

Grade 8 English Language Arts

READING COMPREHENSION

DIRECTIONS

This session contains two reading selections with fourteen multiple-choice questions and two open-response questions. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

Paul Laurence Dunbar was an African American poet who wrote in the late 1800s and early 1900s. His poem "Sympathy" speaks of the feelings of a bird in a cage. Read the poem and answer the questions that follow.

SYMPATHY

I know what the caged bird feels, alas!
 When the sun is bright on the upland slopes;
 When the wind stirs soft through the springing grass,
 And the river flows like a stream of glass;
5 When the first bird sings and the first bud opes,¹
 And the faint perfume from its chalice² steals—
I know what the caged bird feels!

I know why the caged bird beats his wing
 Till its blood is red on the cruel bars;
10 For he must fly back to his perch and cling
 When he fain³ would be on the bough⁴ a-swing;
 And a pain still throbs in the old, old scars
 And they pulse again with a keener sting—
I know why he beats his wing!

15 I know why the caged bird sings, ah me,
 When his wing is bruised and his bosom sore,—
 When he beats his bars and he would be free;
 It is not a carol of joy or glee,
 But a prayer that he sends from his heart's deep core,
20 But a plea, that upward to Heaven he flings—
I know why the caged bird sings!

—Paul Laurence Dunbar

¹ *opes* — opens

² *chalice* — a cup or goblet

³ *fain* — gladly

⁴ *bough* — branch

ELA Reading Comprehension

- 1 Which of the following words **best** describes the feeling created by the description in line 3?
- A. peaceful
 - B. surprised
 - C. impatient
 - D. suspenseful
- 2 In line 4, the phrase “like a stream of glass” suggests the water is
- A. cold.
 - B. deep.
 - C. dirty.
 - D. smooth.
- 3 In line 5, what do the “first bird” and the “first bud” **most likely** represent?
- A. the cage
 - B. the springtime
 - C. the bud’s beauty
 - D. the bird’s ancestor
- 4 How is the first stanza **most** different from the rest of the poem?
- A. The stanza suggests the bird is bored with his life.
 - B. The stanza describes how the bird looks, rather than how he acts.
 - C. The stanza suggests the bird is unwise for wanting his life to change.
 - D. The stanza describes what the bird likely desires, rather than what he experiences.
- 5 Which of the following words **best** describes the tone of the poem?
- A. fearful
 - B. apologetic
 - C. passionate
 - D. wondering
- 6 Which meaning of the word *faint* is used in line 6?
- A. exhausted
 - B. whispered
 - C. lacking courage
 - D. barely noticeable

Name: _____

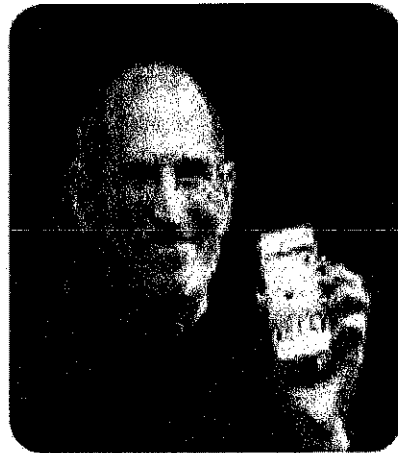
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Reading Comprehension Worksheet

Steve Jobs

Read the passage. Then answer the questions.

Steven Paul Jobs was an American information technology entrepreneur and inventor. He was the co-founder, chairman, and chief executive officer (CEO) of Apple Inc. Steve Jobs was born on February 24, 1955, he was adopted at birth in San Francisco, and raised in San Francisco Bay Area during the 1960s. As a boy, Jobs and his father worked on electronics in the family garage, Paul showed his son how to take apart and reconstruct electronics. A few years later, while Jobs was enrolled at Homestead High School, he was introduced to his future partner Steve Wozniak. In 1974, Jobs took a position as a video game designer with Atari. In 1976, when Jobs was just 21, he and Wozniak started Apple Computer. Jobs and Wozniak are credited with revolutionizing the computer industry by making machines smaller, cheaper, and accessible to consumers. Jobs in charge of marketing Apple initially marketed the computers for \$666.66 each. The Apple I earned the corporation around \$774,000. Three years after the release of Apple's second model, the Apple II, the company's sales increased by 700 percent to \$139 million. Jobs left Apple in 1985 to begin a new hardware and software enterprise called NeXT, Inc. The following year Jobs purchased an animation company which later became Pixar Animation Studios. The studio merged with Walt Disney in 2006, making Jobs Disney's largest shareholder. In 1996, Jobs returned to his post as Apple's CEO. Jobs put Apple back on track. Apple introduced products as the Macbook Air, iPod and iPhone, all of which have dictated the evolution of modern technology. In 2008, iTunes became the second-biggest music retailer in America. In the early 1990s; Jobs met Laurene Powell and they married on March 18, 1991, and lived in Palo Alto, California, with their three children. Jobs was diagnosed with a pancreatic neuroendocrine tumor in 2003 and died of respiratory arrest related to the tumor on October 5, 2011. Palo Alto. He was 56 years old.



Answer the questions.

