



# Compton USD Learning Packet #2

**Eighth Grade**

Name \_\_\_\_\_



# 8th Grade Learning Packet

## TABLE OF CONTENTS

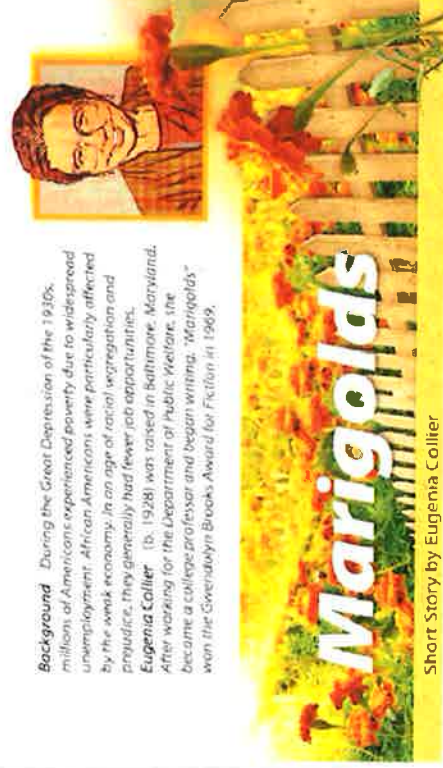
### Week 3

Day	Lesson	Date Completed
1	<ol style="list-style-type: none"> <li>1) CATQ-Marigolds. Read the selection. Answer questions 1-5. Remember to use key details from the text to support your answer.</li> <li>2) Language Spiral #1 - Answer questions 1-3.</li> <li>3) My SBAC Coach - Read the assignment. Read and annotate text "Lost Brothers" by Tony Cerna.</li> </ol>	
	<ol style="list-style-type: none"> <li>1) <i>Reading Start-up Visualize Vocabulary and Understand Vocabulary</i></li> <li>2) <i>Getting Ready For Exponents and Scientific Notation What It Means to You Example 8.EE.1</i></li> <li>3) Next Gen Math Expressions and Equations EE.1. Answer the questions 1 -5 all.</li> </ol>	
2	<ol style="list-style-type: none"> <li>1) CATQ - Marigolds. Reread the selection. Answer questions 6-10. Remember to use key details from the text to support your answer.</li> <li>2) Language Spiral #1 - Answer questions 4-5.</li> <li>3) My SBAC Coach - Answer the question: "What inference can be made about the author's opinion about the Granite Mountain Hotspot Team? Use key evidence from the passage to support and explain your answer. Begin writing prompt by referring to stem starters</li> </ol>	
	<ol style="list-style-type: none"> <li>1) <i>Getting Ready for Exponents and Scientific Notation- Read What It Means to You Example 8.EE.3</i></li> <li>2) Next Gen Math Expressions and Equations EE.3 &amp; EE.4. Answer the questions 1 -5 all.</li> </ol>	
3	<ol style="list-style-type: none"> <li>1) CATQ - Re-read "Marigolds" by Eugenia Collier. Analyze text and use context clues, by using Google doc titled: "Analyze Text and Use Context Clues."</li> <li>2) Language Spiral #1 - Answer questions 6-9</li> <li>3) My SBAC Coach - Read the assignment. Review stem starters. Continue writing prompt.</li> </ol>	
	Day 1 Go Math 2.4 Operations with Scientific Notation <ol style="list-style-type: none"> <li>1) Example 3</li> <li>2) Your Turn answer questions 4 - 7</li> <li>3) Guided Practice - Answer questions 1-15 all</li> </ol>	

4	1) Spiral #1 - Read the entire selection: "A Job to Sink your Teeth Into." Answer questions #1-8 2) Language Spiral #1 - Answer questions 10-15 3) My SBAC Coach - Read the assignment. Edit and revise the writing prompt.	
	1) Go Math lesson 2.4 Independent Practice - Answer questions 16 - 25 all	
5	Spiral #1 - Can You Take the Heat #2. Read the selection. Answer questions 1-8 Remember to use key details from the text to support your answer. 1) Language Spiral #1 - Answer questions 16-18 2) My SBAC Coach - Rewrite and publish your story.	
	1) Problem Solving with Scientific Notation - Check for Understanding. Answer questions 1 - 5 all.	

<b>Recommended Online Usage</b>	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

**Anchor Text 1:** Marigolds      **LEXILE:** 1140 L



**Background** During the Great Depression of the 1930s, millions of Americans experienced poverty due to widespread unemployment. African-Americans were particularly affected by the weak economy. In an age of racial segregation and prejudice, they generally had fewer job opportunities. Eugenia Collier (b. 1928) was raised in Baltimore, Maryland. After working for the Department of Public Welfare, she became a college professor and began writing. "Marigolds" won the Governor's Brooks Award for Fiction in 1969.

When I think of the hometown of my youth, all that I seem to remember is dust—the brown, crumbly dust of late summer—arid, sterile dust that gets into the eyes and makes them water, gets into the throat and between the toes of bare brown feet. I don't know why I should remember only the dust. Surely there must have been lush green lawns and paved streets under leafy shade trees somewhere in town; but memory is an abstract painting—it does not present things as they are, but rather as they feel. And so, when I think of that time and that place, I remember only the dry September of the dirt

### Collection 4: Approaching Adulthood

1. **Claim 1, Target 2: Central Ideas, Standard: RL.8.1**

Select **three** sentences that **best** express the central idea presented in the text.

- (A) "Innocence involves an unseeing acceptance of things at face value, an ignorance of the area below the surface."
- (B) "This was the beginning of compassion, and one cannot have both compassion and innocence."
- (C) "The years have taken me worlds away from that time and that place, from the dust and squalor of our lives and from the bright thing that I destroyed in a blind childish striking out at God-knows-what."
- (D) "The years have put words to the things I knew in that moment, and as I look back upon it, I know that that moment marked the end of innocence."

roads and grassless yards of the shanty-town where I lived. And one other thing I remember, another incongruity of memory—a brilliant splash of sunny yellow against the dust—Miss Lottie’s marigolds.

Whenever the memory of those marigolds flashes across my mind, a strange nostalgia comes with it and remains long after the picture has faded. I feel again the chaotic emotions of adolescence, illusive as smoke, yet as real as the potted geranium before me now. Joy and rage and wild animal gladness and shame become tangled together in the multicolored skein of 14-going-on-15 as I recall that devastating moment when I was suddenly more woman than child, years ago in Miss Lottie’s yard. I think of those marigolds at the strangest times; I remember them vividly now as I desperately pass away the time waiting for you, who will not come.

I suppose that futile waiting was the sorrowful background music of our impoverished little community when I was young. The Depression that gripped the nation was no new thing to us, for the black workers of rural Maryland had always been depressed. I don’t know what it was that we were waiting for; certainly not for the prosperity that was “just around the corner,” for those were white folks’ words, which we never believed. Nor did we wait for hard work and thrift to pay off in shining success as the American Dream promised, for we knew better than that, too. Perhaps we waited for a miracle, amorphous in

**2. Claim 1, Target 1:** Key Details, **Standard:** RL.8.1

The author infers that empathy comes with maturity and when someone reaches that point, they lose their innocence. Which line from the text supports this inference?

- (A) “Innocence involves an unseeing acceptance of things at face value, an ignorance of the area below the surface.”
- (B) “This was the beginning of compassion, and one cannot have both compassion and innocence.”
- (C) “The years have taken me worlds away from that time and that place, from the dust and squalor of our lives and from the bright thing that I destroyed in a blind childish striking out at God-knows-what.”
- (D) “Whenever the memory of those marigolds flashes across my mind, a strange nostalgia comes with it and remains long after the picture has faded.”

concept but necessary if one were to have the grit to rise before dawn each day and labor in the white man's vineyard until after dark, or to wander about in the September dust, offering one's sweat in return for some meager share of bread. But God was chary with miracles in those days, and so we waited—and waited.

We children, of course, were only vaguely aware of the extent of our poverty. Having no radios, few newspapers, and no magazines, we were somewhat unaware of the world outside our community. Nowadays we would be called “culturally deprived” and people would write books and hold conferences about us. In those days everybody we knew was just as hungry and ill-clad as we were. Poverty was the cage in which we all were trapped, and our hatred of it was still the vague, undirected restlessness of the zoo-bred flamingo who knows that nature created him to fly free.

As I think of those days I feel most poignantly the tag-end of summer, the bright dry times when we began to have a sense of shortening days and the imminence of the cold.

