

Student Review Guide

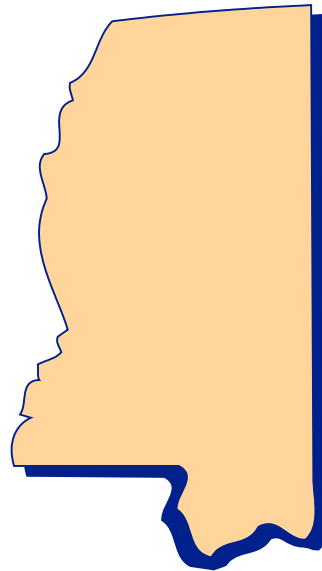
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8TH GRADE
LANGUAGE ARTS
READING



Mississippi Curriculum Test
Second Edition

Mississippi MCT2 Student Review Guide

8th Grade Language Arts: Reading

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Amy D. Fletcher**

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Mississippi MCT2 Student Review Guide

8th Grade Language Arts: Reading

by
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Enrichment Plus, LLC
Publisher

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Reading Practice Test 1

(separate booklet)

Practice Test 1 Evaluation Chart

Reading Practice Test 2

(separate booklet)

Practice Test 2 Evaluation Chart

Preface

The *Mississippi MCT2 Student Review Guide* for *Eighth Grade Language Arts: Reading* is written to help students review the skills needed to pass Section 1 of the MCT2 for Eighth Grade Language Arts end-of-course test. This guide covers the required skills for Competencies 1 and 2 of the Eighth Grade Language Arts as given in the 2006 Mississippi Language Arts Framework Revised specified by the Mississippi State Department of Education.

How To Use This Book

Students:

As an eighth grade student, you are required to take the MCT2 test for Language Arts. If you do not score well on this test, you may be placed in a remediation class and lose an elective. This book will help to prepare you for this test.

- 1 Take the pre-tests (one for Reading in this book and one for Writing in a separate companion book), which are designed to identify areas that you need to review.
- 2 Score the pre-tests. Using the pre-test evaluation charts, circle the questions that you answered incorrectly.
- 3 For each question that you missed on the pre-tests, review the corresponding sections in the book. Read the instructional material, do the practice exercises, and take the section review test at the end of each section.
- 4 After reviewing the skills, take the practice tests, which are found in the separate test booklets. These practice tests are written to look similar to the actual MCT2 Language Arts test; therefore, they will give you practice in taking the test.
- 5 After taking each practice test, use the practice test evaluation charts, which are found directly after each practice test, to identify areas for further review and practice. The practice test evaluation charts can be used in the same way as the pre-test evaluation charts.

Teachers:

This review guide is also intended to save you, the teacher, time in the classroom. It can be used for classroom instruction or for individual student review. This student guide covers the skills in Competencies 1 and 2 of the 2006 Mississippi Language Arts Framework Revised for eighth grade Language Arts that can be tested on Section 1 of the MCT2 test. A companion book is also available that covers Competencies 3 and 4

- 1 When teaching or tutoring individual students, use the strategy outlined above for students. By taking the pre-tests, students can identify areas that need improvement. The pre-test evaluation charts direct students to the sections they need to review for instruction and additional practice.
- 2 For classroom study, use this guide to supplement lesson plans and to give additional review for skills specified by the eighth grade Language Arts Framework Competencies. Purchase a class set of guides for use in the classroom or assign guides to students for out-of-classroom work.
- 3 Assign the practice tests as comprehensive review tests. Note, the practice tests are bound in separate booklets for your convenience.
- 4 Use the practice test evaluation charts found after each practice test to identify areas needing further review.
- 5 To establish benchmarks, you may want to use one of the practice tests as a pre-test. Then, after the students have completed all the exercises in the workbook, use the second practice test to gauge progress. You should see marked improvement between the initial and final benchmarks.
- 6 Please **DO NOT** photocopy materials from these guides. These guides are intended to be used as student workbooks, and individual pages should not be duplicated by any means without permission from the copyright holder. To purchase additional or specialized copies of sections in this book, please contact the publisher at 1-800-745-4706.

Reading Pre-Test

Evaluation Chart

On the chart below, circle each question that you answered incorrectly on the Pre-Test. Review the sections for each question that you missed.

