Nonfiction: “Our World Turned to Water,” p. 4

Video Activity
“Video Discussion Questions”

Answers will vary but should be similar to:
1. In the first section of the video, Lauren explains that the flood destroyed thousands of homes and ruined schools, and that it was the worst U.S. natural disaster since Hurricane Sandy. On screen, we see clips of a completely flooded landscape and large piles of wreckage. These details help explain how the flood was “devastating.”

2. Lauren feels it is important to share stories of people who have gone through difficult experiences because, by reading such stories, we can connect and empathize with the people featured—and we may even be inspired to help.

3. At 4:30, the mood of the video shifts from sad to hopeful. Before the shift, sad, slow music plays while members of the Episcopal community tearfully describe their experiences of the flood. But then the music becomes uplifting as Lauren explains how “people mobilized to help each other,” and we see images of students helping to clean up flood-destroyed homes.

4. This shift in mood supports the idea that even in stories of loss and destruction, there is often a glimmer of hope to be found in the way that people manage to stay strong and help each other.

5. According to the video, resilience is the ability to get through difficult experiences. The images and clips in this section show people paddling and walking with determination through the floodwaters, huddling together for support, and carrying cleanup supplies. This tells you that resilience involves summoning inner strength and helping one another.

Vocabulary
“Your Own Word Clues”

Answers will vary.

Close-Reading and Critical-Thinking Questions

1. Mrs. Boudreaux wanted the author to understand that Baton Rouge had been devastated by a terrible flood. (Explain that a “thousand-year flood” is a flood so bad that it happens very rarely.) She also wanted Tarshis to know how people rushed to help each other. (main idea)

2. Inside the school, people felt “sunny,” while outside rain poured down. Everyone was happy to see each other and excited to start school. This gives the impression that students and teachers have positive attitudes and enjoy being part of the school community. (inference)

3. There was a large amount of moisture in the air, causing heavy rain. Plus, the storm was moving slowly, so it would dump rain on Baton Rouge for days. (supporting details)

4. Sklyer’s house was flooded and everything inside was destroyed; Dell’s neighborhood had water rushing through the streets; Addisyn and her family got trapped inside their truck. (summarizing)

5. Details include: Hundreds of people went into the flooded streets in their own boats to try to rescue others stranded in the disaster; they climbed through windows to help elderly and disabled people, and they comforted children and pets. One of these boats rescued the Botos family. (supporting details)

6. The main idea is that after the flood, teachers and students of Episcopal reached out to help flood victims clean up their damaged homes and deal with all the destruction the flood caused. (main idea)

7. Episcopal School reopened a week after the flood,
Nonfiction: “Our World Turned to Water,” p. 4, cont’d.

and over the following months, students could return to their usual activities. Nine schools in the city remained closed all year, and many people are still struggling with losses. (compare and contrast)

8. The author probably includes the stories of three students to make the article more personal for readers, and to show that there are many individual stories within the disaster. Many thousands of people in Baton Rouge were in danger and lost everything. Knowing what Addisyn, Skyler, and Dell experienced helps readers understand what being in Baton Rouge was like. It also emphasizes that all three, and many others, discovered how caring people can be. (author’s craft)

Close-Reading and Critical-Thinking Questions (Lower Level)

1. Boudreaux wanted Tarshis to know that the terrible flood had brought out the good in people. They came together to help each other. (main idea)

2. One detail that explains why the storm was dangerous is that the rain was extremely heavy. The author compares it to millions of fire hoses, all turned on full blast. Another detail is that the storm was moving slowly. Because of that, the rain would last for days. (supporting details)

3. “Stranded” is a good title for the fourth section because the Botos family was stuck in deep water, and they didn’t know how they would get out. In addition, people all across Baton Rouge were stuck in their cars, on the roofs of their houses, or in other places where they couldn’t escape. (supporting details)

4. People who owned boats went into the flooded streets to save people from the places they were stranded. They helped elderly and disabled people get out of their homes, and they calmed children and pets. (main idea and supporting details)

5. Skyler’s house was completely flooded, and everything in it was ruined. He probably said, “It was amazing what people did for us” because teachers and students from the Episcopal community pitched in to help clean up the mess, repair the damage, and help his family set up the house again. (synthesizing/inference)

6. People at Episcopal School learned that they can rely on each other in difficult times. People were stranded all over Baton Rouge during the flood, and many of the teachers and students lost their homes. Boat owners, like Mrs. Boudreaux’s son, set out to rescue neighbors. The Botos family was saved from the deep water by an old friend. After the flood, the community came together to clean out each other’s homes, haul away trash, and save, repair, or replace what they could. (main idea/text evidence)

CORE SKILLS WORKOUT

The following answers are for the activity sheets in the nonfiction Core Skills Workout. Answers for lower-level and higher-level versions are the same unless otherwise noted.