1. What is the main idea of this passage?
2. Underline five sentences in the passage that support the idea.
3. Write a summary. Tell what is the most important.

Oversleeping

So Jake spread his arms, leaped skyward from the sidewalk, and began to fly, rocketing up over the neighborhood. Suddenly he heard the distant voice of his father calling, as if from another universe, and Jake pried open sleep-heavy eyes . . .

“Get up, pal,” said Jake’s father, “or you’ll miss the school bus.”

“Just let me sleep a little longer,” Jake mumbled. Then he groaned and turned over, pulling the covers up over his head like a tent, as if to somehow recapture his dream. Jake loved to sleep. It wasn’t that he was lazy or lacked energy. Jake was a normal fourteen-year-old kid in every way. But he loved to curl up under a soft white cloud of sheets, rest his head on a marshmallow pillow, and luxuriate in the twilight world of slumber where life is exciting and dreams always come true.

So Jake was sitting at a table at Chez Maurice’s in Hollywood, having lunch with his buddy, Tom Cruise. Tom was offering Jake a role in his next movie when . . .

“Get up,” said Jake’s father, gently shaking his son’s shoulders. Jake yawned and hauled his legs over the side of the mattress, where he sat for a few moments to reconcile himself with the shocking reality of upright existence. He dragged himself into the shower, where he briefly dreamed of tropical rain forests, and at last shuffled downstairs to breakfast.

“Jake’s going to sleep his life away!” teased Taylor, his nine-year-old sister, as she sat at the table, kicking her dangling legs excitedly as if to show by comparison how wide awake she was.

“He’s just a growing boy,” said Jake’s father, washing dishes at the kitchen sink. “Right?” Jake nodded sleepily and finished his breakfast. He trudged out the front door with Taylor, still half-sleepwalking, and they waited on the curb for their school bus, as usual.

At school, finally fully awake, Jake cycled through the pleasant routine of another typical day. He greeted his buddy Benjamin at the locker they shared. They discussed hockey games and books. Then there was science with Mr. Albert, math with Ms. Freed, and lunch with Benjamin, who always told great jokes. After school, there was homework, dinner with his dad and Taylor, maybe a little TV, and then off to dreamland. And so went week after week, and month after month.

So Jake swung the bat, sending the ball out of Dodger Stadium and into the Baseball Hall of Fame . . .

“Come on, get up,” giggled Taylor, holding a ringing alarm clock only inches from her brother’s face. “You’ll be late for school!” Jake shook his head in disbelief and ducked under the covers.

Moments later Jake awakened to an empty, quiet room. He noted with puzzlement that all the buttons on his pajama top had popped off in the night. Then he pulled himself from bed and padded sleepily to the shower. The bathroom mirror reflected a face that was oddly unfamiliar—one with heavier eyebrows and new creases in its brow. Jake rubbed a hand over his face and felt the unexpected sandpaper abrasion of whiskers. Mystified and dazed, he staggered downstairs to the kitchen, where he was shocked to discover a teenaged Taylor sitting at the breakfast table beside his father, who was grayer and heavier.

“So you finally woke up,” commented Jake’s father, casually sipping his coffee. “We thought you’d sleep forever.”

“You certainly overslept!” added Taylor in a surprisingly mature voice.

Jake shook his head as if to disperse the fog of dreams. “What are you talking about?”

“You’ve been asleep for four years,” Jake’s father replied calmly. “Better get dressed, or you’ll be late for your last day of school.” This statement set Jake’s mind reeling. His last day of school? Had he really slept so long? Was he now *eighteen* years old?

Lost in a whirl of confusion, Jake went to his room to dress for school and discovered that none of his clothes fit him. He borrowed a shirt, pants, and shoes from his father—and they made him look and feel even older.

Taylor led zombie-like Jake out the front door to the curb. Boarding his bus, Jake stared in bewilderment at the aged faces of his friends. “Hey, it’s Jake!” shouted someone from the back of the bus. “He’s back!” One by one, his schoolmates began to recognize him.

“Buddy, you sure look older!” said someone sitting near where Jake stood. Jake looked down to discover his friend Benjamin smiling heartily and looking startlingly like his older brother. Jake sat beside Benjamin, who eagerly told what had happened during Jake’s years of slumber—how Mr. Albert had retired from teaching science, and how Ms. Freed had married. Benjamin spoke excitedly of hockey games won and lost; of books read and remembered; of school plays, classes, pep rallies, and car washes. They were small, ordinary events, but to Jake they seemed extraordinary because they had happened without him. He had missed grades nine through twelve. And now there would be no more school days with Benjamin, his teachers, or his other friends. Jake had slept them all away.

“Come on, buddy, get up,” called Jake’s father. Jake pried open leaden eyelids to see his father standing at the foot of his bed, looking younger and leaner. Beside him was a nine-year-old Taylor, seemingly more girlish and bubbly than ever before.

- 20 “Come on, sleepyhead!” she giggled. Her laughter seemed as bright as the yellow sunshine splashing about the room. “You don’t want to miss school, do you?”

Jake beamed and looked at his family. “No, I wouldn’t want to do that,” he said as he threw back the covers and leaped out of bed.

