

LEVEL E



iLit ELL
Skill Practice Workbook
Answer Key

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ILIT ELL SKILL PRACTICE WORKBOOK ANSWER KEY LEVEL E

Page 2

Use What You Know Responses will vary.
Acceptable responses include sunlight, stars, lamps, flashlights, laser pointer, etc.

Reading Strategy: Preview and Skim The electromagnetic spectrum

Comprehension Check Students should underline *radio waves*.
Gamma rays are the shortest waves listed.

Page 3

Reading Strategy: Preview and Skim The paragraph is about visible light.

Comprehension Check Students should underline *When our eyes take in different wavelengths of light, we see different colors*.
Yellow has a shorter wavelength.

Text Structure Students should circle the heading *What Happens When Light Strikes Objects?*
The heading tells that the paragraph will explain how light behaves when it encounters different objects.

Page 4

Comprehension Check Students should underline the words *When light strikes an opaque object, the light is either reflected or absorbed*.
Responses will vary.

Text Structure Students should underline *When light strikes them, only some light passes through*.
Responses will vary.

Comprehension Check Students should underline *Some objects allow you to see a reflection—or image—of something*.
Responses will vary.

Page 5

Reading Strategy: Preview and Skim Responses will vary.

Text Structure Students should circle the word *parallel*.
Responses will vary but should include a correct revision of the sentence: When rays of light that stay the same distance apart and never touch hit a smooth, or even, surface, all the rays are reflected at the same angle.

Comprehension Check Students should underline *For example, a wall may look smooth. But if you look carefully, you will see that its surface has many small bumps. These bumps cause the light to scatter, or to be reflected at different angles*.
Responses to second question will vary.

Page 6

Reading Strategy: Preview and Skim

Students should circle the heading *How Do Mirrors Work?*

Responses will vary, but should note that the section is about mirrors.

Comprehension Check Students should underline the words, *When light rays pass through the glass, they hit the smooth surface of the silver coating and all the rays are reflected regularly*.
The silver coating creates the image.

Text Structure Students should underline *An image is a copy of an object and is formed by reflected rays of light*.
Responses will vary.

Page 7

Comprehension Check Students should underline *When you look into a plane mirror, you see an image that is the same size as you are. Your image appears to be the same distance behind the mirror as you are in front of it*.
Responses will vary.

Text Structure Students should circle the diagram.
The diagram shows how a plane mirror creates a virtual image.

Comprehension Check Students should underline *The image you see in a plane mirror is called a virtual image*.
Responses will vary.

Page 8

Text Structure Students should underline *The dashed lines show the points from which the rays appear to come*.
Responses will vary.

Reading Strategy: Preview and Skim The paragraph is about curved mirrors.

Comprehension Check Students should underline *Unlike plane mirrors, curved mirrors create reflected images that are not the same size as the object being reflected*.
Responses will vary.

Page 9

Comprehension Check Students should underline *A concave mirror has a surface that curves inward and A convex mirror has a surface that curves outward*. Students should note that concave mirrors enlarge an image.

Text Structure Students should underline *Because concave mirrors enlarge the image, people use them when they are putting on makeup or shaving. Concave mirrors are also used as reflectors in flashlights and headlights*.
Responses will vary.

Comprehension Check Students should underline *When you look into a convex mirror, the image you see is smaller than you are. And it appears closer to the mirror than you really are.*

Page 10

Retell It! Explanations should indicate that concave mirrors curve inward and show a reflection that seems bigger than the object it shows. Convex mirrors curve outward and show a reflection that seems smaller than the object it shows.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 12

Edit for Meaning

Paragraph 1 error: Light can pass through an opaque object.

Correction: Light cannot pass through an opaque object.

Paragraph 2 error: when light strikes a transparent object, the light is completely absorbed.

Correction: when light strikes a transparent object, the light passes through.

Page 13

Focus on Details

- | | |
|----------------|-------------|
| 1. TRANSPARENT | 6. ABSORB |
| 2. OPAQUE | 7. PLANE |
| 3. VIRTUAL | 8. CONVEX |
| 4. TRANSMIT | 9. CONCAVE |
| 5. WAVELENGTH | 10. REFLECT |

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 + T + + + + + + + + + + + + + + + +
 + R E F L E C T + + + + + W +
 + A + + + + O + + + + + + + A +
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 + E + + + + + + B A + + + + G +
 + N + P L A N E + L + + + + T +
 + T R A N S M I T + + + + + H +

Page 16

Use What You Know Responses will vary.

Text Structure Students should circle 1909. It was the year that Lewis Hine began to take photographs in southern textile mills.

Reading Strategy: Use Visuals Students should circle the photograph. Responses will vary. Students should indicate that the photograph shows a child laborer.

Page 17

Comprehension Check Students should underline the words *deep sympathy*. Responses will vary.

Text Structure Students should circle *pamphlets*. Responses will vary.

Comprehension Check Students should circle *laborer*. Responses will vary. Students might indicate that he wanted to get more education in order to work at a different kind of job and have a better quality of life.

Page 18

Comprehension Check Students should underline *The welfare of the people should be the concern of the government, they said, not the welfare of corporations*. Responses will vary.

Text Structure Students should circle *reform movement*. Responses will vary.

Comprehension Check Students should underline *When his friend and teacher Frank Manny was appointed principal of the Ethical Culture School in New York, Hine, too left Chicago*. Hine learned photography because Manny made him the school photographer.

Page 19

Text Structure Students should circle 1903. Responses may vary, but might include the idea that amateur photographers using hand cameras often did better work than professionals and set the standard.

Comprehension Check Students should underline *thousands of immigrants landed from Europe*.

Immigrants had come to America to search for freedom and better jobs.

Reading Strategy: Use Visuals Students should underline the caption, *An Italian family arriving at Ellis Island, 1905*.

The caption tells who is in the photo, and where and when it was taken.

Page 20

Comprehension Check Students should underline *His equipment was simple; so was his method*. Responses will vary.

Text Structure Students should circle *slums*. Responses will vary.

Comprehension Check Students should circle *Pittsburgh, Chicago, and Washington, D.C.* Responses will vary.

Page 21

Comprehension Check Students should underline *he saw children robbed of their futures, their bodies stunted and their minds twisted*. Responses will vary.

Text Structure Students should underline over *1.7 million children under fifteen years of age were working in fields, factories, mines, and sweatshops and 1.7 million child wage earners*. Responses will vary.

Reading Strategy: Use Visuals Students should circle the photograph. Responses will vary. Students might indicate that the photograph shows what a slum looked like or how dirty one was.

Page 22

Comprehension Check Students should underline *Georgia, Pennsylvania, and New York*, and circle *cotton mill, coal mine, and sweatshop*. Responses will vary. Students might indicate that Hine visited a variety of workplaces, which suggests that a wide range of industries employed child workers at that time.

Comprehension Check Students should underline the sentence *In unselfish devotion to their homework vocation, they relieve the overburdened manufacturer, help him pay his rent, supply his equipment, take care of his rush and slack seasons, and help him to keep down his wage scale*. Responses will vary but should indicate that children should not be working for industries.

