

# Answer Keys

# WORKBOOK ANSWER KEY

## Unit 1

### Page 1

1. touch; 2. sight; 3. sound; 4. taste; 5. smell
- 6.–10. Responses will vary.

### Page 2

1. migration; 2. tradition; 3. cycle; 4. tradition;
5. migration; 6. cultural; 7. cycle
- 8.–10. Responses will vary.

### Page 3

1. inhuman; not human
2. repaint; paint again
3. overuse; use too much
4. unlucky; not lucky
5. overflow; to flow over the usual bounds of something
6. unwise; not wise, not smart
7. informal; not formal
8. overeat; eat too much
9. unashamed; not ashamed
10. oversleep; sleep too much

### Page 4

2. Students may underline *to the sea*, *“Ask them,”* and *prepared their canoes*. Possible answer: The brothers are going to travel across the sea in their canoes to ask the salmon people to send fish to their tribe.
3. Students may underline *friendly villagers* and *gave the chief a gift*. Possible answer: The chief will be pleased with the gift and invite the brothers to stay.
4. Students may underline *“You must now return each bone to the sea,”* *held onto a bone*, and *didn’t come back*. Possible answer: The chief will know that someone didn’t return a bone and will be angry.
5. Students may underline *promised to send salmon to their river*. Possible answer: The brothers will return home, and the chief will send them salmon each year as long as their people return the bones.

### Page 5

1. a; 2. c; 3. c; 4. a; 5. b

### Page 6

- something, someone, somebody, somewhere, someplace  
anything, anyone, anybody, anywhere, anyplace  
nothing, no one, nobody, nowhere, no place
1. anyone interesting;
  2. someplace/somewhere different;
  3. something bright;
  4. anything more delicious; 5. something fun;
  6. anyplace/anywhere unusual;
  7. No one older; 8. anyone talented

### Page 7

1. pretty, prenominal; 2. faraway, postnominal;
3. interesting, prenominal; 4. expensive, postnominal;
5. quick, prenominal; 6. Tiny creatures;
7. something bad; 8. enormous insect;
9. Frequent rain; 10. someplace dry

### Page 9

1. reproduce; 2. organism; 3. nutrients;
4. species; 5. photosynthesis; 6. nonliving;
7. organism; 8. species, reproduce;
9. photosynthesis; 10. nutrients

### Page 10

1. c; 2. d; 3. a;
4. consume; 5. interact; 6. environment
- 7.–9. Responses will vary.

### Page 11

Accept all digraphs. Some answers may include: China, facing, challenges, trying, feed, the, changes, polluted, air, There, drought, possible, will, all, way, uphill, Yellow, through, mountains, billions, need, flooded, because

### Page 12

- 1.–5. Responses will vary.

### Page 13

1. b; 2. c; 3. b; 4. a; 5. c

### Page 14

1. The class takes care of a young puppy.
  2. correct
  3. correct
  4. Vapor rises into the air.
- Count Nouns: teeth, mice, children, sheep  
Non-count Nouns: ice, wind, tea, sugar

**Page 15**

1. Similarly; 2. so \_\_\_\_\_ that; 3. as \_\_\_\_\_ as
4. Some monarch butterflies migrate each year from Canada to Mexico. Similarly, some whales swim across several oceans in one year.
5. The blue whale can grow to be as large as an office building.

**Page 17**

1. personification; 2. personification;
3. setting; 4. personification; 5. setting
6. Students may underline *howled* and *moaned*. Students may circle *winter*, *hill*, and *The house was old and poorly heated*.

**Page 18**

1. capable; 2. concluded; 3. adapt;
4. adapt; 5. concluded; 6. rely
- 7.–8. Responses will vary.

**Page 19**

1. fingerprint; 2. earthquake; 3. earring;
4. aircraft; 5. self-esteem; 6. know-it-all;
7. hanger-on; 8. hand-me-down;
9. trade-off; 10. help desk; 11. voice mail;
12. ground water; 13. life span; 14. waiting room;
- 15.–20. pancake, paintbrush, self-portrait, paper towel, footprint, postage stamp

**Page 20**

1. Students may underline *carried eight books*, *library steps*, *tenth step*, *tripped*, *long skirt*, *books flew out of her arms*, *books tumbled down the library steps*. Drawings will vary.
2. Students may underline *lake lies still*, *trees are heavy with fruit*, and *pale, clear sky*. Drawings will vary.
3. Responses will vary but could include *the herd*, *the sun blazed down*, *his camel*, *the heat*, *his thirst*, and *his sore legs*.
4. Responses will vary but could include *row after row of old books*, *dust*, *hanging in the still air*, and *she bent down and opened the book*.
5. Responses will vary but could include *Nadya held out her hand*, *bare feet*, and *muddy grass*.

**Page 21**

1. b; 2. c; 3. b; 4. a; 5. b

**Page 22**

1. read; 2. starts; 3. sleep; 4. brought
5. The movie we saw was long, silly, and boring.
6. My little brother, Sam, and my older brother, Joe, can both sing.
7. Susan appeared to be angry, upset, and sad about her grades.
8. He is smart, funny, and nice.

**Page 23**

- Opinion: ugly, interesting, cool, beautiful  
 Size: big, little, tiny, large  
 Color: purple, orange, black, pink  
 Material: wood, cloth, plastic, sugar
1. little cloth; 2. interesting orange;
  3. beautiful yellow silk; 4. delicious white chocolate;
  5. huge red brick

**Page 27**

1. C; 2. B

**Page 28**

1. C; 2. C; 3. A; 4. A

**Pages 29–30**

1. D; 2. B; 3. C; 4. A; 5. B

**Pages 31–32**

Responses will vary.