1. What conclusion can be made based on the fact that Jake’s pajamas do not fit?
 - A. He has cheap pajamas that came apart while he slept.
 - B. He has grown lots in the four years he was asleep.
 - C. He ate too much the night before and gained weight.
 - D. He had a growth spurt that happened overnight.

READING

2. In paragraph 20, the phrase “as bright as the yellow sunshine” is an example of which term?
- A. simile
 - B. metaphor
 - C. personification
 - D. onomatopoeia
3. Which event happens first?
- A. Jake dreams about having lunch with Tom Cruise.
 - B. Jake dreams about flying over the neighborhood.
 - C. Jake dreams about playing baseball for the Dodgers.
 - D. Jake dreams about sleeping for four years.
4. Why does Jake leap out of bed at the end of the story?
- A. He does not want his dad bugging him.
 - B. He does not want his sister laughing at him.
 - C. He does not want to sleep his life away.
 - D. He does not want to grow anymore.
5. What do the italicized sentences represent in the story?
- A. dreams
 - B. conversations
 - C. opinions
 - D. titles

6. After reading the passage, what could be the belief of the author?
- A. Teenagers should not listen to their friends.
 - B. Teenagers should not listen to their parents.
 - C. Teenagers should not let opportunities pass them by.
 - D. Teenagers should not sleep more than ten hours a night.
7. What could be another title for the story?
- A. Life is Full of Important Things to Do
 - B. Annoying Sisters Keep You Awake
 - C. He is Just a Growing Boy
 - D. Alarm Clock Jitters

READING

From Sandals to Sneakers—Shoes Step Forward

Shoes—we wear them nearly every day. We walk, run, jump, climb, and stand in them for hours on end. Yet we hardly think about them because they are such an ordinary part of our daily lives. Shoes were not always an important part of people's wardrobes. The ancient Greeks, Egyptians, and Persians made and wore sandals, but actually went barefoot most of the time. These people lived in regions where the weather was temperate, and shoes were not needed to keep their feet warm. Archaeologists have found shoes in the ruins of these civilizations, but they seem to have been worn mainly by royalty, who could afford to employ tailors and shoemakers.

Shoes in Early Civilizations

As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves, and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets.

Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization.

The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots—but with bare toes!

Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe—whether or not it used fur—was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were **adorned** with beadwork.

The Shoemaking Process

As the centuries passed, the primary material for shoes continued to be leather, and the process of making shoes did not change quickly. A wood and metal framework called a "last" was wrapped with pieces of leather that were then sewn together. As late as the mid-1800s, lasts were straight on both sides; this meant that there was no difference in shape between left and right shoes. It also meant that shoes were uncomfortable and that breaking them in was not easy. The lasts were made in different sizes, but for a long time only two widths were available—thin and stout.

For centuries, shoes were sewn by hand, just as they had been by the ancient Egyptians. Machines to assist shoemakers were not used until the rolling machine was invented in 1845. This device was used to pound pieces of leather into thin strips. About the same time, Elias Howe invented the sewing machine, and pieces of shoe leather could now be sewn together more quickly. Another inventor, Lyman Reed Blake, created a machine for sewing the soles of shoes to the upper parts. Because shoes could be made faster and more cheaply, people who had never owned shoes before could now afford to buy and wear them.

New Trends, Materials, and Designs

In Europe and North America during the seventeenth century, most people wore boots because they were practical. Even in many large cities, dirt roads were common, and people had to walk along muddy pathways and across streams. By the eighteenth century, however, more city streets were paved with cobblestones, and it was easier to keep shoes clean. Shoes became more decorative, and fancy buckles of gold and silver were often used. Most shoes worn in the United States throughout the nineteenth century were patterned after European styles.

The major change in shoes over the last century has been the use of materials other than leather. Humphrey O'Sullivan invented the first rubber heel for shoes in 1898. Rubber heels were popular because they lasted much longer than heels made of leather. The use of rubber soles came next. The first rubber-soled shoes were called plimsolls, and they were manufactured in the United States in the late 1800s.


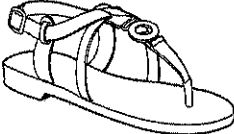
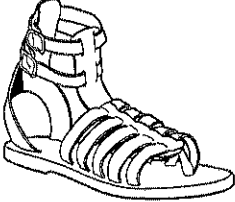
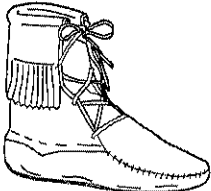


The first American shoes made without leather were invented in 1917. The upper material was made of a flexible canvas. Those were the original "sneakers," a word that was used because the rubber sole made the shoe very quiet, unlike most leather shoes, which often squeaked when people walked.

Many people today choose athletic shoes for casual wear, but not until the late 1970s were shoes designed with amateur athletes in mind. Shoes made of rubber and canvas were worn by tennis, volleyball, and basketball players. By the 1980s, companies began to design athletic shoes for specific sports, helping athletes perform better while protecting their feet and providing comfort.

Shoes have come a long way since the ancient Egyptians created their first sandals. Many more types of materials are used, and shoes have never been more comfortable or supportive for feet. Even so, it is interesting that the basic sandal, crafted by people more than four thousand years ago, still has many similarities to shoes we wear today.

