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Sample Reading and Writing Lesson **7th and 8th Grade**

Thank you for downloading this free lesson. I hope it helps your students become more confident, descriptive writers.

Natasha Attard Ph.D.

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Spelling Writing and Reading

2 Books
in 1

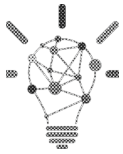
7th and 8th Grade



Language Arts Curriculum

Natasha Attard Ph.D

LESSON 50: Writing Descriptive Texts



Descriptive writing is a very powerful tool because it brings words to life and transports readers to places, moments or experiences through vivid language and sensory details.



Descriptive writing serves several important purposes:

- **Visualization:** Imagine reading a story where you can almost taste the salty sea air, feel a rough, sandy beach under your feet, see a bright sunset, hear the waves crashing, and smell the ocean breeze—all without leaving your chair. That's what descriptive writing does; it uses words to create a vivid picture in your mind, letting you experience places and things through your senses.
- **Engagement:** Descriptive writing is about choosing the right details that make the story or text more interesting and fun to read. It's like being a director of a movie where you get to create the scene that draws the audience in.
- **Enhancement of Narrative:** When you're telling a story, descriptive writing helps set the scene. It makes the places and people in your story feel real and important. If you're writing about a haunted house, describing the creaky floors, the chilling wind, and the faint whispers can make your story spooky and more engaging.

Descriptive writing isn't just for stories. You can use it in lots of different ways:

- **In stories (narratives):** It helps make the settings and characters come alive.
- **In explaining things (expository writing):** It can help explain things more clearly by giving concrete examples that you can picture in your mind.
- **In trying to convince someone (persuasive writing):** It can make your argument stronger by getting your readers to feel emotions or visualize situations that support your point.
- **In poems or personal journals:** It makes your writing more expressive and impactful, letting others see and feel what you do.



Activity 1: On the following page, you'll read a vivid description of the Grand Canyon. While reading:

1. **Observe Sensory Details:** Notice descriptions of visual, auditory, and tactile elements.
2. **Identify Descriptive Techniques:** Look for adjectives, metaphors, and similes that highlight the canyon's vastness and beauty.

After Reading: Complete the questions that follow.

Reading Comprehension 2: Descriptive Text

The Majestic Grand Canyon

The Grand Canyon, located in Arizona, is one of the most magnificent natural wonders of the world. Stretching over 277 miles long, up to 18 miles wide, and a mile deep, it offers breathtaking views that leave visitors in awe. The canyon's immense size and intricate landscape make it a popular destination for tourists and adventurers alike.

The walls of the Grand Canyon are adorned with layers of red rock, each telling a story of millions of years of geological history. As the sun rises and sets, the colors of the canyon walls shift dramatically, creating a spectacular display of oranges, reds, and purples. This natural phenomenon is a result of the varying mineral content in the rock layers and the angle of the sunlight.

Visitors to the Grand Canyon can explore numerous trails that wind through its rugged terrain. One of the most popular trails is the Bright Angel Trail, which offers stunning views and a challenging hike. Along the way, hikers might encounter diverse wildlife, including mule deer, California condors, and various species of reptiles.

The Colorado River, which carved out the Grand Canyon over millions of years, flows serenely at the bottom of the canyon. Rafting trips along the river provide an exhilarating way to experience the canyon's beauty from a different perspective. The river's rapids offer both thrilling adventures and moments of peaceful reflection.

Standing at the edge of the canyon, hiking its trails, or rafting its river, visitors are constantly reminded of the Grand Canyon's grandeur and the powerful forces of nature that created it.



