

Grade 7



myPerspectives
ELD Companion Workbook
Answer Key

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myPERSPECTIVES ELD COMPANION WORKBOOK ANSWER KEY GRADE 7

Page 2

Use What You Know Responses will vary.

Text Structure Students should circle *pharaoh* and underline *ancient Egyptian ruler*.

About 4,500 years ago, the ancient Egyptian ruler Cheops and his son and grandson built the three Pyramids of Giza in Egypt.

Reading Strategy: Preview Students should underline *Then Belgian engineer Robert Bauval noticed that the shape of the three pyramids was the same as part of a group of stars in the sky called Orion's Belt*. Responses should suggest that this paragraph will describe how the pyramids connect to Orion's Belt.

Page 3

Reading Strategy: Preview Students should circle *The Secret of the Great Sphinx* and *Mysterious Cities*.

Responses may vary, but should relate to each heading.

Comprehension Check Students should circle *Great Sphinx*. It has the head of a man and the body of a lion.

Text Structure Students should underline *The Inca built Machu Picchu from about 1460 to 1470 C.E.* It is located in the Andes Mountains of Peru.

Page 4

Text Structure Students should circle *colonists* and underline *people who settle in a new country or area*. Sentences will vary.

Reading Strategy: Preview Students should draw a box around *Stonehenge*. Responses may vary, example: What is Stonehenge?

Comprehension Check Students should underline *Ancient peoples built Stonehenge about 5,000 years ago*. Responses will vary. Sample answer: There are no records that tell who built it.

Page 5

Reading Strategy: Preview Students should circle *Island of Giants*. Responses will vary.

Text Structure Students should underline *It was named by Dutch explorers who arrived there on Easter Sunday, 1722*.

It is located in the Pacific Ocean, 3,620 kilometers (2,250 miles) off the coast of Chile.

Comprehension Check Students should underline *Archaeologists have found wooden tablets with the ancient language of the Rapa Nui people on them*.

Responses may vary, but should indicate the Rapa Nui were the ancient people who lived on Easter Island and built the giant statues.

Page 6

Reading Strategy: Preview Students should draw a box around *Curse of the Pharaoh*.

Responses will vary, example: What is the curse of the pharaoh? or Who was cursed by the pharaoh?

Text Structure Students should underline *In 1922, a group led by British archaeologists Howard Carter and Lord Carnarvon opened the tomb of Tutankhamen*.

Tutankhamen was an ancient Egyptian pharaoh.

Comprehension Check Students should circle *six of the twenty-six people at the opening of Tutankhamen's tomb*.

The dog died at the same time as Lord Carnarvon, back home in England.

Page 7

Comprehension Check Students should underline *Scientists say that we know more about Mars than we do about the mysteries at the bottom of the ocean*.

Responses will vary.

Text Structure Students should circle *tentacles*. Sentences will vary.

Comprehension Check Students should circle *The famous Loch Ness Monster may be a living dinosaur-like reptile called a Plesiosaur*.

Most people believe that dinosaurs disappeared millions of years ago.

Page 8

Text Structure Students should circle *People first reported seeing the Loch Ness monster in April 1933.* A man and woman saw a huge creature with two black humps. It occurred along a lake in Scotland.

Reading Strategy: Preview Students should draw a box around *Bigfoot and the Yeti.* Responses will vary.

Comprehension Check Students should circle *Bigfoot, Sasquatch, and yeti.* Responses may vary, but should indicate these are all names for a large, ape-like creature that may or may not exist.

Page 9

Reading Strategy: Preview Students should underline *The first reports of Bigfoot date back to 1811.* Responses will vary.

Text Structure Students should circle *man-like creature.* Footprints were reported to be 36 centimeters (14 in.) long; giant footprints.

Comprehension Check Students should underline *Bernard Heuvelmans (1916–1973), a famous zoologist, believed that the world is full of creatures still unknown to science.* Responses will vary, but might indicate that he would probably say that it is possible Bigfoot exists.

Page 10

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 12

Edit for Meaning

Paragraph 1 error: Many people still speak this language today.

Correction: *No one knows how to read this language today.*

Paragraph 2 error: The history of the Rapa Nui people is well known to scientists.

Correction: *The history of the Rapa Nui people is still a puzzle.*

Page 13

1. PYRAMIDS
2. SPHINX
3. MACHU PICCHU
4. STONEHENGE
5. EASTER ISLAND
6. TUTANKHAMEN
7. GIANT SQUID
8. LOCH NESS MONSTER
9. YETI
10. SASQUATCH

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Page 16

Use What You Know Responses will vary.

Text Structure Students should underline *the 1200s.* That an Italian mathematician wrote a book about numbers at that time.

Reading Strategy: Use Visuals Students should circle the photograph of rabbits. It shows a number of rabbits.

Page 17

Reading Strategy: Use Visuals Students should circle both charts on this page. Some students may answer that the first chart is more helpful because it shows how the numbers work in real life. Others may say the second chart, because it is simpler and shows a sequence.

Text Structure Students should circle *figure out* and underline *think about a problem or situation until you find the answer or understand what has happened.* Sentences will vary.

