

Reading/ELA 8th Grade CRCT Review Packet

Figurative Language, Notes(9)—allusion, dramatic irony and verbal irony, pun

- **Simile** – a figure of speech that involves a comparison between two things using “like” or “as.”
Examples: The muscles on his arms are as strong as iron bands. My brother swims like a fish.
- **Metaphor** – a figure of speech that involves a comparison, but the words “like” or “as” are not used. Linking verbs (is, am, are, was, were...) are often used to create the metaphor.
Examples: Her words were music to his ears. That boy’s stomach is a bottomless pit.
- **Symbolism** – Words or objects that represent a deeper meaning. Examples: Our flag represents freedom and the United States. Roses symbolize love.
- **Alliteration** – The repetition of sound occurring at the beginning of words or within words. The use of alliteration can create tongue twisters. Examples: We were wide-eyed and wondering while we waited for the others to waken.
- **Hyperbole** – An exaggerated statement used for effect. It is not used to mislead the reader, but to emphasize a point. Example: The teacher told us what to do a million times. I was so hungry I could eat a horse!
- **Personification** – A figure of speech which gives the qualities of a person to an animal, an object, or an idea. Example: The wind yells while blowing. The car engine coughed and sputtered.
- **Onomatopoeia** – The use of words that mimic sounds. A string of syllables the author has made up to represent the way a sound really sounds. Example: splash, buzz, crackle, boom.
- **Imagery** – Language that is easy to imagine and appeals to our senses (what we hear, see, feel, taste, smell). The writer uses very descriptive words and phrases to paint a clear picture in your mind. Imagery is not: “I saw lightening.” Imagery is: Suddenly, a bold, bright flash of light arced across the sky. The air seemed to intensify as the crackling hiss of electricity filled the air. My hair stood on end, and I trembled as thunder boomed from the sky. Then, suddenly, a gush of warm air swirled about me as I smelled the beginning of a summer rain.

Genres, Notes (10)

- **Fiction** – fiction covers all types of stories that are not true. Sub-genres of fiction include: fables, tall tales, myths, historical fiction, realistic fiction, and science fiction.
- **Non-fiction** – non-fiction covers all types of stories that are true. Non-fiction includes newspaper articles, biographies, autobiographies, memoirs, speeches, and essays.
- **Drama** – A drama is a play. It is meant to be performed by actors in front of an audience. The written form of a play is called a script.
- **Poetry** – poetry can rhyme or not rhyme. Writers of poetry convey the meaning of their poems through sound and rhythm.
- **Poetry Terms:**
 1. Stanza – A group of lines that form a unit in a poem. (A stanza is like a paragraph in a story.)
 2. Rhyme – Words that sound alike.
 3. Internal Rhyme – Rhyme that occurs within a line of poetry.
 4. End Rhyme – Rhymes that occur at the ends of lines of poetry.
 5. Rhyme Scheme – the pattern of end rhyme that is found in poetry; letters are often used to show rhyme scheme. (i.e. ABAAB).
 6. Rhythm/meter – The pattern of stressed and unstressed sounds in a line of poetry.

Twinkle, twinkle, little star

How I wonder what you are

Up above the world so high

Like a diamond in the sky

Literary Terms, Notes(3, 11, and 12)

- **Plot** – the sequence of events that make up a story
- **Climax** – the moment in a story where the suspense or tension has built and you are about to find out who “wins” the conflict or triumphs over the problem.
- **Theme** – The specific message the author wants you to walk away with after reading the story. The theme of “Everyday Use” was that you don’t need material things to be happy.
- **Topic** – The general focus of the written piece. The topic of your memoir may have been “Friends.” The theme of your memoir might be “good friends are always there to help you.
- **Point of view** – tells you from whose point of view or perspective a story is told. It is typically either first person point of view or third person point of view. In first person point of view, the main character tells the story. In third person point of view, the narrator tells the story.
- **Mood** – The overall feeling of a story. The mood may be suspenseful, sad, cheerful, scary, etc.
- **Tone** – Similar to mood, but often referred to in non-fiction writing. Your tone would be nice and thoughtful in a thank-you letter. A letter of complaint might be respectful but angry.

