

MAAP Grade 8 English Language Arts: Reading

Student Review Guide

Authors:

**Kelly D. Berg
Becky T. Davis
Janice C. Hayes**

*2025 Mississippi College- and
Career-Readiness Standards for English Language Arts*

Published by Enrichment Plus, LLC

Toll Free: 1-800-745-4706 • Fax 678-445-6702
Web site: www.enrichmentplus.com

Table of Contents

The Authors	4	Section 6	
Preface/How to Use This Book	5	Paraphrases and Summaries	
Section 1		6.1 Paraphrases	133
Vocabulary Skills		6.2 Summary of a Paragraph	136
1.1 Reference Materials	7	6.3 Summary of a Passage	141
1.2 Understanding Roots and Affixes	10	Section 6 Review	147
1.3 Context Clues in Sentences	15	Section 7	
1.4 Context Clues in a Paragraph or Passage	20	Elements of Literature	
1.5 Context Clues for Domain-Specific Words and Phrases	26	7.1 Review of Plot	151
Section 1 Review	30	7.2 Characterization	156
Section 2		7.3 Development of Plot	162
Author’s Word Choice		7.4 Point of View	168
2.1 Types of Literature	33	7.5 Dramatic and Situational Irony	177
2.2 Denotation, Connotation, and Nuance	38	Section 7 Review	181
2.3 The Effect of Word Choice on Tone	42	Section 8	
Section 2 Review	48	Theme	
Section 3		8.1 Identifying Themes	185
Figurative Language		8.2 Developing Theme in Literature	190
3.1 Understanding Figurative Language	51	8.3 Adapting Literature	198
3.2 Use of Figurative Language	57	Section 8 Review	203
3.3 Analogies	63	Section 9	
3.4 Allusions	67	Argumentative Texts	
3.5 Verbal Irony and Puns	71	9.1 Identifying an Author’s Claim	209
Section 3 Review	74	9.2 Evaluating Evidence and Reasoning	215
Section 4		9.3 Evaluating Counterarguments	219
Central Idea		9.4 Contrasting Argumentative Texts	225
4.1 Making Inferences	77	Section 9 Review	230
4.2 Author’s Purpose	82	Index of Key Terms, Topics, and Skills	A-1
4.3 Understanding the Main Idea and Details	87	Index of Authors and Titles	A-4
4.4 Identifying the Central Idea of a Passage	92	Practice Test 1 (separate booklet)	
Section 4 Review	98	Practice Test 1 Evaluation Chart	PT1-39
Section 5		Practice Test 2 (separate booklet)	
Developing Key Concepts		Practice Test 2 Evaluation Chart	PT2-39
5.1 Identifying Text Structures	103		
5.2 Using Text Structures	111		
5.3 Titles and Headings	114		
5.4 Using Images	118		
5.5 Developing the Central Idea	125		
Section 5 Review	129		

Preface

The *MAAP Grade 8 English Language Arts: Reading Student Review Guide* is written to help students review the skills needed to pass the computer-scored portion of the ELA Grade 8 end-of-year exam in Mississippi. This book covers all ELA Grade 8 Reading Literature and Reading Informational Text standards, and it also reviews Language standards for Vocabulary Acquisition and Use. This review book is based on the 2025 Mississippi College- and Career- Readiness Standards (MS CCRS) for English Language Arts as published by the Mississippi Department of Education. The MS CCRS reviewed in this book are the ones tested in Session 1 of the MAAP Grade 8 end-of-year exam.

How To Use This Book

Students:

At the end of 8th grade, you will be given an English Language Arts end-of-year exam. This book covers the reading comprehension and language skills needed for you to score well on Session 1 of that exam, the portion that is scored by computer. The English Language Arts end-of-year exam contains 50 computer-scorable questions that are worth a total of 60 points.

- Read the instructional material in this review book, do the practice exercises, and take the section review tests at the end of each section.
- After reviewing the material, take the two practice tests (provided as separate booklets). These practice tests are written to look similar to a paper-based end-of-year exam, so they will give you practice answering the types of questions you may see on the exam, whether you take a paper-based exam or the computer version.
- Using the practice test evaluation charts, mark the questions that you answered incorrectly. The evaluation charts will show you where to find the instructional material in the book that corresponds to each question. For each question that you missed on the practice tests, review the corresponding sections in the book.
- If you are using this book as a review either before or after taking the end-of-year exam for the first time, you may want to use one of the practice tests provided as separate booklets to gauge your reading comprehension skills. Score the practice test. Using the practice test evaluation chart, mark the questions that you answered incorrectly. From the evaluation chart, review the sections in the book that correspond to the questions you missed. Do all the practice exercises and take the section review tests. Then test your skills again by taking the other practice test and repeat the same process.

Teachers:

This review book is also intended to save teachers time in the classroom. It can be used for classroom instruction or for individual student review. This book offers review for ALL of the Reading Literature and Reading Informational Text standards, as well as for the Language standards for Vocabulary Acquisition and Use specified in the MS CCRS for Grade 8 ELA. Therefore, you have one consolidated resource of material to help your students prepare for that portion of the end-of-year exam.

- When teaching or tutoring individual students, use the strategy outlined above for students.
- For classroom study, use this book to supplement lesson plans and to give additional review for skills required by the MAAP Grade 8 ELA standards. Purchase a class set of books for use in the classroom or assign books to students for out-of-classroom work.
- Assign the practice tests (provided separately) as comprehensive review tests. Use the practice test evaluation chart found after the test to identify areas needing further review.
- Please **DO NOT** photocopy materials from this book or the practice test booklets. These materials are intended to be used as a student workbook, 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.

Vocabulary Skills

Section 1.5

Context Clues for Domain-Specific Words and Phrases



Key Term 1.5

- **Domain** – a field or area of expertise

Any area of expertise, or **domain**, can have its own specialized vocabulary. Domain-specific words and phrases are vocabulary used within a particular field. These words and phrases may be familiar words used in a different way, or they may be completely unfamiliar to those outside of the field. Consider a few examples.

- The word *script* often refers to words, but its exact meaning depends on the domain using the term. To a doctor or pharmacist, a script refers to a prescription. In the field of drama, a script is the document that gives actors their lines and stage directions. In the field of printing, script refers to a font style that looks like handwriting.
- The word *motion* usually refers to movement. In the field of law, however, a motion refers to a request for legal action.
- The word *love* can mean different things to different people, but in tennis, it means that the score is zero.
- The word *analgesic* may be completely unfamiliar to you, but in the field of medicine, it simply refers to any medication that relieves pain.
- Do you know what the term *red zone* means? In football, this term refers to the part of the football field between the 20-yard line and the goal line. In the context of the military, however, it refers to an active combat zone.

When domain-specific words and phrases are used in a text, you often must rely on context clues to determine their intended meaning. In addition to the types of context you've seen so far, identifying the domain can provide further context.

Example 1: Read the following sentence.

The programmer was able to find the bug in the app that was causing the problem.

What does the word bug mean as it is used in the sentence?

