

## PLEASE NOTE:

Since this story appears in multiple textbooks at two different grade levels, two sets of questions are provided for each reading: one aligned with the Grade 6 standards, one aligned with Grade 8. Although there is a good deal of similarity between the quizzes, they are not identical.

It may be that you will want to use a lower grade level's quiz, especially at the beginning of the year or with less-able students. It may be that you'll want to use only those questions designed specifically for the grade level you teach.

We do suggest that, in order to avoid confusion, you remove the pages that you won't be using, perhaps set aside in a folder or other binder? That will avoid confusion in the dust of daily battle and also create space in a binder designed to hold *one* grade level's work comfortably! Multiple quizzes are found in section 2 for each informational reading, section 3 for literary comprehension, section 5 for Daily Oral Language, and the answer keys. The correct grade level can be found in the headers for all of these sections. In addition, the correct page numbers are found in each grade level's answer key.

# *The King of Mazy May*

by  
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## ITEM ANALYSIS FOR "THE KING OF MAZY MAY" GRADE 6 STANDARDS

### READING

<b>1.0</b>	<b>Vocabulary</b>	<b>31 Questions</b>
1.1	Read aloud narrative and expository text fluently and accurately.	N/A
1.2	Identify and interpret figurative language and words with multiple meanings.	6
1.3	Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	1
1.4	Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	21
1.5	Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i> ).	3
<b>2.0</b>	<b>Informational Reading Comprehension</b>	<b>36 Questions</b>
2.1	Identify the structural features of popular media [newspapers, magazines, online information] and use the features to obtain information.	7
2.2	Analyze text that uses the compare-and-contrast organizational pattern.	4
2.3	Connect and clarify main ideas by identifying their relationships to other sources and related topics.	3
2.4	Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	4
2.5	Follow multiple-step instructions for preparing applications [for a public library card, bank savings account, sports club, league membership].	5
2.6	Determine the adequacy and appropriateness of the evidence for an author's conclusion.	4
2.7	Make reasonable assertions about a text through accurate, supporting citations.	7
2.8	Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	2
<b>3.0</b>	<b>Literary Response and Analysis</b>	<b>18 Questions</b>
3.1	Identify the forms of fiction and describe the major characteristics of each form.	2
3.2	Analyze the effect of the qualities of the character [courage or cowardice, ambition, or laziness] on the plot and the resolution of the conflict.	3
3.3	Analyze the influence of setting on the problem and its resolution.	2
3.4	Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	N/A
3.5	Identify the speaker and recognize the difference between first- and third-person narration [autobiography compared with biography].	2
3.6	Identify and analyze features of themes conveyed through characters, actions, and images.	3
3.7	Explain the effects of common literary devices [symbolism, imagery, metaphor] in a variety of fictional and nonfictional texts.	4
3.8	Critique the credibility of characterization and the degree to which a plot is contrived or realistic [compare the use of fact and fantasy in historical fiction].	2

**WRITING**

<b>1.0</b>	<b>Writing Strategies</b>	<b>14 Questions</b>
1.1	Choose the form of writing [personal letter, letter to the editor, review, poem, report, narrative] that best suits the intended purpose.	2
1.2	Create multiple-paragraph expository compositions:	3
	a. Engage the interest of the reader and state a clear purpose.	
	b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.	
	c. Conclude with a detailed summary linked to the purpose of the composition.	
1.3	Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order of importance, or climactic order.	1
1.4	Use organizational features of electronic text [bulletin boards, databases, keyword searches, e-mail addresses] to locate information.	3
1.5	Compose documents with appropriate formatting by using word-processing skills and principles of design [margins, tabs, spacing, columns, page orientation].	3
1.6	Revise writing to improve the organization and consistency of ideas within and between paragraphs.	2
<b>2.0</b>	<b>Writing Styles</b>	<b>3 Prompts</b>
2.1	Narrative: Story, Autobiographical, and/or Biographical	1
2.2	Expository: Description, Explanation, Comparison and Contrast, or Problem and Solution,	
2.3	Research Report	1
2.4	Response to Literature	1
2.5	Persuasive	

**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS\*****16 Questions**

1.1	Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	4
1.2	Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	4
1.3	Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	4
1.4	Use correct capitalization.	2
1.5	Spell frequently misspelled words correctly [ <i>their, they're, there</i> ].	2

\* Please note that this section may also contain review items from previous years as follows: parts of speech, prepositional and appositive phrases, dependent and independent clauses, use of transitions and conjunctions to connect ideas, commas in a series, commas with quotations, apostrophes with possessive case, contractions, and punctuating titles.

**ITEM ANALYSIS FOR "THE KING OF MAZY MAY"  
GRADE 8 STANDARDS**

**READING**

<b>1.0</b>	<b>Vocabulary</b>	<b>30 Questions</b>
1.1	Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	3
1.2	Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	1
1.3	Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	26
<b>2.0</b>	<b>Informational Reading Comprehension</b>	<b>50 Questions</b>
2.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents [warranties, contracts, product information, instruction manuals].	13
2.2	Analyze text that uses proposition and support patterns.	7
2.3	Find similarities and differences between texts in the treatment, scope, or organization of ideas.	6
2.4	Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	4
2.5	Understand and explain the use of a complex mechanical device by following technical directions.	n/a
2.6	Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	12
2.7	Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	8
<b>3.0</b>	<b>Literary Response and Analysis</b>	<b>22 Questions</b>
3.1	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry [ballad, lyric, couplet, epic, elegy, ode, sonnet].	n/a
3.2	Evaluate the structural elements of the plot [subplots, parallel episodes, climax], the plot's development, and the way in which conflicts are [or are not] addressed and resolved.	2
3.3	Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	5
3.4	Analyze the relevance of the setting [place, time, customs] to the mood, tone, and meaning of the text.	3
3.5	Identify and analyze recurring themes [good versus evil] across traditional and contemporary works.	2
3.6	Identify significant literary devices [metaphor, symbolism, dialect, irony] that define a writer's style and use those elements to interpret the work.	5
3.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.	5

**WRITING**

<b>1.0</b>	<b>Writing Strategies</b>	<b>19 Questions</b>
1.1	Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	3
1.2	Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	2
1.3	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	5
1.4	Plan and conduct multi-step information searches by using computer networks and modems.	2
1.5	Achieve an effective balance between researched information and original ideas.	4
1.6	Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	3
<b>2.0</b>	<b>Writing Styles</b>	<b>3 Prompts</b>
2.1	Narrative: Story, Autobiographical, and/or Biographical	1
2.2	Response to Literature	1
2.3	Research Report	1
2.4	Persuasive: Evaluation	
2.5	Career Writing	
2.6	Technical Writing	

**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS** **26 Questions**

1.1	Use correct and lively sentence types and sentence openings to present a lively and effective personal style.	2
1.2	Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	7
1.3	Use subordination and coordination, apposition, and other devices to clearly indicate the relationship between ideas.	5
1.4	Edit written manuscripts to ensure that correct grammar is used.	5
1.5	Use correct punctuation and capitalization.	4
1.6	Use correct spelling conventions.	3