ANSWER KEY to October/November 2019
Skill Builders and Quizzes

Word Power: “Invasion of the Kangaroos” p. 2
1. mobbed
2. scarf down
3. Land Down Under

Nonfiction: “Our Beautiful Town Is Gone” p. 4

Close Reading and Critical Thinking
Think About It!
1. Houses were in flames. Trees burned, and ash fell from the sky. Although it was morning, the sky was dark as night. (key details)
2. She can’t believe that what she sees is really happening: A wildfire is destroying Paradise. (drawing conclusions)
3. The photograph shows what the black cloud of smoke moving toward the town of Paradise looked like. (text features)
4. Sparks from an electrical wire caused dry grass to begin burning. (cause and effect)
5. The fire burned land the size of a football field in a second. A powerful wind picked up pieces of burning trees that started fires wherever they landed. (key details)
6. He knew the fire would destroy their home and he wanted Eleanor to save the things that meant the most to her. (making inferences)
7. She’s comparing the cars to huge animals that died long, long ago. (simile)
8. The people who live in a town are its heart and soul. Working together, these people can help each other stay strong, rebuild, and move forward with their lives. (main idea)
9. Although the wildfire started about 10 miles away from Paradise, it moved quickly toward the town. More fires started when pieces of burning trees were spread by a powerful wind. The wildfire burned nearly 14,000 homes and destroyed many other buildings, including schools and playgrounds. It killed 85 people. (key details)

Pause & Think
1. Eleanor and her dad were trying to leave town because the houses and trees were burning from a wildfire.
2. The people of Paradise noticed a plume of smoke rising in the air, but it was in a town that was far away.
3. Wildfires are bigger and harder to fight now because the weather in California has gotten hotter and harder to predict.
4. It was hard to leave Paradise because the streets were very crowded and many escape routes were blocked.
5. Hundreds of people took refuge in a supermarket parking lot as firefighters fought off flames.
6. The town is mostly still empty, but schools have been set up in nearby towns and the kids still have playdates and birthday parties.

Vocabulary (On Level)
1. resilient
2. torches
3. refuge
4. evacuate
Nonfiction: “Our Beautiful Town Is Gone” p. 4, cont’d.

5. ignited
6. plume
7. reunited
8. smoldering

Vocabulary (Lower Level)
1. resilient
2. torches
3. refuge
4. reunited
5. smoldering

Assessment
“Our Beautiful Town Is Gone” Quiz
(On Level)
1. D (sequence of events; R.3)
2. A (cause and effect; R.3)
3. C (making inferences; R.1)
4. D (problem and solution; R.3)
5. C (cause and effect; R.3)
6. B (text evidence; RI.1; word meaning; R.4)
7. B (main idea; R.2)
8. D (purpose; R.6)

9. Answers will vary but should be similar to: The author begins with a scary moment during the fire. This is interesting and draws readers in. The beginning of the day before the fire started was normal. People got ready for work and school. That might be boring to readers. They might stop reading. Putting the information about the fire first adds tension later, when readers get to the part about the day starting out normally. So they keep reading. (text structure; R.5)

10. Answers will vary but should be similar to: Lucas’s mom means that what is important about a town is how people help each other and create a community. The buildings are not important. They can be rebuilt. (making inferences, R.1; word meaning, R.4)

Assessment
“Our Beautiful Town Is Gone” Quiz
(Higher Level)
1. D (main idea; R.2)
2. B (key details; R.1)
3. D (cause and effect; R.3)
4. C (text evidence; R.1)
5. D (cause and effect; R.3)
6. A (cause and effect; R.3)
7. B (drawing conclusions; R.1)
8. D (text evidence; R.1)

9. Answers will vary but should be similar to: Two descriptive details the author uses are “trees burned like giant torches” and “the morning sky was midnight dark.” (author’s craft; R.4)