- A. insect
- B. error
- C. listening device
- D. germ

The word *bug* can have multiple meanings depending on how it is used. To determine its meaning in this sentence, look for context clues. The context clues *programmer* and *app* tell you that this sentence is referring to the domain of computer science. In this context, the *bug* was causing a *problem* in an *app*. In the domain of computer science, a *bug* refers to an error in the programming instructions, so the correct answer choice is **B**.

Section 1.5, continued

Context Clues for Domain-Specific Words and Phrases

Sometimes you will need more than a single sentence to give you the context of a domain-specific word or phrase. Remember that context clues can often be found within a paragraph or even in surrounding paragraphs.

Example 2: Read the following paragraph.

The family gathered at the old homestead after Grandmother’s passing. The funeral had been a wonderful celebration of her remarkable life. Many shared stories and memories brought both tears and smiles to everyone. Now came the difficult task of sorting through her belongings in the old house filled with years of a life well lived. Her oldest granddaughter had been assigned the bedroom. Shortly she walked into the main room with tears streaming down her cheeks. In her hands was Grandmother’s personal memoir. None of the family had any idea that Grandmother had journaled her life.

Part A

What is the meaning of the phrase personal memoir as it is used in this paragraph?

- A. an oil painting
- B. a jewelry collection
- C. a diary of one’s life
- D. an electronic recording

Part B

Which quotation supports the answer to Part A?

- A. “The funeral had been a wonderful celebration of her remarkable life.”
- B. “Many shared stories and memories that brought both tears and smiles to everyone.”
- C. “Now came the difficult task of sorting through her belongings in the old house filled with years of a life well lived.”
- D. “None of the family had any idea that Grandmother had journaled her life.”

To answer Part A, gather the context clues from the text. A grandmother has passed away, and her family is remembering her. They share the stories that each of them remember. At such times, family members often wish they had written down the stories told in family gatherings. The emotional response of the granddaughter in finding the *personal memoir* tells the reader that this find is significant. Now consider the answer choices in Part A. Which answer best fits the context of the paragraph? Answer choice **C** is the only one that fits. The *personal memoir* is a diary that documents the grandmother’s personal memories.

To answer Part B, think about the context again and look at the quotations given as choices. Answer choice **D** is the only one that gives the context clue that the *personal memoir* is something written. Grandmother had kept a written record, a *journal*, of her life, a wonderful gift no one had expected.

Section 1.5, continued
Context Clues for Domain-Specific
Words and Phrases

Practice 1

Read each sentence and answer the question that follows. Darken the circle that corresponds to your answer choice.

1. Joe and his dad had reservations for a deep-sea fishing charter, which meant Joe needed to perfect his cast.
What is the meaning of the word cast in the sentence above?

<input type="radio"/> (A) actors	<input type="radio"/> (C) throw of bait
<input type="radio"/> (B) clay mold	<input type="radio"/> (D) splint
2. The crowd roared as the player slid into home and the umpire cried, “safe!”
What is the meaning of the word safe in the sentence above?

<input type="radio"/> (A) vault	<input type="radio"/> (C) protected
<input type="radio"/> (B) secured	<input type="radio"/> (D) not out
3. Carli was not sure if the dress she was making was going to fit properly so she basted the seams together first.
What is the meaning of the word basted in the sentence above?

<input type="radio"/> (A) brushed with liquid	<input type="radio"/> (C) scolded angrily
<input type="radio"/> (B) sewed with large stitches	<input type="radio"/> (D) whipped repeatedly

Practice 2

Read the following paragraphs and answer the two part questions that follow. First, answer Part A. Then, answer Part B. Darken the circles that correspond to your answer choices.

1. The photography class was much more complicated than Peter had anticipated. The teacher described how adjusting the light coming through the lens would affect the photograph. To show these effects, the teacher instructed the students to look for the manual controls on their cameras that would adjust the aperture. Peter was amazed at how many different controls there were on his camera.

Part A

What is the meaning of aperture in the sentence above?

- | | |
|---|---|
| <input type="radio"/> (A) color control | <input type="radio"/> (C) focus control |
| <input type="radio"/> (B) light control | <input type="radio"/> (D) time control |

Part B

Which quotation from the paragraph supports the answer to Part A?

- | |
|--|
| <input type="radio"/> (A) “The photography class was much more complicated than Peter had anticipated.” |
| <input type="radio"/> (B) “The teacher described how adjusting the light coming through the lens would affect the photograph.” |
| <input type="radio"/> (C) “. . . the teacher instructed the students to look for the manual controls on their cameras . . .” |
| <input type="radio"/> (D) “Peter was amazed at how many different controls there were on his camera.” |

continue 

Section 1.5, continued
Context Clues for Domain-Specific
Words and Phrases

2. The boys gathered at the local skatepark to practice their moves before the weekend competition. One of them had just purchased a new skateboard and proudly showed off all the new features. Of particular interest was the surface of the deck, which provided a much better grip for the soles of his shoes. One of the boys exclaimed, “Dude, that will give you an edge over everyone else!”

Part A

What is the meaning of deck in the sentence above?

- (A) floor of a boat
(B) stack of cards
(C) back porch
(D) topside of the board

Part B

Which quotation from the paragraph supports the answer to Part A?

- (A) “. . . to practice their moves before the weekend competition.”
(B) “. . . proudly showed off all the new features.”
(C) “. . . a much better grip for the soles of his shoes.”
(D) “. . . Dude, that will give you an edge over everyone else!”

3. Jerome and his dad left to go fishing before daybreak. They had hoped to bring home dinner by catching at least one large bass, but they hadn’t had much luck all summer. Prepared to fish all day if necessary, they didn’t expect to limit out by noon! Having caught five large bass, they were forced to quit and head home early. Their luck had changed, and now they had enough fish to freeze for future meals.

Part A

What is the meaning of limit out in the sentence above?

- (A) catch the maximum number
(B) run low on energy
(C) run out of bait
(D) lose track of time

Part B

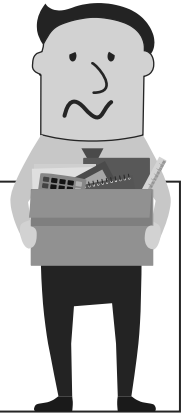
Which quotation from the paragraph supports the answer to Part A?

- (A) “Jerome and his dad left to go fishing before daybreak”
(B) “. . . but they hadn’t had much luck all summer.”
(C) “Having caught five large bass, they were forced to quit and head home early.”
(D) “Their luck had changed, and now they had enough fish to freeze for future meals.”

Author's Word Choice

Section 2.3

The Effect of Word Choice on Tone



Key Terms 2.3

- **Audience** – the people who read a particular text
- **Narrator** – the person speaking in a story or poem
- **Tone** – the author's feelings or attitude toward a subject, the readers, characters, etc.

Every author has a unique style of writing. An author's style is seen in how he or she communicates a message. Style is often influenced by the **audience**, which is simply the people who are the intended readers.

An important feature of an author's style is his or her **tone**, which is defined as the author's feelings or attitude toward a subject, the readers, characters, etc. An author may communicate a tone through a **narrator**, which is a person other than the author who is speaking in a story or poem. (Don't confuse tone with mood. *Mood* is the reader's emotional response to what an author writes. Sometimes, tone and mood are similar, but not always.)

