

Grade 9



myPerspectives
ELD Companion Workbook
Answer Key



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myPERSPECTIVES ELD COMPANION WORKBOOK ANSWER KEY GRADE 9

Page 2

Use What You Know Responses will vary.

Text Structure Students should circle *The Nineteenth Century*, *Bloomers*, and *Safety elevator*. The heading tells the time period that this section covers. The subheadings tell the name of an invention, the date it was invented, and the name of the inventor.

Reading Strategy: Recognize

Sequence Students should underline *When she appeared in her pants in about 1853, there was more laughter than liberation*. Within thirty years the bike made bloomers ideal.

Page 3

Text Structure Students should circle *telegraph lines*. Responses will vary, but should include the idea that telegraph lines are electric wires that carry messages.

Comprehension Check Students should underline *He wanted to link the United States and Britain with a cable across the Atlantic Ocean*. Responses will vary.

Reading Strategy: Recognize

Sequence Students should draw boxes around *1866*, *1869*, and *1871*. Responses will vary, but should indicate that 1866 marks the discovery of intervals, or periods; 1869 is the publication year of the periodic table; and in 1871 the periodic table was updated to show undiscovered elements.

Page 4

Comprehension Check Students should underline *Tailor Jacob Davis started making denim pants with riveted pockets, to make them strong for hard work*. Responses will vary, but should include the idea that the jeans had riveted pockets and they didn't tear apart easily.

Text Structure Students should circle *discoveries transformed both everyday life and the world of science*. Responses will vary, but should include the idea that new inventions can affect everyone.

Comprehension Check Students should underline *radios*, *lifesaving drugs*, and *cars*. Responses will vary.

Page 5

Comprehension Check Students should underline *He started a company to make vacuum cleaners in 1902*. Responses will vary, but should include Booth's experiment.

Text Structure Students should circle *retailer*. This word refers to Morris Mitchtom.

Comprehension Check Students should underline *"Teddy's Bears"*. Responses will vary but should include the idea that the toys were named for Theodore Roosevelt.

Page 6

Comprehension Check Students should underline *It had a drum that turned back and forth to tumble clothes clean. Its motor was simply bolted on to the outside of the machine. It wasn't very safe, but it saved women many hours of work*. Responses will vary, but should include the idea that the electric washing machine was a labor-saving device.

Reading Strategy: Recognize Sequence

Students should draw a box around *1924* and *1905*.
19 years

Comprehension Check Students should underline *Epperson invented the ice pop by accident in 1905...by leaving a drink with a stirrer in it out on a cold night*.
The stick.

Page 7

Comprehension Check Students should underline *In 1928 he produced a gum that was so stretchy he could blow bubbles with it*. Responses will vary.

Reading Strategy: Recognize Sequence

Students should underline *Possibly inspired by real cats' eyes, British engineer Percy Shaw invented them in 1934, but they were not used until the following year*.
Cat's eyes were first used in 1935.

Comprehension Check Students should underline *Their secret was in the rubber that housed the reflectors. Whenever a car ran over a cat's eye, a flexible "eyelid" wiped the reflectors clean, ready for the next driver.*
Responses will vary.

Page 8

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 10

Paragraph 1 error: was never established
Correction: was finally established in 1868

Paragraph 2 error: did it alone
Correction: hired a number of engineers and scientists, including Charles Bright and William Thomson

Page 11

- | | |
|-------------|-----------------|
| 1. GAPS | 6. BEST SELLERS |
| 2. BLOOMERS | 7. WASHTUB |
| 3. PATENT | 8. WORLDWIDE |
| 4. MODERN | 9. STIRRER |
| 5. OUTSIDE | 10. MILLIONAIRE |

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Page 14

Use What You Know Responses will vary.

Reading Strategy: Ask Questions
Students should underline the subheading *The Simplest Sport.*
Responses will vary, but one possible question might be: Why is soccer the simplest sport?

Text Structure Students should circle the word *dazzle.*
Responses will vary; a sample response: In addition, players often amaze audiences with leaping kicks that are as awesome as the flying dunks of professional basketball players.

Page 15

Reading Strategy: Ask Questions
Students should underline *A Little History.*
Responses will vary, but sample questions might be: When did soccer begin? or Where did soccer begin?