10. Answers will vary but should be similar to: Eleanor Weddig got ready for school and ate breakfast. Her father drove her to school and then back home again when they realized the fire was spreading. Eleanor grabbed a few of her most precious belongings, then she and her dad sat in traffic as they tried to evacuate Paradise. Eleanor couldn’t believe what was happening. She and her dad safely made it to Chico and met up with her mom. She and her family now live in a trailer in Chico. (summarizing; R.1)

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

Key Details (On Level)
1. Example details: “The smoldering brush quickly
Nonfiction: “Our Beautiful Town Is Gone” p. 4, cont’d.

exploded into a raging wall of flames.” “Every second, it burned through a chunk of land the size of a football field.” “They flew across the river like flaming birds, sparking fires wherever they landed.” “He saw fires burning all around.” “The fire burned for 16 more days.”

2. Answers will vary but should explain an important lesson about how wildfires start and spread.

3. Example details: “Houses are burned into ash and twisted metal.” “Burned cars look like giant fossils.” “Schools were set up in nearby towns.” “There are playdates and field trips and birthday parties.” “Kevin is still driving a school bus.” “Lucas’s dad, Josh, still fights fires.”

4. Answers will vary but should explain an important lesson about evacuating an area.

Key Details (Lower Level)

1. “The smoldering grass quickly turned into a wall of flames.” “Every second, it burned through a chunk of land the size of a football field.” “They flew across the river like flaming birds.” “He saw fires burning all around.” “The fire burned for 16 more days.”

2. Answers will vary but should explain an important lesson about how wildfires start and spread.

3. Example details: “Houses and cars were turned into ash and twisted metal.” “Schools were set up in nearby towns.” “There are playdates and field trips and birthday parties.” “Kevin is still driving a school bus.”

4. Answers will vary, but should explain an important lesson about evacuating an area.
Paired Texts: “The Magical World of Isaac”/“A Very Special Olympics” p. 10

Close-Reading & Critical-Thinking Questions
1. Isaac learns slowly and doesn’t have strong muscles. Sometimes he has problems digesting his food. (cause and effect)
2. Many kids with DS died because of their health problems. Schools wouldn’t accept them because people thought they couldn’t learn. (key details)
3. People realized that kids with DS had potential and could succeed in school with the right kind of education. (main idea)
4. Isaac’s family works together to make sure Isaac can have the best life possible. (drawing conclusions)
5. Isaac’s big smile and outgoing personality have charmed everyone in his school. They respect his hard work and determination to succeed. (making inferences)
6. She wanted to help change the disrespectful way many thought about people with intellectual disabilities, such as her older sister. (cause and effect)
7. By bringing together athletes with intellectual disabilities from all over the world, the Special Olympics shows how much people with this condition can accomplish. (main idea)
8. The main idea of both articles is that our love and support can help people with intellectual disabilities. In the first story, the big idea is that the people in one boy’s life work together so he can achieve his full potential. In the second, the big idea is that one woman started a sports program to help athletes with intellectual disabilities compete and succeed. (compare and contrast)

Vocabulary (On Level)
1. Hopeful; cheerful; happy
2. b) extra staff to help those students.
3. tries to get me to practice every day.
4. He should listen to his coach.
5. a) He ran into the house.
6. Students thrive when they support each other.

Vocabulary (Lower Level)
1. Answers may vary.
2. a) He ran into the house.
3. b) extra staff to help those students.

Assessment: “The Magical World of Isaac”/“A Very Special Olympics” Quiz (On Level)
1. D (interaction of individuals, events, and ideas; R.3)
2. C (key detail; R.1)
3. D (key detail, R.1; sequence of events, R.3)
4. C (word meaning; R.4)
5. C (making inferences; R.1)
6. D (text evidence; R.1)
7. D (cause and effect; R.3)
8. D (compare and contrast; R.3)
9. Answers will vary but should be similar to: G.J. invited the author to Isaac’s school to see how special the school is. The kids are all supportive of Isaac. The teachers gave him lots of help and encouragement. He is now a better reader than many third-graders. He has many friends at school who high-five him and hug him. (reading for information; R.1)
10. Short answer: Answers will vary but should be similar to: G.J. and Eunice Kennedy Shriver both worked hard to be supportive of a person or people with intellectual disabilities. G.J. has done everything she can to make sure that Isaac learns as much as he can and succeed. Shriver spent time and energy starting the Special Olympics so that athletes with intellectual disabilities could succeed in sports. (compare and contrast; R.3)

