

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

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## Grade 8 Reading Comprehension Worksheet

### Tornadoes

Read the passage. Then answer the questions.

Tornadoes are nature's most violent storms. Spawned from powerful thunderstorms, tornadoes can cause fatalities and devastate a neighborhood in seconds. A tornado appears as a rotating, funnel-shaped cloud that extends from a thunderstorm to the ground with whirling winds that can reach 300 miles per hour.

Damage paths can be in excess of one mile wide and 50 miles long. Every state is at some risk from this hazard. Some tornadoes are clearly visible, while rain or nearby low-hanging clouds obscure others.

Occasionally, tornadoes develop so rapidly that little, if any, advance warning is possible. Before a tornado hits, the wind may die down and the air may become very still. A cloud of debris can mark the location of a tornado even if a funnel is not visible. Tornadoes

generally occur near the trailing edge of a thunderstorm. It is not uncommon to see clear, sunlit skies behind a tornado.

They may strike quickly, with little or no warning. The average tornado moves Southwest to Northeast, but they have been known to move in any direction. The average forward speed of a tornado is 30 mph, but may vary from stationary to 70 mph. Tornadoes can accompany tropical storms and hurricanes as they move onto land.

Waterspouts are tornadoes that form over water. They are most frequently reported east of the Rocky Mountains during spring and summer months. Peak tornado season in the southern states is March through May; in the northern states, it is late spring through early summer. Tornadoes are most likely to occur between 3 pm and 9 pm, but can occur at any time.

In all situations do not get under an overpass or bridge. You are safer in a low, flat location. Never try to outrun a tornado in urban or congested areas in a car or truck. Instead, leave the vehicle immediately for safe shelter. Watch out for flying debris. Flying debris from tornadoes causes most fatalities and injuries.



#### Answer the Question.

1. Write a short summary that tells what the passage explains. Include only the most important information.

# Reading S For 8th Grade

**Michael Planty, William J.  
Hussar, Thomas D. Snyder**

## Reading S For 8th Grade:

*NAEP 1992 Reading Report Card for the Nation and the States* Ina V. S. Mullis, 1993 The National Assessment of Educational Progress NAEP 1992 reading assessment was administered to nationally representative samples of fourth eighth and twelfth grade students attending public and private schools and to state representative public school samples of fourth graders in 43 jurisdictions Nearly 140 000 students were assessed in all Data were summarized on the NAEP reading proficiency scale ranging from 0 to 500 and results were reported according to three achievement levels at each grade basic proficient and advanced Major findings were that 1 59% of the fourth graders 69% of eighth graders and 75% of twelfth graders reached the basic level or beyond 2 25% 28% and 37% of grade 4 8 and 12 students met or exceeded the proficient level respectively 3 from 2% to 4% of students at any of the grade levels achieved the advanced performance level 4 fourth graders within the basic level generally understood simple narratives 5 eighth graders reading within the basic level demonstrated literal understanding of passages 6 twelfth graders within the basic level were able to interpret aspects of the passages they read and make connections between their reading and their own knowledge 7 students attending private schools had higher average reading proficiency than students at public schools 8 considerable variation in performance existed within and across participating states 9 females had higher average reading proficiency than males at all three grade levels and 10 fourth graders appeared to be learning reading through varied instructional approaches Contains 67 tables and 9 figures of data a detailed description of anchoring the achievement levels an overview of procedures state contextual background factors and reading passages are attached RS

**The Elson Readers. Readers, Books 1-8** William Harris Elson, 1921

**Roadmap to 8th Grade Reading, North Carolina Edition** Princeton Review (Firm), 2002-03 If Students Need to Know It It s in This Book This book develops the reading comprehension skills of 8th graders It fosters skill mastery that helps them succeed both in school and on the North Carolina End of Grade Test TPR Knows the North Carolina End of Grade EOG Test The experts at The Princeton Review have analyzed the North Carolina EOG Test and this book provides the most up to date thoroughly researched practice possible The test is broken down into its individual skills to familiarize students with the test s structure while increasing their overall skill level Get Results TPR knows what it takes to succeed in the classroom and on tests This book includes strategies that are proven to improve student performance TPR provides Content review based on North Carolina state standards Detailed lessons complete with skill specific activities 2 complete practice North Carolina EOG reading tests

**Teens Choosing to Read** Gay Ivey, Peter Johnston, 2023 In a sea of troubling reporting about education teaching reading and the wellbeing of teens Ivey and Johnston bring some good news that shows what happens when we stop underestimating young people This accessible book offers an engaging account of a 4 year study of adolescents who went from reluctant to enthusiastic readers These youth reported that reading not only helped them manage their stress but also helped them negotiate happier more meaningful lives This amazing transformation occurred

when their teachers simply allowed them to select their own books invited them to read with no strings attached and provided time for them to do so These students nearly all of whom reported a previously negative relationship with reading began to read voraciously inside and outside of school performed better on state tests and transformed their personal relational emotional and moral lives in the process This illuminating book leads readers on a tour of adolescents reading lives in their own words offering a long overdue analysis of students deep engagement with literature The text also includes research to inform arguments about what students should and should not read and the consequences of limiting students access to the books that interest them through censorship Book Features Links young adults reading engagement with socio emotional and intellectual development Provides nuanced descriptions of teaching practices that facilitate student agency in learning Features student voices that have been absent in debates about what is appropriate for young people to read and under what circumstances Connects student perspectives on reading with positive outcomes of reading to research from other disciplines Illuminates the breadth and depth of the responsibilities of teaching English language arts

