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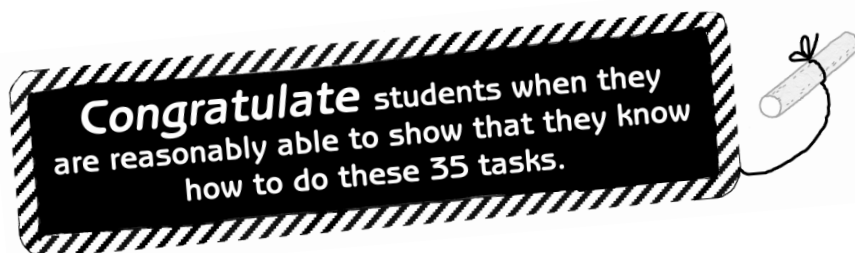
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To the teacher ...

You can use this book in a variety of ways to help your students show that they know what they need to know by the end of the course. Here are some suggestions ...

- Review the course overview thoroughly (pages 7–13).
- Provide thorough instruction and resources during the course to build students' understanding and let them practice these skills.
- When students are ready to show what they know, get them started on the 35 tasks.
- Provide more instruction when a student cannot complete all five items correctly. Discuss the right and wrong answers. Help each student get to the place where they are fluent with the concept and process before having the student try the second version of the task.
- Use the two versions of the end-of-course tasks
 - ... as pretests and posttests
 - ... as consecutive checkups (with instruction in between)
 - ... as aids in your instruction
 - ... at the beginning of the course and at the end of the course
 - ... throughout the year
 - ... anytime students are ready
 - ... with individuals or the whole group
- Encourage students to keep their own records of their progress on these tasks. (See **Student Record Sheet**, page 84.)
- Keep a class record of student progress on the tasks. (See **Teacher Record Sheet**, page 85.)
- Choose an appropriate time for the cumulative review. (See **Putting It All Together**, pages 86–91.)
A student may take this when he or she is ready. Or, you might give it to the entire class when you feel the timing is right.
- If a student misses more than five items on the cumulative review, identify the areas of confusion, and find a way to reteach that task.



Showing Proof of Mastery

By the end of your reading and literature course, you should be able to successfully complete the following 35 tasks. Note that each task is broken into its component skills. Showing that you have each of the skills and can complete the tasks is one way to show proof of mastery.

<p>Task</p> <p>1</p>	<p>Show understanding of word meaning. <i>You show that you can do this task when you:</i></p> <ul style="list-style-type: none"> • Select correct definition of an appropriate vocabulary word. • Distinguish among words with similar meanings. • Identify synonyms. • Identify antonyms.
<p>Task</p> <p>2</p>	<p>Choose appropriate word(s) for a context. <i>You show that you can do this task when you:</i></p> <ul style="list-style-type: none"> • Select most specific word or phrase for a context. • Identify words that are misused in a particular context. • Distinguish among words with similar sounds or spellings. • Select appropriate pair of words to complete a sentence.
<p>Task</p> <p>3</p>	<p>Use context clues to determine word meaning. <i>You show that you can do this task when you:</i></p> <ul style="list-style-type: none"> • Identify context clues that can help determine word meaning. • Determine meaning of a word or phrase from sentence context. • Determine meaning of a word or phrase from paragraph context. • Select the meaning of a word used in context. • Select the meaning of a phrase used in context.
<p>Task</p> <p>4</p>	<p>Use structure clues to determine word meaning. <i>You show that you can do this task when you:</i></p> <ul style="list-style-type: none"> • Use understanding of roots to determine meaning. • Use understanding of prefixes to determine word meaning. • Use understanding of suffixes to determine word meaning. • Select correct word (from words of different roots) to fit a meaning. • Select correct version of word (different prefixes or suffixes) to match a meaning.
<p>Task</p> <p>5</p>	<p>Identify denotations and connotations of words. <i>You show that you can do this task when you:</i></p> <ul style="list-style-type: none"> • Given a denotation and a connotation, identify a word. • Given a word, distinguish between the denotation and the connotation. • Describe the denotation and connotation of a word. • Given a connotation, choose the correct word from among several words.



Show understanding of word meaning.

Do you know it? Show it: 

1

Choose the word that tells the meaning of **languid**.

- vigorous
- dynamic
- lethargic
- hearty

I spent a languid afternoon at an ancient wooden table. Eyes nearly closed and almost motionless, my imagination was on fire, escalating with each page I read. The table, precariously stacked high with volumes, was a gateway to new adventure.

2

Which word does not belong with the others?

- diminishing
- weakening
- waning
- escalating

3

Draw lines to match the synonyms.

- | | |
|------------|-----------|
| tedious | faultless |
| noisy | dangerous |
| impeccable | clamorous |
| precarious | boring |

4

Mark the word that is quite different from the others.

