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“Saved by Selfies?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Adorable Star

With all the puppies, kittens, and babies out there posing for the camera, competition for the title of “Internet’s Most Adorable Star” is fierce. The winner, however, might just be the quokka [KWAH-kuh].

About the size of a house cat, the quokka is a marsupial, like the kangaroo. Quokkas were once common in southwestern Australia, but habitat loss, climate change, and invasive predators such as foxes and feral cats have put these animals in danger. Today **fewer** than 15,000 quokkas remain on Earth. Most live on Rottnest Island, **less** than 12 miles off Australia’s western coast.

Selfie Seekers

In 2013, an online newspaper posted photos of a quokka that appeared to be smiling, calling it “the happiest animal in the world.” Before long, thousands of visitors were coming to Rottnest, many for one reason: to take a selfie with a quokka.

Some experts worried that all the selfie seekers would harm the quokkas. Wild animals can become stressed when humans get too close. Plus, the increased tourism led to quokkas getting their little paws on human food. In addition to being unhealthy for quokkas, eating human food has

made the animals eat **less** of the bark, grass, and other vegetation that make up their natural diet. Perhaps a bit **less** fame would be good for quokkas?

Help for Quokkas

Despite concerns, Rottnest’s quokkas seem to be doing well. Signs now remind tourists not to feed or touch the quokkas, so hopefully the animals are eating **less** human food and enjoying a bit more personal space.

Meanwhile, there are now more than 300,000 quokka selfies on Instagram. As a result, millions of people know that these fuzzy creatures are endangered and want to help them. Conservation groups are also working hard to protect quokkas—all happy news for the happiest animals in the world!

ANSWERS TO ACTIVITY SHEET

LESS OR FEWER?

1. fewer
2. less
3. less
4. Fewer
5. less
6. fewer
7. Answers will vary.
8. Answers will vary.

“Lost Boy, Found”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9

Videos and slideshows will vary. Responses should include some of the information provided in the answers to the “Featured Skill: Key Ideas and Details” activity below.

ANSWERS TO ACTIVITY SHEETS

FEATURED SKILL: KEY IDEAS AND DETAILS

Responses will vary. Sample responses:

Why is access to clean water important?

- Drinking contaminated water can make people sick. Salva’s father almost died from a waterborne illness, and his family often got sick from drinking from the water source near their home.
- A lack of access to clean water can affect the lives of girls and women who are burdened with collecting water for their families, like Salva’s sisters. Salva’s sisters were unable to go to school because they had to spend their days walking to collect water.
- Access to clean water enables access to healthcare. Once a well was built in Salva’s village, a health clinic was able to be built.

How has Salva’s organization helped address water scarcity in South Sudan?

- WFSS has built more than 600 wells in South Sudan, which have brought clean water to more than half a million people.

“LOST BOY, FOUND”

CLOSE-READING QUESTIONS

1. Friedman is using a simile to describe the unbearable heat of the Akobo desert. This line helps readers understand that Salva is enduring extreme physical and emotional challenges. Other examples of figurative language related to fire or heat include “civil war had engulfed the nation,” “the ground like burning hot-coals,” “searing pain,” and “under the harsh and unblinking eye of the sun.”
2. A refugee is a person who has been forced to leave their home, for example because of war and violence. Refugees leave everything behind and flee to another country seeking safety and protection. A refugee camp is a place that offers refugees shelter and food.
3. A lack of access to clean water forced Salva’s family to leave their home during every dry season and live in a camp that was closer to a source of water. During the rainy season, Salva’s sisters had to devote their entire days to collecting water from a source 5 miles away, which meant they were not able to attend school as Salva did. The water they managed to collect contained bacteria and often made the family sick. Salva’s father nearly died from a water-borne illness.



4. A civil war is a conflict that happens within a country between different groups of people who live there. In other words, instead of two separate countries fighting each other, it's a fight happening within one country. In Sudan, civil war broke out because the people in the south wanted to free themselves from the government of the north, which was trying to take away their freedom of religion.
5. Uncle Jewiir helped protect Salva during their dangerous journey to the refugee camp in Ethiopia. Most importantly, he taught Salva to persevere by getting him to focus on achieving a series of small goals and to never give up, no matter how difficult the challenges he faced were. After Uncle Jewiir's death, it was the memory of his hopefulness and perseverance that gave Salva the determination to keep moving toward Ethiopia.
6. Salva started a nonprofit organization that builds wells in rural areas in South Sudan. The organization trains communities to maintain and repair those wells so that they have a long-term, year-round source of clean water. As a result, people can easily have a drink, wash their dishes, and bathe. People will no longer fall ill from drinking contaminated water, girls can attend school instead of spending their days trekking to collect water, and communities will flourish. Clean water has led to the construction of vital community resources such as food markets and health clinics in hundreds of villages where Salva's organization has built wells.
7. Friedman's tone is optimistic. After addressing the ongoing challenges South Sudan faces, she describes Salva's efforts to make a positive difference and the profound accomplishments of his organization. The final lines refers to Uncle Jewiir's advice and guidance, conveying hope and a sense of determination.

"LOST BOY, FOUND"

CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Students may say that it is important to learn about refugees because refugees are people in crisis who need help. Learning more about their lives can evoke empathy and kindle support.

"LOST BOY, FOUND" QUIZ

*Higher Level (HL)

1. C (figurative language; R.2)
2. A (text structure; R.5)
3. B, C (author's craft, interpreting text; R.4)
4. A, C (analyzing the development of an idea; R.2)
5. B (analyzing the development of an idea; R.2)
6. A, B, D (key ideas and supporting details; R.2)
7. At the start of the article, author Allison Friedman does several things to draw readers in. First, Friedman drops readers into a dramatic and intense scene. The very first line—"Salva Dut felt like he was walking through fire"—pulls readers into the story by making them wonder what could make someone feel like they were walking through fire. Then, after explaining that Salva was fleeing a civil war, Friedman vividly describes the harsh environment of the desert Salva had to walk through. She describes the hot air as "painful to breathe" and the ground "like burning-hot coals." These vivid details help readers picture Salva walking through the scorching desert and evoke sympathy for him. Finally, Friedman ends the introduction with a note of uncertainty. She writes, "It seemed his journey might end there—alone, in the middle of the desert, under the harsh and unblinking eye of the sun." This line leaves readers in suspense, wanting to read on to find out what happens to Salva. (author's craft, mood; R.4)
8. According to the article, water scarcity is "when there isn't enough clean water to meet people's needs" (8). Water scarcity affected Salva's family in several ways. Because Salva's family did not have a nearby source of clean water, Salva's sisters had to spend their days collecting water from a source five miles away, which meant they were not able to attend school as Salva did. What's more, the water that the girls brought back for the family was "murky and filled with bacteria that often made the family sick" (6). In addition, Salva's family had to leave their home during every dry season and live in a camp that was closer to a source of water. Later in Salva's life, Salva's father nearly died after drinking contaminated water. (key ideas and details, writing an explanatory text; R.2, W.2)

"LOST BOY, FOUND" QUIZ



***Lower Level (LL)**

1. C (figurative language; R.2)
2. A (text structure; R.5)
3. B, C (author's craft, interpreting text; R.4)
4. A, C (text structure, key ideas and details; R.5, R.2)
5. B (text evidence; R.1)
6. A, B, D (key ideas and supporting details; R.2)
7. The last lines of the introduction draw readers into the article by creating suspense. Friedman has just described the harsh landscape that Salva is journeying through, and now, with these last lines, she is creating a feeling of uncertainty that he will survive. This makes readers want to keep reading the article to learn what happens to Salva. (author's craft, text structure; R.4, R.5)
8. According to the article, water scarcity is "when there isn't enough clean water to meet people's needs" (8). Water scarcity affected Salva's family in several ways. Because Salva's family did not have a nearby source of clean water, Salva's sisters had to spend their days collecting water from a source five miles away, which meant they were not able to attend school as Salva did. What's more, the water that the girls brought back for the family was "murky and filled with bacteria that often made the family sick" (6). In addition, Salva's family had to leave their home during every dry season and live in a camp that was closer to a source of water. Later in Salva's life, Salva's father nearly died after drinking contaminated water. (key ideas and details, writing an explanatory text; R.2, W.2)

VOCABULARY PRACTICE

1. contaminated
2. merciless
3. accustomed
4. remote
5. refugees
6. ambushing
7. daunting

CORE SKILLS WORKOUT: SUMMARIZING

***Higher Level (HL)**

1. The article is mainly about a boy from Sudan named Salva Dut.

2. When Salva is 11, fighting from the civil war going on in Sudan breaks out in his village and he has to flee. He becomes separated from his family and faces a long, difficult, and dangerous journey to safety.
3. Salva travels many miles on foot to a refugee camp in Ethiopia.
4. Eventually, Salva makes it to Ethiopia and spends the next decade in refugee camps in Africa. Then he moves to the U.S. and begins a new life.
5. Today, Salva is living in Africa and working for the nonprofit organization he created, Water for South Sudan (WFSS). WFSS sets up wells in rural areas of South Sudan to bring clean drinking water to people.
6. Answers will vary.