Core Skills: Main Idea and Supporting Details

“Finding the Main Ideas”

Answers will vary but should be similar to:

1. Details:
   - The Episcopal School community was excited about starting a new school year, not concerned about the rain.
   - They did not know that the rain was part of a dangerous storm that was headed their way.

2. Main idea: The flood very quickly became a threat to Episcopal School students and their families.

3. Main idea: People’s lives were in danger and they were desperate for help escaping the water.

   Details:
   - The Botos family was stranded and the floodwaters were rising.
   - People were stranded in their cars and on their rooftops.
   - Emergency operators received many frantic calls for help.

4. Main idea: People in Baton Rouge used their own boats to help one another.

   Details:
   - Volunteers in boats rescued people who were trapped.
   - A family friend rescued the Botos family.

5. Main idea: The Episcopal School community worked together to help those who needed it.

   Details:
   - People in the Episcopal School community started helping one another right away.
Nonfiction: “Our World Turned to Water,” p. 4, cont’d.

- People cleaned up, hauled away trash, and salvaged what could be saved.
- Donations poured in.

6. Main idea: People in the Episcopal community were more fortunate than others.

Details:
- The community had less damage than other areas.
- People who still need support are getting it.
- Many in the community are grateful for the experience.

Core Skills: Main Idea and Supporting Details

“Finding the Main Ideas” (Lower Level)

Answers will vary but should be similar to:

1. Details:
   - The Episcopal School community was excited about starting a new school year, not concerned about the rain.
   - They did not know that the rain was part of a dangerous storm that was headed their way.

2. Main idea: The flood very quickly became a threat to Episcopal School students and their families.

3. Details:
   - People were stranded in their cars and on their rooftops.
   - Emergency operators received many frantic calls for help.

4. Main idea: People in Baton Rouge used their own boats to help one another.

5. Details:
   - People in the Episcopal School community started helping one another right away.
   - People cleaned up, hauled away trash, and salvaged what could be saved.
   - Donations poured in.

6. Main idea: People in the Episcopal community were more fortunate than others.

Core Skills: Text Features

“Exploring Text Features”

Answers will vary but should be similar to:

1. The photo shows a very large area covered in water. The image helps you understand how large an area was affected by the Louisiana Flood of 2016. Since the water almost covers the cars, you can better understand how deep it was. The brown color of the water tells you that it was dirty and probably left a lot of mud behind.

2. The map shows you where Louisiana is located in the United States and where Baton Rouge is located in Louisiana. By studying the map, you can see that Baton Rouge is surrounded by water and that several rivers flow nearby. This helps you understand why flooding might occur in the Baton Rouge area.

3. The image of their truck surrounded by water helps you better imagine the dangerous situation the Botos family was in. You can also see how difficult it would be for people trapped inside to open the doors with all of the water pressing on them.

4. The photos show people taking items from their damaged homes. They probably lost many possessions and might have felt sad and discouraged at the moment the pictures were taken.

5. “That’s Just Stuff” is something Mrs. Botos says to her daughter Addisyn, when Addisyn is missing the personal items she lost in the flood. It was probably selected for the section heading to emphasize how people are more important than objects. Even though many things were destroyed by the flood, the Botos family is lucky to be alive and part of such a caring community. Students might also discuss the section “What Can I Do?”

Storyworks S-T-R-E-T-C-H

Answers may include:

- A photo of the parking lot on pages 4-5 before the floodwater covered it up, a photo of the neighborhood shown at the top of pages 8-9 before it was destroyed by the flood. These images would let you compare how things looked before and after the flood, and give you a better sense of how damaging it was.

