

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of “Our World Turned to Water.”

1. Who is the article mainly about? (It can be an individual or a group of people.)

2. What significant event does the article describe?

3. How does this event affect the main person(s) in the article?

4. What happened to the main person(s) afterward?

5. Are there any other important details you haven’t mentioned? Write them here.

Directions: Your turn! Write an objective summary of “Our World Turned to Water.” You can use the information in your answers from questions 1–5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find are unnecessary.

Summary of "Our World Turned to Water"

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of "Our World Turned to Water."

Last August, 11-year-old Addisyn Botos, her family, and her classmates at Episcopal School in Baton Rouge, Louisiana, lived through a devastating flood.

The flood was caused by _____

The floodwaters rushed in quickly, leaving people _____

With the lives of many people in danger, hundreds of volunteers _____

Eventually, the Botos family was rescued and brought to safety, but the disaster would end up killing 13 people and flooding 143,000 homes.

After the floodwaters receded, the Botos family and many others returned to their homes to find _____

But the Botos family and members of the Episcopal School community felt fortunate because _____

1. What weather conditions led to the flash flood?

3. What did volunteers do during the flood?

5. What are two reasons they felt lucky?

2. What happened to people in Baton Rouge during the flood?

4. What happened to many people's homes and belongings?

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in “Our World Turned to Water.”

1. Reread the sections “Dangerous Conditions” and “Stranded.” Which statement below BEST expresses the central idea of these sections?

- Ⓐ Everyone at Episcopal was excited to start school again.
- Ⓑ Even historically safe areas of Baton Rouge were flooded during the storm.
- Ⓒ Flash floods are particularly dangerous for people in vehicles.
- Ⓓ People of the Episcopal school community did not realize how serious the storm and resulting flood would be.

2. Read the central idea of the section “Calls for Help” stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:

The flood was a terrifying experience for many residents of Baton Rouge.

- Ⓐ “But as the situation worsened, the people of Baton Rouge mobilized to help each other.” (p. 9)
- Ⓑ “Addisyn clung to a post, the water now reaching her neck.” (p. 8)
- Ⓒ “Across Baton Rouge and in surrounding towns, emergency operators were receiving frantic calls for help.” (p. 8)
- Ⓓ “Adding to the family’s misery were the fire ants swarming in the water, stinging their arms and legs.” (pp. 8–9)

I chose _____ because _____

3. Read the details from the sections “What Can I Do?” and “That’s Just Stuff” listed below. In the box, write a central idea that these details support.

Central Idea:

Detail 1: “. . . thousands of people across southern Louisiana returned to their homes to find utter ruin.” (p. 9)

Detail 2: “Many people lost everything they owned—furniture, computers, clothing, and priceless photos.” (p. 10)

Detail 3: “Nine schools in the Baton Rouge area remained closed all year . . .” (p. 10)

4. Consider the central idea of the whole article written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.

Central Idea:

The Episcopal community came together and helped one another in a time of need.

Supporting detail 1:

“Donations poured in, and students and teachers joined together to help clean homes, haul away trash, and salvage items that had escaped the waters.” (p. 10)

Supporting detail 2:

Supporting detail 3:

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in “Our World Turned to Water.”

1. Read the central idea of the sections “Dangerous Conditions” and “Stranded” stated in the box below. Then check the boxes next to the THREE details that support the central idea.

Central Idea:

The Episcopal School community did not realize how serious the flood would be.

- ☐ “‘We were all so happy to start school,’ says Mrs. Boudreaux, who teaches language arts. ‘We weren’t worried about a little rain.’” (pp. 6-7)
- ☐ “Flash floods, which kill on average 130 Americans every year, occur when great quantities of rain fall during a short period of time.” (p. 7)
- ☐ “What no one at Episcopal realized was that this rain was unlike any they had ever seen.” (p. 7)
- ☐ “‘First our feet were wet,’ Mrs. Botos says. ‘Then we had water up to our waists, and then our chests.’” (p. 8)
- ☐ “The area near Episcopal remained clear, however, and those living in the area felt safe.” (p. 7)

2. Read the details from the section “Call for Help” and “What Can I Do?” listed below. In the box, complete the central idea that these details support.

Central Idea:

During and after the flood, the Episcopal community _____

Detail 1: “Donations poured in, and students and teachers joined together to help clean homes, haul away trash, and salvage items that had escaped the waters.” (p. 10)

Detail 2: “‘It was amazing what people did for us,’ says Skyler, whose home took many months to repair.” (p. 10)

Detail 3: “Mrs. Boudreaux’s 22-year-old son, Elliott, was one of hundreds who plucked neighbors from rooftops and cars.” (p. 9)

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What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.
Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.
Tone is conveyed through the author's word choice, the information included, and how the text is organized.

In this activity, you will analyze the tone in three sections of the article
"Our World Turned to Water" by Lauren Tarshis.

- 1.** In the introduction, Tarshis's tone as she writes about Addisyn and her family could be described as concerned.

Choose one statement below that does NOT support this claim.

- Ⓐ Tarshis writes, "With each passing minute, the water rose higher," and then asks, "How would she and her family escape?" In writing this, Tarshis sounds worried that Addisyn and her family might remain trapped in the dangerous waters in front of their house.
- Ⓑ Tarshis notes that Addisyn has two parents, two brothers, and a sister. This makes Tarshis sound concerned.
- Ⓒ Tarshis writes that Addisyn was "up to her neck in frigid, filthy water" and that she was "shivering and terrified." Describing how dangerous and frightening Addisyn's experience was makes Tarshis sound concerned for her safety and well-being.

- 2.** Circle the word that best describes the tone of the sidebar "Flash Flood: How to Stay Safe" on page 9. (We defined the choices for you.)

grim	instructive	playful	skeptical
⋮	⋮	⋮	⋮
↓	↓	↓	↓
gloomy or worried and very serious	providing knowledge or information	fun and not serious	doubtful, questioning

- 3.** Write a statement to support your choice in question 2.

4. Think of one or two words to complete the sentence below and write them on the blank:

In the sections "Calls for Help" and "What Can I Do?," Tarshis's tone as she describes the Episcopal community's response to the flood is _____.

5. Use text evidence to support your claim in question 4.

Name: _____ Date: _____

What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.

Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.

Authors create tone through word choice, the information they include, and how they organize the text.

In this activity, you will analyze the tone in three sections of the article
"Our World Turned to Water" by Lauren Tarshis.

1. CLAIM: In the introduction, Tarshis's tone as she writes about Addisyn and her family could be described as concerned.

Choose one statement below that does NOT support this claim.

- Ⓐ Tarshis writes, "With each passing minute, the water rose higher," and then asks, "How would she and her family escape?" In writing this, Tarshis sounds worried that Addisyn and her family might remain trapped in the dangerous waters in front of their house.
- Ⓑ Tarshis notes that Addisyn has two parents, two brothers, and a sister. This makes Tarshis sound concerned.
- Ⓒ Tarshis writes that Addisyn was "up to her neck in frigid, filthy water" and that she was "shivering and terrified." Describing how dangerous and frightening Addisyn's experience was makes Tarshis sound concerned for her safety and well-being.

- 2.** Circle the word that best describes the tone of the sidebar "Flash Flood: How to Stay Safe" on page 9. (We defined the choices for you.)

grim	instructive	playful	skeptical
⋮ ↓	⋮ ↓	⋮ ↓	⋮ ↓
gloomy or worried and very serious	providing knowledge or information	fun and not serious	doubtful, questioning

- 3.** The word I chose in question 2 best describes the tone of the sidebar because

- Ⓐ the writer sounds like she doesn't think following the advice in the sidebar can really help you stay safe.
- Ⓑ the sidebar talks about a serious subject in a fun way.
- Ⓒ the writer presents information and advice about how to stay safe in a straightforward, clear, and unemotional way.

- 4.** Reread the the section "Calls for Help" that begins on page 8. Then consider the claim below.

CLAIM: When Tarshis describes the community's response to the flood, her tone could be described as admiring.

Support this claim by completing the statement below:

When Tarshis writes that "a 'navy' of volunteers had taken to the flooded streets in their own boats" and that Elliot was "one of hundreds who plucked neighbors from rooftops and cars," she sounds _____

Identifying Tone

Tone is the author's attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful*, *humorous*, *sarcastic*, *serious*, and *outraged*. Tone is conveyed through the author's word choices and the details that he or she includes. A text may have more than one tone.

HINT: Keep in mind that in a work of fiction, tone is the author's attitude, and not necessarily the attitude of the story's narrator. Ask yourself, "How does the author feel about what he or she is writing about?"

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Tone Words

Tone is the author's attitude toward the subject matter or toward the reader or audience.
There are *many* different words that you can use to describe an author's tone. Here are some to inspire you.



POSITIVE TONE WORDS

admiring	happy
adoring	hopeful
affectionate	humorous
amused	interested
appreciative	jovial
approving	light
celebratory	lively
cheerful	modest
comforting	nostalgic
comic	optimistic
compassionate	passionate
complimentary	playful
confident	pleasant
contented	proud
earnest	reassuring
elated	respectful
empathetic	romantic
encouraging	sentimental
excited	silly
facetious	sympathetic
forthright	tender
friendly	whimsical
funny	wistful
gleeful	worshipful
gushing	zealous



NEUTRAL TONE WORDS

ambiguous
ambivalent
casual
commanding
conversational
detached
direct
indifferent
introspective
neutral
pensive
questioning
reflective
scholarly
serious
solemn
straightforward
speculative
uncertain
unconcerned



NEGATIVE TONE WORDS

angry	furious
annoyed	gloomy
biting	grave
bitter	grim
blunt	harsh
cold	haughty
conceited	hostile
condescending	impatient
confused	melancholy
curt	mocking
cynical	mournful
depressed	offended
derogatory	ominous
despairing	outraged
desperate	pessimistic
disappointed	sarcastic
disliking	scornful
disrespectful	selfish
doubtful	skeptical
enraged	sly
fearful	somber
flippant	stern
forceful	suspicious
foreboding	uneasy
frustrated	worried

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Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Directions: Answer the questions below to help you explore the text features in "Our World Turned to Water."

1. Describe the image on pages 4-5. How does this image contribute to your understanding of the article?

2. How does the map on page 8 contribute to the article?

3. What do the photos and caption on page 10 tell you about how the flood affected people in the Baton Rouge area ?

4. Read the sidebar "How to Stay Safe in a Flash Flood." Why might the author have chosen to include these tips?

5. Read the subheadings throughout the article. Describe how the tone of the subheadings changes throughout the article.

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Synthesis

Directions: Read the article "Our World Turned to Water" and the poem "What We Know." Then fill in the chart below with ideas people can do to help those who have experienced disasters. Draw on both texts. Make it clear where in the article or poem you got each idea that you list, as we did for the ideas we provided for you.

	Ideas from "Our World Turned to Water"	Ideas from "What We Know"
Things people can do to help those who have experienced disasters	<ul style="list-style-type: none"> People can help get others to safety, like the volunteers in Baton Rouge who took to the flooded streets in their own boats and "plucked neighbors from rooftops and cars" (p. 9). 	<ul style="list-style-type: none"> People who have experienced disasters can provide emotional support to one another, as the speaker of the poem refers to when he or she speaks of sharing prayers, easing fears, and holding hands.

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Analyzing Poetry

Below is Rebecca Kai Dotlich's poem "What We Know." Read the poem a few times. Then discuss the questions on the next page. This activity is meant to be completed in small groups.



What We Know by Rebecca Kai Dotlich

- 1 We shared soup, sandwiches, cots,
dry pajamas, prayers, as we rolled
up sleeves, eased fears, held hands.
With quiet nods, we came to know
5 that just when worlds
turn upside down,
someone, somewhere
hands out raincoats, sets up games,
10 gives out books, calls our names . . .
unwrinkles the worry, smooths the sorrow,
offers a blueprint

A cot is a small bed that folds up so it can easily be carried around.

A blueprint is a guide or plan that shows how to make something.

Directions: Discuss the following questions with your group. (You don't need to write your answers down.)

Note: To keep things simple, we refer to the speaker as "she" in this activity—but the speaker is not necessarily female.

- 1 Which of the following is this poem about? Choose the best answer.**
- a. a neighborhood picnic
 - b. a community affected by a disaster
 - c. parents taking care of young children
 - d. a wedding

- 2 Support your answer to question 1.**
Point out some details in the poem and explain how they help you understand what situation the speaker is describing.

- 3 Who is the speaker of the poem? Choose the best answer.**
- a. someone seeing her family for the first time in years
 - b. someone building a house
 - c. someone helping others after a disaster
 - d. someone receiving help after a disaster

- 4 Explain your answer to question 3.**

- 5 This poem includes three lists. The following questions are about those lists.**
- How are "prayers" different from the other items in the list in lines 1-2?
 - What do you notice about the items in the list in lines 2-3?
How would you describe them?
 - What do you notice about the items in the list in lines 8-9?
How would you describe them?

- 6 Consider the phrase "with quiet nods" in line 4.**
What emotions does this phrase suggest that the speaker and the people with her were feeling?

- 7 Consider line 10.**
Here, the poet uses verbs—unwrinkles and smooths—that aren't usually used to describe reducing worry and sorrow; it's more common to talk about relieving, easing, or soothing worry and sorrow.
- Why do you think the poet chose the verbs unwrinkles and smooths for this line?
 - Do these verbs create any images for you?
 - What do they add to the poem that more commonly used words would not?

