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"Grammar Takes a Spacewalk"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

HURTLING THROUGH SPACE

What is it like living more **then/than** 200 miles above Earth? Ask the astronauts on the International Space Station (ISS), a laboratory that hurtles through space at 17,500 miles per hour. (That's about 5 miles per second!)

Because the ISS circles Earth about every hour and a half, astronauts on board see the sun rise and set 16 times a day.

FLOATING AWAY

Being in a weightless environment presents some challenges. For instance, astronauts can't sprinkle salt and pepper on their food because it would float away and get caught in air vents or other equipment. So they use liquid salt and pepper instead.

Sleeping is different too. Rather **then/than** lie down on a bed, astronauts enter a tiny closet **then/than** zip themselves into a sleeping bag attached to the wall.

GOING TO THE BATHROOM

The space station bathrooms are definitely more complicated **then/than** the ones we have here on Earth. Astronauts use a funnel attached to a hose that suctions away urine. This urine, along with sweat, is **then/than** recycled into drinking water. (Apparently it tastes just like regular water.)

For solid waste, astronauts must use foot restraints to position themselves over a small metal can with a plastic bag in it. Makes you appreciate gravity, doesn't it?

ANSWERS TO ACTIVITY SHEET

THEN VS. THAN

1. then
2. than
3. then
4. than
5. than
6. then
7. than
8. Ashley ran faster than sam.
9. Put a half cup of flour in a bowl, then add two eggs and stir until smooth.
10. I like playing soccer more than baseball.

“Nothing Holds Me Back”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 8

Answers will vary. Sample response:

In Kristin Lewis’s article “Nothing Holds Me Back,” it is clear that Noah Carver, a 15-year-old who has been blind since birth, possesses great courage and determination.

Noah’s courage helps him face people who are unintentionally thoughtless or deliberately cruel about his blindness (7-8). For example, when Noah walks into the cafeteria, if no one calls out his name and invites him to sit down, he is not deterred. Lewis writes that “he walks up and down the aisles listening for a familiar voice and then asks if he can join the group” (7). I think this takes immense courage; Noah could go eat in the library or sit by himself, but he doesn’t. That Noah continues to put himself out there shows that he is courageous.

Noah also shows courage through all of the activities he does. Lewis lists some daily activities that might present challenges to blind people and then writes, “For Noah, none of these things is especially daunting” (5). Noah is also not afraid to run a 10K, ski down a mountain, or drive a boat; he trusts his own abilities and his family and friends to help him, and he does not let fear stop him from trying whatever interests him. He says, “The only limit that you have is in your mind. If you say, ‘I can’t do this, I can’t do that,’ well, no you can’t. But if you say, ‘I can try,’ then you’ve opened up a door, and you can keep opening doors rather than shutting them” (8). Noah clearly has the courage to meet the challenges blindness can present.

Noah demonstrates great determination in how he continues working toward his goals. He has always been determined to be a regular kid who follows his passions. With

some assistance from family and friends, “Noah has been running cross-country since before kindergarten. He sings in a choir; rides horses; goes lobstering (fishing for lobsters); and plays the guitar, piano, and drums. He is a gifted boat racer and took third place last year in his division at the World’s Fastest Lobster Boat Races in Moosabec Reach, Maine” (6). Noah’s impressive list of hobbies and talents makes clear that Noah has the determination it takes to succeed at whatever he wants to do.

Noah also shows determination in his advocacy for the blind community (8). He campaigned for 6 years to get local TV stations to provide audio description access. He is currently petitioning to get movie studios to create ADs for every movie and for movie theaters to provide the AD technology. He has worked to get thousands of signatures on these petitions. That Noah has devoted himself to these campaigns for so many years and continues his mission today shows that he is determined to make the world a more inclusive place, no matter how difficult that may be.

ANSWERS TO ACTIVITY SHEETS

KEY IDEAS:

ANALYZE NOAH

Answers will vary. The following are sample answers only.

Character Trait 1: courage

Support:

- Noah has courage that has helped him face people who are unintentionally thoughtless or deliberately cruel about his blindness (7-8). When Noah walks into the cafeteria, if no one calls out his name and invites him to sit down, he is not deterred. Lewis writes that “he walks

section continues >>



“Nothing Holds Me Back” cont’d

up and down the aisles listening for a familiar voice and then asks if he can join the group” (7). I think this takes immense courage; Noah could go eat in the library or sit by himself, but he doesn’t. That Noah continues to put himself out there shows that he is courageous.

- Noah shows courage through all of the activities he does. Lewis lists some daily activities that might present challenges to blind people and then writes, “For Noah, none of these things is especially daunting” (5). Nor is Noah afraid to run a 10K, ski down a mountain, or drive a boat; he trusts his own abilities and his family and friends to help him, and he is not afraid to try whatever interests him. He says, “The only limit that you have is in your mind. If you say, ‘I can’t do this, I can’t do that,’ well, no you can’t. But if you say, ‘I can try,’ then you’ve opened up a door, and you can keep opening doors rather than shutting them” (8). Noah clearly has the courage to meet the challenges blindness can present.

Character Trait 2: determination

Support:

- Noah has often been excluded from activities, but he doesn’t let that stop him. Lewis writes that Noah struggled to find a piano teacher for years and that he was left out of the dance scene in a musical; teachers must have assumed that Noah couldn’t learn to play the piano or dance, or that it would be too difficult to teach him (7). While some people might have given up when facing these roadblocks, Noah was determined to participate and did.
- Noah also shows determination in his advocacy for the blind community (8). He campaigned for 6 years to get local TV stations to provide audio description access. He is currently petitioning to get movie studios to create ADs for every movie and for movie theaters to provide the AD technology. He has worked to get thousands of signatures on these petitions. That Noah has devoted himself to these campaigns for so many years and continues his mission today shows that he is determined to make the world a more inclusive place, no matter how difficult that may be.
- Noah has always been determined to be a regular kid who follows his passions. With some assistance from family and friends, “Noah has been running cross-country since before kindergarten. He sings in a choir;

rides horses; goes lobstering (fishing for lobsters); and plays the guitar, piano, and drums. He is a gifted boat racer and took third place last year in his division at the World’s Fastest Lobster Boat Races in Moosabec Reach, Maine” (6). Noah’s impressive list of hobbies and talents makes clear that Noah has the determination it takes to succeed at whatever he wants to do.

“NOTHING HOLDS ME BACK” CLOSE-READING QUESTION

1. Lewis portrays Noah as a tough and determined athlete, describing how his “muscles strained” and explaining that “he’d been training hard for months.”
2. Lewis’s questions are meant to help the reader imagine what it would be like to be blind.
3. You can tell that Noah has a positive attitude. His ability to be humorous about being blind shows that he is comfortable with who he is and doesn’t view being blind as something that holds him back.
4. Lewis supports this idea by providing examples of incorrect assumptions that people have made about Noah over the years. For example, Lewis writes that Noah struggled to find a piano teacher for years (7). This is likely because many teachers assumed he wouldn’t be able to learn how to play or they thought it would be too difficult to teach him. Lewis also writes that Noah was left out of the dance scene in a school musical because the musical director assumed Noah couldn’t learn the steps (7).
5. You can infer that Noah’s parents are extremely supportive and dedicated to helping Noah lead as “regular” a life as possible. For example, on page 7, Lewis explains that Noah’s mom decided to become Noah’s full-time paraeducator and that she translates all his schoolwork into Braille for him. On page 6, Lewis writes that Noah’s dad made him a tactile map of his school so that Noah could find his way around on his own. These details show that Noah’s parents are dedicated to helping Noah be independent and do everything he wants to do.
6. Lewis admires Noah and considers him to be a person of strength, resilience, and courage. On page 7, when writing about Noah learning the dance moves for a school play, she writes, “Not surprisingly, he nailed them.” On page 8, Lewis writes, “Still, if there is one thing you



“Nothing Holds Me Back” cont’d

have to know about Noah, it’s that he is courageous and determined.” She also writes that Noah uses “his powers for good” and describes him as “a strong advocate” for the blind community. These details show how much she admires him.

7. The main purpose is to address misconceptions people may have about blindness and to provide advice on how to interact with a blind person in a kind and respectful way.

