

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 Shipwreck

SE 12-20
TG 62-69

synonyms TG 63, 66

inferences SE 12-17; TG 64
sequence SE 12-17; TG 64, 67

main idea and details
SE 18-19; TG 65, 68

LA.1112.1.2
LA.1112.2.2

2 Visitors

SE 21-30
TG 70-77

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LA.1112.1.7.6
LA.1112.1.2
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LA.1112.2.1.2

3 The River

SE 32-39
TG 80-87

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LA.1112.1.2
LA.1112.2.2

4 The Land

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TG 88-95

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comparing/contrasting
SE 41-43; TG 90, 93

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

5 Okonkwo's Story

SE 50-58
TG 98-105

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sequence SE 50; TG 99

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character development
SE 51-55; TG 100, 103

character development
SE 56-57; TG 101

LA.1112.1.2
LA.1112.1.2
LA.1112.2.2.2
LA.1112.2.1.2

6 Okonkwo's Story (continued)

SE 59-68
TG 106-113

predicting events, effects
SE 59, TG 107
word origins TG 107, 110

plot SE 65-66;
TG 109, 111, 112

LA.1112.1.3
LA.1112.1.2
LA.1112.1.7.6

INTERIM TEST 1

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

7 A Personal View

SE 70-79
TG 116-123

context clues TG 117, 120

author's purpose SE 71-76;
TG 118, 121

sequence SE 77; TG 119

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

8 Letter from John Keats

SE 80-86
TG 124-131

context clues TG 125, 128

paraphrase
SE 81-83; TG 126, 129

main idea and details
SE 84-85, TG 127, 130

LA.1112.1.2
LA.1112.1.2
LA.1112.2.2.2

9 The Gray Beginnings

SE 88-97
TG 134-141

synonyms TG 135, 138

draw conclusions SE 89-93;
TG 136
word choice TG 136

cause-effect SE 94; TG 137
summarizing SE 94-95;
TG 137, 139, 140

LA.1112.1.2
LA.1112.2.1.1
LA.1112.2.2.2

10 The Struggle for Existence

SE 98-110
TG 142-149

context clues TG 143, 146
root words TG 143, 146

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TG 144, 147

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SE 107-108; TG 145

LA.1112.1.2
LA.1112.2.1.1
LA.1112.2.2.2

11 The Death of the Moth

SE 112-118
TG 152-159

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TG 154, 157

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TG 155, 158

LA.1112.1.2
LA.1112.1.2
LA.1112.2.1.1/LA.1112

12 The Death of the Moth (continued)

SE 119-126
TG 160-167

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SE 119; TG 161
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LA.1112.1.2
LA.1112.1.7.6
LA.1112.2.1.1
LA.1112.2.2.2

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	Death in the Sun SE 128–138 TG 170–177	context clues TG 171, 174 homographs TG 171, 174	predicting events, effects SE 129–134; TG 172 author’s purpose TG 172, 172	plot SE 135–137; TG 173, 176	LA.1112.1.2 LA.1112.1.3 LA.1112.1.7.2 LA.1112.2.1.2
14	The Charge of the Light Brigade SE 141–148 TG 178–185	theme SE 139; TG 179 context clues TG 179, 182 synonyms TG 179, 182	poetry/meaning SE 140–142; TG 180, 183 rhythm TG 180	poetry/meaning SE 143–144; TG 181	LA.E.1.4.3 LA.1112.1.2 LA.1112.2.1.3
15	Stuck Fast SE 148–156 TG 188–195	inferences SE 148; TG 189 prefixes TG 189, 192	plot SE 149–153; TG 190, 193	word choice SE 154–155; TG 191	LA.1112.1.2 LA.1112.1.2 LA.1112.2.1.2 LA.1112.2.1.1
16	One Way Out SE 157–166 TG 196–203	context clues TG 197, 200 suffixes TG 197, 200	plot SE 158–161; TG 198 foreshadowing TG 198	theme SE 162–163; TG 199, 201	LA.1112.1.2 LA.1112.2.1.2 LA.1112.2.1.1 LA.1112.1.7.6
17	The Brilliant Konrad Schneider SE 168–176 TG 206–213	connotation SE 168; TG 207 context clues TG 207, 210 homographs TG 207, 210	plot SE 169–173; TG 208	character development SE 174–175; TG 209, 211, 212	LA.1112.1.2 LA.1112.1.2 LA.1112.2.1.2
18	The Brilliant Konrad Schneider (continued) SE 177–186 TG 214–221	predicting events, effects SE 177; TG 215 inferring meaning TG 215, 218	paraphrase SE 178–182; TG 216, 219 irony TG 216	persuasive techniques SE 183–185; TG 217, 220	LA.1112.1.3 LA.1112.1.2 LA.1112.2.2.2 LA.1112.2.1.1 LA.1112.4.3.2

