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Evaluating Different Presentations of Information

PART
1

Introduction

THEME: >>> How and Why

Authors will often use different **mediums**, including photographs, videos, or multimedia presentations, to enhance or clarify ideas in informational text. Which medium they use will depend on the topic of the text. For example, it would make the most sense to combine a passage on powerful orators of the 20th century with videos of famous speeches they have given rather than photographs of these men and women. Depending on the topic or idea, the medium used can have advantages and disadvantages.

Look at this example of Egyptian artwork showing a boat and crew.



Watch this video at <http://history.howstuffworks.com/egypts-ten-greatest-discoveries-videos-playlist.htm>.

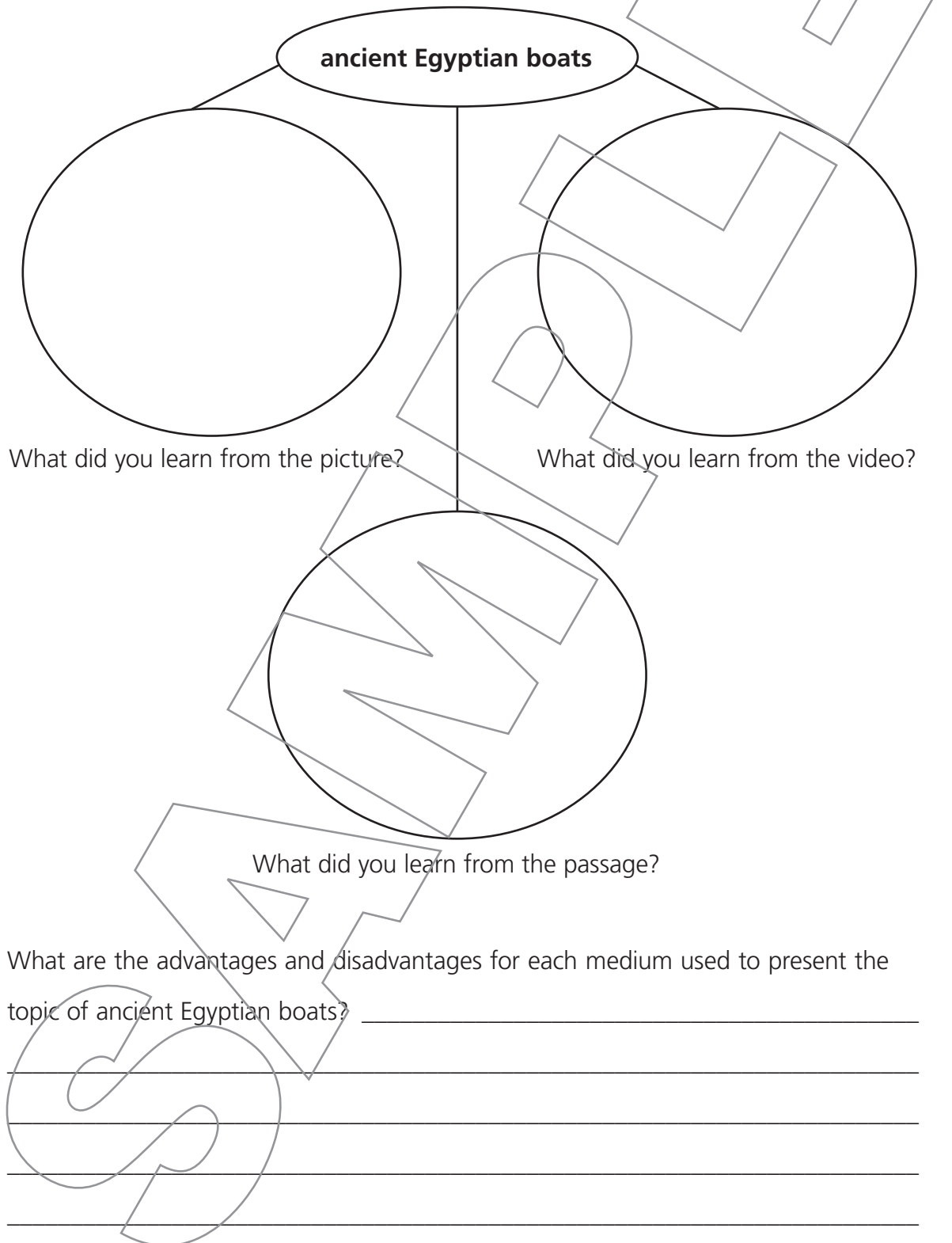
Read the passage.

