

ISSUE-AT-A-GLANCE SEPTEMBER 2019

Reading levels and skills for all articles in this issue

Page	Article	Reading Level	Alternate Levels	Spotlight Skills
2	Mini-Read "The Superstar Author"	Lexile 500L-600L/Dale-Chall Grade 3/GRL Q/DRA 40	N/A	<ul style="list-style-type: none"> • Grammar • Comprehension
4	In the News "Can These Kids Save the Planet?"	Lexile 600L-700L/Dale-Chall Grade 3/GRL R/DRA 40	Higher Level: 800L-900L Lower Level: 400L-500L	<ul style="list-style-type: none"> • Summarizing • Vocabulary
8	Nonfiction Feature "Out of the Flames"	Lexile 600L-700L/Dale-Chall Grade 3.5/GRL S/DRA 40	Higher Level: 800L-900L Lower Level: 500L-600L	<ul style="list-style-type: none"> • Text Evidence • Central Idea and Details • Inference • Vocabulary
14	True Teen Story "Bravely Going Blind"	Lexile 600L-700L/ Dale-Chall Grade 3/GRL R/DRA 40	Higher Level: 800L-900L Lower Level: 500L-600L	<ul style="list-style-type: none"> • Cause and Effect • Sequencing • Vocabulary
18	Where in the World "Saved by Selfies?"	Lexile 500L-600L/Dale-Chall Grade 3/GRL Q/DRA 40	Higher Level: 800L-900L Lower Level: 400L-500L	<ul style="list-style-type: none"> • Paragraph Writing
20	Readers Theater Play "The Snaked-Haired Monster"	Dale-Chall Grade 4/GRL S/DRA 40	N/A	<ul style="list-style-type: none"> • Inference • Exploring Genre • Vocabulary
26	Paired Texts "The Fight Over Fortnite" and "The Problem With Pinball"	Lexile 600L-700L/Dale-Chall Grade 3.5/GRL T/DRA 50	Higher Level: 800L-900L Lower Level: 500L-600L	<ul style="list-style-type: none"> • Compare and Contrast • Vocabulary
30	Debate "Should Your School Get Rid of Phys Ed?"	Lexile 600L-700L/Dale-Chall Grade 3/GRL R/DRA 40	Higher Level: 800L-900L Lower Level: 500L-600L	<ul style="list-style-type: none"> • Argument Writing
32	Poem "Characters"	N/A	N/A	<ul style="list-style-type: none"> • Poetry Writing

ACTION ONLINE SOLUTIONS (continued)

Answers to online-only activities for the SEPTEMBER 2019 issue

“The Superstar Author”

Capitalization:

1. reading
2. I
3. When
4. Jason
5. her
6. said
7. The
8. Mia
9. my
10. I

“Can These Kids Save the Planet?”

Text Features:

Answers will vary but should be similar to:

1. They appear to be protesting something.

“Can These Kids Save the Planet?”

Pause and Think:

Answers will vary but should be similar to:

1. Alexandria stopped going to school on Fridays and sat on a bench near the United Nations building instead. She wanted the world leaders who gathered in the building to know that they need to act on saving the planet.
2. Fossil fuels used by cars, power plants, and factories are causing Earth’s climate to warm. When they burn, they give off greenhouse gases that collect in Earth’s atmosphere and trap the sun’s rays near the surface of the planet. This is causing temperatures to rise.
3. Global warming is causing dry weather, and dry wood creates fuel for wildfires.
4. The protestors want governments to cut the use of fossil fuels in half by 2030.

“Can These Kids Save the Planet?”

Vocabulary Review:

1. generation
2. strike
3. protests
4. climate
5. fossil fuels

Answers will vary for questions 6-10 but should be similar to:

6. strike . . . they wanted a raise
7. fossil fuels . . . wind energy
8. climate . . . the Arctic
9. protests . . . the new law
10. generation . . . a cell phone

“Can These Kids Save the Planet?”

