



*Gourmet Reading
Serving Grade 8*



Appetizers TooTM

Gourmet Curriculum on a Fast Food BudgetTM

Gourmet Curriculum Press, Inc.®

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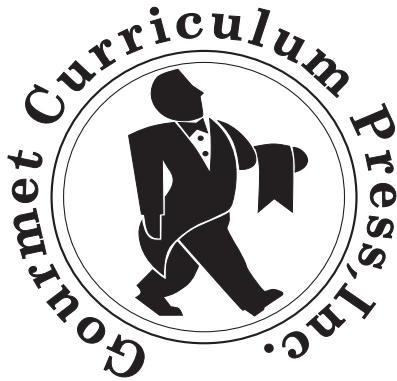


*Appetizers*TM



A unique and innovative feature of Gourmet Curriculum Press is the *Appetizers*. These are short daily warm-ups that, like any good appetizer, are intended to tantalize the students' reading appetites. *Appetizers* were developed to review reading skills continually in a short comprehensive format. *Appetizers* also give the teachers an opportunity to emphasize test-taking strategies and assist in the development of evaluating why or why not an answer is correct or incorrect. GCP believes that it is as important for students to analyze why something is wrong as it is for them to analyze why it is right. Finally, it offers the teacher an alternative form of assessment that evaluates the comprehension reasoning skills and abilities of students. *Appetizers* are intended to be an interactive part of a daily curriculum and never were intended to be used as homework or worksheets. These exercises may be used separately or in tandem with our other curricula *Main Dishes* and *Desserts* books.

It is our hope that our publications will facilitate the best teaching of reading skills tested. We believe that we have produced teacher-and student-friendly materials that not only will help students practice for a test, but that also will aid instructors in teaching reading skills that are necessary to generate competent readers.



*Appetizers*TM

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Using Reading Appetizers:

Model the following procedure and expectations with your entire class for several weeks until students are comfortable with them.

Procedure and Expectations:

- Step 1: Read aloud the definition(s) of the skill(s) presented on each recipe card. The answer keys have the definition of each skill. It is *very important* that the same definition be restated so students hear the same terminology and vocabulary each time the skill is presented.
- Step 2: Read each card's passage from the transparency or Media Presentation.
- Step 3: Next, read and discuss the question. Read each of the possible multiple-choice answers, and discuss whether that choice is a reasonable answer. If it is a possibility, put a question mark next to the letter. If it is a choice that can be eliminated, draw a √ or an X through the letter.
- Step 4: As students eliminate possible answer choices, ask them to use information from the passage to justify their reasoning. This is a critical test-taking skill that *Appetizers* help reinforce.
- Step 5: Continue this process until one or two answers remain. Use direct questioning to prompt students to redirect or fine tune their search for accurate justifications from the text that clarify why an answer is correct or incorrect.
- Step 6: Once a final answer is selected, ask students for verbal justification, specific with information from the text, why this is the best possible answer. Answer keys can be found on the page opposite the question.

After students are comfortable with these expectations, have students complete the recipe cards and record their answers. Using spiral notebooks for this activity allows students to accumulate their daily responses efficiently and simplifies your grading and long-term assessment of their progress.

Procedural Example: Sept. 5 page 14
 Card 1 B
 Card 2 H
 Card 3 A

Texas
ELAR
Reading - Grade 8
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Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
(a)	Introduction			
	For a complete introduction to Texas Administrative Code (TAC), Title 19, Part II Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading, see: http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html			
(b)	Knowledge and skills.			
(1)	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.			
	<ul style="list-style-type: none"> Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. 	N/A		
(2)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			
(A)	<ul style="list-style-type: none"> determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; 	Appetizers p. 5, 12, 20, 42, 44, 45, 58; Appetizers Too p. 17, 55; Main Dishes Context Clues		
(B)	<ul style="list-style-type: none"> use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings; 	Appetizers p. 2, 8, 13, 16, 30, 31, 35, 43; Appetizers Too p. 3, 6, 14, 26, 27, 31, 39, 41, 48; Main Dishes Context Clues		
(C)	<ul style="list-style-type: none"> complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____); 	Appetizers ; Appetizers Too p. 6, 41; Main Dishes Context Clues		

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(D)	<ul style="list-style-type: none"> identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and 	<i>Appetizers</i> p. 5, 12, 20, 42, 44, 45, 58; <i>Appetizers Too</i> p. 17, 55; <i>Main Dishes</i> Context Clues		
(E)	<ul style="list-style-type: none"> use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. 	<i>Appetizers</i> p. 2, 8, 13, 16, 30, 31, 35, 43; <i>Appetizers Too</i> p. 3, 6, 14, 26, 27, 31, 39, 41, 48; <i>Main Dishes</i> Context Clues		
(3)	Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:			
(A)	<ul style="list-style-type: none"> analyze literary works that share similar themes across cultures; 	<i>Appetizers</i> p. 3, 6, 11, 15, 17, 32, 34, 37, 43, 50; <i>Appetizers Too</i> p. 2, 3, 9, 16, 18, 34, 39, 45, 51, 53, 56, 59; <i>Main Dishes</i> Compare and Contrast; Implied Main Idea; Literary Forms and Genres (Fiction)		
(B)	<ul style="list-style-type: none"> compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and 	<i>Appetizers</i> p. 3, 6, 11, 15, 17, 32, 34, 37, 43, 50; <i>Appetizers Too</i> p. 2, 3, 9, 16, 18, 34, 39, 45, 51, 53, 56, 59; <i>Main Dishes</i> Compare and Contrast; Implied Main Idea; Literary Forms and Genres (Fiction)		
(C)	<ul style="list-style-type: none"> explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work. 	<i>Appetizers</i> p. 3, 6, 7, 15, 18, 24, 29, 32, 37, 43, 46, 50, 51, 56; <i>Appetizers Too</i> p. 3, 9, 16, 18, 25, 29, 30, 34, 39, 42, 50, 53, 54, 60; <i>Main Dishes</i> Implied Main Idea; Literary Forms and Genres (Fiction); Story Elements		

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(4)	Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).			
	<ul style="list-style-type: none"> <i>Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).</i> 	<i>Appetizers</i> p. 3, 15, 32, 37, 43, 50; <i>Appetizers Too</i> p. 3, 9, 16, 18, 34, 39, 53; Main Dishes Implied Main Idea; Literary Forms and Genres (Fiction)		
(5)	Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.			
	<ul style="list-style-type: none"> <i>Comprehension of Literary Text/ Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.</i> 	<i>Appetizers</i> p. 7, 21, 40, 41, 53, 55, 60; <i>Appetizers Too</i> p. 1, 11, 14, 40, 46, 60; Main Dishes Evaluate/Make Judgments; Literary Forms and Genres (Fiction)		

<i>Benchmark Number</i>	<i>Benchmark • Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
(6)	Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			
(A)	<ul style="list-style-type: none"> analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved; 	<i>Appetizers</i> p. 1, 4, 5, 6, 7, 8, 10, 12, 14, 15, 16, 18, 20, 22, 24, 25, 29, 30, 33, 35, 36, 37, 38, 39, 40, 41, 44, 45, 46, 47, 49, 50, 51, 53, 54, 55, 56, 59, 60; <i>Appetizers Too</i> p. 2, 5, 8, 11, 12, 13, 15, 17, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30, 33, 34, 35, 37, 38, 42, 46, 47, 49, 50, 51, 52, 54, 57, 58, 60; <i>Main Dishes</i> Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Related Details; Sequential Order; Story Elements; Summarization		
(B)	<ul style="list-style-type: none"> analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and 	<i>Appetizers</i> p. 1, 4, 5, 6, 7, 8, 10, 12, 14, 15, 16, 18, 20, 22, 24, 25, 29, 30, 33, 35, 37, 39, 40, 41, 44, 45, 46, 47, 49, 50, 51, 54, 55, 56, 59, 60; <i>Appetizers Too</i> p. 2, 5, 8, 11, 12, 13, 17, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30, 33, 34, 35, 37, 38, 42, 46, 47, 49, 50, 51, 52, 54, 57, 58, 60; <i>Main Dishes</i> Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Related Details; Story Elements; Summarization		
(C)	<ul style="list-style-type: none"> analyze different forms of point of view, including limited versus omniscient, subjective versus objective. 	<i>Appetizers</i> p. 1, 4, 5, 7, 10, 12, 14, 15, 16, 21, 22, 25, 26, 30, 33, 35, 36, 39, 40, 41, 43, 44, 45, 46, 47, 49, 50, 52, 53, 54, 55, 59, 60; <i>Appetizers Too</i> p. 1, 2, 4, 5, 8, 9, 11, 13, 14, 16, 17, 19, 20, 21, 24, 25, 27, 28, 33, 34, 37, 38, 40, 43, 46, 47, 49, 51, 52, 54, 57, 58, 60; <i>Main Dishes</i> Author's Purpose; Evaluate/Make Judgments; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Related Details		

<i>Benchmark Number</i>	<i>Benchmark • Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
(7)	Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.			
	<ul style="list-style-type: none"> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience. 	<i>Appetizers</i> p. 1, 2, 7, 9, 10, 12, 16, 21, 22, 25, 26, 29, 32, 33, 36, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 55, 59, 60; <i>Appetizers Too</i> p. 1, 2, 4, 5, 6, 8, 9, 10, 11, 13, 14, 16, 17, 19, 20, 24, 25, 27, 29, 33, 34, 36, 37, 38, 40, 43, 45, 46, 49, 51, 52, 54, 57, 60; <i>Main Dishes</i> Author's Purpose; Evaluate/Make Judgments; Literary Devices; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Inferences; Make Predictions		
(8)	Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text.			
	<ul style="list-style-type: none"> Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text. 	<i>Appetizers</i> p. 2, 9, 29, 32, 48, 49, 51; <i>Appetizers Too</i> p. 1, 6, 10, 13, 29, 33, 36, 38, 45; <i>Main Dishes</i> Literary Devices; Literary Forms and Genres (Fiction and Non Fiction)		

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(9)	Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.			
	<ul style="list-style-type: none"> <i>Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.</i> 	<i>Appetizers</i> p. 1, 26, 36, 43, 52, 59; <i>Appetizers Too</i> p. 4, 9, 16, 24, 43, 52; <i>Main Dishes</i> Author’s Purpose; Literary Forms and Genres (Non Fiction)		
(10)	Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:			
(A)	<ul style="list-style-type: none"> <i>summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;</i> 	<i>Appetizers</i> p. 3, 4, 5, 8, 10, 14, 15, 19, 20, 21, 26, 30, 32, 33, 35, 36, 37, 38, 41, 43, 50, 53, 54, 60; <i>Appetizers Too</i> p. 3, 4, 9, 11, 12, 15, 16, 18, 20, 21, 22, 23, 28, 32, 35, 37, 34, 39, 46, 47, 50, 52, 53, 57, 58; <i>Main Dishes</i> Implied Main Idea; Literary Forms and Genres (Non Fiction); Related Details; Sequential Order; Stated Main Idea; Summarization		
(B)	<ul style="list-style-type: none"> <i>distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;</i> 	<i>Appetizers</i> p. 2, 10, 11, 16, 19, 25, 28, 31, 38, 40, 46, 48, 50, 58; <i>Appetizers Too</i> p. 5, 15, 19, 20, 23, 24, 31, 33, 38, 44, 49, 55; <i>Main Dishes</i> Fact and Opinion; Literary Forms and Genres (Non Fiction); Make Generalizations		

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(C)	<ul style="list-style-type: none"> make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and 	<i>Appetizers</i> p. 1, 5, 10, 12, 14, 15, 16, 22, 23, 25, 28, 33, 34, 36, 38, 39, 40, 44, 45, 46, 47, 49, 50, 53, 55, 59; <i>Appetizers Too</i> p. 2, 5, 8, 12, 13, 15, 17, 18, 19, 20, 21, 22, 24, 25, 27, 28, 32, 33, 34, 37, 38, 42, 49, 50, 51, 54, 56, 57; <i>Main Dishes</i> Cause and Effect; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Inferences; Make Predictions; Sequential Order		
(D)	<ul style="list-style-type: none"> synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence. 	<i>Appetizers</i> p. 6, 11, 17, 34; <i>Appetizers Too</i> p. 2, 45, 51, 56, 59; <i>Main Dishes</i> Compare and Contrast; Literary Forms and Genres (Non Fiction)		
(11)	Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:			
(A)	<ul style="list-style-type: none"> compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and 	<i>Appetizers</i> p. 6, 11, 17, 22, 27, 34, 47, 52, 57; <i>Appetizers Too</i> p. 2, 10, 30, 36, 45, 51, 53, 56, 59; <i>Main Dishes</i> Compare and Contrast; Persuasive Devices		
(B)	<ul style="list-style-type: none"> analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts. 	<i>Appetizers</i> p. 22, 27, 47, 52, 57; <i>Appetizers Too</i> p. 10, 30, 36, 53; <i>Main Dishes</i> Persuasive Devices		
(12)	Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:			
(A)	<ul style="list-style-type: none"> analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and 	<i>Main Dishes</i> Complex Directions; Literary Forms and Genres (Non Fiction)		

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(B)	<ul style="list-style-type: none"> evaluate graphics for their clarity in communicating meaning or achieving a specific purpose. 	<i>Appetizers</i> p. 3, 15, 17, 23, 24, 27, 32, 37, 42, 43, 50, 54; <i>Appetizers Too</i> p. 3, 8, 9, 16, 18, 19, 34, 35, 39, 40, 41, 53; <i>Main Dishes</i> Complex Directions; Graphic Organizers; Implied Main Idea		
(13)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:			
(A)	<ul style="list-style-type: none"> evaluate the role of media in focusing attention on events and informing opinion on issues; 	N/A		
(B)	<ul style="list-style-type: none"> interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message; 	<i>Appetizers</i> p. 7, 21, 40, 41, 53, 55, 60; <i>Appetizers Too</i> p.1, 11, 14, 40, 46, 60; <i>Main Dishes</i> Evaluate/Make Judgments		
(C)	<ul style="list-style-type: none"> evaluate various techniques used to create a point of view in media and the impact on audience; and 	N/A		
(D)	<ul style="list-style-type: none"> assess the correct level of formality and tone for successful participation in various digital media. 	<i>Appetizers</i> p. 1, 7, 21, 26, 36, 40, 41, 43, 52, 53, 55, 59, 60; <i>Appetizers Too</i> p. 1, 4, 9, 11, 14, 16, 24, 40, 43, 46, 52, 60; <i>Main Dish</i> Author's Purpose; Evaluate Make Judgments		

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(14)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			
(A)	<ul style="list-style-type: none"> plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; 	<i>Main Dishes Research</i>		
(B)	<ul style="list-style-type: none"> develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; 	<i>Main Dishes Research</i>		
(C)	<ul style="list-style-type: none"> revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed; 	<i>Main Dishes Context Clues; Research</i>		
(D)	<ul style="list-style-type: none"> edit drafts for grammar, mechanics, and spelling; and 	<i>Main Dishes Research</i>		
(E)	<ul style="list-style-type: none"> revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. 	<i>Main Dishes Research</i>		

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(15)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:			
(A)(i)	<ul style="list-style-type: none"> write an imaginative story that sustains reader interest; 	Main Dishes Cause and Effect; Evaluate/Make Judgments; Literary Devices; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Sequential Order; Story Elements		
(A)(ii)	<ul style="list-style-type: none"> write an imaginative story that includes well-paced action and an engaging story line; 	Main Dishes Cause and Effect; Evaluate/Make Judgments; Literary Devices; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Sequential Order; Story Elements		
(A)(iii)	<ul style="list-style-type: none"> write an imaginative story that creates a specific, believable setting through the use of sensory details; 	Main Dishes Cause and Effect; Evaluate/Make Judgments; Literary Devices; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Sequential Order; Story Elements		
(A)(iv)	<ul style="list-style-type: none"> write an imaginative story that develops interesting characters; and 	Main Dishes Cause and Effect; Evaluate/Make Judgments; Literary Devices; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Sequential Order; Story Elements		
(A)(v)	<ul style="list-style-type: none"> write an imaginative story that uses a range of literary strategies and devices to enhance the style and tone; 	Main Dishes Cause and Effect; Evaluate/Make Judgments; Literary Devices; Literary Forms and Genres (Fiction); Make Generalizations; Make Inferences; Make Predictions; Sequential Order; Story Elements		
(B)(i)	<ul style="list-style-type: none"> write a poem using poetic techniques (e.g., rhyme scheme, meter); 	Main Dishes Evaluate/Make Judgments; Implied Main Idea; Literary Forms and Genres (Fiction)		
(B)(ii)	<ul style="list-style-type: none"> write a poem using figurative language (e.g., personification, idioms, hyperbole); and 	Main Dishes Evaluate/Make Judgments; Implied Main Idea; Literary Forms and Genres (Fiction)		
(B)(iii)	<ul style="list-style-type: none"> write a poem using graphic elements (e.g., word position). 	Main Dishes Evaluate/Make Judgments; Implied Main Idea; Literary Forms and Genres (Fiction)		

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(16)	Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.			
	<ul style="list-style-type: none"> <i>Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.</i> 	Main Dishes Literary Forms and Genres (Non Fiction); Make Generalizations; Make Predictions		
(17)	Writing/Expository and Procedural Texts. Students write expository and procedural or work- related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			
(A)(i)	<ul style="list-style-type: none"> <i>write a multi-paragraph essay to convey information about a topic that presents effective introductions and concluding paragraphs;</i> 	Main Dishes Compare and Contrast; Complex Directions; Graphic Organizers; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Predictions; Story Elements		
(A)(ii)	<ul style="list-style-type: none"> <i>contains a clearly stated purpose or controlling idea;</i> 	Main Dishes Compare and Contrast; Graphic Organizers; Make Generalizations; Make Predictions; Story Elements		
(A)(iii)	<ul style="list-style-type: none"> <i>is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</i> 	Main Dishes Compare and Contrast; Graphic Organizers; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Predictions; Story Elements		
(A)(iv)	<ul style="list-style-type: none"> <i>accurately synthesizes ideas from several sources; and</i> 	Main Dishes Compare and Contrast; Graphic Organizers; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Predictions; Story Elements		
(A)(v)	<ul style="list-style-type: none"> <i>uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</i> 	Main Dishes Compare and Contrast; Graphic Organizers; Literary Forms and Genres (Non Fiction); Make Generalizations; Make Predictions; Story Elements		
(B)	<ul style="list-style-type: none"> <i>write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</i> 	Main Dishes Compare and Contrast; Fact and Opinion; Literary Forms and Genres (Non Fiction)		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
(C)	<ul style="list-style-type: none"> write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and 	Main Dishes Literary Forms and Genres (Non Fiction)		
(D)	<ul style="list-style-type: none"> produce a multimedia presentation involving text, graphics, images, and sound using available technology. 	Main Dishes Literary Forms and Genres (Non Fiction)		
(18)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:			
(A)	<ul style="list-style-type: none"> establishes a clear thesis or position; 	Main Dishes Fact and Opinion; Persuasive Devices		
(B)	<ul style="list-style-type: none"> considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and 	Main Dishes Fact and Opinion; Persuasive Devices		
(C)	<ul style="list-style-type: none"> includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion. 	Main Dishes Persuasive Devices		
(19)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:			
(A)(i)	<ul style="list-style-type: none"> use and understand the function of the following parts of speech in the context of reading, writing, and speaking: verbs (perfect and progressive tenses) and participles; 	N/A		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
(A)(ii)	<ul style="list-style-type: none"> use and understand the function of the following parts of speech in the context of reading, writing, and speaking: appositive phrases; 	N/A		
(A)(iii)	<ul style="list-style-type: none"> use and understand the function of the following parts of speech in the context of reading, writing, and speaking: adverbial and adjectival phrases and clauses; 	N/A		
(A)(iv)	<ul style="list-style-type: none"> use and understand the function of the following parts of speech in the context of reading, writing, and speaking: relative pronouns (e.g., whose, that, which); and 	N/A		
(A)(v)	<ul style="list-style-type: none"> use and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., because, since); 	N/A		
(B)	<ul style="list-style-type: none"> write complex sentences and differentiate between main versus subordinate clauses; and 	N/A		
(C)	<ul style="list-style-type: none"> use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses. 	N/A		

<i>Benchmark Number</i>	<i>Benchmark • Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
(20)	Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:			
(A)	• use conventions of capitalization; and	N/A		
(B)(i)	• use correct punctuation marks, including: commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and	N/A		
(B)(ii)	• use correct punctuation marks, including: semicolons, colons, hyphens, parentheses, brackets, and ellipses.	N/A		
(21)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.			
	• Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	N/A		
(22)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:			
(A)	• brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	<i>Main Dishes Sequential Order; Stated Main idea; Research</i>		
(B)	• apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	<i>Main Dishes Sequential Order; Stated Main Idea; Research</i>		

<i>Benchmark Number</i>	<i>Benchmark • Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
(23)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:			
(A)	<ul style="list-style-type: none"> follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies; 	<i>Main Dishes</i> Literary Forms and Genres (Non Fiction); Sequential Order; Stated Main Idea; Research		
(B)	<ul style="list-style-type: none"> categorize information thematically in order to see the larger constructs inherent in the information; 	<i>Main Dishes</i> Graphic Organizers; Implied Main Idea; Literary Forms and Genres (Non Fiction); Sequential Order; Stated Main Idea; Research		
(C)	<ul style="list-style-type: none"> record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and 	<i>Main Dishes</i> Literary Forms and Genres (Non Fiction); Sequential Order; Stated Main Idea; Research		
(D)	<ul style="list-style-type: none"> differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources. 	<i>Main Dishes</i> Literary Forms and Genres (Non Fiction); Sequential Order; Stated Main Idea; Research		
(24)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:			
(A)	<ul style="list-style-type: none"> narrow or broaden the major research question, if necessary, based on further research and investigation; and 	<i>Main Dishes</i> Sequential Order; Stated Main Idea; Research		
(B)	<ul style="list-style-type: none"> utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another. 	<i>Main Dishes</i> Sequential Order; Stated Main Idea; Research		

<i>Benchmark Number</i>	<i>Benchmark • Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
(25)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:			
(A)	<ul style="list-style-type: none"> <i>draws conclusions and summarizes or paraphrases the findings in a systematic way;</i> 	<i>Main Dishes Sequential Order; Stated Main Idea; Research</i>		
(B)	<ul style="list-style-type: none"> <i>marshals evidence to explain the topic and gives relevant reasons for conclusions;</i> 	<i>Main Dishes Sequential Order; Stated Main Idea; Research</i>		
(C)	<ul style="list-style-type: none"> <i>presents the findings in a meaningful format; and</i> 	<i>Main Dishes Sequential Order; Stated Main Idea; Research</i>		
(D)	<ul style="list-style-type: none"> <i>follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</i> 	<i>Main Dishes Sequential Order; Stated Main Idea; Research</i>		
(26)	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:			
(A)	<ul style="list-style-type: none"> <i>listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;</i> 	N/A		
(B)	<ul style="list-style-type: none"> <i>follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and</i> 	N/A		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
(C)	<ul style="list-style-type: none"> summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices. 	N/A		
(27)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.			
	<ul style="list-style-type: none"> Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively. 	Main Dishes Author's Purpose; Persuasive Devices		
(28)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.			
	<ul style="list-style-type: none"> Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues. 	N/A		

Note: Highlighted pages of skills denote the use of a graphic organizer

TAKS OBJECTIVE 1: VOCABULARY/COMPREHENSION STRATEGIES

- 8(b)(2)(A)** Vocabulary - Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes
p. 7, 48, 59
- 8(b)(2) (B, C, D, E)** Context Clues - Draw on experiences to bring meanings to words in context such as interpreting figurative language, [idioms,] multiple-meaning words, and analogies
p. 3, 6, 14, 26, 27, 31, 39, 41, 48
- 8(b)(2)(A)** Vocabulary - Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un-
p. 17, 55
- 8(b)(2)(B)** Vocabulary - Distinguish denotative and connotative meanings
p. 7, 43, 44
- 8(b)(10)(A)** Related Details - Determine a text's main (or major) ideas and how those ideas are supported with details
p. 20, 21, 28, 47, 52, 58
- 8(b)(10)(A)** Stated Main Idea - Determine a text's main (or major) ideas and how those ideas are supported with details
p. 4, 23, 32, 37, 47, 58
- 8(b)(10)(A)** Implied Main Idea - Determine a text's main (or major) ideas and how those ideas are supported with details
p. 3, 9, 16, 18, 34, 39, 53
- 8(b)(10)(A)** Summarization - Paraphrase and summarize text to recall, inform, or organize ideas
p. 11, 12, 22, 35, 46, 57

TAKS OBJECTIVE 2: LITERARY ELEMENTS

- 8(b)(3)(C), 8(b)(6)(A, B)** Story Elements - Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo; Recognize and analyze story plot, setting, and problem resolution; Recognize how style, tone, and mood contribute to the effect of the text
p. 25, 29, 30, 42, 50, 54, 60
- 8(b)(7), 8(b)(8)** Literary Devices - Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
p. 1, 6, 10, 13, 29, 33, 36, 38, 45

