



Common Core ELA Literacy

grade

ASSESSMENT PREP **8**

for

COMMON CORE READING

CD-404225

Tips and Practice for the Reading Standards



- Test-Taking Tips
- Instructional Resources
- Practice Assessments
- Literature
- Informational Text
- Paired Passages
- CCSS Matrix



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Common Core State Standards Matrix

English Language Arts Reading Standards

Units of Study	Reading Literature										Reading Informational Text									
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10
Instructional Resources	X	X		X	X	X					X	X			X	X				
Novel	X	X	X	X	X	X		*		X										
Poem	X	X	X	X	X			*		X										
Drama	X			X	X	X		*		X										
Speech											X	X		X	X			X		X
Autobiography											X	X		X	X	X				X
Science Article											X			X	X	X	X			X
Newspaper Article											X	X		X	X	X				X
Flyer (Functional Text)											X			X		X				X
Paired Text											X			X	X	X		X	X	X

*This standard is not applicable to literature.

Literacy Standards

Units of Study	Literacy in History/ Social Studies										Literacy in Science & Technical Subjects									
	RH.6-8.1	RH.6-8.2	RH.6-8.3	RH.6-8.4	RH.6-8.5	RH.6-8.6	RH.6-8.7	RH.6-8.8	RH.6-8.9	RH.6-8.10	RST.6-8.1	RST.6-8.2	RST.6-8.3	RST.6-8.4	RST.6-8.5	RST.6-8.6	RST.6-8.7	RST.6-8.8	RST.6-8.9	RST.6-8.10
Speech	X	X		X		X		X		X										
Autobiography	X	X		X	X	X				X										
Science Article											X			X	X	X	X			X
Newspaper Article	X	X		X	X	X				X										
Paired Text	X			X	X	X		X	X	X										

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Test-Taking Tips

Prepare for Success

During the School Year:

- Attend school regularly.
- Listen and participate in class.
- Ask questions when you don't understand.
- Complete homework assignments.
- Learn testing vocabulary.
- Practice technology skills for online testing.



Before Taking the Test:

- Get plenty of sleep the night before testing.
- Eat a healthy breakfast the morning of the test.
- Go to the restroom before entering the testing room.
- Bring needed supplies to the testing room.

Test-Taking Tips

Keys to Success

- Be confident and maintain a positive attitude.
- Manage your time wisely.
- Read or listen to all directions.
- Read each question carefully.
- Read all answer choices before choosing one.
- Eliminate wrong choices, then choose the best answer.
- Use details or evidence to support a written response.
- Skip or flag difficult questions and answer them last.
- Review your answers.
- Make sure you have answered all questions.
- Think twice before changing an answer.



Test-Taking Tips

Ten Strategies for Success

1. Preview the reading selection for organizational structures and text features.
2. Read all titles, headings, subheadings, maps, charts, graphs, and diagrams carefully.
3. To help you understand the meaning of the text, create mental pictures of what you are reading.
4. As you read, take notes to help you remember and understand key ideas and details.
5. To help you comprehend difficult text, remember to slow down, re-read, or break the text into small chunks.
6. When determining the theme or central idea of a text, the first sentence, the last sentence, or the title usually provides a clue.
7. When you are trying to figure out a vocabulary word from context, replace the word with each of the answer choices and see which answer makes the most sense.
8. Pay close attention to words or phrases in a question that are underlined or are in bold print.
9. Decide what you think the answer to a question is before reading the choices. Then look in order to see if your answer is there.
10. When a question contains the word *best*, remember that there is probably more than one possible answer. You need to look for the **BEST** answer.

Adapted from *Preparing Students for Standardized Testing, Grade 6* by Janet P. Sitter. Used with permission of Mark Twain Media, Inc. Publishers.

Name: _____ Date: _____

Test-Taking Tips Technology Skills Self-Assessment

Directions: Read the “Checklist of Skills for Online Assessments” chart. Place a checkmark beside the skills that you can successfully perform. Practice the remaining skills until you become proficient.