Summarizing (Higher and Lower Level):

Answers for both levels will vary but should be similar to:

The article “Can These Kids Save the Planet?” is about young people who are taking action to try to stop climate change. **Scientists have shown that Earth’s climate is warming because of human activity like** people burning fossil fuels for energy. **Climate change has already affected our world. For example,** ice at the North and South poles is melting, sea levels are rising, some islands are disappearing, plants are growing differently, and there are more wildfires. **Alexandria, a 14-year-old American girl, began a school strike to try to get world leaders to** pass laws to cut the use of fossil fuels. **After protesting by herself for a while, Alexandria** reached out to people around the world. **On March 15, 2019, more than a million kids** marched in the streets to get world leaders to take action. **No new laws were put**

ACTION ONLINE SOLUTIONS (continued)

Answers to online-only activities for the SEPTEMBER 2019 issue

in place, but Alexandria and other young people will keep protesting until governments make laws cutting the use of fossil fuels.

"Can These Kids Save the Planet?" Quiz (Higher Level):

1. B (central idea, R.2; individual's motivation, R.3)
2. A (text structure, R.5)
3. D (reading for information, R.1; cause and effect, R.3)
4. C (character, R.3)
5. D (central idea, R.2)
6. A (cause and effect, R.3)

Answers will vary for questions 7 and 8 but should be similar to:

7. Alexandria means that people in her generation are too young to be the leaders of countries, but climate change is affecting the world now. If the current leaders do nothing, then climate change will keep affecting the world. When people Alexandria's age are old enough to be in power, the effects of climate change might be too great to fix. (interpreting text, R.3)
8. To help stop climate change, governments can put laws in place to reduce the use of fossil fuels. They might even ban their use, as France is trying to do with coal. Individuals can try to reduce their use of fossil fuels by driving cars less often and making other changes to their behavior. (reading for information, R.1; problem and solution, R.3)

"Can These Kids Save the Planet?" Quiz (Lower Level):

1. C (key detail, R.1)
2. D (key detail, R.1; cause and effect, R.3)
3. D (reading for information, R.1; cause and effect, R.3)

4. A (text structure, R.5)
5. D (central idea, R.2)
6. B (problem and solution, R.3)

Answers will vary for questions 7 and 8 but should be similar to:

7. Three types of fossil fuels listed in the article are gas, oil, and coal. (reading for information, R.1)
8. I agree with Alexandria that the school strike was not a success. More than a million kids marched, but world leaders did nothing in response. No new laws were put in place. So the march had no effect. Alternative answer: I do not agree with Alexandria. I think the march was a success because so many young people were involved. Now they are inspired to keep pushing for change. The march also brought attention to the issue—for example, it led to this magazine article being published. As more people become aware, world leaders will have to start making changes. (reading for information, R.1; evaluating a claim, R.8)

"Out of the Flames" Anticipation Guide:

Answers will vary.

"Out of the Flames" Text Features:

Answers will vary but should be similar to:

1. Firefighters are putting out a fire on the top floor of a building. Signs on the building refer to clothing. The image is from the past. You can tell because the firefighters' vehicle looks old.
2. The photo shows the destroyed floor of a factory. *Hapless* might mean something like "helpless."

ACTION ONLINE SOLUTIONS (continued)

Answers to online-only activities for the SEPTEMBER 2019 issue

“Out of the Flames” Pause and Think:

Answers will vary but should be similar to:

1. Katie’s life was in danger because she was trapped on the ninth floor of a burning building.
2. Katie didn’t go to school because, like many teenagers at the time, she had to work to help her family.
3. It was dangerous to work in the Triangle factory because of its unsafe fire conditions. It would be almost impossible to escape quickly in the event of a fire because the factory was overcrowded, and there were only two narrow staircases leading to the street.
4. Katie had a hard time trying to escape the fire because one of the doors leading out of the building was locked. Also, there had never been a fire drill at the Triangle factory, so no one knew what to do.
5. The only way for Katie to escape was to dive onto the top of the elevator as it was going down and ride it to safety.
6. After the Triangle factory fire, laws were passed to make factories and offices safer, and people fought to protect workers and give them basic rights.

