Reprinted with permission of Henry Holt and Company, LLC.

**You can scan the QR code given below or use the url to access additional EdSearch resources including videos and mobile apps related to *Making Inferences Based on Textual Evidence*.**

**Filters** About 11 results (0.121 seconds)

**Category Filters**

- Questions (3)
- Worksheet (2)
- Apps (1)
- Pins (5)

**Making Inferences Based On Text Evidence - PARCC Practice Tests And Online Assessments - Grade 8 ELA**

**Resource:** Worksheet  
**Test Type:** PARCC  
**Grade:** 8  
**Subject:** ELA

***Making Inferences Based on Textual Evidence***

| URL   | QR Code |
|---|---------|
| <a href="http://www.lumoslearning.com/a/ri81">http://www.lumoslearning.com/a/ri81</a> |         |



Name: \_\_\_\_\_

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### 1. What is an inference?

- Ⓐ an answer that is clearly stated in the text
- Ⓑ a logical conclusion drawn from evidence in a text
- Ⓒ an opinion made from reading a text
- Ⓓ a direct quotation found in the text

### 2. What is the proper way to make a direct citation from a text?

- Ⓐ put the citation in italics
- Ⓑ underline the citation
- Ⓒ put the citation in quotes
- Ⓓ make the citation bold

### 3. What is/are the best way to cite evidence from a text?

- Ⓐ summarize
- Ⓑ paraphrase
- Ⓒ in quotes
- Ⓓ all of the above

Stephen and Joseph Montgolfier were papermakers, but they had been interested in flying for many years. One night, in 1782, Joseph noticed something that gave him an idea. He was sitting in front of the fire when he saw some small pieces of scorched paper being carried up the chimney.

Soon afterwards, the brothers conducted an experiment. They lit a fire under a small silk bag, which was open at the bottom; at once, the bag rose to the ceiling. After this, Stephen and Joseph conducted many more experiments, both indoors and in the open air. Eventually, they built a huge balloon of linen and paper. On June 5th, 1783, they launched their balloon in the village of Annonay.

### 4. What evidence in the passage shows that the Montgolfier brothers discovered how to make a hot air balloon?

- Ⓐ "He was sitting in front of the fire when he saw some small pieces of scorched paper being carried up the chimney."
- Ⓑ "Eventually, they built a huge balloon of linen and paper. On June 5th, 1783, they launched their balloon in the village of Annonay."
- Ⓒ "After this, Stephen and Joseph conducted many more experiments, both indoors and in the open air."
- Ⓓ none of the above



**5. What evidence in the text shows that the Montgolfier brothers launched the first successful hot air balloon?**

- Ⓐ "He was sitting in front of the fire when he saw some small pieces of scorched paper being carried up the chimney."
- Ⓑ "Eventually, they built a huge balloon of linen and paper. On June 5th, 1783, they launched their balloon in the village of Annonay."
- Ⓒ "After this, Stephen and Joseph conducted many more experiments, both indoors and in the open air."
- Ⓓ none of the above

**6. What evidence in the text could lead you to infer that the Montgolfier brothers' experienced some trial and error before successfully launching a hot air balloon?**

- Ⓐ "He was sitting in front of the fire when he saw some small pieces of scorched paper being carried up the chimney."
- Ⓑ "Eventually, they built a huge balloon of linen and paper. On June 5th, 1783, they launched their balloon in the village of Annonay."
- Ⓒ "After this, Stephen and Joseph conducted many more experiments, both indoors and in the open air."
- Ⓓ none of the above

**7. Part A**

**Which specific detail in the above passage describes the first experiment the brothers did?**

- Ⓐ Stephen and Joseph Montgolfier were papermakers, but they had been interested in flying for many years.
- Ⓑ He was sitting in front of the fire when he saw some small pieces of scorched paper being carried up the chimney.
- Ⓒ After this, Stephen and Joseph conducted many more experiments, both indoors and in the open air.
- Ⓓ They lit a fire under a small silk bag, which was open at the bottom; at once, the bag rose to the ceiling.

