



# **SPRING BREAK ACTIVITIES**

## **GRADE 8 ELA**

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**STUDENT NAME**

## Day 1

Amelia Earhart was born on July 24, 1897. Earhart had a younger sister who loved to join her on many adventures. The girls loved to spend as much time outside as possible. They enjoyed exploring and climbing trees. When she was around seven years old, Earhart crafted a ramp. She was inspired to make the ramp after she saw a roller coaster while on a trip. The ramp was very high and was attached to a shed. She bravely tried going down the ramp in a wooden box. The wooden box did not survive the attempt, but Earhart was exhilarated by the excitement she felt. When she was ten years old, Earhart's father tried to get her to ride an old airplane at the fair. Earhart was uninterested.

1. What does crafted mean?
  - a. made
  - b. bought
  - c. requested
2. What does exhilarated mean?
  - a. terrified
  - b. thrilled
  - c. bored
3. Underline the clues that helped you determine the answers to 1 & 2.
4. What inference can be made about Earhart?
  - a. Earhart was very adventurous.
  - b. Earhart did not like taking risks.
  - c. Earhart and her sister did not get along.

## Day 2

In 1920, Earhart's father again suggested she ride a plane. This time she took him up on the offer. As soon as the plane took off, she knew she had to learn how to fly herself. She took her first class in January, 1921. She began breaking records before she got her pilot's license. She was the first woman to fly over 14,000 feet. On May 15th, 1923, Earhart became the 16<sup>th</sup> woman to receive her pilot's license. In 1927, Earhart helped found an airport. She flew the first official flight from the airport. Earhart was amazed by the feats of other pilots and wanted to do something important herself. She was asked to copilot a trip across the Atlantic Ocean. In April of 1928, she became the first woman to fly across the Atlantic Ocean. The trip made her famous.

1. What does found mean?
  - a. recover
  - b. start
  - c. discover
2. What does feats mean?
  - a. jobs
  - b. defeats
  - c. achievements
3. Underline the clues that helped you determine the answers to 1 & 2.
4. What is the main idea of today's passage?
  - a. Earhart became interested in flying and soon broke many records.
  - b. Earhart became the first woman to fly across the Atlantic Ocean in 1928.
  - c. Earhart helped found an airport.

## Day 3

Earhart continued breaking records in the sky. On January 11th, 1935, she was the first pilot to fly alone from Hawaii to California. In 1936, Earhart decided to plan the ultimate flight. She began to map out the route for a trip around the world. She wanted to break the record for the longest flight around the world. She planned to follow the equator to do this. She obtained a large plane for the trip. She took out the plane's extra seats and replaced them with gas tanks. Now the plane could hold over 1,000 gallons of gasoline. It could carry her and her navigator over 4,000 miles before they needed fuel again. She also modified the engines of their plane so it could fly farther than regular planes did. She planned to start the trip in California and fly out to Hawaii. Unfortunately, the trip did not go as planned.

1. What does obtained mean?
  - a. lost
  - b. got
  - c. sold
2. What does modified mean?
  - a. changed
  - b. removed
  - c. moved
3. Underline the clues that helped you determine the answers to 1 & 2.
4. What is the main idea of today's passage?
  - a. Earhart planned to fly around the world.
  - b. Earhart planned to fly from California to Hawaii.
  - c. Earhart continued to break records.

## Day 4

After days of repairs and then more problems, the trip was abandoned. Earhart decided to try again that summer. The first part of the trip was from California to Florida and was much smoother. After Florida, they flew to South America. They stopped in countries all along their route. The trip went well for 22,000 miles. The last obstacle was to cross the Pacific Ocean. On July 2, 1937, Earhart took off from an airfield in the middle of the Pacific Ocean. The goal was to fly around 2,500 miles to Howard Island. Howard Island was a very small island in the Pacific Ocean. A ship called the USCGC *Itasca* was stationed at Howard Island. The *Itasca* was there to make contact with Earhart and to help guide her to a safe landing on the island.

1. What does abandoned mean?
  - a. canceled
  - b. continued
  - c. successful
2. What does obstacle mean?
  - a. trap
  - b. reward
  - c. difficulty
3. Underline the clues that helped you determine the answers to 1 & 2.
4. What inference can be made about today's passage?
  - a. Many people did not want Earhart to succeed.
  - b. Earhart had help from others during her journey.
  - c. Earhart had to do everything by herself during her journey.

