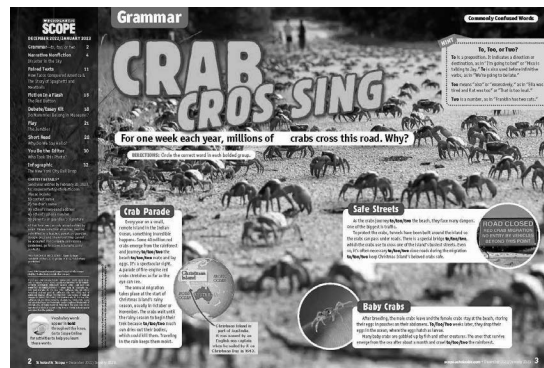


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“Crab Crossing”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Crab Parade

Every year on a small, remote island in the Indian Ocean, something incredible happens. Some 40 million red crabs emerge from the rainforest and journey **to/too/two** the beach **to/too/two** mate and lay eggs. It's a spectacular sight. A parade of fire-engine red crabs stretches as far as the eye can see.

The annual migration takes place at the start of Christmas Island's rainy season, usually in October or November. The crabs wait until the rainy season to begin their trek because **to/too/two** much sun dries out their bodies, which could kill them. Traveling in the rain keeps them moist.

Safe Streets

As the crabs journey **to/too/two** the beach, they face many dangers. One of the biggest is traffic.

To protect the crabs, tunnels have been built around the island so the crabs can pass under roads. There is a special bridge **to/too/two**, which the crabs use to cross one of the island's busiest streets. Even so, it's often necessary **to/too/two** close roads during the migration **to/too/two** keep Christmas Island's beloved crabs safe.

Baby Crabs

After breeding, the male crabs leave and the female crabs stay at the beach, storing their eggs in pouches on their abdomens. **To/Too/Two** weeks later, they drop their eggs in the ocean, where the eggs hatch as larvae.

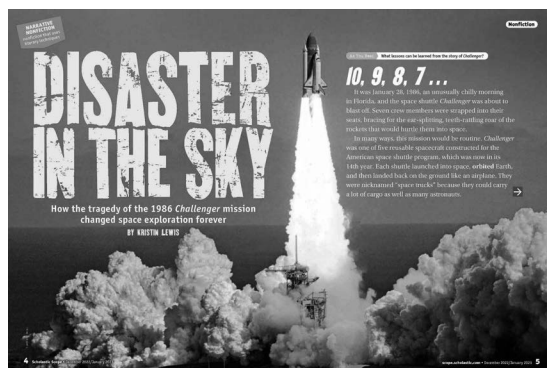
Many baby crabs are gobbled up by fish and other creatures. The ones that survive emerge from the sea after about a month and crawl **to/too/two** the rainforest.

ANSWERS TO ACTIVITY SHEET

TO, TOO, OR TWO?

1. to, too
2. to, too
3. two, to, to
4. two, too
5. Answers will vary.

“Disaster in the Sky”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 10

Poems and artwork will vary, but should draw on the key ideas and details identified in the **Writing Planner: The Challenger Mission** (below).

ANSWERS TO ACTIVITY SHEETS

WRITING PLANNER: THE CHALLENGER MISSION

1. The 1986 *Challenger* crew was made up of seven people: Ellison Onizuka, Christa McAuliffe, Gregory Jarvis, Judith Resnik, Michael Smith, Francis “Dick” Scobee, and Ronald McNair. The public was swept up in the excitement of this mission because for the first time, a private citizen would be traveling to space: crewmember Christa McAuliffe. McAuliffe was a 37-year-old high school social studies teacher who was slated to teach two lessons from orbit. Teachers and students across the country were planning to watch the lessons live, and were thrilled to be connected to space and the *Challenger* mission in this way.

2. NASA learned it was launching too often, and that it needed better communication, testing, and decision-making processes. NASA also had its solid rocket boosters redesigned. Three years after the *Challenger* disaster, the space shuttle program resumed. The program launched 100 successful missions, including transporting the Hubble telescope and the astronauts who built the International Space Station into space.

“DISASTER IN THE SKY”

CLOSE-READING QUESTIONS

1. What made the mission ordinary was that *Challenger* was one of five reusable spacecraft used in a shuttle program that was in its 14th year. The shuttles had already had 24 successful missions, and *Challenger* itself had been to space nine times already. What made this mission extraordinary was its special crew, which included the first private citizen to go on a space mission—a teacher named Christa McAuliffe. Kids would be tuning in across the nation to see her teach lessons from orbit. This made this mission especially thrilling for the public.
2. This section helps readers understand how short and recent the era of human spaceflight and exploration is in the vast timeline of human history. It also helps readers understand how successful NASA's spaceflight program had been prior to 1986.



3. McDonald meant that if something went wrong with *Challenger* and there was an investigation, there would be no way to justify the decision to launch. In other words, he was saying that launching was too big a risk and the reasons for going ahead with it were not defensible. NASA went ahead with the launch because of the pressure to stay on schedule and keep costs down. Leaders at Thiokol agreed to support the launch to make Mulloy happy and avoid losing millions of dollars in future business with NASA.
4. First, stormy weather postponed the original launch date. Then, on the night before *Challenger* was set to launch, Florida was hit by extreme cold weather. Temperatures were well below freezing, and on the morning of the launch, *Challenger* was covered in icicles. It was this frigid weather that caused the O-rings to become brittle and stop working, resulting in the leak of burning fuel and the catastrophic explosion.
5. NASA learned it was launching too often, and that it needed better communication, testing, and decision-making processes. NASA also had its solid rocket boosters redesigned.
6. 1. "... crowds gathered outside, eyes cast to the sky to watch what would surely be a thrilling spectacle." *Spectacle* means "a visually striking performance or display." 2. "Down on the ground, spectators watched in confusion..." *Spectator* means "a person who watches at a show, game, or other event." Other *spect-* words include *spectacular*, *spectacles*, *perspective*, *inspector*, *retrospect*, and *spectrum*.

"DISASTER IN THE SKY"

CRITICAL-THINKING QUESTIONS

1. Lewis explains that the *Challenger* mission completely captured the public's interest and attention. Students may say that today, NASA's missions continue to capture public interest, such as the excitement surrounding the launch of the James Webb Telescope (Hubble's successor) and DART (Double Asteroid Redirection Test) spacecraft this year. Additionally, today there are multiple private companies (Blue Origin, Virgin Galactic, and SpaceX, for example) achieving feats in space travel, including taking private civilians into space.
2. Reagan meant there can be no great accomplishment or advancement without risk, and that it takes great

courage to push boundaries and bring about change. When he said that the *Challenger* crew was "pulling us into the future," he meant that the crew's mission was helping humankind on our journey to greater knowledge and ability in the exploration of space. The nation continued to follow the *Challenger* crew into the future by not shutting down the space shuttle program; shock and sadness evolved into a renewed sense of determination, and another shuttle launched three years later. Today, we continue to follow the crew by continuing to push the boundaries of exploration and discovery, with plans to build a base on the moon and eventually travel to Mars.