READING

The History of Shoes

 <p>Ancient Egyptian sandal</p>	 <p>Greek woman's sandal</p>	 <p>Roman soldier's sandal</p>
 <p>Native American moccasin</p>	 <p>Nineteenth century boots</p>	 <p>Early sneakers</p>

8. What was the purpose of the first shoe?
- A. comfortable
 - B. fashionable
 - C. functional
 - D. popularity
9. Which event happened first in the history of shoes?
- A. the making and wearing of moccasins
 - B. the making and wearing of sandals
 - C. the making and wearing of boots
 - D. the making and wearing of sneakers

10. Which civilization was the first to wear shoes to make a fashion statement?
- A. Greek
 - B. Roman
 - C. Egyptian
 - D. Persian
11. What is the correct hyphenated word?
- A. moon-shaped
 - B. fur-was
 - C. shoe-whether
 - D. available-thin
12. “Some moccasins were plain, and others were **adorned** with beadwork.” What type of context clue is used to help you define the word **adorned**?
- A. antonym
 - B. synonym
 - C. example
 - D. explanation
13. Which is the correct analogy?
- A. Thin is to stout as skinny is to long.
 - B. Thin is to stout as narrow is to wide.
 - C. Thin is to stout as short is to thin.
 - D. Thin is to stout as tall is to fat.

READING

14. What is the author's purpose in writing the passage?
- A. to inform about the first sneaker
 - B. to inform about the history of moccasins
 - C. to inform about ancient Greeks
 - D. to inform about the history of shoes
15. An example of personification would be
- A. nonleather shoes.
 - B. fancy buckles of gold.
 - C. paved with cobblestones.
 - D. squeaked when people walked.

Name: _____

Context Clues 2.5

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **signify:** She considered that Byron's latest efforts in the classroom might **signify** his desire to make a positive change.

Definition: _____

What clues in the sentence lead you to your definition?

2. **laborious:** Dexter wanted to take honors math, but the course load was too **laborious** alongside his football practices.

Definition: _____

What clues in the sentence lead you to your definition?

3. **furtively:** After Mom found the devoured cake, the dog crouched **furtively** behind the couch..

Definition: _____

What clues in the sentence lead you to your definition?

4. **melodious:** The choir delighted the audience with their **melodious** tune.

Definition: _____

What clues in the sentence lead you to your definition?

5. **smitten:** When I saw that she was making a special Valentine's Day card just for Kevin, I knew that she was **smitten** with him.

Definition: _____

What clues in the sentence lead you to your definition?

6. **grotesque:** The giant garbage monster moved his **grotesque** head from side to side as he yelled at the children for stepping on his lawn.

Definition: _____

What clues in the sentence lead you to your definition?

7. **prodigy**: The music teacher didn't usually take such young children, but when he saw the four year old play Beethoven's 5th without missing a note, he had to make an exception for this **prodigy**.

Definition: _____

What clues in the sentence lead you to your definition?

8. **profound**: His reading abilities have improved in a **profound** way since he stopped playing around in class and started doing his homework every night.

Definition: _____

What clues in the sentence lead you to your definition?

9. **unison**: The two girls responded in **unison**, "We didn't do anything," which only made the principal more suspicious.

Definition: _____

What clues in the sentence lead you to your definition?

10. **indignant**: I became **indignant** after the hostess seated another group of people that arrived at the restaurant after we did.

Definition: _____

What clues in the sentence lead you to your definition?

11. **sagacity**: The people in the community respected their mayor for the **sagacity** he has shown in managing the town's government through hard times.

Definition: _____

What clues in the sentence lead you to your definition?

12. **tremulous**: Janna was able to control her nerves during rehearsals, but on opening night her voice was **tremulous** and difficult to understand.

Definition: _____

What clues in the sentence lead you to your definition?

Name: _____

Identifying Figurative Language of Shakespeare

Directions: Write which technique is being used on the line. Then, explain how you know your answer.

Answers: Simile, Metaphor, Personification, and Hyperbole

1. Thy youth's proud livery, so gazed on now, / Will be a tatter'd weed, of small worth held:

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

2. What say you, Hermia? be advised fair maid: / To you your father should be as a god;
One that composed your beauties, yea, and one / To whom you are but as a form in wax
By him imprinted and within his power / To leave the figure or disfigure it.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

3. Not to-night, good Iago: I have very poor and / unhappy brains for drinking: I could well wish
courtesy would invent some other custom of / entertainment.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

4. I hold the world but as the world, Gratiano; / A stage where every man must play a part,
And mine a sad one.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

5. Come, then; for with a wound I must be cured. / Draw that thy honest sword, which thou hast worn

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

6. I must hear from thee every day in the hour, / For in a minute there are many days:
O, by this count I shall be much in years / Ere I again behold my Romeo!

