Nonfiction: “The Children Who Escaped the Nazis,” p. 4

Vocabulary “Words to Know”
1. a
2. b
3. b
4. a
5. b, false; Agonizing means painful, and funny movies aren’t painful to watch.
6. b, false; Refugees are people who have left their home.
7. My friend Jared is a coin collector, so I showed him the marks my grandfather gave me.
8. Sarah looked forward to Friday night when her family went to worship at the synagogue.
9. The news reporter stated that the foreign army occupied the town.
10. The neighbors’ intolerance made Jessica’s family feel unwelcome in the neighborhood.

Synthesizing Nonfiction and Video “Fighting Hatred”
1. The narrator explains that six million Jewish people and millions of others were killed during the Holocaust. Onscreen, we see images of a young boy being held at gunpoint, rows of soldiers marching, and solemn-looking people huddling behind barbed wire, as slow, somber music plays. Together, these elements support Lauren’s statement that the Holocaust was “one of the most horrifying and evil times in our history.”
2. Adolf Hitler was the leader of Germany in the 1930s. His lies about Jewish people inflamed old prejudices about them, convincing many Germans that Jewish people were at the root of all their problems. This led to terrible discrimination and violence against Jews. For example, Jewish people were forbidden from entering public places like parks and libraries, and many were fired from their jobs. People destroyed Jewish-owned businesses and set fire to synagogues.
3. You can infer that the portraits show people who died in the Holocaust. The creators of the video may have chosen to include the portraits to help viewers see that the victims of this tragedy were ordinary people, just like themselves, their family, and friends, and to honor the victims’ memory.
4. According to Lauren, it is important to learn about the Holocaust so that nothing like it ever happens again. Learning about this terrible time in history can help us see the dangers of intolerance and prejudice, so that we can work together to fight against them.
5. Answers may include: Adolf Hitler came to power in the 1930s and blamed Jewish people for all of Germany’s problems; Jewish people faced terrible antisemitism, including being fired from jobs, banned from public places, and subjected to horrible violence.
6. Answers will vary.
7. Answers will vary.

Close-Reading and Critical-Thinking Questions
1. Lore needed to leave Germany because it had become too dangerous for Jewish people like her family. Her parents sent her to England to be safe. (key details)
2. They describe Lore sitting “alone” in an “enormous train station,” unable to understand the language around her. They say “her mind swirled with worry and fear” and “she fought back tears.” These details help readers understand how scary it was for Lore to go to a new country where she knew no one. (descriptive details)
3. Antisemitism is prejudice against Jewish people. In the 1930s, Germany was suffering from many problems. Adolf Hitler told terrible lies, blaming...

all the problems on Jewish people, which stirred up hatred against them. Jewish people's rights were taken away, and others turned against them, sometimes with violence. (key ideas)

4. Jewish homes, schools, synagogues, and businesses were attacked and burned down. This night, known as Kristallnacht, was a turning point because Jewish people, like Lore's parents, realized they could no longer be safe in Germany. (cause and effect)

5. Jewish and non-Jewish British citizens convinced the British government to let Jewish children under age 17 come to England. Hundreds of people volunteered to take in the young refugees. Most probably helped because they were good people who wanted to keep kids safe. (inference)

6. The article says that “few countries were willing to open their doors to refugees.” Many people had nowhere to go to escape from Hitler. (inference)

7. The Schreibers were kind to Lore, and their 17-year-old son accepted her like a sister. Kids at school invited her to play cricket. But the unfamiliar food and language made her homesick, and most of all, she missed her parents. (key details)

8. Lore's parents were killed in a Nazi death camp, so she never saw them again. But she got married, had a son and grandchildren, and felt grateful to be alive. (key details)

9. Answers will vary. Students might say that it's remarkable that 10,000 children were saved and that people opened their hearts and homes to rescue them. The operation came together very quickly, with the first train leaving just a few weeks after Kristallnacht. (analyzing)

10. The article shows how prejudice and hatred can spiral out of control to horrific results. Hitler, a powerful leader, used old prejudices to turn people against their Jewish neighbors and take away their rights. In the end, families were ripped apart, and 6 million Jewish men, women, and children were killed. (theme)

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

1. In the first section of the article, Lore is probably feeling scared and alone. She is in England without her parents, unsure of what will happen to her there.

