

GRAMMAR'S FAVORITE ALIENS

NUMBER VS. AMOUNT

- | | |
|-----------|------------|
| 1. number | 7. number |
| 2. number | 8. number |
| 3. amount | 9. amount |
| 4. number | 10. amount |
| 5. amount | 11. number |
| 6. number | |

OUT OF THE TORNADO

TEXT EVIDENCE

Answers will vary but should be similar to the following:

1. Main article

Suffering: Kids were crying; residents were crammed into small shelters; teachers and students heard the horrible sounds of the tornado and didn't know if they would survive; many buildings were destroyed; hailstones hurt people and property.

Overcoming: People hurried into shelters together; staff members took care of students; Dr. Riggs moved most students out of the school; a temporary school was set up; the community came together; all the students and teachers survived.

2. First-person account

Suffering: Cody and his family experienced the terror of hearing and feeling the tornado, not knowing whether they would live through it.

Overcoming: Cody's family survived, and Cody shared his experience.

3. Video

Suffering: Author Lauren Tarshis describes the devastation she saw when she visited Henryville weeks after the tornado; she was amazed by how some homes were completely wiped out, calling the destruction "shocking."

Overcoming: Three Henryville students e-mailed Tarshis hoping to share their story with her; Tarshis says the recovery had already begun when she visited Henryville; the community began rebuilding its schools days after the tornado hit.

4. Poem

Suffering: The tornado destroys and terrifies. It "tumbles hailstones and cracks tree-trunks," "steals shingles and un-parks cars," and we "brace ourselves for the end."

Overcoming: People join together and gain control by talking about the tornado: "Our words echo and soothe as we join hands with our neighbors."

"OUT OF THE TORNADO" CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

- Lyric says, "It was just an ordinary day"; students followed a normal schedule and performed normal classroom activities; Dayna forgot about the weather report. The author probably included these details to set the scene, to create a stark contrast with the violence of the tornado, and to emphasize how quickly an ordinary day can become extraordinary.
- Teachers helped students get on buses and into cars; families hurried into shelters; school staff members took care of students whose parents weren't home. You can conclude that community members looked out for one another.
- These sections are written in first-person point of view. They convey the author's personal thoughts and emotions.
- Terrified; details of what happened (the windows breaking, the house shaking, the walls cracking, etc.) and descriptions of Cody's and his family's thoughts and actions (they were "crying and praying," Cody was sure the house would collapse) establish the tone.
- The lines describe recovery from the tornado and relate to the section "Lessons From a Disaster," which describes the Henryville students' process of recovery.

"AUTHOR TALK: LAUREN TARSHIS ON 'OUT OF THE TORNADO'" VIDEO DISCUSSION QUESTIONS

Answers will vary but should be similar to the following:

- Lauren Tarshis wrote "Out of the Tornado" because she received an e-mail from three girls in Henryville, Indiana,

asking her to write about the terrible tornado that had hit their town. It was different from the story she intended to write because it became very personal. The girls entrusted her to tell their story.

- Lauren describes seeing buildings that were completely blown away by the tornado; she reports that the elementary and high schools were destroyed. The images show fragments of buildings surrounded by rubble, empty cement slabs where houses were, and trees that look like sticks.
- This tells you that the town cares about helping its young people regain their normal lives and continue their educations.
- Lauren looked at pictures, watched videos, and read many books and articles about tornadoes, in addition to visiting Henryville and interviewing its residents. Research is important to fully understand your subject and to gain different perspectives on it.
- Answers will vary, but students may respond that they would consult a variety of sources, spend time thinking about the disaster and what they want to tell about it, and consider the sensory details they should include in their report.

