

S K I L L C H A R T

Lesson Part

Selection **1. Before You Read** **2. Read** **3. Gather Your Thoughts** **BENCHMARKS**
4. Write

DIAGNOSTIC PRETEST

1 High School: The Bad and the Good

generalizations SE 12; TG 63
 context clues TG 63, 66
 antonyms TG 63, 66

draw conclusions
 SE 13–16; TG 64, 67

persuasive techniques TG 65, 68

LA.910.1.2
 LA.910.4.3.2
 LA.910.1.2

2 Finding Patrick

context clues TG 71, 74

comparing/contrasting
 SE 21–29; TG 72, 75

word choice SE 30–31;
 TG 73, 76

LA.910.1.2
 LA.910.1.2
 LA.910.2.1.1

3 It's Quiet Now

context clues TG 81, 84

plot related to conflict
 SE 35–38; TG 82, 85
 point of view TG 82

plot related to conflict TG 86

LA.910.1.2
 LA.910.1.2
 LA.910.2.1
 LA.910.1.7.2

4 Survival

suffixes TG 89, 92
 context clues TG 89, 92

cause and effect and plot SE
 42–47; TG 90, 93

summarizing SE 48; TG 91

LA.910.1.2
 LA.910.1.2
 LA.910.2.1
 LA.910.2.2.2

5 How It Feels to Be Colored Me

context clues TG 99, 102
 prefixes TG 99, 102

inferences SE 53–59; TG 100, 103
 context clues SE 53–60; TG 100
 figurative language TG 100

word choice TG 101, 104

LA.910.1.2
 LA.910.1.2
 LA.910.2.2.2
 LA.910.2.1.1

6 The Eatonville Anthology

character development
 SE 64; TG 107

character development
 SE 65–69; TG 108
 plot SE 65–69; TG 108, 111

comparing/contrasting
 SE 70–71; TG 109
 character development
 SE 70–71; TG 109, 112

LA.910.2.1.5
 LA.910.1.2
 LA.910.1.2

INTERIM TEST 1

SE = Student Edition TG = Teacher's Guide Page numbers in italics are TG copymasters for student worksheets.

<p>7 Visit to Africa SE 74–81 TG 116–123</p>	<p>word roots TG 117, 120 synonyms TG 117, 120</p>	<p>predicting events, effects SE 75–78; TG 118 setting TG 118</p>	<p>summarizing SE 79–80; TG 119, 122</p> <p>LA.910.1.2 LA.910.1.3 LA.910.2.1.5 LA.910.2.2.2</p>
<p>8 Dear Tia and Papa SE 82–86 TG 124–131</p>	<p>word origins TG 125, 128</p>	<p>poetry/meaning SE 83–84; TG 126, 129</p>	<p>poetry/sentence structure SE 85–86; TG 127, 130</p> <p>LA.910.1.2 LA.910.2.1.3</p>
<p>9 The Guest Who Ran Away SE 88–93 TG 134–141</p>	<p>context clues TG 135, 138</p>	<p>draw conclusions SE 89–90; TG 136 summarizing SE 89–90; TG 136, 139</p>	<p>character development SE 91; TG 137 plot SE 91; TG 137, 140</p> <p>LA.910.1.2 LA.910.1.2 LA.910.2.2.2 LA.910.2.1.5</p>
<p>10 The Price of Pride and How Si’ Djeha Staved Off Hunger SE 94–104 TG 142–149</p>	<p>predicting events, effects SE 94; TG 143 context clues TG 143, 146 suffixes TG 143, 146</p>	<p>sequence SE 95–100; TG 144 conflict TG 144, 147</p>	<p>plot related to conflict SE 101–103, 148</p> <p>LA.910.1.3 LA.910.1.2 LA.910.1.2 LA.910.2.2.2 LA.910.2.1.5</p>
<p>11 Puerto Rican Paradise SE 106–114 TG 152–159</p>	<p>context clues TG 153, 156 word roots TG 153, 156</p>	<p>sequence SE 107–111, TG 154 theme SE 107–111, TG 154, 157</p>	<p>sequence SE 112–113; TG 155</p> <p>LA.910.1.2 LA.910.1.2 LA.910.2.2.2 LA.910.1.7.6</p>
<p>12 If You Ain’t Got Heart, You Ain’t Got Nada SE 115–122 TG 160–167</p>	<p>context clues TG 161, 164 analyze words TG 161, 164</p>	<p>cause and effect and plot SE 115–120; TG 162, 165 author’s voice TG 162</p>	<p>causal relationships (cause-effect) SE 121–122; TG 163</p> <p>LA.910.1.2 LA.910.1.2 LA.910.2.1, LA.910.2.2.; LA.910.2.1.8</p>