“NOTHING HOLDS ME BACK”

CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may say that asking questions gives people the opportunity to correct any misconceptions that they have. It can also help make us all more accepting and empathetic.
2. Answers will vary. Students may say that reading about people’s experience with blindness or vision impairment is one way. Another way is by including those who are blind or visually impaired and getting to know them.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The image shows a triumphant looking teenage boy running. The subtitle reveals that the boy, Noah, has been blind since birth. From the headline, “Nothing Holds Me Back,” and that fact that he is running you can infer that Noah is likely a determined and motivated person and that he doesn’t let his blindness keep him from pursuing his goals.
2. The photos on page 6 show Noah doing activities that some might be surprised to see a blind person doing, such as driving a boat and lobstering. The author may have included these images to show that people who are blind are still capable of doing the same activities as sighted people do. The photos also give the readers a better picture of who Noah is as a person by showing what his interests are.
3. The sidebar help you understand that the misconception that people who are blind or visually impaired are different or less capable than sighted people is not true. It also helps the reader understand how to respectfully

and politely interact with people who are blind or visually impaired.

4. I predict this article will be about a boy who is blind and how he navigates the sighted world. (Answers will vary.)
5. The mood of the introduction is exciting and intense as Lewis describes Noah approaching the finish line of a race. The mood is intense as Lewis describes Noah sweating and his muscles straining as he is running. Then the mood becomes exciting as Lewis describes how Noah “Whooshed” across the finish, heard the “whoops and hollers” of the crowd, and felt a “surge of emotions wash over him” (5).
6. **A.** The author explains the challenges that people who are blind face before explaining how Noah addresses these challenges.
B. I know the author uses a problem-and-solution structure in this section because the author writes, “Being blind in a sighted world presents unique challenges” and then continues to ask a series of questions that illuminate the kinds of challenges people who are blind face (5). Then, the author writes, “For Noah, none of these things is especially daunting” before explaining how Noah is able to overcome many of the challenges she just listed (5-6).
7. The author uses a sympathetic tone when describing some of the challenges Noah has faced. I know the author uses a sympathetic tone because she includes details about how Noah has had his feelings hurt and been treated cruelly by classmates. For example, the author writes that Noah “has never been invited to a sleepover at someone else’s house” and that when he sat on a bus “kids around him would sometimes tell him to go sit somewhere else” (7). She writes that Noah was bullied and excluded “for no other reason than the fact that he is blind” (8). The author also uses negative words like “thoughtless,” “cruel,” and “hurtful” to describe the behavior of some of Noah’s classmates (7-8). This shows that she condemns this type of behavior and feels sorry that Noah had to experience it.
8. Noah is a positive and determined person. (Answers will vary slightly.)
9. Fifteen-year-old Noah Carver runs cross-country, skis, races boats, and plays several instruments. Noah is also completely blind.



“Nothing Holds Me Back” cont’d

Noah lost his sight at birth due to a rare medical condition called Leber congenital amaurosis. Although he faces unique challenges because of this, with a little extra support, Noah can do all of the things a sighted person can do. For example, to get around his school, Noah uses a cane to feel in front of him for obstacles, as well as a tactile map of his campus that his dad made for him.

However, Noah does still face difficulties—mostly when dealing with the assumptions that sighted people tend to make about blind people. For example, it took Noah years to find a piano teacher that was willing to teach him. People have also been unkind to Noah simply because he cannot see. But instead of dwelling on bad experiences, Noah stays positive and has become an advocate for the blind community. His most recent project has been to petition movie studios and movie theaters to create and use audio description for the visually impaired.

Today, Noah attends high school like a “regular” kid, has many different interests, and has formed close friendships.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (LL)

1. The image shows a triumphant looking teenage boy running. The subtitle reveals that the boy, Noah, has been blind since birth. From the headline, “Nothing Holds Me Back,” and that fact that he is running you can infer that Noah is likely a determined and motivated person and that he doesn’t let his blindness keep him from pursuing his goals.
2. The photos on page 6 show Noah doing activities that some might be surprised to see a blind person doing, such as driving a boat and lobstering. The author may have included these images to show that people who are blind are still capable of doing the same activities as sighted people do. The photos also give the readers a better picture of who Noah is as a person by showing what his interests are.
3. The sidebar help you understand that the misconception that people who are blind or visually impaired are different or less capable than sighted people is not true. It also helps the reader understand how to respectfully and politely interact with people who are blind or visually

impaired.

4. I predict this article will be about a boy who is blind and how he navigates the sighted world. (Answers will vary.)
5. B
6. A. A
B. The author provides the solution that, with a little extra support, people who are blind like Noah are able to overcome the challenges that they may face in the sighted world. For example, the author explains that Noah uses a cane and a special app to help him navigate around obstacles and down streets (6). To get around school, he memorizes the layout and uses a tactile map his dad made for him (6).
7. A. sympathetic
B. I know the author uses a sympathetic tone because she includes details about how Noah has had his feelings hurt and been treated cruelly by classmates. For example, the author writes that Noah “has never been invited to a sleepover at someone else’s house” and that when he sat on a bus “kids around him would sometimes tell him to go sit somewhere else” (7). She writes that Noah was bullied and excluded “for no other reason than the fact that he is blind” (8). The author also uses negative words like “thoughtless,” “cruel,” and “hurtful” to describe the behavior of some of Noah’s classmates (7-8). This shows that she condemns this type of behavior and feels sorry that Noah had to experience it.
8. A. Students should cross out Detail #2.
B. Detail #2 explains that people who are blind face challenges, but does not reference Noah or explain how he is determined and hardworking.
9. Students should cross out B, E, and F.

“NOTHING HOLDS ME BACK” VOCABULARY

1. A
2. B
3. A
4. B
5. B
6. A
7. . . . have a traffic light installed at a dangerous intersection. (Answers will vary.)
8. . . . complained about it during the entire ride home. (Answers will vary.)



“Nothing Holds Me Back” cont’d

9. . . . reach into a tank and touch sea creatures. (Answers will vary.)

“NOTHING HOLDS ME BACK” QUIZ

*Higher Level (HL)

1. D (summarizing; R.2)
2. C (text structure; R.5)
3. C (vocabulary; R.4)
4. B (vocabulary; R.4)
5. A, C (author’s purpose ; R.6)
6. C (key ideas and details; R.2)
7. In her article “Nothing Holds Me Back,” author Kristin Lewis has an admiring and impressed tone as she writes about Noah Carver. It is clear that Lewis considers Noah to be a person of strength, resilience, and courage. On page 7, when writing about Noah learning the dance moves for a school play after the musical director assumed he couldn’t learn them, Lewis writes, “Not surprisingly, he nailed them.” Lewis is emphasizing how perfectly Noah learned and performed the moves, and with the phrase “not surprisingly,” expressing her overall high opinion of Noah. Other places where Lewis writes admiringly of Noah include page 8, where she states, “Still, if there is one thing you have to know about Noah, it’s that he is courageous and determined” and describes him as using “his powers for good” as an advocate for the blind community. Lewis also includes details that show how long Noah has worked to bring about change, mentioning that at press time, Noah’s petition asking movie producers and theaters to make movies more accessible to the blind had more than 5,000 signatures and that “Noah has already successfully campaigned for every local TV station in his community to provide AD access, a process that took him six years” (8). The inclusion of these details about Noah’s long and hard fought missions suggests that Lewis admires and is impressed by Noah. (key ideas and details, writing explanatory text; R.1, W.2)
8. When former British Prime Minister Winston Churchill said, “Attitude is a little thing that makes a big difference,” he meant that your attitude can determine your success or failure in life. In other words, a positive outlook can help you can achieve things you never thought possible, while a negative one will limit you. This idea applies to

Noah Carver from Kristin Lewis’s article “Nothing Holds Me Back” in that Noah’s positive outlook and determination are what allow him to rise above the challenges blindness can present. Noah has faced many hardships throughout his life because of people’s misconceptions about blindness. He has experienced deliberate cruelty from classmates and exclusion from activities because people assumed he couldn’t do or learn something (7-8). He could have let those hardships get him down and hold him back, but Noah didn’t grow up focusing on the negative. He and his family have always believed that Noah can do all the things a sighted person can do, and so he does. His attitude has allowed him to excel at his many passions—cross-country, boat racing, and riding horses, to name a few.