Core Skills: Summarizing

“Writing a Summary”

Answers will vary but should be similar to:

“Our World Turned to Water” is about the Louisiana Flood of 2016 and how it affected Baton Rouge, especially the Episcopal School community. The flood was caused by an unusual storm system that dumped a huge amount of rain over a few days in the Baton Rouge area. The floodwaters rushed in quickly, causing dangerous situations such as people getting trapped in their cars.
Core Skills: Inference
“Making Inferences”
Answers will vary but should be similar to:
1. You can infer that people were unprepared for the flood and the damage it caused. The flood came as a surprise.
2. “This disaster brought out the good in people,” she wrote. “People rushed to help each other.”
3. “But as flooding worsened, the people of Baton Rouge began to mobilize to help each other.”
4. You can infer that the quality of the water was very bad, filled with toxic chemicals and filth.
5. “Like so many at Episcopal, the Botos family looks back on their experience mainly with gratitude.”
6. “Addisyn misses the treasures she lost—her jewelry, her dolls, her Bible. But as her mom says, ‘That’s just stuff.’”

Answers will vary for higher-level version.

Assessment
“Our World Turned to Water” Quiz
(Lower Level)
1. B (mood; R.4)
2. A (vocabulary; R. 4)
3. C (inference; R.1)
4. D (key idea; R.1)
5. A (text evidence; R.1)
6. B (text evidence; R.1)
7. Answers will vary.
8. The family learned that the things they owned were not important. The important thing was how their neighbors helped them recover from the flood.
Fiction: “Freddie in the Shade,” p. 10

Vocabulary
Answers will vary.

Critical-Thinking Question
1. Students will likely say making friends with Amy affects him most. She makes him think differently about meeting new people and having a baby sibling; plus, he realizes he’s not the only one facing disruptions. He also changes because he works in the bakery, a place where he feels comfortable, and because he meets Mark, who is in his grade. (character)

Core Skills: Plot
“Change Happens”
Answers will vary but should be similar to:
1. Freddie’s problem is that his life is changing in several big ways all at once: He is moving from San Diego to Minneapolis, and his father is having a new baby. He deals with this problem by wearing a pair of dark sunglasses and shutting himself in his room.
2. At the bakery, Freddie meets a girl his age named Amy. Instead of spending his days alone in his room, he now spends them talking to Amy at the bakery, and even going out to the movies with her and her cousins.
3. Amy tells Freddie that she is leaving to spend the school year with her mom. Freddie realizes that Amy too is struggling with changes in her life, and that he has not tried hard enough to get to know her.
4. After learning about Amy’s situation, Freddie takes off his sunglasses and begins asking Amy questions about herself. He has realized that the sunglasses will not protect him from change, and he no longer wants to hide from other people.
5. Freddie now responds to changes with an open and positive attitude. At his new school, he plays basketball with Mark at recess, and he builds a snowman for his new baby sister.

Core Skills: Author’s Craft
“Figuring Out Figurative Language”
Answers will vary but should be similar to:
1. Since Freddie’s mom died, he and his dad had been very close, relying mainly on each other for love and support.
2. Freddie spent a lot of time in his room, alone and grumpy, trying to survive this tough period in his life.
3. The kitchen felt private and cozy, making Freddie feel safe and comfortable.

Assessment
“Freddie in the Shade” Quiz (Lower Level)
1. B (character; R.3)
2. B (key detail; R.1)
3. C (figurative language; R.4)
4. D (inference; R.1)
Fiction: “Freddie in the Shade,” p. 10, cont’d.

5. A (text evidence; R.1)
6. D (main idea; R.2)
7. Freddie learns that life is full of changes, and he can’t stop them. Some of those changes, like making new friends, can even be nice. He also realizes that he’s not the only person dealing with hard changes in life. (theme; R.2)
8. The author describes the wonderful frosting smell, the colorful sight of the red-headed man in a blue apron with a pink box, and the delicious taste of the eclair. (author’s craft; R.4)

Assessment
“Freddie in the Shade” Quiz (Higher Level)
1. B (character; R.3)
2. B (text evidence; R.1)
3. D (plot; R.3)
4. A (vocabulary; R.4)
5. C (setting; R.3)
6. D (text evidence; R.1)
7. D (main idea; R.2)
8. A (theme; R.2)
9. The author uses smell, sight, and taste to describe Freddie’s first time in Snickerdoodle’s Bakery. Freddie notices the delicious frosting smell before he even sees the bakery. The author then describes a red-headed man in a blue apron with a pink box, painting a colorful scene of what the bakery looks like. Finally, Freddie takes a bite of the eclair, enjoying its “sweet goodness.” (author’s craft; R.4)
10. At first Freddie does not seem pleased about the new sibling, hiding in his room to avoid helping with preparations for the baby’s arrival. When Amy talks about how loving babies can be, Freddie starts to think about them differently. At the end of the story, you can tell that Freddie has warm feelings toward his baby sister because he is making a snowman for her. (character development; R.3)


Vocabulary
“Vocabulary Practice”
1. D
2. C
3. B
4. A
5. A
6. D
7. Answers will vary but should be similar to: A non-aggressive way to deal with a bully would be to talk to a grown-up to help work out a solution.
8. Answers will vary.