Assessment: “The Magical World of Isaac”/“A Very Special Olympics” Quiz (Lower Level)
1. D (interaction of individuals, events, and ideas; R.3)
2. C (key detail; R.1)
3. D (key detail, R.1; sequence of events, R.3)
4. C (making inferences; R.1)
5. D (text evidence; R.1)

6. D (cause and effect; R.3)
7. D (compare and contrast; R.3)
8. Answers will vary but should be similar to: G.J. and Eunice Kennedy Shriver both worked hard to be supportive of a person or people with intellectual
disabilities. G.J. has done everything she can to make sure that Isaac learns as much as he can and succeed. Shriver spent time and energy starting the Special Olympics so that athletes with intellectual disabilities could succeed in sports. (compare and contrast; R.3)

Fiction: “I Lost My Tooth In Africa” p. 14

Close-Reading & Critical-Thinking Questions

1. She travels two days from Oregon to Mali. Her family takes three planes across two continents. (key details)
2. Her aunts, uncles, cousins, and grandma live together in a compound. It’s very hot and the ground is a sandy orange color. Animals also live there. (setting)
3. She probably enjoys being with her family and their neighbors as they play games, tell stories, and braid hair. She also enjoys listening to her grandma’s songs. (making inferences)
4. The author compares the light from a bright moon to the light from a bright streetlamp. (simile)
5. Amina feeds her chickens and helps build a chicken coop for them. The way she takes care of her chickens shows she is very responsible and caring. (drawing conclusions)
6. Although Amina must say goodbye to her family in Mali, she also says hello to the baby chicks that have just hatched. At the end of the story, she knows that she will be saying hello again to Africa when she returns. (author’s craft)
7. Amina’s family lives together in a compound. Amina brushes her teeth at a papaya tree. In the evening, neighbors visit and play games, tell stories, and braid hair. Amina loves to take care of her chickens in the coop where they lay their eggs. (setting)

Pause & Think

1. Amina’s dad says she will get a chicken from the African Tooth Fairy.

2. Amina feels her tooth moving, but it won’t come out.
3. The African Tooth Fairy brought Amina a rooster and a hen.
4. Amina finds that her hen has laid eggs.
5. Two of the eggs that the hen laid hatched before Amina left.

Vocabulary

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

Word Work! gourds, papaya; Gourds and papayas are both fruit; You can’t eat gourds—they are for decoration.

Assessment “I Lost My Tooth In Africa” Quiz (On Level)

1. D (key detail; R.1)
2. B (character; R.3)
3. D (vocabulary; R.4)
4. A (key detail; R.1)
5. C (key detail; R.1)
6. D (vocabulary; R.4)
7. C (vocabulary; R.4)
8. B (character; R.3)
9. Answers will vary but should be similar to: I think life in Africa is much different from Amina’s life back home in Portland, Oregon. In Africa, Amina’s family lives close by each other in a compound. In the United
States, most families don't live that close to each other and don't live in compounds. In Africa, Amina's family raises all their own food and eats together with their right hands from one big bowl. In a city like Portland, people don't raise all their own food. They eat off separate plates, usually with spoons and forks. In the United States, people usually can't brush their teeth outdoors. (key detail; R.1)

10. Answers will vary but should be similar to: I think Amina wants to come back to see her chickens and new chicks. She also wants to see her grandmother and the rest of her African family. When she comes back, I think she will see that her chicks have grown up and that her hen and newly grown chicks will be laying more eggs. I think she will get to see the eggs hatch. She will also see that her African family is happy to have her back. (character; R.3)