TAKS OBJECTIVE 3: ORGANIZATIONAL PATTERNS

- 8(b)(10)
(A, C), Sequential Order - Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information; Analyze ways authors organize and present ideas such as through cause / effect, compare / contrast, inductively, deductively, or chronologically
p. 15, 22, 50
- 8(b)(10)(C) Cause / Effect - Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information; Analyze ways authors organize and present ideas such as through cause / effect, compare / contrast, inductively, deductively, or chronologically
p. 12, 18, 21, 28, 32, 42, 56
- 8(b)(12)(A, B), 8(b)(17)(A)(i) Complex Directions - Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
- 8(b)(3)(A, B), 8(b)(10)(D), 8(b)(11)(A) Compare / Contrast - Find similarities and differences across texts such as in treatment, scope, or organization; Connect, compare, and contrast ideas, themes, and issues across text; Compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants; Analyze ways authors organize and present ideas such as through cause / effect, compare / contrast, inductively, deductively, or chronologically
p. 2, 45, 51, 56, 59
- 8(b)(12)(B) Graphic Organizers - Represent text information in different ways such as in outline, timeline, or graphic organizer
p. 8, 19, 35, 40, 41
- 8(b)(6)(C), 8(b)(7), 8(b)(9), 8(b)(13)(D) Author's Purpose - Identify the purposes of different types of texts such as to inform, influence, express, or entertain; Describe how the author's perspective or point of view affects the text
p. 4, 9, 16, 24, 43, 52

TAKS OBJECTIVE 4: CRITICAL-THINKING SKILLS

- 8(b)(6), 8(b)(7), 8(b)(10)(C) Make Inferences - Draw inferences such as conclusions or generalizations and support them with text evidence [and experience]
p. 5, 25, 27, 37, 49
- 8(b)(6), 8(b)(7), 8(b)(10)(C) Make Generalizations - Draw inferences such as conclusions or generalizations and support them with text evidence [and experience]
p. 19, 20, 24, 33, 38, 49
- 8(b)(6), 8(b)(7), 8(b)(10)(C) Make Predictions - Draw inferences such as conclusions or generalizations and support them with text evidence [and experience]
p. 2, 8, 13, 17, 34, 51, 54, 57
- 8(b)(10)(B) Fact / Opinion - Distinguish fact and opinion in various texts
p. 5, 15, 23, 31, 44, 55
- 8(b)(11)(B) Persuasive Devices - Distinguish fact and opinion in various texts
p. 10, 30, 36, 53
- 8(b)(7), 8(b)(13)(B, D) Evaluate / Make Judgments - Support responses by referring to relevant aspects of text [and his / her own experiences]
p. 1, 11, 14, 40, 46, 60



Serves: 8th grade

Appetizers Too

Up From Slavery

Booker T. Washington was born a slave in 1856. He lived with his family in Virginia, in a one-room shack, and slept on the hard dirt floor. At age five, he began working various jobs for his master. Although he often passed the school building, he was forbidden to go inside. In 1865, soldiers came to the Virginia plantation and told Booker and his family they were free. Together, they moved to Malden, West Virginia where Booker worked in a salt furnace and was finally able to attend school. Soon, his boss hired him to do housework. Because his boss's wife, Viola, liked Booker, she let him read her books and talked to him about furthering his education. Booker worked to earn enough money to attend school in Hampton, Virginia. While there, he was not only a student but also worked as a janitor to help pay for school. Upon graduating in 1875, he began to teach and study at other schools. In 1879, he returned to the Hampton Institute to teach. Eventually, Booker was asked to help start a school in Tuskegee, Alabama. The Tuskegee Institute was successful, and Booker soon became involved in civil rights, stating, "The races could be as separate as the fingers on the hand in all social things. But when the country was in need, the races could work together as one, like the fist."

Literary Devices 8(b)(7), 8(b)(8)

Booker T. Washington's statement about civil rights is an example of—

- | | |
|------------|-------------------|
| A metaphor | B personification |
| C simile | D oxymoron |

Rewrite the statement to have the same meaning, using a different literary device.

Evaluate/Make Judgments 8(b)(7), 8(b)(13)(B, D)

Describe the organizational pattern of the passage and explain how that organization helps support the purpose of the text.

Ingredients For Success



Literary Devices 8(b)(7), 8(b)(8)

Literary devices are figurative or nonliteral words used to help the reader visualize and compare story elements—plot, setting, characters, mood and tone—and are meant to be interpreted imaginatively rather than literally.

C simile

The races are separate fingers on one hand in all social things. When necessary, those races, or fingers, close into one fist and work together. (Metaphor) Accept reasonable responses.

Evaluate/Make Judgments 8(b)(7), 8(b)(13)(B, D)

Evaluate and make judgments is a multipurpose critical thinking skill that incorporates all other comprehension skills in order to produce a text written for a specific purpose. The reader examines the text in order to determine, or judge, whether or not an author has achieved his/her purpose conveying the intended message.

The passage is in sequential order from when Booker T. Washington was a young boy until adulthood. This type of organization helps to show how Booker T. Washington grew from a life of poverty to a life filled with hope and possibility. It shows how he grew into the civil rights fighter of the late 1800s. Accept reasonable responses.



English Animal Tales

In a recent British newspaper, it was reported that a horse who was allergic to hay existed in Coventry County. Just like humans who often develop “hay fever” or an allergy to hay, Teddy, the horse, goes into sneezing fits if any dry hay is in his food or stable. To solve the problem, his owner has replaced hay in his stable with newspaper and washes all hay before Teddy eats it.

In another story from London, it was reported that pigeons are gaining weight because of fast-food. People eating in various parks in the area aren’t properly disposing of their trash and leftovers. The pigeons eat the leftover fast-food items. However, the littering is causing more problems than just overweight birds. It is causing them to breed more. Large quantities of leftovers cause vast numbers of pigeons to gather together, which leads to more breeding. This is causing an overpopulation of pigeons on the streets of London, forcing officials to consider culling, or killing, to keep down the population. Therefore, antilitter campaigns have been added to remind everyone to keep the streets litter free and ultimately the pigeon population reduced.

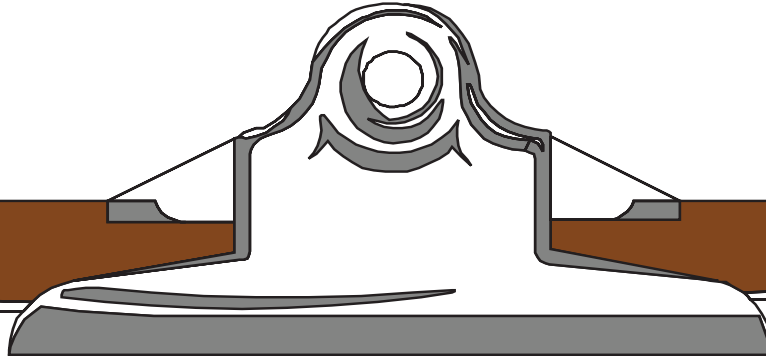
Compare/Contrast 8(b)(3)(A, B), 8(b)(10)(D), 8(b)(11)(A)

Examine the stories of Teddy the horse and the pigeons of London to find a commonality.

Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

Predict possible solutions officials might consider if antilitter campaigns are not successful and culling is a last resort.

Ingredients For Success



Compare/Contrast 8(b)(3)(A, B), 8(b)(10)(D), 8(b)(11)(A)

Comparing and contrasting is a way to show how things are alike and different. When comparing information, look for things that are alike or similar. When contrasting information, look at how things are different or not the same.

Both the horse and the pigeons have health problems; the horse has allergies and the pigeons are overweight.

Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

Making predictions is a skill that requires using what you already know, previous experiences, and facts and details. Then you must apply that information to new situations in order to make logical, well-reasoned predictions about what might happen next.

Accept reasonable responses such as the following. If the antilitter campaign doesn't work, officials might send more sanitation workers to clean the parks more frequently, or they might try to capture and relocate many of the pigeons to the countryside.



Serves: 8th grade

Appetizers Too

The Ultimate Untouchable

In the 1930s, Al Capone ruled Chicago. A gangster, Capone was violent and used weapons and money to bribe others. Then came special agent Eliot Ness. Born in Chicago, Ness had joined the justice department as a special agent in 1928. He lead an elite group designed to uphold the Prohibition Laws of the time. These laws meant no one could sell or make alcohol. Ness and his men were called the “Untouchables” because they refused to be bribed or frightened by mobsters like Al Capone. For over 2 years, Ness and his team worked to stop Capone’s illegal liquor operations. They seized barrels of alcohol, stills, and delivery trucks. Ness went on to become the director of public safety for Chicago, ridding the police force of corrupt officers. In 1945, he switched gears and became a business executive. Though he had many accomplishments, he will always be remembered as an Untouchable.

Implied Main Idea 8(b)(10)(A)

Which of the following is the best main idea for this passage?

- A Eliot Ness defeated Al Capone and his gang.
- B Because of his courage, Eliot Ness made an impact on the city of Chicago.
- C Eliot Ness, since leaving the justice department, has had many other accomplishments.
- D Eliot Ness was called an Untouchable because he wasn’t scared of Al Capone’s gangsters.

Context Clues 8(b)(2)(B, C, D, E)

The word elite most likely means—

- F basic; simple
- G outspoken; articulate
- H best; most powerful
- J bored; uninterested

What words or phrases from the passage support this definition?

Ingredients For Success

Implied Main Idea 8(b)(10)(A)

The implied main idea of a paragraph or text is the theme or topic to which all other paragraphs, sentences, and details directly support. The implied main idea is not stated or written directly.

B Because of his courage, Eliot Ness made an impact on the city of Chicago.

Context Clues 8(b)(2)(B, C, D, E)

Context clues, such as multiple-meaning words, figurative language, and analogies, will aid the reader in clarifying, specifying, or determining the meaning of unfamiliar words. These clues can be found within the sentences or in surrounding sentences.

H best; most powerful
special agent, uphold . . . Laws of the time, called the "Untouchables"



Serves: 8th grade

Appetizers Too

The Big Easy

Dear Pop,

We've been in New Orleans for a few days now and I must say, this is one interesting place! In fact, I found out yesterday that New Orleans is sometimes called America's Most Interesting City. So far, we've heard a jazz band play, had crawfish etouffé and jambalaya, and visited the French Quarter. It is so cool there! We went to all of these antique shops with all kinds of strange, dusty furniture, and we even saw some place called the Presbytère, which is historical, I think. I am most excited about tomorrow—it is the start of Mardi Gras, and I can't wait to see the parade and floats! Hey Pop, did you know down here they don't bury people down in the ground? They say it rains and floods so much that they can't do that—so they bury them above ground! It's really strange. I wish you were here to see Ole Muddy and the city, Pop. Don't worry, I'll take lots of pictures!

Love, Anna

Author's Purpose 8(b)(6)(C), 8(b)(7), 8(b)(9), 8(b)(13)(D)

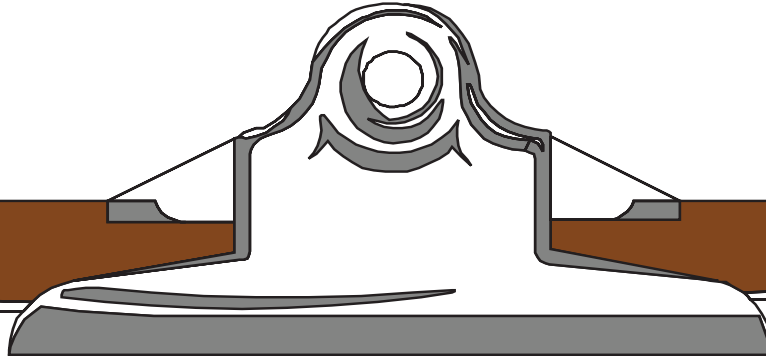
The main purpose of this passage is—

- A to entertain the reader with a fictional story
- B to persuade the reader to visit New Orleans
- C to inform the reader of some attractions in New Orleans
- D to explain to the reader how to travel to New Orleans

Stated Main Idea 8(b)(10)(A)

Locate and write down the main idea of the passage. List two details which support this main idea.

Ingredients For Success



Author's Purpose 8(b)(6)(C), 8(b)(7), 8(b)(9), 8(b)(13)(D)

An author's purpose is the reason an author decides to write about a specific topic. Once a topic is selected, the author must decide whether his purpose for writing is to inform, persuade, entertain, or explain his ideas to the reader.

C to inform the reader of some attractions in New Orleans

Stated Main Idea 8(b)(10)(A)

The main idea of a paragraph or text is the theme or topic which all other paragraphs, sentences, and details directly support.

In fact, . . . New Orleans is sometimes called America's Most Interesting City.

Details: Mardi Gras parade, Presbytère, above-ground cemeteries

Accept reasonable responses.



Serves: 8th grade

Appetizers Too

Nosebleeds

Have you ever gotten a nosebleed? Perhaps you were playing sports and accidentally got hit or kicked in the face. Maybe you ran into a door or fell off your bike. Either way, most of us have experienced the unpleasant feeling of a bloody nose. The reason nosebleeds occur is because the blood vessels in your nose are easily broken. In winter, dry air causes the thin membrane in your nose to dry out, making nosebleeds even more common.

You might have learned that the best way to stop a nosebleed is to pinch your nose and tilt your head back. However, it is better to tilt your head forward while pinching your nose. This way the blood doesn't drain down your throat. Most nosebleeds stop after ten minutes or so; if the bleeding doesn't stop, you should call a doctor immediately.

Fact/Opinion 8(b)(10)(B)

Which of the following statements is a fact?

- A *The reason nosebleeds occur is because the blood vessels in your nose are easily broken.*
- B *You might have learned that the best way to stop a nosebleed is to pinch your nose and tilt your head back.*
- C *However, it is better to tilt your head forward while pinching your nose.*
- D *Maybe you ran into a door or fell off your bike.*

Make Inferences 8(b)(6), 8(b)(7), 8(b)(10)(C)

Why do people with nosebleeds pinch their nose?

Ingredients For Success



Fact/Opinion 8(b)(10)(B)

Facts can be verified (proven) through observation, official records, or scientific observation. Opinions cannot be directly verified.

A *The reason nosebleeds occur is because the blood vessels in your nose are easily broken.*

Make Inferences 8(b)(6), 8(b)(7), 8(b)(10)(C)

Making an inference requires reading information, combining it with what you already know, and making a final decision about what has happened.

Putting pressure on any area which is bleeding will help to stop the bleeding.
Accept reasonable answers.



Serves: 8th grade

Appetizers Too

Florence's Morning

Florence awoke at six-thirty, as always, on a Friday in early December. Heavy, stiff and graceless, she pushed herself out of bed and padded through the living room into the kitchen. She stumbled onto the back porch, opened the screen door a crack, and fumbled for the milk carton on the stoop. Not until she straightened did her china-blue eyes begin to discern movement in the hushed gray world around her. A jerky-tailed squirrel darted out on the longest limb of her grapefruit tree. Sir Percy, her enormous yellow cat, rose from his burlap couch behind the hot water heater, arched his back, stretched, and rubbed his shoulders on her flannel robe. The African lovebirds rhythmically swayed, heads pressed together, on the swing in their cage. She addressed the lovebirds: "Good morning, Anthony. Good morning, Cleo." Their eyes, spectacularly ringed in white, as if embedded in mint Life Savers, blinked at her. Anthony shook his green and yellow plumage and rasped a greeting.

Frank, Pat. Alas Babylon. New York: HarperPerennial, 1959. p. 1-2.

Literary Devices 8(b)(7), 8(b)(8)

Identify the simile in the passage and explain what two items are being compared.

Context Clues 8(b)(2)(B, C, D, E)

Examine the analogy below. Then choose the pair of words with a relationship similar to that of the given analogy.

discern : perceive

F disable : rehabilitate

G disclose : withhold

H disregard : neglect

J disprove : validate

Ingredients For Success



Literary Devices 8(b)(7), 8(b)(8)

Literary devices are figurative or nonliteral words used to help the reader visualize and compare story elements—plot, setting, characters, mood and tone—and are meant to be interpreted imaginatively rather than literally.

Their eyes, spectacularly ringed in white, as if embedded in mint Life Savers, blinked at her. The author compares the eyes of the lovebirds to mint lifesavers.

Context Clues 8(b)(2)(B, C, D, E)

Context clues, such as multiple-meaning words, figurative language, and analogies, will aid the reader in clarifying, specifying, or determining the meaning of unfamiliar words. These clues can be found within the sentences or in surrounding sentences.

H disregard : neglect



Serves: 8th grade

Appetizers Too

X-Men

Did you know X-men comics first started in the 1960s? Stan Lee and Jack Kirby collaborated to create a group of teenage mutants—each of whom possessed a special power. Brought together by Professor X were:

- Cyclops—had eyes which sent out a powerful blasting beam
- The Angel—had real wings
- Iceman—could hurl snow and ice bombs
- The Beast—looked apelike but was well-spoken and had incredible strength
- Marvel Girl—was capable of levitation and making force fields

Though the books struggled for several years, a second version, started in 1977, was better received. This version has since made the X-men stories the most successful line of comic books.

Structural Analysis 8(b)(2)(A)

The word collaborate is based on the Latin root, “laborare,” which means “to work.” Therefore, collaborate probably means—

- | | |
|----------------------|--------------------------------|
| A to work extra hard | B to work together |
| C to work by oneself | D to work in a foreign country |

What information from the passage helps to determine the meaning?

Denotative and Connotative Meanings 8(b)(2)(B)

Which of the following statements is more flattering than a group of teenage mutants?

- F a group of bizarre teenagers
- G a group of weird teenagers
- H a group of freakish teenagers
- J a group of eccentric teenagers

Give an explanation for your answer.

Ingredients For Success



Structural Analysis 8(b)(2)(A)

Structural analysis is a word identification strategy that uses knowledge of Greek and Latin roots and prefixes and suffixes in order to determine the meanings of new words.

B to work together

The passage says that Stan Lee and Jack Kirby collaborated, which most likely means they worked together. Accept reasonable responses.

Denotative and Connotative Meanings 8(b)(2)(B)

Connotation is a word's figurative or emotional meaning. Denotation is the literal meaning of a word.

J a group of eccentric teenagers

Answer choices F, G, and H seem rather mean and cruel, where as answer J seems like the writer is attempting to give a nicer description of the X-men creatures. Accept reasonable responses.



Serves: 8th grade

Appetizers Too

Classroom Conversation

Teacher: So students, as you look at the images of the planets and their moons, what can you tell me?

Student #1: The big moon around Jupiter is Ganymede.

Teacher: That's right. Can anyone add to that information?

Student #2: Ganymede is the largest moon in the solar system.

Teacher: Good. Can we get even more specific?

Student #3: It's larger than Mercury and Pluto.

Teacher: Excellent! You're exactly right. The moon itself is made of several different layers. Part of it, the upper 1/3, is ice. Below that are rock and minerals, and the inner core is mostly iron.

Student #1: Why is it lighter on one side than the other?

Teacher: Ganymede has equal amounts of bright and dark terrain. The dark areas are ice and dark rock. They have lots of craters and large cracks. The bright terrain is mostly water and ice and has much fewer craters and cracks.

BBBBRRRRRINNNNGGGG!!!!!!!

Teacher: That's it for today. Study tonight—there will be a quiz tomorrow on the planets!

Graphic Organizers 8(b)(12)(B)

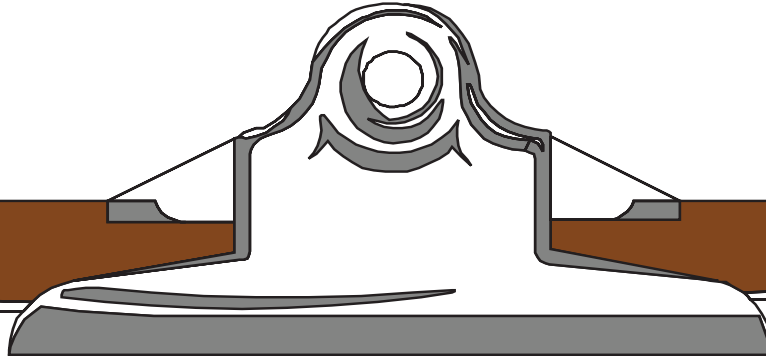
The three topics about Ganymede to include in a graphic organizer are—

- A** craters, Jupiter, and size
- B** planets, moons, and terrain
- C** location, temperature, and light
- D** size, layers, and terrain

Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

Predict why parts of Ganymede are covered with craters.

Ingredients For Success



Graphic Organizers 8(b)(12)(B)

Graphic organizers are calendars, charts, graphs, flow charts, story maps and/or outlines used to present written information in a way so that the reader will better understand and interpret that information.

D size, layers, and terrain

Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

Making predictions is a skill that requires using what you already know, previous experiences, and facts and details. Then you must apply that information to new situations in order to make logical, well-reasoned predictions about what might happen next.

The moon has been hit by asteroids and meteors over time which have created craters on its surface; accept reasonable answers.



Serves: 8th grade

Appetizers Too

Goya – An Artistic Life

1746—Francisco de Goya—born Fuendetodos, Spain

1759—Apprentice to Master painter José Luzán

1770—Left for Italy to find success

Studied in Rome and Parma—learned fresco painting techniques

1771—Won 2nd place in competition—Parma’s Academy of Fine Arts

Returned to Spain

Commissioned to produce six paintings for the Palace de Sobradiel

Won a competition to paint frescoes for the Cathedral of El Pilar

1773—Married Josefa Bayeu

Completed a project for the Monastery of Aula Dei

1774—Moved to Madrid

Worked at the royal tapestry making drawings which were then created on wool

1786—Named painter to the King

1792—Left deaf by a serious illness

1795-1797—Served as director of painting at the Royal Academy

1824—Served the French in the Spanish war for independence then voluntarily moved to France

1828—Died in France on April 16

Implied Main Idea 8(b)(10)(A)

Create an implied main idea statement for the timeline.

Author’s Purpose 8(b)(6)(C), 8(b)(7), 8(b)(9), 8(b)(13)(D)

Explain how the text feature used here supports the author’s purpose.

Ingredients For Success



Implied Main Idea 8(b)(10)(A)

The implied main idea of a paragraph or text is the theme or topic to which all other paragraphs, sentences, and details directly support. The implied main idea is not stated or written directly.

Francisco de Goya was a talented painter who worked for kings and taught others the art of painting. Accept reasonable answers.

Author's Purpose 8(b)(6)(C), 8(b)(7), 8(b)(9), 8(b)(13)(D)

An author's purpose is the reason an author decides to write about a specific topic. Once a topic is selected, the author must decide whether his purpose for writing is to inform, persuade, entertain, or explain his ideas to the reader.

The author's purpose is to inform the audience of important events in the life of Francisco de Goya. Therefore, using a timeline to show these events helps the reader to better understand the information in the passage and provides the reader with a visual image of important dates.



Serves: 8th grade

Appetizers Too

Your Own Open Mike Night

Want a fun way to spend a Friday night with your friends? Try organizing an open mike night! If you have a karaoke machine, then you're well on your way, but even if you don't, you can improvise. As long as you have a sense of humor, open mike night can't be bad! Give your friends a chance to do magic tricks, tell jokes, sing, or even just lip sync. What fun it will be to have your very own "stage" and an "audience" of adoring fans. With a karaoke machine, the party gets even better as all your friends get up and sing their hearts out. Soon everyone will be trying their own open mike night—shouldn't you join the crowd? Even such celebrities as Micky McMickerson and Barbie Dahl have thrown open mike parties—don't let this new craze pass you by!

Persuasive Devices 8(b)(11)(B)

Which of the following statements is an example of the Bandwagon technique?

- A *As long as you have a sense of humor, open mike night can't be bad!*
- B *What fun it will be to have your very own "stage" and an "audience" of adoring fans!*
- C *Soon everyone will be trying their own open mike night—shouldn't you join the crowd?*
- D *Even such celebrities as Micky McMickerson and Barbie Dahl have thrown open mike parties . . .*

Justify your answer. _____

Literary Devices 8(b)(7), 8(b)(8)

An example of an idiom in the passage is—

- F *. . . you're well on your way*
- G *. . . your friends get up and sing their hearts out.*
- H *. . . the party gets even better . . .*
- J *. . . don't let this new craze pass you by!*

Ingredients For Success

Persuasive Devices 8(b)(11)(B)

Persuasive devices are tools or methods, such as Name-Calling, Plain-Folks Talk, Testimonial, Bandwagon, Glittering Generalities, and Card Stacking, an author uses for the purpose of changing or swaying the reader's mind or convincing the reader to take some type of action.

C *Soon everyone will be trying their own open mike night —shouldn't you join the crowd?*

The statement says "everyone" will join and entices the reader to avoid being left out, or being the only one not participating. Accept reasonable responses.