Close-Reading and Critical-Thinking Questions
1. The authors explain that many early humans lived in shelters made of animal bones, hunted using simple tools, suffered from diseases with no cures, and faced threats from fierce animals like saber-toothed tigers. (text evidence)
2. Scientists know that all dogs have the same animal ancestor, the gray wolf, and that it took thousands of years for wolves to turn into the creatures we know as dogs. (main idea)
3. One theory is that a group of less aggressive wolves began sneaking into human campsites to eat food scraps. This helped keep the humans safe from other dangerous predators, and helped the wolves live longer than most other wolves. (key details)
4. A domesticated animal is one that has developed to live among humans, often to serve a useful purpose. The section shows that dogs are domesticated by noting that they are “eager to please humans” and that humans have used them to perform jobs like hunting, herding, and even foot-warming. (vocabulary/key details)
5. The authors’ tone is annoyed and disapproving; they describe Scout as “a spoiled, badly behaved little beast.” This description shows that his owners’ love for him is strong enough to make up for the annoyance. (tone)
6. Today, dogs are treated as important members of the
family; they’re pampered with treats and rushed to the veterinarian when they’re sick. But in the past, dogs were seen simply as workers. They were kept outside and not considered valuable enough to be taken for medical care. (compare and contrast)

7. In the late 1800s, America was becoming wealthier. More people could afford to feed and care for dogs, so dogs became more popular as pets. (cause and effect)

8. The authors likely included this section to help explain one of the article’s main ideas—that humans and dogs have “a uniquely powerful relationship.” Understanding the scientific basis for this relationship helps readers see why dogs are such popular pets. (text structure)

9. Today, most people keep dogs as companions; 96 percent of owners even consider their pet dogs to be members of the family. But in the past, people kept dogs mainly to perform jobs like hunting, herding, and fighting. (synthesizing)

Close-Reading and Critical-Thinking Questions (Lower Level)

1. The ancestor of all dogs is the gray wolf. Dogs first appeared between 15,000 and 38,000 years ago. (text evidence)

2. The wolves that first teamed up with people were less aggressive, or gentler, than other wolves. (text evidence)

3. As wolves became dogs, their bodies got smaller and their ears got floppier. They also became friendlier. They wanted to please humans. (text evidence)

4. You can conclude that today, people love their dogs and treat them as members of the family. They shower their dogs with attention and special treatment. (drawing conclusions)

5. People started to treat their dogs as pets when they became wealthier. They could afford to buy food for them and pay for visits to the vet. TV shows like Lassie and Rin Tin Tin also helped people see dogs as beloved pets. (cause and effect)

6. Answers will vary. Students might cite that dogs have helped humans by working as hunters, animal herders, and soldiers. They have also been napkins to wipe greasy fingers on and foot warmers. They have chased away pesky animals and cleared the way for fire wagons. More recently, they help kids with autism, lead blind people, and comfort wounded soldiers. (synthesizing)

Core Skills Workout

The following answers are for the activity sheets in the paired texts Core Skills Workout. Answers for lower-level and higher-level versions are the same unless otherwise noted.

Core Skills: Synthesizing
“Putting It All Together”

Answers will vary but should be similar to:

1. The relationship began during the Ice Age.

2. Scientists guess that dogs first appeared between 15,000 and 38,000 years ago. The dog’s ancestor is the gray wolf. It eventually became a calmer breed of wolf that got used to living near humans, and then developed into a dog.

3. Dogs worked and their role was to serve humans. They had jobs such as soldier, guard, hunter, and fighter. They were used to chase foxes from chicken coops, kill rats, and pull sleds.

4. Dogs became widely valued as pets, instead of primarily as working animals.

5. Dogs are very popular today. Nearly half of American families own at least one dog.

6. Dogs can help kids with autism deal with stress, lead people who can’t see, find people who are lost, and comfort wounded soldiers.

7. The authors write that dogs are important to humans because “they have been guarding us, working with us, and snuggling with us for thousands of years.” In addition, studies show that dogs make our lives better.