INTERIM TEST 3

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

19 Father
SE 188–195
TG 224–231

connotation SE 188; TG 225
context clues TG 225, 228
synonyms TG 225, 228

inferences SE 189–192;
TG 226, 229
figurative language TG 226

main idea and details
SE 193–194; TG 227

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

20 Mama Is Chinese
SE 196–202
TG 232–239

context clues TG 233, 236
prefixes TG 233, 236

conflict and resolution
SE 196–199; TG 234, 237

details SE 200–201; TG 235

LA.1112.1.2
LA.1112.1.2
LA.1112.2.1.2
LA.1112.2.2.2

21 Letter from C. S. Lewis
SE 204–210
TG 242–249

context clues TG 243, 246
suffixes TG 243, 246

author's purpose
SE 205–206; TG 244

comparing/contrasting
SE 207–209; TG 245, 247

LA.1112.1.2
LA.1112.1.2
LA.1112.1.7.2

22 The Need to Say It
SE 211–220
TG 250–257

root words TG 251, 254

author's purpose SE 212–217;
TG 252, 255
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persuasive techniques
SE 218–219; TG 253, 256

LA.1112.1.2
LA.1112.1.7.2
LA.1112.2.1.1
LA.1112.4.3.2

23 Raju
SE 222–229
TG 260–267

connotation SE 222; TG 261
context clues TG 261, 264
synonyms TG 261, 264

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SE 223–226; TG 262, 265
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character development
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LA.1112.1.2
LA.1112.1.2
LA.1112.2.1.2
LA.1112.2.1.1

24 Raju (continued)
SE 230–237
TG 268–275

sequence SE 230; TG 269
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inferences SE 231–233; TG 270
mood TG 270

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TG 271, 273, 274

LA.1112.2.2.2
LA.1112.1.2
LA.1112.2.1.1
LA.1112.4.3.2

POSTTEST

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


Mark the answers to Numbers 1 through 10 on the Answer Sheet provided.

- 1 In “Okonkwo’s Story,” Okonkwo is *loath* to follow in his father’s footsteps. Why?
- A. He is proud of his father’s reputation as a musician.
 - B. His father had experienced great grief and sorrow.
 - C. His father is known as a debtor and a loafer.
 - D. He hopes to better his father’s achievements in wrestling.
- 2 What is the meaning of *quiver* as it is used in the following sentence?
With a slight quiver, Gary sadly watched the ships leave the harbor.
- E. a case for arrows
 - F. nimble, brisk
 - G. regret
 - H. tremble, shake
- 3 You would most likely see the words *latitude*, *navigation*, and *vessel* in a story about
- A. continental drift
 - B. a sea-going venture
 - C. irrigation
 - D. a fierce military battle
- 4 Which words mean nearly the same thing?
- E. beckoned, abated
 - F. expedition, passion
 - G. excessive, immoderate
 - H. culminating, impending
- 5 Someone whose diligence has made him or her prosperous is often *revered* by others.
What does *revered* mean?
- A. feared
 - B. resented
 - C. greatly respected
 - D. deeply loved