Lewis writes of Noah’s attitude, “Still, if there is one thing you have to know about Noah, it’s that he is courageous and determined. He has learned not to dwell on the cruelty. Instead he focuses on using his powers for good” (8). She goes on to explain that his positive outlook drives him to help sighted people better understand blindness and to be an advocate for the blind community. Noah believes he can make the world a more inclusive place, and so he does. Noah himself says, “The only limit that you have is in your mind. If you say, ‘I can’t do this, I can’t do that,’ well, no you can’t. But if you say, ‘I can try,’ then you’ve opened up a door, and you can keep opening doors rather than shutting them” (8). It is clear that for Noah, mindset is everything. His successes in life are evidence that attitude really is “a little thing that makes a big difference.” (interpreting text, synthesis, writing explanatory text; R.4, R.9; W.2)

“NOTHING HOLDS ME BACK” QUIZ

*Lower Level (LL)

1. D (summarizing; R.2)
2. C (text structure; R.5)
3. C (vocabulary; R.4)
4. B (vocabulary; R.4)
5. A, C (author’s purpose ; R.6)
6. C (key ideas and details; R.2)
7. In her article “Nothing Holds Me Back,” author Kristin Lewis has an admiring and impressed tone as she writes about Noah Carver. It is clear that Lewis considers Noah



“Nothing Holds Me Back” cont’d

to be a person of strength, resilience, and courage. On page 7, when writing about Noah learning the dance moves for a school play after the musical director assumed he couldn’t learn them, Lewis writes, “Not surprisingly, he nailed them.” Lewis is emphasizing how perfectly Noah learned and performed the moves, and with the phrase “not surprisingly,” expressing her overall high opinion of Noah. Other places where Lewis writes admiringly of Noah include page 8, where she states, “Still, if there is one thing you have to know about Noah, it’s that he is courageous and determined” and describes him as using “his powers for good” as an advocate for the blind community. Lewis also includes details that show how long Noah has worked to bring about change, mentioning that at press time, Noah’s petition asking movie producers and theaters to make movies more accessible to the blind had more than 5,000 signatures and that “Noah has already successfully campaigned for every local TV station in his community to provide AD access, a process that took him six years” (8). The inclusion of these details about Noah’s long and hard fought missions suggests that Lewis admires and is impressed by Noah. (key ideas and details, writing explanatory text; R.1, W.2)

8. Noah would surely agree with Winston Churchill that “Attitude is a little thing that makes a big difference.” In her article “Nothing Holds Me Back,” Kristin Lewis shows how Noah’s positive outlook and determination are what allow him to rise above the challenges blindness can present. Noah has faced many hardships throughout his life because of people’s misconceptions about blindness. He has experienced deliberate cruelty from classmates and exclusion from activities because people assumed he couldn’t do or learn something (7-8). He could have let those hardships get him down and hold him back, but Noah didn’t grow up focusing on the negative. He and his family have always believed that Noah can do all the things a sighted person can do, and so he does. His attitude has allowed him to excel at his many passions—cross-country, boat racing, and riding horses, to name a few.

Lewis writes of Noah’s attitude, “Still, if there is one thing you have to know about Noah, it’s that he is courageous and determined. He has learned not to

dwell on the cruelty. Instead he focuses on using his powers for good” (8). She goes on to explain that his positive outlook drives him to help sighted people better understand blindness and to be an advocate for the blind community. Noah believes he can make the world a more inclusive place, and so he does. Noah himself says, “The only limit that you have is in your mind. If you say, ‘I can’t do this, I can’t do that,’ well, no you can’t. But if you say, ‘I can try,’ then you’ve opened up a door, and you can keep opening doors rather than shutting them” (8). It is clear that for Noah, mindset is everything—his attitude makes big difference, just as Churchill said it does. (interpreting text, synthesis, writing explanatory text; R.4, R.9; W.2)

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. Noah Carver, a 15-year-old from Beals, Maine.
2. The main challenge that Noah faces is that he has been blind since birth. His blindness was caused by a rare medical condition called Leber congenital amaurosis. Being blind from birth presents unique challenges for Noah. For example, just getting around a school can be difficult if you have certain supports, like the tactile map that Noah’s dad made him.
3. Noah has been able to overcome many of the challenges that his blindness can bring with determination and support from his family and friends. For example, with a little extra help with his dad, Noah skis, races boats, and runs cross-country.
4. Like a “regular” kid, Noah attends high school and has many interests. He plays sports and musical instruments. He performs on stage and has formed close friendships. He has also become an advocate for people who are visually impaired and is working to expand the use of audio description in movies.
5. Answers will vary.

Sample Summary:

Fifteen-year-old Noah Carver runs cross-country, skis, races boats, and plays several instruments. Noah is also completely blind.

Noah lost his sight at birth due to a rare medical condition called Leber congenital amaurosis. Although he faces unique challenges because of this, with a little extra



“Nothing Holds Me Back” cont’d

support, Noah can do all of the things a sighted person can do. For example, to get around his school, Noah uses a cane to feel in front of him for obstacles, as well as a tactile map of his campus that his dad made for him.

However, Noah does still face difficulties—mostly when dealing with the assumptions that sighted people tend to make about blind people. For example, it took Noah years to find a piano teacher that was willing to teach him. People have also been unkind to Noah simply because he cannot see. But instead of dwelling on bad experiences, Noah stays positive and has become an advocate for the blind community. His most recent project has been to petition movie studios and movie theaters to create and use audio description for the visually impaired.

Today, Noah attends high school like a “regular” kid, has many different interests, and has formed close friendships.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

Fifteen-year-old Noah Carver runs cross-country, skis, races boats, and plays several instruments. Noah is also completely blind.

Noah lost his sight at birth due to a rare medical condition called Leber congenital amaurosis. Although he faces unique challenges because of this, with a little extra support, Noah can do all of the things a sighted person can do. For example, to get around his school, Noah uses a cane to feel in front of him for obstacles, as well as a tactile map of his campus that his dad made for him.

However, Noah does still face difficulties—mostly when dealing with the assumptions that sighted people tend to make about blind people. For example, it took Noah years to find a piano teacher that was willing to teach him. People have also been unkind to Noah simply because he cannot see. But instead of dwelling on bad experiences, Noah stays positive and has become an advocate for the blind community. His most recent project has been to petition movie studios and movie theaters to create and use audio description for the visually impaired.

Today, Noah attends high school like a “regular” kid, has many different interests, and has formed close friendships.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

*Higher Level (HL)

1. B
2. B; I chose B because the detail is about how Noah’s school often couldn’t give him the support he needed, which does not show how sighted people can sometimes misjudge those who are blind or visually impaired.
3. Noah is highly motivated and determined. (Answers will vary.)
4. Answers will vary but should be similar to the following: “‘Just because I’m blind doesn’t mean I’m different from any sighted person,’ Noah says. Then he adds, ‘There is just one thing that’s different about us in the physical sense—can’t see a thing!’” (p. 6); “He sings in a choir; rides horses; goes lobstering (fishing for lobsters); and plays the guitar, piano, and drums.” (p. 6); “He is a gifted boat racer and took third place last year in his division at the World’s Fastest Lobster Boat Races in Moosabec Reach, Maine.” (p. 6); “Not surprisingly, he nailed [the dance steps]” (p. 7); “And when he isn’t training for a race or performing on stage or lobstering, he’s talking with his friends about computers or the latest Star Wars movie.” (p. 8)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

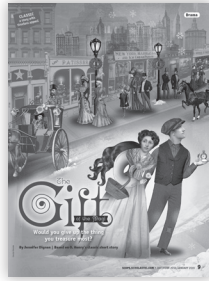
*Lower Level (LL)

1. A, C, E
2. Noah Carver is highly motivated and determined. (Answers will vary slightly.)

CORE SKILLS WORKOUT: TONE QUIZ

1. C
2. D
3. B
4. D
5. C
6. In the quote, Noah is sharing his positive and optimistic approach to life, telling the reader that anything is possible if you have the right attitude.

The Gift of the Magi



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 15

Answers will vary. Sample response:

In Jennifer Dignan's play *The Gift of the Magi*, the gifts Jim and Della give each other are indeed valuable.

Some might say that the gifts Jim and Della give each other are valuable because they are expensive. It is true that the gifts are worth a lot of money, at least for Jim and Della. Neither was able to afford the gift they gave the other person without selling something, so for Jim and Della's budget, the gifts were quite expensive.

In another sense, the gifts Jim and Della give each other are *not* valuable because they are not useful. In fact, neither Jim nor Della is able to use the gift that they receive at all. Jim gives Della combs for her long hair, but Della sold her hair in order to buy Jim's gift, so she has no use for the combs. Della gives Jim a watch chain, but he sold his watch in order to buy the combs for Della. However, both Jim and Della may be able to use their gifts someday—Della when her hair grows back, and Jim if he ever gets a new watch.

What really makes the gifts valuable is the way in which they represent Jim and Della's love for one another. Each person sacrificed the possession they treasured most in the world in order to buy the other person their gift. Each gift also shows that the giver thought about and understood what the receiver treasured and would appreciate, even though in the end, the gifts turned out to be useless.

The gifts are also valuable according to how Kristin Lewis defines the value of gifts in her article "What Do You Get From Giving?" Lewis claims that what makes a gift valuable to the person receiving it is not the gift itself but the thought that went into it. Explaining this, Lewis writes,

"... if your gift shows even a small amount of consideration, the receiver will feel special" (15). Jim and Della's gifts clearly showed a great deal of consideration and made each other feel special. The play ends with both of them grinning, even though both have just lost their prized possessions and received useless gifts.