Summary:

Author Allison Friedman's narrative nonfiction article "Lost Boy, Found" tells the story of Salva Dut, who is from South Sudan. In the 1980s, civil war broke out in Sudan, and in 1985 the violence reached Salva's village. Like thousands of others, Salva was forced to flee his homeland to save his life. Separated from his family, Salva journeyed for months, hoping to reach a refugee camp in Ethiopia. Finally, in 1986, Salva made it. After years of living in refugee camps in Africa, Salva moved to the U.S. and started a new life. But in 2002, Salva was reunited with his father in Africa and learned that his father had gotten gravely ill from drinking contaminated water. As a result, Salva started a nonprofit organization called Water for South Sudan, which has built more than 600 wells in South Sudan, including in Salva's village. These wells have brought clean water to hundreds of thousands of people and transformed life for people in hundreds of villages.

CORE SKILLS WORKOUT: SUMMARIZING

***Lower Level (LL)**

Author Allison Friedman's narrative nonfiction article "Lost Boy, Found" tells the story of **Salva Dut**, who is from South Sudan. In the 1980s, civil war broke out in Sudan, and in 1985 the violence reached Salva's village. Like thousands of others, Salva was forced to **flee his village to save his life**. Separated from his family, Salva journeyed for months, hoping to reach a **refugee camp in Ethiopia**. Finally, in 1986, Salva made it. After years of living in refugee camps in Africa, Salva **moved to the U.S. and started a new life**. But in 2002, Salva was reunited with his father in Africa and learned that **his father had gotten gravely ill from drinking contaminated water**. As a result, Salva started a **nonprofit organization called Water for South**



Sudan, which has built more than 600 wells in South Sudan, including in Salva's village. These wells have **brought clean water to hundreds of thousands of people and transformed life for people in hundreds of villages.**

CORE SKILLS WORKOUT: TEXT FEATURES

Answers will vary. Sample answers:

1. Students might say that the illustration evokes a dramatic, mysterious, ominous, lonely, or bleak mood.
2. The map helps you understand how long Salva's journey was. It also helps you understand that his journey was difficult, as the map shows that much of Salva's journey was through a desert, which is a harsh environment to walk through for so many miles.
3. scarcity: the state of being in short supply; a shortage
4. According to the sidebar, the problem of water scarcity seems to be improving. The author writes that "... the number of people without access to clean water has dropped from about 1.2 billion in the year 2000 to about 703 million today."

CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURE

***Higher Level (HL) and Lower Level (LL)**

Answers will vary slightly. Sample responses:

Page 1:

Problem: Today, according to the United Nations, nearly 60 percent of people in South Sudan lack access to clean water.

Solution: Salva Dut started an organization called Water for South Sudan that travels to remote areas of South Sudan and drills wells to bring safe water to people. More than 600 wells have been built, which bring clean water to more than half a million people.

Page 2:

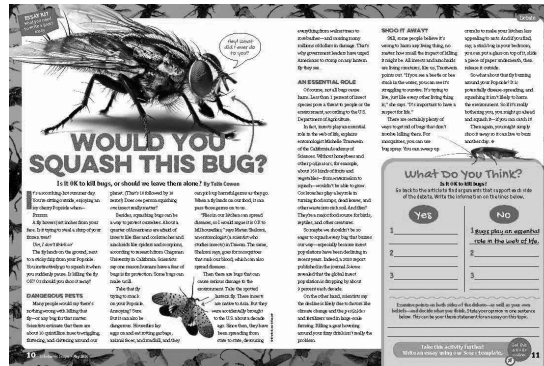
Cause: Salva's organization Water for South Sudan built a well in Salva's childhood village.

Effect: Villagers now have access to fresh, safe water year-round.

Effect: Girls in the village can go to school.

Effect: A health clinic and a food market were built in the village.

“Would You Squash This Bug?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 11 should include some of the following points:

YES!

1. There are quintillions of insects on the planet. Killing some because they are bothering you won't make a difference.
2. Bugs can carry germs and diseases, and killing them can be a way to protect ourselves.
3. Some bugs, like lantern flies, harm the environment.
4. Bugs are a nuisance.

NO!

1. Bugs play an essential role in the web of life. (Answer provided.)
2. Insect populations have been declining.
3. It's wrong to harm any living thing.
4. There are ways to get rid of bugs that do not involve killing them.

ANSWERS TO ACTIVITY SHEETS

VOCABULARY PRACTICE

1. B
2. C

MORPHOLOGY SCAVENGER HUNT

Answers listed from left to right

1. arachnid
2. reptile
3. percent
4. entomologist
5. decline
6. species
7. agriculture
8. population
9. decade

“Impossible Mountain” (vis)



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

ROOT CHALLENGE

Answers will vary. Sample responses:

1. **visit:** to go to see or stay at a place for a period of time (verb); a short or extended stay somewhere (noun)
envisioned: to picture mentally
visible: capable of being seen
inadvisable: not wise or prudent
provisions: a stock of needed supplies or materials, usually food
2. Answers will vary. Words might include: *visionary, visualize, invisible, vista, visual*
3. Sentences and drawings will vary.

ANSWERS TO ACTIVITY SHEET

ROOT POWER

Answers will vary. Sample responses:

Part 1:

visit: to go to see or stay at a place for a period of time (verb); a short or extended stay somewhere (noun)
envisioned: to picture mentally
visible: capable of being seen
inadvisable: not wise or prudent

provisions: a stock of needed supplies or materials, usually food

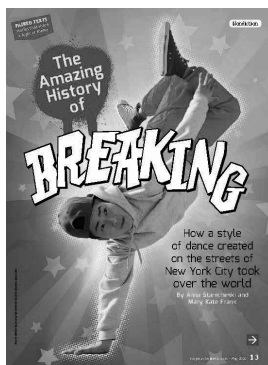
Part 2:

1. visible
2. provisions
3. envisioned
4. inadvisable
5. visit

Part 3:

Answers will vary.

“The Amazing History of Breaking” and “Meet an Olympic B-Girl”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 17

Responses will vary. Students should record their narration as an audio or video segment, optionally including appropriate music and/or images and video clips. Here is an example of how the narration might go:

I'm here with B-girl Sunny Choi and the American breaking team. [to dancers] Welcome to Paris, everyone! [back to audience] We'll hear from the dancers in just a moment—but first, let's take a look at the history of breaking.

Breaking got its start in the early 1970s, in the Bronx section of New York City. At parties, Black teens would imitate the spectacular dancing of funk singer and dancer James Brown, adding their own moves to Brown's. Like Brown, the teens would save their best moves for the breaks—the sections of songs when the vocals stopped and the instruments took over. Noticing this, DJs started to find ways of extending the breaks, giving the dancers more time to strut their stuff. Dancers soon began developing their own unique styles, drawing on art forms from around the world, such as martial arts, capoeira, Cossack dance, and tap. These dancers became known as break-boys and break-girls, or B-boys and

B-girls for short. And the dance style they were developing became known as “breaking.”