**7. Part B**

**The reader can tell from the article that Joseph Montgolfier was very observant because**

- Ⓐ He created a balloon from paper and linen.
- Ⓑ He noticed the small pieces of burnt paper being carried up the chimney.
- Ⓒ He found the best location to launch the balloon.
- Ⓓ He was interested in flying.



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## TERRORISM— A CHALLENGE

Terrorism is one of the most serious threats and challenges that the world faces today. It is a war against democracy and a crime against humanity. It has crossed national boundaries and has international ramifications. Terrorism, in a way, is a new challenge to humanity in the 21st century.

Terrorism is violence used by a few unlawful, ruthless, heartless, and senseless criminals against fellow human beings. Terrorists have total disregard for human lives including their own. They commit crimes and cause bloodshed without any sense of guilt. To them, their cause is everything, and others are either for it or against it.

Violence is an essential part of terrorism. Terrorism is a systematic use of violence or the threat of violence to achieve specific goals. It attempts to use violence to cause widespread panic, fear, or terror to achieve its ultimate aim.

### 8. Part A

**According to the above passage what is the most important aspect of terrorism?**

- Ⓐ violence
- Ⓑ democracy
- Ⓒ national unity
- Ⓓ humanity

### 8. Part B

**Which sentence explains who is targeted by terrorism?**

- Ⓐ Terrorism is one of the most serious threats and challenges that the world faces today.
- Ⓑ It is a war against democracy and a crime against humanity.
- Ⓒ Terrorism is violence used by a few unlawful, ruthless, heartless, and senseless criminals against fellow human beings.
- Ⓓ both B and C



The Emperor Penguin is the only penguin species that breeds during the Antarctic winter. It treks 31–75 miles over the ice to breeding colonies, which may include thousands of penguins. The female lays a single egg, which is then incubated by the male while the female returns to the sea to feed; parents subsequently take turns foraging at sea and caring for their chick in the colony. The average lifespan of the Emperor Penguin is 20 years, although observations suggest that some Emperor Penguins may live to 50 years of age.

**9. What evidence in the text could lead you to infer both the male and female penguin share equally in the responsibility of raising the chick?**

- Ⓐ "The average lifespan of the Emperor Penguin is 20 years,"
- Ⓑ "The Emperor Penguin is the only penguin species that breeds during the Antarctic winter."
- Ⓒ "...parents subsequently take turns foraging at sea and caring for their chick in the colony."
- Ⓓ "...some Emperor Penguins may live to 50 years of age."

**10. What evidence in the text tells you what the penguins do to survive in the colony after the chick is born?**

- Ⓐ "The average lifespan of the Emperor Penguin is 20 years,"
- Ⓑ "The Emperor Penguin is the only penguin species that breeds during the Antarctic winter."
- Ⓒ none of the above

Excerpt from the Foreword of **A Princess of Mars** by Edgar Rice Burroughs

My first recollection of Captain Carter is of the few months he spent at my father's home in Virginia, just prior to the opening of the Civil War. I was then a child of but five years, yet I well remember the tall, dark, smooth-faced, athletic man whom I called Uncle Jack.

He seemed always to be laughing; and he entered into the sports of the children with the same hearty good fellowship he displayed toward those pastimes in which the men and women of his own age indulged; or he would sit for an hour at a time entertaining my old grandmother with stories of his strange wild life in all parts of the world. We all loved him, and our slaves fairly worshipped the ground he trod.

He was a splendid specimen of manhood, standing a good two inches over six feet, broad of shoulder and narrow of hip, with the carriage of the trained fighting man. His features were regular and clear cut, his hair black and closely cropped, while his eyes were of a steel gray, reflecting a strong and loyal character, filled with fire and initiative. His manners were perfect, and his courtliness was that of a typical southern gentleman of the highest type.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**11. Based on the evidence in the text, what can you determine about Captain Carter's personality?**

- Ⓐ He was a happy man.
- Ⓑ He was a hard worker.
- Ⓒ He was ready to go to war.
- Ⓓ He was a friendly man.