Literary Devices 8(b)(7), 8(b)(8)

Literary devices are figurative or nonliteral words used to help the reader visualize and compare story elements—plot, setting, characters, mood and tone—and are meant to be interpreted imaginatively rather than literally.

G *... your friends get up and sing their hearts out.*



Fairies

Fairies have long been a part of European folklore. In some stories, fairies perform good deeds while in other stories they are mischievous and cruel. Some kinds of fairies and their origin include pixies, in England; goblins, in France; and elves and trolls, in Scandinavia. According to legend, Oberon and Titiana were the King and Queen of the fairies; they were often mentioned in Shakespeare's plays. Fairies make themselves invisible to humans, except when a person steps into a fairy ring. These rings, dark green circles, were thought to be found in fields and meadows. Since fairies greatly enjoyed dancing, these rings were often used as dancing rings. Although no one knows how fairy legends began, some say they began as stories of ancient spirits of nature found in mountains, streams, and trees. Others think they were created to explain strange incidences. For instance, if a milking cow goes dry or a chicken stops laying eggs, it must be the work of a fairy.

Summarization 8(b)(10)(A)

Which of the following statements from the passage is elaborative?

- A *Fairies have long been a part of European folklore.*
- B *Some kinds of fairies and their origin include pixies . . . goblins . . . and elves . . .*
- C *. . . they were often mentioned in Shakespeare plays . . .*
- D *These rings, dark green circles, were thought to be found in fields and meadows.*

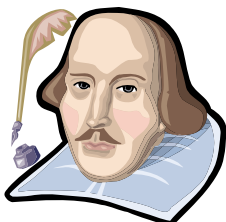
Evaluate/Make Judgments 8(b)(7), 8(b)(13)(B, D)

Which of the following images would best enhance the passage?

F



H



G



J



Ingredients For Success

Summarization 8(b)(10)(A)

Summarization is the action of restating in a concise form what the author has said. The main idea of the passage must be retained, but elaboration should be eliminated.

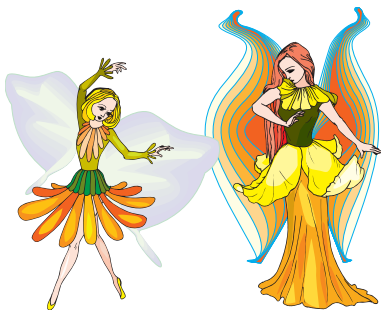
B *Some kinds of fairies include pixies . . . goblins . . . and elves. . .*

While C may seem like an obvious answer, this information is actually not at all related to the topic. The information in B is an elaborative statement because it gives additional information about fairies.

Evaluate/Make Judgments 8(b)(7), 8(b)(13)(B, D)

Evaluate and make judgments is a multipurpose critical thinking skill that incorporates all other comprehension skills in order to produce a text written for a specific purpose. The reader examines the text in order to determine, or judge, whether or not an author has achieved his/her purpose conveying the intended message.

J





Serves: 8th grade

Appetizers Too

The Deepest Lake

Lake Baikal (by kahl) is the deepest lake in the world—5,315 feet deep. It contains more water than any other freshwater lake and is older than most lakes as well. Located in southeastern Siberia, the lake is 395 miles long and 49 miles wide. It is so deep and so large that it would take all the major rivers of the world, including the Orinoko, Amazon, Thames, and Seine, a year to fill its basin. Formed over 25 million years ago, this area is home to over 1,500 kinds of wildlife, some of which are found only near Lake Baikal. For instance, the Baikal seal is found nowhere else. Sables, mammals related to the weasel, also exist here along with many birds and fish.

Though no one knows exactly how the lake was formed, scientists want to make sure it is protected. It was designated a National Park in 1967 and since then has maintained its quiet existence in the wilds of Siberia.

Summarization 8(b)(10)(A)

Create a two-sentence summary of the passage.

Cause and Effect 8(b)(10)(C)

Which statement best completes this cause-effect sequence?
Because the lake is home to many kinds of wildlife, —

- F *Lake Baikal is the deepest lake in the world*
- G *Sables . . . exist here . . . with many birds and fish*
- H *. . . scientists want to make sure it is protected*
- J *It . . . has maintained its quiet existence in the wilds of Siberia*

Ingredients For Success

Summarization 8(b)(10)(A)

Summarization is the action of restating in a concise form what the author has said. The main idea of the passage must be retained, but elaboration should be eliminated.

Lake Baikal, located in Siberia, is the deepest lake in the world. It is a National Park and home to over 1,500 kinds of wildlife. Accept reasonable responses.

Cause and Effect 8(b)(10)(C)

Cause and effect is a progression of ideas an author uses to organize text in order for the reader to synthesize important information. The first event is the cause, or the reason something happens, and the second event is the effect, or the result of the cause.

H . . . scientists want to make sure it is protected



Serves: 8th grade

Appetizers Too

Lost and Found

On February 16, 1945, the German luxury ship *The Steuben* was hit by a torpedo blast from a Soviet attack. 4,500 people drowned as the boat, carrying German refugees and wounded soldiers, sunk to the bottom of the Baltic Sea. Sixty years later, divers found the remains of that ship—diving twice as deep as conventional scuba divers. They headed into the dark stomach of the gray and gloomy Baltic. As writer Marcin Jamkowski describes his experience viewing the sunken ship up close, he states, “When I peeked inside through the large, smashed windows, what surprised me most was the complete emptiness: no ship equipment, no baggage thrown around, nothing.” The few items that remain, the steering wheel, telegraph, and anchor, stand as a symbol of the tragic legacy of a grand ship on a mission of mercy.

Jamkowski, Marcin. “Ghost Ship Found.” *National Geographic* Ed. William Cullen. Feb. 2005: 36.

Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

Which of the following best explains why there was nothing in the ship when it was found?

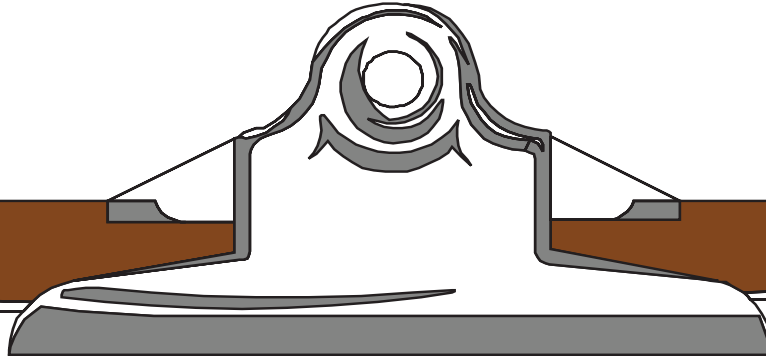
- A The rushing waters of the Baltic Sea had swept everything away.
- B The passengers aboard the ship had little to no baggage with them in the first place.
- C Others reached the ship first and took everything they could carry.
- D As people tried to get off of the ship, they took their luggage with them.

Justify your answer choice. _____

Literary Devices 8(b)(7), 8(b)(8)

Identify and write down the example of personification found in the passage. How is this an example of personification?

Ingredients For Success



Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

Making predictions is a skill that requires using what you already know, previous experiences, and facts and details. Then you must apply that information to new situations in order to make logical, well-reasoned predictions about what might happen next.

B The passengers aboard the ship had little to no baggage with them in the first place.

The German refugees and wounded soldiers would be carrying very little baggage because of their circumstances.

Note: If students can cite text evidence supporting a different answer choice, then accept alternate answers.

Literary Devices 8(b)(7), 8(b)(8)

Literary devices are figurative or nonliteral words used to help the reader visualize and compare story elements—plot, setting, characters, mood and tone—and are meant to be interpreted imaginatively rather than literally.

They headed into the dark stomach of the gray and gloomy Baltic. The statement gives lifelike characteristics (a stomach) to the Baltic Sea. Accept reasonable responses.



Serves: 8th grade

Appetizers Too

A Sea on Land

The Salton Sea, in California, was created in 1905. During a spring flood, the Colorado River “blew out” an unprotected canal, and the water poured into a depression called the Salton Sink. Two years later, the river was routed back to its river bed leaving behind California’s largest lake. These days, the lake is the center of much contention among locals. While most lakes located in the deserts of California would have dried up, the Salton is fed by the runoff of irrigation systems from nearby farms.

Recently, the government has taken the water from the Colorado River, which used to go to the farms. They have transferred it to the many new office developments being built in San Diego. Therefore, farms don’t have water for irrigation, and subsequently, there is no runoff to keep the Salton Sea alive. Taking away all this water from one of the few California wetlands could create several adverse reactions. First, the fish living in the lake will die. Second, the dust from the lake bed, which is filled with pesticides, heavy metals, and salts, could ruin the valleys surrounding it. Farmers are fighting to get their irrigation water back while the government wants to continue sending the water to San Diego. So what’s the outcome? No one yet knows, but Californians on both sides have about a year to keep fighting before a settlement is finally made.

Evaluate/Make Judgments 8(b)(7), 8(b)(13)(B, D)

Describe the two purposes found within this article. Decide if the dual purposes are effective within the passage. _____

Context Clues 8(b)(2)(B, C, D, E)

Examine the dictionary entry below for depression. Then choose the definition which best fits the meaning in the passage.

depression /dē presh’ ən/ *n* 1. a hollow or low place 2. low spirits; dejection 3. a condition marked by hopelessness 4. a period of reduced business, much unemployment, etc.

F Definition 1

G Definition 2

H Definition 3

J Definition 4

Ingredients For Success



Evaluate/Make Judgments 8(b)(7), 8(b)(13)(B, D)

Evaluate and make judgments is a multipurpose critical thinking skill that incorporates all other comprehension skills in order to produce a text written for a specific purpose. The reader examines the text in order to determine, or judge, whether or not an author has achieved his/her purpose conveying the intended message.

The purposes are to inform the reader of the Salton Sea's history and inform about the ongoing argument between farmers and the government. Accept reasonable answers as to the effectiveness of dual purposes within the passage.

Context Clues 8(b)(2)(B, C, D, E)

Context clues, such as multiple-meaning words, figurative language, and analogies, will aid the reader in clarifying, specifying, or determining the meaning of unfamiliar words. These clues can be found within the sentences or in surrounding sentences.

F Definition 1



Dining With the Dead

The year was 1340 B.C., and King Idanda of Qatna, a small city in Syria, was facing a serious problem—a great army was marching towards his kingdom. So he ordered his men to make more swords and armor and fortify the walls. Then, as was probably customary during this time, he decided to share a meal with his family—his dead ancestors. This tradition, which took place every 29th day of the lunar cycle, the night of the new moon, was lead by a family's eldest son, in this case, King Idanda. First he led the way into the catacombs or antechamber three stories below ground, followed by his family and priests. Food was then passed hand-to-hand down into the antechamber. Once all the food had been passed down to the priests, the King would lead the way into the main chamber, making sure not to disturb any remains. Next the priests served the meal. Before eating, King Idanda would summon the spirits and ask them to bless him. Unfortunately, on this particular day, as King Idanda and his family shared their meal with ancestors, the walls of Qatna were scaled by the enemy troops. The whole town was destroyed, leaving Idanda and his ancestors permanently united.

Sequential Order 8(b)(10)(A, C)

Identify words and phrases in the passage that help the reader understand how the text is organized.

Fact/Opinion 8(b)(10)(B)

Identify facts that support the following opinion. *Unfortunately, on this particular day, as King Idanda and his family shared their meal . . .*

Ingredients For Success

Sequential Order 8(b)(10)(A, C)

Sequential order is the order or the progression in which events occur.

Words such as *so he ordered his men . . . , Then, as was customary . . . , First he led the way . . . , Next the priests . . . Before eating . . .* help the reader see that the passage is in sequential order.

Fact/Opinion 8(b)(10)(B)

Facts can be verified (proven) through observation, official records, or scientific observation. Opinions cannot be directly verified.

The walls of Qatna were scaled by the enemy troops; the whole town was destroyed.



Serves: 8th grade

Appetizers Too

Giving Credit Where Credit Is Due

Do you want to know the zip code in the U.S. with the smallest population of people? 19886. No one lives there! This zip code, located in Wilmington, Delaware, is used by several major credit card companies; each day they receive enough mail to fill an SUV. Credit cards were first dreamed up in 1949, when Frank McNamara, a business man, found himself in New York City without his wallet, trying to pay for dinner. He thought of the credit card right then and founded the Diner's Club the very next year. Unfortunately, many Americans today are in debt because of credit cards. Remember, while it may seem like "free money" at first, paying for a \$20 video game with a credit card could end up costing you \$75! What is the best action to take when you start getting credit card applications? Feed your paper shredder until you think you can handle the responsibility.

Implied Main Idea 8(b)(10)(A)

This passage is mostly about—

- A zip code 19886
- B Wilmington, Delaware
- C the Diner's Club
- D credit cards

What information from the passage supports this?

Author's Purpose 8(b)(6)(C), 8(b)(7), 8(b)(9), 8(b)(13)(D)

Explain the author's purpose in this passage.

Ingredients For Success

Implied Main Idea 8(b)(10)(A)

The implied main idea of a paragraph or text is the theme or topic to which all other paragraphs, sentences, and details directly support. The implied main idea is not stated or written directly.

D credit cards

credit cards were first created, people are in debt, how to handle applications

Author's Purpose 8(b)(6)(C), 8(b)(7), 8(b)(9), 8(b)(13)(D)

An author's purpose is the reason an author decides to write about a specific topic. Once a topic is selected, the author must decide whether his purpose for writing is to inform, persuade, entertain, or explain his ideas to the reader.

The author is mainly trying to inform the reader about credit cards and persuade the reader to wait until he/she is responsible enough to handle a credit card.
Accept reasonable responses.



Serves: 8th grade

Appetizers Too

Amazing Adventure Jobs

Ever wonder how the photographers and videographers for the National Geographic Society get such amazing shots of animals and reptiles? It doesn't appear easy. For *National Geographic Magazine's* story, "The Rain Forest in Rio's Backyard," a photographer and a botanist flew in a helicopter to the mountains around Rio. They were there to photograph the Brazilian Amaryllis—a rare pink/purple flower. However, when a storm rolled in, the helicopter couldn't return for them, and they had to spend half a day trekking down a rain forest mountain!

While making National Geographic's new film *Roar: Lions of the Kalahari*, a filmmaker and a cameraman lived for 18 months with a pride of lions. The filmmaker knew he had to make the lions feel at ease around movie equipment. His plan worked. After so many months of being near humans, the lions would actually use the cameraman and filmmaker for cover when stalking their prey!

Determine Meanings of Derivatives 8(b)(2)(A)

The word botanist uses a suffix which means "one who does, is, believes, or studies;" therefore, a botanist is probably one who—

- A believes in rain forests
- B studies plants and flowers
- C is interested in traveling
- D photographs plants in rain forests

Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

The filmmakers of the National Geographic Society have decided to create a new film called *Forces of Nature*. Which of the following best explains how they will probably best prepare for this movie about natural disasters?

- F The filmmakers will probably read many articles and books on different disasters like volcanic eruptions and tornados.
- G The filmmakers will most likely send out crews to get firsthand experience and footage of natural disasters.
- H The filmmakers will probably make use of special effects to create hurricanes and earthquakes.
- J The filmmakers will most likely take classes in meteorology to determine what weather patterns cause different disasters.

Ingredients For Success



Determine Meanings of Derivatives 8(b)(2)(A)

Prefixes and suffixes are letters that, when combined with a root word, form a new meaning for the root word. These new words are called derivatives. A prefix will only modify the meaning of the root word, whereas a suffix will change the root word's part of speech as well as its meaning.

B studies plants and flowers

Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

Making predictions is a skill that requires using what you already know, previous experiences, and facts and details. Then you must apply that information to new situations in order to make logical, well-reasoned predictions about what might happen next.

G The filmmakers will most likely send out crews to get firsthand experience and footage of natural disasters.



New Rodent Discovered!

Robert Timmins of the Wildlife Conservation Society was in Laos, a country in Southeast Asia, when he made a startling discovery. While shopping in an open-air market, he came across a furry rodent being sold as a snack. As it turned out, this rodent is different from any other scientists have seen. Called kha-nyou by locals, it has long whiskers, short legs, and a long furry tail. Though the creature seems similar to a guinea pig or chinchilla, scientists say it's different enough to be considered a new species. After studying the creature, scientists now know that it is nocturnal and is a vegetarian. It also does not give birth to a litter of offspring, but to one baby at a time. It is found in the rocky outcrops of Laos and probably evolved millions of years ago from other rodent families.

Implied Main Idea 8(b)(10)(A)

Examine the supporting statements below. Then create a main idea statement for the passage.

- has long whiskers, short legs, furry tail
- similar to a guinea pig or chinchilla
- nocturnal, vegetarian
- new species

Cause and Effect 8(b)(10)(C)

Complete the cause-effect chart below.

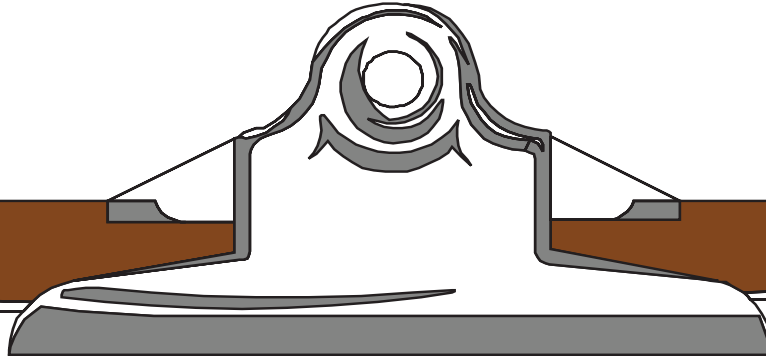
Cause:

Effect:

Robert Timmins discovered
a new species of rodent.

How can this cause-effect sequence help to move the story forward?

Ingredients For Success



Implied Main Idea 8(b)(10)(A)

The implied main idea of a paragraph or text is the theme or topic to which all other paragraphs, sentences, and details directly support. The implied main idea is not stated or written directly.

The kha-nyou is a new species of rodent similar to a guinea pig. Accept reasonable answers.

Cause and Effect 8(b)(10)(C)

Cause and effect is a progression of ideas an author uses to organize text in order for the reader to synthesize important information. The first event is the cause, or the reason something happens, and the second event is the effect, or the result of the cause.

Because he was shopping in Laos . . . ; the passage helps to move the story forward by showing how the new species was found. Accept reasonable responses.



A Not-So-Unfortunate Event

Perhaps many of you have read the sad tales of the Baudelaire orphans. You may have wondered how the man who tells their tales, Lemony Snicket, can do nothing to save them from the many “unfortunate events” which plague their lives. This mysterious narrator lives under the sea and has never had a clear photograph taken of him. He has followed the Baudelaire orphans since the day their parents died in a horrible house fire. Wanting nothing but for the public to be aware of what has been done to these children, Snicket carefully sneaks around getting information when and how he can. From the first eleven volumes of the lives of the Baudelaire orphans, otherwise known as A Series of Unfortunate Events, we learn much about Mr. Snicket himself. He plays the accordion, once had a sword-fight with a television repairman, has a brother and sister, and once dressed as a bullfighter at a costume ball to gain access to his beloved, Beatrice, who was dressed as a dragonfly.

Make Generalizations 8(b)(6), 8(b)(7), 8(b)(10)(C)

Which statement from the passage is a generalization?

- A *Perhaps many of you have read the sad tales of the Baudelaire orphans . . .*
- B *This mysterious narrator lives under the sea and has never had a clear photograph taken of him.*
- C *Wanting nothing but for the public to be aware of what has been done to these children . . .*
- D *He plays the accordion, once had a sword-fight with a television repairman . . .*

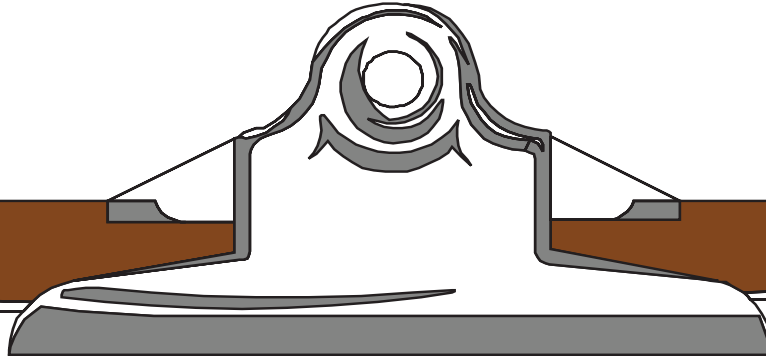
Graphic Organizers 8(b)(12)(B)

A good graphic for organizing the above information on Lemony Snicket might be—

- | | |
|------------------------|--------------|
| F a cause-effect chart | G a timeline |
| H a flow chart | J an outline |

Justify your answer. _____

Ingredients For Success



Make Generalizations 8(b)(6), 8(b)(7), 8(b)(10)(C)

A generalization is a nonspecific belief about a subject based on available information and one's knowledge or opinion about a part of that subject. A generalization can be valid, a statement proven with facts, or invalid, a statement that cannot be proven.

A *Perhaps many of you have read the sad tales of the Baudelaire orphans . . .*; Option B is a fact which uses an invalid generalization word.

Graphic Organizers 8(b)(12)(B)

Graphic organizers are calendars, charts, graphs, flow charts, story maps and/or outlines used to present written information in a way so that the reader will better understand and interpret that information.

J an outline

The passage gives many characteristics of Snicket which can best be organized using an outline. There are no steps or ordered events for a timeline or flow chart, and no specific cause-effect sequences are given.



Serves: 8th grade

Appetizers Too

The Squid

To most, squids appear scary and slimy. Many imagine them as sea monsters capable of inflicting severe harm. However, squids are actually intelligent creatures. They have the largest brains of any invertebrate and can change their appearance in a flash. While their body is smaller than that of an octopus, the two still have similarities. Like octopi, squids have eight tentacles, parrotlike beaks, and three hearts. Squid are far more advanced than other mollusks. They are agile, have highly enhanced senses, and are capable of changing the color of their skin. By changing their skin color, squid are able to ambush prey, avoid predators, and signal other squid. Because they only live for about a year, squid quickly lay eggs before dying and then become another part of the food chain. The squid are so weak after laying eggs they cannot defend themselves against predators like cod, swordfish, and tuna. The eggs left behind hatch in about a month, and a new group of squid are created.

Related Details 8(b)(10)(A)

Complete the chart below.

Fact: _____

Detail: _____

Related Details: Able to ambush prey

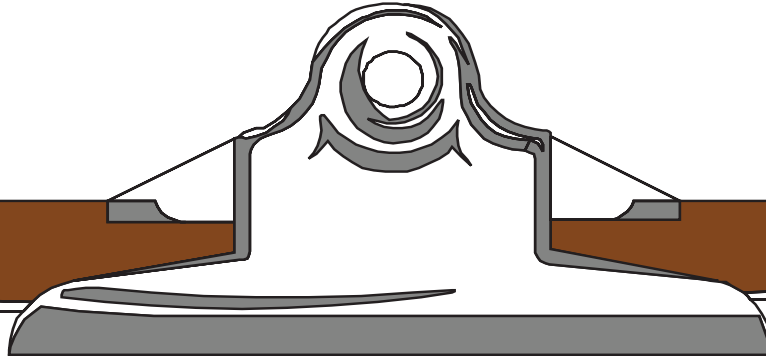
Avoid predators

Signal other squid

Make Generalizations 8(b)(6), 8(b)(7), 8(b)(10)(C)

Identify the valid generalization statements from the passage.

Ingredients For Success



Related Details 8(b)(10)(A)

Facts are things known to have happened or known to be so because they can be verified. Details explain and clarify the facts by providing answers to the “who, what, when, where, why, and how” of a passage. Related Details are the examples, illustrations, etc., that add more in-depth background information to the details—in order to clarify or further enhance the meaning of the text.

Fact: Squid are far more advanced than other mollusks.

Detail: Can change skin color

Make Generalizations 8(b)(6), 8(b)(7), 8(b)(10)(C)

A generalization is a nonspecific belief about a subject based on available information and one’s knowledge or opinion about a part of that subject. A generalization can be valid, a statement proven with facts, or invalid, a statement that cannot be proven.

To most squids appear scary and slimy. Many imagine them as sea monsters capable of inflicting severe harm.



Asian Pacific American Heritage

Every May the U.S. celebrates contributions to history and culture made by those with Asian and Pacific Islander heritage. This celebration first began in 1977. Two congressional representatives, Frank Horton and Norman Mineta, asked the President to proclaim the first week of May as Asian Pacific Heritage Week. Asian immigrants first came to the United States in May of 1843. Today they make up over 3 percent of the U.S. population. Through the years, many with Asian Pacific Islander heritage have made contributions to the United States and its culture. For instance, Norman Mineta became the first Asian Pacific Islander ever nominated to a Cabinet post. He served as President Clinton's Secretary of Commerce. Others who have made significant contributions include golf greats Tiger Woods and Michelle Wie, writers like Amy Tan and Cynthia Kadohata, and actress Ming-Na. Since its beginning in 1977, Asian Pacific Islander Heritage Week has become a month-long celebration complete with community festivals, government gatherings, and educational activities.

