



8th Grade HA

“ ” in” “The Rail

- _____ refers to verbs whose subjects PERFORM the action.
EX: The teacher told us what to do.
- _____ refers to verbs whose subjects RECEIVE the action.
EX: We were told by the teacher what to do.

_____ 1. My family owns eleven iPods because we love music.
_____ 2. Like other digital music players, iPods serve as useful storage devices.

_____ 1. The iPod was first released by Apple in the early 2000's
_____ 2. Many accessories have been made for the iPod line.

_____ 1. The iPod's click wheel gives the device an uncluttered look.
_____ 2. Several audio file formats can be played with an iPod.

1. _____ There are many hiking trails near us.
2. _____ She once had a frightening hike near a bear.

<p>Items in a series comma rule. I love bananas, apples, and oranges.</p> <p>FANBOYS rule. I love apples, but I love bananas in my oatmeal.</p> <p>Dates/months rule. . The paper was signed on November 3, 1989, at the office.</p> <p>Conjunctions rule. . Tom brought home a puppy and a kitten.</p>	<p>Beginning of a sentence. Looking around me, I saw many ducks.</p> <p>Appositive Phrases John, my brother, is an engineer.</p> <p>Adverb Beginnings. . Hesitantly, I opened the door to the apartment.</p>
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1. The candy store has shelves laden with hand-dipped chocolate truffles.
2. The flavorings include lemon strawberry and specially ordered flavorings.

1. Green leaves shaped like teardrops cover the trees' branches.
2. Pods which are shaped similar to footballs are textured like gourds and grow on the bottom of the trunks.

1. They discovered the cacao trees in the rainforests of Mexico and Central America where the climate is great for growth.
2. Once discovered the trees were grown in the backyards of the tribes.

1. As word spread to different tribes about the delightful drink cacao seeds were adopted as currency.
2. Mayans drank cacao on a regular basis but the Aztecs reserved it for royalty and the upper classes.

Refer to the grammar worksheet for today's practice exercises.

Complete the graphic organizer prior to reading the entire text. Use your scanning and skimming skills to preview the text.

If

by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you, But make

25

If you can talk with crowds and keep your virtue,
Or walk with Kings--nor lose the common touch, If
neither foes nor loving friends can hurt you, If all men
count with you, but none too much: If you can fill the
unforgiving minute

30

With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And--which is more--you'll be a Man, my son!

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4. What is a theme of this poem?

A. Becoming a grownup takes confidence, determination, and virtue.

by Emily Dickinson

I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then, prodigious, step

Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads;
And then a quarry pare

To fit its sides, and crawl between,
Complaining all the while
In horrid, hooting stanza;
Then chase itself down hill

And neigh like Boanerges;
Then, punctual as a star,
Stop - docile and omnipotent -
At its own stable door

5

10

15

Complete the graphic organizer as you read the text.

The four terms can include words with multiple meanings and/or unfamiliar phrases.

Which words would you use again?

Remember to think beyond using them in the classroom or school. _____

Refer to the grammar worksheet for today's practice exercises.

1. What kind of transportation is this poem about?

- A. a railway train
- B. a car
- C. an airplane
- D. a subway train

The Fiction Partner Challenge

by W.M. Akers

Brian looked at his teacher, Mrs. Applegate. He looked at the girl sitting next to him, whose name he was pretty sure was Stacey. He looked back at his teacher and then squeezed his face into the most horrified expression he could manage.

"What do you mean we're going to write a story together?"

"Just what I said," said Mrs. Applegate, whose eyes said she was tired of having that discussion. "You write one sentence, then Stacey writes one sentence. In fifteen minutes, you have a two-page story, and you've both learned something about teamwork."

"What if I don't care about teamwork?"

"This is school, Brian. You're required to care about teamwork."

"Do I get a say in this?" asked Stacey. "Because I'm opposed to it as well."

"Just listen to her!" said Brian. "She says stuff like 'opposed to' and 'as well.' I don't want to write with anybody who talks like that. She'll probably make us write a story about ponies who have a tea party and argue about grammar."

"Well I bet you're going to want to write about ninjas who ride around on robots and fight other ninjas who ride on dinosaurs."

"That is a pretty awesome idea."

"Forget it. We're not doing this."

"Uh, Stacey?"

"What?!"

"Mrs. Applegate left. I think we're doing this."

Stacey took her glasses case out of her book bag, handling it like it was as delicate as TNT. She unfolded her glasses and pushed them onto her nose, hoping her precise movements would convey how

"I know. I fixed that."

"Well that's not even how you spell camouflage."

"How do you spell it?"

"I don't know, but that's not right. Go look it up." While Brian fumbled with the dictionary, Stacey quickly scratched out another sentence, trying to make it as long as possible.

"This is lousy writing," said Brian.

"Excuse me?!"

