Directions: This passage is about a young waitress who learns an important lesson. Read the passage. Then answer Numbers 1 through 5.

The Mashed Potato Incident

by Annie Roberts

David was my boss at the Crooked Tree Café. Every day after the lunch rush, he would pour himself a cup of coffee, grab a piece of peach pie, sit down in a booth, and flip through the *Plain Dealer*. He'd read the comics, then the news. One day, David called me over after I'd finished my shift.

"Caroline, do you know how much it costs to dry-clean a linen suit?" he asked.

I guessed fifteen dollars.

"No," David said, "try thirty-nine dollars, forty cents. That's the exact amount. I know because that's how much I reimbursed Mr. Stevens. You might remember him better as Mashed Potato Pants."

I remembered. The guy was a grouchy businessman, the sort of person who snaps his fingers when he wants something instead of asking nicely. He'd demanded a grilled chicken breast, green beans, and mashed potatoes. This was the first summer I'd had a job, and I didn't quite have the hang of balancing things. I tried to carry a plate of food, a glass of iced tea, and a basket of rolls to the businessman's table. I tripped, and the plate landed—potato-side-down, of course—on the guy's suit. His face turned as red as a stop sign, and he shouted for the manager. That would be David.

"I can pay you back for the cleaning bill," I told David, feeling miserable.

Paying David would cost me about a day's worth of tips. I should have just taken that lifeguard job, I thought. I'm terrible at this.

David shrugged. "I just need you to be more careful. I can't afford this sort of thing."

I nodded. So much for impressing my boss.

"The customer's always right," David continued. "I mean, that's the whole idea."

I nodded again. It was hard to imagine a person as rude as Mashed Potato Pants as being always right. I started walking away; I still had to wrap the silverware in paper napkins and refill the ketchup bottles. I just wanted to finish and get out of there.

"Hey, Caroline," David said.

I turned back around.

"If I were you, I would have dumped mashed potatoes on that guy on purpose."

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I did a double take. "Really?"

He grinned. "Yeah. I'm not mad at you. In fact, when I look back on working here at the Crooked Tree Café, I think one of my favorite memories will be of Mr. Stevens standing there covered in potatoes."

I couldn't help but smile.

"Look, Caroline, you're a great server," David went on. "People tell me all the time how friendly you are. Don't worry about guys like that. You'll encounter grumpy people everywhere you work. And, yeah, you'll mess up sometimes. But the thing is, you can't let it get to you."

That made sense. "Thanks, David," I said. I felt good. In fact, I couldn't wait for my next shift.

I just hoped that no one ordered the mashed potatoes.

1. **The setting at the beginning of the passage is most likely intended to show that David**

   A. dislikes working at the Crooked Tree Café.
   B. enjoys keeping a certain routine after each day's rush.
   C. doesn't mind paying for Mr. Stevens's dry cleaning.
   D. is not a very effective manager of his staff.

2. **Read this sentence from the passage.**

   "His face turned as red as a stop sign, and he shouted for the manager."

   What does the writer most likely mean?

   A. Mr. Stevens is very angry.
   B. Mr. Stevens is serious.
   C. Mr. Stevens is sunburned.
   D. Mr. Stevens is laughing.

3. **What is the point of view of this passage?**

   A. first-person
   B. second-person
   C. third-person omniscient
   D. third-person limited

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4. **What will <u>most likely</u> happen next in the story? Use details from the passage and your own conclusions to support your answer.**

5. **Explain the theme of this passage. Use details from the passage and your own conclusions to support your answer.**

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CCS: RL.8.4

Lesson 6: Poetry

Almost all of the literary devices we've looked at so far can apply to any type of writing, including poetry. But poems also have qualities that separate them from other kinds of literature. In the rest of this lesson, you will learn how to recognize the elements that are unique to poems.

Read the following poem. Notice the ways in which it is different from a story.