3. Answers will vary.
4. Answers will vary.

"DISASTER IN THE SKY"

VOCABULARY PRACTICE

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

"DISASTER IN THE SKY" QUIZ

*Higher Level (HL)

1. B (author's craft; R.4)
2. A, C (key ideas and details; R.2)
3. A (vocabulary, interpreting text; R.4)
4. B, D (author's purpose, text structure; R.6, R.5)
5. B (text structure; R.5)
6. C (inference, key ideas and details; R.2)
7. The purpose of the commission was to investigate what went wrong with the *Challenger* launch, as well as to determine how future disasters could be prevented. The commission found that, as Thiokol had previously discovered, there was an issue with the rocket boosters. The commission also discovered that there were problems within the culture at NASA and that the organization was launching too often to be safe. The group determined that there needed to be better communication, testing, and decision-making processes. These findings were important because they led NASA to make crucial changes that made the space shuttle program safer.



They created new rocket boosters, for example, which were carefully inspected. After that, the shuttle program continued until 2011 and flew more than 100 missions. (key ideas and details, text evidence, writing an explanatory text; R.2, R.1, W.2)

8. Answers will vary slightly. Sample response: Reagan meant there can be no great accomplishment or advancement without risk, and that it takes great courage to push boundaries and bring about change. When he said that the *Challenger* crew was “pulling us into the future,” he meant that the crew’s mission was helping humankind on our journey to greater knowledge and ability in the exploration of space. The nation continued to follow the *Challenger* crew into the future by not shutting down the space shuttle program; shock and sadness evolved into a renewed sense of determination, and another shuttle launched three years later. The author may have decided to end her article with this quote to show respect for the *Challenger* crew, and to remind readers that though the mission failed, the crew still served an important purpose. The story of the *Challenger* is tragic but highlights the crew’s bravery and the fact that these men and women helped move our country forward in an extraordinary way, as the president’s quote does, leaves the reader with a sense of comfort and hope, and inspires feelings of respect and admiration for the *Challenger* crew. (interpreting text, author’s craft, writing an explanatory text; R.4, W.2)

“DISASTER IN THE SKY” QUIZ

*Lower Level (LL)

1. B (author’s craft; R.4)
2. A, C (key ideas and details; R.2)
3. A (vocabulary; R.4)
4. B, D (author’s purpose, text structure; R.6, R.5)
5. B (text structure; R.5)
6. C (key ideas and details; R.2)
7. The purpose of the commission was to investigate what went wrong with the *Challenger* launch, as well as to determine how future disasters could be prevented. The commission found that, as Thiokol previously discovered, there was an issue with the rocket boosters. The commission also discovered that there were problems within the culture at NASA and that the organization was launching too often to be safe. The group determined that there needed to

be better communication, testing, and decision-making processes. (key ideas and details, text evidence, writing an explanatory text; R.2, R.1, W.2)

8. Answers will vary slightly. Sample response: Reagan meant there can be no great accomplishment or advancement without risk, and that it takes great courage to push boundaries and bring about change. When he said that the *Challenger* crew was “pulling us into the future,” he meant that the crew’s mission was helping humankind on our journey to greater knowledge and ability in the exploration of space. The nation continued to follow the *Challenger* crew into the future by not shutting down the space shuttle program; shock and sadness evolved into a renewed sense of determination, and another shuttle launched three years later. (interpreting text, writing an explanatory text; R.4, W.2)

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. The article is mainly about the 1986 *Challenger* shuttle disaster.
2. The shuttle and its seven-member crew—including a teacher who was the first civilian in space—planned to place two satellites into orbit. The public was stunned and people wanted answers.
3. A group of engineers had urged NASA not to go ahead with the launch. After examining rockets from previous missions, they discovered that rocket fuel had been leaking and a major explosion could occur—and that the risk seemed to be greater in cold weather. NASA was not convinced by the evidence and went ahead with the launch.
4. After the tragedy, President Ronald Reagan appointed a commission to investigate what went wrong, and to figure out how to prevent it from happening again. After the investigation, NASA made many important changes to its culture and shuttle program to make future missions safer.
5. Answers will vary.

Summary:

On January 28, 1986, the *Challenger* space shuttle and its crew blasted off from NASA’s launch site in Cape Canaveral, Florida. The shuttle was meant to travel into space, place two satellites into orbit, and then land back on Earth like an airplane. But a little over a minute after liftoff, tragedy struck. The fuel tank exploded, and the *Challenger* was destroyed. All seven crew



members were lost. The public was stunned, and people wanted answers. As it turned out, a group of engineers had urged NASA not to launch. After examining rockets from previous missions, they discovered evidence that rocket fuel had been leaking and a major explosion could occur—and that the risk seemed to be greater in cold weather. NASA was not convinced by the evidence and went ahead with the launch. After the tragedy, a commission was appointed to investigate what happened. They found that the disaster was caused by a problem with one of the rocket boosters and the cold weather. They also found that there was a problem with NASA's culture and that the administration was trying to launch too often to be safe. As a result, NASA made many important changes to its culture and shuttle program to make future missions safer.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

On January 28, 1986, the *Challenger* space shuttle and its crew blasted off from NASA's launch site in Cape Canaveral, Florida. The shuttle was meant to travel into space, place two satellites into orbit, and then land back on Earth like an airplane. But a little over a minute after liftoff, tragedy struck. The fuel tank exploded, and the *Challenger* was destroyed. All seven crew members were lost. The public was stunned, and people wanted answers. As it turned out, a group of engineers had urged NASA not to launch. After examining rockets from previous missions, they discovered evidence that rocket fuel had been leaking and a major explosion could occur—and that the risk seemed to be greater in cold weather. NASA was not convinced by the evidence and went ahead with the launch. After the tragedy, a commission was appointed to investigate what happened. They found that the disaster was caused by a problem with one of the rocket boosters and the cold weather. They also found that there was a problem with NASA's culture and that the administration was trying to launch too often to be safe. As a result, NASA made many important changes to its culture and shuttle program to make future missions safer.

CORE SKILLS WORKOUT: TEXT FEATURES

1. The title, image, and countdown on pages 4-5 create a mood of dread and suspense. The countdown, which appears in large, bold numbers next to a photo of a space shuttle taking off, might create a feeling of excited anticipation, but next to the title "Disaster in the Sky," it seems like a countdown to some sort of accident or catastrophe.
2. The timeline "Space Firsts" presents milestones in human spaceflight and exploration.