Text Structure Students should underline *1863.*
At that time, formal rules were adopted for soccer, first by England then by other countries.

Comprehension Check Students should circle *Uruguay.*
The tournament is held every four years.

Page 16

Text Structure Students should circle the word *lifeline.*
Responses will vary; an example: For them, soccer can sometimes be something that they depend on completely.

Comprehension Check Students should circle *In 2004, a soccer team was organized in Clarkston, Georgia, a small town outside of Atlanta.*
The team calls itself that because it is made up entirely of refugees.

Reading Strategy: Ask Questions
Students should underline *Warren St. John.*
Possible questions include: Where were you born? When did you arrive in the United States? Why do you play soccer?

Page 17

Text Structure Students should circle the word *wealthier.*
Sentences will vary.

Comprehension Check Students should underline *they shared a love of soccer.*
It helped them get to know each other. It also helped them bridge the gap from their old world to their new one.

Reading Strategy: Ask Questions Possible questions include: Where do they play? When is their next game?

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: It requires a lot of equipment.

Correction: *It requires very little equipment.*

Paragraph 2 error: Only the youngest kids in the richest parts of of the world can usually put together those two things.

Correction: *Even the youngest kids in the poorest parts of the world can usually put together those two things.*

Page 21

Across

- | | |
|------------|---------------|
| 1. SEASON | 7. IMMIGRANTS |
| 5. LEAGUE | 9. FOOTBALL |
| 6. ENGLAND | |

Down

- | | |
|---------------|-----------|
| 1. STEAL | 4. GOALIE |
| 2. ELEVEN | 8. FANS |
| 3. TELEVISION | |

Page 24

Use What You Know Responses will vary.

Text Structure Students should draw a box around *continually*. Responses may vary.

Reading Strategy: Skim Students should circle *runaway* in the second sentence of the first paragraph and *runaways* in the last sentence of the first paragraph and in the second sentence of the second paragraph. Responses may vary, but may include the idea that people helped runaways escape because they thought slavery was wrong.

Page 25

Text Structure Students should draw a box around *Harriet Tubman*.

Responses may vary, but students should indicate that they expect to read about a woman named Harriet Tubman who likely took part in the Underground Railroad.

Comprehension Check Students should circle *But the most famous conductor was Harriet Tubman, a woman who had been a slave herself*. Responses will vary, but answers might include the fact that Harriet Tubman knew the terrible conditions that slaves faced and wanted to lead them to freedom.

Comprehension Check Students should circle *Philadelphia*.

Responses will vary, but should include the idea that it probably took several trips to help a number of family members escape.

Page 26

Text Structure Students should draw a box around *Civil War*.

She served as a spy for the Union army.

Reading Strategy: Skim Students should underline the sentence *Over a ten-year period, she traveled back to the South nineteen times to help more than 300 slaves escape*.

Responses will vary. Students should indicate that Tubman made many trips to help hundreds of slaves escape.

Comprehension Check Students should circle *They often spoke in code, using one word to mean another*.

Responses will vary, but should include the idea that only other runaways and their helpers could understand the code.

Page 27

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

Comprehension Check Students should circle *Ohio*.

The Ohio River

Text Structure Students should circle the charts labeled *Free States* and *Slave States*. They show which states were free states and which states were slave states.

Page 28

Reading Strategy: Skim Students should underline *We do not have a complete history of the Underground Railroad.*

1. There are few written records.
2. No one knows how many slaves escaped.
3. We don't know how many people helped.

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

Comprehension Check Students should underline *The 'drinking gourd' is what the fugitive slaves called the Big Dipper.* Responses will vary, but should include the idea that fugitive slaves used the Big Dipper as a guide to the North and they needed a way to refer to it safely so others would not learn about their plans to escape.

Page 29

Comprehension Check Students should underline *For the old man is waiting for to carry you to freedom, If you follow the Drinking Gourd.* Responses will vary, but should include the idea that the dead trees show the way.

Text Structure Students should circle the Chorus. The Chorus occurs three times.

Comprehension Check Students should underline *When the sun comes back and the first quail calls, Follow the Drinking Gourd.* Responses will vary, but should include the idea that slaves had to communicate in code.