Related Details 8(b)(10)(A)

Which detail is supported by the following related details? Tiger Woods has won many major golf tournaments, Ming-Na is a celebrated actress, and Amy Tan is a well-known, best-selling author.

- A The celebration began in 1977.
- B Japanese immigrants first came to the U.S. in 1843.
- C Norman Mineta became the first Asian Pacific Islander to hold a Cabinet position.
- D The celebration honors those who have made contributions to America's history and culture.

Cause and Effect 8(b)(10)(C)

Explain what caused the start of Asian Pacific Islander Heritage Week and the effect this week has had on children and others around the U.S.

Ingredients For Success



Related Details 8(b)(10)(A)

Facts are things known to have happened or known to be so because they can be verified. Details explain and clarify the facts by providing answers to the “who, what, when, where, why, and how” of a passage. Related Details are the examples, illustrations, etc., that add more in-depth background information to the details—in order to clarify or further enhance the meaning of the text.

- D The celebration honors those who have made contributions to history and culture.

Cause and Effect 8(b)(10)(C)

Cause and effect is a progression of ideas an author uses to organize text in order for the reader to synthesize important information. The first event is the cause, or the reason something happens, and the second event is the effect, or the result of the cause.

Two congressional representatives brought to the President’s attention the numerous accomplishments by Asian Pacific Islanders and asked that there be a week dedicated to these people; the now-month-long events provide children and communities a chance to explore a new culture or celebrate their own culture. Accept reasonable responses.



Serves: 8th grade

Appetizers Too

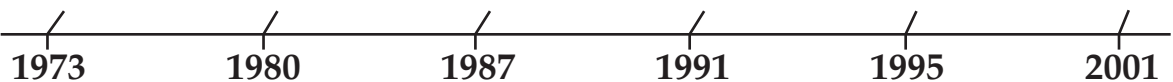
Ichiro!

Ichiro Suzuki was born in Nishikasugai, Japan in 1973. Seven years later, he began playing baseball and started a daily training program with his father. By the time he was ready to start high school, he was accepted by a school with an impressive baseball program. While playing there, he completed strength drills like hurling car tires and hitting wiffle balls with a shovel. This added power and strength to his small frame. Even so, at only 5'9" and 120 lbs, he wasn't drafted until the last round of Japan's professional baseball draft in 1991. Although he was small, Ichiro was powerful. By 1995, the Japanese press began calling him the "Human Batting Machine," and it was during this baseball season that he led the Japanese Blue Wave team to their first Pacific League pennant in twelve years.

Ichiro is now the right fielder for the Seattle Mariners baseball team. He first moved to the United States in 2001. Once he began playing for the Mariners, Ichiro became the first Japanese-born, everyday position player in the major leagues.

Sequential Order 8(b)(10)(A, C)

Complete the timeline below with events from the passage.



Summarization 8(b)(10)(A)

Which of the following statements best begins this summary of the passage?

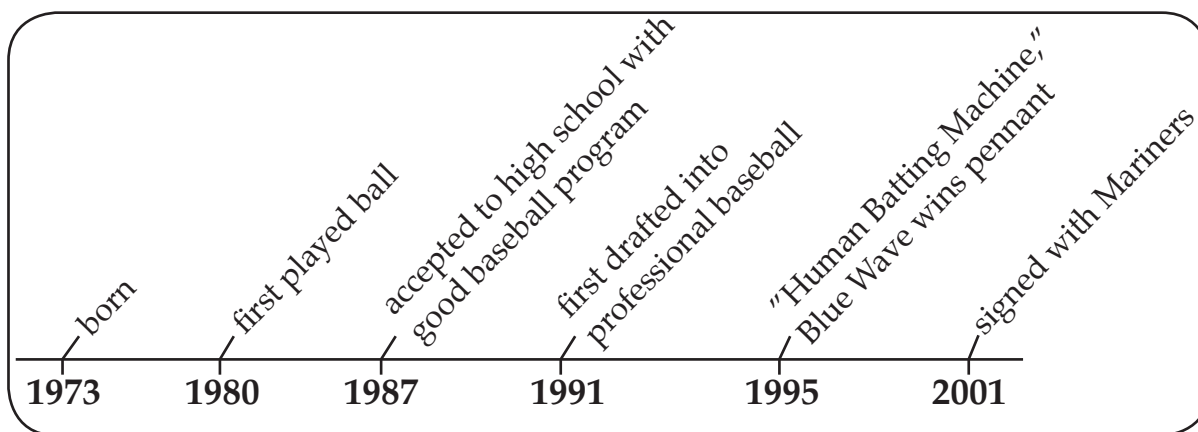
He led his Japanese team to victory before moving to the U.S. to begin a great career with the Seattle Mariners.

- F Ichiro trained each day with his father to become a better ball player.
- G Ichiro started playing baseball at age seven and was first drafted into professional ball in 1991.
- H Ichiro signed a contract with the Seattle Mariners as a right fielder in 2001.
- J Part of Ichiro's training involved drills like throwing car tires to add strength.

Ingredients For Success

Sequential Order 8(b)(10)(A, C)

Sequential order is the order or the progression in which events occur.



Summarization 8(b)(10)(A)

Summarization is the action of restating in a concise form what the author has said. The main idea of the passage must be retained, but elaboration should be eliminated.

G Ichiro started playing baseball at age seven and was first drafted into professional ball in 1991.



Serves: 8th grade

Appetizers Too

Too Much Trivia

In June of 2004, a new regime began on the popular game show, *Jeopardy*. Ken Jennings, a contestant from Utah, won that night and continued winning for a consecutive 181 days. He was finally defeated on November 30, 2004. Though winning certainly made Jennings something of a celebrity, he already had a rather exciting life before starting his reign on *Jeopardy*. He was raised in Seoul, South Korea and Singapore where his father worked for an international law firm. Later, Jennings attended and graduated from Brigham Young University. While there, he played on the school's quiz bowl team. After winning over \$2,000,000 on *Jeopardy*, Jennings continues to reside in Utah where he is now a talented software engineer for a healthcare-placement firm. He also writes and edits questions for the National Academic Quiz Tournaments, a quiz bowl organization.

Stated Main Idea 8(b)(10)(A)

Determine and write down the stated main idea of the passage.

Fact/Opinion 8(b)(10)(B)

Which of the following phrases from the passage is an opinion?

F ... *raised in Seoul, South Korea and Singapore* ...

G ... *defeated on November 30, 2004.*

H ... *he is now a talented software engineer* ...

J ... *edits questions for the National Academic Quiz Tournaments*

What information could be added to support this opinion?

Ingredients For Success



Stated Main Idea 8(b)(10)(A)

The main idea of a paragraph or text is the theme or topic which all other paragraphs, sentences, and details directly support.

Though winning certainly made Jennings something of a celebrity, he already had a rather exciting life before starting his reign on Jeopardy.

Fact/Opinion 8(b)(10)(B)

Facts can be verified (proven) through observation, official records, or scientific observation. Opinions cannot be directly verified.

H . . . *he is now a talented software engineer . . .*

Information about the work Jennings has completed as a software engineer could support this opinion. Accept reasonable responses.



Serves: 8th grade

Appetizers Too

The Pearls

Located near the country of Panama, the Pearl Islands became a favorite of explorers because of their cool weather and lack of mosquitoes. The famous explorer, Balboa, lived on the islands for a brief period. After his departure, the islands became a center for discovery of pearls. In fact, the largest pearl ever found, La Peregrina, was discovered here. On these islands, the temperature year-round is between 70-90 degrees F, with only brief morning and evening showers ever occurring. Aside from their inviting weather, "The Pearls" also have a great history to share. Once the home of a great king, Spaniards tried to take control of all the riches these lands had to offer. However, they were challenged by pirates who also wanted the islands. In fact, two of the most famous pirates, Francis Drake, "The Dragon," and Henry Morgan, "The Terror of the Caribbean," called the islands their favorite hideout. Most recently, this location made news as the site of the 2003 *Survivor* reality show. Now, more than ever, these islands will always be a treasure-trove to interested tourists.

Make Generalizations 8(b)(6), 8(b)(7), 8(b)(10)(C)

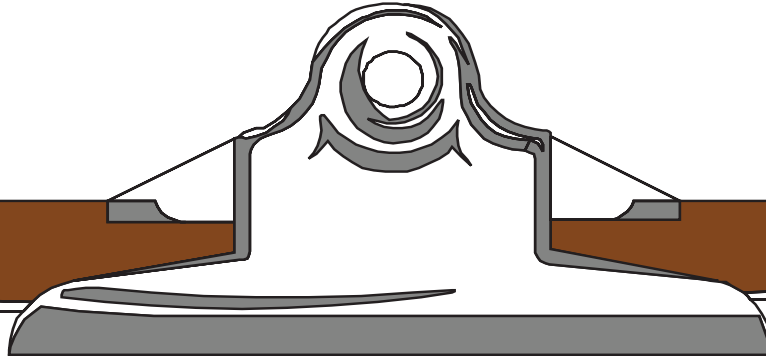
Locate a valid generalization from the passage and circle its identifying clue word.

- A *Located near the country of Panama, the Pearl Islands . . .*
- B *On these islands, the temperature year-round is between . . .*
- C *Once the home of a great king, Spaniards tried to take control of all the riches these lands had to offer.*
- D *Now, more than ever, these islands will always be a treasure-trove to interested tourists.*

Author's Purpose 8(b)(6)(C), 8(b)(7), 8(b)(9), 8(b)(13)(D)

Describe the author's purpose in the passage above.

Ingredients For Success



Make Generalizations 8(b)(6), 8(b)(7), 8(b)(10)(C)

A generalization is a nonspecific belief about a subject based on available information and one's knowledge or opinion about a part of that subject. A generalization can be valid, a statement proven with facts, or invalid, a statement that cannot be proven.

D *Now, more than ever, these islands will always be a treasure-trove to interested tourists.*

Author's Purpose 8(b)(6)(C), 8(b)(7), 8(b)(9), 8(b)(13)(D)

An author's purpose is the reason an author decides to write about a specific topic. Once a topic is selected, the author must decide whether his purpose for writing is to inform, persuade, entertain, or explain his ideas to the reader.

The passage is written mostly to inform about the characteristics of the Pearl Islands and the history surrounding them. Accept reasonable answers.



The Donald

Donald J. Trump, a.k.a “The Donald,” is one of the best-known businessmen in the world. He is most famous for his skyscrapers in New York City, his casinos in Atlantic City and Las Vegas, and his reality television series, *The Apprentice*. His first building, Trump Tower, was followed by Trump World Tower, along Manhattan’s East River, before moving on to Trump Place on the Hudson River. Born and raised in New York, Donald often spent time as a child with his father, a real estate developer. At age 13, he was enrolled at the New York Military Academy. After graduating college with a degree in economics, Trump joined his father’s real estate company, the Trump Organization. Though over the years he has faced bankruptcy and problems within his companies, Trump has never strayed from his belief that he could compete with and triumph over the best in the business. These days Trump owns ten properties in the U.S. and Canada including The Estates at Trump National in California, Mar-a-Lago in Florida, and Trump International Hotel and Tower in Chicago. He has written seven nonfiction books on how to be a better business-person, and his show, *The Apprentice*, just wrapped up its third season. Because of his skillful ways and business sense, The Donald has truly become a household name.

Make Inferences 8(b)(6), 8(b)(7), 8(b)(10)(C)

Which of the following events probably helped Trump succeed the most?

- A working with his father’s company
- B starting a reality television series
- C attending the New York Military Academy
- D facing bankruptcy and problems in his business

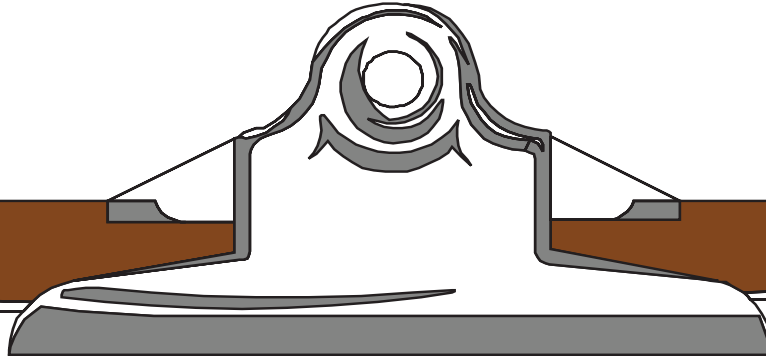
Justify your answer. _____

Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

Donald Trump can best be characterized by which group of words?

- F conniving, wily, and underhanded
- G egotistical, arrogant, conceited
- H humorous, fun-loving, comical
- J determined, dignified, strong-willed

Ingredients For Success



Make Inferences 8(b)(6), 8(b)(7), 8(b)(10)(C)

Making an inference requires reading information, combining it with what you already know, and making a final decision about what has happened.

A working with his father's company

This probably helped him the most because Trump went on to work in real estate and to become a great businessman—to do that he would have needed experience in business with another successful businessman, his father. Accept reasonable responses.

Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

Story elements are features that include setting (time and place), plot (problem or conflict), and mood (reader's feelings) which develop the forward movement of a story or passage to its solution.

J determined, dignified, strong-willed



Serves: 8th grade

Appetizers Too

Liberty

Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

A prominent leader in the American Revolution, Patrick Henry was often recognized for his oratorical skills. In fact, his speech to the House of Burgesses is often credited with involving the Virginia troops in the Revolutionary War. On the day of his speech, March 23, 1775, the House was divided on whether or not to commit troops to the war; it was, in fact, leaning towards not sending any troops. Then Patrick Henry spoke, and when he finished, the crowd shouted "To Arms! To Arms!" His skills as a speaker would later work to his advantage again when the Constitution was enacted. An outspoken critic of the document, Patrick Henry was instrumental in the addition of the Bill of Rights to the Constitution. After his death in 1799, the United States Navy submarine, the USS *Patrick Henry* and CSS *Patrick Henry* of the Confederate Navy were named for him.

Context Clues 8(b)(2)(B, C, D, E)

In the passage, oratorical skills most likely means—

- A writing and publishing skills
- B horse riding and fighting skills
- C public speaking skills
- D leadership skills

What portion of the word is most helpful in determining the definition? _____

Context Clues 8(b)(2)(B, C, D, E)

Examine the dictionary entry below for instrumental. Choose the definition which best fits the meaning in the passage.

instrumental /in' strə mən't `l/ *adj* 1. serving as a means or agency; helpful 2. of, relating to, or accomplished with an instrument or tool 3. performed on or written for an instrument 4. a word or form in the instrumental case

- F Definition 1
- H Definition 3

- G Definition 2
- J Definition 4

Ingredients For Success

Context Clues 8(b)(2)(B, C, D, E)

Context clues, such as multiple-meaning words, figurative language, and analogies, will aid the reader in clarifying, specifying, or determining the meaning of unfamiliar words. These clues can be found within the sentences or in surrounding sentences.

C public speaking skills

The first part of the word, “ora,” which comes from the Latin roots “os” (mouth) and “orare” (speak), is most helpful in determining the definition. The phrase *his speech to the House of Burgesses...* is a key phrase in helping students understand the meaning of oratorical. Accept reasonable responses.

F Definition 1



Serves: 8th grade

Appetizers Too

The Rosenbergs

Ethel and Julius Rosenberg were American communists who were tried, convicted, and executed after being found guilty of spying for the Soviet Union. Even today, the charges against the couple are controversial. Many do not believe there was ever any evidence of espionage. Though the couple insisted they were innocent, they were found guilty and executed in 1953 at New York's Sing Sing prison. Many during this time thought the punishment too harsh and fought to stop the death sentence from occurring, but were unsuccessful. Specifically, the couple was charged with attempting to steal U.S. atomic bomb secrets for the Soviet Union. Ethel Rosenberg's own brother, Sgt. David Greenglass, a confessed spy, testified against his sister to spare his own life. Years later, Greenglass admitted that he falsely accused his sister of spying. Investigations which surrounded the trial found a mixture of information—some incriminating, some which could have helped to clear the couple from the charges. However, when asked about their involvement, both Ethel and Julius “pled the fifth,” or asserted their right under the Fifth Amendment not to incriminate themselves by answering any questions.

Context Clues 8(b)(2)(B, C, D, E)

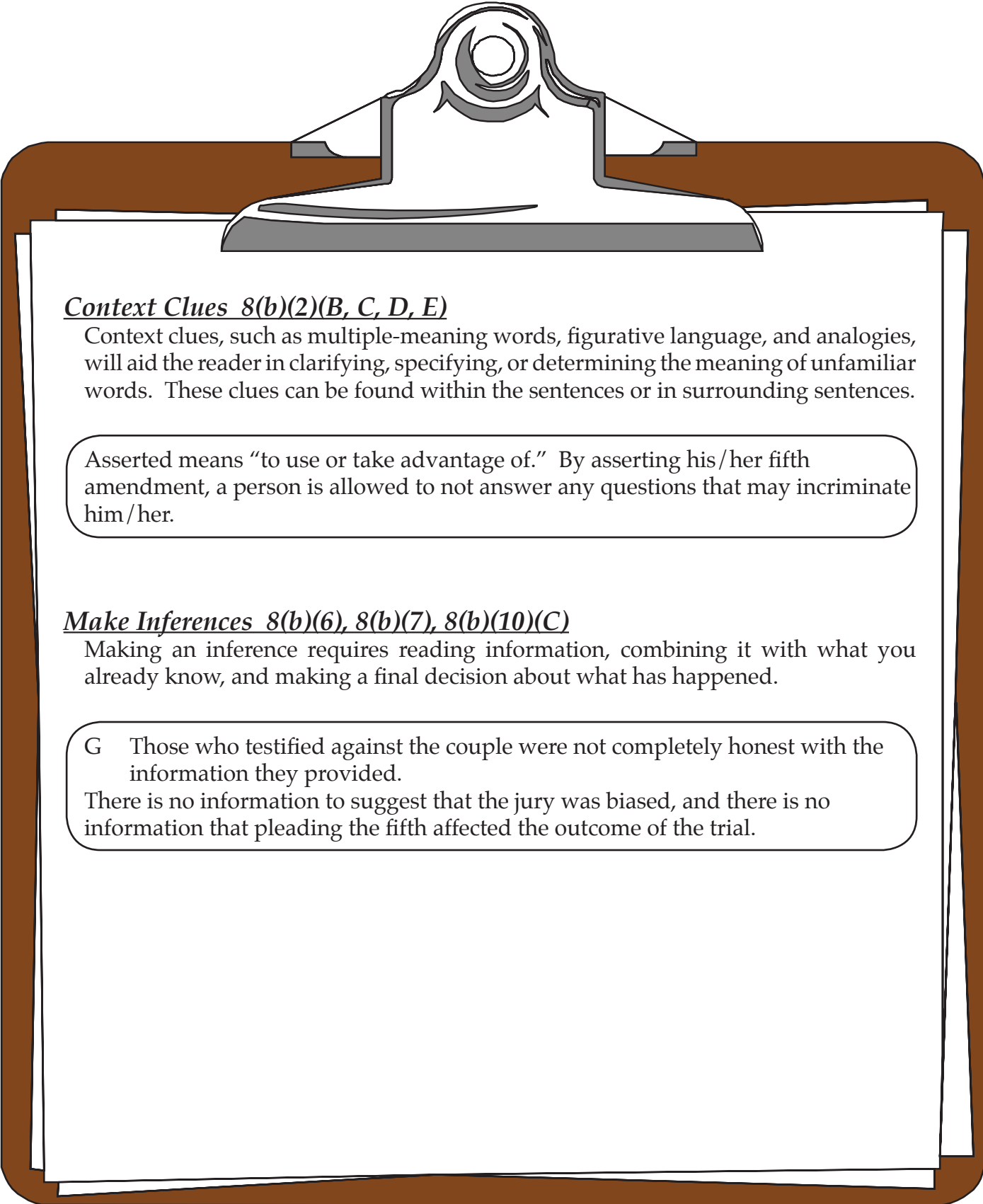
Using context clues from the passage, determine the meaning of the word asserted. _____

Make Inferences 8(b)(6), 8(b)(7), 8(b)(10)(C)

Based on information in the passage, which of the following best explains why the Rosenberg's trial might have been unfair?

- F The jury had already made up its mind that the two were guilty before the trial began.
- G Those who testified against the couple were not completely honest with the information they provided.
- H The controversy surrounding the trial forced the jury to find the couple guilty, no matter what they actually believed.
- J The couple asserted their right to the Fifth Amendment and didn't answer any questions.

Ingredients For Success



Context Clues 8(b)(2)(B, C, D, E)

Context clues, such as multiple-meaning words, figurative language, and analogies, will aid the reader in clarifying, specifying, or determining the meaning of unfamiliar words. These clues can be found within the sentences or in surrounding sentences.

Asserted means “to use or take advantage of.” By asserting his/her fifth amendment, a person is allowed to not answer any questions that may incriminate him/her.

Make Inferences 8(b)(6), 8(b)(7), 8(b)(10)(C)

Making an inference requires reading information, combining it with what you already know, and making a final decision about what has happened.

G Those who testified against the couple were not completely honest with the information they provided.
There is no information to suggest that the jury was biased, and there is no information that pleading the fifth affected the outcome of the trial.



The Erie Canal

Once the American Revolution ended, it was clear that an all-American waterway was necessary between the Great Lakes and the Atlantic coast. It was thought that as a result of such a waterway, political unity, inexpensive transportation, and increased trade would come to the colonies. By 1810, the idea had made its way to the New York legislature where DeWitt Clinton headed up the canal committee. Once work began, it was completed mostly by European immigrants and gangs. These men labored for over five years to complete the canal. In 1825, since celebrations were being held to open the entire canal, DeWitt Clinton and others sailed from Buffalo to New York City. Clinton then emptied a barrel of Lake Erie water into the Atlantic Ocean. The canal was popular and profitable for many years. Over time, other modes of transportation, including railroads, were completed; consequently, the canal began to lose its appeal as a trade route. Even though its purpose has changed over time, the canal's importance is evident—even today.

Cause and Effect 8(b)(10)(C)

Determine the cause-effect situation in the passage which most likely led to the following prediction: These days, the canal is probably used for recreational purposes.

Related Details 8(b)(10)(A)

Examine the outline below and use information from the passage to complete it.

I. Erie Canal

- A. _____
1. Political unity
 2. Inexpensive transportation
 3. Increased trade
- B. Began to lose appeal
- 1 Railroads completed
 2. _____

Ingredients For Success



Cause and Effect 8(b)(10)(C)

Cause and effect is a progression of ideas an author uses to organize text in order for the reader to synthesize important information. The first event is the cause, or the reason something happens, and the second event is the effect, or the result of the cause.

Accept reasonable responses. Other modes of transportation were completed, and the canal began to lose its appeal as a trade route.

Related Details 8(b)(10)(A)

Facts are things known to have happened or known to be so because they can be verified. Details explain and clarify the facts by providing answers to the “who, what, when, where, why, and how” of a passage. Related Details are the examples, illustrations, etc., that add more in-depth background information to the details—in order to clarify or further enhance the meaning of the text.

- A. Need for all-American waterway
- B.2. Purpose changed



Serves: 8th grade

Appetizers Too

My Life

My name is Elizabeth but no one's ever called me that. My father took one look at me when I was born and must have thought I had the face of someone dignified and sad like an old-fashioned queen or a dead person, but what I turned out like is plain, not much there to notice. Even my life so far has been plain. More Daisy than Elizabeth from the word go.

But the summer I went to England to stay with my cousins everything changed. Part of that was because of the war, which supposedly changed lots of things, but I can't remember much about life before the war anyway so it doesn't count in my book, which this is.

Mostly everything changed because of Edmond.

And so here's what happened.

Rosoff, Meg. How I Live Now. New York: Random House Books, 2004. p. 1.

Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

Which is a conflict the author will most likely face in this novel?

