



Newcastle Elementary & Charter School

Summer Learning Packet for incoming 8th Graders-ELA & Science

Hello Students and Families! As you prepare to enter 8th Grade, you may want to practice some skills that will help prepare you for next year. This is an OPTIONAL packet that you may choose to complete during the summer. Have a great break and I look forward to seeing you next year!!

Mrs. Ferrera-8th Grade ELA & Science



Newcastle Elementary & Charter School

Science

8th Grade NGSS Science Order of Units of Study
Harnessing Human Energy
Force and Motion
Engineering Internship: Force and Motion
Magnetic Fields
Light Waves
Earth, Moon, and Sun
Natural Selection
Engineering Internship: Natural Selection
Evolutionary History

Information About the NGSS for Parents and Guardians

What Are the Next Generation Science Standards?

The Next Generation Science Standards (NGSS) are a new set of science standards for kindergarten through high school. The NGSS were designed with the idea that students should have a science education that they can use in their lives. It should empower students to be able to make sense of the world around them. And it should give students the critical thinking, problem solving, and data analysis and interpretation skills they can use in any career, and that will help them make decisions that affect themselves, their families, and their communities. Many states have adopted the NGSS or very similar standards.

In order to accomplish this, the NGSS call for science learning in which students do not just memorize a set of science facts, but rather engage in figuring out how and why things happen. Core ideas in life science, Earth science, physical science, and engineering are intentionally arranged from kindergarten through twelfth grade so that students can build their understanding over time, and can see the connections between different ideas and across disciplines. To figure out these core ideas, while building the skills that will help them make sense of the world around them, students engage in the same practices that real scientists and engineers do. For example, students will develop and use models, analyze data, and make evidence-based arguments. They also learn to make sense of core ideas using crosscutting concepts that are useful ways of thinking about and making connections across different areas of science and engineering, for example thinking in terms of systems or cause and effect. The NGSS website provides additional information and resources for families.

The NGSS call for these three dimensions—core ideas, practices, and crosscutting concepts—to work together in science classes. For example, students could plan and conduct investigations (a science practice) to find cause-and-effect relationships (a crosscutting concept) of potential energy, distance between magnets, and strengths of magnetic forces (a core science idea). Each Amplify Science unit has students engage as scientists or engineers in making explanations or designing solutions as they figure out a real-world problem. Students will use the three dimensions of the NGSS together as they build their understanding of the concepts and skills they can use in their lives.

Introduction to Atoms

Models are visual representations developed from experimental evidence that help scientists see and test theories. Atoms are too small to see under a microscope.

How Did Atomic Theory Develop?

The idea of the atom dates back to around 430 B.C. Today, the **atom** is defined as the smallest particle that can still be considered an element.

Atomic theory grew as a series of models that developed from experimental evidence. As more evidence was collected, the theory and models were revised.

John Dalton described the atom as the indivisible particle that makes up an element. He identified other characteristics of atoms, all of which remain part of the modern model. However, J. J. Thomson's discovery of negatively charged particles called

electrons disproved Dalton's indivisible-atom idea.

Thomson proposed a model in which electrons were scattered throughout a ball of positive charge.

Ernest Rutherford's experiments led him to propose the existence of a **nucleus**, a small, positively charged region of an atom containing positively charged particles that he called **protons**. Niels Bohr revised this model to propose that electrons were found only in specific orbits around the nucleus. The modern cloud model proposes that an electron's movement is related to its **energy level**, and electrons move rapidly within a cloudlike region around the nucleus.

What Is the Modern Model of the Atom?

With the discovery of the neutrally charged **neutron**, the modern model of the atom emerged. **At the center of the atom is a tiny, dense nucleus containing protons and neutrons. Surrounding the nucleus is a cloudlike region of moving electrons.** Protons, p^+ , have a charge of +1 and a mass of 1 amu. Neutrons, n , have no charge and a mass of 1 amu. Electrons, e^- , have a negative charge and a mass of $\frac{1}{2,000}$ amu.

Almost all the mass of an atom is concentrated in the nucleus. The number of protons, which equals the number of electrons, is called the **atomic number**.

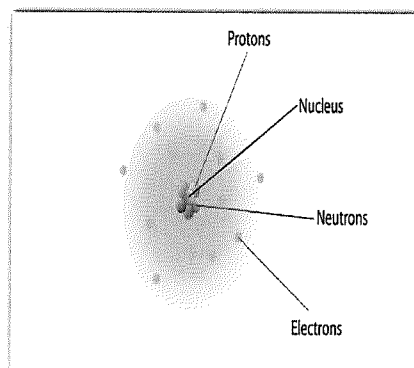
The definition of an element is based on its atomic number. Atoms of an element that have the same number of protons but a different number of neutrons are called **isotopes**. An isotope is identified by its **mass number**, which is the sum of the protons and neutrons in the atom.

Atom Particles

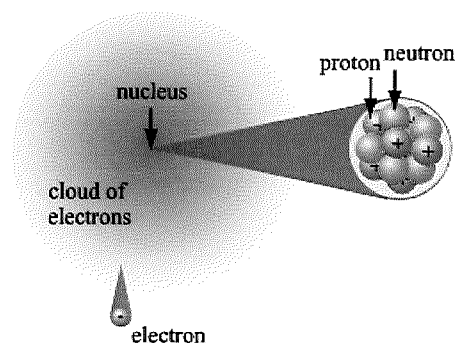
Electrons have a negative charge.

Protons have a positive charge.

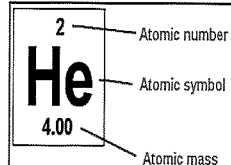
Neutrons have no charge.



Modern atomic model



Modern atomic model with nucleus and electron cloud



Ways to identify atoms

The Nuclei of the Three Isotopes of Hydrogen

Protium



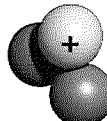
1 proton

Deuterium



1 proton
1 neutron

Tritium



1 proton
2 neutrons

Isotopes are elements that have the same number of protons but different numbers of neutrons. In normal atoms the protons and neutrons are equal in number.

Name _____
Use the information from Introduction to Atoms to answer the following questions.

/28

Understanding Main Ideas

Answer the following questions in complete restated sentences

1. What three particles are found in an atom? /4 PTS

2. Which two particles are found in an atom's nucleus? /3 PTS

3. Explain why scientists use models to study atoms. /3 PTS

4. Which two particles in an atom are equal in number? /3 PTS

5. How are elements identified in terms of their atoms? /4 PTS

6. What two particles account for almost all of the mass of an atom? /3 PTS

Building Vocabulary

Fill in the blank to complete each statement. 1 point each /8

7. The _____ is the very small, dense center of an atom.
8. The positively charged particle of an atom is called a(n) _____.
9. A particle with no charge is a(n) _____.
10. A(n) _____ is the particle of an atom that moves rapidly in the cloudlike region around the nucleus.
11. The _____ tells the number of protons in the nucleus of every atom of an element.
12. Atoms of the same element that have the same number of protons but different numbers of neutrons are called _____.
13. The sum of protons and neutrons in the nucleus of an atom is the _____.
14. Scientists will often use a(n) _____, an object that helps explain ideas about the natural world.

Atoms, Bonding, and the Periodic Table

What Determines an Element's Chemistry?