- 8 Consider lines 11-12.**
What do you think the speaker means when she says someone "offers a blueprint for tomorrow"?

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Our World Turned to Water.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Inference

1. Read the **headline** and study the image on pages 4-5. What mood do these features create?

2. Read the **captions** and study the photos on page 7. What can you tell about the Louisiana Flood of 2016 from these features?

3. Look at the map on page 8. What do you notice about the city of Baton Rouge and where it is located? Why might its location be important to the story?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will mainly be about.

During Reading

Mood, Text Structure, Inference, Tone

5. In the section “Dangerous Conditions,” a shift in **mood** occurs. Describe how the mood changes.

6. A. Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “Calls for Help.”

The author describes how Baton Rouge looked covered in floodwaters.

The author describes the problem of stranded people needing to be rescued and the solution of volunteers mobilizing to help them.

The author gives a chronological account of how rescue workers became overwhelmed.

B. Explain how you know.

7. From information in the sections “Calls for Help” and “What Can I Do?” what can you **infer** about the members of the Episcopal School community?

8. In the sections “What Can I Do?” and “That’s Just Stuff,” Lauren Tarshis uses an admiring **tone** when she describes the Episcopal School community. Find two examples of where she uses this tone and write them on the lines below.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Our World Turned to Water.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features and Inference

1. Read the **headline** and study the image on pages 4–5. What mood do these features create?

2. Read the **captions** and study the photos on page 7. What can you tell about the Louisiana Flood of 2016 from these features?

3. What do the photos and caption on page 10 tell you about how the flood affected people in the Baton Rouge area?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will mainly be about.

During Reading

Mood, Text Structure, Inference, Tone

5. Author Lauren Tarshis begins the section “Dangerous Conditions” by describing the joy of orientation day at Episcopal School. Tarshis then writes, “What no one at Episcopal realized was that this rain was unlike any they had ever seen.” (p. 7)

Mood is the feeling the reader gets from a piece of writing. The sentence above changes the mood of the section from

- Ⓐ exciting to foreboding.
- Ⓑ uncomfortable to relieved.
- Ⓒ thrilled to shocked.
6. **Text structure** is the term for how an author organizes information. Information in the section “Stranded” is organized by sequence of events. Which words and phrases in the section help you identify this text structure?
- Ⓐ *The next day; On Saturday morning; at about 7 a.m.*
- Ⓑ *grave danger; rushing water; lapping waves*
- Ⓒ *the area near Episcopal; in their backyard; rushed through the streets*
7. From information in the sections “Calls for Help” and “What Can I Do?” what can you **infer** about the members of the Episcopal School community?

8. **A. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the author’s tone in the sections “What Can I Do?” and “That’s Just Stuff” when she describes the Episcopal School community.

fearful

joyful

admiring

B. Briefly explain your choice: _____

After Reading

Central Idea/Details and Objective Summary

9. A. Below is a **central idea** of “Our World Turned to Water” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.

Central Idea		
The Episcopal School community did not realize how bad the flood would be.		
Detail #1	Detail #2	Detail #3
“We weren’t worried about a little rain.” (p. 7)	“... as the waters receded, thousands of people across southern Louisiana returned to their homes to find utter ruin.” (p. 9)	“The area near Episcopal remained clear, however, and those living in the area felt safe.” (p. 7)

- B. Briefly explain why the detail that you crossed out does NOT support the central idea above.

10. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “Our World Turned to Water.”

- a. Dell Portwood looked forward to playing football for Episcopal School that fall.
- b. Flash floods are extremely dangerous and occur with little to no warning.
- c. On Friday night, Skyler had slept at a friend’s house.
- d. Volunteers with boats took to the flooded streets of Baton Rouge and rescued many people who were stranded.
- e. The Louisiana Flood of 2016 resulted in 13 deaths and an estimated 143,000 flooded homes.
- f. I can’t imagine being trapped in floodwaters for hours like Addisyn and her family.

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Close-Reading Questions

"Our World Turned to Water"

1. How is the introduction—the text in the light-brown box at the top of page 6—different from the rest of the article? What is the purpose of this introduction? (text structure, author's purpose)
2. How does the author create suspense in the section "Dangerous Conditions"? (mood)
3. Tarshis writes that "a 'navy' of volunteers had taken to the flooded streets in their own boats" (9). What is the likely reason she chose the word *navy* to describe the volunteers? What does *navy* help you understand about the volunteers? (word choice)
4. The caption "Fatal Floods" on page 7 states that flash floods are the most dangerous type of flood. What makes flash floods so dangerous? Draw on information in the article and in the sidebar "How to Stay Safe." (key ideas and details)
5. How did the Episcopal School community respond to the flood? Use text evidence. (key ideas and details)

Name: _____ Date: _____

Critical-Thinking Questions

"Our World Turned to Water" and "What We Know"

1. On page 10, Tarshis reports that the Botos family looks back on their experience "mainly with gratitude." Do you think it could be hard to feel gratitude after an experience like theirs? Do you think it's important to focus on the positive aspects of a difficult experience? Explain.
2. On page 10, Mrs. Botos says, "We've gained so much more than we lost." What do you think she means? What might she and her family have gained?
3. What do you think the speaker of the poem means when he or she says that someone "offers a blueprint for tomorrow"? Who offers a "blueprint for tomorrow" in "Our World Turned to Water"?

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Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Our World Turned to Water"

1. frigid (FRIJ-id) *adjective*; Frigid means "very, very cold." A frigid wind stings your cheeks. Antarctica has a frigid climate.

When *frigid* is used to describe a person or a behavior, it means "cold" as in lacking emotional warmth. A frigid greeting is not friendly or enthusiastic. Severus Snape is a frigid character.

2. mobilize (MOH-buh-layz) *verb*; To mobilize something is to make it mobile—that is, able to be moved. *Mobilize* is often used to describe bringing people or things together, organizing them, and preparing them for action. A government might mobilize troops for war. You might mobilize your classmates to donate canned food to a food bank.

3. oversaturated (oh-ver-SACH-uh-rey-tid) *adjective*; The verb *saturate* means "to soak or completely fill something with as much liquid as it can hold." A rainstorm may saturate the soil in a garden. When *over* is used as a prefix, it means "too much" or "over the limit." So when something is oversaturated, it is drenched in more liquid than it can handle. If a garden's soil becomes oversaturated, the garden is flooded and the plants will likely be damaged.

Oversaturated can also be used to talk about a thing being too full of something other than liquid. If a neighborhood is oversaturated with coffee shops, there are more coffee shops in the neighborhood than there are customers to go to them.

4. recede (rih-SEED) *verb*; *Recede* means "to move back or farther away," or "to grow less or smaller." You might watch a train recede into the distance. Your fear of riding a roller coaster might recede when you realize that the coaster doesn't go upside down.

5. salvage (SAL-vij) *verb or noun*; As a verb, *salvage* means "to rescue or collect something that is in danger of being lost or destroyed." People often return to their homes after a fire to see if they can salvage any of their belongings.

As a noun, *salvage* is the act of saving things (as in, "we helped salvage the items") or what you call items that were saved (as in, "she piled the salvage over there").

6. torrent (TOR-uhnt) *noun*; A torrent is a rushing stream of water or some other liquid. You would have to shout to be heard over the roaring torrents of water at Niagara Falls.

Torrent can also refer to a flood of something other than a liquid, as in, "Chris received a torrent of fan mail after winning *The Voice*."

7. tributary (TRIB-yuh-ter-ee) *noun*; You may be familiar with the verb *contribute*, meaning "to add to something larger or provide a part of the whole." The meaning of *contribute* can help you remember the meaning of *tributary*: a small stream or river that flows into—or contributes to—a larger stream, river, lake, or other body of water.

Directions: In the space below or on the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"Our World Turned to Water"

Directions: Underline the boldfaced word in each pair that best completes the sentence.

1. Henry stepped into the **frigid/oversaturated** morning air, the snow crunching beneath his boots.
2. The detective used binoculars to watch the mysterious woman as she slowly **salvaged/receded** into the dark alley.
3. Marissa and her mom are going door-to-door, trying to **mobilize/salvage** voters to participate in the upcoming election.
4. Immediately after the fire alarm sounded, a **torrent/tributary** of water sprayed down from the sprinkler in the ceiling.

Directions: Rewrite each sentence below using a form of one of the words in the box. (You won't use all of the words.)

tributaries	torrent	salvage	recede	oversaturate
-------------	---------	---------	--------	--------------

5. The researchers will study the items recovered from the sunken ship to help them learn why the ship sank.

6. When you water that plant, be careful not to pour more water on the soil than it can handle.

7. If the small streams that flow into Lake Michigan become polluted, Lake Michigan will also become polluted.

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“Our World Turned to Water” Quiz

Directions: Read “Our World Turned to Water.” Then answer the questions below.

- Which line from the article shows that the students and teachers at Episcopal didn’t realize a disaster was coming?
 - “The storm was moving slowly, which meant that it would hover over Baton Rouge for days.”
 - “The house is flooded.”
 - “I’ve never been so scared.”
 - “We were all so happy to start school . . . We weren’t worried about a little rain.”
- In the section “Dangerous Conditions,” Lauren Tarshis writes, “What no one at Episcopal realized was that this rain was unlike any they had ever seen.” This line shifts the mood from
 - frightening to calm.
 - lighthearted to ominous.
 - disapproving to admiring.
 - gloomy to humorous.
- On page 7, Tarshis writes, “But soon, even historically safe areas of the city would be in grave danger.” Which sentence uses *grave* the same way it is used above?
 - The ship sank to its grave at the bottom of the sea.
 - The novel is about life beyond the grave.
 - The movie’s main character was diagnosed with a grave illness.
 - We put fresh flowers on my grandma’s grave.
- Consider this line from page 8: “Two feet can turn a pickup or an SUV on its side or sweep it away like a bath toy.” This line contains
 - a metaphor that suggests SUVs are not safe cars.
 - a simile that shows how much rain can fall during a storm.
 - symbolism that reminds readers how dirty floodwaters can be.
 - a simile that emphasizes how powerless a vehicle can become in floodwaters.
- The author likely wrote this article mainly to
 - explain the history of flash floods.
 - inspire readers with a story of how a community came together after a flood.
 - give advice to victims of natural disasters.
 - highlight the need for more rescue workers.
- The article and the poem support all of the following ideas EXCEPT
 - drivers should be cautious of fallen power lines.
 - volunteer work can be powerful.
 - people who experience disasters benefit from emotional support.
 - it is important to help one another in times of need.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

- How does Tarshis support her claim that people should not drive in the event of a flood? Use text evidence to support your answer.
- Looking back on her family’s experience, Mrs. Botos says, “We’ve gained so much more than we lost.” What does she mean? Use details from the text to support your answer.

Name: _____ Date: _____

“Our World Turned to Water” Quiz

Directions: Read “Our World Turned to Water.” Then answer the questions below.

- Which line from the article shows that the students and teachers at Episcopal didn’t realize a disaster was coming?
 - “The storm was moving slowly, which meant that it would hover over Baton Rouge for days.”
 - “The house is flooded.”
 - “I’ve never been so scared.”
 - “We were all so happy to start school . . . We weren’t worried about a little rain.”
- In the section “Dangerous Conditions,” Lauren Tarshis writes, “What no one at Episcopal realized was that this rain was unlike any they had ever seen.” This line shifts the mood of the section from lighthearted to
 - calm.
 - threatening.
 - admiring.
 - confused.
- On page 7, Tarshis writes, “But soon, even historically safe areas of the city would be in grave danger.” *Grave* most closely means
 - ordinary.
 - new.
 - serious.
 - mean.
- Consider this line from page 8: “Two feet can turn a pickup or an SUV on its side or sweep it away like a bath toy.” This line contains a simile that
 - proves SUVs are not safe cars.
 - shows how much rain can fall during a storm.
 - reminds readers how dirty floodwaters can be.
 - emphasizes how powerless a vehicle can become in floodwaters.
- The author likely wrote this article mainly to
 - explain the history of flash floods.
 - inspire readers with a story of how a community came together after a flood.
 - give advice to victims of natural disasters.
 - highlight the need for more rescue workers.
- Both the article and the poem support the idea that
 - it is important to come together and support one another in times of need.
 - people should avoid driving on flooded roads.
 - dozens of people lose their lives trying to escape flash floods in vehicles each year.
 - The Louisiana Flood of 2016 was caused by almost 3 feet of rain.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

- According to the article, what are two reasons people should not drive cars in the event of a flood? Use text evidence to support your answer.
- Looking back on her family’s experience, Mrs. Botos says, “We’ve gained so much more than we lost.” What does she mean? Use details from the text to support your answer.

Name: _____ Date: _____

Video Discussion Questions

Behind the Scenes: "Our World Turned to Water"

1. Author Lauren Tarshis calls the flood in Louisiana "devastating." What details in the first section of the video (0:10 to 0:48) help you understand how the flood was devastating?
2. According to Tarshis, why is it important to share stories of people who have gone through difficult experiences?
3. How does the mood (or feeling) of the video shift starting at 4:30? Consider the narration, visuals, and music.
4. How does this shift in mood reflect one of the central ideas of the video and the article?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Louisiana Flood Contest

According to the article and poem, what can people do to help others who experience disasters? Explain in an essay, using evidence from both texts. Five winners will each get *Ninth Ward* by Jewell Parker Rhodes.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Louisiana Flood Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY November 25, 2017!