- A a conflict of the narrator against nature
- B a conflict of the narrator against herself
- C a conflict of the narrator against soldiers
- D a conflict of the narrator against society

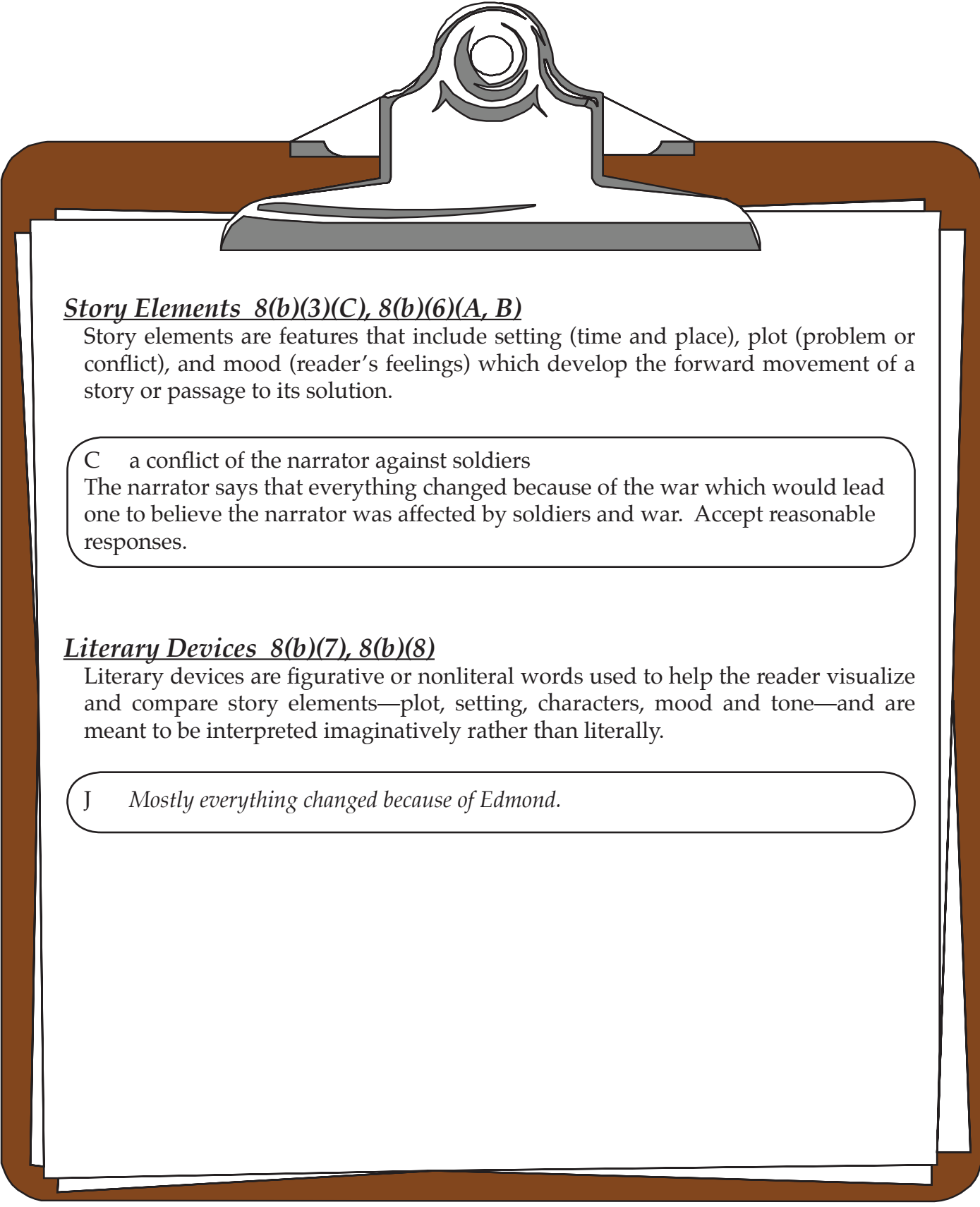
What information from the passage helps to support your answer?

Literary Devices 8(b)(7), 8(b)(8)

Which statement from the passage is an example of foreshadowing?

- F *My name is Elizabeth but no one's ever called me that.*
- G *... what I turned out like is plain, not much there to notice.*
- H *More Daisy than Elizabeth from the word go.*
- J *Mostly everything changed because of Edmond.*

Ingredients For Success



Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

Story elements are features that include setting (time and place), plot (problem or conflict), and mood (reader's feelings) which develop the forward movement of a story or passage to its solution.

C a conflict of the narrator against soldiers

The narrator says that everything changed because of the war which would lead one to believe the narrator was affected by soldiers and war. Accept reasonable responses.

Literary Devices 8(b)(7), 8(b)(8)

Literary devices are figurative or nonliteral words used to help the reader visualize and compare story elements—plot, setting, characters, mood and tone—and are meant to be interpreted imaginatively rather than literally.

J *Mostly everything changed because of Edmond.*



Serves: 8th grade

Appetizers Too

Come to Camp!

Visit Camp Okechobee this weekend!

Learn about white water rafting, mountain biking, and survival skills!

Find out how you can have the adventure of a lifetime!

Summer registration is available this weekend!

Open House: Saturday, 8 a.m.-5 p.m.

Sunday, 10 a.m.-3 p.m.

You don't want to miss this opportunity!

Join the camp that symbolizes the spirit of America!

Persuasive Devices 8(b)(11)(B)

This passage uses which of the following persuasive devices?

- A Name-Calling**
- B Bandwagon**
- C Testimonial**
- D Flag-Waving**

Identify and write down the statement using this device.

Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

The setting for this camp is most likely—

- F in the hills of North Carolina**
- G on Key West, Florida**
- H in the deserts of New Mexico**
- J near New York City**

Justify your answer with information from the passage. _____

Ingredients For Success



Persuasive Devices 8(b)(11)(B)

Persuasive devices are tools or methods, such as Name-Calling, Plain-Folks Talk, Testimonial, Bandwagon, Glittering Generalities, and Card Stacking, an author uses for the purpose of changing or swaying the reader's mind or convincing the reader to take some type of action.

D Flag-Waving

Join the camp that symbolizes the spirit of America!

Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

Story elements are features that include setting (time and place), plot (problem or conflict), and mood (reader's feelings) which develop the forward movement of a story or passage to its solution.

F in the hills of North Carolina

The passage discusses mountain biking, which doesn't apply to any of the other settings; white water rafting is not as available on islands or in the desert. Accept reasonable responses.



Special Ops

The U.S. military has many specialized groups of trained soldiers who work in “Special Operations Forces,” deep inside enemy territory. Because of the type of work they do, they must be trained in underwater operations, jumping from planes, and even learning several languages. Each branch of the military has their own special operations teams. However, all the teams are under the supervision of the Defense Department’s Special Operations Command at MacDill Air Force Base in Florida. In the Army, for example, each member of a Special Forces Group, such as the Green Berets, is trained in one specialty, like medicine, weapons, or radio operations, and then a second specialty.

Some of the Special Ops groups in other divisions of the armed forces are The 1st Special Operations Wing (Air Force), Force Recon (Marines), and SEAL, Sea-Air-Land (Navy). These men, like the Army’s Green Berets, work in small groups to infiltrate areas too dangerous for large groups of soldiers to enter. They are truly U.S. heroes.

Context Clues 8(b)(2)(B, C, D, E)

Examine the dictionary entry for infiltrate. Choose the definition which best fits the meaning in the passage.

infiltrate /in fil’ trāt’/ 1. to filter or pass gradually through or into 2. to penetrate gradually or stealthily, so as to attack from within 3. to cause (a liquid, for example) to permeate a substance by passing through its pores 4. to permeate (a porous substance) with a liquid or gas

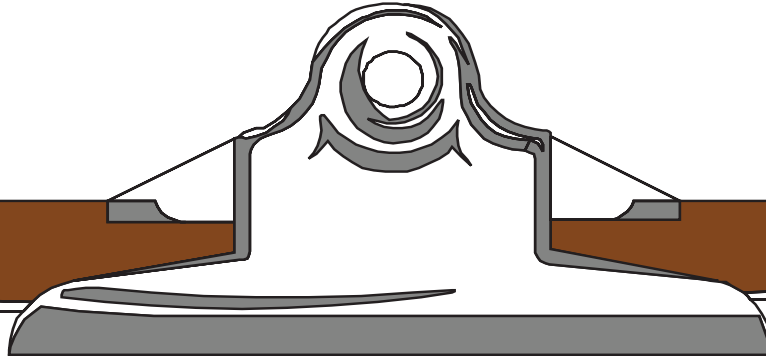
- A Definition 1
C Definition 3

- B Definition 2
D Definition 4

Fact/Opinion 8(b)(10)(B)

The last sentence in the passage is an opinion. Explain what additional information could be added to the passage to support the opinion statement.

Ingredients For Success



Context Clues 8(b)(2)(B, C, D, E)

Context clues, such as multiple-meaning words, figurative language, and analogies, will aid the reader in clarifying, specifying, or determining the meaning of unfamiliar words. These clues can be found within the sentences or in surrounding sentences.

B Definition 2

Fact/Opinion 8(b)(10)(B)

Facts can be verified (proven) through observation, official records, or scientific observation. Opinions cannot be directly verified.

The author could include examples of missions accomplished by the special ops teams and how these missions affected, positively, the lives of others. Accept reasonable responses.



Money, Money, Money

At one time in Europe, each country had its own form of money. France had francs and Italy had lira. Now, however, these countries, along with Austria, Belgium, Finland, Germany, Greece, Ireland, Luxembourg, the Netherlands, Portugal, and Spain, all use the same currency, the euro. The one-euro coin, now a familiar sight, has “euro” on one side with a map of the 12 countries using the coin. The other side has a national symbol for each of the countries. By using the euro, money is now easily used among countries. There is no longer a need to exchange one type for another each time a person crosses a border. This common currency makes it much easier to complete large business transactions and to tour more than one country in a week, or even a day. Since its beginning, the euro has increased in value. Recently it was valued at \$1.22—more than a U.S. dollar!

Cause and Effect 8(b)(10)(C)

Complete the following cause-effect statement:

Because these nations all accept the same currency, —

Stated Main Idea 8(b)(10)(A)

Choose the statement below which best represents the main idea of the passage.

- F** *At one time in Europe, each country had its own form of money.*
- G** *Now, however, these countries . . . all use the same currency, the euro.*
- H** *The one-euro coin, now a familiar sight, has “euro” on one side with a map of the 12 countries using the coin.*
- J** *Since its beginning, the euro has increased in value.*

Ingredients For Success

Cause and Effect 8(b)(10)(C)

Cause and effect is a progression of ideas an author uses to organize text in order for the reader to synthesize important information. The first event is the cause, or the reason something happens, and the second event is the effect, or the result of the cause.

It has become easier for tourists to see more than one country at a time; it is easier to complete large business transactions. Accept reasonable answers.

Stated Main Idea 8(b)(10)(A)

The main idea of a paragraph or text is the theme or topic which all other paragraphs, sentences, and details directly support.

G *Now, however, these countries . . . all use the same currency, the euro.*



Computer Cartoons

In the mid-1980s, a small computer special-effects group was purchased by Steve Jobs, head of Apple computers. At the time, there were less than 50 people working for the company which Jobs renamed "Pixar." No one expected the company to become what it is today. During its first year as Pixar, the company released a short film entitled *Luxo Jr.* about a baby lamp. While it was nominated for an Academy Award for Best Short Film, it didn't win. The computer-animators at Pixar kept working and for almost a decade made a variety of short films and commercials which often won awards. Finally, in 1995, Pixar hit the big time with its first full-length computer-animated film, *Toy Story*. After this, there was almost no stopping the company as it released *A Bug's Life*, *Toy Story 2*, *Monsters, Inc.*, and the biggest animated hit of all time, *Finding Nemo*. With its sweet and funny story about a clown fish, Pixar won an Academy Award for Best Animated Film and cemented itself as a true force for other special effects companies to reckon with.

Make Generalizations 8(b)(6), 8(b)(7), 8(b)(10)(C)

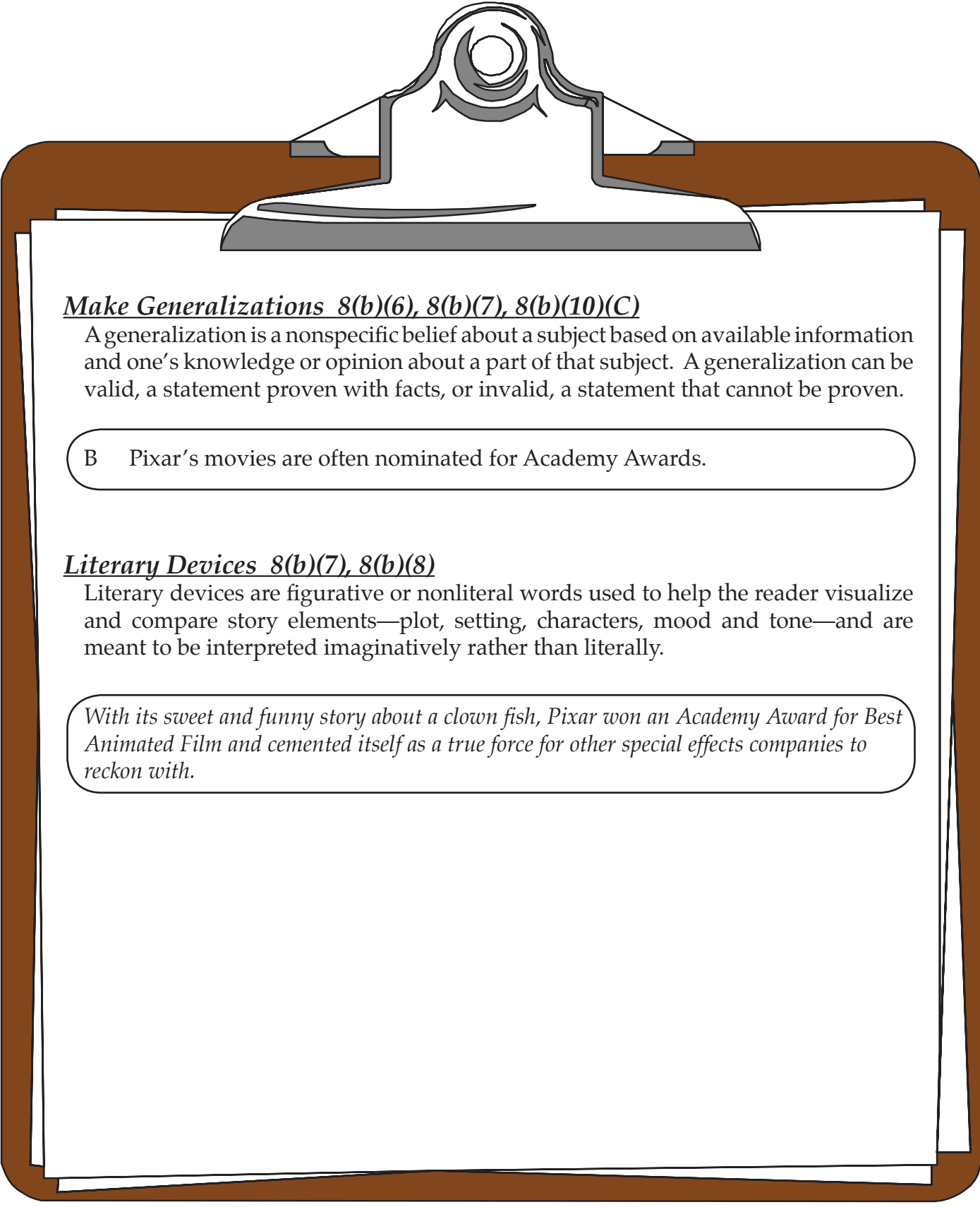
Which of the following is a generalization that can be drawn from the information in the passage?

- A All of Pixar's films are short films, not feature length.
- B Pixar's movies are often nominated for Academy Awards.
- C Most of Pixar's films were created after 1995.
- D Pixar has never had a film that did not do well at the box office.

Literary Devices 8(b)(7), 8(b)(8)

Which statement from the passage uses personification?

Ingredients For Success



Make Generalizations 8(b)(6), 8(b)(7), 8(b)(10)(C)

A generalization is a nonspecific belief about a subject based on available information and one's knowledge or opinion about a part of that subject. A generalization can be valid, a statement proven with facts, or invalid, a statement that cannot be proven.

B Pixar's movies are often nominated for Academy Awards.

Literary Devices 8(b)(7), 8(b)(8)

Literary devices are figurative or nonliteral words used to help the reader visualize and compare story elements—plot, setting, characters, mood and tone—and are meant to be interpreted imaginatively rather than literally.

With its sweet and funny story about a clown fish, Pixar won an Academy Award for Best Animated Film and cemented itself as a true force for other special effects companies to reckon with.



Football Mania

On December 31, 1967, the Green Bay Packers and the Dallas Cowboys competed in what is now referred to as “The Ice Bowl.” At kickoff, the temperature was 13 degrees below zero and the wind chill was minus 46! Despite the freezing temperatures, 50,000 fans still showed up to support their teams. At the end of the fourth quarter, with 16 seconds left, quarterback Bart Starr took a now-famous dive for a touchdown win. Another amazing game took place in 1969 when Joe Namath guaranteed that his team, the New York Jets, would win the Super Bowl against the Baltimore Colts. Because the Jets were part of the American League, which had only been around since 1960, they were considered a weak team. However, due to Namath’s prediction and win that year, the League was given the credit it deserved, and Super Bowl III was added to the history books.

Make Predictions 8(b)(10)(A)

Predict what might have happened if the Jets had not won the 1969 Super Bowl. Identify facts that support your prediction.

Implied Main Idea 8(b)(10)(A)

This passage is mostly about—

- F amazing football moments
- G the Green Bay Packers
- H the third Super Bowl
- J Joe Namath and the New York Jets

Ingredients For Success



Make Predictions 8(b)(10)(A)

Making predictions is a skill that requires using what you already know, previous experiences, and facts and details. Then you must apply that information to new situations in order to make logical, well-reasoned predictions about what might happen next.

Possible answers: Namath would have been looked upon as overconfident; the team would have been laughed at; the American League still would not have gotten credit for being worthy; Accept reasonable answers.

Implied Main Idea 8(b)(10)(A)

The implied main idea of a paragraph or text is the theme or topic to which all other paragraphs, sentences, and details directly support. The implied main idea is not stated or written directly.

F amazing football moments



Hunting Hurricanes

Did you know there are really hurricane hunters? Many of them help Florida's National Hurricane Center track and study hurricanes. Some fly into hurricanes and other storms to observe weather patterns and wind speeds. Others observe and record weather data using computers. Hurricane hunters are necessary because the data they collect helps to increase the accuracy of the weather forecasts we see on television. However, while hurricane hunters do fly into storms, they avoid anything which might produce a tornado or severe turbulence. Even though they are trying to save other lives, hurricane hunters must also be conscious of their own safety. Many say this job is perfect for people who love flying and weather.

Graphic Organizers 8(b)(12)(B)

Complete the outline of information from the passage.

I. Hurricane Hunters

A. Track and Study Hurricanes

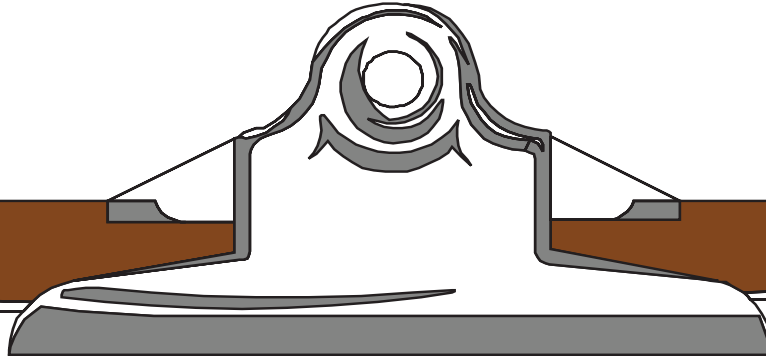
1. _____
2. _____
 - a. Avoid tornadoes
 - b. Avoid severe turbulence

Summarization 8(b)(10)(A)

Which of the following sentences is elaborative?

- F** *Hurricane hunters are necessary because the data they collect helps to increase the accuracy of the weather forecasts we see on television.*
- G** *However, while hurricane hunters do fly into storms, they avoid anything which might produce a tornado or severe turbulence.*
- H** *Even though they are trying to save other lives, hurricane hunters must also be conscious of their own safety.*
- J** *Many say this job is perfect for people who love flying and weather.*

Ingredients For Success



Graphic Organizers 8(b)(12)(B)

Graphic organizers are calendars, charts, graphs, flow charts, story maps and/or outlines used to present written information in a way so that the reader will better understand and interpret that information.

Fly into hurricanes to observe weather patterns; Track data using computers

Summarization 8(b)(10)(A)

Summarization is the action of restating in a concise form what the author has said. The main idea of the passage must be retained, but elaboration should be eliminated.

J *Many say this job is perfect for people who love flying and weather.*



Serves: 8th grade

Appetizers Too

Middle School Novels

Twelve-year-old Maleeka Madison doesn't fit in at McClenton Middle School. She is often picked on because of her dark skin and homemade clothes. In fact, Maleeka figures she'll never fit in and never have any real friends. Then she meets Miss Michael Saunders. No one thinks Miss Saunders, with her expensive clothes and noticeable birthmark, belongs in this inner-city school. However, Maleeka begins to realize that Miss Saunders sees who Maleeka really is—a math whiz who also never forgets anything she reads. With the help of Miss Saunders, and Caleb, her one friend, Maleeka begins to see herself for the smart, creative person she really is. Don't be left out by not reading *The Skin I'm In* by Sharon Flake. This novel will be the best book you ever read!

Persuasive Devices 8(b)(11)(B)

Choose the statement below which represents the Bandwagon persuasive device. Then change the statement so that it uses Name-Calling instead.

- A *Then she meets Miss Michael Saunders.*
- B *With the help of Miss Saunders, and Caleb, her one friend, Maleeka begins to see herself for the smart, creative person she really is.*
- C *This novel will be the best book you ever read!*
- D *Don't be left out by not reading The Skin I'm In by Sharon Flake.*

Literary Devices 8(b)(7), 8(b)(8)

Which of the following could be symbolic of Maleeka before meeting Miss Saunders?

- F a flower in full bloom
- G a butterfly—always flitting from place to place
- H a secret garden hidden behind an iron door
- J a Hollywood star

Justify your answer. _____

Ingredients For Success



Persuasive Devices 8(b)(11)(B)

Persuasive devices are tools or methods, such as Name-Calling, Plain-Folks Talk, Testimonial, Bandwagon, Glittering Generalities, and Card Stacking, an author uses for the purpose of changing or swaying the reader's mind or convincing the reader to take some type of action.

D Don't be left out by not reading *The Skin I'm In* by Sharon Flake.
Don't be a reject. Read Sharon Flake's *The Skin I'm In*. Accept reasonable answers.

Literary Devices 8(b)(7), 8(b)(8)

Literary devices are figurative or nonliteral words used to help the reader visualize and compare story elements—plot, setting, characters, mood and tone—and are meant to be interpreted imaginatively rather than literally.

H a secret garden hidden behind an iron door
Maleeka is described as not having any friends and being picked on—no one can see who she truly is and no one knows what kind of personality she has because they only see her outer appearance.



The Beginning of Greek Tragedy

Aeschylus (es ki les) is often considered the first of the three great Greek writers of tragedy. Two other important playwrights were Sophocles and Euripides. The playwright wrote close to 90 plays in total, 7 of which have survived to modern day. Before Aeschylus, tragedies were merely told by a chorus, or narrator, and one actor. Once Aeschylus began writing, he added another actor who often played more than one part. This made it easier for the audience to see conflict between characters. He also developed scenery, stage directions, and costumes. In his plays, humans were punished for their actions and learned from their mistakes. This gave his plays a moral purpose not often seen in other plays of the time. A few of the many tragedies completed by Aeschylus are *The Suppliants*, *Agamemnon*, and *Prometheus Bound*.