What are some examples of tone? Pretty much any emotion or attitude can be communicated as a tone. Below are just a few examples.

Examples of Tone

angry	humorous	matter-of-fact	regretful
critical	ironic	mocking	sarcastic
depressing	joyful	negative	serious
excited	judgmental	optimistic	sympathetic
hopeful	loving	outraged	worried

Example 1: The following three sentences describe the same event but with different tones. How would you describe the tone of each?

Sentence 1: The principal entered the classroom, announced Mr. Alexander's resignation, and introduced the class's new teacher.

Sentence 2: Barely containing her excitement, Amanda gleefully announced to her parents that her most dreaded teacher resigned.

Sentence 3: Struggling to accept the news and fighting back tears, Marc questioned, "What do you mean Mr. Alexander resigned?"

Can you see how word choice affects the tone in each one of these sentences? Sentence 1 gives the facts without expressing much emotion. The tone could be described as matter-of-fact. In sentence 2, the tone is joyful or excited. The tone in sentence 3 is one of disbelief or despair.

Section 2.3, continued

The Effect of Word Choice on Tone

Any type of writing will have tone no matter if it is fiction, nonfiction, a drama, or poetry. Read the following examples taken from different sources. Can you identify the tone in each? Keep in mind that tone can often be described by more than one single word.

Example 2: Read the following sentences taken from a nonfiction text.

from “**Sacred Obligations**”
by Daniel Webster

. . . Our proper business is improvement. Let our age be the age of improvement. In a day of peace, let us advance the acts of peace and the works of peace. Let us develop the resources of our land, call forth its power, build up its institutions, promote all its great interests, and see whether we also, in our day and generation, may not perform something worthy to be remembered. Let us cultivate a true spirit of union and harmony.

How does the author communicate tone? How would you describe the tone of these sentences?

In these sentences, Daniel Webster describes his hopes for the future of the country. He attempts to create a sense of unity by using first person pronouns such as “our,” “us,” and “we.” His words encourage the reader to embrace his optimism, and he expresses hope that peace and harmony will be cultivated. Words that describe his tone could be hopeful, encouraging, or optimistic. Can you think of others?

Example 3: Read the following sentences from a fiction novel.

from *Silas Marner*, Chapter XII
by George Eliot

. . . There would be a great party at the Red House on New Year’s Eve, she knew; her husband would be smiling and smiled upon, hiding *her* existence in the darkest corner of his heart. But she would mar his pleasure; she would go in her dingy rags, and her faded face, once as handsome as the best, with her little child that had its father’s hair and eyes, and reveal herself to the Squire as his eldest son’s wife.

Part A

Which of the following describes a tone of this paragraph?

- A. hopeful
- B. forgiving
- C. resentful
- D. eager

Part B

Which phrase supports the answer to Part A?

- A. “There would be a great party at the Red House on New Year’s Eve,”
- B. “her husband would be smiling and smiled upon”
- C. “hiding *her* existence in the darkest corner of his heart”
- D. “with her little child that had its father’s hair and eyes”

Author's Word Choice

Section 2 Review

Read each selection of text and then answer the questions that follow. Darken the circle or circles that correspond to your answer choice(s).

from “Chicago”
by Carl Sandburg

Hog Butcher for the World,
Tool Maker, Stacker of Wheat,
Player with Railroads, and the
Nations' Freight Handler;
Stormy, husky, brawling,
City of the Big Shoulders;
...
Come and show me another city with lifted head singing so
proud to be alive and coarse and strong and cunning.
Flinging magnetic curses amid the toil of piling job on job, here
is a tall bold slugger set vivid against the little soft cities;
Fierce as a dog with tongue lapping for action, cunning as a
savage pitted against the wilderness . . .

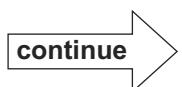
1. Read the following line from the poem.

Stormy, husky, brawling

Synonyms for brawling are *rowdy, loud, riotous, unruly*.

What is the author trying to communicate by using the word brawling in this poem?

- Ⓐ that the city of Chicago is usually peaceful but sometimes filled with fighting
 - Ⓑ that the city of Chicago might be unruly but is strong and capable
 - Ⓒ that the city of Chicago might have the most ardent boxing fans in the state
 - Ⓓ that the city of Chicago is full of clean-living citizens
2. What is the tone of these lines of poetry?
- Ⓐ proud
 - Ⓑ critical
 - Ⓒ excited
 - Ⓓ humorous



Figurative Language

Section 3.2

Use of Figurative Language



Authors use figurative language for many reasons. Figurative language gives authors and poets freedom to use words and phrases to influence the reader's response to the material. Consider some of the common uses for figurative language in the list below.

Uses of Figurative Language

- To inspire a reader's imagination
- To show comparisons by using visual images
- To describe, to emphasize, or to show importance
- To make a point by exaggerating

When reading a passage or a poem, first identify the figurative language, and then decide the author's reason for using it.

Example 1: Read the following paragraph that contains figurative language.

Maria's heart pounded like a drummer at a rock concert. The encounter with a snake in the meadow had given her quite a scare. She found a large rock, checked around it carefully, and then sat down by the stream. The gentle babble of the tumbling waters soothed her wildly beating heart to normal as she relaxed from such a frightening experience.

Identify the types of figurative language in this paragraph and consider why the author chose to use each. See if you can answer the following questions.

Question 1:

Read the first sentence.

Maria's heart pounded like a drummer at a rock concert.

What does the simile in this sentence reveal about how Maria is feeling?

- A. Maria is frustrated and hits a rock with a hammer.
- B. Maria is so frightened her heart rate greatly accelerated.
- C. Maria is excited about becoming a drummer in a rock band.
- D. Maria is afraid she is having a heart attack.

You should recognize right away that the first line is a simile that compares Maria's heart to a drummer. A drummer at a rock concert beats his drums so loudly that the sound can be felt by everyone listening. The author is trying to give the reader the image that Maria's heart was beating so strongly that she could both feel and hear it. Answer choice **B** is correct. This simile helps to describe the degree of fear Maria experienced when encountering the snake.

Section 3.2, continued

Use of Figurative Language

Question 2:

What is the author attempting to emphasize when she uses the phrase “gentle babble of the tumbling waters”?

- A. movements
- B. exaggerations
- C. emotions
- D. sounds

The phrase “gentle babble of the tumbling waters” is an example of sound imagery. It emphasizes the soothing sounds of the stream, which help to calm Maria after her frightening experience. The imagery appeals to the reader’s sense of hearing, making it easier to imagine how the peaceful sounds helped Maria to calm down. The correct answer choice is **D** — sounds.

While “tumbling waters” may suggest movement (choice A), the author’s main purpose is to highlight the calming sound, not motion. You should recognize that this phrase is not an exaggeration (choice B), nor does it directly describe emotions (choice C).

Now read a poem that uses figurative language.

Example 2:

Death by Boredom by Amy Fletcher

Chin in hands to keep from falling
Eyes staring but do not see
Endless droning about trivial things
This class will be the death of me!

The clock is stubborn
Not a friend of mine
Moving one second an hour
With no passage of time.

Eyelids getting heavy
Mind wandering the universe
Eternal hours of history left today
What could possibly be worse?

Question 1:

Read the first two lines.