Questions:

1. What is the primary purpose of the passage?

- a) To describe the scenic beauty and attractions of the Grand Canyon
- b) To provide a historical account of the Grand Canyon
- c) To explain the geological formation of the Grand Canyon
- d) To discuss the wildlife in the Grand Canyon

2. In the context of the passage, what does the word "immense" most closely mean?

- a) Tiny
- b) Ordinary
- c) Enormous
- d) Unattractive

3. How does the passage describe the changing colors of the canyon walls?

- a) As a result of seasonal changes
- b) Due to varying weather conditions
- c) Affected by human activities
- d) Caused by different times of day and mineral content

4. The passage describes the Bright Angel Trail as offering "stunning views and a challenging hike." What can be inferred about the intended experience for hikers on this trail based on this description?

- a) The trail is primarily for inexperienced hikers looking for an easy walk.
- b) Hikers on this trail should be prepared for both beautiful scenery and a physically demanding journey.
- c) The Bright Angel Trail is the only trail that offers scenic views in the Grand Canyon.
- d) Visitors are likely to avoid this trail due to its challenging nature.

5. What role does the Colorado River play in the context of the passage?

- a) It is the primary source of water for the area.
- b) It is a feature that adds to the adventure and scenic beauty of the canyon.
- c) It is a threat to the stability of the canyon.
- d) It is the habitat for most of the wildlife.

6. What can be inferred about the Grand Canyon's appeal to visitors?

- a) It offers a variety of activities that cater to different interests.
- b) It is only popular during certain seasons.
- c) It primarily attracts geologists and scientists.
- d) It is a difficult place to access and visit.

7. The phrase "serenely at the bottom of the canyon" suggests that the Colorado River:

- a) Flows gently and peacefully
- b) Is rough and dangerous
- c) Is shallow and dry
- d) Flows rapidly and noisily

8. Based on the passage, what is the significance of the geological layers of the Grand Canyon?

- a) They are a source of precious minerals.
- b) They provide evidence of ancient civilizations.
- c) They indicate volcanic activity.
- d) They reveal the Earth's geological history.



Activity 2: Now that you've completed the questions, let's delve into the elements that make descriptive writing engaging and captivating.

On the following page, you will find a Descriptive Writing Template. This template will guide you in writing a vivid description of a subject of your choice. After reviewing the contents of the template, select one of the following subjects and compose a vivid and engaging description:

