

Grade 8 ELA		
2012-2013 Items	2013-2014 Items	2014-2015 Literary Analysis Task
<p>ELA-1-M1 using knowledge of word meaning and developing basic and technical vocabulary using various strategies (for example, context clues, idioms, affixes, etymology, multiple-meaning words)</p> <p>GLE8.1 Develop vocabulary using a variety of strategies, including:</p> <ul style="list-style-type: none"> • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon roots and word parts 	<p>RL8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusion to other texts.</p> <p>L8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>	<p>RL8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusion to other texts.</p> <p>RL8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>L8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>
<p>Paragraph 9 refers to the “<u>volumes</u> of eyewitness reports.” In this sentence, <u>volumes</u> means</p> <p>A. a set of books. B. loudness of sound. C. a large amount.* D. space occupied.</p> <p>In the subheading The Clothing Dilemma, the word <u>dilemma</u> means</p> <p>A. experience. B. advice.</p>	<p>RL8.4 Which aspect of nightmares is most emphasized by the repetition of the phrase “Some say the nightmare is” in the first two stanzas of “Nightmares”?</p> <p>A. the difficulty of explaining the experience of a nightmare* B. the fact that having nightmares is a frequent occurrence C. the similarities in how people describe their nightmares D. the sudden wakefulness that comes when a</p>	<p>Part A Question: What is the meaning of the word adversary as it is used in paragraph 21?</p> <p>a. problem’s solution b. indication of trouble c. opposing force* d. source of irritation</p> <p>Part B Question: Which phrase from paragraph 21 best helps clarify the meaning of adversary?</p>

<p>C. variety. D. problem. *</p>	<p>nightmare ends</p> <p>L8.4 Read the sentence from the passage. Some athletes have fought uphill battles, trying to get their athletic activities recognized as <u>legitimate</u> sports. What is the meaning of the word <u>legitimate</u> as it is used in the sentence?</p> <p>A. challenging B. authentic* C. organized D. profitable</p>	<p>a. "own worst enemy"* b. "the primary rule" c. "missed the warnings" d. "most dangerous thing"</p>
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<p>ELA-7-M1 using comprehension strategies (for example, summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts</p> <p>GLE 8.9 Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> sequencing events to examine and evaluate information summarizing and paraphrasing to examine and evaluate information interpreting stated or implied main ideas comparing and contrasting literary elements 	<p>RI8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>RL8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>

<p>and ideas within and across texts</p> <ul style="list-style-type: none"> • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices 		
<p>What does the author recommend doing immediately after choosing which clothes to pack?</p> <p>A. removing half the clothes*</p> <p>B. putting on several layers of clothing</p> <p>C. making a list of other items to bring</p> <p>D. rolling up clothes rather than folding them</p> <p>How does the hunter try to fool the blind man on the second day of hunting?</p> <p>A. by switching the birds that were caught*</p> <p>B. by moving the traps from the clearing</p> <p>C. by leading him down the wrong path</p> <p>D. by asking him to solve a riddle</p> <p>Why does the hunter finally allow the blind man to go hunting with him?</p> <p>A. He is persuaded by his wife to take the blind man.</p> <p>B. He is in a good mood after a successful hunt. *</p> <p>C. He needs help carrying the spears and traps.</p> <p>D. He plans to abandon the blind man in the forest.</p> <p>According to the passage, what should someone plan to do if going somewhere in the</p>	<p>Which statement best presents the central idea of the passage and the way in which it is developed?</p> <p>A. The place of BMX among other sports is developed by recounting the history of the sport.</p> <p>B. The thrill of stunt riding on bicycles is developed through details about early riders and a contemporary BMX star.</p> <p>C. The changes in bicycle features is developed through comparisons of early bicycles to the bicycles used for BMX.</p> <p>D. The importance of BMX as a recognized sport is developed through details about its most famous rider. *</p> <p>Which sentence best expresses the central idea of the book review?</p> <p>A. “At the end, Pete came to terms with himself and found peace, and then he suddenly passed away.”</p> <p>B. “Chenier provides great examples to describe Maravich’s desire for something more meaningful.”</p> <p>C. “While others still saw him as a mythical figure, he came to accept himself, with all his</p>	<p>Question: Create a summary of the excerpt from <i>Brian’s Winter</i> by dragging four statements from the list of events and dropping them in chronological order into the table titled Summary.</p> <div> <div>1</div> <div>Brian is sore as he gets into his bag that night.</div> </div> <div> <div>2</div> <div>Brian attempts to scare away the bear that wakes him up.*</div> </div> <div> <div>3</div> <div>The bear is more powerful than Brian thinks.</div> </div> <div> <div>4</div> <div>Brian believes that he has learned to co-exist with the bears.*</div> </div> <div> <div>5</div> <div>Brian takes a serious risk.</div> </div> <div> <div>6</div> <div>Brian thinks about solutions to his major problem.*</div> </div>