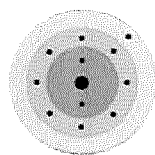
An atom's electrons are found in different energy levels. **Valence electrons** have the highest energy. Each element has a specific number of valence electrons, from 1 to 8. **The number of valence electrons in the atoms of an element determines that element's chemical properties.**

An **electron dot diagram** includes the symbol for an element surrounded by dots. Each dot represents one valence electron. Atoms with 8 valence electrons tend to be more stable, so in forming compounds, atoms tend to obtain 8 valence electrons. Valence electrons may be transferred or shared. A **chemical bond** is the force of attraction that holds 2 atoms together as a result of the arrangement of electrons between them.

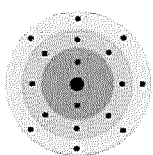
The periodic table includes rows, called periods, and columns, called groups. The atomic number increases from left to right across each period, as does the number of valence electrons. The first element in each period has 1 valence electron. The last element (except Period 1) has 8 valence electrons. Because elements within a group (except Period 1) have the same number of valence electrons, they have similar properties.

Except for helium, each of the Group 18 elements, the noble gases, has 8 valence electrons. They are stable, unlikely to gain, lose, or share electrons, and do not react easily with other elements. Metal atoms react by losing their valence electrons. A metal's reactivity depends on how easily it loses valence electrons. In general, reactivity decreases from left to right across the periodic table. Nonmetals become stable when their atoms gain or share enough electrons to have 8 valence electrons. Nonmetals usually combine with metals by gaining electrons, but can also combine with other nonmetals and metalloids by sharing. The metalloids, which lie between metals and nonmetals in the periodic table, can either lose or share electrons. They have some properties of both metals and nonmetals.

Hydrogen is placed in Group 1 because it has one valence electron, but it is considered a nonmetal. Its properties differ greatly from those of the other elements in Group 1. When it combines with other nonmetals, hydrogen shares its electron and forms a stable arrangement of 2 electrons.

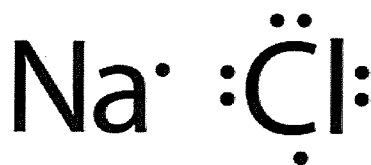


Sodium



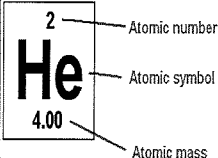
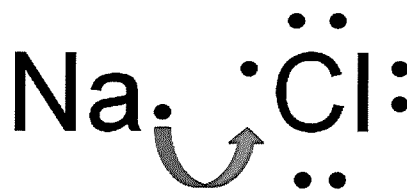
Chlorine

Shows all electrons in the different energy levels



Electron dot diagrams of sodium and chlorine.

Shows all electrons in only the outermost energy level or **valence electrons**. These are the electrons that form bonds. Molecules are stable when there are 8 electrons in the last shell. Na and Cl will share an electron to make a salt molecule.



Remember the **Atomic number** shows the number of protons and the number of electrons an element has.

Name _____

Key

- Metal
- Metalloid
- Nonmetal

Many periodic tables include a zigzag line that separates the metals from the nonmetals. Metalloids, found on either side of the line, share properties of both metals and nonmetals.

Group

Period

Lanthanides

Actinides

The lanthanides and the actinides are placed off the table to save space and to make the rest of the table easier to read. Follow the line to see how they fit in the table.

The discoveries of elements 113 and above have not yet been officially confirmed. Atomic masses in parentheses are those of the most stable isotopes.

The Periodic Table

The periodic table is one of the most valuable tools to a chemist.

11	12	13	14	15	16	17	18
Na	Mg	Al	Si	P	S	Cl	Ar
Sodium 22.990	Magnesium 24.305	Aluminum 26.982	Silicon 28.086	Phosphorus 30.974	Sulfur 32.06	Chlorine 35.453	Argon 39.948

The rows of the periodic table are called periods. This is period 3 (row 3).

Elements of Group 10

The elements of Group 10 include nickel (Ni), palladium (Pd), platinum (Pt), and darmstadtium (Ds). Groups are the columns on the periodic table.

Elements in a Group have the same valence electron number.

28	Ni Nickel 58.69
46	Pd Palladium 106.4
78	Pt Platinum 195.09
110	Ds Darmstadtium (289)

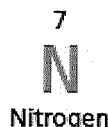
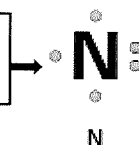
Name _____

Answer the following questions using the information from Atoms, Bonding and the Periodic Table.

Understanding Main Ideas

Look at the diagram below. Then answer the following questions in the space provided.

Electron dot or Valence
electron model.



1 point each /10

1. How many protons does a nitrogen atom have? _____
2. How many valence electrons does a nitrogen atom have? _____
3. Is nitrogen reactive (able to combine with other elements) or stable (will not combine with other elements)? _____
4. The element directly below nitrogen in the periodic table is phosphorus (P). How many valence electrons does phosphorus have? _____

Building Vocabulary

If the statement is true, write *true*. If the statement is false, change the underlined word or words to make the statement true.

5. _____ An element's reactivity is determined by the number of protons found in an atom of the element.
6. _____ The force of attraction that holds two atoms together is called a chemical bond.
7. _____ In a(n) periodic table, dots around an element's symbol indicate the number of valence electrons in an atom.
8. _____ An atom's valence electrons are those electrons that have the highest energy.
9. _____ Atoms tend to be stable and nonreactive if they have six valence electrons.
10. _____ In the periodic table, the number of valence electrons in each element decreases from left to right across each period.



Newcastle Elementary & Charter School 8th Grade ELA

Using Springboard as our curriculum, you can take a look at the units and activities we will complete together next year. The next several pages walk you through the planned units for 8th grade ELA.

(units subject to change)

Unit 1: The Challenge of Heroism

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
1.16 Negation Strategy of Definition	"A Definition of a Gentleman," by John Henry Newman	Essay Explanatory Writing	RI.8.1, RI.8.10 , RI.8.4 ▪ W.8.3b , W.8.2a, W.8.2b, W.8.2c, W.8.10
1.17 Expository Writing Focus: Organization		Explanatory Writing and Revising	RI.8.1 ▪ W.8.2, W.8.2a, W.8.2f, W.8.4 , W.8.2b, W.8.2d, W.8.2e, W.8.5 ▪ L.8.4b, L.8.6
Embedded Assessment 2: Writing a Definition Essay		Explanatory and Research Writing and Revising	W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f , W.8.4, W.8.5, W.8.7, W.8.8, W.8.9a, W.8.9b, W.8.10 ▪ L.8.2c

*Focus standards are bolded.

Additional Skill Topics

Language and Writer's Craft

- ▶ Revising and Editing
- ▶ Verbs and Mood
- ▶ Transitions and Quotations

Grammar and Usage

- ▶ Mood in Verbs
- ▶ Prepositional Phrases
- ▶ Appositives

Speaking and Listening

- ▶ Oral Interpretation
- ▶ Film Viewing
- ▶ Discussion Groups
- ▶ Writing Groups
- ▶ Passage Audio

