

ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS

GRADE 8 ENGLISH LANGUAGE ARTS SPRING BREAK PACKET



School Year 2013-2014

April 18, 2014

Dear Student,

This packet is intended to reinforce skills and strategies you have learned in class this year. Completing these activities will not only sharpen your reading and writing skills but also prepare you to demonstrate your ability on the NJ ASK when school resumes.

Please complete both essays and both lessons. In addition, remember to spend at least 30 minutes reading each day of vacation. Log your reading on the chart at the bottom of this letter. Return the completed packet and both essays when school opens on April 28th.

Sincerely,

The ELA Department

[illegible]

ARGUMENTATIVE WRITING PROMPT

Writing Situation

As part of the “war on drugs” and in reaction to an increase in school violence, many schools across the nation now conduct targeted searches of student lockers and backpacks. Although the Supreme Court has ruled that public school officials have the right to search students’ persons and property when they have reasonable cause to suspect weapons or drugs, many people feel this is a gross violation of students’ right to privacy. Others feel that since school officials are responsible for the well-being of students while they are in the building, they have the right to search for drugs or weapons at any time.

Writing Task

How do you feel about this issue? Write an essay either supporting or opposing the “war on drugs”. State your position and explain your reasons with specific examples.

INFORMATIVE WRITING PROMPT

Writing Situation

In September 2011 President Barack Obama welcomed students back to school in his third annual Back-to-School speech at Benjamin Banneker Academic High School in Washington, D.C. Admitting that he was not a perfect student himself, he explained that doing well in school carries weight beyond college admissions. “Because you’re not just kids. You’re this country’s future. You’re young leaders. And whether we fall behind or race ahead as a nation is going to depend in large part on you.”

Writing Task

Imagine that you are a student who has heard President Obama’s speech. Write a letter in which you inform him that you are, indeed, a young leader. Cite specific evidence from your involvement in activities during or after the school day.



Analyzing the Development of a Central Idea

CCSS

RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. . . .

Theme: *American Cities*

"Get to the point!" When people you're talking with tell you to "get to the point," they want you to state your **central idea** as clearly and precisely as you can. A central idea is more than just a topic. In the picture below, the topic is "city parks." But what is the artist communicating about city parks? The central idea is what the author has to say about the topic.

Study the picture and read the caption. What is the artist communicating about city parks?



Circle details in the picture that support the central idea stated in the caption.

It's not enough to state a central idea and leave it at that. Authors must develop their central idea by giving you **supporting details**. Supporting details answer questions such as "How do you know?" or "Why is this so?"

Use the details you circled in the picture to help you fill in the chart below.

Central Idea		
City parks are great places to relax and have fun.		
Supporting Detail	Supporting Detail	Supporting Detail
A man is reading the newspaper.	People are having a picnic.	

When you read, think about the main point the author is trying to make. Look for details that support that point. Remember, though, that sometimes a central idea is implied rather than explicit or obvious.



Read the first two paragraphs of the historical account about the city of San Antonio.

Genre: Historical Account

San Antonio's Remarkable History *by Adam Scott*

San Antonio is currently the seventh-largest city in the United States, but not many know the remarkable history behind this modern-day metropolis. In 1691, a group of Spanish explorers happened upon a river and a Native American settlement in what is now the state of Texas. They named both "San Antonio" because it was June 13, the feast day of Saint Anthony. Soon, the river became home to a fort, a Catholic mission, and a community, all of which they called San Antonio de los Llanos.

For the next 100 years, San Antonio was mostly under Spanish control. In the early 1800s, the Spanish turned the old mission into a fort called the Alamo. Texans took control of the fort in 1835. Shortly after, General Santa Anna arrived with an army 2,000 strong. Fewer than 200 soldiers and volunteers gathered in the Alamo, but they held off the Mexican army for 13 days. On March 2, 1836, Texas declared its independence from Mexico, and on December 28, 1845, became a U.S. state.

(continued)

Explore how to answer these questions: *"What is the central idea? How does the author use details to develop the central idea?"*

The topic of the account is San Antonio. But what is the author saying about San Antonio? To help you figure out the central idea, circle important details about San Antonio in the account.

Based on the supporting details, what central idea is the author communicating about San Antonio?