<p>winter?</p> <p>A. Pack an extra sweater for the trip.</p> <p>B. Wear more clothes while traveling. *</p> <p>C. Mix and match clothing outfits.</p> <p>D. Roll jackets so they fit in the bag.</p> <p>According to the passage, most of the evidence about the Loch Ness monster comes from</p> <p>A. historic myths.</p> <p>B. reports of individuals.*</p> <p>C. scientific investigations.</p> <p>D. photographs and sonar.</p> <p>How does the blind man help his fellow villagers?</p> <p>A. He performs marriage ceremonies.</p> <p>B. He helps locate animals to hunt.</p> <p>C. He helps solves their problems. *</p> <p>D. He predicts their futures.</p>	<p>flaws.”</p> <p>D. “It is a classic American tale of ambition, hard work, success, emptiness, and ultimate redemption.”*</p>	<div><div>7</div><p>The bear tosses Brian and eats the scraps of Brian’s meal.*</p></div> <div><div>8</div><p>The bear looks at Brian and walks away.</p></div> <div><div>9</div><p>The bear sits back and sniffs the air.</p></div> <div><p>Summary</p><table><tr><td>1</td><td></td></tr><tr><td>2</td><td></td></tr><tr><td>3</td><td></td></tr><tr><td>4</td><td></td></tr></table></div>	1		2		3		4	
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<p>ELA-7-M1 using comprehension strategies (for example, summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts</p>	<p>RL8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or</p>	<p>RL8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>

<p>ELA-7-M4 using inductive and deductive reasoning skills across oral, written, and visual texts</p> <p>GLE8.2 Interpret story elements, including:</p> <ul style="list-style-type: none"> • stated and implied themes • development of character types (e.g., flat, round, dynamic, static) • effectiveness of plot sequence and/or subplots • the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot • difference in third-person limited and omniscient points of view • how a theme is developed 	<p>provoke a decision.</p>	<p>RL8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>The main reason the passage includes quotations from people who say they have seen Nessie is to</p> <p>A. show that people disagree about Nessie. B. share firsthand experiences of Nessie. * C. explain why Nessie appears only at night. D. provide scientific data about Nessie.</p> <p>Explain what the blind man means when he says, “I see with my ears.” Use at least two specific details from the folktale to support your answer.</p> <p>In the folktale, the blind man develops</p>	<p>What relationship is signaled by the dialogue in the final paragraph of the folktale?</p> <p>A. The hunter has begun to feel protective of the blind man. B. The hunter has begun to envy the popularity of the blind man. C. The hunter has come to appreciate the blind man’s compassion.* D. The hunter has come to resent the blind man’s indirect way of speaking.</p> <p>Read the sentence from paragraph 3. If there were things they wanted to know, he would tell them, and his answers were always the right ones.</p> <p>What is the most likely reason the folktale</p>	<p>Part A Question: In the excerpt from <i>Brian’s Winter</i>, Brian comes to a major realization at the end of the passage. Which statement best describes his realization?</p> <p>a. He needs to avoid confronting wild animals. b. He needs to prepare for the perils of winter.* c. He needs to create a better way to store food. d. He needs to find a new, safer shelter.</p> <p>Part B Question: Which detail best supports the answer in Part A?</p> <p>a. “The bear...turned back to ransacking the camp, looking for where that delicious smell</p>