By the time I was 14 my brother Joey and I were the only children left at our house, the older ones having left home for early marriage or the lure of the city, and the two babies having been sent to relatives who might care for them better than we. Joey was three years younger than I, and a boy, and therefore vastly inferior. Each morning our mother and

**3. Claim 1, Target 4:** Reasoning and Evidence, **Standard:** RL.8.1

This question has **two** parts. First, answer part A. Then, answer part B.

**Part A**

What conclusion can be drawn about Miss Lottie after her marigolds were destroyed?

- (A) She put all that she had into her marigolds.
- (B) She was changed by the incident, which resulted in her no longer acting like a witch.
- (C) She lost all hope that she had left when Lizabeth destroyed her marigolds.
- (D) The marigolds were Miss Lottie's point of existence.

**Part B**

Which line from the text best supports your answer in Part A?

- (A) “Whatever verve there was left in her, whatever was of love and beauty and joy that had not been squeezed out by life, had been there in the marigolds she had so tenderly cared for.”
- (B) “The witch was no longer a witch but only a broken old woman who had dared to create beauty in the midst of ugliness and sterility.”
- (C) “Now at the end of that life she had nothing except a falling-down hut, a wrecked body, and John Burke, the mindless son of her passion.”
- (D) “For the most part, those days are ill-defined in my memory, running together and combining like a fresh water-color painting left out in the rain.”

father trudged wearily down the dirt road and around the bend, she to her domestic job, he to his daily unsuccessful quest for work. After our few chores around the tumbledown shanty, Joey and I were free to run wild in the sun with other children similarly situated.

For the most part, those days are ill-defined in my memory, running together and combining like a fresh water-color painting left out in the rain. I remember squatting in the road drawing a picture in the dust, a picture that Joey gleefully erased with one sweep of his dirty foot. I remember fishing for minnows in a muddy creek and watching sadly as they eluded my cupped hands, while Joey laughed uproariously. And I remember, that year, a strange restlessness of body and of spirit, a feeling that something old and familiar was ending, and something unknown and therefore terrifying was beginning.

One day returns to me with special clarity for some reason, perhaps because it was the beginning of the experience that in some inexplicable way marked the end of innocence. I was loafing under the great oak tree in our yard, deep in some reverie which I have now forgotten except that it involved some secret, secret thoughts of one of the Harris boys across the yard. Joey and a bunch of kids were bored now with the old tire suspended from an oak limb which had kept them entertained for a while.

"Hey, Elizabeth," Joey yelled. He never

**4. Claim 1, Target 3:** Word Meaning, **Standard:** RL.8.4

Read the sentence.

I suppose that futile waiting was the sorrowful background music of our impoverished little community when I was young.

A synonym is a word that means the same or nearly the same as another word. What is the synonym of **impoverished**?

- (A) full
- (B) saved
- (C) enriched
- (D) insolvent

**5. Claim 1, Target 5:** Analysis within/across Texts, **Standard:** RL.8.3

Which statement **best** describes how the relationship between Elizabeth and the marigolds changes over the course of the text?

- (A) Elizabeth loved the marigolds and after growing to dislike them, realized that she didn't really dislike them at all.
- (B) Elizabeth saw the marigolds as a bright spot in their otherwise dim neighborhood and as life became more complex, their beauty bothered her.
- (C) Elizabeth saw the marigolds as out of place in their neighborhood and as she grew, she realized that they served a very real purpose.
- (D) Elizabeth didn't seem moved by the marigolds, but as she matured, she understood why Miss. Lottie planted them.



talked when he could yell. "Hey, Lizabeth, let's go somewhere."

I came reluctantly from my private world. "Where you want to go? What you want to do?"

The truth was that we were becoming tired of the formlessness of our summer days. The idleness whose prospect had seemed so beautiful during the busy days of spring now had degenerated to an almost desperate effort to fill up the empty midday hours.

"Let's go see can we find some locusts on the hill," someone suggested.

Joey was scornful. "Ain't no more locusts there. Y'all got 'em all while they was still green."

The argument that followed was brief and not really worth the effort. Hunting locust trees wasn't fun any more by now.

"Tell you what," said Joey finally, his eyes sparkling. "Let's go over to Miss Lottie's."

The idea caught on at once, for annoying Miss Lottie was always fun. I was still child enough to scamper along with the group over rickety fences and through bushes that tore our already raggedy clothes, back to where Miss Lottie lived.

I think now that we must have made a

**6. Claim 1, Target 6** Text Structures and Features, **Standard:** RL.8.1

How does the first paragraph about the narrator's home town add to the plot? Select **two** options.

- (A) It provides the reader with the setting of the story.
- (B) It provides a timeline for the events that were to come.
- (C) It explains that the story is based on memories from childhood.
- (D) It introduces the reader to the structure of the story.

**7. Claim 1, Target 7:** Language Usage, **Standard:** RL.8.4

Read the sentence.

A brisk wind might have blown it down, and the fact that it was still standing implied a kind of enchantment that was stronger than the elements.

Why did the author **most likely** use the phrase enchantment that was stronger than the elements?

- (A) As a way to incorporate more colorful language to keep the reader engaged.
- (B) As a way to express how surprising it was to see this house still standing and how the house was a metaphor for Miss. Lottie staying strong, despite her circumstances.
- (C) As a way to describe that the elements weren't as bad as she thought.
- (D) As a way to express in vivid detail of how surprising the house was.

tragicomic spectacle, five or six kids of different ages, each of us clad in only one garment—the girls in faded dresses that were too long or too short, the boys in patchy pants, their sweaty brown chests gleaming in the hot sun. A little cloud of dust followed our thin legs and bare feet as we tramped over the barren land.

When Miss Lottie's house came into view we stopped, ostensibly to plan our strategy, but actually to reinforce our courage. Miss Lottie's house was the most ramshackle of all our ramshackle homes. The sun and rain had long since faded its rickety frame siding from white to a sullen gray. The boards themselves seemed to remain upright not from being nailed together but rather from leaning together like a house that a child might have constructed from cards. A brisk wind might have blown it down, and the fact that it was still standing implied a kind of enchantment that was stronger than the elements. There it stood, and as far as I know is standing yet—a gray rotting thing with no porch, no shutters, no steps, set on a cramped lot with no grass, not even any weeds—a monument to decay.

In front of the house in a squeaky rocking chair sat Miss Lottie's son, John Burke, completing the impression of decay. John Burke was what was known as "queer-headed." Black and ageless, he sat, rocking day in and day out in a mindless stupor, lulled by the monotonous squeak-squawk of the chair. A battered hat

**8. Claim 2, Target 9: Edit Clarify (conventions), Standard: L.8.2**

Choose **two** sentences that are punctuated correctly.

- (A) There it stood, and as far as I know is standing yet, a gray rotting thing with no porch, no shutters, no steps, set on a cramped lot with no grass, not even any weeds; a monument to decay.
- (B) When Miss Lottie's house came into view we stopped, ostensibly to plan our strategy, but actually to reinforce our courage.
- (C) It should have been a comical sight—the old woman with the man's hat on her cropped white head, leaning over the bright mounds, her big backside in the air—but it wasn't comical, it was something we could not name.
- (D) And one other thing I remember, another incongruity of memory, a brilliant splash of sunny yellow against the dust; Miss Lottie's marigolds.

**9. Claim 2, Target 9: Edit Clarify (conventions), Standard: L.8.2**

Choose the sentence containing a spelling error.

- (A) Her smooth skin was a dark reddish-brown, and her face had Indian-like features and the stern stoisism that one associates with Indian faces.
- (B) And one other thing I remember, another incongruity of memory—a brilliant splash of sunny yellow against the dust—Miss Lottie's marigolds.
- (C) Miss Lottie's house was the most ramshackle of all our ramshackle homes.
- (D) I think now that we must have made a tragicomic spectacle, five or six kids of different ages, each of us clad in only one garment—the girls in faded dresses that were too long or too short, the boys in patchy pants, their sweaty brown chests gleaming in the hot sun.



forgetting that Miss Lottie could not possibly have heard me from that distance. "She's fooling with them crazy flowers."

"Yeh, look at 'er."

Miss Lottie's marigolds were perhaps the strangest part of the picture. Certainly they did not fit in with the crumbling decay of the rest of her yard. Beyond the dusty brown yard, in front of the sorry gray house, rose suddenly and shockingly a dazzling strip of bright blossoms, clumped together in enormous mounds, warm and passionate and sun-golden. The old black witch-woman worked on them all summer, every summer, down on her creaky knees, weeding and cultivating and arranging, while the house crumbled and John Burke rocked. For some perverse reason, we children hated those marigolds. They interfered with the perfect ugliness of the place; they were too beautiful; they said too much that we could not understand; they did not make sense. There was something in the vigor with which the old woman destroyed the weeds that intimidated us. It should have been a comical sight—the old woman with the man's hat on her cropped white head, leaning over the bright mounds, her big backside in the air—but it wasn't comical, it was something we could not name. We had to annoy her by whizzing a pebble into her flowers or by yelling a dirty word, then dancing away from her rage, reveling in our youth and mocking her age. Actually, I think it was the flowers we wanted to destroy, but

nobody had the nerve to try it, not even Joey, who was usually fool enough to try anything.

