

**Seventh to Eighth Grade Mastery and Review Packet**  
**MLA Heading: (use 7<sup>th</sup> grade teacher and class period)**



Before you enter eighth grade, you are expected to have mastered all of the following concepts and skills. This is the foundation upon which eighth grade skills will be built, so the following skills **will not** be re-taught in eighth grade. If you can successfully complete the following problems and questions on your own, you have mastered this content and are on-target to begin eighth grade language arts. To get a jumpstart on your first homework assignment for 8<sup>th</sup> grade language arts, here is a packet you can work on over the summer. The completed packet will be due **Tuesday, September 5, 2023.**

**Parts of Speech: Complete the chart below: preposition has been done for you**

Part of Speech	Abbrev	Definition/What it Does in Sentence	3 Examples
noun			
pronoun			
adjective			
verb (action)			
adverb			
preposition	prep	Shows relationship such as place or time	On, after, between
conjunction			
interjection			

What are the 3 articles? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Articles are what POS? \_\_\_\_\_

**Identify the part of speech for the underlined word.**

1. Jake will fish down by the lake early tomorrow. \_\_\_\_\_
2. We went to the fish fry last night. \_\_\_\_\_
3. Jessica bought three new fish for her tank. \_\_\_\_\_
4. The players were fielding the ball quite well today. \_\_\_\_\_
5. Jethro planted the fields with his mother. \_\_\_\_\_
6. The field marshal was looking for the runaway slave. \_\_\_\_\_
7. The child spelled her name wrong. \_\_\_\_\_
8. What will you name your new puppy? \_\_\_\_\_
9. She lost her name tag in the lobby. \_\_\_\_\_

**Literature** List and define the 5 major parts of Freytag's Pyramid. The first one has been started for you.

1. Exposition means:
2. \_\_\_\_\_ means:
3. \_\_\_\_\_ means:
4. \_\_\_\_\_ means:
5. \_\_\_\_\_ means:



**Define each of these terms:**

1. First person POV:
2. Third person POV:
3. Plot:
4. Theme:

**What are the four types of conflict? Define or explain each type:**

1. Person vs. \_\_\_\_\_ means:
2. Person vs. \_\_\_\_\_ means:
3. Person vs. \_\_\_\_\_ means:
4. Person vs. \_\_\_\_\_ means:

## Review of the Eight Comma Rules

Use the following link to access the 8 comma rules YouTube video. The video is 17:58 long. Fill in the handout as you watch the video. Pause as often as you need to.

<https://tinyurl.com/ela8ptms>

**Comma Rule One:** \_\_\_\_\_

- What is an oxford comma? Yes, you need one, by the way!

Complete the practice sentences from the video:

- We drank water soda and coffee at dinner with our friends.
- He went swimming rode a bike and played tennis at the sports camp.
- The man was handsome tall and strong.

**Comma Rule Two:** \_\_\_\_\_

- What does FANBOYS stand for?  
F            A            N            B            O            Y
- When you are connecting two independent clauses, the comma comes \_\_\_\_\_ the conjunction

Complete the practice sentences from the video:

- Jack had an argument with Daniel and he got fired from his job.
- I'm good at writing short stories yet I prefer reading novels.
- It was raining so I took an umbrella.

**Rule Three:** \_\_\_\_\_

- An independent clause is a/an \_\_\_\_\_ thought, while a dependent clause is a/an \_\_\_\_\_ thought.

Complete the practice sentences from the video:

- Because he is only fifteen he can't drive a car.
- If you keep procrastinating you'll never finish your work on time.
- When I grow up I want to be a doctor.

**Rule Four:** \_\_\_\_\_

Complete the practice sentences from the video:

- Dr. Jones my family doctor only works on Tuesdays at her clinic.
- Fresh food items especially fruits and vegetables are good to eat on a daily basis.

**Rule Five:** \_\_\_\_\_

- Commas always go \_\_\_\_\_ you close the quotation marks.
- “Where are you?” he asked.      OR      “Where are you?” he asked.  
(Circle the one that is correct?)

Why? \_\_\_\_\_

Complete the practice sentences from the video:

- “If you don’t go to sleep now” she whispered “you’ll be very tired tomorrow.”
- “Finish the report by tomorrow morning” the manager ordered.

**Rule Six:** \_\_\_\_\_

Complete the practice sentences from the video:

- Unfortunately I didn’t finish my work on time.
- Yes I am able to come to the meeting tomorrow.
- Oh I’m not sure I can make it on Tuesday.

**Rule Seven:** \_\_\_\_\_

Complete the practice sentences from the video:

- I think he lives in Lisbon Portugal.
- The business conference will take place in Nashville Tennessee.