Checklist of Skills for Online Assessments

I know how to . . .	
	log in to a computer.
	access the test.
	use function buttons.
	navigate through the text.
	play audio/video clips.
	use the vertical scroll bar.
	drag and drop text.
	highlight text.
	select and deselect answers.
	flag questions for later review.
	create and edit responses.
	submit the test.
	exit the test.

Name: _____ Date: _____

Reading Comprehension

Reading comprehension is the ability to understand what you are reading.

TIP

When the text becomes difficult or confusing, remember to slow down, re-read, or break the text into small chunks. Creating a mental picture of what you are reading also helps with comprehension.

Directions: Read the text and answer the sample assessment question.

Text: *Roughing It* by Mark Twain

"HERE HE COMES!"

Every neck is stretched further, and every eye strained wider. Away across the endless dead level of the prairie a black speck appears against the sky, and it is plain that it moves. Well, I should think so!

In a second or two it becomes a horse and rider, rising and falling, rising and falling—sweeping toward us nearer and nearer—growing more and more distinct, more and more sharply defined—nearer and still nearer, and the flutter of the hoofs comes faintly to the ear—another instant a whoop and a hurrah from our upper deck, a wave of the rider's hand, but no reply, and man and horse burst past our excited faces, and go winging away like a belated fragment of a storm!

So sudden is it all, and so like a flash of unreal fancy, that but for the flake of white foam left quivering and perishing on a mail-sack after the vision had flashed by and disappeared, we might have doubted whether we had seen any actual horse and man at all, maybe.

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Sample Assessment Question

Which statement **best** describes the reaction of the spectators to the passing of the horse and rider?

- A. The spectators ignored the passing of the horse and rider.
- B. The spectators were grateful that the horse and rider had successfully delivered the mail.
- C. The spectators were disappointed that the horse and rider did not stop to talk.
- D. The spectators reacted enthusiastically as the horse and rider passed by.

Name: _____ Date: _____

Making Inferences

An **inference** is a conclusion based on reasoning and textual evidence. The reader makes an inference when trying to figure out something the author has not stated explicitly in the text.

TIP → To make an inference, use clues from the text and what you already know about the topic.

Directions: Read the text and answer the sample assessment questions.

Text: "President" by Mark A. Strange (Adapted)

The Constitution set forth certain requirements to be the President of the United States. A person must be a natural-born citizen of the United States. The person may not be an immigrant. He or she must be at least 35 years old and a resident of the United States for at least 14 years.

The 25th Amendment outlines what is done when the President dies, resigns, or is removed from office. The Vice President assumes the power of the presidency first; if he is unable, then the speaker of the House of Representatives takes over. After the speaker, the next person in line is the President pro tempore of the Senate. Next the various Cabinet department heads are in line for succession, beginning with the Secretary of State.

Understanding the U.S. Constitution by Mark A. Strange. Used with permission of Mark Twain Media, Inc., Publishers

Sample Assessment Questions

Part A

Based upon the text, what can the reader **infer** about the presidential line of succession?

- A. The Speaker of the House comes before the President pro tempore of the Senate in the presidential line for succession.
- B. A foreign-born Secretary of State is skipped in the line of succession.
- C. The Vice President follows the President in the line of succession.
- D. The 25th amendment is the most important amendment in the Constitution because it establishes the line of succession.

Part B

Which statement from the text **most strongly** supports the answer in Part A?

- A. "A person must be a natural-born citizen of the United States."
- B. "He or she must be at least 35 years old... ."
- C. "The Vice President assumes the power of the presidency first;"
- D. "The 25th Amendment outlines what is done when the President dies, resigns, or is removed from office."

Name: _____ Date: _____

Textual Evidence

Textual evidence is the information within the text that supports the author's claim or argument.

TIP → To identify evidence or supporting details, search the text for facts, reasons, and statements that support the claim of the author.

Directions: Read the text and answer the sample assessment question.

Text: "The Red Cross Society in Times of Peace" by William H. Mace

[*The following excerpt was published in 1916.*]

It was Clara Barton's firm belief that the world needed the services of the Red Cross in times of peace as well as in times of war. Accordingly an amendment was made to the Geneva treaty. Local Red Cross societies sprang up in every part of the country. The suffering which followed the great Charleston earthquake, the Galveston flood, forest fires, mine explosions, and every similar calamity found the Red Cross Society on hand with aid and supplies.