3. The diagram helps readers visualize what space shuttles like *Challenger* looked like and how they launched. In particular, it helps readers understand what the boosters that are mentioned in the article looked like and how close the boosters were to the massive fuel tank—which in turn makes it clear how a leak in the boosters could have been so catastrophic.
4. These images illustrate what the caption says is the future of human space exploration: a base on the moon and humans traveling to Mars. The editors likely chose these images to help readers picture what the caption describes, and because it's exciting to see the moon, Mars, and possible new technologies. The editors may also have included these images to emphasize that NASA is continuing to push the boundaries of space exploration using what they learned from the *Challenger* tragedy.

CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURE

Higher Level (HL) and Lower Level (LL)

Page 1:

CAUSE: A part inside one of the rocket boosters called an O-ring—meant to prevent burning rocket fuel from leaking—had become brittle in the cold weather and stopped working.

CAUSE: NASA ignored warnings from Thiokol engineers not to launch.

Page 2:

EFFECT: As a result of the commission's report, many important changes were made at NASA, including scaling back overly ambitious schedules, creating improved systems for communication and important decision-making, conducting more rigorous testing, and redesigning solid rocket boosters.

EFFECT: Three years after the *Challenger* disaster, the space shuttle program resumed. The program launched 100 successful missions, including carrying the Hubble telescope and astronauts who built the International Space Station.

Page 3:

1958: NASA was founded with a mission to explore space.

1961: NASA sent its first astronaut into space.

1969: Two NASA astronauts become the first humans to walk on the moon.



January 26, 1986: The *Challenger* launch was postponed due to storms.

January 27: A handle on *Challenger* broke, delaying launch again. That night, engineers urged NASA not to launch.

January 28: Overnight, temperatures had plummeted and *Challenger* was covered in icicles.

8:00 a.m.: The astronauts ate steak and eggs, a NASA breakfast tradition, and prepared for launch.

11:38 a.m.: *Challenger*'s rockets fired and lifted it off toward space.

73 seconds later: *Challenger* exploded and all seven crew members were lost.

VIDEO DISCUSSION QUESTIONS

1. Answers will vary. Sample response: The mood of this segment of the video is awe-inspiring, triumphant, and uplifting. Inspiring music plays as Lewis explains how far space exploration has come in just 64 years. Images of important moments in NASA's history, such as the moon landing and the building of the ISS appear on screen, adding to the triumphant mood. The visuals of the space shuttles that follow add to the feeling of awe and amazement.
2. *Fallible* means capable of making mistakes or errors.
3. Answers will vary. Sample response: NASA learned it was launching too often, and that it needed better communication, testing, and decision-making processes. As a result, NASA made crucial changes to its culture and space shuttle program so that it could continue to explore space but much more safely. It created new rocket boosters, for example, which were carefully inspected. After that, the shuttle program continued until 2011 and flew more than 100 missions.

“How Tacos Conquered America” and “The Story of Spaghetti and Meatballs”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 15

Responses will vary. Sample response:

The rise of tacos in America and the rise of spaghetti and meatballs in America were not so different.

One way the rise of these dishes is similar is that the roots of both foods can be traced back to other countries, and both were brought to the U.S. by immigrants who came here in search of work and new opportunities. As author Mary Kate Frank explains in her article, “How Tacos Conquered America,” tacos were brought to the U.S. by laborers from Mexico, who came to the U.S. for railroad, mining, and agricultural jobs (12). And author Ashley Naclerio explains in her article, “The Story of Spaghetti and Meatballs,” that the dishes that eventually combined to make spaghetti and meatballs—pasta, tomato sauce, and meatballs—were brought to the U.S. by Italian immigrants who took jobs as laborers, merchants, and street vendors (14-15).

Both dishes also changed upon their arrival to the U.S. Frank explains that the children and grandchildren of Mexican immigrants added new flavors to tacos. They experimented and replaced traditional fillings, like chopped onions and cilantro, with ingredients available in U.S. supermarkets, like iceberg lettuce and cheddar cheese (13).

In her article, Naclerio explains that spaghetti and meatballs also evolved in the U.S. Meatballs, for example, became much bigger and more common than they were in Italy, as meat was cheaper and more plentiful in the U.S. This was also because social workers encouraged Italian immigrants to eat more meat (15). Meatballs eventually came to be served with pasta and tomato sauce all in one dish as people from different parts of Italy began combining certain dishes and adapting to a faster-paced American life. Traditional Italian dishes that would have once been eaten as separate courses over time were now served together on the same plate (15).

Additionally, both dishes ended up going mainstream in part because they offered delicious, convenient, quick options for Americans. In the case of the taco, explains Frank, restaurant owner Juvencio Maldonado’s mechanical taco fryer enabled tacos to be churned out quickly and easily. This led to tacos becoming a favorite fast food (12-13). As fast food caught on in America as a quick and cheap meal option, so did tacos. Spaghetti and meatballs grew in popularity in America for a similar reason. As Naclerio explains, spaghetti and meatballs became popular in America because it was “inexpensive, filling, and delicious” (15).

Today, both dishes remain beloved staples of American cuisine because of their convenience and versatility. According to Gustavo Arellano, author of *Taco USA*, you can fill a tortilla with just about anything and it will still taste delicious (13). Similarly, Naclerio explains that today,



“Supermarket shelves are stocked with endless options for preparing [spaghetti and meatballs], from chickpea flour spaghetti to vegan ‘meatballs’ made from soy” (15). Clearly, the story of these dishes and how they came to be so popular in America have many similarities.

ANSWERS TO ACTIVITY SHEETS

WRITING PLANNER: TACOS AND SPAGHETTI

Responses will vary. Sample responses:

1. **TACOS:** Tacos were brought to the U.S. by laborers from Mexico, who came to the U.S. in search of railroad, mining, and agricultural jobs.
SPAGHETTI & MEATBALLS: The dishes that were eventually combined to make spaghetti and meatballs were brought to the U.S. by Italian immigrants, who took jobs as laborers, merchants, and street vendors.
2. **TACOS:** The children and grandchildren of Mexican immigrants added new flavors to tacos. They experimented and replaced traditional fillings with new ingredients available in U.S. supermarkets, like iceberg lettuce and cheddar cheese.
SPAGHETTI & MEATBALLS: Meatballs became much bigger than they were in Italy, and eaten more often because meat was cheaper and more plentiful in the U.S. Meatballs eventually came to be served with pasta and tomato sauce all in one dish as Italian immigrants began combining certain dishes and adapting to a faster-paced American life. Traditional Italian dishes that would have once been eaten as separate courses over a period of several hours were now served together on the same plate.
3. **TACOS:** Juvencio Maldonado’s mechanical taco fryer, along with a number of similar fryers that came after it, saved cooks time and trouble. Tacos could be churned out quickly and easily, which led to them being served at more restaurants. In fact, tacos could be made so quickly that they became a perfect food to serve in fast-food restaurants, which had just begun to appear throughout the U.S. Within a few decades, two new Taco Bells were opening each week.
SPAGHETTI & MEATBALLS: Italian immigrant Ettore Boiardi created Chef Boyardee, a canned version of

spaghetti and meatballs. The product, and eventually spaghetti and meatballs in general, became a popular weeknight meal for American families.

