

Grade 8



myPerspectives
ELD Companion Workbook
Answer Key

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myPERSPECTIVES ELD COMPANION WORKBOOK ANSWER KEY GRADE 8

Page 2

Use What You Know Responses will vary.

Text Structure Students should circle *Ecosystems: The Systems of Nature*.

Possible response: It might mean that different parts of the natural world work together.

Reading Strategy: Preview Students should underline *Ecosystems: The Systems of Nature* and *Organisms and Species and Habitats*. Possible response: The article will be about the different kinds of living things and where they live.

Page 3

Comprehension Check Students should underline *Different organisms live in different habitats because they have different requirements for survival*.

Freshwater trout would have trouble surviving in the ocean because freshwater trout must live in fresh water, not in salt water.

Text Structure Responses will vary.

Comprehension Check Students should underline *water, land, under the ground, in mud at the bottom of ponds*.

Frogs are cold-blooded. To stay warm in winter, they stay under the ground or bury themselves in mud to stay warm. During the summer, it is warm, so they can live in the open air on land.

Page 4

Reading Strategy: Preview Responses will vary.

Text Structure Students should underline *All the members of one species in the same area are a population*. The word *population* is usually used to refer to people, but here it is used for animals and plants as well.

Responses may include: *all the frogs in a lake; all the pine trees in a forest; all the people in a city, state, or country*.

Comprehension Check Students should underline *different populations live close together, so they interact with each other*. Responses will vary.

Page 5

Comprehension Check Students should underline *An ecosystem is made up of both the living and nonliving things in an area*. Water, air, soil, and sunlight are all nonliving things.

Reading Strategy: Preview Students should circle the word *three*. The word *three* makes readers aware that they will be learning about three separate organisms. This information can help them organize their understanding of the section.

Comprehension Check Students should circle *herbivores, carnivores, and omnivores*. Herbivores eat only plants, while omnivores eat both plants and animals.

Page 6

Comprehension Check Students should underline *Decomposers break down dead plants and animals*.

Decomposers break down dead plants and animals so that these are changed into nutrients that go back into the soil for living plants to use.

Text Structure Students should circle *The two main kinds of decomposers are bacteria and fungi*.

Both bacteria and fungi break down dead plants and animals. They live in many different places.

Comprehension Check Students should underline *bacteria and fungi*. A fungus can live in dark, warm, wet places.

Page 7

Reading Strategy: Preview Students should circle *Food Chains*. Possible response: Chains are linked together. A food chain is a way of linking food in some way.

Text Structure Students should underline *The movement of food through a community is called a food chain*.

1. Algae are small plants in the ocean.
2. Small fish eat the algae.
3. Medium-size fish eat the small fish.
4. Big fish then eat the medium-size fish.

Comprehension Check Students should underline *Finally, the owl dies, and decomposers break it down into nutrients.*

The biggest consumers contribute to the food chain because, once they die, they decompose and provide food for plants and smaller organisms.

Page 8

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 10

Edit for Meaning

Paragraph 1 error: Every organism on earth can survive in the exact same habitat.

Correction: Different organisms have different requirements for survival.

Paragraph 2 error: The tropical rain forest in Costa Rica is the habitat of the saguaro cactus.

Correction: The saguaro cactus cannot survive in a tropical rain forest.

Page 11

Focus on Details

1. OXYGEN; 2. MONARCH; 3. MUSHROOM;
4. SCAVENGER; 5. PHOTOSYNTHESIS;
6. TROUT; 7. CARBON DIOXIDE; 8. ALGAE;
9. BACTERIA; 10. HORSE

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

Page 14

Use What You Know Responses will vary.

Text Structure Students should underline *The storms grow by gathering energy from the warm ocean waters. As the air is warmed, it starts to move into a circular pattern. The wind spirals upward counterclockwise as its speed increases. The winds form a circular pattern around the "eye" of the storm.*
Responses will vary.

Reading Strategy: Identify Main Idea and Details Students should underline *With 32 miles of beaches, Galveston is a popular place for people to live.*

Responses will vary but should mention some of Galveston's attractions: swimming, water sports, fishing, and bird watching.

Page 15

Comprehension Check Students should underline *The center of a hurricane is called the "eye."*

The eye is a calm area in the center of the storm.

Text Structure Students should circle the word *eye*.
Responses will vary.