Comprehension Check Students should underline *Of course they must accept with cheery optimism the steady decline in wages that inevitably follows in the wake of homework*. Responses will vary.

Page 23

Comprehension Check Students should underline *tired young eyes, blank faces, the gray skin, the crippled hands, the broken bodies*. Students should indicate that people might have concluded from the photographs that the children were suffering as a result of working long hours and working in hard conditions.

Text Structure Students should circle the quote, *"The great social peril is darkness and ignorance," Hine said. "Light is required. Light! Light in floods!"* Responses will vary.

Comprehension Check Students should underline *Hine often spoke at NCLC conferences and showed his photographs through stereopticon enlargements*. Responses will vary. Students might indicate that Hine's personal presence at conferences

allowed him to talk about the children that he photographed.

Page 24

Retell It! Explanations should indicate that Hine took photographs of child workers in different parts of the United States. His images showed the hardships the children faced, including poverty, poor living and working conditions, hard labor, etc. Hine's photographs helped change the public's perception about child labor.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 26**Edit for Meaning**

Passage 1 error: Hine never realized the value of education.

Correction: Hine realized the value of education.

Passage 2 error: Frank Manny discouraged him.

Correction: Frank Manny encouraged him.

Page 27**Focus on Details****Across**

2. REFORM
5. CAMERA
6. MILLS
9. MAGAZINE
10. HOMEWORK

Down

1. PHOTOGRAPHER
3. LAWS
4. IMMIGRANTS
7. SLUM
8. LABOR

Page 30

Use What You Know Responses will vary. Possible answers include watermelon, tomatoes, oranges, apples, pumpkin seeds, sunflower seeds, poppy seeds, pine nuts, pistachios (the last two are known as nuts but technically they are seeds).

Text Structure Students should circle *seed*. Students should underline *like a tiny package*. The seed contains something inside it—the beginning of a very young plant.

Reading Strategy: Recognize Sequence The seed coat becomes unnecessary when the plant begins to grow.

Page 31

Comprehension Check Students should underline *the time when the embryo first begins to grow*. Conditions have to be right.

Reading Strategy: Recognize Sequence Students should underline *the stem straightens up toward the sunlight, and the first leaves appear on the stem*. The plant begins to make its own food.

Comprehension Check The list should contain the following: water, sunlight

Page 32

Retell It! Responses will vary, but stories should include the process of germination.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 34

Edit for Meaning

Passage 1 error: getting wet

Correction: drying out

Passage 2 error: But this isn't really that important because a seed always starts to grow immediately.

Correction: This is important because often a seed does not start to grow immediately.

Page 35

Focus on Details

- | | |
|----------------|------------------------|
| 1. SEED | 3. SEED COAT |
| 2. STORED FOOD | 4. COTYLEDONS |
| 5. EMBRYO | 8. SUNLIGHT |
| 6. GERMINATION | 9. LEAVES |
| 7. WATER | Mystery Word: INACTIVE |

Page 38

Use What You Know Responses will vary, but may include jobs, because they got married or divorced, less-expensive cost of living.

Text Structure Students should circle *residence* or *county*. Responses will vary.

Reading Strategy: Use Graphs Responses will vary.

Page 39

Comprehension Check Students should underline *age, marital status, property ownership, and income*.

Responses will vary, but could include that people may not move as often if it is difficult to sell the home they live in and/or too costly to buy a new home.

Text Structure Students should underline *In 2002–2003, about 30 percent of twenty- to twenty-nine year olds moved, but less than 5 percent of people ages sixty-five to eighty-four moved*.

Younger people may have moved more often because they got married or because of new jobs.

Comprehension Check Students should underline *single people and divorced people*. Responses will vary.

Page 40

Reading Strategy: Use Graphs Students should underline *As was true in the 1990s, more people moved from the Northeast to the South than from the South to the Northeast in 2002–2003*. The line from the Northeast to the South would go up. The line from the South to the Northeast would go down.

Text Structure Students should look at the sentence they underlined for the previous questions. Responses will vary, but should conclude that based on history, more people are probably likely to move *from* the Northeast than *to* the Northeast in the near future.

Comprehension Check Students should underline *The number of people moving into and out of urban and rural areas remained about the same*. Responses will vary.

Page 41

Reading Strategy: Use Graphs Students should underline *In addition, the new residents there may be younger than those moving to the South today*. Responses will vary.

Text Structure Responses will vary.

Comprehension Check Responses will vary, but could include schools, transportation, and police and fire services.

Page 42

Text Structure Students should circle *Tiffany*. Students should circle *Aug. 2, 2009*. Responses should include that the writer misses Pennsylvania weather.

Comprehension Check Students should circle *Florida* and *Pennsylvania*. The writer moved from the Northeast to the South.

Comprehension Check Students should underline *However, as time passed, I realized that Florida's weather changes very little*. Responses will vary, but should indicate that the writer misses Pennsylvania's cold temperatures and dressing in warm clothes.

Page 43

Reading Strategy: Use Graphs Students should circle *constant sunshine*. Responses will vary, but should indicate that a graph might be used to compare the number of sunny days in Florida with the number in Pennsylvania over a period of a month or a year. A graph is often used to prove something, and a graph like this could prove that Florida definitely has a lot more sunny days than does Pennsylvania.

Comprehension Check Students should underline *The opaque, slate-gray space edged with thin, wispy clouds is nowhere to be seen in Florida.*

Comprehension Check Students should underline *Whenever I look up into the sky, I sigh, wishing for a sight more realistic and less cheery.* Responses will vary, but should indicate that the writer misses her life in Pennsylvania.

Page 44

Retell It! Responses will vary, but students should say that people are moving from the northeast and moving to the south, west, and mid-west, and the reasons for this might be because of more jobs, high quality of education, the variety of recreational facilities, lower cost-of-living, lower taxes, and a pleasant climate.

Reader's Response Responses will vary.

Think About the Skill Responses will vary, but may include graphs can sometimes express numbers and facts more clearly than words.

Page 46

Edit for Meaning

Paragraph 1 error: went up, too

Correction: stayed the same

Paragraph 2 error: moved North

Correction: moved South

Page 47

Focus on Details

Answers:

- | | |
|-------------------|--------------|
| 1. UNITED STATES | 6. SOUTH |
| 2. CENSUS BUREAU | 7. COUNTRY |
| 3. TOTAL | 8. COUNTY |
| 4. MARITAL STATUS | 9. AGE |
| 5. RENTERS | 10. PROPERTY |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U | + | + | + | + | + | + | + | + | + | P | + | + | M | + | + |
| + | N | + | + | + | + | C | + | + | + | R | + | + | A | + | + |
| + | + | I | + | + | + | E | + | + | + | O | + | + | R | + | + |
| S | O | U | T | H | + | N | + | + | + | P | + | + | I | + | + |
| + | + | + | + | + | + | E | + | + | + | S | + | + | E | + | + |
| + | + | + | + | + | + | D | U | + | + | R | + | + | A | + | + |
| R | E | N | T | E | R | S | + | + | + | T | + | + | L | + | + |
| + | + | + | + | + | + | B | T | + | + | Y | + | + | S | + | + |
| + | + | + | + | + | + | U | A | + | + | + | + | + | T | + | C |
| Y | T | R | E | P | O | R | P | + | + | T | + | + | A | + | O |
| + | O | + | + | + | + | E | + | + | + | E | + | + | T | + | U |
| + | T | A | + | + | + | A | + | + | + | + | + | + | S | U | N |
| + | A | G | + | + | + | C | O | U | N | T | Y | + | + | S | T |
| + | L | E | + | + | + | + | + | + | + | + | + | + | + | + | R |
| + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | Y |

Page 50

Use What You Know Responses will vary.

