

S K I L L C H A R T

Lesson Part

1. Before You Read

2. Read

3. Gather Your Thoughts 4. Write

BENCHMARKS

DIAGNOSTIC PRETEST

1 Confronting Columbus Again

context clues TG 63, 66
root words TG 63, 66

draw conclusions
SE 13–16; TG 64
author’s purpose TG 64, 67

main idea and details SE 17–19;
TG 65, 68
LA.1112.1.2
LA.1112.1.2
LA.1112.1.7.2
LA.1112.2.2.2

2 My America

prefixes TG 71, 74

inferences SE 22–25; TG 72

LA.1112.1.2
LA.1112.1.2
LA.1112.4.3.2

3 Angola Amy

context clues TG 81, 84
inferring meaning TG 81, 84

summarizing SE 31–36;
TG 82, 85
details TG 82, 85

LA.1112.1.2
LA.1112.2.2.2
LA.1112.4.3.2

4 The Day of Jubilee

generalizations SE 41; TG 89
prefixes TG 89, 92

predicting events, effects
SE 42–45; TG 90

LA.1112.1.2
LA.1112.1.2
LA.1112.2.1.1
LA.1112.2.2.2

5 Living Like Weasels

connotation/denotation SE 52;
TG 99
homographs TG 99, 102

inferences SE 53–57; TG 100
figurative language SE 57;
TG 100, 103

LA.1112.1.2
LA.1112.1.2
LA.1112.2.1.1

6 Living Like Weasels (continued)

sequence SE 62; TG 107
context clues TG 107, 110
suffixes TG 107, 110

draw conclusions SE 63–65;
TG 108, 111
connotation/denotation TG 108

LA.1112.1.2
LA.1112.1.2
LA.1112.2.2.2

INTERIM TEST 1

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

<p>7 Vietnam War Songs SE 72–81 TG 116–123</p>	<p>context clues TG 117, 120 root words TG 117, 120</p>	<p>poetry/meaning SE 73–78; TG 118 poetry/rhythm TG 118</p>	<p>comparing/contrasting TG 119, 121 persuasive techniques SE 79–80; TG 119, 122</p> <p>LA.1112.1.2 LA.1112.1.2 LA.1112.2.1.3 LA.1112.4.3.2</p>
<p>8 Letters Home SE 82–90 TG 124–131</p>	<p>connotation/denotation SE 82; TG 125 antonyms TG 125, 128</p>	<p>summarizing SE 83–87; TG 126 character development TG 126, 129 theme TG 126</p>	<p>author's purpose SE 88–89; TG 127</p> <p>LA.1112.1.2 LA.1112.2.2.2 LA.1112.2.1.2 LA.1112.1.7.6 LA.1112.1.7.2</p>
<p>9 Welcome to Manzanar SE 92–99 TG 134–141</p>	<p>context clues TG 135, 138 prefixes TG 135, 138</p>	<p>draw conclusions SE 93–96; TG 136 mood TG 136, 139</p>	<p>persuasive techniques SE 97–98; TG 137, 140</p> <p>LA.1112.1.2 LA.1112.1.2 LA.1112.2.1.1 LA.1112.4.3.2</p>
<p>10 A Mistake of Terrifically Horrible Proportions SE 100–112 TG 142–149</p>	<p>homographs TG 143, 146</p>	<p>draw conclusions SE 101–108; TG 144 sequence TG 144, 147</p>	<p>comparing/contrasting SE 109–111; TG 145, 148</p> <p>LA.1112.1.2 LA.1112.2.2.2</p>
<p>11 My Defense SE 114–122 TG 152–159</p>	<p>root words TG 153, 156</p>	<p>plot SE 114–119; TG 154 flashback TG 154</p>	<p>character development SE 120–121; TG 155, 157, 158 LA.1112.1.2 LA.1112.2.1.2 LA.1112.2.1.1</p>
<p>12 The Prosecution SE 123–130 TG 160–167</p>	<p>sequence SE 123; TG 161 context clues TG 161, 164 synonyms TG 161, 164</p>	<p>author's purpose SE 124–127; TG 162 sequence TG 165 point of view TG 162</p>	<p>theme SE 128–129; TG 163</p> <p>LA.1112.1.2 LA.1112.2.2.2 LA.1112.1.7.2 LA.1112.1.7.6</p>