Comprehension Check Students should underline words such as *worst, tear apart homes,* and *More than 6,000 people lost their lives.*
Responses will vary.

Page 16

Reading Strategy: Identify Main Idea and Details Students should underline *The strength of a hurricane is measured and categorized.*
Responses will vary.

Text Structure Students should underline *seek shelter.*
Responses will vary.

Comprehension Check Students should underline *to spot and track hurricanes.*
Responses will vary.

Page 17

Comprehension Check Students should underline *The weather bureau, the mayor, the governor, and even the president of the United States warned them of the danger if they did not leave.*
People can lose their lives.

Text Structure Students should underline *They refused to evacuate their homes and leave Galveston.*
leave

Comprehension Check Students should underline *a hurricane destroys property.*
It can't destroy the spirit of people who live in its patch.

Page 18

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 20

Edit for Meaning

Paragraph 1 error: beaches.

Correction: beaches,

Paragraph 2 error: Fishing is also a popular activity there. Bird watching is also a popular activity there.

Correction: Fishing and bird watching are also popular activities there.

Page 21

Focus on Details

Across

3. RADAR

8. COUNTERCLOCKWISE

6. EVACUATE

Down

1. HURRICANE

5. CATEGORY

2. ATLANTIC

7. EYE

4. IKE

Page 24

Use What You Know Responses will vary.

Text Structure

Students should underline *about 700 B.C.E.*
Phoenicians explored the lands that border the Mediterranean, and through the Strait of Gibraltar to Britain and West Africa.

Reading Strategy: Use Visuals The Phoenicians traveled by ship.

Page 25

Comprehension Check Students should underline *The Vikings were from Scandinavia.*
We can infer the Vikings lived near a large body of water because they built sailing ships.

Text Structure Students should underline *Some Vikings were interested only in stealing treasure and capturing slaves and Viking farmers needed new places to settle, as farmland in Scandinavia was scarce and poor.*

1. Britain; 2. the Mediterranean

Comprehension Check Students should circle *After about 1200.*

Perhaps they found adequate farmland and didn't need to acquire more.

Page 26

Text Structure Students should underline *7,000 kilometers.*

1. desert; 2. mountains

Comprehension Check Students should underline *The most important product traded along the Silk Road was silk.*

Because the Chinese guarded the secret of making silk, silk was scarce in Europe.

Reading Strategy: Use Visuals

1. The Silk Road

2. Marco Polo's Route

Page 27

Comprehension Check Students should underline *It passed through numerous kingdoms where rulers demanded gifts from travelers. In addition, bandits would often pillage a traveling camel train.*

Responses will vary.

Text Structure Students should circle *trader, great storyteller, and European explorer.*

Marco Polo was the first person to travel the entire Silk Road. This showed that he was persistent. Another detail is that it took him four years.

Comprehension Check Students should underline *northern Morocco, the west coast of Africa, and Sierra Leone.*

Having control of the shipping routes around the western and southern coasts of Africa would have made Portugal rich and powerful

because it was the only viable sea route to China, Indonesia, and the Philippines for trading purposes.

Page 28

Comprehension Check Students should underline *even the most educated Europeans knew little about the world outside Europe.*

Responses will vary, with one possibility being that because little travel had gone on outside Europe, Europeans' knowledge would be limited.

Text Structure Students should underline *Thick jungles stretched south of the Sahara desert. To the west lay the vast Atlantic Ocean.*

Responses will vary; one possibility is that lack of background information would have made it difficult for people to relate to the stories they heard.

Comprehension Check Students should underline *Christopher Columbus.* Students should indicate the detail *lay only* in the phrase *by his calculations, the East Indies lay only 4,500 kilometers (2,795 mi.) to the west.*

Page 29

Comprehension Check Students should underline *the Spanish king and queen paid for his expedition.*

Responses will vary. One possibility is that they wanted to open a new trade route to the Indies.

Text Structure Students should underline *the Tainos became slaves and The Spanish brought diseases to the islands and many Taino people died.* Responses will vary, but there is no evidence in this text that the Taino benefited from being colonized by Spain.

Reading Strategy: Use Visuals Responses will vary. Students might respond that the visuals gave them a clearer understanding of the Taino people's reactions to Columbus. For instance, one woman to the left seems to be crouching while holding back her child. This suggests fear and anticipation of danger.

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: did not allow
Correction: sent out his ships to explore

Paragraph 2 error: Although he paid for many expeditions, they never accomplished anything or went anywhere new.