INTERIM TEST 2

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S K I L L C H A R T

Lesson Part

Selection **1. Before You Read** **2. Read** **3. Gather Your Thoughts** **BENCHMARKS**
4. Write

13 Her Life Was Not a Joke
 SE 124–133
 TG 170–177

generalizations SE 124; TG 171
 context clues TG 171, 174
 suffixes TG 171, 174

author's purpose SE 125–129; TG 172, 175
 character development SE 130–132; TG 173, 176
 LA.910.1.2
 LA.910.1.2
 LA.910.1.7.2
 LA.910.2.1.5

14 One Morning
 SE 134–142
 TG 178–185

sequence SE 134; TG 179
 context clues TG 179, 182
 synonyms TG 179, 182

summarizing SE 135–139; TG 180
 summarizing SE 139–140; TG 181
 search strategies TG 181, 184

LA.910.2.2.2
 LA.910.1.2
 LA.910.1.2
 LA.910.6.2.2,

15 The Knight in Person
 SE 144–151
 TG 188–195

context clues TG 189, 192

inferences SE 146–148; TG 190, 193
 summarizing SE 149–151; TG 191, 194

LA.910.1.2
 LA.910.1.2
 LA.910.2.2.2

16 The Victorious Feudal Knight
 SE 152–160
 TG 196–203

synonyms TG 197, 200
 context clues TG 197, 200

details SE 153–157; TG 198, 201

main idea and details SE 158–159; TG 199
 LA.910.1.2
 LA.910.1.2
 LA.910.2.2.2

17 Forgetfulness and An Unwritten Letter
 SE 162–169
 TG 206–213

context clues TG 207, 210
 prefixes TG 207, 210

author's voice SE 163–165; TG 208, 211
 theme SE 163–165; TG 208, 211
 sensory language SE 166–168; TG 209, 212

LA.910.1.2
 LA.910.1.2
 LA.910.1.7.6
 LA.910.2.1.1,
 LA.910.2.1.3

18 A Man Reserves a Seat and Justice
 SE 170–178
 TG 214–221

context clues TG 215, 218
 root words TG 215, 218

predicting events, effects SE 171–174
 theme TG 216, 219

plot SE 175–177; TG 217, 220
 theme SE 175; TG 217

LA.910.1.2
 LA.910.1.2
 LA.910.1.3
 LA.910.1.7.6
 LA.910.2.1.5

INTERIM TEST 3

SE = Student Edition TG = Teacher's Guide Page numbers in italics are TG copymasters for student worksheets.