Unit 2: The Challenge of Utopia

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
2.1 Previewing the Unit			RL.8.10 ▪ SL.8.1 ▪ L.8.6
2.2 Expository Writing: Compare/Contrast	"Grant and Lee: A Study in Contrasts," by Bruce Catton	Essay Explanatory Writing	RI.8.3, RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.10 ▪ W.8.2, W.8.2a, W.8.2b, W.8.2c, W.8.5, W.8.10 ▪ L.8.1c, L.8.4c, L.8.4d, L.8.5a, L.8.5b, L.8.5c, L.8.6
2.3 Utopian Ideals and Dystopian Reality	"Harrison Bergeron," by Kurt Vonnegut, Jr.	Short Story Explanatory Writing	RL.8.2, RL.8.3, RL.8.1, RL.8.4, RL.8.6 ▪ W.8.2b, W.8.2a, W.8.9, W.8.10 ▪ L.8.1b, L.8.3a, L.8.4b, L.8.5a, L.8.6
2.4 Understanding a Society's Way of Life	<i>The Giver</i> , by Lois Lowry, or <i>Fahrenheit 451</i> , by Ray Bradbury	Novel Explanatory Writing	RL.8.1, RL.8.3, RL.8.2, RL.8.4 ▪ W.8.2a, W.8.2b, W.8.4, W.8.10 ▪ SL.8.1a ▪ L.8.4a, L.8.6
2.5 Contemplating Conflicting Perspectives	<i>The Giver</i> , by Lois Lowry, or <i>Fahrenheit 451</i> , by Ray Bradbury	Novel Explanatory Writing	RL.8.4, RL.8.6, RL.8.2 ▪ W.8.2a, W.8.2b, W.8.4, W.8.5, W.8.9 ▪ L.8.1c, L.8.3a, L.8.6
2.6 Questioning Society	<i>The Giver</i> , by Lois Lowry, or <i>Fahrenheit 451</i> , by Ray Bradbury "Banned Books Week: Celebrating the Freedom to Read" from the American Library Association	Novel Article	RL.8.1, RL.8.2, RL.8.4, RL.8.10, RI.8.1, RI.8.2 ▪ W.8.9, W.8.10 ▪ SL.8.1, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.6 ▪ L.8.4a, L.8.6
2.7 A Shift in Perspective: Beginning the Adventure	<i>The Giver</i> , by Lois Lowry, or <i>Fahrenheit 451</i> , by Ray Bradbury	Novel Explanatory Writing	RL.8.9, RL.8.1, RL.8.3, RL.8.4, RL.8.2 ▪ W.8.2c, W.8.2a, W.8.2b, W.8.4 ▪ L.8.1b, L.8.4a, L.8.4b
2.8 Navigating the Road of Trials	<i>The Giver</i> , by Lois Lowry, or <i>Fahrenheit 451</i> , by Ray Bradbury	Novel	RL.8.3, RL.8.1, RL.8.2, RL.8.4 ▪ W.8.10 ▪ SL.8.1, SL.8.1a, SL.8.6 ▪ L.8.4a
2.9 The End of the Journey	<i>The Giver</i> , by Lois Lowry, or <i>Fahrenheit 451</i> , by Ray Bradbury	Novel Explanatory and Research Writing	RL.8.2, RL.8.9, RL.8.1, RL.8.3, RL.8.4, RL.8.6 ▪ W.8.9, W.8.9a, W.8.2a, W.8.2b, W.8.4, W.8.5, W.8.10 ▪ L.8.1b, L.8.1c, L.8.3a, L.8.4a
Embedded Assessment 1: Writing an Expository Essay		Explanatory and Research Writing and Revising	RL.8.1, RL.8.3 ▪ W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f, W.8.4, W.8.5, W.8.8, W.8.9, W.8.10 ▪ L.8.1b, L.8.1c, L.8.2c, L.8.3a
2.10 Previewing Embedded Assessment 2 and Effective Argumentation			RL.8.10 ▪ W.8.10 ▪ SL.8.1b ▪ L.8.6
2.11 Understanding Elements of Argumentation		Explanatory Writing	RI.8.5, RI.8.6, RI.8.1, RI.8.2, RI.8.3 ▪ W.8.2a, W.8.2b, W.8.4, W.8.5 ▪ L.8.6
2.12 Don't Hate – Debate!		Argument Writing	RI.8.1, RI.8.4 ▪ W.8.1a, W.8.1b ▪ SL.8.3, SL.8.4, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.2, SL.8.6 ▪ L.8.6
2.13 Highlighting Logos	"Parents Share Son's Fatal Text Message to Warn Against Texting & Driving," from the Associated Press "The Science Behind Distracted Driving," from KUTV Austin	Articles Argument Writing	RI.8.8, RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.10 ▪ W.8.1b, W.8.1a, W.8.8 ▪ SL.8.6 ▪ L.8.1b, L.8.2b, L.8.3a, L.8.6
2.14 Forming and Supporting a Debatable Claim		Argument Writing	RI.8.8 ▪ W.8.1, W.8.1a, W.8.10 ▪ L.8.6
2.15 Conducting Effective Research	"How the Brain Reacts," by Marcel Just and Tim Keller	Article Argument Writing	RI.8.1, RI.8.2, RI.8.4, RI.8.10 ▪ W.8.7, W.8.8, W.8.1b, W.8.4, W.8.10 ▪ L.8.6

Unit 2: The Challenge of Utopia

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
2.16 Gathering and Citing Evidence	"Cellphones and driving: As dangerous as we think?" by Matthew Walberg	Article Argument Writing	RI.8.1, RI.8.2, RI.8.4, RI.8.8, RI.8.9, RI.8.10 ▪ W.8.7, W.8.8 , W.8.1a, W.8.1b, W.8.9 ▪ L.8.6
2.17 Organizing and Revising Your Argument		Argument and Research Writing and Revising	RI.8.1, RI.8.2 ▪ W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.4, W.8.5, W.8.7, W.8.8, W.8.10 ▪ SL.8.1b, SL.8.1c, SL.8.1d , SL.8.1a ▪ L.8.1b, L.8.1c, L.8.1d, L.8.3a, L.8.6
Embedded Assessment 2: Writing an Argumentative Essay		Argument and Research Writing and Revising	W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e , W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10 ▪ L.8.2c

*Focus standards are bolded.

Additional Skill Topics

Language and Writer's Craft

- ▶ Embedding Direct Quotations
- ▶ Active and Passive Voice
- ▶ Choosing Mood
- ▶ Shifts in Voice and Mood

Grammar and Usage

- ▶ Using Ellipses and Brackets
- ▶ Conditional Tense
- ▶ Mood
- ▶ Passive Voice

Speaking and Listening

- ▶ Socratic Seminar
- ▶ Fishbowl Discussion
- ▶ Discussion Groups
- ▶ Passage Audio