Correction: He paid for many expeditions that eventually reached Sierra Leone on Africa's west coast.

Page 33

Focus on Details

1. TRADING; 2. PHOENICIANS; 3. VIKINGS;
4. FARMING; 5. SILK ROAD; 6. MARCO POLO;
7. HENRY; 8. CAPE OF GOOD HOPE;
VOYAGE

Page 36

Use What You Know Responses will vary.

Text Structure Students should underline *They are traveling from the frozen north of the Arctic to the forest in the south.*

Responses will vary but can include *They are going to a warmer place in search of food.*

Reading Strategy: Recognize Cause and Effect Students should underline *They are going to a warmer place in search of food.* Responses will vary.

Page 37

Comprehension Check Students should underline *in the northern part of their range.* Responses will vary, such as better plants for feeding their young.

Reading Strategy: Recognize Cause and Effect Students should underline *A big snowfall or a rapid drop in temperature inspires the caribou to move south to avoid starvation.* Students could describe the cause of the caribou beginning their migration as a sudden drop in temperature or a big snowfall.

Text Structure Students could circle any two of these number facts: *Caribou cover about 20 to 65 kilometers (12–40 mi.) a day while migrating; The Porcupine caribou herd contains about 125,000 animals; It travels about 650 kilometers (400 mi.); or The Central Arctic herd contains about 25,000 animals and migrates about 200 kilometers (125 mi.).* Responses will vary.

Page 38

Reading Strategy: Recognize Cause and Effect Students should underline *the snow remains soft. This makes it easier for the caribou to find lichen to eat.*

1. *The snow remains soft.*
2. *The lichen is easier to find.*

Comprehension Check Students should underline *In the north, the young calves are much safer.* Responses will vary, but should include the idea that predators such as wolves and bears are not as common in the north.

Text Structure Students should underline the word *predators.* Responses will vary.

Page 39

Comprehension Check Students should underline *After two months and about 1,000 kilometers (600 mi.) of walking, the cows finally reach the northern Arctic. and The other caribou follow several weeks later.*

Responses will vary, such as perhaps the pregnant caribou feel greater urgency to reach the northern range, so they travel farther every day.

Reading Strategy: Recognize Cause and Effect Responses will vary, but students should mention that the babies are born in June. Then the caribou stay on their summer range for one or two months, spending their time alone or in groups.

Comprehension Check Students should underline *The caribou stay on the summer range for one or two months.* Responses will vary.

Page 40

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 42

Edit for Meaning

Paragraph 1 error: very low-energy food

Correction: high-energy food

Paragraph 2 error: quite common

Correction: quite rare

Page 43

Focus on Details

Across

2. LICHEN
5. CARIBOU
6. LANDMARKS
7. ARCTIC TERN

Down

1. MIGRATION
3. COMPASS
4. HIGH ENERGY

Page 46

Use What You Know Responses will vary.

Text Structure Students should underline *Born in 1907, the extraordinary painter Frida Kahlo grew up in Coyoacán, an area which is now part of Mexico City.* She was a painter.

Reading Strategy: Connect Ideas Students should underline *She was also involved in a terrible bus accident when she was in college.* Responses will vary, but students should note that she was partially paralyzed, took months to recover, and began to paint while confined to her bed.

Page 47

Comprehension Check Students should underline *As an elementary school student in Seattle, Washington, in the 1960s, Bill Gates excelled in science and mathematics.* Responses will vary, but should include the idea that Gates used science and math to learn about computer programs and then used this knowledge to develop a computer system that eventually became the Microsoft Corporation.

Reading Strategy: Connect

Ideas Students should underline *Windows*. Responses will vary, but students should note that Windows was a big success (*most widely used computer system*) and made a great deal of money so that Gates became a billionaire.

Comprehension Check Students should underline *\$800 million*. Responses will vary, but should indicate that malaria affects about 500 million people every year and kills as many as 3 million, mostly African children.

Page 48

Text Structure Students should underline *He obtained a scholarship to study in the United States and earned a doctorate*. Responses should indicate that he returned to Bangladesh to teach economics.

Reading Strategy: Connect

Ideas Students should underline *terrible famine*. Responses will vary.

Comprehension Check Students should underline *microcredit*.
 1. It gave out very small loans.
 2. It loaned money mainly to women.
 3. Only the poorest people could get loans.