"Y'all git some stones," commanded Joey now, and was met with instant giggling obedience as everyone except me began to gather pebbles from the dusty ground. "Come on, Lizabeth."

I just stood there peering through the bushes, torn between wanting to join the fun and feeling that it was all a bit silly.

"You scared, Lizabeth?"

I cursed and spat on the ground—my favorite gesture of phony bravado. "Y'all children get the stones; I'll show you how to use 'em."

I said before that we children were not consciously aware of how thick were the bars of our cage. I wonder now, though, whether we were not more aware of it than I thought. Perhaps we had some dim notion of what we were, and how little chance we had of being anything else. Otherwise, why would we have been so preoccupied with destruction? Anyway, the pebbles were collected quickly, and everybody looked at me to begin the fun.

"Come on, y'all."

We crept to the edge of the bushes that bordered the narrow road in front of Miss Lottie's place. She was working placidly,

kneeling over the flowers, her dark hand plunged into the golden mound. Suddenly “zing”—an expertly aimed stone cut the head off one of the blossoms.

“Who out there?” Miss Lottie’s backside came down and her head came up as her sharp eyes searched the bushes. “You better git!”

We had crouched down out of sight in the bushes, where we stifled the giggles that insisted on coming. Miss Lottie gazed warily across the road for a moment, then cautiously returned to her weeding. “Zing”—Joey sent a pebble into the blooms, and another marigold was beheaded.

Miss Lottie was enraged now. She began struggling to her feet, leaning on a rickety cane and shouting, “Y’all git! Go on home!” Then the rest of the kids let loose with their pebbles, storming the flowers and laughing wildly and senselessly at Miss Lottie’s impotent rage. She shook her stick at us and started shakily toward the road crying, “Git ‘long! John Burke! John Burke, come help!”

Then I lost my head entirely, mad with the power of inciting such rage, and ran out of the bushes in the storm of pebbles, straight toward Miss Lottie chanting madly, “Old witch, fell in a ditch, picked up a penny and thought she was rich!” The children screamed with delight, dropped their pebbles and joined the crazy dance, swarming around Miss Lottie like bees

and chanting, "Old lady witch!" while she screamed curses at us. The madness lasted only a moment, for John Burke, startled at last, lurched out of his chair, and we dashed for the bushes just as Miss Lottie's cane went whizzing at my head.

I did not join the merriment when the kids gathered again under the oak in our bare yard. Suddenly I was ashamed, and I did not like being ashamed. The child in me sulked and said it was all in fun, but the woman in me flinched at the thought of the malicious attack that I had led. The mood lasted all afternoon. When we ate the beans and rice that was supper that night, I did not notice my father's silence, for he was always silent these days, nor did I notice my mother's absence, for she always worked until well into evening. Joey and I had a particularly bitter argument after supper; his exuberance got on my nerves. Finally I stretched out upon the palette in the room we shared and fell into a fitful doze.

When I awoke, somewhere in the middle of the night, my mother had returned, and I vaguely listened to the conversation that was audible through the thin walls that separated our rooms. At first I heard no words, only voices. My mother's voice was like a cool, dark room in summer—peaceful, soothing, quiet. I loved to listen to it; it made things seem all right somehow. But my father's voice cut through hers, shattering the peace.

"Twenty-two years, Maybelle, twenty-two

years," he was saying, "and I got nothing for you, nothing, nothing."

"It's all right, honey, you'll get something. Everybody's out of work now, you know that."

"It ain't right. Ain't no man ought to eat his woman's food year in and year out, and see his children running wild. Ain't nothing right about that."

"Honey, you took good care of us when you had it. Ain't nobody got nothing nowadays."

"I ain't talking about nobody else, I'm talking about me. God knows I try." My mother said something I could not hear, and my father cried out louder, "What must a man do, tell me that?"

"Look, we ain't starving. I git paid every week, and Mrs. Ellis is real nice about giving me things. She gonna let me have Mr. Ellis' old coat for you this winter—"

"Damn Mr. Ellis' coat! And damn his money! You think I want white folks' leavings? Damn, Maybelle"—and suddenly he sobbed, loudly and painfully, and cried helplessly and hopelessly in the dark night. I had never heard a man cry before. I did not know men ever cried. I covered my ears with my hands but could not cut off the sound of my father's harsh, painful, despairing sobs. My father was



a strong man who would whisk a child upon his shoulders and go singing through the house. My father whittled toys for us and laughed so loud that the great oak seemed to laugh with him, and taught us how to fish and hunt rabbits. How could it be that my father was crying? But the sobs went on, unstified, finally quieting until I could hear my mother's voice, deep and rich, humming softly as she used to hum to a frightened child.

The world had lost its boundary lines. My mother, who was small and soft, was now the strength of the family; my father, who was the rock on which the family had been built, was sobbing like the tiniest child. Everything was suddenly out of tune, like a broken accordion. Where did I fit into this crazy picture? I do not now remember my thoughts, only a feeling of great bewilderment and fear.

Long after the sobbing and the humming had stopped, I lay on the palette, still as stone with my hands over my ears, wishing that I too could cry and be comforted. The night was silent now except for the sound of the crickets and of Joey's soft breathing. But the room was too crowded with fear to allow me to sleep, and finally, feeling the terrible aloneness of 4 a.m., I decided to awaken Joey.

"Ouch! What's the matter with you? What you want?" he demanded disagreeably when I had pinched and slapped him awake.

"Come on, wake up."

"What for? Go 'way."

I was lost for a reasonable reply. I could not say, "I'm scared, and I don't want to be alone," so I merely said, "I'm going out. If you want to come, come on."

The promise of adventure awoke him. "Going out now? Where to, Lizabeth? What you going to do?"

I was pulling my dress over my head. Until now I had not thought of going out. "Just come on," I replied tersely.

I was out the window and halfway down the road before Joey caught up with me.

"Wait, Lizabeth, where you going?"

I was running as if the Furies were after me, as perhaps they were—running silently and furiously until I came to where I had half-known I was headed: to Miss Lottie's yard.

The half-dawn light was more eerie than complete darkness, and in it the old house was like the ruin that my world had become—foul and crumbling, a grotesque caricature. It looked haunted, but I was not afraid because I was haunted too.

"Lizabeth, you lost your mind?" panted Joey.

I had indeed lost my mind, for all the

smoldering emotions of that summer swelled in me and burst—the great need for my mother who was never there, the hopelessness of our poverty and degradation, the bewilderment of being neither child nor woman and yet both at once, the fear unleashed by my father’s tears. And these feelings combined in one great impulse toward destruction.

“Lizabeth!”

I leaped furiously into the mounds of marigolds and pulled madly, trampling and pulling and destroying the perfect yellow blooms. The fresh smell of early morning and of dew-soaked marigolds spurred me on as I went tearing and mangling and sobbing while Joey tugged my dress or my waist crying, “Lizabeth stop, please stop!”

And then I was sitting in the ruined little garden among the uprooted and ruined flowers, crying and crying, and it was too late to undo what I had done. Joey was sitting beside me, silent and frightened, not knowing what to say. Then, “Lizabeth, look.”

I opened my swollen eyes and saw in front of me a pair of large calloused feet; my gaze lifted to the swollen legs, the age-distorted body clad in a tight cotton night dress, and then the shadowed Indian face surrounded by stubby white hair. And there was no rage in the face now, now that the garden was destroyed and there was nothing any longer to be protected.

"M-miss Lottie!" I scrambled to my feet and just stood there and stared at her, and that was the moment when childhood faded and womanhood began. That violent, crazy act was the last act of childhood. For as I gazed at the immobile face with the sad, weary eyes, I gazed upon a kind of reality that is hidden to childhood. The witch was no longer a witch but only a broken old woman who had dared to create beauty in the midst of ugliness and sterility. She had been born in squalor and lived in it all her life. Now at the end of that life she had nothing except a falling-down hut, a wrecked body, and John Burke, the mindless son of her passion. Whatever verve there was left in her, whatever was of love and beauty and joy that had not been squeezed out by life, had been there in the marigolds she had so tenderly cared for.