What technique is being used? _____
Simile, Metaphor, Personification, or Hyperbole

How do you figure?
Explain how you got your answer

7. As flies to wanton boys, are we to the gods. / They kill us for their sport.

What technique is being used? _____
Simile, Metaphor, Personification, or Hyperbole

How do you figure?
Explain how you got your answer

8. If music be the food of love, play on; / Give me excess of it, that, surfeiting,
The appetite may sicken, and so die.

What technique is being used? _____
Simile, Metaphor, Personification, or Hyperbole

How do you figure?
Explain how you got your answer

9. When I have seen by Time's fell hand defaced / The rich proud cost of outworn buried age;

What technique is being used? _____
Simile, Metaphor, Personification, or Hyperbole

How do you figure?
Explain how you got your answer

10. Here's the smell of the blood still: all the / perfumes of Arabia will not sweeten this little
hand. Oh, oh, oh!

What technique is being used? _____
Simile, Metaphor, Personification, or Hyperbole

How do you figure?
Explain how you got your answer

11. The web of our life is of a mingled yarn, good and / ill together

What technique is being used? _____
Simile, Metaphor, Personification, or Hyperbole

How do you figure?
Explain how you got your answer

12. I say 'your city,' to his wife and mother; / Breaking his oath and resolution like
A twist of rotten silk, never admitting / That pages blush'd at him and men of heart

What technique is being used? _____
Simile, Metaphor, Personification, or Hyperbole

How do you figure?
Explain how you got your answer

13. But if it be a sin to covet honour, / I am the most offending soul alive.

What technique is being used? _____
Simile, Metaphor, Personification, or Hyperbole

How do you figure?
Explain how you got your answer

14. Whether 'tis nobler in the mind to suffer / The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,

What technique is being used? _____
Simile, Metaphor, Personification, or Hyperbole

How do you figure?
Explain how you got your answer

15. Say that she frown, I'll say she looks as clear / As morning roses newly wash'd with dew:

What technique is being used? _____
Simile, Metaphor, Personification, or Hyperbole

How do you figure?
Explain how you got your answer

16. I shall laugh myself to death at this puppy-headed / monster. A most scurvy monster!

What technique is being used? _____
Simile, Metaphor, Personification, or Hyperbole

How do you figure?
Explain how you got your answer

17. Nativity, once in the main of light, / Crawls to maturity, wherewith being crown'd,
Crooked elipses 'gainst his glory fight, / And Time that gave doth now his gift confound.

What technique is being used? _____
Simile, Metaphor, Personification, or Hyperbole

How do you figure?
Explain how you got your answer

18. You seem to me as Dian in her orb, / As chaste as is the bud ere it be blown;

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

19. O, she is fallen / Into a pit of ink, that the wide sea / Hath drops too few to wash her clean again
And salt too little which may season give / To her foul-tainted flesh!

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

20. But yesterday the word of Caesar might / Have stood against the world; now lies he there.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

21. So are you to my thoughts as food to life, / Or as sweet-season'd showers are to the ground;

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

22. Wilt thou draw near the nature of the gods? / Draw near them then in being merciful:
Sweet mercy is nobility's true badge: / Thrice noble Titus, spare my first-born son.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

23. You are a thousand times a properer man / Than she a woman: 'tis such fools as you
That makes the world full of ill-favour'd children

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

Name: _____

Personification Worksheet 6

Directions: In each sentence, an object or idea is personified. Identify the object or idea that is being personified and explain which human trait or action is applied to the object or idea.

Personification: a figurative language technique where an object or idea is given human traits or characteristics.

1. Your little voice
Over the wires came leaping
and I felt suddenly dizzy

What is being personified? _____

Which human trait or quality is given? _____

2. Love built himself a house,
And whoso entered in, Love bade him stay,
Nor ever from that feast to come away
Dissatisfied or weary of the fare
Love set him there.

What is being personified? _____

Which human trait or quality is given? _____

3. While through the windows, steel-barred, stern and tall,
Pale daylight greets us like a plaintive song.

What is being personified? _____

Which human trait or quality is given? _____

4. And, as of old, in the horizon-sky,
The sun can find a lovely place to die.

What is being personified? _____

Which human trait or quality is given? _____

5. The nights went by like the moaning wind
And the days like drifting snow.

What is being personified? _____

Which human trait or quality is given? _____

6. Then you came with flowers crowned and sun-kissed hair.

What is being personified? _____

Which human trait or quality is given? _____

7. Wasting the golden hours indoors,
Washing windows and scrubbing floors,
While happy winds go laughing by.

What is being personified? _____

Which human trait or quality is given? _____

8. Over the snow my creaking feet
Disturbed the slumbering village street

What is being personified? _____

Which human trait or quality is given? _____

9. They danced until the shy moon looking down
Deemed herself lost above some Grecian glade;

What is being personified? _____

Which human trait or quality is given? _____

10. Beyond the cliffs brown fishing boats go by
Under the reach of the wide laughing sky.

What is being personified? _____

Which human trait or quality is given? _____

Name: _____

Genre and Subgenre Worksheet 3

Directions: Read the descriptions of the texts. Look for details that reveal the genre. Write the genre and subgenre on the lines and write a sentence explaining your answer.

1. Fallen Walkers by Wells Taylor Dyson

Far below the surface of earth, a group of children engage in a secret government program. They are trained to pilot Mech-Walkers, which are giant mechanical insects. These kids protect Earth from hostile space barbarians using their robo-insect powers. Vander, the leader of the Mech-Walkers, mysteriously disappears in combat. Now the Mech-Walkers need to find a new leader. Seth, a boy from the surface, stumbles into Mech-Walkers while being chased by bullies. Now he has become an unlikely candidate.