**Unit 2****Page 33**

1. character: a person who takes part in the action of a story
2. point of view: a person's way of seeing a situation
3. first-person point of view: a narrator tells his or her own story
4. third-person point of view: a narrator tells someone else's story
5. third-person point of view

**Page 34**

1. b; 2. c; 3. a; 4. react; 5. abandon; 6. finally;
7. attributed

**Page 35**

1. mand; order; officer who keeps order by ruling
2. vict; conquer; a person hurt or killed
3. laps; slip; suffer a setback
4. mem; worth remembering
5. laps; time passes
6. mand; something that must be done
7. vict; successful in a battle or competition
8. mem; made or done to remind people of someone who died
9. laps; period of time between events
10. vict; the process of sending someone out of a home, etc.

### Page 36

1. Marta needs to carry the computer to the library, but it is too heavy for her alone.
2. Marta explained to her teacher that the computer was too heavy. Then the teacher helped her carry the computer to the library.
3. She knows the name, but can't write the song; she teams up with Jean.
4. She can write the song, but doesn't know the name; she teams up with Alanna.
5. Alanna tells Jean the queen's name, and Jean writes a song about it.

### Page 37

1. b; 2. a; 3. c; 4. b; 5. a

### Page 38

1. asked; 2. smiled; 3. cried; 4. hoped;
5. answered; 6. did; 7. got; 8. grew;
9. had; 10. went;
11. They reached their destination on Monday.
12. They were in Japan last weekend.
13. The captain told them his new plan this morning.
14. The sailor saved a seashell from each place they went last year.

### Page 39

1. The students were noisy. Many people were staring at them.
2. The class is too small. It is going to be cancelled.
3. Our house is large. It has three floors and six bedrooms.
4. Senad gave me his phone number. He gave him mine, too.
5. Did you learn anything interesting in school today?
6. He became angry with me.
7. The talented dancer gave a great performance.
8. The cats were hungry.

### Page 41

1. magnetic; 2. biologists; 3. starvation;
4. landscape; 5. herd; 6. range;
7. biologists; 8. starvation; 9. magnetic;
10. landscape; 11. herd

### Page 42

1. c; 2. d; 3. a;
4. migrate; 5. approaches; 6. approximate;
7. area; 8.–10. Responses will vary.

### Page 43

1. noun; 2. adjective; 3. adjective; 4. noun;
5. noun; 6. adjective; 7. noun; 8. adjective;
9. noun; 10. adjective
- 11.–15. Sentences will vary.

### Page 44

1. Mrs. Robinson could not go to work.
2. Dr. Lopez cannot help his patients.
3. His patients are not happy.

### Page 45

1. c; 2. a; 3. b; 4. a; 5. b

### Page 46

1. Along the way, caribou encounter storms, predators, and dangers.
2. The caribou herd includes males, females, and newborn calves.
3. Winter is cold, the days are dark, and food is hard to find.
4. Younger caribou travel in the back of the herd, while older caribou travel in the front.
5. The caribou walked for miles, gave birth to their calves, and ate a lot of plants.
6. P; 7. NP; 8. P; 9. NP; 10. NP

### Page 47

1. behind; 2. over; 3. under; 4. on; 5. across;
6. before they left their summer home, time;
7. beside its mother, place;
8. up the river to mate, direction;
9. around April, time;
10. into the harbor, direction

### Page 49

1. S; 2. M; 3. M; 4. S; 5. S
- Circle: Danny was a grasshopper  
This trip was an unwelcome intruder
- Underline: sat still as a stone  
about as exciting as a cell phone  
with a dead battery

### Page 50

1. emphasize; 2. journal; 3. immigration;
4. emphasize; 5. adjust; 6. journal;
7. immigration; 8.–10. Responses will vary.

### Page 51

- Plural Noun:** armies; parties  
**Third-Person Singular Verb:** studies; carries; supplies  
**Comparative:** friendlier; happier; heavier  
**Superlative:** friendliest; happiest; heaviest
1. berries; 2. luckiest; 3. theories; 4. fancier;
  5. babies; 6. merrier; 7. applies; 8. funnier;
  9. cities

**Page 52**

1. Auntie Ox is poor. This can be inferred from the fact that she has “almost nothing.”
2. The cup reminds Auntie Ox of Russia. It is one of the few things she brought with her from Russia.
3. Auntie Ox was upset because it was one of the very few things she owned. It was a link to her old life in Russia.
4. She cannot understand Auntie Ox’s tears because she is young and has probably never experienced having to leave one country for another and having to leave most of her things behind.
5. They probably mean that when the narrator is older, she will have more experience and maybe this will help her to understand how Auntie Ox feels.

**Page 53**

1. a; 2. a; 3. c; 4. a; 5. c

**Page 54**

1. Before I bought a bicycle, I walked everywhere.
2. She became stronger as soon as she started lifting weights.
3. When you play basketball, you improve your coordination.
4. He likes to listen to music whenever he studies.
5. After I walk my dog, I usually do my homework.
6. ✓
7. X After we got home, we ate a large meal.
8. X Before I visited San Francisco, I went to Los Angeles.
9. ✓
10. X As soon as my mom gets home, we can go to the mall.