Page 30

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 32

Paragraph 1 error: vigilante committees
Correction: vigilance committees

Paragraph 2 error: similar climate and environment
Correction: different climate and environment

Page 33

Across	Down
3. FUGITIVE	1. STATIONS
6. UNDERGROUND	2. DISGUISE
8. NURSE	4. SHELTER
9. CONDUCTOR	5. CODE
10. NORTH	7. OHIO

Page 36

Use What You Know Responses will vary.

Text Structure Students should draw a box around *A Scientific Mystery*. Responses may vary, but students should indicate that the section will probably contain information about scientists working to solve a mystery.

Reading Strategy: Recognize Cause and Effect Possible responses: death, suffering, fever, headaches, backaches, or jaundice.

Page 37

Comprehension Check Students should circle the first paragraph. Responses will vary, but should include the idea that patients' fevers begin to rise, they bleed inside their bodies, and sometimes they recover, but other times they die.

Reading Strategy: Recognize Cause and Effect Students should underline *an epidemic that killed 20,000 people in 1878.* Students should list any two of water, air, or human contact.

Text Structure Students should draw a box around *Dr. Carlos Finlay*. Dr. Finlay hoped to prove that mosquitoes transmit yellow fever.

Page 38

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

Comprehension Check Students should circle *Finlay created a map that showed the locations of yellow fever epidemics and the habitats of different mosquitoes.* Responses will vary, but should include the idea that Finlay proved a connection between the locations of mosquitoes and yellow fever epidemics.

Reading Strategy: Recognize Cause and Effect

Students should underline *While in Cuba, 2,000 American troops came down with yellow fever!*
Reed was put in charge of a group that looked for the cause of yellow fever.

Page 39

Comprehension Check Students should underline *They also discovered a relationship between mosquitoes and a disease called malaria.* Responses will vary, but should include the idea that Lazear used this information to begin to think that mosquitoes were also the cause of yellow fever.

Reading Strategy: Recognize Cause and Effect

Students should underline *Lazear took them back to commission headquarters and experimented on human volunteers. Lazear even experimented on himself.*
Lazear contracted yellow fever and died.

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

Page 40

Comprehension Check Students should underline *He offered to pay them \$100. The volunteers would receive an additional \$100 if they became ill.* Responses will vary.

Text Structure

- 1. One group was exposed to items used by yellow fever patients.
- 2. The other group was exposed to mosquitoes that had bitten yellow fever patients.

Reading Strategy: Recognize Cause and Effect

Students should underline *Even so, all the volunteers in this tent came down with the disease.*

Scientists learned that mosquitoes passed yellow fever from sick people to healthy people.

Page 41

Reading Strategy: Recognize Cause and Effect

- 1. Cover backyard containers that held water
- 2. Screen windows
- 3. Kill mosquito eggs

Students should underline *As a result, many countries experienced fewer cases of yellow fever.*

Comprehension Check Students should circle *It was found that monkeys in the African rain forest were the original source of the yellow fever virus.*

Responses will vary, but should include the idea that mosquitoes that bit monkeys then bit people and spread the disease to the human population.

Text Structure Students should draw a box around the word *vaccine.* Responses will vary.

Page 42

Retell It! Responses may vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 44

Paragraph 1 error: few scientific advances

Correction: many scientific advances

Paragraph 2 error: there was no connection

Correction: there was a connection

Page 45

- 1. JAUNDICE
- 2. EPIDEMIC
- 3. HYPOTHESIS
- 4. CUBA
- 5. SURGEON
- 6. MALARIA
- 7. TENT
- 8. BITES
- 9. BACKACHE

Answer: MOSQUITO

Page 48

Use What You Know Responses will vary.

Text Structure Students should circle *"Sowing the Seeds of Peace."*

Responses may vary, but should indicate that people sow seeds to grow plants. Students might reply that the article will discuss people who are doing things to encourage peace to grow.

Reading Strategy: Compare and Contrast

Responses will vary. Possible answers may include two of the following:

1. Same: They are both teenagers; they are both girls; they both attend the Seeds of Peace camp; they are both from the Middle East.
2. Different: They come from different places; Noor knows Arabic and Shirlee knows Hebrew.