Comprehension Check Students should underline *You can find Fibonacci numbers in art, architecture, music, poetry, and nature.* The author thinks the sequence is amazing because it appears so often.

Page 18

Comprehension Check Students should underline *The number of petals in a flower is usually a Fibonacci number.*
Florets come in Fibonacci numbers.

Text Structure Students should circle *petal-like parts.*
Daisies have petal-like parts.

Comprehension Check Students should underline *The bundles almost always have 1, 2, 3, or 5 needles.*
These are the first 4 numbers in the Fibonacci sequence.

Page 19

Text Structure Students should underline: *Find a pinecone* and *Count them.*
Dab paint on each bract.

Comprehension Check Students should underline *The hard little knobby parts are called bracts.*
The spirals are made up of bracts or that bracts make spirals.

Reading Strategy: Use Visuals Students should circle the two diagrams of the pinecones. They show that the spiral patterns that appear on the bottom of a pinecone; these patterns match Fibonacci's sequence.

Page 20

Text Structure Students should circle *3, 5, 8, 13, and 21.*
These numbers are all part of the Fibonacci sequence.

Comprehension Check Students should underline *you will find the numbers in spirals formed by a sunflower's seeds, an artichoke's leaves, and a pineapple's scales.*
They are the diamond-shaped markings on the outside of a pineapple.

Reading Strategy: Use Visuals Students should draw boxes around the two illustrations of seashells. Both seashells and pinecones have numbered spirals that share numbers with the Fibonacci sequence.

Page 21

Comprehension Check Students should underline *They make a spiral that maintains a constant proportion all the way to infinity.*
Responses will vary.

Text Structure Students should draw a box around *maintains.*
Sentences will vary.

Reading Strategy: Use Visuals Students should circle the diagram of the spiral.
It shows how repeating a rectangle can form an infinite spiral.

Page 22

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 24

Paragraph 1 error: Partly because of him, Roman numerals are widely used today.

Correction: *Partly because of him, Arabic numerals are widely used today.*

Paragraph 2 error: Fibonacci wanted people to write LXXVIII instead of 78.

Correction: *Fibonacci wanted people to write 78 instead of LXXVIII.*

Page 25

Across: 2. florets; 4. bracts; 6. clockwise; 7. infinity; 9. sequence; 10. roman numerals

Down: 1. Fibonacci; 3. spiral; 5. rectangle; 8. bundle

Page 26

Answers will vary.

Page 28

Use What You Know Responses will vary.

Text Structure Students should draw boxes around *2000 B.C.E.* and *146 B.C.E.*
Greek culture lasted 1854 years.

Reading Strategy: Compare and Contrast

Students should circle *wreaths of olives* and underline *wreaths made of wool*. Responses will vary but may include the idea that boys and girls had different roles in their society so their births were celebrated differently.

Page 29

Reading Strategy: Compare and Contrast

Students should circle *seven years old*. Responses will vary but should include three of the following: they had to memorize everything because they didn't have books; they memorized poetry by Homer; they learned to play the lyre; or they learned about war.

Comprehension Check Students should underline *boys went to military school for two years*. Responses will vary, but may include the idea that the Greeks may have needed their young men trained as soldiers because they often went to war.

Text Structure Students should circle the bars on the timeline. The ancient Greek culture lasted longer. The timeline shows this.

Page 30

Reading Strategy: Compare and Contrast

Students should underline *In the early years of ancient Rome, women did not have many rights*. Responses will vary but may include three of the following: they had more rights; they were allowed to own land; they were allowed to have some types of jobs; or they could manage some businesses.

Comprehension Check Students should circle *a special locket and/or bulla*. The Romans believed that bullas protected their children from evil. A girl wore the bulla until her wedding day. A boy wore the bulla until he became a citizen, at age sixteen or seventeen.

Text Structure Students should draw a box around *influence*. Sentences may vary.

Page 31

Reading Strategy: Compare and Contrast

Students should circle *age seven*. Responses should include that both boys and girls learned the basic subjects. After that, girls were taught at home by their mothers to be good wives

and mothers, while boys continued their education in formal schools or with tutors.

Text Structure Students should draw a box around *models*. Sentences may vary.

Comprehension Check Students should underline *dogs*. Responses will vary but could include pigeons, ducks, quails, geese, and monkeys.

Page 32

Text Structure Students should circle *Mexico and Guatemala*. We know the ancient Maya once built cities there because they left behind ruins, such as Chichén Itzá in Mexico's Yucatan region.

Reading Strategy: Compare and Contrast

The men were the heads of families. They worked hard to support their families, and paid taxes to the government. Women in Maya society cooked, made cloth, sewed clothing, and took care of the children.

Comprehension Check Students should underline *the Maya tied a small white bead to the top of his head*. Students should circle *a priest cut the beads from the boys' heads* and *Young men painted themselves black*. Responses will vary. Today, some traditions include religious confirmation and bar mitzvahs, awards for special achievements, and school graduations.

Page 33

Reading Strategy: Compare and Contrast

Students should circle *Maya boys and girls, unlike Roman children, did not have to pay to go to school*. Both Maya and Roman children were taught by their parents.

Comprehension Check Students should underline *They decorated various items with pictures of foxes, owls, jaguars, hummingbirds, eagles, and other animals*. Responses will vary but may include that animals were important in everyday life and religion.