The writers say “her mind swirled with worry and fear” and that Lore “wanted to be brave, but she fought back tears.” (inference)

2. Antisemitism is prejudice against Jewish people. Antisemitism grew in the 1930s in Germany because Hitler became the head of the government in 1933, and his Nazi party blamed Jewish people for all the problems Germany faced after losing World War I, when people were very poor. He further spread antisemitism through hateful speeches and lies about Jews. (main idea)

3. Jewish people faced many kinds of unfair treatment in the early 1930s in Germany. There were laws that the Nazis passed that took away Jewish people's rights and treated them inhumanely. They got fired from their jobs and couldn't vote. They were banned from shops and beaten in the streets. Eventually, Lore couldn't go to school or to many public places. This hatred and violence reached its peak on Kristallnacht, when Jews were the target of hateful and violent attacks. (key detail)

4. The Kindertransport was a complex plan to rescue Jewish children from Germany—where they faced violence and hatred—and bring them to England. It started after English people heard about Kristallnacht, were horrified, and decided to take action. They got the British government to allow thousands of children to come to England to live with families or in small hotels where they could be safe. (cause and effect)

5. Lore felt accepted when she became close with the Schreiber's son and participated in sports with British children at school. However, it was difficult for her to adjust to life because she wasn't used to English food, and learning the language was difficult. She especially missed her family back in Germany and was homesick. (synthesizing)

6. After the war, Lore never saw her parents again. They were killed in a Nazi death camp. But she got married, had a son, and three grandchildren. She felt grateful for her life. (text evidence)

7. Answers will vary. Students might say that it's remarkable that 10,000 children were saved and that people opened their hearts and homes to rescue them. The operation came together very quickly, with the

first train leaving just a few weeks after Kristallnacht.
(analyzing)

CORE SKILLS WORKOUT

The following answers are for the Skill Builders 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
“Main Idea and Supporting Details”
(Lower Level)
Answers will vary but should be similar to:
Main Idea 1: Answer provided.
1. Answer provided.
2. The Nazis passed laws taking away the rights of Jewish people. They couldn’t keep their jobs, go to school, walk through parks, or swim in a public pool.
3. On Kristallnacht, large mobs organized by the Nazis terrorized Jewish people, burning down schools, homes, stores, and synagogues.
4. Six million Jewish men, women, and children were murdered by the Nazis in the Holocaust.
Main Idea 2: Answer provided.
1. Answer provided.
2. Three hundred children arrived in England each week.
3. More than 10,000 Jewish children were rescued from Germany by the Kindertransport.
4. Today, the Kindertransport is considered a “remarkable feat.”

Core Skills: Main Idea and Supporting Details
“Main Idea and Supporting Details”
(Higher Level)
Answers will vary but should be similar to:
Main Idea 1: Answer provided.
1. Answer provided.
2. The Nazis passed laws taking away the rights of Jewish people. They couldn’t keep their jobs, go to school, walk through parks, or swim in a public pool.
3. On Kristallnacht, large mobs organized by the Nazis terrorized Jewish people, burning down schools, homes, stores, and synagogues.
4. Six million Jewish men, women, and children were murdered by the Nazis in the Holocaust.
Main Idea 2: Lore and other Jewish children were rescued by an incredible effort by Britain to move kids out of Germany
1. Answer provided.
2. Answer provided.
3. Over 10,000 Jewish children were rescued from Germany by the Kindertransport.
4. Today, the Kindertransport is considered a “remarkable feat.”
other countries would not accept Jewish refugees, a group of British people petitioned their government to rescue Jewish children with the Kindertransport.

3. An example of compare and contrast is that the writers of the article compare how kind and accepting British people were to Lore with the homesickness she still felt for her family and home in Germany.

4. An example of description is found at the beginning of the article, when the writers describe Lore sitting alone in a chilly train station with her few belongings.

Core Skills: Inference
“Making Inferences”

Answers will vary but should be similar to:

1. Two of the following:
   • “But beginning in the early 1930s, when Lore was a little girl, prejudice against Jewish people in Germany exploded into vicious hatred and violence.”
   • “The Nazis passed laws that robbed Jewish people of their rights and treated them like they weren’t even human.”
   • “Jewish people were fired from their jobs and forbidden to vote.”
   • “Friends turned cold and cruel; some shouted vile insults at their Jewish neighbors or even threw stones at them.”
   • “Signs appeared in windows of restaurants and shops that said ‘Jews not wanted.’”
   • “Jewish people were beaten in the streets”
   • “She was forbidden to swim in public pools or go to the movies or even walk through public parks—just because she was Jewish.”
   • “Jewish homes, schools, and synagogues were burned to the ground. Jewish stores were destroyed.”

2. When she first moved to England, Lore felt scared, alone, and homesick. Over time, she began to adjust to living in a new place, and eventually felt at home in the country.

3. Two of the following:
   • “Germany, where Lore had been born and always lived, had become too dangerous for Jewish people like them. And it was clear that more terror was coming.”
   • “Germany—the only home they’d ever known—was no longer safe.”
   • “Tragically, Lore’s parents were killed in a Nazi death camp.”
   • “They were among the some 6 million Jewish men, women, and children across Europe who were murdered by the Nazis.”