Make Inferences 8(b)(6), 8(b)(7), 8(b)(10)(C)

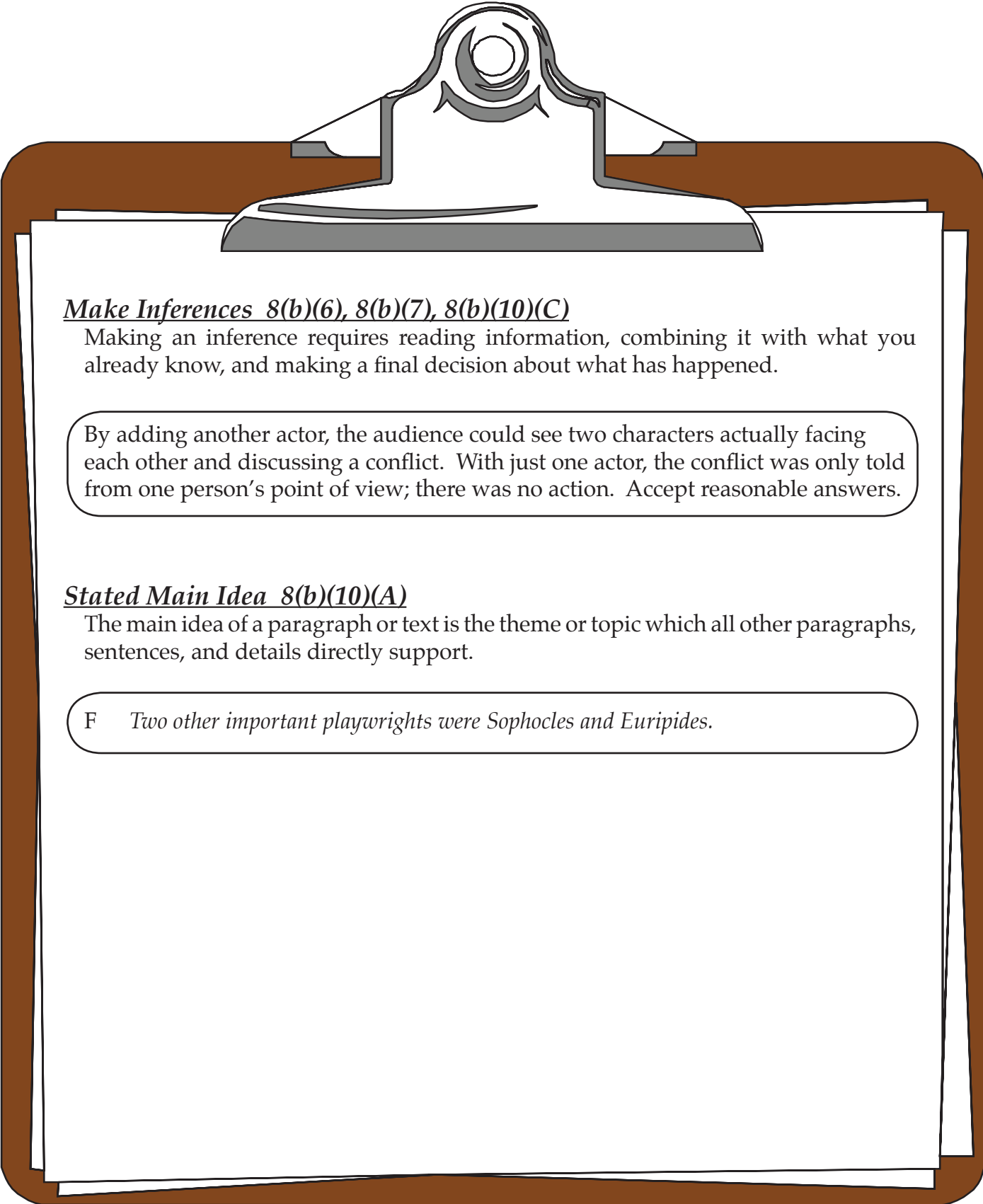
Why would adding an actor to his plays help the audience to see conflict?

Stated Main Idea 8(b)(10)(A)

Which of the statements from the passage does not directly support the main idea?

- F *Two other important playwrights were Sophocles and Euripides.*
- G *Once Aeschylus began writing, he added another actor who often played more than one part.*
- H *He also developed stage scenery, stage directions, and costumes.*
- J *In his plays, humans were punished for their actions and learned from their mistakes.*

Ingredients For Success



Make Inferences 8(b)(6), 8(b)(7), 8(b)(10)(C)

Making an inference requires reading information, combining it with what you already know, and making a final decision about what has happened.

By adding another actor, the audience could see two characters actually facing each other and discussing a conflict. With just one actor, the conflict was only told from one person's point of view; there was no action. Accept reasonable answers.

Stated Main Idea 8(b)(10)(A)

The main idea of a paragraph or text is the theme or topic which all other paragraphs, sentences, and details directly support.

F *Two other important playwrights were Sophocles and Euripides.*



Serves: 8th grade

Appetizers Too

A Forgotten Battle

When learning about the Revolutionary War, the battles discussed are often the larger ones which took place in areas like Valley Forge and Bunker Hill. However, one battle which is always forgotten is the Battle at Kettle Creek, in Georgia. This battle, fought on February 14, 1779, was one of the most important battles of those fought in Georgia. At the time, the state was almost completely under British control. In the cold February chill, Col. Boyd crossed the Savannah River with 600 British Loyalists. They were headed to the British army in Augusta. Further inland, Col. Andrew Pickens with 200 South Carolina soldiers and Col. John Dooly and Lt. Elijah Clark, with almost 150 Georgia soldiers, were marching to meet and overtake the Loyalists. On the freezing, frosty morning of Feb. 14, the Loyalists were camped at Kettle Creek when they were attacked by the small group of Patriots. Though both sides fought doggedly for several hours, the Loyalists eventually fled, giving the Patriots a much-needed victory against the British.

Literary Devices 8(b)(7), 8(b)(8)

Which of the following best describes a moment of irony in the passage?

- A Some battles of the Revolutionary War are never discussed.
- B The battle described here was fought during a cold February.
- C The Patriots won with only half the number of soldiers as the Loyalists.
- D The Patriots were lead by Andrew Pickens and John Dooly.

Make Generalizations 8(b)(6), 8(b)(7), 8(b)(10)(C)

Read through the passage again and locate and write down the invalid generalization used in the passage. Then explain whether the purpose of this generalization is to exaggerate or persuade.

Ingredients For Success

Literary Devices 8(b)(7), 8(b)(8)

Literary devices are figurative or nonliteral words used to help the reader visualize and compare story elements—plot, setting, characters, mood and tone—and are meant to be interpreted imaginatively rather than literally.

C The Patriots won with only half the number of soldiers as the Loyalists.

Make Generalizations 8(b)(6), 8(b)(7), 8(b)(10)(C)

A generalization is a nonspecific belief about a subject based on available information and one's knowledge or opinion about a part of that subject. A generalization can be valid, a statement proven with facts, or invalid, a statement that cannot be proven.

... one battle which is always forgotten ... The statement is used to exaggerate. It's purpose is to imply to others that no one ever remembers this battle, which can be disproved by finding information written about the battle. Accept reasonable responses.



Serves: 8th grade

Appetizers Too

Super Sleuth!

Driving along an open highway in her blue convertible is Nancy Drew. She stops to pick up her friends, George, Bess, and Ned, before heading to what is supposed to be a relaxing afternoon at the beach. Unfortunately, a mystery unfolds before them. The day turns from relaxing at the beach to zipping through town chasing a criminal. Such is the life of fictional super-sleuth Nancy Drew. First created in the 1930s, the popular Nancy Drew mysteries have since sold over 2 million copies worldwide. Over the years, Nancy has become less conservative, wearing flamboyant clothing and speaking her mind. She has managed to change with the times, going to college, dating, and even taking trips to Europe where she somehow always ends up involved in a mystery. The first book in the Nancy Drew series, *The Secret of the Old Clock*, only gave readers a glimpse of the 60-year journey to follow.

Implied Main Idea 8(b)(10)(A)

Use information from the passage to create an appropriate main idea statement for the passage.

Context Clues 8(b)(2)(B, C, D, E)

Examine the dictionary entry for conservative. Choose the definition which best fits the meaning in the passage.

conservative /kən sər'vətiv/ *adj* 1. tending to conserve 2. tending to preserve established institutions 3. moderate; cautious *n*
4. a conservative person

F Definition 1

G Definition 2

H Definition 3

J Definition 4

Ingredients For Success



Implied Main Idea 8(b)(10)(A)

The implied main idea of a paragraph or text is the theme or topic to which all other paragraphs, sentences, and details directly support. The implied main idea is not stated or written directly.

Nancy Drew is a fictional character who has been solving mysteries since the 1930s. Accept reasonable answers.

Context Clues 8(b)(2)(B, C, D, E)

Context clues, such as multiple-meaning words, figurative language, and analogies, will aid the reader in clarifying, specifying, or determining the meaning of unfamiliar words. These clues can be found within the sentences or in surrounding sentences.

H Definition 3



Poet Laureate

Imagine if your whole job was to write and read poetry, and get others to enjoy it. That's what U.S. Poet Laureate Ted Kooser does each day. Appointed by the Library of Congress, Ted's job is to raise awareness of poetry and work to get others around the country interested in reading and writing poems. Kooser began writing in the third grade. He has now published ten books of poetry and believes that to write poetry, one must read poetry. Kooser, who is also a professor of English at the University of Nebraska, makes odd subjects the topics of his poems. For instance, instead of writing about nature or love, Kooser writes amazing works about cows and potatoes! Here are a couple of interesting facts about Ted Kooser: he loves pepperoni pizza and picture books by Chris Van Allsburg.

Evaluate/Make Judgments 8(b)(7), 8(b)(13)(B, D)

Which of the following will make the passage more exciting?

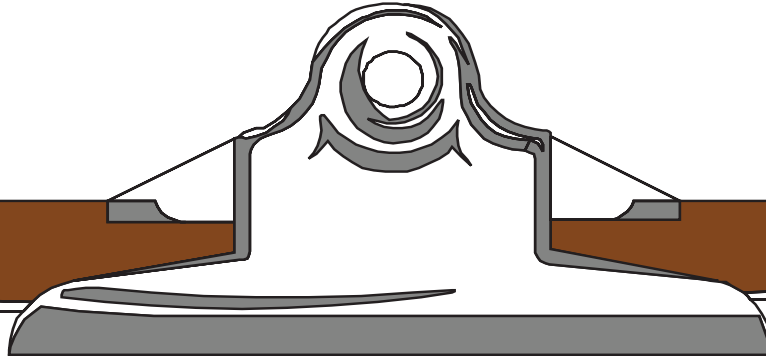
- A** a timeline of events in Kooser's life
- B** an example of a poem by Kooser
- C** more varied sentence structure
- D** having a clearer informative purpose

Graphic Organizers 8(b)(12)(B)

Which of the following organizers is best for organizing the information in this passage?

- F** a timeline
- G** a flow chart
- H** an outline
- J** a cause-effect chart

Ingredients For Success



Evaluate/Make Judgments 8(b)(7), 8(b)(13)(B, D)

Evaluate and make judgments is a multipurpose critical thinking skill that incorporates all other comprehension skills in order to produce a text written for a specific purpose. The reader examines the text in order to determine, or judge, whether or not an author has achieved his/her purpose conveying the intended message.

B an example of a poem by Kooser

Graphic Organizers 8(b)(12)(B)

Graphic organizers are calendars, charts, graphs, flow charts, story maps and/or outlines used to present written information in a way so that the reader will better understand and interpret that information.

H an outline



Serves: 8th grade

Appetizers Too

A Fateful Journey

In the story of Odysseus, he and his men get lost in a fog after leaving the city of Troy. Finally, after many days of sailing, they spot land. Once they reach the shore, the men decide to explore the island and soon realize some strange creature must live there. There are footprints the size of which these men have never seen and huge caves filled with grapes and cheese. As the men settle into one of the caves, its owner enters. A gigantic human with only one eye, the Cyclops is not happy to have strangers in his home. After devouring several of Odysseus' men, the Cyclops set his sights on Odysseus. Examining the gruesome scene around him, the leader of this group knew he must do something to stop the slaughter. He encouraged the Cyclops to drink wine that he and his men had brought and, when combined with the soft music of a flute, it lulled the Cyclops to sleep. Then Odysseus and his men worked quickly to make a spear. Climbing up to the head of the Cyclops, they quickly drove the spear into the Cyclops' eye, blinding him and giving them a chance to escape.

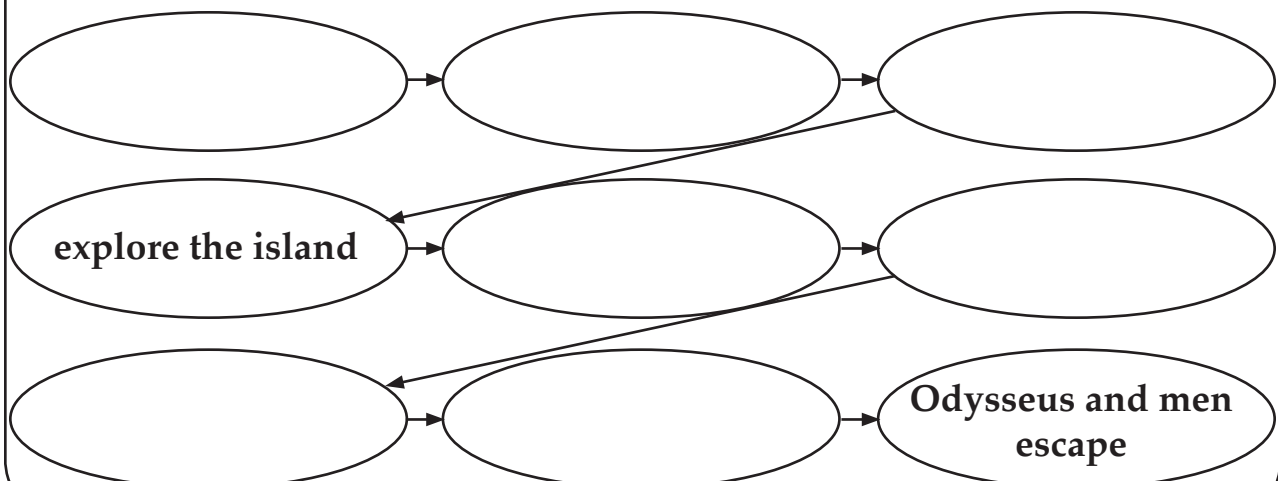
Context Clues 8(b)(2)(B, C, D, E)

Examine the pair of words below. Then choose the group from the list which has a similar relationship. *sleep : peaceful*

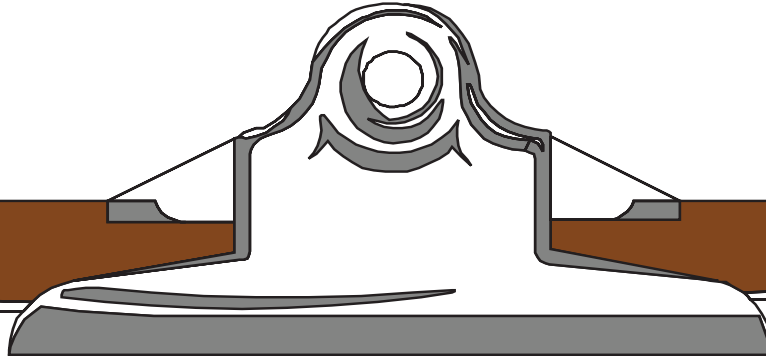
- A actor : cast B celebration : depressing
C slaughter : gruesome D time : unmoving

Graphic Organizers 8(b)(12)(B)

Use the flow chart below to organize the events of Odysseus' journey.



Ingredients For Success



Context Clues 8(b)(2)(B, C, D, E)

Multiple-meaning words require the reader to draw on prior knowledge and experiences to identify the correct meaning of the word as it is used in context.

Figurative Language uses nonliteral phrases such as similes, metaphors, and idioms that make comparisons and associations in order to enhance the meaning or effect of the text for the reader.

Analogy is a reading identification strategy that requires the reader to compare two words or phrases that suggest a similarity or relationship between the two. By establishing a similarity or relationship, the reader is able to decide upon a definition or meaning and identify a complimentary relationship.

C slaughter : gruesome

Graphic Organizers 8(b)(12)(B)

Graphic organizers are calendars, charts, graphs, flow charts, story maps and/or outlines used to present written information in a way so that the reader will better understand and interpret that information.

leave Troy; lost at sea; spot land; explore the island; settle into cave; Cyclops devours men; Odysseus puts him to sleep; stab Cyclops in the eye; Odysseus and men escape



Serves: 8th grade

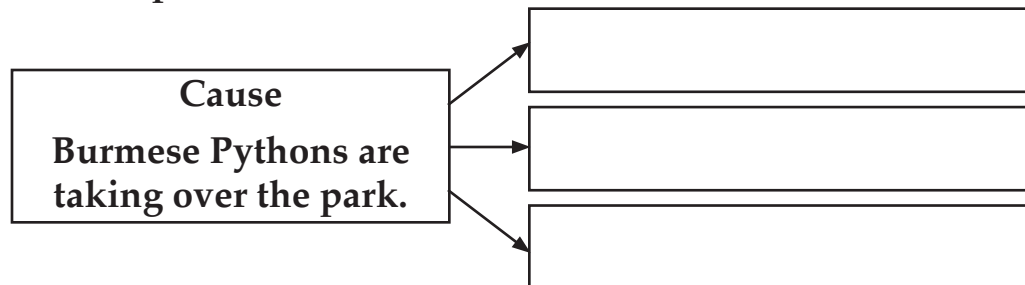
Appetizers Too

Python Hunting

In *Where the Red Fern Grows*, dogs hunted raccoons. In *Old Yeller*, Yeller hunted anything that posed a threat to his family. These days, dogs are hunting pythons. Since January 2005, a dog in the Florida Everglades, "Python Pete," has been training to hunt and find pythons in Everglades National Park. Pete is a beagle. This breed is particularly good for hunting because they are small, friendly, and able to detect different odors. Lori Oberhofer, Pete's owner, has been training him so that the snakes, specifically Burmese Pythons, can be found and removed from the swamp. For many years, these snakes have been popular pets. However, the snakes get so big that their owners release them, often into the Everglades in South Florida. This has caused the pythons to take over the park. To train Pete, Lori puts a python in a net bag and drags it approximately 50 feet to create a scent trail for Pete to follow. While kept on a leash, Pete leads his owner towards the python. Soon Pete will be asked to truly put his skills to the test to help rid the park of these giant snakes.

Cause and Effect 8(b)(10)(C)

What are the possible effects of so many snakes being released into the park?



Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

One word that probably describes Pete is—

- | | |
|--------------|---------------|
| F obedient | G hyperactive |
| H distracted | J stubborn |

Explain your answer choice. _____

Ingredients For Success



Cause and Effect 8(b)(10)(C)

Cause and effect is a progression of ideas an author uses to organize text in order for the reader to synthesize important information. The first event is the cause, or the reason something happens, and the second event is the effect, or the result of the cause.

Possible effects: The park will have a reduced number of visitors; the snakes will harm the fragile environment of the park; the large number of snakes will have to compete for limited food. Accept reasonable answers.

Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

Story elements are features that include setting (time and place), plot (problem or conflict), and mood (reader's feelings) which develop the forward movement of a story or passage to its solution.

F obedient

The dog has to be obedient to follow orders which help him train to hunt pythons. Accept reasonable answers.



Serves: 8th grade

Appetizers Too

Purple Vegetables on the Way!

Plants, like the vegetables we eat everyday, can be modified in any number of ways. Farmers can breed them with others in the field to create a new vegetable. Plants can also be modified in laboratories. Here scientists can change the color or other properties of plants. Some plants have altered themselves over time. In fact, carrots have only been orange for the last 400 years. Before, according to paintings, temple drawings, and old historical documents, some were yellow and others purple! Scientists are trying to recreate these exotic vegetable colors to provide even more nutrients to consumers. This is the reason they think vegetables like orange cauliflower will catch on—it has about 25 times more vitamin A than regular white cauliflower. The orange and red colors in vegetables like tomatoes and carrots come from nutrients like anthocyanins, lycopene, and beta carotene. These can be added to other vegetables. While the process does take a lot of time and effort, many believe it is worth it to get consumers to eat more vegetables.

Denotative and Connotative Meanings 8(b)(2)(B)

Which of the following is less interesting than *Scientists are trying to recreate these exotic vegetable colors*?

- A Scientists are trying to create mystical vegetable colors.
- B Scientists are trying to create fascinating vegetable colors.
- C Scientists are trying to create enticing vegetable colors.
- D Scientists are trying to create different vegetable colors.

Author's Purpose 8(b)(6)(C), 8(b)(7), 8(b)(9), 8(b)(13)(D)

Choose the statement below which best represents the author's message in the passage.

- F Everyone should eat more colorful vegetables; they're even better for you!
- G In Mr. Smith's novel, *The Purple Carrot*, one boy learns the effects of eating too many colorful vegetables.
- H For years, people have been modifying vegetables to create new varieties, colors, and even flavors.
- J To grow your own vegetables, you first need to establish a plot of land for which to use as a garden.

Ingredients For Success



Denotative and Connotative Meanings 8(b)(2)(B)

Connotation is a word's figurative or emotional meaning. Denotation is the literal meaning of a word.

D Scientists are trying to create different vegetable colors.

Author's Purpose 8(b)(6)(C), 8(b)(7), 8(b)(9), 8(b)(13)(D)

An author's purpose is the reason an author decides to write about a specific topic. Once a topic is selected, the author must decide whether his purpose for writing is to inform, persuade, entertain, or explain his ideas to the reader.

H For years, people have been modifying vegetables to create new varieties, colors, and even flavors.



Serves: 8th grade

Appetizers Too

Caution: Animal Crossing

Each year, millions of animals are killed while attempting to cross major highways around the United States. Similarly, about 200 people die each year because of wildlife related crashes. Fortunately, scientists have created a new program which shows promises of success. Ecopassages (Eek oh pass uh jez) are keeping animals, like grizzly bears and mountain lions, from being hit while crossing the road. Like bridges and underpasses, these trails go over or under existing roads to keep animals and humans from colliding. While it might not seem like these passages would work, they are. According to one enthusiastic scientist, mountain lion tracks were found on both sides of an ecopassage here in the U.S. In Canada's Banff National Park, over 50,000 animals have crossed a particular ecopassage in just eight years.

Fact/Opinion 8(b)(10)(B)

Which of the following statements best represents the author's opinion?

- A *Fortunately, scientists have created a new program . . .*
- B *Ecopassages are keeping animals, like grizzly bears and mountain lions, from being hit while crossing the road.*
- C *Like bridges and underpasses, these trails go over or under existing roads . . .*
- D *According to one enthusiastic scientist, mountain lion tracks were found on both sides of an ecopassage . . .*

Justify your answer. _____

Denotative and Connotative Meanings 8(b)(2)(B)

Which of the following statements is more sensitive than *Each year, millions of animals are killed while attempting to cross major highways . . .*

- F *Each year, millions of animals are ruthlessly slaughtered while attempting to cross major highways.*
- G *Each year, millions of animals are murdered while attempting to cross major highways.*
- H *Each year, millions of animals are massacred while attempting to cross major highways.*
- J *Each year, millions of animals are tragically deprived of life while attempting to cross major highways.*

Ingredients For Success

Fact/Opinion 8(b)(10)(B)

Facts can be verified (proven) through observation, official records, or scientific observation. Opinions cannot be directly verified.

A *Fortunately, scientists have begun working on a new program . . .*
By using the word “fortunately,” the author shows that he/she believes this program is a good idea and that it is successful. The other statements are all factual statements.

Denotative and Connotative Meanings 8(b)(2)(B)

Connotation is a word’s figurative or emotional meaning. Denotation is the literal meaning of a word.

J Each year, millions of animals are tragically deprived of life while attempting to cross major highways.



Serves: 8th grade

Appetizers Too

Life in the Arctic

The frigid temperatures and icy winds of the North Pole, insistent predators, would chill any normal person to the bone. To the creatures which spend their lives in the arctic, however, frigid temperatures are simply part of life. From high, icy mountains to tundra, or treeless plains of frozen soil, animals survive the below-zero temperatures often for up to eight months of winter. Each has a unique way of adapting to the fierce winds and cold. Lemmings grow a thicker coat of fur and longer claws; using these claws, they dig tunnels under the snow in which to survive and hide from predators. The musk ox has a shaggy outer coat which reaches all the way to its feet! Under this is even more fur—a softer coat which is shed in the summer. The musk ox also has curved hooves which help them to climb on icy slopes. Finally, in an attempt to hide from predators and stay warm, the Arctic fox grows a heavier white coat. This helps to camouflage the animal through the winter season.

Literary Devices 8(b)(7), 8(b)(8)

The statement, *The frigid temperatures and icy winds of the North Pole, insistent predators, would chill any normal person to the bone*, contains an example of—

- A an oxymoron
- B a metaphor
- C allusion
- D foreshadowing

Compare/Contrast 8(b)(3)(A, B), 8(b)(10)(D), 8(b)(11)(A)

Create a statement which shows a comparison between all three animals in the passage.

Ingredients For Success



Literary Devices 8(b)(7), 8(b)(8)

Literary devices are figurative or nonliteral words used to help the reader visualize and compare story elements—plot, setting, characters, mood and tone—and are meant to be interpreted imaginatively rather than literally.

B a metaphor; *insistent predators*

Compare/Contrast 8(b)(3)(A, B), 8(b)(10)(D), 8(b)(11)(A)

Comparing and contrasting is a way to show how things are alike and different. When comparing information, look for things that are alike or similar. When contrasting information, look at how things are different or not the same.

Lemmings, the musk ox, and the Arctic fox all grow heavier coats of fur to help them survive the winter. Accept reasonable responses.



A Fight for Independence

Aung San Suu Kyi is the leader of Burma's (Myanmar) National League for Democracy. She fights to free her country from a controlling military government. For most of the years since her return to Burma from England, in 1988, Suu Kyi has been under house arrest for forming revolts against the leaders of her country. She has campaigned for peaceful reforms and free elections. Because of her sacrifices and acts of peaceful resistance, Suu Kyi was awarded a Noble Peace Prize in 1991. Since she was under house arrest, her two sons accepted the award for her. As a child, Suu Kyi spent much time with her father, who helped Burma to gain its independence from Britain in the 1940s. Therefore, when she saw the country losing that independence in the 1980s, Suu Kyi knew she had to fight. She was inspired by others who fought peacefully for change, like Gandhi and Martin Luther King. Finally, in 2002, Suu Kyi was released from house arrest. However, despite her release, there are still many restrictions on where she can go and what she is allowed to say.