Text Structure Students should draw a box around *guide*. Sentences will vary.

Page 34

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 36

Edit for Meaning

Paragraph 1 error: In the early years of ancient Rome, women had many rights.

Correction: *In the early years of ancient Rome, women did not have many rights. In later years, they had more rights.*

Paragraph 2 error: They could manage some businesses and become teachers, but they could not work in the government or become lawyers.

Correction: *They could manage some businesses, but they were still not allowed to hold jobs in government or become lawyers or teachers.*

Page 37

Focus on Details

- | | |
|-------------|---------------|
| 1. OLIVES | 6. BULLA |
| 2. HOMER | 7. LAWYER |
| 3. MEMORIZE | 8. WHEELS |
| 4. GREEK | 9. WEAVE |
| 5. CITIZEN | 10. GUATEMALA |

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Page 40

Use What You Know Responses will vary.

Text Structure Students should draw a box around *increase*.
It is one of the wonders of nature that all living things become bigger in size.

Reading Strategy: Use Visuals Students should circle *60m*.
The diagram shows that the average man is much shorter than these two plants (1.75 m).

Page 41

Comprehension Check Students should underline *100 times its weight*.
Responses will vary.

Text Structure Students should circle *A baby kangaroo is the size and weight of a paper clip (1 gram)*.
Responses will vary, but students should list three examples.

Reading Strategy: Use Visuals Students should draw boxes around *8cm* eggs of the golden eagle and the eggs of the Nile crocodile.
Baby crocodiles are twice the size of eagle chicks.

Page 42

Text Structure Students should circle *26-centimeter baby crocodile* and *50-centimeter baby*.
Human babies are almost twice the size of baby crocodiles. A person would become 9.5 meters tall if he or she grew at the same rate as a Nile crocodile.

Comprehension Check Students should underline *100 years*.
Responses will vary. One possible answer:
Conditions in the deep sea may be very difficult for any life to grow because it is cold and dark. So it may take longer for an animal to grow there than other parts of the ocean.

Reading Strategy: Use Visuals The chart shows how to convert metric measurements into customary units used in the United States.
Responses may vary but should include the idea that this article includes metric measurements and it would be helpful for readers who are unfamiliar with the metric system to have a conversion chart.

Page 43

Text Structure Students should draw a box around *jumbo jets*.
Sentences will vary.

Comprehension Check Students should underline *The food that we eat in our lifetime is equal in weight to the weight of six elephants!* Responses will vary. One thing that is surprising about that comparison is that six elephants are huge, so it is hard to imagine eating so much food.

Reading Strategy: Use Visuals Students should circle *27 meters* and *7.5 meters*. Responses will vary, but should indicate that the diagram stretches out the length of a human and a horse to show exactly how long their intestines are, which allows the reader to see that human intestines are much shorter than those in a horse. The diagram also shows that the difference in the length of their intestines is much greater than the difference in their actual sizes.

Page 44

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 46

Edit for Meaning

Paragraph 1 error: When the baby becomes an adult, his or her weight has decreased to about 21 times a baby's weight at birth.

Correction: *When the baby grows up and becomes an adult, his or her weight increases about 21 times a baby's weight at birth.*

Paragraph 2 error: Girls and boys are about the same height, but they weigh different amounts until early adulthood.

Correction: *Girls and boys are about the same height and weight until early adulthood.*

Page 47

Focus on Details

Across:

- | | |
|----------|--------------|
| 2. CLAM | 6. ELEPHANTS |
| 4. ACORN | 8. KANGAROO |
| | 10. INCREASE |

Down:

- | | |
|---------------|---------|
| 1. KILOGRAM | 5. KELP |
| 3. INTESTINES | 7. ANT |
| | 9. JETS |

Page 50

Use What You Know Responses will vary.

Text Structure Students should circle *Extraordinary People: Serving Others*. Responses will vary, but should include that the article will be about special people who help other people.

Reading Strategy: Identify Problems and Solutions Students should underline *He improved education*.

Responses will vary but should include that the problem was that not every child could go to school.

Page 51

Comprehension Check Students should underline *Against her parents' wishes, she became a nurse*.

Responses will vary, but might include the idea that she wanted to help others.

Reading Strategy: Identify Problems and Solutions

Students should circle *Nightingale volunteered to go to Turkey to help*. Nightingale was solving the problem of taking care of wounded soldiers.

Text Structure Students should circle *1948*. Gandhi was 79 years old when he died.

Page 52

Reading Strategy: Identify Problems and Solutions

Students should underline *The government of South Africa had a system of racial separation, called apartheid*.

Gandhi encouraged people to practice passive resistance, demonstrating.

Comprehension Check Students should circle *A group of white South Africans attacked Gandhi and beat him and Gandhi was assassinated by someone who didn't agree with his beliefs*.

Responses will vary, but could include the idea that Gandhi felt it was important to speak out against unfair policies, but to do so in a way that wouldn't hurt others.

Text Structure Students should circle *inspired*. Responses will vary.

Page 53

Reading Strategy: Identify Problems and Solutions

Students should underline *Banks shut down, workers lost their jobs, and farms failed*. Roosevelt started government programs that created jobs for people.