Unit 3: The Challenge to Make a Difference

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
3.1 Previewing the Unit			RL.8.10, RI.8.10 ▪ L.8.6
3.2 Collaborating to Preview Holocaust Narratives			RI.8.1 ▪ W.8.10 ▪ SL.8.1, SL.8.1a, SL.8.1b , SL.8.1c, SL.8.1d, SL.8.6 ▪ L.8.4b, L.8.5a, L.8.5b, L.8.6
3.3 Understanding Literature Circle Discussions		Explanatory Writing	RI.8.1, RI.8.2 ▪ W.8.2, W.8.10 ▪ SL.8.1, SL.8.1a, SL.8.1b , SL.8.1c, SL.8.1d ▪ L.8.6
3.4 Making Thematic Connections	“Excerpt from <i>Night</i> , by Elie Wiesel “First They Came for the Communists,” by Martin Niemöller	Memoir Poetry	RL.8.5, RI.8.1, RI.8.2 , RL.8.1, RL.8.2, RL.8.3, RL.8.10, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.10 ▪ W.8.10 ▪ SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d ▪ L.8.4b, L.8.6
3.5 Analyzing an Allegory	<i>Terrible Things: An Allegory of the Holocaust</i> , by Eve Bunting	Children's Book Explanatory Writing	RL.8.2 , RL.8.1, RL.8.3, RL.8.4, RL.8.5, RL.8.6 ▪ W.8.2a, W.8.2b, W.8.2e, W.8.9a, W.8.9b, W.8.10 ▪ SL.8.1a, SL.8.4, SL.8.1c, SL.8.1d, SL.8.6 ▪ L.8.6
3.6 Dangerous Diction		Research Writing	RL.8.4, RI.8.4 ▪ W.8.7 ▪ SL.8.1a, SL.8.1b ▪ L.8.4c , L.8.4a, L.8.4b, L.8.4d, L.8.5c, L.8.6
3.7 Exploring the Museum		Explanatory and Research Writing	RI.8.1, RI.8.2 ▪ W.8.2a, W.8.2b, W.8.2c, W.8.2e, W.8.2f, W.8.7, W.8.8 ▪ SL.8.4, SL.8.1a, SL.8.3
3.8 Presenting Voices		Narrative and Research Writing	RI.8.1, RI.8.2 ▪ W.8.3, W.8.3a , W.8.3b, W.8.3c, W.8.3d, W.8.3e, W.8.5, W.8.7, W.8.10 ▪ SL.8.1a, SL.8.4, SL.8.6 ▪ L.8.1b , L.8.1c, L.8.1d, L.8.3a, L.8.4b, L.8.6
3.9 Finding Light in Film	<i>Life Is Beautiful</i> , directed by Roberto Benigni	Film Explanatory Writing	W.8.2a, W.8.2b, W.8.2e, W.8.5, W.8.10 ▪ SL.8.1, SL.8.1a , SL.8.1b, SL.8.1c, SL.8.2, SL.8.4, SL.8.6
3.10 Dramatic Tone Shifts	Excerpt from <i>The Diary of Anne Frank</i> , by Frances Goodrich and Albert Hackett	Drama Explanatory Writing	RL.8.2, RL.8.3 , RL.8.1, RL.8.4 ▪ W.8.2a, W.8.4, W.8.5, W.8.9a ▪ SL.8.1a ▪ L.8.1b, L.8.1c, L.8.2a, L.8.2b, L.8.3a, L.8.6
3.11 The Wrong Side of the Fence	Excerpt from <i>The Boy in the Striped Pajamas</i> , by John Boyne	Fiction Explanatory Writing	RL.8.1 , RL.8.2, RL.8.3, RL.8.4, RL.8.10 ▪ W.8.9, W.8.9a , W.8.2a, W.8.2c, W.8.10 ▪ SL.8.1, SL.8.1a, SL.8.1b, SL.8.3, SL.8.4, SL.8.6
3.12 Creating a Memorable Opening	Excerpt from <i>The Diary of a Young Girl</i> , by Anne Frank	Diary	RL.8.5 , RL.8.1, RL.8.2, RL.8.4, RI.8.10 ▪ W.8.9, W.8.9b , W.8.9a, W.8.10 ▪ SL.8.6 ▪ L.8.6
Embedded Assessment 1: Presenting Voices of the Holocaust		Explanatory Writing	RL.8.1, RL.8.2, RL.8.3, RL.8.10 ▪ W.8.2a, W.8.2b, W.8.2d, W.8.2e, W.8.2f, W.8.4, W.8.10 ▪ SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.3, SL.8.4, SL.8.6
3.13 Previewing Embedded Assessment 2 and Looking at Multimedia			RL.8.10, RI.8.10 ▪ W.8.10 ▪ L.8.6 , L.8.5b
3.14 Making a Difference		Research Writing	RI.8.5a, RI.8.7 ▪ W.8.8, W.8.10 ▪ SL.8.2 , SL.8.1b ▪ L.8.1a, L.8.6
3.15 Never Forget, Never Again	Excerpt from Elie Wiesel's Nobel Peace Prize Acceptance Speech	Speech Argument Writing	RI.8.1, RI.8.2 , RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8 ▪ W.8.1a, W.8.1b, W.8.8, W.8.9a ▪ SL.8.3 , SL.8.1a, SL.8.1b, SL.8.1c, SL.8.2, SL.8.5, SL.8.6 ▪ L.8.1c, L.8.3a, L.8.6
3.16 Students Taking Action	Excerpt from <i>Do Something! A Handbook for Young Activists</i>	Informational Text Research Writing	RI.8.1, RI.8.5a , RI.8.4, RI.8.6 ▪ W.8.7 ▪ SL.8.2 , SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.6 ▪ L.8.2a, L.8.6

English Language Arts (ELA)

Pacing:
36 (50-minute)
class periods

Unit 3: The Challenge to Make a Difference

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
3.17 From Vision to Action	“Wangari Maathai,” from BBC News About Freerice.com Free Rice Online Quiz Game	Informational Texts Argument Writing	RI.8.1 , RI.8.2, RI.8.3, RI.8.5a ▪ W.8.1a, W.8.1e, W.8.4, W.8.6, W.8.8, W.8.10 ▪ SL.8.2 , SL.8.1a
3.18 Examining Media Campaigns	Public Service Announcements	Informational Text Research Writing	RI.8.7 , RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6, RI.8.8 ▪ W.8.8 , W.8.4, W.8.6 ▪ SL.8.2 , SL.8.5 ▪ L.8.6
3.19 Raising Awareness	Address by Cesar Chavez, President United Farm Workers of America, AFL-CIO	Research Writing	RI.8.8 , RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6 ▪ W.8.7 ▪ SL.8.2 ▪ L.8.6
Embedded Assessment 2: Presenting a Multimedia Campaign		Argument and Research Writing and Revising	RL.8.10 ▪ W.8.1a, W.8.1b, W.8.1c, W.8.1e, W.8.4, W.8.6, W.8.7, W.8.8 , W.8.5, W.8.10 ▪ SL.8.1a, SL.8.1d, SL.8.2, SL.8.3, SL.8.4-6 ▪ L.8.1c, L.8.3a

*Focus standards are bolded.

Additional Skill Topics

Language and Writer’s Craft

- ▶ Diction and Tone
- ▶ Cumulative or Loose Sentence Patterns

Grammar and Usage

- ▶ Rhetorical Devices
- ▶ Diction
- ▶ Dash
- ▶ Verbal Phrases

Speaking and Listening

- ▶ Literature Circles
- ▶ Presenting
- ▶ Oral Readings
- ▶ Discussion Groups
- ▶ Passage Audio

English Language Arts (ELA)