Runaway Train

by Kerry Garlett

My name is Harriet Tubman,
and I'm a train conductor.
My train makes lots of connections,
but the only destination
I know of is freedom.

My train is a runaway train,
Its passengers once slaves;
My train is a runaway train,
Never gonna be stopped.
Yes, my train is a runaway train,
but I never run my train off the track,
and I never lost a passenger.

My train is invisible;
That's why they call it "underground."
My train doesn't run on coal,
It runs on the kindness of strangers.
You don't need a ticket to get on board,
But don't forget your password.

TIP 1: Notice the structure of the poem.

Fiction and nonfiction are divided into paragraphs. Poems are usually divided into lines and stanzas. **Lines** are rows of words. **Stanzas** are groups of lines, the "paragraphs" of the poem. Writers sometimes break lines and stanzas in unusual places to get your attention or to create a certain effect.

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CCSs: RL.8.4, L.8.5a, L.8.5b

1. Reread the poem "Runaway Train." Why do you think the poet divides the poem into stanzas in the way that she does?

_____

_____

_____

_____

TIP 2: Identify figurative language in poems.

As you know, figurative language is the use of words in a way that is not meant to be taken literally. If you said, "It's raining cats and dogs out there!" you would mean that it's raining very hard, not that house pets are falling from the sky. You would be speaking figuratively.

Writers often aim for fresh, original, even unusual comparisons using figures of speech. You learned about metaphors and similes in Lesson 4. Here are some other common types of figurative language.

Literal vs. Figurative

Literal meaning refers to the exact or primary meaning of words.

Figurative meaning represents an idea beyond the exact meaning of the words. It is often used to compare ideas.

Personification gives human qualities to a nonhuman thing.

> Jess knew she couldn't put off her homework much longer. Her algebra book seemed to stare at her, whisper to her, call out her name.

Imagery is a description that strongly appeals to the five senses: sight, smell, sound, taste, and touch. Writers use imagery to help readers feel like they are experiencing what the narrator or character is experiencing.

> The sweet aroma of freshly baked cookies wafted through the room as Eddie delicately removed the tray from the scorching oven, his arm soaking up the heat of the oven's rays on the otherwise frigid day.

An **analogy** is another term for a comparison. A writer may use an analogy to compare a new situation to a situation you are already familiar with.

> Giving more power to politicians is like giving your dog both ends of the leash.

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CCSs: RL.8.4, L.8.5a, L.8.5b

Read the following poem. Then answer Number 2.

The Sea Wind

by Sara Teasdale

I am a pool in a peaceful place,
I greet the great sky face to face,
I know the stars and the stately moon
And the wind that runs with rippling shoon—
But why does it always bring to me
The far-off, beautiful sound of the sea?

The marsh-grass weaves me a wall of green,
But the wind comes whispering in between,
In the dead of night when the sky is deep
The wind comes waking me out of sleep—
Why does it always bring to me
The far-off, terrible call of the sea?

2. The author uses several examples of personification in the second stanza. Identify one of these examples and explain what the author means.

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TIP 3: Recognize how writers play with sound.

Poetry is often written to be read aloud, so poets may use certain sound devices to make their works especially pleasing to the reader's ear. The chart below includes some common sound devices.

Sound Device	Definition	Example
alliteration	the repetition of initial consonant sounds in two or more words or syllables	Klein could be clever or clueless, kind or cold, curmudgeonly or compassionate.
assonance	the repetition of vowel sounds within words or syllables	Carrie knew that playing her favorite tune would soon lighten her mood.
consonance	the repetition of two or more consonants with different vowel sounds in between	Bill could play ball for the Bulls, but his passion was for bowling.
onomatopoeia	the use of words that sound like what they mean	Halima smacked her gum as she watched her little brother splash around in his baby pool.

Read the following poem. Then answer Number 3.