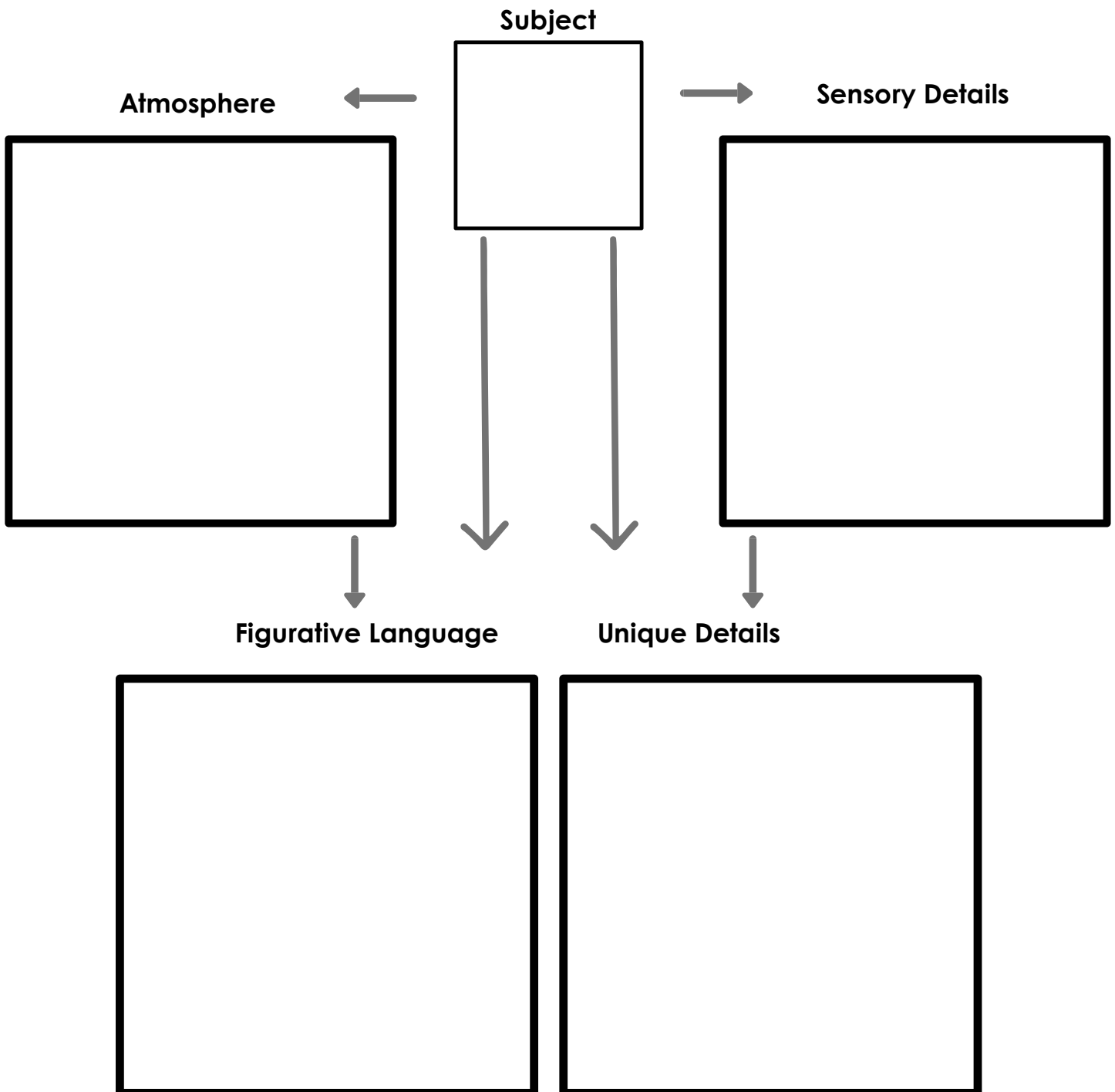
- 1. Midnight in the Enchanted Forest**
- 3. A Day at the Bustling City Market**

- 2. Sunset at the Seaside Promenade**
- 4. Winter's Touch on the Sleepy Mountain Village**

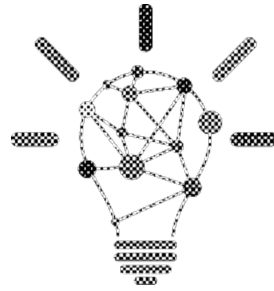
ELEMENT	DESCRIPTION	YOUR IDEAS and EXAMPLES
Subject	Identify the main subject of your description.	EXAMPLES: The Grand Canyon, an old city park, a bustling market)
Setting	Describe the location and time, including any relevant environmental details.	EXAMPLES: Sunrise at the Grand Canyon, a rainy afternoon in the park
Atmosphere	Convey the mood or feeling of the place.	EXAMPLES: mysterious, vibrant, peaceful
Sensory Details	Detail sensory descriptions for each sense: sight, sound, touch, taste, smell.	EXAMPLES: • Sight: red and purple hues of the canyon walls • Sound: echoes of the river • Touch: rough texture of the rock • Smell: fresh scent of the river • Taste (<i>where applicable</i>): crisp, tasty flavor
Figurative Language	Use metaphors, similes, personification, etc., to enrich the description.	EXAMPLES: • Simile: The river snaked through the canyon like a silver thread. • Personification: The old house groaned under the weight of the winter snow, its windows blinking against the fierce wind.
Unique Details	Include any distinctive features or details that stand out.	EXAMPLES: The unusual shape of the rocks, the color of the sky at dusk

Title: _____

Author: _____



Answer Key



Lesson 47 Activity 2.

Coarse / Course

1. She signed up for a short **course** in digital marketing.
2. The towels were made from a very **coarse** material.

Affect / Effect

3. The **effect** of the new policy on employee morale was noticeable immediately.
4. The new manager's leadership style will **affect** the team's performance.