Lewis writes that a gift is also valuable to the person giving it because giving makes us feel good. Giving someone a gift, explains Lewis, can reinforce your feelings of love for that person and it can improve your health and your mood by triggering the release of neurochemicals (15). Therefore, giving each other such considerate gifts reinforces Jim and Della's love for one another, which is valuable in itself. In fact, the value, for Della, of sacrificing her hair and buying Jim's gift is suggested by the way Della acts after Madame Sofronie cuts off Della's hair and pays her for it: Della smiles and enthusiastically thanks Madame Sofronie before hurrying off to search for Jim's gift (13). Perhaps Jim and Della will remember the watch chain and the combs as the most valuable gifts they ever gave or received.

ANSWERS TO ACTIVITY SHEETS

INTEGRATING IDEAS: GIVING GIFTS

Answers will vary. The following is a sample answers.

1. The gifts Jim and Della give each other are worth a lot of money, at least for Jim and Della. Neither was able to afford the gift they gave the other person without selling something, so for Jim and Della's budget, the gifts were quite expensive.
2. No, the gifts Jim and Della give each other are not valuable in terms of being useful. In fact, neither Jim

section continues >>



The Gift of the Magi cont'd

nor Della is able to use the gift that they receive. Jim gives Della combs for her long hair, but Della sold her hair in order to buy Jim's gift, so she has no use for the combs. Della gives Jim a watch chain, but he sold his watch in order to buy the combs for Della. However, both Jim and Della may be able to use their gifts someday—Della when her hair grows back, and Jim if he ever gets a new watch.

3. The gifts that Jim and Della give each other are valuable because they represent Jim and Della's love for one another. Each person sacrificed the possession they treasured most in the world in order to buy the other person their gift. Each gift also shows that the giver thought about and understood what the receiver treasured and would appreciate, even though in the end, the gifts turned out to be useless.
4. According to the article, a gift is valuable to the person giving it because giving it makes the person giving it feel good. When we give someone a gift, explains author Kristin Lewis, it can reinforce your feelings of love for the person you are giving the gift to, and it can improve your health and your mood by triggering the release of neurochemicals that play an important role in learning, memory, sleep, and healing.
5. According to the article, what makes a gift valuable to the person receiving it is not the gift itself but the thought that went into it. Explaining this, Lewis writes, ". . . if your gift shows even a small amount of consideration, the receiver will feel special."
6. According to how "What Do You Get From Giving?" defines the value of gifts for both the giver and the receiver, the gifts Jim and Della give each other are indeed valuable. For one thing, the act of giving each other gifts, according to the article, reinforces Jim and Della's love for one another, which is valuable in itself. Plus, giving the other person a gift would improve the health and mood of both Jim and Della. In fact, the value, for Della, of sacrificing her hair and buying Jim's gift is suggested by the way Della acts after Madame Sofronie cuts off Della's hair and pays her for it: Della smiles and enthusiastically thanks Madame Sofronie before hurrying off to search for Jim's gift (13).

The gifts Jim and Della give each other are also valuable according to how the article defines the value

of a gift to the receiver, because both gifts show a great deal of consideration.

THE GIFT OF THE MAGI CLOSE-READING QUESTIONS

1. You learn that Jim and Della don't have much money. You also learn that they care deeply about each other: Charlie tells Della, "Jim loves you so much," and Della wants to give Jim the kind of wonderful present she thinks he deserves.
2. The details of Jim and Della's living room (the threadbare rug, scuffed coffee table, and sparsely decorated Christmas tree) help you understand that money really is tight for the couple and why Della has only \$1.87 for Jim's gift.
3. Della feels some grief, or at least anxiety, over giving up her hair; she tells Madame Sofronie, "Quick, cut it off before I change my mind," and she winces when her hair is cut. But she's also thrilled to get the money; after her hair is cut, she smiles and thanks Madame Sofronie enthusiastically.
4. A coat and gloves would keep Jim warm, but they wouldn't necessarily bring him joy. Jim's watch is his prized possession. By getting him a watch chain, Della can show she understands that and also enhance the pleasure he takes in owning a good watch.
5. They're both smiling; you can infer that they're amused by the irony of their situation. The fact that they both have a sense of humor, are generous, and value each other over any material item allows them to see their situation with good humor.

THE GIFT OF THE MAGI CRITICAL-THINKING QUESTIONS

1. Answers may vary. Some students might say that the play does not have a happy ending because Della and Jim receive gifts they can't use on top of having lost their most prized possessions. But most students will probably say that the play does end happily: Della and Jim have shown that they value each other above all else.
2. Della and Jim each expect that they will give the other person a wonderful gift. Instead they both end up giving each other something useless.



The Gift of the Magi cont'd

3. Della and Jim give special gifts to each other. They are wise because they understand the true purpose of giving: to show love.

"WHAT DO YOU GET FROM GIVING?"

CLOSE-READING QUESTIONS

1. According to the article, giving a gift can improve your sense of well-being and health. It also reinforces feelings of love for the person you are giving the gift to.
2. Both are acts of kindness that trigger the release of powerful brain chemicals that make you feel good.
3. The article states that receiving a thoughtful gift makes you feel special.

"WHAT DO YOU GET FROM GIVING?" AND THE GIFT OF THE MAGI CRITICAL-THINKING QUESTION

1. Lewis might tell Della and Jim not to worry about buying each other expensive presents, but instead to each just do something kind and thoughtful for the other person, because that will mean just as much as a costly gift.

THE GIFT OF THE MAGI QUIZ

***Higher Level (HL)**

1. A, D (inference, character; R1, R.3)
2. C (text structure, development of events and ideas; R.5, R.3)
3. B (author's craft, character; R.5, R.3)
4. B (character, inference; R.3, R.1)
5. B, D (text evidence; R.1)
6. C (author's purpose; R.6)
7. Right after Della sells her hair to Madame Sofronie, she feels joyful and excited that she now has enough money to buy a gift for Jim. This is clear from the fact that "a smile spreads across her face" as soon as Madame Sofronie hands her the money and the way Della enthusiastically thanks Madame Sofronie and hurries out the door to buy Jim's gift (13). Della's reaction to having her prized hair cut off reveals that Della cares deeply about Jim, is generous, and is not vain. Buying Jim a fine gift is more important to Della than her appearance and she makes the sacrifice of her hair gladly. (inference, character, supporting a claim; R.1, R.3, W.1)
8. Kristin Lewis writes that if the gift you give someone "shows even a small amount of consideration, the receiver

will feel special" (15). If this is true, the gifts Della and Jim received from each other must have made them feel very special indeed. Both Della and Jim chose a gift for the other person that showed great consideration: Della got a watch chain for Jim because she knew his watch was his most prized possession, and Jim bought combs for Della to use in her hair because he knew that her hair was her most prized possession. In addition, both Della and Jim sacrificed their own most post possession in order to buy the gifts for each other. Knowing that the other person put so much thought into the gift they chose and made such a sacrifice to buy it would have made Della and Jim feel loved and, according to what Lewis writes, special. (synthesis, supporting a claim; R.7, W.1)

THE GIFT OF THE MAGI QUIZ

***Higher Level (LL)**

1. A, D (inference, character; R1, R.3)
2. C (text structure, development of events and ideas; R.5, R.3)
3. B (author's craft, character; R.5, R.3)
4. B (character, inference; R.3, R.1)
5. B, D (text evidence; R.1)
6. C (author's purpose; R.6)
7. In Scene 4, after Della sells her hair, she feels excited that she now has enough money to buy Jim's gift. The details that show this are that "a smile spreads across her face" as soon as Madame Sofronie hands her the money and that Della enthusiastically thanks Madame Sofronie and then hurries out the door to buy Jim's gift. These details show that Della is not sad about having had her hair cut but is instead happy and anxious to head out the door and shop for Jim's gift. (inference, character, supporting a claim; R.1, R.3, W.1)
8. Yes, the gifts that Della and Jim give each other do show consideration. Della got a watch chain for Jim because she knew his watch was his most prized possession, and Jim bought combs for Della to use in her hair because he knew that her hair was her most prized possession. In addition, both Della and Jim sacrificed their own most post possession in order to buy the gift for the other person. Both gifts show that the giver thought carefully about what the receiver would appreciate and also reflect



The Gift of the Magi cont'd

the giver's love and willingness to sacrifice for the other person. (synthesis, supporting a claim; R.7, W.1)

THE GIFT OF THE MAGI

VOCABULARY

1. My dad haggled with the car dealership for days to get a better deal on his new car.
2. The popstar was unceremoniously dropped from his record label.
3. Edward reaped the rewards of the efforts he'd made to improve his jumpshot.
4. Traffic was sparse on the highway this morning.
5. afloat
6. befits
7. neurochemical
8. threadbare
9. agonizing
10. incandescent
11. tonic

LITERARY ELEMENTS: CHARACTER THINKING TOOL

Answers will vary.