4. She is a resilient, brave, and optimistic person.

Assessment
“The Children Who Escaped the Nazis” Quiz (Lower Level)
1. C (sequence; R.3)
2. A (vocabulary; R.4)
3. B (key details; R.1)
4. B (text evidence; R.1)
5. D (cause and effect; R.3)
6. A (author’s purpose; R.6)

7. Jewish people faced much prejudice in Germany in the early 1930s. The Nazis passed laws that took away Jewish people’s rights and treated them inhumanely. Jews were fired from their jobs and not allowed to vote. They were banned from shops and beaten in the streets. Children like Lore couldn’t go to school or to many public places. This hatred and violence reached its peak on Kristallnacht, when Jews were the target of hateful and violent attacks. (text evidence; R.1)

8. The Kindertransport rescued Jewish children from Germany, where they faced violence and hatred, and brought them to England to live with British families. This effort is considered remarkable because 10,000 children were saved and people opened their hearts and homes to rescue them. The operation also came together very quickly, with the first train leaving just a few weeks after Kristallnacht. (main idea; R.2)

Assessment
“The Children Who Escaped the Nazis” Quiz (Higher Level)
1. B (inference; R.1)
2. A (vocabulary; R.4)
3. B (text evidence; R.1)

4. D (cause and effect; R.3)
5. A (inference; R.1)
6. A (text evidence; R.1)
7. D (cause and effect; R.3)
8. A (author’s purpose; R.6)
9. Kristallnacht occurred on November 9, 1938. Mobs organized by the Nazis terrorized Jewish people, burning down Jewish homes, businesses, schools, and synagogues. It was an important event in history because it shined a spotlight on the horrors being carried out by the Nazis against the Jews. This led British people to organize the Kindertransport to save the lives of Jewish children. For Lore, Kristallnacht was the moment her family decided that Germany was no longer safe for them. This led her parents to choose to send her to England on the Kindertransport. (cause and effect; R.3)
10. Answers will vary, but students may say that Lore was able to find a sense of gratitude by focusing on all she had. Because of the Kindertransport and the kind family that took her in, she survived a horrible time. She went on to have a happy marriage, children, and grandchildren. (inference; R.1)

Paired Texts: “The Great Stink,” p. 10

Domain-Specific Vocabulary
“Speaking of Stinky”
Sample answers:
1. the passageways, the towers, the dungeons, and the moat.
2. the vegetables he planted would grow tall and strong.
3. go for a swim to keep cool.
4. it had been sitting in the sun and was rotten.
5. which diseases affected many people at that time.
6. can only study them under a microscope.
7. through the sewer to the treatment plant.
8. deal with waste and keep people safe and healthy.
9. become a bestselling author.
10. grass clippings, old vegetables, and coffee grounds.

Close-Reading and Critical-Thinking Questions
1. The Great Stink refers to the terrible smell that occurred because of people dumping human waste in the Thames River. The Great Stink occurred in London in 1858. (main idea)
2. In the 19th century, London’s population more than doubled. Soon there was too much night soil (poop) to collect and not enough farmers who wanted it for fertilizer. So people emptied their cesspools into the city’s sewers, which were not designed for human waste. (cause and effect)
3. The author says that “grown men and women fainted in the streets. People miles away threw up after catching a whiff on the wind. Government leaders . . . fled with tears streaming from their eyes.” (descriptive details)
4. Poop contains germs that can cause many diseases, including cholera. The poop-filled Thames was London’s main source of drinking water. People had been drinking poison. (supporting details)
5. The old sewers had not been designed for human waste. They ran into the river. The new sewers, on the other hand, were designed to get rid of human waste. They ran underground alongside the river, taking waste out past the city and away from where people lived. (compare and contrast)
6. Since the 1800s, the population of many cities has grown tremendously. Climate change has caused heavier storms that overload pipes with rainwater. The original sewers have too much to handle. (cause and effect)
7. This series of rhetorical questions helps readers put themselves in the shoes of people who don’t have a toilet in their home; a major point of the article is that many places around the world do not have safe ways to get rid of human waste. (author’s craft)
8. Sewer systems require a lot of money to build and water to work. Many developing countries don’t have enough money or water to build one, so an inexpensive waterless alternative is an advantage. (main idea)

9. It is important to safely get rid of human waste because otherwise it ends up in food and water sources. Many people die each year from diseases related to poor sanitation. Millions of others get sick. The failure to safely get rid of human waste can even cause a health crisis, like that caused by the Great Stink. (synthesizing)

10. In both cases, people have come up with creative solutions to the problem at hand. In 1858, the Great Stink motivated people to build new sewers running alongside the river rather than into it. The current challenges have caused people to invent innovative waterless toilets: the self-powering toilet, the worm toilet, and the composting toilet. (synthesizing)

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

1. In 1858, people in London faced a stomach-turning stink from the Thames River. The river was filled with human waste, and the summer was the hottest in recent history. This led to a bubbling pool of pollution. The fumes were overpowering, and drinking the water was deadly.

2. The river became smelly and polluted because more and more people in the crowded city began dumping their cesspools into the city’s sewers. Some hooked their toilets to the sewer. The sewers had been built to carry rainwater to the river, but now they were carrying human waste into the Thames.

