

Grade 11



myPerspectives
ELD Companion Workbook
Answer Key



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myPERSPECTIVES ELD COMPANION WORKBOOK ANSWER KEY GRADE 11

Page 2

Use What You Know Responses will vary.

Reading Strategy: Preview Students should circle *Managing Stress*. Responses will vary.

Text Structure Students should underline *a surprise birthday party* and *passing exams*. Responses may vary, but should include that any change is stressful, including good changes.

Page 3

Reading Strategy: Preview Students should circle *Examples of Things That Cause Stress, Good Things, and Bad Things*.

Responses may vary, but should include that the chart will list examples of both good and bad things that cause stress.

Comprehension Check Students should underline *thinking about what life would be like if someone you love fell ill* and *what you would do if you became very poor or even rich*. Responses may vary, but should include that worrying about change is stressful.

Comprehension Check Students should underline *one person out of ten*. It is 10 percent.

Page 4

Reading Strategy: Preview Students should underline *Physical Problems, Psychological Problems, and Social Problems*. Physical problems will show the effects of stress on one's body.

Comprehension Check Students should underline *difficulty going to sleep* and *frequent waking at night*. Difficulty going to sleep may be related to tiredness during the day because if you don't get a good night's sleep, you're likely to feel tired during the day.

Text Structure Students should underline *heart racing, due to excessive teeth grinding, too much or too little, and particularly in young men*. Excessive teeth grinding due to stress causes dental problems.

Page 5

Comprehension Check Students should underline *your genetic makeup, personality type, culture, religion, family and social background, health, environment, and life events*. Responses will vary, but may include health and environment.

Text Structure Students should circle *genetic, anticipate, emphatic, and self-reliant*. Responses will vary.

Comprehension Check Responses will vary.

Page 6

Comprehension Check Students should underline *death of a close friend or relative, being suspended from school, or moving to a new place*. Responses will vary, but may include that they are very big changes that may be frightening or depressing.

Text Structure Students should underline *If that happens it is important to get help* and/or *Go and see your family doctor or other healthcare professional and ask for advice*. Responses will vary, but might include too much stress can be harmful to your health and make you unhappy.

Comprehension Check Students should underline *Taking time to take care of yourself*. Responses will vary.

Page 7

Reading Strategy: Preview Students should circle *Stress Scores of Life Events*. Responses may vary, but should include that they are stress scores, and a large number represents a very stressful event.

Text Structure Responses will vary, but should include that the numbers support the examples given in the article of the most stressful life events, and that even pleasurable events like vacation are a source of stress for some people.

Comprehension Check Students should underline *Vacation*. Responses may vary, but should include the fact that imagining or worrying about change causes stress.

Page 8

Text Structure Students should circle *vital*. Responses will vary, but students may substitute *extremely important* or *necessary* for *vital*.

Comprehension Check Students should circle *lots of, moderate amounts of, and some . . . but in much smaller amounts*. You should eat more complex carbohydrates.

Comprehension Check Students should underline *Eating five servings of fruit or vegetables per day is recommended to ensure an adequate daily vitamin intake*. Responses will vary.

Page 9

Comprehension Check Students should underline *milk, cheese, bread, and green, leafy vegetables*. They increase their risk for osteoporosis.

Text Structure Students should underline *brittle bones*.
Responses may vary, but students should mention that it's a medical condition characterized by brittle bones.

Comprehension Check Students should circle *too much* and *too little*.
Responses may vary, but students should mention that it can cause your body chemistry to change and will therefore be a source of stress.

Page 10

Comprehension Check Students should underline *The fitter you are, the better able you will be to manage the stresses of life* and *Exercise is also an excellent way to relax and "turn off" for a while*.
Responses will vary, but may include that being fit may make you less susceptible to some of the physical problems related to stress and finding ways to relax can help keep you from becoming overwhelmed by stress.

Text Structure Students should underline *Exercise is a vital part of fitness*.
Responses will vary.

Comprehension Check Students should underline *brisk walking or bicycling rather than taking the car or bus* and *using the stairs rather than the elevator*.
Responses will vary.

Page 11

Text Structure Students should circle *Rest and Relaxation*.
Responses will vary.

Comprehension Check Students should circle *Learning how to relax*.
It helps reduce anxiety and combats the physical effects of too much stress.

Comprehension Check Students should underline *swimming, massage, and hydrotherapy*.
Swimming is a sport.
Responses will vary.

Page 12

Reading Strategy: Preview Students should circle the heading, *Relaxation Technique*.
Responses will vary, but should indicate that it is about a way to relax.

Text Structure Students should circle the numbers 1–5.
There are five steps to the technique.

Comprehension Check Students should underline *move slowly up*.
Your face is the last part of your body you should tense and relax.

Page 13

Reading Strategy: Preview Students should circle *Role Playing*.

Responses will vary, but may include the fact that role-playing can help you figure out a way to handle potentially stressful situations before they even happen, which can reduce your worry, and therefore your stress.

Text Structure Students should underline *imagining a situation...and then figuring out how you could manage it*.
Responses will vary.

Comprehension Check Students should circle *in a manner that is direct, honest, appropriate to your situation, and respectful of the needs of the people you are dealing with*.
Responses will vary, but should include being respectful of the needs of others.

Page 14

Comprehension Check Students should underline *a problem shared is a problem halved*.
Responses will vary, but should include that sharing a problem with a friend can make it less threatening, overwhelming, and/or stressful.

Text Structure Students should underline *they feel sad and negative*.
Responses will vary, but may include the fact that the stress is coming from experiencing life events that are very hard to accept and deal with, and that it can sometimes feel like the difficulties and stress are never going to end.

Comprehension Check Students should underline *Tell them the things that you like about them. If someone does something you like or admire, tell him or her*.
Responses will vary, but may include the fact that it will relieve feelings of sadness and negativity.

Page 15

Comprehension Check Students should underline *there is more than one problem and some of your problems are really worries*.
Responses may vary, but may include the fact that if you know all the problems, you can begin to solve them.

Text Structure Students should circle the colon in the second sentence.
Write down anything you can think of that might help the situation.

Comprehension Check Students should underline *Did it work? Did it help a little? How can you improve on the strategy?*
Responses may vary, but should include that you should improve your strategy and try again.

Page 16

Retell It! Responses may include role playing, diet changes, and exercise.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 18

Edit for Meaning

Paragraph 1 Error: those people will feel happy and carefree as they go about daily life.

Correction: those people will feel overwhelmed and distressed by the activities of normal everyday life.