19 Ancestry

SE 180–187
TG 224–231

generalizations SE 180; TG 225
context clues TG 225, 228
prefixes TG 225, 228

summarizing SE 181–184; TG 226
word choice TG 226

persuasive techniques SE 185–186;
TG 227, 229, 230

LA.910.1.2
LA.910.1.2
LA.910.2.2.2
LA.910.2.1.1
LA.910.4.3.2

20 Rosa Parks

SE 188–196
TG 232–239

context clues TG 233, 236
synonyms TG 233, 236

draw conclusions SE 189–192;
TG 234, 237
point of view TG 234

summarizing SE 193–196; TG 235

LA.910.1.2
LA.910.1.2
LA.910.1.7.2
LA.910.2.2.2

21 A Taste of War

SE 198–207
TG 242–249

synonyms TG 243, 246
inferring meaning TG 243, 246

sequence SE 199–203; TG 244
inferences SE 199–203;
TG 244, 247

character development
SE 204–205; TG 245, 248

LA.910.1.2
LA.910.1.2
LA.910.2.2.2
LA.910.2.1.5

22 War Comes to Our Island

SE 208–218
TG 250–257

context clues TG 251, 254
prefixes and suffixes TG 251, 254

plot: conflict and resolution
SE 209–214; TG 252

persuasive techniques
SE 215–217; TG 253, 255, 256

LA.910.1.2
LA.910.1.2
LA.910.2.1.5
LA.910.4.3.2

23 Frustration

SE 220–227
TG 260–267

draw conclusions
SE 221–225; TG 262, 265

summarizing SE 226; TG 263

LA.910.1.2
LA.910.1.2
LA.910.2.2.2

24 Hints

SE 228–238
TG 268–275

analyze words SE 229–234
author's voice TG 270, 273

character development
SE 235–236; TG 271

LA.910.1.2
LA.910.1.2
LA.910.2.1.8
LA.910.2.1.5


POSTTEST

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Scoring and Teaching Focus: PRETEST


Item	Benchmark	Answer and Teaching Focus
1–5	LA.910.1.2 <i>Uses vocabulary effectively</i> <i>(Word Identification)</i>	Answers: 1. D; 2. G; 3. A; 4. E; 5. B Teaching Focus: Emphasize the Vocabulary Building introduction to each lesson. For additional practice, have students work (in pairs, groups, or as a class) with footnoted vocabulary to build situations around them and expand their definitions.
6–10	LA.910.1.2 <i>Uses vocabulary effectively</i> <i>(Word Structure)</i>	Answers: 6. G; 7. D; 8. F; 9. C; 10. E Teaching Focus: In upcoming lessons, focus instruction on the vocabulary Strategy Lesson for each selection, especially TG 71, 89, 92 (suffixes), 99, 102 (prefixes), and 81, 117, 120 (word roots).
11	LA.910.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: Responses should include that Ronald is engaged in learning about Japanese history and culture because he wants to better understand himself and his family. His grandparents' internment during World War II caused them to decide to completely assimilate themselves into American culture, thereby erasing their Japanese heritage. Teaching Focus: See instruction and practice with summarizing on SE 48 and TG 91 to address this benchmark.
12	LA.910. 2.1.1 <i>Characteristics of literary forms</i> <i>(author's craft)</i>	Answer: D Teaching Focus: To address this benchmark, focus on instruction and practice with word choice after reading "Finding Patrick," SE 30–31; TG 73, 76
13	LA.910.2.1.5 <i>Plot, setting, character, conflict, resolution</i>	Answer: F Teaching Focus: Focus on instruction and practice with cause and effect and plot while reading "Survival," SE 42–47 and TG 90, 93 to address this benchmark.




14	LA.910.4.3.2 <i>Use strategies to understand words, make inferences</i>	Answer: A Teaching Focus: To address this benchmark, focus on instruction and practice with drawing conclusions while reading “High School: The Bad and the Good,” SE 13–16, and TG 64, 67.
15	LA.910.4.3.2 <i>Devices of persuasion and methods of appeal and their effectiveness</i>	Answer: F Teaching Focus: Focus on instruction and practice with persuasive techniques after reading “High School: The Bad and the Good,” TG 65, 68 to address this benchmark.
16	LA.910.1.7.2 <i>Author’s purpose or point of view</i>	Answer: B Teaching Focus: See instruction and practice with point of view on TG 82 to address this benchmark.
17	LA.910.4.3.2 <i>Use strategies to understand words, make inferences</i>	Answer: G Teaching Focus: To address this benchmark, focus on instruction and practice with making inferences while reading “How It Feels to Be Colored Me,” SE 53–59, and TG 100, 103.
18	 LA.910.4.3.2 <i>Use strategies to understand words, make inferences</i>	Answer: Responses should indicate that Ronald wants to recover his Japanese heritage, while his grandparents, because of their historical circumstances, sought to hide and distance themselves from it. Their similarities include that both history and their own cultural heritage have shaped their lives and their understanding of themselves. Teaching Focus: To address this benchmark, focus on instruction and practice with comparison and contrast while reading “Finding Patrick,” SE 21–29, and TG 72, 75, and “The Eatonville Anthology,” SE 70–71, and TG 109.