## Day 5

Although plans had been put into place for Earhart to talk to people on the USCGC *Itasca*, she was unable to. As she approached, the men working on the *Itasca* could hear Earhart. Unfortunately, it soon became clear that Earhart could not hear any of the messages from the ship. This also meant that Earhart would be unable to use the technology on the plane to locate the *Itasca*. The first calls that came into the *Itasca* from Earhart were normal. Later, Earhart radioed in and asked for help with finding the boat. The men on board waited helplessly, knowing there was nothing they could do to help Earhart.

Little is known about the final leg of Earhart's journey. Radio communication continued to be picked up from her plane, but Earhart could not find Howard Island. At one point, the *Itasca* let out a large amount of smoke in hopes that Earhart would spot it. Unfortunately, Earhart never found Howard Island. Soon after the last radio message from Earhart, search parties went out looking for her and her plane. They searched in the areas they thought Earhart might have been. The search was later expanded to nearby islands. Clues were found on one island that led some to believe Earhart may have landed there. There was no evidence to substantiate that theory.

Earhart and her plane were never located. As the years have passed, the interesting story of Amelia Earhart has intrigued many. Although Earhart was never found, there are many theories about what happened. The most common theory is that her plane ran out of fuel and she was forced to land at sea. Another theory is that she may have landed on one of the nearby islands.

1. What does substantiate mean?
  - a. prove
  - b. cancel
  - c. watch
2. What does intrigued mean?
  - a. bored
  - b. annoyed
  - c. interested
3. Underline the word or words that helped you determine the answers to 1 & 2.
4. Write a summary of today's passage.

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Seventh Grade

By Gary Soto  
1990

*Gary Soto is an American poet, novelist, and memoirist. In this short story, a boy tries to impress a girl on the first day of seventh grade. As you read, take notes on what Victor does to try to impress Teresa.*

- [1] On the first day of school, Victor stood in line half an hour before he came to a wobbly card table. He was handed a packet of papers and a computer card on which he listed his one elective, French. He already spoke Spanish and English, but he thought someday he might travel to France, where it was cool; not like Fresno, where summer days reached 110 degrees in the shade. There were rivers in France, and huge churches, and fair-skinned people everywhere, the way there were brown people all around Victor.



"IMG\_1128" by xMizLitx is licensed under CC BY 2.0.

Besides, Teresa, a girl he had liked since they were in catechism<sup>1</sup> classes at Saint Theresa's, was taking French, too. With any luck they would be in the same class. Teresa is going to be my girl this year, he promised himself as he left the gym full of students in their new fall clothes. She was cute. And good in math, too, Victor thought as he walked down the hall to his homeroom. He ran into his friend, Michael Torres, by the water fountain that never turned off.

They shook hands, *raza-style*,<sup>2</sup> and jerked their heads at one another in a *saludo de vato*.<sup>3</sup> "How come you're making a face?" asked Victor.

"I ain't making a face, *ese*."<sup>4</sup> This is my face." Michael said his face had changed during the summer. He had read a *GQ* magazine<sup>5</sup> that his older brother had borrowed from the Book Mobile and noticed that the male models all had the same look on their faces. They would stand, one arm around a beautiful woman, and scowl. They would sit at the pool, their rippled stomachs dark with shadow, and scowl. They would sit at dinner tables, cool drinks in their hands, and scowl.

- [5] "I think it works," Michael said. He scowled and let his upper lip quiver. His teeth showed along with the ferocity of his soul. "Belinda Reyes walked by a while ago and looked at me," he said.

Victor didn't say anything, though he thought his friend looked pretty strange. They talked about recent movies, baseball, their parents, and the horrors of picking grapes in order to buy their fall clothes. Picking grapes was like living in Siberia, except hot and more boring.

1. a summary of the principles of Christian religion in the form of questions and answers
2. Spanish for "between friends," meaning they shared a secret handshake
3. Spanish for "greeting between dudes"
4. Spanish slang meaning "man"
5. a men's fashion and style magazine

"What classes are you taking?" Michael said, scowling.