Paragraph 2 Error: in the same way

Correction: in different ways

Page 19

Focus on Details

Across

2. VITAMINS
4. STRESSOR
7. CALCIUM
8. ROLE PLAY
9. EXERCISE

Down

1. DIVORCE
3. BREATHING
5. COMPLEX
6. TYPE A
9. EVERYONE

Page 22

Use What You Know Responses will vary.

Text Structure Students should underline *The brain may simply be the bossiest part of the body: It tells virtually every other part of your body what to do, all the time.* Responses will vary, but should mention that the brain controls all body functions.

Reading Strategy: Use Visuals Students should write the label "brain" and draw a line pointing to the brain in the image. The skull protects the brain.

Page 23

Comprehension Check Students should underline *a central computer and a network that relays messages.* Responses will vary.

Text Structure Students should circle the heading *Why Are the Brain and Nervous System Important in Everyday Life?* You will find the answer in the text.

Comprehension Check Students should underline *a message of pain and a message . . . to pull away.* Responses will vary, but may mention pleasure, a message to continue eating, or positive memories.

Page 24

Comprehension Check Students should underline *provide it with the additional surface area necessary for*

storing all of the body's important information.

Responses will vary, but may mention that the folds and grooves give the brain the surface area it needs to store all of the body's important information while allowing it to remain compact in size.

Text Structure Students should underline *weighing just 3 pounds [1.36 kg.] and nerve tissue about 18 inches . . . [45 cm.] long and 3/4 inch [2 cm.] thick.* Responses will vary.

Comprehension Check Students should underline *though a complex electrochemical process.* Responses will vary, but should reference chemicals and electric or electricity.

Page 25

Comprehension Check Students should underline *creating connections, or pathways, in the brain.* Responses will vary.

Text Structure Students should underline *But as we age, the brain has to work harder to make new neural pathways, making it more difficult to master new tricks or change established behavior.* Responses will vary, but may mention flexibility and ability to learn.

Comprehension Check Students should underline *keep challenging your brain to learn new things and make new connections.* Responses will vary.

Page 26

Comprehension Check Students should underline *it's passed inward to other regions of the brain for long-term storage and retrieval.*

Reading Strategy: Use Visuals Students should circle the forebrain in the diagram. The text explains that it is the largest part of the brain and has all the folds and grooves typically seen in pictures of the brain.

Text Structure Students should underline *Specific areas of the cerebrum are in charge of processing these different types of information. These are called lobes, and . . .* List includes occipital, parietal, temporal, and frontal lobes.

Page 27

Comprehension Check Students should underline *enable the two sides to communicate.* Responses will vary.

Text Structure Students should circle *doing a math problem and listening to music.* Responses will vary.

Comprehension Check Students should underline *Scientists think that some people are more “right-brained” or “left-brained” while others are more “whole-brained,” meaning they use both halves of their brain to the same degree.*
Responses will vary.

Page 28

Comprehension Check Students should underline *Information collected . . . directed to other parts of the nervous system.*
Responses will vary.

Text Structure Students should circle *In the inner part of the forebrain sit the thalamus, hypothalamus, and pituitary gland.*
Responses will vary.

Comprehension Check Students should underline *carries messages . . . cortex, control the pulse . . . pituitary gland, and makes the hormones . . . respond to stress.*
Responses will vary.

Page 29

Comprehension Check Students should underline *acts as a master coordinator.*
Responses will vary.

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

Comprehension Check Students should underline *breathing . . . blinking.*
Responses will vary, but may mention that we would die or be unable to function without them.

Page 30

Retell It! Responses will vary.

Reader’s Response Responses will vary.

Think About the Skill Responses will vary.

Page 32

Edit for Meaning

Paragraph 1 Error: new neurons are formed, which create connections, or pathways, in the brain.

Correction: no new neurons are formed. Messages create new pathways.

Paragraph 2 Error: does not contain many neurons

Correction: has all the neurons it will ever have

Page 33

Focus on Details

- | | |
|---------------|-----------------|
| 1. AUTOMATIC | 3. BLINKING |
| 2. METABOLISM | 4. PERMANENT |
| 5. BOSSIEST | 8. NERVES |
| 6. RELAYS | 9. CREATIVE |
| 7. MUSCLES | 10. PERSONALITY |

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Page 36

Use What You Know Responses will vary.

Text Structure Students should underline *From What Do You Stand For? For Teens: A Guide to Building Character.*

Responses will vary but should include the idea that the subhead indicates that the article will be a guide or manual for becoming a stronger person.

Reading Strategy: Classify Students should underline *Learning Styles.*

Responses will vary but should include that items 1 through 4 all begin with *I like to* followed by a phrase that describes a particular way of learning.

Page 37

Comprehension Check Students should circle *clean*. In item 5, *clean* means *not dirty*; in item 6, the word *clean* means *good* or *positive*.

Reading Strategy: Classify Students should underline *check BOTH sentences if you believe that you already have a particular trait or quality but would like to develop it further.*

Responses will vary but should explain that each number has two choices so that the student can choose if they have one of the two traits or both traits.

Comprehension Check Students should circle 8. *I work to conserve things and resources, and I’m thrifty.*
Responses will vary.

Page 38

Comprehension Check Students should underline *empathy.*

Responses will vary but should include a situation in which someone feels deep understanding of what another person is going through.

Text Structure Students should circle the right-hand column.
Responses will vary.

Comprehension Check Students should underline *I “walk as I talk.”*
It means that I do what I say I’m going to do.

Page 39

Comprehension Check Students should circle 24. *— I’m friendly and have healthy, positive relationships with others* or 25. *— I treat others with respect and courtesy.*

Responses will vary but should include the idea that the way you treat others is important because getting along with other people can help you to be successful and happy.

Comprehension Check Students should underline 27. *— I practice safety measures in my life.*
Responses will vary.

Text Structure Students should underline *Put a 1 by the thing you like to do most.*
Responses will vary.

Page 40

Comprehension Check Responses will vary.

Reading Strategy: Classify Responses will vary.

Comprehension Check Students should circle *d. — take apart a telephone.*
Responses will vary but should include science, math, or engineering, because those subjects involve the study of how things work.

Page 41

Comprehension Check Students should underline *j. — work with hand tools (squares, saws, rules, plumb lines)?* and *o. — paint, plaster, or hang wallpaper?*
Responses will vary but may include carpenter, house painter, or decorator.

Text Structure Students should circle *squares, saws, rules, plumb lines.*

The function of the words in the parentheses is to provide specific examples of hand tools.