Of course I could not express the things that I knew about Miss Lottie as I stood there awkward and ashamed. The years have put words to the things I knew in that moment, and as I look back upon it, I know that that moment marked the end of innocence. People think of the loss of innocence as meaning the loss of virginity, but this is far from true. Innocence involves an unseeing acceptance of things at face value, an ignorance of the area below the surface. In that humiliating moment I looked beyond myself and into the depths of another person. This was the beginning of compassion, and one cannot have both compassion and innocence.

The years have taken me worlds away from that time and that place, from the dust and squalor of our lives and from the bright thing that I destroyed in a blind childish striking out at God-knows-what. Miss Lottie died long ago and many years have passed since I last saw her hut, completely barren at last, for despite my wild contrition she never planted marigolds again. Yet, there are times when the image of those passionate yellow mounds returns with a painful poignancy. For one does not have to be ignorant and poor to find that one's life is barren as the dusty yards of one's town. And I too have planted marigolds.

1. Which is the correct way to write the underlined portion of the following sentence?

The cat tried desperately to climb out of her cage.

- A. tried desperately to be climbing
- B. tried to desperately climb
- C. tried to desperately be climbing
- D. Correct as is

L.8.1.A

2. Read the following sentence..

\_\_\_\_\_, but we knew the show was a success when the audience applauded enthusiastically at the end.

Which set of words completes the sentence in the active voice?

- A. Some members of the dance team made mistakes
- B. Some members of the dance team had mistakes happen
- C. Mistakes being made by some members of the dance team
- D. Mistakes were made by some members of the dance team

L.8.1.B

3. What is the mood of the sentence below?

Upon hearing the fire alarm, walk calmly to the nearest exit.

- A. indicative
- B. imperative
- C. interrogative
- D. subjunctive

L.8.1.C



# Assignment

## Making an Inference from Informational Text

**Topic: Granite Mountain Hotshots**

### Your Assignment:

*Read the research report below. .*

### Lost Brothers

**By Tony Cerna**

On June 30, 2013, nineteen of the twenty members of the Granite Mountain Hotshots crew perished in the Yarnell Hill Fire. It was the greatest loss of life for first responders in a single event since 9/11. The elite firefighting team died when the winds shifted as they were fighting the wildfire just outside of Phoenix, Arizona. All of their expert training could not save them as they deployed their “last resort” fire shelters in front of a blaze that was raging at more than 2000 degrees Fahrenheit.

The team had been previously situated in a burned out part of the terrain when they decided to move closer to the “safe” zone and evacuation route that had been designated for them. It is unclear specifically why the decision was made to do this, but it was this action that put the team directly in the wildfire’s path. With no way out, the men set up the fire-resistant shelters, they look like miniature tents, and got underneath them with hope that the fire would burn over the top of them and that they would be able to survive.

Only one member of the Granite Mountain Hotshots crew survived. Brendan McDonough was the lookout for the team, and he was about a mile away when the fire shifted and trapped his brothers. He listened on the radio as the call that they were okay never came.

wrote a book that tells his story; one in which he goes from near death as a drug addict to a member of an elite hotshot team, his “family”.

*Only the Brave* is a movie about the Granite Mountain Hotshots. It was released in 2017, and it focuses on the lives and brotherhood of the men on the crew. The Granite Mountain Hotshots’ story is not just about their tragic deaths. It is a story about a group of men, brothers as they saw themselves, who put everything on the line for others. That is something to be remembered.

**Stems to Start:**

I infer that the author thinks...

The author thinks that the \_\_\_\_\_ are...

I can tell that the author thinks...

**Your Response:**

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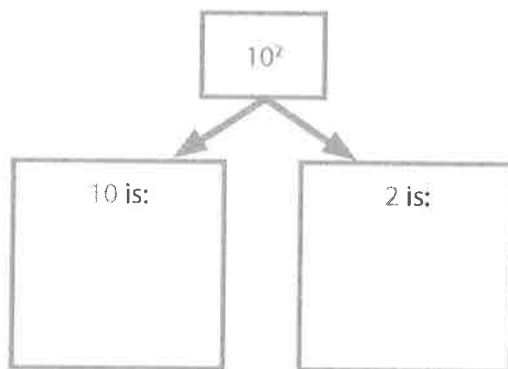
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# Reading Start-Up

## Visualize Vocabulary

Use the ✓ words to complete the Venn diagram. You can put more than one word in each section of the diagram.



## Understand Vocabulary

Complete the sentences using the preview words.

1. A number produced by raising a base to an exponent is a \_\_\_\_\_.
2. \_\_\_\_\_ is a method of writing very large or very small numbers by using powers of 10.
3. A \_\_\_\_\_ is any number that can be expressed as a ratio of two integers.

## Vocabulary

### Review Words

- ✓ base (*base*)
- ✓ exponent (*exponente*)
- integers (*enteros*)
- ✓ positive number (*número positivo*)
- standard notation (*notación estándar*)

### Preview Words

- power (*potencia*)
- rational number (*número racional*)
- real numbers (*número real*)
- scientific notation (*notación científica*)
- whole number (*número entero*)

## Active Reading

**Two-Panel Flip Chart** Create a two-panel flip chart to help you understand the concepts in this module. Label one flap "Positive Powers of 10" and the other flap "Negative Powers of 10." As you study each lesson, write important ideas under the appropriate flap. Include sample problems that will help you remember the concepts later when you look back at your notes.





GETTING READY FOR

# Exponents and Scientific Notation

Understanding the standards and the vocabulary terms in the standards will help you know exactly what you are expected to learn in this module.

## CA CC 8.EE.1

Know and apply the properties of integer exponents to generate equivalent numerical expressions.

### Key Vocabulary

#### integer (*entero*)

The set of whole numbers and their opposites

#### exponent (*exponente*)

The number that indicates how many times the base is used as a factor.

## What It Means to You

You will use the properties of integer exponents to find equivalent expressions.

### EXAMPLE 8.EE.1

Evaluate two different ways.

$$\frac{8^3}{8^5} = \frac{8^3}{8 \cdot 8 \cdot 8 \cdot 8 \cdot 8} = \frac{1}{8 \cdot 8} = \frac{1}{64}$$

$$\frac{8^3}{8^5} = 8^{(3-5)} = 8^{-2} = \frac{1}{8^2} = \frac{1}{8 \cdot 8} = \frac{1}{64}$$

$$(3^2)^4 = (3^2)(3^2)(3^2)(3^2) = 3^{2+2+2+2} = 3^8 = 6,561$$

$$(3^2)^4 = 3^{(2 \cdot 4)} = 3^8 = 6,561$$

## CA CC 8.EE.3

Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.

### Key Vocabulary

#### scientific notation (*notación científica*)

A method of writing very large or very small numbers by using powers of 10.

## What It Means to You

You will convert very large numbers to scientific notation.

### EXAMPLE 8.EE.3

There are about 55,000,000,000 cells in an average-sized adult. Write this number in scientific notation.

Move the decimal point to the left until you have a number that is greater than or equal to 1 and less than 10.

$$5,500,000,000 \quad \text{Move the decimal point 10 places to the left.}$$

$$5.5 \quad \text{Remove the extra zeros.}$$

You would have to multiply 5.5 by  $10^{10}$  to get 55,000,000,000.

$$55,000,000,000 = 5.5 \times 10^{10}$$



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## Expressions and Equations EE.1



Name \_\_\_\_\_

1. Select **all** expressions equivalent to  $(2^5 \cdot 2^{-3})^{-2}$ .

A.   $2^3 \cdot 2^{-5}$

B.   $4^{-2}$

C.   $\frac{1}{16}$

---

2. Enter the value of  $n$  that makes the equation  $4^6 \cdot 4^n = 4^9$  true.

$n =$

---

3. A space ship travels at  $10^2$  miles per hour and traveled for  $10^{14}$  hours.

Select the answer that represents how many miles the space ship traveled.

(A)  $10^{28}$

(B)  $10^7$

(C)  $10^{12}$

(D)  $10^{16}$

---

4. Small Town USA has a population of  $3 \times 10^2$ . Big Town has a population of  $6 \times 10^5$ .

How many times larger is Big Town's population than Small Town's?

(A) 2

(B) 20

(C) 200

(D) 2000

5. A space ship travels at  $4^2$  miles per hour and traveled continuously for  $4^{10}$  hours.

Enter the answer, in the form of  $x^y$ , that represents how many miles the space ship traveled.

4. The following is a paragraph from a student's essay on the causes of World War II. Read the following paragraph and answer the question that follows.