Evaluate/Make Judgments 8(b)(7), 8(b)(13)(B, D)

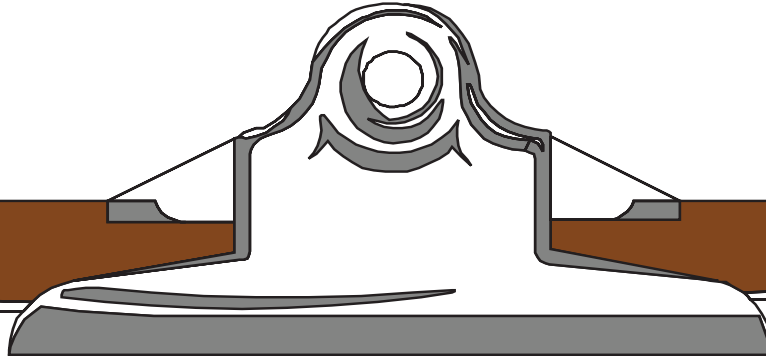
Which of the following suggestions will make the passage above stronger?

- A The author should include sentences which are all similar in structure.
- B The author should organize the passage sequentially.
- C The author should include pictures of other famous leaders.
- D The author should include words appropriate for college-aged people.

Summarization 8(b)(10)(A)

Complete the following summary for the passage.
Suu Kyi has been fighting for government reform in Burma for many years.

Ingredients For Success



Evaluate/Make Judgments 8(b)(7), 8(b)(13)(B, D)

Evaluate and make judgments is a multipurpose critical thinking skill that incorporates all other comprehension skills in order to produce a text written for a specific purpose. The reader examines the text in order to determine, or judge, whether or not an author has achieved his/her purpose conveying the intended message.

B The author should organize the passage sequentially.

Summarization 8(b)(10)(A)

Summarization is the action of restating in a concise form what the author has said. The main idea of the passage must be retained, but elaboration should be eliminated.

Possible answer: Because of her fight, she has won a Noble Prize and suffered under house arrest. Accept reasonable responses.



Serves: 8th grade

Appetizers Too

Alternative Foods

Recent health crazes and diets being followed throughout the U.S. have lead tofu to become a popular alternative to meat. First created in China around 164 B.C., tofu is a dietary staple in countries like Japan, Vietnam, and Korea. It didn't become known in the U.S. until the middle of the twentieth century when Americans became interested in vegetarianism. Tofu, or bean curd as it is sometimes called, is made from soy milk. The milk is either pressed into blocks similar to cheese, or left softer like pudding. Since tofu doesn't really have a flavor, it can take on the flavors of anything it is mixed with, giving it the ability to be used in both main dishes or desserts. It can be a replacement for chicken or beef and can be used in milkshakes and sauces. Like meat, firm tofu can be fried or grilled. Due to its high protein and low fat contents, tofu is now used in many households for breakfast, lunch, dinner, and even dessert.

Stated Main Idea 8(b)(10)(A)

Which of the following statements from the passage best represents the main idea of the passage?

- A *Recent health crazes and diets being followed throughout the U.S. have lead tofu to become a popular alternative to meat.*
- B *It didn't become known in the U.S. until the middle of the twentieth century when Americans became interested in vegetarianism.*
- C *Tofu, or bean curd as it is sometimes called, is made from soy milk.*
- D *It can be a replacement for chicken or beef and can be used in milkshakes and sauces.*

Related Details 8(b)(10)(A)

Locate and write down three related details which support the detail listed below.

A. Used in both main dishes and desserts

1. _____
2. _____
3. _____

Ingredients For Success

Stated Main Idea 8(b)(10)(A)

The main idea of a paragraph or text is the theme or topic which all other paragraphs, sentences, and details directly support.

A *Recent health crazes and diets being followed throughout the U.S. have lead tofu to become a popular alternative to meat.*

Related Details 8(b)(10)(A)

Facts are things known to have happened or known to be so because they can be verified. Details explain and clarify the facts by providing answers to the “who, what, when, where, why, and how” of a passage. Related Details are the examples, illustrations, etc., that add more in-depth background information to the details—in order to clarify or further enhance the meaning of the text.

Replace chicken or beef; Used in milkshakes; Fried or grilled



Tallest Towers

The Petronas Towers in Kuala Lumpur were, for a time, the tallest buildings in the world. Completed in Malaysia in 1998, the buildings held the honor of being the highest until October of 2003 when Japan's Taipei 101 was completed. The Petronas Towers, completed by architect Cesar Pelli, consist of 88 floors. On the 41st and 42nd floors, there is a sky bridge which visitors can walk onto; from this point, tourists have a view of Malaysia's capital city from 175 meters above the ground. Controversy surrounds the towers' claim as the highest building because others, like the Sears Tower, have more floors, higher pinnacles, and higher roofs. However, the Petronas Towers have a spire on top which brings the height to 452 meters or 1483 feet. The builders took full advantage of an odd rule which includes spires as part of a building's height, but not antennas. Either way, the towers have become a major tourist attraction and still hold the record as the tallest set of towers in existence.

Context Clues 8(b)(2)(B, C, D, E)

A pinnacle is probably—

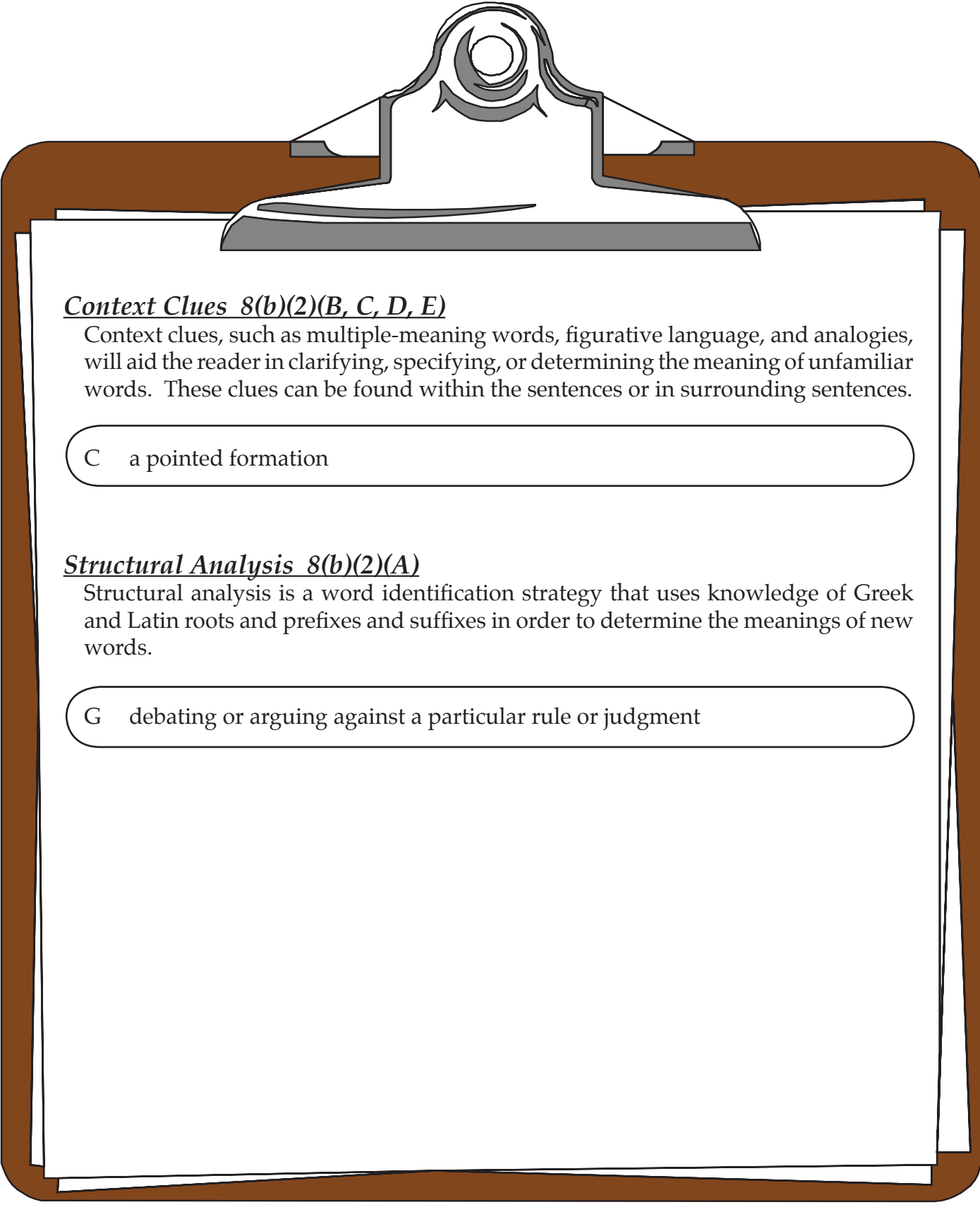
- A a high, arched window
- B an antenna
- C a pointed formation
- D an observation deck

Structural Analysis 8(b)(2)(A)

Controversy comes from the Latin root *contra*, which means against. Therefore, controversy most likely means—

- F the force of wind blowing against one side of a building
- G debating or arguing against a particular rule or judgment
- H competing against others to break architectural world records
- J to fight against governmental authority

Ingredients For Success



Context Clues 8(b)(2)(B, C, D, E)

Context clues, such as multiple-meaning words, figurative language, and analogies, will aid the reader in clarifying, specifying, or determining the meaning of unfamiliar words. These clues can be found within the sentences or in surrounding sentences.

C a pointed formation

Structural Analysis 8(b)(2)(A)

Structural analysis is a word identification strategy that uses knowledge of Greek and Latin roots and prefixes and suffixes in order to determine the meanings of new words.

G debating or arguing against a particular rule or judgment



Number One

Andre Agassi is often considered the best male tennis player of all time. Andre was born in Las Vegas in 1970. He grew up in a family adamant about sports and athletics. His father was a boxer for Iran in the 1948 and 1952 Olympics before moving to the U.S. Once in America, Agassi's father was determined that one of his children would become a world class tennis player. At age two, Andre received his first full-sized tennis racket. By age 14, he was playing and training at a tennis academy in Florida and two years later turned to the professional circuit. Originally, Agassi often portrayed a rebel image—keeping his hair long and wearing brightly colored shirts and an earring to the otherwise conservative tennis matches. Later, after losing some of his popularity, Andre calmed down, shaved his head, and began a serious attempt to rise to the top once more. By 2004, Agassi had won over \$25 million and achieved the ranking of number one tennis player in the world. These days he is a well-respected athlete and one of only five male players to have won all the Grand Slam tournaments in his career.

Make Generalizations 8(b)(6), 8(b)(7), 8(b)(10)(C)

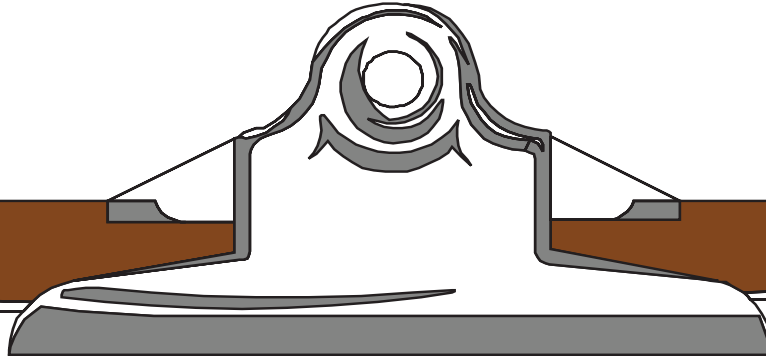
Which of the following statements from the passage is a generalization?

- A** *Originally, Agassi often portrayed a rebel image—keeping his hair long and wearing brightly colored shirts and an earring . . .*
- B** *By age 14, he was playing and training at a tennis academy in Florida and two years later turned to the professional circuit.*
- C** *His father was a boxer for Iran in the 1948 and 1952 Olympics before moving to the U.S.*
- D** *By 2004, Agassi had won over \$25 million and achieved a ranking of number one . . .*

Make Inferences 8(b)(6), 8(b)(7), 8(b)(10)(C)

Why do you think Agassi's hair and clothing made him a "rebel" in the tennis world?

Ingredients For Success



Make Generalizations 8(b)(6), 8(b)(7), 8(b)(10)(C)

A generalization is a nonspecific belief about a subject based on available information and one's knowledge or opinion about a part of that subject. A generalization can be valid, a statement proven with facts, or invalid, a statement that cannot be proven.

A Originally, Agassi often portrayed a rebel image—keeping his hair long and wearing brightly colored shirts and an earring . . .

Make Inferences 8(b)(6), 8(b)(7), 8(b)(10)(C)

Making an inference requires reading information, combining it with what you already know, and making a final decision about what has happened.

Most tennis players, before Agassi arrived, were conservative. They wore white or pastel colored clothing and most male players had short hair. Accept reasonable answers.



Serves: 8th grade

Appetizers Too



A Long Ruling Family

The House of Grimaldi is the royal family of Monaco, which is a tiny country located at the edge of France, on the Mediterranean Sea. The Grimaldi family has ruled the country, almost exclusively, since 1297. Before moving to Monaco, the Grimaldis were part of the prominent Guelphic family of Genoa. Disagreements broke out between the Guelphs and another family, the Ghibellines. The Grimaldis sought safety near Monaco in 1270, only to be thrown out twenty-six years later by Ghibellines. The next year, Francois Grimaldi led a group of Guelphs back to Monaco and seized power from the Ghibellines. Eventually, however, in 1301, the Ghibellines once again regained control. Finally, when the Guelphs managed to rule again in Genoa sometime in the early 1300s, Charles Grimaldi, later known as Charles I of Monaco, was able to rule the tiny country in peace.

Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

Ruth is creating a story about the rise of the Grimaldi family. Which event from the passage will most likely be the climax of her story?

- A Francois Grimaldi regains control of Monaco.
- B The Grimaldis flee Genoa for Monaco.
- C The Grimaldis are thrown out of Monaco by the Ghibellines.
- D The Guelphs take over Genoa and Charles I rules Monaco.

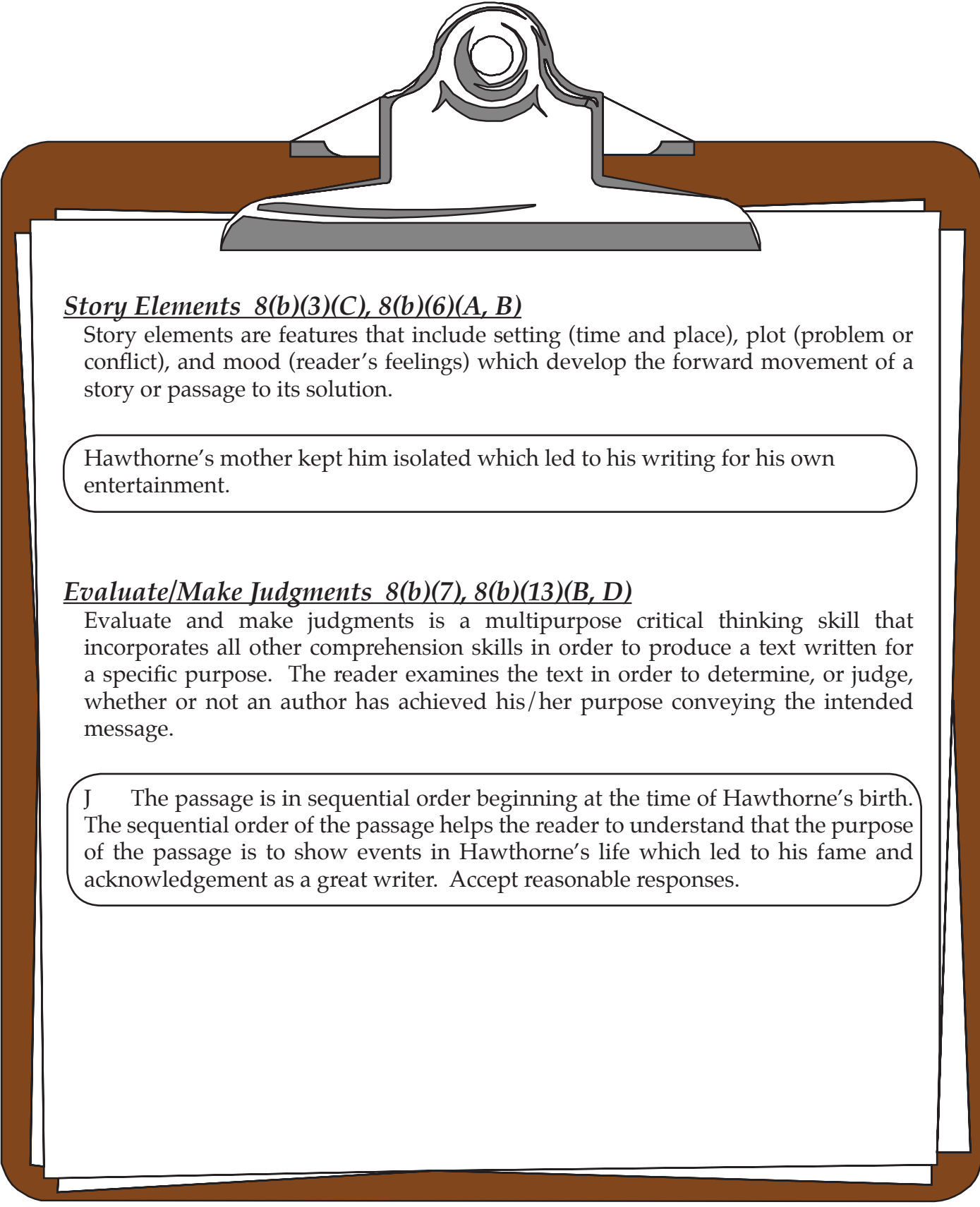
Sequential Order 8(b)(10)(A, C)

Place the following dates and corresponding events from the passage on the timeline below.

lived in Genoa as part of Guelphic family; early 1300s; sought safety near Monaco; Francois Grimaldi led group to Monaco and took control; 1270; 1301; Ghibellines threw the Grimaldis out of Monaco; Ghibellines regained control; Charles I ruled Monaco; before 1270; 1297; 1296

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Ingredients For Success



Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

Story elements are features that include setting (time and place), plot (problem or conflict), and mood (reader's feelings) which develop the forward movement of a story or passage to its solution.

D The Guelphs take over Genoa and Charles I rules Monaco.

Sequential Order 8(b)(10)(A, C)

Sequential order is the order or the progression in which events occur.

before 1270-lived in Genoa as part of Guelphic family; 1270-sought safety near Monaco; 1296-Ghibellines threw the Grimaldis out of Monaco; 1297-Francois Grimaldi took control; 1301-Ghibellines regain control; early 1300s-Guelphs take control of Genoa and Charles I rules Monaco



Varied Art

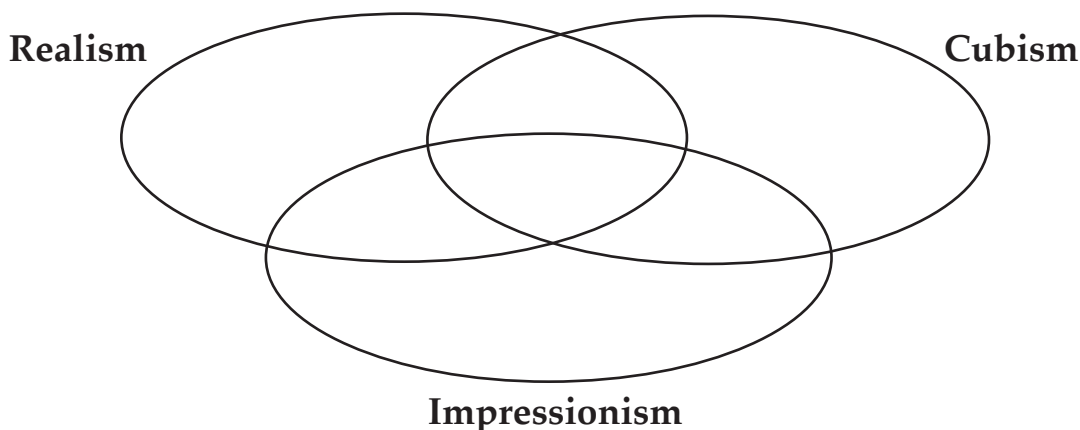
Over time, artists have created new types of painting to depict different moods, colors, and objects. One of these types of painting was Realism. Artists of Realism, which was created in the mid-19th century in France, wanted to show everyday people, places, and situations as they actually were. Their revolt was against an earlier form of painting called Romanticism. Here every object appeared glorified as perfect. One main follower of Realism was artist Edward Manet. Also in the 19th century, Impressionism was born. What began in France with Claude Monet's painting *Impression, Sunrise*, soon turned into a widely used art form. Impressionism focused on showing brushstrokes, light colors, and ordinary subject matter like fields and streams. Finally, in the 20th century, Cubism took painting in a new direction. Created from the minds of Picasso and other artists, Cubism was used to break up objects and reform them on canvas in a new and unusual way. This provided a viewer with several different ways to really observe the images in the painting.

Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

Predict why artists of Realism revolted against Romanticism.

Compare/Contrast 8(b)(3)(A, B), 8(b)(10)(D), 8(b)(11)(A)

Use the Venn diagram below to compare the three types of painting described in the passage.



Ingredients For Success

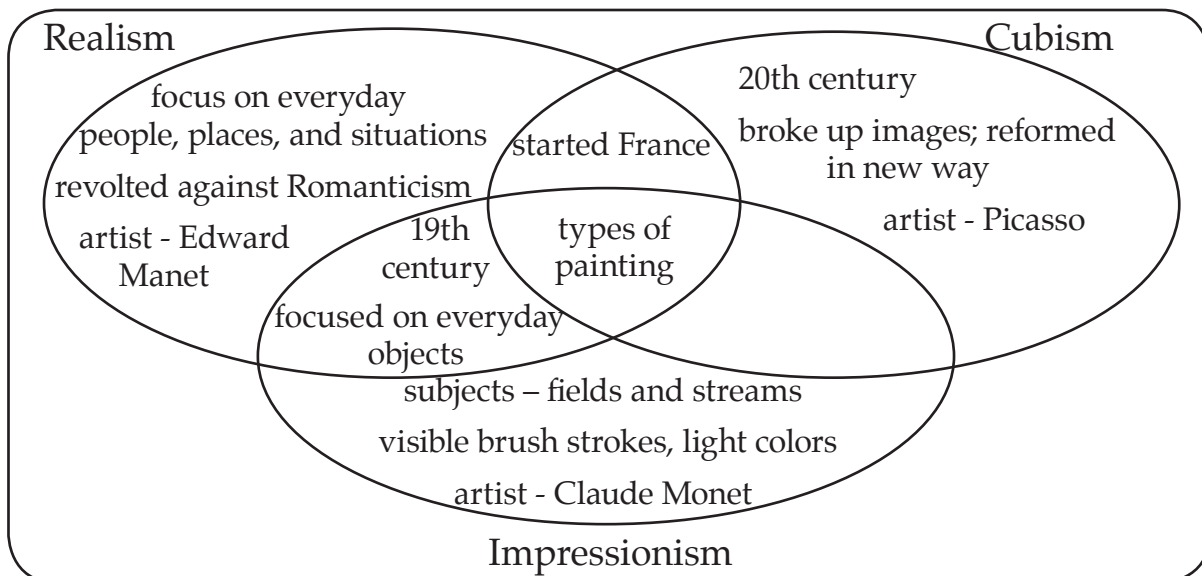
Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

Making predictions is a skill that requires using what you already know, previous experiences, and facts and details. Then you must apply that information to new situations in order to make logical, well-reasoned predictions about what might happen next.

The artists didn't think Romanticism accurately portrayed life; it was unrealistic.
Accept reasonable responses.

Compare/Contrast 8(b)(3)(A, B), 8(b)(10)(D), 8(b)(11)(A)

Comparing and contrasting is a way to show how things are alike and different. When comparing information, look for things that are alike or similar. When contrasting information, look at how things are different or not the same.





A Winning Color

Is it possible that wearing a particular color can help you win a competition? Some researchers believe it is. Recently, two anthropologists from Britain completed a study of several events at the 2004 Olympic games. Their research showed that athletes who wore red were more likely to win their events than other athletes. The sports they studied were boxing, tae-kwon do, Greco-Roman wrestling, and freestyle wrestling. These particular sports were chosen because the athletes are randomly assigned red uniforms or gear. What the researchers discovered was that “athletes wearing red gear won more often in 16 of 21 rounds of competition.” But, why would wearing a particular color make you more likely to win? Some believe that red sends a message to a competitor that you are dangerous or strong. When thinking of the most successful professional teams of 2004, the Red Sox, New England Patriots, and Detroit Pistons all have red in their uniforms. However, the New York Yankees, the team with the most wins in history, has only white, gray, and navy blue.

www.timeforkids.com/TFK/news/printout/0,9187,1063655,00.html

Related Details 8(b)(10)(A)

Which related detail supports the fact that scientists studied four Olympic sports in which athletes wear red?