**Chin in hands to keep from falling
Eyes staring but do not see**

What does this imagery reveal about the narrator?

- A. She is thinking about her next class.
- B. She is suffering from a headache.
- C. She is becoming blind.
- D. She is falling asleep.

Section 3.2, continued

Use of Figurative Language

As you read these lines, you may have identified with it. Can you picture yourself struggling to focus on the lesson with your chin in your hands? The imagery paints a picture of a student beginning to fall asleep in class. The correct answer choice is **D**.

Question 2:

The poem includes numerous examples of hyperbole:

Endless droning

This class will be the death of me

Moving one second an hour

Mind wandering the universe

Eternal hours

How does the author’s inclusion of these hyperboles impact the tone of the poem?

- A. They sharpen the tone of excitement.
- B. They minimize the tone of anticipation.
- C. They emphasize the tone of boredom.
- D. They focus on the tone of sadness.

Remember, hyperbole is exaggeration. Each exaggeration points to how slowly time is passing and how much the narrator is struggling to stay awake in class. The clear tone of this poem is boredom, and the author uses the numerous examples of hyperbole to emphasize this tone. Answer choice **C** is correct.

Question 3:

Read the following lines.

The clock is stubborn

Not a friend of mine

What is the author communicating through the use of figurative language in these lines?

- A. The clock is being compared to a student who dislikes school.
- B. Time feels like an enemy because it is passing so slowly.
- C. The phrase is an idiom suggesting time controls all people.
- D. The author enjoys watching the clock during class.

The author uses personification to give the clock human qualities, describing it as “stubborn” and “not a friend.” These lines suggest that the author feels the clock is working against her, making time feel as if it’s dragging. Through this figurative language, the author emphasizes how slowly time is passing — making it feel like an enemy. The correct answer is **B**.

Do you see how the author used several types of figurative language to build a picture of total boredom?

Developing Key Concepts

Section 5.4 Using Images



Key Terms 5.4

- **Caption** – a short title or description included with an image
- **Images** – visual representations in the form of pictures, photographs, illustrations, drawings, etc.

Authors use many tools when writing. So far, we’ve reviewed tools that involve words, like word choice, figurative language, and text structure. Now let’s look at a tool that doesn’t use words — images! **Images** communicate ideas through what you see instead of what you read. They include things like pictures, photographs, illustrations, or drawings.

When you think of images, you may think of children’s books. Children’s books include lots of images because pictures help to tell stories. Images are used less often in fiction literature for teens and adults, but images are commonly used in all types of informational texts meant for audiences of all ages. Images, especially in informational text, can give you important information that words cannot express. They often help explain facts or ideas more clearly. Whether included in the text or found somewhere else, images are important tools of communication.

Think about how images have helped you to understand something better. Have you ever read something on the internet and then began a search to learn more? If so, a picture or photo may have been what you needed before you could say, “Oh, now I get it!”

To better understand images, it is also helpful to pay attention to captions. A **caption** is a short title or description that may provide a date, a location, or other explanation. Even though an image often communicates a powerful message without words, a caption can give valuable information about the image that will help you to interpret what you are seeing.

Example 1: Read the following short passage.

The Dust Bowl

- 1 A terrible drought hit the Great Plains and other Western areas beginning in 1931. Crops withered in the fields. The lack of rain, along with years of damaging farming practices, turned the soil into dust. With few trees and no plant roots to hold the soil in place, heavy winds picked up the soil and carried it away.
- 2 The Great Plains became known as the Dust Bowl because of the huge dust storms. Billowing clouds of dust swept across multiple states, including parts of Colorado, Kansas, and Texas, but with Oklahoma being the hardest hit. At times, the dust darkened the sky for days at a time. In some places, a thick layer of dust covered houses and farm buildings. The fine dust particles made their way into homes to also cover floors and furniture.
- 3 Many farmers lost their land and moved to other areas of the country. Their only choice was to become migrants who moved from place to place in search of work. Most headed to California and other Western states in search of better lives.

Section 5.4, continued

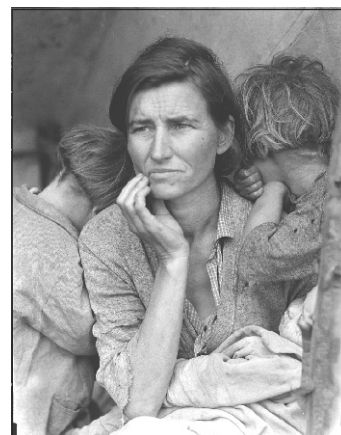
Using Images

- 4 It is estimated that more than half a million people left the Dust Bowl area. For most, the migrant life meant not staying in one location for very long. These workers simply moved on when the work ran out, taking their families and meager belongings with them wherever they went.
- 5 Migrants escaping the Dust Bowl were not welcome in other areas of the country, especially in California. They were often stopped at the California state border and turned back. Those who made it into California faced discrimination. Sadly, their plight was not well known throughout most of the country at that time.
- 6 At this time in history, modern mass media was limited. However, excellent photographers such as Dorothea Lange made it their mission to document the tragedy. Lange's most famous photo showed a migrant mother with her children in the squalor of a California labor camp. Her photography stirred public sympathy and helped bring federal relief to migrant camps.
- 7 By 1936 and with the help of federal and state laws, farmers began using and enforcing new farming methods that protected soil from erosion. In 1937, the federal government funded the planting of native trees across the Great Plains. Finally, in 1939, rain began to fall to relieve the years of drought, and the affected areas began producing crops once again.



Dust Storm approaching Stratford, Texas in 1935

Source: NOAA Georgia E. Marsh Album
Image in Public Domain



Migrant Mother

Destitute pea pickers in California.
Mother of seven children.
Age thirty-two. Nipomo, California

Photograph by Dorothea Lange
Courtesy Library of Congress

Question 1:

Which paragraphs do the photographs help the reader better understand?

- A. paragraphs 1 and 3
- B. paragraphs 2 and 6
- C. paragraphs 3 and 7
- D. paragraphs 4 and 5

Section 5.4, continued

Using Images

This is an informational article that is written to educate the reader about something that occurred in American history. To answer the question, compare each photograph to the information in the paragraphs. The caption of one photograph tells you that it shows a dust storm approaching a town in Texas. You see a huge cloud of dust approaching houses, and you cannot see anything beyond the cloud. The caption of the other photograph lets you know that it is of a migrant mother, a destitute pea picker in California. Which paragraphs talk about these two topics?

Paragraph 2 describes the dust storms, and paragraph 6 specifically mentions the photograph of the migrant mother. The correct answer choice is **B**.

Question 2:

How do the photographs contribute to the reader's understanding of the passage?

- A. They inform the reader about how to farm in the 1930s.
- B. They supply the survival tools families needed during the Dust Bowl era.
- C. They provide scientific explanations about how dust storms form.
- D. They show the impact of the Dust Bowl to the community as well as to families.

According to the text, the Dust Bowl greatly impacted many families throughout the Great Plains. After reading the text and examining the images and their captions, how has your understanding changed? Consider your personal response first, and then look at the answer choices. Choices A, B, and C are not covered within the text, nor do the photographs provide that information. Answer choice **D** is correct because it fits the text and the images. It is hard to look at the photographs and not feel the fear and pain of the people impacted by what happened.

