

STORYWORKS[®] Jr.

ANSWER KEY to September 2019 Skill Builders and Quizzes

Word Power: "The Mystery of the Stolen Bugs," p. 2

3 nouns that mean "bugs": creepy-crawlies, insects, critters

2 nouns that mean "thieves": bandits, looters

Nonfiction: "The Wild Life of Christian the Lion" p. 4

Close Reading and Critical Thinking Think About It!

1. They saw him trapped in a small cage in a store. They were worried about what might happen to him after he was sold again. (*drawing conclusions*)
2. He hid behind chairs and then jumped out to play. He climbed on Ace's and John's laps when they were on the phone. He was strong but gentle. (*key details*)
3. a. These show how Christian was both inside the store and riding around London with Ace and John. His life was different from most lions'. (*text features*)
b. The photo shows how gentle he was with kids. (*text features*)
4. He didn't live with other lions or hunt for food. (*main idea*)
5. Christian loved them and didn't want the men to leave him. (*making inferences*)
6. He still remembers and loves them. (*drawing conclusions*)
7. The subtitle asks whether a lion born in a cage can ever learn to be free. The photos on page 8 show Christian meeting Ace and John when they return to Kenya. The photo on page 9 shows that Christian has learned to live in the wild. (*text features*)

Pause and Think

1. Christian had been living in a fancy department store, trapped in a small cage.
2. Ace and John decided that Christian didn't belong in London.

3. George could help Ace and John free Christian in the wild.
4. At first, Christian wanted to stay with Ace and John, but he soon befriended the other lions.
5. Christian immediately recognized the men and hugged them.

Vocabulary

1. B
2. Answers will vary, but students should name an animal that is a predator.
3. Answers will vary, but students should write a sentence that describes animals as they prowl, or hunt for food
4. Answers will vary, but students should complete the sentence in a way that makes sense, such as "adopted the puppy."
5. Answers will vary, but students should tell both how they feel and why.
6. B

Assessment: "The Wild Life of Christian the Lion" (On Level)

1. D (*sequence; R.3*)
2. B (*word meaning; R.4*)
3. C (*interaction individuals/events; R.3*)
4. B (*cite evidence; R.1*)
5. D (*purpose; R.6*)
6. C (*sequence; R.3*)
7. C (*making inferences; R.1*)

Nonfiction: "The Wild Life of Christian the Lion" p. 4, cont'd.

8. A (*making inferences; R.1*)
9. *Answers will vary but should be similar to:* Christian was raised in captivity. He did not know how to hunt or live with other lions. Setting him free would not be easy. George knew how to set a lion free. He had already done it. Ace and John wanted George to help them set Christian free so that it would go well. (*reading for information, R.1; informational writing, W.2*)
10. *Answers will vary but should be similar to:* Ace and John loved Christian very much. They wanted him to be happy and knew the store was not the right place for him. They found someone to help them set him free. They loved him so much that they visited him a year later. They cried when they had to leave him. But they left him knowing he was better off. (*reading for information, R.1; informational writing, W.2*)

Assessment: "The Wild Life of Christian the Lion" (Lower Level)

1. B (*key details; R.2*)
2. D (*sequence; R.3*)
3. D (*cause and effect; R.3*)
4. C (*interaction individuals/events/ideas; R.3*)
5. D (*text structure; R.5*)
6. A (*word meaning; R.4*)
7. *Answers will vary but should be similar to:* Wild animals raised in captivity don't know how to live in the wild. They don't know how to hunt. They also don't know how to live with other wild animals. This makes it hard for them to survive if they are released into the wild. (*reading for information, R.1; informational writing, W.2*)

Assessment: "The Wild Life of Christian the Lion" (Higher Level)

1. D (*sequence; R.3*)
2. B (*word meaning; R.4*)
3. D (*key details; R.1*)
4. B (*cite evidence; R.1*)
5. D (*purpose; R.6*)
6. C (*sequence; R.3*)
7. C (*making inferences; R.1*)
8. C (*characters; R.3*)
9. *Answers will vary but should be similar to:* Christian

was raised in captivity. He did not know how to hunt or live with other lions. Setting him free would not be easy. George knew how to set a lion free. He had already done it. So Ace and John wanted George to help them set Christian free so that it would go well. (*reading for information, R.1; informational writing, W.2*)