Name: _____ Date: _____

Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood during the Whites’ visit with Sergeant Major Morris in Scene 1 of *The Monkey's Paw* by playwright Jennifer Dignan.

Here is a word that could be used to describe the mood of the scene:

ominous

Now let’s look at what creates this mood.

Psst!

Ominous

means “feeling like something bad or evil will happen; threatening.”

The Setting

The very beginning of Scene contains some information about the setting. The questions below ask you about this information and how the setting helps create an ominous mood.

1. The description says that the scene takes place in the evening. Choose the statement that explains how a night-time setting helps create an ominous mood.

- ☐ Night is often thought of as the part of the day when scary or bad things can happen. People feel less safe in the dark than in the light. So a nighttime setting helps create an ominous mood.
- ☐ Nighttime is when people eat dinner and relax by a fire before going to sleep. So a nighttime setting helps create an ominous mood.

2. The Stage Directors describe that as the play starts, sounds of a storm rise up in the dark theater. Explain how setting the scene during a storm helps create an ominous mood.

The Dialogue

The dialogue, or conversation between characters, also helps create an ominous mood.

3. We've listed one thing that Sergeant Major Morris says about the monkey's paw that helps create an ominous mood. On the lines, list two more.

MORRIS: "No . . . no, it's best we leave that alone."

MORRIS: _____

MORRIS: _____

4. Explain how Morris's remarks about the paw help create an ominous mood.

Morris's Tone and Body Language

It's not just *what* Sergeant Major Morris says that helps create an ominous mood. *How* he speaks and his body language also add to the feeling that something bad might happen.

5. We've listed two details about how Morris speaks or moves that help create an ominous mood. On the lines, list four more.

He speaks gravely. _____

He stares into the fire for a long moment. _____

6. Explain how Morris's tone and behavior help create an ominous mood.

Name: _____ Date: _____

Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

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- ☐ Nighttime is when people eat dinner and relax by a fire before going to sleep. So a nighttime setting helps create an ominous mood.

2. The Stage Directors describe that as the play starts, sounds of a storm rise up in the dark theater. Complete the sentence below to explain how setting the scene during a storm helps create an ominous mood.

Storms can make people feel worried or threatened because _____

_____.

The Dialogue

The dialogue, or conversation between characters, also helps create an ominous mood.

3. We've listed one thing that Sergeant Major Morris says about the monkey's paw that helps create an ominous mood. On the lines, list two more.

MORRIS: "No . . . no, it's best we leave that alone."

MORRIS: _____

MORRIS: _____

4. Check the sentence that explains how Morris's remarks about the paw help create an ominous mood.

☐

Morris's comments show that the paw is magic.

☐

Morris's comments reveal that he thinks the monkey's paw is boring.

☐

Morris's comments suggest that the paw is dangerous and that something bad may happen to the Whites if they keep it.

Morris's Tone and Body Language

It's not just *what* Sergeant Major Morris says that helps create an ominous mood. *How* he speaks and his body language also add to the feeling that something bad might happen.

5. We've listed three details about how Morris speaks or moves that help create an ominous mood. On the lines, list three more.

He speaks gravely. _____

He stares into the fire for a long moment. _____

He fumbles in his pocket for the paw. _____

6. Complete the sentences below to explain how Morris's behavior helps create an ominous mood.

Morris's tone and behavior show that while he is talking to the Whites, he is feeling _____

_____. This helps create an ominous mood

because _____

_____.

Identifying Mood

Mood is the feeling the reader gets from a work of literature. Another way to describe mood is atmosphere. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a text, it too has an atmosphere that makes you feel a certain way. For example, the mood could be *calm*, *creepy*, *romantic*, *gloomy*, or *tense*. Authors create mood through word choice, imagery, dialogue, setting, and plot. The mood can stay the same from the beginning to the end of a text, or it can change.

Name: _____ Date: _____

Mood Words

Mood is the feeling the reader gets from a work of literature. There are *many* different words you can use to describe the mood of a piece of writing. Here are some to get you started. They are organized into groups of words with similar meanings. We've left space in each box so you can add your own words.

angry

aggravated, enraged, hostile, irate,
violent

happy

content, joyful, delighted, ecstatic, elated

boring

dreary, dull, uneventful, tiring

loving

warm, delicate, romantic, touching,
sympathetic

calm

quiet, serene, tranquil, mellow, harmonious

sad

depressed, melancholy, mournful, tragic,
gloomy

exciting

exhilarating, lively, rousing, thrilling,
energetic

scary

creepy, nightmarish, spooky, haunting,
threatening

fun

amusing, bouncy, cheerful, playful

worried

anxious, nervous, restless, suspenseful, tense,
uneasy

Name: _____ Date: _____

Making Inferences

Making an inference means using clues from the text to figure out something the author doesn't tell you directly.

Directions: Answer the questions or follow the directions that appear in italics to fill in the chart. We completed the first row for you.

Clues	Inference
<p>1. In Scene 2, after Sergeant Morris leaves, Herbert says, "Father, your friend is quite the storyteller. If his story about the monkey's paw is not more truthful than the rest of what he's told us tonight, I'm afraid the paw will be of little use."</p>	<p><i>From Herbert's comment, what can you infer about Morris?</i></p> <p>You can infer that Morris may have a tendency to exaggerate when telling stories. Herbert doesn't think that much of what Morris has told them is true.</p>
<p>2. When Mr. White asks Morris to tell him and his family about the monkey's paw in Scene 1, Morris hesitates:</p> <p>Mr. White: What was it you started telling me the other day, Morris? Something about a monkey's paw?</p> <p>Morris: (<i>quickly</i>): Nothing. At least, nothing worth hearing.</p> <p>Mrs. White: What's all this? A monkey's paw?</p> <p>SD1: Morris stares into the fire for a long moment.</p> <p>Morris: No . . . no, it's best we leave that alone.</p> <p>Herbert: But now we're intrigued, Sergeant Major.</p>	<p><i>What can you infer about how Morris is feeling in this moment?</i></p>
<p>3. Find two moments in the play that support the inference on the right.</p>	<p>The Whites don't believe that the monkey's paw is magical.</p>

Clues	Inference
4. In Scene 3, Mrs. White lets two messengers into her home. The messengers "seem uncomfortable, shifting from side to side and fidgeting."	<i>What can you infer about the messengers' news from their behavior in this moment?</i>
5. <i>Find two moments in Scene 4 that support the inference on the right.</i>	Mr. White is scared of the person or thing knocking on the door.

Name: _____ Date: _____

Theme: Making Wishes Come True

Directions: Read *The Monkey's Paw* and "What Do You Wish For?" Then complete the activity below.

1. In *The Monkey's Paw*, does making wishes on the monkey's paw usually turn out well?

☐ yes ☐ no

2. Give two details from the play that support your answer to question 1. You can paraphrase or provide direct quotations. Explain how each detail supports your answer.

Detail 1:

How this detail supports my answer to question 1:

Detail 2:

How this detail supports my answer to question 1:

3. Based on what you just wrote, would you recommend to a friend that he or she use the monkey's paw to make a wish?

☐ yes ☐ no

- 4.** Choose three of the tips listed in “What Do You Wish For?” that you would pass on to a friend who is looking for advice on how to achieve a goal. Below, explain each of the three tips in your own words.

Tip 1:

Tip 2:

Tip 3:

Use what you wrote in this activity to help you answer the question on page 25 of *Scope*:

Imagine that a friend has just found the monkey’s paw and is seeking your advice about whether to use it. What would you say? Is there a better way for your friend to achieve his or her goals? Answer both questions in the form of a letter, a play scene, or a 1- to 2-minute video.

Name: _____ Date: _____

The Monkey's Paw Quiz

Directions: Read *The Monkey's Paw* and “What Do You Wish For?” Then answer the questions below.

1. In Scene 1, Mrs. White says, “I couldn’t bear the thought of Herbert packing off to distant lands.” This line helps readers understand that
 - Ⓐ Mrs. White does not enjoy traveling.
 - Ⓑ Mrs. White is very attached to her son.
 - Ⓒ Herbert wants to join the military.
 - Ⓓ Mrs. White does not want to hear about Morris’s travels.
2. In Scene 3, SD3 says the messengers are “shifting from side to side and fidgeting.” Why are they acting this way?
 - Ⓐ They are nervous about telling the Whites that Herbert was killed.
 - Ⓑ They are afraid of the monkey’s paw.
 - Ⓒ They are tired and want to sit down.
 - Ⓓ They find the Whites’ house too warm.
3. At the end of Scene 3, a messenger tells the Whites that they are receiving 200 pounds. This detail is important to the plot because
 - Ⓐ it shows that Morris knew that Herbert would die if Mr. White made a wish.
 - Ⓑ it reveals that the monkey’s paw granted Mr. White’s wish in a horrible way.
 - Ⓒ it resolves Mr. White’s problem of needing to pay off his house.
 - Ⓓ it creates a conflict between the Whites and Maw and Meggins.
4. What does the caption on page 22 (“The Time Period”) help you understand?
 - Ⓐ “The Monkey’s Paw” is based on a true story.
 - Ⓑ At the time “The Monkey’s Paw” was written, no one in England had visited India.
 - Ⓒ The portrayal of India as a mysterious and magical place was common in England when “The Monkey’s Paw” was written.
 - Ⓓ In the early 1900s, magical monkey paws were popular in India.
5. Which is a theme of the play?
 - Ⓐ Mr. White should never have used the monkey’s paw.
 - Ⓑ Mr. White’s wish for 200 pounds led to Herbert’s death.
 - Ⓒ Never trust a monkey.
 - Ⓓ It is dangerous to interfere with fate.
6. Which statement best expresses a central idea of “What Do You Wish For?”
 - Ⓐ Be careful what you wish for.
 - Ⓑ Achieving goals requires planning and patience.
 - Ⓒ Anyone can learn to sing like Zendaya.
 - Ⓓ If you get distracted by Instagram, turn off your phone.

Constructed-Response Questions



Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. In Scene 1 of *The Monkey's Paw*, how does the author create a sense of foreboding—that is, a feeling that something bad is going to happen? Use text evidence.
8. Explain how the author of the play develops the theme that you identified in question 5. Use text evidence.

Name: _____ Date: _____

The Monkey's Paw Quiz

Directions: Read *The Monkey's Paw* and “What Do You Wish For?” Then answer the questions below.

1. In Scene 1, Mrs. White says, “I couldn’t bear the thought of Herbert packing off to distant lands.” This line helps readers understand that
 - (A) Mrs. White does not enjoy traveling.
 - (B) Mrs. White is very attached to her son.
 - (C) Herbert wants to join the military.
 - (D) Mrs. White does not want to hear about Morris’s travels.
2. The storm at the beginning of the play
 - (A) shows that the story takes place in England.
 - (B) shows that the story takes place in 1901.
 - (C) helps create a mysterious and spooky mood.
 - (D) helps create a hopeful mood.
3. At the end of Scene 3, Messenger 2 tells the Whites that they are receiving 200 pounds. This detail is important because it shows that
 - (A) Morris knew that Herbert would be killed.
 - (B) the monkey’s paw granted Mr. White’s wish in a horrible way.
 - (C) now the Whites can pay for their house.
 - (D) the messenger was a friend of Herbert’s.
4. The caption on page 22 says, “These stories were often more entertaining than accurate.” In other words, travelers sometimes
 - (A) told stories that were funny, not scary.
 - (B) told confusing stories.
 - (C) exaggerated or made things up to make their stories more interesting.
 - (D) left interesting details out of their stories.
5. Which is a theme of the play?
 - (A) Mr. White should never have used the monkey’s paw.
 - (B) Mr. White’s wish for 200 pounds led to Herbert’s death.
 - (C) Never trust a monkey.
 - (D) It is dangerous to interfere with fate.
6. Which is a central idea of “What Do You Wish For?”
 - (A) Be careful what you wish for.
 - (B) Achieving goals requires planning and patience.
 - (C) Anyone can learn to sing like Zendaya.
 - (D) If you get distracted by Instagram, turn off your phone.

Constructed-Response Questions



Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. In Scene 1 of *The Monkey's Paw*, how does what Sergeant Major Morris says create a sense of foreboding—that is, a feeling that something bad is going to happen? Use text evidence.
8. Sergeant Major Morris says that the monkey’s paw was made to show “that those who interfere with fate do so to their sorrow.” Explain how the Whites interfere with fate and how doing this brings them sorrow. Use text evidence.

Name: _____ Date: _____

Close-Reading Questions

The Monkey's Paw

1. In Scene 1, how does the author create contrasting atmospheres inside and outside the Whites' home? (author's craft, mood)

2. In Scenes 1 and 2, do the Whites believe that the monkey's paw really has the power to grant wishes? How can you tell? (character, inference)

3. Scene 3 ends with Messenger 1 saying, "Two hundred pounds." Why do you think the author chose to end the scene with this line? (author's craft, text structure)

4. In Scene 1, Morris says a holy man put a spell on the monkey's paw "to show that fate rules our lives, and that those who interfere with fate do so to their sorrow." How is this idea supported by what happens later? (theme)

5. There is a saying "Be careful what you wish for; you may just get it." What do you think this saying means, and how does it apply to the play? (theme)

Name: _____ Date: _____

Critical-Thinking Questions

The Monkey's Paw and "What Do You Wish For?"