Question 3:

What idea is reinforced by the photographs?

- A. The dust storms only impacted a few farms across the Great Plains.
- B. The dust storms caused much suffering and left many families homeless.
- C. The Great Plains recovered easily from the few dust storms that occurred.
- D. The Dust Bowl was a minor, insignificant event in the history of America.

Consider carefully the information given in the text. You may want to jot down the general ideas given in the passage. Paragraphs 1 and 2 give an overview of the Dust Bowl itself. Paragraph 3 explains the impact on the farming industry in the Great Plains. Paragraphs 4, 5, and 6 cover the personal impact on families. Paragraph 7 shows how the Great Plains recovered. Considering these main ideas, which of the ideas given in the answer choices was reinforced by the photographs? Choices A, C, and D are all false. In fact, they are the opposite of what the text states.

Notice with this question, you are asked about *an* idea that is reinforced, not what the central idea of the text is. This type of question requires that you understand the text and are able to make inferences. The correct answer choice is **B**. You can infer from the text that the dust storms caused many to suffer and left many families homeless, and the images reinforce this inference.

Elements of Literature

Section 7.2 Characterization



Key Terms 7.2

- **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
- **Dialogue** – conversation among characters in a story; shown by using quotation marks around what each character says
- **Direct characterization** – a method used by an author to develop a character by specifically describing the character or making statements about the character
- **Indirect characterization** – a method used by an author to develop characters by showing their attributes through their own words, thoughts, or actions or those of other characters

Now that you have reviewed the basics of plot, let’s look at other elements of literature that are unique to stories. An important element in any story is the people or characters.

Character Traits

Character traits are a person’s or a character’s personality or unique qualities. All people, including characters in a story, have their own set of character traits. These traits can be positive, negative, or neutral. Positive traits might be described by words like *kind*, *considerate*, and *honest*. Negative 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 eighth-grade vocabulary words. Look up any you do not know.

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

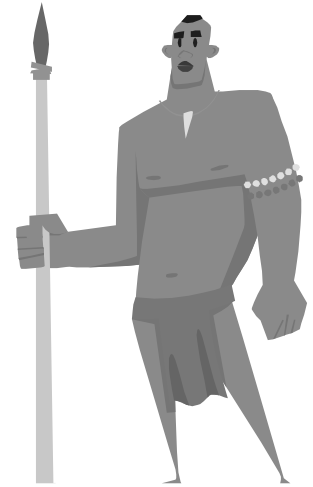
Characterization

Characterization is the way an author reveals a character’s personality or nature. Authors can use specific descriptive words, or they can use a character’s own action, words, or thoughts.

An author uses **direct characterization** when describing a character or making statements about the character. The author may use specific words like the ones included in the chart above to characterize a person in a story.

Elements of Literature

Section 7.3 Development of Plot



Now that you've reviewed the basic elements of plot, characterization, and dialogue, let's consider how the author develops the plot using the characters, their dialogue, and incidents within the story. Read the following passage taken from a short story. We will use this portion of a story to analyze how the plot develops.

from "A Great Kingdom in the Congo"
by William Henry Sheppard

- 1 The trail lay northeast by north with a gradual ascent. The country was well wooded and watered. No stones could be seen anywhere, and the soil was sandy. There were many extensive plains with magnificent palm trees, hundreds and thousands of them ranging from a foot high, which the elephants fed upon, to those fifty and sixty feet high. The forest everywhere was ever green. Trees blossomed and bloomed, sending out upon the gentle breeze their fragrance, so acceptable to the traveler. Festoons of moss and running vines made the forest look like a beautifully painted theatre or an enormous swinging garden.
- 2 In the meantime, word had come to the king of Lukenga of our presence and, as we neared his kingdom, we were met by a party of fighting men. My caravan had been resting in the village of a chief named Kueta, who had repeatedly urged me to turn back, and, as the fighting men of King Lukenga appeared, the chief's men fled to the forest. I sat quietly, however, in my seat in front of my tent and my people began to gather around my chair, the youngest of the caravan nestling on his knees very close to me. The king's people drew near and the leading man, spear in hand, called to Chief Kueta in a voice that rang through the village:
 - 3 "Now hear the words of King Lukenga: Because you have entertained a foreigner in your village, we have come to take you to the capital for trial."
 - 4 I knew things were now serious, so rising from my seat I called to the head man to meet me halfway. He paid no attention. I called a second time and walked up to him and began to plead for Chief Kueta.
 - 5 "I understand you are sent by your king to arrest these people."
 - 6 "It is the word of the king," said he.
 - 7 I continued, "The chief of this village is not guilty; he gave me warning and told me to go away, to return the way I had come, and I did not. It is my fault and not Kueta's."
 - 8 The leader, leaning on his spear, replied, "You speak our language?"
 - 9 "I do," was my quick answer.
 - 10 "That is strange," said he.
 - 11 The leader and his men moved off some distance and talked between themselves. In a little while he came back to me saying, "I will return to the capital and report these things to the king."
 - 12 I said to him, "Tell your king I am not a bad man; I do not steal or kill; I have a message for him. Wait a moment," said I. Taking from one of my boxes a very large cowrie shell, near the size of one's fist, and holding it up, I said, "This we call the father of cowries; present it to the king as a token of friendship."
 - 13 The men were soon off for the capital and we settled down, hoping and praying for the best. Kueta told me that the head man was King Lukenga's son and his name was N'Toinzide.

Section 7.3, continued

Development of Plot

Propelling the Plot

In a good story, the author keeps readers interested by moving smoothly from one part of the plot to the next. An author uses several tools to keep the story going. One tool is using events that happen to the characters. Another is using dialogue between characters. Look at a few examples of how an author uses action and dialogue to move the plot along.

Example 1: Read the sentences from paragraph 2 of “A Great Kingdom in the Congo.”

In the meantime, word had come to the king of Lukenga of our presence and, as we neared his kingdom, we were met by a party of fighting men. My caravan had been resting in the village of a chief named Kueta, who had repeatedly urged me to turn back, and, as the fighting men of King Lukenga appeared, the chief’s men fled to the forest.

What do these sentences reveal about Chief Kueta’s men?

- A. Chief Kueta’s men feel angry and arm themselves for battle.
- B. Chief Kueta’s men feel hopeful and pray to their gods for rescue.
- C. Chief Kueta’s men feel threatened and escape for their safety.
- D. Chief Kueta’s men feel excited and welcome the men of King Lukenga.

This question shows how the plot moves forward through a specific event and the characters’ response to it. The event is the arrival of King Lukenga’s fighting men in Chief Kueta’s village, which causes a clear reaction. As you read the passage carefully, you can see that **C** is the correct answer choice. Chief Kueta’s men flee to the forest because they feel threatened and afraid.

Example 2: Which quotation from paragraphs 3 through 11 explains why the soldiers chose to leave without arresting anyone?