"OUT OF THE TORNADO" QUIZ

- | | |
|------|------|
| 1. B | 5. B |
| 2. C | 6. A |
| 3. B | 7. D |
| 4. D | 8. A |
9. Answers will vary but should be similar to the following: Reading several texts about the tornado in Henryville gives the reader a deeper understanding of what happened because each writer or speaker presents unique information and insights. In the article "Out of the Tornado," Lauren Tarshis presents a detailed description of what happened to the students at Henryville Elementary on the day of the tornado, as well as some general information about tornados and about the rebuilding of Henryville after the tornado. Tarshis includes quotes from several different students and faculty members at Henryville Elementary. She also, in the

opening and closing sections of her article, shares her own point of view on the students and their experience. In the first-person account, "The Walls Started Cracking," a teenager provides a detailed description of what it was like when the tornado hit his house; his account makes it easy for the reader to imagine being in his place. Irene Latham's poem about a tornado does not mention Henryville specifically, but provides vivid imagery of a tornado roaring through a town. Latham's poem also helps readers understand the internal shift in tornado survivors, from the terror they feel during the tornado to the sense of hope they can feel afterward, as they start to work together to rebuild.

10. Answers will vary. Students who say they would have made the same decision as Dr. Riggs may cite the fact that his decision probably saved many students' lives—the photo on page 8 shows that much of the school was utterly destroyed by the tornado. Also, the article says that after Dr. Riggs dismissed the students, "Teachers rushed to get kids onto buses or into waiting cars." This shows that many parents had come to the school to pick up their children; it would have been wrong to prevent them from doing so. Students who say they would not have made the same decision as Dr. Riggs may say that dismissing students shortly before the tornado struck was reckless; there was a chance that the tornado could have hit while the students were on their way home. Students may also point out that the children had done drills to learn what to do during a tornado, and say that Riggs should not have ignored the established procedure. Also, two buses full of students had to return to the school; this extra time in transit put both the students and the bus drivers in danger.

NONFICTION ELEMENTS

1. "Out of the Tornado"
2. Answers will vary. Here is an example answer: pages 4-5; It shows a young woman sorting through a pile of debris that used to be her house. All around her are broken trees and debris. The

mood is desolate, sad, overwhelming, and full of loss.

3. how the tornado affected the community of Henryville

4. Section 1: Author's Note

Subtitle: none

Summary: Author Lauren Tarshis tells the reader that she wrote this article after receiving an e-mailed request to do so from three students who survived the Henryville tornado.

Structure: description

Section 2: Introduction

Subtitle: none

Summary: For the students of Henryville elementary, the day the tornado hit started as an ordinary day. What the students didn't know was that 50 miles to the west, a huge tornado was forming.

Structure: sequence

Section 3

Subtitle: "Whirlwinds and Twisters"

Summary: Eighty percent of tornadoes in the world occur in the U.S., and most of these occur in a section of the Midwest known as Tornado Alley. Henryville is far from Tornado Alley but is often hit by powerful storms, so students there practice tornado drills every year.

Structure: description

Section 4

Subtitle: "Devastating Hit"

Summary: As the tornado approached, the principal dismissed the students. Those whose parents were not home were brought back to the school, where they took shelter under desks with staff members. Then the tornado slammed into the school, causing severe damage in an instant.

Structure: sequence

Section 5

Subtitle: "Pounding From the Sky"

Summary: Soon after the first tornado ended, a second tornado hit the school. After that, the students and staff members emerged to a scene of absolute destruction. All of the students survived the tornado.

Structure: sequence

Section 6

Subtitle: "Lessons From a Disaster"

Summary: Tarshis comments on her visit to Henryville. She says she heard many amazing stories—sad, frightening,

and occasionally humorous. She says that many people described how the residents of Henryville came together after the tornado to support each other and rebuild their town.

Structure: description

Sidebar

Title: "The Walls Started Cracking"

Summary: An 18-year-old boy describes what it was like to be in his basement while the tornado shook his house.

Structure: description

5. Answers will vary. Possible answers include:

Central Idea: Having a tornado hit their town was a terrifying ordeal for the students of Henryville Elementary.

Supporting evidence: (1) On page 8, Lyric says, "All around me, kids were crying." (2) The tornado knocked out the power and the students and staff taking shelter at the school suddenly found themselves in the dark. (3) Mrs. Riggs says that when the tornado hit the school, "The building sounded like it was coming down around us. I didn't know if we could survive."