What supporting details does the author use to develop this central idea?

Signal words such as *like, now, soon, and for the next 100 years* help you see how the supporting details are connected. So, how are the details connected, or related, to each other?



Close Reading

What is the central idea of the final paragraph?

Underline details that support that idea.

Remember that a single sentence might contain more than one detail.

Hint

Which choice summarizes all of the ideas in the account?

Continue reading about San Antonio. Use the Close Reading and the Hint to help you answer the question.

(continued from page 4)

San Antonio prospered after the Civil War, and in 1877, the first railway reached the town. By 1900, five railways served San Antonio, then the largest city in Texas with 50,000 people.

Today, San Antonio thrives. It is home to five military bases, more than one million people, and Market Square, the largest Mexican marketplace outside of Mexico. San Antonio is a lively city with a rich and memorable history.

Circle the correct answer.

Which sentence best states the central idea of the account?

- A After the Civil War, the city of San Antonio prospered.
- B San Antonio is famous because of the Alamo.
- C Market Square is a large Mexican marketplace in San Antonio.
- D San Antonio is a thriving city with a fascinating history.



Show Your Thinking

Look back at the answer you chose above. How is it supported by each paragraph in the account?

With a partner, discuss how the author develops the central idea of this account. Explain how the facts and details in each paragraph connect to each other and support the main idea.



Read this historical article, which describes New York at the time John A. Roebling was designing the Brooklyn Bridge. Use the Study Buddy and Close Reading to guide your reading.

Genre: Historical Article



The title tells me that this article will be about old New York. As I read, I'm going to look for details about what life was like in the city in 1869.

Close Reading

Which sentence in the first paragraph captures the state of life in New York City in 1869? Circle the part of the sentence that describes the city.

Reread the last paragraph. Then restate in your own words why people in New York and Brooklyn supported the idea of the bridge.

from "New York City, 1869"

by Marcia Amidon Lusted, Cobblestone

- 1 As John A. Roebling was designing his bridge, life in New York and Brooklyn was teetering between old and new. No bridges existed between the two cities. Travelers used one of the 13 ferry-boats that crossed the East River night and day. From the river, the spire of Trinity Church in New York was the tallest landmark to ships sailing in New York Harbor.
- 2 People mostly traveled by horses and carriages and on sailing ships, but the use of railroads and steamships was growing. Communication was by mail or telegraph. Just a few years earlier, however, a telegraph cable had been laid across the Atlantic Ocean. In less than a decade, Alexander Graham Bell would invent the telephone.
- 3 All over the world, new and amazing engineering feats were being accomplished: the Suez Canal in Egypt, the Mont Cenis Tunnel (the longest railroad tunnel) in France, and the Transcontinental Railroad across the United States.
- 4 The idea of a bridge across the East River first gained support from civic leaders in Brooklyn. In 1869, Brooklyn and New York were independent cities. Brooklyn was the third largest and fastest growing city in the country, and a major manufacturing center. Brooklyn residents saw the bridge as a way to expand commercially as it offered better access to New York's markets. New Yorkers, meanwhile, saw the bridge as a way to relieve overcrowding in their city. Thanks in part to how the Brooklyn Bridge created the first successful link between the two cities, an expanding metropolis emerged. By 1898, the modern city of New York—consisting of its five boroughs of Manhattan, the Bronx, Brooklyn, Queens, and Staten Island—was created.



Hints

Which choices contain only supporting details? Which contains an important idea that is developed later in the article?

Which choice connects to the idea of the growth of New York City?

What key ideas were developed in each of the first three paragraphs? How does the last paragraph bring those ideas together?

Use the Hints on this page to help you answer the questions.

- 1** Which sentence best states the central idea of the first paragraph?
 - A** Life in New York was teetering between old and new.
 - B** People once traveled mostly by horse, carriage, and ship.
 - C** New engineering feats were being accomplished in the 1800s.
 - D** People crossed the East River by ferry-boat, night and day.
- 2** Which detail best supports the idea that the Brooklyn Bridge helped create modern-day New York City?
 - A** The bridge had the support of civic leaders in Brooklyn.
 - B** The bridge helped ease overcrowding in New York.
 - C** The Brooklyn Bridge successfully linked what had been two independent cities, Brooklyn and New York.
 - D** John A. Roebling designed the Brooklyn Bridge to make travel easier between New York and Brooklyn.
- 3** Describe how the author connects the final paragraph to the paragraphs that came before it. Explain how all four paragraphs in the article work together to develop the central idea. Use at least two details from the text in your response.