Scoring and Reteaching: INTERIM TEST 1

Item	Benchmark	Answer and Reteaching
1–5	LA.910.1.2 <i>Uses vocabulary effectively (Word Identification)</i>	Answers: 1. D; 2. F; 3. C; 4. G; 5. B Reteaching: Emphasize the Vocabulary Building introduction to each lesson. For additional practice, have students work (in pairs, groups, or as a class) with footnoted vocabulary to build situations around them and expand their definitions.
6–10	LA.910.1.2 <i>Uses vocabulary effectively (Word Structure)</i>	Answers: 6. G; 7. B; 8. H; 9. A; 10. E Reteaching: In upcoming lessons, focus instruction on the vocabulary Strategy Lesson for each selection, especially TG 143, 146 (suffixes), 117, 120, 153, 156 (word roots), and 161, 164 (word analysis).
11	LA.910.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: Responses should indicate that Nick’s mother does not seem to hold a very high opinion of Rudy’s mother. She disagrees with Rudy’s mother’s assessment of their sons’ relationship and seems almost to gloat about how Rudy used a weapon on her son. Reteaching: To address this benchmark, review making inferences in conjunction with students’ character attribute maps, TG 147.
12	LA.910.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: B Reteaching: To address this benchmark, focus on instruction and practice with cause and effect and plot while reading “If You Ain’t Got Heart, You Ain’t Got Nada,” SE 115–120, and TG 162.
13	LA.910.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: G Reteaching: To address this benchmark, focus on instruction and practice with drawing conclusions while reading “The Guest Who Ran Away,” SE 89–90, and TG 136.

14	LA.910.2.2.2 <i>Main idea, details, in a variety of types of written material</i>	Answer: A Reteaching: Focus on instruction and practice with summarizing while reading “The Guest Who Ran Away,” SE 89–90, TG 136, 139, and “Visit to Africa,” SE 79–80, TG 119, 121 to address this benchmark.	
15	LA.910.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: H Reteaching: To address this benchmark, review making inferences in conjunction with analyzing characters after reading “The Guest Who Ran Away,” SE 91, and TG 137.	
16	LA.910.2.1.5 <i>Plot, setting, character, conflict, resolution</i>	Answer: B Reteaching: To address this benchmark, focus on instruction and practice with how plot relates to conflict while reading “The Price of Pride” and “How Si’Djeha Staved Off Hunger,” SE 101–103, and TG 148.	
17	LA.910.2.1.5 <i>Plot, setting, character, conflict, resolution</i>	Answer: F Reteaching: To address this benchmark, focus on instruction and practice with character development after reading “The Guest Who Ran Away,” SE 91, and TG 137.	
18		LA.910.2.1.5 <i>Plot, setting, character, conflict, resolution</i>	Answer: Responses should indicate that it is difficult for the reader to trust what Nick’s mother says. She cannot assess the events related to the fight and other events in her life. She creates rationalizations to support what she thinks Nick might or might not do; she states that her son is the most important person in her life but later states that they are not close. Reteaching: Review character development and motivation in conjunction with students’ responses to discussion questions while reading “If You Ain’t Got Heart, You Ain’t Got Nada,” TG 162, 165.