Research

- **Source** – This is where you get your information. Primary sources are created by people who witness or take part in an event. Diaries, letters, and interviews are primary sources. Secondary sources are made by people not directly involved in the event. Encyclopedias, textbooks, biographies, and most news articles are secondary sources.
- **Citation** – the information that identifies the source you used.
- **Footnote** – information placed at the bottom of a page that explains or comments about a word or phrase that is in the text. Footnotes are usually identified by a number or asterisk(*).
- **Bibliography** – A list of sources.
- **Graphic Organizer** – A way of organizing information so that it is easy to view and understand. Examples include webs, timelines, charts, and graphs.

Notes on Writing

- **Author’s Purpose** – Authors usually write to entertain, to persuade, to explain/inform, or to describe. Read a passage carefully to determine the author’s purpose and author’s audience.

| Author’s Purpose | Types of Writing | Examples |
|-------------------------|--------------------------|---|
| To inform | Expository (non-fiction) | Newspapers, textbooks, biographies, charts and graphs |
| To explain | Expository (non-fiction) | Instruction manuals |
| To describe | Any | Science books, novels |
| To persuade | Persuasive | Editorials, advertisements |
| To entertain | Narrative (fiction) | Novels, poetry, plays |

- **Organizational Structures for Writing:**
 - A) sequential / chronological – writing is organized by when things happened. Either sequentially (first, next, last), or chronologically (by time... In the morning, by late afternoon, at 10:00 p.m.)
 - B) spatial – spatial is used to describe a place or a person.
 - C) compare and contrast – is used to show how two or more things or people are similar and different.
 - D) cause and effect – you would use this type of writing to explain how or why something caused something else to happen. The hurricane caused the floodwaters to rise, which caused many people to become homeless.
 - E) order of degree or importance – this is usually used in persuasive and problem/solution writing. It means that you provide information from either the most important to least important, or the most serious to least serious (or vice versa).

- **Main Idea** – The main idea is what the author wants to say about the topic he or she is writing about. Every sentence in the paragraph (or essay) should support the main idea.
- **Topic Sentence** – The sentence that contains the main idea upon which a paragraph is developed. In a unified paragraph, all of the supporting sentences relate to the main idea that is stated in the topic sentence.
- **Supporting details** – Facts, statistics, anecdotes, and examples used to support the topic sentence of a paragraph.
- **Extraneous or Irrelevant** – Sentences in a paragraph that do not support the main idea, and, therefore, should not be included.

- **Writing Process:**
 1. **Prewriting** - Before you start your story you have to think about what you want to write. This is called Prewriting. That is when you think of ideas that will help you tell your story.
 2. **Writing the rough draft** - This is the first draft. You put all your ideas that you had into paragraph form.
 3. **Revise** - Look for ways to improve your writing. Maybe you need to add more figurative language or details or just change the wording of your paragraphs. Remember you want a catchy “hook” or introduction and a good conclusion that wraps your paper up and makes your point.
 4. **Editing/Proofreading**- Read over your story and make sure that there are no missed mistakes and everything is the way you like it. Check your spelling, punctuation, grammar, and capitalization. Have someone else look over your paper, too.
 5. **Publishing**- This is the final copy of your paper so make it neat and accurate.

Grammar,(Notes 6,7, and 8) Verbals: gerunds, infinitives, and participles, Active and Passive Voice, Verb Moods

- **Sentence** – A group of words that contain a subject and a verb and create a complete thought.
- **Fragment** – Part of a sentence. It may be missing a subject, a verb, or a complete thought. Examples: *When I get home. Because it is cold. The puppy me.*
- **Run-on** – You have a run-on sentence when you put more than one sentence together without using proper punctuation (no periods, commas with conjunctions). Example: *I gave my brother a present for his birthday he liked it a lot.*
- **Subject** – The “who” or the “what” the sentence is about. Example: The members of the band practice each day. Note: *Remember, a subject will never be in a prepositional phrase.*
- **Complete Subject** – The simple subject and any modifiers/phrases that go with it. Example: The members of the band practice each day.
- **Verb** – Every sentence must have a verb (simple predicate). The verb tells what the subject has, does, is, or feels. There are three kinds of verbs:

1. Action Verbs – An action verb is a word that expresses a physical or mental action.

Example: The audience cheered after the performance.