**Page 55**

1. Several/A few; 2. Most/Some; 3. Most/A little;
4. Many/A few; 5. some/a little
- 6.–8. Responses will vary.

**Page 59**

1. B; 2. C; 3. C

**Page 60**

1. A; 2. B; 3. D; 4. C

**Pages 61–62**

1. C; 2. A; 3. A; 4. C; 5. A; 6. B

**Pages 63–64**

Responses will vary.

**Unit 3****Page 65**

1. famine; 2. enterprise; 3. scholarships;
4. excelled; 5. satellite; 6. scholarships;
7. famine; 8. excelled; 9. enterprise;
10. self-portrait

**Page 66**

1. d; 2. a; 3. c
4. commitment; 5. priority; 6. aid; 7. global
- 8.–9. Responses will vary.

**Page 67**

1. underpaid: paid less than is deserved
2. repaint: to paint again
3. multicolored: of many colors
4. interstate: between or connecting states
5. rerun: to run again
6. undercooked: not cooked sufficiently
7. replace: to place again
8. multipurpose: having many purposes or uses
9. interplanetary: between planets
10. resend: to send again
11. international: between or among nations

**Page 68**

1. Students should circle *Langston Hughes* and underline *considered one of the greatest poets and writers in U.S. history*.
2. Students should circle *Diego Rivera* and underline *one of the best mural artists who ever lived*.
3. Students should circle *Rachel Carson* and underline *her life’s work helped save an important part of our natural world*.
4. All three found a way to help or positively affect others.
5. Langston Hughes and Diego Rivera were artists (poet and painter) whose work focused on minorities (African Americans or the poor). Rachel Carson was a scientist who studied nature.

**Page 69**

1. b; 2. c; 3. b; 4. a; 5. c

**Page 70**

1. His computer is the one device that he can’t live without.
2. The Baltic Sea is the place where you can find a lot of amber washed up on the shore.
3. A loan officer is the person who gives you the money from the bank.
4. My aunt writes the popular cookbooks that teach kids how to cook.
5. Green is the color that is used most in that painting.

### Page 71

1. nonrestrictive; I ran into Ms. Loar, who works at the bank.
2. restrictive
3. nonrestrictive; Glass, which is made chiefly of sand, is a very useful material.
4. restrictive
5. restrictive
6. nonrestrictive; Mr. Greene, who teaches biology, is an excellent instructor.
7. restrictive
8. nonrestrictive; The Shenandoah National Park, where you can mountain bike, is not far from my house.
9. restrictive
10. restrictive

### Page 73

1. repetition; 2. stanza; 3. repetition;
4. extended metaphor; 5. Responses will vary.

### Page 74

1. interpret; 2. precise; 3. distinctive;
4. distinctive; 5. precise; 6. pursue; 7. interpret
- 8.–10. Responses will vary.

### Page 75

1. baked goods; past tense of “to breed” or to cause to be born
2. to purchase; near or next to
3. a small room as in prison; to trade
4. the possessive case of *you*; the contraction of *you are*
5. 60 minutes; belonging to us
- 6.–10. Sentences will vary.
6. to change color; cease to live
7. price paid as a passenger; not biased
8. contraction of *it is*; a possessive pronoun
9. encounter; animal flesh
10. company or attendance; gifts

### Page 76

1. express a feeling/get a particular reaction from the reader
2. entertain/tell a story
3. express a feeling/make the reader think deeply about a subject
4. Responses will vary.

### Page 77

1. b; 2. a; 3. c; 4. c; 5. b

### Page 78

1. seeing; 2. swimming; 3. smiling;
4. making; 5. working; 6. Reading;
7. playing; 8. baking; 9. Not knowing;
10. Taking

68

### Page 79

1. beating; 2. being; 3. making;
4. walking; 5. not having; 6. living;
7. working; 8. going

### Page 81

1. character motivation; 2. suspense;
3. character motivation; 4. suspense
5. Circle: I had to tell Maria the news . . . If the car didn't start, I would not reach Maria in time.  
Underline: I only had two minutes to reach her . . . the engine would not start. I could hear the sound of the train in the distance.

### Page 82

1. c; 2. d; 3. a; 4. considerable; 5. objective;
6. participate; 7.–9. Responses will vary.

### Page 83

- Inflection *-ed*: allowed; shipped; walked; occurred; borrowed  
Inflection *-ing*: allowing; shipping; walking; occurring; borrowing
1. remember; 2. control; 3. talk; 4. drip;
  5. wrap

### Page 84

1. Underline: followed the cake recipe carefully; baking batter smelled so good.  
Circle: Then the phone rang. It was her best friend.
2. Underline: The night before Joao studied hour after hour.  
Circle: he hadn't finished studying for the test!
3. Underline: This would be one of the best days of the summer.  
Circle: suddenly, the day grew dark and a deep growl of thunder rumbled across the sky.
- 4.–5. Responses will vary.

### Page 85

1. a; 2. b; 3. c; 4. a; 5. c

### Page 86

1. My cousin wants to play the drums in a band.
2. I forgot to tell my mom that I was going to be late.
3. We decided to buy a new car.
4. They hired my mom to drive the school bus.
5. I was sorry to leave early.
6. to lose; 7. to see; 8. to meet; 9. to do;
10. to let

### Page 87

1. Mr. Staunton, the principal of the school, will give a speech at graduation.
2. Kuala Lumpur, the capital of Malaysia, is a major trade center in Southeast Asia.
3. Simón Bolívar, a famous nineteenth-century general, led the fight for independence in many countries in South America.
4. Abraham Lincoln, one of the great American presidents, lost 23 out of 26 elections.
5. She gave me some good advice: Don't go there too early.
6. You have two choices for dinner: chicken or fish.
7. Josef showed what a good son he was: He made dinner for the family.
8. Sadira has only one thing on her mind: to get rich.
9. I have lived in three countries: Qatar, Kuwait, and Oman.
10. Shakespeare is a well-known author: His works have been translated into hundreds of languages.