"You say that they're happy and content and joyous. Those all mean basically the same thing. It's redundant."

"I like adjectives."

"Then you must like bad writing, too."

"Be quiet and take your turn."

Brian took the paper, scowled at what Stacey had written, and set about fixing it.

"At least his name isn't Brian," Stacey said. She ripped the paper away from her partner, clutched the

Brian wrote: '

Stacey wrote: '

With an evil grin, Brian took the pencil and began to write:

As Mrs. Applegate picked up everyone's stories, Stacey squeezed her fists so hard her fingernails made imprints in her palms. Sweat poured down her neck as their teacher read, and she braced herself for the first F of her entire academic career. And then she heard something strange—a sound so unfamiliar that it took her a few moments to recognize: laughter.

1. What does Mrs. Applegate want her students to learn something about by writing a story together?

- A. writing fiction
- B. patience
- C. teamwork
- D. manners

2. In the passage, both Brian and Stacy object to the assignment from Mrs. Applegate. Based on this evidence, what conclusion can be made?

- A. They work on projects together every day.
- B. Neither wants to work with the other.
- C. They're looking forward to working together.
- D. They won't have to work together at all.

3. In the passage, Stacey tells Brian "don't screw it up" when it's his turn to write a sentence. Based on this evidence, what conclusion can be made?

- A. Brian does not trust Stacey's writing.
- B. Brian and Stacey are working well together.
- C. Stacey does not trust Brian's writing.
- D. Brian and Stacey have the same story ideas.

4. What is this story mainly about?

- A. two students writing a story together
- B. how Mrs. Applegate runs her classroom
- C. ninjas and robots being part of a wedding
- D. the best way to name a story's characters

5. Read the following sentences: "You say that they're happy and content and joyous. Those all mean basically the same thing. It's redundant." As used in this sentence, what does "redundant" mean?

- A. simple
- B. useful
- C. repetitive
- D. necessary

6. How does Brian feel about working with Stacey on the story? Use evidence from the text to support your answer.

by ReadWorks

"Hi, I'm the new student intern, Lisa Martinez." Lisa smiled at the receptionist and held out her ID. The receptionist inspected the driver's license and looked up her name in the computer. "Your security has been cleared," she said. "Mr. Pizmo is observing a trial in Lab 302. I'll take you back there to meet him."

The receptionist rose up and led Lisa down the hall, high heels clicking briskly across the polished marble floor. Lisa snuck glances at the hall around her as she scurried to keep up. Everyone she passed moved as quickly as the receptionist, as though they had to be somewhere incredibly important. Lisa couldn't believe that she was in the headquarters of OneThing, one of the biggest companies in the world. OneThing had first made its business as an Internet company fifteen years ago, but then it had expanded into electronics, energy production, and too many other fields to count. Now it made billions of dollars every year. OneThing's success was driven by its charismatic and mysterious president, Noel Pizmo.

Pizmo was a genius inventor who seemed to succeed at everything he tried. He had written the computer programs that led to OneThing's first achievements and was responsible for most of their scientific breakthroughs in other fields. He refused to speak to the press or to even have his photograph taken. This only made him more popular with the public. Everyone wondered what the "mystery genius" would come up with next.

Lisa could feel herself growing nervous as they neared Lab 302. If Pizmo was so smart, would he be able to tell who she really was? Would he know that her cover as a student intern was all a lie? She faced the door of Lab 302. There was only one way to find out, and she had to try.

Lisa pushed open the door and was quickly shushed and pushed to the side of the dark room by someone. As her eyes adjusted to the lack of light, she saw that she was in a room full of people on one side of a thick sheet of Plexiglas. On the other side of the glass was a second room with a tiny object about the size of a golf ball in the middle of a large table. On Lisa's side of the Plexiglas, scientists in crisp white lab coats were staring at that tiny object with complete attention. Lisa heard a ticking and saw that a clock on the monitor was counting down the seconds. With a crisp "beep," the countdown reached zero. Behind the Plexiglas, nothing happened. In unison, the scientists' shoulders sagged and a small anticlimactic sigh entered the room. Another failed trial.

Only one man seemed unfazed by the failure. A man dressed in black who had been slouched in the corner beside Lisa sprang to his feet. "Well," he said, clapping his hands together abruptly. "That just means we'll have to get started on round two." He walked out of the room, a blur of action, leaving the

scientists to stare in confusion at his retreating back. Then he ducked his head back in through the door and stared at Lisa. "You. You're my new intern assistant, right?"

Lisa nodded. "Yes sir, Lisa Martinez."

"Come on, Lisa Martinez," said Pizmo. "I've got places to be. If you're going to be of any use this

"They were unusually...uniform. Most people tend to tell a few small fibs during the test. You, Lisa, are exceptionally truthful. That can be a useful quality. I need people to be honest with me," Pizmo said.

