

Chapter 12 DNA and RNA**Section 12–1 DNA (pages 287–294)**

This section tells about the experiments that helped scientists discover the relationship between genes and DNA. It also describes the chemical structure of the DNA molecule.

Griffith and Transformation (pages 287–289)


1. What did Frederick Griffith want to learn about bacteria? He wanted to learn how certain types of bacteria produce pneumonia.
2. The strain of bacteria that caused pneumonia grew into smooth colonies on culture plates; harmless bacteria produced colonies with rough edges.
3. Circle the letter of each sentence that is true about Griffith's experiment.
 - ☒ a. Mice injected with bacteria from smooth colonies died.
 - ☐ b. Mice injected with bacteria from rough colonies died.
 - ☐ c. Mice injected with heat-killed bacteria from smooth colonies died.
 - ☒ d. Mice injected with a mixture of bacteria from heat-killed smooth colonies and live rough colonies died.
4. What result from Griffith's experiment suggested that the cause of pneumonia was not a chemical poison released by the disease-causing bacteria? The mice survived after being injected with heat-killed disease-causing bacteria.
5. What is transformation? It is the process by which one strain of bacteria changes into another.
6. What hypothesis did Griffith form from the results of his experiments? Some factor, which might be a gene, was transferred from the heat-killed bacteria cells into the live cells.

Avery and DNA (page 289)

7. Is the following sentence true or false? Avery and his colleagues thought that the molecule required in transformation might also be the molecule of the gene.
true
8. Briefly describe how Avery and his group determined which molecule was most important for transformation? They treated the extract of heat-killed bacteria with enzymes that destroyed proteins, lipids, carbohydrates, and other molecules, including RNA and DNA.

Guided Reading And Study Answers

**Joyce N. French, Nancy J.
Ellsworth, Marie Z. Amoruso**



Guided Reading And Study Answers:

, *Guiding Readers* Lori Jamison Rog, 2012 Discover a model for guided reading instruction that fits the 18 minute time frame and is purposeful planned and focused This practical book introduces a range of specific reading strategies and processes that lead students to access increasingly sophisticated text It includes collections of lessons for emergent early developing and fluent readers as well as struggling readers in the upper grades Detailed and comprehensive the book champions an integrated system of guiding readers that involves both fiction and nonfiction as well as the texts that surround students in and out of school websites directions instructions schedules signs and more New and experienced teachers will both find a wealth of valuable reproducibles techniques tips and strategies that will help them put the tools for independent reading into the hands of every student Publisher description Biology: Exploring Life Neil Campbell, Brad Williamson, Robin Heyden, 2003-06-30 **Research in Education**, 1974 **Reading and Learning Disabilities** Joyce N. French, Nancy J. Ellsworth, Marie Z. Amoruso, 1995 First Published in 1995 Routledge is an imprint of Taylor Francis an informa company Resources in Education, 1997 **Teaching for Comprehension in Reading** Gay Su Pinnell, Patricia L. Scharer, 2003 Strategies for helping children read with ease confidence and understanding Cover Teaching for Learning Claire Howell Major, Michael S. Harris, Todd D. Zakrajsek, 2015-08-27 Despite a growing body of research on teaching methods instructors lack a comprehensive resource that highlights and synthesizes proven approaches Teaching for Learning fills that gap Each of the one hundred and one entries describes an approach and lists its essential features and elements demonstrates how that approach has been used in education including specific examples from different disciplines reviews findings from the research literature describes techniques to improve effectiveness Teaching for Learning provides instructors with a resource grounded in the academic knowledge base written in an easily accessible engaging and practical style Children learning to read Pamela Owen, Peter David Pumfrey, 1995 **Children Learning To Read: International Concerns** Pamela Owen, 2013-01-11 This is the second of a two volume publication which provides an international perspective on how children learn to read Research studies and classroom experiences from around the world are reported highlighting implications for the design implementation and evaluation of classroom reading programmes Contributions are included from the UK USA Canada Australia Jamaica and Israel with evidence drawn from over 18 countries Despite the contexted differences there are many common concerns and controversies From these three areas are identified the first is developing an improved understanding of the nature of children s early reading development the second is the consideration of the ways in which children s reading can be encouraged This volume addresses the issues of curriculum and assessment in the context of accountability **Learning through Language** Vibeke Grøver, Paola Uccelli, Meredith Rowe, Elena Lieven, 2019-05-09 Explores how children develop linguistic and literary competence from early childhood into adolescence in a diverse range of linguistic contexts **Language Arts** Mildred R. Donoghue, 2008-08-05

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