Page 49

Comprehension Check Students should underline *In the close quarters of tiny cabins and bunk beds, bunk counselors encourage the campers to ignore national and ethnic boundaries as they make friends with their immediate neighbors.*

Responses may vary, but should indicate that the teenagers sleep side-by-side, share a sink and participate in group games.

Text Structure Students should draw a box around *traditional summer camp activities.* Responses will vary. Students should list three types of sports (such as basketball, swimming, etc.) and/or games (such as ping pong and board games) that kids might participate in at a summer camp.

Reading Strategy: Compare and Contrast

Responses will vary. Possible answers may include two of the following:

1. Same: Campers sleep in cabins; they take part in summer camp activities
2. Different: The campers come from several different nations; they participate in two-hour coexistence sessions.

Page 50

Comprehension Check Students should draw a box around *eight.*

Responses may vary, but should indicate the girls wanted to be ready to give their opinions on the topic.

Text Structure Students should circle *legitimate.*

Responses will vary.

Reading Strategy: Compare and Contrast

Students should underline *Jerusalem.*

Responses may vary, but should indicate Adar believed Israelis should control Jerusalem, while Aman believed Palestinians should have control of the city.

Page 51

Comprehension Check Students should underline *I only sporadically interjected my voice, reminding them not to hold each other, as individuals, responsible for the actions of their governments.*

Responses may vary, but might suggest it was important because otherwise the discussion could lead to blaming or name-calling.

Text Structure Students should circle *sporadically.*

Responses may vary, but sample answers include “every once in awhile” or “sometimes.”

Reading Strategy: Compare and Contrast

Students should draw a box around *I felt relieved.*

Responses may vary, but should indicate the feeling is different. The counselor feels tense when sensitive issues come up.

Page 52

Text Structure Students should circle *“Seeds of Peace: Cultivating Friendships.”*

Responses may vary, but should suggest the second article will tell more about the Seeds of Peace International Camp and the friendships that form among the teenagers who attend it.

Comprehension Check Students should draw a box around *Author John Wallach.*

Responses may vary, but should indicate he founded the camp to help bring understanding to the Middle East.

Reading Strategy: Compare and Contrast

Students should underline *Since that first camp, Seeds of Peace has expanded its programming to include participants from twenty five different nations.*

Responses may vary, but should indicate that at the first camp, only three nations were represented.

Page 53

Text Structure Students should circle *Eitan Paul (New Jersey).*

Responses may vary, but should suggest this section most likely describes the experiences of a boy named Eitan Paul from New Jersey at the Seeds of Peace camp.

Reading Strategy: Compare and Contrast

Responses will vary. Possible answers may include two of the following:

1. Same: They are both teenagers; they both attended the camp; they both enjoyed the experience.
2. Different: Eitan is a boy and Marisa is a girl; Eitan came from New Jersey and Marisa came from Florida.

Comprehension Check Students should underline *I keep in touch with my friends through e-mail, the phone, and the mail.*

Responses may vary, but should indicate she hopes to travel to the countries where they live to visit them.

Page 54

Retell It! Responses will vary.

Reader’s Response Responses will vary.

Think About the Skill Responses will vary.

Page 56

Paragraph 1 error: no other country in the Middle East is represented.

Correction: and other Middle East countries.

Paragraph 2 error: harmony and accord

Correction: conflict and violence

Page 57

Across

2. MAINE
7. EGYPT
8. GAMES
9. LEADERS
10. GREEN

Down

1. SITES
3. ALPHABET
4. FOUNDER
5. BEDTIME
6. CABINS

Page 60

Use What You Know Responses will vary.

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

Comprehension Check Students should write *Claudia*. Responses will vary but should indicate that a “nickname” is not someone’s actual name, but rather a name associated with certain qualities an individual possesses.

Page 61

Comprehension Check Students should circle *She decided to beautify the country by preserving its wildflowers, native plants, and grasses.*

Text Structure Students should draw a box around *Native plants are those that have existed in an area for a long time without having ever been planted.*

Responses will vary but should include the idea that native plants are disappearing due to human activities such as urban development, farming, and the planting of non-native plants.

