



Perspectives & Narrative

Unit Reading Assessment

Teacher Rationale

About the Teacher Rationale

The unit assessment assesses student understanding of content from the unit and provides practice for students with the types of questions and activities they may encounter on state and national assessments.

This rationale contains the information a teacher will need to work with the Perspectives & Narrative Reading Assessment. This includes:

- **Table 1:** The standard and standard strand with corresponding assessment item numbers.
- **Table 2:** The item number, correct answer, possible points, and aligned standard.
- **Table 3:** The passage and item next to the correct answer and rationale for this answer.
- **Table 4:** The constructed response item and its scoring rubric.

These specifications have been included to help you look for consistencies in student strengths and errors. In turn, this should help guide your intervention and reteach strategies.

Table 1

Comprehension Skills	Questions
TEKS 8.5.F Make inferences and use evidence to support understanding	5, 10
TEKS 8.5.G Evaluate details read to determine key ideas	1, 6
Response Skills	Questions
TEKS 8.6.B Write responses that demonstrate understanding of texts, including comparing sources within and across genres	CR
Author's Purpose and Craft	Questions
TEKS 8.9.B Analyze how the use of text structure contributes to the author's purpose	2, 4, 7, 9
TEKS 8.9.D Describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8
TEKS 8.9.F Analyze how the author's use of language contributes to the mood, voice, and tone	3

Table 2

Item #	Answer	Possible Points	Standard
1	Supports: A, B Doesn't Support: C, D	1	TEKS 8.5.G
2	C	1	TEKS 8.9.B
3	A	1	TEKS 8.9.F
4	B	1	TEKS 8.9.B
5	D	1	TEKS 8.5.F
6	C	1	TEKS 8.5.G
7	Dahl's experience during the battle: C Dahl's experience after the battle: D	1	TEKS 8.9.B
8	D	1	TEKS 8.9.D
9	B	1	TEKS 8.9.B
10	C	1	TEKS 8.5.F
Total Possible Selected Response Points:		10	
CR	See Scoring Guide.	4	TEKS 8.6.B

Table 3

Question	Answer Choice Rationale															
<p>1. Passage: <i>Going Solo</i>, “The Battle of Athens—the Twentieth of April,” paragraphs 18–24</p> <p>Mark whether each detail from paragraph 18 supports or doesn’t support the idea that the formation leader is a strong, experienced pilot.</p> <table><thead><tr><th></th><th>Supports</th><th>Doesn’t Support</th></tr></thead><tbody><tr><td>A. “Flight-Lieutenant Pattle, the ace of aces . . .”</td><td>_____</td><td>_____</td></tr><tr><td>B. “. . . he led us one hell of a dance around the skies above the city.”</td><td>_____</td><td>_____</td></tr><tr><td>C. “They came down on us from high above, not only 109s but also the twin-engined 110s.”</td><td>_____</td><td>_____</td></tr><tr><td>D. “We broke formation and now it was every man for himself.”</td><td>_____</td><td>_____</td></tr></tbody></table>		Supports	Doesn’t Support	A. “Flight-Lieutenant Pattle, the ace of aces . . .”	_____	_____	B. “. . . he led us one hell of a dance around the skies above the city.”	_____	_____	C. “They came down on us from high above, not only 109s but also the twin-engined 110s.”	_____	_____	D. “We broke formation and now it was every man for himself.”	_____	_____	<p>Supports: A, B Doesn’t Support: C, D</p> <p>In paragraph 18, Dahl describes the lead pilot as the “ace of aces” or the “best of the best.” This means the pilot is experienced. Dahl also implies the bravery of the lead pilot because he led them on a difficult mission, or “one hell of a dance around the skies.” A brave, experienced pilot would reasonably have high expectations of his fellow pilots and be able to lead them on a difficult mission.</p>
	Supports	Doesn’t Support														
A. “Flight-Lieutenant Pattle, the ace of aces . . .”	_____	_____														
B. “. . . he led us one hell of a dance around the skies above the city.”	_____	_____														
C. “They came down on us from high above, not only 109s but also the twin-engined 110s.”	_____	_____														
D. “We broke formation and now it was every man for himself.”	_____	_____														
<p>2. Passage: <i>Going Solo</i>, “The Battle of Athens—the Twentieth of April,” paragraphs 18–24</p> <p>What role does the description of the Hurricane in paragraphs 19–20 play in the story?</p> <p>A. It shows how World War II planes were inadequate, which is the purpose of Dahl’s story.</p> <p>B. It supports the theory that Dahl was the best pilot and wanted to be the formation leader.</p> <p>C. It helps the reader better understand what Dahl went through in the Battle of Athens.</p> <p>D. It illustrates the similarities between Hurricane planes and hurricane storms.</p>	<p>C. The story is about Dahl’s experience in the Battle of Athens and how he felt before, during, and afterward. To help put the reader in Dahl’s shoes, or understand his point of view, Dahl explains in detail what it was like to fly a Hurricane plane into battle, including its inner workings.</p>															