- A. “Now hear the words of King Lukenga: Because you have entertained a foreigner in your village, we have come to take you to the capital for trial.” (paragraph 3)
- B. “I understand you are sent by your king to arrest these people.” (paragraph 5)
- C. “The chief of this village is not guilty; he gave me warning and told me to go away, to return the way I had come, and I did not. It is my fault and not Kueta’s.” (paragraph 7)
- D. “The leader and his men moved off some distance and talked between themselves. In a little while he came back to me saying, ‘I will return to the capital and report these things to the king.’” (paragraph 11)

This question focuses on how dialogue and events move the plot forward. Choices A and B explain why the soldiers came to make arrests. Choice C shows the narrator defending Chief Kueta, which may have influenced the soldiers’ actions, but it is not the correct answer. Only answer choice **D** explains why the soldiers left without making arrests: after talking among themselves, the leader decided to return to the capital to report to the king.

Section 7.3, continued

Development of Plot

Revealing Aspects of a Character

Remember what you've already reviewed about characterization. An author reveals aspects of a character through dialogue as well as through a character's actions. Understanding the traits of characters in a story is an important part of developing the plot of the story. Apply what you already know about characterization to another example.

Example 3: Read the sentences from paragraph 2.

My caravan had been resting in the village of a chief named Kueta, who had repeatedly urged me to turn back, and, as the fighting men of King Lukenga appeared, the chief's men fled to the forest. I sat quietly, however, in my seat in front of my tent and my people began to gather around my chair, the youngest of the caravan nestling on his knees very close to me. The king's people drew near and the leading man, spear in hand, called to Chief Kueta in a voice that rang through the village:

What do the sentences reveal about the narrator?

- A. The narrator feels uncertain and wants to fit in with the native people.
- B. The narrator feels intimidated and will do what he can to escape.
- C. The narrator feels calm and is ready to handle whatever comes next.
- D. The narrator feels inadequate and is unable to cope with the danger.

As you read the passage, you begin to form opinions about the narrator. While Chief Kueta's men fled in fear, the narrator sat quietly in front of his tent with his people gathered around him. The narrator's actions show that he is calm and ready to handle whatever comes next, so the correct answer is C. In this paragraph, the author gives the reader only a small glimpse into the narrator's character.

Provoking a Character's Decision

The words and actions of one character often affect the actions or decisions of another character. This interaction between characters also moves the story along. Let's further analyze the passage from "A Great Kingdom in the Congo."

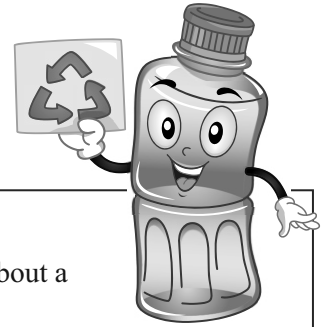
Example 4: In paragraphs 2 through 8, how do the narrator's speech and actions affect the head man's response to the narrator?

- A. When the narrator refuses to escape with the chief's men, the head man threatens to take the narrator to the capital for trial.
- B. When the narrator asks the head man to meet him halfway, the head man draws his spear and prepares to attack the narrator.
- C. When the narrator approaches the head man and speaks his language, the head man relaxes and has a conversation with the narrator.
- D. When the narrator pleads Kueta's innocence, the head man decides to arrest the narrator's people instead.

Argumentative Texts

Section 9.1

Identifying an Author's Claim



Key Terms 9.1

- **Author's viewpoint** (or **author's point of view**) – the author's underlying beliefs about a topic; these beliefs help shape the author's claim
- **Argumentative text** – a type of informational writing that presents evidence or facts to support or prove an author's claim
- **Claim** – an author's specific argument or statement of belief about a debatable topic

Argumentative text, a specific type of informational writing, is often in the form of either an essay or an article. In an **argumentative text**, the author presents a claim supported by evidence, including facts, rather than unsupported opinions to explain a belief about a debatable subject. (Remember that a *fact* is a statement that can be proven as either true or false, but an *opinion* is a personal belief or judgment that cannot be proven. “The mountains are 14,000 feet high” states a fact. “The mountains are majestic” states an opinion.)

The author's specific argument or statement of belief about the debatable topic is called a **claim**. This claim is directly influenced by the **author's viewpoint** or the **author's point of view**, which is simply the author's underlying beliefs about the topic. (Don't confuse “author's point of view” with the narrator's point of view in a narrative that you saw in Section 7.4.)

Keep in mind that an author's purpose in an argumentative text is to persuade readers that a claim is true by presenting logical evidence and reliable information. A reader can then take the information presented and decide whether to agree with the author's claim or not.

Let's begin analyzing an argumentative text by first determining an author's claim. Determining a claim is similar to identifying a central idea. It may be stated in the text, but it is often implied. The claim should be supported by the information given in the text. You have already practiced a similar skill in Section 4.4, but now you can apply what you've learned to argumentative texts. In addition to determining an author's claim, you should also be able to make other inferences about the text.

Read the following argumentative article, and then consider the example questions.

Plastic: A “Tiny” Problem

- 1 What particles are found on dry land, in water, and in the air; are present on every continent, including Antarctica; and have even been discovered in living organisms, including plankton, fish, mammals, and humans? The answer to that question is microplastics — and they can literally be found almost anywhere!
- 2 What exactly are microplastics? They are simply tiny particles of plastic that measure 5 millimeters or less in size, many of which are so small that they are microscopic. They form when plastics break down. Instead of breaking down into natural substances, plastics simply break down into smaller and smaller pieces of plastic.

A Brief History of Plastics

- 3 In 1907, a chemist named Leo Baekeland discovered plastic. He was looking for a shellac substitute. Very quickly manufacturers recognized the potential for this new material. By the 1930s and 1940s, it was used for everything from radios to appliances. Many new forms were useful for multiple industries. In 1955, a popular magazine called *Life* published an article titled “Throwaway Living.” One-time-use plastics changed life for the average housewife, and America had discovered a new disposable way of life.

Section 9.1, continued

Identifying an Author's Claim

Example 1: Now see if you can answer the following two-part question.

Part A

What is the author's claim regarding the presence of microplastics?

- A. Water filtration systems are inadequate in getting rid of microplastics.
- B. Microplastics are a manmade substance that do not break down into natural substances.
- C. Microplastics pose multiple problems that are not being solved with recycling efforts.
- D. Manufacturers need to be more aggressive in dealing with microplastics.

Part B

Which quotation from the passage supports the answer to Part A?

- A. "What particles are found on dry land, in water, and in the air; are present on every continent, including Antarctica; and have even been discovered in living organisms, including plankton, fish, mammals, and humans?" (paragraph 1)
- B. "What began in America soon became a worldwide phenomenon. Every culture adopted the convenience of single-use plastics. From restaurant takeouts to food packaging to medical use in hospitals, everything was thrown away after one use." (paragraph 4)
- C. "Focusing on water bottles, the recycling process involves shredding them multiple times and washing the remains repeatedly. The shredding and washing process releases the smallest microplastics back into the atmosphere and the discharged water." (paragraph 6)
- D. "Cardboard is made from wood pulp, and when it degrades, it breaks down into natural substances. Ultimately, it is no longer cardboard." (paragraph 7)

First, let's answer Part A:

In answering this question, you will need to do a similar analysis to finding the central idea. As you reread this passage, note the ideas of each paragraph. Review those ideas and ask yourself, "What is the author's overall belief regarding microplastics?" Throughout the passage, you should see that the author believes that microplastics are a problem but that recycling has not been an effective answer. Therefore, answer choice **C** best states the author's claim in this passage.