Page 49**Reading Strategy: Connect**

Ideas Students should circle *spaceflights*. Responses will vary.

Comprehension Check Students should circle *several small objects from West African countries*. She was African American and wanted to show that space belongs to all nations.

Page 50

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 52**Edit for Meaning**

Paragraph 1 error: disliked

Correction: loved

Paragraph 2 error: not well known
Correction: well known

Page 53**Focus on Details****Across**

- | | |
|--------------|--------------|
| 1. MICROSOFT | 5. GRAMEEN |
| 2. MEXICO | 7. COMPUTERS |
| 4. AFRICA | 8. ASTRONAUT |

Down

- | | |
|----------------|---------------|
| 1. MALARIA | 3. BANGLADESH |
| 2. MICROCREDIT | 6. POLIO |

Page 56

Use What You Know Responses will vary.

Text Structure Students should underline *Students Win Robotics Competition*. Robotics

Reading Strategy: Ask Questions

Responses will vary.

Page 57

Comprehension Check Students should underline *The team has grown from a dozen kids to 50, attracting students from across campus and in different areas of study*. Responses will vary, but should indicate that the team has been successful and has attracted more students to join.

Text Structure Students should circle *We used to be known as an underperforming school. Now we're known as the robot school*. Responses will vary.

Reading Strategy: Ask Questions

Students should underline *And now every senior on the robotics team at Carl Hayden in the past three years—about 25, so far—has gone into the military or college, most on full scholarships*. Responses will vary.

Page 58

Comprehension Check Students should underline *But students at Carl Hayden sometimes are the first in their families to graduate from high school, let alone go to college*. Responses will vary.

Text Structure Students should underline *On to the Nationals*.
Students attend a national competition.

Reading Strategy: Ask Questions
Students should circle *Last year, the teenagers finished third in the underwater robotics competition but edged out MIT again. In last year's FIRST robotics competition, the Carl Hayden kids placed 53rd out of 85 teams.*
Responses will vary.

Page 59

Comprehension Check Students should underline *What they do keep winning is the Chairman's Award.*
Responses will vary, but should indicate that this award is given to teams that increase awareness for science and technology and encourage more children to become scientists, engineers and physicists. It is a prestigious team award.

Comprehension Check Students should underline *They recently met with Arizona's governor to talk about education policies that could encourage kids to study math and science.*
1. The students do as many as 45 presentations in schools and to government and community groups.
2. The Carl Hayden kids also mentor kids from 10 junior high schools, helping them build robots and talking about career choices.

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

Page 60

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 62

Edit for Meaning

Paragraph 1 error: little vacation spot supporting rest and relaxation

Correction: small business that sponsors an all-star sports team

Paragraph 2 error: No one is available to cheer the team on during matches.

Correction: Even the cheerleaders come to matches.

Page 63

Focus on Details

- | | |
|----------------|-------------|
| 1. SCIENTIST | 6. MENTOR |
| 2. ROBOT | 7. ENGINEER |
| 3. LEGACY | 8. MATH |
| 4. SCHOLARSHIP | 9. TEAM |
| 5. COLLEGE | 10. SCHOOL |

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

Page 66

Use What You Know Responses will vary.

Text Structure Students should underline *fewer than 1 billion people and 6 billion people.*
By 2000, there were more than 5 billion more people living on Earth.

Reading Strategy: Scan Students should underline 144.
Each hour, 8,640 more people are alive.

Page 67

Comprehension Check Students should underline *When fossil fuels were first used as an energy source, people did not know that burning them could affect the environment. This lack of knowledge, as well as limited technologies, led to air and water pollution.*

Responses will vary, but might include ideas about recycling, car pooling, being careful about using electricity at home, and turning the thermostat down at night.

Comprehension Check Students should underline *The choices we make as individuals, as a nation, and as citizens of Earth all affect the environment.*

Responses will vary, but should include the idea that the fate of the environment rests in our hands.

Reading Strategy: Scan Students should underline *One way is through genetic engineering.*

Responses will vary, but may relate to solving problems of increases in population, availability of land for farming, or issues of climate change.

Page 68

Text Structure Students should underline *microscopic structures found in cells and determine the characteristics of a plant or animal.* Responses will vary, but may relate to physical traits such as height and color of eyes.

Comprehension Check Students should underline *One way in which scientists are using genetic engineering is to try to make a plant or animal stronger, healthier, or larger.*

Responses will vary.