Assessment
“I Lost My Tooth In Africa” Quiz
(Lower Level)
1. A (key detail; R.1)
2. B (character; R.3)
3. C (key detail; R.1)
4. C (key detail; R.1)
5. D (vocabulary; R.4)
6. B (character; R.3)
7. Answers will vary but should be similar to: I think life in Africa is much different from Amina's life back home in Portland, Oregon. In Africa, Amina's family lives close by each other in a compound. In the United States, most families don't live that close to each other and don't live in compounds. In Africa, Amina's family raises all their own food and eat together with their right hands from one big bowl. In a city like Portland, people don't raise all their own food. They eat off separate plates, usually with spoons and forks. In the United States, people usually can't brush their teeth outdoors. (key detail; R.1)

Setting
Picturing a Place
1. The story takes place in Africa. The author shows how far away from Amina's home it is by listing how many days, planes, and continents it took to get there.
2. Amina wants to lose her tooth in Africa because in Africa, if you put the tooth under a gourd, you will get a chicken from the Tooth Fairy.
3. The author describes the ground as sandy orange and shows the donkeys, goats, and chickens that live there. The author also describes the food—rice, onion sauce, African eggplant, and noodles—and how they eat it.
4. I don't think the same story could take place anywhere else. The details of the chickens the Tooth Fairy leaves, the things Amina learns, and how she takes care of the chickens and eggs are things that would take place only in that setting.

Plot
Amina’s Problem and Solution
1. At the beginning of the story, we meet Amina. Amina and her parents are going to Africa to visit her dad’s family.
2. Amina wants to lose her tooth in Africa because in Africa, if you put the tooth under a gourd, you will get a chicken from the Tooth Fairy.
3. Amina thinks the Tooth Fairy has forgotten her because she waits all day, but the Tooth Fairy hasn’t left a chicken. But at the end of the day, she turns over the gourd and finds two chickens—a rooster and a hen.
4. When Amina is saying goodbye to her chickens, she sees that one of the eggs is beginning to hatch.
5. Amina is happy her eggs are hatching, but sad to leave her chickens behind when she goes home. Uncle Madou tells Amina he will take good care of her chicks while she’s gone, and when she comes back, the chicks will be old enough to lay eggs.
**Play: Jack and the Beanstalk p. 20**

**Close-Reading & Critical-Thinking Questions**

1. He’s lazy. He plants only one row of seeds in the garden because it’s too much work to plant more. *(character traits)*
2. Jack believes the beans have special powers. Mother thinks Jack was foolish to take them. *(compare and contrast)*
3. The ground begins to shake and a thick beanstalk shoots up to the sky. *(cause and effect)*
4. It shows what’s described in the scene. Jack is hiding in the oven in the Giant’s kitchen. As the Giant roars, Mrs. Giant looks on nervously. *(text features)*
5. He knows the Giant has gold, while he and Mother are very poor. *(big idea)*
6. When Jack grabs his mother’s hand, he drops the hen and loses it. *(plot)*
7. In the beginning of the play, Jack is lazy. In Scene 6, he works hard to plant a vegetable garden and makes plans to sell the extra vegetables. *(how a character changes)*
8. He realizes that he can’t depend on stealing or finding the magic hen. Instead, he learns the importance of working hard and planning ahead. *(big idea)*