<p>wisdom mainly by</p> <p>A. listening to understand other people. *</p> <p>B. experiencing different places and things.</p> <p>C. studying his people's history.</p> <p>D. talking to other wise people.</p>	<p>includes this information?</p> <p>A. to suggest that the blind man is talkative</p> <p>B. to explain why the blind man is confident</p> <p>C. to indicate that the blind man is intelligent*</p> <p>D. to establish why the blind man is content</p> <p>Which event first reveals the blind man's abilities to the hunter?</p> <p>A. the discovery of the lion under a tree*</p> <p>B. the setting of the traps in the forest</p> <p>C. the second journey down the track</p> <p>D. the exchange of the trapped birds</p> <p>Read the sentence from paragraph 42.</p> <p>And the blind man answered, "Because the world is full of so many people like you—who learn from their mistakes."</p> <p>What motive do the blind man's words reveal?</p> <p>A. He wants to remind the hunter of his recent misbehavior.</p> <p>B. He wants to thank the hunter for taking him hunting.</p> <p>C. He wants to teach the hunter to recognize his own value.</p> <p>D. He wants to forgive the hunter for his unkind behavior.*</p> <p>Explain two key events in the folktale that affect the hunter's feelings about the blind man. Be sure to use relevant information from the folktale to support your response.</p>	<p>had come from." (paragraph 15)</p> <p>b. "He would have to find some way to protect himself, some weapon." (paragraph 19)</p> <p>c. "He kept putting wood on the fire, half afraid the bear would come back." (paragraph 20)</p> <p>d. "...he had missed the warnings that summer was ending...and what was coming would be the most dangerous thing he had faced..." (paragraph 21)*</p>
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<p>ELA-1-M1 using knowledge of word meaning and developing basic and technical vocabulary using various strategies (for example, context clues, idioms, affixes, etymology, multiple-meaning words)</p> <p>GLE8.1 Develop vocabulary using a variety of strategies, including:</p> <ul style="list-style-type: none"> • Use of connotative and denotative meanings • Use of Greek, Latin, and Anglo-Saxon roots and word parts 	<p>RL8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusion to other texts.</p> <p>L8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>	<p>RL8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusion to other texts.</p> <p>RL8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>L8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>
<p>In the subheading The Clothing Dilemma, the word <u>dilemma</u> means</p> <p>A. experience. B. advice. C. variety. D. problem. *</p> <p>In line 2 of Kolatkar’s “The Butterfly,” the phrase “split like a second” suggests that the</p>	<p>L8.4 What is the meaning of the word <u>enticing</u> as it is used in paragraph 6 of the passage?</p> <p>A. sensing B. allowing C. tempting* D. providing</p> <p>RL8.4 Which statement best describes the change of</p>	<p>Part A Question: What does the word placatingly mean as it is used in paragraph 2?</p> <p>a. in a warning tone b. in an annoying manner c. in an attempt to be agreeable* d. in a way that expresses discomfort</p> <p>Part B Question: Which phrase from the passage provides the best clue to the meaning of placatingly as it is used in paragraph 2?</p>

<p>butterfly is</p> <p>A. quick. *</p> <p>B. elusive.</p> <p>C. delicate.</p> <p>D. mysterious.</p> <p>Paragraph 9 refers to the “volumes of eyewitness reports.” In this sentence, volumes means</p> <p>A. a set of books.</p> <p>B. loudness of sound.</p> <p>C. a large amount. *</p> <p>D. space occupied.</p>	<p>tone in the final stanza of “Nightmares”?</p> <p>A. It changes from reflective to reassured.*</p> <p>B. It changes from doubting to knowing.</p> <p>C. It changes from frustrated to content.</p> <p>D. It changes from frightened to amused.</p>	<p>a. “...bristling and snarling...”</p> <p>b. “...a whiff of warm air...”</p> <p>c. “...squirmed and wriggled...”</p> <p>d. “...a bribe for peace...”*</p>
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<p>ELA-7-M1 using comprehension strategies (for example, summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts</p> <p>ELA-7-M4 using inductive and deductive reasoning skills across oral, written, and visual texts</p> <p>GLE8.2 Interpret story elements, including:</p> <ul style="list-style-type: none"> stated and implied themes 	<p>RL8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL8.1 Cite the textual evidence that most strongly supports an analysis of what the text</p>	<p>RL8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn</p>

<ul style="list-style-type: none"> • development of character types (e.g., flat, round, dynamic, static) • effectiveness of plot sequence and/or subplots • the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot • difference in third-person limited and omniscient points of view • how a theme is developed 	<p>says explicitly as well as inferences drawn from the text.</p>	<p>from the text.</p>
<p>Which of these is the best moral for this folktale?</p> <p>A. A bird in the hand is worth two in the bush. B. Each person has his or her own strengths.* C. Actions speak louder than words. D. Fools create their own problems.</p> <p>Which conclusion is best supported by the information in this passage?</p> <p>A. Most of the people who have seen Nessie have been proven wrong. B. Nessie is most likely some kind of large common fish or turtle. C. In spite of many reports, the existence of Nessie has never been proved.* D. The stories of Nessie are told mostly to attract people to Scotland.</p>	<p>Which of these is the best theme for this folktale?</p> <p>A. People’s lives are enriched when they help others. B. Greed can lead a person to make rash decisions. C. Each person’s unique strengths should be valued.* D. Foolish people often create their own problems.</p> <p>Part 1 What central idea about nightmares is emphasized in the poem “Nightmares”?</p> <p>A. Nightmares often bring to mind unsettling images from nature.* B. Nightmares occur less frequently than pleasant dreams. C. Nightmares are uncommon for the speaker. D. Nightmares are most frightening when they</p>	<p>Part A Question: Which statement best reflects a theme of the excerpt from <i>Call of the Wild</i>?</p> <p>a. Survival is unlikely when one is new to an environment. b. Survival requires adapting to one’s surroundings.* c. One cannot rely on others when learning to survive. d. Advanced preparation is necessary for survival.</p> <p>Part B Question: Which two details from the excerpt best support the answer in Part A?</p> <p>a. “Here and there savage dogs rushed upon him, but he bristled his neck-hair and snarled (for he was learning fast), and they let him go his way unmolested.” (paragraph 1)* b. “Again he wandered about through the great camp, looking for them, and again he</p>