3. The stink caused people to faint and throw up, and it made their eyes water. People at the time believed that smelly air spread disease and were scared the stink would spread a deadly disease called cholera. The polluted water was a threat, but not because of the smell. Cholera spreads through dirty drinking water, like the water people were drinking from the Thames.

4. Government leaders passed a law ordering the building of a new sewer system that would carry waste out of the city, rather than into the river. Thousands of workers built the new sewer, which opened in 1865, and the Thames River was no longer filled with waste.

5. When people can’t get rid of waste in a healthy way, it ends up in food and water, which causes people to get sick. Some even die.

6. Answers should include one of the following: The self-powering toilet filters liquid waste and burns solid waste, creating enough electricity to power the toilet and other small appliances. The worm toilet uses tiger worms to digest the waste into a substance that can be used as fertilizer. The composting toilet heats waste so that bacteria grow and break down the waste into a substance that can be used as fertilizer.

7. Both texts show that when big problems come up, like getting rid of human waste, people work hard to find new solutions. When the Thames River became so polluted with waste that its smell was disgusting and drinking from it made people sick, London’s leaders decided to quickly construct a sewer system to move the waste away from where people were living. In countries without enough money or water for safe sanitation, people are coming up with ideas for new kinds of toilets that don’t use water.

CORE SKILLS WORKOUT
The following answers are for the Skill Builders in the paired texts Core Skills Workout. Answers for lower-level and higher-level versions are the same unless otherwise noted.

Core Skills: Text Evidence “Exploring Text Features”
Answers will vary but should be similar to:

1. Yes, the way the letters are drawn are a little humorous and illustrate a bad smell. The letters make me interested in reading the article to find out what stank and why. OR: No, the letters look unpleasant and make me think the article will be unpleasant too.

2. The first two subheads are surprising, using unexpected words, such as poop, and also using alliterations in the words “problem/poop” and “whiff/wind.” The last two subheads are interesting because they add tension and hint that big problems are looming.

3. The illustration and caption show that people were scared and very worried that the stink from the river might kill them.

4. The photo shows how big the sewer system was and how many people had to work to complete it. The captions tell how many miles of pipes were used and how long it took to build. The photo and captions...

...together help show that building the new sewer system was a huge task.

5. Based on the information in the captions and the expression on the woman’s face in the photo, I think fatbergs are large, stinky, greasy, and disgusting.

6. The top photo doesn’t show how the self-power toilet works, but it shows that it looks similar to regular toilets. The middle photo helps me see what tiger worms look like and how they digest waste. The bottom photo helps me understand how the substance created by the composting toilet can be helpful as a fertilizer.

Answers for the Storyworks S-T-R-E-T-C-H will vary.

Core Skills: Text Evidence
“Find the Evidence” (Lower Level)
Answers will vary but should be similar to:
1. c
2. According to “The Great Stink,” most homes in London had bathrooms. Until the 1800s, the bathrooms emptied into cesspools. “Night soil men” shoveled out the cesspools at night, when the stink wouldn’t disturb people, and sold the waste to farmers to use as fertilizer.
3. b
4. “The Great Stink” explains that human waste is crawling with germs. The Thames River was London’s main source of drinking water, so when it became polluted with human waste, Londoners were drinking that water and all its germs, which caused diseases like cholera. “Toilets of the Future” explains that when people cannot get rid of waste, it gets into food as well as water, causing people to become sick.
5. d
6. Developing countries are often very poor. Building and operating sewers takes a lot of money and water, things “Toilets of the Future” says many developing countries don’t have.

Core Skills: Text Evidence
“Find the Evidence” (Higher Level)
Answers will vary but should be similar to:
1. d, f
2. “The Great Stink” explains that human waste is crawling with germs. The Thames River was London’s main source of drinking water, so when it became polluted with human waste, Londoners were drinking that water and all its germs, which caused diseases like cholera. “Toilets of the Future” explains that when people cannot get rid of waste, it gets into food as well as water, causing people to become sick.
3. c, d
4. Developing countries are often very poor. Building and operating sewers takes a lot of money and water, things “Toilets of the Future” says many developing countries don’t have.
5. a, b, f
6. Fatbergs are chunks of hardened cooking oil or grease that form in sewers when this material is poured down the drain. Other items, like baby wipes and food scraps, then get stuck in them, and they become big blobs that clog the sewers. We can prevent them from forming by disposing of garbage properly. Grease should not be poured down the drain, and other household items should be thrown away or recycled.