If you missed question #:	Go to section(s):	If you missed question #:	Go to section(s):
1	8.1	21	1.4
2	6.3	22	5.1, 15.1, 15.2
3	13.2, 13.3	23	13.1
4	7.3	24	11.5
5	5.2	25	15.3, 15.4
6	13.4	26	5.2
7	11.1, 11.2	27	5.2
8	11.4	28	7.3
9	5.2, 12.2	29	2.1
10	5.3	30	15.1
11	5.2	31	14.1
12	5.1, 5.2	32	14.5
13	Section 1	33	15.4
14	1.2	34	13.4
15	4.4	35	5.2, 12.3, 12.4
16	1.1, 1.2	36	12.4
17	2.1, 2.2, Section 3	37	2.3
18	14.3	38	7.2
19	Section 8	39	11.5
20	8.3, 12.1	40	1.4

Word Recognition

Section 1.4

Context Clues in Sentences



Key Terms

- **Context clues** – words or phrases in a sentence that help a reader to understand an unknown word
- **Synonym** – a word that has similar meaning to another word; example: *happy* and *joyful* are synonyms
- **Antonym** – a word that has the opposite meaning to another word; example: *happy* and *sad* are antonyms
- **Inference** – a reasonable guess based on clues

What happens if you are unsure about the meaning of a word, and the affixes and/or root doesn't help you? Sentences often contain **context clues**, which are hints that define or illustrate the meaning of a difficult word. There are six types of context clues: *definitions/descriptions*, *examples*, *synonyms/antonyms*, *causes and effects*, *inferences*, and *comparisons/contrasts*. Each type is described below.

Definition/Description

A definition is a clear statement that gives the meaning of a word or word group using only the most important information about that word. Signal words that will help you recognize a definition are the *to be* verbs, *is* and *are*, and the word *or*. Also look for a definition in an **appositive**, a noun or noun phrase that follows another noun and renames it.

Example 1: A scoundrel is a mean, worthless person.

In this example, the word *scoundrel* is defined in the sentence. “Is” connects the unfamiliar word with its definition: *scoundrel* is a noun that means *a mean, worthless person*.

Example 2: They rolled the body to the morgue, a place where bodies are kept to be examined or identified before burial.

This example is similar to Example 1, but in this case, the definition comes as an appositive right after the word *morgue*. The appositive, *a place where bodies are kept to be examined or identified before burial*, renames *morgue* and tells the reader what the word means.

A sentence can also describe a word so that the reader better understands what the word means. The description may not be as clear and complete as a definition, but it can still be very helpful to the reader. A description is often a mental or visual image. Signal words may be sensory words that tell color, shape, smell, sound, and so on.

Example 3: Designed to be amphibious, the vehicle can be used on the water as well.

This sentence describes a vehicle as being *amphibious*, but what does that word mean? The rest of the sentence that describes the vehicle's ability gives the reader a clue to the meaning. An amphibious vehicle is one that can travel on water as well as on land. The descriptive context clues in this sentence do not specifically tell the reader what *amphibious* means, but they give the reader enough clues to figure out the meaning.

Section 1.4, continued
Context Clues in Sentences

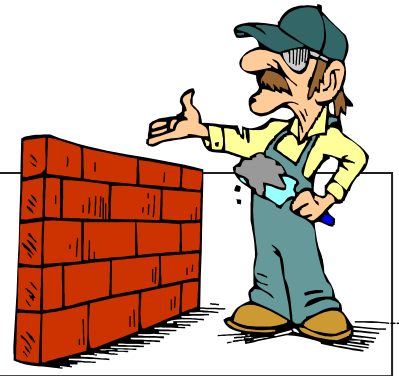
Practice

Use context clues to determine the best definition of the underlined word in each sentence. Darken the circle that corresponds to your answer choice.