It can be argued that we, the victors of World War I, are as much to blame for the onset of World War II as the Nazi party. A policy was set forth by the League of Nations following World War I, an extremely grievous policy towards Germany, of blaming Germany that was responsible for the volatile conditions that led up to World War II.

Which of the following is the BEST revision of the underlined sentence in the paragraph?

- A. An extremely grievous policy of blame was set forth by the League of Nations that was responsible for the volatile conditions that led to World War II.
- B. The League of Nations set forth a policy, one that was an extremely grievous policy, of blame towards Germany that was responsible for the volatile conditions that led to World War II.
- C. An extremely grievous policy of blame was set forth that was responsible for the volatile conditions that led to World War II.
- D. The League of Nations set forth a grievous policy of blame towards Germany that was responsible for creating the volatile conditions that led to World War II.

L.8.1.D

5. Identify the correct substitution for the underlined portion of the sentence below.

To prepare these muffins start by putting two ripe bananas a cup of walnuts, 2 cups of flour, two eggs, 1 cup of sugar in a bowl.

- A. muffins, start by putting two ripe bananas a cup of walnuts
- B. muffins, start by putting two ripe bananas a cup of walnuts;
- C. muffins; start by putting two ripe bananas a cup of walnuts,
- D. muffins, start by putting two ripe bananas, a cup of walnuts,

L.8.2.A



## Expressions and Equations EE.3 &amp; EE.4



Name \_\_\_\_\_

1. How many times larger than  $2 \times 10^2$  is  $12 \times 10^4$ ?

(A)  $2.4 \times 10^6$

(B)  $6 \times 10^6$

(C)  $6 \times 10^2$

(D)  $1.2 \times 10^5$

2. Approximately  $4.6 \times 10^3$  gallons of grain flow through a silo each second. There are  $8.6 \times 10^4$  seconds in 1 day.

Select the approximate number of gallons of grain that flow through the silo in 1 day.

(A)  $39.56 \times 10^{15}$

(B)  $39.56 \times 10^{14}$

(C)  $39.56 \times 10^7$

(D)  $39.56 \times 10^6$

3. Approximately  $4.1 \times 10^6$  gallons of chemicals flow through a tank each second. There are  $8.6 \times 10^4$  seconds in 1 day.

Select the approximate number of gallons of chemicals that flow through the tank in 1 day.

(A)  $35.26 \times 10^{11}$

(B)  $35.26 \times 10^{19}$

(C)  $35.26 \times 10^{10}$

(D)  $35.26 \times 10^{20}$

4. Which value is closest to  $(2 \times 10^3) + (4 \times 10^5)$ ?

(A)  $4 \times 10^8$

(B)  $6 \times 10^8$

(C)  $4 \times 10^5$

(D)  $6 \times 10^5$

5. Which value is closest to  $(6 \times 10^8) + (2 \times 10^5)$ ?

(A)  $6 \times 10^{13}$

(B)  $8 \times 10^8$

(C)  $6 \times 10^8$

(D)  $8 \times 10^{13}$



Name \_\_\_\_\_

Date \_\_\_\_\_

**Marigolds by Eugenia Collier**

**Analyzing the Text**

RL 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from

the text. RL 2 Determine a theme of a text and analyze its development. RL 4 Determine the figurative meaning of words and phrases as they are used in a text.

1. Analyze Symbolism: Miss Lottie's marigolds are central to the story. What do they symbolize? To help you interpret their meaning, create a chart like the one shown to record descriptions of the marigolds and the ideas you associate with them.

Complete the chart with two descriptions and their associations

Description of Marigolds	Associations
"a brilliant splash of sunny yellow" (lines 10-11)	"sunny yellow," like the sun, gives energy and life

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 specific word choices on meaning and tone, including analogies or allusions to other texts.

**Vocabulary in Context**

Decide whether the words in each pair are similar or different in meaning

1. perversive/agreeable \_\_\_\_\_
2. squalor/splendor \_\_\_\_\_
3. exuberance/enthusiasm \_\_\_\_\_
4. retribution/retaliation \_\_\_\_\_
5. nostalgia/homesickness \_\_\_\_\_
6. futile/effective \_\_\_\_\_
7. poignantly/indifferently \_\_\_\_\_
8. bravado/timidity \_\_\_\_\_
9. degradation/humiliation \_\_\_\_\_
10. ostensibly/apparently \_\_\_\_\_
11. impotent/powerless \_\_\_\_\_
12. stoicism/emotionalism \_\_\_\_\_

Vocabulary Strategy: the suffix **-or**

Many words have endings called suffixes that can help you determine a word's meaning. For example, the word squalor ends with **-or**, a noun suffix derived from Latin meaning "state or condition of." You may recognize squalor as similar to the word squalid, meaning "very dirty or filthy." These two insights can help you conclude that squalor means "a filthy condition." Recognizing this suffix in other unfamiliar words can provide clues to the meanings of those words.

**PRACTICE** Use each numbered word in a sentence. Then use your knowledge of the suffix **-or** to figure out the meaning of each word. Use a dictionary to check your work.

Word	Context clues	Guessed definition	Dictionary definition
terror			
furor			
candor			
stupor			
fervor			
pallor			

6. Read the sentence. Then, read the question that follows.

This country, with its institutions, belongs to the people who inhabit it.  
-Abraham Lincoln

Which of the following uses correct punctuation?

- A. This country...belongs to the people who inhabit it. –Abraham Lincoln
- B. This country: belongs to the people who inhabit it. –Abraham Lincoln
- C. This country; belongs to the people who inhabit it. –Abraham Lincoln
- D. This country–belongs to the people who inhabit it. –Abraham Lincoln

L.8.2.B

7. Which sentence shows the underlined word spelled correctly?

- A. Mr. Norton was an old acquaintance.
- B. Mr. Norton was an old acquaintence.
- C. Mr. Norton was an old aquaintance.
- D. Mr. Norton was an old acquantance.

L.8.2.C

8. Choose the sentence that uses the underlined word correctly.

- A. I had a transient childhood living in the same house for over ten years.
- B. The building was considered transient because it had been standing in the same spot for many years.
- C. The transient workers were hard to locate because they always moved from city to city and from job to job.
- D. The shipping company used trucks to transient packages all over the country.

L.8.3.A

9. Read the sentences.

If it is intermission, we could go to the lobby and buy some hot chocolate.  
But until then, we have to wait.

What is the correct way to rewrite the underlined sentence?

- A. If it's intermission, we could go to the lobby and buy some hot chocolate.
- B. If it were intermission, we could go to the lobby and buy some hot chocolate.
- C. If it will be intermission, we could go to the lobby and buy some hot chocolate.
- D. If it was intermission, we could go to the lobby and buy some hot chocolate.

L.8.4.A

Ellipsis

Spelling

Write

Context Clues



## YOUR TURN

- Light travels at a speed of  $1.86 \times 10^5$  miles per second. It takes light from the Sun about  $4.8 \times 10^3$  seconds to reach Saturn. Find the approximate distance from the Sun to Saturn. Write your answer in scientific notation. \_\_\_\_\_
- Light travels at the speed of  $1.17 \times 10^7$  miles per minute. Pluto's average distance from the Sun is 3,670,000,000 miles. On average, how long does it take sunlight to reach Pluto? Write your answer in scientific notation. \_\_\_\_\_



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## Scientific Notation on a Calculator

On many scientific calculators, you can enter numbers in scientific notation by using a function labeled “ee” or “EE”. Usually, the letter “E” takes the place of “ $\times 10$ ”. So, the number  $4.1 \times 10^9$  would appear as 4.1E9 on the calculator.



Math On the Spot

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### EXAMPLE 3



8.EE.4

The table shows the approximate areas for three continents given in square meters. What is the total area of these three continents? Write the answer in scientific notation using more appropriate units.

Continent	Asia	Africa	Europe
Area ( $m^2$ )	$4.4 \times 10^{13}$	$3.02 \times 10^{13}$	$1.04 \times 10^{13}$

Find  $4.4 \times 10^{13} + 3.02 \times 10^{13} + 1.04 \times 10^{13}$ .

Enter 4.4E13 + 3.02E13 + 1.04E13 on your calculator.

Write the results from your calculator: 8.46E13.

Write this number in scientific notation:  $8.46 \times 10^{13} m^2$ .

Square kilometers is more appropriate:  $8.46 \times 10^7 km^2$ .

Because 1 km = 1,000 m,  
 $1 km^2 = 1,000^2 m^2$ , or  
 $10^6 m^2$ . Divide by  $10^6$ .

## YOUR TURN

Write each number using calculator notation.

4.  $7.5 \times 10^5$

5.  $3 \times 10^{-7}$

6.  $2.7 \times 10^{13}$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write each number using scientific notation.