Reading Strategy: Scan Students should underline *scientists can make mistakes when changing the characteristics of a plant or an animal and scientists are not sure yet how genetically engineered plants and animals will affect other living things.*

Responses will vary.

Page 69

Reading Strategy: Scan Students should underline *fertilizer, herbicides, and pesticides.* Responses will vary.

Text Structure Students should underline *Certain pesticides, for example, may also kill insects that do not harm crops.*

Responses will vary, but may include introducing insects or other living things that consume the pest.

Comprehension Check Students should underline *The chemically polluted water then enters the soil and runs off into streams, rivers, and lakes.*

Responses will vary, but should relate to the fact that chemicals in streams, lakes, and rivers can be harmful to plants, animals, and people, especially if they drink the water.

Page 70

Text Structure Students should circle *Fuel Supply.*

Responses will vary but should relate to energy sources.

Reading Strategy: Scan Students should indicate that *preserve* means “keep and protect.” The text says there are ways to keep and protect our natural resources.

Comprehension Check Students should underline *riding a bicycle* and *recycling.* Answers will vary.

Page 71

Reading Strategy: Scan Students should list oil, natural gas, and coal.

Comprehension Check Students should underline *The driver must recharge it by plugging it into a special electric outlet.*

Responses will vary, but could include that it takes too much time; that the driver may not be near the proper outlet; and that drivers would have to estimate how much power they would use so they could be near their outlet when the battery runs low.

Text Structure Students should underline *Hydrogen-powered cars use fuel cells that combine two gases—hydrogen and oxygen—to produce electricity.*

Hydrogen and oxygen.

Page 72

Reading Strategy: Scan Answers will vary but should indicate that the text will discuss that there are other sources of energy. The text will also discuss things that contain or produce radiation.

Text Structure Students should underline *In addition, much of the unwanted leftover material from nuclear plants is radioactive.*

In addition, much of the unwanted leftover material from nuclear plants contains or produces radiation.

Comprehension Check Students should underline *These mirrors collect and focus sunlight on a large container of water to make the water boil.*

Responses will vary, but should make a connection to the fact that the sunlight contains a lot of heat, which is what causes the water to boil.

Page 73

Comprehension Check Students should underline *Now wind farms are used to generate electricity.*

Responses will vary, but should be devices that require electricity.

Reading Strategy: Scan The illustration shows that office buildings of the future may look very different from the ones we have now.

Page 74

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 76

Edit for Meaning

Paragraph 1 error: we can get more

Correction: they are gone forever

Paragraph 2 error: cause effects in

Correction: affect

Page 77

Focus on Details

1. GENES; 2. HERBICIDE; 3. PESTICIDE;
4. KNOWLEDGE; 5. ORGANISM;
6. ARCHITECT; 7. ALTERNATIVE; WINDMILL

Page 80

Use What You Know Responses will vary.

Text Structure Students should circle *1960*.
The civil rights movement.

Reading Strategy: Draw Conclusions

Students should underline the word *whirlwind*. Responses will vary, but should include ideas, such as the fact that turmoil would be a result of the demand for equal treatment.

Page 81

Text Structure Students should underline *Little Rock, Arkansas*.

Responses will vary, but should reflect the anger and danger students faced.

Reading Strategy: Draw Conclusions

Students should underline either *The white segregationists in Arkansas were furious* or *President Dwight D. Eisenhower ordered federal troops—soldiers with rifles and machine guns mounted on military jeeps—to protect the “little Rock Nine” in their school.*

Responses will vary, but should mention supporting details from the text.

Comprehension Check Students should underline *A federal court gave the city a deadline for school integration: September 1960.*

Students should indicate that the court knew the city would never voluntarily integrate its schools; it had to be forced to do so.

Page 82

Reading Strategy: Draw Conclusions

Students should underline *first grade*.

Responses will vary.

Text Structure Students should underline *I remember getting dressed up and riding uptown on the bus with my mother, and sitting in an enormous room in the school board building along with about a hundred other black kids, all waiting to be tested.*

Responses will vary.

Reading Strategy: Draw Conclusions

Students should underline the last paragraph.

Responses will vary.

Page 83

Comprehension Check Students should underline *We would receive a better education, which would give us better opportunities as adults.* Responses will vary.

Reading Strategy: Draw Conclusions

Students should conclude that Ruby's parents were reluctant to send her to an all-white school.