Reading Strategy: Classify Students should underline *d. — put together a kid’s toy wagon* and *h. — play games with children.*
Responses will vary.

Page 42

Text Structure Students should underline *Relationships Inventory.*
The word *inventory* in this context means *list* or *stock*, as in *taking stock of something.*

Reading Strategy: Classify Students should underline items 2, 4, 8, 9, and 10.
Responses will vary, but should include that family members are people you live with or are related to, while friends are people you choose to have in your life.

Comprehension Check Students should circle items 1, 3, and 6.
Responses will vary but should note that it is important that friends enjoy your company so they will want to spend time with you.

Page 43

Comprehension Check Students should underline any two numbered items.
Responses will vary.

Comprehension Check Students should underline items 17 and 18.
Responses will vary.

Text Structure Students should underline *3 points for every check mark in the ‘Seldom or never’ column.*
Responses will vary but should contain the idea that by measuring your responses you can get a clearer picture of what matters to you overall.

Page 44

Retell It! The letter should include a detailed description of the student, including his or her relationships and learning styles.

Reader’s Response Responses will vary.

Think About the Skill Responses will vary.

Page 46

Edit for Meaning

Paragraph 1 Error: I work best with a strict schedule because it lets me be flexible.

Correction: I don’t like set schedules. I like to be flexible.

Paragraph 2 Error: I dislike listening to guest speakers.

Correction: I enjoy listening to guest speakers.

Page 47

Focus on Details

1. style; 2. inventory; 3. theories; 4. concept; 5. courteous; 6. demonstrate; 7. counsel; 8. landscaping; 9. guardian

Mystery word: *Do your best.*

Page 50

Use What You Know Responses will vary.

Text Structure Students should underline *How Investigators Use Science to Track Down the Bad Guys.*
The subtitle explains that experts use science to catch the people who commit crimes, whereas the title simply mentions crime scenes.

Reading Strategy: Connect Ideas Students should circle *fingerprint* three times.
Fingerprints are used because every person has different fingerprints.

Page 51

Comprehension Check Students should underline *Adolph Beck* and *William Thomas*.

The wrong man was arrested because he looked like the criminal.

Reading Strategy: Connect Ideas Students should circle *eyewitness testimony*. Fingerprinting is more accurate, because eyewitnesses might not be able to tell one person from another.

Comprehension Check Students should underline *Fortunately, before Beck could go to jail again, a police officer on the case saw Thomas in another jail (he had been arrested for trying to sell stolen goods)*. The story about Beck indicates that eyewitness testimony is not always accurate or reliable.

Page 52

Text Structure Students should underline *30–35 percent*.

Arches are the rarest type of fingerprint.

Comprehension Check Students should circle *loops, whorls, and arches*. Loops are the most common pattern.

Text Structure Students should underline *(that's worth about U.S. \$43 million today)*. The information in parentheses explains how much money in U.S. dollars is worth in British pounds.

Page 53

Text Structure Students should circle *latent* and underline *invisible to the human eye*. Responses will vary but may include bloody or dirty fingerprints.

Reading Strategy: Connect Ideas Students should underline *Fingers get sweaty and oily*. Students should underline *Police use fine powders that stick to faint, oily prints and make them more visible; Police can use chemicals that react with oil and make the prints visible; and Or they use ultraviolet and laser lights*. The idea that connects how fingerprints are made and how they are detected is the oil left by the fingerprint, which is then detected using a variety of methods.

Comprehension Check Students should underline *police can take a digital photo of a print and send it by photophone to a computerized fingerprint data bank to check for a match*.

A computer compares the fingerprint with those in the database.

Page 54

Comprehension Check Students should underline *police use a particular kind of glue*. Responses will vary.

Reading Strategy: Connect Ideas Students should circle *Put the sticky side of a piece of clear tape over the finger, and carefully peel the tape off. Stick the tape to a sheet of yellow or white paper. Wash your finger*. Visible.

Comprehension Check Students should underline *steps 1–3*. The tip of the finger is covered in pencil lead to make the fingerprint show up on the tape.

Page 55

Comprehension Check Students should underline *rubbing them with some vegetable oil*. Responses will vary.

Reading Strategy: Connect Ideas Students should underline *white talcum powder for a dark surface and black pencil powder or cocoa powder for a light surface*.

The police also use light powder to make prints show up on a dark surface and dark powder for a light surface.

Comprehension Check Students should circle *Brush the powder very lightly over the print using a soft feather or soft paintbrush. Gently! When the print starts to appear, stroke in the direction of the ridges*. If the powder is brushed on too heavily, it could mess up the print.

Page 56

Comprehension Check Students should underline *deoxyribonucleic acid*. Responses will vary but should note that since they look different from one another, they must have different DNA.

Text Structure Students should underline *autoradiogram*. Responses will vary.

Reading Strategy: Connect Ideas Students should underline *identical twins*. When an identical twin is a suspect, fingerprinting might be a better technique for figuring out which identical twin did the crime. An identical twin's fingerprint is unique, whereas his or her DNA is the same as his or her twin. Eyewitness testimony would not be reliable because identical twins look exactly alike.

Page 57

Comprehension Check Students should underline *Super sleuths today can even get a DNA sample from a smudged fingerprint*. Responses will vary but may include that DNA makes it easier to catch and identify criminals.

Text Structure Students should circle the sentence *Super sleuths today can even get a DNA sample from a smudged fingerprint*.

Responses may vary but should include *detective* and *investigator*.

Reading Strategy: Connect Ideas Students should underline *More DNA Evidence* and *DNA Data*. The first section explains how easy it can be to leave DNA evidence. The second section gives a scientific explanation of what DNA is.

Page 58

Comprehension Check Students should circle *Jurassic Park*.

Responses may vary but should include that the mosquito may have bitten a dinosaur, extracting a tiny amount of blood. It is in that blood that dinosaur DNA was found.

Text Structure Students should underline *a 120-million-year-old weevil*. Responses will vary but may include that ancient DNA gives scientists the opportunity to study ancient life forms and the way that animals have evolved over millions of years.

Comprehension Check Students should circle *sheep*. Responses will vary.

Page 59

Comprehension Check Students should underline *two*.

The police need two data banks because they need to compare fingerprints from crime scenes to DNA from criminals in order to find out if criminals *already in the system* have committed other crimes.

Reading Strategy: Connect Ideas Students should circle *hit*.

It might match DNA found at a previous crime scene. It might match a convicted offender now back in the community.