Night at the Lake

by Susan McCarty

The water is dark this late at night.
It is black silk, breeze-smoothed,
an unbroken surface, still under the moon.
The night is so quiet, I can hear my own breath,
The soft hitch of my lungs,
The low buzz in my ears of nothing.
I hold my breath, and it seems the night does, too.
The moon, a wide eye in the sky,
watches, unblinking.
Even the bullfrogs have hopped off their pulpits.
It is late and their tongues are stilled in sleep.

3. Which line from "Night at the Lake" contains the best example of assonance?

   A. line 7
   B. line 9
   C. line 10
   D. line 11

CCS: RL.8.4

TIP 4: Listen for the "music" in the poem.

As you learned in Tip 3, most writers pay attention to how their words will sound to the reader. But this "music" plays a much bigger role in poetry than in any other kind of writing. One thing many people notice first about a poem is whether the lines rhyme. **Rhyme** is one way in which the writer creates the "music" of a poem. Not all poems have lines that rhyme, but many do.

A poem's **rhyme scheme** is the pattern of rhyming in a poem. The way to define the rhyme scheme is to mark each rhyme that comes at the end of a line with a letter of the alphabet, starting with *a*. Unmatched lines (lines that don't end in rhymes) get a letter, too. Let's use the following limerick as an example.

A mouse in her room woke Miss Doud,	*a*
Who was frightened and screamed very loud.	*a*
Then a happy thought hit her:	*b*
To scare off the critter,	*b*
She just sat up in bed and meowed.	*a*

—Writer unknown

The rhyme scheme in this poem is *aabba*. Now you try. Read this poem.

Fly away, fly away over the sea

by Christina G. Rossetti

Fly away, fly away over the sea,
Sun-loving swallow, for summer is done;
Come again, come again, come back to me,
Bringing the summer and bringing the sun.

4. What is the rhyme scheme of the poem above? _____

TIP 5: Figure out the "beat" of the poem.

Writers add to the musicality of their poems by using rhythm. **Rhythm** is the poem's beat and is created from stressed and unstressed syllables in words. Unlike a song, in which the beat controls how and when the words are sung, a poem uses words to control the beat. By carefully choosing words based on their syllables, a writer can create a rhythmic pattern, or beat.

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5. Reread the poem "Fly away, fly away over the sea." How is the rhythm of the poem like the movement of a bird?

_____

_____

TIP 6: Remember that not all poems follow the rules.

Although many poems use these rules, others do not. **Free verse** is poetry that is written without predictable rhyme or rhythm. A poem written in free verse may include rhyming words, but they are not regular.

Read the following poem. Then answer Number 6.

I Hear America Singing

by Walt Whitman

I hear America singing, the varied carols I hear,
Those of mechanics—each one singing his, as it should be, blithe and strong,
The carpenter singing his, as he measures his plank or beam,
The mason singing his, as he makes ready for work, or leaves off work,
The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the hatter singing as he stands;
The wood-cutter's song, the ploughboy's, on his way in the morning, or at the noon intermission, or at sundown;
The delicious singing of the mother—or of the young wife at work—or of the girl sewing or washing, each singing what belongs to her, and to none else;
The day what belongs to the day—at night, the party of young fellows, robust, friendly,
Singing, with open mouths, their strong melodious songs.

6. What effect does the poet's use of free verse have on the poem?

_____

_____

_____

Lesson Practice begins on the following page.

Directions: This poem is about a maiden named Annabel Lee and her tragic fate. Read the poem. Then answer Numbers 1 through 5.

Annabel Lee

by Edgar Allan Poe

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of Annabel Lee;—
And this maiden she lived with no other thought
Than to love and be loved by me.

She was a child and I was a child,
In this kingdom by the sea,
But we loved with a love that was more than love—
I and my Annabel Lee—
With a love that the winged seraphs of Heaven
Coveted her and me.