Scoring and Reteaching: INTERIM TEST 2

Item	Benchmark	Answer and Reteaching
1–5	LA.910.1.2 <i>Uses vocabulary effectively</i> <i>(Word Identification)</i>	Answers: 1. C; 2. E; 3. B; 4. H; 5. C Reteaching: Emphasize the Vocabulary Building introduction to each lesson. For additional practice, have students work (in pairs, groups, or as a class) with footnoted vocabulary to build situations around them and expand their definitions.
6–10	LA.910.1.2 <i>Uses vocabulary effectively</i> <i>(Word Structure)</i>	Answers: 6. F; 7. C; 8. H; 9. A; 10. F Reteaching: In upcoming lessons, focus instruction on the vocabulary Strategy Lesson for each selection, especially TG pp. 171, 174 (suffixes), 215, 218 (word roots), and 207, 210 (prefixes).
11 	LA.910.1.7.6 <i>Universal themes</i>	Answer: Responses should indicate that both poems share a theme of thankfulness for support in difficult times. The poem on the card expresses this directly, using words and phrases such as “you give me hope,” “you helped me learn,” and “thank you.” Tina’s poem expresses the theme through the image of being helped on a journey. Reteaching: Focus on instruction and practice with theme while reading “Forgetfulness” and “An Unwritten Letter,” SE 163–165, TG 208, 211, and “A Man Reserves a Seat,” and “Justice,” TG 216, 219, to address this benchmark.
12	LA.910.2.1.5 <i>Plot, setting, character, conflict, resolution</i>	Answer: C Reteaching: To address this benchmark, focus on instruction and practice with character development while reading “Her Life Was Not a Joke,” SE 130–132, and TG 173, 176.
13	LA.910.2.1.5 <i>Plot, setting, character, conflict, resolution</i>	Answer: E Reteaching: To address this benchmark, focus on instruction and practice with plot while reading “A Man Reserves a Seat” and “Justice,” SE 175–177, and TG 217, 220.


14	LA.910.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: D Reteaching: To address this benchmark, focus on instruction and practice with summarizing while reading “One Morning” SE 135–139, and TG 180, 181, and “The Knight in Person,” SE 149–151, and TG 191, 194.
15	LA.910.1.3 <i>Use prereading strategies to predict</i>	Answer: G Reteaching: Focus on instruction and practice with predicting events and effects while reading “A Man Reserves a Seat,” and “Justice,” SE 171–174 to address this benchmark.
16	LA.910.2.1.3 <i>Poetry devices</i>	Answer: D Reteaching: Review word choice and meaning in conjunction with student’s theme word webs, TG 219 to address this benchmark.
17	LA.910.1.2 <i>Uses strategies to understand words, make inferences</i>	Answer: F Reteaching: Review drawing conclusions in conjunction with a discussion of making inferences, TG 190 to address this benchmark.
18	LA.910.2.1.3 <i>Poetry devices</i>	Answer: Responses should indicate the poem from the card has rhythm, uses rhyme, and standard punctuation, which gives the poem a sing-song quality and lessens its meaning. Tina’s poem is in free verse, which allows the vowel and consonant sounds a greater effect, and causes the lines to flow more freely. Reteaching: Return to the free verse lesson on TG 126–127; this time, have students create a four-line, rhymed poem that uses punctuation. Have students share their poems and discuss how sentence structure has an impact on the meaning.



Scoring and Reteaching: INTERIM TEST 3

Item	Benchmark	Answer and Reteaching
1–5	LA.910.1.2 <i>Uses vocabulary effectively (Word Identification)</i>	Answers: 1. D; 2. F; 3. C; 4. E; 5. B Reteaching: Emphasize the Vocabulary Building introduction to each lesson. For additional practice, have students work (in pairs, groups, or as a class) with footnoted vocabulary to build situations around them and expand their definitions.
6–10	LA.910.1.2 <i>Uses vocabulary effectively (Word Structure)</i>	Answers: 6. E; 7. A; 8. F; 9. C; 10. F Reteaching: In upcoming lessons, focus instruction on the vocabulary Strategy Lesson for each selection, especially TG 251, 254, 261, 264 (suffixes), 269, 272 (word analysis), and 225, 228, 251, 254 (prefixes).
11	LA.910.2.1.1 <i>Characteristics of literary forms (author’s craft)</i>	Answer: Responses should include that Jenna helps her father visualize the scene of Ben swinging by using sensory language, such as the feel of the wind rushing past, and the look of his shoes against the sky. Reteaching: Review sensory language in conjunction with writing a new opening for a story, TG 248, to address this benchmark.
12	LA.910.1.7.2 <i>Author’s purpose or point of view</i>	Answer: D Reteaching: To address this benchmark, review author’s purpose in conjunction with reciprocal reading questions, TG 237.
13	LA.910.2.1.5 <i>Plot, setting, character, conflict, resolution</i>	Answer: F Reteaching: To address this benchmark, focus on instruction and practice with character development while reading “A Taste of War,” SE 204–205, TG 245, 248, and “Hints,” SE 235–236, TG 271.