Text Structure Students should underline *oust* and circle *force out of a position of power*. Responses will vary.

Reading Strategy: Distinguish Fact from Opinion

Students should circle facts such as *ninth planet*. A statement such as *I took my first stand on Pluto's fate when I addressed the Forum on Outer Planetary Exploration in 2001* is a fact. Students should underline statements such as *My love for our picked-on ninth planet is deeply, perhaps embarrassingly, personal or Planets, like Supreme Court justices, are appointed for life, and you can't oust them no matter how unqualified they may prove to be, and If they could kick out Pluto, I warned, they could do it to anything, or anyone.*

The author is upset because he feels that planets are "appointed for life" and if Pluto can lose its status as a planet, then many other things that seemed certain can change as well.

Page 51

Comprehension Check Students should underline *Even I was a little abashed last week when the International Astronomical Union proposed an absurdly broad definition of planethood that included moons and asteroids. Any half-formed hunk of frozen crud that could pull itself together into a ball long enough to get photographed by the Hubble would be considered a planet.*

The author thinks that this definition is absurd because it is too broad; he says that almost any phenomenon in space would be classified as a planet.

Reading Strategy: Distinguish Fact from Opinion

Students should underline any of the following: *Neither a terrestrial planet nor a gas giant, Pluto is mostly ice, It's smaller than our own Moon, It has an orbit so eccentric that it spends 20 years of each revolution inside Neptune's orbit, Its orbital plane is tilted at a crazy 17-degree angle relative to the rest of the solar system, Its satellite Charon is so large in proportion to it that it's been called a double planet.* Responses will vary, but may include that the author feels that since Pluto was originally classified as a planet, it should stay that way.

Text Structure Responses will vary, but might include *Any half-formed hunk of frozen crud that could pull itself together into a ball long enough to get photographed by the Hubble would be considered a planet* or *I guess I always knew in my heart that Pluto didn't belong.* Responses will vary, but might include that such writing catches the reader's attention and is entertaining to read.

Page 52

Text Structure Students should underline *Saturn's moon Titan as the Homecoming Queen of the solar system or Pluto is more like the girl in black who never talked to anybody and wrote poems about dead birds.*

The use of similes makes writing more interesting because it compares something unfamiliar to something familiar and recognizable. It helps the reader understand unfamiliar things more clearly.

Reading Strategy: Distinguish Fact from Opinion Students should underline *The solar system is a mess.*

Responses will vary but may include that Ceres is an asteroid and Charon a moon of Pluto and yet, under the new definition of planet, both would be considered a planet.

Comprehension Check Students should underline *The astronomical union is to vote on Pluto tomorrow.* The author would accept a separate but equal class of planetoids that include Sedna and Xena.

Page 53

Comprehension Check Students should underline *I hope they'll be named after dwarves: Gimli, Sneezy, Rumpelstiltskin.*

The author refers to Pluto as an "ice dwarf" because it is small and icy.

Reading Strategy: Distinguish Fact from Opinion Students should respond that, in the author's opinion, Pluto should remain a planet in spite of the facts.

The author feels this way because he has a sentimental attachment to thinking of Pluto as a planet.

Text Structure Students should underline *"It would prove our humanity to let Pluto stay in."* Responses will vary, but should indicate that quotes make the article more lively and support the author's point of view.

Page 54

Comprehension Check Students should underline *three* in the first sentence. Students should express that the first characteristic is that a planet must orbit the sun.

Text Structure Students should underline *1. It must orbit the sun.* The comment after the point helps to convince the reader that Pluto satisfies this requirement to be a planet.

Reading Strategy: Distinguish Fact from Opinion Students should underline *Pluto takes 248 years and Pluto has enough gravity to stay round.* Based on these facts, Pluto meets the first two characteristics of being a planet.

Page 55

Text Structure Students should respond that on August 24, 2006, Pluto was reclassified a "dwarf planet."

Answers may vary.

Comprehension Check Students should underline *Pluto is not large enough.* Responses will vary, but students should indicate that it means that Pluto is not a planet.

Reading Strategy: Distinguish Fact from Opinion Students should circle *One of these, Eris (formerly known as Xena), is larger than Pluto.* It is based on fact. Responses will vary.

Page 56

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 57

Edit for Meaning

Paragraph 1 error: Pluto was exactly like the other planets.

Correction: Pluto didn't belong.

Paragraph 2 error: called a "typical planet."

Correction: called a "deviant."

Page 59

Focus on Details

Across

5. SATELLITE
6. TITAN
7. ORBIT
8. DEBATE
9. PLANET

Down

1. GRAVITY
2. HUBBLE
3. APPOINTED
4. MNEMONIC
5. SENTIMENTAL

Page 62

Use What You Know Responses will vary.

Text Structure Students should underline *Marian Anderson: A Voice for Change.* Responses will vary but should include that it will be about a woman named Marian Anderson and may have something to do with singing.

Reading Strategy: Summarize Students should underline *But because Anderson was African American, these goals were not easy to achieve.* Responses will vary but a summary should include the following ideas: Many obstacles stood in Anderson's way, such as segregated schools, churches and theaters, but Anderson overcame racial barriers and advanced the cause of racial equality.

Page 63

Text Structure Students should underline *contralto* and circle *lowest female singing voice*. Responses will vary.

Comprehension Check Students should circle *"the baby contralto."* Responses will vary.

Reading Strategy: Summarize Students should circle the last paragraph. Responses will vary, but the summary should include the following ideas: When Marian Anderson reached eighth grade, her church raised money for her to attend music school, but she was rejected by the music school because of her race; this was something she never forgot.

Page 64

Reading Strategy: Summarize Responses will vary.

Text Structure Students should circle 1925, 1930, 1935. She first sang with the New York Philharmonic in 1925.

Comprehension Check Students should underline *Despite mostly enthusiastic reviews, Anderson wasn't yet satisfied with the quality of her own work.* Marian Anderson decided to go to Europe to perfect her skills in German and Italian because these are the languages that most operas are written in.

Page 65

Text Structure Students should circle *A Historic Concert*. Responses will vary, but may include that the passage will be about a concert of historical significance or a concert that changed history.

Reading Strategy: Summarize Students should circle *"white artists only" policy*. Responses will vary, but should reflect that only white artists were allowed to perform there.

Comprehension Check Students should underline *Marian Anderson* and *Eleanor Roosevelt*. Eleanor Roosevelt's resignation from the DAR showed strong support for Marian Anderson because it showed the public that a prominent member of the organization disapproved of the DAR's policies.