Core Skills: Synthesizing
“Putting It All Together”
1. London is a city in England. In 1858, people rode in horse-drawn carriages, ladies wore big skirts, kids sold things on street corners, and a horrible stink filled the air.
2. In the early 1800s, thousands of people left their farms and moved to London to take factory jobs. Between 1800 and 1850, the population of London doubled, and London became the biggest city in the world.
3. In the 1850s, a new invention called the flush toilet became popular in London. Because they used a lot of water, flush toilets caused cesspools to overflow, so people began connecting their toilets to the sewers...

that dumped waste directly into the river.
4. Human waste contains many microscopic germs that cause disease. When people don’t have a safe way to get rid of it, human waste ends up in food and drinking water, making people sick.
5. Building and operating sewers to deal with human waste takes a lot of money and water, and many poor countries do not have enough of either.
6. A lack of money, water, and sewers can keep people from getting rid of waste in a safe way, so people have begun inventing new toilets that don’t need water or sewers. These new toilets could also be helpful in solving sanitation problems in the U.S., where aging sewers are crumbling.
7. Experts worry that older sewers in many cities have begun crumbling and leaking and too many people are now using them. They are afraid that if people don’t take action, we could be faced with another big stink.

Core Skills: Summarizing
“Writing a Summary” (Lower Level)
Answers will vary but should be similar to:
“The Great Stink” is about the smelly and dangerous pollution in the Thames River that caused a crisis in London in the summer of 1858. In the 1800s, people in London began dumping their cesspools and hooking their toilets into the sewers, which dumped the waste into the Thames River. The summer of 1858 was scorching hot, and the Thames became a thick, brown, putrid brew of human waste. The river was not only stinky. It was also dangerous because the human waste contained germs that caused diseases, including deadly cholera, and the river was the source of people’s drinking water. Government leaders knew something needed to be done. They passed a law ordering the construction of a new sewer system that would take the waste away from the river and out of the city. The new sewer opened in 1865.

“Toilets of the Future” is about new waterless toilets that use filtering, burning, worms, and heat to safely dispose of human waste without water or sewers. Both articles warn that today’s sewers are old, overburdened, and beginning to crumble. We need to come up with solutions to our sewage problem.

Core Skills: Summarizing
“Quick, Tell Me What Happened!” (Higher Level)
Answers will vary but should be similar to:
1. a. In 1858, London faced a stinky health crisis caused by poop overflowing in its largest river.
   b. a river with large buildings in the background and the letters of “The Great Stink” drawn to look smelly.
   c. So many people were dumping their waste into sewers that led to the Thames River that it became overwhelmingly smelly and dangerous.
   d. “The Great Stink” is about the horribly smelly and deadly human waste that polluted the Thames River in London during the scorching summer of 1858.
2. Answers will vary.
3. a. New toilets are being invented using unusual things, such as worms.
   b. The new toilets help safely get rid of human waste and help the environment.
   c. This article and the first article both warn that we need to make sure we can safely get rid of human waste, now and in the future, so that waste doesn’t become a danger to people.

Assessment
“The Great Stink” Quiz (Lower Level)
1. B (cause and effect; R.3)
2. D (main idea; R.2)
3. B (text evidence; R.1)
4. B (vocabulary; R.4)
5. A (author’s purpose; R.6)
6. D (synthesizing; R.7)
7. Toilets in early London were boxes with cesspools underneath. They were filled with waste, then emptied. The waste would be sold to farmers as fertilizer. The worm toilet also features a hole beneath it. But instead of a worker collecting the poop, tiger worms eat it. The digested poop can be used to fertilize plants. (compare and contrast; R.3)
8. Answers will vary.

Continued on next page >

Assessment

“The Great Stink” Quiz
(Higher Level)

1. B (cause and effect; R.3)
2. D (main idea; R.2)
3. A (vocabulary; R.4)
4. B (text evidence; R.1)
5. A (author’s purpose; R.6)
6. D (vocabulary; R.4)
7. C (synthesizing; R.9)
8. D (synthesizing; R.9)
9. Toilets in early London were boxes with cesspools underneath. They were filled with waste, then emptied. The waste would be sold to farmers as fertilizer. The worm toilet also features a hole beneath it. But instead of a worker collecting the poop, tiger worms eat it. The digested poop can be used to fertilize plants. (compare and contrast; R.3)
10. Answers will vary.


Analyzing Poetry

“Poetry Kit”

Title and Poet:
“The Cup of Ocean” by Amos Russel Wells

Must-Know Words

glint: a small flash of light
wayward: going in its own direction
idly: without making an effort or taking action
breakers: waves that break, or fall, on the shore
gallant: grand or brave
mystic: having a hidden meaning that is difficult to understand

Break It Down!

Lines: 10
1. The first line poses a question: “What does the cup of ocean hold?” The rest of the poem answers the question by describing the ocean.
2. Lines 2 and 3 mention purple, gold, green, and blue. Lines 2-4 give the impression that the ocean is made up of beautiful colors shining in the sun.
3. Lines 5-8 suggest that the ocean moves in a gentle, rolling way. These lines say that the waves “idly roam” an “softly glide.”
4. The back and forth movement of the ocean's waves can make a person stop, stare, and listen, as if the person is under a spell. The ocean is as old as the Earth, so it has been casting a spell on people throughout the ages.
5. The last line is similar to the first because it is a conclusion. The first line asks a question, and the last announces that the question has been answered.
6. The rhyme pattern is AABCCDDEE.
7. Answers will vary. Students may say that the rhymes give the poem a light, fun feeling. They add to the impression that the ocean is a pleasure to see and hear.
8. The rhythm is nearly the same in each line. This could be similar to the sound of the ocean, which has a repeated rhythm of rolling or crashing waves.
9. You can conclude that the poet admires the ocean. He appreciates the colors of the waves and how they gently break on the shore. He probably wrote this poem to express how pretty and playful the ocean seems to him.