Genre: _____ Subgenre: _____

Explain your Answer

2. Super Fun Science Book for Kids by Pam Orbison

Have you ever wondered why a submarine can stay underwater for so long? How a web page shows up on a phone screen? Or how to build a robot that plays basketball? Science doesn't have to be dusty and boring. This functional science textbook teaches the fundamentals of science. It describes technologies in ways that are interesting and relevant to young people. This text contains 32 experiments that students can try at school or home. There is also a vocabulary practice activity for each section.

Genre: _____ Subgenre: _____

Explain your Answer

3. From Athena to Zeus: The Greek Gods and Goddesses retold by Chris Reed

This book retells the epic stories of the gods, goddesses, and heroes in Ancient Greece. All of the classic stories are in this text: the adventures of Perseus, the battles of Heracles, Odysseus and the Trojan wars, and the voyage of Jason and the Argonauts.

Genre: _____ Subgenre: _____

Explain your Answer

4. Diary Wanted by Gail Labors

Katie Oaks is one of the most trusted girls in her class. Maybe they like how Katie listens, or maybe they just feel comfortable around her, but all of the other girls tell their secrets to Katie. When Katie gets a diary for her birthday, she can't help but to write down the secrets that she learns, but when her diary goes missing, Katie finds herself in a tight corner.

Genre: _____ Subgenre: _____

Explain your Answer

5. Mr. Lincoln's Groceries by Curtis D. Davis

The year is 1835 and Bobby Pierce is working as a delivery boy at a local grocery store. One of his duties is to deliver groceries to a young state politician named Abraham Lincoln. The two get off to a rough start, but Soon Bobby learns the wisdom of Lincoln's ways. They learn to respect one another and each offers the other advice when it is needed most.

Genre: _____ Subgenre: _____

Explain your Answer

6. Dog Soldiers: Warriors of the Cheyenne by M. D. Carroll

The Dog Soldiers were one of six elite military societies of the Cheyenne Indians. During the 1830s they played a strong role in repelling and pushing back American expansion in Kansas, Nebraska, Colorado, and Wyoming. The Dog Soldiers were known for their highly aggressive and effective attacks and their peculiar habit of "pinning down" their long tails to the ground. Once "pinned down," Dog Soldiers fought to the death or until a tribe mate "unpinned" the tail of the warrior. This text describes the Dog Soldiers' society and role in history.

Genre: _____ Subgenre: _____

Explain your Answer

7. John Henry retold by Elijah Newman

John Henry was born with a hammer in his hand and he came out swinging it. When he was a baby, he built his own crib. As a toddler, he got sick of sharing his bedroom with his sister, so he built his own house. As an adult he laid track for the railway and was renowned as the best steel driver in world. His abilities are put to the test when he is challenged to race against a steam-powered drill through a mountain.

Genre: _____ Subgenre: _____

Explain your Answer

8. Why Are They Booing? by Mr. Morton

In this candid and gripping account, Mr. Morton describes his real life career as a musician. After playing the trumpet in the school band for two years, Mr. Morton thinks that he has what it takes to make it big as a musician. He then quits his job teaching and starts making demo tapes in the studio, even though nobody has a cassette player anymore. Will Mr. Morton strike it big as a musician or will he crawl back to his principal begging for his old job? Find out in this compelling 940-page text written by Mr. Morton and about Mr. Morton.

Genre: _____ Subgenre: _____

Explain your Answer

Name: _____

Point of View Worksheet 4

Directions: determine from which perspective the passage is narrated. **If it is third-person, circle each time characters' thoughts or feelings are narrated.** Explain your answers in the box.

Viewpoints: first-person, second-person, third-person objective, third-person limited, and third-person omniscient.

1. Walter crumpled the business section of the newspaper. He couldn't believe the headline: "Zanogram Sold for 4 Billions Smackaroos!" He could recall starting that company with his partner Zap just a few years earlier. Now Walter had nothing and was riding the bus while Zap took champagne bubble baths. The bus driver noticed that Walter looked distressed. He was genuinely concerned about Walter, but he had learned a long time ago not to pry into the fare's affairs.

Narrator's Perspective: _____

Explain how you know:

2. "Ding!" Katie looked at her phone. It was a text message from Jeff. "Ugh! Not now," she said to herself. She was mad at Jeff for a comment that he had made the last time that they spoke. Meanwhile, while Katie was ignoring Jeff, he was at home trying to figure out why Katie was mad at him. "Did I say something that might have made her angry?" he thought to himself. "No, I have been a perfect gentleman," he concluded.

Narrator's Perspective: _____

Explain how you know:

3. "Crash!" The sound of falling bowling pins fills the air. You walk to the counter and address the attendant. You mention that he has given you shoes in the wrong size. He politely corrects the error. You walk back to your party. It is your turn. You put on your shoes, find your ball, and approach the lane. You wait until the lanes are clear. Then you waddle up to the lane and roll the ball between your legs, grandma style. Your friends cheer. The bumpers ensure that the roll is devastating.