Lisa smiled and relaxed. He had believed the falsified lie detector results. "I'll do my best to do that," Lisa promised.

"You can go for now," Pizmo said. "The real work will start tomorrow, so go ahead and take this afternoon off."

Lisa stopped again and left the OneThing building, she picked up the phone and called her boss "Go in," she said. "He has no idea that I work for one of OneThing's biggest competitors. I'll start stealing the designs and prototypes tomorrow."

From the window of his office, Pizmo watched Lisa exit the building and called his own business partner. "She's definitely a corporate spy," he said. "No one is that calm during a lie detector test. Put a tail on her and see who's paying her." He hung up the phone and sat back down at his desk.

"Lisa Martinez," he said to himself, shaking his head. "Someone should have told you that it can be dangerous to tell lies."

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Complete the graphic organizer as you read the text.
The four terms can include words with multiple meanings and/or unfamiliar phrases.

Which words would you use again?
Remember to think beyond using them in the classroom or school.

Refer to the grammar worksheet for today's practice exercises.

1. What motivates Lisa to pretend to be a student intern at OneThing?
 - A. She wants to steal designs and prototypes from OneThing.
 - B. She wants to become friends with Pizmo.
 - C. She wants to explore the OneThing headquarters.

2. Read these sentences from the text.

"Pizmo nodded. 'I know that you had to do a lot of security tests before we could let you start. Thank you for your patience. I wanted to talk to you about the lie detector results.'" "Yes?" Lisa asked. Her heart was pounding so loudly in her chest that she was sure he could hear it."

Based on this evidence, how does Lisa most likely feel when Pizmo brings up her lie detector results?

- A. relaxed
- B. annoyed
- C. anxious
- D. excited

3. The tone of a story is the general mood or atmosphere of the story.

How could the tone of this story best be described?

- A. formal and stiff
- B. cheerful and light
- C. tense and mysterious
- D. calm and relaxed

4. What is the main idea of this story?

- A. A corporate spy pretends to be a student intern at OneThing and worries about keeping her true identity a secret.
- B. A corporate spy from the company OneThing prepares for a dangerous mission.
- C. A student intern at the company OneThing learns that it can be dangerous to lie.
- D. A student intern joins the company OneThing and begins working with the company's president.

5. The author does not reveal to the reader who Lisa really is until the end of the story.

Why might the author have waited till the end of the story to share this information?

- A. to make the reader feel sympathetic towards Pizmo
- B. to show the reader why it can be dangerous to lie
- C. to make the reader dislike Lisa as a character
- D. to make the reader feel curious about who Lisa really is

by ReadWorks

It was a stormy Thursday evening, much like any other, when Jorge hung the "Do Not Disturb" sign outside his bedroom door. The sign was part of an agreement he had with his parents. Jorge's parents were big believers in personal privacy and would do their best not to bother him when that sign was on

the author. His grandfather had sent a box of old books to Jorge last month, and this book must have been in that pile. Perhaps his mother or father had placed it on the shelf.

A blast of cold air rushed up from the passage and hit Jorge in the face. He looked down at the book in his hand. He looked at the dark tunnel. He could see a gleam of light somewhere farther down the tunnel. Jorge took a deep breath and stepped hesitatingly into the passage. The bookshelf suddenly slammed shut behind him, cutting him off from his bedroom. He rushed to push it open, but the bookshelf wouldn't budge. Jorge held the book tightly and steeled his nerves. If he couldn't go back, he could only go forward. Jorge began walking away from his bedroom, away from his armchair and the comfort of his home. Each step took him farther into the dark and mysterious tunnel.

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Which words would you use again?
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classroom or school.

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1. What is the setting of this story?
 - A. Jorge's backyard on a chilly Thursday morning
 - B. Jorge's bathroom on a humid Thursday night
 - C. Jorge's front porch on a warm Thursday afternoon
 - D. Jorge's bedroom on a stormy Thursday evening

2. Read these sentences from the text.

It wasn't that Jorge's life was especially horrible. He had friends whom he played basketball with every week, and he liked his classmates at school. But Jorge felt like his life was lived in shades of gray, while the books he read were in bright, vivid Technicolor. There just wasn't much happening in his small, Midwestern town. There were thirty-nine kids in his ninth-grade class; they were the same thirty-nine kids who had been in his kindergarten class. They would probably be the same thirty-nine people in his senior year.

3. What is a theme of this story?

- A. If kids are given too much freedom, they will get into trouble.
- B. Reading can be an escape from a boring life.
- C. You cannot always count on your friends to help you out.
- D. You can always count on your family to help you out.

4. Read this sentence from the text.

Jorge ran his finger across the spines of the books neatly lined up like soldiers at attention.

What does the author mean by writing that the books are "neatly lined up like soldiers at attention"?

