Standards Focus

Objectives

Students will
- analyze recurring themes
- analyze cause and effect
- compare and contrast
- use context clues to understand the literal meanings of words
- write a response to literature

Review

Guided Practice

If necessary, use the annotations to guide students in their reading before they answer the questions.

? Theme

What work does the dog perform for food? ***Possible response:*** *He guards the property, keeps a fox from the henhouse, and protects the children.*

Which scene in the first story helps you find the theme? ***Possible response:*** *the scene when the wolf runs quickly back to the forest*

Test-Taking Tip

Remind students that, when taking a multiple-choice test, they should do two things:

- Read the question before looking at the answers.
- Predict an answer before looking at the choices.

SKILLS FOCUS pp. 356–357

Literary Skills
- Analyze theme.
- Analyze recurring themes.

PREPARING FOR STANDARDIZED TESTS

Literary Skills Review

Theme **Directions:** Read the two stories. Then, answer each question that follows.

The Dog and the Wolf by **Aesop** (6th cent. B.C.)

One cold and snowy winter the Wolf couldn't find enough to eat. She was almost dead with hunger when a House Dog happened by.

"Ah, cousin," said the Dog, "you are skin and bones. Come, leave your life of roaming and starving in the forest. Come with me to my master and you'll never go hungry again."

"What will I have to do for my food?" said the Wolf.

"Not much," said the House Dog. "Guard the property, keep the Fox from the henhouse, protect the children. It's an easy life."

That sounded good to the Wolf, so the Dog and the Wolf headed to the village. On the way the Wolf noticed a ring around the Dog's neck where the hair had been rubbed off.

"What's that?" she asked.

"Oh, it's nothing," said the Dog. "It's just where the collar is put on at night to keep me chained up. I'm used to it."

"Chained up!" exclaimed the Wolf, as she ran quickly back to the forest.

Better to starve free than to be a well-fed slave.

The Puppy by **Aleksandr Solzhenitsyn** (20th century)

translated by **Michael Glenny**

In our backyard a boy keeps his little dog Sharik chained up, a ball of fluff shackled since he was a puppy.

One day I took him some chicken bones that were still warm and smelt delicious. The boy had just let the poor dog off his lead to have a run round the yard. The snow there was deep and feathery; Sharik was bounding about like a hare, first on his hind legs, then on his front ones, from one corner of the yard to the other, back and forth, burying his muzzle in the snow.

He ran towards me, his coat all shaggy, jumped up at me, sniffed the bones—then off he went again, belly-deep in the snow.

I don't need your bones, he said. Just give me my freedom. . . .

Resources for Skills and Standards Review

Collection 3 Resources, Collection Summative Test, p. 45, Collection Vocabulary Review, p. 42

Differentiating Instruction, below-level Collection Summative Test

Teacher One Stop™, editable Collection Summative Test

Standardized Test Preparation Workbook: English Language Arts Skills

ThinkCentral Online Assessment, Collection Summative Test

ThinkCentral Online Remediation

Holt Online Essay Scoring