



# ELA 8 Week 4 Distance Learning Packet

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## Directions:

- **Part 1 Directions**
  1. Read for 30 minutes each day.
  2. Complete the Independent Reading Log after you read each day.
- **Part 2 Directions**
  1. Read the passage.
  2. Answer each question.
  3. Complete the Question Justification Sheet for each question.
  4. Make sure you use textual evidence to help justify your answer and to support your rationale for why the other answer choices are incorrect.



**PART 1:**  
**Independent**  
**Reading**

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

Class Period: \_\_\_\_\_

### Independent Reading Log

Day and Date	Title	Pages	1 question or prediction
Day: <i>Monday</i> Date: _____			
Day: <i>Tuesday</i> Date: _____			
Day: <i>Wednesday</i> Date: _____			
Day: <i>Thursday</i> Date: _____			
Day: <i>Friday</i> Date: _____			

**PART 2:**  
**Reading**  
**Activity**



Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

## The Lesson in Design

- 1 It was Friday afternoon, and another week of school was finally over. Andy weaved his way through the crowded hall, trying to avoid colliding with students at their lockers getting books and backpacks. He walked out the nearest exit and headed for the student parking lot, where he would wait for his best friend Broden.
- 2 While Andy waited at Broden's car, he studied the fabrics and colors of the other students' clothes. Everyone wore the same basic outfit—jeans and some sort of shirt. Nothing out of the ordinary, nothing flashy or stylish. Being from a family of tailors, Andy had learned a lot about clothing over the years—how to make it and how to alter it. But Andy wanted to be more than just a tailor.
- 3 Broden dropped Andy off at his father's tailor shop. Andy watched his father—pins in his mouth, measuring tape draped around his neck—expertly hem and repair Mr. Simone's pants.
- 4 Mr. Simone paid his bill and then carefully, almost proudly, placed the newly perfected pants over his arm. Andy thought he detected a spring in Mr. Simone's step as he left the shop. Andy watched Mr. Simone as he laid the pants on the backseat of his car, smoothing them so that they wouldn't wrinkle. There was no denying that tailoring was a valuable service to some. But to Andy his family's business seemed like a whole lot of tedious busywork: hemming pants, shortening the length of sleeves, taking in or letting out a waistline, replacing buttons, hooks, or snaps.
- 5 Andy's father peered over his eyeglasses, studying Andy as Andy observed Mr. Simone. "Often, when people look better, they act better too. When people know they look good, they are more comfortable, less worried," Andy's father explained.
- 6 Andy knew that his father had a point. That was exactly the reason Andy longed to create something of his own. Something different. Something *exceptional*.
- 7 "Well that's it for today," said Andy's father, flipping the sign on the door to the CLOSED side and letting out a tired but satisfied sigh in response to a long workday. "There's something I want to give you, Andy," he said as he beckoned for Andy to follow him to the back room. On the corner of a large worktable sat a bulky antique sewing machine, a retro model that looked very different from the modern one Andy's father used. "I was your age when my father gave this to me, and now I'm giving it to you."
- 8 Andy eyed the old machine appreciatively. "Thank you, Dad. This is perfect!"
- 9 Andy wanted to use the sewing machine right away, but first he needed to draw his clothing design. He needed a design that was stylish yet original. Fortunately he wasn't starting with a blank page. Andy had been sketching designs as long

as he could remember. Sometimes he drew in Ms. Greene’s art class; sometimes he drew during lunch. Mostly he drew during the free minutes of his day, when he could empty his mind and just trust his charcoal pencil.

- 10 A visit to the fabric store that weekend turned into an expedition as he hunted down the perfect textiles for his creation. “Your father doing something special?” asked the owner.
- 11 “It’s for a school project,” Andy replied. It wasn’t exactly a lie. On his way back home, he looked at what people were wearing, the parade of pants, shirts, dresses, jeans, and ordinariness.
- 12 Andy began working that same night, losing himself in lines and folds, ripping out stitches and redoing them. It took over a week, but after multiple fittings and adjustments, his outfit was ready for its debut.
- 13 On Monday morning, Andy walked into school anticipating the glowing admiration of his fellow students. As he walked down the hall, heads turned. Teachers moved aside, guys pointed at him, and girls covered their mouths to hide their laughter.
- 14 Even Broden looked at him sympathetically. “Was this a dare or something?” he whispered to Andy at their lockers.
- 15 A morning full of whispers, jeers, and awkward questions left Andy slumped in his seat in art class like a spent parachute. Although he had donned his creation proudly that morning, he now wished he had a change of clothes.
- 16 “It hasn’t been a great day, huh?” asked Ms. Greene, sitting beside him.
- 17 “I’ve had better,” Andy replied glumly.
- 18 “You know, it’s fine to want to do something different—you just have to be prepared for the consequences. Not everyone is going to see things the way you do—not right away, and maybe not ever.”
- 19 “They don’t know anything about fashion,” Andy snipped.
- 20 “Well, people like different styles,” Ms. Greene responded. “As for me . . . I like your incredible fabric choice. Think of this outfit as just the beginning; think of it as your first draft. The most famous designers didn’t build their clothing empires on one outfit—especially their first.”
- 21 Andy knew she was right, of course. But still, he hadn’t thought his design would warrant such ridicule. He sighed as he rose from his chair, putting his sketch pad and pencils into his backpack. “A first draft, huh?” he thought. And then he remembered what his English teacher Mrs. Ford always said: your first draft is just the beginning.
- 22 Apparently that was good advice—and not just for writers.