Capital / Capitol

5. The startup is seeking additional **capital** to fund its expansion.
6. The protest took place outside the state **capitol** building.

Accept / Except

7. He decided to **accept** the job offer after much consideration.
8. All students, **except** John, must submit their essays by Friday.

Complement / Compliment

9. He received a **compliment** on his new haircut.
10. The chef used fresh herbs to **complement** the flavors in the dish.

Principle / Principal

11. The scientist refused to compromise his **principle** during the debate.
12. The **principal** of the school is retiring at the end of the year.

Stationary / Stationery

13. She wrote her thank-you notes on personalized **stationery**.
14. The artwork should remain **stationary** to avoid damage.

Lesson 47 Activity 4.

Desert / Dessert

1. Many animals have adapted to survive in the harsh **desert** conditions.
2. Chocolate cake is her favorite **dessert** after dinner.

Elicit / Illicit

3. The speaker's question was meant to **elicit** a reaction from the audience.
4. They were arrested for trading **illicit** substances.

Ensure / Insure

5. He decided to **insure** his car against theft.
6. Please double-check the figures to **ensure** accuracy in the report.

Further / Farther

7. Is the parking lot much **farther** from here?
8. This study aims to **further** our understanding of climate change.

Precede / Proceed

9. Please **proceed** to the next chapter after completing the exercises.
10. The opening remarks will **precede** the award ceremony.

Device / Devise

11. You can track your daily steps with this small wearable **device**.
12. We need to **devise** a strategy to improve our sales numbers.

Lesson 47 Activity 5.

- | | |
|--------------------|-------------------|
| 1. a) devise | 8. a) ensure |
| 2. b) affect | 9. b) coarse |
| 3. b) precede | 10. b) elicit |
| 4. a) complemented | 11. b) illicit |
| 5. b) further | 12. b) dessert |
| 6. a) principle | 13. a) stationary |
| 7. a) except | |

Lesson 49: Reading Comprehension 1 (Narrative Text)

1. c) Exhilarated - The passage describes Noah's excitement and awe upon finding the map.
2. b) Old and worn-out.
3. b) It was less likely to attract attention - The passage states the boat was chosen for its inconspicuousness.
4. c) Adverse weather conditions - The passage describes the vicious North Sea and the perils faced.
5. c) They were suspicious and unwelcoming - The passage notes the residents' hostility towards Noah and the skipper.
6. b) Highlight the dangers and challenges of the quest - The description emphasizes the difficulty and risks involved.
7. c) Beautiful - "Exquisite" is used to describe the valuable and attractive nature of the treasure.
8. a) He was overwhelmed by the sheer quantity of gold and jewels - The passage describes the treasure as beyond their wildest dreams.
9. b) Transporting the treasure out of the cavern - The next challenge mentioned is transporting the treasure.
10. d) It involves a quest with significant challenges and a valuable reward - The passage follows the adventure narrative structure with a clear quest and challenges.

More About This Book

Easy to follow

Lessons

LESSON 19: The Single and Double "l"



Have you ever found yourself puzzled over whether to double the "l" when adding suffixes like "-ing" and "-ed"? You're not alone!

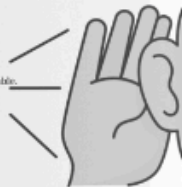
So, what's the deal with doubling the "l"? This decision often perplexes writers and can seem like a minor detail, yet this long and slim letter can cause significant confusion. Whether a word doubles its "l" depends on a few key rules, which we'll explore to help clear up any uncertainty.

Before diving into the key rules for using a double "l" or single "l," we must first understand syllable stress. Syllable stress—the emphasis placed on a particular syllable within a word—is crucial for navigating many spelling rules. Knowing which syllable is stressed helps us decide whether to double the "l" when adding suffixes like "-ing" or "-ed." This understanding is fundamental, not only for this particular rule but for mastering the intricacies of English pronunciation and spelling generally. We will be practicing more syllables in the next part of this book.