Reading Strategy: Classify Possible answers may include three of the following:

1. urban development
2. farming
3. non-native plants pushing the native plants out

Page 62

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

Responses will vary.

Reading Strategy: Classify Students should underline *red Indian blanket*.

Responses will vary but should include: Native plants protect the soil from erosion. They anchor the soil and keep it in place. They also hold water in the soil.

Comprehension Check Students should underline *The National Wildlife Research Center displays the flowers and plants it helps to preserve, and it supports programs to protect our ecological heritage.*

Responses will vary but should include the idea that the organization displays the flowers and plants it preserves, and supports programs to protect our ecological heritage.

Page 63

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

Reading Strategy: Classify Responses will vary but should include three of the following:

1. Plants release oxygen into the air.
2. Plants are food for animals and humans.
3. Plants and insects keep each other alive.

Comprehension Check Students should underline *Ladybugs eat insects called aphids. Farmers keep ladybugs to eat aphids, which damage their crops.*

Page 64

Comprehension Check Students should draw a box around *One example is the 2007 Endangered Species Recovery Act. The government gives tax credits to citizens who conserve and protect the endangered plants and animals on their land.*

Responses will vary.

Text Structure Students should circle *wilderness areas.*

Responses will vary.

Reading Strategy: Classify Students should underline *It means clean air, clean water, and preservation of wild areas. Of course, it also has an impact on beauty.* (Students can underline the sentence about cleaner highways or the one discussing the prairies.) *Native grasses, plants, and wildflowers also provide homes for birds and insects.*

Responses will vary.

Page 65

Comprehension Check Students should circle or underline *“Environmental First Lady.”*

Text Structure Students should draw a box around *confident that good things will happen.*

Responses will vary.

Reading Strategy: Classify Students should underline *environmental and economic reasons and for reasons of the heart.*

Responses will vary.

Page 66

Retell It! Responses will vary.

Reader’s Response Responses will vary.

Think About the Skill Responses will vary.

Page 68

Paragraph 1 error: nitrogen

Correction: oxygen

Paragraph 2 error: Humans don’t have important relationships with plants.

Correction: Humans have important relationships with plants.

Page 69

- | | |
|--------------|-----------------|
| 1. OXYGEN | 6. CONSERVATION |
| 2. MISSION | 7. NATURE |
| 3. NATIVE | 8. PARTNERSHIPS |
| 4. SYMBIOTIC | 9. BENEFICIAL |
| 5. TRIBUTE | 10. ORGANISM |

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+ + + + + + + + + + + **P** + + +
+ + **B E N E F I C I A L** + + +
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Page 72

Use What You Know Responses will vary.

Text Structure Students should circle *“97 Orchard Street.”*

Responses will vary.

Reading Strategy: Use Visuals Answers will vary.

Page 73

Comprehension Check Students should underline *The only way to explore the museum is through a guided tour.*

Responses will vary, but should indicate that the apartments give visitors a realistic portrait of how immigrants once lived.

Text Structure Students should circle *garment industry.*

Responses may vary but could include designer, seamstress, shop owner, factory worker, etc.

Reading Strategy: Use Visuals Answers will vary.

Page 74

Comprehension Check Students should underline *An unrestored apartment in the building drives home the nineteenth-century reform movement's campaign for improved housing.*
Responses will vary.

Text Structure Students should circle *tolerance* and place a check mark beside *the acceptance of other people and cultures as they are.*
Responses will vary.

Comprehension Check Students should draw a box around *the Lower East Side.*
Responses will vary, but students might indicate that on a walking tour visitors can learn more about the neighborhood and see other important historical sites in the area.

Page 75

Reading Strategy: Use Visuals
Answers will vary.

Text Structure Students should circle *To help unite the diverse community surrounding it, the museum has organized the Lower East Side Community Preservation Project.*
Responses will vary, but students might indicate that the project helps identify historic places.

Comprehension Check Students should underline *The sites represent the different groups who have lived in the neighborhood since the 1800s.*
They plan to create historical markers and place them at each site.