"French. How 'bout you?"

"Spanish. I ain't so good at it, even if I'm Mexican."

[10] "I'm not either, but I'm better at it than math, that's for sure."

A tiny, three-beat bell propelled students to their homerooms. The two friends socked each other in the arm and went their ways, Victor thinking, man, that's weird. Michael thinks making a face makes him handsome.

On the way to his homeroom, Victor tried a scowl. He felt foolish, until out of the corner of his eye he saw a girl looking at him. Umm, he thought, maybe it does work. He scowled with greater conviction.<sup>6</sup>

In the homeroom, roll was taken, emergency cards were passed out, and they were given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the crackling loudspeaker, welcoming the students to a new year, new experiences, and new friendships. The students squirmed in their chairs and ignored him, they were anxious to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.

The bell rang for first period, and the students herded noisily through the door. Only Teresa lingered, talking with the homeroom teacher.

[15] "So you think I should talk to Mrs. Gaines?" she asked the teacher. "She would know about ballet?"

"She would be a good bet," the teacher said. Then added, "Or the gym teacher, Mrs. Garza."

Victor lingered, keeping his head down and staring at his desk. He wanted to leave when she did so he could bump into her and say something clever.

He watched her on the sly. As she turned to leave, he stood up and hurried to the door, where he managed to catch her eye. She smiled and said, "Hi, Victor."

He smiled back and said, "Yeah, that's me." His brown face blushed. Why hadn't he said, "Hi, Teresa," or "How was your summer?" or something nice.

[20] As Teresa walked down the hall, Victor walked the other way, looking back, admiring how gracefully she walked, one foot in front of the other. So much for being in the same class, he thought. As he trudged<sup>7</sup> to English, he practiced scowling.

In English they reviewed the parts of speech. Mr. Lucas, a portly<sup>8</sup> man, waddled down the aisle, asking, "What is a noun?"

6. the quality of showing that one is firmly convinced of what one believes or says

7. **Trudge** (*verb*): to walk slowly and with heavy steps

8. having a round body; somewhat fat

"A person, place, or thing," said the class in unison.

"Yes, now somebody give me an example of a person — you, Victor Rodriguez."

"Teresa," Victor said automatically. Some of the girls giggled. They knew he had a crush on Teresa. He felt himself blushing again.

[25] "Correct," Mr. Lucas said. "Now provide me with a place."

Mr. Lucas called on a freckled kid who answered, "Teresa's house with a kitchen full of big brothers."

After English, Victor had math, his weakest subject. He sat in the back by the window, hoping that he would not be called on. Victor understood most of the problems, but some of the stuff looked like the teacher made it up as she went along. It was confusing, like the inside of a watch.

After math he had a fifteen-minute break, then social studies, and finally lunch. He bought a tuna casserole with buttered rolls, some fruit cocktail, and milk. He sat with Michael, who practiced scowling between bites. Girls walked by and looked at him.

"See what I mean, Vic?" Michael scowled. "They love it."

[30] "Yeah, I guess so."

They ate slowly, Victor scanning the horizon for a glimpse of Teresa. He didn't see her. She must have brought lunch, he thought, and is eating outside. Victor scraped his plate and left Michael, who was busy scowling at a girl two tables away.

The small, triangle-shaped campus bustled with students talking about their new classes. Everyone was in a sunny mood. Victor hurried to the bag lunch area, where he sat down and opened his math book. He moved his lips as if he were reading, but his mind was somewhere else. He raised his eyes slowly and looked around. No Teresa.

He lowered his eyes, pretending to study, then looked slowly to the left. No Teresa. He turned a page in the book and stared at some math problems that scared him because he knew he would have to do them eventually. He looked at the right. Still no sign of her. He stretched out lazily in an attempt to disguise his snooping.

Then he saw her. She was sitting with a girlfriend under a plum tree. Victor moved to a table near her and daydreamed about taking her to a movie. When the bell sounded, Teresa looked up, and their eyes met. She smiled sweetly and gathered her books. Her next class was French, same as Victor's.

[35] They were among the last students to arrive in class, so all the good desks in the back had already been taken. Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard. The bell rang, and Mr. Bueller wiped his hands, turned to the class, and said, "*Bonjour*."