### Page 91

1. A; 2. B

### Page 92

1. B; 2. D; 3. C; 4. B

### Page 94

1. C; 2. C; 3. B; 4. B; 5. A

### Pages 95–96

Responses will vary.

## Unit 4

### Page 97

1. fertilizers; 2. solar power; 3. fossil fuels;
4. resources; 5. hybrid; 6. Fossil fuels, resources;
7. fertilizers; 8. Hybrid; 9. microscopic;
10. solar power

### Page 98

1. accommodate; 2. enable; 3. regulation;
4. regulation; 5. accommodate; 6. enable;
7. alternative

### Page 99

1. collection, collected; 2. creation, created;
3. digestion, digested; 4. medication, medicated;
5. migration, migrated
- 6.–10. Sentences will vary.; 6. celebration;
7. decoration; 8. participation;
9. demonstration; 10. education

### Page 100

1. gave a presentation at school about helping the environment
2. helped start a recycling program
3. helped raise money for solar energy
4. They agreed not to use their car on weekends.
5. He wrote a letter to the editor of his town paper asking the city to use solar or wind power.

### Page 101

1. a; 2. b; 3. c; 4. a; 5. a

### Page 102

1. have / has been; 2. have / has grown;
3. have / has had; 4. have / has found;
5. have / has used; 6. has grown;
7. have changed; 8. have become;
9. The mail has already come.
10. We haven't eaten yet.

### Page 103

1. At the same time; Jack enjoys watching basketball; at the same time, he doesn't play.
2. Indeed; Saul is a good student; indeed, he always gets the highest grades.
3. However; I'd like to get a dog; however, I don't have time to take care of it.
4. Nevertheless; Brett isn't going to Spain; nevertheless, he's studying Spanish.
5. Furthermore; My mom said I could go tonight; furthermore, I can stay out till 11:00.

### Page 105

1. federal court; 2. justices; 3. troops;
4. racism; 5. segregation; 6. civil rights;
7. justices, federal court; 8. segregation;
9. troops; 10. racism

### Page 106

1. apparent; 2. symbol; 3. integration;
4. undertake; 5. apparent; 6. integrate;
7. symbol; 8.–10. Answers will vary.

### Page 107

1. Empire State Building; 2. George Washington;
3. Spanish; 4. American Revolution;
5. Golden Gate Bridge
6. Dr. Green lives on Main Street.
7. Tomorrow Luz visits Yellowstone National Park.
8. On Friday, Greg takes a French test.
9. Plainview High School closes in June.
10. Mr. Cole talked about Venus and Jupiter.

## Page 108

1. Answers may include underlined words and phrases such as *slowly, shaking, quickly put his hands in his pockets, new, feeling*, etc. Conclusions should include that Lucas is nervous and ashamed.
2. Answers may include underlined words and phrases such as *different, different clothes, different cars*, etc. Conclusions should include that Lucas is not as rich as the other kids.
3. Answers may include underlined words and phrases such as *boy came up to Lucas, bigger, taller*, etc. Conclusions should include that the boy is confident and friendly.
4. Answers may include underlined words and phrases such as *Actually, I'm living with my aunt and uncle*. Conclusions may include that Lucas does not live with his parents.
5. Answers may include underlined words and phrases such as *Lucas felt his face get hot, Don't worry about them, and smiled*. Conclusions may include that Russ is kind, Lucas is sensitive, and the boys will become friends.

## Page 109

1. c; 2. b; 3. c; 4. b; 5. a

## Page 110

1. so; 2. but; 3. and; 4. so
5. I asked for a video game since I had a new computer.
6. The game is over since Ricardo had to go home.
7. I went to the library because they had some new books.
- 8.–10. Answers will vary.

## Page 111

1. they; 2. her; 3. he; 4. we; 5. she;
6. parents, allow; 7. town, is; 8. I, need;
9. Jared, he; 10. mother, worries

## Page 113

1. Margot can't return her sweater without a receipt./She could exchange the sweater.
2. Fran thinks Raj should have brought her flowers./Fran and Raj should talk to each other about what happened.
3. Merci's sister is going to delete the photo of Luca accidentally.
4. The dog is going to run after the squirrel, pulling the stroller too fast. The twins are going to get scared and cry. Julio might get in trouble with his neighbor.

## Page 114

1. c; 2. d; 3. a; 4. gender; 5. labor; 6. period;
7. circumstances; 8.–10. Responses will vary.

## Page 115

- ee: steel; feel  
ea: bean; east; steam  
e: be; she; we  
y: busy; sunny; tiny  
1.–4. Sentences will vary.