**12. Based on the evidence in the text what historical event is about to happen?**

- Ⓐ World War II
- Ⓑ World War I
- Ⓒ Civil War
- Ⓓ The Revolutionary war

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# **Answer Key and Detailed Explanations**

## **Chapter 3 Reading: Informational Text**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Lesson 1: Making Inferences Based on Textual Evidence

| Question No. | Answer | Detailed Explanations  |
|--------------|--------|--|
| 1.           | B      | Answer choice B is correct. It is the definition of inference.   |
| 2.           | C      | Answer choice C is correct. The proper way to cite evidence from a text is to put it in quotes.  |
| 3.           | D      | Answer D is the correct choice. All three methods are acceptable ways of citing evidence.  |
| 4.           | A      | Answer choice A is correct because it asked about the discovery, not actually trying to create. Answers B and C both have to do with experimenting, not discovering.   |
| 5.           | B      | Answer choice B is correct because it talks about the success of the experiment. Answer choice A is about the discovery of the idea, and answer choice C is about the trial and error of the experiment.   |
| 6.           | C      | Answer choice C is correct because it talks about how they tried "many more experiments".  |
| 7. Part A    | D      | Answer choice D is correct because it describes the first experiment the Montgolfier brothers did with a silk bag and fire. Answer choice A is incorrect because it provides information about the brothers' interests. Answer choice B is incorrect because it explains how Joseph Montgolfier conceived the idea of using hot air to propel an object. The idea came from an observation, not an experiment. Answer choice C is incorrect because it refers to other experiments, not the first one.   |
| 7. Part B    | B      | Answer choice B is correct because it shows how Joseph observed something as small as pieces of paper floating up the chimney. Answer choice A is incorrect because it describes the materials used to build the balloon. Answer choice C is incorrect because there is no text evidence to support this answer. The passage does not indicate that the Montgolfier's village was the best place to launch their balloon. Answer choice D is incorrect because it simply gives the reader information about Joseph Montgolfier's interest in flying. |

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| Question No. | Answer | Detailed Explanations   |
|--------------|--------|---|
| 8 Part A     | A      | Answer choice A is correct. Text evidence can be found in the last paragraph. Answer choices B, C and D are incorrect because none of these are an important aspect of terrorism. It is important here to look at connotation of each of the answer choices. Answer choice A, violence, has a negative connotation. Answer choices B, C and D all have positive connotations. The key word in the question, terrorism, has a negative connotation, so it stands to reason that the answer choice should also have a negative connotation. |
| 8 Part B     | D      | Answer choice D is correct. Both choices tell the reader that terrorism is a crime against humanity or human beings. Answer choice A is incorrect because it does not explain who is targeted.  |
| 9.           | C      | Answer choice C is correct because it says the parents take turns, which leads readers to believe they are sharing responsibility.  |
| 10.          | C      | Answer C is correct. There is nothing in the text that suggests what the penguins do for survival after the chick is born.  |
| 11.          | A      | Answer choice A is the correct answer because the text states that, "He seemed always to be laughing..." and continued to discuss how he engaged happily with the children. Answers B and C are incorrect because there is no evidence to support those conclusions.  |
| 12.          | C      | Answer C is correct because the text implies that the author met the captain before the civil war began.  |



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Chapter 4 - Language

The objective of the Language standards is to ensure that the student is able to accurately use grade appropriate general academic and domain specific words and phrases related to Grade 8.

To help student master the necessary skills, we encourage the student to go through the resources available online on EdSearch to gain an in depth understanding of these concepts. EdSearch page for each lesson can be accessed with the help of the url or the QR code provided.

Name: \_\_\_\_\_

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## Chapter 4

### Lesson 1: Adjectives and Adverbs

You can scan the QR code given below or use the url to access additional EdSearch resources including videos and mobile apps related to *Adjectives and Adverbs*.