INTERIM TEST 2

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

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 Nonviolence
 SE 132–140
 TG 170–177

generalizations SE 132; TG 171
 suffixes TG 171, 174

draw conclusions SE 133–137;
 TG 172

persuasive techniques
 SE 138–139;
 TG 173, 175, 176

LA.1112.1.2
 LA.1112.1.2
 LA.1112.4.3.2

14 Americanization Is Tough on “Macho”
 SE 141–148
 TG 178–185

connotation/denotation SE 141;
 TG 179
 prefixes and suffixes TG 179, 182

summarizing SE 142–145;
 TG 180, 183
 connotation/denotation TG 180

persuasive techniques
 SE 146–147; TG 181

LA.1112.1.2
 LA.1112.2.2.2
 LA.1112.4.3.2

15 Elizabeth Eckford Goes to School
 SE 150–158
 TG 188–195

context clues TG 189, 192
 root words TG 189, 192

predicting events, effects
 SE 152–155; TG 190
 point of view TG 190

sequence SE 156; TG 191, 193

LA.1112.1.2
 LA.1112.1.3
 LA.1112.1.7.2
 LA.1112.2.2.2

16 Millions in His Firing Squad
 SE 159–166
 TG 196–203

context clues TG 197, 200
 inferring meaning TG 197, 200

main idea and details
 SE 160–161; TG 198, 201, 202

word choice SE 164; TG 199

LA.1112.1.2
 LA.1112.2.2.2.1
 LA.1112.2.1.1

17 Success is counted sweetest and other poems
 SE 168–175
 TG 206–213

context clues TG 207, 210
 synonyms TG 207, 210

poetry/meaning SE 169–172;
 TG 208, 211
 poetry/alliteration TG 208

poetry/sentence structure
 SE 173–174; TG 209

LA.1112.1.2
 LA.1112.1.2
 LA.1112.2.1.3

18 Much Madness is divinity
Sense and other poems
 SE 176–184
 TG 214–221

sensory language SE 176;
 TG 215
 root words TG 215, 218

poetry/meaning SE 177–179;
 TG 216, 219
 poetry/rhyme TG 216

poetry/meaning
 SE 180–181;
 TG 217

LA.1112.1.2
 LA.1112.2.1.3


INTERIM TEST 3


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

19	Work is Work SE 186–196 TG 224–231	homographs TG 225, 228	plot SE 187–192; TG 226 character development TG 226, 229	character development SE 193–194; TG 227, 230	LA.1112.1.2
20	The Corn Harvest SE 197–202 TG 232–239	prefixes TG 233, 236	poetry/meaning SE 198–199; TG 234, 237	poetry/meaning SE 200–201; TG 235, 238	LA.1112.1.2 LA.1112.2.1.3
21	Alaskan Bears SE 204–213 TG 242–249	homophones TG 243, 246	details SE 205–210; TG 244, 247 figurative language TG 244	summarizing SE 211–212; TG 245, 246	LA.1112.2.2.2 LA.1112.2.1.1
22	Alex SE 214–222 TG 250–257	generalizations SE 214; TG 251 context clues TG 251, 254	draw conclusions SE 215–219; TG 252, 255 character development TG 252	comparing/contrasting SE 220; TG 253	LA.1112.1.2 LA.1112.1.2 LA.1112.2.1.2
23	Higher Laws SE 224–230 TG 260–267	suffixes TG 261, 264	draw conclusions SE 225–227; TG 262, 265 theme TG 262	theme SE 228–229; TG 263	LA.1112.1.2 LA.1112.1.2 LA.1112.1.7.6
24	Man and Nature SE 231–238 TG 268–275	word origins TG 269, 272	paraphrase SE 232–234; TG 270	main idea and details SE 235–236; TG 271, 273	LA.1112.1.2 LA.1112.2.2.2
POSTTEST					