- Ⓐ Ⓑ Ⓒ Ⓓ 1. Andie was so immersed in her music that she was totally unaware of the raging storm outside.
A. disinterested C. in the country
B. completely focused D. easily distracted
- Ⓐ Ⓑ Ⓒ Ⓓ 2. That replica of the White House, like every other copy, is missing many vital details.
A. original C. small reproduction
B. computerized image D. previous
- Ⓐ Ⓑ Ⓒ Ⓓ 3. Our cat is normally quiet and tame, but she reverts to her wild self when she goes outdoors.
A. gets hungry C. sleeps soundly
B. stays the same D. changes back
- Ⓐ Ⓑ Ⓒ Ⓓ 4. She loved to read stories, such as the ones about Ulysses, from mythology.
A. history C. the study of American legends
B. movies D. the study of made-up stories of heroes
- Ⓐ Ⓑ Ⓒ Ⓓ 5. The incompetent lab technician recorded the wrong data.
A. skillful C. incapable
B. hurried D. stressed
- Ⓐ Ⓑ Ⓒ Ⓓ 6. It was decided to make the road concrete, rather than layers of macadam mixed with asphalt.
A. tar C. boulders
B. small broken stones D. decorative shells
- Ⓐ Ⓑ Ⓒ Ⓓ 7. The soldiers' morale, or spirits, were high because of the latest victory.
A. mental and emotional attitude C. techniques
B. rules of right and wrong D. maneuvers
- Ⓐ Ⓑ Ⓒ Ⓓ 8. The spy was able to decipher the code to read the message.
A. translate C. write
B. hide D. type

Vocabulary Practice

Section 3.1 List 1



Vocabulary List 1

acreage	drab	foyer	inlaid	rustic
adjacent	eaves	gaudy	intricate	scaffold
dimension	fluorescent	gilt	mason	veranda

Vocabulary in Context, Part A

As you read the following paragraph, pay close attention to the underlined vocabulary words. Use the context clues to help you understand any of the words that are unfamiliar.

I had heard about how gaudy the house being built next door was, so I was not shocked when I walked inside. As I walked through the front door into the foyer, I needed sunglasses because of the bright fluorescent yellow, green, and pink colors in the wallpaper. The mirror and table were completely covered in gilt. To me, a little gold goes a long way, but the owner of this house must disagree. I had to duck under the scaffold where a mason was adding stone to the walls. The next room, the den, was far from drab also. A huge fireplace covered one wall and was inlaid with stones of sparkling greens, reds, and blues. The rugs covering the floors also had multi-colored intricate designs.

Meet the Words, Part A

Now that you have seen some of these vocabulary words used in context, read the description of each word below. Notice that the part of speech for each word is given in parentheses. Knowing its part of speech is useful in understanding the word. Is it a noun, the name of a person, place, or thing? Is it an adjective, a word that describes a noun? Is it a verb that shows action or state of being? Each of the vocabulary words will be one of these three parts of speech.

1. **Gaudy** (adjective) means bright, showy, or flashy but also lacking in good taste. A room with so many bright colors would be flashy, and to many, it would be beyond the limits of good taste.
2. Many homes and buildings have a room at the front door that is used only as an entryway, or a **foyer** (noun). A foyer in an office building or theater may also be called a lobby or an entrance hallway.
3. **Fluorescent** (adjective) colors (usually green, yellow, and pink) are so bright they seem to give off light as a fluorescent bulb does.
4. **Gilt** (noun) is a substance resembling gold that is laid on the surface of an object. In the past, kings had actual gold put onto the surfaces of furniture, statues, etc., but the gilt of today only mimics that. Too much of it can seem showy.
5. A **scaffold** (noun) is a raised platform for workers to sit or stand on while they work on high surfaces of ceilings or walls.
6. A **mason** (noun) is a skilled workman who builds with stone, brick, or concrete.

Reading Skills

Section 5.2

Inference and Drawing Conclusions



Key Terms

- **Inference** – a logical guess or opinion based on the information that is given
- **Drawing a conclusion** – using logic to make a guess based on the information that is given
- **Justification** – a reason for believing that something is true

Writers do not usually include every detail when they write about a subject. Readers are expected to “read between the lines” to determine some things. The process of “reading between the lines” is called making an inference. An **inference** is a logical guess or an opinion that is based on your own knowledge and other given information. In other words, to infer is to determine something that is unknown based on reasoning and facts. For example, determining an implied main idea as you practiced in Section 5.1 required you to make inferences. Even when the main idea is not specifically stated, you can identify it based on the information that is given.

Drawing a conclusion means the same thing as making an inference. In reading, you draw a conclusion when you use hints or clues to determine what the writer is saying. Making an inference or drawing a conclusion works like being a detective; you use clues to discover what has happened or what is true. You make inferences and draw conclusions every day in the materials you read and the events you experience.