10. *Answers will vary but should be similar to:* Christian started out as a fluffy, cute cub but grew up to be a lion who needed to live in the wild. (*how individuals change; R.3*)

Nonfiction Reading Kit

Text Features

Answers will vary but should be similar to:

1. The caption tells me that the lion in the photo is named Christian. The caption also tells me that the lion lived in a store when the photo was taken.
2. The subhead suggests that the article will tell about how a lion that was born in a zoo learned to be free.
3. grim, predator, prowl, orphan, captivity, recognize; I can find the definitions in the yellow highlighted text; captivity
4. There are four section headings.
5. The phrase *Born Free* is italicized because it is the name of a movie.
6. The section with the heading "Going Wild" tells about how Christian was set free.
7. The photos show Christian greeting Ace and John when they visit him in the wild. The photos relate to the section "Together Again."

Text Evidence

1. *Answers will vary but should be similar to:* Before living with Ace and John, Christian had "spent his whole life living in a cage." First, he was "born in a zoo." Then, he was "sold to a store" that put him on display.
2. D
3. Ace and John took Christian to Kenya to set him free. There, a man named George helped them. He let Christian live at his camp. Christian bonded with other lions at the camp and formed "his own pride." Then, the lions went "into the wild together."
4. After being set free in the wild, Christian lived the

Nonfiction: "The Wild Life of Christian the Lion" p. 4, cont'd.

way lions are meant to live. He was free to go where he wanted. He formed a lion family. And he was never in a cage again.

5. C

Paired Texts: "This is the Loneliest Place on Earth" p. 10

Close Reading and Critical Thinking Think About It!

1. They live 1,514 miles away from the nearest town. Since the island has no airport, they depend on a boat that visits the island only once a month. (*main idea*)
2. Since their town is isolated and few people live there, they know their neighbors and have no reason to not trust them. (*drawing conclusions*)
3. Because the town was damaged and the factory was ruined, everyone moved to England. But it was so loud and crowded there that nearly everyone moved back to Tristan and rebuilt the town. (*summarizing*)
4. Almost 19 million people live in Dhaka. About 240 people live in Tristan. (*compare and contrast*)
5. The photo shows people riding on the roof of a full train, which is described in the paragraph. (*text features*)
6. Homeless people live on the sidewalk. Factory smoke fills the air. When it rains, the sewers become clogged and water floods the city. (*cause and effect*)
7. Although life in Dhaka isn't easy, people go there because there are many jobs. Also, there are many things to do. People can go to movie theaters, restaurants, and shopping malls, and study at more than 50 universities. (*making inferences*)
8. **a.** People in Tristan and Dhaka don't have easy lives. However, people find work in both places. Because Tristan is isolated, people there share everything. They're farmers or fishermen. In Dhaka, people work in factories. While the people who live in Tristan live simple lives, people in Dhaka have busy lives with a lot to do. (*compare and contrast*)
b. *Answers may vary.* Students should include information from the articles in their responses. (*expressing an opinion*)

Vocabulary (On Level)

Part C:

1. erupted
2. residents
3. sewers

Part D:

1. separated
2. business
3. neighborhood

Vocabulary (Lower Level)

Part C:

1. erupted
2. sewers

Part D:

1. separated
2. neighborhood

Assessment: "This Is the Loneliest Place on Earth"/"This Is the Most Crowded Place on Earth" (On Level)

1. A (*word meaning; R.4*)
2. C (*key details; R.2*)
3. D (*interaction of people/events/ideas; R.3*)
4. C (*key details; R.2*)
5. B (*cause and effect; R.3*)
6. C (*making inferences; R.1*)
7. B (*cite evidence; R.1*)
8. C (*reasons; R.8*)
9. *Answers will vary but should be similar to:*

I think the people of Tristan would not like living in Dhaka. They already left England because it was too noisy and crowded. Dhaka is even noisier and more crowded so they wouldn't like it.

Or

I think the people of Tristan would like living in

Paired Texts: "This is the Loneliest Place on Earth" p. 10, cont'd.