## Page 116

1. Who: Matthew and Marilla Cuthbert; What: agreed to adopt a boy; When: early 1900s; Where: Green Gables/Prince Edward Island; Why: they were getting older; How: they could easily adopt children who needed food and shelter
2. Who: Anne Shirley and Matthew; What: Matthew begins to change his mind after spending some time with Anne; When: after Matthew picks up Anne at the train station; Where: seaside town; Why: Matthew finds Anne charming; How: Anne talks a lot and shows her personality

## Page 117

1. c; 2. b; 3. a.; 4. c; 5. c

## Page 118

1. Our teachers'; 2. The restaurant's;
3. Dr. Roberts'; 4. that house's; 5. The boxes';
6. his; 7. his; 8. their; 9. its; 10. their

## Page 119

1. Mary wondered whether she should bring her cell phone to the meeting.
2. Dave thought that his new coat looked good on him.
3. When the officers stopped me, they got out of their car.
4. When did your sister get her ears pierced?
5. The team was late, but they finally showed up.
6. It costs; 7. She plays; 8. They are;
9. They were; 10. It was

## Page 123

1. A; 2. C

## Page 124

1. A; 2. C; 3. B; 4. D

## Pages 125–126

1. A; 2. C; 3. C; 4. B; 5. D; 6. A

## Pages 127–128

Responses will vary.



## Unit 5

### Page 129

1. navigator; 2. expeditions; 3. exploration;
4. trade; 5. civilizations; 6. navigator;
7. civilizations; 8. exploration; 9. expeditions;
10. markets

### Page 130

1. financed; 2. varied; 3. established; 4. varied;
5. financed; 6. established; 7. conducted
- 8.–10. Responses will vary.

### Page 131

Sample answers:

1. bold; 2. quick; 3. commands;
4. intelligent; 5. discussion
- 6.–10. Sentences will vary.; 6. gloomy;
7. getaway; 8. town; 9. nap; 10. journey

### Page 132

Sample responses:

1. Vasco da Gama kept exploring even when things went wrong and eventually found the route to India.
2. Samuel de Champlain was a skilled geographer who was critical in expeditions to Canada and the United States.
3. Native Americans believed that land belonged to everyone equally.

### Page 133

1. b; 2. a; 3. c; 4. b; 5. b

### Page 134

1. I got to the party. It had already ended.
2. I had waited for hours. Josie finally showed up.
3. She hadn't finished her test.  
The teacher took it anyway.
4. She had worked for hours.  
Then she realized it was morning.
5. went; 6. watched; 7. had closed;
8. Did . . . receive

### Page 135

1. Some Native Americans had never seen a white man before the explorers visited. [complex]
2. When they ended their expedition, Lewis and Clark had still not found a water route to the Pacific. [complex]
3. Sacagawea hadn't wanted to go with them, but in the end she went. [compound]
4. After the explorers had arrived, they realized how difficult it would be. [complex]

5. Many months had passed, and the explorers were tired. [compound]
6. Lewis and Clark reached the camp after they had endured many hardships. [complex]
7. Sacagawea had been a member of the Shoshone tribe, but she was kidnapped by the Hidatsa. [compound]
8. It was spring, and Sacagawea and her baby had joined the expedition. [compound]

### Page 137

1. expeditions; 2. magnetic; 3. calculate;
4. depict; 5. mariners; 6. magnetic; 7. calculate;
8. expeditions; 9. navigation; 10. mariners;
11. depicted

### Page 138

1. c; 2. b; 3. d; 4. symbols; 5. chart;
6. founded; 7. equipment
- 8.–10. Responses will vary.

### Page 139

long e spelled *ie*: yield, thief, grief, piece  
long a spelled *ei*: eighteen, freighter, neighbor, sleigh

1. long e spelled *ie*; 2. long e spelled *ie*;
3. long e spelled *ie*; 4. long e spelled *ie*;
5. long a spelled *ei*

### Page 140

Underlines will vary but should include important factual information.

Written notes will vary.

### Page 141

1. b; 2. c; 3. a; 4. a; 5. c

### Page 142

1. Say your name.;
2. Don't lose the key.;
3. Please sit with me.;
4. Speak slowly, please.;
5. Think of an answer.
- 6.–10. Sentences will vary.

### Page 143

1. First.;
2. Second.;
3. Next, / Then;
4. Then / Next.;
5. Finally.;
6. When;
7. Then; 8. After; 9. Now; 10. Before

### Page 145

1. hyperbole; 2. onomatopoeia;
3. hyperbole; 4. onomatopoeia;
5. onomatopoeia; 6. hyperbole;
7. onomatopoeia; 8. onomatopoeia;
9. hyperbole; 10. hyperbole

**Page 146**

1. a; 2. b; 3. c; 4. fundamental;
5. invisible; 6. unique; 7. alternative
- 8.–10. Responses will vary.

**Page 147**

1. change, a platform upon which religious rites are performed
2. given permission, verbally
3. to crack or destroy, to stop
4. the measure of the side-to-side dimensions of an object, respiration
5. all at one time, completely
6. *arc*. *Ark* is a boat; *Arc* is the part of the circumference of a circle or a curved line.
7. *board*. *Board* is a thin piece of wood or a group of directors; *Bored* is not interested.
8. *bridle*. *Bridle* is part of a horse's harness; *Bridal* is pertaining to a bride or a wedding.
9. *capital*. *Capital* is the city or town that is the official seat of government or the net worth of a business; *Capitol* is the building in which the legislative body meets.
10. *duel*. *Duel* is a fight with weapons between two people; *Dual* refers to something or someone having two parts or quantities.

**Page 148**

Sample answers:

1. In the late 1800s, many Americans traveled west looking for a better life; In the 1890s, the U.S. government gave away unclaimed prairie land for free; The first person to claim the land owned it.
2. In the late 1800s, many poor Americans living in cities tried their luck moving out west with their families; Known as the "land rush," the U.S. government gave away unclaimed prairie land; The land rush was a great success for some and a failure for others.
3. In the late 1800s, many Americans moved out west, especially after the government announced a land deal that gave land away for free to farmers.
4. By skimming a passage, I know what the topic of the text is before I read it. That helps me to better understand the text and concentrate on details.