Read the historical account. Then answer the questions that follow.

A Brief History of Chapel Hill

by Carlos Hernandez

1 The Town of Chapel Hill, North Carolina, is situated in the rolling hills of Orange County, extending into neighboring Durham County. People of all nationalities reside in this thriving community, which has managed to keep its small-town charm. Many of the residents are students or faculty at the University of North Carolina, Chapel Hill. It is not uncommon for a university town to be heavily populated in that way. What is less usual is the fact that the university was planned and chartered even before the town existed. In fact, the role of the town was to serve as a support system for the new university.

2 What was the region like before the university was created? In the late 1700s, local people could attend the New Hope Chapel, erected on the highest point of the hill. The church stood where two main roads crossed. There were no other imposing buildings before the nation's oldest public university was founded in 1793. Then the school's Board of Trustees selected the area around the chapel as the setting of the university. The school would need a town to serve it, and so the planning began.

3 In the same year that the university's cornerstone was laid, the auction of town lots took place. These parcels of land lay around the perimeter of the campus. There were thirty lots available to the public. The first residents moved into their homes in 1795. That meant the university and the small community that would become a busy town grew up together.

4 However, there was still no official town of Chapel Hill until its founding in 1819; it would not be chartered until 1851. The town finally got a mayor some twenty years later when the magistrate of police, H. B. Guthrie, assumed the duties associated with the position. There was still no elected mayor until 1895.

5 The university opened its doors in 1795 to a single student, Hinton James. By the end of his first term, another forty students were enrolled. Throughout the following century, the scope of the university's curriculum expanded. Students could now take courses in the classics and in the natural sciences. In 1831, the university established an astronomical observatory.

6 The Civil War forced the closing of many colleges throughout the South, but the university at Chapel Hill was able to continue holding classes. In 1875, the university started to expand and soon there were course offerings in a broader range of disciplines, including medical and pharmaceutical science. In 1932, the University of North Carolina was consolidated, or joined together, which meant the three campuses would now offer different kinds of programs.

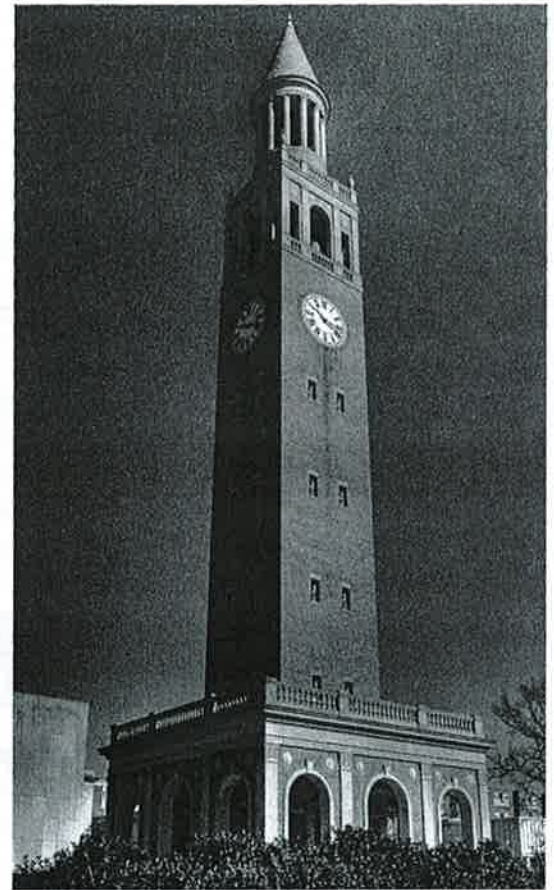
7 During this time, the town of Chapel Hill was also growing and developing. When its first mayor was elected, the town covered 820 acres, but now it is spread over approximately 21 square miles. Populated largely by the students and staff of the university, the town is also a bustling center of commerce. Because of its lovely setting and old-fashioned appeal, the town attracts quite a few people of retirement age: Chapel Hill is no longer a small village, but it has preserved a great deal of its original character.