Justifying a conclusion means supporting your conclusion with reasons. The **justification**, or reason for believing that something is true, comes from the details that provide the clues. A justification is your evidence.

Example 1: You overhear the man in line behind you at the restaurant talking with his friend.
“I guess I’m going to order the grilled chicken this time.”
“Whether you want to or not, huh?” his friend replies.
“Well, I can’t take any chances. After what happened the last time I ate fish, I don’t think it’s worth it. Chicken is fine.”

What conclusion can the reader draw about the man’s diet?

You can probably conclude that the man is allergic to fish and had a recent allergy attack after eating fish. It’s a pretty safe bet that he is not allergic to chicken since that’s what he decided to order rather than take a chance on the fish. You might also conclude that the man liked fish much better than chicken since his friend indicated that the man didn’t want to eat chicken.

Example 2: As Carlos reaches the intersection, a street sweeper arrives and begins sweeping up the glass shards that are scattered all over the street. The couple sitting in a white car parked on the shoulder of the road seem visibly upset. Their driver’s door has a huge dent and a blue paint smear.

Based on the passage, what can the reader infer?

You should be able to infer that Carlos is at an intersection where there has been a recent automobile accident. You can infer the white car with the upset couple was involved in the accident.

What justification can you provide that the car sitting on the shoulder of the road has been hit recently by another vehicle?

Glass on roadways is normally swept up as soon as possible for safety reasons, so the street sweeper’s sweeping up shards of glass indicates a recent accident. The white car on the shoulder of the road has a dented door with a blue paint smear, so you can infer that the dent was caused by another vehicle that is blue in color.

Story Elements

Section 11.2

Characters and Character Traits



Key Terms

- **Character traits** – a person’s or a character’s personality or unique attributes
- **Characterization** – the way an author reveals a character’s personality or nature

Character Traits

All people, including characters in a story, have their own personalities and unique attributes, which are called **character traits**. These traits can be positive, negative, or neutral. Positive character traits might be described by words like *kind*, *considerate*, and *honest*. Negative character traits might be described as *greedy*, *violent*, or *stubborn*. Other possible character traits are given in the chart below. Do you know what each of these traits means? These are vocabulary words that you should know, so look up any that you are unsure of.

Chart 1:
Character Trait Vocabulary Words

admirable	corrupt	evasive	juvenile	prosperous
aloof	disciplined	fanatical	logical	respectable
amiable	disrespectful	genial	offensive	ruthless
attentive	emotional	haughty	persistent	sinister
brave	energetic	indifferent	pious	spiritual
competent	envious	jovial	prim	steadfast

Direct Characterization

Characterization is the way the author reveals a character’s personality or nature. In **direct characterization**, the author describes the character or makes statements about him or her. The author may use specific words like the ones in chart 1 above to characterize a person in a story.

Example 1: Christina was an admirable teenager. She had earned the respect of her peers and even influenced their behavior for the better. She was always amiable, polite, and considerate, so her other classmates and friends enjoyed being with her.

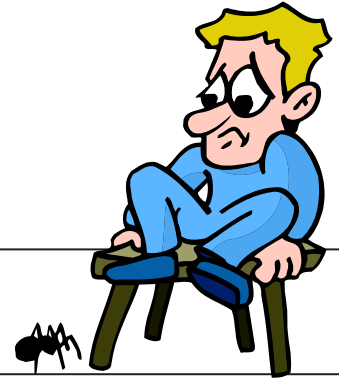
This is an example of direct characterization because the author describes the girl as admirable and amiable. In this excerpt, the author has not shown the girl’s character traits through the girl’s actions, words, or thoughts.

Do you know what *admirable* and *amiable* mean? *Admirable* means being admired or looked up to by others. *Amiable* means being likeable and friendly.

Summarizing and Paraphrasing

Section 13.2

Summarizing a Paragraph



Key Term

- **Summarize** – to give a short explanation of only the most important points

Summarizing is similar to finding the main idea. To **summarize** means to give a short description that captures the most important points or ideas of a piece of writing. Summaries have the following characteristics.

Chart 1: Characteristics of a Summary

- A summary, like a paraphrase, is written in your own words. It does not use the exact wording of the original author.
- A summary contains only the main points and leaves out minor details.
- A summary should not contain your own opinions or interpretations.