Comprehension Check Students should underline *a previously unsolved crime*. If police get DNA from a new convict whose DNA they didn't have before, and the DNA matches DNA found at an old crime scene, they could learn that the new convict committed the old crime.

Page 60

Text Structure Students should circle *DNA for the Birds*

The subhead suggests that the section will be about the DNA of birds.

Comprehension Check Students should underline *They showed that the birds had come from six sets of parents*.

Responses may vary, but should explain that the DNA proved that the birds had six pairs of different parents.

This made it impossible that the birds were the offspring of the pair of birds he owned.

Comprehension Check Students should underline *secret passwords, photo identification, and plastic identity cards*.

Responses may vary but should include that people use these forms of identification to prevent other people from illegally accessing private information.

Page 61

Comprehension Check Students should underline *biometric technologies*.

Your eye can be a form of identification when a computer scans it and recognizes the unique pattern of your iris.

Reading Strategy: Connect Ideas Students should circle *A computer scans your face, measuring how the parts fit together such as the distance between the eyes, ears, and nose*.

This is an improvement on eyewitness identification because two people can look so similar that they are hard to tell apart with the naked eye, but a computer scan can pick up small differences between the two people and recognize who is who with perfect accuracy.

Comprehension Check Students should underline *The distinctive tone and sound pattern of your voice can be captured by a computer*.

Responses will vary but should include the idea that the computer will not be fooled by someone copying the voice of someone else.

Page 62

Retell It! The report should be an imaginative retelling of a crime and the techniques, such as DNA and fingerprint identification, used to solve it.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 64

Edit for Meaning

Paragraph 1 Error: The other data bank isn't used much because it is empty.

Correction: The other contains DNA from crime scenes.

Paragraph 2 Error: Police collect DNA and then file it away in a filing cabinet, never to be seen again.

Correction: If police are investigating a new crime, they can submit a profile of DNA found at the crime scene.

Page 65

Focus on Details

- | | |
|-----------------|----------------|
| 1. FINGERPRINTS | 6. AUTORAD |
| 2. LASER | 7. EVIDENCE |
| 3. EYEWITNESS | 8. CRIME SCENE |
| 4. INNOCENT | 9. COLD CASE |
| 5. DATA BANK | 10. CONVICTED |

F I N G E R P R I N T S + C E
 + + + + D + + + + + + + + R V
 + + + + + A U T O R A D + I I
 + E Y E W I T N E S S + + M D
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Page 68

Use What You Know Responses will vary.

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

Reading Strategy: Recognize Sequence

Students should circle *Montgomery*. Answers should include: 1. Edwina and Marshall sat down by a white man and boy on a bus; 2. The white boy told Marshall to get up and Marshall refused. 3. The driver called the police.

Page 69

Comprehension Check Students should underline *They paid their fines quietly and continued to ride the public buses*.

Responses will vary but may include that many African Americans might have felt it was hopeless to change the unfair laws.

Comprehension Check Students should circle *civics*.

Responses will vary but may include that civics deals with the rights and responsibilities of citizens, so a person may understand responsibilities that the person hadn't realized before.

Reading Strategy: Recognize Sequence

Students should underline *The driver stopped the bus and ordered black passengers seated behind the white section to get up and move farther back, making more seats available for whites*.

The African-American passengers gave up their seats to the white passengers.

Page 70

Comprehension Check Students should underline *She knew she wasn't sitting in the restricted white section. She felt that she was far enough back to be entitled to her seat*.

Responses will vary, but may include: I would not give up my seat because I had a right to it; I would give up my seat because I would get in trouble if I didn't.

Reading Strategy: Recognize Sequence

Students should underline *"This can't go on," he said. "I'm going to call the cops."*

Responses will vary, but should include some form of the following: 1. He called the police; 2. The police arrived; 3. The driver demanded that Claudette be arrested.

Comprehension Check Students should underline *It was against the law for blacks to sit in the same row as a white person*.

Reasons may vary, but might include: Many whites at the time were prejudiced against African Americans.

Page 71

Comprehension Check Students should underline *Blacks had been arrested before for talking back to white officials*.

Responses will vary, but should include the idea that she might have been too angry to care, too young to expect that she would be arrested, or patriotic enough to believe she should stick up for her constitutional rights.

Text Structure Students should underline *the U.S. Constitution and the Bill of Rights*.

They both talk about the rights and responsibilities of American citizens.

Comprehension Check Students should underline *She struggled as they knocked her books aside, grabbed her wrists, and dragged her off the bus, and she screamed when they put on the handcuffs*.

Responses will vary

Page 72

Comprehension Check Students should circle *surprised*.

It is strange that he would be surprised that Claudette Colvin would think that she was *just as good as white*.

Reading Strategy: Recognize Sequence

Sequence Students should underline *She was charged not only with violating the segregation laws, but also with assault and battery for resisting arrest*.

The sequence should include 1. She was charged with violating laws; 2. She was found guilty of assault; 3. She was fined and placed on probation.

Comprehension Check Students should circle *broke into agonized sobs*.

Responses will vary but may include that she thought she would be cleared because she was innocent of any crime, so she may have felt she was a victim of injustice.

Page 73

Comprehension Check Students should underline *The verdict was a bombshell!*
Responses will vary but should express that African Americans were upset by the verdict and felt it was extremely unfair.

Text Structure Students should underline *I got the privilege to sit here like anybody else does.*
Responses will vary. Dialogue helps you to know the actual words that people said.

Reading Strategy: Recognize Sequence

1. Smith refused to move to the back of the bus;
2. She was arrested;
3. She pleaded guilty and was fined \$5.00.

Page 74

Retell It! Responses will vary. The letter to the editor should share the student's opinion as he or she imagines viewing a black person being arrested in the 1950s for refusing to give up a bus seat.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 76

Edit for Meaning

Paragraph 1 Error: in the whites-only section
Correction: behind the whites-only section

Paragraph 2 Error: and find a seat in the blacks-only section

Correction: even when they had to stand in the aisle

Page 77

Focus on Details

| Across | Down |
|----------------|-------------------|
| 3. JUVENILE | 1. ASSAULT |
| 6. FINE | 2. CONSTITUTIONAL |
| 7. SOUTH | 4. VERDICT |
| 8. SEGREGATION | 5. MONTGOMERY |
| 9. SPUNKY | 10. NORTH |

Page 80

Use What You Know Responses will vary.

Text Structure Students should underline *Charlotte Steinecke.*
Responses will vary.

Reading Strategy: Evaluate Students should underline *to represent the people.*
Responses will vary.