Comprehension Check

Students should circle *nothing to fear but fear itself*. Responses will vary, but should indicate that sometimes fear holds people back from trying new solutions to problems.

Text Structure Students should underline *Roosevelt is now considered by many historians to be one of the greatest U.S. presidents*. Responses will vary but may include that Roosevelt brought jobs to people and helped the country win World War II.

Page 54

Reading Strategy: Identify Problems and Solutions

Students should underline *The sickness left her without sight or hearing*. Responses will vary but may include the idea that Helen Keller learned to communicate in different ways, such as by feeling speakers' lips.

Comprehension Check Students should underline *She inspired others to not give up in the face of adversity*.

Responses will vary, but should include that people, including those with physical problems, are still inspired by Helen Keller because she had terrible problems but didn't give up.

Text Structure Students should circle *adversity*. Responses will vary.

Page 55

Text Structure Students should circle the heading *Doctors Without Borders*.

Responses will vary but may include *How does Doctors Without Borders help people?*

Reading Strategy: Identify Problems and Solutions

Students should circle *It helps victims of war, disease, and natural disasters, or Each year, thousands of volunteer doctors, nurses, and administrators from countries all over the world provide medical aid to people in more than seventy countries, or They provide health care, perform surgery, organize nutrition and sanitation programs, train local medical staff, and provide mental health care.*

The problem is that many people are not able to get the medical care they need.

Page 56

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 58

Edit for Meaning

Paragraph 1 error: Who are invited to travel to Doctors Without Borders for treatment.

Correction: (delete error)

Paragraph 2 error: The doctors are paid very well for their work with Doctors Without Borders.

Correction: (delete error)

Page 59

Across

3. POLIO
6. SULLIVAN
9. FRENCH
10. ALLIES

Down

1. KOUCHNER
2. NOBEL
4. TURKEY
5. KING
7. INDIA
8. ZAPOTEC

Page 62

Use What You Know Responses will vary.

Text Structure Students should circle *Friendship and Cooperation in the Animal Kingdom*. Responses will vary.

Reading Strategy: Identify Main Idea and Supporting Details Students should underline *Some animals become partners with other kinds of animals*.

1. The animals depend on each other for survival.
2. This is called symbiosis.

Page 63

Text Structure Students should circle *symbiosis* and underline *the relationship between the plover and the crocodile*.

Responses will vary, but should include the idea that the plover eats food from the crocodile's teeth. The crocodile gets its teeth cleaned, and the plover gets an easy meal.

Reading Strategy: Identify Main Idea and Supporting Details Students should circle *The plover is a small . . . gets an easy meal!*

The relationship between the plover and the crocodile is an example of symbiosis.

Reading Strategy: Identify Main Idea and Supporting Details Students should underline *It is hard to believe*.

Responses will vary, but should indicate that friendship between different kinds of animals is rare.

Page 64

Text Structure Students should circle *272 kilograms (600 lb.)*.

Readers may be more familiar with either kilograms or pounds.

Reading Strategy: Identify Main Idea and Supporting Details Students should underline *On December 26, 2004, a disaster struck*.

Responses will vary.

Comprehension Check Students should underline *This caused a gigantic tsunami*. A tsunami floods the land and washes people, animals, homes, and other things out to sea.

Page 65

Reading Strategy: Identify Main Idea and Supporting Details Students should underline *there was an animal shelter nearby named Haller Park*.

Responses may include:

1. It had a pond, a mud hole, trees, and grass.
2. Some monkeys lived there.
3. A tortoise lived there.

Text Structure Students should circle *coral reef*. Responses may vary, but could include the idea that when the hippo was swept out to sea it found a shallow place to stand on the coral reef.

Comprehension Check Students should underline *The next day, the people of Malindi saw the struggling baby hippo, without its mother, stranded on a coral reef*.

Responses may vary, but could include the following: Mother hippos have to teach their babies to take care of themselves. Owen hadn't learned this yet, and he couldn't live with a strange group of hippos because he would be rejected.

Page 66

Comprehension Check Students should underline *When Owen arrived at Haller Park, he quickly left the pickup truck and ran right to Mzee*. He was scared. He looked for protection, the way he would hide behind his mother if she were there.

Text Structure Students should circle *Aldabra Island, Seychelles, and Indian Ocean*. Mzee lived near the eastern coast of Africa.

Reading Strategy: Identify Main Idea and Supporting Details Students should write *Owen meets Mzee* in the margin and circle it.

Responses will vary.

Page 67

Reading Strategy: Identify Main Idea and Supporting Details Students should underline *Over the next few days, the two giant animals became good friends. Then they became great friends*.

1. They spent all their time together.
2. Owen tickled Mzee.
3. The animals cuddled.
4. They developed a way of "talking."

Text Structure Students should circle *tickle*. Responses will vary.

Comprehension Check Students should circle *mammal and reptile*. Responses will vary.

Page 68

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 70

The relationship between the plover and the crocodile is an example of symbiosis. A small wading bird, the plover eats from the Nile crocodile's teeth and body. The crocodile opens its mouth and lets the bird in safely. Amazingly, the crocodile never closes its mouth on the bird. Instead, the crocodile calmly allows the plover to eat from its teeth. No one knows what benefit there might be to the crocodile, but the plover gets an easy meal.