The summary of a paragraph may be only one sentence, and that sentence may be considered the main idea of that paragraph. Or a summary of a paragraph may be a few sentences that capture its main points.

Example 1: Read the following paragraph from a report on spiders and snakes.

Are snakes poisonous or venomous? Actually snakes (and some spiders or stinging insects) are venomous. A creature is poisonous if it secretes some kind of toxin, or poison, that has to be touched or swallowed to be effective, while venomous creatures deliver a toxin through some kind of injection system, such as a stinger or fangs. That distinction makes spiders, snakes, and stinging creatures venomous, not poisonous. Some amphibians and fish are poisonous because they secrete toxins that must be touched or eaten to cause harm.

Now read a summary of the paragraph.



Creatures, such as snakes, are considered venomous if they inject their poison; whereas, creatures that injure only when touched or eaten are considered poisonous.

The main point of this paragraph is to define what it means for a creature to be poisonous versus venomous. This summary captures this main point in one sentence.

Read the attempted summary below. Why is it not a good summary?



Snakes, spiders and stinging insects are venomous, while some water creatures are poisonous.

This summary leaves out the most important difference in the definitions of venomous and poisonous, which depend on how the toxin is actually delivered to the victim. It gives a detail from the paragraph, but it doesn't give the overall main message of the paragraph.

Section 13.2, continued
Summarizing a Paragraph

Now read a summary of the above paragraph.



Megan has a short story due in school the next day, but she keeps throwing away every attempted start. Finally she gets an idea that works, but it takes until after midnight for her to finish her paper.

This paragraph contains too many ideas to combine them all into one sentence. These two sentences summarize the important ideas in the narrative paragraph.

Now consider a statement that is not an accurate summary.



Megan is tired and frustrated over her teacher’s writing assignment. When she finally gets a good idea, she stays up past midnight to finish it but is concerned that she may fall asleep in class before she can turn it in.

This summary starts with a reader’s interpretation of Megan’s situation. The paragraph implies that Megan is tired and frustrated, but it doesn’t specifically state these details. Remember not to add your own interpretation and opinions in a summary.

Practice 1

Read each paragraph and write a summary of it in the space given. The summary should be one or two sentences.

1. I wouldn’t exactly call it a bribe. It was more like a mutually beneficial deal. When my son was choosing a college to attend after high school graduation, I offered him a little incentive to go to a smaller school closer to home. He’s a “band geek” and truly loves marching band more than anything. The small horn he played for high school just wasn’t good enough for college, so I made him a deal he couldn’t refuse. His mother and I offered to buy him a professional grade horn if he wouldn’t go to a mega college hours from home. We would have offered a car, but he already had one. Come to think of it, it would have been cheaper.

2. Although many people celebrate Valentine’s Day on February 14 every year, the origin of the holiday is still a topic for debate. No one really knows the reason for celebrating it. Legend links it to ancient Rome, and Valentine has been proclaimed a patron saint, a priest, and a martyr. Despite its origin, Valentine’s Day has been celebrated in America since the 1800s, and the tradition will most likely continue due to commercialization. Candy, flowers, lingerie, cards, stuffed animals, and jewelry are the order of the day on February 14, and people of all ages participate in the tradition. Some schools promote the holiday by allowing students to give and receive cards, flowers, and other Valentine gifts. Whatever its origin, Valentine’s Day is based on good will, and that is still its main representation today.

Persuasive Writing

Section 15.3

Tools of Persuasion, Part 1



Key Terms

- **Tools of Persuasion** – techniques that authors use to persuade readers
- **Bandwagon** – persuasive technique that urges the reader to join the crowd
- **Stereotyping** – persuasive technique that treats an entire group as having the same characteristic
- **Association** – persuasive technique that connects a positive thought or image to the object, idea, or person being advertised
- **Name Calling** – persuasive technique that uses negative titles to describe something or someone
- **Endorsement** – persuasive technique that uses the name of a famous person to promote something or someone
- **Plain Folks** – persuasive technique that is targeted to appeal to common, ordinary people
- **Tabloid Thinking** – persuasive technique that oversimplifies a complex issue
- **Shock Tactics** or **Fear Tactics** – persuasive techniques that are meant to motivate people to act out of disgust or fear

You have already seen how authors use their writings to accomplish specific purposes, such as to inform, to entertain, or to explain. Another reason authors write is to persuade. Remember that to persuade is to convince someone to do something or to influence his or her opinion about something. Advertisements for products, services, and political candidates are all meant to be persuasive.