**Assessment**

**Jack and the Beanstalk Quiz**

1. B *(cause and effect; R.3)*
2. C *(detail; R.1)*
3. A *(character; R.3)*
4. C *(detail; R.1)*
5. C *(cause and effect; R.3)*
6. B *(plot; R.3)*
7. A *(vocabulary; R.4)*
8. D *(text evidence, R.1; vocabulary, R.4)*
9. *Answers will vary but should be similar to:* I think Mrs. Giant helps Jack because she doesn’t think her husband should steal from the villagers or eat children. She’s worried the Giant will eat Jack. In Scene 3, Mrs. Giant tells Jack, “Go away, poor boy, or my husband will have you for supper.” After she hides Jack, she tells her husband, “It’s sad to think of the poor villagers you robbed to get that gold.” Even after Jack has stolen the gold coins, Mrs. Giant tells him, “You may be a thief, but I’ll not let my husband eat you.” *(character’s motivation; R.3)*
10. *Answers will vary but should be similar to:* In the beginning of the play, Jack is lazy and says he’s too tired to work in the garden. But his plans to make money more easily fail. When Jack steals coins from the Giant, he and his mother have food for a while but the coins soon run out. When Jack goes back to steal the hen that lays golden eggs, he loses it while chopping down the beanstalk to save himself from the Giant. In the end, he sees it’s easier and less dangerous, and gives them more food if he just plants a garden. *(cause and effect, character; R.3)*

**Vocabulary**

**Word Hunt**

1. shudders
2. hunched
3. raspy
4. swiftly

**Word Work!**

**Similar**

*Answers will vary but could be one of these words:*

- briskly
- hastily
- hurriedly
- fast
- rapidly
- speedily

**Opposite**

*Answers will vary but could be one of these words:*

- leisurely
- slowly
- steadily

**Theme**

**The Big Idea**

*Answers will vary but should be similar to:*

1. Jack and his mother don’t have enough to eat because Jack planted only one row of seeds.
2. I think Jack trades the cow for magic beans because
Play: *Jack and the Beanstalk* p. 20, cont’d.

he believes that relying on magic will be easier than working in the garden.

3. Jack steals gold coins from the Giant. It is risky for Jack because the Giant eats children.

4. Jack and his mother are about to run out of food again because they have used all the gold Jack stole. Jack decides to climb the beanstalk again to steal more.

5. Jack steals a hen that lays golden eggs. The Giant wakes up and chases him down the beanstalk. When Jack chops down the beanstalk to save himself from the Giant, he loses the hen.

6. Jack works hard to plant a huge garden. It grows so many vegetables that Jack and his mother will have plenty to eat, and they can sell the rest.

Your turn!
The theme of this play is that it’s better to work for the things you need than to take them. The play shows this by describing how the gold coins Jack steals don’t last and the hen that lays gold eggs flies away, but the garden Jack plants will give them vegetables to eat and sell for as long as Jack keeps working hard in the garden.

Character
How Jack Changes
*Answers will vary but should be similar to:*

**Beginning:** In Scene 1, Narrator 1 says Jack is a lazy boy. Jack only plants one row of seeds in the garden. He says he’s tired and gardening is too much work.

**Middle:** In Scene 3, Jack steals a few gold coins from the Giant. He thinks stealing from the Giant is okay because the Giant robbed the villagers to get the gold and because the Giant eats children.

**End:** In Scene 6, when he realizes he can’t steal from the Giant anymore, Jack works hard planting a huge garden filled with vegetables. When the garden overflows with vegetables, Jack says they can sell what they don’t need. He hopes the magic hen is helping another family instead.

Debate: “Should Regular People Go to Space?” p. 26

**Assessment**

“Should Regular People Go to Space? Quiz (On Level)"

1. B (cause and effect; R.3)
2. B (key detail; R.1)
3. A (word meaning; R.4)
4. B (text evidence; R.1)
5. D (reasons; R.8)
6. A (compare and contrast; R.3)
7. C (text structure; R.5)
8. B (problem and solution; R.3)
9. *Answers will vary but should be similar to: One thing that might be fun about being in no gravity is floating around, feeling weightless. One thing that might not be fun is having to strap myself into my bed so that I don’t bump into anything while I sleep. Going to the bathroom would also not be fun. (making inferences, R.1; compare and contrast, R.3)*
10. *Answers will vary but should express and support an opinion, such as: I think regular people should not go into space. Space travel is too dangerous. People may think they are just buying an expensive ticket for a thrilling ride. But astronauts have died in both practice runs and actual trips into space. Plus, regular people might create problems for the trained astronauts, making the trip more dangerous than it already is. For example, regular people might forget to strap themselves in before going to bed. They might float around while they sleep and knock into something important. That might mess up the trip for everyone. Regular people should stay on Earth! (reading for information; R.1)*
Debate: “Should Regular People Go to Space?” p. 26, cont’d.