And this was the reason that, long ago,
In this kingdom by the sea,
A wind blew out of a cloud, by night
Chilling my Annabel Lee;
So that her highborn kinsmen came
And bore her away from me,
To shut her up in a sepulchre
In this kingdom by the sea.

The angels, not half so happy in Heaven,
Went envying her and me:
Yes! that was the reason (as all men know,
In this kingdom by the sea)
That the wind came out of the cloud, chilling
And killing my Annabel Lee.

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But our love it was stronger by far than the love
Of those who were older than we—
Of many far wiser than we—
And neither the angels in Heaven above
Nor the demons down under the sea,
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee:—

For the moon never beams without bringing me dreams
Of the beautiful Annabel Lee;
And the stars never rise but I see the bright eyes
Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the side
Of my darling, my darling, my life and my bride,
In her sepulchre there by the sea—
In her tomb by the sounding sea.

1. Which literary device is used in lines of the poem?

A. personification
B. alliteration
C. rhyme
D. metaphor

2. Line 21 contains an example of

A. simile.
B. metaphor.
C. alliteration.
D. analogy.

3. **Which of the following words <u>best</u> describes the speaker in this poem?**

   A. worried
   B. defeated
   C. passive
   D. loyal

4. **Read these lines from the poem.**

   "And the stars never rise, but I see the bright eyes
   Of the beautiful Annabel Lee"

   What do these lines mean in the context of the poem?

5. **How does the author use imagery to set the mood of the poem? Use details from the poem to support your answer.**

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Directions: This is a speech delivered by President Abraham Lincoln. Read this speech. Then answer Numbers 1 through 4.

The Gettysburg Address

President Abraham Lincoln gave this speech at the dedication of the Soldiers' National Cemetery in Gettysburg, Pennsylvania, on November 19, 1863. The Civil War was still in progress.

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition[1] that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow[2]—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract[3]. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom— and that government of the people, by the people, for the people, shall not perish from the earth.

[1]**proposition:** topic under consideration
[2]**consecrate, hallow:** make sacred
[3]**detract**: take away from

1. **This speech by President Lincoln is considered a primary source document because**

   A. people remember these famous words.
   B. it is printed in many textbooks.
   C. many people agree with the ideas expressed by Lincoln.
   D. President Lincoln wrote and delivered the speech.

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2. **Read this sentence from the passage.**

"The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract."

Which words in this sentence help you determine the meaning of *detract*?

A. "our poor power"
B. "living and dead"
C. "add or"
D. "the brave men"

3. **Which of the following phrases from the passage best states the main idea?**

A. "...dedicated to the proposition that all men are created equal."
B. "Now we are engaged in a great civil war..."
C. "We have come to dedicate a portion of that field..."
D. "The world will little note...what we say here..."

4. **Describe President Lincoln's purpose for writing and delivering this speech.**

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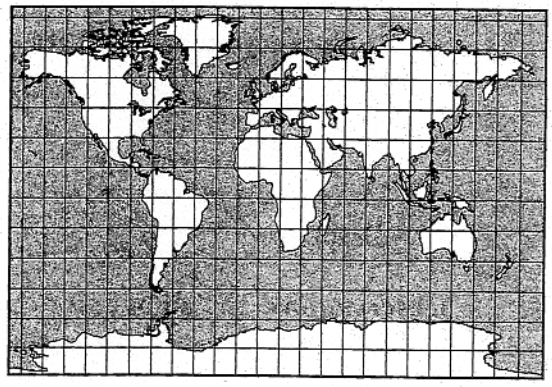
Directions: This passage describes how the oceans provide water to the water cycle through evaporation. The experiment that follows demonstrates how evaporation takes place. Read this passage and experiment. Then answer Numbers 5 through 9.