Pacing:
42 (50-minute)
class periods

Unit 4: The Challenge of Comedy

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
4.1 Previewing the Unit			RL.8.10, RI.8.10 ▪ L.8.6
4.2 Understanding the Complexity of Humor	"Made You Laugh," by Marc Tyler Nobleman	Essay Explanatory Writing	RI.8.2 , RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.8, RI.8.10 ▪ W.8.2d , W.8.2a, W.8.2b, W.8.4, W.8.5, W.8.9b, W.8.10 ▪ L.8.5c , L.8.1a, L.8.5b, L.8.6
4.3 Classifying Comedy		Explanatory Writing	RL.8.1, RL.8.5, RI.8.1, RI.8.2, RI.8.4 ▪ W.8.2 , W.8.2a , W.8.9 , W.8.9a , W.8.2b, W.8.2d, W.8.4, W.8.10 ▪ SL.8.6 ▪ L.8.6
4.4 Humorous Anecdotes	Excerpt from <i>Brothers</i> by Jon Scieszka	Essay Explanatory and Narrative Writing	RI.8.1 , RI.8.2, RI.8.3, RI.8.4 ▪ W.8.3 , W.8.3a , W.8.2a, W.8.2b, W.8.2d, W.8.3e, W.8.4, W.8.5, W.8.9a, W.8.10 ▪ SL.8.1a , SL.8.2 , SL.8.6 ▪ L.8.1 , L.8.1a , L.8.4b, L.8.6
4.5 Finding Truth in Comedy	"I've got a few pet peeves about sea creatures," by Dave Barry	Essay Explanatory Writing	RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.6, RI.8.10 ▪ W.8.2 , W.8.2a , W.8.2d , W.8.2c, W.8.2e, W.8.4, W.8.9b ▪ SL.8.1 , SL.8.1a , SL.8.1b , SL.8.1c , SL.8.6 ▪ L.8.5a
4.6 Satirical Humor	"Underfunded Schools Forced to Cut Past Tense from Language Programs," from <i>The Onion</i>	Online Article Informative/Explanatory Writing	RI.8.4 , RL.8.1, RL.8.4, RI.8.3 ▪ W.8.2c , W.8.2a, W.8.2b, W.8.2d, W.8.2e, W.8.4, W.8.5, W.8.9a ▪ L.8.1d, L.8.5a, L.8.5b, L.8.5c, L.8.6
4.7 Elements of Humor: Comic Characters and Caricatures	"The Open Window," by Saki	Short Story	RI.8.3 , RL.8.1, RL.8.2, RL.8.4, RL.8.6, RL.8.10 ▪ W.8.10 ▪ SL.8.1a , SL.8.6 ▪ L.8.4a, L.8.6
4.8 Elements of Humor: Comic Situations	"A Day's Work" from <i>The Adventures of Tom Sawyer</i> , by Mark Twain	Novel Explanatory Writing	RI.8.4 , RI.8.6 , RL.8.1, RL.8.2, RL.8.3 ▪ W.8.9 , W.8.9a , W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.4, W.8.5 ▪ SL.8.1b ▪ L.8.1a, L.8.5a, L.8.6
4.9 Elements of Humor: Hyperbole	"They Have Yarns," by Carl Sandburg "Mooses," by Ted Hughes "El Chicle," by Ana Castillo	Poetry	RL.8.1, RL.8.4, RL.8.9, RL.8.10 ▪ W.8.10 ▪ SL.8.1a , SL.8.1c , SL.8.2 , SL.8.6 ▪ L.8.5 , L.8.5a , L.8.1a, L.8.6
4.10 Elements of Humor: Comic Wordplay	"Is Traffic Jam Delectable?" by Jack Prelutsky "Who's on First?" by Bud Abbott and Lou Costello (available online)	Poetry Comedy Skit Explanatory Writing	RI.8.4 , RL.8.1 ▪ W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.4, W.8.5, W.8.9a ▪ SL.8.1a , SL.8.6 ▪ L.8.5 , L.8.5a , L.8.1a, L.8.6
4.11 Planning and Revising an Analysis of a Humorous Text	"The Power of Pets," by Isha Sharma	Student Expository Essay Explanatory Writing	RL.8.1, RL.8.4, RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5 ▪ W.8.2 , W.8.2a , W.8.9 , W.8.9a , W.8.2b, W.8.2c, W.8.2f, W.8.4, W.8.5 ▪ L.8.5a
Embedded Assessment 1: Writing an Analysis of a Humorous Text		Explanatory and Research Writing	RL.8.1, RL.8.2, RL.8.4, RL.8.6, RL.8.10, RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5 ▪ W.8.2a , W.8.2b , W.8.2c , W.8.2d , W.8.2e , W.8.2f , W.8.4, W.8.5, W.8.6, W.8.9a, W.8.9b, W.8.10 ▪ SL.8.1a , SL.8.1b , SL.8.1c , SL.8.1d ▪ L.8.1a, L.8.2c, L.8.5a
4.12 Previewing Embedded Assessment 2			RL.8.10 ▪ W.8.10 ▪ L.8.6
4.13 Creating Context from Shakespearean Comedy		Narrative and Research Writing	RL.8.2 ▪ W.8.7 , W.8.3a, W.8.3b, W.8.3d, W.8.4, W.8.5, W.8.10 ▪ L.8.6
4.14 Insulting Language			RL.8.2, RL.8.4 ▪ W.8.10 ▪ SL.8.6 , SL.8.1a ▪ L.8.4 , L.8.4a , L.8.6

Unit 4: The Challenge of Comedy

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
4.15 A Guided Reading of a Scene	Excerpt from <i>A Midsummer Night's Dream</i> , by William Shakespeare	Drama	RL.8.1, RL.8.2, RL.8.6 , RL.8.4, RL.8.10 ▪ W.8.10 ▪ SL.8.1a, SL.8.6 ▪ L.8.4a, L.8.4c, L.8.4d, L.8.6
4.16 Acting Companies and Collaborative Close Reading	Excerpts from <i>A Midsummer Night's Dream</i> , by William Shakespeare	Drama	RL.8.1, RL.8.2, RL.8.4 ▪ W.8.5, W.8.10 ▪ SL.8.1b, SL.8.6 , SL.8.1a ▪ L.8.4a, L.8.4c, L.8.4d, L.8.5a
4.17 Facing the Challenge of Performance	Adapted from "Fearbusters—10 Tips to Overcome Stage Fright," by Gary Guwe	Informational Text	RI.8.1, RI.8.2, RI.8.4 ▪ W.8.10 ▪ SL.8.6 , SL.8.1a, SL.8.1c
4.18 Working with Acting Companies and Focus Groups	Excerpts from <i>A Midsummer Night's Dream</i> , by William Shakespeare	Drama	RL.8.3 , RL.8.1, RL.8.4, RL.8.10 ▪ W.8.10 ▪ SL.8.1b , SL.8.1a, SL.8.1d, SL.8.4, SL.8.5, SL.8.6
4.19 Same Text, Different Text	<i>A Midsummer Night's Dream</i> Excerpts from <i>A Midsummer Night's Dream</i> , by William Shakespeare	Film Drama	RL.8.7 , RL.8.2, RL.8.10 ▪ W.8.10
4.20 Dress Rehearsal			W.8.10 ▪ SL.8.4, SL.8.6 , SL.8.1a, SL.8.1d
Embedded Assessment 2: Performing a Shakespearean Comedy			RL.8.4 , RL.8.6, RL.8.7, RL.8.10 ▪ SL.8.1a, SL.8.1b, SL.8.5, SL.8.6 , SL.8.1c, SL.8.1d, SL.8.4 ▪ L.8.4c, L.8.5a

*Focus standards are bolded.

Additional Skill Topics

Language and Writer's Craft

- Verbals
- Using Verbals

Grammar and Usage

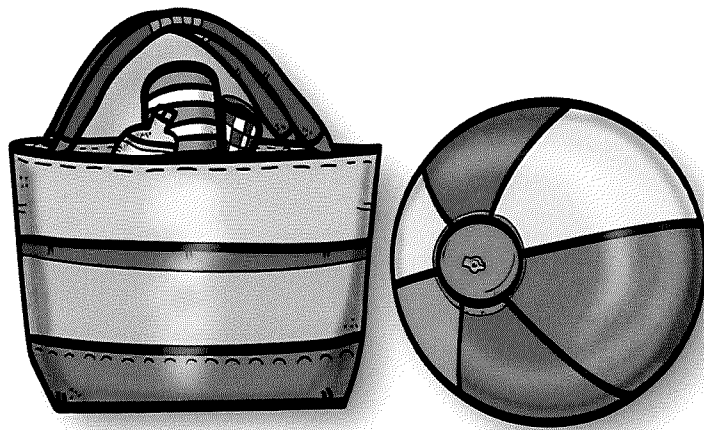
- Subject-Verb Agreement
- Active and Passive Voice
- Participial Phrases
- Punctuation: Comma, Question Mark, Semicolon, Exclamation Point, Apostrophe

Speaking and Listening

- Performing
- Film Viewing
- Socratic Seminar
- Fishbowl Discussion
- Passage Audio

ENGLISH LANGUAGE ARTS REVIEW PACKET

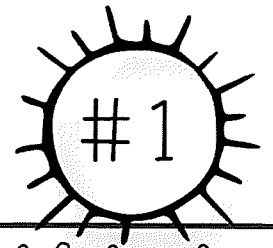
7th grade entering 8th grade



Name: _____

teacher: Ferrera

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Past, Present & Future Tenses

grammar

Directions: Read the verb and the tense that is being asked.
Complete the sentence with the correct tense.

