

Grade 7 PRETEST: The Squirrel



What evidence in the story shows that Pete is an animal lover?

Benchmark Answer and Reteaching

A1.3.2
*Use strategies to
read words,
make inferences*

Answer: Responses should note that Pete takes time to analyze the squirrel's actions and to realize that it needs help by its behavior. When Mrs. Carillo suggests that Animal Control will "put it out of its misery" Pete begins to consider how he could prevent that from happening, even if it means using his own money.

Reteaching: To address this benchmark, focus on instruction and practice with drawing conclusions as students read "Eyewitness to the Boston Tea Party," SE 33–36.



How does "The Squirrel" fit the theme of concern for all creatures?

Benchmark Answer and Reteaching

E.1.3.1
*Universal
themes/*

E.1.3.5
*Common
themes*

Answer: Responses should note that both Pete and Mrs. Carillo show concern for the squirrel, each in a different way. Both of them realize that the squirrel is injured and both try to help. Mrs. Carillo calls Animal Control, while Pete tries to think of how he could help the squirrel recover.

Reteaching: To address this benchmark, focus on the discussion of theme in the introduction to "Growing Up" on TG 60–61.

Grade 7 INTERIM TEST 1: George Washington's Journal



Which of Washington's skills do you think was most important when he was leader of the Continental Army? Use examples from the story to support your answer.

Benchmark Answer and Reteaching

A.1.3.2
Use strategies to read words, make inferences

Answer: Some students may note that Washington did not allow bad conditions to prevent him from completing his assignment. Others may point out that he used creative solutions, such as walking across a frozen river, to reach his goal. Students may also include the fact that Washington's journal shows that he is a careful observer, which also contributed to his success.

Reteaching: To address this benchmark, focus on instruction and practice with inferences as students read "Being Fourteen," SE 76–79 and TG 126, 129.



How does "George Washington's Journal" fit the theme of showing a leader's courage and perseverance?

Benchmark Answer and Reteaching

E.1.3.1
Universal themes/

E.1.3.5
Common themes

Answer: Responses should focus on Washington's ability to lead his expedition and to bring his men home safely, while still accomplishing the mission he was assigned. Students may note that did not let difficult weather or conditions keep him from delivering his message.

Reteaching: To address this benchmark, focus on instruction and practice with theme on TG 154, and on SE 119 and TG 163.



What kind of place do you predict the writer would find most interesting: a city or the country? Explain.

Benchmark Answer and Reteaching

A.1.3.1
Use background knowledge and text structure to predict

Answer: Responses will vary, but should be supported by statements from the essay. Some students may predict that the writer would like cities, where traffic noises and other sounds would spark his imagination. Support might include the fact that the writer finds the sound of a noisy train whistle comforting. Others may believe that the writer would enjoy the country where he could hear the sounds of nature. Support might include the strong images from nature such as the sound of howling wolves or the power of the thunderstorm.

Reteaching: To address this benchmark, focus on instruction and practice with predicting events and effects as students read "Louie Hirshfield" on SE 123–128 and TG 172 and 175.



How does the author try to help the reader understand why the sound of the train is so appealing?

Benchmark Answer and Reteaching

A.2.3.3
Logical, ethical, and emotional appeals (propaganda)

Answer: Responses will vary but should note the author's use of strong sensory images such as the comparisons of the train's whistle to a summons to 'Come with me,' to the howl of a lost lonely wolf, and to the threatening sounds of a wailing banshee. The author also explains the image of the train he sees, and invites readers to share the promise of exciting travel with interesting people.

Reteaching: To address this benchmark, focus on instruction and practice with persuasive techniques when writing about "George Santini" on SE 139–140 and TG 181, 183, and 184.



Why do you think so many people from different parts of the world were impressed with the paper clip project?

Benchmark Answer and Reteaching

A.1.3.2
Use strategies to read words, make inferences

Answer: Responses will vary but should be supported by information from the article. Students should note that some people who sent paper clips felt a connection to the Holocaust. Others may point out that radio and television reports may have sparked people's interest.

Reteaching: To address this benchmark, focus on instruction and practice in drawing conclusions as students read "Misery Days" and "A Child's Pain" on SE 212–216.



What might students have written in the letters they sent asking people to donate paper clips? What do you think would be the most persuasive argument?

Benchmark Answer and Reteaching

A.2.3.3
Logical, ethical, and emotional appeals (propaganda)

Answer: Responses will vary but should be supported by information from the article. The letters probably explained the facts about the project, and asked for small numbers of paper clips. Students may point out that people often respond to requests that are unique or inexpensive.

Reteaching: To address this benchmark, focus on instruction and practice in persuasive techniques as students write their opinions about "My Master," SE 236–237 and TG 271, 273, and 274.



What do you think Sabrena might say to the narrator's mother if she had the chance?

Benchmark Answer and Reteaching

A.1.3.1
Use background knowledge and text structure to predict

Answer: Responses will vary, but should be supported by information from the passage. Students may note that Sabrena is aware of the importance of an education, and that she might share those feelings with the narrator's mother. Others may suggest that Sabrena's need to appear "tough" might prevent her from explaining herself to the narrator's mother.

Reteaching: To address this benchmark, provide instruction and practice with predicting events and effects before the next selection students read. You may wish to provide an Anticipation Guide like the one described on TG 251.



Which view of Sabrena do you think is most accurate—the narrator's or the narrator's mother's? Explain your response

Benchmark Answer and Reteaching

A.1.3.1
Use background knowledge and text structure to predict

Answer: Responses will vary. Some students may note that the narrator's description of Sabrena seems too good to be true, so that the mother's concerns about Sabrena may be valid. Others may point out that parents are often very concerned with their children's companions, and that the mother appears to have judged Sabrena without actually speaking to her.

Reteaching: To address this benchmark, provide instruction and practice with predicting events and effects before the next selection students read. You may wish to use a Think-Pair-Share activity like the one described on TG 269.