1. In the play, is Mr. White right to make his final wish? Why or why not?
2. Would the authors of the informational text agree with the play's theme, "be careful what you wish for"? Explain.
3. What benefits might you get from working to make a wish come true rather than having it come true through magic?



The Monkey's Paw

Do we have control over our destiny?

Respond to each statement by checking "agree" or "disagree." Be prepared to justify your responses.

	Agree	Disagree
1. What happens in life is a combination of luck and choice.		
2. People should be content with the lives they have.		
3. Desire and greed are the same thing.		
4. People should not interfere with fate.		
5. You should be careful what you wish for.		
6. It's OK to ignore certain warnings.		
7. Sometimes people make bad decisions even though they have good intentions.		
8. Wishes don't come true because of magic.		
9. People get what they deserve.		
10. Nothing worth doing is easy.		

Name: _____ Date: _____

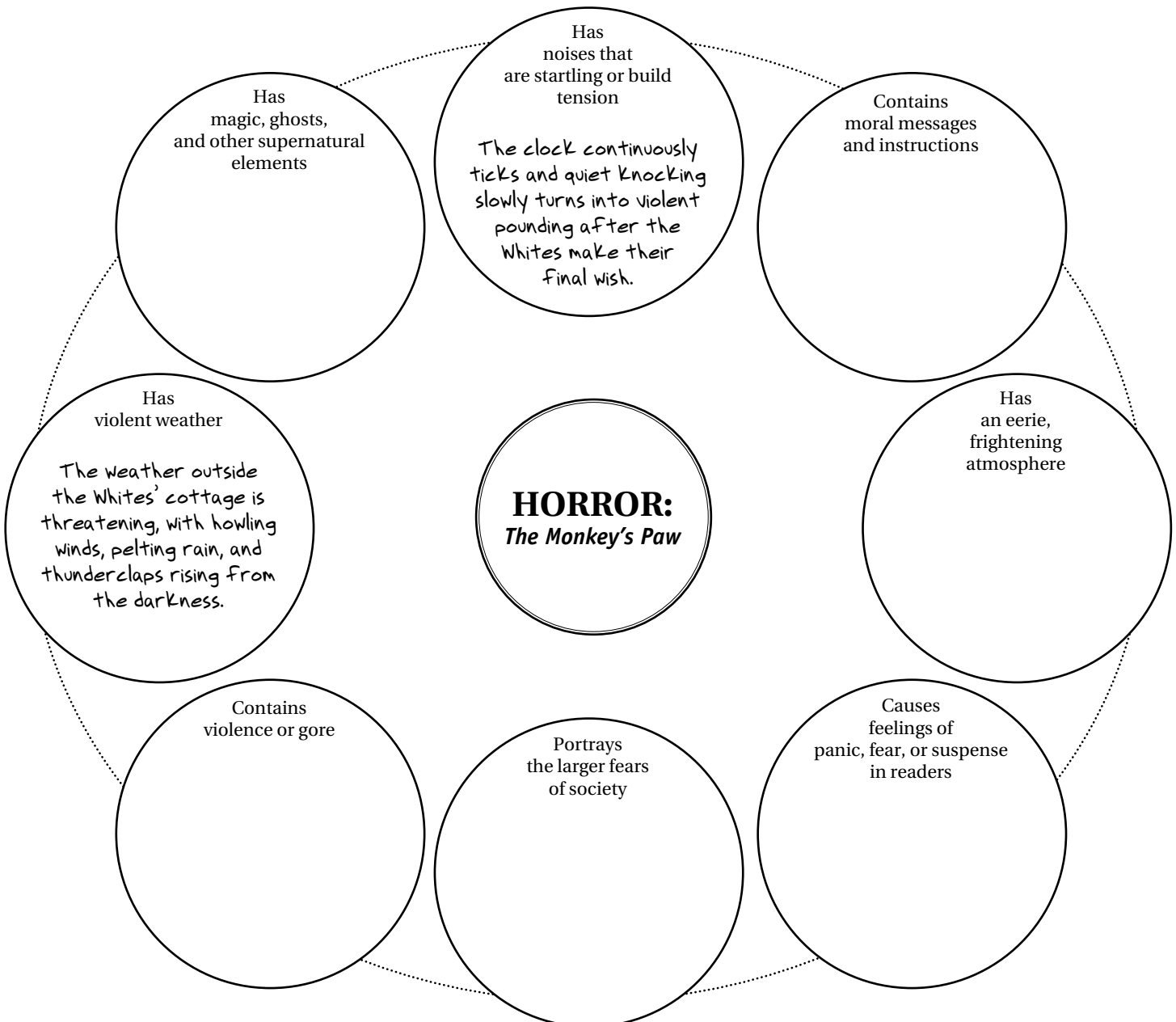
A **genre** is a category of literature or art. Mystery, science fiction, historical fiction, and biography are all genres of literature.

Genre: *The Monkey's Paw*

The Monkey's Paw belongs to two genres: drama and horror. In this activity, you will focus on what makes it horror.

Directions: The graphic organizer below gives some common characteristics of horror. *The Monkey's Paw* does not have all of these characteristics, but it has many of them. We've explained how the play shows two of these characteristics.

Choose FOUR more characteristics and briefly explain how the play shows those characteristics.



Directions: Answer the questions below.

1. What other stories, plays, or movies have you read or seen that belong to the horror genre?

2. Stories in the horror genre often imply that certain types of behavior are dangerous and should be avoided.

A. What kind of behavior does *The Monkey's Paw* warn against?

B. Do you agree with what the play suggests about how we should behave? Explain.

Name: _____ Date: _____

The Monkey's Paw Character Thinking Tool

Choose one of the following characters and circle his or her name:

Mr. White | Mrs. White

Major characters play an important role in what happens and usually face an obstacle.

Minor characters do not play an important role in what happens and usually do not face an obstacle.

1. Is the character you circled a major character or a minor character? Explain your reasoning.

2. Choose one decision that the character you circled made. Would you make the same decision if you were in the character's place?

3. Do you think the character that you circled is basically a good person? Explain.

4. Do you think the character you circled has a right to be mad at Sergeant Major Morris?

On this page, you will complete an in-role writing task. That is, you will imagine you are a character from the play and then write from that character's perspective.

You will write in the role of:

Sergeant Major Morris

- 5. You are Sergeant Major Morris. You just came home from the Whites' house. Write a diary entry in which you reflect on your evening with the Whites and your decision to give the monkey's paw to Mr. White.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud!

Vocabulary:

The Monkey's Paw

1. convey (kuhn-VEY) *verb*; To convey something is to communicate it or make it known. You might convey a message from your mom to your sister. A painting's dark colors might convey a feeling of sadness.

2. fate (feyt) *noun*; Some people believe in fate: a supernatural power that controls what happens in the future. Those who believe in fate believe that the future is going to turn out a certain way no matter what—that nothing can be done to change or prevent what is going to happen. Lisa might believe that it's her fate to be a doctor. Two friends might say that fate brought them together.

Fate can also mean just "what happens to someone or something," as in, "This decision will determine Sofia's fate."

3. ill-gotten gain (il GAHT-n geyn) *phrase*; An ill-gotten gain is anything that was gotten in a dishonest, improper, or illegal way. If someone robs a bank, the money that they take is ill-gotten gains.

4. liability (lahy-uh-BIL-ih-tee) *noun*; One meaning of the adjective *liable* (LAHY-uh-buhl) is "legally responsible." If you accidentally hit a baseball through the window of a grocery store, you might be liable for the damage—that is, it might be your duty to pay for the damage you caused.

Liability is the state of being liable. If the grocery store clears you of liability, it is not going to hold you responsible for repairing the window.

5. tedious (TEE-dee-uhs) *adjective*; *Tedious* means "long, boring, and tiresome."

“What Do You Wish For?”

- 1. expertise (ek-spur-TEEZ)** *noun*; Expertise is the skill or knowledge that an expert has. If you are having trouble perfecting your chocolate-chip recipe, you might want to get help from someone with baking expertise.

- 2. inherently (in-HAIR-uhnt-lee)** *adverb*; *Inherently* is the adverb form of the adjective *inherent* (in-HAIR-uhnt), which means “built-in, permanent, or a key part of something’s nature.” Being a manager at a bank might be dangerous if a robber were to come in, but it’s not an inherently dangerous job. Being a firefighter, on the other hand, *is* an inherently dangerous job; firefighters put themselves in harm’s way all the time.

- 3. productive (pruh-DUHK-tiv)** *adjective*; If someone or something is productive, it has the ability to do a lot of work and get good results. If your group was productive during the time your teacher gave you to work on your science project, your group got a lot of the project done. A productive apple orchard produces a plentiful amount of apples.

- 4. strive (strahyv)** *verb*; To strive is to try very hard or make great efforts toward a goal. Someone who strives to be a ballet dancer practices every day and is serious about improving.

Directions: In the space below and on the back of this page (if necessary), list any other words from the play or informational text whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

Vocabulary Practice

The Monkey's Paw and "What Do You Wish For?"

Directions: Answer each question below. Briefly explain your answer.

1. Which would more likely be **tedious**: riding a roller coaster or putting stamps on 100 letters?

Answer: _____

Why: _____

3. Which facial expression **conveys** happiness: a smile or a frown?

Answer: _____

Why: _____

2. Which could be called **ill-gotten gains**: money Carl earned by washing cars or candy Ryan stole from his brother?

Answer: _____

Why: _____

4. Who has **expertise**: a dog trainer, a heart surgeon, or both?

Answer: _____

Why: _____

Directions: Rewrite each sentence below using one of the following words.

strive
inherently

productive
fate

liability
tedious

5. Drew works hard to keep himself fit.

6. Sarah is a cautious person by nature.

7. The skate park admits no responsibility for injuries that occur on its property.

8. Jordan wondered what the future had in store for her.

9. I got a lot done this afternoon—I exercised, did laundry, and wrote an essay!

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Wishes Contest

Imagine that a friend has just found the monkey's paw and is seeking your advice about whether to use it. What would you say? Is there a better way for your friend to achieve his or her goals? Answer both questions in the form of a letter, play scene, or 1- to 2-minute video. Five winners will each get *The Night Gardener* by Jonathan Auxier.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Wishes Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY November 25, 2017!

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read “The History of Teeth” and “Where Are All the Dentists?” Then complete the activity below.

1. Imagine that you are writing a paragraph explaining how people have struggled with dental problems since ancient times.

A. Which of the following is the BEST topic sentence for your paragraph?

- Ⓐ In the 18th and 19th centuries, most people did not see a dentist.
- Ⓑ For most of human history, people have had to deal with dental problems.
- Ⓒ A woman in ancient Egypt died because of an infected tooth.

B. Which information from the article BEST supports the sentence you chose in part A?

- Ⓐ Today, some 300,000 hygienists, dentists, and orthodontists work in America. (p. 16)
- Ⓑ Cavities form when certain types of bacteria make acids that eat away at our teeth and form holes. (p. 15)
- Ⓒ Spartan warriors charged into battles with oozing abscesses in their gums. (p. 13)

C. Which of the following BEST explains why the text evidence you chose in part B is relevant?

- Ⓐ It describes how far dental care has come over the centuries.
- Ⓑ It explains the cause of a common dental problem.
- Ⓒ It provides an example of a group of people from long ago facing a dental problem.

2. Choose the piece of text evidence from “The History of Teeth” that BEST supports the statement below. Then complete the sentence to explain your choice.

**Some dental treatments of the past were based
on superstition rather than science.**

- Ⓐ “But the only treatment available to Djed was to have holes drilled in her jaw to drain the goo.” (p. 13)
- Ⓑ “To scare away tooth-destroying demons, people might have kissed a donkey or walked around a barn three times while trying not to think about a fox.” (p. 14)
- Ⓒ “In ancient Egypt, people tried to close up gaps between teeth using gold bands or cords made from cat intestines, kind of like modern-day braces.” (p. 15)

I chose ____ because _____

3. A. Choose THREE pieces of text evidence from the article “The History of Teeth” that BEST support the statement below.

**Before modern dentistry, dental treatments were
often painful and dangerous.**

- Ⓐ “Until the 20th century, most people had crooked and yellowed teeth.” (p. 14)
- Ⓑ “What’s more, barbers sometimes broke people’s jaws while pulling teeth.” (p. 16)
- Ⓒ “Then the tooth drawers would ride off into the sunset, leaving their ‘patients’ to deal with bleeding gums, fractured jaws, infections, and facial disfigurements.” (p. 16)
- Ⓓ “For centuries, people in many parts of the world thought cavities were caused by small, maggot-like creatures they called ‘toothworms.’” (p. 15)
- Ⓔ “Tough cowboys of the American West would weep openly as their diseased teeth were yanked out with pliers . . .” (pp. 13-14)

B. Select one piece of evidence from above and explain that does NOT support the statement and explain why not.

Evidence ____ does not support the statement because _____

4. Choose the paragraph that correctly uses text evidence from “Where Are All the Dentists?” in the form of a direct quotation.

- Ⓐ Many Americans don’t have access to dental care because they live in areas with very few dentists. Author Kristin Lewis writes, “People in these ‘dental deserts’ must travel long distances for an appointment, which is inconvenient and expensive” (17). This shows that many Americans don’t receive dental care because of how far away they live from a dentist.
- Ⓑ Many Americans don’t have access to dental care because they live in areas with very few dentists. Author Kristin Lewis writes, “People in these ‘dental deserts’ must travel long distances for an appointment, which is inconvenient and expensive” (17).
- Ⓒ Many Americans don’t have access to dental care because they live in areas with very few dentists. “People in these ‘dental deserts’ must travel long distances for an appointment, which is inconvenient and expensive.” This shows that many Americans don’t receive dental care because of how far away they live from a dentist.