Core Skills: Summarizing
“Writing a Summary”

Answers will vary but should be similar to:

“How the Wolf Became the Dog” is about the history of dogs and their relationship with humans. All dogs have a common ancestor: the gray wolf. One theory is that during the Ice Age, some wolves began to hang around human campsites looking for food scraps. These wolves grew gentler over time and eventually developed into the dog. The first domesticated animals, dogs were put to work in various ways. For example, they were
hunters, fighters, guards, and animal herders.

“How America Went DOG Crazy” is about the shift in the role of dogs from workers to popular pets and members of their human families. In the late 1800s, more Americans started keeping dogs as pets because they were wealthier and could own dogs that did no work. Both articles show how, over many years, dogs and humans have developed a bond that has grown stronger and stronger.

Core Skills: Text Evidence
“Find the Evidence” (Lower Level)
Answers will vary but should be similar to:
1. b
2. The friendship began when some of the wolves started hanging around campsites. These wolves were trying to get food scraps. The humans let the wolves stay because they kept other dangerous animals away.
3. d
4. Humans trained dogs to be hunters, warriors, guards, and herders. Dogs were also used as napkins, foot warmers, and poison detectors.
5. d
6. After the late 1800s, Americans had more money to feed and care for pets. Keeping pets became easier, and dogs were cleaner because of new products, such as soaps that killed fleas. If dogs became sick or hurt, they could be taken to veterinarians. In the 1950s, dogs--like Lassie and Rin Tin Tin--were well-loved characters on television shows and helped to make other dogs more popular too.
7. a
8. Unlike wild animals, dogs are domesticated. They were bred and raised to live among humans. Scientists are finding that dogs have a powerful relationship with humans that other animals do not. For example, when dogs and humans look into each other's eyes, their brains release a chemical that makes them feel close. Also, studies have found that dogs look where people point. Chimpanzees and other animals don't do this. This shows that dogs try to understand humans.

Core Skills: Text Structures
“Understanding Text Structures”
Answers will vary but should be similar to:
1. The main purpose of the article is to describe the history of dogs and their relationship with humans. Sequence of events is useful for telling about the series of steps that led from gray wolf to domestic dog. The structure is also helpful for describing the important milestones in the relationship between dogs and humans in the order in which they happened.
2. The authors describe the Ice Age and what life was like for early humans who lived during that dangerous time.
3. This is the cause-and-effect text structure. The cause is that some wolves were less aggressive than other
wolves and began to look for scraps of food around human campfires. These wolves were better fed, lived longer, and had babies that were gentler than their parents. The effect was the emergence of a new, calmer breed of wolf that eventually became the dog.

4. Examples of clues are: “As the centuries passed,” “Eventually,” and “Today.”

5. The description text structure would most likely be used with details that help you picture the three dogs in your mind: an ancient Egyptian hunting dog that was turned into a mummy; Sergeant Stubby, a famous dog soldier during World War I wearing a coat covered with medals; and a scruffy dog named Balto, that delivered medicine to sick children in Alaska.

Assessment
“The Amazing History of Dogs” (Lower Level)
1. B (vocabulary; R.4)
2. A (key detail; R.1)
3. D (text evidence; R.1)
4. C (detail; R.1)
5. D (cause and effect; R.3)
6. A (synthesizing; R. 9)
7. Answers may include: People put dogs to work as trained hunters. Dogs also worked to herd animals. (supporting details; R.1)
8. Answers will vary but should be similar to: “How America Went DOG Crazy” is a good title for this article. It sums up the main idea, which is the close bond that Americans feel for their pet dogs. (supporting an opinion; R.8)

Assessment
“The Amazing History of Dogs” (Higher Level)
1. D (main idea; R.2)
2. B (text evidence; R.1)
3. A (vocabulary; R.4)
4. C (detail; R.1)
5. B (main idea; R.2)
6. D (cause and effect; R. 3)
7. B (text evidence; R.1)
8. C (synthesizing; R. 9)
9. Answers will vary but should be similar to: If dogs had not been domesticated many centuries ago, people’s lives would be very different today. Dogs improve our lives by making us healthier and by providing companionship and love. They help kids and adults deal with stress. They help the blind, find people who are lost, herd animals, and comfort wounded soldiers. Without our dogs, we would all miss an important bond in our lives. (drawing conclusions; R.1)
10. The title “How America Went DOG Crazy” summarizes the main idea of this article—the close relationship that Americans have developed with their pet dogs. The article includes facts that tell how many Americans own dogs and how many consider dogs to be family members. The writer also shows how dogs have improved the lives of many Americans in many ways. Putting the word “dog” in capital letters reinforces the main idea by making this word stand out in the title. (main idea; R.2)
Domain-Specific Vocabulary
“Words of Justice”
11. b
12. Answers will vary.