Dhaka. In Dhaka, they could go to restaurants and movies. They can't do that in Tristan. (*interaction people/events/ideas, R.3; opinion writing, W.2*)

10. *Answers will vary but should be similar to:* The people in both places think that the problems they face are worth it. People in Tristan are isolated and can leave only when the boat comes, but they like the quiet. People in Dhaka have to put up with crowds. But they like the jobs and the many things to do. (*compare and contrast, R.3; informational writing, W.2*)

Assessment: "This Is the Loneliest Place on Earth"/"This Is the Most Crowded Place on Earth" (Lower Level)

1. A (*word meaning; R.4*)
2. C (*key details; R.2*)
3. D (*interaction of people/events/ideas; R.3*)
4. B (*cause and effect; R.3*)
5. C (*making inferences; R.1*)
6. B (*cite evidence; R.1*)
7. C (*reasons; R.8*)
8. *Answers will vary but should be similar to:* The people of both places think that the problems of where they live are worth it. People in Tristan are isolated and can leave only when the boat comes. But they like the quiet. People in Dhaka have to put up with crowds. But they like the jobs and the many things to do. (*compare and contrast, R.3; informational writing, W.2*)

Assessment: "This Is the Loneliest Place on Earth"/"This Is the Most Crowded Place on Earth" (Higher Level)

1. A (*word meaning; R.4*)
2. C (*key details; R.2*)
3. D (*interaction of people/events/ideas; R.3*)
4. D (*key details; R.2*)
5. B (*cause and effect; R.3*)
6. C (*making inferences; R.1*)
7. B (*cite evidence; R.1*)
8. C (*reasons; R.8*)
9. *Answers will vary but should be similar to:* I think the people of Tristan would not like living in Dhaka. They already left England because it was too noisy and crowded. Dhaka is even noisier and more crowded. So they wouldn't like it.

Or

I think the people of Tristan would like living in Dhaka. In Dhaka, they could go to restaurants and movies. They can't do that in Tristan. (*interaction people/events/ideas, R.3; opinion writing, W.2*)

10. *Answers will vary but should be similar to:* The people in both places think that the problems they face are worth it. People in Tristan are isolated and can leave only when the boat comes, but they like the quiet. People in Dhaka have to put up with crowds. But they like the jobs and the many things to do. (*compare and contrast, R.3; informational writing, W.2*)

Paired Texts Reading Kit

Compare and Contrast

1. Tristan da Cunha: Not at all crowded
Dhaka, Bangladesh: Very crowded
Different
2. Tristan da Cunha: It is quiet and not crowded.
Dhaka, Bangladesh: It has many jobs.
Different
3. Tristan da Cunha: People can be farmers, fishermen, or work in the factory. Dhaka, Bangladesh: People can work in factories that make clothing, chemicals, and more.
Different and Alike
4. Tristan da Cunha: Life is not easy.
Dhaka, Bangladesh: Life is not easy.
Alike and Different
5. Tristan da Cunha: People can leave or come back to the island only about once a month, when the boat comes.
Dhaka, Bangladesh: People cannot get around the city very quickly because of the traffic.

Main Idea

1. The only way to get to Tristan is by boat.
2. The nearest town to Tristan is 1,514 miles away.
3. People don't visit their friends very often in Dhaka because of the traffic.
4. When it rains in Dhanka, the sewers clog and the city floods.

Fiction: "Mango, Abuela, and Me" p. 14

Close Reading and Critical Thinking

Think About It!

- a. She takes out a feather from a parrot that lived in the mango trees near her home and a photo of Mia's grandfather. (*key details*)
 - b. They bring back loving memories of her home and her husband. (*making inferences*)
2. She's comparing their silence to the empty bread baskets they hold. (*figurative language*)
3. These are the Spanish words that Abuela says to Mia. Then Mia says the same words to her grandmother in English. (*text features*)
4. The parrot will keep Mia's grandmother company during the day. It will also bring back a happy memory from her previous home. (*problem and solution*)
5. They enjoy each other's company. She teaches Mango to kiss her and to bob his head when she sings a song. (*drawing conclusions*)
6. Mia and Abuela can now share their experiences and feelings because they speak each other's language. Instead of the empty mouths from before, Mia's and her abuela's mouths are now filled with things to say to each other. (*author's craft*)
7. At first, Mia and her grandmother can't understand each other well. Learning to speak each other's language enables them to share their experiences and their love in ways they couldn't before. (*problem and solution*)

Pause and Think

1. Abuela comes to live with Mia and her parents because she lived too far away for them to help her and her house was too big for one person.
2. It's hard for Mia and Abuela to understand each other because Abuela doesn't speak English and Mia speaks little Spanish.
3. Mia helps Abuela learn English by playing a word-card game that teaches the English words for objects around the house.
4. Mia and her mom buy a parrot for Abuela that will keep her company while Mia is at school.
5. Mango helps Mia and Abuela by repeating words in English and Spanish so they can learn new words and communicate with each other.