Go on ►


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. B; 2. H; 3. C; 4. E; 5. D 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. F; 7. A; 8. E; 9. B; 10. G Teaching Focus: In upcoming lessons, focus instruction on the vocabulary Strategy Lesson for each selection, especially TG 99, 102 (suffixes), and 71, 74, 107, 110 (word roots and origins).
11	LA.1112.2.1.2  <i>Plot, setting, character, conflict, resolution</i>	Answer: Responses should indicate that Grandma Carol believes that language should be chosen carefully in order to express one’s thoughts in the most effective manner. To Grandma Carol, language is alive and gives life, and people must make an effort to move past the “easy responses.” Teaching Focus: To address this benchmark, focus on instruction and practice with drawing conclusions while reading “The River,” SE 34–35, and TG 82, 85.
12	LA.1112.2.1.2 <i>Plot, setting, character, conflict, resolution</i>	Answer: D Teaching Focus: To address this benchmark, focus on instruction and practice with plot while reading “Visitors,” SE 22–27, TG 72, 75, and “Okonkwo’s Story,” SE 65–66, TG 109, 112.
13	LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: G Teaching Focus: Focus on instruction and practice with sequence of events while reading “Shipwreck,” SE 12–17, TG 64, 67, and “Visitors,” SE 22–27, TG 72 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 making inferences while reading “Shipwreck,” SE 12–17, TG 64, and “The Land,” SE 41–43, TG 90.
15	LA.1112.2.1.1 <i>Characteristics of literary forms (author’s craft)</i>	Answer: H Teaching Focus: Focus on instruction and practice with sensory language while reading “Visitors,” TG 73, 76, and “The Land,” SE 44–45 and TG 91, 94 to address this benchmark.
16	LA.1112.2.1.2 <i>Plot, setting, character, conflict, resolution</i>	Answer: B Teaching Focus: To address this benchmark, focus on instruction and practice with character development and motivation while reading “Okonkwo’s Story,” SE 56–57, TG 101, 104 and SE 60–64, TG 108.
17	LA.1112.1.2 <i>Use prereading strategies to predict</i>	Answer: E Teaching Focus: Focus on instruction and practice with predicting events and effects before reading “Okonkwo’s Story,” SE 59 and TG 107 to address this benchmark.
18	 LA.1112.2.1.2 <i>Plot, setting, character, conflict, resolution</i>	Answer: Response should indicate that while Shelly clearly cares deeply for her grandmother, and admires her grandmother’s love of language, she has been uncomfortable with the recent changes in her grandmother’s attitude towards her. Shelly may feel tense about her visits with Grandma Carol, but she is respectful and does not wish to confront her grandmother. Teaching Focus: Focus on instruction and practice with character development while reading “Okonkwo’s Story,” SE 51–55, TG 100, 103, and SE 60–64, TG 108 to address this benchmark.


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. H; 3. B; 4. G; 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. E; 7. B; 8. F; 9. D; 10. G Reteaching: In upcoming lessons, focus instruction on the vocabulary Strategy Lesson for each selection, especially TG 143, 146, 153, 156 (word roots).
11	LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: Responses should include the following ideas: Piccard might have chosen the name to show man’s relationship with the natural world; man does not control nature, but is sometimes utterly controlled by nature. Piccard’s own experiences illustrate how man’s hopes sometimes rest entirely with the winds. Reteaching: Focus on instruction and practice with making inferences while reading “The Struggle for Existence,” SE 99–106, TG 144, and “The Death of the Moth,” SE 113–115, TG 154, 157 to address this benchmark.
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 while reading “Letter from John Keats,” SE 84–85, TG 127, 130, and “The Struggle for Existence,” SE 107–108, TG 145.
13	LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: H Reteaching: See TG 125, 143, and 154 to address this benchmark.


14	LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: A Reteaching: Focus on instruction and practice with drawing conclusions while reading “The Gray Beginnings,” SE 89–93, TG 136.
15	LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: F Reteaching: Focus on instruction and practice with sequence of events while reading “A Personal View,” SE 77, TG 119, and “The Death of the Moth,” SE 123–124, TG 163, 165, 166 to address this benchmark.
16	LA.1112.2.1.1 <i>Characteristics of literary forms (author’s craft)</i>	Answer: B Reteaching: To address this benchmark, focus on instruction and practice with sensory language while reading “The Death of the Moth,” SE 116–117, and TG 155, 158.
17	LA.1112.1.2 <i>Uses strategies to understand words, make inferences</i>	Answer: E Reteaching: To address this benchmark, focus on instruction and practice with making inferences while reading “The Struggle for Existence,” SE 99–106, TG 144, and “The Death of the Moth,” SE 113–115, TG 154, 157.
18	 LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: Responses should include challenges such as getting approval from the Chinese government to fly over China; weather fluctuations that forced them to fly near the Equator; reserving fuel and supplies, and most importantly, having faith in the winds to help them complete their journey. Reteaching: To Focus on instruction and practice with summarizing while reading “The Gray Beginnings,” SE 94–95, and TG 137, 139, 140, to address this benchmark.