Tools of persuasion are techniques that authors use to persuade their readers. There are many different ways authors try to persuade readers, but the same tactics are often used again and again. Understanding how these tactics work and how authors use them can help you make better decisions when reading persuasive writing. In many cases, authors who want to persuade readers do not provide facts or evidence for their ideas. Instead, they use carefully arranged words and phrases to convince readers. Advertisements of all kinds often use tools of persuasion, but these tools can also be found in other types of writing.

Bandwagon

One of the most common tools of persuasion is the **bandwagon** technique. Using this method, authors try to convince readers to do something because “everybody else is doing it.” To recognize the bandwagon technique, look for the mention of other people who are already convinced. For example, if a toothpaste commercial says “Smart moms insist on Brushee Toothpaste for their children,” the author is trying to convince mothers that they should use the toothpaste because *all the other moms* are already using it.

Example 1: The Walk-a-Lot running shoe provides better support for your feet and ankles than any other shoe on the market. Just ask the hundreds of marathon runners who have already switched to Walk-a-Lot running shoes!

This advertisement for running shoes uses the bandwagon technique to convince readers, especially runners, to buy these shoes. The author wants to convince the reader that hundreds of marathon runners are using this brand of shoe so the reader should also.

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Practice Test

1

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Magician

Magician: Joseph Freedman

Prepare to be amazed as the great magician dazzles you with his magic act! Mr. Freedman has been performing his magic act across the state for over ten years, and everyone who has watched the show wants to see it again.

Story Tellers

Story Tellers: Mr. and Mrs. Vick and LuAnn Wagler

This couple's stories keep young and old wrapped in suspense and ready to see what happens next. Every story involves the participation of members in the audience, and every ending is different. The Waglers' performances have been viewed on the *Good Morning* show on the local news channel and in libraries and schools nationwide.

The Snake Man

Reptile Man: Dave Hanson

Mr. Dave Hanson, also known as "The Snake Man," is an experienced zoologist and wild game manager. His knowledge of reptiles is unparalleled. Watch as he brings out snakes, lizards, and more and shows you just how important these beautiful creatures really are. Then get to touch and handle some of the reptiles that you saw in the show. It's an experience you will not soon forget.

Library Program Schedule				
	Sylva	Douglas	Dennis Reed	Joseph Canton
Puppet Show	6/6	6/7	6/6	6/8
Magician	6/13	6/14	6/13	6/15
Story Tellers	6/20	6/21	6/20	6/22
The Snake Man	6/27	6/28	6/27	6/29

31. In an effort to increase the number of summer program participants, the library director is adding a list of well-known city leaders who bring their families to see the programs.

Which of the following tools of persuasion will the library director be using in its advertisement?

- A Bandwagon
- B Card Stacking
- C Endorsement
- D False Syllogisms

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

32. Which programs would someone choose to attend if they wanted to actually participate in the program?

- F Puppet Show and Magician
- G Magician and Story Tellers
- H Story Tellers and The Snake Man
- J The Snake Man and Puppet Show

(F) (G) (H) (J)



Mississippi MCT2 Student Review Guide

8th Grade Language Arts: Reading

Practice Test

2

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- 40 Not all those who escaped remained free. Some eventually surrendered rather than die in the harsh Canadian winter, but many did find freedom. Most were forced to leave the region of Acadia, but circumstances worked in their favor after all. A large group of the Acadians were transported to another French territory in the South: Louisiana. They settled there and made homes in the swamp land. Today's Louisiana Acadians, or Cajuns as they are better known, are the descendants of those who were brave and strong enough to survive in a new homeland. Their distinctive language and customs make them unmistakable, and their history makes them an even more amazing group of people.

23. Which of the following is a correct evaluation of situational irony in the passage?

- A The British soldiers didn't allow Acadians to have tools, but the Acadians used bones from their food to escape.
- B The Acadians became a well-known culture of their own despite hardships.
- C The British used weapons to keep Acadians in prison but sold them weapons later.
- D The Acadians developed new survival techniques after being imprisoned.