8 However, times have changed; the United States is now a multicultural society. People from around the world come to study and work here, and our institutions evolve in response to this changing population. Today, approximately 15% of Chapel Hill undergraduates come from other countries while the university has become broader and more inclusive as it welcomes people of different cultural backgrounds.

9 Town planners are also adapting to today's challenges. With so many people employed by either the university or by the UNC Health Care System, the jobs outlook for the town is positive. However, some people say that the economy should be more balanced to bring different kinds of trades and industries to the city. There are other concerns, as well. Urban planners are considering how to build more affordable housing within the town. That way, there will be fewer commuters and more residents of the town itself.

10 Although the relationship is a close and profitable one, the Town of Chapel Hill is no longer merely an extension of the university. Town residents can enjoy the interesting educational and cultural programs the university offers, yet there is more to town life than that. There are many reasons to come to this community, including a love of natural beauty and a desire for a certain way of life. The small lots that once simply encircled the university campus have grown into a city with its own distinctive personality and appeal.



The Bell Tower at the University of North Carolina, Chapel Hill

1

Which statement **best** supports the central idea of how the university and town have impacted each other?

- A "These parcels of land lay around the perimeter of the campus."
- B "Then the school's Board of Trustees selected the area around the chapel as the setting of the university."
- C "That meant the university and the small community that would become a busy town grew up together."
- D "Throughout the following century, the scope of the university's curriculum expanded."

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

**Number
Correct**

3



2

One reason Chapel Hill has developed into more than just a college town is its location. Which sentence from the passage **best** supports this analysis?

- A "In the late 1700s, local people could attend the New Hope Chapel, erected on the highest point of the hill."
- B "In 1831, the university established an astronomical observatory."
- C "In 1932, the University of North Carolina was consolidated, or joined together, which meant the three campuses would now offer different kinds of programs."
- D "Because of its lovely setting and old-fashioned appeal, the town attracts quite a few people of retirement age."

3

According to the account, "People of all nationalities reside in this thriving community." Which detail from the account **best** supports this idea?

- A The town of Chapel Hill is a center of commerce.
- B About 15% of Chapel Hill's undergraduates come from other countries.
- C Town planners are adapting to modern challenges.
- D The economy needs to be more balanced to encourage business growth.

4

Explain how the relationship between the town and the university of Chapel Hill changed over time. Use at least **two** details from the account to support your explanation.



Self Check Go back and see what you can check off on the Self Check on page 1.



Summarizing Informational Texts

CCSS

RI.8.2: ... provide an objective summary of the text.

Theme: *Our Living Language*

You've read a great article. How do you tell someone what it's about? You give a **summary**—a brief restatement, in your own words, of the most important ideas. The summary itself is **objective**, meaning you do not include your opinions, beliefs, or judgments.

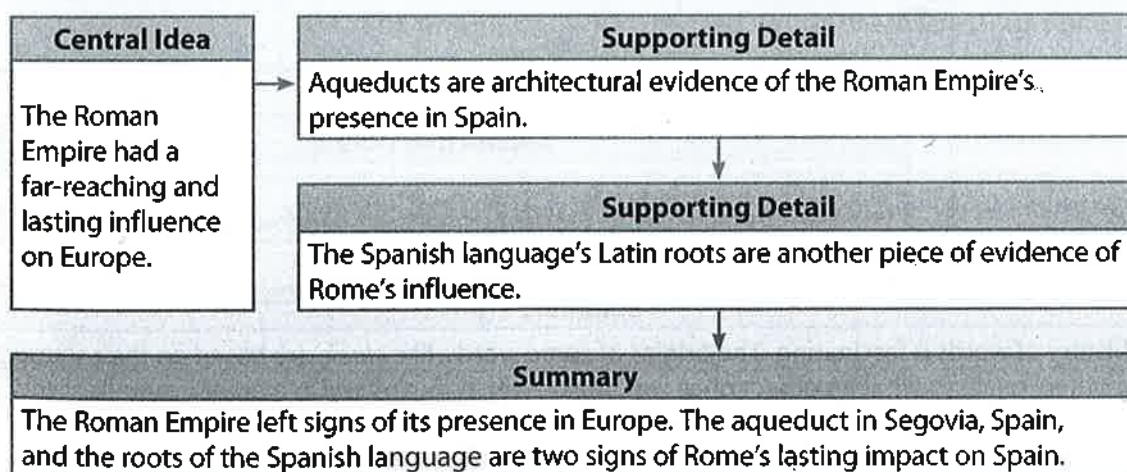
Read the passage below. As you do, think about what you would include in a summary of it.