Make a Connection!

Answers will vary.

Assessment
“The Cup of Ocean” Quiz
1. B (text structure; R.5)
2. A (interpreting text; R.4)
3. C (inference; R.1)
4. C (main idea; R.2)
5. Ripples, breakers, foam, and currents all describe waves or water movements. Ripples are small, breakers are big, currents are constant, and foam is what waves leave. (vocabulary; R.4)
6. “Mighty spell of the ages old” might mean that even though the ocean is old, it’s mysterious and interesting. Its wonders cast a spell on people observing the ocean. (interpreting text; R.4)

Fiction: “A Recipe for Disaster,” p. 15

Vocabulary
“Flavorful Words”
Answers will vary.

Close-Reading and Critical-Thinking Questions
1. Elizabeth probably feels stressed and confused. In the picture, her face looks sad and she appears to be thinking. Her classmates’ words are surrounding her head, so it looks like what they’re saying is adding to her stress. (inference/visual literacy)
2. Answers will vary for the first question. Dishes include kimchi and BBQ beef (Korea), jerk chicken (Jamaica), borscht (Russia), soda bread (Ireland), corn bread (the South), and yakitori (Japan). (vocabulary)
3. Elizabeth doesn’t know what dish to bring to represent her heritage because she has two. Her mom is Chinese American and her dad is Mexican American. She doesn’t want to hurt either one by choosing a favorite recipe from the other’s culture. (identifying a problem)
4. They are positive and supportive of Liz and of each other. Her dad tells her “it’s a blessing to have two amazing family traditions,” and each parent encourages her to pick the other’s special dish. In the images, they look friendly. (character)
5. They tell the story of Liz worrying all weekend about what to do. She thinks about what dish to bring while she’s in bed, playing soccer, and sitting around her house. Finally, she has a great idea. (visual literacy)
6. With her parents’ help, she creates a dish that represents both her Chinese and Mexican heritages. She combines burritos and wontons to make . . . burri-tons. (problem and solution)
7. Answers will vary. (making connections)
8. Answers will vary. Students may say that they get to see the characters and understand what they’re thinking and doing based on their facial expressions and body movements. The settings can be understood without reading descriptions of them. Also, students might note that they’re able to read this story faster than a traditional one. (evaluating)
9. They probably want you to learn to be proud of your heritage, and that having two can be even better than having one! Furthermore, they might want you to realize that sometimes problems can feel overwhelming but that you can almost always find a solution. (theme)

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

Core Skills: Character Inferences/Visual Literacy
“Learning About Liz”
Answers will vary but should be similar to:
1. Liz hears how quickly and cheerfully her classmates decide what dish to bring, and she is worried or confused about what she should bring.
2. Liz is spending a long time agonizing about her decision. She’s worried and frustrated.
3. You can predict Liz will somehow combine the dishes
Fiction: “A Recipe for Disaster,” p. 15, cont’d.

from both her parents. She is happy and excited about it.
4. The name of the dish combines “burrito” and “wonton,” which tells you that Liz combined those two recipes from her parents to create a new dish that is a combination. She feels happy that she is able to honor both her parents with one dish.

Core Skills: Plot
“Cooking Up a Plot”
Answers will vary but should be similar to:
1. Liz’s teacher announces that everyone should bring a dish representing their heritage to the class party. But Liz’s heritage is both Mexican American and Chinese American, so she doesn’t know what to choose. She doesn’t want to hurt either parent’s feelings.
2. Liz talks to her parents about the problem to get their help. But each one encourages her to make a dish from the other one’s background - either burritos or wontons. So Liz still doesn’t know what to do.
3. After worrying all weekend, Liz finally has a great idea.
4. Liz tells her parents the idea, and they all cook together.
5. Liz has created a delicious new dish that combines both her heritages: burri-tons!