Page 76

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

Page 78

Paragraph 1 error: extremely wealthy people
Correction: poor and immigrant city-dwellers
Paragraph 2 error: are not
Correction: are

Page 79

- | | |
|--------------|----------------|
| 1. IMMIGRANT | 6. INSPECTOR |
| 2. MUSEUM | 7. LABOR |
| 3. RESIDENTS | 8. LETTERS |
| 4. COSTUME | 9. SITES |
| 5. HOUSING | 10. HARD TIMES |

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 + + T + + R A + M + + + O + C
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Page 82

Use What You Know Responses will vary.

Text Structure Students should circle *ultralight* and underline *a single-seat, powered airplane that weighs less than 254 pounds.*
Responses will vary, but students might indicate that an ultralight plane would be less likely to scare the birds away.

Reading Strategy: Monitor Comprehension Students should draw a box around the third paragraph.
Responses will vary.

Page 83

Reading Strategy: Monitor Comprehension Students should draw a box around the first paragraph.
Responses will vary but should mention that a disease could wipe out the single flock, so government agencies came together to find a solution and came up with a plan to create a second flock.

Comprehension Check Students should underline *The eggs were kept at the Necedah National Wildlife Refuge in Wisconsin and Patuxent Wildlife Center in Maryland.*
Responses will vary but should indicate that there were many more sandhill cranes, so if

anything went wrong, that species would not become endangered.

Text Structure Students should circle *shy* and underline *nervous around something or someone*.
Responses will vary.

Page 84

Reading Strategy: Monitor

Comprehension Students should underline a word in the second paragraph that they don't understand.
Responses will vary.

Text Structure Students should circle *October 3, 2000*.
Scientists began to lead the birds from the Necedah refuge to Florida.

Comprehension Check Students should underline *The route from Wisconsin to Florida was 1,250 miles*.
Responses will vary.

Page 85

Reading Strategy: Monitor

Comprehension Students should draw a box around a key term in the first paragraph.
Responses will vary.

Comprehension Check Students should underline *Of the thirteen sandhills that began the journey, eleven actually landed in the Florida refuge*.
Responses will vary.

Page 86

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 88

Paragraph 1 error: the birds froze during winter?

Correction: a disease spread through the flock?

Paragraph 2 error: had dropped to less than 150.

Correction: was over 180.

Page 89

- | | |
|---------------|---------------|
| 1. EXTINCTION | 6. FLORIDA |
| 2. WETLAND | 7. HATCHLINGS |
| 3. REFUGE | 8. FLIGHT |
| 4. EGGS | 9. ROUTE |
| 5. WISCONSIN | 10. SANDHILLS |

Page 92

Use What You Know Responses will vary.

Text Structure Students should draw a box around *April 10, 1966*.
On that date, thousands of workers came to Sacramento to see César Chávez.

Reading Strategy: Distinguish Fact from Opinion

Students should list:
1. The work was hard.; 2. Their lives were hard.

Page 93

Reading Strategy: Distinguish Fact from Opinion

Students could underline the sentence *César's life hadn't always been so hard or They were not rich, but life was good*.
Responses will vary, but might include: He was born near Yuma, Arizona. He was born in 1927.

Comprehension Check Students should underline *California*.

Responses will vary, but students should indicate that people were poor during the Great Depression and could no longer afford to shop in their store.

Text Structure Students should circle *From School to the Fields*.

Responses may vary. Students might indicate that Chávez will no longer be attending school. Instead, he will most likely work in farm fields.

Page 94

Text Structure Students should circle the word *grueling*.

Responses will vary; an example: Farm work was very difficult and painful.

Comprehension Check Students should draw a box around *the U.S. Navy*.

He faced discrimination in the Navy, which helped him realize that farm workers should fight for better treatment.

Reading Strategy: Distinguish Fact from Opinion

Students should underline one of the first four sentences.

An opinion would be: At last, Chávez would have a chance to change things.

Page 95

Reading Strategy: Distinguish Fact from Opinion

It is an opinion.

Students can underline any sentence in the third paragraph.

Comprehension Check Students should draw a box around the quote, *Don't buy grapes!* He felt they needed the rest of the country to support the strike.

Text Structure Students should circle the word *boycott*.