Consider reasons that the other answer choices are incorrect. Answer choice A introduces the idea of water filtration that isn't mentioned in the passage, so it cannot be the author's claim. Answer choice B gives a reason for why microplastics are a problem, but the author's overall claim is broader than this one statement. Answer choice D introduces a solution that isn't discussed in the passage.

Now consider Part B.

This question is asking you to cite evidence from the text itself that supports the author's claim. Which sentences from the article show that microplastics are a problem that isn't being solved by recycling? Answer choice **C** is clearly a detail that supports the claim in Part A. It supports the idea that recycling water bottles, a major source of plastics, isn't a good solution and that recycling efforts contribute to the microplastics problem.

Answer choice A is simply the opening question. It doesn't directly address microplastics as being a problem or have anything to do with recycling. Answer choice B gives a problem with single-use plastics, but it doesn't address microplastics or recycling efforts. Answer choice D is a detail about cardboard and obviously doesn't address the author's claim on microplastics.

Reading Practice Test 1

Overview

Introduction

The Practice Test that follows is designed to give you practice taking Session 1 of the MAAP Grade 8 English Language Arts End-of-Year Exam. This Practice Test has 50 questions in either multiple-choice or multiple-select formats. The reading passages and questions in this Practice Test may be similar to those you will see on the actual end-of-year exam.

The MAAP Grade 8 ELA End-of-Year Exam

The actual MAAP Grade 8 English Language Arts End-of-Year Exam will be given online. In addition to testing reading skills, the actual test will also include a writing prompt (Session 2) that tests writing standards and other language standards.

General Directions

This Practice Test is a paper-based version of what you may see on the actual End-of-Year Exam. Read each passage. Then answer each question that follows the passage. Some questions will require multiple correct answers, so consider each of the answer choices when making multiple selections. On this paper-based test, darken the circle that corresponds to your answer choice.

After Taking the Practice Test

Once you have completed this Practice Test, record the questions that you answered incorrectly on the Practice Test Evaluation Chart on page PT1-39. Any incorrectly answered practice test question may identify a skill needing improvement or further mastery. For each question that you missed on the Practice Test, 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. Completing these steps will help improve your mastery of the material to be tested on the actual MAAP Grade 8 English Language Arts End-of-Year Exam and may increase the score you receive on that exam.



Read the passage and answer the questions that follow.

The Lady or the Tiger by Frank R. Stockton

- 1 There once lived a king who still embraced the passion of barbarianism. As much as he portrayed a genial spirit and encouraged his people to embrace culture and refinement, half of him still relished the violence of the barbarians. As a result, the king built an arena whose sole purpose was to distribute justice his way—not through trials and facts, but by allowing fate and chance to serve as judge and jury.
- 2 This vast amphitheater, with its encircling galleries, its mysterious vaults, and its unseen passages, was an agent of poetic justice in which crime was punished or virtue rewarded by the decrees of simple chance. When all the people had assembled in the galleries and the king, surrounded by his court, sat high up on his throne of royal state on one side of the arena, he gave a signal, a door beneath him opened, and the accused subject stepped out into the amphitheater.
- 3 Directly opposite the king on the other side of the enclosed space were two identical doors. It was the duty and the privilege of the person on trial to walk directly to these doors and open one of them. He could open either door he pleased. He was subject to no influence but that of fair and honest chance. If he opened the one, there came out of it a hungry tiger that immediately sprang upon him and tore him to pieces as a punishment for his guilt. But if the accused person opened the other door, there came forth from it a lady, the most suitable to his years and station that his Majesty could select among his fair subjects; and to this lady he was immediately married as a reward of his innocence.
- 4 This was the king’s semi-barbaric method of executing justice. Its perfect fairness is obvious. The accused could not know out of which door would come the lady. He opened either one he pleased without having the slightest idea whether, in the next instant, he was to be devoured or married. The accused person was instantly punished if fate found him guilty, and if innocent, he was rewarded on the spot, whether he liked it or not. There was no escape from the judgments of the king’s arena. When the people gathered together on one of the great trial days, they never knew whether they were to witness a bloody slaughter or a hilarious wedding.
- 5 This king had a beautiful daughter whose soul was just like his. A very handsome and brave commoner attracted her attention, and she engaged in a love affair with him. This love affair moved on happily for many months until one day the king happened to discover its existence. He did not hesitate in regard to his duty in this matter. The youth was immediately cast into prison, and a day was appointed for his trial in the king’s arena.



6 The tiger cages of the kingdom were searched for the most savage, relentless beasts, and the ranks of maiden youth and beauty throughout the land were carefully surveyed to find a fitting bride in case fate determined a different destiny. No matter how the affair turned out, the youth would be disposed of, and the king would take enormous pleasure in watching the course of events that would determine whether or not the young man had done wrong.

7 All was ready. The signal was given. A door beneath the royal party opened, and the lover of the princess walked into the arena. Tall, beautiful, and fair, his appearance was greeted with a low hum of admiration and anxiety. Half the audience had not known so grand a youth had lived among them. No wonder the princess loved him! What a terrible thing for him to be there!

8 As the youth advanced into the arena, he turned to bow to the king. But he did not think at all of that royal personage; his eyes were fixed upon the princess, who sat next to her father. From the moment that the decree had gone forth that her lover should decide his fate in the king's arena, she had thought of nothing, night or day, but this great event and the various subjects involved. Possessed of more power and influence than anyone in such a case, she accomplished what no other person had; she learned the secret of the doors. She knew the fate behind each door. Not only did she know in which room stood the lady, but she knew who she was. Occasionally she had seen her lover talking to this maiden. Whether true or not, she imagined a secret connection between them. The girl was lovely, but she had dared to raise her eyes to the princess' lover. With all the intensity of the savage blood transmitted to her through her barbaric ancestors, she hated the woman who trembled behind that silent door.

9 When her lover turned and looked at her, he realized that she knew the secret of the doors. The only hope for the youth rested upon the success of the princess in discovering this mystery, and in that moment, he saw she had succeeded. Then his quick and anxious glance asked the question, "Which?" It was as plain to her as if he shouted it from where he stood. There was not an instant to be lost.

10 Her right arm rested on the partition before her. She raised her hand and made a slight, quick movement toward the right. No one but her lover saw her. Every eye was fixed on the youth. He turned, and with a firm, rapid step, he walked across the arena. Every heart stopped beating, every breath was held, every eye was fixed immovably upon that man. Without the slightest hesitation, he went to the door on the right and opened it.

11 Now, the point of the story is this: Did the tiger come out of that door, or did the lady?

This story is an adapted and shortened version of "The Lady or the Tiger" by Frank R. Stockton. This story is in the public domain.



-
9. Read the sentence from paragraph 2.

This vast amphitheater, with its encircling galleries, its mysterious vaults, and its unseen passages, was an agent of poetic justice in which crime was punished or virtue rewarded by the decrees of simple chance.

How does the phrase poetic justice affect the tone of the passage?