“Out of the Flames” Vocabulary

Review:

1. immigrants
2. garment
3. frantic
4. operator
5. outraged

Answers will vary for questions 6-10 but should be similar to:

6. immigrants . . . they wanted better jobs and more freedom
7. operator . . . he wasn’t tall enough

8. garment . . . prom

9. outraged . . . has to spend hours on hers

10. frantic . . . walk toward the street

“Out of the Flames” Central Idea and Details (Higher Level):

Answers will vary but should be similar to:

Central Idea: In the early 1900s, factory workers were treated badly.

Detail: Workers were packed closely together.

“Out of the Flames” Central Idea and Details (Lower Level):

1. Answered in the activity.

Answers will vary but should be similar to:

2. Workers made only \$8 per week, which would be like making \$200 per week today.
3. Workers couldn’t talk, laugh, or take a break. Also, the bosses yelled at them.
4. No fire drills were held. There were only two staircases for 500 people, and the door to one of the staircases was locked.

“Out of the Flames” Inference:

1. You can infer that Katie’s family did not have many opportunities in Russia. It’s likely that they came to America because even working hard in Russia didn’t allow them to save money and achieve their dreams.
2. You can infer that the workers had to make decisions quickly because the fire was spreading fast, and the workers could die within minutes.
3. You can infer that Joseph Zito was brave, caring, and selfless.
4. You can infer that people believed many more workers would have survived if the Triangle owners had done more to prepare for an emergency.

ACTION ONLINE SOLUTIONS (continued)

Answers to online-only activities for the SEPTEMBER 2019 issue

“Out of the Flames” Quiz (Higher Level):

1. D (text structure, R.5)
2. B (cause and effect, R.3; vocabulary, R.4)
3. C (cause and effect, R.3)
4. A (reading for information, R.1)
5. C (text features, R.7)
6. B (central idea, R.2; text features, R.7)

Answers will vary for questions 7 and 8 but should be similar to:

7. The factory would have been safer if the owners had held fire drills, if the floor had been less crowded, and if all exits had been usable. (problem and solution, R.3)
8. Because of the deaths in the Triangle fire, new laws were passed to make factories and offices safer. (cause and effect, R.3)

“Out of the Flames” Quiz (Lower Level):

1. D (vocabulary, R.4)
2. C (individual’s motivation, R.3)
3. A (drawing conclusions, R.1; character, R.3)
4. B (reading for information, R.1)
5. B (text features, R.7)
6. D (central idea, R.2)

Answers will vary for questions 7 and 8 but should be similar to:

7. Katie survived the fire because she jumped onto a moving elevator. (cause and effect, R.3)
8. Because of the deaths in the Triangle fire, new laws were passed to make factories and offices safer. (cause and effect, R.3)

“Bravely Going Blind” Text Features:

Answers will vary but should be similar to:

1. The photos and their captions tell you that Josh likes basketball and baseball. Because Josh is wearing a cross necklace in one photo, you can guess that he is Christian. He seems to be close to his family. (Answers to the second question will vary.)
2. Josh probably felt very upset. “Bravely Going Blind” might mean that he decided to approach this big change in his life in a positive way despite feeling upset and afraid.

“Bravely Going Blind” Vocabulary Review:

1. devastated
2. donations
3. outpouring
4. seared
5. dwell on

Answers will vary for questions 6-10 but should be similar to:

6. donations . . . they lost their home in a fire
7. seared . . . it was one of the happiest moments of my life
8. outpouring . . . make him feel better
9. dwell on . . . worrying won’t help
10. devastated . . . helping her study

“Bravely Going Blind” Sequencing (Higher Level):

3. After receiving \$50,000 in donations, Josh traveled to California and Arizona.
4. In November, Josh decided to stop traveling and focus on playing basketball with his team while he was still able to do so.

ACTION ONLINE SOLUTIONS (continued)

Answers to online-only activities for the SEPTEMBER 2019 issue

2. During a visit to the eye doctor, Josh learned that he has a rare disease that causes blindness.
5. Today, Josh has a YouTube channel and feels like he is a stronger person than he was before.
1. Last year, while Josh was playing basketball outside, the vision in Josh's left eye went blurry.