4. **TACOS:** Tacos were an ideal fast food: cheap and convenient. Americans enjoyed the convenience of being able to have cheap, delicious food served in just minutes.
SPAGHETTI & MEATBALLS: Chef Americans liked the dish because it was inexpensive and filling. Plus, Chef Boyardee offered an affordable, fast, and convenient version of the dish. When it first came out, it was sold for as little as 26 cents a can and became a go-to weeknight meal.
5. **TACOS:** Tacos are a very versatile dish, according to Gustavo Arellano, author of *Taco USA*, who says you can fill a tortilla with just about anything and it will still taste delicious (13).
SPAGHETTI & MEATBALLS: Spaghetti and meatballs are very versatile. Author Ashley Naclerio explains that today, “Supermarket shelves are stocked with endless options for preparing [spaghetti and meatballs], from chickpea flour spaghetti to vegan ‘meatballs’ made from soy” (15).

“HOW TACOS CONQUERED AMERICA” AND “THE STORY OF SPAGHETTI AND MEATBALLS”

CLOSE-READING QUESTIONS

1. In Maldonado’s restaurant in New York City, the cooks struggled to fry tortillas for their customers. It was slow, unpleasant, and often dangerous work, as the cooks had to turn the tortillas by hand, one at a time, as they fried in hot oil. Maldonado didn’t want to lose his workers, so he created a device that allowed them to safely fry seven tacos at once.
2. Maldonado’s mechanical taco fryer, along with a number of similar fryers that came out around the same time, saved cooks time and trouble. Tacos could be churned out quickly and easily, which led to them being served at more restaurants. In fact, tacos could be made so quickly that they became a perfect food to serve in fast-food restaurants, which had just begun to appear throughout the U.S. Within a few decades, two new Taco Bells were opening each week.
3. The roots of both foods can be traced back to other countries, and both were brought to the U.S. by immigrants who came here in search of work and



opportunities. Tacos were brought to the U.S. by laborers from Mexico, who came to the U.S. for railroad, mining, and agricultural jobs. The dishes that eventually combined to make spaghetti and meatballs were brought to the U.S. by Italian immigrants who took jobs as laborers, merchants, and street vendors.

4. The children and grandchildren of Mexican immigrants added new flavors to tacos, experimenting and replacing traditional fillings with ingredients available in U.S. supermarkets. Today, there continue to be endless variations on tacos. Meatballs became much bigger than they were in Italy, as meat was cheaper and more plentiful in the U.S., and also because social workers encouraged Italian immigrants to eat more meat. Meatballs eventually came to be served with pasta and tomato sauce all in one dish as Italian immigrants adapted to a faster-paced American life. What would have once been eaten as separate courses over a period of several hours was now served together on the same plate. Today, there are many variations of both the pasta and the meat in spaghetti and meatballs.
5. Both Taco Bell and Chef Boyardee offered affordable, fast, and convenient versions of beloved foods. In the same way that fast-food tacos helped popularize tacos across the country, Chef Boyardee turned spaghetti and meatballs into a go-to weeknight meal for Americans across the country.

“HOW TACOS CONQUERED AMERICA” AND “THE STORY OF SPAGHETTI AND MEATBALLS”

CRITICAL-THINKING QUESTIONS

1. Answers will vary, but students may say that Swarns was referring to the way that food can reflect the person who made it; bring people together, such as at family get-togethers; provide income for farmers and restaurant owners; celebrate someone, such as with a birthday meal; carry on our cultures, traditions, and identities; and raise ethical or environmental issues.
2. Answers will vary.

VOCABULARY PRACTICE

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

5. A
6. A

PAIRED TEXTS QUIZ

***Higher Level (HL)**

1. A, D (text structure; R.5)
2. B (vocabulary; R.4)
3. C (text features, key ideas and details; R.7, R.2)
4. D (key ideas and supporting details; R.2)
5. B, D (author’s purpose; R.4)
6. A, C (key ideas and details, synthesis; R.9)
7. The process of making tacos was difficult and dangerous for restaurant cooks. According to author Mary Kate Frank in her article “How Tacos Conquered America,” “Each cornmeal tortilla shell had to be individually fried in scalding oil” (11). Frank goes on to explain that the cooks then had to turn each shell by hand, which was very time consuming and could lead to painful burns (11). Restaurant owner and trained electrician Juvencio Maldonado solved this problem when he created a device that allowed cooks to fry multiple taco shells at once without having to touch them. His mechanical taco fryer, and similar inventions that came after it, helped make the process of making tacos faster, easier, and less dangerous. (problem and solution, key ideas and details, text evidence, writing explanatory text; R.5, R.2, R.1, W.2)
8. The new foods and flavors brought to America by Italian immigrants were combined in new ways in America. In her article “The Story of Spaghetti and Meatballs,” author Ashley Naclerio explains that back in Italy, Italians did not eat much meat (15). In America, meat was cheaper and more plentiful and social workers encouraged Italian immigrants to eat more of it. As a result, the small meatballs that Italians sometimes made on special occasions back in Italy became much larger and more frequently eaten in America (15). Additionally, as Naclerio explains, in America, Italian immigrants from different parts of Italy ended up living in the same neighborhoods, which resulted in people starting to incorporate certain dishes into their routine that they had not before. For example, pasta and tomato sauce was mostly eaten in Southern Italy, but in America, Italian immigrants from other parts of Italy started serving it (15). What’s more, as Italian immigrants adapted to



a faster-paced American life, meatballs eventually came to be served with pasta and tomato sauce all in one dish. What would have once been eaten as separate courses over a period of several hours was now served together on the same plate (14). In other words, several different foods from Italy ended up on the same plate in America due to the different way of life that Italian immigrants experienced in America. (key ideas and details, text evidence, writing explanatory text; R.2, R.1, W.2)

PAIRED TEXTS QUIZ

*Lower Level (LL)

1. A, D (text structure; R.5)
2. B (vocabulary; R.4)
3. C (text features, key ideas and details; R.7, R.2)
4. D (key ideas and supporting details; R.2)
5. B, D (author's purpose, text structure; R.4, R.5)
6. A, C (key ideas and details, synthesis; R.9)
7. Restaurant cooks hated making tacos because the process of frying taco shells was difficult and dangerous. According to author Mary Kate Frank in her article "How Tacos Conquered America," "Each cornmeal tortilla shell had to be individually fried in scalding oil" (11). Frank goes on to explain that the cooks then had to turn each shell by hand, which was very time consuming and could lead to painful burns (11). Restaurant owner and trained electrician Juvencio Maldonado solved this problem when he created a device that allowed cooks to fry multiple taco shells at once without having to touch them. His mechanical taco fryer, and similar inventions that came after it, helped make the process of making tacos faster, easier, and less dangerous. (problem and solution, key ideas and details, writing explanatory text; R.5, R.2, W.2)
8. Meals in Italy were different from meals in the U.S. In her article "The Story of Spaghetti and Meatballs," author Ashley Naclerio explains that back in Italy, Italians did not eat much meat (15). In America, meat was cheaper and more plentiful and social workers encouraged Italian immigrants to eat more of it. As a result, the small meatballs that Italians sometimes made on special occasions back in Italy became much larger and more frequently eaten in America (15). Additionally, meals in Italy were often separated out into different courses. Naclerio writes that meals in