1. Della and Jim's tiny apartment is filled with worn furnishings—a threadbare rug, a scuffed table, a deflated couch. This reveals that they don't have much money. They also have a thin and bony Christmas tree, small enough to sit on a table with very few decorations. This adds to the idea that money is tight for the couple.
2. Della and Jim feel discouraged and even distraught about their financial situation, though they try to keep their spirits up about it. In Scene 1, Della counts her money penny by penny and sobs at the realization that she doesn't have enough to buy Jim a Christmas present, despite her endless saving and haggling. Though in Scene 2, as Jim and Fred complain about working more hours for less pay this year, Jim says that "Della never complains. She insists that she has everything she needs." Jim's story about the two of them staring at items in the window of a shop the previous week also makes clear that not having enough money to buy the things they want makes the couple downhearted. It also affects their wellbeing since they are unable to buy things they need either—they live in a cold city with no gloves and thin, worn coats.

3. **A.** As soon as Hattie mentions Della's hair in Scene 1, Della doesn't think twice about chopping it off and selling it. She no longer cares that it is her prized possession nor does she worry about how she will look without it; she views being able to give Jim a gift as far more important. She "squares her shoulders" and "marches out" to sell it, showing her resolve (12). She doesn't seem upset when Madame Sofronie cuts it off either, as a big smile spreads across her face when she is handed the money. These details show that she is selfless and willing to make sacrifices for someone she loves.

B. Answers will vary.

4. Answers will vary.
5. Answers will vary.
6. At the end of the play, Della and Jim are both grinning—clearly touched by one another's sacrifices and amused by the irony of their situation. Their response reveals that they both have a sense of humor, are generous, and truly value each other and their love over material items or physical appearance.

CORE SKILLS: MOOD

***Higher Level (HL)**

1. Answers will vary but should be similar to distraught, distressed, agitated, anxious, etc.
2. In this scene, Della is crying after she comes to the realization that she doesn't have enough money to buy her husband Jim a Christmas present, even though she's saved and saved. This is an upsetting situation.
3. This action takes place in Della and Jim's tiny, bleak apartment at Christmas time. This setting adds to the distressed and distraught mood because their apartment reveals that money is tight for the couple and might cause them stress in their lives. Financial hardship would be especially distressing at Christmas time, a time of year when you're expected to buy gifts for the ones you love.
4. Answers may include:
 - "One eighty-five, one eighty-six . . . one eighty-seven."
 - "Jingle bells! Jingle bells! Jingle all the way! Oh, what fun it is to—"
 - "My dear cousin, what is wrong?"

section continues >>



The Gift of the Magi cont'd

- "Oh, Charlie!"
 - "It's two days before Christmas, and one dollar and eighty-seven cents is all I've got for Jim's present"
 - "I saved everything I could. I really did. No doubt the butcher and the grocer dread seeing me coming, the way I haggle over every penny. But we've simply nothing to spare."
 - "That's it! My hair!"
 - "I can sell my hair!"
 - "But Della, your hair is your most prized possession. It's so lovely!"
5. Answers may include: kneels, flops, bursts, swiping, slumps, sniffing, dreads, haggle
 6. Answers may include: tiny apartment, simple and worn furnishings, deflated cushions, threadbare rug, scuffed, coffee table, small, scraggly Christmas tree, furrowed brow, dumps coins out of a tin can, bursts into tears

CORE SKILLS: MOOD

***Lower Level (LL)**

1. In this scene, Della is crying after she comes to the realization that she doesn't have enough money to buy her husband Jim a Christmas present, even though she's saved and saved. This is an upsetting situation.
2. This action takes place in Della and Jim's tiny, bleak apartment at Christmas time. This setting adds to the distressed and distraught mood because their apartment reveals that money is tight for the couple and might cause them stress in their lives. Financial hardship would be especially distressing at Christmas time, a time of year when you're expected to buy gifts for the ones you love.
3. Answers may include:
 - "One eighty-five, one eighty-six . . . one eighty-seven."
 - "Jingle bells! Jingle bells! Jingle all the way! Oh, what fun it is to—"
 - "My dear cousin, what is wrong?"
 - "Oh, Charlie!"
 - "It's two days before Christmas, and one dollar and eighty-seven cents is all I've got for Jim's present"
 - "I saved everything I could. I really did. No doubt the butcher and the grocer dread seeing me coming, the way I haggle over every penny. But we've simply

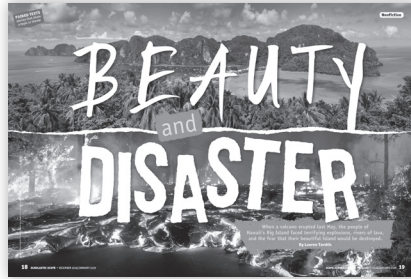
nothing to spare."

- "That's it! My hair!"
 - "I can sell my hair!"
 - "But Della, your hair is your most prized possession. It's so lovely!"
4. Answers may include: kneels, flops, bursts, swiping, slumps, sniffing, dreads, haggle
 5. Answers may include: tiny apartment, simple and worn furnishings, deflated cushions, threadbare rug, scuffed, coffee table, small, scraggly Christmas tree, furrowed brow, dumps coins out of a tin can, bursts into tears

CORE SKILLS: MAKING INFERENCES

1. Answer provided.
2. Answers may include:
 - **Jim:** And then Della turned and gave me a hug, and we walked away. Ah, Fred, I just wish I could buy Della the kind of Christmas present she deserves.
 - **Jim:** Don't misunderstand—there is nothing in the way of a haircut or a shampoo that could make me love you any less.
 - **Della:** Hmm. Jim does need gloves. Every day he goes off to work with nothing to warm his hands. And he needs a new coat. His is so old and threadbare it scarcely keeps out the chill. But neither seems precious enough for my Jim. I mean, no offense—
 - **Della:** Yes, it was. But nothing is more important to me than Jim. It doesn't look too bad, does it?
 - **Jim:** Della, the fact is, I sold my watch to buy your combs.
 - **Della:** Oh, Jim, don't look at me that way! I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present.
3. You can infer from these lines that Della and Hattie are close. The fact that Hattie comes over to do Della's hair after she gets it cut tells you that Hattie cares about Della and wants to help make her feel better during a time when Della might not be feeling so great about herself.
4. You can tell that Jim and Della are both amused in this moment by the fact that they're both smiling and not making a big fuss over the mix-up with the presents.

“Beauty and Disaster”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 25

Answers will vary. Sample answer:

As explained in Lauren Tarshis’s article “Beauty and Disaster” and her informational text “The Power of Kilauea,” volcanoes have both the power to destroy and the power to create.

Tarshis explains that the state of Hawaii was created by volcanoes (20). She describes how over millions of years, magma from the floor of the Pacific Ocean slowly built up into mounds of hardened lava which got bigger and bigger until they rose up out of the sea. This process created what we now know as Hawaii—eight islands of lush forests home to over 1.5 million people (20). Several neighborhoods have been built right on Kilauea (22). Josh Gula, who lives in one of these neighborhoods, refers to the volcano’s creative power when he says, “None of us would be living in this beautiful place if it weren’t for volcanoes” (23).

In “The Power of Kilauea,” Tarshis refers to the creative power of volcanoes, stating that volcanic eruptions have shaped more than 80 percent of Earth’s surface and that eruptions create new land masses all the time (24). She also explains that volcanic eruptions positively affect soil. Because eruptions deposit minerals and nutrients into the ground, the soil near volcanoes is incredibly fertile, which helps trees and flowers grow (25).

At the same time, volcanoes like Kilauea have the power to destroy. Tarshis gives examples of several volcanoes throughout history, including Mount Vesuvius and Mt. Saint Helens, that have caused massive destruction and killed many people (21). Though Kilauea does not typically erupt with violence, its 1790 eruption killed thousands of people

(22). Last year, Kilauea erupted for months, and the massive lava flows destroyed an entire lake and 700 homes on the Big Island of Hawaii (23). In “The Power of Kilauea,” Tarshis writes that volcanic eruptions destroy forests, wildlife, crops, and people’s homes and possessions (25).

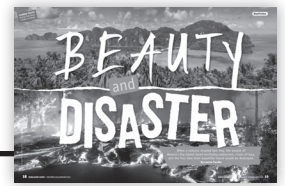
According to Hawaiian legend, Tarshis writes, the goddess Pele lives in Kilauea. And Pele’s powers? She can both destroy and create (24).

