

Montgomery County Public Schools
Literature and Language 8B Exam Review
June 2015

FORMAT

Readings

- an excerpt from a novel
- short nonfiction passages related to the novel excerpt
- a poem
- an excerpt from a play (not Shakespeare)

Selected Response Items (SRs)

Students will be required to

- determine the meaning of words by using context.
- make inferences about characterization, motivation, and other narrative elements.
- make inferences about insights gained from reference materials related to narratives.
- make inferences about a writer's purposeful use of language and form.
- make inferences about the main idea, theme, or point of view.
- identify and explain a writer's use of language devices in poetry, prose, and drama.
- analyze how a writer's sentence structure and style contribute to tone and purpose.
- identify the tone based on the language of a text.
- apply course terms to interpret poetry, prose, and drama.

One Written Response

Students will be required to

- explain briefly how an author uses language to orient the reader to the world of the story (establishing context, point of view, or characters). Students choose one technique used to orient the reader and consider how aspects of language such as word choice, imagery, or sentence structure help create the world of the story.

One Essay

Students will be required to

- explain how a playwright uses dramatic techniques to develop the characters in a play. Students may wish to consider dramatic conventions such as setting, scene description, dialogue, stage directions, or use of language in their responses.

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PREPARATION

Review Course Concepts and Skills

- Review strategies for close reading of a text, including how an author uses language to achieve a purpose.
- Consider how to determine the meaning of unfamiliar vocabulary in context.
- Review the three types of writing—argument, informative/explanatory, narrative—particularly as they relate to literary texts.
- Use the portfolio to examine strengths and areas of need in content and development of ideas.
- Review frequently noted errors and learn to correct each one.
- Read, analyze, and evaluate paragraphs, essays, and other papers.
- Review rubrics used for writing, including the Scoring Guide for Writing and 6-Traits rubrics.
- Review how to use various graphic organizers to plan writing.
- Review strategies for organizing and writing timed responses.
- Review strategies for using quotations and paraphrased ideas.
- Review conventions for writing dialogue.

Review Language Skills

- verbals (gerunds, participles, infinitives)
- active and passive voice
- moods of verbs (indicative, imperative, interrogative, conditional, subjunctive)
- punctuation (comma, ellipsis, dash) that indicates a pause or break
- ellipsis to indicate an omission
- mastery of Language Progressive Skills as appropriate (sentence fragments, run-ons, or other individual needs), as listed in [Common Core State Standards](#)

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COURSE TERMS

The list below is **not** comprehensive; it is intended as a guideline for establishing a foundation of knowledge and common language for instruction. This page lists concepts that students should have encountered throughout the semester. Also, the categories overlap; while a term may be listed under a particular heading, students may use it in several different contexts.

Students should also review and continue to use the terms from Writing and Language 8A.

READING/WRITING

Allusion
Analysis
Annotation
Audience
Characterization
Close reading
Complex character
Connotation
Context
Denotation
Dialogue
Diction
Evaluation
Evidence
Figurative language
 Hyperbole
 Metaphor
 Personification
 Simile
 Understatement
Flashback
Foreshadowing
Inference
Irony
 Dramatic
 Situational
 Verbal
Mood
Motif
Multimedia
Narrator
Pacing
Paraphrase

Perspective/point of view

First person
Third person
 Limited
 Omniscient
Plot structure
 Exposition
 Inciting incident
 Rising action
 Climax
 Falling action
 Resolution
Self-reflection
Sensory imagery
Setting
Summary
Symbol
Syntax
Theme
Thesis
Tone
Voice
Writer's purpose

POETRY

Alliteration
Free verse
Meter
Repetition
Rhyme
Rhythm
Speaker
Stanza
Structured verse

DRAMA

Act
Antagonist
Aside
Cinematic elements
 Camera angle
 Film shot
Conflict
Dramatic elements
 Scene description
 Stage directions
Monologue
Protagonist
Scene
Secondary character
Subtext

LANGUAGE

Active and passive voice
Ellipsis to indicate an omission
Moods of verbs (indicative, imperative, interrogative, conditional, subjunctive)
Precise language
Punctuation (comma, ellipsis, dash) that indicates a pause or break
Verbals (gerunds, participles, infinitives)

Language Progressive Skills

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COMMON CORE STATE STANDARDS—ELA-LITERACY: READING LITERATURE

- RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- 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.
- RL.8.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- RL.8.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
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COMMON CORE STATE STANDARDS—ELA-LITERACY: READING INFORMATIONAL TEXT

- RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.8.6** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

COMMON CORE STATE STANDARDS—ELA-LITERACY: WRITING

- W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.
- W.8.2.** Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 8 Reading standards to literature.
 - b. Apply grade 8 Reading standards to literary nonfiction.
- W.8.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE STANDARDS—ELA-LITERACY: LANGUAGE

- L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.*
- L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.

Scoring Guide for Writing

Score of 5

This response demonstrates consistent mastery, although it may have minor errors. This response effectively states and develops a claim, provides strong insights, and uses well-chosen detail to achieve its purpose.
is well organized, focused, and coherent.
uses language and vocabulary purposefully.
varies sentence structure skillfully.
is generally free of errors in grammar, usage, and mechanics.

Score of 4

This response demonstrates adequate mastery with occasional lapses in quality. This response states and develops a claim, exhibits sound thinking, and uses appropriate supporting detail.
is generally organized, focused, and coherent.
generally uses language and vocabulary effectively.
demonstrates some variety in sentence structure.
may have some errors in grammar, usage, or mechanics.

Score of 3

This response demonstrates partial mastery, but it has one or more flaws. This response states and develops a claim but needs more consistent thinking and supporting detail.
sometimes lacks organization, focus, and coherence.
generally uses language coherently, but some word choices are vague or inappropriate.
has little variety in sentence structure or has some sentence errors.
may contain a number of errors in grammar, usage, or mechanics.

Score of 2

This response demonstrates little mastery and is marred by one or more weaknesses. This response has a vague or limited claim, weak thinking, and inappropriate or insufficient supporting detail.
is poorly organized, lacking focus and coherence.
uses limited language and vocabulary or incorrect word choice.
demonstrates simplistic or incorrect sentence structure.
contains errors in grammar, usage, or mechanics that sometimes hamper meaning.

Score of 1

This response demonstrates a lack of mastery and serious flaws. This response does not state or develop a claim and provides little, if any, supporting detail.
is disorganized, rambling, or incoherent.
has numerous errors in vocabulary and use of language.
has serious flaws in sentence structure.
contains numerous errors in grammar, usage, or mechanics that consistently hamper meaning.

Score of 0

No response or a response that is completely irrelevant will receive a score of zero.