Explain why the two answers you did NOT choose are incorrect: _____

5. Choose the paragraph that correctly uses text evidence from “The History of Teeth” in the form of a paraphrase.

- Ⓐ The food we eat can cause cavities. “Scientists believe humans had few dental problems before people started farming grains like wheat and corn, about 10,000 years ago,” writes author Kristin Lewis. “That’s because grains break down into sugar, which causes cavities” (14). In other words, when sugar entered our diet, cavities followed.
- Ⓑ The food we eat can cause cavities. According to scientists, writes author Kristin Lewis, people had few dental problems before we began growing and eating grains like wheat and corn about 10,000 years ago. Grains, she explains, break down into sugar and sugar causes cavities (14). In other words, when sugar entered our diet, cavities followed.
- Ⓒ The food we eat can cause cavities. Scientists believe that cavities became a bigger problem after people began to grow grains like wheat and corn, which break down into sugar (14).

Explain why the two answers you did NOT choose are incorrect: _____

Name: _____ Date: _____

Finding Text Evidence

Directions: Read “The History of Teeth” and “Where Are All the Dentists?” then complete the activity below.

1. Choose TWO pieces of text evidence from “Where Are All the Dentists?” that best support the statement below.

STATEMENT:

It is challenging for many Americans to see a dentist regularly.

- Ⓐ “Many Americans can’t go to the dentist because of the cost. The average price of an exam and a cleaning is about \$100.” (p. 17)
- Ⓑ “Dental school has a hefty price tag, and many dentists graduate with debt.” (p. 17)
- Ⓒ “In some parts of the country, especially rural areas, there are almost no dentists to go to. People in these ‘dental deserts’ must travel long distances for an appointment, which is inconvenient and expensive.” (p. 17)
- Ⓓ “We are very lucky to live in the age of modern dentistry.” (p. 17)

.....

2. Choose ONE piece of text evidence from “The History of Teeth” that best supports the statement below. Then complete the sentence to explain your choice.

STATEMENT:

Some dental treatments of the past were based on superstition rather than science.

- Ⓐ “But the only treatment available to Djed was to have holes drilled in her jaw to drain the goo.” (p. 13)
- Ⓑ “To scare away the tooth-destroying demons, people might have kissed a donkey or walked around a barn three times while trying not to think about a fox.” (p. 14)
- Ⓒ “In ancient Egypt, people tried to close up gaps between teeth using gold bands or cords made from cat intestines, kind of like modern-day braces.” (p. 15)

I chose ____ because _____

3. Below are a statement and two pieces of supporting evidence from the article “The History of Teeth.” Find one more piece of evidence from the article and write it on the lines below.

STATEMENT:

Before modern dentistry, dental treatments could be painful and even dangerous.

- Ⓐ “What’s more, barbers sometimes broke people’s jaws while pulling teeth.” (p. 16)
- Ⓑ “Then the tooth drawers would ride off into the sunset, leaving their ‘patients’ to deal with bleeding gums, fractured jaws, infections, and facial disfigurements.” (p. 17)

Ⓒ _____

.....

4. Read the lines from “The History of Teeth” below. Then write a statement that they all support.

STATEMENT:

- Ⓐ “High-society women in 18th-century France would politely cover their rotting teeth with hankies when they smiled.” (p. 13)
- Ⓑ “Ancient Spartan warriors would charge into battle with oozy abscesses in their mouths.” (p. 13)
- Ⓒ “Until the 20th century, most people had crooked and yellowed teeth. Many lost most or all of their teeth by the time they were middle-aged.” (p. 14)

Name: _____ Date: _____

Using Text Evidence: Quoting and Paraphrasing

When you write about something you have read, you need to use supporting evidence, or “text evidence,” to back up whatever point you are making. Most of your evidence will be details from the text you are writing about, which you can quote or paraphrase.

Direct quotation: A quotation is an exact copy of the words the author or speaker uses. Surround a direct quotation with quotation marks.

Paraphrase: To paraphrase is to put something written or spoken by someone else into your own words. A paraphrase is *not* surrounded by quotation marks.

Reminder! With quotations and paraphrases, always tell your readers where your information comes from.

EXAMPLE

Ever wonder what it takes to be a competitive eater? Just ask Joey Chestnut, eight-time winner of Nathan’s Famous Hot Dog Eating Contest. Joey, who once ate 69 hot dogs in 10 minutes, told *Eat It Magazine* that being a competitive eater is all about finding your rhythm and getting your hands, mouth, throat, and stomach all working together. Having been a competitive eater for almost 10 years now, Joey knows what works. “Jump up and down a little bit,” Joey advises. “It helps the food settle to the bottom of your stomach.” Oh, and don’t forget the Pepto Bismol.

▲..... paraphrase

▲..... direct quote

Name: _____ Date: _____

How to Use Text Evidence

When you write about something you have read, you need to use **text evidence**—that is, details from the text—to support the points you are making. You can use text evidence in the form of a direct quotation (the author’s exact words) or a paraphrase (a restatement of what the author wrote). You also need to explain WHY that text evidence is relevant.

Here are some tips for using text evidence:

1. Quote or paraphrase.

When using a **direct quote**, copy down the exact words from a sentence. Surround a direct quotation with quotation marks.

To **paraphrase** is to put something written or spoken by someone else into your own words. You don’t change the meaning of what the other person wrote or said, just the wording. A paraphrase is not surrounded by quotation marks.

2. Make it clear where your evidence comes from.

Identify who wrote or said what you are quoting or paraphrasing. This is called **“citing your source.”** Include a page number.

Words to help you:

- *according to (the author)*
- *(the author) claims*
- *(the author) suggests*
- *(the author) states*
- *(the author) writes*
- *(the author) reports*
- *(the author) describes*
- *(the author) implies*
- *(the author) explains*
- *(the author) argues*
- *(the author) declares*
- *(the author) observes*
- *(the author) notes*
- *(the author) reveals*
- *(the author) remarks*

3. Explain why your text evidence is relevant.

Include a sentence that makes it clear how the text evidence supports your idea. Reread the information you quoted or paraphrased and ask yourself, “So what?”

Words to help you:

- *(the author) says this because*
- *this proves that*
- *this exemplifies how*
- *this confirms*
- *this demonstrates*
- *this describes*
- *this explains*
- *this illustrates*
- *this implies*
- *this suggests*

Now let's look at two sample paragraphs. The first uses text evidence correctly.
The second uses text evidence incorrectly.

SAMPLE 1

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to author Mario Martinez in his book Roller Coasters of the World, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle (18). "I have ridden hundreds of coasters," he writes. "But none of them were as terrifying as this one" (20). This suggests that Kingda Ka stands out among roller coasters as particularly intense.

This paragraph looks great! There are quotation marks around the direct quote, the writer tells us where the paraphrase and the quote came from, and the writer explains how her text evidence supports her statement that riding Kingda Ka is a unique experience. Hooray!

SAMPLE 2

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to Mario Martinez, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle. "I have ridden hundreds of coasters. But none of them were as terrifying as this one."

In this paragraph, neither the quote nor the paraphrase is cited correctly. Who is Mario Martinez? Which page in what book or article did the paraphrase and quote come from? The writer also fails to explain how her text evidence supports her statement that riding Kingda Ka is unique. She just plopped her text evidence into her paragraph.

Name: _____ Date: _____

Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "History of Teeth."

1. In the opening section of "The History of Teeth," the author uses a **cause-and-effect** structure. Read the effect written below, then explain its cause on the lines provided.

Effect: Djed, a woman who lived in Egypt 3,000 years ago, died when she was 30.

Cause: _____

2. In the article "The History of Teeth," what does the author **compare and contrast** in the section "Cat Intestines"?

3. A. Underline the text structure the author uses in the section "Tiny Robots" in the article "The History of Teeth."

sequence of events **compare and contrast**

- B. Explain how you know, using evidence from the text.

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause and Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

Sequence of Events

Describes events in the order in which they happen (also called chronological order)

4. A. Which text structure does the author use in the editorial "Where Are All the Dentists?"

B. Explain how you know, using evidence from the text.

Name: _____ Date: _____

Synthesis

Directions: Fill in the chart below to synthesize information from "The History of Teeth" and "Where Are All the Dentists?" and to explore how dental care has changed over time.

Question	Answer	Source (check one or both)
1. Up until the 19th century, what did most people believe caused cavities?		<input type="checkbox"/> "The History of Teeth" <input type="checkbox"/> "Where Are All the Dentists?"
2. What do we understand about cavities today? How has this understanding changed dental care?		<input type="checkbox"/> "The History of Teeth" <input type="checkbox"/> "Where Are All the Dentists?"
3. Who did most people go to for dental care in the 18th and 19th centuries? Why?		<input type="checkbox"/> "The History of Teeth" <input type="checkbox"/> "Where Are All the Dentists?"
4. How did the opening of dental schools and the creation of laws about dentists change dental care in the U.S.?		<input type="checkbox"/> "The History of Teeth" <input type="checkbox"/> "Where Are All the Dentists?"
5. What kind of technology is available to dentists today? How has this technology changed dental care?		<input type="checkbox"/> "The History of Teeth" <input type="checkbox"/> "Where Are All the Dentists?"
6. How many people in America do not have access to a dentist today? Why?		<input type="checkbox"/> "The History of Teeth" <input type="checkbox"/> "Where Are All the Dentists?"

Name: _____ Date: _____

Synthesis

Directions: Fill in the chart below to synthesize information from "The History of Teeth" and "Where Are All the Dentists?" and to explore how dental care has changed over time. We filled in two answers for you.

Question	Answer	Source (check one or both)
1. Up until the 19th century, what did most people believe caused cavities?		<input type="checkbox"/> "The History of Teeth" <input type="checkbox"/> "Where Are All the Dentists?"
2. What do we understand about cavities today? How has this understanding changed dental care?	Today, we understand that certain bacteria in our mouths cause cavities, and that these cavities can get infected if left untreated. This understanding has helped dentists figure out how to both prevent and effectively treat cavities—a very common dental problem.	<input checked="" type="checkbox"/> "The History of Teeth" <input type="checkbox"/> "Where Are All the Dentists?"
3. Who did most people go to for dental care in the 18th and 19th centuries? Why?		<input type="checkbox"/> "The History of Teeth" <input type="checkbox"/> "Where Are All the Dentists?"
4. How did the opening of dental schools and the creation of laws about dentists change dental care in the U.S.?		<input type="checkbox"/> "The History of Teeth" <input type="checkbox"/> "Where Are All the Dentists?"
5. What kind of technology is available to dentists today? How has this technology changed dental care?	Today dentists have X-rays to spot problems in people's mouths, tools to better clean people's teeth, anesthetics to treat pain, and braces to straighten teeth.	<input checked="" type="checkbox"/> "The History of Teeth" <input type="checkbox"/> "Where Are All the Dentists?"
6. How many people in America do not have access to a dentist today? Why?		<input type="checkbox"/> "The History of Teeth" <input type="checkbox"/> "Where Are All the Dentists?"

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud!

Paired Texts Vocabulary

"The History of Teeth"

1. **abscess (AB-sess)** *noun*; An abscess is a painful, swollen lump filled with pus (a thick yellowish-white fluid) that usually forms just under the skin—though abscesses can also form inside the body or in the teeth. Abscesses are caused by a bacterial infection.
2. **advanced (ad-VANST)** *adjective*; Someone or something that is advanced is far along or ahead of others in development, knowledge, or skills. Advanced telescopes allow us to see much farther into space than the first telescopes from the 1600s did. If you are an advanced guitar player, you have been playing for a while and have strong skills.
3. **baffle (BAF-uhl)** *verb*; *Baffle* means "to confuse completely." If something baffles you, you cannot understand it or explain it. A difficult puzzle might baffle you for several hours before you can solve it.
4. **charlatan (SHAHR-luh-tun)** *noun*; A charlatan is a person who pretends to know something or be something in order to trick other people. Someone who pretends to be able to communicate with ghosts and charges people money to talk to the ghosts of their loved ones is a charlatan.
5. **hone (hohn)** *noun or verb*; A hone is a special stone used for sharpening blades. As a verb, *hone* means to sharpen something using a hone. A chef might hone her knife before cutting tomatoes. *Hone* is also used to describe sharpening a skill, an idea, or a product. In other words, to hone something means to improve it, make it more effective, or perfect it. You might hone your juggling skills by practicing every day.
6. **prone (prohn)** *adjective*; If you're prone to something, it means you're very likely to do it or experience it. People with fair skin are prone to getting sunburned. Someone who is accident-prone frequently has accidents.
7. **sophisticated (suh-FIS-tuh-keyt-id)** *adjective*; A sophisticated person has a lot of experience, knowledge, or wisdom about the world and especially about the arts and culture. He or she usually has good taste. A woman who eats at fancy restaurants, goes to the opera, and speaks three languages would likely be called sophisticated. *Sophisticated* can also mean "complicated and advanced." Computers are sophisticated machines. Or *sophisticated* can mean "appealing to the intelligence." A sophisticated novel makes you think as you read it.