Paragraph 1

Students should rewrite the highlighted sentence to say that the crocodile benefits by getting its teeth cleaned.

The crocodile and the plover have a symbiotic relationship. The plover, which is a small bird, helps pick clean the Nile crocodile's teeth. The crocodile opens its jaws and lets the bird enter its mouth. Amazingly, the plover does this even though sometimes the crocodile shuts its jaws with a snap and eats the bird. The plover quickly eats whatever it finds on the crocodile's teeth. The crocodile provides the plover with a meal and gets its teeth cleaned in exchange!

Paragraph 2

Students should rewrite the highlighted sentence to say that the crocodile never eats the bird.

Page 71

- | | |
|-------------|----------------|
| 1. TSUNAMI | 6. EARTHQUAKE |
| 2. MALINDI | 7. MONKEYS |
| 3. PLOVER | 8. SWAHILI |
| 4. KENYA | 9. HALLER PARK |
| 5. TORTOISE | 10. ALDABRA |

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Page 74

Use What You Know Responses will vary.

Text Structure Students should draw a box around the first paragraph, which is italicized. Responses will vary, but possible responses include: In this article, I will learn about events that caused several birds to become extinct.

Reading Strategy: Analyze Cause and Effect

1. Natural causes
2. Humans have killed them.

Page 75

Reading Strategy: Analyze Cause and Effect

Students should underline the sentence *A team of bird experts is walking through mud and swamps in Louisiana's Pearl River forest.*

They hoped to find ivory-billed woodpeckers.

Comprehension Check Students should underline *Loggers cut down trees in the Pearl River forest during the early 1800s.*

Loggers cut down trees where the birds once lived and found food.

Text Structure Students should circle *grubs*. Sentences will vary.

Page 76

Comprehension Check Students should underline *around 1600.*

It took less than eighty years for them to become extinct.

Reading Strategy: Analyze Cause and Effect

Students should underline *The dodo's heavy, clumsy body made it an easy target for sailors, who hunted it for food.*

Cats, rats, and pigs also hunted dodos.

Text Structure Students should draw a box around the term *preyed on*. Sample answer: And the cats, rats, pigs, and other predators unleashed by sailors hunted and ate the dodos.

Page 77

Text Structure Students should underline *over 2 billion birds*.

Passenger pigeons lived in the eastern United States.

Reading Strategy: Analyze Cause and Effect

Students should underline *The birds were seen as a threat to crops, so people killed the birds. They were also hunted for food.*

The final effect was that these factors wiped out the passenger pigeon.

Comprehension Check Students should underline *The last one, which lived in the Cincinnati Zoological Garden, died on September 1, 1914.* Responses will vary.

Page 78

Comprehension Check Students should draw a box around *33 centimeters (13 in.) long*.

Sample response: Carolina parakeets mainly had green feathers, but they also had a yellow head, orange cheeks and forehead, and long tail feathers.

Text Structure Students should circle the title *Ivory-Billed Woodpeckers Make Noise*.

Responses should include that it will probably tell more about ivory-billed woodpeckers, one of the birds mentioned in the first article.

Reading Strategy: Analyze Cause and Effect

Students should underline the sentence *They said a blurry videotape of the bird wasn't enough evidence.* Researchers created a sound recording of a bird to send them more proof.

Page 79

Comprehension Check Students should draw a box around the name *Richard Prum*.

They came to believe the ivory-billed woodpecker was not extinct after all.

Reading Strategy: Analyze Cause and Effect

1. The U.S. government announced a \$10 million plan to protect the birds.
2. Conservationists cut down trees to draw more beetles, which provide food for the birds.

Text Structure Students should circle *larvae*. Responses; an example: Larvae are young insects that have tube-shaped bodies that are soft. They do not have wings. Over time, they will become adult insects with wings.

Page 80

Retell It! Responses may vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 82

Paragraph 1 error: In the ancient era, the first bird wiped out by people was the dodo.

Correction: *The dodo was the first bird to be wiped out by people during modern times.*

Paragraph 2 error: The dodo's sleek, thin body made it a difficult target for sailors, who hunted it for food.

Correction: *The dodo's heavy clumsy body made it an easy target for sailors, who hunted it for food.*

Page 83

- | | |
|---------------|---------------|
| 1. EXTINCT | 6. RECORDING |
| 2. WOODPECKER | 7. DOUBLE-RAP |
| 3. DODO | 8. LOGGER |
| 4. BEETLE | 9. PASSENGER |
| 5. GREEN | 10. VIRGINIA |

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R + + + + P + + + + + + + E
E + + + G + A + + + + + + X
C + + + R + S + + + + + + T
O + + + E + S + + + + + + I
R + + + E + E + + + + + + N
D + + + N + N + B E E T L E C
I + + + + O G + + + + + + T
N + + + D + E + + + + + + +
G + + O + + R + + + + + + +
+ + D + + + + + + + + + + +
+ + + + + + + + L O G G E R
+ V I R G I N I A + + + + +
+ + + + + W O O D P E C K E R

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Page 86

Use What You Know Responses will vary.