6. It is easier for Abuela to speak English now because she understands it better and doesn't need as much help to have a conversation or read out loud.

Vocabulary

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

abuela, English meaning: grandmother

abuelo, English meaning: grandfather

Answers will vary but should be similar to: The two words start with the same letters. The last letter of the two words is different. *Abuela* (grandmother) ends with an a. *Abuelo* (grandfather) ends with an o.

Assessment: "Mango, Abuela, and Me" (On Level)

1. C (*key details; R.1*)
2. D (*character; R.3*)
3. B (*vocabulary; R.4*)
4. C (*key details; R.1*)
5. D (*key details; R.1*)
6. B (*character; R.3*)
7. A (*character; R.3*)
8. A (*vocabulary; R.4*)
9. *Answers will vary but should be similar to:* The ways they practice include repeating words to each other in English and Spanish, using word cards to play *Oye y Di* (Hear and Say), and teaching Mango English and Spanish words. Their practice works because at the end of the story, when Papi asks how Mango learned all those words, Abuela says, "Practice." Now Abuela can talk to the neighbors, read books, and tell Mia stories, and Mia and Abuela can talk to each other. (*key detail; R.1*)
10. *Answers will vary but should be similar to:* When Mia says their mouths are empty, she means they have no words they can say to each other. They can't talk

Fiction: "Mango, Abuela, and Me" p. 14, cont'd.

because they don't understand each other's language. At the end, their mouths are full because they have worked hard to learn each other's language, and now they have a lot of words to say to each other. (*structure; R.5*)

Assessment: "Mango, Abuela, and Me" (Lower Level)

1. D (*character; R.3*)
2. A (*key details; R.1*)
3. C (*key details; R.1*)
4. D (*key details; R.1*)
5. B (*character; R.3*)
6. A (*vocabulary; R.4*)
7. *Answers will vary but should be similar to:* The ways they practice include repeating words to each other in English and Spanish, using word cards to play *Oye y Di* (Hear and Say), and teaching Mango English and Spanish words. Their practice works because at the end of the story, when Papi asks how Mango learned all those words, Abuela says, "Practice." Now Abuela can talk to the neighbors, read books, and tell Mia stories, and Mia and Abuela can talk to each other. (*key details; R.1*)

Fiction Reading Kit

Problem and Solution

Answers will vary but should be similar to:

1. We meet Mia, her father Papi, her mother Mami, and her grandmother Abuela. Abuela is moving into Mia's house and sharing Mia's room.

2. Mia and Abuela have trouble talking to each other because Mia doesn't speak Spanish and Abuela doesn't speak English.
3. Mia remembers that they put up word cards at school to help Kim learn English words. Mia puts up word cards, and she and Abuela try to learn, but Abuela still mixes up the words. Mia tells her they need to keep practicing.
4. Mango learns Spanish from Abuela and English from Mia, and as they practice with Mango, Abuela and Mia learn each other's language.
5. Mia can speak to Abuela using both Spanish and English, and Abuela can read Mia's favorite book in English with only a little help.

Figurative Language

Answers will vary but should be similar to:

1. It means between two rivers whose paths twist and zigzag, the way a snake twists and zigzags when it moves.
2. It means she can't understand the meanings of the English words.
3. It means her skin carries the scent of sugar and cinnamon, the same sweet scent Mia would smell if Abuela were baking.
4. It means they have nothing to say to each other because they don't understand each other's language.
5. It means the eyes are dark, round, and shiny, the way a bean looks.
6. It means Mia and Abuela have a lot to talk about now that they understand each other's language.

Play: *I Survived the Sinking of the Titanic* p. 20

Close Reading and Critical Thinking Think About It!