ANSWERS TO ACTIVITY SHEETS

“BEAUTY AND DISASTER” AND “THE POWER OF KILAUEA” CLOSE-READING QUESTIONS

1. The author is using a metaphor to compare Kilauea’s activity first to a cat and then to a lion. This comparison helps the reader understand that Kilauea changed from something that seemed harmless and tame into something dangerous and wild, and that the change was dramatic and surprising.
2. The map on the bottom of page 20 supports the idea that Hawaii is remote by showing how far it is from other land. The images on pages 18 and 19 support the idea that Hawaii is beautiful by showing its dazzling and lush landscape, as well as the glowing lava of Kilauea.
3. The author is using a compare-and-contrast structure to explain the differences between stratovolcanoes, which erupt violently, and shield volcanoes, which erupt in a calmer, less dramatic way. This helps the reader understand how Kilauea, which is a shield volcano, is different from other, more violent volcanoes.
4. Reasons include that Kilauea was not considered dangerous for many years, that the Big Island is filled

section continues >>



“Beauty and Disaster” cont’d

with beautiful natural wonders, and that the volcano itself is fascinating.

5. According to the section “Devouring Houses,” a major risk of living near an active volcano is that it could erupt and cause damage. Eruptions can cause earthquakes and lava flows, which can destroy neighborhoods. Eruptions can also release poisonous gas.
6. According to “The Power of Kilauea,” volcanoes created many features of Earth today. Volcanoes also create new land masses and help vegetation grow.

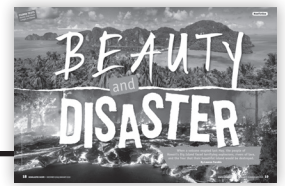
“BEAUTY AND DISASTER” AND “THE POWER OF KILAUEA” CRITICAL-THINKING QUESTION

1. Answers will vary. Students may say that Hawaiians have a respect for volcanoes because the Hawaiian islands are the result of volcanic activity over millions of years. Students may also say that Hawaiians respect volcanoes because they have witnessed their power and beauty and because it’s believed that the goddess Pele lives within Kilauea.

SYNTHESIS

Answers will vary slightly.

Question	“Beauty and Disaster”	“The Power of Kilauea”
How volcanoes create	<ul style="list-style-type: none"> • The state of Hawaii was created by volcanoes (20). • Several neighborhoods are built on Kilauea in Hawaii (22). • “‘Right now,’ Josh says, ‘the newest land on Earth is forming. None of us would be living in this beautiful place if it weren’t for volcanoes’” (23). 	<ul style="list-style-type: none"> • Volcanic eruptions have shaped more than 80 percent of Earth’s surface, and eruptions create new land masses all the time (24). • Because volcanic eruptions deposit minerals and nutrients into the ground, the soil near volcanoes is incredibly fertile, which helps trees and flowers grow (25). • According to Hawaiian legend, the goddess Pele lives in Kilauea. She has the power to destroy and to create (24).
How volcanoes destroy	<ul style="list-style-type: none"> • Several volcanoes throughout history, including Mount Vesuvius and Mt. Saint Helens, have caused massive destruction and killed many people (21). • Kilauea erupted in 1790 and killed thousands of people (22). • Kilauea’s eruptions created massive lava flows that destroyed an entire lake (23). • Last year, 700 homes on the Big Island of Hawaii were destroyed because of Kilauea’s eruptions (23). 	<ul style="list-style-type: none"> • Volcanic eruptions destroy forests, wildlife, and crops (25). • Kilauea’s recent eruption caused people to lose their homes and possessions (23). • According to Hawaiian legend, the goddess Pele lives in Kilauea. She has the power to destroy and to create (25).



“Beauty and Disaster” cont’d

PAIRED-TEXT QUIZ

*Higher Level (HL)

1. C (summarizing; R.2)
2. D (figurative language; R.4)
3. B (vocabulary; R.4)
4. A (text structure; R.5)
5. B (tone; R.4)
6. C (synthesis; R.9)
7. In the introduction to “Beauty and Disaster,” author Lauren Tarshis draws readers in through her word choices and use of descriptive language. She immediately places readers in the scene of Kilauea’s first explosion last spring by writing, “Imagine you are at recess. Basketballs bounce, kickballs sail through the air, kids trade Pokémon cards on the blacktop” (20). Her first sentence issues a command to readers, instructing them to form an image in their minds before she provides them with vivid sensory details. The phrases “basketballs bounce” and “kickballs sail” contain verbs that appeal to readers’ senses of hearing and sight, making them feel as if they are right there with Joshua and his classmates, enjoying a typical, carefree day at recess.

But the feelings this imagery evokes in readers contrasts starkly with what comes next. Tarshis writes, “Suddenly, the ground starts shaking violently. You stare in shock and amazement at a massive gray cloud rising into the sky” (20). This descriptive language creates feelings of suspense and fright in readers as they imagine the earth rumbling beneath them and visualize smoke and ash taking over the sky. Then, in the last final two lines, Tarshis writes, “For years, Kilauea had seemed tame—a purring cat. But now, Kilauea had transformed into a roaring lion” (20). Her use of a metaphor that compares Kilauea’s activity first to a cat and then to a lion helps readers understand that Kilauea had changed from something that seemed harmless and tame into something dangerous and wild—a dramatic and surprising change. All of these vivid details make readers want to keep reading so they can better understand this unexpected disaster. (author’s craft, writing explanatory text; R.4, W.2)

8. As evidenced in Lauren Tarshis’s article “Beauty and Disaster” and her informational text “The Power of Kilauea,” volcanoes are an important part of the natural

world.

Tarshis explains that it’s because of volcanoes that the state of Hawaii exists (20). She describes how over millions of years, magma from the floor of the Pacific Ocean slowly built up into mounds of hardened lava which got bigger and bigger until they rose up out of the sea (20). The eight “hardened lava blobs” known as the Hawaiian islands are now a paradise of lush forests and home to over 1.5 million people (20). As Josh says about Hawaii, “None of us would be living in this beautiful place if it weren’t for volcanoes” (23). But it’s not just Hawaii that was formed by volcanoes; as Tarshis explains in “The Power of Kilauea,” volcanoes have shaped more than 80 percent of Earth’s landscape (24).

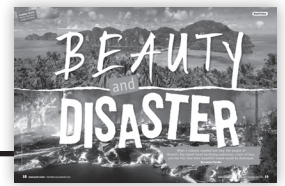
Volcanoes also affect soil in a positive way. Tarshis explains, “The soil near volcanoes is incredibly fertile because volcanic eruptions deposit minerals and other nutrients into the ground” (25). The more fertile soil is, the more capable it is of supporting vegetation and crops. You can infer this is a good thing for the plants, animals, and farmers who live on the fertile soils created by volcanoes. (key ideas and details, synthesis, writing explanatory text; R.2, R.9, W.2)

PAIRED-TEXT QUIZ

*Lower Level (LL)

1. C (summarizing; R.2)
2. D (figurative language; R.4)
3. B (vocabulary; R.4)
4. A (text structure; R.5)
5. B (tone; R.4)
6. C (synthesis; R.9)
7. In the introduction to her article “Beauty and Disaster,” one way author Lauren Tarshis draws readers in is by using descriptive language that makes readers feel like they are experiencing Kilauea’s first explosion last spring. Tarshis writes, “Imagine you are at recess. Basketballs bounce, kickballs sail through the air, kids trade Pokémon cards on the blacktop” (20). The phrases “basketballs bounce” and “kickballs sail” contain verbs that appeal to readers’ senses of hearing and sight, making them feel as if they are right there on the blacktop with Joshua and his classmates, enjoying a typical, carefree day at recess. Then Tarshis writes,

section continues >>



“Beauty and Disaster” cont’d

“Suddenly, the ground starts shaking violently. You stare in shock and amazement at a massive gray cloud rising into the sky” (20). This descriptive language creates new feelings of suspense and fright in readers as they imagine the earth rumbling beneath them and visualize smoke and ash taking over the sky. These vivid details make readers want to keep reading and find out what will happen next. (author’s craft, writing explanatory text; R.4, W.2)

8. As evidenced in Lauren Tarshis’s article “Beauty and Disaster” and her informational text “The Power of Kilauea,” volcanoes are an important part of the natural world.