- A. The author means that the books are standing straight up in a row.
- B. The author means that the books seem to be paying attention to Jorge.
- C. The author means that the books are stacked vertically in a pile that goes up to the ceiling.
- D. The author means that the books are lying open on the shelf.

5. Read this sentence from the text.

There were thirty-nine kids in his ninth-grade class; they were the same thirty-nine kids who had been in his kindergarten class.

How could this sentence be rewritten without changing its meaning?

- A. There were thirty-nine kids in his ninth-grade class; for instance, they were the same thirty-nine kids who had been in his kindergarten class.
- B. There were thirty-nine kids in his ninth

by ReadWorks

The air conditioning was blasting in the car as Kara and Sam entered Pennsylvania. They were on the last leg of their cross-country road trip, from Chicago to New York City, a journey that would take almost thirteen hours according to their GPS. The two friends were both starting their new jobs on Monday, only three days away. They had passed through Indiana and Ohio without any problems, only making a few stops to eat and to use the restroom. But as the sun rose in the sky, both Kara and Sam were beginning to feel the toll of the long ride.

"Is it incredibly hot in here or is it just me?" Kara asked, vigorously fanning herself with her hand.

Sam was doing the same, but with a road map. "No, it's very hot," she replied while tinkering with the air conditioning. "I don't know what's wrong with this thing, but it doesn't seem to be working," Sam added.

The sun shone relentlessly into their windows, heating the car to an unbearable temperature. Even though the AC didn't appear to be functioning properly, the two girls kept upping its power, hoping that it would start miraculously to spit out cool air.

to the nearest repair shop, then we can figure out what's wrong." Kara dialed 411 and asked the information center to connect her to a towing company based near Brookville, Pennsylvania. Sam paced back and forth while Kara spoke to the towing company, telling them their exact location given by the markers on the highway-and the trouble they were having with the car. "So they said that they can be here in an hour," Kara told Sam once she hung up.

Sam sighed. "All right, at least they're coming," she replied.

The two sat on the side of the road and ate some of their snacks while waiting, chatting to pass the time. Then they called their parents to let them know their situation.

"This is what all those lessons were for!" Sam's mom told them.

Kara's dad worried, and he kept asking questions about the towing company. Kara spent twenty minutes on the phone reassuring him that everything was being dealt with properly. Eventually, the girls saw the tow truck approaching. They both smiled with relief, wiping their brows of the sweat that came with the hot sun.

"Is one of you Kara?" a man asked as he stepped out of the truck.

"I am! And this is Sam," said Kara, extending her hand.

"I'm Frank. Let's get you guys out of here," he said, shaking Kara's hand. He walked to the truck and stepped inside to switch the engine back on. All of a sudden, the huge lever on the back of the vehicle began to move-it lowered to the level of the car, and extended itself so that it hooked onto the car's front end from beneath. Then, once Frank had that in position, he did something in the truck that made the lever begin to rise, so that the front end of the car was eventually completely off the ground. Then he stepped out of the car and approached Kara and Sam. "All right, girls, you're going to have to ride with me," he told them. Kara and Sam looked at each other, then followed Frank back into the truck. Sam quickly texted her parents to let them know where they were going. She also sent the license plate number of the truck.

The three rode in silence, as Frank wasn't a talkative guy. Kara tried to ask him some questions about himself, but he only answered with single words, so she eventually gave up. The ride was short-they pulled off at the nearest exit, then drove twenty more minutes to a repair shop. Once they arrived, Frank lowered the car with the lever, then hopped out of the truck. Kara and Sam followed.

A woman approached from the entrance of the car shop, wearing baggy jeans covered with dirt and grease, and an old white t-shirt spotted with black stains. "Now what do we have here, ladies?" she asked.

Before Kara and Sam could answer, Frank abruptly replied, rattling off all that he thought was wrong with the car. "But I think it all comes down to an overheating issue," he finished.

The woman looked at him, shocked. "That's the most I've heard you talk since you started working here!" she said with a laugh. She turned to the girls. "Frank may not be the most talkative, but he sure is the sweetest," she said. She gave Frank a hard pat on the back and thanked him, after which Frank walked away sheepishly.

2. Kara is prepared to deal with the main problem she and Sam face in the story. What evidence from the text supports this conclusion?
 - A. Sam guesses they need to have their car towed based on his mom's advice.
 - B. Sam's mom calls them a tow truck
 - C. Kara knows that they need to have their car towed to the nearest repair shop based on the tips Sam's mom gave them.
 - D. While on the phone with Sam's mom a tow truck drives by and stops to help

3. How can Patty best be described?
 - A. She is rude and unhelpful
 - B. She is friendly and helpful.
 - C. She is talkative and nosy
 - D. She is kind and shy

4. Read the sentences and answer the question.