Example: I appreciated the bottle of water after I ran the race.

2. Linking Verbs – A linking verb connects the subject of a sentence with a noun or an adjective in the predicate.

Example: The planet is Venus. The cake tastes delicious.

Linking verbs: is am are was were be been being

Sensory words (when NOT used as action verbs): looks, tastes, smells, feels, appears, grows, become

The cake looks delicious. The food tastes great. She appears sad.

3. Helping Verbs -- sometimes action verbs need helping verbs to clarify the meaning. They help to create "verb phrases."

Example: He has called me 50 times today. My sister should have arrived home by now.
is, am, are, was, were, be, been, do, does, did, has, have, had, may, might, must
can, could, shall, should, will, would

- **Complete Predicate** – The simple predicate or verb phrase in a sentence along with any modifiers/phrases that go with it. Example: The members of the band practice each day.
- **Preposition** – The store (across the street) is closing (in a week.) (pg. 152)
- **Object of the Preposition** – I walked (across the street.) The book (on the floor) is mine.
- **Interjection** – Wow, that was an easy test!
- **Conjunction** – I threw the ball to Jeff, but he didn't catch it. Conjunctions connect words, phrases, or clauses together, creating compound subjects, verbs, objects, phrases, or compound sentences. You can remember them with the mnemonic: FANBOYS: for, and, nor, but, or, yet, so
- **Adjective** – An adjective modifies a noun or pronoun by telling "which one, what kind, or how many." Example: The black and brown dog jumped over the white picket fence.
- **Adverb** – An adverb modifies a verb, adjective, or other adverb by telling when, where, why/how, and to what extent. Example: I will see you tomorrow. The plane flew high. Birds quickly flew to the tree limb.
- **Pronoun** – A pronoun is a word that is used in place of a noun or another pronoun. There are many kinds of pronouns. Study your pronoun notes!
- **Direct Object** – A sentence must contain an action verb to have a direct object. Find the verb and ask "what?" or "whom?." If you can answer the question, you have a direct object. (DOs are never in prepositional phrases!) Example: Mary threw her rotten banana into the garbage. Threw what or whom? Banana.
- **Indirect Object** – A sentence must contain an action verb AND a direct object to have an indirect object. The indirect object will appear between the action verb and the direct object. Example: Tommy handed Janie a pencil. Tommy handed what? (DO) to whom? (IO). Pencil is the DO, and Janie is the IO.
- **Predicate Nominative** – is a noun that follows a linking verb and renames the subject of the linking verb. (Refer back to the list of linking verbs – is, am, are, was, were, be, been). Example: Mrs. Johnson is an English teacher. "Teacher" is the same thing as "Mrs. Johnson." You can actually use "teacher" as the subject.
- **Predicate Adjective** – is an adjective that follows a linking verb and modifies (describes) the subject of the linking verb. Example: My little brother is lazy.
- **Usage:** Make sure your subject and verb agree. They were going to the store – not "they was" going. Punctuation, capitalization rules/notes you've been given in class.
- **Contractions** – can't = cannot, don't = do not, doesn't = does not, it's = it is, etc.
- **Apostrophes** – create possessive nouns (the book's cover, the dog's fur, the sun's rays), create contractions (can't, won't, shouldn't, etc.) An apostrophe on a noun does NOT create plural! (The dogs ran quickly to the corner.)

Phrases

1. **Prepositional Phrases** are either adjective or adverb phrases. An adjective phrase will modify (describe) a noun or pronoun by telling which one, what kind, or how much. An adverb (adverbial) phrase will modify or describe a verb, adjective, or adverb by telling when, where, why, how, or to what extent.

Examples Adjective: The girl in the hall is my sister. The phrase is telling you “which girl” is my sister, so it’s an adjective phrase. The meeting for baseball players will be at 4:00. The phrase, “for baseball players,” tells you which meeting will be at 4:00.

Examples Adverb: The girl ran in the hall. This time, the phrase is telling you “where” she ran. It’s an adverb phrase. The soldiers marched before sunset. The phrase tells you “when” they marched.