Tarshis explains that it’s because of volcanoes that the state of Hawaii exists (20). She describes how over millions of years, magma from the floor of the Pacific Ocean slowly built up into mounds of hardened lava which got bigger and bigger until they rose up out of the sea (20). The eight “hardened lava blobs” known as the Hawaiian islands are now a paradise of lush forests and home to over 1.5 million people (20). As Josh says about Hawaii, “None of us would be living in this beautiful place if it weren’t for volcanoes” (23). But it’s not just Hawaii that was formed by volcanoes; as Tarshis explains in “The Power of Kilauea,” volcanoes have shaped more than 80 percent of Earth’s landscape (24).

Volcanoes also affect soil in a positive way. Tarshis explains, “The soil near volcanoes is incredibly fertile because volcanic eruptions deposit minerals and other nutrients into the ground” (25). The more fertile soil is, the more capable it is of supporting vegetation and crops. You can infer this is a good thing for the plants, animals, and farmers who live on the fertile soils created by volcanoes. (key ideas and details, synthesis, writing explanatory text; R.2, R.9, W.2)

CORE SKILLS WORKOUT: TEXT STRUCTURES

1. In the first section of “Beauty and Disaster,” the author first describes an everyday scene on a recess yard. Then, she begins to describe a volcano erupting.
2. **A.** compare and contrast
B. I know the author is using a compare and contrast structure in this section of the article because she begins the sentence with the line, “Kilauea is not the kind of

volcano you usually see in disaster movies. . .” (21). This line tells you that the author is about to explain how Kilauea is different than the other volcanoes you may be used to seeing in movies. The author then goes on to explain what a stratovolcano is, which is the more destructive type you might see in movies, and then compares this type of volcano to Kilauea, which is a different kind of volcano called a shield volcano.

3. In the section “Devouring Houses,” the author uses a cause and effect structure to explain how the eruption of Kilauea affected the land around it. I know the author uses a cause-and-effect structure because she starts off the section by explaining that Kilauea began to change in April and seemed to be becoming more active (22). The author explains that magma began building up under the volcano and that “earthquakes were rumbling under the ground” (22). Then, the author explains that these changes lead Kilauea to begin erupting and how these eruptions affected the surrounding land. For example, she writes that rivers of molten rock destroyed homes and cars and that a lake had turned into a pit of lava (22-23).

CORE SKILLS WORKOUT: TEXT FEATURES

1. The top half of the image on pages 4 and 5 shows a beautiful, lush island surrounded by crystal clear, turquoise water. The bottom half of the image shows hot, explosive lava. Together these images tell you that Hawaii’s landscape is very dazzling and has a lot of lush vegetation, but that it also has somewhat terrifying natural features like explosive volcanoes.
2. The map shows that the Big Island of Hawaii is remote by showing how far it is from other land. It also shows you that there are a number of different volcanoes on the island and many of these volcanoes are active.
3. The photo on page 22 shows a massive wall of lava flowing into the middle of street while hot, red lava explodes the background. People are standing very close to the site of this exploding volcano. The images on page 23 show a large plume of smoke coming out of Kilauea, as well as a child wearing a protective mask. These text features help the reader understand the impact that the eruptions of Kilauea had on the people who lived near it. From the photo of the lava blocking a road on page 22,



“Beauty and Disaster” cont’d

you can tell that the eruptions were very destructive, as well as disruptive. The photo of the child wearing a mask on page 22 tells you that the eruptions affected, or could have, affected people’s health.

4. The author likely included the illustration and caption to help readers understand the difference between stratovolcanoes, which erupt violently, and shield volcanoes, which erupt in a calmer, less dramatic way. This helps the reader understand how Kilauea, which is a shield volcano, is different from other volcanoes.

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

1. A. A
B. C
C. B
2. B; I chose B because it shows that a large amount of people visit Hawaii each year, which means it’s a popular place for tourists to go.
3. A, B, and E; Evidence C does not support the statement because it explains only that scientists warned that Kilauea could become violent. The evidence does not provide any detail that shows how volcanoes can be destructive.
4. A; Choice B does not include a sentence explaining why the information is relevant. Choice C does not use quotes or provide a source for the information. It also does not include a sentence explaining why the information is relevant.
5. C; Choice A does not provide a sentence explaining why the information is relevant. Choice B uses a direct quote.
6. Answers will vary. Here is a sample response:
Volcanoes are an important part of our world because they create new lands. For example, in her article “Beauty and Disaster,” author Lauren Tarshis explains that volcanoes created the state of Hawaii (20). The fact that volcanoes created an entire part of our country—and one of the most beautiful places in the world—shows that volcanoes are an important part of our world. Additionally, in the informational text, “The Power of Kilauea,” the author explains that volcanic activity has shaped more than 80 percent of our planet’s surface (24). In other words, without volcanoes, the Earth would not

be the same.

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

*Lower Level (LL)

1. B,C
2. B; I chose B because it shows that a large amount of people visit Hawaii each year, which means it’s a popular place for tourists to go.
3. Answers may include: “There’s Mount Vesuvius, in Italy, which erupted 1,500 years ago. It killed thousands and buried the city of Pompeii under 20 feet of ash and rock.” (p. 21); “In 1790, Kilauea exploded, unleashing a fast-moving cloud of ash, rock, and gas, killing hundreds—possibly thousands—of people.” (p. 22); “By July, about 700 houses had been destroyed.” (p. 23); “A crystal-clear lake had turned into a steaming pit of lava.” (p. 23); “Kapoho Bay, a popular swimming spot, had become a river of molten rock.” (p. 23); “Still, those violent weeks shattered lives and left behind a changed land. Hundreds were left homeless. Many lost everything they owned.” (p. 23)
4. Volcanoes are an important part of our planet. (Answers will vary)

VIDEO DISCUSSION QUESTIONS

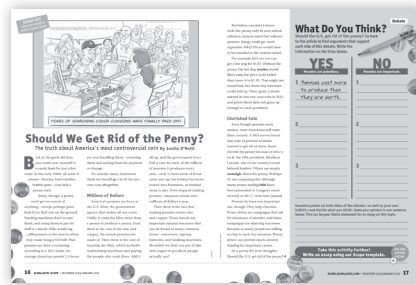
1. Answers will vary.
2. Answers may include: “Suddenly, the ground starts shaking violently. You stare in shock and amazement at a massive gray cloud rising into the sky” (p. 20); “For years, Kilauea had seemed tame—a purring cat. But now, Kilauea had transformed into a roaring lion” (p. 20); “Like gooey melted chocolate that hardens in the fridge, lava turns rock-solid when it hits cold seawater” (p. 20); “Thousands of miles from any other land, Hawaii is one of the most remote and beautiful spots on Earth, a paradise of swaying palm trees, glittering ocean views, and lush forests” (p. 20); “They aren’t as likely as stratovolcanoes to erupt with sudden violence; rather, they often ooze gentle flows of lava and emit gases, sometimes spurting lava upward in lazy fountains” (p. 21); “Twenty miles away, rivers of glowing molten rock poured into neighborhoods, devouring houses and cars” (pp. 22-23).
3. Tarshis is making the point that the revision stage of writing is extremely important. By sharing that her first



“Beauty and Disaster” cont’d

drafts are always terrible—but always get better as she keeps working on them—Tarshis is showing that writing is a process and that a piece of writing will require many different stages of editing before it is finished.

“Should We Get Rid of the Penny?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 17 should include some of the following points:

YES!

1. Pennies cost more to produce than they are worth.
2. Nothing can be bought for a penny today like it could in the past.
3. The zinc and copper pennies are made out of are important natural resources that are being wasted.

NO!

1. People cherish the penny.
2. The prices of items we buy would likely be raised to the nearest nickel if we get rid of the penny.
3. Charitable organizations raise a lot of money through penny drives.