Using relevant information from the folktale, explain how and why the hunter's attitude toward the blind man changes from the beginning to the end of the folktale.	<p>include animals.</p> <p>Part 2</p> <p>Which lines from the poem best support this central idea?</p> <p>A. "Some say the nightmare is / a horse"</p> <p>B. "a sea / where storms have made the waves / so big"*</p> <p>C. "I do not know / what nightmares are"</p> <p>D. "they do not come as often as / the pretty horse"</p> <p>What is the central idea presented in the poem "Dream Horses"?</p> <p>A. Dreams are most vivid when the dreamer is an adolescent.</p> <p>B. Dreams can reveal different parts of a dreamer's personality.*</p> <p>C. Dreams help a person make sense of real-life experiences.</p> <p>D. Dream environments can be more appealing than actual places.</p>	<p>returned." (paragraph 2)</p> <p>c. "He sprang back, bristling and snarling, fearful of the unseen and unknown." (paragraph 2)</p> <p>d. "Buck confidently selected a spot, and with much fuss and wasted effort proceeded to dig a hole for himself." (paragraph 3)*</p> <p>e. "It was a token that he was harking back through his own life to the lives of his forebears..." (paragraph 4)</p> <p>f. "...he saw the white camp spread out before him and knew where he was..." (paragraph 4)</p>
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ELA-6-M2 identifying, comparing, and responding to a variety of classic and contemporary fiction and nonfiction literature from many genres (for example, novels, drama)	RL8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<p>RL8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL8.1 Cite the textual evidence that most</p>

<p>GLE 8.9 Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> • sequencing events to examine and evaluate information • summarizing and paraphrasing to examine and evaluate information • interpreting stated or implied main ideas • comparing and contrasting literary elements and ideas within and across texts • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices <p>GLE8.2 Interpret story elements, including:</p> <ul style="list-style-type: none"> • stated and implied themes • development of character types (e.g., flat, round, dynamic, static) • effectiveness of plot sequence and/or subplots • the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot • difference in third-person limited and omniscient points of view • how a theme is developed 		<p>strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>How does the information about Maravich in</p>	<p>Which statement best explains the structure of each poem?</p>	<p>Part A Question: Which statement correctly shows a difference between the beginnings</p>