Page 66

Text Structure Students should underline *Since it was located in an all-white school, the board agreed that Anderson could appear there, but insisted that no other African American artists be allowed to do so.*

The effect was that the concert organizers rejected the offer.

Comprehension Check Students should circle *April 9, 1939*.

Students should note that Marian Anderson sang in front of the memorial for Abraham Lincoln, who emancipated enslaved African Americans.

Reading Strategy: Summarize Students should circle the last paragraph. Responses will vary, but should indicate that her concert became a symbol of the senseless injustice of racial prejudice and the need to guarantee equal rights for all.

Page 67

Text Structure Students should underline *Anderson's career continued in the years after her historic concert, although her personal and professional life changed.*

Responses will vary, but details may include: her marriage to Orpheus Fisher in 1943, being a delegate to the United Nations in 1958, singing on the steps of the Lincoln Memorial in 1963, receiving the Presidential Medal of Freedom in 1963.

Comprehension Check Students should circle *She sang again on the steps of the Lincoln Memorial in 1963, when Martin Luther King Jr. delivered his "I Have a Dream" speech.*

Responses will vary but may include that the day Martin Luther King, Jr. delivered his "I Have a Dream" speech was historic because it was a turning point in the civil rights movement.

Reading Strategy: Summarize Responses will vary.

Page 68

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 70**Edit for Meaning**

Paragraph 1 error: Anderson was taught by black teachers: she never had a white teacher.

Correction: Anderson studied with teachers, both black and white, who taught black students.

Paragraph 2 error: These teachers did not help her to expand

Correction: They helped her expand

Page 71

Focus on Details

Clues:

1. ACOUSTICS
2. CONTRALTO
3. ROOSEVELT
4. LINCOLN
5. OCTAVE
6. SEGREGATION
7. GERMAN
8. CHURCH
9. VERTICAL
10. DELEGATE

+ + + + + C H U R C H + + + +
+ + + + + + + + + + + + + L +
+ + + + + + + + + + + + + I +
S E G R E G A T I O N + + N +
+ D V E R T I C A L + + + C +
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+ + + + + + + + E A + I + + T
R O O S E V E L T L + C + + A
+ + + + + + + + + T + S + + V
+ + + G E R M A N O + + + + E

Page 74

Use What You Know Responses will vary.

Text Structure Students should underline *The Story of My Life*.

Responses will vary.

Reading Strategy: Identify Main Idea and Details Students should underline "the day is ours, and what the day has shown."

Responses will vary.

Page 75

Reading Strategy: Identify Main Idea and Details Students should underline the *absence of eyes*.

Responses will vary, but the main idea of this anecdote is that even though Helen Keller was blind, what most bothered her about her doll was that it was missing eyes. So therefore, she was bothered by something that she missed also in herself.

Comprehension Check Students should underline *I found my aunt's cape, which was trimmed with large beads. I pulled two beads off and indicated to her that I wanted her to sew them on my doll.* Responses will vary, but should note that she was able to communicate her desire despite the challenges.

Text Structure Students should circle asterisks: * * * Responses will vary, but may include that choosing excerpts lets readers get highlights or only the most

important parts of an article, which is important if there is limited space.

Page 76

Text Structure Students should underline *third of March, 1887*.

Responses will vary but should include the idea that the date was significant because Helen was about to meet her teacher.

Comprehension Check Students should underline *three months before I was seven years old*. Helen Keller most likely meant that her teacher made such a difference to her that she felt as if the life she lived before her teacher's arrival was extremely different than the life she lived after her teacher came.

Reading Strategy: Identify Main Idea and Details Students should underline *my mother's signs* and *the hurrying to and fro in the house*. Responses will vary but should include the idea that if she could see and hear, she could see the preparations being made for the coming guest, and she could be told directly that a guest was coming.

Page 77

Comprehension Check Students should underline *the light of love*.

Responses will vary.

Text Structure Students should underline *the great ship, tense and anxious, groped her way toward the shore*.

The trait that is given to the ship is the quality of being lost at sea, feeling tense and anxious, and looking for direction.

Comprehension Check Students should underline *I was caught up and held close in the arms of her who had come to reveal all things to me*. Responses will vary but should include that this action indicates that their relationship will be warm and caring.

Page 78

Comprehension Check Students should underline *Running downstairs to my mother, I held up my hand and made the letters for doll*.

Responses will vary.

Reading Strategy: Identify Main Idea and Details Students should underline *Laura Bridgman*.

Responses will vary but should include the idea that it is significant because the children at the Perkins Institution were also blind, like Helen, and Laura Bridgman was not only blind but deaf. So they were reaching out to her, although she did not know it.

Comprehension Check Students should underline *I did not know that I was spelling a word or even that words existed.*

Responses will vary but should note that she wrote this book later in life, so she probably learned what words meant.

Page 79

Comprehension Check Students should circle “m-u-g” and “w-a-t-e-r.” Responses will vary.

Reading Strategy: Identify Main Idea and Details Students should underline *despair*.

Details could include: 1. She tried teaching the two words, then dropped the subject for the time, but renewed it. 2. She kept trying to teach Helen until Helen smashed the doll. 3. After Helen broke the doll, she didn’t quit—she just brushed the fragments aside and took Helen outside. These details show she is a committed teacher.

Comprehension Check Students should underline *keenly delighted*. Responses will vary but may include the idea that she was impatient about not understanding what Anne Sullivan was teaching her, and that she also didn’t understand the impact of her actions because she had no words to express emotions.

Page 80

Comprehension Check Students should underline *water*. Responses will vary.

Reading Strategy: Identify Main Idea and Details Students should underline *honeysuckle*.

Responses will vary but should include the idea that fragrance is important because smell is one of the few senses she has remaining. This detail reveals the deprivation of her world, and how much she is missing, but also her desire to enjoy her life.

Comprehension Check Possible response: It revealed the wonders of language to her, and allowed her to hope for a depth of communication she could not otherwise have imagined. She still could not see or hear, so she could not receive information she would otherwise.

Page 81

Comprehension Check Students should underline *eager to learn*. Responses should include the idea that knowing that everything has a name gave her a new tool for thinking and creating ideas in her mind.

Text Structure Students should underline *It would have been difficult to find a happier child than I was*. Responses should include the idea that she was very intelligent and sensitive, and could become an

excellent spokesperson about the feelings and the potential of disabled people.

Comprehension Check Students should underline *the doll*. Responses should include the idea that once she understood language, she became conscious of what she had done.

Page 82

Retell It! Responses will vary.

Reader’s Response Responses will vary.

Think About the Skill Responses will vary.

Page 84

Edit for Meaning

Paragraph 1 error: spelled “L-A-U-R-A” into my hands.

Correction: spelled “d-o-l-l” into my hands.

Paragraph 2 error: This finger play bored me and I didn’t try to copy it.

Correction: I was at once interested in this finger play and tried to imitate it.

Page 85

Focus on Details

Across

1. DEFECT
2. WELLHOUSE
6. BEADS
8. BITTERNESS

Down

1. DOLL
3. HONEYSUCKLE
4. SIX
5. WATER
7. BARRIER

Page 88

Use What You Know Responses will vary.