As breaking became more popular, breakers began dancing at parks and other outdoor spaces. This move helped breaking become even more popular, including among the Bronx's large Puerto Rican community, members of which put their own spin on breaking. By the late 1970s, groups of dancers called crews began battling each other in dance-offs.

In the 1980s, breaking spread beyond the Bronx, thanks in part to several movies that introduced breaking to a wider audience. In 1984, more than 100 breakers performed in the closing ceremony of the Los Angeles Olympics. During this period, breakers also formed dance companies and went on tour, and breaking groups formed around the world. Over time, breaking became increasingly athletic and acrobatic.

Over the past several decades, breaking has become an international sport. This summer, breaking makes its debut at the Olympics. But even as breaking is now a competitive sport, it is also still a fun, creative activity that anyone can enjoy. If you're new to breaking, you might not be able to pull off a one-armed handstand or a backflip, but you can still express yourself and have fun!



ANSWERS TO ACTIVITY SHEETS

FEATURED SKILL: SYNTHESIS

Responses will vary. Sample responses:

1. **Early 1970s:**
 - Breaking was born in the Bronx area of New York City.
 - Black teens started imitating the dance style of funk singer and dancer James Brown. The teens added their own moves.
 - Like James, the teens loved to dance to the breaks of songs, when the vocals stopped and the music took over. DJs soon began extending the breaks.
 - Dancers began to create their own unique styles, drawing on art forms from around the world, such as martial arts, capoeira, Cossack dance, and tap.
 - The dancers became known as break-boys and break-girls, or B-boys and B-girls for short. The dance style they were doing became known as breaking.
2. **Late 1970s:**
 - As breaking became more popular, breakers began dancing at parks and other outdoor spaces. This led to breaking becoming even more popular.
 - Breaking became popular among the Bronx's large Puerto Rican community, who left their own mark on breaking.
 - Groups of dancers called crews began competing in dance-offs.
3. **1980s:**
 - Breaking spread beyond the Bronx and became popular around the globe.
 - Several movies featuring breaking helped introduce it to more people.
 - In 1984, more than 100 breakers performed at the closing ceremony of the Los Angeles Olympics.
 - Breaking groups formed around the world.
 - Over time, breaking became increasingly athletic and acrobatic.
4. **1990s-Now:**
 - Over the past several decades, breaking has become an international sport.
 - This summer, breaking will make its debut as an Olympic sport.
 - Breaking is still a fun activity that anyone can try.

"THE AMAZING HISTORY OF BREAKING"

CLOSE-READING QUESTIONS

1. James Brown played a key role in the rise of breaking. As the authors explain, in the 1970s, Brown was a popular singer and dancer who was known for the innovative dance moves that he would do during the break of a song. Black teens in the Bronx who idolized Brown would imitate his dance style at parties. DJs began devising ways to extend the break in songs to give dancers more time to dance. Eventually, these dancers began developing their own unique style, which would ultimately become known as breaking.
2. The authors mean that as more and more people started breaking, the dance style began to spread beyond house parties. You could also interpret the line more literally and take it to mean that breakers started to want more space to do their moves, so they started dancing outside.
3. The section "From Streets to Screens" describes how breaking gained popularity beyond the Bronx, where it originated, to eventually become popular around the world. The section explains that the 1983 movie *Flashdance* exposed breaking to millions of people, and that after that, "it seemed like everyone wanted to be a breaker." Around the same time, breaking companies began going on tour, which exposed even more parts of the world to this new art form.
4. The authors may have included the sidebar "Global Moves" to emphasize that breaking draws on influences from many different places and cultures. In the article, the authors write, "Their moves were inspired by everything from traditional African dances to kung fu movies." The sidebar emphasizes that breaking has many influences by listing additional art forms that breaking draws on.

"MEET AN OLYMPIC B-GIRL"

CLOSE-READING QUESTION

1. Sunny means that because anyone can easily try breaking, it attracts all different kinds of people with different backgrounds. In the article, this idea is expressed in the lines "Still, 50 years after it started, breaking remains much the same. It doesn't require pricey equipment or expensive training, just a desire to express yourself."



“THE AMAZING HISTORY OF BREAKING” AND “MEET AN OLYMPIC B-GIRL” CRITICAL-THINKING QUESTIONS

1. Answers will vary but students will likely say that social media plays a large role in making dances popular today.
2. Answers will vary. Students might offer that it could be a relief not to feel like you have to live up to some sort of standard created by others. Students might also talk about the satisfaction of self-expression and how knowing that you don't have to be perfect makes it easier to take risks.
3. Answers will vary.

VOCABULARY PRACTICE

1. Answers will vary.
2. Answers will vary. Students might say that she means that students in the class make up dance moves and choreography on the spot. They do not plan out a dance before the class.
3. Answers will vary. Sample response: Nora's artwork had a magical quality that seemed to transcend the canvas and mesmerize everyone who saw it.

Answers for 4-5 will vary. Sample responses:

4. A dazzling display of shooting stars began around 10 p.m. last night, leaving residents' eyes glued to the skies.
5. Pop sensation Taylor Swift momentarily forgot the lyrics to one of her hit songs, but she delighted fans with humorous made-up lines that left the audience cheering.
6. Overwhelmed by the endless stream of messages and quarrels within group chats? Experts suggest not just silencing the chat, but leaving it completely.

PAIRED TEXTS QUIZ

***Higher Level (HL)**

1. A, D (key ideas and details, text structure; R.2, R.5)
2. C (vocabulary; R.4)
3. D (text structure; R.5)
4. A (key ideas and details, text features, text structure; R.2, R.7, R.5)
5. C (synthesis; R.9)
6. A, B (key ideas, synthesis, text evidence; R.2, R.9, R.1)
7. According to the article, breaking got its start after Black teens in the Bronx began imitating singer and dancer James Brown's dance style. As the authors

explain, in the 1970s, Brown was known for the innovative dance moves that he would do during the break of a song. Black teens in the Bronx who idolized Brown would imitate his dance style at parties. DJs then began devising ways to extend the breaks in songs to give dancers more time to dance. Eventually, these dancers began developing their own unique style, which would ultimately become known as breaking. (key ideas and details, summarizing, writing explanatory text; R.2, W.2)

8. There are several details in “The Amazing History of Breaking” that support the idea that breaking is “extremely physical.” First, in the introduction the authors describe teens breaking at the playground. They write, “They flowed through fancy footwork. They spun on their heads. They flipped upside down” (14). Then, on page 15, when describing Puerto Rican breakers and the mark they made on the art form, the authors write, “Known by names like Crazy Legs and Frosty Freeze, they came up with superhuman moves—like spinning on their heads or backs in a seemingly impossible whirl.” All of these details highlight the fact that the moves that breakers do require extreme strength and athleticism, which supports the idea that breaking is extremely physical. (key ideas and details, text evidence, synthesis, writing explanatory text; R.2, R.1, R.9, W.2)

PAIRED TEXTS QUIZ

***Lower Level (LL)**

1. A, D (key ideas and details, text structure; R.2, R.5)
2. C (vocabulary; R.4)
3. D (text structure; R.5)
4. A (key ideas and details, text structure; R.2, R.5)
5. C (synthesis; R.9)
6. A, B (key ideas, synthesis, text evidence; R.2, R.9, R.1)
7. According to the article, breaking got its start after Black teens in the Bronx began imitating singer and dancer James Brown's dance style. As the authors explain, in the 1970s, Brown was known for the innovative dance moves that he would do during the break of a song. Black teens in the Bronx who idolized Brown would imitate his dance style at parties. DJs then began devising ways to extend the breaks in songs to give dancers more time to dance. Eventually, these dancers began developing their



own unique style, which would ultimately become known as breaking. (key ideas and details, summarizing, writing explanatory text; R.2, W.2)