Assessment
“A Recipe for Disaster” Quiz
1. C (vocabulary; R.4)
2. D (character; R.3)
3. B (text evidence; R.1)
4. A (character; R.3)
5. A, C (key detail; R.1)
6. D (sequence; R.3)
7. C (inference; R.1)
8. B (plot; R.3)
9. Answers will vary. Sample answer: “A Recipe for Disaster” is a good title for this story because it means two different things that are important to the story. First, the saying “recipe for disaster” means something is likely to have an unpleasant outcome. Liz is sure that having to choose one dish will have a bad outcome because she will hurt one of her parents’ feelings. Second, a recipe is the instructions for making a dish, which is what Liz must do in the story. (main idea; R.2)
10. Liz names her dish burri-tons because it combines the words burritos and wontons. Burri-tons are probably a combination of the ingredients in burritos and wontons, a combination of Mexican and Chinese food in one dish. (inference; R.1)

Play: Sea Turtle Summer, p. 22

Vocabulary
“Words to Know”
1. marine
2. conservationists
3. feisty
4. algae
5. solitary
6. amputate
7. gingerly
8. circulation
9. maneuver

Close-Reading and Critical-Thinking Questions
1. Marco wants to go back because the hat was a gift from his friend Mel, who’s moving to Boston. This shows that he cherishes Mel’s friendship and wants to have the hat as a reminder of her once she moves away. (character)
2. The sea turtle Mel and Marco found is in bad shape—he’s barely moving, he’s too thin, and his eyes are sunken. The rescuer takes him to a turtle hospital in Marathon where workers can take care of him and try to nurse him back to health. (key details)
3. Dr. Hayes says something is blocking Elmar’s
Play: *Sea Turtle Summer, p. 22, cont’d.*

encourages readers to feel a connection to the characters of a story and care about their problems, which might be similar to real-life problems. The author probably wants people to learn about the threats sea turtles face and care about sea turtle conservation. If they feel connected to the sea turtle in this story, readers will more likely be concerned and possibly take action to help save sea turtles in real life. *(fact vs. fiction)*

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

1. Lolo says it because he knows the turtle must be hurt. *(inference)*

2. Marco and Mel visit the Turtle Hospital to see the turtle they found when they were boating. While they’re there, they ask questions about the turtle’s health and name him Elmar. *(key details)*

3. Marco’s eyes well up because he’s missing Mel. He’s thinking that Elmar’s friends might be missing him the way he’s missing Mel. *(inference)*

4. Lita means that you can’t appreciate something good (like a sunset) without having something bad (like a cloud) with it. It’s sad for Marco that Mel moved, Lita wants to remind him that he still can have a good friendship with her. *(interpreting text)*

5. Marco's feelings have changed at the end of the play from sad to happy. At the beginning, Marco is worried about Mel moving away and asks many questions about Elmar’s health. At the end, he is smiling, taking a picture, and ready to write to Mel. *(how a character changes)*

6. Answers will vary. Sample answer: People should stop littering at beaches and throw trash in garbage cans. People can clean up the beaches if they’re already full of trash. Also, if people stop using so much plastic, it won’t end up in the ocean where sea animals can eat it. *(problem/solution)*

**Distinguishing Fact From Fiction “Fact or Fiction?”**

1. **Fiction:** These lines explain where and why Mel had to move. Mel is an imaginary character in the play.

2. **Fact:** These lines explain what happens when turtles eat trash and how it prevents them from feeding
themselves. This fact could be verified in a reference source, such as a book or website.

3. **Fact:** These lines include information about sea turtles, including where they live, how far they swim during their lifetimes, and how long some can live. This fact can be checked in a book or website.

4. **Fiction:** These lines show Marco’s concern for Elmar. Both Marco and Elmar are imaginary characters in the play.

**CORE SKILLS WORKOUT**
The following answers are for the Skill Builders in the play Core Skills Workout.

**Core Skills: Theme**

*“Finding the Theme”*

**Answers will vary but should be similar to:**

1. **At first:** Marco is very upset that Mel is moving to Boston. When she moves, he can’t bring himself to write to her.

**By the end of the story:** Marco accepts Mel’s move to Boston. He finally writes a letter to her that will probably explain what happened to Elmar.

2. **At first:** Marco is very concerned about Elmar’s condition and begins to develop a bond with the sea turtle.

**By the end of the story:** Marco realizes how much he will miss Elmar when the sea turtle is returned to the ocean, but he’s happy the turtle has recovered and will be where he belongs.

3. **At first:** Marco feels very alone without Mel. He tells Lita that “Nothing is the same without her.”

**By the end of the story:** Marco realizes he doesn’t have to be alone. He still can reach out to his friend despite the distance that separates them.

4. **After Marco realizes how much he will miss Elmar,** he’s able to reach out to Mel. He learns that, unlike turtles, people aren’t solitary beings. They need each other, and the bonds they form with friends (like Mel) are an important part of their life.

5. **People need one another,** despite the challenges to their friendship that they might face.

**Core Skills: Setting**

*“Understanding Setting”*

**Answers will vary but should be similar to:**

1. **Scene 1** takes place on a boat in the Florida Keys in mid-August. **Scene 2** takes place in the same location 30 minutes later. During a boat ride with his grandparents and best friend, Mel, Marco notices a sea turtle that can’t swim and appears to be starving. Coast Guard rescuers arrive and take the sick turtle to the Turtle Hospital in Marathon.

2. **Scenes 3 and 4** take place in the Turtle Hospital. **Scene 3** takes place the next day; **Scene 4** takes place two weeks later. Dr. Hayes is caring for the rescued sea turtle. Because of a blockage in his intestines he couldn’t dive down and feed himself. Mel and Marco name the turtle Elmar, which means “the sea” in Spanish. Mel doesn’t appear in Scene 4 because she’s moved to Boston.