If you're unsure of any word definitions in this lesson, refer to the glossary at the end of this lesson.

Let's train our ears to recognize different syllable stresses in words, laying the groundwork for understanding our next spelling rule:

- Control - (KAN-**el**) - Stress on the first syllable.
- Control - (kon-**TROL**) - Stress on the second syllable.
- Rebel - (re-**HEL**) as a verb - Stress on the second syllable.
- Label - (LA-**bel**) - Stress on the first syllable.
- Chancel - (CHAN-**el**) - Stress on the first syllable.
- Arrival - (ar-**RIV**-al) - Stress on the second syllable.
- Recital - (re-**CIT**-al) - Stress on the second syllable.
- Travel - (TRAY-**el**) - Stress on the first syllable.



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Rule 1: If the last syllable of the word, where the "l" sits, is stressed when speaking, then double the "l" when adding endings like "-ing" or "-ed."

Stressed last syllable

compel	PEL
repel	PEL
expel	PEL
rebel	REL
propel	PEL
extol	TOL

+ ing

compelling
repelling
expelling
rebelling
propelling
extolling

+ ed

compelled
repelled
expelled
rebelled
propelled
extolled

Exceptions: although the stress falls on the last syllable of the words "appeal," "unsual," and "repeal," they do not double the "l" when adding "-ing" and "-ed." You will note that words ending in "-al" do not generally double the "l" when a suffix is added to them.

appealing - appealed unsual - unsual repealing - repealed

Unstressed last syllable

travel	EL
cancel	CEL
label	REL
model	DUL
signal	NAL
marshal	SHAL
quarrel	REL
revel	EL
shovel	EL
counsel	SEL
fuel	EL
refuel	EL

+ ing

traveling
canceled
labeling
modeling
signaling
marshaling
quarreling
reveling
shoveling
counseling
fueling
refueling

+ ed

traveled
canceled
labeled
modeled
signaled
marshaled
quarreled
reveled
shoveled
counseled
fuelled
refueled

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Spelling Writing and Reading

2 Books in 1

7th and 8th Grade

Language Arts Curriculum

Natasha Attard Ph.D

With lots of Practice

Spelling Lessons and Spelling Practice Activities

LESSON 40: Greek and Latin Roots



The study of word origins is fascinating. It helps us understand how ancient languages, like Greek and Latin, have shaped the words we use every day.

What are Roots?

In the context of language, a "root" is the most basic part of a word, carrying the core meaning. Think of a root as the foundation upon which words are built. By adding prefixes and suffixes to these roots, we can create new words with related meanings. Roots often come from ancient languages like Greek and Latin, and they form the building blocks of many words in the English language and other languages.

The Connection to the English Language

Greek and Latin were the languages of scholars, scientists, and theologians for many centuries. As a result, many English words, especially in academic, scientific, and technical fields, have their origins in Greek and Latin. Understanding these roots helps us decipher the meanings of unfamiliar words and enhances our vocabulary.

Why is it Important to study Greek and Latin Root Words?

Learning Greek and Latin roots allows you to understand and use a broader range of words. For example, knowing that "bio" means life (from Greek) helps you understand words like "biology" (the study of life) and "biography" (a written account of someone's life). When you encounter new or complex words, recognizing familiar roots can help you infer their meanings, which is particularly useful in academic reading and standardized tests. Additionally, understanding roots can aid in spelling and pronunciation; for instance, knowing the root "scrib" or "script" (to write, from Latin) helps you spell and pronounce words like "describe," "manuscript," and "inscription" correctly.

Connections to Other Languages

Many modern languages, such as Spanish, French, and Italian, also have roots in Latin. Learning these roots can provide a foundation for studying other languages, making it easier to learn and understand them.



Activity 1: Study the images provided, which illustrate various Latin roots along with example words underneath each image. Pay close attention to the Latin root and how it forms the basis for the meaning of each example word. This exercise will help you understand the connection between Latin roots and their English derivatives.