(4) The tornado destroyed the school. (5) When the students emerged from the school, they found a scene of devastation. (6) Some of the students cried when they told Tarshis their stories.

6. to tell the stories of Henryville students who survived a tornado
7. from left to right: 3, 6, 2, 4, 1, 5
8. They are written in first-person point of view. They convey the author's personal thoughts and emotions, and contain information about her visit to Henryville and her interactions with the students and staff members of Henryville Elementary.
9. Answers will vary.

ANALYZING "THE TORNADO"

1. D
2. A
3. B
4. D
5. Students should circle the following pairs: *musters/muscle*; *steals/shingles*; *whirls/whistles*; *huddle/hunch*; *goldfinch/gathers*.
- 6a. Students should underline *grumbling*, *tumbles*, *cracks*, *craves*, *musters*, *tears*,

steals, un-parks, whirls, whistles, screams, and teems.

- b. Students should underline *huddle, hunch, brace, unfold, emerge, echo, soothe, join, sift, and shape.*
7. Answers will vary, but students may note that the poet uses many strong, descriptive verbs. They may observe that the verbs she uses to describe the tornado are verbs that describe destruction and power, such as *cracks, tears, and whirls*, while the verbs she uses to describe the people are words of healing and rebuilding, such as *emerge, soothe, and shape*. Students may also observe that you can almost see the whole narrative of the poem just by reading the verbs.
8. In "The Tornado," Latham does not describe the unique experiences of tornado survivors. Rather, she brings together many people's individual experiences and presents them as one experience. She does this by having the tornado survivors, who are the speakers of the poem, describe their experience with a collective voice. They say "We huddle, hunch," "we unfold, emerge," "we join hands with our neighbors," etc.
9. It also refers to the destruction that the tornado causes, and the experience of the tornado victims as the tornado tears through their town.
10. The story referred to in line 21 is the story of recovery from the tornado, while the story in line 1 is the story of the tornado's destruction.

SHERLOCK HOLMES **and the Case of the Speckled Band**

THE SHERLOCK HOLMES WAY

Answers will vary. Possible answers include:

1. Holmes listens for details and asks direct, insightful questions to gather information.
2. Holmes remains calm despite Dr. Roylott's threats and wild behavior. He responds with sarcasm, calling Roylott "amiable" when he is actually hostile.
3. He methodically investigates, ruling out the possibility that someone could have come through the window; he makes observations and draws logical

conclusions about the bell rope, ventilator hole, whip, and safe.

4. Holmes remains unflustered throughout the play, even when he sees a deadly snake; Watson reacts more emotionally. Also, Holmes's logical thinking leads him to draw conclusions that Watson misses.
5. Holmes is logical, calm, observant, insightful, and smart.
6. Necklace claimed his collection of antiques was saved because bad weather delayed the moving truck it was in. This is not believable because the bad weather struck on January 30, and the burglary took place on January 29.
7. Necklace's move to Culpepper coincided with the beginning of the crime spree.
8. Valuable heirlooms including paintings, pottery, and furniture have been stolen; Necklace might want them because he has a collection of antiques.
9. All 18 of the burgled homes had alarm systems installed by Necklace's company.
10. Students will probably say that Nathaniel T. Necklace is guilty, based on the clues uncovered in the above questions.

SHERLOCK HOLMES

CRITICAL-THINKING QUESTIONS

Answers will vary but should be similar to the following:

1. Helen is afraid she will be killed in the same way as her sister. Holmes remains calm but acts swiftly, showing that he is level-headed and cares about helping his client.
2. Dr. Roylott seems suspicious because he beat a man to death in India, he "went to pieces" after his wife's death, he won't inherit as much money if Helen and Julia marry, and he is violent and threatening in Holmes's parlor. Holmes collects this information, but he doesn't jump to conclusions. There are other possible culprits: the wild animals on the property and the Gypsies who camp outside. Holmes waits until he can put together solid evidence.
3. The renovations in Helen's room could have waited until after her wedding; the ventilator leads to Dr. Roylott's room, and a fake bell rope hangs next to it; a loop has been tied into the whip in Dr.