The influence of the Roman Empire was the single most important force in early Europe. Without the unifying effect of the Empire, regional or tribal differences would have prevailed, and Europe would have remained a land of separate states, each avoiding contact with the others.

Instead, Rome and its culture pulled the different areas together. Spain, for example, was a stable and secure part of the Roman Empire, and Roman culture had a strong influence there. Aqueducts, such as this one in Segovia, Spain, are examples of the Empire's expansive reach. A less visible sign of Roman influence is Spain's language, which is firmly rooted in Latin, the language of the Romans.



Read the passage again, this time underlining the central idea and supporting details. Then read the chart below to see how to summarize informational text.



By summarizing a text's central ideas and supporting details, you can check your understanding of and remember the most important points.



Read the first two paragraphs of the essay about etymology, or the history of words.

Genre: Essay

Understand English Word Origins *by Pilar Rivera*

Some names of objects originate from the object's appearance. You know what a cloak is—a sleeveless garment worn draped over the shoulders. Now close your eyes and picture the shape of a cloak. *Cloak* comes from an Old French word, *cloque*, which means “bell.” So, the name of the object was a transference from the shape of the object.

Some word origins, or etymologies, are fascinating because they tell us what an object used to be. Think about what a ballot is—the list of candidates that we use when we vote to choose elected officials. Ballots are mostly electronic now, but for several centuries they were paper documents. How did people vote before paper was readily available? They dropped pebbles or small balls in one of two boxes or piles to choose leaders or to make community decisions. *Ballot* comes from the Italian word *pallotte*, which itself is a diminutive form of *palla*, meaning “ball.”

(continued)

Explore how to answer this question: “What information should be included in a summary of this portion of the essay?”

When creating a summary, identify the text's central idea, which may only be implied, and the important supporting details.

Reread the text and fill in the chart below with information that is used in the summary.

Central Idea	Supporting Detail
Summary	
The history of words is fascinating. The origins of some words, like <i>cloak</i> , are based on their shape, while others relate to what an object once was. <i>Ballot</i> , which means <i>ball</i> , is a great example of this.	

With a partner, discuss how you'd change the summary to improve the statement of the central idea and remove opinions.



Close Reading

The author does not directly state the central idea in the text on page 12 or on this page. In the margin, **jot your ideas** about the implied central idea of this part of the text.

Hint

Which choice restates the central idea and important details and does not include opinions or judgments?

Continue reading the essay about etymology. Use the Close Reading and the Hint to help you answer the question.

(continued from page 12)

Next, consider the varied origins of some English words related to money. The word *money* itself comes from *Moneta*, another name for the Roman goddess Juno, near whose temple in ancient Rome coins were made. The name of our paper money, *dollar*, originates from a place name. A widely-circulated German coin in the 1500s was called a Joachimstaler (yo-AHK-imz-tall-er). It was named after the town of Joachimstal, near the silver mine from which came the metal to make the coin. The coin's name shortened to "taler," which later became *dollar*, and the meaning broadened to refer to money in general.

Circle the correct answer.

Which of the following is the best summary of the text on this page?

- A The English word *dollar* originates from ancient Rome, and the English word *money* originates from a German coin.
- B Remarkably, ancient Rome was one of several sources of English money words. Another source was sixteenth-century Germany.
- C The origins of English money words are varied. Some words, like *money*, are from Rome, while others, like *dollar*, have German roots.
- D The origins of money-related words are interesting. For example, *money* comes from the name of the Roman goddess Juno.



Show Your Thinking

Why is the answer you chose the best summary of this part of the text?

With a partner, take turns objectively summarizing the entire essay about word origins. Use your own words and avoid making judgments or giving your personal opinions about the text.



Read the report. Use the Study Buddy and the Close Reading to guide your reading.