<p>the biography entry differ from the information about Maravich in the book review?</p> <p>A. The biography entry focuses on his career, but the book review includes personal details.*</p> <p>B. The biography entry explores his personal struggles, but the book review deals with his awards.</p> <p>C. The book review does not include charts and graphs, but the biography entry does include them.</p> <p>D. The book review uses many statistics, but the biography entry does not include them.</p> <p>Identify one way butterfly wings are described differently in “Butterfly” and “The Butterfly.” Use one detail from each poem to support your response.</p> <p>What is similar about the speakers’ experiences with butterflies?</p> <p>A. Both speakers are annoyed by the butterflies.</p> <p>B. The butterflies are with both speakers briefly.*</p> <p>C. Both speakers fear the butterflies.</p> <p>D. The butterflies land on both speakers.</p> <p>Which main idea do the two poems have in</p>	<p>A. “Dream Horses” presents comparisons of three horses to three types of dreams in the second, third, and fourth stanzas, whereas “Nightmares” presents a general comparison of one horse to a dream in the first stanza and then extends the comparison in the stanzas that follow.</p> <p>B. “Dream Horses” uses the first and last stanzas to represent a wakeful state and the middle three stanzas to represent a sleeping state, whereas “Nightmares” represents a wakeful state throughout the poem.</p> <p>C. “Dream Horses” alternates between comparisons of different horses to different types of dreams throughout, whereas “Nightmares” presents contrasting images of horses in the first and last stanzas.*</p> <p>D. “Dream Horses” uses horses to contrast pleasant dreams in the first two stanzas with unpleasant dreams in the last three stanzas, whereas “Nightmares” uses only negative comparisons of horses to dreams throughout.</p>	<p>and endings of the excerpts from <i>Brian’s Winter</i> and <i>Call of the Wild</i>?</p> <p>a. <i>Call of the Wild</i> begins with a former conflict between characters, and <i>Brian’s Winter</i> ends with a current conflict between characters.</p> <p>b. <i>Brian’s Winter</i> begins by revealing a character’s faulty reasoning, and <i>Call of the Wild</i> ends with a character’s faulty reasoning.</p> <p>c. <i>Call of the Wild</i> begins with a crisis to be resolved, and <i>Brian’s Winter</i> ends with a crisis that needs to be resolved.*</p> <p>d. <i>Brian’s Winter</i> begins with the thoughts and actions of a character seeking shelter, and <i>Call of the Wild</i> ends with the thoughts and actions of a character seeking shelter.</p> <p>Part B Question: Select one detail from the list below from <i>Brian’s Winter</i> and one detail from the list below from <i>Call of the Wild</i> that best support the answer in Part A.</p> <p>a. “He had seen them several times while picking berries, raking the bushes with their teeth to pull the fruit off....” (<i>Brian’s Winter</i> paragraph 2)</p> <p>b. “Other than some minor scratches where the bear’s claws had slightly scraped him—it was more a boxing action than a clawing one—Brian was in one piece.” (<i>Brian’s Winter</i> paragraph 16)</p> <p>c. “Everything in nature means something and he had missed the warnings that summer was ending, had in many ways already ended, and</p>
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<p>common?</p> <p>A. Butterflies are beautiful.</p> <p>B. Butterflies inspire curiosity.*</p> <p>C. Butterflies are skilled in flight.</p> <p>D. Butterflies face frequent dangers.</p>		<p>what was coming would be the most dangerous thing he had faced since the plane crash. “(<i>Brian’s Winter</i> paragraph 21)*</p> <p>d. “The tent, illumined by a candle, glowed warmly in the midst of the white plain...” (<i>Call of the Wild</i> paragraph 1)</p> <p>e. “Miserable and disconsolate, he wandered about among the many tents, only to find that one place was as cold as another.” (<i>Call of the Wild</i> paragraph 1)*</p> <p>f. “The day had been long and arduous, and he slept soundly and comfortably, though he growled and barked and wrestled with bad dreams.” (<i>Call of the Wild</i> paragraph 3)</p>
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<p>ELA-2-M1 writing multiparagraph compositions (150-200 words) that clearly imply a central idea with supporting details in a logical, sequential order</p> <p>ELA-2-M6 writing as a response to texts and life experiences (for example, personal and business)</p> <p>ELA.8.19 Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, and</p>	<p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research (includes a).</p> <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (includes a-f).</p> <p>W.8.4 Produce clear and coherent writing in</p>

<p>persuasion) emphasizing narration and exposition</p>		<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (includes a – d).</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (includes a – c).</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening (includes a).</p>
<p>Write a composition for your teacher that compares how you would or did support a cause you believe in to the ways Muir and Roosevelt supported their causes. Use details from the passage to help explain your ideas.</p>	<p>Look back at the poems “Dream Horses” and “Nightmares” and the passage “The Quest for Nessie.” They all explore the idea of mystery. Explain how this idea is developed in the poems and the passage on Nessie. Be sure your response</p> <ul style="list-style-type: none"> • explains how all three texts explore the idea of mystery and • uses specific details from the texts to support your response. <p>The author often uses repeated images and dialogue in the folktale. Identify one example of repetition and explain how the author uses this repetition to develop the folktale. Use specific details from the passage to support your response.</p>	<p>Question: You have read excerpts from two novels focused on survival in the wilderness. These excerpts are from:</p> <ul style="list-style-type: none"> • <i>Brian’s Winter</i> by Gary Paulsen • <i>Call of the Wild</i> by Jack London <p>Consider how the main character in each excerpt reacts to the incidents that occur, and write an essay in which you analyze how each character’s thoughts and actions reveal aspects of his personality.</p> <p>You do not need to compare and contrast the characters from the two texts. You may consider each one separately. Be sure to include evidence from each excerpt to support your analysis and understanding.</p>

	<p>Explain two key events in the folktale that affect the hunter's feelings about the blind man. Be sure to use relevant information from the folktale to support your response.</p> <p>Explain how the author develops the claim that bicyclists have had the easiest time capturing attention for their sport. Use at least two specific details from the passage to support your answer.</p> <p>Explain whether the passage is more convincing in supporting Nessie's existence or more convincing in casting doubt on Nessie's existence. Use specific details from the passage to support your response.</p>	
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