COMPARE TWO TEXTS

Hershey's Milk Chocolate	Reese's Pieces
Milton Hershey wanted to introduce chocolate to Americans and make it light and creamy.	The Hershey Company wanted to introduce a product that would compete with Mars products.
1900	1978
different	similar
They had to create a recipe to combine milk and cocoa butter, which don't mix together easily.	They had to find a recipe to combine the peanut-butter filling and the candy shell; at first Reese's Pieces sold well, but then sales lagged.
They worked 16-hour days until they developed the recipe.	They kept experimenting until they got the recipe right; they took a risk with their advertising by featuring Reese's Pieces in a movie.
Hershey changed his business from caramel to chocolate, even though Americans were unfamiliar with chocolate.	The Hershey Company decided to let Reese's Pieces appear in the movie <i>E.T.</i>
It was a huge success.	It was a huge success.

Roylott's room; Julia's bed is clamped to the floor.

4. It is a swamp adder, the deadliest snake in India. Dr. Roylott used it as a murder weapon because its poison is hard to detect in a dead body.
5. Holmes means that Dr. Roylott came up with a scheme to murder Julia and Helen, but his scheme—using the snake—backfired and ended up killing him. Answers will vary, but students should use examples from other texts or real-life situations to support their opinions.

SHERLOCK HOLMES QUIZ

1. C 5. B
2. D 6. C
3. D 7. C
4. B 8. A
9. Answers should include the following clues: Dr. Roylott has a history of violence; Julia heard a whistle and a clanking sound before she died; Roylott had a motive for murder; there is no way into Julia's room from the outside; the ventilator hole doesn't ventilate; the bell rope is a dummy; there is a large safe in Roylott's room along with a whip with a looped end; Julia's bed is clamped to the floor. Holmes seems to have pieced all the clues together by the end of Scene 5, when he warns Watson that staying the night may be quite dangerous.
10. Holmes means that people who commit violence against others will experience that violence committed against themselves—basically, that what goes around comes around. He is referring to what happened to Roylott: He was killed by the snake that he used to kill Julia and that he intended to use to kill Helen.

BACK TO BASICS: LITERARY ELEMENTS AND DEVICES

Answers will vary.

Characters

1. A. Helen; minor. She is a young woman who is about to get married. Her mother and sister are dead, and she lives alone with her stepfather. Helen comes to see Holmes and Watson because she fears for her life. She is a static character because she doesn't undergo any significant internal change.

B. Holmes; major. He is known as the world's greatest detective, famous for his keen insight and powerful skills of observation. He is a static character; he is just as sharp and perceptive at the beginning as he is at the end.

C. Dr. Roylott; minor. He is Helen's stepfather. He is greedy and murderous. He is a static character because he does not undergo any significant change. (*Students could describe another character here.*)

2. There is a genuine fondness between Holmes and Watson. Watson shows deep respect for Holmes and his crime-solving skills. They have an easy banter between them. Watson always seems to be one step behind the great detective, giving the reader even more reason to admire Holmes.
3. Old Watson is a narrator, recalling this case from years ago. He gives a personal touch to the narration because he was present for the events that are described in the play.
4. Answers may include any of the following: In Scene 1, we learn that Dr. Roylott served time in jail for beating a man to death. This shows us Roylott's capacity for violence. Also in Scene 1, Helen discusses how much her stepfather has changed and how he "went to pieces" after her mother's death. This shows that he is not a stable person. In Scene 3, Roylott bends a metal poker in half and says, "I am a dangerous man to fall afoul of!" This demonstrates his bad temper and physical prowess. Scene 4 reveals that Roylott has a motive for murder, further demonstrating his dubious nature.
5. Answers may include any of the following:
 - A. Holmes grills Helen with questions in Scene 3, indicating his curious mind and ability to consider many aspects of a case. When Roylott threatens Holmes and Watson in Scene 3, Holmes is cool and collected—even flip—which shows that he is unflappable in the face of danger.
 - B. Scene 4 reveals that Holmes has quickly conducted further research and discovered Dr. Roylott's motive for murder. Scene 5 shows Holmes's thorough investigation of Stoke Moran. His quick mind is able to synthesize all