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. C; 2. F; 3. D; 4. G; 5. A 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. D; 8. H; 9. B; 10. F Reteaching: In upcoming lessons, focus instruction on the vocabulary Strategy Lesson for each selection, especially TG 189, 192 (prefixes).
11 	LA.1112.2.1.1 <i>Characteristics of literary forms (author’s craft)</i>	Answer: Response should include the idea that the ball is a symbol of childhood, when, as Kendra notes, children just do things over and over for no apparent reason. The author shows Kendra bouncing the ball at the end of the story to show that she is reflecting on how and why things have changed since she was in grade school. Reteaching: To address this benchmark, focus on instruction and practice with sensory language after reading “The Charge of the Light Brigade” SE 143–144, and TG 181.
12	LA.1112.1.7.2 <i>Author’s purpose or point of view</i>	Answer: B Reteaching: Focus on instruction and practice with author’s purpose while reading “Death in the Sun,” TG 172, 175, to address this benchmark.
13	LA.1112.2.1.1 <i>Characteristics of literary forms (author’s craft)</i>	Answer: H Reteaching: To address this benchmark, focus on instruction and practice with sensory language while reading “Stuck Fast,” SE 154–155, TG 191.

14	LA.1112.2.1.2 <i>Plot, setting, character, conflict, resolution</i>	Answer: C Reteaching: Review the sequence of events in a plot in conjunction with students' story strings TG 193 to address this benchmark.
15	LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: F Reteaching: Review making inferences in conjunction with students' written reflections on characters, TG 211, 212 to address this benchmark.
16	LA.1112.1.7.6 <i>Universal themes</i>	Answer: D Reteaching: Focus on instruction and practice with theme while reading "One Way Out," SE 162–163, TG 199, 201, to address this benchmark.
17	LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: H Reteaching: Review cause-and-effect in conjunction with students' paragraph planners on TG 202 to address this benchmark.
18	 LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: Responses should include that her visit to her grade school and seeing a former teacher has caused her to consider how and why perspectives change over time. While she is reflecting upon how perspectives are relative to one's age, Kendra is also mulling over differences in the ways teachers and students see the passing of years. Reteaching: Focus on instruction and practice with paraphrasing while reading "The Brilliant Konrad Schneider," SE 178–182, TG 216, 219 to address this benchmark.


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. E; 3. B; 4. G; 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. F; 7. C; 8. H; 9. B; 10. E Reteaching: In upcoming lessons, focus instruction on the vocabulary Strategy Lesson for each selection, especially TG 233, 236 (prefixes), 243, 246 (suffixes), and 251, 254 (root words).
11 	LA.1112.1.7.6 <i>Universal themes</i>	Answer: Responses should include that the lines from the poem show that the products of the harvest, in this case, cider, are a result of the process of life and death. The poet’s use of “oozing” and “hours by hours” evokes an image of slow death that is not necessarily painful. Autumn watches patiently, neither cruelly or gleefully, furthering the idea that death and life are parts of the same process. Reteaching: Review theme in conjunction with students’ graphic organizers used to make inferences about an author’s ideas, TG 229, to address this benchmark.
12	LA.1112.1.7.2 <i>Author’s purpose or point of view</i>	Answer: D Reteaching: To address this benchmark, focus on instruction and practice with author’s purpose while reading “Letter from C.S. Lewis,” SE 205–206, TG 244, and “The Need to Say It,” SE 212–217, TG 252, 255.
13	LA.1112.1.3 <i>Use prereading strategies to predict</i>	Answer: F Reteaching: Review making predictions in conjunction with students’ episode analyses TG 237 to address this benchmark.