"*Bonjour*," braved a few students.

"*Bonjour*" Victor whispered. He wondered if Teresa heard him.

Mr. Bueller said that if the students studied hard, at the end of the year they could go to France and be understood by the populace.

One kid raised his hand and asked, "'What's 'populace?'"

[40] "The people, the people of France."

Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed<sup>9</sup> and said, "*Tres bien. Parlez-vous francais?*"<sup>10</sup>

Victor didn't know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to bluff his way out by making noises that sounded French.

"La me vave me con le grandma," he said uncertainly.

Mr. Bueller, wrinkling his face in curiosity, asked him to speak up.

[45] Great rosebushes of red bloomed on Victor's cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool.

Without looking at Mr. Bueller, Victor mumbled, "Frenchie oh wewe gee in September."

Mr. Bueller asked Victor to repeat what he said.

"Frenchie oh wewe gee in September," Victor repeated.

Mr. Bueller understood that the boy didn't know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.

[50] "*Le bateau*,"<sup>11</sup> he sang.

"*Le bateau*," the students repeated.

"*Le bateau est sur l'eau*,"<sup>12</sup> he sang.

"*Le bateau est sur l'eau*."

Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.

9. **Beam (verb):** to smile brightly  
10. French for "very good. Do you speak French?"  
11. French for "the boat"  
12. French for "the boat is on the water"



[55] The bell sounded for fifth period, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked sheepishly at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him. "I didn't know you knew French," she said. "That was good."

Mr. Bueller looked at Victor, and Victor looked back. Oh please, don't say anything, Victor pleaded with his eyes. I'll wash your car, mow your lawn, walk your dog — anything! I'll be your best student, and I'll clean your erasers after school.

Mr. Bueller shuffled through the papers on his desk. He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke.

Victor couldn't stand to look at Teresa. He was sweaty with shame. "Yeah, well, I picked up a few things from movies and books and stuff like that." They left the class together. Teresa asked him if he would help her with her French.

"Sure, anytime," Victor said.

[60] "I won't be bothering you, will I?"

"Oh no, I like being bothered."

"*Bonjour*," Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face.

"Yeah, right, *bonjour*," Victor said. He turned and headed to his class. The rosebuds of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.

He raced to metal shop. After metal shop there was biology, and after biology a long sprint to the public library, where he checked out three French textbooks.

[65] He was going to like seventh grade.

*"Seventh Grade" from In Baseball in April and Other Stories ©1990 by Gary Soto. Reprinted with permission of Houghton Mifflin Harcourt.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: How do Victor's actions develop the story's theme? [RL.2]
  - A. Victor makes funny faces throughout the school day, as he believes that making people laugh is the most important thing.
  - B. Victor is willing to do anything to get Teresa's attention, even if it means lying, because he likes her so much.
  - C. Victor goes as far as lying to get Teresa's attention, but finds that honesty is the best way to make a good first impression.
  - D. Victor spends his first day of school trying so hard to be someone that Teresa would like that he realizes he is no longer being true to himself.
  
2. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
  - A. "On the way to his homeroom, Victor tried a scowl. He felt foolish, until out of the corner of his eye he saw a girl looking at him." (Paragraph 12)
  - B. "Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed and said, 'Tres bien. Parlez-vous francais?'" (Paragraph 41)
  - C. "A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool." (Paragraph 45)
  - D. "Victor couldn't stand to look at Teresa. He was sweaty with shame. 'Yeah, well, I picked up a few things from movies and books and stuff like that.'" (Paragraph 58)
  
3. How does the phrase "Great rosebushes of red bloomed on Victor's cheeks" contribute to the text in paragraph 45? [RL.4]
  - A. It stresses how excited he is to show off his French skills to Teresa.
  - B. It reveals that Victor does not enjoy being the center of attention.
  - C. It emphasizes how embarrassed Victor feels as he tries to impress Teresa.
  - D. It shows how worried Victor is that he will get in trouble with the teacher.
  
4. PART A: Which of the following best describes how Teresa responds to Victor speaking up in French class? [RL.3]
  - A. She thinks he was joking and finds his comments funny.
  - B. She knows he was lying, but she pretends to be impressed.
  - C. She believes he is speaking French and admires his abilities.
  - D. She realizes that he can't speak French and teases him.
  