Question	Answer Choice Rationale
<p>3. Passage: <i>Going Solo</i>, “The Battle of Athens—the Twentieth of April,” paragraphs 18–24</p> <p>Read this sentence from paragraph 18:</p> <p>“On that morning of 20 April, Flight-Lieutenant Pattle, the ace of aces, who was leading our formation of twelve Hurricanes over Athens, was evidently assuming that we could all fly as brilliantly as he could, and he led us one hell of a dance around the skies above the city.”</p> <p>Based on this sentence, what does the author believe about Flight-Lieutenant Pattle?</p> <p>A. He is reckless in his leadership of lesser skilled pilots.</p> <p>B. His patience and skills are what make him a great leader.</p> <p>C. He is showing off in front of the German fleet.</p> <p>D. His lack of leadership makes him nervous to fly.</p>	<p>A. Dahl’s tone in the sentence is that of disagreement or even sarcasm, as he describes Flight-Lieutenant Pattle’s actions that morning. Saying that he was “evidently assuming that we could all fly as brilliantly as he could, and he led us one hell of a dance” has a negative tone and was not complimentary of Pattle. The rest of the paragraph proves that the formation was led into a very dangerous situation, supporting Dahl’s disapproval of the flight leader’s decisions.</p>
<p>4. Passage: <i>Going Solo</i>, “The Battle of Athens—the Twentieth of April,” paragraphs 18–24</p> <p>Which of the following BEST describes the purpose of paragraph 20?</p> <p>A. To explain how the ground-crew prepares a Hurricane plane for war</p> <p>B. To demonstrate the difficulty of flying a Hurricane into battle</p> <p>C. To describe the feeling of flying a Hurricane in a dog-fight</p> <p>D. To indicate the author’s hesitation in using the Hurricane’s guns</p>	<p>B. Dahl wants to emphasize the danger and challenge of the Battle of Athens. To do this, he must relay the specifics of flying a Hurricane, as well as how to use the guns. He notes that “you aimed the plane” to shoot accurately, and that it required “skilful flying,” which both show the difficulty of flying and maneuvering a Hurricane.</p>

Question	Answer Choice Rationale
<p>5. Passage: <i>Going Solo</i>, “The Battle of Athens—the Twentieth of April,” paragraphs 18–24</p> <p>Read this sentence from paragraph 21:</p> <p>“I am quite sure that the German planes must have often got in each other’s way because there were so many of them, and that, together with the fact that there were so few of us, probably saved quite a number of our skins.”</p> <p>What can you infer about the battle from this detail?</p> <p>A. The British pilots had better equipment for battles.</p> <p>B. The German pilots were the best pilots in the world.</p> <p>C. The British planes outnumbered the German planes.</p> <p>D. The German planes likely collided with their own aircraft.</p>	<p>D. It can be inferred that the German planes could have collided with their own aircraft because Dahl states that they “must have often got in each other’s way because there were so many of them.” Dahl also implies this by stating that many of their own pilots were likely saved due to the fact that there were so few British aircraft and so many German ones. The Germans probably spent much of their time either looking for enemy aircraft or avoiding their own.</p>
<p>6. Passage: <i>Going Solo</i>, “The Battle of Athens—the Twentieth of April,” paragraphs 18–24</p> <p>Based on the text, Dahl could be considered a brave pilot because he _____.</p> <p>A. was the best marksman out of all the pilots in his formation</p> <p>B. spent half his time avoiding collisions with other planes</p> <p>C. stayed in the battle until he had no ammunition left</p> <p>D. was the last pilot to defend the British in the battle</p>	<p>C. Dahl describes how he saw many planes in harm’s way. Instead of leaving the battle to save himself, he “stayed with them until I had no ammunition left in my guns.” This shows a sign of dedication, loyalty, and bravery to stay in a dangerous battle.</p>