8. There are several details in “The Amazing History of Breaking” that support the idea that breaking is “extremely physical.” First, in the introduction the authors describe teens breaking at the playground. They write, “They flowed through fancy footwork. They spun on their heads. They flipped upside down” (14). Then, on page 15, when describing Puerto Rican breakers and the mark they made on the art form, the authors write, “Known by names like Crazy Legs and Frosty Freeze, they came up with superhuman moves—like spinning on their heads or backs in a seemingly impossible whirl.” All of these details highlight the fact that the moves that breakers do require extreme strength and athleticism, which supports the idea that breaking is extremely physical. (key ideas and details, text evidence, synthesis, writing explanatory text; R.2, R.1, R.9, W.2)

CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE

*Higher Level (HL)

Answers will vary slightly. Sample responses:

1. B
2. A
3. A
4. B; I chose B because the fact that breakers’ moves were “inspired by everything from traditional African dances to kung fu movies” shows that breaking has roots in many different art forms and movements.
5. C; Answer C includes a topic sentence, cites the source, and includes a sentence explaining why the information is relevant.
6. Breaking spread beyond the Bronx after breaking made appearances in pop culture mediums, like movies. For example, authors Anna Starecheski and Mary Kate Frank explain that the 1983 movie *Flashdance* exposed breaking to “millions of people” and that after that, “it seemed like everyone wanted to be a breaker” (16). The authors also explain that, around the same time, breaking companies began going on tour, which exposed even more parts of the world to this new art form.

CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE

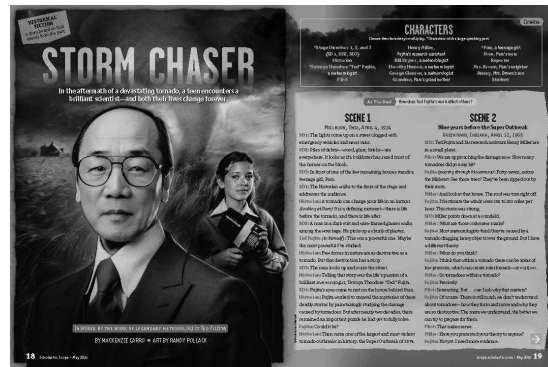
* Lower Level (LL)

1. A, C
2. B; I chose B because the fact that breakers’ moves were “inspired by everything from traditional African dances to kung fu movies” shows that breaking has roots in many different art forms and movements.
3. Answers will vary. Sample response:
Line or group of lines that supports the statement: “It doesn’t require pricey equipment or expensive training, just a desire to express yourself.” (p. 16)
How this line or group of lines supports the statement: This line supports the statement because it shows that there are no real barriers to trying breaking. In other words, it is an easy activity to try.

VIDEO DISCUSSION QUESTIONS

1. Based on the video, breaking requires strength, flexibility, athleticism, and acrobatic skills, as well as creativity, in order to come up with different and new moves.
2. The video shows footage of many breakers performing and all of the dancers appear to only need their music and a space to dance to practice their craft, which is exactly what Sunny is saying. None are using any sort of fancy equipment or wearing any kind of uniform. Many are dancing in public spaces.
3. Answers will vary.

Storm Chaser



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 24

Speeches will vary. Sample speech:

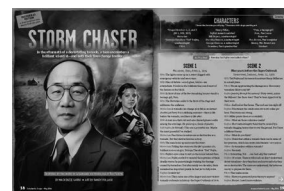
Today I'd like to talk about a very important person: legendary meteorologist Tetsuya "Ted" Fujita. Fujita not only had a tremendous impact on meteorology and people all around the world, but he also changed my life.

I met Mr. Fujita back in 1974 in Millburn, Ohio after one of the Super Outbreak tornadoes hit my town. He was there to study the damage caused by the storms and he happened to come up to my house. We spoke for a bit and he said something that really stuck with me. He said that as a scientist, you can't undo what nature has done. But what you can do is document a storm to try to learn as much as possible, and maybe that can help people in the future. Seeing my community destroyed by the Super Outbreak and watching my neighbors struggle was horrific. My family and I gave our neighbors food and water, and eventually, we did what we could to help them rebuild. Even so, I remember feeling so helpless, like there was nothing I could do that would make a true difference. But when I met Fujita and learned about his job, I realized there was a way to help—to make a difference. For the first time after the storm, I felt hopeful. Over the years, I kept thinking back to my meeting with Fujita. Eventually I realized that I wanted to enter the field of meteorology. I'm now a meteorology professor at Ohio State University. I find my job deeply

fulfilling, especially knowing the influence I'm having on future meteorologists. Many of my students have gone on to make a difference in the field. I probably wouldn't be here, doing what I'm doing, if it weren't for Ted Fujita.

Of course, it's not just me that Fujita has affected. Fujita's work has made a huge impact on the field of meteorology. After the Super Outbreak of 1974, he proved his theory of multiple vortices, which helped scientists further unravel the mysteries of tornadoes. They now finally understand why one house can be destroyed by a tornado while the one next to it is untouched. Fujita also developed the Fujita scale, which is a tornado rating scale that is much more accurate than the scales that were previously used, and which is now the official rating scale of the National Weather Service. Fujita also laid the foundation for future tornado scientists and his work influences us even today. For example, Fujita several terms Fujita invented to talk about tornadoes, such as wall cloud and tail cloud, are still commonly used. Because of Fujita, we have a deeper understanding of the nature of tornadoes and this has helped us better prepare for them.

What's more, outside of tornado science, Fujita also proved an important theory about why planes were mysteriously crashing. He believed something called a microburst was causing planes to crash. Ultimately, he ended up proving this theory, which saved countless lives. After people became aware of the problem of microbursts, important changes were made to aviation safety so that planes could avoid them. Because of Fujita's work on microbursts, no U.S. commercial plane has crashed because of one since 1994.



I am honored to have known such a bright, dedicated, and passionate scientist and I know that his legacy will live on forever in our field.

ANSWERS TO ACTIVITY SHEETS

FEATURED SKILL: KEY IDEAS AND DETAILS

Answers will vary. Sample responses:

1. Fujita influenced Pam to become a meteorology professor. Fujita's description of his job and his inspiring explanation of how his work makes a difference likely affected Pam's decision to enter the field of meteorology. Fujita tells her, "After a disaster like this, we all struggle to make sense of it. As a scientist, I can't undo what nature has done. But I can document what happened to learn all that we can. Maybe that can help people in the future."
2. Fujita changed the field of meteorology by advancing tornado science in various ways. He proved that tornadoes can have multiple vortices, created the Fujita scale, and developed terminology people use to talk about tornadoes. Outside of tornado science, he also proved an important theory about why planes were mysteriously crashing: microbursts.
3. Fujita's work has helped people all over the world by saving lives. According to the play, it is because of Fujita's work that "no U.S. commercial plane has crashed because of a microburst since 1994." In this way, he has saved countless lives. People are also more prepared to deal with tornadoes than they were in the past because of the advances Fujita made in the field of tornado science.

STORM CHASER

CLOSE-READING QUESTIONS

1. The Historian provides the audience with background information about Ted Fujita and his career as a meteorologist, which is helpful to those unfamiliar with his work and achievements. The Historian also provides the audience with an important piece of information—that after studying tornadoes for nearly two decades, "there remained an important puzzle he [Fujita] had yet to fully solve." Audience members will likely keep this in mind throughout the play, trying to figure out for

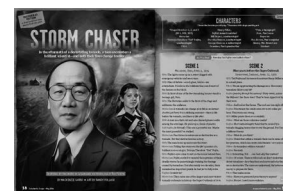
themselves what the mystery is and why it is important. Finally, the last line of Scene 1 establishes that the Super Outbreak of 1974 will be the focus of the play. .