Text Structure Students should underline *circulatory*.

The circulatory system is the system that sends blood all around the body.

Reading Strategy: Monitor Comprehension

Students should underline *The heart works hard when we relax or sleep and even harder when we work or exercise*.

Responses will vary.

Page 89

Reading Strategy: Monitor Comprehension

Students should underline *The constantly moving blood brings food and oxygen to each cell*.

Responses may vary but should include the idea that the heart pushes the blood through a network of blood vessels.

Text Structure Students should underline *The heart, blood, and web of blood vessels make up the circulatory system*.

Responses will vary but may include that the article will be about the function of each of these elements and explain how they work together.

Comprehension Check Students should underline *Your heart is in the middle of your chest, tilted slightly to the left.*
Responses will vary.

Page 90

Comprehension Check Students should circle *left ventricle.*

Responses will vary, but should include the idea that the left ventricle needs to be strong because it pumps blood to the entire body.

Reading Strategy: Monitor Comprehension

Students should underline *pale gold.*

Responses will vary but might include the idea that plasma is a liquid that carries nutrients from food to the cells for use as fuel.

Comprehension Check Students should underline *Blood is made up of red cells, white cells, and platelets, all floating in the clear pale gold fluid called plasma that makes up a little more than half of our blood.*

Responses should include the idea that plasma carries things that are used by the body to build and repair cells.

Page 91

Comprehension Check Students should underline *Because plasma is a liquid, it can pass through the walls of small blood vessels right into the cells.*

Responses should include the idea that it brings heat from inside your body to your extremities.

Reading Strategy: Monitor

Comprehension Students should underline *thirty thousand miles.*

Responses should include the idea that it puts an image into readers' mind of an extremely tall tower of cells. That makes it clear that there is a huge number of cells.

Comprehension Check Students should circle *Shaped something like a doughnut without a hole, each red blood cell is too tiny to see without a microscope.* Responses will vary, but may include that they have no sharp edges to catch on other materials in the blood and can move smoothly against other cells in the blood.

Page 92

Comprehension Check Students should circle *carries oxygen from the lungs to the body's cells and transports such wastes as carbon dioxide from the cells back to the lungs.*
Responses will vary.

Text Structure Students should underline *to every cell in your body.*

Responses should include 1. back to the heart; 2. out to the lungs; 3. back to the heart.

Comprehension Check Students should underline *into the aorta.*

Responses will vary, but should note that the blood has to travel a long way propelled by that contraction.

Page 93

Comprehension Check Students should underline *The walls of an artery have three layers: a slippery, waterproof inner lining; a middle layer of elastic tissue and muscle; and an outer casing.*
Responses will vary, but should note that each layer probably serves a different and necessary function.

Text Structure Students should underline *elastic* and circle its definition at the bottom of the page. Examples will vary but could include rubber bands or elastic waistbands.

Reading Strategy: Monitor Comprehension

Students should underline *those of the arterioles are made mostly of muscle and are less elastic.*

Responses will vary.

Page 94

Comprehension Check Students should underline *It spurts from the heart very quickly, but by the time it reaches the capillaries, it has slowed down to a gentle stream.*

Responses will vary.

Text Structure Students should underline *In most parts of the body, each cell is only a millionth of an inch from a capillary.*

Responses should include that oxygen leaves the blood and passes through the thin walls of capillaries into the cells.

Comprehension Check Students should circle *one.*

Responses will vary, but may mention that capillaries are incredibly tiny.

Page 95

Comprehension Check Students should underline *Whenever we move, the muscles of our body press against the veins, helping the blood to circulate.*
Responses will vary.

Text Structure Students should underline *The largest veins are about as thick as a pencil.*

Responses should include: 1. The walls of veins are thinner. 2. Veins carry blood toward your heart; arteries carry it away.

Comprehension Check Students should underline *The larger veins contain one-way valves that are like little parachutes. They flap open and then close to trap the blood and keep it from flowing backward.* Responses might include the blood in veins has already lost its oxygen and is carrying waste products that need to leave the body.

Page 96

Comprehension Check Students should underline *slowly at first* and *speeds up*. Responses will vary: It might speed up because it is being pulled into the heart.

Text Structure Students should underline *Like the water in streams that joins rivers that return to the sea, blood flows slowly at first after it leaves the capillaries, but then, as veins link together, blood speeds up and comes back to the heart in a steady current.* Responses should indicate that both blood in capillaries and water in streams moves slowly at first, but then, as they join larger bodies of liquid, they move more quickly.

Comprehension Check Students should underline *upper vena cava*. Responses will vary.

Page 97

Comprehension Check Students should circle *This blood is dark red, because it has little oxygen.* Blood going toward the rest of the body contains oxygen and looks bright red. Blood entering the heart has little oxygen and looks dark red.

Reading Strategy: Monitor Comprehension Students should underline *lungs*. From context it is clear that the word *pulmonary* refers to lungs.

Comprehension Check Students should underline *In the next instant, the muscles of the right ventricle . . . which lead to the lungs.* Responses will vary.

Page 98

Comprehension Check Students should underline *carbon dioxide*. Responses will vary.

Reading Strategy: Monitor Comprehension Students should underline *breathed*. Wording may vary, but responses should include:
1. Oxygen passes through the walls of the sacs;
2. It goes into the capillaries; 3. It binds to the hemoglobin in the blood.

Comprehension Check Students should underline *pulmonary circulation* and *systemic circulation*. Responses will vary.

Page 99

Comprehension Check Students should circle *two and a half times*. Responses may vary, but may include that the veins and vessels are very small and thin and densely packed.

Reading Strategy: Monitor Comprehension Responses will vary.

Comprehension Check Students should circle *2 ripe avocados, 1/4 medium onion, 1/2 teaspoon salt, Optional: 1 jalapeno pepper.* Responses will vary, but may include that the avocado is full of nutrients, and that the onion and jalapeno pepper are good for circulation.

Page 100

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 102

Edit for Meaning

Paragraph 1 error: Red blood cells are shaped like square blocks of wood with holes in the center.
Correction: Red blood cells have the shape of doughnuts without a hole.

Paragraph 2 error: There are almost as many red blood cells as there are planets in our solar system.
Correction: There are hundreds of times more red blood cells than there are stars in the Milky Way galaxy.

Page 103

Focus on Details

Answers:

- | | |
|-------------------|---------------|
| 1. CARBON DIOXIDE | 6. VEINS |
| 2. ATRIA | 7. HEMOGLOBIN |
| 3. SEPTUM | 8. ARTERIES |
| 4. VENTRICLES | 9. PULMONARY |
| 5. AORTA | 10. ALVEOLI |

P + A + + S + I A + A + + + C
+ U + O N + L + R + T + + + A
+ + L I R O + + T + R + + + R
+ + E M E T + + E + I + + + B
+ V + V O + A + R + A + + + O
+ + L + + N + + I + + + N + N
+ A + + + + A + E + + I + + D
+ + + + + + R S + B + + + I
+ + S E P T U M Y O + + + + O
+ V E N T R I C L E S + + + X
+ + + + + + G + + + + + I
+ + + + + + O + + + + + D
+ + + + + M + + + + + E
+ + + + E + + + + + + + +
+ + + H + + + + + + + + +

Page 106

Use What You Know Responses will vary.