Close-Reading and Critical-Thinking Questions
1. The secretary says Alice and Virginia may go to the school because they have light skin and hair, but Sylvia and Jerome can’t because they have dark skin and hair. You can conclude that the school judges some children on how they look without knowing anything about them. (drawing conclusions)

2. While the white children get dropped off in front of a big, beautiful school, the Mexican-American children have to walk many blocks to a small, run-down school with wobbly desks and no playground. They have no opportunity to learn to read books or do math like the white students do. Instead, they learn to sew and to build shelves. (text evidence)

3. Their disagreement shows that it was difficult to convince other Mexican-American families to join the fight. People feared getting in trouble and possibly losing their jobs. (inference)

4. The boy treated Sylvia and Jerome meanly even though he didn’t know anything about them. He decided he didn’t like them because they looked Mexican. (key idea)

5. Mr. Kent first says children attend Hoover if they need to learn English or get extra help. Then he says Mexican-American children need to learn manners and cleanliness, and finally that they are not as smart as white children. Sylvia, Jerome, and others are shocked and point out to each other the lies Mr. Kent is telling. (text evidence)

6. By going to school together, children get to know each other as individuals. They can learn to understand and respect other people’s backgrounds, and not judge people based on how they look. (theme)

7. Winning the lawsuit was important for the Mendez family because it meant Sylvia and Jerome could go to the Westminster school and get a good education. Sylvia went on to college and became a nurse. It was important for all the children of California because it meant they would be treated equally. Non-white students would no longer be sent to schools where they didn’t learn anything, and white students would get to know kids from different backgrounds. (theme)

Close-Reading and Critical-Thinking Questions (Lower Level)
1. The secretary says Sylvia and Jerome have to go to the Mexican school because they have dark skin and hair. This is unfair because she is judging them on how they look. Their cousins, who have light skin and hair, could go to the Westminster school. Sylvia and Jerome are American and speak perfect English, but the secretary treats them as if they don’t deserve as good a school as children with lighter skin. (analyzing)

2. Hoover Elementary is a small wooden shack with cramped classrooms and wobbly desks. It has no playground, grass, tables, or benches outside. Children don’t learn to read or do math. The girls learn to sew, and the boys learn to build shelves. (key details)

3. People don’t want to sign a petition or join a lawsuit because they’re afraid they could get in trouble or even lose their jobs. (cause and effect)

4. Mr. Kent first says children attend Hoover if they need to learn English or get extra help. Then he says Mexican-American children need to learn manners and cleanliness, and finally that they are not as smart as white children. Sylvia, Jerome, and others are shocked and point out to each other the lies Mr. Kent is telling. (text evidence)

5. Mrs. Hughes says that sending children to a separate school gives them the message that they are inferior. It does not help them learn English if they need help. She also says that children need to spend time together learning about each other to get rid of prejudice. (text evidence/theme)

6. Winning the lawsuit was important for all the children of California because they would be treated equally, learn together, and get to know each other. Children of Mexican descent would no longer go to schools where they didn’t learn much, and white children would meet and make friends with kids from different backgrounds. (theme)
PLAY: The Fight for What's Right, p. 20, cont’d.

CORE SKILLS WORKOUT
The following answers are for the activity sheets in the fiction Core Skills Workout.

Core Skills: Theme
“Sylvia’s Theme”
Answers will vary but should be similar to:

Chart:
Sylvia: Sylvia thinks Westminster’s rule is unfair. She wants to go to the same big, beautiful school as the white children and learn subjects that will help her get ahead. She speaks out, asking Ms. Wilson when they will learn reading and math, and telling Miguel that Mexicans shouldn't have to go to a separate school. She also helps out working on the farm while Papa tries to get people to sign their petition.

Papa: Papa wants his children to get a good education, and he wants to end the rule that discriminates against Mexican-Americans. He travels around the county asking other parents to sign a petition against Westminster's rule, and he calls Mr. Marcus, a lawyer, so he can file a lawsuit.

Mrs. Hughes: Mrs. Hughes says that Westminster's rule is not helpful to Mexican-American children because it makes them feel inferior. Plus, if children need to learn English, they should be with other kids who speak English. Finally, she thinks the rule is wrong because children of different backgrounds need to spend time together to learn to understand and respect each other.

Mr. Kent: Mr. Kent says at first that Westminster’s rule is meant to help Mexican-American children by giving them extra help at school and letting them learn English. But later his real reason for supporting the rule comes out. He thinks children of Mexican descent are unclean, rude, and not as smart as white children.