Although little is left of the boats ancient Egyptians used for transportation, fishing, and recreation, remains such as King Khufu's ship help archaeologists understand how the boats were made. King Khufu's ship was discovered in the 1950s.

Archaeologists learned that the Egyptians built their boats from the outside in. They cut planks from wood and inserted wooden tenons, or projections, and cut v-shaped holes. Then the planks were put together and bent into the shape of a ship. Ropes were threaded through the v-shaped holes, and plant matter, such as reeds, was used for caulking.

Now evaluate the advantages and disadvantages of the different mediums.

The three sources were about ancient Egyptian boats. In each circle of the diagram write a response to the following questions.



Read the first part of the passage.

Copper Oxidation

by Edward Seaton

- 1 Does your city or town have old statues or other public monuments made of bronze? A common statue is of George Washington or some local war hero on horseback. The color of such monuments is universally green. However, it may surprise you to learn that when they were originally cast, these statues were the color of new copper pennies. A chemical reaction has covered them in a natural finish called *verdigris*.
- 2 Verdigris is to copper something like rust is to iron. Rust is the product of oxidation, the chemical combining of a metallic element with oxygen from the air. Verdigris (from a French phrase meaning “green of Greece”) results from chemical reactions of copper with oxygen, carbon, and other elements in the environment. Rust corrodes iron. It breaks iron down chemically and eventually makes it useless.
- 3 Verdigris, however, actually protects copper and other metals, such as brass and bronze, which are alloys of copper with other elements. It forms a chemically-stable layer that shields the metal from the effects of weather and pollution. Verdigris forms naturally on bronze, an alloy of copper and tin; and on brass, an alloy of copper and zinc. However, people for centuries have known how to speed up the process by chemically treating the metal.

Now watch the first 40 seconds of a video at https://www.youtube.com/watch?v=ZEZiP_l3it4.

Think About It



What do you learn about verdigris from these sources? Analyze the information given in the text and the video clip.

What is verdigris? _____

Which medium best provides this information? Explain why. _____

A CLOSER LOOK

Underline the subhead **What you do**. Compare and contrast this section of text with the video. Make notes about similarities and differences in the margin.

Continue reading the passage and watching the video. Then answer the question.

Here's an experiment you can do in your classroom. You'll need a copper or brass object and copper carbonate solution. Everything else is readily available in your garage, kitchen, or neighborhood hardware store.

What you need:

- newspaper, paper towels
- small brass or copper object
- brass cleaner
- white vinegar (OR household ammonia)
- copper carbonate solution
- measuring cup
- disposable plastic bucket
- paintbrush (narrow)
- spray bottle

What you do:

1. Spread several layers of newspaper on a table.
2. Remove any varnish from the cup by rubbing it lightly inside and out with brass cleaner on a paper towel. Let dry, then wipe thoroughly with a clean paper towel.
3. Measure 2 cups vinegar (OR 1 cup ammonia) into the plastic bucket with $\frac{1}{4}$ cup copper carbonate solution. (Use ammonia in a well-ventilated area with adult supervision.)
4. Using the paintbrush, apply the solution to the outside of the cup. Leave the inside uncoated. Allow the cup to dry. Repeat this step five or six times.
5. When the cup is dry, spray on a light mist of water.