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

Scoring and Teaching Focus: PRETEST


Item	Benchmark	Answer and Teaching Focus
1–5	LA.1112.1.2 <i>Uses vocabulary effectively (Word Identification)</i>	Answers: 1. C; 2. H; 3. C; 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.1112.1.2 <i>Uses vocabulary effectively (Word Structure)</i>	Answers: 6. G; 7. D; 8. E; 9. C; 10. G Teaching Focus: In upcoming lessons, focus instruction on the vocabulary Strategy Lesson for each selection, especially TG 71 and 89 (prefixes), and 107 (context clues).
11 	LA.1112.1.3 <i>Use prereading strategies to predict</i>	Answer: Responses may vary, but should be supported by facts and details from the article. In general, the facts point toward an expansion of road ecology programs in the U.S., due to the success of the programs already in place. Teaching Focus: To address this benchmark, focus on instruction and practice with predicting events and effects in “The Day of Jubilee,” on SE 42–45 and TG 90.
12	LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: C Teaching Focus: To address this benchmark, focus on instruction and practice with main idea and details on SE 17–19 and TG 65.
13	LA.1112.1.7.2 <i>Author’s purpose or point of view</i>	Answer: F Teaching Focus: See TG 64, 67 for instruction and practice with author’s purpose to address this benchmark.

14	LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: A Teaching Focus: To address this benchmark, focus on instruction and practice with inferences while reading “My America,” on SE 22–25. See also TG 72.	
15	LA.1112.4.3.2 <i>Devices of persuasion and methods of appeal and their effectiveness</i>	Answer: H Teaching Focus: To address this benchmark, focus on persuasive techniques as students support their opinions in response to reading “Angola Amy” on SE 30–36. See SE 37–39 and TG 83.	
16	LA.1112.1.2 <i>Main idea, details in a variety of types of written material</i>	Answer: C Teaching Focus: To address this benchmark, review instruction and practice with main idea and details on SE 17–19 and TG 65.	
17	LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: E Teaching Focus: To address this benchmark, focus on instruction and practice with drawing conclusions as students summarize their views in response to reading “My America,” on SE 21–25. See SE 26 and TG 72.	
18		LA.1112.4.3.2 <i>Devices of persuasion and methods of appeal and their effectiveness</i>	Answer: Students should state their opinions and back them up with information and details from the article. Possible reasons for agreeing with the author might include the need to maintain ecological balance and to protect endangered species. Students who disagree may cite the cost of measures such as the tunnel project and suggest that the money may be better spent directly helping the human population of an area. Teaching Focus: To address this benchmark, see SE 37–39; TG 83, 86 and focus on instruction and practice with persuasive techniques after reading “Angola Amy.”


Scoring and Reteaching: INTERIM TEST 1

Item	Benchmark	Answer and Reteaching
1–5	LA.1112.1.2 <i>Uses vocabulary effectively (Word Identification)</i>	Answers: 1. C; 2. F; 3. C; 4. H; 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.1112.1.2 <i>Uses vocabulary effectively (Word Structure)</i>	Answers: 6. E; 7. B; 8. H; 9. A; 10. F Reteaching: In upcoming lessons, focus instruction on the vocabulary Strategy Lesson for each selection, especially TG 125 (antonyms), 135 (prefixes), and 161 (context clues).
11	LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: Responses should indicate that people seem to have a need to commemorate life-changing events. Students may note that shared events or experiences give people a sense of community, as does planning and participating in a celebration. Reteaching: To address this benchmark, focus on instruction and practice with drawing conclusions while reading “Welcome to Manzanar,” on SE 92–99. See also TG 136.
12	LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: C Reteaching: To address this benchmark, focus on instruction and practice with main idea and details in conjunction with summarizing as students read “Letters Home,” on SE 83–87 and TG 126.
13	LA.1112.1.7.2 <i>Author’s purpose or point of view</i>	Answer: E Reteaching: See SE 88–89 and TG 127 for instruction and practice with author’s purpose to address this benchmark.



14	LA.1112.2.1.3 <i>Poetry devices</i>	<p>Answer: C</p> <p>Reteaching: To address this benchmark, focus on instruction and practice with poetic meaning while reading “Vietnam War Songs,” on SE 73–78 and TG 118.</p>	
15	LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	<p>Answer: E</p> <p>Reteaching: To address this benchmark, focus on drawing conclusions as students read “A Mistake of Terrifically Horrible Proportions,” on SE 100–112.</p>	
16	LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	<p>Answer: D</p> <p>Reteaching: To address this benchmark, review instruction and practice with main idea and details as students read and discuss the meaning of “Vietnam War Songs” on SE 73–78.</p>	
17	LA.1112.4.3.2 <i>Devices of persuasion and methods of appeal and their effectiveness</i>	<p>Answer: F</p> <p>Reteaching: To address this benchmark, focus on instruction and practice with persuasive techniques on SE 97–98. See SE also TG 137 and 140.</p>	
18		LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	<p>Answer: Students’ responses should include mention of the emancipation celebrations that started in 1865, the religious celebrations during the Jim Crow era, and Carter G. Woodson’s institution of Negro History Week.</p> <p>Reteaching: To address this benchmark, focus on instruction and practice with summarizing in conjunction with plot while reading “My Defense,” on SE 114–119.</p>