Text Structure Students should circle *winner*. Responses will vary.

Reading Strategy: Ask Questions Students should underline *Anyone who plays sports knows how important it is to win.* Responses will vary.

Page 87

Reading Strategy: Ask Questions What is the athlete's name? or Which athlete is it?

Comprehension Check Students should circle the word *cancer* in the second paragraph. A disease; something that's even harder to fight.

Text Structure Students should circle the word *famed*. Responses will vary; a sample response: If you haven't guessed by now, this well-known athlete is Lance Armstrong.

Page 88

Reading Strategy: Ask Questions Students should underline *The Winning Begins*. Responses will vary, but sample questions might be: When did Lance Armstrong start winning?

Text Structure Students should underline *By the time he was thirteen years old, he had won the Kids Triathlon*. He won a sports competition with three events.

Comprehension Check Students should circle *triathlon*. swimming, cycling, and running

Page 89

Reading Strategy: Ask Questions Responses will vary; possible questions: Where do cyclists race in the United States? or Who are some other famous cyclists?

Comprehension Check He decided to train to become a competition cyclist.

Text Structure Students should circle *determination*. Responses will vary; a sample response: If they are serious about entering races, they must show persistence.

Page 90

Text Structure Students should underline *A Dangerous Setback*. Responses will vary; sample questions might be: What was the setback? Why was it dangerous?

Reading Strategy: Ask Questions Responses will vary but may include: How soon will I die? What is the treatment?

Comprehension Check Students should underline *Then, Lance learned he had cancer*. Responses will vary but should include the idea that cancer is a very dangerous disease.

Page 91

Reading Strategy: Ask Questions Students should underline *Lance was determined to fight cancer in much the same way he would train for a competition*. Why do you plan to treat cancer like a cycling competition? When will you know you have won your fight?

Text Structure Responses will vary but should include the idea that beating cancer was more important than any other race in Lance Armstrong's life.

Comprehension Check Students should underline *During the repeated pattern of treatments, called chemotherapy, he continued to exercise. He maintained a positive attitude*. Responses will vary.

Page 92

Text Structure Students should circle *3,600 kilometers (2,237 miles)*. The course includes mountains.

Comprehension Check Students should underline *Lance won the Tour de France an unbelievable seven times!*
1. personal victory
2. national victory

Reading Strategy: Ask Questions Possible questions include: Why did you try to win the Tour de France so many times? Where do you race today?

Page 93

Comprehension Check Students should underline *The foundation collects money for research to cure and prevent cancer. It also supports community organizations that help people living with this disease*. Responses will vary.

Reading Strategy: Ask Questions Students should underline *His fight continues*. Responses will vary, but a possible question might be: Why does Lance Armstrong's fight continue?

Text Structure Students should draw a box around the term *spirit*. Sentences will vary.

Page 94

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 96

Edit for Meaning

Paragraph 1 error: It was easier than all his cycling competitions.

Correction: *It was harder than all his cycling competitions.*

Paragraph 2 error: He wasn't strong enough to exercise regularly

Correction: *He continued to exercise to stay strong.*

Page 97

Across

3. UNBELIEVABLE 9. TRIATHLON
5. TOUR DE FRANCE 10. COMPETITION
7. VICTORY

Down

1. DETERMINATION 6. CANCER
2. TROPHY 8. TALENT
4. ATHLETE

Page 100

Use What You Know Responses will vary.

Text Structure Students should draw a box around *highland*.

She was born in the mountain village of Nyeri in Kenya in 1940.

Comprehension Check Students should circle 1940.

She enjoyed lush, green forests around her. Her parents were farmers, so she grew up in the natural world.

Page 101

Text Structure Students should draw a box around the entire first paragraph shown in italics. Responses should indicate that Wangari Maathai is the person who is speaking. She is talking about the environment that surrounded her during her childhood.

Reading Strategy: Follow Steps in a Process

Sample answer: She won a scholarship to attend college in the United States, got a degree in biology, and then studied for advanced degrees in the United States and Kenya.

Comprehension Check Students should circle 1971.

None

Page 102

Comprehension Check Students should underline, *the University of Nairobi*.

Sample answer: No, she was not satisfied because she wanted to do something to improve the lives of the people of Kenya.

Text Structure Students should circle *luxuriant*. Responses will vary.

Reading Strategy: Follow Steps in a Process

She planted nine trees in her backyard.

Page 103

Comprehension Check Students should underline *In addition, they needed to be able to make more money so that they could become self-sufficient*. Students should list the following three things: firewood, clean water, to grow their own food, or to make money.

Text Structure Students should circle *self-sufficient*. Responses will vary.

Comprehension Check Students should underline *Maathai knew that the destruction of the forests was at the root of these problems*.

Sample answer: Maathai thought farmers should plant as many trees as possible to solve the problem.

Page 104

Comprehension Check Students should draw a box around *the Green Belt Movement*.

Sample answer: She chose that name because she hoped the movement would help grow belts of green trees throughout Kenya.

Text Structure Students should circle *financial resources*.

Sample answer: As Maathai said, "It took me a lot of days and nights to convince people that women could improve their environment without much technology or . . . money."

