Student Practice Book
Reading, Grade 8
for the State of Texas Assessments of Academic Readiness

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Editorial Director

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My eyes fluttered open—I was in a hospital room. I closed my eyes again tightly when a nurse walked in with her squeaky cart of medical measuring gizmos. I feigned sleep while she cuffed my arm, stuck a thermometer in my ear, and timed my pulse. When she finished, I opened my eyes.

“How do you feel?” she asked with concern. I mumbled an unintelligible reply. She clucked sympathetically. “You were injured pretty severely when you took that bike spill. But you seem to be springing back. Your vital signs are excellent!” I smiled halfheartedly. She frowned. “However, dearie, you should have been wearing your helmet.” She continued moving around the room, making notes and tidying supplies. “You have to remember from now on. It’s absolutely imperative to your safety, as you have unfortunately found out this time.”

Her speech took me back to the day of the fateful bike ride. I was going to meet my friends, and on my way out the door I spied my bulky bike helmet in the closet. But the weather outside was ideal—with a perfect breeze blowing—and I didn’t want that cumbersome piece of plastic weighing down my head. I shrugged and left, vowing to “wear it next time.” I touched my head gingerly now. **Ow!** I regretted ignoring that helmet now, that was for sure.

Then four people walked into the room—two adults and two children. I thought they must have been searching for another patient’s room because I didn’t recognize them, not even vaguely.

“Can I help you?” I asked, which was foolish of me. Obviously I couldn’t help anyone in my condition right now. The man laughed—he must have thought I said something funny, but the woman didn’t. She looked at me oddly while the two children giggled. She walked over and gently touched my cast, but when she touched me, I felt that something was very, very wrong.

“Don’t you recognize us?” the woman asked. I was thinking, *Should I recognize you?*, but then fear filled my head, increasing my physical pain and chilling me to the bone. The older child told me to stop kidding while the younger child started to cry and ran to the woman. The man immediately left the room to search for a doctor who could provide some answers. Too many questions swirled around my bed: *Who were these people? Why should I remember them?*

Dr. Harrison arrived moments later and inspected my chart, studying it as if he needed to pass a test on the information it contained. He motioned for the woman to come over. “Who is this person?” he asked me carefully.
“Mom?” I ventured. I guess I shouldn’t have answered that way because everyone looked at each other as if I had just grown an extra toe. Dr. Harrison stared intently at me for a moment, and then said, “Angie, I want you to be honest with me. Do you recognize the people standing at the foot of your bed?” I swallowed so hard, I thought I would swallow my tongue. I just shook my head and looked away, tears streaming onto my scratchy pillowcase.

“Angie, I’m afraid you have a serious brain injury, and we won’t know whether the damage is permanent until the swelling in your head goes down. Until then, simply accept that these people are your family and that they love you very much.” The doctor looked a bit apologetic. I nodded my understanding, and then I pretended to go back to sleep so they would all leave. My world had turned upside down all because I didn’t feel like wearing my bike helmet one day.

The next day, the same four people walked into my room, but I couldn’t remember their names. After we talked for a while, I suddenly had an idea. I took the woman’s hand and printed an “M” on her palm with a magic marker. Then I wrote a “D” on the hand of the person who was supposed to be my dad. I put a “W” on my brother Will’s hand and an “N” on my sister Nancy’s. Then I asked them to re-draw their letters each day they came to see me. Even if I couldn’t remember their names by myself, I could at least remember my family from the letters on their hands. I felt like a fortune teller at a carnival.

A couple of days passed with me peering at everyone’s hands before talking to them. I began to wonder whether I’d ever get better. The calendar on the wall indicated that it was Halloween, and my family had said they would come in costume. Soon Mom, Dad, Will, and Nancy entered my room with no masks and no costumes, not even any Halloween candy. Then all at once, they pulled their gloved hands from behind their backs.

I laughed at their trick, and then realized that I had known my family even with their gloves on. I was going home soon!
Standard 2 (Context Clues) M

1. Read the sentence from the story.
   But the weather outside was ideal—with a perfect breeze blowing—and I didn’t want that cumbersome piece of plastic weighing down my head.
   What does the word **cumbersome** mean?
   A Heavy
   B Hot
   C Protective
   D Ugly

Standard 2 (Context Clues) M

2. Read the sentences from the story.
   I feigned sleep while she cuffed my arm, stuck a thermometer in my ear, and timed my pulse. When she finished, I opened my eyes.
   What does the word **feigned** mean?
   A Attempted
   B Closed
   C Enjoyed
   D Pretended

Standard 7 (Author’s Use of Language) H

3. Read the sentence from the story.
   I guess I shouldn’t have answered that way because everyone looked at each other as if I had just grown an extra toe.
   The phrase “as if I had just grown an extra toe” means that everyone looked—
   A angry
   B honest
   C strange
   D worried
Standard 6 (Plot Development) M

4. What is the conflict in this story?
   A Angie cannot remember her family.
   B Angie is in the hospital with an injury.
   C Angie wants to leave the hospital but is not allowed to.
   D Angie decides not to wear her helmet while bike-riding.

Standard 8 (Similes/Metaphors) M

5. The gloves worn by Angie’s family members are like “costumes” because they—
   A hide the marks Angie uses to identify each person
   B are part of different costumes Angie wore as a child
   C help show Angie’s family members’ great acting skills
   D make Angie laugh and keep her entertained on Halloween

6. Why does Angie say she feels “like a fortune teller at a carnival”?
   A She believes she knows things that no one else knows.
   B She must look at people’s hands to know things about them.
   C She tries to determine her future as she sits in her hospital bed.
   D She thinks everyone looks at her strangely, as if she were a circus performer.