Page 81

Comprehension Check Students should underline *Many websites have draft letters that you can send as is, add to, or change. You can find websites by typing your topic into a search engine and seeing what comes up.*
Responses will vary, but should include the idea that a form letter can be a good place to start when you don't know what else to say.

Comprehension Check Students should underline *they get people thinking about an issue.*
Responses will vary.

Reading Strategy: Evaluate New Information

Students should circle *a computer, a copy machine, and people to give it to.*
Responses will vary.

Page 82

Reading Strategy: Evaluate New Information

Students should underline *Sometimes, when politicians won't listen to one person, they'll listen to a lot of people talking about the same thing.*
Responses will vary but could include: The author is right—protesting can bring attention to a cause. The author is wrong—most people don't take protestors seriously.

Text Structure Students should underline *picketing.*
Responses will vary, but should include the idea that picketing brings attention to a cause.

Comprehension Check Students should underline *silence.*
Silent protesters standing together can convey disapproval in a serious and dignified way.

Page 83

Comprehension Check Students should circle *1920.*
Responses will vary.

Comprehension Check Students should underline *many African Americans couldn't vote because they couldn't pass the required literacy tests (which were often rigged) or pay poll taxes.*
Responses will vary.

Reading Strategy: Evaluate New Information

Students should underline *During the Vietnam War, 18-year-olds claimed they were old enough to vote if they were old enough to fight.*
Responses will vary but may include: Yes, if young people are willing to die for their country, they should have the right to vote; No, young people's judgment is not reliable until they are adults—and that means 21, not 18.

Page 84

Comprehension Check Students should underline *They argue that letting young people vote will decrease voter apathy.*

Responses will vary, but should indicate that having a whole new set of voters could energize the whole process of voting and inspire other people who hadn't bothered to vote for a long time to go to the polls.

Reading Strategy: Evaluate New Information

Students should underline *a quarter vote*. Responses will vary.

Comprehension Check Students should underline *California, Iowa, Washington, Maine, Texas, and Minnesota*. Other states may not want to bother to change their laws, or they may disagree that teens are mature enough to vote.

Page 85

Text Structure Students should underline *Opponents of the change* and *But those in favor*. Responses will vary.

Comprehension Check Students should underline *current events, politics, and government*. Responses will vary but may include that they could teach students how the government works and what their rights and responsibilities are under the law.

Reading Strategy: Evaluate New Information

Students should underline *hold jobs and pay taxes*. Responses will vary.

Page 86

Retell It! Responses will vary. The suggestions should include information presented in the reading.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 88

Edit for Meaning

Paragraph 1 Error: aren't bothered by picketers
Correction: can't get past without noticing them

Paragraph 2 Error: little prizes
Correction: literature

Page 89

Focus on Details

- | | |
|--------------|--------------|
| 1. REPRESENT | 6. SENATOR |
| 2. RUDENESS | 7. COMPOSE |
| 3. SLOGANS | 8. PICKETING |
| 4. SILENCE | 9. PETITION |
| 5. WEBSITE | 10. APATHY |

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

Page 92

Use What You Know Responses will vary.

Text Structure Students should underline *To answer these questions precisely, you need a branch of math called probability*.

Responses will vary, but should include the word *probability*.

Reading Strategy: Skim

Students should underline *probability*. The list should contain the following (wording will vary): The probability of zero means something definitely won't happen. The probability of one means something definitely will happen. Anything in between zero and one means something may happen.

Page 93

Comprehension Check Students should underline *When you see the word "or," chances are you'll need to add up probabilities to get your answer*.

If you see *and* in a probability question, you'll likely have to multiply.

Text Structure Students should circle *add up* and *multiply*.

These words are bold because they are important words.

Text Structure Students should underline the examples $1/6 + 1/6 + 1/3$ and $1/6 \times 1/6 = 1/36$. The problems help you to understand probability by giving concrete examples.

Page 94

Text Structure Students should circle *Mendel's Numbers*.

Responses will vary.

Comprehension Check Students should underline *Mendel bred purple-flowered peas with white-flowered peas and found that all the offspring were purple.* Mendel knew they must have white in them because the flowers' parents had white in them.

Comprehension Check Students should underline *Now there were four possibilities.* Responses will vary but should express that Mendel discovered genes.

Page 95

Reading Strategy: Skim and Scan Students should underline *Make four spinners like the ones here by cutting out cardboard hexagons and writing numbers on them.*

The list should include the following (wording will vary):

1. Cut out cardboard hexagons.
2. Write numbers on them.
3. Push a toothpick through the center of each.

Comprehension Check Students should underline *Point out that they can choose any spinner they want, and the numbers on each one add up to up to 24, so the game must be fair.*

The game is fair because the numbers on each spinner add up to 24.

Text Structure Students should circle the illustration of the spinners. Responses will vary.

Page 96

Text Structure Students should underline *You are bitten by a snake.* Responses will vary but should include that you will learn what to do if you are bitten by a snake.

Comprehension Check Students should underline *Most snake bites aren't fatal, and panic will only make your heart beat faster, speeding the spread of the venom through your body.*

You should not attempt to suck out the venom because this will only make you absorb even more venom.

Text Structure Students should underline *Seek medical attention right away.*

The steps given do not cure a snakebite, they only slow the spread of venom.

Page 97

Text Structure Students should circle the headings, *You are in water with sharks* and *You are attacked by a bear.*

Responses will vary but should mention that you will learn how to react in the event that you are in the water with sharks or attacked by a bear.

Reading Strategy: Skim Students should underline *If you think it's attacking, hit it in the eyes or gills with your fists or any hard object.*

Responses will vary but should include that it's surprising that a powerful predator such as a shark should be discouraged by prey that fights back.

Comprehension Check Students should underline *The bear will think you are prey and chase you. There's no way you can outrun a bear.*

Responses will vary but should include that the passage probably begins with what not to do because these are the very things that most people do when attacked by a bear.

Page 98

Reading Strategy: Skim Students should underline *Close your mouth to keep it free of snow.* This will keep you from choking on snow.

Text Structure Students should circle *Just remember: don't struggle wildly. Try shifting your body until you're lying on your back. Now you can float on the quicksand as if you were in a swimming pool. Maneuver yourself to the edge of the quicksand and escape.*

Responses will vary but may include that it would be difficult to do, because most people would probably panic while in quicksand.

Comprehension Check Students should circle *don't struggle wildly* If you don't follow this advice, you will sink faster.