Text Structure Students should underline *My father, Abron, didn't want any part of school integration.*

Responses will vary, but may include that he was afraid angry segregationists might hurt his family.

Page 84

Reading Strategy: Draw Conclusions

Students should underline *four serious-looking white men, dressed in suits and wearing armbands. They were U.S. federal marshals. They had come to drive us to school and stay with us all day. I later learned they were carrying guns.* Responses will vary.

Text Structure Students should underline *I learned later that they were carrying guns*

and I remember climbing into the back seat of the marshals' car with my mother, but I don't remember feeling frightened.

Responses will vary.

Reading Strategy: Draw Conclusions

Students should underline *Ruby, I want you to behave yourself today and do what the marshals say.*

Responses will vary, but may include that she must have been worried about Ruby.

Page 85

Comprehension Check Students should underline *it looked bigger and nicer than my old school.*

Responses will vary.

Comprehension Check Students should underline *I grew to love Ruby and be awed by her.* Responses will vary, but may include that Ruby was very brave and that she never missed a day of school.

Page 86

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 87

Edit for Meaning

Paragraph 1 error: I did not take the test.

Correction: I took the test.

Paragraph 2 error: I don't remember that day at all.

Correction: I still remember that day.

Page 89

Focus on Details

Across

- | | |
|--------------------|----------------|
| 1. SEGREGATIONIST | 7. TEST |
| 4. DISAGREED | 8. NEW ORLEANS |
| 5. JOHNSON LOCKETT | |

Down

- | | |
|------------------|---------------------|
| 2. EISENHOWER | 6. LITTLE ROCK NINE |
| 3. SUPREME COURT | |

Page 92

Use What You Know Responses will vary.

Text Structure Students should underline *Maps and Compasses.*

Geography

Reading Strategy: Take Notes Students should circle *key* and *scales*.

Key—box with colors that tell how high the land is

Scale—shows how many kilometers or miles equal a distance on the map

Page 93

Reading Strategy: Take Notes Students should underline the sentence *Most land in the United States is above—higher than—sea level.*

1. Denver; 2. Dallas

Comprehension Check Students should underline *Cities that are on a seacoast, such as San Francisco, California, and Boston, Massachusetts, have some land that is at sea level and some land that is higher.*

Responses will vary, but should note that where the land meets the sea, the land is at sea level.

Text Structure Students should circle *1,609 meters (5,280 ft.) above sea level* and *86 meters (282 ft.) below sea level.*

Difference: 1,695 meters

Page 94

Reading Strategy: Take Notes Students should draw a box around *The Compass.*

Possible response:

1. A compass consists of a small magnet.
2. points toward the North Pole
3. reacts to Earth's magnetic field

Comprehension Check Students should underline *Anywhere on Earth you can hold a compass in your hand and it will point toward the North Pole.*

Knowing what direction you are facing helps you locate where you are on a map and helps you know which way to go to get somewhere.

Text Structure Students should circle the word *lodestone* in the first sentence of the second paragraph.

They rubbed the tip of a needle on a lodestone to magnetize it.

Page 95

Text Structure Students should draw a box around the bulleted list at the top of the page.

The list shows all the things you need to make a compass.

Comprehension Check Students should underline *on the surface of the water*. Responses will vary, but should include that the cork will move easily because it floats.

Comprehension Check Students should circle *Now you can determine south, east, and west*. Responses will vary, but should include that south will be the opposite direction of north, while east will be at a 90 degree angle to the right of north, and west will be at a 90 degree angle to the left.

Page 96

Retell It! Responses will vary.
Reader's Response Responses will vary.
Think About the Skill Responses will vary.

Page 98

Edit for Meaning
Paragraph 1 error: it only tells the direction that you are facing
Correction: it does not tell the direction that you are facing

Paragraph 2 error: South Pole
Correction: North Pole

Page 99

- Focus on Details**
- | | |
|---------------|-------------------|
| 1. ELEVATION | 6. DEATH VALLEY |
| 2. KILOMETERS | 7. NORTH POLE |
| 3. SEA LEVEL | 8. MAGNETIC FIELD |
| 4. DENVER | 9. CHINESE |
| 5. BOSTON | 10. LODESTONE |

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Page 102

Use What You Know Responses will vary.

Text Structure Students should circle *early 1500s*.

The first cowboys were *vaqueros*, Mexican ranchers and the local Native Americans who they taught to ride horses and take care of cattle.