The greatest calamity that has befallen our country since the Red Cross was well organized was the burning of San Francisco following the great earthquake of 1906. Five hundred millions in property was destroyed, and two hundred and fifty thousand people were left homeless and without food.

Public Domain (*A Beginner's History* by William H. Mace, 1916)

Sample Assessment Question

In the excerpt, the author claims "the burning of San Francisco following the great earthquake of 1906" was the "greatest calamity that has befallen our country since the Red Cross was well organized."

What **two** details from the text show the claim is based on sound reasoning?

Write your answer in the box.

Name: _____ Date: _____

Theme

The **theme** is the main message or moral of a story or poem. Some common themes are freedom, survival, friendship, and patriotism.

TIP

To help determine the theme of a text, you must identify its main idea.

Directions: Read the text and answer the sample assessment questions.

Text: *The Red Badge of Courage* by Stephen Crane

The youth was in a little trance of astonishment. So they were at last going to fight. On the morrow, perhaps, there would be a battle, and he would be in it. For a time he was obliged to labor to make himself believe. He could not accept with assurance an omen that he was about to mingle in one of those great affairs of the earth.

He had, of course, dreamed of battles all his life—of vague and bloody conflicts that had thrilled him with their sweep and fire. In visions he had seen himself in many struggles. He had imagined peoples secure in the shadow of his eagle-eyed prowess. But awake he had regarded battles as crimson blotches on the pages of the past. He had put them as things of the bygone with his thought-images of heavy crowns and high castles. There was a portion of the world's history which he had regarded as the time of wars, but it, he thought, had been long gone over the horizon and had disappeared forever.

From his home his youthful eyes had looked upon the war in his own country with distrust. It must be some sort of a play affair. He had long despaired of witnessing a Greeklike struggle. Such would be no more, he had said. Men were better, or more timid. Secular and religious education had effaced the throat-grappling instinct, or else firm finance held in check the passions.

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Sample Assessment Questions

Part A

Which word **best** reflects the theme of the text?

- A. defeat
- B. peace
- C. war
- D. victory

Part B

Highlight **two** details from the text that **most strongly** support the answer in Part A.

Name: _____ Date: _____

Central Idea

The **central idea** is the most important idea of a text. Nonfiction works may contain multiple central ideas.

TIP → The central or main idea is often revealed by the title or in the first or last sentences of the text. Other times, it is revealed through the key details in the text.

Directions: Read the text and answer the sample assessment question.

Text: “Calcium and Bones” (adapted) by Schyrlet Cameron and Carolyn Craig

Building and maintaining strong bones depends on the mineral calcium. Our body needs calcium to build strong, healthy teeth and bones. During childhood and adolescence, bones grow the most. It is important to get enough calcium during these years. The more bone mass accumulated early in life, the less likely one would be of developing a serious bone problem.

Low calcium levels can cause the likelihood of broken bones, unhealthy teeth, and even rickets. As an adult, low levels of calcium can cause osteoporosis, a painful condition caused by the decrease in bone density (the amount of calcium in bones). The elderly may experience broken hips and other fractures with decreased bone density.

Scientific Method Investigation by Schyrlet Cameron and Carolyn Craig. Used with permission of Mark Twain Media, Inc., Publishers.

Sample Assessment Question

How does the author develop the central idea of the text?

- A. The author reveals the most important time for bone development.
- B. The author describes the symptoms of osteoporosis.
- C. The author explains the connection between calcium and bone development.
- D. The author recommends foods that are good sources of calcium.

Name: _____ Date: _____

Summary

A **summary** contains the key points of a text. It should not include the writer's personal feelings, opinions, or prior knowledge of the subject.

TIP → A summary is usually three or four sentences that include the central idea of a text with supporting details.

Directions: Read the text and answer the sample assessment question.