5. PART B: Which quote from the text best supports the answer to Part A? [RL.1]
  - A. "'I didn't know you knew French,' she said. 'That was good.'" (Paragraph 55)
  - B. "He remembered his college years when he dated a girlfriend in borrowed cars." (Paragraph 57)
  - C. "Victor couldn't stand to look at Teresa. He was sweaty with shame." (Paragraph 58)
  - D. "'Bonjour,' Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face." (Paragraph 62)

6. How does Paragraph 57 contribute to the meaning of the short story? [RL.5]

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## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Have you ever lied or exaggerated to impress someone? What happened?
2. How does this story explore the relationship between boys and girls? How might the story be different if it were told from Teresa's point of view?
3. In the context of the story, what does it mean to grow up? How do people's feelings for others change as they grow up?
4. In the context of the story, how are we changed by love? Is it a good or bad thing to lie for love? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: \_\_\_\_\_

# TEXT STRUCTURE

**Text structure** is the way an author organizes their writing. Authors often consider the goal of their writing before they decide on the structure they will use. Common text structures include chronological or sequence, cause and effect, compare and contrast, and problem and solution. A reader should be able to identify the type of text structure but they also must be able to explain how the structure of the text supports the author's message. It is also important to be able to explain the effect a sentence or paragraph can have on a passage.

*Read the following text:*

Podcasts are popular audio files that focus on a variety of topics. Podcasts are usually free and are available to download on the internet. Popular topics for podcasts include music, movies, sports, and current events. Podcast makers usually depend on income from companies that pay for advertisements on their show. Millions of Americans listen to podcasts on a weekly basis.

Use the previous paragraph to answer the following questions.

1. What is the effect of the last sentence?
  - A. The last sentence supports the central idea that podcasts are becoming a popular way to learn about current events.
  - B. The last sentence supports the central idea that podcasts are popular.
  - C. The last sentence supports the central idea that podcasts are only popular in the United States.
  - D. The last sentence supports the central idea that podcasts are not as popular as they once were.

2. Why might the author have included the following sentence?

*Podcasts are usually free and are available for download on the internet.*

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

## For Teens, A Good Mood Depends on Good Sleep

*Sleeping less than eight hours — or more than 10 — makes teenagers feel worse the next day*

By Meenaskshi Prabhune  
2017

*How many hours of sleep do you get a night? Likely not as much as Andrew Fuligni finds teenagers should get in his new study. In this informational text, Meenaskshi Prabhune discusses how many hours of sleep teenagers should get each night to be at their best the next day. As you read, take notes on why teenagers may not be getting enough sleep.*

- [1] For families with teenagers, school nights may fall into a familiar pattern. Parents urge their kids to go to bed early. But teens would rather stay up late. Maybe they have homework or want to spend time with friends. Or maybe it's just hard to fall asleep. But a new study confirms that adolescents need eight to 10 hours of sleep at night to feel their best the next day.



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As kids reach adolescence, they often face increasing workloads and responsibilities. But they are not yet adults. Their bodies and brains are still changing. As a result, "Their sleep needs are like that of a developing child," says Rafael Pelayo. He is a sleep doctor at the Stanford Center for Sleep Sciences and Medicine in California. He was not involved in the new study.

"Adolescence is sometimes referred to as the 'perfect storm' of problems of sleep," says Pelayo. On the one hand, teens need regular sleep to be mentally and physically healthy. But their internal clocks<sup>1</sup> shift during this period. Their bodies want to stay awake later at night and sleep later in the morning. School still starts early, though. As a result, Pelayo estimates that 80 to 90 percent of teens do not get enough sleep.

That missed sleep has consequences. Sleep-deprived kids are more prone<sup>2</sup> to mental and physical illnesses. Sleepy drivers face a heightened risk of car accidents — the top cause of teenage death. But too much sleep can have its own problems, such as leaving teens with a sour mood upon waking.