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

25. Which of the following is important enough to be used in a summary of the passage?

- A Across the country, the Cajun dialect is easily recognized and associated with boudin sausage, crawfish, and other New Orleans style food.
- B As one might expect, the food served to the prisoners was of low quality.
- C Of course, one of the largest prisoners got stuck in the tunnel and had to be pulled through by his fellow escapees.
- D Today's Louisiana Acadians, or Cajuns as they are better known, are the descendants of those who were brave and strong enough to survive in a new homeland.

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

24. Which text structure is used in the passage "Acadians: The Great Escape"?

- F Order of importance
- G Problem/solution
- H Compare/contrast
- J Procedural order

(F) (G) (H) (J)

26. What is the author's purpose for writing this passage?

- F To explain how the Cajun dialect was formed
- G To share details about the lives of important Cajuns
- H To inform the reader about the history of the Cajun culture
- J To persuade the reader that Cajuns should be allowed to return to Canada

(F) (G) (H) (J)



Competency Correlation Chart (Teacher's Edition)

The chart below correlates each Eighth Grade Language Arts Framework Competency for Reading (as specified by the Mississippi State Department of Education) to the student guide. The Text Section column gives the section numbers in the text where each competency is reviewed. The Pretest and Practice Test columns give the question number(s) in that test that correlates to each competency. The number in parentheses after the framework competency indicates the maximum depth of knowledge (DOK), and the number in parentheses after each pre-test and practice test question number indicates the DOK for that question. (The Mississippi State Department of Education specifies that no less than 50% of the test questions on the actual test will be at the maximum DOK level.)

Framework Competency (Max. DOK)	Text Section(s)	Pre-Test (DOK)	Practice Test 1 (DOK)	Practice Test 2 (DOK)
1a (2) The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts.	Section 1, Subsection 2.3	14(2), 16(2)	28(2), 39(2)	1(2), 38(2)
1b (1) The student will develop and apply expansive knowledge of words and word meanings to communicate.	Section 3	13(2)	30(1)	8(1)
1c (3) The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts.	Subsections 2.1, 2.2, Section 4	15(3), 17(2), 29(2)	22(2), 27(3)	9(1), 10(2)
1d (2) The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text.	Subsections 1.4, 1.5	21(2), 40(2)	2(2)	30(2)
1e (3) The student will apply knowledge of figurative language to evaluate author's intent.	Subsections 14.1, 14.2, 14.3	18(3), 31(2)	12(3), 21(2), 40(3)	39(3)
1f (2) The student will apply knowledge of reference materials to evaluate word choice in a variety of texts and to infer meaning.	Subsections 2.3, 2.4	37(2)	38(2)	7(2)
1g (3) The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose.	Section 7	38(2)	29(3)	18(2), 37(2)
2a (2) The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts.	Section 6, Section 8, Section 9, Section 10	1(2), 2(1), 19(2)	1(2), 5(2), 9(1), 11(2)	6(2), 11(2), 20(2), 24(2), 36(3)

Framework Competency (Max. DOK)	Text Section(s)	Pre-Test (DOK)	Practice Test 1 (DOK)	Practice Test 2 (DOK)
2b (3) The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information.	Section 5, Section 12	3(2), 5(2), 9(3), 10(3), 11(3), 12(3), 20(2), 26(3), 27(3), 35(3), 36(3)	4(3), 16(3), 17(3), 24(3), 25(3), 26(3), 32(2), 34(3), 35(3)	2(3), 15(3), 21(3), 22(3), 27(3), 29(3), 31(3), 32(3), 33(3)
2c (3) The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence.	Section 13	6(2), 23(2), 34(2)	6(3), 8(3), 10(3), 15(2), 37(2)	5(2), 14(2), 19(2), 25(3), 35(2)
2d (3) The student will respond to, interpret, compare, contrast, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence.	Subsection 7.3, Section 11, Subsections 14.4, 14.5	4(3), 7(3), 8(2), 24(3), 28(3), 32(2), 39(3)	3(3), 7(3), 13(3), 18(3), 19(3), 20(2), 23(3),	3(3), 4(3), 16(3), 23(3), 26(3), 40(2)
2e (3) Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts to determine author's purpose and consider the effect of persuasive text on the intended audience.	Subsection 5.1, Subsection 7.3, Section 15	22(3), 25(2), 30(1), 33(3)	14(2), 31(2), 33(2), 36(2)	12(3), 13(3), 17(3), 28(3), 34(3)