Text Structure Students should circle *World War I*. The article relates to History.

Reading Strategy: Identify Cause and Effect

Students should underline *At the beginning of the twentieth century, there was tension among countries in Europe.*

The tension was caused by the shifting balance of power.

Page 107

Text Structure Students should draw a box around *Ottoman Empire* and place a check mark beside "Ottoman Empire, empire based in Turkey, which included large parts of Eastern Europe, Asia, and North Africa. It began about 1300 and ended in 1922." Responses will vary.

Comprehension Check Students should underline *The Serbs living in the province were angered by the archduke's visit.*

The Serbs were angry because Franz Ferdinand was heir to the throne of Austria-Hungary and they thought Serbia should have control over Bosnia and Herzegovina.

Reading Strategy: Identify Cause and Effect

Students should circle *On June 28, 1914, a Bosnian student, supported by a group of Serbian terrorists, assassinated him [Archduke Ferdinand].*

They supported the assassination of the Archduke.

Page 108

Comprehension Check Students should underline the sentence that begins *Within a year.* Responses will vary. Sample answers include the fact that tensions between countries had been rising for some time, or that the countries were already close to war.

Text Structure Students should draw boxes around *Allied Nations ("The Allies")* and *Central Powers (Fighting against the Allies).*

Responses will vary but may include that a chart uses fewer words to present the information and that looking at a chart makes it easier to see which side different countries were on during the war.

Comprehension Check Students should circle the section under *Allied Nations ("The Allies")* on the chart.

The colonies fought with the countries they were most closely associated with.

Page 109

Reading Strategy: Identify Cause and Effect

Students should underline *because new technology made the weapons deadlier than ever.*

Advances in technology allowed for the invention of new weapons.

Text Structure Students should draw boxes around the following items: *Machine guns, Submarines, Poison gas and gas masks, Tanks, Periscope rifles, and Fighter airplanes.*

These items were all new weapons introduced during World War I.

Comprehension Check

Students should circle *Soldiers dug trenches for protection from the enemy.*

Responses will vary but should include mud, temperature, and/or disease.

Page 110

Comprehension Check

Students should underline *Most of the fighting was at night.*

In the daytime, soldiers slept, wrote letters home, or kept diaries.

Text Structure Students should draw a box

around the heading *The United States Enters the War*. This section will cover when and why the United States entered the war.

Reading Strategy: Identify Cause and Effect

Students should circle *When Germany sank some U.S. ships, President Wilson declared war on Germany and joined the Allies.*

Responses will vary.

Page 111

Comprehension Check

Students should underline *the "war to end all wars."*

This term became inaccurate when World War II started 21 years later.

Text Structure Students should circle the chart at the bottom of the page.

It compares the number of soldiers killed from each country.

Page 112

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 114

Edit for Meaning

Paragraph 1 error: Soldiers stayed in the trenches for about a month at a time.

Correction: Soldiers stayed in the trenches for about a week at a time.

Paragraph 2 error: Most of the fighting was during the day, so soldiers were able to sleep peacefully at night.

Correction: Most of the fighting was at night, so soldiers often slept during the day.

Page 115

Focus on Details

- | | |
|--------------|---------------|
| 1. ARMISTICE | 6. SUBMARINES |
| 2. SARAJEVO | 7. TANKS |
| 3. ITALY | 8. TRENCHES |
| 4. ALLIES | 9. WILSON |
| 5. FERDINAND | 10. PERISCOPE |

+ + + + + + + + + + N + D E
 S U B M A R I N E S O + N C T
 + + + T + + + + + S + A I + R
 + + + A + + + + + L + N T + + E
 + + + N + + + I + I S + + + N
 + + + K + + W + D I + + + + C
 + S + S + + + R M + + + + + H
 + A + + + + E R + + + + + E
 + R + + + F A S I T A L Y + S
 + A + + + + E + + + + + + + +
 + J + + + I + + + + + + + + + +
 + E + + L + + S + + + + + + + +
 + V + L + + P E R I S C O P E
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Page 118

Use What You Know Responses will vary.

Text Structure Students should circle the first paragraph.

Students should state that they expect to read about the heroic things Hiroki Sugihara's father did during World War II.

Reading Strategy: Draw Conclusions

Students should underline *against the orders of his government*.

Responses will vary but many include the idea that Sugihara continued to write exit visas because he felt it was important to help people who were in trouble.

Page 119

Text Structure Students should circle "Thanks to him, I'm alive," and "They were starving in Siberia. I lost a brother there. But he [Sugihara] got me a visa. I got out."

Responses may vary but might include that quotations give information from the point of view of the participants. They help support the author's statements.

Comprehension Check Students should underline "he [Sugihara] got me a visa."

The visa saved Borenstein's life because the German army was killing Jews and the Soviet army was sending refugees to Siberia, where people were starving. Sugihara's visa helped him escape to safety.

Reading Strategy: Draw Conclusions

Students should draw a box around *Sugihara lived in obscurity for decades, selling light bulbs, then importing oil*.

Responses may vary, but students should state that the diplomat worked to make sure people knew about Sugihara's heroic acts.

Page 120

Comprehension Check Students should draw a box around *the Israeli government*.

They have also honored German businessman Oskar Schindler and Swedish diplomat Raoul Wallenberg, two other men who saved Jews from death at the hands of the Nazis.

Reading Strategy: Draw Conclusions

Students should circle *not quite 4*.

Responses will vary but may include that people tend to remember events that are very important or emotional. His father's acts made a big impact on Hiroki.

Text Structure Students should underline *balking at*.

Responses will vary.

Page 121

Comprehension Check Students should underline *it might be dangerous*.

He was afraid they might be killed.

Text Structure Students should circle *agitated*.

The refugees were agitated because they were worried about what was going to happen to them.

Reading Strategy: Draw Conclusions

Students should circle the second paragraph.

Responses will vary but might resemble: Sugihara was determined and brave. He worked long hours to help people even when he was told to stop.

Page 122

Reading Strategy: Draw Conclusions

Students should draw a box around "We will never forget you."

The refugees were very grateful to Sugihara and would never forget him because he saved their lives.

Comprehension Check Students should underline *With documentation, the refugees were able to travel across Russia, take the Siberian Express railway to Vladivostok and eventually reach Japan or other countries.*

It was important to have documentation because without it the refugees couldn't leave Lithuania and they might be sent to concentration camps and be killed.

Text Structure Students should circle *anti-Semitism*.

Responses will vary.

Page 123

Comprehension Check Students should underline *As the war ended, Sugihara, then posted in Romania, was captured by the Soviets and sent to a concentration camp with his wife and son for 18 months.*

Responses will vary.

Reading Strategy: Draw Conclusions

Students should circle *they demanded his resignation*. The foreign ministry demanded his resignation because he had disobeyed orders.