Audi



Hear

Audible
Auditorium
Audiobook

Dict



Speak

Dictate
Predict
Verdict

Junct



Join

Junction
Conjunction
Adjunct

Port



Carry

Portable
Import
Transport

Scrib, Script



Write

Describe
Manuscript
Prescription

Struct



Build

Construct
Instruct
Structure

Vis, Vid



See

Visible
Video
Visit

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Two-Year Curriculum

All-in-One

LESSON 47: Advanced Homophones

The homophones chosen for this lesson are considered advanced due to their nuanced differences in meaning and usage. These words frequently appear in academic, professional, and formal writing, making them essential for clear and precise communication. For instance, words like "affect" and "effect" or "complement" and "compliment" are often misused because they sound similar but carry distinct meanings and implications. Mastering these can lead to misunderstandings and inaccuracies in both personal and academic contexts.

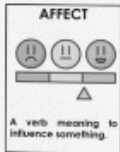


Moreover, some pairs of homophones we will be studying, such as "capital" and "capitol," involve terms specific to certain fields or contexts where correct usage is crucial to convey accurate information about economics and government.

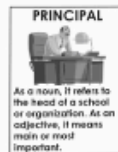
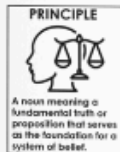
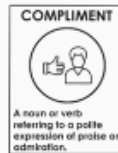
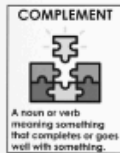
By studying these advanced homophones, you will develop a deeper understanding of English vocabulary and improve your ability to communicate effectively. This knowledge will aid in your academic writing, enhance your performance on standardized tests, and boost your overall confidence in using the English language.

This lesson will guide you through these pairs of homophones with definitions, examples, and exercises designed to test and reinforce your understanding.

Activity 1: Review the following homophones and their definitions. Try associating each homophone with the visual image provided to help retain these words.



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Spelling Writing and Reading

2 Books in 1

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Writing Structured Essays

LESSON 49: Writing Narrative Texts



What is a narrative text? In essence, a narrative text recounts a story in which the central character, known as the "protagonist," faces a challenge. It describes the actions taken by the protagonist, how they dealt with this challenge, and whether or not they were successful in overcoming it.



Typically, when you write a story, you aim for it to be read by others. You strive to make your story engaging and captivating. But how can we write a story that truly resonates? We must select words that enable the reader to "visualize" the story unfolding in their imagination and to empathize with the protagonist's experiences. This is achieved by employing descriptive language that vividly captures the setting, the events, the protagonist's feelings, and the emotions being expressed.

What are the main aims of narrative writing?

- **Tell a Story:** Narrative writing involves telling a story, which may be based on real-life events or be entirely fictional. It unfolds over time and concludes with a resolution, whether it's overcoming a challenge, finding a solution, or even experiencing a tragedy.
- **Develop Characters:** The characters in your story should feel real to the reader. Each character should have a distinct personality, complete with emotions, beliefs, and opinions. Throughout the story, these characters should undergo development or growth.
- **Create Atmosphere and Setting:** The setting is where and when your story takes place, providing the backdrop against which the drama unfolds. Effective narratives paint vivid worlds that envelop the reader, allowing them to immerse themselves in another life or environment.
- **Convey a Theme or Message:** Great narratives often carry underlying themes or messages that resonate with the reader. These themes provide deeper insights into life, society, or human nature.
- **Evoke Emotions:** A compelling story evokes the reader's emotions—joy, sadness, excitement, or fear—and establishes an emotional connection. This emotional engagement is crucial in keeping the reader invested in the story.

How do we begin writing a story? Writing a story involves two distinct phases: (i) the planning phase and (ii) the writing phase. During the planning phase, you determine the title, the setting, the main characters, and the narrator of the story. In the writing phase, you concentrate on gradually developing the narrative.