Scoring and Reteaching: INTERIM TEST 2


Item	Benchmark	Answer and Reteaching
1–5	LA.1112.1.2 <i>Uses vocabulary effectively (Word Identification)</i>	Answers: 1. B; 2. H; 3. A; 4. H; 5. D 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.1112.1.2 <i>Uses vocabulary effectively (Word Structure)</i>	Answers: 6. G; 7. A; 8. F; 9. B; 10. F Reteaching: In upcoming lessons, focus instruction on the vocabulary Strategy Lesson for each selection, especially TG 171 (prefixes and suffixes), and 189 (context clues).
11 	LA.1112.1.7.6 <i>Universal themes</i>	Answer: Responses should indicate that loneliness and friendship are basic themes of the story. Reteaching: To address this benchmark, focus on instruction and practice with theme in conjunction with poetic meaning while reading “Success is counted sweetest,” on SE 168–175.
12	LA.1112.1.2 <i>Uses strategies to understand words, make inferences</i>	Answer: B Reteaching: To address this benchmark, focus on instruction and practice with drawing conclusions in “Nonviolence,” on SE 133–137 and TG 172.
13	LA.1112.2.1.1 <i>Characteristics of literary forms (author’s craft)</i>	Answer: F Reteaching: To address this benchmark, focus on instruction and practice with point of view on TG 190.

14	LA.1112.1.2 <i>Uses strategies to understand words, make inferences</i>	Answer: A Reteaching: To address this benchmark, focus on instruction and practice with drawing conclusions in “Nonviolence,” on SE 133–137 and TG 172.
15	LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: G Reteaching: To address this benchmark, focus on comparing and contrasting different connotations of <i>macho</i> on SE 143, after reading “Americanization Is Tough on Macho,” on SE 141–148.
16	LA.1112.2.1.3 <i>Poetry devices</i>	Answer: B Reteaching: To address this benchmark, review instruction and practice with poetic meaning on SE 177–179 and TG 216, 219.
17	LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: F Reteaching: To address this benchmark, review instruction and practice with main idea and details as students read “Millions in His Firing Squad” on SE 160–161 and TG 198.
18	LA.1112.2.1.2 <i>Plot, setting, character, conflict, resolution</i>	Answer: Students responses may vary. Responses should be supported by examples from the story. Possible responses: adventurous—enjoys meeting new people; nature-loving—enjoys camping and birdwatching; insightful—thinks about problems Maya might have; honest—admits that she hopes Maya won’t find a new best friend. Reteaching: To address this benchmark, focus on instruction related to character traits as students read “Elizabeth Eckford Goes to School,” on SE 150–158. See also TG 192.





Scoring and Reteaching: INTERIM TEST 3

Item	Benchmark	Answer and Reteaching
1–5	LA.1112.1.2 <i>Uses vocabulary effectively (Word Identification)</i>	Answers: 1. C; 2. F; 3. A; 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.1112.1.2 <i>Uses vocabulary effectively (Word Structure)</i>	Answers: 6. G; 7. A; 8. H; 9. C; 10. E Reteaching: In upcoming lessons, focus instruction on the vocabulary Strategy Lesson for each selection, especially TG 261 (suffixes), and 251 (context clues).
11 	LA.1112.2.2.2 <i>Main Ideas, details in a variety of types of written material</i>	Answer: Responses should indicate that socialization of puppies is important in order to prevent aggressive, dominant behavior. Socialization takes a great deal of time and patience, and many factors must be considered, such as interactions with family members, strangers, and other dogs. Reteaching: To address this benchmark, focus on instruction and practice with summarizing after reading “Alaskan Bears,” on SE 211–212 and TG 245, 246.
12	LA.1112.1.2 <i>Uses strategies to understand words, make inferences</i>	Answer: D Reteaching: To address this benchmark, focus on instruction and practice with generalizations as students complete the Anticipation Guide for “Alex,” on SE 214.
13	LA.1112.4.3.2 <i>Devices of persuasion and methods of appeal and their effectiveness</i>	Answer: F Reteaching: To address this benchmark, focus on instruction and practice with persuasive techniques in conjunction with main idea after students read “Man and Nature,” on SE 235–236 and TG 271, 273