2. Fujita's theory is that "within a tornado there can be areas of low pressure, which can create mini funnels—or vortices." In other words, there could be tornadoes within a tornado. It's important to understand as much as possible about tornadoes because, as Fujita explains, "the more we understand, the better we can try to prepare for them." By better preparing for tornadoes, we can limit their devastating effects, saving lives and communities.
3. Fujita explains his theory of multiple vortices to a group of meteorologists. He presents a photograph of a tornado-damaged field and shares his belief that the corkscrew-like marks in the photo were made by multiple vortices. The other meteorologists are skeptical of Fujita's theory, presuming that because he has never actually seen the vortices, he must be wrong.
4. Scenes 2 and 3 help the audience to understand that Fujita is searching for proof of his theory of multiple vortices. We know that if he can find evidence, the scientific community will accept his idea. Scenes 2 and 3 help the audience understand the importance—to Fujita and to the world—of the film that Pam gives Fujita in Scene 7.
5. Multiple vortices explain the strange phenomenon of how sometimes after a tornado, one house is ruined while the house next door is unharmed. Pam's neighbor's house must have been in the path of suction vortices, mini tornadoes within the larger funnel cloud. Essentially, the house was destroyed by a tiny tornado inside the main tornado.
6. Thanks to Pam's footage of multiple vortices, Fujita is finally able to prove his theory after nearly two decades of searching for proof. We can infer that it is her meeting with Fujita that inspires Pam to become a professor of meteorology.

STORM CHASER

CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may refer to Scene 7, in which Fujita explains to Pam how he studies the damage from tornadoes "to help piece together what



happened.” This is similar to how a detective studies clues at the scene of a crime to determine what took place. Students may also write that like a detective, Fujita must have a lot of patience and faith that his work will eventually come together.

2. Answers will vary. Students might refer to Fujita’s line in Scene 2 when he says, “There is still much we don’t understand about tornadoes—how they form and move and why they are so destructive. The more we understand, the better we can try to prepare for them.” This line could apply to any type of natural disaster, from hurricanes to floods to wildfires. The more that scientists are able to learn, the better prepared people can be and the more lives that can be saved. For example, as the caption on page 24 explains, warning times for tornadoes have significantly improved, so people now have more time to get to safety before a tornado arrives.

STORM CHASER QUIZ

***Higher Level (HL)**

1. C (character, inference; R.3, R.1)
2. D (text evidence; R.1)
3. A (vocabulary; R.4)
4. B (inference; R.1)
5. A, C (author’s purpose, text structure; R.6, R.5)
6. C, D (theme; R.2)
7. The Super Outbreak greatly changed the lives of both Ted Fujita and Pam. For Ted Fujita, the Super Outbreak enabled him to finally prove a theory that he had been working on for “nearly two decades” (Scene 1). It was a huge accomplishment in his career, helping scientists to better understand tornadoes. What’s more, according to the epilogue and text features, after the Super Outbreak, Fujita “continued to advance tornado science,” including developing a tornado rating scale that was adopted by the National Weather Service and a version of which is still used today (22). Clearly, the Super Outbreak and Fujita’s study of it was an influential part of his career. For Pam, the Super Outbreak led her to briefly cross paths with Fujita during Fujita’s visit to Pam’s town. Through their encounter, Pam learns about Fujita’s job as a tornado scientist and why it is important. In Scene 7, he tells her, “After a disaster like this, we all struggle to make sense of it. As a

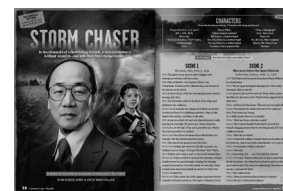
scientist, I can’t undo what nature has done. But I can document what happened to learn all that we can. Maybe that can help people in the future.” We can infer that Pam’s experience during the Super Outbreak coupled with her brief encounter with Fujita influenced Pam to dedicate her life to learning more about tornadoes like Fujita had, as well as teaching others about them as a professor. We can also infer from the fact that Pam is teaching at a school in Ohio that the Super Outbreak led Pam to become more accepting of her life in Ohio. After the tornado, Pam seems to have found her purpose, which perhaps led her to embrace her life in Ohio more and not go back to California. It’s also possible that through the shared trauma of the storm, and through Pam’s experience of helping her neighbors after the storm, Pam more closely bonded with her community in Ohio, which made her want to stay. (key ideas and details, inference, writing explanatory texts; R.2, R.1, W.2)

8. Based on the play, if you are presented with a challenging problem or setback, you should keep persevering, and not let those who doubt you get in your way. In the play, Ted Fujita persevered in proving his theory of multiple vortices even though his colleagues doubted him and even though it took him “nearly two decades” of study and persistence. In Scene 3, Fujita’s research assistant asks Fujita if it bothers him that his colleagues do not believe his theory. Fujita responds, “You should never be scared to propose new ideas. Proof will emerge. It’s our job to find it when it does.” Clearly, Fujita believed strongly in his own ideas, and it was this confidence and trust in himself and his work that helped propel him forward in his quest. Fujita kept working and eventually proved his theory, making an important advancement in tornado science. In other words, being persistent and firm in your abilities and beliefs will pay off in the end. (key ideas and details, theme, writing explanatory texts; R.2, W.2)

STORM CHASER QUIZ

***Lower Level (LL)**

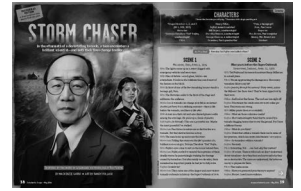
1. C (character, inference; R.3, R.1)
2. D (text evidence; R.1)
3. A (vocabulary, author’s craft; R.4)



4. B (inference; R.1)
5. A, C (author's purpose, text structure; R.6, R.5)
6. C, D (theme; R.2)
7. The Super Outbreak greatly changed Pam's life. It was because of the Super Outbreak that Pam's path briefly crossed with Ted Fujita during Fujita's visit to Pam's town. Through their encounter, Pam learns about Fujita's job as a tornado scientist and why it is important. In Scene 7, he tells her, "After a disaster like this, we all struggle to make sense of it. As a scientist, I can't undo what nature has done. But I can document what happened to learn all that we can. Maybe that can help people in the future." We can infer that Pam's experience during the Super Outbreak coupled with her brief encounter with Fujita influenced Pam to dedicate her life to learning more about tornadoes like Fujita had, as well as teaching others about them as a professor. We can also infer from the fact that Pam is teaching at a school in Ohio that the Super Outbreak led Pam to become more accepting of her life in Ohio. After the tornado, Pam seems to have found her purpose, which perhaps led her to embrace her life in Ohio more and not go back to California. It's also possible that through the shared trauma of the storm, and through Pam's experience of helping her neighbors after the storm, Pam more closely bonded with her community in Ohio, which made her want to stay. (key ideas and details, inference, writing explanatory texts; R.2, R.1, W.2)
8. Fujita showed determination when he persevered in proving his theory of multiple vortices even though his colleagues doubted him, and even though it took him "nearly two decades." In Scene 3, Fujita's research assistant asks Fujita if it bothers him that his colleagues do not believe his theory. Fujita responds, "You should never be scared to propose new ideas. Proof will emerge. It's our job to find it when it does." Clearly, Fujita believed strongly in his own ideas, and it was this determination and trust in himself and his work that helped propel him forward in his quest. Instead of giving up when he met doubters and challenges, Fujita kept working and eventually proved his theory, making an important advancement in tornado science. (key ideas and details, theme, writing explanatory texts; R.2, W.2)

CORE SKILLS WORKOUT: MAKING INFERENCES

1. The Historian refers to the puzzle of why sometimes after a tornado, one house is destroyed, and the neighboring house is untouched. Fujita believes that the answer to this is that tornadoes can have multiple vortices, however, he needs to find proof to support this theory.
2. The room is silent because Fujita's colleagues are skeptical of his theory of multiple vortices. They may also possibly disagree with Fujita's statement that "not to have seen something doesn't mean it doesn't exist." The silence likely stems from a feeling of awkwardness and unease; his colleagues are at a loss for what to say. They do not believe Fujita's theory, however, they do not want to make the situation more awkward by stating this outright.
3. Answers will vary slightly. Sample response:
 - **Miller:** Doesn't it bother you that they don't believe you?
Fujita: You should never be scared to propose new ideas. Proof will emerge. It's our job to find it when it does. (Scene 3)
4. Answers will vary slightly. Sample responses:
 - **Grandma:** You know, staring at storm clouds won't make you feel any better.
Pam: I think they're sort of beautiful. There were never clouds like these in California. They might be the only things I like about it here. (Scene 4)
 - **Pam (blushing):** Sorry, Grams. I just miss home. My friends are there. (pause) Dad was there. (Scene 4)
 - **Pam:** But that's just it. If Dad never had to leave, we'd still be in California—together. I just feel like I'm supposed to be there and not here. (Scene 4)
 - **SD1:** Pam sits on a creaky swing in her front yard, flipping through a family photo album. (Scene 5)
5. When Fujita asks Pam if he can take photographs, it reminds her that she has footage of the tornado. Pam realizes that this footage could help Fujita in his mission to "piece together what happened."
6. The man in the photo is Ted Fujita. Pam smiles up at him because she is likely reflecting on how lucky it was that their paths crossed all those years ago. She

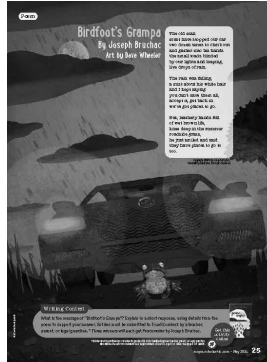


helped Fujita prove his theory of multiple vortices, and we can infer that their encounter influenced Pam's career trajectory. Pam may also be smiling because her students are likely unaware of her encounter with this famous man.

WORD SCALES

1. Answers will vary slightly. Sample responses:
content: feeling satisfied or at ease
happy: feeling or showing pleasure
joyful: expressing great happiness, delight, or elation
ecstatic: expressing an overwhelming sense of joy, delight, or euphoria
How they relate: These words form a scale of increasing intensity and depth of happiness.
2. curious, interested, captivated, obsessed
3. anxious, fearful, terrified, petrified
4. Answers will vary. Sample response: smart, intelligent, brilliant, genius

“Birdfoot’s Grampa”

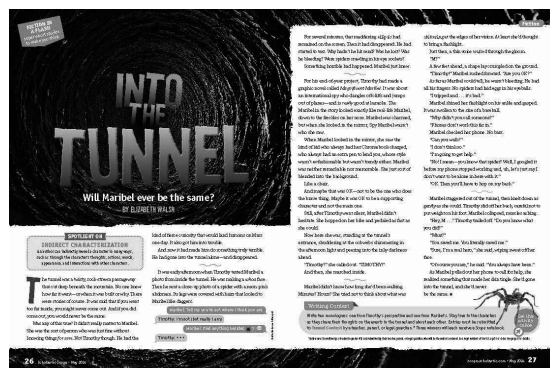


ANSWERS TO ACTIVITY SHEET

POETRY ANALYSIS

1. You can infer from the title of the poem that the old man is the speaker's grandfather and that the speaker's name is Birdfoot.
2. The grandfather keeps stopping the car and getting out to move toads off the road so that they do not get run over.
3. Answers will vary. Students may say that the lines evoke an image of small toads, illuminated by the headlights of a car, jumping around in the rain, perhaps blending in with the rain as it falls.
4. Answers will vary. Students might offer that "leathery hands" creates a vivid image of the grandfather's hands and that "full of wet brown life" emphasizes that the toads are living creatures in a way that just writing "hand" and "toads" would not. The description of the grandfather's hands being "full of wet brown life" also gets at how much responsibility the grandfather has and how vulnerable the toads are—the grandfather is quite literally holding the toads' lives in his hands. Students might also note that the lines are more creative, interesting, surprising, or descriptive than a simple statement that the grandfather was holding toads in his hands would be, and therefore more engaging or delightful to the reader.
5. The speaker feels frustrated and impatient with his grandfather's efforts to move the toads. The speaker would like his grandfather to stop moving the toads and just drive over them so that the two of them can continue on their way and do whatever it is they need to do. The following lines tell you this: "and I kept saying / you can't save them all, / accept it, get back in / we've got places to go."
6. The grandfather does not seem angry about his grandchild's complaints—he smiles as he responds to them—but he also does not stop relocating the toads. He tells his grandchild that the toads "have places to go to / too," suggesting that he thinks moving the toads is important and he does not plan to stop doing so.
7. Answers will vary but could include the idea that the toads need to go where they can find food, safety, or a mate. They might need to go where they can lay eggs or communicate with other toads.
8. The grandfather's comment connects to the line in the second stanza when the speaker urges his grandfather to leave the toads on the road because "we've got places to go."
9. The grandfather is saying that whatever it is that he and his grandchild need to do is not important enough to justify killing the toads. He is expressing the idea that the toads' lives are valuable and important, suggesting that the toads, like humans, have goals and responsibilities, and also an innate desire to survive and thrive.
10. Answers will vary, but students may say that not being able to save them all is not a good reason not to save as many as possible.

“Into the Tunnel”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 27:

Monologues will vary. Sample monologue:

MARIBEL'S MONOLOGUE:

You can do this, I tell myself, marching into the tunnel. I can't believe how dark it is—darker than the night sky in the dead of winter. And then a horrible thought occurs to me: When was the last time anyone put batteries in this flashlight? What if they die? Maybe I should go home and get backup batteries just in case?

No. I'm being a wimp. I tell myself to think of Magnificent Maribel. What would she do in this situation? She wouldn't be thinking of dead batteries, that's for sure! She would already be at Timothy's side.

I think of Timothy and wonder for the millionth time what he must be going through. Timothy is my oldest friend. We've been best friends since kindergarten, when he forgot his snack and I shared my Cheerios. He's the only one in the world who sees me as extraordinary—as more than the freckled middle child everyone else sees me as. Sometimes I think my own parents forget I'm there. Their time and energy is taken up by my young sister, who's in her terrible twos, and my older sister, who they joke is in her "terrible teens."

I can't let anything happen to him. I pick up my pace.

TIMOTHY'S MONOLOGUE:

I know Maribel is on her way. I just know it. In those first moments after I tripped and fell—I'm not going to lie—I started to panic. But then I remembered my texts with Maribel. She would know right away that something was wrong.

M thinks she's an ordinary girl, but I've never agreed. I've always thought that she is special. She's the type of person that people sometimes take for granted. She's always helping people, often doing the thankless jobs that no one else wants to do: babysitting her little sister so her parents can get a break, staying after school to help our homeroom teacher clean up, helping the new kid find the nurse's office when he got sick and no one else wanted to take him. To me, those are the things that make someone a hero.

She'll be here. I know it. When I hear her voice, "Timothy!" and see her rushing towards me, I can't help but smile. I'm not surprised. I hope that someday she realizes just how extraordinary she is.

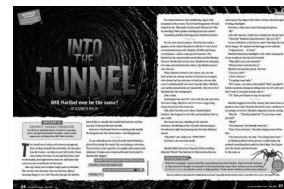
ANSWERS TO ACTIVITY SHEETS

FEATURED SKILL: CHARACTER

Answers will vary slightly. Sample responses:

Character Thinking Tool: Maribel

1. Maribel experiences fear, anguish, and deep concern when she realizes that Timothy may be in



danger. Maribel's reaction to the abrupt end of their text exchange reveals these feelings: "Why hadn't he hit send? Was he lost? Was he bleeding? Were spiders crawling in his eye sockets? Something horrible had happened. Maribel just knew." Maribel assumes the worst possible scenarios. The quick succession of rhetorical questions shows the extent of her distress.

2. These lines reveal that Maribel views herself as an ordinary person. She does not see herself as brave and impressive. She sees herself as practical and dependable, but she does not feel that there is anything special about her.
3. Maribel first demonstrates bravery when she decides to save Timothy all on her own. As the author states, "... after Timothy went silent, Maribel didn't hesitate. She hopped on her bike and pedaled as fast as she could." She continues to show bravery when, despite her fear of the tunnel, she marches inside, finds Timothy, and carries him out of the tunnel on her back.
4. Maribel's acts of bravery do not fit in with the image she has of herself. She sees herself as someone who is ordinary—a "supporting character" rather than a main one. Her acts of bravery show that, despite her insecurities about herself, she is a main character—and a hero—after all.
5. Answers will vary. Of the traits in the word bank, *brave*, *caring*, *compassionate*, and *unselfish* could all be used to describe Maribel.

Character Thinking Tool: Timothy

1. Based on these lines, you can infer that as a deeply curious person, Timothy likely found the tunnel intriguing and exciting. The author describes the tunnel as a deeply mysterious place: "No one knew how far it went—or when it was built or why." For someone with an inquisitive nature, investigating a legendary tunnel would be a great way to spend an afternoon.
2. Timothy likely experienced fear and panic when he realized he could not get out of the cave. He was alone, unable to move, and in danger of getting bit by poisonous spiders. Timothy probably felt happy and relieved when Maribel rescued him. That said,

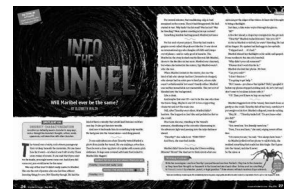
he may not have been all that surprised that she came to his rescue since he has always seen her as someone strong and courageous.

3. Timothy's graphic novel portrays a fictional Maribel as a spy with extraordinary abilities. We can infer that the Maribel in Timothy's imagination is extremely brave, as she "dangles off cliffs and jumps out of planes." The fact that Timothy wrote Maribel's character in this way shows that Timothy likely sees his friend Maribel as impressive and extraordinary, even though Maribel does not see herself that way.
4. These lines reveal that Timothy has always viewed Maribel as a hero. The words "of course you are," show that Maribel's bravery has always been obvious and indisputable to Timothy. Maribel, on the other hand, sees herself as an ordinary, uncourageous person. However, by the story's end, she starts to think differently.
5. Answers will vary. Of the traits in the word bank, *curious*, *mischievous*, *brave*, and *reckless* could all be used to describe Timothy.

"INTO THE TUNNEL"

CLOSE-READING QUESTIONS

1. The mood of paragraph 1 is mysterious, frightening, and ominous. The line "No one knew how far it went—or when it was built or why" establishes a mood of mystery. The lines "It was said that if you went too far inside, you might never come out. And if you did come out, you would never be the same" create a frightening and ominous mood. The reader can't help but wonder what happens inside the tunnel. Who or what prevents people from leaving, and why would people who do manage to get out never be the same?
2. The purpose of these rhetorical questions is to show Maribel's concern for Timothy's safety. She is troubled by his lack of response and agonizes over what may be happening to him inside the tunnel. The author wants to show us that Maribel cares deeply for Timothy and that he is one of her best friends. By suggesting terrifying possibilities for what happened to Timothy, these lines also create suspense and conjure fear, evoking concern for Timothy in the reader.



3. The character in *Magnificent Maribel* is a superhero with extraordinary abilities. We can infer that the Maribel in Timothy's imagination is extremely brave, as she "dangles off cliffs and jumps out of planes." When Maribel looks in the mirror, she sees an ordinary girl, "the kind of kid who always had her Chromebook charged, who always had an extra pen to lend you." In other words, she sees someone practical and dependable but not a hero. Answers to why Timothy sees Maribel differently from how Maribel sees herself will vary. Students may comment that people can be self-critical and are sometimes unable to see the full extent of their talent. Good friends may see us in a more positive light than we see ourselves.
4. Maribel is thinking that some people are just braver than others and that not everyone can be the center of attention. Not everyone can be extraordinary—and she is coming to terms with the idea that she is more of an "ordinary" person. When Maribel refers to a supporting character, she is talking about a person who helps others, does not tend to assume leadership roles, or does not usually get a lot of attention; she's comparing herself to a minor character in a book or movie, saying that she is not the kind of person who would be the protagonist in a story.
5. These details tell you that Maribel is braver than she thinks. She could share her concerns about Timothy with an adult, wait longer to see if Timothy eventually responds, or put together a search party. Instead, despite how frightening she finds the tunnel, she wastes no time and takes it upon herself to save Timothy singlehandedly. The word "marched" is extremely telling. Given the way Maribel perceives herself, the reader might expect her to cautiously creep or tiptoe into the tunnel. Instead, she marches in, which shows great determination and even confidence.
6. The tunnel has changed Maribel by changing the way she sees herself. When she went into the tunnel, Maribel saw herself as an ordinary girl, someone who "just sort of blended into the background." She thought of herself as a supporting character, not a main character. After Maribel rescues Timothy and emerges from the tunnel, she realizes that she is in

fact very brave and capable. She realizes that she is a main character after all. She understands, thanks to the tunnel, that there is a "Magnificent Maribel" inside her!

"INTO THE TUNNEL"

CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Answers will vary.

VOCABULARY PRACTICE

1. skittering
2. waft
3. ellipsis

"INTO THE TUNNEL" QUIZ

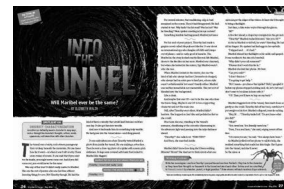
*Higher Level (HL)

1. D (character, inference; R.3, R.1)
2. A, B, C (text evidence; R.1)
3. C (character, inference; R.3)
4. B (vocabulary; R.4)
5. B, C (character, inference, key ideas and details; R.3, R.1, R.2)
6. A, D (theme; R.2)
7. Entering the tunnel was an important moment for Maribel because it changed the way she saw herself. At the start of the story, we learn that Maribel saw herself as an ordinary person—someone who lacked courage and "blended into the background." She views herself as a supporting character and not a main character. After she enters the tunnel and rescues Timothy, this perception shifts. Maribel realizes that she is brave and capable. When she arrives at the tunnel, she is scared and yet she "marches inside," finds Timothy, and carries him out. This moment helps Maribel realize her own courage, and that she has been underestimating herself. (character, key ideas and details, writing explanatory texts; R.3, R.2, W.2)

"INTO THE TUNNEL" QUIZ

*Lower Level (LL)

1. D (character, inference; R.3, R.1)
2. A, B, C (text evidence; R.1)
3. C (character, inference; R.3)
4. B (vocabulary; R.4)



5. B, C (character, inference, key ideas and details; R.3, R.1, R.2)
6. A, D (theme, key ideas and details, character; R.2, R.3)
7. Entering the tunnel was an important moment for Maribel because it changed the way she saw herself. At the start of the story, we learn that Maribel saw herself as an ordinary person—someone who lacked courage and “blended into the background.” She views herself as a supporting character, not a main character. After she enters the tunnel and rescues Timothy, this perception shifts. Maribel realizes that she is brave and capable. When she arrives at the tunnel, she is scared and yet she “marches inside,” finds Timothy, and carries him out. This moment helps Maribel realize her own courage, and that she has been underestimating herself. (character, key ideas and details, writing explanatory texts; R.3, R.2, W.2)

“When Ice Ruled the World”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 29:

Answers will vary. Sample response:

In her article “When Ice Ruled the World,” author Lauren Tarshis develops the idea that ice was once rare and prized by helping readers understand the dangerous and difficult work, as well as the expense, that was involved in obtaining ice before refrigerators and freezers became common. Tarshis begins her article with an anecdote that shows ice hasn’t always instantly tumbled into our cups with the press of a button. She writes of a Roman emperor sending a group of men on a risky mission to find ice in nature, a mission that would “take the men through treacherous mountains, pitting them against avalanches, thieves, and wild animals” (28). Clearly, finding ice was a dangerous business. If people still had to risk their lives to get ice to us today, we might value it more highly. But it wasn’t just finding ice that was difficult; once it was found, harvesting it required extremely difficult labor. Tarshis explains that this involved saws, sharp metal tools, wagons, horses, and large hand-dug pits to keep ice cool (29). It’s easy to understand why ice was so rare and prized—the costs of finding, obtaining, and transporting it were high. Furthermore, what made ice even more prized was this: “There was simply no way to make ice in many parts of the country—or to transport ice from someplace cooler without it melting” (29). In other words, you could be filthy rich and

still not be able to buy any ice if you lived in a warmer climate. With these details, Tarshis is able to show that ice was once a rare and prized luxury.

ANSWERS TO ACTIVITY SHEETS

SHORT WRITE KIT

Answers will vary. Sample responses:

Your Claim: The author develops the idea that ice was once rare and prized by helping readers understand the dangerous and difficult work, as well as the expense, that was once involved in obtaining ice before refrigerators and freezers became common.

Text Evidence 1:

“Some 2,000 years ago, a Roman emperor named Nero sent a group of men on a mission: to find a treasure prized throughout the world. This mission would take the men through treacherous mountains, pitting them against avalanches, thieves, and wild animals. What did the men risk their lives for? It wasn’t gold or silver or jewels. It was ice.” (p. 28)

Commentary:

Finding ice was a dangerous and deadly business. Nowadays, we can simply press a button and ice instantly tumbles into our cups. If people still had to risk their lives to get ice to us, we might value it more highly.

Text Evidence 2:

“The men used saws and sharp metal tools to hack off giant chunks. Next, the chunks were painstakingly loaded



onto sleds or wagons and hauled away by horses. The ice was then stored in large pits dug into the ground, where it would remain frozen for months.” (p. 29)

Commentary:

It’s easy to understand why ice was so rare and prized—the costs of finding, obtaining, and transporting it were high.

Text Evidence 3:

“Still, even the richest Americans couldn’t have ice unless they lived near an ice-topped mountain or in a place where temperatures dropped below freezing. A millionaire in Florida might have been able to buy a pile of diamonds, but no amount of money could have procured an icy drink in steamy weather. There was simply no way to make ice in many parts of the country—or to transport ice from someplace cooler without it melting.” (p. 29)

Commentary:

In other words, you could be filthy rich and still not be able to buy yourself ice if you lived in a warmer climate.

Paragraph:

In her article “When Ice Ruled the World,” author Lauren Tarshis develops the idea that ice was once rare and prized by helping readers understand the dangerous and difficult work, as well as the expense, that was involved in obtaining ice before refrigerators and freezers became common. Tarshis begins her article with an anecdote that shows ice hasn’t always instantly tumbled into our cups with the press of a button. She writes of a Roman emperor sending a group of men on a risky mission to find ice in nature, a mission that would “take the men through treacherous mountains, pitting them against avalanches, thieves, and wild animals” (28). Clearly, finding ice was a dangerous business. If people still had to risk their lives to get ice to us today, we might value it more highly. But it wasn’t just finding ice that was difficult; once it was found, harvesting it required extremely difficult labor. Tarshis explains that this involved saws, sharp metal tools, wagons, horses, and large hand-dug pits to keep ice cool (29). It’s easy to understand why ice was so rare and prized—the costs of finding, obtaining, and transporting it were high. Furthermore, what made ice even more prized was this: “There was simply no way to make ice in many parts of the country—or to transport ice from someplace cooler without it melting” (29). In other words, you could be filthy rich and still not be able to buy any ice if you lived in a warmer climate. With these details, Tarshis is able to show that ice was once a rare and prized luxury.

VOCABULARY PRACTICE

1. C
2. B
3. B

“WHEN ICE RULED THE WORLD” QUIZ

***Higher Level (HL)**

1. B (central ideas; R.2)
2. C (author’s craft, word choice; R.4)
3. B (key ideas, compare and contrast; R.2, R.5)
4. D (key ideas, compare and contrast; R.2, R.5)
5. A, D (key ideas and details, text structure; R.2, R.5)
6. A (author’s purpose; R.6)
7. Ice was once considered a luxury in America because it was not readily available to most people. As author Lauren Tarshis explains, before the 1940s when most Americans had refrigerators and freezers, ice couldn’t simply be made at home. Instead, the only way to get ice prior to the 19th century was to have it harvested and brought to you, which was expensive (28-29). She explains that many wealthy Americans had icehouses on their properties, where they would store the ice that was harvested from nature and then brought to them (29). In other words, ice was once considered a luxury because it used to be expensive and hard to get. (key ideas and supporting details, writing explanatory text; R.2, W.2)

“WHEN ICE RULED THE WORLD” QUIZ

***Lower Level (LL)**

1. B (central ideas; R.2)
2. C (author’s craft, word choice; R.4)
3. B (key ideas, compare and contrast; R.2, R.5)
4. D (key ideas, compare and contrast; R.2, R.5)
5. A, D (key ideas and details, text structure; R.2, R.5)
6. A (author’s purpose; R.6)
7. Ice was once considered a luxury in America because it was not readily available to most people. As author Lauren Tarshis explains, before the 1940s when most Americans had refrigerators and freezers, ice couldn’t simply be made at home. Instead, the only way to get ice prior to the 19th century was to have it harvested and brought to you, which was expensive (28-29). She explains that many wealthy Americans had icehouses on their properties, where



they would store the ice that was harvested from nature and then brought to them (29). In other words, ice was once considered a luxury because it used to be expensive and hard to get. (key ideas and supporting details, writing explanatory text; R.2, W.2)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

***Higher Level (HL) and Lower Level (LL)**

Section Title: "Saws and Sleds"

Central Idea: Before the 19th century, ice was a costly and hard-to-obtain luxury.

Supporting Details:

- "Prior to the 19th century, if you wanted ice, you likely would have done what Nero did: Find it in nature and lug it home."
- "Over the centuries, ice harvesting, as it was called, became more common. By the 1700s, many wealthy Americans had icehouses on their properties. These small, insulated buildings could keep ice harvested in winter frozen long after the snows melted."
- "Still, even the richest Americans couldn't have ice unless they lived near an ice-topped mountain or in a place where temperatures dropped below freezing."

Section Title: "Big Breakthrough"

Central Idea: A man named Frederic Tudor figured out how to transport ice over long distances without it melting.

Supporting Details:

- "His big breakthrough was a new tool developed by one of his employees: a special plow with sharp blades. A horse would drag the plow across a frozen pond or river, etching lines into the ice. The lines formed a checkerboard pattern that workers used as a guide for where to saw. The men then used metal bars to pry out giant, uniform ice blocks."
- "Because the blocks were all the same size and shape, they could be packed together tightly on wagons, which kept them cold."
- "Tudor also figured out that surrounding the ice with a thick coating of sawdust insulated the blocks, slowing down the melting process."

Section Title: "The Ice King"

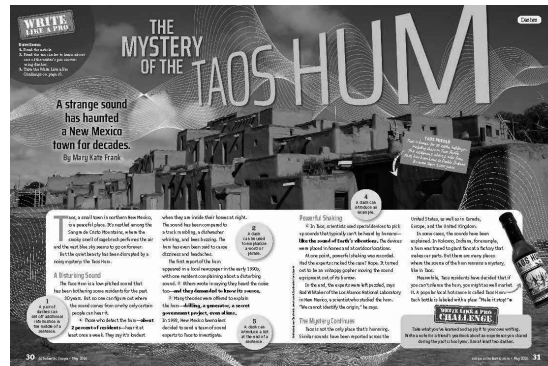
Central Idea: The ability to ship ice over long distances led to important changes in the world.

Supporting Details:

- "Many more people could keep their food fresh in summer, which meant fewer people died of food poisoning."
- "Hospitals could use ice to cool patients with high fevers, reduce swelling, and preserve medications, saving many lives."

Central Idea of the Article: Today, ice is inexpensive and easy to make, but it was once costly and hard to get.

“The Mystery of the Taos Hum”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITE LIKE A PRO CHALLENGE, PAGE 31:

Answers will vary. Sample response:

Hey CC,

Just wanted to say thanks for being an awesome friend throughout middle school! I'll never forget the amazing memories we've had—being in the school play together, Ms. B's algebra class, late-night study sessions, hilarious lunches, and more. Here's to many more adventures—can't wait to see what high school has in store for us!

Nate

ANSWERS TO ACTIVITY SHEET

ANCHOR CHART AND PRACTICE: USING DASHES

Answers will vary. Sample answers:

1. I have a lot of hobbies—reading, drawing, playing soccer, and cooking.
2. My friends and I love to play video games—like *Fortnite*.
3. The cake was delicious—everyone wanted seconds!
4. Reading his new library book—*The House of the Scorpion*—has been keeping Antonio up late every night this week.