Ex. (Run; past tense) He ran to his friend's house.

1. (Enjoy; present tense) The Flynn family _____ travelling to locations throughout the world.
2. (Tread; past tense) I _____ lightly around my parents, after I received a 54 on a vocabulary quiz.
3. (Forfeit; future tense) The lacrosse team _____ the next game if fewer than ten people show up for the game.
4. (Consist; present tense) Did you know the cake _____ of 12 ingredients?
5. (Outline; past tense) Before the test, I _____ the main points as a study skill.
6. (Recommend; past tense) John _____ a book to me to read over the summer.
7. (Approach; future tense) The next time the comet _____ Earth is in 2045.
8. (Go; past tense) John _____ to the football game after he friends urged him to go.
9. (Like; present tense) Mark _____ the time he spends with his family.
10. (Kiss; future tense) After not seeing my grandmother for a year, she _____ me a hundred times.

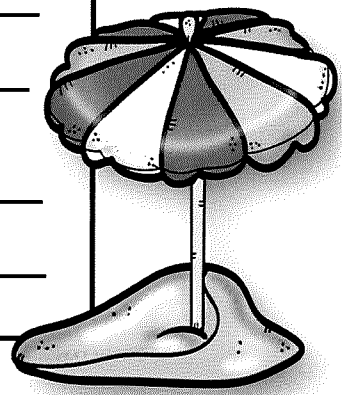
Directions: Create your own sentence. Provide the specific tense of the verb asked, and underline it in the sentence.

1. (present tense) _____

2. (past tense) _____

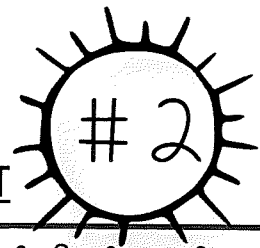
3. (future tense) _____

Create
Your Own
Sentences!



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SUBJECT- VERB AGREEMENT



grammar

SUBJECT-VERB AGREEMENT is when a verb agrees with its subject in number, and the verb (plural or singular) correlates with the number.

Ex. One egg is broken. -"IS" always refers to "ONE" or singular.

Directions: CIRCLE the correct verb for the sentence.

1. Your friend (talks, talk) too much.
2. The man over there (look, looks) like your brother so much!
3. The women in the pool (swims, swim) well.
4. Bill (drive, drives) a private car in Manhattan.
5. The football players (run, runs) three miles a day to stay in shape.
6. On the basket court, nothing (fazes, faze) Rachel. She knows her role.
7. Anyone in the United States can (have, has) free access to a library card.
8. We have viewed a number of new houses, but few (meet, meets) our wishes.
9. In *The Hunger Games*, everyone (live, lives) in a post-apocalyptic society.
10. Everyone (agrees, agree) Congress should spend less money on certain topics.
11. Everyone in the world (has, have) certain moral principles.
12. Whenever something (startle, startles) my cat, he runs under the bed.



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Relative Pronouns

3

*The common RELATIVE PRONOUNS are WHO, WHOM, WHOSE, WHICH and THAT.

- Relative pronouns can be used as a subject- The house that we built is blue.
People who are nice have friends.

*When used as a relative pronoun, "WHICH" usually comes after a comma- The science fair, which lasted all day, was so much fun.

Directions: Choose the correct relative pronoun for the sentence.

grammar

1. Mr. Jones, (who, whom, whose) built the desk in the home, is extremely talented.
2. The movie became a blockbuster hit, (that, which) came as a surprise to critics.
3. This is the man to (who, whom, whose) you wanted to speak to after you are done.
4. We raised so much money for the family (who, whom, whose) house burnt down in the fire.
5. In the drawer is the spatula (which, that) has the longer handle.
6. Aunt Pat and Uncle Joe, (who, whom, whose) love to fish, are going this weekend.
7. Dessert is all (which, that) the toddler wants. He does not want any dinner.
8. The police usually ask for every detail (which, that) will help with the case.
9. The tournament, (which, that) lasted for three days, was extremely exhausting.

Directions: Read the relative pronoun in the parentheses, and create your own sentence with the pronoun.

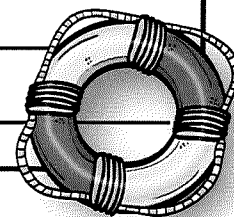
Create Your
Own Sentences!

1. (WHO) _____

2. (WHICH) _____

3. (WHOSE) _____

4. (THAT) _____



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Complete, Run-On,
Fragment, Comma
Splice Sentence?

#4

A COMPLETE SENTENCE has a subject, verb and a complete thought.

A RUN-ON SENTENCE is a sentence that has two or more clauses and is joined without a word to connect them or a punctuation mark to separate them.

A FRAGMENTED SENTENCE is an incomplete sentence that masks as a sentence; however, the sentence does not make sense.

A COMMA SPLICE is when two sentences are connected together with only a comma and NO coordinating conjunction like for, and, nor, or, but yet, so.

sentence structure

Directions: Determine if the sentence is a complete sentence, fragment, comma-splice or a run-on sentence. If it is a fragment, comma splice or run-on, rewrite the sentence to make it a complete sentence.

1. Use caution while using power tools always wear protective eye wear. _____

2. To the store to buy bread and eggs. _____

3. After seeing the selection on the shelf, we decided to buy cake mix. _____

4. The grocery store was packed today they must have had a sale. _____

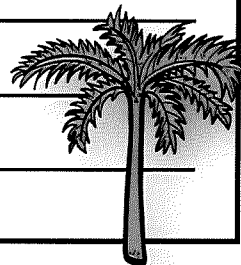
5. Paul had the better arguments and he was such a powerful speaker. _____

6. Then I attended Jefferson High School. _____

7. Every Friday, my family orders pizza, we talk about our week. _____

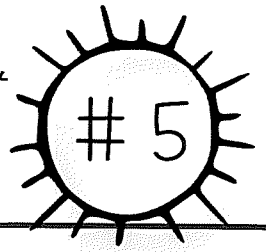
8. Homework can be very overwhelming, and this is why time management is so important.

9. Some of the students working in Mrs. Olsen's room. _____



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Complete, Run-On,
Fragments,
Comma Splice
Sentence?



sentence structure

A COMPLETE SENTENCE has a subject, verb and a complete thought.

A RUN-ON SENTENCE is a sentence that has two or more clauses and is joined without a word to connect them or a punctuation mark to separate them.

A FRAGMENTED SENTENCE is an incomplete sentence that masks as a sentence; however, the sentence does not make sense.

A COMMA SPLICE is when two sentences are connected together with only a comma and NO coordinating conjunction like for, and, nor, or, but yet, so.