**Rule Eight:** \_\_\_\_\_

Complete the practice sentences from the video:

- Tomorrow will be March 12 2020.
- The annual awards ceremony will take place on Tuesday December 7 2021.

**Editing Practice:** Use the rules above to add commas where they belong. After each sentence, it lets you know how many commas are needed in the sentence. Write the “rule” on the line.

**Place the comma(s) and highlight them** in the appropriate place(s) for each sentence. The number after the sentence tells you how many commas you need to insert. Write a word or two on the line to name the rule that tells you why the sentence needs a comma (see 10 rules above). The first one has been done for you.

1. Alyse, Nicole, and Jessica counted the papers for the librarian. (2) \_list of 3\_
2. On November 9 1994 I was born in Portland Oregon. (3) \_\_\_\_\_  
and \_\_\_\_\_
3. Mr. Kelly an eighth grade science teacher coaches volleyball. (2) \_\_\_\_\_
4. We will write poems in language arts and then we can read them. (1) \_\_\_\_\_
5. Yes I plan on attending. (1) \_\_\_\_\_
6. Matthew said “This is very intimidating.” (1) \_\_\_\_\_
7. Mom can I please stay to join the study group? (1) \_\_\_\_\_
8. During the summer I will be reviewing comma usage. (1) \_\_\_\_\_

## **Homophones**

Use the correct **there, their, or they're** to properly complete each sentence.

1. Please return the books to \_\_\_\_\_ proper owners.
2. Will you walk \_\_\_\_\_ with me after school?
3. If she agrees with the board, \_\_\_\_\_ going to pass the proposal.
4. \_\_\_\_\_ have been many acts of vandalism lately.
5. Where did \_\_\_\_\_ dog go when it ran away?
6. Tonight, \_\_\_\_\_ going shopping for the new furniture.

**Use the correct form of each homophone to properly complete each sentence.** You are expected to know how to properly use all the homophones on this page before you start 8<sup>th</sup> grade. Study!

1. No one believed that the dog could clap \_\_\_\_\_ paws together. (its / it's)
2. \_\_\_\_\_ clearly going to rain today. (its/ it's)
3. I haven't decided \_\_\_\_\_ I should put my bag. (where/ wear/ were)
4. We \_\_\_\_\_ going to go shopping, but my mom said no. (where/ wear/ were)
5. If you don't do \_\_\_\_\_ ELA summer packet, \_\_\_\_\_ going to get in trouble. (your/ you're)
6. No one is \_\_\_\_\_ to talk \_\_\_\_\_ during the test. (allowed/ aloud)
7. In some classes, I get \_\_\_\_\_ as the teacher writes on the \_\_\_\_\_. (board/ bored)
8. We will \_\_\_\_\_ study before that test. (defiantly/ definitely)
9. What \_\_\_\_\_ did you get in the school play? (roll/ role)
10. I need a fresh \_\_\_\_\_ of paper to about world \_\_\_\_\_. (peace/ piece)
11. First, I'm going to clean my room, and \_\_\_\_\_ I'll play outside. (than/ then)
12. My older brother is smarter \_\_\_\_\_ he looks. (than/ then)

**Poetry: Complete the chart: internal rhyme has been done for you**

Device	Definition	Example
Simile		
Metaphor		
Personification		
Onomatopoeia		
Alliteration		
Allusion		
end rhyme		
internal rhyme	When two (or more) words rhyme (end with the same sound) in the same LINE	The snow blows <b>white</b> on the mountain <b>tonight</b>
Imagery		
extended metaphor		No example needed
rhythm		No example needed

**Identify poetic devices in the following poem.**

**“Where the Sidewalk Ends” by Shel Silverstein**

There is a place where the sidewalk ends  
And before the street begins,  
And there the grass grows soft and white,  
And there the sun burns crimson bright,  
And there the moon-bird rests from his flight  
To cool in the peppermint wind.

Let us leave this place where the smoke blows black  
And the dark street winds and bends.  
Past the pits where the asphalt flowers grow  
We shall walk with a walk that is measured and slow,  
And watch where the chalk-white arrows go  
To the place where the sidewalk ends.

Yes we'll walk with a walk that is measured and slow,  
And we'll go where the chalk-white arrows go,  
For the children, they mark, and the children, they know  
The place where the sidewalk ends.

1. How many stanzas are in the poem? \_\_\_\_\_
2. How many lines are in the poem? \_\_\_\_\_
3. Underline two (2) examples of alliteration.
4. **Highlight** two (2) examples of imagery.
5. Label the rhyme scheme. (Type ABCD at end of lines to show which lines rhyme)
6. Identify one example of personification and **circle it.**



**Beside the underlined line(s) write the poetic device being used. Use the chart on the previous pages as a word bank.**

**“Viva La Vida” by Coldplay**

I used to rule the world  
Seas would rise when I gave the word  
Now in the morning I sleep alone  
Sweep the streets I used to own \_\_\_\_\_

I used to roll the dice  
Feel the fear in my enemy's eyes  
Listen as the crowd would sing  
"Now the old king is dead! Long live the king!"