Narrator's Perspective: _____

Explain how you know:

4. The tombstone was in place, but there was a gaping hole where there was supposed to be a field of grass. "Oh, great," I said, "the body's been exhumed." Cliff looked at me curiously and asked, "What does 'exhumed' mean?" I pointed to the hole in the ground and replied with an irate tone, "Well, Cliff, there's an empty hole where the body is supposed to be. Based on the context of this situation, can you infer what 'exhumed' means?" Cliff shrugged his shoulders.

Narrator's Perspective: _____

Explain how you know:

5. Bones loaded the rifle on his lap. He wasn't sure he could win, but he knew he wasn't going down without a fight. He wasn't afraid, but he was nervous with anticipation. He knew that they were coming. Then three men on ATVs pulled up to his house. They were wearing leather jackets with red skulls on the back. One of the men wore a yellow band on his arm. He had a green Mohawk. He was the one who screamed, "Give us the girl and we'll let you live." Bones didn't believe them. He looked at the girl. Bones thought that she looked scared. He would never let them have her.

Narrator's Perspective: _____

Explain how you know:

6. Diego looked over the edge. He thought about how far the ground was. The wind gusted. Whitney turned to him and said, "It's beautiful up here, huh?" Diego could not think about beauty. All he could think about was not falling off the edge. He said, "Yeah, Whitney, it really is beautiful. Hey, how long do you want to stay up here?" Whitney laughed and said, "Let's stay up here the rest of our lives!" Diego grimaced. He was afraid that this scenario was all too likely.

Narrator's Perspective: _____

Explain how you know:

7. A young girl in a scout uniform knocked on the front door of a white mansion. A man wearing a tuxedo with tails answered the door. "May I help you?" the man asked. The young girl began speaking, "Would you like to buy some cookies? Some of the proceeds go to charity." The man cut off the young girl by saying, "Let me see if the head of the home is available." The young girl smiled and straightened the buttons on her uniform.

Narrator's Perspective: _____

Explain how you know:

8. Juan held the space rock in his hand and imagined that he was on the moon. He started bouncing around the gymnasium as though he were in a zero gravity setting. Mr. Worser chased after him and said, "Juan, put that moon rock back on the table!" Juan couldn't hear Mr. Worser because Juan was so involved in his imaginary scenario. "Beep! Commander, bring the lunar rover in for a landing," Juan was saying to himself. Mr. Worser grabbed Juan by the shoulder. This brought Juan back to reality.

Narrator's Perspective: _____

Explain how you know:

9. Texas Joe pointed his shotgun at the rustler. "Well, mister, I can't very well let you take my horse," said Texas Joe. The rustler's eyes darted back and forth and he said, "Please, Mister, let me go. I promise you won't regret it." Texas Joe put his gun back into his poncho and said, "It's your lucky day, partner." The rustler replied, "Yours too, mister. There's a hunting party sneaking up on you right now." Then the rustler ran. Texas Joe drew his weapon again and turned around.

Narrator's Perspective: _____

Explain how you know:

10. "She is your sister, and she is a part of our family. You will not treat her like that!" Mom yelled in the midst of her rampage. I can't explain why she was so mad at me. Maybe Sophia told her a lie. The truth is, I was so busy trying to keep my own activities together that I barely even noticed Sophia, or mom for that matter, but this was something new. "You walk around this place like a stranger apart!" Mom continued. I didn't even know what that meant. I didn't want to bother to think about it either. I just wanted her to stop yelling at me.

Narrator's Perspective: _____

Explain how you know:

11. Alyssa put her groceries on the belt with care. She arranged the items by type. Heavy items were in the front, followed by boxes and cold items in the middle, and light and fragile items in the back. Much to her dismay, the bagger paid no regard to her sorting. He was putting the meats with the dry goods and the bananas under the canned goods. This irritated Alyssa to no end. She grabbed the bagger by the shoulder and said, "Please, let me do that." The bagger gave her a confused look. Alyssa nodded and smiled, even though her heart was filled with rage. The bagger slowly backed away.

Narrator's Perspective: _____

Explain how you know:

12. You are sitting on a sofa enjoying a drink when a man walks into the coffee shop. He is wearing dark sunglasses and a black suit. He sits right next to you. You find this odd since there are so many other open seats that aren't right next to you. You look at him suspiciously. He opens his briefcase and pulls out a manila envelope and hands it to you. You look at the envelope for a second before taking it from his hand. The man smiles at you from behind his dark sunglasses.

Narrator's Perspective: _____

Explain how you know:

13. Larry held the fragile seed in his palm as though he were cradling a baby bird. He knew that the hopes of humanity very well hinged on this seed. He looked to Olga, his protector. She smiled at Larry. She was resting her heavy stone axe on her shoulder and watching him. Olga was happy to be taking a break from fighting, and she was even happier to see Larry take to his new role so well. "You are doing good, boy," she grunted at Larry. Larry smiled, pleased that she had said something nice for once.