14	LA.910.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: B Reteaching: To address this benchmark, focus on instruction and practice with making inferences while reading “A Taste of War,” SE 199–203, and TG 244, 247.	
15	LA.910.1.7.6 <i>Universal themes</i>	Answer: E Reteaching: Review theme in conjunction with students’ selection summaries, TG 255 to address this benchmark.	
16	LA.910.2.1.1 <i>Characteristics of literary forms (author’s craft)</i>	Answer: C Reteaching: Review sensory language in conjunction with students’ scene drawings, TG 247, to address this benchmark.	
17	LA.910.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: G Reteaching: To address this benchmark, focus on instruction and practice with summarizing while reading “Rosa Parks,” SE 193–196, TG 235, and “Frustration,” SE 226, TG 263.	
18		LA.910.1.3 <i>Use prereading strategies to predict</i>	Answer: Responses should indicate Jenna and Ben will work through their disappointment about the broken promise, and that their father will try to make up for having to cancel the July trip. Students may cite reasons such as the children’s obvious love for their father, Jenna’s willingness to discuss her feelings in her letter, and the father’s remorse for breaking his promise. Reteaching: To address this benchmark, review predicting events and effects as students read “Frustration,” SE 221–225.

Scoring and Reteaching: POSTTEST

Item	Benchmark	Answer and Reteaching
1–5	LA.910.1.2 <i>Uses vocabulary effectively (Word Identification)</i>	Answers: 1. D; 2. G; 3. B; 4. H; 5. C Reteaching: In the next story students read, have students work (in pairs, groups, or as a class) with new vocabulary to build situations around them and expand their definitions.
6–10	LA.910.1.2 <i>Uses vocabulary effectively (Word Structure)</i>	Answers: 6. G; 7. B; 8. G; 9. A; 10. E Reteaching: Review appropriate vocabulary Strategy Lessons, such as TG 89, 92, 171, 174, 251, 254 (suffixes), and 225, 228, 251, 254 (prefixes).
11	LA.910.2.2.2 <i>Main ideas, details in a variety of types of written material</i>	Answer: Responses should note that the author wants people to realize that the coral reefs of the world are in danger, and one reason is because poachers capture exotic tropical fish to sell for home aquariums. The author wants to make readers think before they buy these fish. Reteaching: To address this benchmark, review summarizing with “Ancestry,” SE 181–184, TG 226, and “Rosa Parks,” SE 193–196, TG 235.
12	LA.910.4.3.2 <i>Devices of persuasion and methods of appeal and their effectiveness</i>	Answer: C Reteaching: To address this benchmark, review persuasive techniques with “Ancestry,” SE 185–186, TG 227, 229, 230, and “War Comes to Our Island,” SE 215–217, TG 253, 255, 256.
13	LA.910.2.1.1 <i>Characteristics of literary forms (author’s craft)</i>	Answer: H Reteaching: Review author’s voice with “Hints,” TG 270, 273 to address this benchmark.

14	LA.910.2.2.2 <i>Main ideas, details in a variety of types of written material</i>	Answer: B Reteaching: To address this benchmark, review sequence of events with “A Taste of War,” SE 199–203, TG 244.
15	LA.910.4.3.2 <i>Devices of persuasion and methods of appeal and their effectiveness</i>	Answer: E Reteaching: Review persuasive techniques with “Ancestry,” SE 185–186, TG 227, 229, 230, and “War Comes to Our Island,” SE 215–217, TG 253, 255, 256 to address this benchmark.
16	LA.910.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: D Reteaching: Review making inferences with “A Taste of War,” SE 199–203, TG 252 to address this benchmark.
17	LA.910.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: F Reteaching: To address this benchmark, review making inferences with “A Taste of War,” SE 199–203, TG 252.
18	LA.910.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: Responses should explain that thinking globally and acting locally means that people should consider what is in the best interests of the earth and its inhabitants and put that thinking to work in real, active ways in their lives and their local area. The author wants people to think about whether buying a rare tropical fish at the local pet store has an impact on the coral reefs, which are a vital part of our planet. Reteaching: To address this benchmark, review drawing conclusions with “Rosa Parks,” SE 189–192, TG 234, 237, and “Frustration,” SE 221–25, TG 262, 265.