Italy could last for hours (15). In America, mealtimes were shorter and usually served all on one plate to accommodate the faster pace of life in America. (explanatory writing, text evidence, W.1, R.1)

CORE SKILLS WORKOUT: TEXT EVIDENCE

*Higher Level (HL)

1. B
2. C
3. A. Answers will vary. Sample response: "The common thread is a tortilla base. It's up to you to decide what's in it," says Arellano. "It could be veggies. It could be spaghetti. It could be peanut butter and jelly."
B. These lines support the idea that tacos are versatile by illustrating how many different things you could put inside a taco.
4. The mechanical taco fryer, along with a number of similar fryers that came out around the same time, saved cooks time and trouble. The fact that tacos could be made so quickly meant that they became an ideal fast food, and as author Mary Kate Frank explains in her article "How Tacos Conquered America," fast food was sweeping the nation in the 1950s. As a result, tacos—particularly fast-food tacos like those served at Taco Bell—became a popular dish across the country. The popularity of fast-food tacos helped tacos become a staple dish in America. As Frank notes in her article, "77 percent of Americans eat them at least once a month." This shows that tacos are still popular today—and a big reason for that is the invention of the mechanical fryer.

CORE SKILLS WORKOUT: TEXT EVIDENCE

*Lower Level (LL)

1. B
2. C
3. A. Answers will vary. Sample response: "The common thread is a tortilla base. It's up to you to decide what's in it," says Arellano. "It could be veggies. It could be spaghetti. It could be peanut butter and jelly."
B. These lines support the idea that tacos are versatile by illustrating how many different things you could put inside a taco.

“Do Mummies Belong in Museums?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 20 should include some of the following points:

YES!

1. Mummy exhibits help us learn about the past in a unique way.
2. Some scholars say that Egyptians wanted their bodies to be preserved, visited, and remembered. Visiting mummy exhibits is a way to honor that.
3. It is possible to view mummies in a respectful way, such as by not taking photos or selfies with them.

NO!

1. There are other ways to learn about Egypt. (Answer provided.)
2. Some scholars say that Egyptians went to great lengths to protect their tombs, which shows they would not have wanted their bodies disturbed.
3. Mummies are sacred and putting them on display is disrespectful to the dead no matter how you do it.

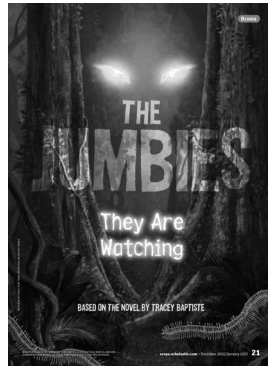
ANSWERS TO ACTIVITY SHEET

“Do Mummies Belong in Museums?”

VOCABULARY PRACTICE

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Peering is looking at something closely or with curiosity. Gawking is staring at something in amazement. You might peer into your backpack, looking for a pen. You might gawk at someone sitting in the park with a giant snake draped over their shoulders.

The Jumbies



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 27

Responses will vary. Sample response:

In the play *The Jumbies*, based on Tracey Baptiste's novel, Severine, a jumbie, and the humans greatly misjudge one another. The humans believe the jumbies are dangerous monsters that terrorize humans. Severine, as well as some of the other jumbies, believe that the humans are ungrateful creatures for destroying their island home by cutting down trees for lumber and clearing forests for cropland.

The fact that the humans misjudge the jumbies is made clear from the start of the play. In the prologue, it is explained that humans view jumbies as strange and dangerous monsters. Soucouyant says, "Do not listen to the stories that humans tell about us. We are not monsters. We are simply magical." The fact that humans have this misconception is shown again in Scene 2 with Corinne's friends. Dru remarks that the forest where the jumbies live is dangerous, and Malik questions how Corinne can go into the forest and survive. Both comments show that the boys believe the jumbies are dangerous and will cause humans harm. However, it is also made clear in Scene 2 that the knowledge that Corinne and her friends have about the jumbies is not based on fact or firsthand experience. For example, Corinne says, "They say that the jumbies live in the forest, but has anyone actually seen a jumbie? Maybe they

don't really exist." Dru's comment, "I heard they take potions to look like us," also supports the idea that their knowledge of the jumbies is not based on fact but simply stories they have heard.

By the end of the play, the truth about Severine, the jumbies, and the humans comes to light. In Scene 7, Corinne and her friends learn from a witch that the jumbies may be different, but they're not monsters. They also learn that the island belongs to the jumbies as much as it belongs to the humans. The witch also explains that the most powerful jumbie, Severine, has been using the jumbies to take back the island. In the end, Severine's plan fails when Corinne uses a magical seed inside her pendant, which was given to her by her mother, to destroy Severine and release the jumbies from her spell. Then Corinne shares seeds with the humans on the island to plant along the edge of the mahogany forest as a promise of peace between humans and jumbies. This act of kindness and peace coming from a half-human would have surprised Severine, who believed all humans to be evil. It shows that the humans are capable of sharing the island with the jumbies, which is something that Severine did not think was possible. The fact that the jumbies and humans are planning to learn to live together peacefully and share the land shows that the groups may finally be seeing each other for who they truly are.



ANSWERS TO ACTIVITY SHEETS

WRITING PLANNER: JUMBIES AND HUMANS

Answers will vary slightly. Sample responses:

1. Humans view jumbies as strange and dangerous monsters. Even humans who have never seen a jumbie fear jumbies and the mahogany forest, where the jumbies live. Jumbies do not view themselves as monsters but as “simply magical.” They believe that the island where they and the humans live belongs to them, the jumbies. They view humans as ungrateful creatures for destroying the island by cutting down trees for lumber and clearing forests for cropland.
2. Based on information in Scene 1, Corinne doesn't seem to be as frightened by the jumbies as others are. When Hugo asks her if she's afraid of the jumbies leaving the forest on All Hallow's Eve, Corinne says she is not. Corinne's friends, however, do seem to be frightened of the jumbies. Dru remarks that the forest where the jumbies live is dangerous, and Malik questions how Corinne can go into the forest and survive. Both comments show that the boys believe the jumbies are dangerous and will cause humans harm. Corinne's words “they say” show that much of their knowledge of jumbies likely comes from rumors. Dru's comment, “I heard they take potions to look like us,” also supports the idea that their knowledge is not based on fact or firsthand experience.
3. Severine wants to turn all the humans into jumbies for several reasons. She wants to exact revenge on Pierre for her sister's death; her sister died as a result of falling in love with a human (Pierre) and living among humans for too long. Severine also wants to be more powerful and have the most powerful family on the island, and she thinks turning Pierre and Corinne into jumbies will give her the powerful family she desires. Lastly, she wants the time of humans to be over and for jumbies to take back the island.
4. In Scene 7, Corinne and her friends learn that the jumbies may be different from humans, but they're not monsters. They learn that the jumbies are being

used by Severine to assist her in taking over the island. Corinne's friends also learn that Corinne is half- jumbie herself, but after hearing this, they assure Corinne they will stick together no matter what.