Executive Summary of the NAEP 1992 Reading Report Card for the Nation and the States Ina V. S. Mullis,1993 List of Books of School Libraries for the State of Oregon ,1907 Roadmap to 8th Grade Reading, Virginia Edition Michael Segretto,Princeton Review (Firm),2002 If Students Need to Know It It s in This Book This book develops the English and reading comprehension skills of eighth graders It builds skills that will help them succeed in school and on the Virginia Standards of Learning Assessments Why The Princeton Review We have more than twenty years of experience helping students master the skills needed to excel on standardized tests Each year we help more than 2 million students score higher and earn better grades We Know the Virginia Standards of Learning SOL Assessments Our experts at The Princeton Review have analyzed the Virginia SOL English Reading Literature and Research Assessment and this book provides the most up to date thoroughly researched practice possible We break down the test into individual skills to familiarize students with the test s structure while increasing their overall skill level We Get Results We know what it takes to succeed in the classroom and on tests This book includes strategies that are proven to improve student performance We provide content review based on Virginia standards and objectives detailed lessons complete with skill specific activities two complete practice Virginia SOL English Reading Literature and Research Assessments For more information about our other test preparation products for school and home call 1 800 REVIEW 2 or visit k12 princetonreview com

**List of Books for School Libraries of the State of Oregon ...** Oregon State Library,1907 **Reading Achievement State by State, 1999** ,1999 Mobilizing the Community to Help Students Succeed Hugh B. Price,2010-06-21 In Mobilizing the Community to Help Students Succeed Hugh B Price shares the lessons learned while helping to do just that during his tenure as president of the National Urban League Here find out how educators can apply some of the same tactics to inspire and award academic achievement in even the most challenged school districts Using real life examples and shared wisdom from successful educators and community

organizers coast to coast Price describes ways to Create initiatives such as community based honor societies parades and rallies to motivate students and reward achievement Include parents in motivational efforts to rekindle students natural curiosity and enthusiasm for learning Enlist the support of businesses and other community partners for both financial support and volunteer help Maximize use of the media to publicize student accomplishments and Set up programs that honor student achievement year round According to Price a highly informed and engaged community is essential to closing the achievement gap This book underscores that community based efforts to motivate student success can be effective because they have been effective The message for educators parents business and civic leaders and members of the general public is that their consistent and creative involvement will result in invigorated youngsters inspired to achieve in school and in life

**The Publishers Weekly**, 1926     1998 Reading Results for Low-performing Students National Center for Education Statistics, 2000     The Condition of Education, 2007 Includes a section called Program and plans which describes the Center's activities for the current fiscal year and the projected activities for the succeeding fiscal year     **Educational Research and Innovation Measuring Innovation in Education 2019 What Has Changed in the Classroom?** Vincent-Lancrin Stéphan, Urgel Joaquin, Kar Soumyajit, Jacotin Gwénaél, 2019-03-05 Measuring innovation in education and understanding how it works is essential to improve the quality of the education sector Monitoring systematically how pedagogical practices evolve would considerably increase the international education knowledge base We need to examine whether and how     *To Read Or Not to Read* Dana Gioia, 2008-03 This report gathers collates the best national data available to provide a reliable comprehensive overview of American reading today This report relies on the most accurate data available which consists of large nat studies conducted on a regular basis by U S fed agencies supplemented by academic foundation business surveys Although there has been measurable progress in recent years in reading ability at the elementary school level all progress appears to halt as children enter their teenage years There is a general decline in reading among teenage adult Americans Both reading ability the habit of regular reading have greatly declined among college grad The declines have demonstrable social economic cultural civic implications Illus     *The American School Board Journal* William George Bruce, William Conrad Bruce, 1914     Condition of Education 2009 Michael Planty, William J. Hussar, Thomas D. Snyder, 2009-07-17 This year's report presents 46 indicators of important developments and trends in U S education These indicators focus on participation and persistence in education student performance and other measures of achievement the environment for learning and resources for education Introduction     **Pennsylvania's Soldiers' Orphan Schools, Giving a Brief Account of the Origin of the Late Civil War, the Rise and Progress of the Orphan System, and Legislative Enactments Relating Thereto** James Laughery Paul, 2024-08-03 Reprint of the original first published in 1877     **The Educator-journal**, 1916     **Educational Research and Innovation Measuring Innovation in Education A New Perspective** OECD, 2014-07-17 This report explores the association between school innovation and different measures

related to educational objectives

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