"Bravely Going Blind" Sequencing (Lower Level):

1. Answered in activity
2. . . . Josh learned that he has a rare disease that causes blindness.
3. . . . Josh traveled to California and Arizona.
4. . . . Josh decided to stop traveling and focus on playing basketball with his team while he was still able to do so.
5. . . . Josh has a YouTube channel and feels like he is a stronger person than he was before.

"Bravely Going Blind" Quiz (Higher Level):

1. C (text evidence, R.1; central idea and supporting details, R.2)
2. A (reading for information, R.1)
3. A (vocabulary, figurative language, R.4)
4. B (text structure, R.5; text features, R.7)
5. C (reading for information, R.1)
6. A (central idea, R.2)

Answers will vary for questions 7 and 8 but should be similar to:

7. Josh is brave, because he kept playing basketball even when his poor vision could have made it dangerous; Josh is adventurous, because he made a bucket list and set out to have new experiences; Josh is positive, because he focuses on the things he can do rather than on the things he can't do. (text evidence, R.1; character traits, R.3)

8. From Josh's story, readers can learn that difficult situations are easier to face when you choose to look on the bright side and accept help from your community. (central idea, R.2)

"Bravely Going Blind" Quiz (Lower Level):

1. B (sequencing, R.3)
2. B (detail, R.1)
3. A (vocabulary, R.4)
4. B (text structure, R.5; text features, R.7)
5. D (reading for information, R.1)
6. A (central idea, R.2)

Answers will vary for questions 7 and 8 but should be similar to:

7. Josh has shown his bravery by having a positive attitude, giving himself things to look forward to, continuing to play basketball even when it got difficult, and trying new hobbies. (text evidence, R.1; main idea and supporting detail, R.2; character traits, R.3)
8. It's likely that many people donated because they care about Josh and his family. It's also likely that many people donated because they wanted to help a young person achieve his goals before it was too late and because it feels good to help others. (inference, R.1)

"Saved by Selfies?" Paragraph Writing:

Answers will vary. Accept all reasonable answers.

"Saved by Selfies?" Quiz:

1. D (interpreting text, R.3)
2. B (detail, R.1)
3. A (reading for information, R.1)
4. B (inference, R.1; text features, R.7)

ACTION ONLINE SOLUTIONS (continued)

Answers to online-only activities for the SEPTEMBER 2019 issue

5. B (reading for information, R.1)

6. D (central idea, R.2)

Answers will vary for questions 7 and 8 but should be similar to:

7. People want to take selfies with quokkas because quokkas are cute. Also, it can be satisfying to be part of a trend. (inference, R.1)

8. Fame could be harmful to quokkas because being near humans might cause them stress, and because eating human food is not as healthy for them as eating leaves and grass. (reading for information, R.1; cause and effect, R.3)

“The Snake-Haired Monster” Text Features:

Answers will vary but should be similar to:

1. The image shows a woman with snakes as hair. She is showing her teeth (she has fangs!), like she is hissing. The snakes look creepy as well.
2. The image on page 22 shows Athena, the goddess of wisdom and war. In the image on page 24, Perseus is in Medusa’s cave. A nymph is a nature spirit that lives near the sea.

“The Snake-Haired Monster” Vocabulary Review:

1. advisers
2. smirks
3. lair
4. sickle
5. soar

Answers will vary for questions 6-10 but should be similar to:

6. sickle . . . the tall grass that was growing there
7. soar . . . steps up to the plate
8. advisers . . . science
9. lair . . . he is Batman

10. smirks . . . give the wrong answer in class

“The Snake-Haired Monster”

Exploring Genre:

Answers will vary but should be similar to:

1. The play takes place in ancient Greece. You know this because Storyteller 1 tells you in the first line of the prologue. The caption on page 23 that goes with the illustration of Athena also mentions ancient Greece.
2. The gods in this play are Athena, goddess of wisdom and war, and Hermes, messenger of the gods. (For some readers, it may not be clear from the play that Hermes is also a god.)
3. Name of the hero in this play: Perseus. Amazing deeds done by this hero: Perseus tricks the Gray Sisters into helping him find out where Medusa is. He kills Medusa and escapes with her head. Later, he uses Medusa’s head to kill the King of Seriphos and free his mother. Special objects given to the hero: Athena’s metal shield, magic sickle, winged sandals, cloth sack, and Helmet of Darkness.
4. The imaginary creatures that appear in this play are the three Gray Sisters who share one eye, the Nymphs of the North, and Medusa and her sisters.

“The Snake-Haired Monster” Quiz (Higher Level):

1. D (character, R.3)
2. B (key detail, R.1)
3. A (character’s motivation, R.3)
4. D (plot, R.3)
5. B (characters’ motivation, R.3)
6. C (text features, R.7)

ACTION ONLINE SOLUTIONS (continued)

Answers to online-only activities for the SEPTEMBER 2019 issue

Answers will vary for questions 7 and 8 but should be similar to:

- Athena gives Perseus a metal shield, which he uses as a mirror so that he won't have to look directly at Medusa. Hermes gives him a magical sickle, which he uses to cut off Medusa's head. The Nymphs of the North give Perseus winged sandals, a cloth sack, and the Helmet of Darkness. He uses the winged sandals to fly to Medusa's cave and also to get away quickly after he kills Medusa. Perseus puts Medusa's head into the cloth sack so that he won't look at it and turn to stone. He uses the Helmet of Darkness to become invisible so that Medusa's sisters can't find him. (key details, R.1; plot, R.3)
- She means that Perseus uses the head of Medusa, who is a monster, to kill the king, who acts like a monster. She thinks the king behaves like a monster because of the terrible way he treats the people in his kingdom. (interpreting text, R.3)

"The Snake-Haired Monster" Quiz (Lower Level):

- B (character, R.3)
- A (cause and effect, R.3)
- B (key detail, R.1)
- D (plot, R.3)
- B (vocabulary, R.4)
- D (interpreting text, R.3)

Answers will vary for questions 7 and 8 but should be similar to:

- Perseus realizes that he can use Athena's metal shield like a mirror. Instead of looking directly at Medusa (which would turn him into stone), Perseus looks at the shiny shield to help him get around the cave and to know where to swing the sickle when he cuts off Medusa's head. Perseus is

careful not to look at Medusa's head even after it is cut off. He is able to stuff it into the sack that the Nymphs of the North gave him while looking away. (problem and solution, plot; R.3)

- Students might write that Perseus is: brave because he goes on a dangerous quest to kill Medusa; clever because he tricks the Gray Sisters into giving him information; proud because he wants his name remembered forever; foolish because he lets the king trick him into agreeing to kill Medusa; loving because he wants to protect his mother; persistent because he continues on his quest despite many obstacles along the way. (supporting details, R.1; character, R.3)

"The Fight Over Fortnite" and "The Problem With Pinball" Text Features:

Answers will vary. Accept all reasonable answers.

"The Fight Over Fortnite" and "The Problem With Pinball" Vocabulary Review:

- streak
- addictive
- obsession
- menace
- seized

Answers will vary for questions 6-10 but should be similar to:

- menace . . . it tries to bite everyone who walks by
- obsession . . . all I can think about is getting a part in the school play
- seized . . . a book at another student
- addictive . . . buying neckties he didn't want or need
- streak . . . two of our best players are injured

ACTION ONLINE SOLUTIONS (continued)

Answers to online-only activities for the SEPTEMBER 2019 issue

“The Fight Over Fortnite” and “The Problem With Pinball” Compare and Contrast:

1. **Fortnite:** About two years ago. **Pinball:** In the 1930s. **Different**
2. **Fortnite:** Kids. **Pinball:** Adults who didn't have jobs; kids. **Similar and Different**
3. **Fortnite:** Yes. **Pinball:** Yes. **Similar**
4. **Fortnite:** Yes. **Pinball:** Yes. **Similar**
5. **Fortnite:** No. **Pinball:** Yes. **Different**