Text Structure Students should circle *1947, 1968, 1940, and 1985.*

Twenty-eight years; Sugihara helped the refugees in 1940, and in 1968 people began learning of his story.

Page 124

Reading Strategy: Draw Conclusions

Students should underline *His story spread further after the fall of communism freed Lithuania and other Eastern European countries to express their true feelings.*

In 1991 in Lithuania, a monument was erected and a street in Kaunas was named after Sugihara.

Text Structure Students should draw a box around *monument*.

Responses will vary.

Comprehension Check Students should circle *In Search of Sugihara*.

Responses will vary.

Page 125

Reading Strategy: Draw Conclusions Students should circle *Wallenberg was sent to Hungary by the Swedish government with its specific backing, Levine argued; Schindler had at least a partial economic motive, using the Jews he saved to work in his factories. Sugihara acted purely on principle, Levine said.*

Levine makes the point that Sugihara was braver than Wallenberg or Schindler because he had no motive for his actions other than pure principle.

Text Structure Students should circle *Visas and Virtue*.

Responses should recall that Sugihara showed his virtue by issuing exit visas.

Comprehension Check Students should underline *Holocaust Oral History Project* and *Wiesenthal Museum of Tolerance*.

Responses will vary but may resemble: It is important to honor heroes in order to encourage more people to act heroically.

Page 126

Text Structure Students should circle *obedient*. Responses will vary but students should note that Sugihara was "obedient" to his government before he began helping refugees. Afterwards, his government thought of Sugihara as disobedient.

Reading Strategy: Draw Conclusions

Students should draw a box around *"the angel," a kind man who "treated them with respect, smiled at them and offered a cup of tea."*

Responses will vary but may resemble: Sugihara respected people even when others choose to ignore them.

Comprehension Check Students should underline the sentence that begins with

"I believe . . ." and ends with *attainment*.

Responses will vary, but might include *"When you think something is right you do it."*

Page 127

Reading Strategy: Draw Conclusions

Students should underline *"You have to sacrifice yourself to help somebody else."*

If Sugihara hadn't been taught that you should help someone without regard to your own safety, he might not have acted so bravely when his actions put him in danger himself.

Text Structure Students should draw a box around *1985*.

The elder Sugihara gave a speech in 1985. It was a year before he died.

Comprehension Check Students should underline *"It is the kind of sentiment anyone would have when he actually sees the refugees face to face, begging with tears in their eyes."*

Responses will vary.

Page 128

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 130**Edit for Meaning**

Paragraph 1 error: And the United States and Great Britain were delighted to accept the new refugees.

Correction: And the United States and Great Britain were refusing to accept the new refugees.

Paragraph 2 error: German troops invading Poland had expelled that country's Jews. Hundreds of Jews had volunteered to leave Poland.

Correction: German troops had invaded Poland and forced Polish Jews to leave their own country.

Page 131**Focus on Details**

- | | |
|--------------|----------------|
| 1. YUKIKO | 5. SIBERIA |
| 2. JAPANESE | 6. DOCUMENTARY |
| 3. HOLOCAUST | 7. KAUNAS |
| 4. BUSHIDO | 8. VISA |

Mystery Word: Lithuania

Page 134

Use What You Know: Responses will vary.

Text Structure Students should underline *large, fruit-eating bats called flying foxes*. Students should circle *small, insect-eating bats*. Responses may vary.

Reading Strategy: Evaluate New Information Responses will vary.

Page 135**Reading Strategy: Evaluate New Information**

Students should underline two facts from the first paragraph, such as *three species that lap blood from little bites they nip in the skin of cattle and other warm-blooded prey* or *These vampire bats live in the warmest regions of South and Central America*. Responses will vary.

Text Structure Students should circle *instantaneous*.

The bat listens to the echoes and gets an immediate picture in its brain of the objects in front of it.

Comprehension Check Students should underline *Their food is mostly flying insects, which they catch in the air at night*.

Responses may vary, but should indicate the bats emit high-pitched squeaks which echo off flying insects and help the bats "see" their prey.

Page 136

Comprehension Check Students should underline *bats can perceive motion, distance, speed, trajectory, and shape*.

Responses will vary.

Comprehension Check Students should underline *Some people still shudder at the thought of being face-to-face with a bat*. Responses will vary, but should include the idea that the author's purpose is to inform readers about the real nature of bats.

Comprehension Check Students should underline *He was asked to write a chapter about bats for a book on mammals to be published by the National Geographic Society*. Responses will vary.

Page 137**Reading Strategy: Evaluate New Information**

Students should underline *Impatient photographers typically held a bat by its wings, blew into its face, and snapped a quick picture when the bat tried to defend itself with a snarl*.

Responses will vary.

Text Structure Students should draw a box around the first paragraph.

Merlin Tuttle

No

Comprehension Check Students should circle *After several weeks, however, only a few good photos were taken, despite their best efforts*. Responses will vary, but should indicate that it must be very challenging to get bats in a relaxed or natural state.

Page 138

Comprehension Check Students should underline *After Littlehales left to return to National Geographic, Merlin began to experiment with the high-speed photography needed to capture bats in flight*. Responses will vary.

Text Structure Students should circle *mammalogists* and underline *scientists who study mammals*. Responses will vary.

Comprehension Check Students should underline *The bats became docile after several hours of gentle care but refused to take food*. Responses will vary, but should indicate that refusing food is a sign the bats are stressed.

Page 139

Comprehension Check Students should underline *After much frustration, Merlin was about to give up and release the bats, but first he tried tucking bits of cut-up minnow under their lips.*
Responses may vary, but should indicate that he felt amazed.

Comprehension Check Students should underline *An hour later, all seven bats were eagerly eating from our hands and allowing themselves to be photographed with their meals, some in flight.*
Responses will vary, but should indicate that a photograph showing a bat interacting positively with a human could quickly undo the many negative images commonly shown.

Text Structure Students should draw a box around *winsome* and underline *pleasant and attractive.*
Responses will vary.

Page 140

Text Structure Students should underline *People who acknowledge that bats are appealing may still fear them because they believe that bats commonly carry the disease rabies.*
Responses will vary.

Reading Strategy: Evaluate New Information
Students should underline *This idea originated in the early 1960s, when research seemed to show that bats were not harmed by rabies, yet passed the deadly disease on to other animals. Further study showed that this was not true, but most people and health officials heard about only the first, erroneous research.*
Responses will vary.

Comprehension Check Students should circle the second paragraph.
Responses will vary.

Page 141

Text Structure Students should circle *unscrupulous* and underline *behaving in an unfair or dishonest way.*
Responses will vary.

Reading Strategy: Evaluate New Information
Students should underline *The greatest threat posed by bats is an indirect one: the actions of unscrupulous or uninformed pest control companies using poisons to kill bats in attics of homes.*
Responses will vary.

Comprehension Check Students should underline *There are simple, non-chemical ways to keep bats out of houses.*
Responses will vary.

Page 142

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 144

Paragraph 1 error: that are as thick as a human hair

Correction: that are as thin as a human hair

Paragraph 2 error: At present, our understanding of what they can do is right in line with their abilities.