Below, you will see a table designed to assist you during the planning phase of your narrative. This table outlines the essential elements to consider while planning your story. We will discuss the writing phase and its corresponding table after we have completed the reading comprehension exercise and its analysis.

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Story Planning Table

ELEMENT	DESCRIPTION	DETAILS TO CONSIDER
Title	Decide on a title that captures the essence of your story.	• What does the title reveal about the story? Does it intrigue the reader?
Setting	Determine where and when the story takes place.	• How does the setting influence the story? What mood or atmosphere does it create?
Main Characters	Identify the protagonist and other central characters.	• What are their personalities, motivations, and roles in the story? How will they evolve?
Point of View	Choose the narrator or point of view for the story.	• Will it be first-person or third-person? How does this choice impact the story's presentation?
Plot	Outline the major events and sequence.	• What are the key conflicts? • How will the story progress towards the climax and resolution?



Activity 1: On the next page, you'll read a story about Noah's quest for a lost pirate's treasure. This activity has two goals:

1. **Observe Narrative Elements:** Notice how narrative elements like character, setting, and plot are integrated within the story.
2. **Test Comprehension:** Answer questions to assess your understanding of the story.

How to Proceed:

- **While Reading:** Focus on how the story develops progressively.
- **After Reading:** Complete the provided questions about the story's details.

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Practice

- Spelling Rules and Patterns
- Structuring and Writing Essays
- Familiarization with Standardized Tests

Reading Comprehension 1: Narrative Text

The Lost Treasure of Blackbeard

Noah had spent years searching for the fabled map of Blackbeard's Treasure. His relentless quest had finally led him to a remote, abandoned old pub in Yorkshire, England. It was here, amidst the dust and cobwebs, that he unearthed the ancient parchment. His heart raced with exhilaration as he unfolded the map, revealing that the legendary treasure was buried on the remote Scottish island of Fair Isle. The intricate details and aged ink filled him with awe, knowing he was on the brink of an extraordinary discovery.

Determined to claim the treasure, Noah hired a fishing boat and a seasoned skipper to take him to Fair Isle. The boat, chosen for its inconspicuous appearance and plain image, was old and not particularly safe. As they ventured into the vicious North Sea, the boat's age became painfully apparent. The journey was perilous; they battled towering waves and fierce winds, losing several bags of essential supplies overboard. Despite the danger and the relentless sea, Noah's determination never wavered.

Upon reaching Fair Isle, Noah and the skipper were met with hostility from the island's small population of only 48 residents. Undeterred, they began their ascent of the island's steep mountain, knowing that their prize lay on the other side. The climb was arduous, and the descent on the cliff's face was even more treacherous. At last, they reached the cavern indicated on the map, facing further dangers as they descended into its dark depths. Inside the mountain, they carefully followed the map's directions, finally arriving at the spot where they would begin digging.

For two exhausting days, Noah and the skipper toiled, their efforts finally rewarded as they uncovered Blackbeard's treasure. The sight that greeted them was beyond their wildest dreams. The cavern was filled with gold ornaments and glittering jewels, each piece more exquisite than the last. The treasure's estimated value was staggering, running into millions of dollars. Noah and the skipper could hardly believe their eyes, the culmination of Noah's lifelong quest shining brightly before them.



Questions

1. Based on the first paragraph, which word best describes Noah's feelings upon finding the map?

- a) Apathetic
- b) Disappointed
- c) Exhilarated
- d) Indifferent

2. The phrase "inconspicuous appearance and plain image" in the context of the passage suggests that the fishing boat was:

- a) Luxurious and well-maintained
- b) Old and worn-out
- c) Highly visible and decorated
- d) Modern and advanced

3. Why did Noah and the skipper choose an old fishing boat for their journey to Fair Isle?

- a) It was the fastest option available.
- b) It was less likely to attract attention.
- c) It was the cheapest option available.
- d) It was the only boat capable of making the journey.