Page 99

Reading Strategy: Skim Students should circle *don't.* Responses will vary but should include the paragraph is about avoiding being in and near things that will put you at risk in a lightning storm.

Text Structure Students should underline *It's not what you do – it's what you shouldn't do.* From the first sentence, we expect the paragraph to tell us what not to do in a lightning storm.

Comprehension Check Students should underline *It's better to stand inside a large building than a small one.* Responses will vary.

Page 100

Comprehension Check Students should underline *You want water to fill the car so the pressure on the inside and outside of the car is equal.*

Responses will vary but should include the following information: You can't open the car door if the car is not filled up with water because the water on the outside of the car puts too much pressure on the car and makes it impossible for you to open the door.

Text Structure Students should circle *first, now, and once.* Responses will vary, but may include *last* or *finally*.

Comprehension Check Students should underline *Once the water has reached your head, the water pressure should be equalized.*

The list should contain the following (wording will vary):
1. Hold your breath.; 2. Open the door.; 3. Swim out.

Page 101

Comprehension Check Students should underline *The best advice is to not put your tongue on a freezing pole in the first place.*

Responses will vary but should express that you could rip your tongue.

Reading Strategy: Skim Students should underline *But if you do, don't try to quickly pull your tongue off the pole—you may rip it! and (they should be in gloves!)*

Responses will vary but should express that the author uses exclamation points to draw your attention to what he or she is saying and to indicate that a particular statement is very important.

Comprehension Check Students should underline *If warm water is nearby, splash it over your tongue to thaw it.*
Responses will vary but should include that it is important that it be warm water because warm water can thaw the tongue whereas cold water could make the tongue freeze to the pole even more.

Page 102

Retell It! Stories should include details on how to survive a disaster based on the readings from “A Survival Mini-Manual.”

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 104

Edit for Meaning

Paragraph 1 Error: you will survive and escape

Correction: you will sink faster

Paragraph 2 Error: there is absolutely no way you can float

Correction: you can float

Page 105

Focus on Details

1. probability; 2. hexagon; 3. venom;

4. tree; 5. evening; 6. quicksand;

7. electricity; 8. prey; 9. rip;

Mystery Word: breath

Page 108

Use What You Know Responses will vary.

Text Structure Students should circle *polio*. Responses will vary, but should include *Canada* and *thirty-nine years old*.

Reading Strategy: Summarize Students should underline *severe leg and back pain, couldn't move any of the muscles below his chest, pain there persisted, temperature shot up.*

Responses will vary, but should include details about Roosevelt's deteriorating health.

Page 109

Comprehension Check Students should underline *a combination of pain and numbness spread throughout Roosevelt's shoulders, arms, and fingers.*

Responses will vary but may include that the symptoms of numbness and pain in shoulders, arms and fingers were often a sign of a blood clot, so the doctor thought this might be the problem.

Reading Strategy: Summarize Students should underline *The brain raises the body's temperature to help fight viruses and bacteria.*

Responses will vary but should explain that viruses are less comfortable in higher temperatures.

Comprehension Check Students should underline *a fever higher than 39.4 C (103 F).*

This is more than 4 degrees above a normal body temperature of 98.6 F.

Page 110

Reading Strategy: Summarize Students should circle *infantile paralysis.*

Responses will vary, but should include the idea that most people thought infantile paralysis (polio) only struck children.

Text Structure Students should circle *Roosevelt's son James.*

Responses may vary.

Comprehension Check Students should circle *Mother's first reaction was panic. She wondered what would happen to them and their lives. Then she feared for the health of her children.*

The doctor felt the Roosevelt children were not in danger of catching polio because they were being quarantined (or kept away) from their father and had not shown any symptoms of the disease.

Page 111

Comprehension Check Students should underline *However, Lovett believed Roosevelt would get better, though it might take months.*

Lovett was incorrect; Roosevelt did not get better and would never walk again.

Text Structure Students should underline *Roosevelt chose to continue living a life of public service.*

The list should contain the following (wording will vary):

1. Served as governor of New York.
2. Served as president of the United States.

Reading Strategy: Summarize Students should underline *His determination to overcome his physical disabilities would later be reflected in his determination to overcome some of the nation's most difficult times.* Responses will vary but should include that Roosevelt's struggle with polio had taught him how to overcome difficulties and hardship.

Page 112

Comprehension Check Students should underline *Roosevelt was elected president four times and served longer than any other in history.* Responses will vary but should include that he introduced the New Deal which decreased suffering for millions of Americans and led the United States to victory in World War II.

Reading Strategy: Summarize Students should underline: *Around the same time Roosevelt was first elected president, a man named Adolf Hitler came to power in Germany.* Responses will vary, but should include that Hitler's Germany attacked Poland and other nations in an attempt to create a vast German empire.

Text Structure Students should underline *The September 1939 invasion of Poland marked the beginning of World War II.* Responses will vary but should include that Roosevelt knew that Hitler's Germany must be stopped and that the United States must help stop it.

Page 113

Comprehension Check Students should underline *Hold her own press conferences? Deliver a weekly radio address? Write a daily newspaper column?*
1. Held her own press conferences.
2. Delivered a weekly radio address.
3. Wrote a daily newspaper column.

Reading Strategy: Summarize Students should underline *Her immense popularity brought with it unheard of power for a first lady—and she wasn't shy about using it.* Responses will vary, but should refer to women's rights and the underprivileged.

Comprehension Check Students should underline *After a twelve-year stint as first lady, she was appointed the U.S. delegate, or representative, to the newly formed United Nations—an official government post.* Responses may vary but should include that Eleanor Roosevelt was interested in helping the underprivileged and women and the United Nations aims to do both.

Page 114

Retell It! Paragraph should summarize the lives of Franklin and Eleanor Roosevelt.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 116

Edit for Meaning

Paragraph 1 Error: relieved everyone; the common cold

Correction: shocked everyone; infantile paralysis—polio

Paragraph 2 Error: everyone pretty much suspected it was polio

Correction: no one even thought it was polio because it was considered a disease that only struck children

Page 117

Focus on Details

Across

1. WOMEN
4. SHOCK
7. ADVOCATE
8. VIRUS

Down

2. ECONOMIC
3. ARTICLES
4. SPINE
5. POLAND
6. GOVERNOR

Page 120

Use What You Know Responses will vary.

Text Structure Students should draw a box around *Enemies by Association.*

Responses will vary, but students might indicate the subtitle tells you the people involved in the feuds were not enemies because of revenge or some other motive, but purely because of who they were associated with.