Miguel: Miguel thinks that speaking out against Westminster’s rule is a mistake because people could get in trouble. His dad could lose his job if he signs Papa’s petition.

Many of the families Papa talks to: Many of the people are afraid to sign Papa's petition or join the lawsuit because, like Miguel's dad, they could get in trouble or lose their jobs for trying to change Westminster's rule.

Question:
Sylvia and Papa follow through on their lawsuit because they believe that what they're doing is important and worth the effort. They want Mexican-American children to be treated fairly and be able to get the same education as white children. Even though many people are afraid to join with them, and they have to face the prejudice of people like Mr. Kent, they don't give up.

Core Skills: Setting
“Understanding Setting”
Answers will vary but should be similar to:

1. The play takes place in Westminster, California. The play starts off in 1944.
2. One example of discrimination in the play is when Sylvia and Jerome Mendez are not allowed to register at the white school because of their dark skin and dark hair.
3. The Westminster school is described as a big, clean building surrounded by beautiful trees, fields, and a playground. Hoover Elementary is described as a small shack surrounded by dirt and the smell of cow manure.
4. The positive ruling in the Mendez lawsuit impacted the rest of the country because eight years later the U.S. Supreme Court outlawed public school segregation in all states.

Core Skills: Inference
“Inferring What’s Right”
Answers will vary but should be similar to:

1. You can tell that Papa doesn't give up. He isn't afraid to try to make changes, even if it will take a lot of work. He believes strongly in making sure his children and others are treated fairly.
2. Papa is so determined to end school segregation that he is willing to rise early and miss working on his own family's farm people to get people to sign his petition.
3. They are taught different skills because some people, like Ms. Wilson and Mr. Kent, think Mexican children are not as smart as white children and should, therefore, learn more practical skills like sewing and construction, instead of reading and math. This is part of the prejudice the Mendezes fight against.
4. Sylvia probably feels satisfied and hopeful that Mrs. Hughes is speaking out against prejudice. Mama had explained that prejudice occurs when people
make judgments about others they don’t know. Mrs. Hughes’s words to the court probably make Sylvia believe that there will be a way to get past prejudice.

Assessment
The Fight for What’s Right Quiz (Lower Level)
1. B (setting; R.3)
2. A (interpreting text; R.4)
3. D (inference; R.1)
4. C (character; R.3)
5. A (text evidence; R.1)
6. D (key detail; R.1)
7. Westminster is a large school with trees, grass, and a nice playground. Children learn to read, write, and do math. Hoover Elementary is totally different. It’s a small shack with wobbly desks. There is no playground, only dirt. Students learn basic skills like sewing and building shelves. (compare and contrast; R.3)
8. The Mendez trial was important because it helped pave the way for schools in the United States to treat all children equally. It was one of the first times that a judge decided it was unfair to separate students based on how they look or who their relatives are. (main idea; R.2)

Assessment
The Fight for What’s Right Quiz (Higher Level)
1. C (main idea; R.2)
2. A (vocabulary; R.4)
3. C (compare and contrast; R.3)
4. A (key detail; R.1)
5. D (character; R.3)
6. A (text evidence; R.1)
7. C (inference; R.1)
8. B (text evidence; R.1)
9. One problem Mr. Mendez encounters is that no local Mexican-American families will join him in the lawsuit. They are afraid that participating will cause troubles, such as losing their jobs. Mr. Mendez solves this problem by traveling around the county to find four other families who agree to join the lawsuit. (problem and solution; R.3)
10. According to Mrs. Hughes, the first step to getting rid of prejudice is for people of different backgrounds to spend time together. (main idea; R.2)

Debate: “Is It Fair to Ban Fidget Spinners?” p. 26

Opinion Writing
“Write an Opinion Essay” (Higher Level and Lower Level)
Answers will vary.