Reading Strategy: Summarize
Responses will vary.

Page 103

Text Structure Students should circle the subheading *Cotton and Cattle*. Responses will vary.

Comprehension Check Students should draw a box around *cotton*. No, most farmers planted and harvested their own cotton.

Comprehension Check Students should underline the passage *After the Civil War (1861–1865), the slaves were freed. Many former slaves became sharecroppers. Others joined the growing number of Texans who became cowboys*. Responses will vary.

Page 104

Text Structure Students should circle *four dollars a head*. Responses should include that cattle were worth ten times as much in the North and East, or that cattle were worth 36 dollars more in the North and East.

Comprehension Check Students should underline *Ranchers quickly realized that they could make a lot of money by selling their cattle elsewhere*. There were many cattle in Texas but not many in the northern and eastern United States. They were more valuable where they weren't plentiful.

Reading Strategy: Summarize Students should draw a box around the question *Why were cattle important to the Texas economy?* Responses will vary but may include that there were not many cattle in the northern and eastern United States; that cattle there cost up to forty dollars a head; that cattle in Texas were worth about four dollars a head; that cowboys could drive cattle to Kansas and Missouri and ship them from there.

Page 105

Comprehension Check Students should underline *it took from three to six months to complete*.

Responses may include the long distances involved, the speed of the cattle, and the difficulties and dangers that cowboys faced.

Text Structure Students should circle the word *practical*.

Possible response: Cowboys wore useful and sensible clothes to help them withstand these temperatures.

Reading Strategy: Summarize Students should draw boxes around the subheadings *The Great Cattle Drives* and *Cowboy Life*.

Possible response:

1. Cowboys drove millions of cattle from Texas to Kansas and Missouri.
2. Cowboys had a difficult life.

Page 106

Text Structure Students should underline *Cowboy hats had to be strong and long lasting*. Responses will vary.

Comprehension Check Students should draw a box around the first paragraph. Responses will vary, but may include that their hats performed all these functions for them.

Reading Strategy: Summarize Students should circle *shirts, pants, and bandannas*. Responses will vary.

Page 107

Comprehension Check Students should place a check mark next to the first paragraph. Cowboys used the heels of their boots to keep from slipping through their stirrups and to dig into the ground when roping cattle.

Text Structure Students should underline *native Texans, South, East, and Midwest*. The cowboys from the East likely traveled the greatest distance to reach Texas.

Reading Strategy: Summarize Students should circle the second paragraph. Responses will vary.

Page 108

Comprehension Check Students should underline *The most important tools for a cowboy were his horse and his rope or lariat (from the Spanish word la reata, meaning "rope")*.

A cowboy used his horse to drive cattle. He used his lariat for catching cows or steers.

Reading Strategy: Summarize Responses will vary.

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

Page 109

Comprehension Check Students should underline *During that time, thousands of cowboys worked on cattle drives*.

Responses will vary.

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

Possible response: Then ranchers could send their cattle to market directly by train, so they no longer needed cattle drives.

Reading Strategy: Summarize Students should circle *What caused the end of the cowboy era?* Responses will vary, but students should mention that the end of the cowboy era was caused by the invention of barbed wire and the building of railroads in Texas.

Page 110

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 112

Edit for Meaning

Paragraph 1 error: a dollar

Correction: forty dollars

Paragraph 2 error: Oregon or Nebraska

Correction: Kansas or Missouri

Page 113

Focus on Details

1. VAQUEROS; 2. SERRA; 3. RANGES;
4. TRAIN; 5. CHISHOLM;
6. BANDANNAS; 7. TEXAS;
8. TWENTY; 9. LARIAT; RUSTLERS

Page 116

Use What You Know Responses will vary.

Text Structure Students should circle *dazzling*. Above you are very bright points of light scattered across the darkness.

Reading Strategy: Evaluate New Information Students should underline *they began to notice that the points of light moved in regular, predictable patterns.*
Responses will vary.

Page 117

Reading Strategy: Evaluate New Information Students should underline *tell time, count days, predict seasons, and tell direction.*
Responses will vary.

Text Structure Students should circle *nomadic.*
1. wandering; 2. roaming

Comprehension Check Students should draw a box around *ancient Maya.*
Knowing about the sun and the seasons helped them plan when to plant and harvest crops.