What you see:

Copper reacts with the chemicals in the solution you brushed on and with the oxygen and carbon dioxide in the air to yield a coating of verdigris.

What is the advantage of having a list of steps?

What is an advantage of using a print medium for a science experiment?

- A** You know which materials to use.
- B** You know exactly how much vinegar to use.
- C** You know the steps to follow.
- D** You know the results.

DISCUSS IT

Watch the video again. Turn to another student and discuss the advantages of using a video medium for a science experiment.

Read the passage.

Mold

1 Mold is the common name for many different types of fungi. Scientists estimate that there are up to 300,000 species of mold. Mold can be found in almost any environment indoors and out. Some mold species live on dead organisms, such as decaying plants or animals, while other types of mold live on nonliving organic substances, including paper and fabrics. There is also a species of mold that thrives on a live host such as dairy products and breads. No matter where it lives, mold can be destructive, or it can be beneficial.

2 Mold grows best in warm and humid conditions. Outside, mold is found in shady, damp places or areas with decomposing leaves and other vegetation such as dead trees. Inside, mold grows where there is a high level of humidity such as in bathrooms and basements or in areas with excess moisture such as water leaks. Mold growth can be prevented by keeping surroundings dry and airy, using heat-radiation techniques, and using fungicides.

3 Mold reproduces by forming spores, which are one-celled reproductive bodies. Most mold create spores that are distributed by air. When they land in the right environment, they attach and form new mold. The edge of a mold growth is whitish in color, while the center, which contains more mature spores, is pigmented.

4 Mold can be problematic in many ways. It can cause diseases in garden plants. Mold can grow in crops such as corn and millet which render them inedible causing financial loss for farmers. Mold can grow in livestock feed such as hay and sicken livestock. In 1960, 100,000 turkeys in Great Britain died after eating moldy nuts. In humans, mold can cause athlete's foot and some kinds of ringworm. For people who are sensitive to mold, exposure to mold can cause coughing, nasal stuffiness, eye irritation, or skin irritation. Severe reactions to mold include fever, shortness of breath, and even infections.

5 However, mold can also be beneficial. Mold helps the process of decay, thereby eliminating debris. It is also a source of antibiotics found in penicillin, which is used to fight bacterial infections. Mold is also used to make different types of food. It is added for flavor in cheeses such as Roquefort and Camembert. In blue cheese, small holes are drilled to allow for mold growth. In Asia, a certain type of mold is used in the production of

A CLOSER LOOK

Underline sentences in paragraph 2 that tell where mold grows indoors.

Underline sentences in paragraph 4 that describe the negative effects of mold.

soy sauce. Tempeh, which can be fried, roasted, or used as a meat substitute, is made with dehulled soybeans, mold, and banana leaves.

6 From cheese to decaying leaves, mold can be found almost anywhere. Although mold can be beneficial, it is important to remember the negative effects of mold and guard against its growth.

Now watch this video at https://www.youtube.com/watch?v=Tr6_zVT-SP0. Then answer the questions.

What does the video say about indoor mold growth?

- 1 What information about indoor mold growth does the video provide that the passage does not provide?
- A Mold spores attach and form new mold.
 - B Mold grows indoors as a result of moisture.
 - C Mold produces more quickly in warm environments.
 - D Mold can grow around tile, grout, windows, and sinks.

Replay the video. Who do the images show?

- 2 What two advantages does the video have over the passage in presenting information about mold?
- A The video shows what mold looks like.
 - B The video explains effects of mold on people.
 - C The video shows the benefits of mold growth.
 - D The video explains the effect of mold on farming.
 - E The video shows what homes with mold look like.
 - F The video shows prevention methods of mold growth.

What information does the passage provide that the video does not show?

3 Part A

What advantage does the passage have over the video in presenting facts about mold?

- A** The passage describes the benefits of mold.
- B** The passage describes organic surfaces where mold grows.
- C** The passage describes the effects of mold exposure in people.
- D** The passage describes the conditions needed for indoor mold growth.