8.RC.D (Inferences) M

7. Which sentence from the story expresses Angie’s growing hopelessness during her hospital stay?
   A I mumbled an unintelligible reply.
   B I began to wonder whether I’d ever get better.
   C I regretted ignoring that helmet now, that was for sure.
   D I swallowed so hard, I thought I would swallow my tongue.
Standard 6 (Theme/Conflict Resolution) H

8. How does the reader know that Angie's conflict has been resolved?
   A. She says that she has an idea.
   B. She says that she is going home soon.
   C. She says that she feels like a fortune teller at a carnival.
   D. She says that she regrets her decision not to wear her helmet.

8.RC.E (Summarize/Paraphrase/Synthesize) M

9. Which of the following best summarizes the story?
   A. A girl is excited about leaving the hospital after Halloween.
   B. A girl is hurt in a bike accident and can't remember her family.
   C. A girl decides not to wear her helmet because of the nice weather.
   D. A girl writes her family's initials on their hands to help her remember them.

Standard 6 (Point of View) H

10. The first-person point of view in this story helps readers understand—
    A. how Angie feels about what happened to her
    B. what all the characters think and feel about Angie’s accident
    C. what Angie’s mother thinks when Angie does not recognize her
    D. what someone outside the story thinks about what happened to Angie

8.RC.D (Inferences) H

11. Based on the story, you can conclude that the author wants readers to understand that—
    A. a brain injury can cause memory loss
    B. siblings always understand each other
    C. most people in hospitals had accidents
    D. your family will be upset if you don’t remember them
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Master Skills List

Standard 2: Vocabulary
Determine the meanings of grade-level academic English words derived from Latin, Greek, and other linguistic roots and affixes (Roots/Affixes) Readiness Standard

Use context (within a sentence and in larger sections of text) to determine or clarify the meanings of unfamiliar or ambiguous words or words with novel meanings (Context Clues) Readiness Standard

Use a dictionary, glossary, or thesaurus (printed or electronic) to determine the meanings of syllabication, pronunciations, alternate word choices, and parts of speech of words (Dictionary/Glossary) Readiness Standard

Standard 3: Literary Text/The Theme and Genre
Analyze literary works that share similar themes across cultures (Themes) Supporting Standard

Compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths) (Mythologies) Supporting Standard

Analyze how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work (Influence of Setting) Supporting Standard

Standard 4: Literary Text/Poetry
Compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry) (Poetic Forms) Supporting Standard

Analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays (Characterization in Drama) Supporting Standard

Standard 5: Literary Text/Drama
Analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved (Plot Development) Readiness Standard

Analyze how the central characters’ qualities influence the theme of a fictional work and resolution of the central conflict (Theme/Conflict Resolution) Readiness Standard

Analyze different forms of point of view, including limited versus omniscient and subjective versus objective (Point of View) Supporting Standard

Standard 7: Literary Text/Nonfiction
Analyze passages in well-known speeches for the author’s use of literary devices and word and phrase choice (e.g., aphorisms, epigrams) to appeal to the audience (Author’s Use of Language) Supporting Standard

Standard 8: Literary Text/Sensory Language
Explain the effect of similes and extended metaphors in literary texts (Similes/Metaphors) Supporting Standard

Standard 9: Informational Text/Culture and History
Analyze works written on the same topic, and compare how the authors achieved similar or different purposes (Compare Purposes) Supporting Standard

Analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts (Rhetorical/Logical Fallacies) Supporting Standard

Standard 10: Informational Text/Expository Text
Summarize main ideas, supporting details, and relationships among ideas in a text succinctly in ways that maintain meaning and logical order (Main Idea/Details) Readiness Standard

Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence (Connections Across Informational Texts) Readiness Standard

Standard 11: Informational Text/Persuasive Text
Compare and contrast persuasive texts that reached different conclusions about the same issue, and explain how the authors reached their conclusions through analyzing the evidence each presents (Compare/Contrast Conclusions) Supporting Standard

Analyze works written on the same topic, and compare how the authors achieved similar or different purposes (Compare Purposes) Supporting Standard

Analyze works written on the same topic, and compare how the authors achieved similar or different purposes (Compare Purposes) Supporting Standard

Standard 12: Informational Text/Procedural Text
Evaluate graphics for their clarity in communicating meaning or achieving a specific purpose (Clarity/Purpose of Graphics) Supporting Standard

Analyze the role of media in focusing attention on events and informing opinion on issues (Role of Media) Supporting Standard

Analyze the role of media in focusing attention on events and informing opinion on issues (Role of Media) Supporting Standard

Standard 13: Media Literacy
Evaluate the role of media in focusing attention on events and informing opinion on issues (Role of Media) Supporting Standard

Evaluate various techniques used to create a point of view in media and the impact on the audience (Media Techniques) Supporting Standard

Reading Comprehension Skills (Figure 19)
Make complex inferences about a text (Inferences) Readiness Standard (Fiction, Expository) / Supporting Standard (Literary Nonfiction, Poetry, Drama, Persuasive)

Summarize, paraphrase, and synthesize within a text and across texts (Summarize/Paraphrase/Synthesize) Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama)

Make connections between and across texts, including other media (e.g., film, play) (Make Connections) Readiness Standard (Fiction/Informational)