Responses may vary, but should indicate that during a boycott shoppers refuse to buy goods or services as a protest against the company that makes or sells them.

Page 96

Text Structure Students should circle *March 17, 1966*.

Chávez began a march with 67 other protestors.

Comprehension Check Students should draw a box around *Reporters and film crews*. They learned how farm workers lived and shared it with others.

Reading Strategy: Distinguish Fact from Opinion

Students should underline the sentence *The growers didn't like the publicity*. Responses may vary. Possible responses include: The growers finally agreed to the union's demands.

Page 97

Comprehension Check Students should circle *California's lettuce growers*. He organized strikes and boycotts against them to improve the lives of their workers.

Text Structure Students should draw a box around the year *1975*.

The state of California passed the Agricultural Labor Relations Act, which promised basic rights for farm workers.

Comprehension Check Students should underline *for over 30 years*.

He starved himself, marched, went to jail, and received death threats.

Page 98

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 100

Paragraph 1 error: dropped out of the march.

Correction: joined the march each day.

Paragraph 2 error: San Francisco to Denver

Correction: Delano to Sacramento

Page 101

- | | |
|--------------|-----------------|
| 1. YUMA | 6. CAPITOL |
| 2. MIGRANT | 7. BANNERS |
| 3. CHEMICALS | 8. CALIFORNIA |
| 4. UNION | 9. SUPERMARKETS |
| 5. STRIKE | |

Answer: DISCRIMINATION

Page 104

Use What You Know Responses will vary.

Text Structure Students should circle *sign-language interpreter*.

Responses will vary.

Reading Strategy: Identify Main Idea and Details

Students should circle *Abrahamson plays football for the California School for the Deaf—Riverside (CSDR)*. The main idea is that the California School for the Deaf—Riverside has a football team.

Students should underline several sentences on the page that contain details to support the main idea, such as *The CSDR Cubs play against hearing and hearing-impaired schools*.

Page 105

Text Structure Students should circle *Losers to Winners*.

Students should indicate that the team will start winning more games than they lose.

Comprehension Check Students should draw a box around *two games*. Responses will vary, but should indicate that they skipped practice whenever they felt like it. They did drills at half-speed.

Reading Strategy: Identify Main Idea and Details Students should circle *That all changed when a new coach, Len Gonzales, took over in 2001*. Students can underline one of several details in that paragraph, such as *Gonzales played football at CSDR in the 1980s and 1990s*.

Page 106

Reading Strategy: Identify Main Idea and Details Students should underline the sentence *Gonzales and his coaching staff brought more structure to the program*. Responses will vary. Students might indicate they did more weight training, or went to summer football camps, etc.

Text Structure Students should circle the year *2002*. The team won five out of ten games.

Comprehension Check Students should underline *CSDR uses a combination of American Sign Language and its own code, designed by the coaches, to call plays*. Responses will vary, but should indicate that the other players go when they see the center make the pass.

Page 107

Comprehension Check Students should underline *They request only that the referees wave their arms as well as blow their whistles to signal the end of a play*. Responses will vary.

Reading Strategy: Identify Main Idea and Details Students should underline *Even though the Cubs can't hear noise, they can make it*. Responses may vary. Possible details students might circle include: The players and coaches whoop and holler.

Text Structure Students should draw a box around *stands*. Responses may vary. Student definitions should indicate that stands are the sections where people sit during a sporting event.

Page 108

Retell It! Responses may vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 110

Paragraph 1 error: International Sign Language and flag code, designed by the coaches

Correction: American Sign Language and their own code

Paragraph 2 error: waves to

Correction: taps

Page 111

Across

2. Winning

3. Camp

5. Waves

7. Gallaudet

9. Code

Down

1. Football

2. Wiggle

4. Practice

6. Sign

8. Victory

Page 114

Use What You Know Responses will vary.

Text Structure Students should circle the first paragraph.

The main idea is that people first walked on the moon on July 21, 1969.

Reading Strategy: Take Notes Students should underline *NASA*.

It stands for National Aeronautics and Space Administration.

Page 115

Comprehension Check Students should underline *The crash was so powerful that it chipped off a gigantic chunk of our planet and kicked it into space*.

It occurred 4 billion years ago.