Question	Answer Choice Rationale
<p>7. Passage: <i>Going Solo</i>, “The Battle of Athens—the Twentieth of April,” paragraphs 18–24</p> <p>Which of the following statements from paragraph 22 use descriptive language to communicate Dahl’s experience during and after the Battle of Athens? Select one statement for each.</p> <p>Dahl’s experience during the battle: _____ Dahl’s experience after the battle: _____</p> <p>A. “When I finally had to break away and dive for home, I knew my Hurricane had been hit.”</p> <p>B. “Thank heavens the undercarriage came down when I engaged the lever, and I landed more or less safely at Elefsis.”</p> <p>C. “I was quite literally overwhelmed by the feeling that I had been into the very bowels of the fiery furnace and had managed to claw my way out.”</p> <p>D. “All around me now the sun was shining and wild flowers were blossoming in the grass of the airfield, and I thought how fortunate I was to be seeing the good earth again.”</p>	<p>Dahl’s experience during the battle: C Dahl’s experience after the battle: D</p> <p>In statement C, Dahl uses descriptive language to communicate what his experience was like during the battle: he had “been into the very bowels of the fiery furnace,” meaning it was very scary and intense, and he hadn’t been sure he’d survive. In statement D, Dahl uses descriptive language to communicate what his experience was like after the battle: he noticed that all around him “the sun was shining and wild flowers were blossoming in the grass of the airfield.” This peaceful, positive description of the scenery conveys how happy and fortunate he feels after surviving the dog-fight.</p>
<p>8. Passage: <i>Going Solo</i>, “The Battle of Athens—the Twentieth of April,” paragraphs 18–24</p> <p>In paragraph 22, Dahl uses figurative language when he writes, “The controls were very soggy and there was no response at all to the rudder.” What does he mean by this?</p> <p>A. Dahl realized that his controls were all wet.</p> <p>B. The plane had quickly run out of fuel.</p> <p>C. Dahl suddenly forgot how to fly the plane.</p> <p>D. The plane was very difficult to navigate.</p>	<p>D. In saying the “controls were . . . soggy,” the author is stating that the controls were not working properly and not responding to his use of them. This means the plane was becoming difficult to navigate. He further conveys this point when he writes in the following sentence that “you can turn a plane after a fashion with the ailerons alone, and that is how I managed to steer the plane back.”</p>

Question	Answer Choice Rationale
<p>9. Passage: <i>Going Solo</i>, “The Battle of Athens—the Twentieth of April,” paragraphs 18–24</p> <p>What purpose does paragraph 23 serve in the passage?</p> <p>A. It explains how scared and nervous Dahl was after the Battle of Athens was over.</p> <p>B. It helps transition the scene from inside the fighter plane to the Operations Room.</p> <p>C. It helps show how well Hurricanes could withstand a major air battle.</p> <p>D. It supports the idea that Dahl was the best pilot in his flight formation.</p>	<p>B. Paragraph 23 describes Dahl getting out of the plane. This helps transition to the next paragraph, which is in the Operations Room.</p>
<p>10. Passage: <i>Going Solo</i>, “The Battle of Athens—the Twentieth of April,” paragraphs 18–24</p> <p>In paragraph 24, Dahl compares his appearance and behavior after the battle to the appearance and behavior of other pilots in the Ops Room. What can you infer from this comparison?</p> <p>A. The other pilots did not have to fly and therefore weren't as nervous.</p> <p>B. The other pilots lacked the experience to ever fly with Dahl.</p> <p>C. The other pilots also flew in the battle and had the same reaction as Dahl.</p> <p>D. The other pilots flew in the battle but were severely wounded.</p>	<p>C. Students should infer that since the other pilots look and act the same as Dahl, they must have also been in the battle.</p>

Table 4

Passage: *Going Solo*, “The Battle of Athens—the Twentieth of April,” paragraphs 18–24

Constructed Response: In what way does the author convey the emotional intensity of his experience in the Battle of Athens? Include at least TWO supporting details in your answer.

Scoring Guide

This prompt asks students to identify details from the passage, as well as the overall tone, that show the author’s point of view in the story, specifically the emotional intensity about his experience in the Battle of Athens. The details should focus on how the author escaped death and was appreciative of that fact.

A strong response likely includes 2–4 of the following text details:

- “I find it almost impossible to describe vividly what happened during the next half-hour. I don’t think any fighter pilot has ever managed to convey what it is like to be up there in a long-lasting dog-fight.” (19)
- “It was truly the most breathless and in a way the most exhilarating time I have ever had in my life.” (21)
- “I was quite literally overwhelmed by the feeling that I had been into the very bowels of the fiery furnace and had managed to claw my way out. All around me now the sun was shining and wild flowers were blossoming in the grass of the airfield, and I thought how fortunate I was to be seeing the good earth again.” (22)
- “I remember walking over to the little wooden Operations Room to report my return and as I made my way slowly across the grass of the landing field I suddenly realized that the whole of my body and all my clothes were dripping with sweat.” (24)

4 Point Response:

- The response demonstrates a thorough and insightful understanding of the text.
- The response cites substantial textual evidence to support the analysis of the text.

3 Point Response:

- The response demonstrates an adequate understanding of the text.
- The response cites adequate textual evidence to support the analysis of the text.

2 Point Response:

- The response demonstrates a partial understanding of the text.
- The response cites or refers to insufficient textual evidence to support the analysis of the text.

1 Point Response:

- The response demonstrates a minimal understanding of the text.
- The response cites or refers to insufficient textual evidence to support the analysis of the text.