FREE SAMPLE · *MUESTRA GRATIS*

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Grade 8 Reading & Vocabulary Workbook

Cuaderno bilingüe de Lectura y Vocabulario

8.º grado · Grade 8

Florida B.E.S.T. Standards · Lectura, vocabulario académico, estructura del texto, edición y redacción argumentativa

"El conocimiento crece cuando se comparte: cada cuaderno que compras siembra otro en manos de un niño."
"Knowledge grows when it is shared: every workbook you buy plants another one in a child's hands."

Welcome · *Bienvenida*

Welcome to your **Grade 8 Reading & Vocabulary Workbook**. This bilingual workbook (English–Spanish) follows the **Florida B.E.S.T. Standards** and trains the skills measured by the FAST assessments: central idea, text evidence, inferences, academic vocabulary, text structure and point of view, editing, and argumentative writing.

*Bienvenido a tu **Cuaderno bilingüe de Lectura y Vocabulario de 8.º grado**. Este cuaderno bilingüe (inglés–español) sigue los **estándares B.E.S.T. de Florida** y practica las habilidades que miden las evaluaciones FAST: idea central, evidencia del texto, inferencias, vocabulario académico, estructura del texto y punto de vista, edición y redacción argumentativa.*

How to use this workbook · *Cómo usar este cuaderno*

— Read each passage in English first. A faithful Spanish version follows, so you can check your understanding.
Lee cada pasaje primero en inglés. Después sigue una versión fiel en español, para que compruebes tu comprensión.

— Answer in complete sentences whenever the question asks you to write.
Responde con oraciones completas siempre que la pregunta te pida escribir.

— The answer key is at the end, for parents, teachers, or self-checking after you finish.
La clave de respuestas está al final, para padres, maestros o para autocorregirte al terminar.

— Write in pencil: thinking changes, and your ideas can grow.
Escribe con lápiz: el pensamiento cambia, y tus ideas pueden crecer.

The Night the River Rose

1 The forecast had promised the storm would arrive after midnight, but by eight o'clock the rain was already drumming on the roof of the small house where Maya Torres lived with her grandmother, two blocks from the St. Johns River. On the television, a meteorologist traced a red band across the map and used the word “surge” three times in one minute.

2 Maya's grandmother, Abuela Rosa, was not watching the screen. She was standing at the window, counting the seconds between the lightning and the thunder, the way she had taught Maya when she was small. “The river is coming up,” she said quietly. “When I was a girl in Puerto Rico, the water took the road in one night. We do not wait to see. We prepare.”

3 Maya was reluctant to leave the warmth of the kitchen. Carrying sandbags in the rain sounded miserable, and part of her believed the storm would turn away at the last moment, the way storms in forecasts so often did. But Abuela Rosa was already pulling on her yellow raincoat, so Maya sighed, zipped up her jacket, and followed her into the wet, windy dark.

Questions — Passage 1 · *Preguntas — Pasaje 1*

1. Which statement best expresses a **central theme** of the story?
*¿Cuál afirmación expresa mejor un **tema central** del cuento?*

A. People are stronger when they prepare and help one another.
B. Storms are impossible to predict exactly.
C. Grandmothers always know more than meteorologists.
D. Pets should always be kept indoors during storms.

2. Part A. How does Maya change from the beginning of the story to the end?
Parte A. *¿Cómo cambia Maya desde el principio del cuento hasta el final?*

A. She becomes afraid of the river.
B. She grows from reluctant to responsible and ready to help.
C. She decides she wants to move away from the coast.
D. She stops believing what her grandmother tells her.

2. Part B. Which detail from the story **best supports** the answer to Part A?
Parte B. *¿Cuál detalle del cuento **apoya mejor** la respuesta de la Parte A?*

A. “The forecast had promised the storm would arrive after midnight.”
B. “We can't leave them,” Maya called over the wind.
C. Mr. Delgado, who walked with a cane, held a flashlight.
D. The river slid over the curb and into the yards.

Vocabulary in Context · *Vocabulario en contexto*

1. Read the sentence. “Before writing her essay, Ana took time to **analyze** the poem, studying its images line by line.” In this sentence, **analyze** means —
En esta oración, analyze significa —

A. to memorize
B. to examine carefully
C. to read aloud
D. to copy

2. “Missing the bus had a serious **consequence**: Dario arrived late to the science fair.” In this sentence, **consequence** means —
En esta oración, consequence significa —

A. a plan
B. a celebration
C. a result
D. a question

3. “The two shells look similar, but their patterns are **distinct**: one has stripes and the other has spots.” In this sentence, **distinct** means —
En esta oración, distinct significa —

A. clearly different
B. very old
C. nearly identical
D. brightly colored

4. “It is **significant** that the river rose three feet in one night; a rise that large can flood streets.” In this sentence, **significant** means —
En esta oración, significant significa —

A. surprising
B. unimportant
C. important and noticeable
D. impossible