Comprehension Check Students should underline *30 million trees*.

The movement also promoted better education and nutrition throughout the country.

Page 105

Comprehension Check Students should circle *Nairobi, the nation's capital*.

Sample answer: She wanted to protect the park from the government's plans to build a skyscraper in that spot because it was one of the only green spaces open to the public in the city.

Text Structure Students should draw a box around *precious*.

Sample answers include costly, rich, priceless, necessary, vital, etc.

Reading Strategy: Follow Steps in a

Process She led protests against the government. She was considered a threat, was treated badly, but never gave up the fight. She eventually succeeded.

Page 106

Comprehension Check Students should underline *Wangari Maathai strongly believes that solutions to most of the world's problems will come from the people themselves*.

Maathai is a national hero in Kenya and is greatly admired.

Text Structure Students should draw a box around *admiration*.

Sentences will vary.

Comprehension Check Students should circle the following places, *many countries in Africa, Haiti, and the United States*.

The movement has also educated thousands of people along the way.

Page 107

Comprehension Check Students should underline *You can buy a tree at a garden center. In some places, state or community foresters have trees that they'll give to anyone who wants to plant them*.

1. A shovel or spade
2. A tree
3. Water in a watering can

Reading Strategy: Follow Steps in a Process

1. The last step is to call a local garden store, park, or forest agency if you need more help.
2. The first step is picking a site.

Text Structure Students should draw a box around the last set of bulleted points on the page. 7.5 to 11 liters (2–3 gal.) of water per week

Page 108

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 110

Edit for Meaning

Paragraph 1 error: She said, "It took no time at all to convince people that women could improve their environment."

Correction: *As Maathai said, "It took me a lot of days and nights to convince people that women could improve their environment without much technology or . . . financial resources."*

Paragraph 2 error: Although it took a long time, the movement never achieved its goal.

Correction: *The movement achieved its goal.*

Page 111

- | | |
|-------------|-------------|
| 1. Nairobi | 6. logging |
| 2. Movement | 7. tools |
| 3. tadpoles | 8. farmland |
| 4. college | 9. preserve |
| 5. biology | 10. locally |

Answer: rootball

Page 114

Use What You Know Responses will vary.

Text Structure Students should circle *warrior*. Responses will vary; a sample response: He was a fearless fighter, a brave leader, and a man who could adapt to any situation.

Reading Strategy: Classify Responses will vary. Sample answers include:

Positive things: They were skilled horsemen and traders. Many of them were gifted in languages. Negative things: They raided ranches to steal horses and cattle. They kidnapped women and children.

Page 115

Comprehension Check Students should circle 1836.

Cynthia Ann

Reading Strategy: Classify She was not treated well and was beaten and forced to work very hard. They loved her and treated her like a daughter. She learned the Comanche language and customs.

Comprehension Check She loved her family and loved the Native American ways.

Page 116

Comprehension Check He was wise and tried his best to guide his people.

Text Structure Areas of land that white settlers didn't want.

Comprehension Check He had heard some of these promises before and didn't trust the armies to keep their word.

Page 117

Text Structure Students should circle *June, 1875*, and *Fort Sill*.

Comprehension Check He learned the ways of the white man and became a prosperous rancher.

Reading Strategy: Classify Responses will vary but should include the idea that Quanah Parker's heritage and experiences led him to encounter elements of two worlds—the white man's, and the Native American's.

Page 118

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 120

Edit for Meaning

Paragraph 1 error:

Quanah learned the ways of the white man, but eventually he gave up some of his Comanche customs.

Correction: *Quanah learned the ways of the white man, but he never gave up some of his Comanche customs.*

Paragraph 2 error: In his time he met only a few famous people.

Correction: *In his time he met many famous people.*

Page 121

Across

- | | |
|------------|---------------|
| 1. TEPEES | 9. PROSPEROUS |
| 5. OPTIONS | 10. NOMAD |
| 8. EDIBLE | |

Down

- | | |
|-----------------|-------------|
| 2. PROMISE | 6. CHIEF |
| 3. RESERVATIONS | 7. CAPTURED |
| 4. GIFTED | |

Page 124

Use What You Know Responses will vary.

Text Structure This timeline shows discoveries that might happen in the future.

Students should circle the year 2035.

Sample answers: Inventors might create artificial eyes and legs, or scientists might find cures for 98 percent of all cancers by then.

Reading Strategy: Take Notes The topic is a timeline of predictions about the future.

Page 125

Comprehension Check Students should draw a box around *One reason for this fast growth is that the birthrate is higher than the death rate.*

Over 6.5 billion

Text Structure Students should circle *Future Cities*.

Sample answer: This section describes how people might live in cities in the future.

Reading Strategy: Take Notes Students should underline details from the last paragraph on this page.

180 floors

The building will have stores, restaurants, and cinemas. People won't ever have to leave.

Page 126

Comprehension Check Students should underline *The National Aeronautics and Space Administration (NASA)*.

A hypersonic plane will fly five times faster than the speed of sound and it will fly into outer space.

Text Structure Students should circle *prototype*. NASA has produced a \$230 million model plane, but it doesn't expect to use it for space travel until about 2020.