7. 4.5E-1

8. 5.6E12

9. 6.98E-8

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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## Guided Practice

**Add or subtract. Write your answer in scientific notation.** (Example 1)

1.  $4.2 \times 10^6 + 2.25 \times 10^5 + 2.8 \times 10^6$

$$4.2 \times 10^6 + \boxed{\phantom{000}} \times 10^{\boxed{\phantom{00}}} + 2.8 \times 10^6$$

$$4.2 + \boxed{\phantom{00}} + \boxed{\phantom{00}}$$

$$\boxed{\phantom{000}} \times 10^{\boxed{\phantom{00}}}$$

2.  $8.5 \times 10^3 - 5.3 \times 10^3 - 1.0 \times 10^2$

$$8.5 \times 10^3 - 5.3 \times 10^3 - \boxed{\phantom{000}} \times 10^{\boxed{\phantom{00}}}$$

$$\boxed{\phantom{00}} - \boxed{\phantom{00}} - \boxed{\phantom{00}}$$

$$\boxed{\phantom{000}} \times 10^{\boxed{\phantom{00}}}$$

3.  $1.25 \times 10^2 + 0.50 \times 10^2 + 3.25 \times 10^2$

\_\_\_\_\_

4.  $6.2 \times 10^5 - 2.6 \times 10^4 - 1.9 \times 10^2$

\_\_\_\_\_

**Multiply or divide. Write your answer in scientific notation.** (Example 2)

5.  $(1.8 \times 10^9)(6.7 \times 10^{12})$  \_\_\_\_\_

6.  $\frac{3.46 \times 10^{17}}{2 \times 10^9}$  \_\_\_\_\_

7.  $(5 \times 10^{12})(3.38 \times 10^6)$  \_\_\_\_\_

8.  $\frac{8.4 \times 10^{21}}{4.2 \times 10^{14}}$  \_\_\_\_\_

**Write each number using calculator notation.** (Example 3)

9.  $3.6 \times 10^{11}$

\_\_\_\_\_

10.  $7.25 \times 10^{-5}$

\_\_\_\_\_

11.  $8 \times 10^{-1}$

\_\_\_\_\_

**Write each number using scientific notation.** (Example 3)

12. 7.6E-4

\_\_\_\_\_

13. 1.2E16

\_\_\_\_\_

14. 9E1

\_\_\_\_\_



### ESSENTIAL QUESTION CHECK-IN

15. How do you add, subtract, multiply, and divide numbers written in scientific notation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Photo credit: © 2011 / Jupiterimages Corporation

*Dental hygienists are health professionals who clean and examine teeth and gums.*

Lexile	
Grade	Meets
7	970-1120
8	1010-1185

**A Job To Sink Your Teeth Into Lexile 1080-1180**

WASHINGTON, D.C. (Achieve3000, November 1, 2010). A daily regimen of brushing and flossing is essential to maintaining healthy teeth and gums. But to keep your teeth in the best condition possible, you'll also need regular cleanings from a *dental hygienist*. Dental hygienists are health professionals who clean and examine teeth and gums in order to prevent oral health problems. If you're interested in a career in healthcare that offers excellent job prospects and a flexible work schedule, this might be the job for you.

Here's more information about a career as a dental hygienist:

**Job Duties**

Dental hygienists provide a variety of dental services. They clean teeth by removing soft and hard deposits such as tartar, stains, and plaque, and examine a patient's teeth for the presence of any abnormalities. Hygienists provide preventive dental care, such as teaching patients how to practice

**Target 9 Central Ideas**

1. Which statement best reveals the central idea of the first paragraph under subheading 1?

- (A) An explanation of how dental hygienists clean teeth
- (B) An explanation of the tasks that dental hygienists perform by state.
- (C) A description of how dental hygienists examine teeth
- (D) A description of the variety of services provided by dental hygienists

**Target 8 Key Details**

2. Which evidence from the text best supports the idea that many dental offices are hiring hygienists?

- (A) Job opportunities are expected to grow 36% through 2018.
- (B) Half of all dental hygienists choose to work part time.
- (C) Demand for dental services is increasing as the population grows.
- (D) Many dental hygienists work for less than \$44,180.

good oral hygiene. They also demonstrate the correct techniques for brushing and flossing teeth, and help patients select proper toothbrushes.

The specific tasks that dental hygienists perform vary by state. In some states, hygienists are permitted to work chair-side with dentists during more intricate treatments. For example, they might place and carve filling materials for cavities, remove sutures, and deliver anesthetics using syringes. Some states also allow hygienists to make diagnoses or prepare laboratory tests for the dentist to interpret.

#### **Important Skills**

Dental hygienists need to have excellent interpersonal skills, as they work closely with dentists, dental assistants, and patients. Hygienists must sometimes explain oral hygiene or treatment plans to patients. Therefore, they should also have excellent communication skills.

Because dental hygienists use sharp instruments inside patients' mouths, with little room for error, they should have good manual dexterity. Hygienists should be comfortable using an assortment of tools and devices in their daily routine. These tools include rotary instruments and ultrasonic devices to clean and polish teeth. Hygienists also use X-ray machines to take dental pictures.

Dental hygienists must exercise great care and precision in their work to limit the risk of injury to patients. They must also practice strict adherence to important health safeguards while on the job. This includes following proper procedures when taking X-rays and using appropriate protective devices when administering anesthetics.

### **Target 11 Reasoning and Evaluation**

This question has two parts.

#### **Part A**

3. Which of these inferences about work hours is supported by the text?

- (A) Dental hygienists work full time.
- (B) Dental hygienists work only in the evenings and weekends.
- (C) Dental hygienists have flexible work schedules.
- (D) More than half of dental hygienists work part time.

#### **Part B**

Which sentence from the text best illustrate the inference drawn in Part A?

- (A) Many hygienists hold jobs in more than one dental office.
- (B) Most dental offices give hygienists the option of working full time or part time, sometimes in the evenings or on weekends.
- (C) Dental hygienists work on eight-hour shifts.
- (D) Dental hygienists work more than 35 hours per week.



## Schooling

All hygienists must obtain a degree or certificate from dental hygiene school before entering professional practice. Specific entrance requirements to these programs typically vary from one school to another, though programs require a high school diploma and college entrance test scores for admission.

In addition to graduation from an accredited program, dental hygienists must be licensed by the state in which they practice. Nearly all states require that candidates pass a written examination administered by the American Dental Association, as well as a regional or state clinical board examination, to obtain licensure.

**What's a BA?**  
**What's an MA?**  
**What's a PhD?**  
???



**Click here  
to find out.**

## Hours

Many dental hygienists have the opportunity to work in an atmosphere with a flexible schedule. Most dental offices give hygienists the option of working full time or part time, sometimes in the evenings or on weekends. Dentists frequently hire hygienists to work only two or three days a week. As a result, many hygienists hold jobs in more than one dental office. In a recent survey, about half of all dental hygienists worked part time (less than 35 hours a week).

## Target 10 Word Meaning

### 4. Read the sentences.

They must also practice strict adherence to important health safeguards while on the job. This includes following proper procedures when taking X-rays and using appropriate protective devices when administering anesthetics.

**Which word best states the meaning of administering?**

- (A) Prescribing
- (B) Dispensing
- (C) Monitoring
- (D) Terminating

## Target 12 Analysis within/across Texts

### 5. Read the following sentence:

All hygienists must obtain a degree or certificate from dental hygiene school before entering professional practice.

**How does the sentence add to the development of the text?**

- (A) It explains the educational requirements necessary to become a dental hygienist.
- (B) It describes the interpersonal skills needed to be a successful dental hygienist.
- (C) It summarizes the education, training, and job responsibilities of a dental hygienist.
- (D) It informs the reader of the growing demand for dental hygienists in the US.

### Earnings

According to the latest government data, the median annual wage for dental hygienists is \$66,570. The middle 50 percent earned between \$55,220 and \$78,990, while the lowest 10 percent earned less than \$44,180, and the highest 10 percent earned more than \$91,470.

### Job Outlook

As the population continues to grow, many dental offices are hiring dental hygienists to keep up with the demand for services. In fact, a job as a dental hygienist is ranked among the fastest-growing career fields in the United States. Employment opportunities are expected to grow 36 percent through 2018, which is much faster than the average for all occupations.