The first sentence of this report seems very important. I'll underline it because I think it might be helpful in understanding the text's central idea. I'll read carefully to find other big ideas as well.

Genre: Report

The Signs of Language *by Simón Darío*

- 1 In Nicaragua, deaf children made up a brand-new language—their very own sign language. Their story began the early 1980s, when 500 deaf children enrolled in Nicaragua's first school for the deaf. The children came from hearing families scattered throughout Managua, Nicaragua's capital, and they had no language at all—they spoke neither Spanish nor used sign language.
- 2 People usually learn their first language when they are approximately two years old. Deaf children in the United States often learn American Sign Language (ASL) because they learn ASL from their parents. In Nicaragua, however, no one "spoke" sign language until recently. Instead, these children communicated by using mimicas, or gestures. Deaf people use mimicas the same way hearing people might use pantomimes to mimic getting a drink or picking up the telephone.
- 3 Soon after the school opened, the children began to adopt very specific gestures to get across particular ideas. The new mimicas meant "Line up," "Time for lunch," and "Do you want to play?" for example. Before long, the teachers noticed that the children were communicating among themselves in an unusual way. These deaf schoolchildren were creating a new language, and the number and complexity of the signs were expanding with every passing day.
- 4 Over several years, the children developed rules on how to combine the signs. With new signs and rules for putting together sentences, the children made their mimicas into a new language. Today, Nicaraguan Sign Language is still developing and changing, as do all languages. Other Nicaraguan schools for deaf children are teaching it, and it is even becoming a written language. Soon, Nicaragua's deaf children will be able to explain to the world how they created a new language!

Close Reading

What are the most important ideas in paragraph 2? **Underline** facts and other details that help you understand those ideas.

Each paragraph has an implied central idea that helps develop the central idea of the entire text. **Circle** text in each paragraph that helps you understand its central idea.



Hints

Which choice restates an important idea and does not express an opinion or judgment?

Look back at the important facts you underlined. Which choice includes this information?

What is the central idea of the whole report? What important details help develop this idea?

Use the Hints on this page to help you answer the questions.

- 1** Which sentence would be best to include in a summary of this report?
 - A** These students' amazing achievement has made life easier for deaf children all over the world.
 - B** Nicaraguan Sign Language has rules for how it is used.
 - C** Someone should have thought of a way to help these children communicate before the 1980s.
 - D** Deaf children in Nicaragua have transformed a simple system of gestures into a complex new language.
- 2** Which of the following choices best summarizes paragraph 2?
 - A** People usually learn their first language when they are children. For example, American deaf children learn to speak sign language. In Nicaragua, there was no language for children to learn.
 - B** By the time their children are about two years old, parents in the U.S. have usually taught them how to speak or sign. Nicaraguan parents did not teach their deaf children any language at all.
 - C** Children usually learn their first language from their parents around age two. Because no sign language existed in Nicaragua, deaf children communicated using gestures, or mimicas.
 - D** It was a challenge for Nicaraguan children to communicate because their parents didn't teach them. They struggled and had to use simple gestures instead of a real language.
- 3** Summarize the report. Include its central idea and three supporting details.



Read the social studies article. Then answer the questions that follow.

from “Language Change”

by Nicole Mahoney, National Science Foundation online

1 In some ways, it is surprising that languages change. After all, they are passed down through the generations reliably enough for parents and children to communicate with each other. Yet linguists find that all languages change over time—albeit at different rates. For example, Japanese has changed relatively little over 1,000 years. English, on the other hand, evolved rapidly in just a few centuries. Many present-day speakers find Shakespeare’s sixteenth century texts difficult and Chaucer’s fourteenth century *The Canterbury Tales* nearly impossible to read.

FROM THE CANTERBURY TALES	TRANSLATION
WHAN that Aprille with his shoures soote The droghte of Marche hath perced to the roote, And bathed every veyne in swich licour, Of which vertu engendred is the flour. . . .	When April with its showers sweet Has pierced the drought of March to the root And bathed every vein with that liquid By whose power is produced the flower. . . .

Why They Change

2 Languages change for a variety of reasons. Large-scale shifts often occur in response to social, economic and political pressures. History records many examples of language change fueled by invasions, colonization and migration. Even without these kinds of influences, a language can change dramatically if enough users alter the way they speak it.