3. A (word meaning; R.4)
4. B (text evidence; R.1)
5. D (reasons; R.8)
6. A (text structure; R.5)
7. B (problem and solution; R.3)
8. Answers will vary but should express and support an opinion, such as: I think regular people should not go into space. Space travel is too dangerous. People may think they are just buying an expensive ticket for a thrilling ride. But astronauts have died in both practice runs and actual trips into space. Plus, regular people might create problems for the trained astronauts, making the trip more dangerous than it already is. For example, regular people might forget to strap themselves in before going to bed. They might float around while they sleep and knock into something important. That might mess up the trip for everyone. Regular people should stay on Earth! (reading for information; R.1)

Opinion Activity:
Write an Opinion Essay
Answers will vary.

Debate Template:
Answers will vary but should be similar to:
Yes: People should go to space because they will experience what it is like to feel weightless. They’ll have dazzling views of our planet. People will get to take part in a thrilling ride that used to be only for astronauts.
No: People should not go to space because it is too dangerous. Life in space is hard, too, even for astronauts. Space travel is too expensive.

My True Story: “Meet a Pilgrim Boy” p. 28

Paragraph Template:
Answers will vary but should be similar to: If I could speak to John Billington, I would have important questions to ask him. I am curious to know what he did during those five days before he found the Wampanoag village. I’d want to ask him what kind of food he ate when he was with the Manomet people. I wish I knew what the meeting was like between the Manomet people and the Pilgrims. I’d have many questions for John Billington if I got the chance to speak to him.

Grammar: “The Mysteries of Mummies” p. 30

1. they’d
2. he’d/won’t
3. didn’t
4. you’d/didn’t/It’s
5. That’s
6. there’s/We’re/that’s
Grammar Scavenger Hunt

Contraction
1. couldn’t, wasn’t
2. It’s one of the biggest sporting events in the world.
3. I am, I’m
4. “I’m” comes from the words “I” and “am.” “You’ll” comes from the words “you” and “will.” “Don’t” comes from the words “do” and “not.” “I’ll” comes from the words “I” and “will.”
5. Contractions are used to make the text less wordy and more informal.
6. Answers will vary. Sample answer: ‘I’ll never forget how kind they were,” John thought as he sailed home.

Poem: “October Saturday” p. 32

Close-Reading & Critical-Thinking Questions
1. 1a. The poem compares the leaves to cornflakes. (metaphor)
   1b. Both are brown and crunching.
2. The leaves are as large as cornflakes that would be eaten by giants. (interpreting text)
3. The title states that the activity described in the poem takes place on a Saturday in October. The photograph shows a girl raking leaves in the fall. (text features)
4. The words crunching, rattle, and nervously chattering describe the sound. (figurative language)
5. The phrase “Dad and I” identifies the speaker as a child who is raking autumn leaves with her father. (point of view)
6. The poet compares the leaves to a pile of cornflakes that is a breakfast for a whole family of giants. (metaphor)
7. She is packing away summer clothes, such as short-sleeved shirts, bathing suits, clogs, and flippers in a box labeled “SUMMER.” (key details)
8. The narrator is already looking forward to swimming and playing outside next summer. (main idea)

Metaphor
The Meaning of Metaphors
Answers will vary but should be similar to:
1. answer provided
2. It means the leaves rattle quickly and nonstop.
3. It means the piles of leaves are very large.
4. The box is a metaphor for summer itself. It means the narrator is dreaming of summer.

Bonus!
Simile
The lines use the words as if to compare the leaves to a box of cornflakes spilled by a giant baby.