Reading Strategy: Take Notes Students should circle *India.* Responses will vary.

Page 121

Text Structure Students should circle *squabble.* Responses will vary, but students may substitute *disagreement* for *squabble.*

Comprehension Check Students should underline *Some feuds last for generations, and even centuries.* Responses will vary, but could include issues such as rivalry, struggles for power, greed, or desire for revenge.

Comprehension Check Students should draw a box around *Korea.* It involved people who never met each other and lived more than 400 years apart.

Page 122

Reading Strategy: Take Notes Responses will vary, but should contain the key ideas.

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

Comprehension Check Students should circle *Today, bad feelings still mark the relationship between the clans, even though a kind of peace treaty exists between them.*
Responses will vary.

Page 123

Text Structure Students should circle “*Not even over my dead body!*” “*You tell me,*” and “*Would you marry your son to the daughter of your sworn enemy?*”
The speaker, Yoon Bu Hyun, who is a leader of the Yoon clan, sees the Shims as his enemies.

Reading Strategy: Take Notes Students should draw a box around *In the United States, the best-known family feud began around 1878 between the Hatfields and McCoys.*
Responses will vary, but should contain the key facts.

Comprehension Check Students should underline *Shortly after, Staton was shot dead by two McCoy brothers.*
Responses will vary, but students should indicate that the issue was a heated one and tempers flared on both sides.

Page 124

Comprehension Check Students should circle *simmered and boil.*
Responses will vary.

Reading Strategy: Take Notes Students should underline *What brought it to a boil was when a pretty young McCoy girl, Roseanna, fell in love with Johnse Hatfield.*
Responses will vary, but should contain the main idea.

Comprehension Check Students should underline *The fighting got so bad that the governors of West Virginia and Kentucky called out the National Guard to restore peace between the two families.*
Responses will vary.

Page 125

Text Structure Students should draw a box around *1590.*
William Shakespeare wrote *Romeo and Juliet.*

Reading Strategy: Take Notes Students should underline *He actually wrote Romeo and Juliet, a tragedy that unfolds against the background of a feud between two families, the Montagues and the Capulets.*
Responses will vary. Students might indicate that the feuding families were changed to feuding gangs.

Comprehension Check Students should circle *West Side Story.*

Responses will vary, but students might indicate that the idea of a feud is an enduring theme that audiences can still relate to and understand.

Page 126

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

Reading Strategy: Take Notes Students should underline *Perhaps the best known of such conflicts is called “The Wars of the Roses,” which took place from 1455 until 1487, just before Shakespeare’s time.*
Responses will vary, but should include the Lancasters and the Yorks.

Comprehension Check Students should underline *Families themselves were referred as Lines or, Houses.*
Responses will vary, but students might indicate that the families had a structure, like houses have structures, or that in a royal family one ruler succeeded another.

Page 127

Comprehension Check Students should underline *Unfortunately for both Houses, the wars between them proved so costly that neither of them could successfully claim the throne.*
Responses will vary, but students should present the idea that the two houses used up all their money in wars and that because the House of Tudor hadn’t, they were ready to take over the throne.

Text Structure Students should draw a box around *Henry VII.*
Henry VII was a member of the House of Tudor who became king of England after the Wars of the Roses.

Comprehension Check Students should circle the last paragraph.
Responses will vary, but students should state in their own words that conflicts arise for varied reasons.

Page 128

Retell It! Paragraphs should summarize the history of the feud.

Reader’s Response Answers will vary.

Think About the Skill Answers will vary.

Page 130

Edit for Meaning
Paragraph 1 Error: yellow rose
Correction: white rose

Paragraph 2 Error: Tudors
Correction: Yorks

Page 131

Focus on Details

Across

2. TUDOR
4. MUSICAL
5. SOLDIERS
7. KOREA
8. HOUSE
9. THRONE
10. KENTUCKY

Down

1. HATFIELD
3. DISPUTE
6. SHAKESPEARE

Page 134

Use What You Know Responses will vary.

Text Structure Students should circle *blow up*. Responses will vary, but students may substitute *shout angrily* for *blow up*.

Reading Strategy: Compare and Contrast

Students should underline *A friend might blow up because her locker partner's books tumbled onto the floor when she opened the door and A student might get furious with his girlfriend for canceling their date*. Responses may vary, but students should indicate that in both examples the argument masks an underlying problem.

Page 135

Comprehension Check Students should underline *It can be helpful to try to look at the situation from the other person's viewpoint*. Responses will vary.

Text Structure Students should draw a box around *Using an Ear instead of a Mouth: Why Listening Is an Essential Step*. Responses will vary, but students should indicate that it can be more important to listen, or use an ear, rather than to talk, or use a mouth.

Comprehension Check Students should underline *"The beginning of wisdom is silence."* Responses will vary, but should provide an opinion about the author's purpose.

Page 136

Comprehension Check Students should underline *Make a list of what you are fighting about and look for patterns*. Responses will vary.

Text Structure Students should circle the two paragraphs under the subhead titled: *Getting to the Root of an Argument*. This sidebar provides information about how to analyze a conflict and steps to take to lessen its impact.

Comprehension Check Students should underline *Sometimes, with careful listening, people discover there is more agreement than disagreement*. Responses will vary.

Page 137

Comprehension Check Students should underline *There are different ways to listen*. Students should make a prediction about how this statement will later be backed up with supporting details.

Reading Strategy: Compare and Contrast

Students should circle *televisions and radios*. Responses will vary.

Comprehension Check Students should underline *people often forget to stop and carefully listen to what is being said*. Responses will vary.

Page 138

Comprehension Check Students should underline *Active listening is a style of listening in which people are actually hearing and understanding what is being said*. Responses may vary, but students might suggest "inactive listening."

Text Structure Students should draw a box around *Active listening is really listening with the heart. It helps us defuse anger and hostility and gain information*. The quotation was from authors Linda Lantieri and Janet Patti. The quotation came from *Waging Peace in Our Schools*.

Comprehension Check Students should circle *People who are active listeners are better able to understand the other person's feelings and learn his or her perspective*. Responses will vary.

Page 139

Text Structure Students should circle *paraphrasing, clarifying, reflecting, and encouraging*. These words are different techniques of active listening.

Reading Strategy: Compare and Contrast

Students should underline *Echo back the feelings you think someone has*. Paraphrasing involves repeating and rewording what you hear. Reflecting is similar, but it involves stating underlying feelings instead of restating what's actually said.

Comprehension Check Students should place a check mark beside *Encouraging*. Responses will vary.