Directions: Below and on the back of this page, list any other words from the articles whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

Paired Texts Vocabulary Practice

Directions: Rewrite each sentence below using one of the words in the box. There is one word you will not use.

hone	prone	advanced	baffled	charlatan
------	-------	----------	---------	-----------

1. The magician made the rabbit disappear with a single wave of his wand, leaving the audience completely amazed and confused.

2. Because I passed the "Introduction to Spanish" class last semester, I will take a higher-level Spanish class this semester.

3. Many first-time campers may experience homesickness when they first arrive.

4. The fortune-teller was a fake and a fraud—she couldn't *really* see into the future, but she made everyone believe that she could.

Directions: In each pair of boldfaced words, underline the word that best completes the sentence.

5. Honeybees have a **sophisticated/baffled** communication system: They do a special dance that tells other bees where to find nectar.

6. Pete carefully **honed/baffled** the dull knife.

7. Lily needs to see a doctor to have the painful **charlatan/abscess** under her arm examined.

8. Jenny needs to **hone/baffle** her bread-making skills. Her bread keeps turning out flat.

Name: _____ Date: _____

Close-Reading Questions

"The History of Teeth"

1. Imagery is vivid language that appeals to the five senses. How does Kristin Lewis use imagery in the section "Terrible Fact of Life"? What does this imagery add to the article? (figurative language)
2. What is the main purpose of the section "Worms in Your Teeth?" (text structure)
3. What key idea of the article do the details about tooth drawers on page 16 support? (key ideas and details)
4. How does the information in the timeline relate to the rest of the article? (text features)
5. What led to the improvement of dental health over the centuries? (key ideas and details)

Name: _____ Date: _____

Close-Reading Questions

"Where Are All the Dentists?"

1. On pages 15-16, Lewis explains that in the 18th and 19th centuries, most people were never treated by a proper dentist. On page 17, she states that today, millions of Americans are not treated by dentists. Compare the reasons people lacked access to a dentist then and now. (synthesis)
2. Describe the author's tone in the section "How to Solve the Problem." What words and phrases help create this tone? (tone)
3. Consider the last line of the editorial. Why might the author have chosen to end the article this way? (author's craft)
4. According to both articles, why is it important to take good care of your teeth? (key ideas, synthesis)

Name: _____ Date: _____

Critical-Thinking Question

"The History of Teeth" and "Where Are All the Dentists?"

1. The editorial explains one thing that is being done to solve the problem of dental deserts. What else could be done to help bring dental care to those who don't have it?

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The History of Teeth” and “Where Are All the Dentists?” Then answer the questions below.

1. According to the section “Terrible Fact of Life,” in the past, most people
 - (A) had few dental problems.
 - (B) suffered from terrible dental problems.
 - (C) had false teeth by age 30.
 - (D) didn’t care about their teeth.
2. Which line supports your answer to question 1?
 - (A) “Ancient Spartan warriors would charge into battle with oozy abscesses in their gums.” (p. 13)
 - (B) “Today, dying from a bad tooth is extremely unlikely in the U.S.” (p. 13)
 - (C) “Tough cowboys of the American West would weep openly as their diseased teeth were yanked out with pliers . . .” (pp. 13-14)
 - (D) both A and C
3. Which of the following led to the improvement of dental health over time?
 - (A) the invention of 3-D printing technology
 - (B) the work of tooth drawers
 - (C) the belief in tooth worms
 - (D) a better understanding of what causes dental problems
4. The timeline helps readers understand
 - (A) how much dental care has changed over time.
 - (B) why brushing your teeth is important.
 - (C) that people in the past didn’t care about their dental health.
 - (D) why toothbrush bristles are now made of nylon.
5. In “Where Are All the Dentists?” Kristin Lewis writes that “inadequate dental care is a major issue in America.” Which line supports that claim?
 - (A) “We are very lucky to live in the age of modern dentistry.”
 - (B) “Yet right now, millions of Americans don’t have access to a dentist.”
 - (C) “The average price of an exam and a cleaning is about \$100.”
 - (D) “When tooth issues go untreated, surgery may be required down the road.”
6. Which of the following statements can be supported by information in both articles?
 - (A) Before modern dentistry, dental treatments could be painful and dangerous.
 - (B) Many dental treatments of the past were based on superstition.
 - (C) It is important to take good care of your teeth.
 - (D) Many Americans lack access to dental care.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. Lewis explains that people used to burn inflamed teeth with acid, place lice in their cavities, and rinse their mouths with urine (15). According to Lewis, why did people use such strange dental treatments?
8. According to “Where Are All the Dentists?” why is access to good dental care important?

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The History of Teeth” and “Where Are All the Dentists?” Then answer the questions below.

1. Which line expresses a central idea of the section “Terrible Fact of Life”?

- (A) People in the past didn’t take care of their teeth.
- (B) Before modern dentistry, many people suffered from dental ailments.
- (C) George Washington had bad teeth.
- (D) Dying from a bad tooth is extremely unlikely in America today.

2. Which line best supports your answer to question 1?

- (A) “Ancient Spartan warriors would charge into battle with oozy abscesses in their gums.” (p. 13)
- (B) “Today, dying from a bad tooth is extremely unlikely in the U.S.” (p. 13)
- (C) “Tough cowboys of the American West would weep openly as their diseased teeth were yanked out with pliers . . .” (pp. 13-14)
- (D) both A and C

3. All of the following led to the improvement of dental health over time EXCEPT

- (A) a better understanding of what causes dental problems.
- (B) laws that require dentists to be licensed.
- (C) advances in technology.
- (D) the belief in tooth worms.

4. Which of the following ideas is supported by information in the timeline?

- (A) Dental care has changed greatly over time.
- (B) People in the past didn’t care about their teeth.
- (C) Brushing your teeth is important.
- (D) Dental care has changed little over time.

5. On page 17, author Kristin Lewis writes: “... one in seven kids between the ages 12 and 19 have at least one untreated cavity . . .” This detail

- (A) supports the idea that proper dental care helps keep you healthy.
- (B) illustrates the effects of inadequate dental care in America.
- (C) shows that dentists still do not know how to properly treat cavities.
- (D) explains why many Americans do not have access to dental care.

6. Which of the following statements can be supported by information in both articles?

- (A) Before modern dentistry, dental treatments could be painful and dangerous.
- (B) Many dental treatments of the past were based on superstition.
- (C) It is important to take good care of your teeth.
- (D) Many Americans lack access to dental care.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. On page 13, Lewis writes, “Yet for most of human history, tooth problems were a terrible fact of life.” How well does she support this statement? Explain.

8. According to both articles, why is access to good dental care important?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Teeth Contest

How has dental care changed over the centuries? What challenges do we still face today? Answer both questions in a well-organized essay. Five winners will each get *Smile* by Raina Telgemeier.

Entries will be judged on:

- ⇒ use of information from both texts
- ⇒ grammar, spelling, and punctuation
- ⇒ clarity and good organization
- ⇒ creativity

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Teeth Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY November 25, 2017!

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Should Fidget Spinners Be Allowed at School?" develop their arguments. We filled in some information for you.

	Liam Swan	Principal Schwartz
line that expresses the central idea, or central claim	"I—and my classmates—believe this ban should be lifted." (p. 26)	
two pieces of evidence that support the central idea, or central claim		
line that expresses the counterargument		
line that contains the rebuttal to the counterargument		

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Should Fidget Spinners Be Allowed at School?" develop their arguments. We filled in some information for you.

	Liam Swan	Principal Schwartz
line that expresses the central idea, or central claim	"I—and my classmates—believe this ban should be lifted." (p. 26)	
two pieces of evidence that support the central idea, or central claim		

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should Fidget Spinners Be Allowed at School?" Complete the scavenger hunt on page 27.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should fidget spinners be allowed at school?

Consider what you read in the two essays, as well as your own viewpoint.

Check the box next to the point of view you will argue in your essay,
or write your own opinion in the space provided.

☐ **Yes!** Fidget spinners should be allowed. ☐ **No!** Fidget spinners should not be allowed.

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the essays support your opinion? What other information supports your opinion?
List at least three supporting details on the lines below.

Here's an example: If you think fidget spinners should be allowed in school, one of your supporting details might be that fidget spinners help some kids concentrate.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think fidget spinners **SHOULD** be allowed in school, summarize the strongest arguments that Liam Swan presents in his essay. If you think fidget spinners **SHOULD NOT** be allowed in school, summarize the strongest arguments that Principal Schwartz presents.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell readers what your essay is going to be about. The thesis should be a clear, strong statement of the opinion you gave in Step 1. The rest of your essay will support this thesis.

Your thesis: _____

STEP 5: WRITE YOUR HOOK

The very beginning of your essay is called the hook because it "hooks" your readers' attention. The hook should relate to the topic of your essay, but it can take many forms. It can be:

- 1. An anecdote** (a very short story): Describe a personal experience that you had with a fidget spinner at school, whether the fidget spinner belonged to you or to someone else.
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view about fidget spinners in schools. Here's one way you could structure your question: "*Does allowing fidget spinners in school really _____?*"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook on the lines provided.

Your hook: _____

STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Use information from both essays to finish the summary below.

Liam believes that students at his school should be allowed to use fidget spinners in class. His principal thinks that the use of fidget spinners at school _____

STEP 7: START WRITING

On the next page, you'll find guidelines for how to organize your essay.

Argument Essay Outline

Directions: Use the outline below to write your essay. You will use what you wrote on the first three pages of this activity.

1

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of allowing fidget spinners at school.



(See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2

BODY PARAGRAPH(S)

**Now write your supporting points from Step 2.
For each one, write 1-3 sentences that
provide additional details.**

You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.

Hint! Order your supporting points from weakest to strongest. Readers will remember details that are presented last.

3

ACKNOWLEDGE THE OTHER SIDE

Now it's time to recognize the other side of the argument.

Use what you wrote in Step 3.

Then explain why you think the opposing point of view is wrong.

4

CONCLUSION

**Write 2-3 sentences to remind your readers
of your main points.**

Finish with a strong final sentence.

*Need an idea?
Refer to your hook,
find a quote, or give
a call to action.*

5

READ AND REVISE

Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written.

SKILL: Essay Writing

Great Transitions

Transitions are like bridges between your ideas—they help your readers move from one idea to the next. Here are some transition words and phrases you may wish to use in your essay. Keep in mind that they can be used at the beginning of a sentence or within a sentence.

If you are adding information or showing similarity between ideas:

- additionally
- besides
- so too
- first of all/secondly/thirdly
- in addition
- also
- likewise
- to begin with
- as well as
- another
- furthermore
- finally

If you are showing that one idea is different from another:

- however
- even though
- in contrast
- on the one hand/on the other hand
- yet
- despite
- still
- some people say/other people say
- but
- although
- in spite of
- regardless

If you are showing that something is an example of what you just stated:

- for example
- to illustrate
- this can be seen
- for instance
- namely
- specifically

If you want to show cause and effect:

- as a result
- consequently
- so
- it follows that
- therefore
- eventually

If you want to add emphasis:

- in fact
- of course
- truly
- even
- indeed

SKILL: Essay Writing

Argument-Essay Checklist

Directions: Use this guide to check your own essay, or exchange papers with a classmate and use the list to check each other's essays. In the margins of the essay you are checking, make notes about anything that needs to be revised.

Introduction

- ✓ Does the first sentence grab readers' attention?
- ✓ Does the first paragraph provide a general overview of the essay's topic?
- ✓ Does the first paragraph include a thesis statement that strongly and clearly states your point of view? Does the thesis clue readers in as to what the essay is going to be about?

Body Paragraphs

- ✓ Do they contain a total of at least three points that support the thesis?
- ✓ Do they provide details to further explain each of the supporting points?
- ✓ Are the supporting points presented in order from weakest to strongest?
- ✓ Do you acknowledge an opposing point of view and then explain why you think it isn't strong enough to change your point of view?

Conclusion

- ✓ Does the last paragraph remind readers of the main points of the essay, without going into *too* much detail and repeating everything readers just read?
- ✓ Is the conclusion free of new information (such as another supporting point)?
- ✓ Does the last sentence leave readers with a strong final impression?

General

- ✓ Does one idea flow smoothly into the next?
- ✓ Do the sentence structures and lengths vary?
- ✓ Does every sentence relate to the thesis?
- ✓ Does everything make sense?
- ✓ Is the essay convincing?
- ✓ Are the grammar, punctuation, and spelling correct?

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Should Fidget Spinners Be Allowed at School?"

1. alleged (uh-LEJD or uh-LEJ-id) *adjective*; If something is *alleged*, someone has claimed that it is true but without proof. This doesn't mean that it *isn't* true; it might very well be true—there just isn't any proof. *Alleged* is often used to refer to people who are suspected of a crime but have not yet gone to court and are therefore still presumed innocent. For example, a newspaper article might say, "The alleged thief was arrested shortly after 10 a.m."

Alleged can also be used to mean "so-called" or "supposed," as in, "Who is this alleged friend of yours? He doesn't sound like a friend at all!"

2. concrete (KON-kreet or kon-KREET) *noun or adjective*; Concrete (KON-kreet) is a pourable mixture of cement, sand, broken rocks, and water that hardens into a strong building material. Highways and sidewalks are made of concrete.

The adjective *concrete* (kon-KREET) means "real or solid." If you have some ideas about what you might do this weekend but you haven't committed to anything yet, you could say that you don't have concrete plans for the weekend. Your dad might ask if you have any concrete evidence that your sister ate the last cupcake, as you claim that she did.

3. drawback (DRAW-bak) *noun*; A drawback is a disadvantage or an undesirable feature. One major drawback of smartphones is the need to constantly charge them.

4. impede (im-PEED) *verb*; *Impede* means "to interfere with or slow the progress of." Watching TV and texting while doing homework might impede your ability to finish your assignments.

5. relatively (REL-uh-tiv-lee) *adverb*; *Relatively* means "when compared with others." In the middle of winter, a 60-degree day might feel relatively warm—but in the middle of the summer, a 60-degree day might feel relatively cool.

Relatively is also often used to mean "somewhat." If you thought *Guardians of the Galaxy 2* was kind of a funny movie, but not *that* funny, you might describe it as relatively funny.

Directions: On the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"Should Fidget Spinners Be Allowed at School?"

Directions: Choose the word or phrase that is most similar in meaning to each word in bold.

1. impede

- Ⓐ help Ⓑ delay

2. drawback

- Ⓐ flaw Ⓑ benefit

3. concrete

- Ⓐ fake Ⓑ actual

4. relatively

- Ⓐ extremely Ⓑ sort of

Directions: For each statement below, fill in the circle to show whether you think it's true or false. Briefly explain your choice.

- 5.** If your neighbor is an **alleged** undercover FBI agent, your neighbor is definitely an undercover FBI agent.

- Ⓐ true Ⓑ false

Reason: _____

- 6.** A tall person wearing a hat who sits in front of you at the movies might **impede** your view of the screen.

- Ⓐ true Ⓑ false

Reason: _____

Directions: Rewrite each sentence below using one of the words in the box. There is one word you will not use.

relatively concrete drawback alleged
--

- 7.** One disadvantage of having a snake for a pet is that you have to feed it rats.

- 8.** "There were not a lot of people at the game last night," said Mark. "The bleachers were fairly empty."

- 9.** The "alien encounter" that Max claims to have experienced took place in his backyard.

Name: _____ Date: _____

How to Use Text Evidence

When you write about something you have read, you need to use **text evidence**—that is, details from the text—to support the points you are making. You can use text evidence in the form of a direct quotation (the author’s exact words) or a paraphrase (a restatement of what the author wrote). You also need to explain WHY that text evidence is relevant.

Here are some tips for using text evidence:

1. Quote or paraphrase.

When using a **direct quote**, copy down the exact words from a sentence. Surround a direct quotation with quotation marks.

To **paraphrase** is to put something written or spoken by someone else into your own words. You don’t change the meaning of what the other person wrote or said, just the wording. A paraphrase is not surrounded by quotation marks.

2. Make it clear where your evidence comes from.

Identify who wrote or said what you are quoting or paraphrasing. This is called “**citing your source**.” Include a page number.

Words to help you:

*according to (the author),
(the author) claims,
suggests, states, writes,
reports, describes, implies,
explains, argues, declares,
observes, notes, reveals,
remarks*

3. Explain why your text evidence is relevant.

Include a sentence that makes it clear how the text evidence supports your idea. Reread the information you quoted or paraphrased and ask yourself, “So what?”

Words to help you:

*(the author) says this
because, this proves that,
this exemplifies how, this
confirms, demonstrates,
describes, explains,
illustrates, implies,
suggests*

Now let's look at two sample paragraphs. The first uses text evidence correctly.
The second uses text evidence incorrectly.

SAMPLE 1

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to author Mario Martinez in his book Roller Coasters of the World, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle (18). "I have ridden hundreds of coasters," he writes. "But none of them were as terrifying as this one" (20). This suggests that Kingda Ka stands out among roller coasters as particularly intense.

This paragraph looks great! There are quotation marks around the direct quote, the writer tells us where the paraphrase and the quote came from, and the writer explains how her text evidence supports her statement that riding Kingda Ka is a unique experience. Hooray!

SAMPLE 2

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to Mario Martinez, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle. "I have ridden hundreds of coasters. But none of them were as terrifying as this one."

In this paragraph, neither the quote nor the paraphrase is cited correctly. Who is Mario Martinez? Which page in what book or article did the paraphrase and quote come from? The writer also fails to explain how her text evidence supports her statement that riding Kingda Ka is unique. She just plopped her text evidence into her paragraph.

Name: _____ Date: _____

How to Answer a Constructed Response Question

Step 1: State your claim.

Your claim is your answer to the question. Your claim should . . .

- **echo the question. In other words, it should turn the question into a statement.**

Example A: Imagine you are answering the question, “According to the article, what is the best way to eat chocolate?” Your answer should start like this: “According to the article, the best way to eat chocolate is . . .”

Example B: Imagine you are answering the question, “Does the author think it’s ever okay to lie?” If your answer is yes, your answer could start like this: “The author thinks that sometimes it’s okay to lie . . .”

- **include reasoning or explanation. So if you are answering a yes-or-no question, you need to do more than say yes or no—you also need to provide some explanation or reason for your answer. If you are answering an open-ended question, you need to provide a brief summary or explanation of your ideas. Your reasoning or explanation should be one to three sentences.**

Example A: According to the article, the best way to eat chocolate is take your time and enjoy the chocolate with all five of your senses.

Example B: “The author thinks that sometimes it’s okay to lie, if you are lying to make someone feel good and no harm will come from your lie.”

Step 2: Provide text evidence with commentary.

Text evidence is details from the text that support your claim—in other words, details from the text that show why your claim is true.

Commentary is where you explain WHY the text evidence supports your claim. Your commentary should include key words from your claim. Text evidence . . .

- **can be in the form of a direct quotation or paraphrase.**
- **should be cited. In other words, you need to make it clear to the reader where the quote or paraphrase came from. Give the page number and, if it’s not obvious, the author’s name and/or the name of the article.**

Here are two examples of text evidence with commentary:

Example A (using a direct quote): “Before you bite the chocolate, take a moment to look at it,” the author writes on page 5. “Admire its glossy shine. Then lift it to your nose and take a deep inhale. What do you notice?” (p. 5) Here, the author is telling readers to take their time before biting into the chocolate, and to use their senses of sight and smell to enjoy the chocolate.

For more on using text evidence, see Scope’s “How to Use Text Evidence” reference sheet.

Example B (using a paraphrase): According to the author, it's okay to tell your friend you're sure no one at the party noticed the spinach stuck between her teeth, because there is nothing to be done about it now and maybe you can relieve some of your friend's embarrassment (p. 14). Here, the author is saying that it's OK to tell a small lie that makes someone feel better and doesn't do any harm.

Step 3: Write a conclusion.

A conclusion is 1-3 closing sentences that leave your reader with an insightful thought. A conclusion could . . .

- **state whether you agree or disagree with the author's point of view, and why.**
- **state whether you think the author's reasoning is sound or unsound, and why.**
- **tell how the topic you've been writing about connects to your life.**

Here are two examples of text evidence with commentary:

Example A: Perhaps eating chocolate in the slow, thoughtful way the author suggests could lead to a deeper enjoyment of it—but eating chocolate this way would also require an awful lot of patience and self-control!

Example B: Is the author right? I think so. Being completely honest about everything at all times is very likely to lead to some hurt feelings, and why hurt someone's feelings if it's not necessary?

Name: _____ Date: _____

Constructing a Response

Directions: Read "Can the Desert Tortoise Be Saved?" and complete the activity on page 29. Then follow the steps below to write a response to the question on page 29.

→ See *Scope's* "How to Answer a Constructed-Response Question" for tips and information about how to complete this activity.

Question from page 29:
How can technology help endangered animals?

Step 1: Write your claim.

Complete the sentence below to write your claim in response to the question.

Technology can help endangered animals by _____

_____.

Step 2: Provide text evidence with commentary.

Write two details from the article that support your claim. You can write them in the form of direct quotations or paraphrases. Include a citation for each detail. Explain how each detail supports your claim.

Detail 1: _____

Sentence explaining how this detail supports my claim: _____

Detail 2: _____

Sentence explaining how this detail supports my claim: _____

Step 3: Write a conclusion.

Wrap it all up. End your paragraph with a strong sentence that will give your readers something to think about. One option is to refer to your central claim. Or come up with an idea of your own!

Now it's time to put it all together. And guess what? You've already done the hardest part! All that's left is to take what you just wrote and put it together into one flowing paragraph. Write your final response on a separate sheet of paper.

Remember to:

- Use transitions between sentences.
- Read your paragraph to make sure your ideas are clear. Revise as needed.
- When you are satisfied with your paragraph, read it again to make sure there are no spelling or punctuation mistakes.

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Can the Desert Tortoise Be Saved?"

1. decoy (DEE-koi) *noun*; A decoy is a person or an object that lures someone or something into danger. *Decoy* is often used to describe a fake version of someone or something that is meant to trick an animal or a person into thinking it's real. Ducks will often land in a spot where they see other ducks. So duck hunters often use duck decoys, like this one, to attract real ducks to a particular area.

2. deter (dih-TUHR) *verb*; To deter is to discourage—to cause someone to decide not to do something or to prevent something from happening. Bad weather might deter people from attending an outdoor concert.

3. feat (feet) *noun*; A feat is an extraordinary act—an achievement showing courage, skill, or strength.

4. infectious (in-FEK-shuhs) *adjective*; An infectious disease is one that you can catch, either from another person or from an animal. (When an infectious disease can be passed from one person to another, we call that infectious disease *contagious*.) Colds are infectious. They can spread when people sneeze.

Infectious can also mean "spreading quickly," as in "Melissa's excitement was infectious. Soon everyone in the room was excited too."

5. ingenious (in-JEEN-yuhs) *adjective*; Something that is ingenious is very clever; it shows creativity and inventiveness. Some might say that the wheeled suitcase was an ingenious invention. (Before suitcases had wheels, people had to carry them by a handle. Oof.)

6. poacher (POH-chuhr) *noun*; A poacher is someone who illegally kills or captures animals. Many elephants are killed by poachers, who sell the elephants' ivory tusks. The ivory is often carved into ornaments and jewelry.

7. vulnerable (VUHL-ner-uh-buhl) *adjective*; Something that is vulnerable can easily be harmed, either physically or emotionally. You might feel vulnerable in a new place. Baby birds are vulnerable without the protection of their mother.

Directions: In the space below, list any other words from the play whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

Name: _____ Date: _____

“Can the Desert Tortoise Be Saved?” Quiz

Directions: Read “Can the Desert Tortoise Be Saved?” Then answer the questions below.

1. Which statement expresses a central idea of the article?

- (A) The Mojave Desert has an extremely hot climate.
- (B) Poachers in Africa illegally hunt elephants and sell their tusks.
- (C) The Mojave’s raven population has increased by 700 percent in recent decades.
- (D) Conservationists are using technology to help save desert tortoises.

2. On page 28, Mackenzie Carro writes that the raven population “has exploded.” Which sentence below uses *exploded* in the same way?

- (A) Dave exploded with anger.
- (B) The number of bike riders in our town exploded after the new bike lanes were created.
- (C) Kara exploded into funky dance moves as soon as she stepped onto the stage.
- (D) The model volcano I made for science class exploded all over my shirt.

3. On page 28, the author most likely included the detail about poachers in Africa to

- (A) demonstrate how precious elephants are.
- (B) show that elephants and rhinos are more important than tortoises.
- (C) provide an example of the kinds of challenges today’s conservationists face.
- (D) explain why poaching is wrong.

4. Carro’s attitude toward desert tortoises could best be described as

- (A) concerned and sympathetic.
- (B) impressed and admiring.
- (C) confused and afraid.
- (D) angry and disapproving.

5. Which lines support your answer to question 4?

- (A) “Technology is a powerful tool . . .” and “His team cleared one field of ravens in just three days . . .”
- (B) “This nightmarish scene plays out again and again in the Mojave Desert . . .” and “Can any of this be stopped?”
- (C) “They are hiding smartphones in the Amazon rainforest . . .” and “They produce garbage, which ravens eat . . .”
- (D) “In Africa, poachers are slaying rhinos . . .” and “An infectious disease threatens to wipe out Tasmanian devils.”

6. Which idea is NOT supported by the article?

- (A) Technology will soon solve all of our problems.
- (B) Humans have the power to both harm and help animals in the wild.
- (C) Scientists are developing new ways to help endangered animals.
- (D) Conservationists face challenges around the world.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. On page 29, Jon Hoekstra says, “Technology has given conservationists superpowers.” How does technology help the conservationists at Hardshell? Use text evidence to support your answer.

8. According to the article, what are two ways humans affect the lives of animals in the Mojave Desert? Use text evidence to support your answer.

Name: _____ Date: _____

“Can the Desert Tortoise Be Saved?” Quiz

Directions: Read “Can the Desert Tortoise Be Saved?” Then answer the questions below.

1. Which is a central idea of the section “Superhero Scientists”?
 - Ⓐ Hardshell Labs was founded in 2014.
 - Ⓑ A disease is killing Tasmanian devils in Australia.
 - Ⓒ Poachers in Africa illegally hunt elephants and sell their tusks.
 - Ⓓ Scientists around the world are using technology to help endangered animals.
2. On page 28, author Mackenzie Carro writes that the raven population “has exploded.” She means that the raven population
 - Ⓐ is in danger.
 - Ⓑ has rapidly increased.
 - Ⓒ has remained small.
 - Ⓓ has been hit by a bomb.
3. On page 28, the author most likely included the detail about poachers in Africa to
 - Ⓐ demonstrate how precious elephants are.
 - Ⓑ show that elephants and rhinos are more important than tortoises.
 - Ⓒ provide an example of the kinds of challenges today’s conservationists face.
 - Ⓓ explain why poaching is wrong.
4. Which best describes Carro’s attitude toward desert tortoises?
 - Ⓐ sympathetic
 - Ⓑ impressed
 - Ⓒ afraid
 - Ⓓ angry
5. Which line supports your answer to question 4?
 - Ⓐ “His team cleared one field of ravens in just three days . . .”
 - Ⓑ “The bird plunges its beak into the tortoise’s shell, then flies away with the poor creature in its mouth.”
 - Ⓒ “They produce garbage, which ravens eat . . .”
 - Ⓓ “An infectious disease threatens to wipe out Tasmanian devils.”
6. Which detail should NOT be included in a summary of the article?
 - Ⓐ Jon Hoekstra worked for the World Wildlife Fund.
 - Ⓑ A company called Hardshell Labs uses technology to help the desert tortoise.
 - Ⓒ Ravens eat baby desert tortoises.
 - Ⓓ Humans moving to the Mojave has led to a huge increase in the number of ravens there.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. On page 29, Jon Hoekstra says, “Technology has given conservationists superpowers.” How does technology help the conservationists at Hardshell? Use text evidence to support your answer.
8. According to the article, what is one way humans affect the desert tortoises in the Mojave Desert? Use text evidence to support your answer.

Name: _____ Date: _____

Correct Capitalization

Capital letters are used to mark the beginning of sentences, to distinguish proper nouns from common nouns, and to indicate other words that deserve special attention. Here are some rules to help you use capitals correctly:

Capitalize the first word in every sentence.

Last weekend, we went to see an exhibit about frogs. Did you know that one tiny poison dart frog can contain enough poison to kill 10 adults?

Capitalize the first word of a direct quotation.

Stacy asked, "When are we leaving for vacation?"

"You know I don't like mushrooms," said Ethan.

Capitalize proper nouns. A proper noun names a *specific* person, place, thing, or idea.

I would love to travel to New Zealand, Hawaii, and Australia.

You will read about Anne Frank when you study World War II.

Jason went to the mall to buy Nike sneakers.

Capitalize titles like Mr., Ms., Dr., and official titles like Governor, etc. when they come directly before a name.

I sent a birthday card to Ms. Shaw.

Please give this envelope to Judge Anderson.

Lucy says that Dr. Becker called.

Capitalize titles when they are used instead of a name.

"Please ask Dad to call me after he drops you off," said my mom.

My grandmother just celebrated her 90th birthday. Go, Grandma!

"Nice to see you again, Captain," said Roger.

An activity on capitalization begins on the next page.

Directions: Correct the capitalization in the sentences below. Draw three lines under any letters that should be capitalized, and draw a slash through any letters that should be lowercase. We did the first one for you.

1. my friend gary is an outstanding ~~A~~thlete who plays for the Indianapolis colts.
2. watching the rose parade on TV is a new year's day tradition for the Rossum family.
3. "i already have plans for halloween," said sam.
4. "Grandma and grandpa are coming over for dinner tonight," said dad.
5. sophie would love to explore every Mountain Range.
6. There are two special events I love to watch: the world series and the olympics.
7. Kennie o'Hara was not thrilled to be attending his new School in chester, Pennsylvania.
8. Selena's Mom is a doctor. she works at the big Hospital downtown.
9. several of my friends bought new adidas shoes at the Sporting Goods Store in the Mall.
10. I live on cherry street with my family and my dog, ranger.
11. parades require many hours of preparation.
12. Gabe is looking forward to his Ski trip to park City, utah.

Name: _____ Date: _____

Repairing Ramblers and Run-Ons

Rambling sentences may technically follow the rules of grammar, but they are still a problem because they ramble—that is, they go on and on (and on and on). They are hard for the reader to follow. For example:

On Thursday, my brother and I woke up early to go sailing, but when we looked outside, it was pouring rain, so we thought we'd have to cancel our plans, but by the time we arrived at the dock, things were looking up, and the sun had emerged from the clouds, and the rain had stopped, so before we knew it, we were heading out to sea!

Oof! That's an awful lot to pack into one sentence! It would be much easier to read if you turned it into a few shorter sentences. Here's one way to do it:

On Thursday, my brother and I woke up early to go sailing. When we looked outside, though, it was pouring rain. We thought we'd have to cancel our plans. By the time we arrived at the dock, however, things were looking up; the sun had emerged from the clouds, and the rain had stopped. Before we knew it, we were heading out to sea!

FIX IT!

Directions: Rewrite the rambler below. Break it into several shorter sentences.

Last week was my mom's birthday, and the whole family came over to celebrate, so my sister Leah made a chocolate-chip cheesecake, which is my mom's favorite dessert, and it looked absolutely wonderful, yet as soon as we tasted it, it was clear that something had gone wrong, because it tasted awful, and Leah realized that she had used salt instead of sugar!

Related to rambling sentences are run-on sentences. A run-on sentence combines two or more independent clauses incorrectly. (An independent clause is a group of words that contains a subject and a verb, and expresses a complete thought—in other words, a sentence.)

Consider the following run-on sentence:

Gray clouds rolled in, darkening what had been a bright-blue sky, we still had fun.

"Gray clouds rolled in, darkening what had been a bright-blue sky" and "we still had fun" are both independent clauses—each can stand on its own as a sentence. A comma is not enough to join the two clauses.

Here are three ways to correct a run-on sentence:

1

Divide it into separate sentences.

Example: Gray clouds rolled in, darkening what had been a bright-blue sky. We still had fun.

2

Use a comma and a conjunction such as *for*, *and*, *nor*, *but*, *or*, *yet*, or *so*.

Example: Gray clouds rolled in, darkening what had been a bright-blue sky, but we still had fun.

3

Use a semicolon and a transition word or phrase such as *however*, *moreover*, *furthermore*, *as a result*, *meanwhile*, *first*, *next*, *finally*, or *in addition*.

Example: Gray clouds rolled in, darkening what had been a bright-blue sky; however, we still had fun.

FIX IT!

Directions: Rewrite each run-on sentence below so that it is no longer a run-on. (Be careful not to turn it into a rambler!)

1. Four species of monkeys are native to Costa Rica, we saw two on our trip there.

Correct: _____

2. I went to school yesterday, but I didn't feel well, I had a really bad headache, and I couldn't focus.

Correct: _____

3. Randy meant to stay awake until the end of the movie, he fell asleep during the first 10 minutes.

Correct: _____

Name: _____ Date: _____

Fragment Fix

A sentence fragment is a group of words that does not contain both a subject and a verb or does not express a complete thought. A sentence fragment does not make sense on its own. Some examples of fragments are below, along with possible ways to fix them. (The fragments appear in bold.)

Incorrect: I called Sue. **Because I wanted to hear about her vacation.**

Correct: I called Sue because I wanted to hear about her vacation.

Incorrect: Staying organized helps me succeed. **Which is why I clean my room every day.**

Correct: Staying organized helps me succeed, which is why I clean my room every day.

Incorrect: **Even though the first day of school did not go smoothly.**

Correct: Even though the first day of school did not go smoothly, I feel positive about the rest of the year.

Correct: I am in a good mood even though the first day of school did not go smoothly.

Directions: Write **F** for fragment or **S** for sentence on each line.

- ___ 1. Mr. Smith, who is my English teacher.
- ___ 2. Living alone in the city.
- ___ 3. After waiting an hour, I texted my friend to see if he was still coming over.
- ___ 4. To give him encouragement to finish the race.
- ___ 5. Even though the sign stated that there were falling rocks.
- ___ 6. The baseball team scored five runs in the first inning.
- ___ 7. A stack of boxes in the back of the warehouse.
- ___ 8. Excitedly, I stepped onto the stage to accept the award.

Directions: Rewrite the message below, changing all of the fragments into complete sentences.

I want to make plans. For Friday night. Can we meet at my house? At 7 p.m. Movie starts at 7:40. My mom said she would drive us. Don't forget. Bring a sweater. Because it's always cold in there.

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Master Verb-Tense Consistency

A verb's *tense* indicates when the action that it describes takes place—in the past (*I ran*), in the present (*I run*), or in the future (*I will run*).

The verb tense you use should remain *consistent*, or the same, throughout sentences, throughout paragraphs, and throughout the entire body of whatever you are writing—unless you have a good reason to change it.

For example:

Incorrect: After we **play** soccer, Dad **took** us out for pizza.
(*Play* is in the present tense, and *took* is in the past tense—and there is no good reason for the shift.)

Correct Option 1: After we **play** soccer, Dad **takes** us out for pizza.
(Both verbs are in the present tense.)

Correct Option 2: After we **played** soccer, Dad **took** us out for pizza.
(Both verbs are in the past tense.)

So what IS a good reason to change the verb tense you are using? You can change tenses when you are describing events that happen at different times.

For example:

Correct: Tracy's hair **is** blond, though it **was** brown last week.
(You are describing something that is in the present, and you are also describing something in the past.)

Correct: I **packed** my suitcase last night because I **will be flying** to New York tomorrow.
(You are describing something that happened in the past, and you are also describing something that will happen in the future.)

Directions: In each group of sentences or paragraphs below, place a ✓ in front of the sentence or paragraph that correctly uses verb tenses.

1. **a** _____ The conductor lifted his arms and signals the orchestra to begin.
b _____ The conductor lifts his arms and signaled the orchestra to begin.
c _____ The conductor lifted his arms and signaled the orchestra to begin.

2. **a** _____ Frogs have smooth, clammy skin, whereas toads have dry, bumpy skin.
b _____ Frogs had smooth, clammy skin, whereas toads have dry, bumpy skin.
c _____ Frogs have smooth, clammy skin, whereas toads had dry, bumpy skin.

3. **a** _____ Carmen takes gymnastics on Tuesdays; now she goes on Thursdays instead.
b _____ Carmen took gymnastics on Tuesdays; now she went on Thursdays instead.
c _____ Carmen took gymnastics on Tuesdays; now she goes on Thursdays instead.

4. **a** _____ Jamie's birthday party will be a blast. First, we stuff ourselves with tacos. Then we turned on the karaoke machine. I laughed so hard when Jamie sang "Firework"!
- b** _____ Jamie's birthday party was a blast. First, we stuff ourselves with tacos. Then we turn on the karaoke machine. I will be laughing so hard when Jamie sang "Firework"!
- c** _____ Jamie's birthday party was a blast. First, we stuffed ourselves with tacos. Then we turned on the karaoke machine. I laughed so hard when Jamie sang "Firework"!
5. **a** _____ For the past three months, Jackson has been shooting hoops every day after school. He has been planning to try out for the basketball team on Friday. I really have been hoping he has been making it. He has been deserving it!
- b** _____ For the past three months, Jackson has been shooting hoops every day after school. He is planning to try out for the basketball team on Friday. I really hope he makes it. He deserves it!
- c** _____ For the past three months, Jackson shot hoops every day after school. Basketball tryouts were this coming Friday. I really hoped he made it. He was deserving it!

Directions: Rewrite the paragraph below so that the verb tense is consistent. If you shift the verb tense at any point, make sure you have a good reason for doing so!

Last weekend, my dad and I went to Go-Kart World. We are having an awesome time! Go-Kart World has all kinds of different tracks you can zoom around on. I feel like a real race-car driver. My dad's favorite was the Super Track, which has two levels. My favorite will be the Turbo Track because it had a lot of twists and turns. The bumper cars were fun too. I hope I will be able to go back there someday.

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Number vs. Amount

The words **number** and **amount** are easy to mix up. Here are some simple rules to help keep these words straight.

Use **number** to refer to things that you CAN count.

Examples:

A large **number** of plastic flamingos are on the lawn.

Olivia tripped over a **number** of toys on her way to her little brother's bed.

Use **amount** to refer to a quantity—something that you CANNOT count.

Examples:

While baking cookies, Sebastian spilled a significant **amount** of flour on the floor.

No **amount** of scrubbing will remove the doodle that Tracy drew on the desk.

Directions: Underline the correct boldface word in each sentence below.

1. The traffic jam caused a large **number/amount** of people to be late for the party.
2. Tyrell reached into his backpack and pulled out a huge **number/amount** of books.
3. My grandmother puts the perfect **number/amount** of peanut butter on my sandwiches.
4. We found an enormous **number/amount** of empty pizza boxes in Rob's room.
5. There is always a certain **number/amount** of confusion backstage before the show starts.
6. Unfortunately, only a small **number/amount** of students were able to go on the class trip.

Directions: Write the correct word—*number* or *amount*—in each blank below. Then write your own sentence using *number* or *amount*.

7. Selena insists on having the same _____ of ice cubes in each glass.
8. I was astonished by the _____ of snow on the ground.
9. Mitch listens to a huge _____ of music; he always knows the newest singers.
10. An increasing _____ of dentists have TVs in their examination rooms.
11. _____

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Life Story Contest

Create your own “life story” timeline for yourself, your school, or any person or place that interests you. It should include events that are important to the subject of the timeline. Your timeline may be an infographic, a slideshow (maximum 10 slides), or a video (maximum 2 minutes). Include one paragraph describing your subject. Five winners will get a \$25 Visa gift card.

Entries will be judged on:

- ⇒ creativity
- ⇒ grammar
- ⇒ clarity
- ⇒ strength of descriptive language

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Life Story Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY November 25, 2017!