1. a system in the body that controls when a person sleeps, eats, and performs other necessary functions  
2. **Prone (verb):** more likely to suffer from something

## Sleep affects mood

- [5] Andrew Fuligni studies the mental health of adolescents at the University of California, Los Angeles. He wanted to understand which sleep habits help teens feel and perform their best. To find out, his team surveyed 419 students. Each was between the ages of 13 and 19. Every day for two weeks, these volunteers recorded when they fell asleep and woke up. They also rated their moods and feelings the next day, such as their happiness, anxiety<sup>3</sup> and pain.

Most students reported good moods after a night of eight to 10 hours of sleep. "Too much sleep and too little sleep are both extremes," says Pelayo. And both were linked with problems.

Within that eight-to-10-hour range, older kids seemed to need the least sleep. "A 17- or 18-year-old does not need as much sleep as a 14-year-old in order to function on a daily basis," Fuligni found. But, he adds, "They still need a sizeable amount of sleep."

The team published its findings August 18 in the *Journal of Clinical Child and Adolescent Psychology*.

Even among kids the same age, everyone needed a slightly different amount of sleep to feel good. One reason could be health issues that differ among them. For instance, in the new study, kids with anxiety and depression seemed to need more sleep to function well.

- [10] Sleep is a lot like appetite, Pelayo says. Just as people eat different amounts of food daily, sleep patterns between healthy people also may differ.

## Choosing snoozing

Biologically, kids' bodies shift toward a later schedule during the teenage years. "They become more like night owls and less like early risers," says Fuligni. But despite the change in their internal body clocks, school start times and other schedules don't change.

"We have set up a system that's very difficult for many teenagers and some kids who might be at risk of mental and behavioral health problems," he concludes.

One way to help teens get enough sleep is to have school start later. Some school districts have already done this. They've found that the later times let kids sleep more. They also have seen fewer car accidents, higher test scores and better graduation rates. Because of this, California lawmakers are trying to change school start times in their state. If they succeed, California middle and high schools could start no earlier than 8:30 a.m.

But until schools change their start times, teenagers have to help themselves. Pelayo suggests teens sleep for 10 hours each night for a week or two. This will help them figure out how much sleep they need to feel their best.

- [15] Sleeping more on weekends to make up for missing sleep during the week isn't a good idea, though. Fuligni warns that getting different amounts of sleep each night can be bad for mental health.

3. a feeling of worry or nervousness

Pelayo agrees. "The amount of sleep you get on weekdays and weekends should be the same," he says. We don't starve ourselves of food on weekdays and gorge on weekends, he points out. We shouldn't do that with sleep either.

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of the text?
  - A. Teenagers require a unique amount of sleep to fully function, which depends on their specific age and the individual demands of their body.
  - B. Adults who did not get enough sleep during their teenage years showed slower mental development than those who did get enough sleep.
  - C. Teenagers function better during the day if they are allowed to follow their internal clock and sleep as much as they can.
  - D. Sleeping for 8-10 hours a night supports teenagers' mental development and guarantees that teens perform better in school.
  
2. PART B: Which quote from the text best supports the answer to Part A?
  - A. "Their bodies want to stay awake later at night and sleep later in the morning. School still starts early, though." (Paragraph 3)
  - B. "Too much sleep and too little sleep are both extremes,' says Pelayo. And both were linked with problems." (Paragraph 6)
  - C. "Even among kids the same age, everyone needed a slightly different amount of sleep to feel good. One reason could be health issues that differ among them." (Paragraph 9)
  - D. "They've found that the later times let kids sleep more. They also have seen fewer car accidents, higher test scores and better graduation rates." (Paragraph 13)
  
3. How does paragraph 13 contribute to the development of ideas in the text?
  - A. It shows how easy it is for schools to allow teenagers to sleep longer.
  - B. It emphasizes the positive outcomes of starting school later for teenagers.
  - C. It points out how uncommon it is for teenagers to go to school later in the U.S.
  - D. It explains why many states are hesitant to start school at a later time.
  
4. What is the author's main purpose in the text?
  - A. to argue that all schools should start later in the day
  - B. to warn teens about the dangers of staying up late
  - C. to compare the sleep patterns of teens and adults
  - D. to explore what the right amount of sleep is for teenagers

5. What is the relationship between teenagers' internal clocks and school schedules? Use evidence from the text in your answer.

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