Assessment
“Ban Fidget Spinners?” Quiz
1. D (vocabulary; R.4)
2. C (author’s craft; R.6)
3. B (detail; R.1)
4. A (main idea; R.2)
5. B (detail; R.1)
6. C (inference; R.1)
7. Answers will vary but should be similar to: Psychologist Eileen Kennedy-Moore says that moving sometimes helps kids focus better. Her comment indicates she would support having fidget spinners in the classroom. On the other hand, psychologist David Anderson calls them toys, “not a treatment.” He notes that there have been no scientific studies that show fidget spinners help kids focus at school. His remarks show that he probably would not support having fidget spinners in the classroom. (compare and contrast; R.3)
8. Answers will vary but should be similar to: In my opinion, the best reason from the article for not banning fidget spinners at school is that they might help students focus. Even though there are no scientific studies proving fidget spinners help, kids like Ben seem to find them useful for keeping their fidgeting under control. (evaluating arguments; R.8)
Grammar in Context
“Komodo Capitalization”
1. fact
2. attacker
3. prey
4. bones
5. Komodo
6. Indonesia
7. world
8. San
9. Diego
10. Bronx
11. Zoo
12. Monique
13. Hoek
14. chemicals
15. zoos

Poem: “How to Write a Poem,” p. 29

Close-Reading and Critical-Thinking Questions
1. The poet tells the reader to take some paper and a pencil, and let ideas flow from his or her heart. (paraphrasing)
2. The reader of the poem is responding to what the poet said in the first six lines. It is in italics to show that a different person is speaking; a conversation between the poet and reader is happening. (point of view)
3. It means to have different ideas and even personalities to express. For example, one person might have both serious and funny sides to show. (interpreting text)
4. He compares “many voices” to best friends making their way around a maze. He probably means the reader should let many words and ideas float around in his or her mind, consider all of them, and perhaps think about how they fit together. (imagery)
5. They show that poets sometimes find their inspiration by reading the work of other poets. (text features)

Assessment
“How to Write a Poem” Quiz
1. B (interpreting text; R.3)
2. A (interpreting text; R.3)
3. C (author’s craft; R.6)
4. D (main idea; R.2)
5. Spunk, or bravery, can help you to express thoughts that are private or controversial. (interpreting text; R.3)
6. A poet might have “many voices” because he or she has different, and possibly conflicting, ideas. A poet might also feel different moods and want to express them in poetry. (interpreting text; R.3)
Infographic: “Wanted: An Umbrella We Can Love!”

Guided Writing
“Updating the Umbrella”

Answers will vary but should be similar to:

A. 1. This infographic is about how the umbrella is a flawed invention that needs to be improved.
   2. Hello! I'm writing to hire you, one of the world's greatest inventors, for an urgent task: creating a better umbrella. Here are some of the problems that I'm hoping you can fix:

B. 1. Label: Flimsy
   Sentence: Umbrellas are so weak that even strong wind can flip them inside-out, showering you with rainwater.

2. Label: Wasteful
   Sentence: Because umbrellas can't be recycled, people throw them out when they break. Enough umbrellas are tossed in the garbage each year to build 25 Eiffel Towers

3. Label: Dangerous
   Sentence: Umbrellas injure about 3,000 Americans each year, often by poking people in the eye with their pointy spokes.

4. Label: Out-of-Date
   Sentence: The umbrella we use today was invented in 1852, before cars and telephones. The world is long overdue for an improvement!

5. Label: Exhausting
   Sentence: Struggling with your umbrella to keep it from being blown away is extremely tiring.

C. For all of these reasons, I think you'll agree that the umbrella desperately needs to be improved. I can't wait to see what you come up with!

D. Answers will vary.
**ANSWER KEY**

Answers to skills exercises appearing in the SEPTEMBER 2017 student edition

| **Word Power, p. 2** | Adjectives: 1. lethal 2. fatal  
Noun: venom  
Idiom: make your blood run cold |
|----------------------|----------------------------------------------------------|
| **Debate, p. 26**    | Answers will vary but should be similar to:  
Yes: Fidget spinners are too distracting to have at school. Some have blinking lights that bother others. Fights over spinners create disruptions at school. In addition, kids sometimes get hurt while trying tricks with these toys. While some say that spinners help kids focus, there are no scientific studies to back up that claim. They’re distracting, and there’s no proof they help, so fidget spinners should be banned from school.  
No: Fidget spinners are useful tools that help some kids focus. Teachers have used them to teach science and math. In addition, they’re quiet and typically don’t bother others. Because they are inexpensive, almost anyone can own one. Nobody has to feel left out. These helpful toys should not be banned from school. |
| **Grammar Cop, p. 28** | 1. gum  
2. New, York, Adams, batch  
3. United, States, flavors  
4. Statue, Liberty  
5. studies, mood  
6. litter, sidewalks  
7. Singapore, health, fine  
8. Chad, Fell, Alabama |
| **Word Nerd, p. 31** | Answers will vary but should be similar to: I laughed hard at the clown’s funny tricks. |