3. **Scene 7** takes place in the Turtle Hospital two months after Scene 6. The scene shows the close bond that has developed between Marco and Elmar. Marco realizes how much Elmar means to him and how much he will miss him when he leaves the Turtle Hospital. He believes that a series of events led him to find the turtle and that “everything happens for a reason.”

4. **The last scene** takes place on the beach two months after Scene 7. The mood is exuberant as a small crowd excitedly watch Elmar set free in the water. These events conclude the story by showing that the conservationists at Turtle Hospital saved Elmar’s life. The scene ends with Marco finally writing his letter to Mel. He accepts that their separation has changed their friendship, not ended it. Although they live in different cities now, they can still share important experiences and feelings.

**Assessment**

**Sea Turtle Summer Quiz**

(Lower Level)

1. A (main idea; R.2)
2. C (vocabulary; R.4)
3. A (text evidence; R.1)
4. B (vocabulary; R.4)
5. D (cause and effect; R.3)
Play: *Sea Turtle Summer*, p. 22, cont’d.

6. B (inference; R.1)
7. Elmar is a combination of Mel’s name (El) and Marco’s name (Mar). It means “the sea” in Spanish. Naming the turtle Elmar shows that Marco is generous and wants to share the turtle with Mel because he cares about her and will miss her. (character; R.3)
8. Lita gives Marco a Polaroid camera because she knows it will remind him of Mel and might help him feel better about her moving away. Lita also probably gave the camera to Marco so he can take pictures of Elmar to send to Mel to surprise her. (character’s motivation; R.3)

Assessment

*Sea Turtle Summer Quiz* (Higher Level)

1. D (theme; R.2)
2. A (text evidence; R1)
3. D (key details; R.1)
4. C (vocabulary; R.4)
5. A (character; R3)
6. B (cause and effect; R.3)
7. A (character; R.3)
8. A (text evidence; R.1)
9. Marco is curious and concerned about Elmar. The day after Elmar is injured, Marco visits the Turtle Hospital in Marathon and keeps visiting. He also shows he cares about Elmar when he names him, shows him pictures of Mel, feeds him, and asks the doctors many questions about his well-being. (character; R.3)
10. At the beginning of the play, Marco is sad that his best friend, Mel, is moving away. He’s even disappointed that he lost the hat she gave him. As the play goes on, Marco is worried about Elmar, the turtle he found, and checks on him frequently. He continues to miss Mel, look at her photos, and tear up. At the end, Marco shows he’s happier because Elmar is released back to the water. He’s smiling, taking photos with his new camera, and ready to write a letter to Mel. The second part of the answer will vary. (how a character changes; R.3)

Grammar Cop: “Winning Olympic Facts,” p. 27

**Grammar in Context**

*Grammar Scavenger Hunt*

1. swings, points, steers; They verbs end in –s because they are singular verbs that go with singular nouns.
2. A. show, get, walk
   B. stands, sees
3. Sample answers: Marco and Lita, Lita and Lolo, he
4. In California, it’s an all-out fight against wildfires, and the goat is only one of the many tools the state is using. While the goat may not be the most high-tech tool in the fight, one thing is for sure: It’s definitely the cutest.
Debate: “Should You Handwrite Thank-You Notes?” p. 28

Opinion Writing
“Write an Opinion Essay”
Answers will vary but should be similar to:
Yes: A handwritten note is the best way to say thanks. A card will make Aunt Laura feel more loved and appreciated than a text—a fact backed up by studies. Isaac should make a meaningful effort to thank her for the perfect gift. She can keep a card and display it, and it will reinforce important letter-writing skills. Isaac should get to writing right away!
No: Texting is how most people communicate nowadays. Why should a thank-you be any different? The advantages of texting are obvious. First of all, it’s a speedier form of communication, and it’s easier to read. Plus, you can include videos and emojis! Sending another handwritten thank-you note would be a big waste of Isaac’s time.

Assessment
“Should You Handwrite Thank-You Notes?”
Quiz
1. C (main idea; R.2)
2. D (text support; R.1)
3. B (inference; R.1)
4. D (vocabulary; R.4)
5. B (key detail; R.2)
6. C (compare and contrast; R.3)
7. Sample answer: Isaac says his aunt might not be able to read his handwriting, but he could take his time and make an effort to write neatly. (evaluate an argument; R.8)
8. Sample Answer: Isaac could make a phone call, visit his aunt, or bake cookies for her. (problem and solution; R.3)

Infographic: “The History of Fun,” p. 32

Guided Writing
“Time Travel Through Fun!”
A. I will explain which three historical ways of having fun I would try on a trip back in time and why.
“If I were to take a trip back in time, there are three ways of having fun that I would not want to miss.”
Answers will vary for the rest of the activity.