### Dictionary

**dexterity** (*noun*) skillful use of the hands or the brain  
**diagnosis** (*noun*) the identifying of an illness or disorder in a patient through physical examination, medical tests, or other procedures  
**regimen** (*noun*) prescribed course of exercise, way of life, and/or diet  
**rotary** (*adjective*) related to something that spins or turns like a wheel  
**suture** (*noun*) the material that is used to close a wound or opening after a surgery

### Target 13 Text Structures and Features

#### 6. Read the sentences.

They clean teeth by removing soft and hard deposits such as tartar, stains, and plaque, and examine a patient's teeth for the presence of any abnormalities. Hygienists provide preventive dental care, such as teaching patients how to practice good oral hygiene. They also demonstrate the correct techniques for brushing and flossing teeth, and help patients select proper toothbrushes.

Select the statement that best explains why the author chose to include this paragraph.

- (A) It describes the intricate treatments that dental hygienists in some states provide.
- (B) It explains why dental hygienists must pass the American Dental Association's examination.
- (C) It explains why it is important for dental hygienists to have excellent interpersonal skills.
- (D) It describes the various services that are performed by dental hygienists.

**Target 14 Language Usage**

**7. Read the title of the text.**

“A Job to Sink Your Teeth Into”

**What statement best describes what the figurative language in the title adds to the meaning of the text?**

- (A)** It suggests that the text mainly provides information about taking care of the teeth.
- (B)** It suggests that becoming a dental hygienist is a career one can become completely involved in.
- (C)** It suggests that becoming a dental hygienist offers excellent job prospects.
- (D)** It suggests that the job of a dental hygienist involves preventive dental care.

**Claim 2 Target 9 Edit Clarify (conventions)**

**8. Read the following sentences that has three errors in spelling. Then read the question that follows.**

Specific entrans requirements to these programs typically vary from one school to another, though programs require a high school diploma and college entrance test scores for admission.

**Which sentence corrects all the spelling errors?**

- (A)** Specific entrance requirements to these programs typically vary from one school to another, though programs require a high school diploma and college entrance test scores for admission.
- (B)** Specific entrance requirements to these programs typically vary from one school to another, though programs require a high school diploma and college entrance test scores for admission.
- (C)** Specific entrance requirements to these programs typically vary from one school to another, though programs require a high school diploma and college entrance test scores for admission.
- (D)** Specific entrance requirements to these programs typically vary from one school to another, though programs require a high school diploma and college entrance test scores for admission.

10. The verb exacerbate is derived from the Latin word exacerbare meaning "to irritate." What is the *best* definition for the word exacerbates as it is used in this sentence?

This new scratch on my arm exacerbates the pain I'm experience with my broken wrist.

- A. chafes
- B. includes
- C. worsens
- D. interrupts

L.8.4.B

11. Read the following sentences.

As the family savored the rich warmth of the sweet rice balls, Aunt Fumika began to talk of life in Japan. Aunt Fumika spoke perfect English, though accented. Keiko could understand every precise word.

Now read the dictionary entry for precise.

Main entry: precise

- 1. correct
- 2. strict
- 3. exact
- 4. to handle the small details
- 5. harsh

Which of these is an accurate definition of precise as it is used in the text above? Pick two options.

- A. correct
- B. strict
- C. exact
- D. to handle small details
- E. harsh

L.8.4.C

12. Jane thought that the word traditional meant "simple."

After she read the following text, she discovered that her definition was incorrect.

Read the lines from the text.

It's intricate embroidery of red and pink floral design was embarrassing to Keiko. She was distressed by her inner rejection of something that represented her ethnic heritage. The kimono was traditional...her aunt was delighted to have given her special niece such an appropriate present. Now all of her niece's friends would know that Keiko's people came from Japan.

Which of the following *most* accurately defines traditional as it is used in the text above? Select two options.

- A. expensive
- B. going along with custom or belief
- C. old
- D. relating to family legacy
- E. ridiculous
- F. unattractive

L.8.4.D

13. Which of the following sentences is an example of imagery?

- A. Peter turned an even brighter shade of red.
- B. I guess I've learned that it's a bad idea to be too curious.
- C. Most younger brothers think that their older brothers act strangely sometimes.
- D. Naturally, that has made me even more determined to discover what Peter is up to.

L.8.5.A

14. Complete the analogy.

tweezers : pull :: scissors : \_\_\_\_\_

- A. cut
- B. sharp
- C. push
- D. paper

L.8.5.B

15. Read the sentence.

"When I left Antarctica at the end of my visit, I had thousands of photographs, hours of video, and reams of research notes about emperor penguins."

Which is the **BEST** way to determine the meaning of reams?

- A. Read the word aloud.
- B. Describe the topic of the sentence.
- C. Explain the meaning of research notes.
- D. Compare it to the words thousands and hours.

L.8.5.C





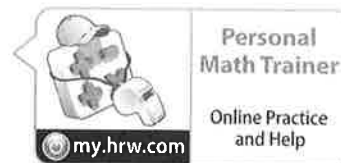






## 2.4 Independent Practice

CA CC 8.EE.3, 8.EE.4



**16.** An adult blue whale can eat  $4.0 \times 10^7$  krill in a day. At that rate, how many krill can an adult blue whale eat in  $3.65 \times 10^2$  days?

\_\_\_\_\_

**17.** A newborn baby has about 26,000,000,000 cells. An adult has about  $4.94 \times 10^{13}$  cells. About how many times as many cells does an adult have than a newborn? Write your estimate in standard notation.

\_\_\_\_\_

**Represent Real-World Problems** The table shows the number of tons of waste generated and recovered (recycled) in 2010.



	Paper	Glass	Plastics
<b>Tons generated</b>	$7.131 \times 10^7$	$1.153 \times 10^7$	$3.104 \times 10^7$
<b>Tons recovered</b>	$4.457 \times 10^7$	$0.313 \times 10^7$	$0.255 \times 10^7$

**18.** What is the total amount of paper, glass, and plastic waste generated?

\_\_\_\_\_

**19.** What is the total amount of paper, glass, and plastic waste recovered?

\_\_\_\_\_

**20.** What is the total amount of paper, glass, and plastic waste **not** recovered?

\_\_\_\_\_

**21.** Which type of waste has the lowest recovery ratio?

\_\_\_\_\_

**Social Studies** The table shows the approximate populations of three countries.

Country	China	France	Australia
<b>Population</b>	$1.3 \times 10^9$	$6.48 \times 10^7$	$2.15 \times 10^7$

**22.** How many more people live in France than in Australia?

\_\_\_\_\_

**23.** The area of Australia is  $2.95 \times 10^6$  square miles. What is the approximate average number of people per square mile in Australia?

\_\_\_\_\_

**24.** How many times greater is the population of China than the population of France? Write your answer in standard notation.

\_\_\_\_\_

**25.** Mia is  $7.01568 \times 10^6$  minutes old. Convert her age to more appropriate units. Assume that each year has 6 months that have 30 days and 6 months that have 31 days.

\_\_\_\_\_



Lexile	
Grade	Meets
7	970-1120
8	1010-1185



**Can You Take the Heat? Lexile 980-1080**

**WASHINGTON, D.C. (Achieve3000, August 27, 2009).** A firefighter's job title is perhaps one of the most misleading. While firefighters are frequently dispatched to extinguish blazes, they are tasked with a variety of other duties, including the rendering of medical treatment. Although the work can be stressful and the shifts can be long, many firefighters say their job is rewarding: they know they are helping to protect people and the community.

**Target 9 Central Ideas**

**1. Which statement best reveals the central idea of the text?**

- (A) Firefighters have little work and high income.
- (B) Firefighters have the most competitive career.
- (C) Firefighters have special training to perform specific job duties.
- (D) Firefighters have fewer jobs.

**Target 8 Key Details**

**2. Which evidence from the text best supports the idea that job opportunities for firefighters are expected to increase?**

- (A) Many people will be needed to replace firefighters who retire or become injured on the job.
- (B) Many current firefighters are being specially trained to handle emergencies such as oil spills.
- (C) Many volunteer firefighting positions will be changing to paid firefighting positions.
- (D) Many people are being hired to provide urgent medical treatment during emergencies.

### Job Duties

Whether it's three in the morning or there's three feet of snow blanketing the ground, firefighters must immediately respond to fires, motor vehicle accidents, medical crises, natural disasters, and other emergencies. At the scene of a blaze, firefighters operate water pumps and maneuver heavy, high-pressure hoses. They may also be required to climb ladders and break through doors and walls to enter burning buildings. At the scene of a crash, firefighters may extract victims from vehicles and direct traffic. At emergency scenes of all types, firefighters may be called on to provide urgent medical treatment. This includes first aid and CPR. They may need to treat people suffering from smoke inhalation, injuries, heart attacks, and other health emergencies.