Correction: Their abilities exceed our understanding.

Page 145

Across

3. HIGH-SPEED

6. MICROBAT

7. MEGABAT

9. FISHING

Down

1. OBSTACLE

2. VAMPIRE

4. SQUEAKS

5. POISON

6. MYTHS

7. MAMMAL

8. ANTARCTICA

Page 148

Use What You Know Responses will vary.

Text Structure Students should underline *The more we have learned about chimpanzees, the clearer it is that they have brains very like ours and can, in fact, do many things that we used to think only humans could do.*

Responses will vary, but should include using grass stems and twigs to fish termites from their nests; wiping dirt from their bodies with leaf napkins; and learning from others.

Reading Strategy: Make Generalizations

Students can underline any two facts, such as *The chimps use long smooth sticks to catch vicious biting army ants* or *They use stout sticks as clubs to intimidate one another or other animals.*

Responses will vary, but might include the idea that chimps can do many of the same things as humans.

Page 149

Comprehension Check Students should underline *Many scientists are finding out more about the chimpanzee mind from tests in captive situations.*
Responses will vary, but students should conclude that a captive situation makes it easier to observe the chimps.

Reading Strategy: Make Generalizations

Students should underline *Chimpanzees can be taught to do many of the things that we can do.* Responses will vary, but should include drawing or painting, recognizing themselves in mirrors, riding bicycles, or sewing.

Comprehension Check Students should underline *But they cannot learn to speak words because their vocal cords are different.* Responses will vary but students should present a reasoned idea about other forms of communication, such as the use of gestures or sign language.

Page 150

Comprehension Check Students should underline *American Sign Language (ASL).* Responses will vary, but possibilities include chimps pay attention to detail, they are good problem solvers, have good memories, or they respond to humans.

Reading Strategy: Make Generalizations

Responses will vary. Students could list any three of these details: "The chimp Lucy, wanting a Brazil nut but not knowing its name, used two signs she knew and asked for a "rock berry." A fizzy soda became "listen drink," a duck on a pond, "water bird," and a piece of celery, "pipe food."

Comprehension Check Students should underline *Unfortunately chimpanzees, so like us in many ways, are often very badly treated in many captive situations.*

Responses will vary, but may include the fact that humans might treat captive chimps badly because they don't appreciate how sensitive and intelligent they are, because they can't sympathize with the needs of other creatures, or because of greed.

Page 151

Comprehension Check Students should underline *Ham was taught his routine by receiving an electric shock every time he pressed the wrong button.* Responses will vary.

Reading Strategy: Make Generalizations

Students should underline *Infant chimpanzees are adorable and, for the first two or three years, are gentle and easy to handle.*

Responses will vary, but might include the idea that you could observe infant chimps.

Comprehension Check Students should underline two of the following details: *They resent discipline. They can—and do—bite. And by the time they are six years old they are already as strong as a human male.*

Responses will vary, but should indicate that the author wanted to be very clear about how pet owners can make bad choices when they choose chimps as pets.

Page 152

Comprehension Check Students should underline *It is because their bodies are so like ours that scientists use chimps to try to find out more about human diseases and how to cure and prevent them.* Responses will vary but might indicate that scientists could use computer simulations to get information.

Reading Strategy: Make Generalizations

Students should underline *It is very unfair that, even though chimpanzees are being used to try to help humans, they are almost never given decent places to live.*

Students should include any of the details from this sentence: *Hundreds of them are shut up in 5' x 5' x 7' bare, steel-barred prisons, all alone, bored, and uncomfortable.*

Comprehension Check Students should underline *all alone, bored, and uncomfortable.* Responses will vary.

Page 153**Reading Strategy: Make Generalizations**

Students should circle any two details that describe Jojo's life in the research lab, such as *For more than ten years he had been living in his tiny prison and He lived at the end of a row of five cages, lined up along a bare wall.*

Responses will vary.

Comprehension Check Students should underline *I shall never forget the first time I looked into the eyes of an adult male chimpanzee in one of these labs. or, His name, I read on the door, was Jojo. or, Then he looked into my eyes and with one gentle finger reached to touch the tear that rolled down into my mask.*

Responses will vary, but students should infer that Goodall wants to make an emotional appeal so the reader feels compassion for the plight of the chimps.

Text Structure Students should draw a box around *cuticles.* Responses will vary.

Page 154

Comprehension Check Students should underline *Animal welfare groups are trying to raise the money to build them sanctuaries so that they can end their lives with grass and trees, sunshine and companionship.*

They wish to offer the chimpanzees a happier, more peaceful environment out of sympathy for their situation.

Text Structure Students should draw a box around *artificial.* Responses will vary.

Reading Strategy: Make Generalizations

Students should circle *These innovations make a world of difference.*

Responses will vary, but may mention monitoring changes in chimpanzee behavior in zoos.

Page 155

Text Structure Students should underline *One hundred years ago we think there were about two million chimpanzees in Africa; now there may be no more than 150,000.*

Students should indicate that the number has decreased by 1,850,000 chimps.

Reading Strategy: Make Generalizations

Students should circle *All over Africa, their forest homes are being destroyed as human populations grow and need ever more land for their crops and wood for their homes.*

Responses will vary.

Comprehension Check Students should underline *Mothers are shot so that hunters can steal their infants for entertainment or medical research.*

Responses will vary.

Page 156

Comprehension Check Students should underline *The greatest threat to chimpanzees in the great Congo basin is commercial hunting for food.*

Responses may vary, but should indicate that this continues to be a problem, because consumers continue to demand meat from wild animals.

Reading Strategy: Make Generalizations

Students should circle *It is easy to feel depressed when you think about all the problems in the world.*

Responses will vary.

Comprehension Check

Students should underline *Roots & Shoots.*

Responses may vary, but should indicate she started the program to help fix some of the problems humans have caused on Earth.

Page 157

Comprehension Check Students should underline *Every group chooses at least one hands-on activity in each of three areas to show care and concern: 1) for animals, including dogs, cats, cows, and so on; 2) for the human community; 3) for the environment we all share.*

Humans and animals share the natural environment, so helping any one improves the situation for the other two.

Text Structure Students should circle *compassion* and underline *strong feeling of sympathy for those who are suffering.*

Responses will vary.

Reading Strategy: Make Generalizations

Students should underline *Chimpanzees make us realize that there is not, after all, a sharp line dividing humans from the rest of the animal kingdom.*

Responses will vary.

Page 158

Retell It Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 160

Paragraph 1 error: keep their chimpanzees in separate cages and give them nothing to do so that they are always bored.

Correction: keep their chimpanzees in groups and give them things to do so that they are not bored.

Paragraph 2 error: The changes in zoos do not make any real differences.

Correction: The changes in zoos do make a real difference.

Page 161

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|----------------|----------------|
| 1. GOMBE | 6. BUSH MEAT |
| 2. IMITATE | 7. CONGO BASIN |
| 3. ROCK BERRY | 8. CAGES |
| 4. WASHOE | 9. ANTELOPES |
| 5. SANCTUARIES | |

Mystery Words: Roots & Shoots