Page 118

Reading Strategy: Evaluate New Information Students should circle *planetes.*
Responses will vary.

Comprehension Check Students should underline *The Greeks named constellations after their gods, such as Orion the hunter.*
Responses will vary.

Text Structure Students should draw a box around *catalogue.*
They were the first astronomers to name and list everything they could see in the sky.

Page 119

Comprehension Check Students should underline *Aristotle believed that Earth was the center of the solar system and did not move.*
Responses will vary.

Text Structure Students should circle *Al-Sufi (908–986 C.E.).*
Responses will vary.

Comprehension Check Students should underline *It illustrates the color, brightness, and position of stars in the sky.*
Responses will vary.

Page 120

Reading Strategy: Evaluate New Information Students should circle the first paragraph.
Responses will vary.

Text Structure He lived between 1571 and 1630.
He discovered that orbits have an elliptical, or oval, shape.

Comprehension Check Students should underline *The answer came later from the work of the astronomers who followed after him.*
Responses will vary.

Page 121

Text Structure Students should draw a box around *method.*
Another word for *method* is *plan.*

Reading Strategy: Evaluate New Information Students should underline *His telescope magnified objects to thirty times their real size.*
Responses will vary, but students should suggest that today's telescopes can be used to spot planets in far away galaxies.

Comprehension Check Students should circle *In 1633, Galileo was sentenced to stay inside his house for the rest of his life.*
Responses will vary.

Page 122

Retell It! Responses will vary.
Reader's Response Responses will vary.
Think About the Skill Responses will vary.

Page 124

Edit for Meaning
Paragraph 1 error: only stars and were not planets
Correction: not stars, but planets

Paragraph 2 error: single stars
Correction: groups of stars

Page 125

Focus on Details
1. SEASONS; 2. MAYA; 3. CONSTELLATION;
4. ARISTOTLE; 5. SOLAR SYSTEM;
6. ASTRONOMER; 7. ELLIPTICAL; 8. MILKY WAY;
9. SATURN; TELESCOPE

Page 128

Use What You Know Responses will vary.

Text Structure Students should draw a box around *Test Your Memory.*

Answers should relate the idea that people's memories are often not accurate, and sometimes this leads to people going to prison for crimes they did not commit.

Reading Strategy: Evaluate Written Information Answers will vary but should relate to the idea that memories are not always accurate, and relying on memories can have unfortunate consequences.

Page 129

Text Structure Students should circle *lineup*. She identified him from a photograph and in a row of people including the suspect in a crime.

Comprehension Check Students should underline *He was studying at home that day*. People told the police that they were with him at his home.

Reading Strategy: Evaluate Written Information Students should underline *The truth came out, but it was too late*. Timothy died in prison before it was determined that he had gone to prison for a crime he did not commit.

Page 130

Reading Strategy: Evaluate Written Information Students should underline *Through the science of DNA, police can tell if a person was either involved in the crime or not*. The author thinks DNA provides better evidence than fingerprints. The facts support his opinion.

Text Structure Students should circle *evidence, criminal, profile, or suspect*. Sentences will vary.

Comprehension Check Students should underline *The police have learned that DNA is better than fingerprints as evidence in a trial*. DNA helps police tell whether a person was involved in a crime or not.

Page 131

Text Structure Students should underline *The Innocence Project has saved almost 250 people by proving that they are not guilty of the crimes for which they were put in prison*. They want to solve the problem of innocent people going to prison for crimes they did not commit. They plan to do this using DNA testing.

Comprehension Check Students should underline *Years later, when the real criminal confessed to the crime, scientists confirmed his involvement by testing his DNA*. They used DNA testing to find the real criminal.

Reading Strategy: Evaluate Written Information Students should underline sentences relating to Timothy Cole's wrongful conviction and to the purpose and achievements of the Innocence Project. The author's purpose is to inform people of the importance of DNA testing. Answers will vary.

Page 132

Retell It! Responses will vary.
Reader's Response Responses will vary.
Think About the Skill Responses will vary.

Page 134

Edit for Meaning
Paragraph 1 error: school
Correction: his home

Paragraph 2 error: innocent
Correction: guilty

Page 135

Focus on Details

| | |
|-----------------|--------------|
| 1. EYEWITNESSES | 5. DNA |
| 2. TIMOTHY | 6. INNOCENCE |
| 3. TEN | 7. STUDYING |
| 4. HAIR | 8. LINEUP |

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