14	LA.1112.2.1.3 <i>Poetry devices</i>	<p>Answer: C</p> <p>Reteaching: Review rhythm in conjunction with discussions on, and analysis of, word choice TG 252 to address this benchmark.</p>	
15	LA.1112.2.1.3 <i>Poetry devices</i>	<p>Answer: F</p> <p>Reteaching: Review poetic meaning in conjunction with the reciprocal reading while reading “Letter from C.S. Lewis,” and while discussing main ideas, TG 244, to address this benchmark.</p>	
16	LA.1112.4.3.2 <i>Devices of persuasion and methods of appeal and their effectiveness</i>	<p>Answer: C</p> <p>Reteaching: To address this benchmark, focus on instruction and practice with persuasive techniques while reading “The Need to Say It,” SE 218–219, TG 253, 256, and “Raju,” SE 234–236, TG 271, 274.</p>	
17	LA.1112.1.7.6 <i>Universal themes</i>	<p>Answer: H</p> <p>Reteaching: Review understanding theme in conjunction with students’ review planners on TG 274 to address this benchmark.</p>	
18		LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	<p>Answer: Responses should include that, given his family history, Keats was aware that his life might not be a long one, and that this knowledge both influenced and shaped his work. Keats might not have written so thoughtfully and insightfully about how life and death are intertwined without the “benefit” of his family circumstances.</p> <p>Reteaching: Review paraphrasing in conjunction with creating story summaries, TG 250, and review theme in conjunction with students’ graphic organizers SE 193, TG 227 to address these benchmarks.</p>

Scoring and Reteaching: POSTTEST

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. B Reteaching: In the next story students read, have them work (in pairs, groups, or as a class) with unfamiliar vocabulary words 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. D; 8. F; 9. C; 10. G Reteaching: Review appropriate strategy lessons, such as TG 189, 192 (prefixes), 243, 246 (suffixes), and 251, 254 (root words).
11 	LA.1112.2.2.2 <i>Main idea, details in a variety of types of written material</i>	Answer: Responses should include that while mankind has shown an abiding interest in whether life on Mars exists, no evidence has yet been found of life on that planet. From theories presented in the late nineteenth century, to current studies to find water on Mars, people continue to explore the possibility that we are not alone in the universe. Reteaching: Review main idea with “Father,” SE 193–194, and TG 227 to address this benchmark.
12	LA.1112.1.7.2 <i>Author’s purpose or point of view</i>	Answer: C Reteaching: To address this benchmark, review author’s purpose with “Letter from C.S. Lewis,” SE 205–206, TG 244, and “The Need to Say It,” SE 212–217, TG 252, 255.
13	LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: E Reteaching: Review making inferences with “Father,” SE 189–192, TG 226, 229, and “Raju,” SE 231–233, TG 270 to address this benchmark.

14	LA.1112.4.3.2 <i>Devices of persuasion and methods of appeal and their effectiveness</i>	Answer: B Reteaching: Review persuasive techniques with “The Need to Say It,” SE 218–219, TG 253, 256, and “Raju,” SE 234–236, TG 271, 273, 274 to address this benchmark.
15	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 main idea and details with “Mama Is Chinese,” SE 200–201, TG 235.
16	LA.1112.4.3.2 <i>Devices of persuasion and methods of appeal and their effectiveness</i>	Answer: C Reteaching: To address this benchmark, review persuasive techniques with “The Need to Say It,” SE 218–219, TG 253, 256, and “Raju,” SE 234–236, TG 271, 274.
17	LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: F Reteaching: Review making inferences with “Father,” 189–192, TG 226, 229 and “Raju,” SE 231–233, TG 270 to address this benchmark.
18	 LA.1112.1.2 <i>Use strategies to understand words, make inferences</i>	Answer: Responses should include that one theory believes that, given the scope of our universe, if life exists here, it follows that life should also exist elsewhere. The second theory is different in that, so far, we have no evidence that life exists beyond our planet, because, if it did, we would have made some contact with it, or it with us. Both theories, however, clearly indicate that humans have a need to determine whether or not we are alone in this vast universe. Reteaching: Review comparing and contrasting with “Letter from C.S. Lewis,” SE 207–209, TG 245, 247 to address this benchmark.