5. Severine's plan fails because she underestimates Corinne and the humans. Corinne uses a magical seed inside her pendant, which was given to her by her mother, to destroy Severine. Then Corinne shares seeds with the humans on the island to plant along the edge of the mahogany forest as a promise of peace between humans and jumbies. It seems the jumbies and humans will live together peacefully and learn to share the land.

THE JUMBIES

CLOSE-READING QUESTIONS

1. Humans view jumbies as strange and dangerous monsters. Even humans who have never seen a jumbie fear jumbies and the mahogany forest, where the jumbies live. Jumbies do not view themselves as monsters but as “simply magical.” They believe that the island where they and the humans live belongs to them, the jumbies. They view humans as ungrateful creatures for destroying the island by cutting down trees for lumber and clearing forests for cropland.
2. You can infer that Severine has used her magical powers to make Pierre think he sees a storm outside. She does this to trick Pierre into inviting her into his home. Once she is inside, she is able to slip the potion that will turn him into a jumbie into a pot of stew.
3. Severine wants to turn all the humans into jumbies for several reasons. She wants to exact revenge on Pierre for her sister's death; her sister died as a result of falling in love with a human (Pierre) and living among humans for too long. Severine also wants to be more powerful and have the most powerful family on the island, and she thinks turning Pierre and Corinne into jumbies will give her the powerful family she desires. Lastly, she wants the time of humans to be over and for jumbies to take back the island.
4. Just before the witch smiles, Corinne states, “They [the jumbies] are not monsters. And this island was theirs before it was ours. We have to find a way to live together.” The witch's smile is a smile of approval.



She wholeheartedly agrees with Corinne's statement. The witch has never taken sides in the conflict between humans and jumbies, believing that neither group is superior. She smiles at Corinne because Corinne has come to share this point of view. The witch helps Corinne come to understand that Corinne is a good and powerful person, and that she is more connected to her mother than she knew.

5. This line is important to the story on multiple levels. Seeds are what connects Corinne to her mother's memory; she grows trees from the seeds of the orange tree that blooms over her mother's grave. Also, the pendant Corinne wears contains a magical orange seed that grows into a tree that destroys Severine and, as a result, breaks the spell over Severine's jumbie army. Finally, Corinne shares seeds with the humans on the island that they plant along the edge of the mahogany forest as a promise of peace between humans and jumbies. A seed is a promise because in planting it, you are making a promise to nurture and protect it and, at the same time, the seed contains a promise of new life—of a plant that will grow if the seed receives what it needs.
6. The play is a work of fantasy, as it is full of magic—imaginary creatures, a witch, and magical potions and seeds. The play also contains elements of horror: It's full of suspense and fear around a wicked character's actions. The darkness of the woods, Severine's glowing yellow eyes, and her tears that burst into centipedes all contribute to a creepy mood. Another moment of horror comes when light bounces off Corinne's pendant onto Severine, and Severine's skin shrivels like old tree bark while centipedes, cockroaches, and beetles swarm all over her. Students may also note the elements of adventure and folklore present in the story.

THE JUMBIES

CRITICAL-THINKING QUESTIONS

1. Students may say that Corinne is brave, loyal, adventurous, selfless, and a good leader.
2. Answers will vary. Students may say that the jumbies and humans will live together peacefully and learn to share the land now that the jumbies are no longer under Severine's spell and Corinne has encouraged

the humans to respect the jumbies. Corinne will probably continue to use her magical powers to do good on the island. She demonstrated strong leadership skills, particularly at the play's end, when she explained to the villagers that the jumbies are peaceful and planted orange trees as a reminder that the forest is their home. It seems likely that she could become a leader in her community.

3. Answers will vary.

VOCABULARY PRACTICE

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

THE JUMBIES QUIZ

*Higher Level (HL)

1. B, D (author's purpose; R.6)
2. D (character; R.3)
3. A, B, D (text evidence; R.1)
4. C (vocabulary, author's craft;; R.4)
5. C (interpreting text, inference; R.4, R.1)
6. A (theme; R.2)
7. Answers may vary slightly depending on what traits students choose. Here is a sample response: Corinne shows bravery and intelligence throughout the play. She shows bravery when she decides to retrieve her pendant from the cliff. The witch tells her in Scene 7, "But you must go alone. [Severine] will be waiting." The fact that Corinne goes to the cliff and faces the evil Severine by herself shows her courage. Corinne demonstrates intelligence when she figures out how to use her mother's magic, connecting her mother's advice from Scene 1 ("Mama always said a seed is a promise. That I must plant it and watch it grow") with the pendant. Though the witch helps her by telling her to look inside the pendant, it's Corinne who figures out what to do with the seeds inside. If Corinne had not had the courage to confront Severine, or the intelligence to figure out how to defeat her, Severine would have remained alive, and with the jumbies under her spell, Severine may have succeeded with her plan. (character, writing explanatory texts; R.3, W.2)



8. Corinne's pendant is important to the story because it helps her to defeat Severine in several ways. One way the pendant helps Corinne defeat Severine is by providing Corinne with protection and guidance; it glows when she is near danger. The first time the pendant glows, Corinne is at her mother's gravestone, and Severine is watching her from the woods. The second time the pendant glows, Severine has just told Corinne her evil plan to turn the humans into jumbies. Here, the pendant's powers go even further and cause Severine's skin to shrivel and bugs to swarm over her. Clearly, the necklace has powers that can harm Severine as well as protect Corinne. Later in the play, Corinne and Severine face off at the top of the cliff, and the pendant helps Corinne defeat Severine once and for all. Corinne figures out that the pendant contains magical seeds. As the playwright explains in Scene 8, "Corinne takes a breath, then smashes the pendant with a rock. A shriveled orange seed spills out." She uses the seeds to plant a tree that pulls Severine into the ocean. In these ways, the pendant helps to keep Corinne safe and ultimately defeat Severine, saving the humans and releasing the jumbies from her control. (key ideas and details, writing explanatory texts; R.3, W.2)

THE JUMBIES QUIZ

*Lower Level (LL)