One minute I held the key  
Next the walls were closed on me  
And I discovered that my castles stand  
Upon pillars of salt and pillars of sand \_\_\_\_\_

I hear Jerusalem bells a ringing \_\_\_\_\_  
Roman Cavalry choirs are singing  
Be my mirror, my sword and shield \_\_\_\_\_  
My missionaries in a foreign field

For some reason I can't explain  
Once you go there was never  
Never an honest word  
And that was when I ruled the world

It was the wicked and wild wind \_\_\_\_\_ and \_\_\_\_\_  
Blew down the doors to let me in  
Shattered windows and the sound of drums \_\_\_\_\_  
People couldn't believe what I'd become

Revolutionaries wait  
For my head on a silver plate  
I'm like a puppet on a lonely string \_\_\_\_\_  
Oh, who would ever want to be king?

(Refrain)

## Writing Process

Put the six steps of the writing process listed here in order.

Conferencing  
Editing

Drafting  
Publishing

Revising  
Prewriting

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6  |

On each line below, list one of the six steps from above to show what a person does during each step. The first one is done for you.

1. Prewriting Brainstorming
2. \_\_\_\_\_ BIG change
3. \_\_\_\_\_ Change ideas into sentences
4. \_\_\_\_\_ Use a red pen to find grammatical errors
5. \_\_\_\_\_ NO errors
6. \_\_\_\_\_ Praises – Questions – Suggestions
7. \_\_\_\_\_ CUPS (capitalization, usage, punctuation, spelling)
8. \_\_\_\_\_ FATP2GO
9. \_\_\_\_\_ Read your work to someone else
10. \_\_\_\_\_ ADD (action, dialogue, details)



## Shakespeare

**Taming of the Shrew:** Write 5-10 sentences to summarize this play.

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**Shakespeare: Define or answer the question:**

1. Define what it means to be a Stratfordian: \_\_\_\_\_
2. Define what it means to be an Anti-Stratfordian: \_\_\_\_\_
3. Where was William Shakespeare born? \_\_\_\_\_
4. Who was his wife? \_\_\_\_\_
5. What personal tragedy did Shakespeare experience with his family: \_\_\_\_\_
6. Names Shakespeare's acting companies? \_\_\_\_\_ and \_\_\_\_\_
7. List three (3) plays that Shakespeare wrote. \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_
8. Who was ruling England during Shakespeare's time? \_\_\_\_\_
9. What era is this time period called? \_\_\_\_\_
10. What topic did you research in this unit? \_\_\_\_\_

List 3 facts about your topic:

- 
- 
- 

## Thesis Statements

**Write a three-pronged thesis statement for the question below.**

1. What is the best class in 7<sup>th</sup> grade?
2. Using the statement you wrote in #1 above, write a complete topic sentence for each prong.  
Prong 1:

## Prong 2:

### Prong 3:

**Fill in the blanks to make these thesis statements PARALLEL:**

1. My mom is amazing because of her kindness, \_\_\_\_\_, and \_\_\_\_\_.
2. I like PTMS because it is safe, \_\_\_\_\_, and \_\_\_\_\_.
3. In physical education class, we run, \_\_\_\_\_, and \_\_\_\_\_.

## Analyzing Non-Fiction Text

As you read, you are expected to annotate this text. Annotate means that you “mark it up”:

- Underline definitions for important (bolded) terms
- Highlight important themes (messages) and examples the author is saying and using
- Circle advanced or complex vocab and terms used (at least 4 higher level words)

### “Complexity and the Ten-Thousand-Hour Rule” by Malcolm Gladwell

Stephen King is the world-famous author of books-turned-movies such as *It* and *The Shining*. At thirteen, he sent his first story to a publisher and was quickly rejected; in fact, all his stories were rejected for the next fourteen years! Despite writing nearly non-stop, his first book, *Carrie*, wasn't published until he was 27.

Fifty years ago, in a paper in *American Scientist*, Herbert Simon and William Chase drew one of the most famous conclusions in the study of expertise: “There are no instant experts or masters in chess. There appears not to be anyone to reach grandmaster level with less than about a decade's intense preoccupation with the game. We would estimate that a master has spent perhaps 10,000 to 50,000 hours staring at chess positions...”

In the years that followed Simon and Chase's paper, researchers, time and again, reached the same conclusion: it takes a *lot* of practice to be good at complex tasks. The psychologist John Hayes looked at seventy-six famous classical composers and found that, in almost every case, those composers did not create their greatest work until they had been composing for at least ten years.