Reading Strategy: Take Notes Possible details include: it looks like a flying surfboard, it is thin, it has a wingspan of 1.5 meters, etc.

Page 127

Comprehension Check Students should circle *\$78 billion per year*.

Responses should indicate that the roads are too crowded.

Text Structure Students should draw a box around *steer*. Sentences may vary.

Reading Strategy: Take Notes Possible details should include the fact that cars will be safer, faster, and more convenient; they will travel down automated highways; they will steer themselves, etc.

Page 128

Comprehension Check Students should draw a box around *Leonardo da Vinci*. No.

Reading Strategy: Take Notes Responses will vary.

Comprehension Check Students should underline *A "rocket man" flew into the opening ceremony of the 1984 summer Olympics in Los Angeles*. Jetpacks currently fly for a short time.

Page 129

Comprehension Check Students should underline *The EFV uses propellers to lift you off the ground*.

It is called the Trek Aerospace Exoskeleton Flying Vehicle (EFV-4A).

Text Structure Students should circle *zip*. Sample answers include speed, zoom, rush, streak, etc.

Comprehension Check Students should circle *Today, we have explored most of our planet*. Responses may vary. Sample answer: There are new worlds, planets, and galaxies left to explore.

Page 130

Comprehension Check Students should draw a box around *probes—spacecraft without people*. No.

Reading Strategy: Take Notes Students might list the fact that a trip to Mars would take six months; it is a cold, rocky desert; it has the largest volcano in the solar system.

Text Structure Students should circle *domes*. Giant round roofs will have to be built to control the atmosphere.

Page 131

Text Structure Students should circle *Earth* and *Mars*. Earth has one moon and Mars has two.

Reading Strategy: Take Notes Students should draw boxes around *23 hours 56 minutes* and *24 hours 37 minutes*. Each day is longer on Mars by 41 minutes.

Comprehension Check Students should draw boxes around *23 hours 56 minutes* and *24 hours 37 minutes*. Each day is longer on Mars, by 41 minutes.

Page 132

Retell It! Responses will vary.

Reader’s Response Responses will vary.

Think About the Skill Responses will vary.

Page 134

Edit for Meaning

Paragraph 1 error: The world’s population is steadily shrinking.

Correction: *The world’s population is growing very fast.*

Paragraph 2 error: There are fewer people being born than dying.

Correction: *There are more people being born than dying.*

Page 135

- 1. ROBOTS
- 2. MARS
- 3. PROPELLERS
- 4. AUTOMATED
- 5. SURFBOARD
- 6. GALAXIES
- 7. ASTRONAUTS
- 8. CANYONS
- 9. COMPUTER
- 10. ATMOSPHERE

R + G A L A X I E S + + + + +
 O P + + + C + + + U + + + + +
 B + R + + + A + + R M A R S +
 O + + O + + + N + F + + + + A
 T + + + P + + + Y B + + + + T
 S + + + + E + + + O + + + + M
 + + + + C + L + + A N + + + O
 + + + + O + + L + R + S + + S
 + + + + M + + + E D + + + + P
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 + + + + R + + + + + + + + +
 + + + + + A S T R O N A U T S

Page 138

Use What You Know Responses will vary.

Text Structure Students should circle either *expression, agency, or facilities.* Sentences will vary.

Reading Strategy: Employ Analytical Skills
The Johnson Space center is one of eleven NASA facilities.

Page 139

Text Structure Students should draw a box around *harsh.* Responses will vary.

Comprehension Check Students should circle *450 million dollars.* Responses will vary but may include the idea that equipment must be specially designed for the harsh conditions in space.

Reading Strategy: Employ Analytical Skills
Responses will vary but should include the idea that the writer wants to engage the reader on a personal level to emphasize how technology such as cell phones, TV, and GPS are very widespread.

Page 140

Comprehension Check The need to create a comfortable space suit resulted in the development of new fabrics that are now used protect firefighters from high temperatures.

Text Structure It is where specialists stay in close contact with astronauts from before a launch until after a mission has ended.

Reading Strategy: Employ Analytical Skills
It shows what things were like in the early days of the space program. Responses will vary but should include the idea that it is important for people to understand the history of the space program.

Page 141

Reading Strategy: Employ Analytical Skills
Responses will vary. Possible answer: Satellite pictures help predict severe weather, so we can warn people to take shelter before a storm hits.

Comprehension Check by looking at NASA’s many websites

Text Structure Students should circle *download.* Responses will vary, but should indicate moving information from a network to a computer.

Page 142

Retell It! Responses will vary.

Reader's Response Responses will vary.

Think About the Skill Responses will vary.

Page 144

Edit for Meaning

Paragraph 1 error: The astronauts were able to complete their mission.

Correction: *The astronauts had to change their mission.*

Paragraph 2 error: They had a lunar module, which was a vehicle designed to get the astronauts back to Earth.

Correction: *They had a lunar module, which was a vehicle designed to explore the moon.*

Page 145

- | | |
|--------------|-------------|
| 1. mistakes | 6. launch |
| 2. explosion | 7. heart |
| 3. hundreds | 8. vision |
| 4. Houston | 9. websites |
| 5. satellite | |

Answer: Administration