3 Frequently, the needs of speakers drive language change. New technologies, industries, products and experiences simply require new words. Plastic, cell phones and the Internet didn’t exist in Shakespeare’s time, for example. By using new and emerging terms, we all drive language change. But the unique way that individuals speak also fuels language change. That’s because no two individuals use a language in exactly the same way. The vocabulary and phrases people use depend on where they live, their age, education level, social status and other factors. Through our interactions, we pick up new words and sayings and integrate them into our speech. Teens and young adults for example, often use different words and phrases from their parents. Some of them spread through the population and slowly change the language.

4 No two individuals use a language in exactly the same way. The vocabulary and phrases people use are linked to where they live, their age, education level, social status and sometimes to their membership in a particular group or community.

Types of Change

5 Three main aspects of language change over time: vocabulary, sentence structure and pronunciations. Vocabulary can change quickly as new words are borrowed from other languages, or as words get combined or shortened. Some words are even created by mistake. As noted in the Linguistic Society of America’s publication *Is English Changing?*, *pea* is one such example. Up until about 400 years ago, *pease* referred to either a single



pea or many peas. At some point, people mistakenly assumed that the word *pease* was the plural form of pea, and a new word was born. While vocabulary can change quickly, sentence structure—the order of words in a sentence—changes more slowly. Yet it's clear that today's English speakers construct sentences very differently from Chaucer and Shakespeare's contemporaries (see [table] above). Changes in sound are somewhat harder to document, but at least as interesting. For example, during the so-called "Great Vowel Shift"¹ 500 years ago, English speakers modified their vowel pronunciation dramatically. This shift represents the biggest difference between the pronunciations of so called Middle and Modern English.

Agents of Change

6 Before a language can change, speakers must adopt new words, sentence structures and sounds, spread them through the community and transmit them to the next generation. According to many linguists—including David Lightfoot, NSF² assistant director for social, behavioral and economic sciences—children serve as agents for language change when, in the process of learning the language of previous generations, they internalize it differently and propagate a different variation of that language.

7 Linguists study language change by addressing questions such as these: Can we trace the evolutionary path of a language? How do language changes spread through communities? How do historical circumstances influence language change? What is the relationship between language learning and change?

Paths of Change

8 NSF researcher Anthony Kroch of the University of Pennsylvania is trying to understand how language change spreads through populations. With collaborator Beatrice Santorini, he is compiling an electronic collection of Modern English texts covering the time period from 1700 to 1914 (the beginning of World War I). The completed "corpus," as it is known, will complement three others created independently over the past decade by researchers from the University of Pennsylvania and the University of York, England. The existing works—which span 900 years of English history—contain more than 4.5 million words of text carefully tagged and annotated for linguistic features. The publicly available collection gives researchers a standardized, searchable document to track changes in the English language over time. It helps them explore language shifts in a historical context and examine the link between language learning and change.

¹ During the Great Vowel Shift of the fifteenth through the eighteenth centuries, English speakers gradually changed the way they pronounced vowels.

² National Science Foundation

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Number
Correct

3

1

Which sentence could be used in a summary of paragraph 5?

- A Studying how the sounds in a language change is just as interesting as studying how vocabulary changes.
- B Vocabulary changes when people borrow words from other languages, combine or shorten words, or make mistakes.
- C No two people actually use language in the exact same way.
- D Changes in sentence structure are difficult to document.



- 2** Which sentence should **not** be used in a summary of paragraphs 6 and 7?
- A** Linguists study language by asking how language changes spread.
 - B** Language changes must be adopted by a community and passed on to other generations.
 - C** Children change language by using it differently from previous generations.
 - D** Children are the best and most effective agents of language change.
- 3** Look at paragraph 8. What central idea do the sentences in this paragraph support?
- A** Researchers study language changes in different communities.
 - B** Researchers are compiling vast collections of texts that will help them explore shifts in language.
 - C** Researchers use language to understand English history.
 - D** Researchers have discovered a link between language learning and change.
- 4** Summarize the relationship between individual speakers and language change. Use at least **two** details from the text in your response.

**Self Check***Go back and see what you can check off on the Self Check on page 1.*