Directions: Determine if the sentence is a complete sentence, fragment, comma-splice or a run-on sentence. If it is a fragment, comma splice or run-on, rewrite the sentence to make it a complete sentence.

1. Mr. Jones is teaching a lesson on zoology you might find it interesting. _____

2. Over a hundred years ago. _____

3. You should take the music elective, it looks like so much fun. _____

4. My favorite season is winter I like bundling up to go outside. _____

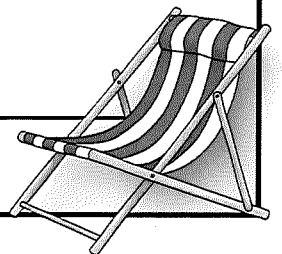
5. I absolutely love spring; It makes me so happy to see everything turn green. _____

6. Came through Ellis Island. _____

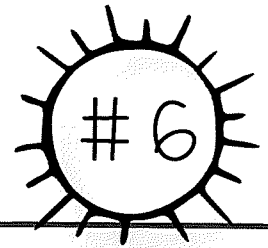
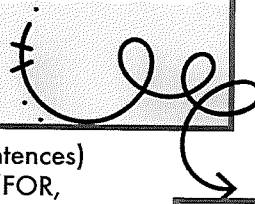
7. Mr. Jones, who is an awesome teacher, is teaching an awesome science class. _____

8. I have so much homework tonight in social studies and I really need to work on my project.

9. Because it was strong and flexible. _____



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A COMPOUND SENTENCE is two independent clauses (complete sentences) are connected by a COMMA + COORDINATING CONJUNCTION (FOR, AND, NOR, BUT, OR, YET, SO).

sentence structure

EX. The store was closed, so I went to a different store.

Compound Sentences

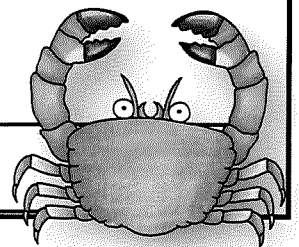
Directions: Read these sentence, and create the compound sentence (add a comma) if needed. Write "C" for compound or "NC" for no change. For the sentences that just have the coordinating conjunction in parentheses, create your own sentence.

1. Elephants are the largest mammal in the world and live in Asia and Africa. _____
2. Elephants are around 200 pounds when they are born and they weigh between 5,000 and 14,000 pounds as adults. _____
3. A baby elephant is called a calf and a male elephant is called a bull. _____
4. They use an ultrasound rumble too low for humans to hear to keep the heard together and to find mates. _____
5. Elephants are herbivores meaning they only eat plants and vegetables no meat. _____
6. (OR) _____

7. (BUT) _____

8. (SO) _____

9. (AND) _____



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Using the Semicolon

7

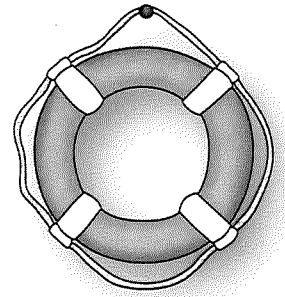
Semicolons are most often used to connect two independent clauses (full sentences) that are related in meaning. Both the words before the semicolon and the words after it must be complete sentences that could be separated with a period. Ex. John absolutely loves his dog; it is truly his best friend.

In addition, semicolons can be linked by a transitional word like: consequently, however, furthermore, meanwhile, moreover, therefore, as a result, etc.

punctuation

Directions: Insert any commas and semicolons needed. Where there are transitions in parentheses, write your own sentences with a semicolon and the transition.

1. Mac slept through his alarm luckily the teacher cancelled the first class.
2. I tripped over the dog therefore I dropped my coffee cup.
3. We lost our game on Saturday my coach wanted to have an extra practice.
4. You will need to turn onto Blaire Drive it is the house on the left.
5. I really wanted to watch the Yankee game however it rained.



6. (; meanwhile,) _____

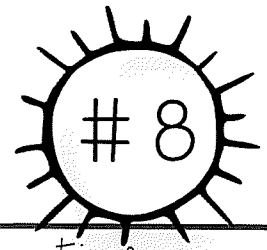
7. (; however,) _____

8. (;) _____

9. (; therefore,) _____

10. (;) _____

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Formatting Titles-Capitalization & Punctuation

Directions: Using your CAPITALIZATION and PUNCTUATION knowledge, correctly format and punctuate the titles below. Rewrite them. REMEMBER-Books, movie and major titles are *Italicized* OR Underlined ALL OTHER TITLES are formatted in QUOTATION MARKS.

capitalization
& punctuation

1. How would you correctly punctuate and format the title of this short story?
lamb to the slaughter

2. How would you correctly punctuate and format the title of this novel? the hunger games

3. How would you correctly punctuate and format the title of this poem?
the raven

4. How would you correctly punctuate and format this article title?
youtube and its dangers

5. How would you correctly punctuate and format the title of this newspaper?
the new york times

Properly Capitalizing & Punctuating Titles- REVIEW

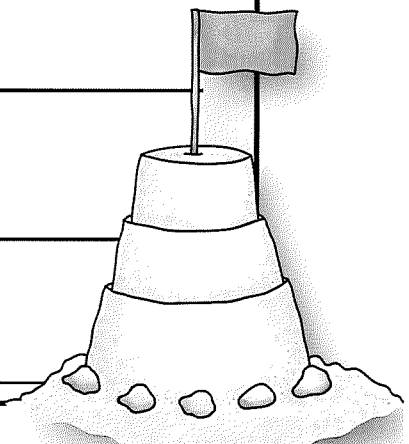
Directions: Read the sentences below, and correctly format, punctuate and capitalize the titles. Rewrite the sentence with the correct punctuation and formatting.

1. My brother, mark, promised me we would watch Lord of the rings.

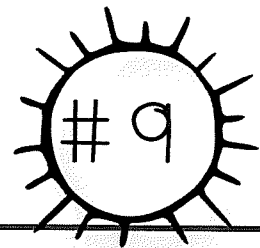
2. My favorite singer, taylor swift, played my favorite song, love story.

3. We read the poem, the red wheelbarrow in class today.

4. I really enjoy reading the magazine Vogue.



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Prefixes & Suffixes

PREFIXES are letters added to the beginning of a word to make a new word.

SUFFIXES are added to the end.

word choice

Directions: Write as many words as you know with the prefixes and suffixes given.

PRE-

Ex. Preview

RE-

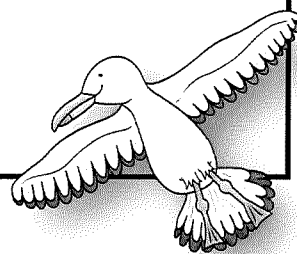
Ex. Redo

-FUL

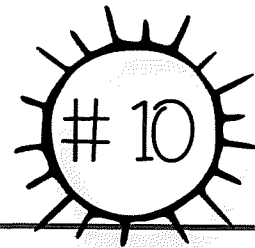
Ex. Hurtful

-ABLE

Ex. Respectable



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Prefixes & Suffixes

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SUFFIXES are added to the end.

word choice

Directions: Write as many words as you know with the prefixes and suffixes given.