**Page 149**

1. c; 2. b; 3. a; 4. c; 5. b

**Page 150**

1. hotter; This summer is much less hot than last summer.
2. more difficult; Mr. Bronson's class is less difficult than Ms. Shield's.

3. better; My new coffee maker is so much worse than my old one.
4. as . . . as; 5. not as . . . as; 6. not as . . . as;
7. as . . . as; 8. not as . . . as

**Page 151**

1. sleepest; This is the least sleepy I have ever felt in my life.
2. most expensive; His car is the least expensive car in the parking lot.
3. most interesting; That was one of the least interesting movies I've ever seen.
4. best; The new restaurant in town is the worst one in town.
5. happiest; Sandra has lived in many cities, but she's least happy living in Boston.
6. best; Our team is the worst among all the soccer teams in our division.

**Page 155**

1. C; 2. B; 3. C; 4. D

**Page 156**

1. A; 2. B; 3. D; 4. D

**Page 158**

1. D; 2. A; 3. A; 4. B; 5. B

**Pages 159–160**

Responses will vary.

**Unit 6****Page 161**

1. heroes; 2. hero; 3. heroines; 4. heroine;
5. heroes; 6. heroes and heroines;
7. heroine (Claire); 8. hero (Ben); 9. myth; 10. myth

**Page 162**

1. evaluate; 2. infer; 3. role; 4. role;
5. manipulate; 6. infer; 7.–9. Responses will vary.

**Page 163**

1. old; 2. sad; 3. loudly; 4. ugly; 5. before
- 6.–10. Sentences will vary.; 6. well; 7. over;
8. full; 9. first; 10. difficult

**Page 164**

1. They are nearly the same size in terms of their territory.
2. China has a much larger population than the United States.
3. They are both great at basketball. They both love playing sports.

- The two boys have different favorite sports: Alex's favorite is tennis and Julio's favorite is soccer.
- Responses will vary but may include: By noticing what two things have in common and how they are different, I can have a clearer understanding of what I am reading.

### Page 165

- a; 2. b; 3. c; 4. a; 5. c

### Page 166

- John said (that) Maura was at home.
- Max told me (that) Frank was reading the newspaper.
- Ron asked where Maria usually parks her car.
- Andy asked if / whether Olive was having lunch with Sissy.
- Justin asked what I was doing.

### Page 167

- When I saw the bird, it was flying south.
- We were walking in the park when we heard thunder.
- When Henry's mother walked in, he was cleaning his room.
- The boys were throwing a ball in the house when they broke a vase.
- was driving, got; 6. learned, drove;
- were having, went; 8. was talking, died

### Page 169

- phenomenon; 2. telescope; 3. solar system;
- discoveries; 5. galaxy; 6. discoveries;
- galaxy; 8. telescope; 9. phenomenon;
- solar system

### Page 170

- c; 2. a; 3. b; 4. predictable; 5. identified;
- philosopher; 7. theory
- 8.–10. Responses will vary.

### Page 171

- long *i* spelled *i\_e*: dime, line, ride  
 long *i* spelled *igh*: fight, frighten, lightning, delight  
 long *i* spelled *ie*: die, tried, lie, fried  
 long *i* spelled *y*: cry, fry, spy, my
- long *i* spelled *i\_e*; 2. long *i* spelled *igh*;
  - long *i* spelled *ie*; 4. long *i* spelled *y*;
  - long *i* spelled *i\_e*

### Page 172

- 1.–5. Responses will vary.

### Page 173

- a; 2. b; 3. b; 4. c; 5. a

### Page 174

- annoying; 2. confused; 3. surprising;
- amusing; 5. bored
- 6.–10. Sentences will vary.

### Page 175

- surprised by, b; 2. fascinated with, b;
- excited to hear, b; 4. interested in, b;
- shocked to hear, b

### Page 177

- testify; 2. confessed; 3. accurate;
- identify; 5. eyewitnesses; 6. eyewitnesses;
- testify; 8. confessed; 9. accurate; 10. DNA

### Page 178

- c; 2. d; 3. a; 4. procedure; 5. specific;
- legislation; 7. complex
- 8.–10. Responses will vary.

### Page 179

- gives a command; 2. concise;
- yearly celebration; 4. throw aside;
- messy writing; 6. say, tyrant;
- short, shortened form of a word;
- yearly, every year; 9. throw, launch, shoot out;
- write, write on

### Page 180

Responses will vary but may include:

- The purpose in reading this text is to learn about DNA. It is probably an article from a textbook or a science magazine.
- The author wanted to teach about DNA. It contains facts, not opinions.
- The information seems to be accurate, but no sources were quoted.
- The main idea is that genes contain the instructions that make us unique humans. The author talks about a discovery in 1984 of how to make a DNA fingerprint.
- Evaluating written information helps readers understand what they are reading by looking at a text in different ways, including distinguishing fact from opinion and looking at sources and evidence.

### Page 181

- c; 2. b; 3. a; 4. c; 5. b

### Page 182

- we won't go
- he will probably laugh
- they probably won't stay
- Maybe we will hear
- maybe we won't see

6. will probably rain
7. will probably win
- 8.–10. Sentences will vary.