Part B

Which of the following statements *best* supports the answer in Part A?

- A** Inside, mold grows where there is a high level of humidity such as in bathrooms and basements or in areas with excess moisture such as water leaks.
- B** Severe reactions to mold include fever, shortness of breath, and even infections.
- C** In Asia, a certain type of mold is used in the production of soy sauce.
- D** Some mold species live on dead organisms, such as decaying plants or animals, while other types of mold live on nonliving organic substances, including paper and fabrics.

Read the passage.

Conducting Research

1 Conducting research that is accurate, timely, and valid is an extremely important skill to obtain. Research skills are utilized in school projects, future careers, and everyday life. Students may conduct research for science to explore animals in Australia's territory. A small business owner might research the need for a new product before deciding to sell it. Someone interested in getting a pet could research the kind of pet most suitable to his or her lifestyle. The development of good research skills can be obtained through knowing and following a series of steps.

2 The first step in beginning a research project is to determine the topic or question that needs to be investigated. Topics can come from many different sources. Often, they are generated out of a sense of curiosity, a gap in knowledge, or a problem that needs to be solved. Once a research topic is chosen, it's important to establish the scope of the research and a time line for gathering it. In order to do this, the format of the project and deadline must be known. For example, a research paper would need more information and take longer to develop than a five-slide PowerPoint presentation.

3 The next step is searching for information about the chosen topic. There are two types of research—primary research and secondary research. Primary research is original research that cannot be found in any other source and is conducted in order to reach a conclusion. For example, individuals doing experiments would be conducting primary research. Secondary research is using other people's research in order to reach a conclusion. For example, surveying a variety of newspaper articles on a certain topic would be conducting secondary research. Whether using primary or secondary research, there are many sources for finding information. Virtual libraries, school and city libraries, online databases, websites, and magazines are some examples.

4 Now it is time to sort through the information that has been collected and take notes. Information must be evaluated for its usefulness. Questions to determine if research is useful include, *Is this information closely related to the topic? Is this information true?* Unfortunately, some information found on the Internet is false. Researchers should record the information that is most useful. There are many methods for taking notes such as using note cards and graphic organizers.

5 The next step is to process the information that has been gathered. Researchers complete this step to determine the meaning of the research. They organize their notes, integrate what they have learned from all of the sources, analyze the information, and summarize it in their own words.

6 Sharing the information is the next step in the research process. Researchers have already chosen a format to present the information. This is the time to create the product. There are many different formats for presenting research such as a report, a brochure, a video, or a multimedia presentation.

7 The final step is one that is often skipped. Evaluating a research project is an integral part of building good research skills. Identifying what was done well and what could be improved next time can be achieved through rubrics as well as questions such as *Did you follow your plan?* or *Did you learn something new?*

8 Whether it is to answer a question out of curiosity or to find a solution to a problem, following a research process that ensures accuracy, timeliness, and validity will help researchers attain their goal.

Now watch this interactive presentation at <http://www.kyvl.org/kids/homebase.html>. Then answer the questions.

- 1 Information about which two aspects of research is found in the presentation but not in the passage?
- A determining a topic
 - B how to search the Internet
 - C evaluating the research project
 - D using your own words to summarize information
 - E organizing information by comparing and contrasting
 - F sharing the information through reports, brochures, or presentations
- 2 What information about research is presented in the passage but is not found in the presentation?
- A the process of evaluating
 - B the different formats for taking notes
 - C the choices for sharing information
 - D the difference between primary and secondary sources

- 3 What is one disadvantage of presenting information about the research process in a print format? Use details from the presentation and the passage to explain your answer.

4 Part A

What other information about research is included in the presentation but is not found in the passage?

- A gather tools before searching for information
- B use virtual libraries to find information
- C take notes
- D determine if information is true

Part B

Which example from the presentation supports the answer in Part A?

- A note cards
- B online databases
- C laptop
- D true or bogus