- A . . . *won more often in 16 of 21 rounds of competitions.*
- B *Some believe that red sends a message . . . that you are dangerous or strong.*
- C . . . *the Red Sox, New England Patriots, and Detroit Pistons all have red in their uniforms.*
- D . . . *the team with the most wins in history, has only white, gray, and navy blue.*

Author's Purpose 8(b)(6)(C), 8(b)(7), 8(b)(9), 8(b)(13)(D)

In this passage, the author is—

- F trying to convince more athletes to wear red
- G explaining how to win more competitions
- H informing others of how red affects sports outcomes
- J entertaining the reader with stories of sporting competitions

Ingredients For Success



Related Details 8(b)(10)(A)

Facts are things known to have happened or known to be so because they can be verified. Details explain and clarify the facts by providing answers to the “who, what, when, where, why, and how” of a passage. Related Details are the examples, illustrations, etc., that add more in-depth background information to the details—in order to clarify or further enhance the meaning of the text.

A . . . won more often in 16 of 21 competitions . . .

Author's Purpose 8(b)(6)(C), 8(b)(7), 8(b)(9), 8(b)(13)(D)

An author's purpose is the reason an author decides to write about a specific topic. Once a topic is selected, the author must decide whether his purpose for writing is to inform, persuade, entertain, or explain his ideas to the reader.

H informing others of how red affects sports outcomes



Serves: 8th grade

Appetizers Too

Where Dinosaurs Roam

Visit Dinosaur National Park in Colorado and Utah! Here you can see the beautiful Yampa River meet the Green River. While here you might even see the endangered peregrine falcon, bald eagles, or even prehistoric Indian rock art. Take time out from a busy vacation to relax while hiking the many trails surrounding the park. See the Dinosaur Quarry with over 1,500 bones on display and dinosaur replicas! Take a driving tour of the Tilted Rocks! Join one of our trained guides for an overnight white-water rafting trip. Become an explorer while four-wheeling on the Yampa Bench road or traversing deep canyons and river beds. Enjoy the splendor that is Dinosaur National Park where wonder and history meet.

Persuasive Devices 8(b)(11)(B)

Identify and explain techniques used to persuade the reader in the passage.

Implied Main Idea 8(b)(10)(A)

The passage is mostly about—

- F dinosaurs and dinosaur bones
- G white-water rafting
- H hiking many trails
- J nature experiences

Ingredients For Success

Persuasive Devices 8(b)(11)(B)

Persuasive devices are tools or methods, such as Name-Calling, Plain-Folks Talk, Testimonial, Bandwagon, Glittering Generalities, and Card Stacking, an author uses for the purpose of changing or swaying the reader's mind or convincing the reader to take some type of action.

The author entices the reader with descriptions of many adventurous activities in Dinosaur National park and uses Name-Calling in the statement *Become an explorer . . .* Accept reasonable responses.

Implied Main Idea 8(b)(10)(A)

The implied main idea of a paragraph or text is the theme or topic to which all other paragraphs, sentences, and details directly support. The implied main idea is not stated or written directly.

J nature experiences



Serves: 8th grade

Appetizers Too

Challenging Climb

In May 2005, Ed Viesturs accomplished something no other American has ever done. He completed his goal to climb to the top of the world's 14 tallest mountains without using supplemental oxygen. His final climb, up Annapura in Nepal, was one of the most dangerous because of threatening avalanches and ice falls. The daunting mountain had already beaten the climber twice, and he wasn't sure if he would make it up this time either. Fortunately, the weather was on his side, and he was able to stand at the peak and know he'd just made history. Viesturs has also climbed Mt. Everest, the tallest peak in the world, six times! He trains year-round by running, lifting weights, and kayaking near his home in the Northwestern U.S.

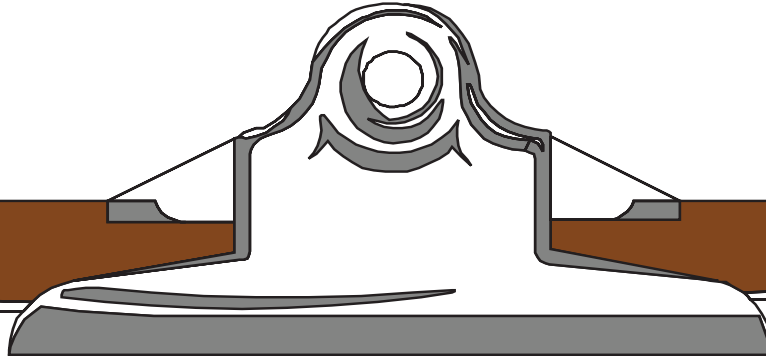
Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

Predict why most climbers would need to use supplemental oxygen when climbing.

Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

What information from the passage supports the following statement: Ed's biggest conflict while climbing was often with nature itself.

Ingredients For Success



Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

Making predictions is a skill that requires using what you already know, previous experiences, and facts and details. Then you must apply that information to new situations in order to make logical, well-reasoned predictions about what might happen next.

The mountains are at such a high altitude that there is not enough oxygen in the atmosphere for most climbers, so they must rely on extra oxygen.

Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

Story elements are features that include setting (time and place), plot (problem or conflict), and mood (reader's feelings) which develop the forward movement of a story or passage to its solution.

final climb up Annapura . . . threatening avalanches and ice falls; mountain had already beaten the climber twice; weather was on his side



Serves: 8th grade

Appetizers Too

Transplanting Animals

A recently released movie follows several zoo animals as they escape to head back to a “natural” environment in Africa. The animals, a zebra, lion, hippo, and giraffe, end up shipwrecked on the island of Madagascar. While scientists say that these animals could survive on the island, the species which already exist there would suffer. Of the animals and plants which currently live there, the majority are found nowhere else in the world. For this reason, it is important that new creatures aren’t introduced. If lions, zebras, and giraffes were brought in, the island’s lemurs would suffer. Giraffes would eat all the leaves off of the trees, taking away the shade and food for the lemurs. Lions would compete with the only carnivorous predator on the island, fossas, for the limited amount of prey. Though Madagascar is almost the size of Texas, adding a few new animals would greatly impact the life of the flowers and animals which exist in this unique habitat.

Fact/Opinion 8(b)(10)(B)

Use the space below to create a graphic organizer showing the author’s opinion and support for that opinion in the passage.

Author’s opinion: _____

Determine Meanings of Derivatives 8(b)(2)(A)

Examine the definitions below. Which best fits carnivorous as it is used with the suffix “-ous?”

- F one who is or follows the beliefs of eating meat
- G characterized by or full of a need to eat meat
- H the study or science of being a carnivore
- J in the manner or direction of a carnivore

Ingredients For Success

Fact/Opinion 8(b)(10)(B)

Facts can be verified (proven) through observation, official records, or scientific observation. Opinions cannot be directly verified.

The author believes that new animals shouldn't be brought to Madagascar. Information which supports this statement includes: lemurs would suffer, giraffes would eat all leaves, lions would compete with the fossas, etc.

Determine Meanings of Derivatives 8(b)(2)(A)

Prefixes and suffixes are letters that, when combined with a root word, form a new meaning for the root word. These new words are called derivatives. A prefix will only modify the meaning of the root word, whereas a suffix will change the root word's part of speech as well as its meaning.

G characterized by or full of a need to eat meat



Serves: 8th grade

Appetizers Too

A Bigger, Better Ferris Wheel

Shanghai, China's largest and richest city, is on its way to adding a brand-new tourist attraction. Architects and engineers are planning to build the world's tallest Ferris wheel—larger than London's own London Eye. Scheduled to be completed by 2008, when Beijing hosts the Summer Olympics, the Shanghai Star will stand between 200-230 meters, or 656-755 feet. The London Eye, which previously held the title of world's tallest Ferris wheel, is only 135 meters tall. While Shanghai is often considered a booming center of business, the Ferris wheel is an attempt to bring more tourists to the city.

Certainly the Shanghai Star will come complete with splendid views and sights in all directions. The London Eye currently provides its 15,000 visitors a day with views which extend 25 miles in each direction. Tourists can see St. Paul's Cathedral, the Palace at Westminster, and Windsor Castle from the top of the wheel which opened in 2000.

Cause and Effect 8(b)(10)(C)

Create a cause-effect chart to show the relationship between the opening of the Shanghai Star and the 2008 summer Olympics.

Because the Shanghai Star is opening the same year the Olympics are in Beijing,



--

Compare/Contrast 8(b)(3)(A, B), 8(b)(10)(D), 8(b)(11)(A)

Use the T-chart below to compare the London Eye and the Shanghai Star.

London Eye	Shanghai Star
• _____	• _____
• _____	• _____
• _____	• _____

Explain how this graphic organizer can help readers to better understand the passage. _____

Ingredients For Success

Cause and Effect 8(b)(10)(C)

Cause and effect is a progression of ideas an author uses to organize text in order for the reader to synthesize important information. The first event is the cause, or the reason something happens, and the second event is the effect, or the result of the cause.

Because the Shanghai Star is opening the same year the Olympics are in Beijing,

many people will visit both sites

Accept reasonable responses.

Compare/Contrast 8(b)(3)(A, B), 8(b)(10)(D), 8(b)(11)(A)

Comparing and contrasting is a way to show how things are alike and different. When comparing information, look for things that are alike or similar. When contrasting information, look at how things are different or not the same.

- | London Eye | Shanghai Star |
|--|--|
| <ul style="list-style-type: none">• opened in 2000• 135 meters tall• has view of Windsor Castle and St. Paul's Cathedral | <ul style="list-style-type: none">• opens 2008• is over 200 meters tall• will have amazing views |

The organizer helps readers to better see the similarities and differences between the two Ferris wheels and to organize these characteristics. Accept reasonable responses.



Serves: 8th grade

Appetizers Too

The Great Seal

The United States Seal was created in the years following the signing of the Declaration of Independence. In 1776, Benjamin Franklin, John Adams, and Thomas Jefferson were given the task of creating a seal, or emblem, to represent the new nation. Finally, in 1782, after six years of trial and error, the seal was approved. The men wanted to create an emblem which would show an independent nation filled with free people full of hope. In the center of the seal is a bald eagle, the national bird. The scroll in its beak says *E pluribus Unum* which is Latin for "out of many, one." This represents the forming of one nation out of the thirteen colonies. In one claw the eagle holds thirteen arrows, and in the other, it holds an olive branch. These represent war and peace. The shield in front of the eagle shows thirteen vertical red and white stripes under a square of blue. The stripes represent the thirteen colonies and the blue square is for the President and government. Finally, over the head of the eagle is a cloud with a constellation of thirteen stars. This again shows the formation of a new nation out of the thirteen colonies.

Summarization 8(b)(10)(A)

Create a two-sentence summary of the passage above.

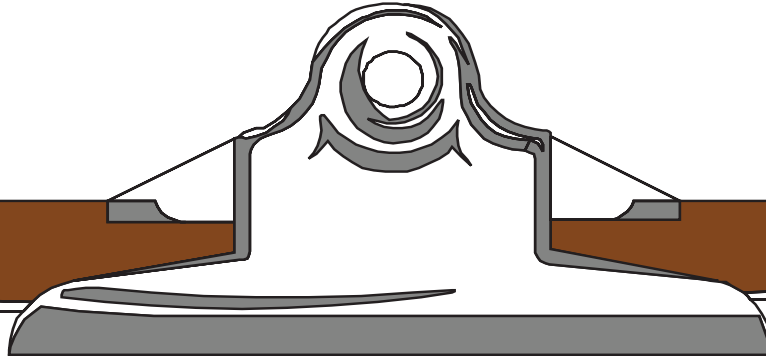
Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

The colors of the shield—red, white, and blue—also are symbolic of different personality traits of those in the United States. Red most likely symbolizes—

- | | |
|-----------|-------------|
| A purity | B innocence |
| C courage | D justice |

Provide an explanation for your answer.

Ingredients For Success



Summarization 8(b)(10)(A)

Summarization is the action of restating in a concise form what the author has said. The main idea of the passage must be retained, but elaboration should be eliminated.

The United States Seal is used to show others the independence and hope of Americans. It represents the creation of a new nation out of thirteen separate colonies. Accept reasonable responses.

Make Predictions 8(b)(6), 8(b)(7), 8(b)(10)(C)

Making predictions is a skill that requires using what you already know, previous experiences, and facts and details. Then you must apply that information to new situations in order to make logical, well-reasoned predictions about what might happen next.

White is commonly a symbol of purity and innocence. In the passage, blue is said to represent government, which provides justice. Therefore, red must represent courage.



Serves: 8th grade

Appetizers Too

A Natural Wonder

The Isle of Rhodes was an important center of business and trade in the ancient world. Located at the meeting point of the Aegean Sea and Mediterranean Sea, near Crete, The Isles' capital city, Rhodes, provided a perfect harbor area for ships. At the entrance to this harbor stood a 120 foot tall statue, the Colossus of Rhodes. Built as a symbol of freedom after the end of a long and painful war, this statue is considered one of the Seven Wonders of the World. The Rhodians built the statue to celebrate their victory. It was to be a likeness of the Greek god, Helios, and was constructed of bronze. The statue took twelve years to complete and stood on a fifty-foot-tall pedestal at the entrance to the harbor. Tall and proud, the Colossus guarded the harbor for over fifty years; unfortunately, an earthquake shook the small island city and the statue crumbled. For many years after the earthquake, pieces of the statue lay along the harbor streets. They still were symbols and reminders of victory and freedom.

Related Details 8(b)(10)(A)

Complete the outline below:

I. Colossus of Rhodes

A. Built to celebrate victory

1. _____
2. _____
 - a. _____
 - b. _____

B. Guarded harbor for over fifty years

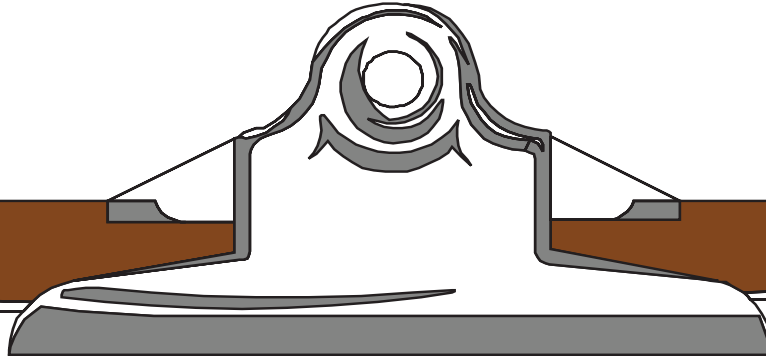
1. _____
2. _____

Stated Main Idea 8(b)(10)(A)

The stated main idea of the passage is—

- F** *The Isle of Rhodes was an important center of business and trade in the ancient world.*
- G** *At the entrance to this harbor stood a 120 foot tall statue, the Colossus of Rhodes.*
- H** *Built as a symbol of freedom after the end of a long and painful war, this statue is considered one of the Seven Wonders of the World.*
- J** *The statue took twelve years to complete and stood on a fifty-foot-tall pedestal at the entrance to the harbor.*

Ingredients For Success



Related Details 8(b)(10)(A)

Facts are things known to have happened or known to be so because they can be verified. Details explain and clarify the facts by providing answers to the “who, what, when, where, why, and how” of a passage. Related Details are the examples, illustrations, etc., that add more in-depth background information to the details—in order to clarify or further enhance the meaning of the text.

Likeness of Helios; Constructed of bronze; Twelve years to complete; Stood on pedestal; Earthquake shook city and crumbled statue; Lay on harbor streets

Stated Main Idea 8(b)(10)(A)

The main idea of a paragraph or text is the theme or topic which all other paragraphs, sentences, and details directly support.

H *Built as a symbol of freedom after the end of a long and painful war, this statue is considered one of the Seven Wonders of the World.*



Astronomy 101

Nicholas Copernicus was a Polish astronomer and mathematician. He lived first in Rome, then in Prussia where he practiced medicine. The work which made him famous told his beliefs about the universe. In this work, Copernicus gave information which led others to determine that the Earth revolved around the sun. This work paved the way for modern astronomy and was most likely published around 1543. Years later, an Italian astronomer, Galileo Galilei, who was also a mathematician and physicist, constructed telescopes with which to view objects in space. With these telescopes and his own studies, Galileo discovered that Copernicus' theory of the solar system—that the sun was the central body around which everything revolved—was true. Unfortunately, others were not ready to hear that the Earth was not the center of the universe. The astronomer was told not to discuss this idea that was considered “dangerous” and not to teach it. Nevertheless, he published works which supported the theory. Galileo was tried for disobeying the government and forced to leave Rome to live in seclusion near Florence. Much later, in 1992, it was recognized by the Pope that Galileo had been wrongly convicted, and he was pardoned.

Compare/Contrast 8(b)(3)(A, B), 8(b)(10)(D), 8(b)(11)(A)

On a separate piece of paper, create a Venn diagram to compare and contrast Galileo Galilei with Nicholas Copernicus.

Structural Analysis 8(b)(2)(A)

Which of the following root words from the passage means “see”?

F ast

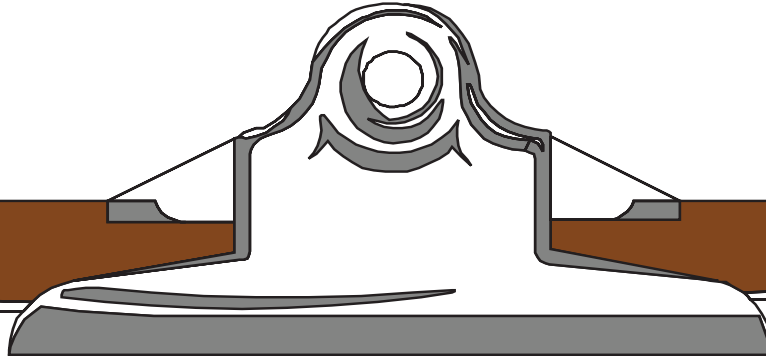
G scop

H struct

J claim

Identify a word from the passage which use this root and give a definition of the word. _____

Ingredients For Success



Compare/Contrast 8(b)(3)(A, B), 8(b)(10)(D), 8(b)(11)(A)

Comparing and contrasting is a way to show how things are alike and different. When comparing information, look for things that are alike or similar. When contrasting information, look at how things are different or not the same.

Both Copernicus and Galileo lived in Rome, were astronomers and mathematicians, and believed the Earth revolved around the sun. Galileo was punished for his beliefs, and he lived in Italy his whole life. Copernicus was born in Poland and lived in Prussia.

Structural Analysis 8(b)(2)(A)

Structural analysis is a word identification strategy that uses knowledge of Greek and Latin roots and prefixes and suffixes in order to determine the meanings of new words.

G scop
Telescope is a device used to see objects far away.



Serves: 8th grade

Appetizers Too

American Writer

Nathaniel Hawthorne is well-known for writing *The Scarlet Letter* and *The House of the Seven Gables*. He was born on July 4, 1804, in Salem, Massachusetts. As a child, his mother kept him isolated from other children. Because of this isolation, Hawthorne turned to writing as a way of expressing himself. At first, he was better known for his short stories which included "Young Goodman Brown" and "The Birthmark." However, around 1845, he began working on a novel, *The Scarlet Letter*. It tells the story of a young girl separated from her community. The book immediately became a success. Later, Hawthorne completed *The House of the Seven Gables*. In 1864, in Plymouth, New Hampshire, the famous author died after a long illness. His works are still read in most schools and are considered wonderful examples of characterization and symbolism.

Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

Explain how the actions of Hawthorne's mother led to his interest in writing.

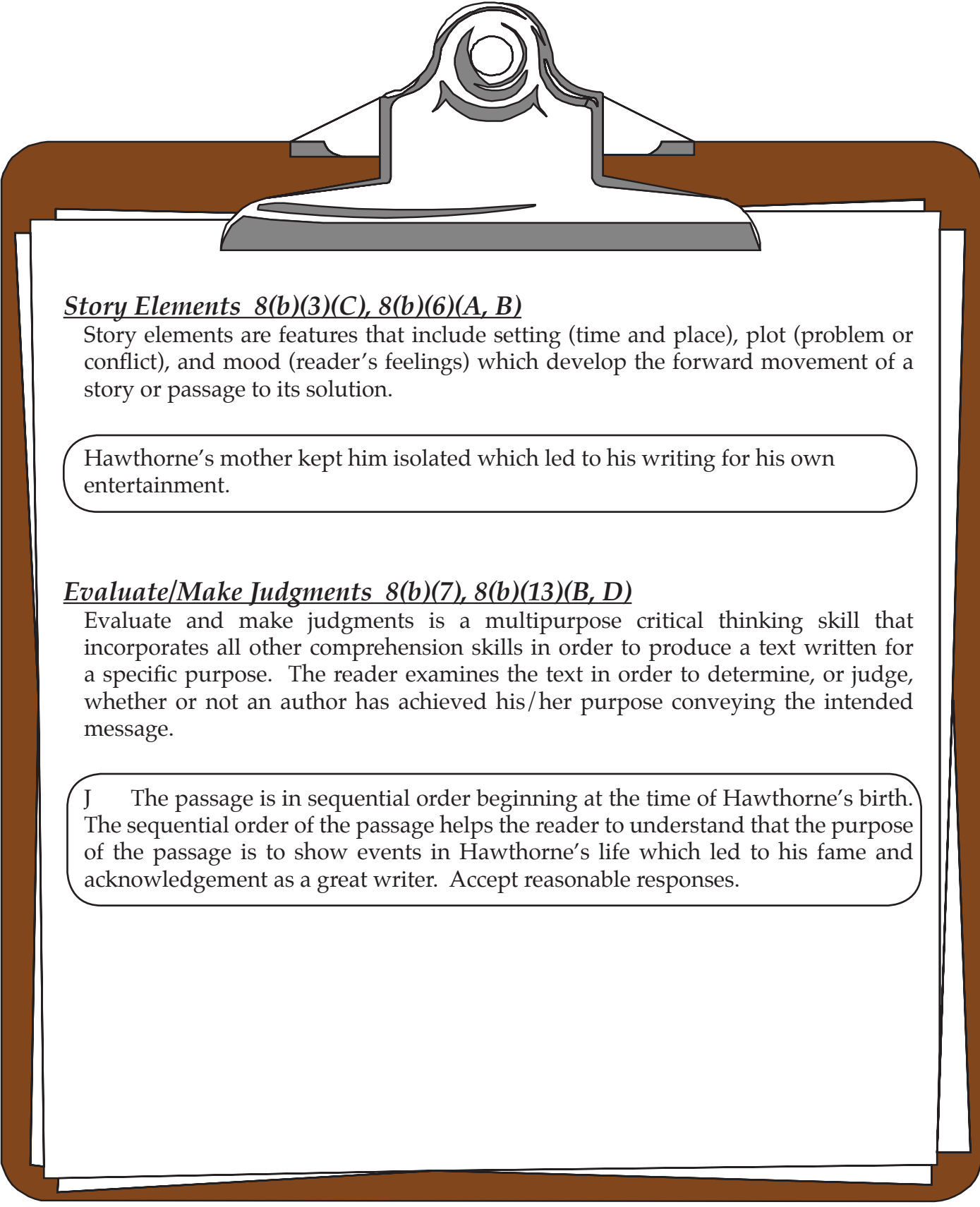
Evaluate/Make Judgments 8(b)(7), 8(b)(13)(B, D)

Identify the organizational pattern of the passage.

- F It is organized using a cause-effect pattern.
- G The passage is organized with events in chronological order from most recent to earliest.
- H The passage is organized to show the most important events first.
- J The passage is in sequential order beginning at the time of Hawthorne's birth.

Explain how the organization of the passage helps the reader to understand the purpose of the text. _____

Ingredients For Success



Story Elements 8(b)(3)(C), 8(b)(6)(A, B)

Story elements are features that include setting (time and place), plot (problem or conflict), and mood (reader's feelings) which develop the forward movement of a story or passage to its solution.

Hawthorne's mother kept him isolated which led to his writing for his own entertainment.

Evaluate/Make Judgments 8(b)(7), 8(b)(13)(B, D)

Evaluate and make judgments is a multipurpose critical thinking skill that incorporates all other comprehension skills in order to produce a text written for a specific purpose. The reader examines the text in order to determine, or judge, whether or not an author has achieved his/her purpose conveying the intended message.

J The passage is in sequential order beginning at the time of Hawthorne's birth. The sequential order of the passage helps the reader to understand that the purpose of the passage is to show events in Hawthorne's life which led to his fame and acknowledgement as a great writer. Accept reasonable responses.