This is what I was referring to in my book *Outliers*, when I wrote about the “ten-thousand-hour rule.” No one succeeds at a high level without innate talent, I wrote: “achievement is talent plus preparation. The closer psychologists look at the careers of the gifted, the smaller the role innate talent seems to play and the bigger the role preparation seems to play.” In cognitively demanding fields, there are no naturals. Nobody walks into an operating room, straight out of a surgical rotation, and does world-class neurosurgery. Stephen King was not born writing masterful stories. Those people at the top of their fields had years of practice, as well as access to lucky breaks, privileges, and conditions that made that practice possible.

As examples, I focused on the countless hours the 1960s rock band The Beatles spent playing clubs in Hamburg, Germany before their “big break” and the privileged, early access Bill Gates got to computers in the 1970s. Gates' success was a result of over 10,000 hours of practice with computers in his teen years. By the time Gates dropped out of Harvard after his sophomore year to try his hand at his own software company, he'd been programming practically nonstop for seven consecutive years.

How long does it take to clock 10,000 hours? It's roughly ten years of hard practice. Even Mozart – the greatest musical prodigy of all time – couldn't hit his stride until he had his ten thousand hours in. Practice isn't the thing you do once you're good. It's the thing you do that makes you good.

David Epstein, author of a *New York Times* best-selling book, builds on this concept but reminds us that the ten thousand hour idea is an average. Some individuals may use their practice time so efficiently that they reach a high degree of excellence more quickly. Does that mean that “naturals” do exist? Research shows that on average all groups who are excellent at age fourteen or fifteen started practicing when they were four or five, giving them nearly ten years of practice.

The other interesting thing about those ten thousand hours is that ten thousand hours is an enormous amount of time. It's all but impossible to reach that number all by yourself by the time you're a young adult. You have to have parents who encourage and support you. You can't hold down a part-time job; there won't be time left in the day to practice enough. In fact, most people can reach that number only if they get into some kind of special program – like a hockey all-star squad – or if they get some kind of extraordinary opportunity that gives them a chance to put in those hours. However, with the right circumstances, practice is the key factor.

No matter which area you study – music, dance, sports, competitive games, or anything else with objective measures of performance – you find that the top performers have devoted a tremendous amount of time to developing their abilities. Michael Phelps, the most decorated Olympian of all time, wrote in his own book, “For five years, from 1998 to 2003, we did not believe in days off. I had one because of a snowstorm, two more due to the removal of wisdom teeth. Christmas? See you at the pool. Thanksgiving? Pool. Birthdays? Pool.” Some of the most successful people attribute their achievements to putting in those ten years of hard practice, including Yankees baseball great Alex Rodriguez, media-star Oprah Winfrey, and basketball star Kyrie Irving.

1. What is the central idea of this article:
  - a. It is important to have 10,000 hours of practice.
  - b. 10,000 hours is an average for practice.
  - c. To master skills that are hard takes 10,000 hours of practice.
  - d. Researches don't know much about practice yet.
2. What is the best description for the introduction to this article?
  - a. It begins chronologically.
  - b. It begins with an example.
  - c. It begins with a flashback.
  - d. It begins with the thesis.
3. Other than practice, according to this article, what else is necessary to be an expert at something?
  - a. Being wealthy
  - b. Knowing someone famous
  - c. Luck
  - d. Nothing else is important, according to this article

4. Which of the following is NOT included in this article?
  - a . A sports example
  - b . A definition of success
  - c . Quotes from a book
5. This article is best described as:
  - a . Narrative (story)
  - b . Persuasive (author trying to convince the reader of something)
  - c . Descriptive (shows all sides)
  - d . Informative (gives facts but the author has no opinion)
6. Which example from the article is the STRONGEST in your opinion: \_\_\_\_\_

-Explain why this is a strong example:

### **Writing Assignment**

You will write an essay responding to the above article. This will help your teacher know where you are as a writer. You are encouraged to prewrite and draft. **Your final copy must be handwritten, so please get a piece of paper** to write your final copy and turn in with this packet.

***What is the main theme (message) of this article and which two examples best prove that theme?***

**F** – **3-4** paragraph essay – You should not have one large paragraph!

**A** – 8<sup>th</sup> grade teacher and classmates

**T** - (What is the theme?) \_\_\_\_\_

(Look at your highlights in the text, and use that as your evidence when you write.

Consider what you learned in both ELA7 and CAT class to do what you think is an 8<sup>th</sup> grade level essay.)

**P** – To demonstrate your ability to construct an argument and explain your reasoning

## Essay Planning Sheet

Thesis Statement:		
Prongs	Details	Explanation/Commentary
Prong #1	1.	
	2.	
	3.	
Prong #2	1.	
	2.	
	3.	