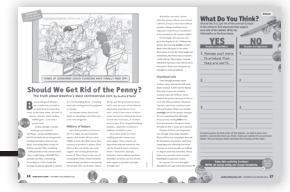
ANSWERS TO ACTIVITY SHEETS

“SHOULD WE GET RID OF THE PENNY?” QUIZ

*Higher Level (HL)

1. C (text structure, analyzing an argument; R.5, R.8)
2. B (literary devices; R.4)
3. A (author’s purpose; R.4)
4. C (key ideas and supporting details, author’s purpose; R.2, R.4)
5. D (text structure, analyzing an argument; R.5, R.8)
6. C (key ideas and supporting details; R.2)
7. The cartoon on page 16 expresses the idea that pennies are inconvenient and not an efficient form of currency. The illustration shows a kid counting out thousands of pennies to pay for an X-box. There is a long line of frustrated customers behind him. This scenario shows how inconvenient and inefficient it would be to try and use pennies to pay for anything substantial. Justin O’Neill expresses a similar idea in his article when he writes that using pennies to pay for things is a “hassle,” and asks readers, “Who would lug 1,000 pennies to the movies when they could bring a \$10 bill?” (16). This rhetorical question expresses the idea that pennies are inconvenient in the same way the cartoon does. (visual literacy, key ideas and supporting details; R.7, R.2)
8. Author Justin O’Neill likely included the detail about the cost of candy in the 1900s to show that pennies are a thing of the past. He is trying to make the point while pennies once did serve a purpose, they are no longer useful in today’s world. After he explains that many types of candy once cost a penny, he writes, “Today, though, a penny won’t get you much of anything . . .” (16). By including this comparison, O’Neill is suggesting

section continues >>



“Should We Get Rid of the Penny?” cont’d

that the time of the penny has come and gone. (text structure, analyzing an argument; R.5, R.8)

“SHOULD WE GET RID OF THE PENNY?” QUIZ

*Lower Level (LL)

1. C (text structure, analyzing an argument; R.5, R.8)
2. B (literary devices; R.4)
3. A (author’s purpose; R.4)
4. C (key ideas and supporting details; R.2)
5. D (text structure, analyzing an argument; R.5, R.8)
6. C (key ideas and supporting details; R.2)
7. The cartoon on page 16 expresses the idea that pennies are inconvenient and not an efficient form of currency. The illustration shows a kid counting out thousands of pennies to pay for an X-box. There is a long line of frustrated customers behind him. This scenario shows how inconvenient and inefficient it would be to use pennies to pay for anything substantial. (visual literacy, key ideas; R.7, R.2)
8. Author Justin O’Neill likely included the detail about the cost of candy in the 1900s to show that pennies are a thing of the past. He is trying to make the point while pennies once did serve a purpose, they are no longer useful in today’s world. After he explains that many types of candy once cost a penny, he writes, “Today, though, a penny won’t get you much of anything . . .” (16). By including this comparison, O’Neill is suggesting that the time of the penny has come and gone. (text structure, analyzing an argument; R.5, R.8)

“SHOULD WE GET RID OF THE PENNY?” VOCABULARY

1. B; A bill is a proposed law, not an actual law.
2. A; If you feel nostalgic, you feel a sense of longing for the past. Looking at old photos might make you feel that way.
3. . . . the years just after he and my grandmother were married. (Answers will vary.)
4. . . . for two hot dogs and a soft pretzel. (Answers will vary.)
5. Answers will vary.

“How Stars Beat Stress”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here's a sample response to the question on page 27:

One way to reduce stress is to exercise. Exercising would be effective because, as authors Mackenzie Carro and Cristina Goyanes explain in “How Stars Beat Stress,” “any physical activity—even taking a walk—can do wonders because it triggers the production of feel-good chemicals called endorphins” (27). In other words, exercising affects the brain in ways that makes us feel good and less stressed. One famous person who is fond of this strategy for reducing stress, write the authors, is Michelle Obama, who often goes for a bike ride when she's feeling stressed (27).

ANSWERS TO ACTIVITY SHEETS

“HOW STARS BEAT STRESS” QUIZ

*Higher Level (HL)

1. C (central ideas; R.2)
2. C (vocabulary; R.4)
3. B (figurative language; R.4)
4. A,C (key ideas; R.2)
5. B (text structure; R.6)
6. D (key ideas and details; R.2)
7. When author C.S. Lewis said, “It’s not the load that breaks you down, it’s the way you carry it,” he meant that it’s not the challenges in our lives that overwhelm us, it’s our response to them. In other words, he thinks it is possible to ease our troubles by changing the way we handle them. This idea is echoed in Cristina Goyanes and Mackenzie Carro’s article “How Stars Beat Stress,” in which the authors assert that we can avoid being broken down by stress—feeling distracted, tired, irritable, anxious, overwhelmed, depressed, or even seriously ill—by using coping strategies before the stress can get the best of us (26-27). The authors share strategies used by celebrities and supported by researchers in an effort to help readers manage the stress in their lives. For example, the authors explain that gymnast Simone Biles responds to nervousness by giving herself motivational pep talks, distracting herself from negative thoughts and focusing her mind on positive mantras. Her self-awareness and stress management skills show us what “a simple change of mind-set can do” (27) and support the idea that we can lighten our loads by changing the way we carry them. (key ideas and details, analyzing an argument, writing explanatory text; R.2, R. 8, W.1)

section continues >>



“How Stars Beat Stress” cont’d

“HOW STARS BEAT STRESS” QUIZ

*Lower Level (LL)

1. C (central ideas; R.2)
2. C (vocabulary; R.4)
3. B (figurative language; R.4)
4. A,C (key ideas; R.2)
5. B (text structure; R.6)
6. D (key ideas and details; R.2)
7. Author C.S. Lewis once said, “It’s not the load that breaks you down, it’s the way you carry it,” meaning that it’s not the challenges in our lives that overwhelm us, it’s our response to them. In other words, he thinks it is possible to ease our troubles by changing the way we handle them. This idea is echoed in Cristina Goyanes and Mackenzie Carro’s article “How Stars Beat Stress,” in which the authors assert that we can avoid being broken down by stress—feeling distracted, tired, irritable, anxious, overwhelmed, depressed, or even seriously ill—by using coping strategies before the stress can get the best of us (26-27). The authors share strategies used by celebrities and supported by researchers in an effort to help readers manage the stress in their lives. For example, the authors explain that gymnast Simone Byles responds to nervousness by giving herself motivational pep talks, distracting herself from negative thoughts and focusing her mind on positive mantras. Her self-awareness and stress management skills show us what “a simple change of mind-set can do” (27) and support the idea that we can lighten our loads by changing the way we carry them. (key ideas and details, analyzing an argument, writing explanatory text; R.2, R. 8, W.1)

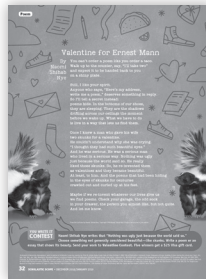
7. B

8. A

“HOW STARS BEAT STRESS” VOCABULARY

1. B; The immune system is like an army inside of you, fighting off and killing germs and diseases.
2. C; A perceived threat is something that is seen as threatening, but is not necessarily threatening, like the ghost that Aaron sees as threatening even though it really just wants his help.
3. D; A girl with the centers of her eyes expanded has dilated pupils.
4. A
5. A
6. A

“Valentine for Ernest Mann”



ANSWERS TO ACTIVITY SHEETS

ANALYZING POETRY

Answers will vary. The following are sample answers only.

- The speaker is talking to someone who asked her to write them a poem—the person who tried to order a poem “like you order a taco,” who said “Here’s my address, write me a poem.”
- Students will likely say that the speaker is the poet, Naomi Shihab Nye. The poem is about writing poetry and seems to be a poem written in response to a request for a poem. It’s also possible that Nye did not actually receive a request for a poem and that she is writing in the voice of an imagined poet who did.
- It seems like the answer is yes; the poet has written the poem “Valentine for Ernest Mann.”
- (1) in the bottoms of our shoes; (2) in the shadows drifting across our ceilings the moment before we wake up
- They are both places we don’t normally see.
- She describes a man who gave his wife skunks for Valentine’s Day because he thinks skunks have beautiful eyes. The man’s wife was clearly not impressed, though; she started to cry when he gave her the skunks.
- This means that the man didn’t decide whether something was ugly or beautiful according to what other people thought or said. Rather, he came to his own conclusions about things. In the case of the skunks, he saw them as beautiful because of their eyes, even though most people do not consider skunks beautiful at all.
- She means that the man took skunks, which are usually viewed as something unpleasant, and reimagined them and presented them to his wife as something pleasant. He thought of skunks in a new way.
- The poet likely chose to describe the poems as hiding and crawling and curling up because these are actions that skunks might take and she is talking about poems that can be discovered if you think about skunks in a new way—in other words, about the poetry of skunks.
- Like skunks, these are not things people usually think of as beautiful or special. Quite the opposite, many people think of the garage as a boring place where we store cars and junk, of odd socks as useless, and of people they don’t quite like as unpleasant and best avoided.
- She means something like, we might find what is interesting and beautiful—worthy of writing a poem about—in these people, places, and things if we look at them in a new way. The “hidden poems” are the positive or meaningful aspects of something that we might not ever think about because we are too busy focusing on other aspects of that thing.
- Students may say that to find the hidden poems inside of things—that is, to find the hidden beauty, value, good, etc.—we need to actively look for them, or to at least keep our hearts and minds open to them. We also need to come to our own conclusions and create our own standards of beauty rather than judge things according to other people’s standards.
- Students might say that Ernest Mann is the man who gave his wife the skunks or that Ernest Mann is the person who gave the speaker his address and asked her to write a poem for him.