**Filters** About 27 results (0.227 seconds)

**Category Filters**

- Free Lessons (1)
- Apps (21)
- Pins (5)

**Verbals Interactive Notebook Pieces and Scramble: 20 practice sentences for gerunds, participles, and infinitives..**



**Resource:** Pins  
Verbals Interactive Notebook Pieces and Scramble: 20 practice sentences for gerunds, participles, and infinitives...



## *Adjectives and Adverbs*

URL

QR Code

<http://www.lumoslearning.com/a/l81>





Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 1. What is an adjective?

- Ⓐ a word that modifies (describes) a verb
- Ⓑ a word that modifies (describes) a noun in a sentence
- Ⓒ a word that modifies (describes) a sentence
- Ⓓ a word that modifies (describes) descriptive words

### 2. What is an adverb?

- Ⓐ a word that modifies (describes) adjectives
- Ⓑ a word that modifies (describes) verbs
- Ⓒ a word that modifies (describes) adverbs
- Ⓓ a word that modifies (describes) descriptive words

### 3. A lot of people have trouble with the words "good" and "well". See if you can use them correctly in the following sentences by choosing the correct words in correct sequence.

- a) I am \_\_\_\_\_.
- b) Dinner was really \_\_\_\_\_.
- c) They are \_\_\_\_\_ baseball players.
- d) You play really \_\_\_\_\_.

- Ⓐ well, well, good, good
- Ⓑ well, good, well, good
- Ⓒ well, good, good, good
- Ⓓ well, good, good, well

### 4. Choose the correct adjective/ adverb sequence for the following sentences.

- a) I stayed home from school because when I woke up this morning I felt (bad/ badly).
- b) I did (good/ well) on my science test.
- c) I answered the question as (honest/ honestly) as I could.

- Ⓐ bad, good, honest
- Ⓑ badly, well, honestly
- Ⓒ bad, well, honestly
- Ⓓ badly, well, honestly

**5. Which choice is the adverb that correctly completes the following sentence?**

I am very fond of Miss Jenkins; she teaches very \_\_\_\_\_.

- Ⓐ patiently
- Ⓑ patient
- Ⓒ patience
- Ⓓ patiented

**6. Which word is the adverb in the following sentence?**

She picked up the sweet baby very carefully.

- Ⓐ sweet
- Ⓑ very
- Ⓒ carefully
- Ⓓ both B and C

**7. Which word in the following sentence is an adjective?**

After a long afternoon at practice, I am tired, hungry, and dirty.

- Ⓐ tired
- Ⓑ hungry
- Ⓒ dirty
- Ⓓ all of the above

**8. What is the adjective in the following sentence?**

The pretty girl brushed her hair before she went to bed.

- Ⓐ pretty
- Ⓑ girl
- Ⓒ brushed
- Ⓓ hair

**9. What is the adverb in the following sentence?**

He slowly walked towards the elevator on his floor.

- Ⓐ slowly
- Ⓑ elevator
- Ⓒ floor
- Ⓓ walked



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**10. What is the adverb in the following sentence?**

Jimmy sadly walked away after having lost a tough game of baseball.

- Ⓐ sadly
- Ⓑ lost
- Ⓒ tough
- Ⓓ baseball

**11. What is the adjective in the following sentence?**

Greg bounced around the playground, happily playing on his new slide.

**Write your answer in the box given below.**

**12. What is the adverb in the following sentence?**

Greg bounced around the playground, happily playing on his new slide.

**Write your answer in the box given below.**

**13. What is the adjective in the following sentence?**

Bob's mother laughed when she saw her blonde son lazily lounging by the pool.

**Write your answer in the box given below.**

Name: \_\_\_\_\_

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**14. What is the adverb in the following sentence?**

Bob's mother laughed when she saw her blonde son lazily lounging by the pool.

**Write your answer in the box given below.**

**15. What is the adjective in the following sentence?**

Although her husband claims their dog is one of the smartest breeds, Caroline was fairly certain he is mistaken.

**Write your answer in the box given below.**

**16. What is the adverb in the following sentence?**

Although her husband claims their dog is one of the smartest breeds, Caroline was fairly certain he is mistaken.