Page 140**Reading Strategy: Compare and Contrast**

Students can explain that the two strategies can be compared in the way they both help the speaker feel comfortable and safe in sharing feelings. They can be contrasted them by discussing how validating helps the person know that he or she is being appreciated, and summarizing restates what the person has said.

Text Structure Students should draw a box around *Learning a New Approach*.

Responses will vary, but may include students describing how a subheading alerts the reader to upcoming new information, that a subheading helps the reader focus attention, or that subheadings help the reader review material.

Comprehension Check Students should underline *Responses to conflict can be categorized into three basic groups: soft, hard, and principled*.

Responses will vary, but students might indicate that different conflicts call for different responses.

Page 141

Text Structure Responses will vary.

Comprehension Check Students should underline *When Tami fell off a curb, she tore a huge hole in the jeans. Sharon, who was going to wear the jeans on a date this weekend, is about to get the news*. Responses will vary.

Reading Strategy: Compare and Contrast

Responses will vary.

Page 142

Comprehension Check Students should circle *avoidance, accommodation, and compromise*.

Responses will vary, but should include thoughts about these types of responses not involving head-to-head confrontation, so there's less chance of lingering resentments.

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

Responses will vary, but students may substitute *opponents for adversaries*.

Comprehension Check Students should underline *If people work toward a principled response, they are likely to find more cooperation in places where they once found conflict*.

No one wins, because a principled response does not create a winner and a loser.

Page 143

Text Structure Information about the two types of conflicts is presented as sample dialogues.

Reading Strategy: Compare and Contrast

Responses will vary. Students should relate that both

types of conflict resolution responses involve one person being responsible for a loss to the other. Also, in both types, Tami is willing to offer a solution to the problem. The two types contrast, because the soft type involves Sharon accommodating Tami's mistake by not asking for any compensation for her loss. In the hard response, Sharon engages in a lot of blaming behavior, and she isn't willing to accept anything less than a new pair of jeans within a definite time frame.

Comprehension Check Students should circle *The Soft Conflict Resolution Response*.

It is a soft response because it involves avoidance and accommodation.

Page 144**Reading Strategy: Compare and Contrast**

Responses will vary, but students should contrast the fact that in the principled response, Sharon and Tami both asserted their own needs, and in the soft and hard responses, only one person was able to do so. Also, in the principled response, both parties ended up getting what they needed (Tami got extra time to earn the money, and Sharon got assurance that her jeans would be replaced).

Text Structure Students could circle any of the direct questions asked of the reader in the *What Is Your Style?* section, such as *Do you always like to win arguments?*

Responses will vary, but students might state that direct questions draw the reader into the text by making a personal connection, or that direct questions make the text more interesting, because they make it more relevant to the reader's experiences.

Comprehension Check Students should underline *win-win solution*.

Responses will vary, but students should indicate that in a principled response the two parties reach a compromise and they each "win" something.

Page 145

Comprehension Check Students should underline *Now, take a few minutes and, on a separate piece of paper, write down a short description of a conflict you had*.

Responses will vary. One possibility is that students will indicate that by reflecting on their own conflicts, they will be more likely to improve on how they handle them.

Text Structure Responses will vary.

Comprehension Check Students may underline any of the questions. Responses will vary.

Page 146

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 148

Edit for Meaning

Paragraph 1 Error: completely destroys relationships

Correction: preserves relationships

Paragraph 2 Error: not as likely

Correction: likely

Page 149

Focus on Details

- | | |
|----------------|----------------|
| 1. HARD | 5. SUMMARIZING |
| 2. SOFT | 6. REFLECTING |
| 3. ACTIVE | 7. WIN-WIN |
| 4. ENCOURAGING | 8. AVOIDANCE |

Mystery Word: RELATIONS

Page 152

Use What You Know Responses will vary.

Text Structure Students should draw a box around *The Story of Rats and People*.

This main title, *Oh, Rats!*, isn't clear. The phrase could mean that the story will really be about rats, but it could also be used as an expression that signifies disappointment. By adding the subtitle, it is clear that it is a serious piece about interaction between rats and people.

Reading Strategy: Analyze Different Kinds of Texts Students should circle *Ring around the rosie, / Pockets full of posies. / Ashes, ashes, / All fall down.*

It deals with a disease called the plague that is carried by rats.

Page 153

Comprehension Check Students should circle *buboes*.

Before they died, plague victims got black or purple spots on their skin.

Text Structure Students should underline *Whatever we choose to call it, the disease is caused by bacteria called Yersinia pestis.*

Responses will vary because there are a large number of supporting details students could list. Sample answer:

1. This is Latin for Yersin's plague.
2. It was discovered by Dr. Alexandre Yersin.
3. It is a bacillus belonging to a family of bacteria shaped like rods.

Comprehension Check Students should circle *Like all bacteria, it reproduces by dividing into two identical individuals.*

Responses may vary. Sample answer: It doesn't have to find a partner to reproduce, so it can probably do so more quickly.

Page 154

Comprehension Check Students should underline *in rat fur*.

Responses should include the following:

1. It is smaller than a lowercase o.
2. It has no wings.
3. It can jump two hundred times higher than its body length.

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

Responses will vary.

Comprehension Check Students should underline *hundreds of dying rats staggering out of their burrows.*

Rat fleas jump off of dying rats and bite other mammals, including people.

Page 155

Text Structure Students should circle *1333*. Responses will vary.

Comprehension Check Students should underline *China*.

Responses may vary, but should include the rest of Asia, across the Russian plains, and into the Russian port of Kaffa.

Reading Strategy: Analyze Different Kinds of Texts Students should underline *To get Kaffa to surrender, the attackers used catapults to hurl dead plague victims over its walls into the city. In other words, they used plague as a "weapon of mass destruction."* Responses may vary, but should indicate that it would be included in a social studies article because it was a part of history.

Page 156

Comprehension Check Students should underline *infected rats with infected fleas came ashore in Italian seaports.*

Wagons carried rats from town to town.

Reading Strategy: Analyze Different Kinds of Texts Students should circle *you*.

Responses will vary, but should indicate that the author may have wanted to get readers' attention by comparing the knowledge they've already acquired from reading only part of an article to people who were actually alive at the time and experiencing the plague.

Comprehension Check Students should underline *These consisted of a gown that went from their shoulders to their feet and a hood with a long "beak" to carry spices thought to protect against plague.*

Responses may vary, but should suggest that the costumes did not provide a tight seal against the bacteria that spread the disease.