### Page 183

should, have to, shouldn't, might, could

### Page 184

1. "Let's watch the news," she said.
2. The announcer said, "Today, all the news is bad."
3. "The candidates will hold a debate tonight," the newscaster said.
4. The weatherman said, "It will rain tomorrow."
5. "Take an umbrella with you," he advised.
6. "I read the news online," the student said.
7. The teacher explained, "The reading is based on a real news story."
8. I said, "No one believes that man is innocent."
9. She said, "If you are well informed, you can make good decisions."
10. He said, "We didn't believe that story."

### Page 185

Note: Students may use a different reporting verb, and word use may vary.

1. William Wallace said, "Every man dies. Not every man really lives."
2. Oprah Winfrey said that the biggest adventure we can take is to live the life of our dreams.
3. According to Naomi Shihab Nye, a person needs to have "one's own circle."
4. Rutherford D. Rogers stated, "We're drowning in information and starving for knowledge."
5. Darlene R. Stille explained that there are biologists who think some animals use the stars' position to assist them as they travel.

### Page 189

1. A; 2. B

### Page 190

1. A; 2. C; 3. C; 4. D

### Page 192

1. B; 2. B; 3. B; 4. B; 5. A; 6. C

### Pages 193–194

Responses will vary.

### Pages 197–202

My mom said that I had to clean my bedroom. It was a Saturday, and I wanted to go outside and be with my friends. She said that I could go out as soon as I was done. First, I made my bed. I put away all my clothes. I found some old clothes in my closet. I decided to give them to my little sisters. I also found

a book of beautiful old stamps. They were a gift from my grandmother. She gave them to me when I was a little baby. Under my bed I saw my favorite toy. It is a cool blue model train. I am glad I cleaned my room! I'll show the train to my friends.

Maybe it was the fresh air that made Boris so drowsy. Maybe it was the fact that the class was held after lunch. Whatever the reason, Boris fell asleep in algebra class again today. Michele couldn't resist playing a trick on her friend. She tickled his fingers just enough to wake him up. The next thing she knew, Boris woke with a start and was screaming. Michele knew she had made a terrible mistake because the other students began to laugh at her friend.

Lisa was planning a party. She was inviting all her friends. What should she buy for her party? Lisa made a list of everything she needed. She decided to get a lot of pretzels and juice. Then she thought she would buy potato chips and maybe some ice cream for dessert. If her friends got hungry, she could always order several pizzas. It was summer, so Lisa decided not to cook anything for her friends to eat. Lisa thought maybe she would make a salad. Everyone likes salad in the summer. Lisa was sure her party would be a lot of fun. She telephoned all her friends to ask them to come.

As I began my walk to school, the clouds were beginning to form. When I was a block away from my house, I felt the first raindrop. I looked in my backpack. There was no umbrella. It started to rain harder. I started to run. I heard a loud clap of thunder. I ran faster. My legs were pumping underneath me. My face was soaked with the warm, spring rain. I ran past cars, trees, people, and houses. I felt great! I saw my best friend, Maggie, riding by on the bus. I waved and shouted out her name as I sped past. I saw a big puddle ahead. I tried to stop in time, but – SPLAT! I fell in the puddle. I was soaked. What a way to start my first day of school!

Today, the West is one of the fastest growing areas in the United States. Many people are moving to California, Arizona, and New Mexico. Lots of people move out west for the good weather. They think everyone spends all day outdoors in the sunshine. It is true that parts of these states are deserts and get little rain. Yet northern California receives lots of rain. It is much wetter than southern California. Move to Arizona or New Mexico if you want to avoid rain.

I'm so excited to be spending time with my family this weekend. We plan to go camping, and the thing I'm looking forward to the most is stargazing. To avoid the city lights, we will drive out to the country, where it is very dark. There we will spread out our blankets, lie on our backs, and look up at the sky. I'm going to bring my telescope, which will help us look for the Milky Way and the Big Dipper. I got a book from the library that shows many different constellations and where to look for them. I'm hoping we will see a shooting star, too.

# READER'S COMPANION ANSWER KEY

## Unit 1

### 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, and 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 for Main Idea and Details** 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 for Main Idea and Details** 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 for Main Idea and Details** 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  
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 + + + + + R + + + + + I + E  
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## Unit 2

## Page 14

**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 15

**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 16

### 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 17

**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 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:** very low-energy food

**Correction:** high-energy food

**Paragraph 2 error:** quite common

**Correction:** quite rare

### Page 21

#### Focus on Details

Across

2. LICHEN

5. CARIBOU

6. LANDMARKS

7. ARCTIC TERN

Down

1. MIGRATION

3. COMPASS

4. HIGH ENERGY

## Unit 3

### Page 24

**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 25

**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 26

**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 27

**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 28

**Retell It!** Responses will vary.

**Reader's Response** Responses will vary.

**Think About the Skill** Responses will vary.

### Page 30

#### Edit for Meaning

**Paragraph 1 error:** disliked

**Correction:** loved

**Paragraph 2 error:** not well known

**Correction:** well known

## Page 31

### 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      |

## Unit 4

## Page 34

**Use What You Know** Responses will vary.

**Text Structure** Students should underline *fewer than 1 billion people and 6 billion people*.

By 1900, there were more than 1 billion more people living on Earth.

**Reading Strategy: Skim and Scan** Responses will vary, but should indicate that this section will be about how increases in the population have affected Earth.