**Write your answer in the box given below.**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# **Answer Key and Detailed Explanations**

## **Chapter 4: Language**



## Lesson 1: Adjectives and Adverbs

| Question No. | Answer   | Detailed Explanations  |
|--------------|----------|--|
| 1.           | B        | Answer choice B is correct. An adjective describes or modifies a noun in a sentence.   |
| 2.           | D        | Answer choice D is correct. An adverb can modify an adjective, verb, or another adverb in a sentence.  |
| 3.           | D        | Answer choice D is correct. The word "good" is an adjective that is used to describe a person, place, thing, or idea. The word "well" is an adverb that is used to explain how something is done.  |
| 4.           | C        | Answer choice C is correct. In the first sentence, the word "bad" is an adverb describing how the narrator felt. In the second sentence, the word "well" is an adverb describing how the narrator did on a test. In the third sentence, the word "honestly" is an adverb describing how a question was answered. |
| 5.           | A        | Answer choice A is correct. The word "patiently" is an adverb describing how Miss Jenkins teaches.   |
| 6.           | D        | Answer choice D is correct. The words "very" and "carefully" are both adverbs which describe how the baby was picked up.   |
| 7.           | D        | Answer choice D is correct. The adjectives "tired, dirty, and hungry" describe how the narrator feels after a long afternoon at practice.  |
| 8.           | A        | Answer choice A is correct. The word "pretty" is used to describe the girl. The adjective is describing the noun in this sentence.   |
| 9.           | A        | Answer choice A is correct. The adverb is "slowly." It describes how the man walked.   |
| 10.          | A        | Answer choice A is correct. The word "sadly" describes how the narrator walked after a tough baseball game.  |
| 11           | new      | The word "new" describes the slide.  |
| 12           | happily  | The word "happily" describes the very playing.   |
| 13           | blonde   | The word "blonde" describes the son's hair color.  |
| 14           | lazily   | The word "lazily" describes the way her son is lounging in the pool.   |
| 15           | smartest | The word "smartest" is a superlative adjective describing the breed.   |
| 16           | fairly   | The word "fairly" describes how certain Caroline is.   |

# Progress Chart

| Standard    | Lesson                                      | Page No. | Practice |       | Mastered | Re-practice /Reteach |
|-------------|---|----------|----------|-------|----------|----------------------|
|             |   |          | Date     | Score |          |                      |
| <b>CCSS</b> |   |          |          |       |          |                      |
| RL.8.1      | Textual Evidence                            | 11       |          |       |          |                      |
| RL.8.1      | Inferences                                  | 20       |          |       |          |                      |
| RL.8.2      | Theme                                       | 29       |          |       |          |                      |
| RL.8.2      | Objective Summary                           | 39       |          |       |          |                      |
| RL.8.2      | Plot  | 49       |          |       |          |                      |
| RL.8.2      | Setting                                     | 54       |          |       |          |                      |
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| RL 8.3      | Analyzing Literature                        | 66       |          |       |          |                      |
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| RL.8.5      | Compare and Contrast                        | 83       |          |       |          |                      |
| RL.8.6      | Producing Suspense and Humor                | 90       |          |       |          |                      |
| RL.8.7      | Media and Literature                        | 95       |          |       |          |                      |
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| Standard    | Lesson                          | Page No. | Practice |       | Mastered | Re-practice /Reteach |
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| <b>CCSS</b> |                                 |          |          |       |          |                      |
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| L.8.2.B     | Ellipsis                        | 230      |          |       |          |                      |
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| L.8.4.B     | Roots, Affixes, and Syllables   | 252      |          |       |          |                      |
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| L.8.4.D     | Using Context to Verify Meaning | 260      |          |       |          |                      |
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| L.8.5.B     | Relationships Between Words     | 268      |          |       |          |                      |
| L.8.5.C     | Denotations and Connotations    | 273      |          |       |          |                      |
| L.8.6       | Domain Specific Words           | 277      |          |       |          |                      |



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