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

Responses will vary, but should indicate that people use telescopes to see things that are very far away.

Comprehension Check Students should circle *By setting up telescopes on the moon's surface, researchers could get a clearer view of space.* Responses will vary.

Page 116

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

Comprehension Check Students should circle *two and a half days* and underline *nine months.* Responses may vary, but should indicate that the moon is a lot closer, so it's safer and easier to travel there than to Mars.

Reading Strategy: Take Notes Students should underline two details from the second paragraph. Responses will vary. Sample answer: A Colony on the Moon.

Page 117

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

Reading Strategy: Take Notes Students should underline two details from the first paragraph. Responses will vary.

Comprehension Check Students should underline *Figuring out how to live on the moon could teach scientists the skills needed to keep exploring the rest of the universe.* Responses will vary.

Page 118

Text Structure Students should circle *No Need to Establish a Moon Base.* Responses will vary, but should suggest this article will examine the opposite point of the view of the first.

Comprehension Check Students should underline *However, both actions are unnecessary, dangerous, and expensive.* Astronauts first landed there in 1969.

Reading Strategy: Take Notes Students should underline two details from the second paragraph. Responses will vary.

Page 119

Comprehension Check Students should underline *So far, they have been responsible for the deaths of seventeen people.* Responses will vary.

Reading Strategy: Take Notes Students should circle two details from the second paragraph. Responses will vary.

Text Structure Students should draw a box around *invest.* Instead, we should spend our time, money, and energy on additional robotic projects.

Page 120

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 122

Paragraph 1 error: 100 planets inside our solar system

Correction: 100 planets outside our solar system

Paragraph 2 error: manned space flights has risen, . . . robots in space has dropped

Correction: manned space flights has dropped, . . . robots in space has risen

Page 123

Across

5. OXYGEN
6. TRIUMPH
7. TELESCOPES
8. CHALKY
10. ROBOTS

Down

1. MANNED
2. ASTRONAUTS
3. MINE
4. NINE
9. CRATERS
11. BASE

Page 126

Use What You Know Responses will vary.

Text Structure Students should circle the first two paragraphs. This article will be about the sun.

Reading Strategy: Connect Ideas Students should circle *An ancient Idea.* Responses will vary, but should include something about ancient people and how they used the sun.

Page 127

Comprehension Check Responses will vary.

Text Structure Responses will vary.

Comprehension Check Students should underline *need for something*. Responses will vary.

Page 128

Comprehension Check Students should circle *Today, the International Space Station gets some of its power from solar cells*.

Text Structure Students should underline *In the 1970s, oil was expensive and in short supply*. Responses will vary.

Reading Strategy: Connect Ideas Students should circle *scientists needed ways to power objects in space* and *The Amount of attention given to solar energy often depends on the price and availability of other fuels*. Responses will vary, but should indicate that the main ideas are connected because both explain why solar energy was developed.

Page 129

Comprehension Check Students should circle *It will not run out for a very long time*. Responses will vary, but should include that solar energy can be restored when it runs out.

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

Reading Strategy: Connect Ideas Students should circle *Today, there is renewed interest in solar technology for a variety of reasons* and *Solar energy is a renewable resource*. These main ideas tell us that solar power is popular for many reasons.

Page 130

Comprehension Check Students should circle *Many calculators have small solar cells*. Responses will vary, but students may point out that solar panels can be seen on roofs.

Text Structure Students should draw a box around *The Sun Belt*. Responses will vary, but should include the use or development of solar power in the Sun Belt.

Comprehension Check Students should underline *They have many sunny days each year, so there is great potential to use solar energy for many different purposes*. Responses will vary, but can include that solar power is renewable or better for the environment.

Page 131

Comprehension Check Students should underline *Many cities have special programs that focus on increasing solar energy use*. Responses will vary.

Page 132

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 134

Paragraph 1 error: panels are becoming more expensive

Correction: panels are becoming less expensive

Paragraph 2 error: bicycles

Correction: appliances

Page 135

- | | |
|--------------|--------------|
| 1. consists | 6. beneath |
| 2. renewable | 7. located |
| 3. criteria | 8. influence |
| 4. positive | 9. potential |
| 5. features | 10. solar |