Some firefighters are specially trained to respond to forest fires. This strenuous work often involves enclosing the blaze by creating fire lines, which deprive the fire of fuel and prevent its spread. To create fire lines, firefighters may remove combustible material in the path of the blaze by chopping down trees and removing vegetation surrounding the fire. Some firefighters, called "smoke jumpers," assist in the containment of forest fires by parachuting into remote locations that would otherwise be inaccessible.

Other firefighters are specially trained to handle emergencies involving hazardous materials. These

### Target 11 Reasoning and Evaluation

This question has two parts.

#### Part A

3. Read the sentences below.

While working inside burning buildings, firefighters face threats such as floors and walls giving way. In addition, firefighters are sometimes hurt in traffic accidents while on the job.

What is most likely the author's intent for writing this information?

- (A) The author wants to explain why some firefighters earn \$70,000 a year while others earn less.
- (B) The author wants to provide an explanation as to why firefighters must obtain medical training.
- (C) The author wants to demonstrate that firefighters must be prepared to handle hazardous materials.
- (D) The author wants to describe some of the risks firefighters face while performing their work.

#### Part B

Which section from the text best supports your answer in Part A?

- (A) Abilities and Personal Qualities
- (B) Job Duties
- (C) Education and Training
- (D) Hours

firefighters may clean up oil spills, for example, or contain releases of toxic chemicals.

Firefighters face a high risk of injury or death while performing their work. They may be exposed to hazardous chemicals, contagious diseases, fire, and smoke. While working inside burning buildings, firefighters face threats such as floors and walls giving way. In addition, firefighters are sometimes hurt in traffic accidents while on the job.

#### Abilities and Personal Qualities

Carrying fire-fighting equipment and rescuing survivors is rigorous work. Therefore, firefighters must be strong and physically fit. It is also crucial for firefighters to possess mechanical aptitude. They must have the ability to maintain composure, as they will need to think clearly, make

decisions quickly, and remember their training during intense situations. Firefighters must be reliable and work

What's a BA?  
What's an MA?  
What's a PhD?  
???



**Click here  
to find out.**

#### Target 10 Word Meaning

##### 4. Read the sentence below.

They may be exposed to hazardous chemicals, contagious diseases, fire, and smoke.

##### Which word best states the meaning of the word contagious?

- (A) Malicious
- (B) Microbial
- (C) Incurable
- (D) Infectious

#### Target 12 Analysis within/across Texts

##### 5. Based on what you read in this article. What does the information presented in the text reveal about the author's purpose?

- (A) To reveal that firefighters need to be creative and have strong math skills.
- (B) To explain why firefighters who work in cities don't need medical skills.
- (C) To summarize the education, training, and job duties of firefighters.
- (D) To inform people that the demand for firefighters is expected to decline.

well as part of a team. They must also possess a strong desire to help people.

### Education and Training

A majority of employers require prospective firefighters to have a high school diploma. Fire departments are increasingly seeking candidates who have pursued additional education, such as classes in fire engineering or fire science at a university or community college. In addition, prospective firefighters are usually required to pass a written test, a medical exam, and a fitness evaluation. Once hired, firefighters receive considerable training in areas such as fire prevention, firefighting procedures, and emergency medical techniques.

### Hours

Fire departments have various work requirements. At some departments, firefighters work a 24-hour shift that is followed by 48 hours off. At other departments, firefighters work 10- to 14-hour shifts. Firefighters usually work about 50 hours per week. They often work nights weekends, and holidays. Firefighters may also be required to remain at emergency scenes for extended hours—or even days.

### Salary

### Target 13 Text Structures and Features

6. What is the most likely reason the author included subheadings in the text?

- (A) To help the reader define key terms.
- (B) To help the reader summarize and compare information.
- (C) To help the reader navigate through sections of the text.
- (D) To help the reader understand information in a visual way.

### Target 14 Language Usage

7. Read the title of the text.

“Can You Take the Heat?”

What does the phrase take the heat suggest about the author’s information provided in the text?

- (A) It suggests that the job of a firefighter is to protect and help people.
- (B) It suggests that the job of a firefighter requires an education.
- (C) It suggests that the job of a firefighter requires medical skills.
- (D) It suggests that the job of a firefighter is very demanding.



According to the latest data from the U.S. Bureau of Labor Statistics (BLS), the median annual income for firefighters is about \$45,000. Salaries range from less than \$25,000 to more than \$70,000 per year. People in upper level positions, such as fire chiefs, may earn salaries of nearly \$105,000 per year.

### **Job Outlook**

In 2008, more than 300,000 people held jobs as firefighters. According to the BLS, job opportunities for firefighters are expected to increase by 19 percent by 2018, primarily due to the conversion of volunteer firefighting positions to paid positions.

Despite the job growth, however, candidates for firefighting positions will continue to face heavy competition. To get a leg up, prospective firefighters are encouraged to maintain physical fitness levels, take firefighting classes at a community college or university, and obtain medical training.

### Dictionary

composure (*noun*) a calm state of mind

crucial (*adjective*) extremely important

inaccessible (*adjective*) unable to be reached

rigorous (*adjective*) having harsh and unrelenting demands

### **Claim 2 Target 9 Edit Clarify (conventions)**

**8. Choose the sentence that is punctuated correctly.**

- (A) Jorge Torres, our chief was born in California.
- (B) I was one, of over three hundred people, who attended the sold-out event.
- (C) Firefighters often work nights weekends, and holidays.
- (D) The fire started on June 5, 2014 in Downey, California.

16. Read the paragraph.

I spent five summers engineering the “perfect” treehouse. There was one huge oak tree in the tiny yard behind our apartment building, and for some reason, the landlord didn’t mind that I used it as a construction site year after year. I fabricated what I thought were elaborate additions—one per summer—until my friends and I had a genuine five-room condo, a perfect location for our super-secret club. It wasn’t until years later that I realized my prized creation was nothing more than a crudely nailed together shack with cracks in the walls and a couple of rotting boards for a floor. And we loved it.

What does the word permanent suggest about the narrator’s initial thoughts about his construction. Select two:

- He thought it was plain and simple
- He thought it was extraordinary
- He thought he created something spectacular
- He thought he and his friends could live in it

L.8.6\*

17. Read the paragraph.

The chemistry assignment required the students to test their hypothesis with two different controls.

Which phrase defines *control*?

- A. A battery operated device
- B. Item that remains the same throughout an experiment
- C. Resources need to create an experiment
- D. Regulation of power

L.8.6\*

18. In which sentence is **weathered** used correctly?

- A. The **weathered** ring we found was shiny and new.
- B. The **weathered** forecast for next week is cold and rainy.
- C. The woman collected the **weathered** rain in rusty buckets.
- D. The glove was left outside and now looked old and **weathered**.

L.8.6\*

Directions: Answer the following question(s).

- 1 The speed of light is approximately  $3.0 \times 10^8$  meters per second. The speed of sound is approximately  $3.4 \times 10^2$  meters per second.

Part A:

What is the difference between the speed of light and the speed of sound?

Part B:

How many times faster is the speed of light than the speed of sound?

Write your answer in the space below.

- 2 The Hawaiian Islands formed as a result of tectonic plate movement over a volcanic hot spot. The rate of plate movement can be calculated by dividing the distance that an island is from the hot spot by the age of the island.

A scientist determines that one of the islands is 4860 kilometers from the hot spot and is  $6.5 \times 10^7$  years old. Which of the following statements are true? Select THREE that apply.

- A. The rate of plate movement is approximately 7.5 cm per year.
- B. The rate of plate movement is approximately  $7.5 \times 10^{-5}$  km per year.
- C. In a million years, the plate has moved a distance of approximately 75 m.
- D. In a million years, the plate has moved a distance of approximately  $7.5 \times 10^7$  mm.

Directions: Answer the following question(s).

- 3 Jerry's calculator has 8 digits. He entered 50,000,000. Then he pressed the  $x^2$  key to square 50,000,000.

A. What is 50,000,000 written in scientific notation?

Write your answer in the space below.

B. What is the result (in scientific notation) of squaring 50,000,000?

Write your answer in the space below.

C. Explain how you used scientific notation to find your answer to part B.

Write your answer in the space below.

- 4 The average circumference of Jupiter is  $4.3926 \times 10^5$  km. The average circumference of Jupiter is 11 times larger than the average circumference of Earth. Determine the average circumference of Earth. Write your answer in scientific notation.

Write your answer in the space below.

Directions: Answer the following question(s).

- 5 A certain computer performs 1 computation in 1.5 nanoseconds. One nanosecond is equivalent to  $10^{-9}$  seconds. At that rate, how many computations does the computer make per hour? Write your answer in scientific notation. Show your work or explain your answer.

Write your answer in the space below.