- Appositive Phrases** restate or provide more information about a noun or pronoun in front of it. It can be a name or a phrase. Examples: My brother Nate is 10 years old. Mrs. Johnson, our English teacher, makes up sentences in her sleep. Have you ever visited Wesleyan College, the first women’s college in Georgia?

Clauses and Sentence Structure – a group of words that contains a subject and a predicate.

There are two kinds: independent and dependent.

Independent clause: expresses a complete thought and can stand alone as a sentence.

Dependent clause: does not express a complete thought, must be joined with an independent clause to create a sentence (complex), introduced by “starter words.” **Adverb** clauses: *since, after, as, when, because, unless, while, though, although, if, before, wherever, where, whenever.* **Adjective** clauses: *who, whom, whose, that, which (and where if it is modifying a noun or pronoun).*

| Sentence Types | Definition | Example Sentence |
|------------------|--|---|
| Simple | consists of one independent clause (has at least one subject and one verb and expresses a complete thought) | Tina wants cereal for breakfast. |
| Compound | consists of two or more independent clauses connected with a comma and a conjunction (boy, or, yet, for, and, nor, so), or a semicolon without a conjunction ; | Tina wants cereal, <u>but</u> the cereal box is empty. Tina wants cereal; the cereal box is empty. |
| Complex | consists of one independent clause and one or more dependent clauses. The dependent clauses can be adjective or adverb clauses. Look for the “starter” words! – who, whom, whose, that, which (adjective clause) or the “white bus” words (adverb clause). | <u>Because</u> the box is empty, Tina can’t eat cereal. She looked at the box, <u>which</u> was empty. |
| Compound-complex | consists of two independent clauses joined with a comma and a conjunction or with a semicolon and one or more dependent clauses | Tina went to the store, and she bought more cereal because the cereal box was empty. |

Remember, clauses always contain a subject and a verb!

Adjective Clauses

- modify nouns and pronouns by telling *which one, what kind, or how many/how much* usually begin with a relative pronoun: who, whom, whose, that, which.

Examples – mark the adjective clauses in the sentences below:

1. The girl who sits next to me is my best friend. *Which girl is my best friend? The one who sits next to me....*
 2. The person whom I admire the most is one with good moral character. *What kind of person do I admire the most?*
 3. My friend whose arm is in a cast broke it during a game.
 4. The apple that fell from the tree hit me in the head.
 5. Baseball season, which will be here soon, is an exciting spring sport.
- An adjective clause may begin with “where” if it is describing a noun or pronoun.
 1. The store where I bought my new jacket has cut prices on winter clothes. *Which store has cut prices? The one where I bought my new jacket*

Adverb Clauses

- modify verbs, adjectives, and adverbs by telling *when, where, why/how, and to what extent or under what condition*.
- begin with subordinate conjunctions (aaawwubbis).

| A | A | A | W | W | U | B | B | I | S |
|-------|----------|----|------|-------|-----------------|--------|---------|----|-------|
| after | although | as | when | while | until unless | before | because | if | since |

Examples: (Q: Why do some of the sentences with adverb clauses have commas and others don't?)

1. Before I go to bed, I will brush my teeth.
2. Although I am sleepy, I will brush my teeth before I go to bed.
3. I ate a snack when I got home from school.
4. She made me laugh as soon as I saw her ridiculous costume.
5. Even though it was cold, I forgot to wear a jacket.

Noun Clause: A noun clause has a job in a sentence just like a noun does. The noun clause can be the subject of a sentence, a predicate nominative in a sentence, a direct object, indirect object, or object of preposition.

If you take a noun clause out of a sentence, the sentence will usually fall apart (and always will if the clause is serving as the subject, predicate nominative, or object of preposition). Sometimes, you will still have a sentence if the noun clause is serving as a direct or indirect object.

- Examples: Whoever took my pencil better give it back. (noun clause as subject)
 The winner will be whoever finishes first. (noun clause as predicate nominative)
 I know who left these books in here. (noun clause as direct object)

Give a copy of the poem to whomever wants one. (noun clause as object of preposition)