The Ocean and the Water Cycle—Nature's Storehouse

Although about 70 percent of Earth's surface is water, most of the water is found in the world's oceans. In fact, 96 percent of the water on this planet is in the oceans. So we're surrounded by water, but much of it is loaded with saline, which is dissolved salt. Scientists have discovered a way to remove the saline from water through a process called desalination, but it is very expensive to do. However, nature has another use for the water in the oceans. The water in the ocean is part of a great storehouse. This is because when water evaporates from the ocean into the atmosphere, it leaves behind its saline and enters the water cycle. It's estimated that the oceans supply about 90 percent of the evaporated water that goes into the water cycle.

Imagine a drop of water on the surface of the sea. The sun warms it, and it evaporates in water vapor, leaving its saline behind in the ocean. The vapor then rises as strong winds carry it over the land. The vapor changes back to a liquid through a process called condensation and combines with particles of dust, smoke, and salt crystals to become part of a cloud.

When this drop of water combines with other drops, it forms a bigger drop and falls to the earth as rain. The drop could land on the ground and stay there for some time, or it might fall in a lake or even back in the ocean, where evaporation could take place all over again. So the next time you look at a cloud, you might be looking at drops of ocean water that have evaporated into the sky!



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Evaporation Experiment

Materials Needed

- 2 large clear plastic cups
- Pen or marker
- Clear plastic wrap
- Rubber band
- Water
- Salt

Directions

1. Fill the plastic cups with water so that they both have 6 ounces of water.
2. Add one teaspoon of salt to both cups.
3. Mark the levels of the water with the pen on the outside of the cup.
4. Cover one of the cups with plastic wrap and wrap the rubber band around the rim to keep the plastic wrap tightly in place.
5. Leave both cups for one day.
6. Look at both cups and use the pen to mark if the water level has gone down.
7. Continue step #5 for a few more days, until the water in the uncovered cup has disappeared.
8. Make a note on how many days it took for the water in the uncovered cup to disappear.

Observations: The water in the covered cup will not go down. This is because the plastic wrap catches the water as it evaporates, and the droplets fall back into the cup. In the uncovered cup, the droplets evaporate into the air, leaving behind only the salt.

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5. The map reinforces the main idea of the passage by showing that

A. the northern part of the world has the most land.
B. the world is mostly water.
C. there are many continents.
D. Asia is the biggest continent.

6. Which information is included in <u>both</u> the passage and the experiment?

A. When salt water evaporates in the air, it leaves behind the salt.
B. Water stays in the same general place, even after it evaporates.
C. Vapor that rises from the ocean always ends up back in the ocean.
D. The water in the covered cup slowly loses its salt.

7. In the experiment, which step should you complete <u>first</u>?

A. Add salt to each cup.
B. Cover one cup with plastic wrap.
C. Fill both cups with the same amount of water.
D. Mark if the level of water has gone down.

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8. **What are some ways that you can verify, or prove, that the information in "The Ocean and the Water Cycle—Nature's Storehouse" is factual?**

9. **Which method of text organization does the author use in "Evaporation Experiment"? Explain whether or not this method is effective.**

TIP 6: Tell your ideas in an order that makes sense.

As you learned in Lesson 10, transitions help the reader understand how your ideas fit together to support your topic. Transitions will help your reader see the relationships between your ideas. Some transitions, such as *also*, *in the same way*, *similarly*, and *likewise*, can be used to indicate that the idea you are introducing is similar to one that came before. Others, such as *although*, *despite*, *even though*, *however*, *yet*, and *on the other hand*, can be used to introduce a contrasting idea. Get to know different transitions and their uses.

Read this paragraph, then answer Numbers 4 and 5.

> (1) The speaker in Walt Whitman's poem "Song of Myself" really enjoys being himself. (2) He enjoys himself so much that he begins the poem by declaring, "I celebrate myself, and sing myself." (3) He takes pleasure in being alive. (4) He can just sit and look at a blade of grass. (5) His enjoyment of himself is so intense that he feels connected to everything. (6) He describes his tongue and every atom of his blood as "form'd from this soil, this air." (7) It is as though he is very big and consists of everything.