the information and figure out Roylott's plan. This reveals his extraordinary powers of deduction. After Roylott's death, Holmes is calm as he scoops up the deadly swamp adder and places it back in the safe. He seems to be a fearless man who can solve any crime.

Setting

6. Victorian-era London; the action takes place in Holmes's office and at Stoke Moran, Helen's residence outside of London.
7. Though the cast is modern, the characters' clothing and the background scenery suggest the Victorian era. Students might point to Holmes's cape, Watson's suit and hat, the women's hats and high-necked, long-sleeved dresses, the street lamps, and the furniture as evidence of the time period.

Theme

8. Dr. Roylott plotted for years to kill Julia and Helen. He succeeded with Julia and seems on the verge of murdering Helen, but is thwarted by Holmes. The snake that Roylott was using as a murder weapon is the very thing that ends up killing him. Holmes, who beats the bell rope to send the snake away, not knowing that the snake will crawl back and strike Roylott, says, "I suppose I am indirectly responsible for Dr. Roylott's death. I don't think I'll lose sleep over it." This indicates that Holmes believes Roylott got what he deserved—that death is a fitting punishment for a murderous man.

Mood

9. Most of the play is suspenseful and mysterious. Holmes's playful sarcasm lightens the mood in Scene 3 when he quips that Dr. Roylott "seems a very amiable person." The author establishes the mood by building tension as Holmes collects clues. In Scene 4, it is revealed that Dr. Roylott has a motive for murdering Helen and Julia. This adds to the intrigue in Scene 5 as Holmes investigates the rooms at Stoke Moran.

Plot

Answers will vary but should be similar to the following:

1. Helen Stoner explains to Holmes and Watson why she is afraid for her life.
2. Dr. Roylott threatens Holmes and Watson. Holmes believes Helen is in

- danger. He and Watson go to Stoke Moran and gather clues.
3. Holmes beats the bell rope. Moments later there is a scream.
 4. Dr. Roylott is found dead. Helen is safe. They figure out that the speckled band is a snake.
 5. Holmes explains how he solved the case.

PAIRED TEXTS

**"The History of Yum" and
"The Making of a Candy Hit"**

PAIRED-TEXTS QUIZ

1. A 5. C
 2. D 6. B
 3. B 7. D
 4. D 8. A
9. It seems that Milton Hershey was a highly motivated, hardworking, and innovative man. He trusted his instincts and was not afraid to take risks. Hershey started his first business at the young age of 18. He went on to found what would become the largest caramel factory in the United States, but he was not afraid to give up that business to focus on something new. When Hershey started his chocolate company, chocolate was not widely available in the U.S.; Hershey trusted his feeling that if he offered Americans chocolate, they would buy it. He and his team worked 16-hour days for months to invent the perfect recipe for milk chocolate. Hershey's "nickel bars" were the number one candy in the country in 1915, and the town he founded became a popular tourist destination. The Hershey Company is still successful today, producing Reese's Pieces and other best-selling candies.
10. Hershey's created Reese's Pieces to compete with Mars. The idea for Reese's Pieces was probably inspired by M&M's, which are made by Mars. And the thing that made Reese's Pieces so popular—appearing in the movie *E.T.*—happened because Mars turned down an offer to have M&M's appear in the film.

THE LAZY EDITOR

What Killed the Birds of Beebe?

RUN-ON REPAIR

Answers will vary but should be similar to the

following:

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.

Yesterday was my school play, *Peter Pan*. I had a really big part. I was Peter Pan! 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. My grandma and grandpa weren't there, though. They live very far away, and it would have been really hard for them to get here. Fortunately, the play was recorded. I'm going to send a DVD of it to my grandparents so they can see my magnificent performance.

PUNCTUATING QUOTATIONS

1. The presidential candidate stated, "Creating new jobs will be my first priority."
2. "Are you registered to vote?" Marcus asked.
3. "You can register to vote," said Diane, "before the end of the day."
4. "I heard Coach K. yelling, 'You are suspended for three games!' Then Shane ran out of the room," said Ben.
5. Maya exclaimed, "It was such a great day at the beach!"
6. "Nothing compares to chocolate cake," said Charlotte, "except chocolate ice cream maybe."
7. "Don't forget to watch the Abraham Lincoln documentary," Mr. Wright told the class.

LET'S AGREE, SHALL WE?

1. are 11. is
2. isn't 12. is
3. have 13. nose

4. does 14. One
5. was 15. kittens
6. has 16. She
7. were 17. family
8. hopes 18. students
9. seem 19. Nobody
10. wants 20. Rufus and Frannie

DON'T FORGET THE COMMA!

1. After looking for weeks, I finally found my watch at the bottom of the laundry hamper.
2. As soon as the temperature reaches 70 degrees, I start wearing shorts and flip-flops.
3. Not much of a sports fan, Jim found the conversation boring.
4. Although she had a test the next day, Ana went to the movies instead of studying.
5. Before agreeing to baby-sit my little brother, I asked my parents what time they'd be home and how much they'd pay me.
6. If you want to make a varsity team, you must be very committed to your sport and practice all the time.
7. To get the discount, you have to reserve a room for a minimum of three nights.
8. Because of his fear of elevators, Bruno climbs seven flights of stairs every day to get to his office.
9. Since his death in 1890, Vincent van Gogh has become one of the most famous painters in the world.
10. Deep in the woods behind the house, a snake slithered through the freshly fallen leaves.

TRANSITIONS

Answers will vary but should be similar to the following:

1. She studied for hours, so she was sure she would do well on the test.
2. I'll go to the store. After that, I'll stop by to visit Moses at work.
3. Emma sees a lot of movies, but she never saw *The Hunger Games*.
4. It seemed like class would never end. Finally, though, the bell rang.
5. Robert is always cheerful. For instance, yesterday, he broke his finger, and he was smiling on his way to the hospital!
6. Gina totally beat me at chess. Of course, I hardly ever play, while she plays it with her grandpa five times a week.

Many people are afraid of spiders, but spiders don't deserve their bad reputation! Some species, like the brown recluse and the black widow, are very poisonous. However, most species are not harmful to humans. Plus, spiders usually don't bite unless they feel threatened. In fact, spiders perform a valuable service: They reduce pest populations.

Another common misconception about spiders is that they are insects. Actually, spiders are not insects. They are closely related, but spiders are members of the arachnid family, which includes scorpions, mites, and ticks. Insects have three body sections and six legs. Arachnids, on the other hand, have two body sections and eight legs.

YOU WRITE IT

QUOTATION PUNCTUATION

1. "My mom's favorite movie is *The Princess Bride*. Actually, I like it a lot too," said Ariella.
2. "Could you please tell me where Third Street is?" asked Ed. "I'm trying to find the Magnolia Bakery."
3. "The only way to get there," explained the policewoman, "is to go down Fairfax and then turn left."
4. "When are you going to show me your art project? I'm really looking forward to seeing it!" Mom said.
5. Jake shouted, "Whoa! That was awesome!"

He almost broke the bat with that home run."

6. "If you don't have anything nice to say," said Mrs. Lewis, "then it's best not to say anything at all."
7. "Wait until you hear this!" Dani exclaimed. "Hailey just ran by and said, 'Free ice cream in the cafeteria until 3:00.' Then she disappeared around the corner."
8. Lily chattered, "It's freezing in here. Can someone turn the heat on?"

WHOLE ISSUE

CROSSWORD