MIS-

Ex. Misunderstood

IN-

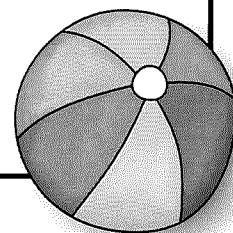
Ex. Indecisive

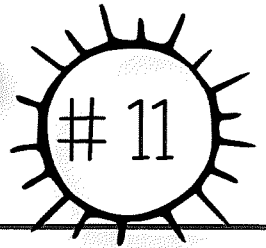
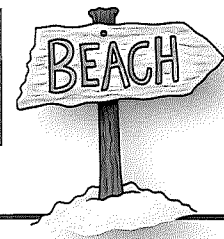
DIS-

Ex. Disagree

-LESS

Ex. Flawless





GREEK & LATIN ROOTS

Directions: Greek and Latin roots are a part of the majority of the English vocabulary. Using the root, see if you can define the word.

word choice

1. The root **mal** means *bad or evil*. Can you determine what the word **maleficent** means by using the root?

2. The root **bel** means *war*. Can you determine what the word **bellicose** means by using the root?

A. Selfish

B. Generous

C. Hostile

3. The root **dict** means *to say or declare*. Can you determine what the word **indictment** means by using the root?

4. The root **cred** means *trust or believe*. Can you determine what the word **incredulous** means by using the root?

A. Unwilling to do harm to others B. Unwilling to accept the truth C. Unwilling to give something away.

5. The root **jur** means *the law*. Can you determine what the word **perjury** means by using the root?

6. The root **chron** means *time*. Can you determine what the word **chronic** means by using the root?

A. Happening frequently

B. In a distrustful manner

C. An official speech

7. The root **junc** means *to join*. Can you determine what the word **junction** means by using the root?

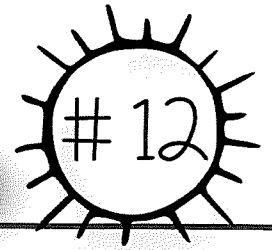
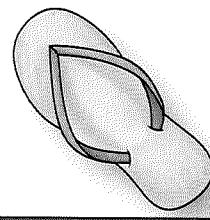
8. The root **ject** means *move or throw*. Can you determine what the word **reject** means by using the root?

A. Move forward in a quick manner

B. Send back

C. To go in a diagonal pattern

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Writing the Main Idea

THE MAIN IDEA is the main subject or topic of a passage. We often call the first sentence of a paragraph the TOPIC SENTENCE.

writing skills

Directions: Write a main sentence/topic sentence for each of the passages.

1. _____

Professional surfers in pursuit of the perfect wave will no longer have to depend on the whims of nature. Instead, they can head over to the farming town of Lemoore in Southern California, which is home to the world's first wave pool dedicated to competitive surfing. Originally named after its founder, American surfing legend, 11-time world champion Kelly Slater, it was rebranded WSL Surf Ranch after the World Surfing League acquired a majority stake in 2016.

2. _____

Ants are often known as pesky insects; however, they may surprise most people. In addition to talents like predicting earthquakes and morphing into rafts to save themselves from drowning during floods, the industrious insects go all out to protect their own, often carrying wounded comrades back to the nest to heal. Now, researchers have discovered ants who explode and sacrifice themselves to save their colonies from predators.

3. _____

The quest to discover life outside of Earth has spanned decades and a multitude of galaxies. However, while breakthroughs like the discovery of liquid water on Mars and "Earth-like" exoplanets have raised hopes about the existence of alien life, the distance has made it hard to prove. Now, scientists believe the extraterrestrial life we have been seeking for so long may be on the planet closest to us – Venus.

4. _____

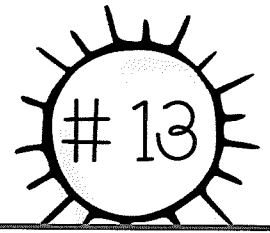
Few people can resist the lure of a delicious ice cream scoop or two, especially on a hot day. The only thing that spoils the fun is that the treat is hard to savor slowly, like one would a piece of candy, without ending up with a sticky, melted mess. Now, researchers from Colombia's Universidad Pontificia Bolivariana may have found an unlikely ally to help solve this age-old problem – cellulose fiber extracted from banana plant waste.

5. _____

After successfully banning plastic bags, officials around the world are turning their attention to something we are all guilty of using for only a few minutes and disposing of without a second thought – plastic straws. According to ecostraw.org, over 500 million straws, enough to fill 127 school buses, are used just in the US, each day! Too small to recycle, they choke sea creatures, clog coral reefs, and eventually disintegrate into tiny microbeads which enter our food chain through fish. This means that every single straw ever produced in the world still exists in some form today. Now, thanks to social media campaigns such as #TheLastStraw and #TheFinal Straw, the urgency to ban plastic straws is finally gained momentum.

-Excerpts from Dogonews.com

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DEFINING & IDENTIFYING FIGURATIVE LANGUAGE

Directions: Write the definition for the figurative term, and write an example of the term.

reading skills

1. SIMILE: _____

Example: _____

2. METAPHOR: _____

Example: _____

3. PERSONIFICATION: _____

Example: _____

4. ONOMATOPOEIA: _____

Example: _____

5. IDIOM: _____

Example: _____

6. ALLUSION: _____

Example: _____

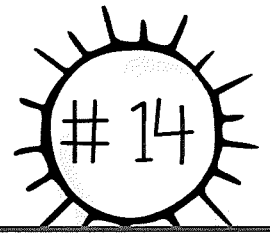
7. HYPERBOLE: _____

Example: _____

8. OXYMORON: _____

Example: _____





IDENTIFYING FIGURATIVE LANGUAGE IN POETRY

reading skills

Directions: Read the poem, and identify the figurative language the arrows are pointing to in the poem. Explain.

YOUNG SEA **By Carl Sandburg**

What figurative term is being used in line 3?

How do you know?

1 THE sea is never still.
2 It pounds on the shore
3 Restless as a young heart,
4 Hunting.

What figurative term is being used in line 4 & 5?

How do you know?

5 The sea speaks
6 And only the stormy hearts
7 Know what it says:
8 It is the face
9 of a rough mother speaking.

What figurative term is being used in line 8 & 9?

How do you know?

10 The sea is young.
11 One storm cleans all the hoar
12 And loosens the age of it.
13 I hear it laughing, reckless.

What figurative term is being used in line 13?

How do you know?

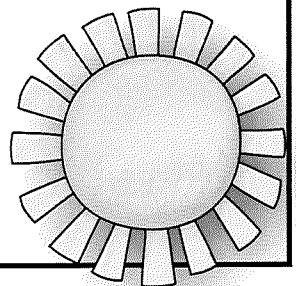
14 They love the sea,
15 Men who ride on it
16 And know they will die
17 Under the salt of it

Who do you believe is narrating the poem?

18 Let only the young come,
19 Says the sea.

Where do you think is the setting of this poem?

20 Let them kiss my face
21 And hear me.
22 I am the last word
23 And I tell
24 Where storms and stars come from.



IDENTIFYING & ANALYZING IDIOMS

An IDIOM is a common expression understood figuratively, as the literal definition makes no sense.

Directions: Read the sentences, and determine the meaning of the idioms in **bold**.

reading skills

1. When the student was caught stealing, we all thought she was going to have a harsh punishment; however, she just got **a slap on the wrist**.

What does this idiom mean?

2. We thought we were the only family on the block who got flooded. Other families were flooded too, and we were **all in the same boat**.

What does this idiom mean?

3. If Mark thought I was going to give him my homework, he was **barking up the wrong tree**.

What does this idiom mean?

4. After looking at the clock, I realized I was **down to the wire** with how much time I had left to take the exam.

What does this idiom mean?

5. After playing the entire soccer game, Lacy was **running out of steam**.

What does this idiom mean?

6. Getting front row seats at the concert was awesome, but getting to meet the band members was **icing on the cake**!

What does this idiom mean?