4. Which of the following best describes the primary challenge Noah and the skipper faced during their sea journey?

- a) Lack of navigation equipment
- b) Hostile sea creatures
- c) Adverse weather conditions
- d) Mechanical failure of the boat

5. What can be inferred about the residents of Fair Isle based on their reception of Noah and the skipper?

- a) They were generally friendly to visitors.
- b) They were indifferent to strangers.
- c) They were suspicious and unwelcoming.
- d) They were eager to help treasure hunters.

6. The author describes the mountain climb and descent to the cavern in order to:

- a) Emphasize the beauty of the island.
- b) Highlight the dangers and challenges of the quest.
- c) Describe the geological features of the island.
- d) Explain why Noah chose this particular route.

7. In the context of the passage, the word "exquisite" most closely means:

- a) Plain
- b) Ugly
- c) Beautiful
- d) Common

8. Which of the following statements can be concluded from Noah's reaction upon discovering the treasure?

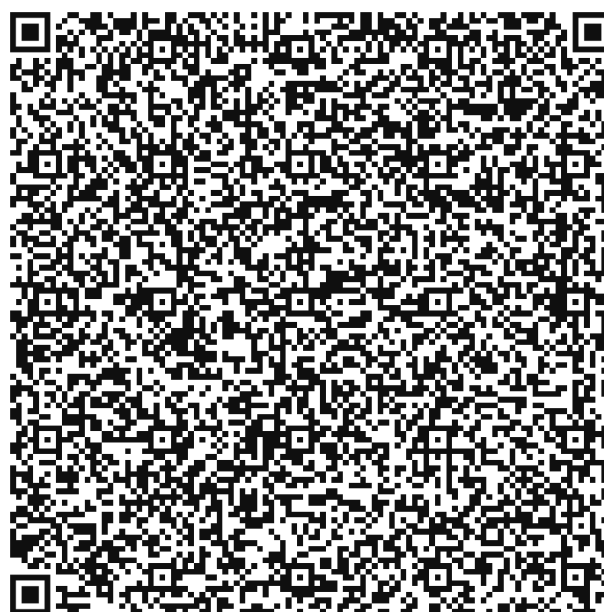
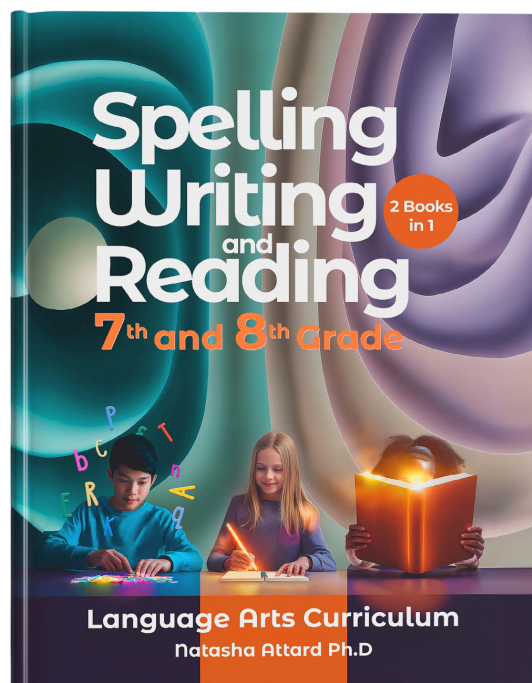
- a) He was overwhelmed by the sheer quantity of gold and jewels.
- b) He was disappointed by the small size of the treasure.
- c) He was uninterested in the value of the treasure.
- d) He was worried about how to transport the treasure.

9. What is the next major challenge Noah anticipates after finding the treasure?

- a) Finding a buyer for the treasure
- b) Transporting the treasure out of the cavern
- c) Deciphering another map
- d) Convincing the residents to help him

10. How does the passage exemplify the elements of a narrative adventure story?

- a) It focuses on the scientific aspects of treasure hunting.
- b) It describes everyday life on Fair Isle.
- c) It details the historical background of Blackbeard.
- d) It involves a quest with significant challenges and a valuable reward.



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