1. B, D (author's purpose; R.6)
2. D (character; R.3)
3. A, B, D (text evidence; R.1)
4. C (vocabulary; R.4)
5. C (interpreting text, inference; R.4, R.1)
6. A (theme; R.2)
7. Bravery helps Corinne defeat Severine. Corinne displays her courage when she decides to retrieve her pendant from the cliff. The witch tells her in Scene 7, "But you must go alone. [Severine] will be waiting." The fact that Corinne goes to the cliff and faces the evil Severine by herself shows that she is brave. If Corinne had not had the courage to confront her, Severine would have remained alive, and with the jumbies under her spell she may have succeeded in turning all the humans into jumbies. (character, writing explanatory texts; R.3, W.2)

8. Corinne's pendant helps Corinne defeat Severine. One way the pendant helps Corinne defeat Severine is by providing Corinne with protection and guidance; it glows when she is near danger. The first time the pendant glows, Corinne is at her mother's gravestone, and Severine is watching her from the woods. The second time the pendant glows, Severine has just told Corinne her evil plan to turn the humans into jumbies. Here, the pendant's powers go even further and cause Severine's skin to shrivel and bugs to swarm over her. Clearly, the necklace has powers that can harm Severine as well as protect Corinne. Later in the play, Corinne and Severine face off at the top of the cliff, and the pendant helps Corinne defeat Severine once and for all. Corinne figures out that the pendant contains magical seeds. As the playwright explains in Scene 8, "Corinne takes a breath, then smashes the pendant with a rock. A shriveled orange seed spills out." She uses the seeds to plant a tree that pulls Severine into the ocean. In these ways, the pendant helps to keep Corinne safe and ultimately defeat Severine, saving the humans and releasing the jumbies from her control. (key ideas and details, writing explanatory texts; R.3, W.2)

CORE SKILLS WORKOUT: MAKING INFERENCES

1. Corinne's friends seem to be frightened of the jumbies. Dru remarks that the forest where the jumbies live is dangerous, and Malik questions how Corinne can go into the forest and survive. Both comments show that the boys believe the jumbies are dangerous and will cause humans harm. Corinne's words "they say" show that much of their knowledge of jumbies likely comes from rumors. Dru's comment, "I heard they take potions to look like us," also supports the idea that their knowledge is not based on fact or firsthand experience.
2. Severine's comment has a double meaning. It seems like she is simply responding to Pierre about his concern for Corinne, but Severine's comment is also in reference to Nicole La Mer, her sister who died after falling in love with Pierre. She is expressing that Nicole was important to her, hence why she is in Pierre's home exacting revenge.



3. Severine has put the potion she stole from the witch into the stew that Pierre is eating. This potion is turning him into a jumbie.
4. Part of the necklace's power is clearly to protect Corinne from harm. It glows when she is near danger, as it does in this scene. The necklace causes Severine suffering and distress. When the light hits her, "she flinches," showing that she is in pain. Her skin shrivels and insects swarm over her.
5. The witch's smile is a smile of approval. She agrees with Corinne's statement. The witch has never taken sides in the conflict between humans and jumbies, believing that neither group is superior. She smiles at Corinne because Corinne has come to share this point of view.



Text Evidence 3:

"Eventually, *hello* became not just the standard way to greet someone over the phone, but an accepted way to greet someone in person as well." (p. 29)

Commentary:

But what if the telephone had never been invented at all? Or what if some other word had become the accepted way to answer a phone call? We might all be saying "ta da!" or "Your ear, please!" when we pass our neighbors on the street.

Paragraph:

It is because of the telephone that Americans today greet each other with the word *hello*. As Sarah McCarry explains in her article "Why Do We Say Hello?," in the early 1800s, the word *hello* had a different meaning than it does today. Back then, McCarry writes, *hello* was used to get someone's attention or to express surprise (28). Then, when telephones arrived in the 1890s, she writes that "everything started to change" (28). People needed a way to greet one another over the phone, and Thomas Edison, an inventor who worked on telephones, suggested the word *hello* (29). Once phone books began suggesting *hello* as the proper telephone greeting, McCarry explains, the word caught on. Eventually, McCarry writes, *hello* became not only a standard telephone greeting, but also the standard way to greet someone in person (29). In this way, we have early telephones to thank for our use of the word *hello* today.

"WHY DO WE SAY HELLO?" VOCABULARY PRACTICE

1. relatively
2. patent
3. transmitted
4. variation
5. standard
6. B
7. A
8. B
9. A

"WHY DO WE SAY HELLO?" QUIZ

***Higher Level (HL)**

1. C (vocabulary; R.4)
2. D (problem/solution, text structure; R.5)
3. B, D (central ideas and details; R.2)
4. B (central ideas and details, text evidence; R.2, R.1)
5. As made evident in Sarah McCarry's article "Why Do We Say Hello?," early telephones were very different

from the smartphones we use today. The picture McCarry includes of a telephone from around 1900 shows that early telephones were large, had cords, and had separate mouth and ear pieces mounted to a wooden box. McCarry explains in her article that these devices were kept in people's homes, and that not everyone had one (29). This is very different from smartphones today, which most people have and carry with them everywhere in their pockets or bags. Early phones also didn't have any numbers to dial on them like we have on our smartphones. Instead, calls had to be placed through operators. As McCarry explains, early telephones worked by sending signals along wires to a central office called a telephone exchange (29). When you wanted to call someone, you'd pick up the phone. An operator at the exchange would answer and connect your phone to the phone of the person you wanted to reach (29). Clearly, phones have come a long way since the early 1900s. (key ideas, writing explanatory text; R.2, W.2)

6. Answers will vary slightly. Sample response: Thomas Edison's suggestion of *hello* and Alexander Graham Bell's suggestion of *ahoy* both made sense as possible telephone greetings. As McCarry explains in her article "Why Do We Say Hello?," in the early 1800s, the word *hello* was used to get someone's attention or to express surprise (28). Using this word as a telephone greeting made sense because with early telephone technology, receiving a phone call always held an element of surprise. While today we have caller ID, on early telephones, there was no way to tell who was calling until you answered. So, using a word that was once used to express surprise made sense. What's more, the fact that *hello* was used as a word to get someone's attention also made the word fitting for a telephone greeting. When you picked up the phone to call someone, you were in a way trying to get their attention on the other end. It seems *hello* made sense in more ways than one. Alexander Graham Bell's suggestion of *ahoy!* made just as much sense as a telephone greeting. As McCarry explains, the word *ahoy* comes from the Dutch greeting *hoi* and was a salutation, or greeting, sailors used on ships (29). Considering *ahoy* was a known greeting at the time, it would have made sense for people to say it over the telephone to each other. (key ideas and



details, text evidence, supporting a claim; R.2, R.1 W.1)

"WHY DO WE SAY HELLO?" QUIZ

*Lower Level (LL)