“The Fight Over Fortnite” and “The Problem With Pinball” Quiz (Higher Level):

1. C (individual's motivation, R.3)
2. B (text structure, R.5; author's purpose, R.6)
3. C (key idea, R.1)
4. B (interpreting text, R.3)
5. A (key detail, R.1)
6. B (synthesizing, R.9)

Answers will vary for questions 7 and 8 but should be similar to:

7. I think Walt has found balance between real life and *Fortnite*. He stops playing the game if he feels like he has played too much. If he did not have balance, he would not be able to stop himself. He also spends time doing other things, like playing basketball and writing. Alternative answer: I think Walt has not found balance between real life and *Fortnite*. He plays 15 to 20 hours per week. That is way too much. Also, he thinks communicating with his friends online while playing the game is an “awesome way to spend time with friends.” But he isn't even in the same room with them, so he's not really spending time with them. (reading for information, inference, text evidence; R.1)

8. Pinball became popular in the 1930s because it became more fun to play. The game of the 1930s, unlike earlier versions, had flashing lights and bells. Also, some places gave prizes to high scorers. Pinball also became popular in the 1930s because of the Great Depression. Many people had very little money and nothing to do. Pinball was a cheap, easy way to spend time doing something fun. (reading for information, R.1; summarizing, R.2)

“The Fight Over Fortnite” and “The Problem With Pinball” Quiz (Lower Level):

1. B (cause and effect, R.3)
2. A (cause and effect, R.3)
3. A (key detail, R.1)
4. C (inference, R.1)
5. A (cause and effect, R.3)
6. A (synthesizing, R.9)

Answers will vary for questions 7 and 8 but should be similar to:

7. One sign that a player might be addicted to *Fortnite* is that he or she stays up all night playing the game. Another sign is that the player skips school to play the game. A third sign is that the player stops doing other things and only plays the game. (reading for information, R.1)
8. The mayor thought pinball was bad for kids because they were spending their lunch money on it. That meant they weren't eating lunch. He also thought they were stealing money to play the game. So he thought pinball was causing kids to become criminals. (reading for information, R.1; summarizing, R.2)

ACTION ONLINE SOLUTIONS (continued)

Answers to online-only activities for the SEPTEMBER 2019 issue

“Should Your School Get Rid of Phys Ed?” Argument Essay (Higher Level):

Answers will vary. Accept all reasonable answers.

“Should Your School Get Rid of Phys Ed?” Argument Paragraph (Lower Level):

Answers will vary. Accept all reasonable answers.

“Should Your School Get Rid of Phys Ed?” Quiz:

1. C (key idea, R.2; evaluating an argument, R.8)
2. B (reading for information, R.1)
3. A (detail, R.1)
4. A (central idea, R.2)
5. C (inference, R.1)
6. A (cause and effect, R.3)

Answers will vary for questions 7 and 8 but should be similar to:

7. For some people, the workouts from phys ed classes help them feel less stressed. This is true for Karli, who says that beating on things with heavy drumsticks helps her relax. She says that “for the 45 minutes you’re in PE, you don’t have to worry about your classes.” Other people, like Vyshnavi, feel that PE causes more stress. Being forced to run laps to get a good grade gave her stomachaches and caused other students to lose self-confidence. Vyshnavi says that PE “didn’t help anyone I know.” (compare and contrast, R.3; point of view, R.6)
8. The article tells you that Vyshnavi hated PE. She especially hated being forced to run laps. The author imagines that Vyshnavi would have been happier in a school like Karli’s, which gives students activity choices in their gym classes.

He thinks that Vyshnavi might have found an activity she enjoyed if she had attended Karli’s school. (interpreting text, R.3)

“Characters” Poetry Writing:

Answers will vary.

Answers will vary for:

Vocabulary Journal

What’s the Central Idea?

Same and Different

Find the Causes and Effects

Five W’s Chart

Problem Solvers

Write a Perfect Paragraph