- a. proud
- b. arrogant
- c. modest
- d. conceited



5

Circle one of the bold words in each question.

“Let me do that for you,” Spike said as he flexed his muscles and hefted the stack of books off the returns cart.

- a. Is Spike feeling **vigorous** or **rigorous**?

The librarian announced, “It’s almost time for the library to close.”

- b. Is the time **imminent** or **eminent**?

“I can help you find the information you need,” Leroy promised Spike.

- c. Did Leroy **assure** or **insure** Spike?

5a

Identify denotations and connotations of words.



Do you know it? Show it:

1

Here is the denotation and connotation of a word. Write the word.

Denotation: the science of ordering tones

Connotation: wonderful, colourful, and pleasing sounds for good listening

2

Label the denotation and the connotation for each word.

worried

_____ a. uneasy, concerned

_____ b. butterflies in the stomach, beside-yourself distressed

marooned

_____ a. abandoned and left without food and water

_____ b. stranded in an isolated area

3

Circle the word that most nearly matches the connotation.

Connotation: pirates' booty buried in a locked chest

riches

wealth

fortune

treasure

4

Write words or phrases that explain the connotation of the word **scoundrel**.

5

Fill in the signs with words and phrases that show the connotation and the denotation of **deserted island**.



Reading and Literature End-of-Course Tasks

Student Record Sheet

NAME _____

Task		Part a , date and # correct	Part b , date and # correct
1	Show understanding of word meaning.		
2	Choose appropriate word(s) for a context.		
3	Use context clues to determine word meaning.		
4	Use structure clues to determine word meaning.		
5	Identify denotations and connotations of words.		
6	Use verbal reasoning to identify word relationships.		
7	Interpret and follow written directions.		
8	Recognise writing modes and their uses.		
9	Recognise different genres and their purposes.		
10	Identify an author's purpose and audience.		
11	Recognise, evaluate and adapt sequence.		
12	Identify and evaluate literal main ideas.		
13	Identify and evaluate implied main ideas.		
14	Identify details that support ideas.		
15	Identify cause, effect, fact and opinion.		
16	Recognise and evaluate effective word usage.		
17	Find and interpret information in nonfiction.		
18	Find and interpret information in fiction.		
19	Find and interpret information in graphics.		
20	Summarise or paraphrase written passages.		
21	Draw conclusions from written passages.		
22	Make predictions based on information read.		
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25	Identify attitudes, biases and stereotypes in written passages.		
26	Identify and analyse literary devices (I).		
27	Identify and analyse literary devices (II).		
28	Identify and interpret figurative language.		
29	Recognise and analyse elements of style.		
30	Give reasoned evaluations of written passages.		
31	Recognise and analyse story elements.		
32	Identify and evaluate plot structures.		
33	Analyse characters in written selections.		
34	Recognise, define and interpret poetry.		
35	Relate personally to a written passage.		

Putting It All Together, Cumulative Review (pgs 86–91) Date _____ Score _____ of 50



Putting It All Together . . . A Review of All Tasks

Mountaineers need special equipment to help them climb. They wear special shoes, carry climbing rope and drive steel spikes, known as *pitons*, into the rock. The climbers attach the rope to the pitons using carabineers and belay devices. A *carabineer* is a metal loop with a spring-loaded catch. It connects the rope to an anchor that has been placed in the rock. Ice climbing requires *crampons*, which are attachable boot spikes.

- 1** For each word, write the letter of the correct definition.

_____ pitons	a. metal loops
_____ crampons	b. steel spikes
_____ carabineers	c. boot spikes

- 2** *He came out of the rock fall unhurt. It is amazing that he could extricate himself from that rubble.*

In this sentence, **extricate** means

a. protect	c. bury
b. free	d. surround

- 3** *The judges showed high esteem for the rock climber's accomplishments.*

In this sentence, **esteem** means

a. jealousy	c. regard
b. contempt	d. worry

- 4** Select the best answer from among the choices given.

Though many people are willing to _____ healthy lifestyles when speaking in public, they are often not willing to _____ their personal fitness routines to improve their own health.

a. promote ... maintain
b. condone ... justify
c. champion ... substantiate
d. denounce ... adjust
e. advocate ... alter

- 5** Select the most precise word to complete the sentence.

Originally designed as climbing tools, carabineers are now used by all segments of society, their appeal _____ by their versatility, simplicity and usefulness.

a. overwhelmed
b. corroded
c. broadened
d. lessened
e. complicated

- 6** Which of the following is the best heading for the others?

a. mountain trail mixes
b. nutritional snacks
c. chocolate chips
d. pitas with peanut butter
e. breakfast bars

- 7** *I watched the mountain climber ascend and then descend the rock wall.*

Write the meaning of the root *scend*.

- 8** Write the meaning of the two prefixes.

as

de