1. C (vocabulary; R.4)
2. D (problem/solution, text structure; R.5)
3. B, D (central ideas and details; R.2)
4. B (central ideas and details; R.2)
5. As made evident in Sarah McCarry's article "Why Do We Say Hello?," early telephones were very different from the smartphones we use today. The picture McCarry includes of a telephone from around 1900 shows that early telephones were large, had cords, and had separate mouth and ear pieces mounted to a wooden box. McCarry explains in her article that these devices were kept in people's homes, and that not everyone had one (29). This is very different from smartphones today, which most people have and carry with them everywhere in their pockets or bags. Early phones also didn't have any numbers to dial on them like we have on our smartphones. Instead, calls had to be placed through operators. As McCarry explains, early telephones worked by sending signals along wires to a central office called a telephone exchange (29). When you wanted to call someone, you'd pick up the phone. An operator at the exchange would answer and connect your phone to the phone of the person you wanted to reach (29). Clearly, phones have come a long way since the early 1900s. (key ideas, writing explanatory text; R.2, W.2)
6. Answers will vary slightly. Sample response: According to the information in Sarah McCarry's article "Why Do We Say Hello?," Thomas Edison suggested *hello* as a telephone greeting in the 1890s because of the word's original meaning. As McCarry explains, in the early 1800s, the word *hello* was used to get someone's attention or to express surprise. Using this word as a telephone greeting makes sense because with early telephone technology, receiving a phone call always held an element of surprise. While today we have caller ID, on early telephones, there was no way to tell who was calling until you answered. So, using a word that was once used to express surprise made sense. What's more, the fact that *hello* was used as a word to get someone's

attention made sense also. When you picked up the phone to call someone, you were in a way trying to get the attention of the person on the other end. It seems Edison's suggestion of *hello* for a telephone greeting made sense in more ways than one. (key ideas and details, writing explanatory text; R.2, W.2)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS *Higher Level (HL) and Lower Level (LL)

Section Title: "A New Invention"

Central Idea: Telephones started to become popular in the late 1800s and were very different from phones today.

Supporting Details:

- Alexander Graham Bell received the first patent for a telephone in 1876, though others were developing telephones around the same time.
- By the 1890s, people started having telephones in their homes.
- Telephones sent signals over wires to a telephone exchange where operators connected you to the person you were calling. No one knew what to say when they answered a call.

Section Title: "Proper Greetings"

Central Idea: *Hello* eventually became the proper greeting to use when answering the phone.

Supporting Details:

- Alexander Graham Bell suggested *ahoy* as the way to answer a phone call.
- Another inventor who worked on telephones, Thomas Edison, suggested *hello*.
- Phone books instructed people to answer the phone with *hello*, and *hello* began to catch on as a result.

Section Title: "What If?"

Central Idea: In addition to becoming the standard way to greet someone over the phone, *hello* became an accepted way to greet people in person.

Supporting Details:

- Telephone operators began using *hello* when connecting callers and were given the nickname "Hello Girls."
- *Hello* eventually became the standard way people greeted each other on the phone and in person.

Answers to the final question will vary slightly. Sample answer: It is because of the telephone that Americans greet each other with the word *hello* today.

“Who Took This Photo?”



ANSWERS TO ACTIVITY SHEETS

SHADES OF MEANING

- 1. mad:** irritated, furious, angry
tired: sleepy, exhausted, fatigued
cold: cool, frigid, chilly
happy: glad, elated, content
- 2. mad:** irritated (1), furious (3), angry (2)
tired: sleepy (1), exhausted (2), fatigued (3)
cold: cool (1), frigid (3), chilly (2)
happy: glad (2), elated (3), content (1) (Answers may vary slightly.)
- 3.** If Mario trudges across the classroom, he is walking slowly with heavy steps, perhaps because he is exhausted, or perhaps because he is unexcited about what he is about to do. If he strolls across the room, he is walking in a leisurely, carefree way. If he stomps across the room, he is walking with loud, heavy steps as a way of showing he is annoyed or angry.
- 4. smirk:** to smile in a smug, conceited, or silly way
beam: to smile with joy; a radiant smile
grin: to smile broadly and in an unrestrained manner; a smile that shows the teeth produced in pleasure, amusement, or laughter

sneer: to smile or laugh in a mocking, scornful manner; a scornful expression (Scorn is a feeling of anger or disgust, or someone or something very much disliked.)

5. Answers will vary.

Shades of Meaning S-T-R-E-T-C-H

peer and *gawk*; to peer at something is to look at it closely and curiously. To gawk at something is to stare at it in amazement, and very openly—your jaw drops, your eyes widen, and you don't try to hide your emotions at all.

Answers to the second question will vary, but may include *glance, gaze, stare, gape, peek, watch, inspect, study, admire*, etc.

VARY YOUR SENTENCES

Answers will vary. Here is a sample revision of the paragraph:

We went to the mountains last weekend. We brought a lot of stuff, including skis, hot cocoa, snow boots, firewood, and board games. Saying that it's important to protect our skin, my mom put sunscreen all over us. She insisted that you can get a sunburn in winter when the sun reflects off the snow. Unfortunately, my mom used the kind of sunscreen that doesn't blend into your skin, so the sunscreen stayed white on our skin. We all looked silly, but we had a lot of fun anyway.



USING PRECISE WORDS

Answers will vary. Here is a sample revision of the paragraph:

I had a fantastic time with my family on Saturday. My dad made us a delicious breakfast of blueberry pancakes. Then we all went to the park. The weather was pristine, and our dog, Robert, had an awesome time playing fetch. That afternoon, we went to see a movie. My mom didn't really like it, but I thought it was amazing! For supper, we ordered pizza from Joe's. Their pizza is scrumptious!

RUN-ON AND RAMBLER REPAIR

Answers will vary slightly. Sample responses:

1. I would love to have a cat or a dog, but I'm allergic to their fur.
2. I go to sleep very late on Saturday nights; consequently, I am always really tired on Sundays.
3. Ali and Phoebe are twins, yet they are nothing alike.
4. Carlos reeled in a huge fish, but he threw it back in the water.
5. The creatures arrived in a spaceship from a distant galaxy. They came in peace.
6. Jackson is running for class president. He has a lot of great ideas on how to improve our school.
7. Phil ate the leftover pizza; in addition, he had some chips and salsa.
8. Tomorrow, Hannah is getting new glasses. She accidentally stepped on her old ones.

Answers will vary, but should be similar to:

Yesterday was my school play, *Peter Pan*. I was Peter Pan, so I had a really big part. I did a great job and I got a standing ovation at the end of the play. Almost my whole family was there, including my cousins, but my grandma and grandpa weren't there. They live very far away and it would have been really hard for them to get there. Fortunately, the play was recorded, so I'm going to send a video to my grandparents. That way, they can see my magnificent performance.