1. It has almost completed its trip from Southampton, England, to New York City in four days. It's the most elegant and the safest ship in the world. It's unsinkable. (*key details*)
2. They are re both boys traveling on the *Titanic*. George is a first-class passenger from America. Enzo

is a third-class passenger from Italy. (*compare and contrast*)

3. Water pours through because the ship hit an iceberg. (*cause and effect*)
4. The ship made a loud noise like a person groaning in pain. It was impossible for passengers to remain standing. (*figurative language*)
5. No one warns them because third-class passengers

Play: *I Survived the Sinking of the Titanic* p. 20, cont'd.

aren't considered as important as first-class passengers. (*making inferences*)

6. Officers refuse to let them in the lifeboats because the boats are only for women and children. The officers probably think that George is a grown man because he's tall. (*plot*)
7. He knows the rescue ship *Carpathia*, which has saved their family members and other *Titanic* passengers, will save them too. (*drawing conclusions*)
8. A steward told first-class passengers to go on deck with their life vests. There they were loaded into lifeboats so they could get away safely. Because no one warned third-class passengers about the danger, they panicked when their rooms flooded with seawater. A door to the deck was locked, making it harder to escape. When they reached the deck, they had to wait for lifeboats. Many passengers died because there weren't enough lifeboats. (*cause and effect*)

Vocabulary

Vocabulary Quiz

1. first-class
2. suite
3. bow
4. third-class
5. iceberg
6. elegant
7. panicked

Assessment: *I Survived the Sinking of the Titanic* (On Level)

1. C (*key detail; R.1*)
2. A (*character; R.3*)
3. C (*key details; R.1*)
4. B (*vocabulary; R.4*)
5. B (*key details; R.1*)
6. D (*character; R.3*)
7. C (*character; R.3*)
8. B (*vocabulary; R.4*)
9. *Answers may vary but should be similar to:* I do think the cost of the tickets was a reason third-class passengers were locked away from the lifeboats. There weren't enough lifeboats for everyone, and the first-class passengers who paid more got to board the

lifeboats while third-class passengers were forced to wait. I don't think this was fair. People shouldn't decide who gets to live or die based on how much money a person has. (*distinguish point of view; R.6*)

10. *Answers may vary but should be similar to:* At the beginning of the play, George spent his time exploring the ship, so he found hidden passageways. He also met Marco and Enzo and spent time getting to know them. At the end, when George and his family were locked in third class, he was able to lead his family and Marco and Enzo through the hidden passageways to the deck. George wasn't allowed into a lifeboat, but because he was friends with Marco, Marco helped save them both by helping George jump into the ocean and finding things for them to float on. George was then able to save himself and Marco by pulling them into a lifeboat. (*structure; R.5*)

Play Reading Kit

Cause and Effect

Answers will vary but should be similar to:

Event 1: The *Titanic* sets sail from England to New York with George, his family, Marco, and Enzo on board.

Event 2: The *Titanic* hits an iceberg and begins to sink.

Event 3: George leads them all through hidden passageways to the deck.

Event 4: Phoebe, Enzo, and Aunt Daisy sail away in a lifeboat, but George and Marco are told they must stay behind.

Event 5: Marco and George jump from the ship and float on a door and a small crate until they see a lifeboat and pull themselves aboard.

Event 6: The ship *Carpathia* picks up George and Marco from the lifeboat, and they find their family waiting aboard.

Sequencing:

3, 9, 1, 7, 4, 10, 6, 8, 5, 2

Debate: "Should Chocolate Milk Be Banned From Your School?" p. 26

Assessment: "Should Chocolate Milk Be Banned From Your School?" (On Level)

1. A (*reasons; R.8*)
2. C (*text structure; R.5*)
3. B (*word meaning; R.4*)
4. C (*reasons; R.8*)
5. B (*compare and contrast; R.3*)
6. D (*cause and effect; R.3*)
7. D (*key detail; R.2*)
8. C (*interaction individuals/events/ideas; R.3*)
9. *Answers will vary but should be similar to:* Some kids who switch to fruit juice might become less healthy. They will still get a lot of sugar from the fruit juice. But they won't get the calcium and protein they were getting from the chocolate milk. Their bones might not be as strong and they might not build muscle. (*cause and effect, R.3; making inferences, R.1; informational writing; W.2*)
10. *Answers will vary but should be similar to:* I think Dina Rose would approve of Jacob's new plan for lunch. She thinks kids should drink less chocolate milk, and that's what Jacob plans to do. OR
I think Dina Rose would not approve of Jacob's new plan for lunch. Water doesn't have any nutrients. So I think she would want Jacob to switch to plain milk, not water. (*making inferences, R.1; informational writing, W.2*)