Narrator's Perspective: _____

Explain how you know:

14. "Crunch, crunch, crunch..." Brian was chewing his chips with his mouth open. Lucy looked up at him and scoffed, "You're so gross, Brian! Chew with your mouth closed." Brian laughed and miniscule chip crumbs projected from his mouth and landed on his desk. Mr. Romal kept writing on the board with his back to the class. "You must be jealous. Here!" Brian said as he threw a chip at Lucy. He missed. Lucy shook her head and continued writing in her notebook. Brian crumpled up the empty chip bag and shot it at the garbage can. He missed again.

Narrator's Perspective: _____

Explain how you know:

15. You made a smart move when you bought your Super Fun Clay Fun Pack. You're going to love playing with Super Fun Clay. There are just a few rules that you need to follow when playing with your Super Fun Clay Fun Pack. First, only play with your Super Fun Clay Fun Pack on glass surfaces. Super Fun Clay will burn through carpet, wood, and stone. Also, you need to wear thick latex or rubber gloves when playing with Super Fun Clay. Super Fun Clay will burn off your skin even with brief contact. Just follow these two simple rules and you'll have lots fun with Super Fun Clay!

Narrator's Perspective: _____

Explain how you know:

16. Red spun the barrel of his six shooter with his palm and said, "Well, is we going to do it or not?" Texas Joe checked the shells in his shotgun and spit his chaw onto the dusty road, "Yeah, let's do it quick, before the law starts sniffing round." So the two dangerous criminals walked into the ice cream shop and ordered a banana milkshake. "Two straws," said Red. The clerk put a second straw into the creamy confection. This pleased Red. He loved sharing with his friends. Texas Joe licked his lips in anticipation. Banana milkshakes were his favorite.

Narrator's Perspective: _____

Explain how you know:

17. The magician took off his stovepipe hat and placed it on the table. He waved his hands over the hat and said, "Alakazam! Alakazoo!" A small group of people was watching the magician perform on a sidewalk. The magician reached deep into the hat. He pulled out his fist and slowly opened it. There was a tiny foam ball in his hand. He held up one finger, and then he closed his fist again. This time when he opened it, there were three foam balls. The people in the crowd gasped.

Narrator's Perspective: _____

Explain how you know:

18. I couldn't believe that he wanted to play cards at a time like "Would you like to play spades?" he asked nonchalantly, while hovering over my breakup. "No, I don't want to play cards, you twit. My world has been destroyed," I replied in seething rage. He shrugged and continued shuffling the deck.

Narrator's Perspective: _____

Explain how you know:

19. "Where is the crystal?" hissed General Zim. Leo spoke slowly. He knew that General Zim would have his head if he failed to respond properly. He figured that the General might have his head even if he did respond properly. "The rebel scum took it, my liege. We are tracking their movements as we speak." General Zim's face curled up. His reptilian tongue flicked in and out of his mouth. "Good. See that you retrieve it, or else." Leo gulped and rubbed the back of his neck. He understood what General Zim was implying.

Narrator's Perspective: _____

Explain how you know:

Name: _____

Context Clues 3.4

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **lamentable:** Lia, it is **lamentable** that you and Derrick separated, but it has almost been a year. Don't you think that it's about time to move on with your life?

Definition: _____

What clues in the sentence lead you to your definition?

2. **adorn:** To prepare the cafeteria for the big dance, the planning committee **adorned** the walls with colorful streamers and balloons.

Definition: _____

What clues in the sentence lead you to your definition?

3. **ambuscade:** Ducked down in the tall grass, the warriors waited patiently on the hillside for the next group unfortunate enough to walk through their **ambuscade**.

Definition: _____

What clues in the sentence lead you to your definition?

4. **uninhabitable:** The flood caused toxic molds to grow on the walls of our old house and now it is **uninhabitable**.

Definition: _____

What clues in the sentence lead you to your definition?

5. **opaque:** Brian attempted to see who was riding inside of the limousine, but the **opaque** window tinting prevented him from getting even the slightest glimpse.

Definition: _____

What clues in the sentence lead you to your definition?

6. **parsimonious:** Due to his **parsimonious** nature, Brian enjoys borrowing movies from the library and copying them, buying day old bread from the bakery, and recording music from the radio even though he has a lot of money.

Definition: _____

What clues in the sentence lead you to your definition?

7. **insolence**: Katie talked back to the principal and called him by his first name so he sent her to the office for her **insolence**.

Definition: _____

What clues in the sentence lead you to your definition?

8. **rebuke**: After the players got caught cheating on the exam, the coach **rebuked** them harshly.

Definition: _____

What clues in the sentence lead you to your definition?

9. **eminence**: Large companies and wealthy clients wanted Donzo to take their pictures, as Donzo was well known for his **eminence** in photography.

Definition: _____

What clues in the sentence lead you to your definition?

10. **obsequies**: "Teacher, you forgot to assign homework," said James, expressing the **obsequies** nature that made him unpopular.

Definition: _____

What clues in the sentence lead you to your definition?

11. **aversion**: John gave me two tickets to the basketball game, but I have an **aversion** to going to crowded places like sports arenas, so would you like to have them?

Definition: _____

What clues in the sentence lead you to your definition?

12. **pertinent**: The principal concluded his speech, "Now that I have introduced the new program, I will answer a few questions, so long as they are pertinent to the matter at hand."

Definition: _____

What clues in the sentence lead you to your definition?