Text: "Bacteria: The Good, the Bad, and the Ugly" (adapted) by Anne Davies and Kerry Humes

Bacteria are found everywhere. Some bacteria help us digest food. Others are needed to make cheese, sour cream, and yogurt, among other foods. These bacteria are good for us. Other bacteria can cause food poisoning. The symptoms of food poisoning include diarrhea, fever, chills, nausea, vomiting, and abdominal cramps.

Salmonella is harmful bacteria found in raw eggs, undercooked chicken or turkey, and improperly processed lunch meats. If you ingest the salmonella bacteria, symptoms usually start 8 to 12 hours later. Most people will be sick for three to five days and usually do not require medical treatment. Avoid this bad bacteria by cooking your food thoroughly.

Healthy Eating & Exercise by Anne Davies and Kerry Humes. Used with permission of Mark Twain Media, Inc., Publishers.

Sample Assessment Question

Which **two** statements should be included in a summary of the text?

- A. Bacteria are either beneficial or harmful to humans.
- B. Proper handling of food helps prevent the growth of bacteria.
- C. Avoid food poisoning by cooking your food properly.
- D. Nausea and vomiting are symptoms of food poisoning.
- E. Symptoms of food poisoning appear 8 to 12 hours after ingesting the salmonella bacteria.
- F. Bad bacteria, like salmonella, can cause food poisoning.

Name: _____ Date: _____

Word Meaning

As you read, you may encounter unfamiliar words.

TIP

Use context clues to help you determine the meaning of an unfamiliar word. The context is the other words, phrases, and sentences that surround the unfamiliar word.

Directions: Read the text and answer the sample assessment questions.

Text: *Gulliver's Travels* by Jonathan Swift

I lay down on the grass, which was very short and soft, where I slept sounder than ever I remembered to have done in my life, and, as I reckoned, about nine hours; for when I awaked, it was just day-light. I attempted to rise, but was not able to stir: for, as I happened to lie on my back, I found my arms and legs were strongly fastened on each side to the ground; and my hair, which was long and thick, tied down in the same manner. I likewise felt several slender ligatures across my body, from my arm-pits to my thighs. I could only look upwards; the sun began to grow hot, and the light offended my eyes. I heard a confused noise about me; but in the posture I lay, could see nothing except the sky. In a little time I felt something alive moving on my left leg, which advancing gently forward over my breast, came almost up to my chin; when, bending my eyes downwards as much as I could, I perceived it to be a human creature not six inches high, with a bow and arrow in his hands, and a quiver at his back.

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Sample Assessment Questions

Part A

What is the **best** meaning of the word ligatures as it is used in the text?

- A. holder for arrows
- B. muscle of the human body
- C. object used to tie or fasten
- D. thin ropes

Part B

Which **two** phrases from the text **best** help the reader determine the meaning of ligatures?

- A. "attempted to rise"
- B. "not able to stir"
- C. "strongly fastened"
- D. "tied down"
- E. "arm-pits to my thighs"
- F. "quiver at his back"

Name: _____ Date: _____

Tone

Tone is how an author feels toward the topic or subject of the text. Authors create tone by using words with positive or negative connotations. They also use figurative language, such as similes, metaphors, and personification. Examples of words that describe tone are *cheery*, *angry*, *amused*, and *sad*.

TIP

Look closely at the author's choice of words. Identify the connotation of words and search for examples of figurative language.

Directions: Read the text and answer the sample assessment questions.

Text: *White Fang* by Jack London

Dark spruce forest frowned on either side the frozen waterway. The trees had been stripped by a recent wind of their white covering of frost, and they seemed to lean towards each other, black and ominous, in the fading light. A vast silence reigned over the land. The land itself was desolation, lifeless, without movement, so lone and cold that the spirit of it was not even that of sadness. It was the Wild, the savage, frozen-hearted Northland Wild.

Public Domain

Sample Assessment Questions

Part A

Which word **best** describes the tone of the text?

- A. sad
- B. gloomy
- C. scary
- D. serious

Part B

Select the **two** details from the text that **best** support the answer in Part A.

- A. "stripped by a recent wind"
- B. "white covering of frost"
- C. "seemed to lean towards each other"
- D. "black and ominous, in the fading light"
- E. "desolation, lifeless, without movement"
- F. "it was not even that of sadness"