- (A) It introduces a tone of kindness toward the accused.
- (B) It develops a tone of harsh irony about the king's justice.
- (C) It creates a lighthearted tone about the arena.
- (D) It suggests the king's system is truly fair and reasonable.

-
10. Which quotation from paragraph 5 explains why the youth faced trial in the arena?

- (A) "This king had a beautiful daughter whose soul was just like his."
- (B) "A very handsome and brave commoner attracted her attention, and she engaged in a love affair with him."
- (C) "This love affair moved on happily for many months until one day the king happened to discover its existence."
- (D) "The youth was immediately cast into prison, and a day was appointed for his trial in the king's arena."

-
11. How does the figurative language in paragraph 4 impact the passage as a whole?

- (A) It highlights the people's enjoyment of the arena games.
- (B) It emphasizes the king's use of fate to execute judgment.
- (C) It explains the people's reluctance to attend the king's games.
- (D) It shows that the king was unsure whether his system of justice would work.



Reading Practice Test 1

Evaluation Chart

Circle the questions you answered incorrectly on the chart below, and review the corresponding sections in the book. Read the instructional material, do the practice exercises, and take the Section Review tests at the end of each section.

If you missed question #:	Go to section(s):	If you missed question #:	Go to section(s):
1	1.3, 1.4	26	1.3, 1.4, 1.5
2	7.2, 7.3	27	5.5
3	4.1, 4.3	28	2.3
4	7.2, 7.3	29	4.1, 4.3, 4.4
5	3.1, 3.2	30	9.1
6	1.3, 1.4	31	5.1, 5.2, 5.5
7	8.1	32	9.2
8	7.4, 7.5	33	9.1, 9.2, 9.3
9	2.3, 3.5	34	5.5
10	7.3	35	4.1
11	3.1, 3.2, 3.5	36	5.5
12	1.2, 1.3, 1.4	37	1.3, 1.4, 1.5
13	7.2, 7.3	38	5.5
14	4.1	39	5.5
15	7.4	40	9.1, 9.2, 9.3
16	7.4	41	9.1, 9.2
17	6.3	42	6.3
18	4.2	43	9.4
19	1.3, 1.4, 1.5	44	4.4
20	5.5	45	5.3, 5.5
21	4.1	46	2.2, 2.3
22	4.1, 5.5	47	1.3, 1.4, 1.5
23	2.2, 2.3	48	5.5
24	5.5	49	5.5
25	5.4	50	4.1

Grade 8 MS CCRS for ELA Correlation Chart (Teacher's Edition)

The chart below correlates the 2025 Grade 8 Mississippi College- and Career- Readiness Standards (CCRS) for ELA to the student guide. The Text Section(s) column gives the section numbers in the text where each standard is reviewed. The Practice Test columns give the question number(s) in each Practice Test that correlates to each standard. *(Note: Only Reading Literature, Reading Informational Text, and Language: Vocabulary Acquisition and Use standards are covered in this student guide.)*

Grade 8 MS CCRS for ELA	Text Section(s)	Practice Test 1	Practice Test 2
Reading Literature			
Key Ideas and Details			
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Subsection 2.3, Subsections 4.1, 4.3, 4.4, Subsection 7.4, Subsection 8.1	3, 8b, 14	1b, 3, 23b, 42, 43, 45b
RL.8.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	Subsections 4.3, 4.4, Subsections 6.2, 6.3, Subsections 8.1, 8.2	7, 17	1a, 23a, 45a, 47
RL.8.3 Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.	Subsections 7.1, 7.2, 7.3	2, 4, 10, 13	16, 17, 19, 20, 21, 44, 46
Craft and Structure			
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choices on meaning and tone, including analogies or allusions to other texts.	Subsection 1.3, Subsections 2.2, 2.3, Section 3, Subsections 7.4, 7.5	9	2, 22, 48, 49
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Subsection 7.1		

Grade 8 MS CCRS for ELA Correlation Chart, continued

Grade 8 MS CCRS for ELA	Text Section(s)	Practice Test 1	Practice Test 2
Reading Literature, continued			
Craft and Structure, continued			
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Subsections 7.4, 7.5	8a, 15, 16	24, 50
Integration of Knowledge and Ideas			
RL.8.7 Analyze the extent to which an adaptation of a story or drama stays faithful to or departs from the text or script, using non-text content (e.g., images, video, audio) to evaluate the choices made by the director or actors.	Subsection 5.4		4, 7
RL.8.9 Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.	Subsection 8.3		
Range of Reading and Level of Text Complexity			
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 6-8 text complexity band independently and proficiently.	Subsection 2.1 (and throughout the text)		
Reading Informational Text			
Key Ideas and Details			
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Subsections 1.4, 1.5, Subsection 2.3, Subsections 4.1, 4.3, 4.4, Subsection 9.1	21, 29, 35, 44b, 50	30, 31b, 32, 34b

Grade 8 MS CCRS for ELA Correlation Chart, continued

Grade 8 MS CCRS for ELA	Text Section(s)	Practice Test 1	Practice Test 2
Reading Informational Text, continued			
Key Ideas and Details, continued			
RI.8.2 Determine a central idea of a text and analyze in detail its development over the course of the text, including how it merges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	Subsections 4.3, 4.4, Subsection 5.5 Subsections 6.2, 6.3	22, 34, 36, 42, 44a, 48	10, 29, 31a, 34a, 37
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Subsection 3.3, Subsections 5.1, 5.2, 5.3, 5.5	20, 31, 38, 45	9, 12, 33, 36
Craft and Structure			
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.	Subsections 1.3, 1.4, 1.5, Subsections 2.2, 2.3, Section 3	23, 26, 28, 37, 46	13, 14, 26, 38, 39
RI.8.5 Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Subsection 5.5	24, 27, 39, 49	11, 25
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Subsection 4.2, Subsections 9.1, 9.3	18, 30, 33, 40	28, 35
Integration of Knowledge and Ideas			
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Subsection 5.4	25	

Grade 8 MS CCRS for ELA Correlation Chart, continued

Grade 8 MS CCRS for ELA	Text Section(s)	Practice Test 1	Practice Test 2
Reading Informational Text, continued			
Integration of Knowledge and Ideas, continued			
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Subsections 9.1, 9.2	32, 41	27
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Subsection 9.4	43	40, 41
Range of Reading Level and Text Complexity			
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.	(throughout the text)		
Language			
Vocabulary Acquisition and Use			
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Subsections 1.3, 1.4 Subsections 1.2	1, 12, 19	5

Grade 8 MS CCRS for ELA Correlation Chart, continued

Grade 8 MS CCRS for ELA	Text Section(s)	Practice Test 1	Practice Test 2
Language, continued			
Vocabulary Acquisition and Use, continued			
<p>L.8.4, cont. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.</p> <p> d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Subsection 1.1</p> <p>Subsection 1.1</p>		
<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p> a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p> b. Use the relationship between particular words to better understand each of the words.</p> <p> c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>Subsections 3.1, 3.2, 3.5</p> <p>Subsections 1.3, 1.4</p> <p>Subsection 2.2</p>	5, 11	6, 15
<p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	Subsection 1.5	6, 47	8, 18