4. Where would the following sentence best fit in the paragraph?

   He also says that he hopes "to cease not till death," which means that he hopes that his health and vitality will last.

   A. after sentence 1
   B. after sentence 2
   C. after sentence 4
   D. after sentence 7

5. Which of the following is the best way to revise sentence 4?

   A. Finally, he can just sit and look at a blade of grass.
   B. On the other hand, he can just sit and look at a blade of grass.
   C. For example, he can just sit and look at a blade of grass.
   D. To conclude, he can just sit and look at a blade of grass.

There are many ways of showing connections between ideas and sentences. Refer to the chart on page 138 for a list of transition words and their connections.

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Directions: Read the following article about cell phones in schools. Then respond to the writing prompt.

Education in the Information Age

by Janessa Lucas

The debate over allowing cell phones in school has heated up in the past few years and shows no signs of dying. We live in an age where people expect to be constantly in contact, and cell phones are one way to accomplish this. With the popularity of smart phones, people have come to rely on having a phone and Internet-ready device in their hands at all times. As more and more young people own cell phones, we are forced to ask the question: is it possible to be *too* connected, and where do we draw the line? Allowing cell phones in schools has moved to the forefront of this debate.

Those in favor of allowing cell phones in schools point to the following:

- Having cell phones in school would allow students to text missed assignments to friends who are sick and missing school.
- Most cell phones come equipped with calculators that students could use for math.
- Students who are slow at writing down notes can take pictures of the board. This way, they won't miss any of the notes the teacher has written down.
- In the event of an emergency, students could reach their parents immediately.
- Cell phones are convenient. If students are allowed to bring them to school, parents would be able to text or call their kids whenever they need to.

Those opposed to allowing cell phones in school cite these reasons:

- Cell phones would provide an easy way to cheat, as students could text test answers to their friends.
- Cell phones are disruptive. Students may forget to turn them off, leading to distractions during class.
- The long-term effects of cell phones are still unknown. It could be hazardous to young people's health to allow extended use of cell phones.
- In the event of a real emergency, cell phone usage could overwhelm communication channels.
- Cell phones haven't been allowed in schools in years past. Students didn't need them then, and they don't need them now.

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CCSs: W.8.2a, W.8.2b, WHST.6-8.2a, WHST.6-8.2b

Lesson 13: Writing Informative Texts

The purpose of informational writing is to explain, define, or instruct. When you write an informational piece, you act as a teacher. You pass along information to someone who might not know what you know. Your goal is to share information with others in a way that's easy for them to understand.

TIP 1: Establish a main idea.

Whether you're writing a report about the Navajo tribe of the American southwest, an essay about hip-hop music, or an article about an inspiring person, your basic purpose is the same: to provide information, clearly and accurately. To do this, you need to have a main idea. Trying to write about the Navajo tribe as a whole is too much; you need to narrow your focus to something like the language of the Navajo tribe or their cultural practices. All of your writing should focus on supporting this main idea.

TIP 2: Present the information as clearly as possible.

When writing an informational essay, you are presenting information to your audience. Remember that your reader may not know as much about your topic as you do. It's important to present the information as clearly and carefully as you can. Think about what your readers might need to know in order to understand your topic and be sure to include those details. Concentrate on writing an effective beginning, middle, and end.

TIP 3: Only present relevant information.

Don't include anything that doesn't relate to the main topic of your own paper. Part of your prewriting task will be to organize all of the information that you already know about the topic. You may need to read articles on your subject and decide which parts of each book or article relate to the focus of your paper. You must sort through the resources and pick out information that is relevant.

TIP 4: Maintain a formal style.

Informative texts are usually formal types of writing. As such, you should maintain a formal style throughout. Avoid casual or overly familiar language, such as slang. The purpose of an informative text is to educate your audience. Informal or casual language is better saved for narratives or letters.

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