Assessment: "Should Chocolate Milk Be Banned From Your School?" (Lower Level)

1. A (*reasons; R.8*)
2. C (*text structure; R.5*)
3. B (*word meaning; R.4*)
4. C (*reasons; R.8*)
5. D (*cause and effect; R.3*)
6. D (*key detail; R.2*)
7. C (*interaction individuals/events/ideas; R.3*)
8. *Answers will vary but should be similar to:* Some kids who switch to fruit juice might become less healthy. They will still get a lot of sugar from the fruit juice. But they won't get the calcium and protein they were getting from the chocolate milk. Their bones might not be as strong and they might not build muscle. (*cause and effect, R.3; making inferences, R.1; informational writing, W.2*)

Opinion Activity: Write an Opinion Essay

Answers will vary.

Debate Template:

Answers will vary but should be similar to:

Yes: Chocolate milk contains a large amount of sugar. It has about as much as a pack of M&M's. Too much sugar can cause health problems.

No: Chocolate milk provides nutrients that growing bodies need, like calcium and protein. Although plain milk also has these nutrients without the added sugar, kids don't switch to plain milk when chocolate milk is banned. Instead, they choose sugary juices, making it better to keep chocolate milk on the menu.

True Story: "I Invented My New Arm" p. 28

Paragraph Template

Grammar: "Fun Facts From Sports History," p. 30

1. Massachusetts, Naismith
2. American, Eagles, Pittsburgh, Steagles
3. days, pig's
4. men, college
5. Dutch, York, City, ice
6. baseball, Sox, Clarence, game

Grammar Scavenger Hunt

1. **country:** England
person: Ace Bourke or John Rendall
animal: Christian
2. **The Loneliest Place on Earth:** Tristan da Cunha, Atlantic Ocean, England
The Most Crowded Place on Earth: Dhaka, Bangladesh, South Asia
BONUS: British
3. **a.** The word "snaking" describes the rivers. It does not name the rivers.
b. It names the hamster.
4. **boy:** George
ship: Titanic
5. It is the first letter of a sentence.
6. *Answers will vary, but should include correct capitalization.*

Poetry: "Wild Home" p. 32

Close Reading and Critical Thinking Think About It!

1. The events take place at watering holes during the day. (*setting*)
2. The photo shows a lion next to a watering hole during the day. (*text features*)
3. They're napping under trees, grazing in star grass, and listening to birds. (*key details*)
4. They are roaming with other animals in the wild. (*interpreting text*)
5. "Napping in the shade of" is a clue that acacia and kapok are types of trees. (*making inferences*)
6. In the beginning, the lions are sitting at watering holes during the day. At the end, they are wandering free at night. (*compare and contrast*)
7. The poet believes that lions should be in the wild, where they can live freely in a variety of settings. (*main idea*)
2. watering holes, hot sun, shade of acacia and kapok, star grass, sunbirds, weavers, wild, savanna
3. The photo shows that the setting seems dry and hot. The picture has dry dirt and sparse grass beside a watering hole. Thin trees and blue sky are reflected in the water. The photo also helps me understand what kind of animal lives there. The poem never says the word "lion," but the photo shows a lion.
4. Yes, the setting is realistic. Details that show it is realistic include specific names of trees (*acacia and kapok*), grass (*star grass*), and birds (*sunbirds and weavers*), the name of the setting (*savanna*), and realistic details of things in the setting, such as the watering hole, the white moon, and the shade of the trees. The photo also shows a realistic setting.
5. The poem takes place completely in one setting, the savanna. The nonfiction feature takes place in many settings. It begins in a pet store in London, and large city, then shows scenes in a London furniture store.
6. The setting of the last half of the nonfiction feature is very similar to the setting of the poem—the savanna. The poem and the end of the nonfiction feature both describe a lion free to live in the wild.

Poetry Kit

Setting

Answers will vary but should be similar to:

1. The poem takes place on the savanna.