14	LA.1112.2.2.2 <i>Main Ideas, details in a variety of types of written material</i>	Answer: B Reteaching: To address this benchmark, focus on instruction and practice with details as students read “Alaskan Bears” on SE 205–210 and TG 244, 247.
15	LA.1112.2.1.1 <i>Characteristic of literary forms (author’s craft)</i>	Answer: F Reteaching: To address this benchmark, focus on instruction and practice with word choice in conjunction with poetic meaning on SE 200–201 and TG 235, 238
16	LA.1112.2.1.3 <i>Poetry devices</i>	Answer: B Reteaching: To address this benchmark, focus on alliteration as students read “The Corn Harvest” on SE 197–202, SE 141–148.
17	LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: E Reteaching: To address this benchmark, review instruction and practice with drawing conclusions as students read “Alex,” on SE 214–222.
18	 LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: Responses should indicate that readers can tell the author has strong feelings about the importance of dog owners taking responsibility for their pets’ behavior. The author’s concern with safety is shown by the frequent references to prevention of aggressive behavior. Emphasis on the need for owners to spend a lot of time socializing puppies shows that the author wants readers to be aware of the commitment required of pet owners. Reteaching: To address this benchmark, review instruction and practice with drawing conclusions in “Higher Laws,” on SE 225–227 and TG 262.

Scoring and Reteaching: POSTTEST

Item	Benchmark	Answer and Reteaching
1–5	LA.1112.1.2 <i>Uses vocabulary effectively (Word Identification)</i>	Answers: 1. D; 2. F; 3. A; 4. H; 5. C Reteaching: In the next story students read have them work (in pairs, groups, or as a class) with unfamiliar vocabulary to build situations around them and expand their definitions.
6–10	LA.1112.1.2 <i>Uses vocabulary effectively (Word Structure)</i>	Answers: 6. F; 7. C; 8. G; 9. C; 10. E Reteaching: As appropriate, review instruction on the vocabulary Strategy Lesson for each selection, especially TG 71, and 135 (prefixes), 107 and 171 (suffixes), and 161 (context clues).
11 	LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: Responses should indicate that donating money that would be spent on prom clothing to charity would be something students could be proud of for the rest of their lives. Reteaching: See SE 17–19 and TG 65 and 68 to review instruction and practice with main idea and details to address this benchmark.
12	LA.1112.2.1.2 <i>Plot, setting, character, conflict, resolution</i>	Answer: D Reteaching: To address this benchmark, review instruction and practice with character while reviewing “Work Is Work,” on SE 186–196 and TG 226.
13	LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: E Reteaching: To address this benchmark, review instruction and practice with main idea on SE 160–161 and TG 198.

14	LA.1112.1.7.2 <i>Author's purpose or point of view</i>	Answer: B Reteaching: To address this benchmark, review instruction and practice with author's purpose on TG 124–127.
15	LA.1112.4.3.2 <i>Devices of persuasion and methods of appeal and their effectiveness</i>	Answer: G Reteaching: To address this benchmark, review instruction and practice with persuasive techniques in “Nonviolence,” on SE 138–139 and TG 173.
16	LA.1112.1.7.6 <i>Universal themes</i>	Answer: A Reteaching: To address this benchmark, review instruction and practice with theme on TG 126.
17	LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: F Reteaching: To address this benchmark, review instruction and practice with comparing and contrasting on SE 109–111 and TG 137 and 140.
18	 LA.1112.1.3 <i>Use prereading strategies to predict</i>	Answer: Responses should note Michela's initial objections to the charitable donation. They might point out that the words “vintage” and “slinky red dress” seem to change her attitude. Michela and the others in the discussion are likely to go along with the plan. Students may also cite Michela's early comment that the donation could not be mandatory and conclude that not all students in the class will agree to the idea. Reteaching: To address this benchmark, review instruction and practice with predicting events on SE 152–155 and TG 180.