## Page 35

**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: Skim and Scan** Students should circle *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 36

**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: Skim and 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 37

**Reading Strategy: Skim and 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 38

**Reading Strategy: Skim and 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 39

**Text Structure** Students should circle *Nonrenewable Fuels.*



Responses will vary, but should relate to energy sources.

**Reading Strategy: Skim and 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 40

**Reading Strategy: Skim and Scan** Answers will vary, but should indicate that the text will discuss that there are other sources of energy and that they have good and bad points. 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 41

**Comprehension Check** Students should underline *Now wind farms are used to generate electricity* on page 40. Responses will vary, but should be devices that require electricity.

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

## Page 42

**Retell It!** Responses will vary.

**Reader’s Response** Responses will vary.

**Think About the Skill** Responses will vary.

## Page 44

**Edit for Meaning**

**Paragraph 1 error:** we can get more

**Correction:** they are gone forever

**Paragraph 2 error:** cause effects in

**Correction:** affect

## Page 45

**Focus on Details**

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

## Page 48

**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 49

**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 50

**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 third paragraph. Responses will vary.

## Page 51

**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 52

### 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 learned later they were carrying guns.*

Responses will vary.

**Text Structure** Students should underline *I learned later 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 53

**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 54

**Retell It!** Responses will vary.

**Reader's Response** Responses will vary.

**Think About the Skill** Responses will vary.

## Page 56

### 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 57

### 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 |                     |

## Unit 5

## Page 60

**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: Make Generalizations

Responses will vary, but should include that the Phoenicians and Vikings both wanted to explore to benefit their own people, were excellent shipbuilders, and journeyed far.

## Page 61

**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 62

**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: Make Generalizations**

Responses will vary, but should indicate that most cultures made voyages to find more land, discover treasure, or trade goods.

## Page 63

**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 64

**Comprehension Check** Students should underline *Most of them stayed in the eastern part of the territory, leaving the western part wild and unknown*. Responses will vary, but should indicate an understanding of why people explored, such as to find discover resources and farmable land.

**Text Structure** Students should underline *Sacagawea and her infant son*. (They may also underline *Charbonneau* on page 65.) Responses will vary, but students should recognize that Native Americans did not typically travel with explorers, and women with small babies were usually seen as an encumbrance to an expedition instead of a valuable asset.

**Comprehension Check** Students should underline *Shoshone*. Sacagawea had been kidnapped into the Shoshone tribe but once belonged to the Hidatsa tribe.

## Page 65

**Comprehension Check** Students should underline *She translated, she was also a peacekeeper, she located food in the wilderness, and Sacagawea kept calm and saved important maps, supplies, and documents*.

**Text Structure** Students should underline *was not paid*. Responses will vary, but may suggest that she had little choice since her husband went with the expedition.

### **Reading Strategy: Make Generalizations**

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

### **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 69

### **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 72

**Use What You Know** Responses will vary.

**Text Structure** Students should underline *Navigation Then and Now (Using GPS)*. The article covers systems of navigation today and in the past.

### **Reading Strategy: Take Notes about Main Ideas and Key Details**

Students should circle two of the following: *relies on more than 30 navigation satellites, receiver inside uses four or more space satellites, results are pretty accurate, device can usually find you within a few yards, device can then calculate directions*. Responses will vary, but should indicate that GPS uses satellites to determine location and sends signals to mobile devices.

## Page 73

**Reading Strategy: Take Notes about Main Ideas and Key Details** Students should underline *Luckily, sea captains knew how to use other gifts of nature*. Responses will vary, but should include two of the following: They looked at the sun to determine north and south; they used the stars to navigate; they observed birds' flight patterns; they studied wave patterns.

**Text Structure** Students should draw a line above *Navigating with Nature*. Responses will vary, but students may recognize the author's intent to make the information relevant to today's readers.

## Page 74

**Comprehension Check** Students should underline *Of course, these incorrect charts were not helpful to explorers*. Early explorers probably got lost and were unsuccessful.

## Page 75

**Reading Strategy: Take Notes about Main Ideas and Key Details** 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 *Using a compass, a ship captain can always determine the direction of north*. 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 76

**Comprehension Check** Students should underline *sextant* and *chronometer*. Responses will vary, but students should indicate that knowing latitude and longitude helps seafarers more accurately determine where they are.

**Comprehension Check** Students should circle *And now many people use exploration tools every day*. Responses will vary, but may include mobile devices with GPS, maps generated from online sources, traditional maps, and compasses.

## Page 78

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

## Page 80

**Edit for Meaning**  
**Paragraph 1 error:** 4,000  
**Correction:** 2,000

**Paragraph 2 error:** rubbing a black stone called a lodestone onto the tip of a magnet  
**Correction:** rubbing the needle onto a black stone called a lodestone

## Page 81

### Focus on Details

#### Across

6. MONSTERS
8. EQUATOR
9. SATELLITE
10. SEXTANT

#### Down

1. MARINER
2. CHRONOMETER
3. LATITUDE
4. LONGITUDE
5. LODESTONE
7. GPS

## Unit 6

## Page 84

**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 85

### 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 86

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

**Comprehension Check** Students should underline *The Greeks named constellations after their gods, and heroes 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 87

**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 88

**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 89

**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 faraway 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 90

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

## Page 92

**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 93

**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 96

**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 97

**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 98**

**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 99**

**Text Structure** Students should underline *The Innocence Project has saved almost 350 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 100**

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

**Page 101**

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

**Paragraph 2 error:** innocent  
**Correction:** guilty

**Page 103**

**Focus on Details**

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

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