- 1 The main role of Andy’s art teacher in this story is to help —
- A resolve a conflict the main character is experiencing
  - B create the setting in which the main conflict occurs
  - C develop the rising action of the plot to a turning point
  - D supply background information about the main character
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2 What is the best summary of the story?

- F Andy wants to use his knowledge of tailoring to design original clothing. His father gives him a sewing machine, so Andy creates an outfit. When Andy wears his new clothing to school, he does not get the response that he wants, but his art teacher helps him regain confidence.
  - G As Andy waits for Broden, he observes the other students’ clothing. When Andy arrives at his family’s shop, he realizes that being a tailor helps people feel better. After his father gives him a sewing machine, Andy begins working on a unique clothing design.
  - H After closing the family store for the night, Andy’s father gives Andy a sewing machine that has been in the family for years. Andy is excited and immediately begins creating his own clothing designs. He works hard on his new design and wears his new outfit to school.
  - J Andy knows a lot about clothing because of the family business, but he wants to do something different. Andy’s father understands his interests, so he gives Andy an old sewing machine. Andy uses this gift to complete a school project.
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3 Which sentence from the story creates an image of how tailoring can help people?

- A *Being from a family of tailors, Andy had learned a lot about clothing over the years—how to make it and how to alter it.* (paragraph 2)
- B *Mr. Simone paid his bill and then carefully, almost proudly, placed the newly perfected pants over his arm.* (paragraph 4)
- C *There was no denying that tailoring was a valuable service to some.* (paragraph 4)
- D *That was exactly the reason Andy longed to create something of his own.* (paragraph 6)

4 In paragraph 15, the word donned means —

- F mended
  - G thought about
  - H put on
  - J imagined
- 

5 What lesson is referred to in the title of the story?

- A Andy learning to work with clothing by watching his father
  - B Broden learning about fashion from Andy's clothing designs
  - C Broden learning how to feel as proud of himself as Andy does
  - D Andy learning the consequences of trying something different
- 

6 Read this sentence from paragraph 9.

*Mostly he drew during the free minutes of his day, when he could empty his mind and just trust his charcoal pencil.*

Based on this sentence, the reader can conclude that Andy —

- F puts very little thought into his designs
- G draws when he is bored and has nothing else to do
- H feels compelled to sketch his designs at every opportunity
- J is unsure about how to use special drawing techniques

7 Which sentence best expresses a theme in the story?

- A *"Often, when people look better, they act better too."* (paragraph 5)
  - B *A visit to the fabric store that weekend turned into an expedition as he hunted down the perfect textiles for his creation.* (paragraph 10)
  - C *On his way back home, he looked at what people were wearing, the parade of pants, shirts, dresses, jeans, and ordinariness.* (paragraph 11)
  - D *"Not everyone is going to see things the way you do—not right away, and maybe not ever."* (paragraph 18)
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8 Read this sentence from paragraph 15.

*A morning full of whispers, jeers, and awkward questions left Andy slumped in his seat in art class like a spent parachute.*

The author uses a simile in this sentence to illustrate —

- F how difficult it can be to concentrate in Andy's art class
- G how perplexed the students are about Andy's new outfit
- H how discouraged Andy feels by his peers' reactions to his outfit
- J how exhausting a typical day at Andy's school is

# “The Lesson in Design” | QUESTION 1

**Part 1:** Circle the correct answer for Question 1.

A    B    C    D

**Part 2:** Provide justification for your answer.


**Part 3:** Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

## “The Lesson in Design” | QUESTION 2

**Part 1:** Circle the correct answer for Question 1.

F    G    H    J

**Part 2:** Provide justification for your answer.


**Part 3:** Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

## “The Lesson in Design” | QUESTION 3

**Part 1:** Circle the correct answer for Question 1.

A    B    C    D

**Part 2:** Provide justification for your answer.


**Part 3:** Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

## “The Lesson in Design” | QUESTION 4

**Part 1:** Circle the correct answer for Question 1.

F    G    H    J

**Part 2:** Provide justification for your answer.


**Part 3:** Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

# “The Lesson in Design” | QUESTION 5

**Part 1:** Circle the correct answer for Question 1.

A    B    C    D

**Part 2:** Provide justification for your answer.


**Part 3:** Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

## “The Lesson in Design” | QUESTION 6

**Part 1:** Circle the correct answer for Question 1.

F    G    H    J

**Part 2:** Provide justification for your answer.


**Part 3:** Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

## “The Lesson in Design” | QUESTION 7

**Part 1:** Circle the correct answer for Question 1.

A    B    C    D

**Part 2:** Provide justification for your answer.


**Part 3:** Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

## “The Lesson in Design” | QUESTION 8

**Part 1:** Circle the correct answer for Question 1.

F    G    H    J

**Part 2:** Provide justification for your answer.


**Part 3:** Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale