

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.

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**Directions:** Answer the questions below to help you write an objective summary of “The Shattered Sky.”

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

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**2.** What was happening in the world at the time this story took place?

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**3.** What significant event does the article describe? Where and when did this event take place?

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**4.** Who or what caused this event?

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**5.** How did this event affect the main person or people in the article?

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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.

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 unimportant details or the opinions of the person writing it.

**Directions:** Follow the prompts in the margins to complete the summary of "The Shattered Sky."

Thirteen-year-old Noble Driscoll lived through one of the most powerful explosions in history: the 1917 Explosion in Halifax Harbor. The explosion was caused by \_\_\_\_\_

\_\_\_\_\_ in

Halifax Harbor in Nova Scotia, Canada. The *Mont-Blanc* was on its way to Europe

\_\_\_\_\_

\_\_\_\_\_. After the collision, the *Mont-Blanc* caught fire and eventually exploded. The blast \_\_\_\_\_

\_\_\_\_\_.

Some 2,000 people were killed and 9,000 others were injured.

Noble and most of his family survived, but his brother Gordon went missing during the explosion and was never found. After relocating to a nearby town for several years, the Driscolls \_\_\_\_\_

\_\_\_\_\_.

One hundred years later, \_\_\_\_\_

\_\_\_\_\_.

1. What led to the explosion?

2. What was the ship carrying and why?

3. What damage did the explosion cause in Halifax and Dartmouth?

4. Where did the Driscolls end up?

5. What is Halifax like today?

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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 "The Shattered Sky."

**1. Reread the section "Bad News." Which statement below BEST expresses the central idea of this section?**

- Ⓐ Some soldiers in Halifax had come back from the war with serious injuries.
- Ⓑ World War I was a frequent topic of conversation in Noble's seventh grade class.
- Ⓒ Halifax Harbor was a busy transportation hub during World War I.
- Ⓓ German U-boats had sunk some 3,000 vessels by 1917.

**2. Read the central idea of the section "Shock Wave" 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 explosion of the *Mont-Blanc* was extremely powerful and destructive.**

- Ⓐ "Fortunately for Noble, the wave did not reach him." (p. 9)
- Ⓑ "In a fraction of a second, the *Mont-Blanc* was ripped to pieces." (p. 8)
- Ⓒ "The explosion triggered an enormous wave that surged out of the harbor and crashed through Dartmouth and Halifax, toppling more buildings and sweeping people away." (p. 9)
- Ⓓ "Doors flew off hinges, trees snapped in two, windows shattered, and shards of glass shot through the air like missiles." (p. 9)

I chose \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3. Read the details from the section "Rush to Help" listed below. In the box, write a central idea that these details support.**

**Central Idea:**

**Detail 1:** "Neighbors pulled each other from the burning wreckage of their homes." (p. 9)

**Detail 2:** "Buildings that still stood were quickly converted to hospitals." (p. 9)

**Detail 3:** "By the afternoon, trains loaded with nurses, doctors, firefighters, and supplies were streaming into Halifax." (p. 9)

- 4. Consider one 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 1917 Explosion in Halifax Harbor was a terrifying catastrophe.**

**Supporting detail 1:**

"Some 2,000 people had died, and at least 9,000 had been injured." (p. 10).

**Supporting detail 2:**

**Supporting detail 3:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# 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 "The Shattered Sky."

**1. Read the central idea of the section "Shock Wave" stated in the box below. Then check the boxes next to the THREE details that support the central idea.**

**Central Idea:**

**The explosion of the *Mont-Blanc* was extremely powerful and destructive.**

- ☐ "In a fraction of a second, the *Mont-Blanc* was ripped to pieces." (p. 8)
- ☐ "The explosion triggered an enormous wave that surged out of the harbor and crashed through Dartmouth and Halifax, toppling more buildings and sweeping people away." (p. 9)
- ☐ "And one of Noble's 13 siblings—his little brother Gordon—was missing." (p. 9)
- ☐ "Fortunately for Noble, the wave did not reach him." (p. 9)
- ☐ "Doors flew off hinges, trees snapped in two, windows shattered, and shards of glass shot through the air like missiles." (p. 9)

**2. Read the details from the section "Rush to Help" listed below. In the box, complete the central idea that these details support.**

**Central Idea:**

**The people of Halifax as well as Nova Scotia \_\_\_\_\_**

**Detail 1:** "Neighbors pulled each other from the burning wreckage of their homes." (p. 9)

**Detail 2:** "Buildings that still stood were quickly converted to hospitals." (p. 9)

**Detail 3:** "By the afternoon, trains loaded with nurses, doctors, firefighters, and supplies were streaming into Halifax." (p. 9)

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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 "The Shattered Sky."

1. Read the headline and look at the image on pages 4-5. What mood do the title and image create?

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2. How does the map on page 6 contribute to the article?

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3. What do the photos and captions on the top of pages 6 and 7 help you understand about the 1917 Explosion in Halifax Harbor?

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

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Living Through the Halifax Explosion

Follow the directions in the boxes below to help you organize the ideas and details you will use in your response to this writing prompt on page 10 at the end of "The Shattered Sky."

## Descriptive Language

One way author Kristin Lewis helps the reader understand what it was like to live through the 1917 Explosion in Halifax Harbor is by using descriptive language: vivid words and sensory details that help the reader imagine what people saw, heard, smelled, tasted, or felt.

1. List examples from the article of sentences or paragraphs that contain vivid language and sensory details. Explain what each example helps readers imagine or understand. We provided one example for you. Find at least three more. Be sure to include page numbers to show where each example comes from.

- Lewis writes, "Soft smoke curled from chimneys as mothers served up steaming bowls of oatmeal" (6). The description of "soft smoke" curling from chimneys and "steaming bowls of oatmeal" helps readers imagine being in a warm, safe kitchen, breathing in the pleasing smells of wood smoke and oatmeal. This line helps readers understand the contrast between what life was like before and after the explosion, and how no one had any idea what was about to happen.



**Structure**

Another way Lewis helps readers understand what it was like to live through the explosion is by focusing her article on the experience of one particular person: 13-year-old Noble Driscoll.

2. How does reading about what one particular person—Noble Driscoll—experienced help readers understand what living through the Halifax explosion was like? (Think about how Lewis's article would have been different if she had given a general account of what happened without focusing on any particular person.)

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# Close-Reading Questions

## "The Shattered Sky"

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1. Why are the details about World War I in the section "Bad News" important to the story?  
(text structure)
2. In the section "Powerful Explosives," how does author Kristin Lewis create suspense? (mood)
3. In the section "Shock Wave," which details help you understand how powerful the explosion was? (supporting details)
4. Reread the description of Halifax in the introduction. Then reread the description of Halifax after the explosion in the section "Shock Wave." What do these two descriptions help you understand? (key ideas and details)

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# Critical-Thinking Questions

## "The Shattered Sky"

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1. Resilience is the ability to bounce back—to recover from misfortune. In "The Shattered Sky," who does Lewis portray as showing resilience? Explain.
2. On page 10, Lewis states that some blamed Mackey and Le Medec for the explosion but that the criminal charges against them "were later dropped." Why might some people have been quick to blame them for the disaster?
3. What can be gained by learning about the 1917 Explosion in Halifax Harbor?

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# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “The Shattered Sky.” 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, Mood, Inference

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

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2. What can you tell about Halifax Harbor from the map on page 6?

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3. Study the photographs and **caption** at the top of pages 6–7. What can you infer happened in Halifax from these features?

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

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## During Reading

### Mood, Text Structure, Tone

5. The **mood** shifts several times throughout the introduction. Describe how the mood changes.

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6. On page 7, author Kristin Lewis writes, “As the two ships came into each other’s view, they blared their whistles. But the signals must have been misunderstood, because neither ship changed course.” What can you infer about the collision from this information?

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7. **A.** Check ( ✓ ) the statement that BEST describes the **text structure** (the way the author organizes information) in the sections “Powerful Explosives” and “Too Late.”

The author gives a chronological account of the collision between the *Mont-Blanc* and the *Imo*.

The author compares the captain of the *Mont-Blanc* with the captain of the *Imo*.

The author explains the causes of the explosion of the *Mont-Blanc* and lists its effects on the city of Halifax.

**B.** Explain how you know.

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8. In the section “Rushed to Help,” Kristin Lewis uses an admiring **tone**. Find two examples of this tone and write them on the lines below.

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## After Reading

### Central Idea/Details and Objective Summary

**9.** Below are three **supporting details** for a central idea of “The Shattered Sky.” In the space provided, write a **central idea** that these details support.

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graph TD; A[Central Idea] --> B[Detail #1]; A --> C[Detail #2]; A --> D[Detail #3];
```

Central Idea		
<b>Detail #1</b> “In a fraction of a second, the <i>Mont-Blanc</i> was ripped to pieces.” (p. 8)	<b>Detail #2</b> “The explosion triggered an enormous wave that surged out of the harbor and crashed through Dartmouth and Halifax, toppling more buildings . . .” (p. 9)	<b>Detail #3</b> “Doors flew off hinges, trees snapped in two, windows shattered, and shards of glass shot through the air like missiles.” (p. 9)

10. Write an **objective summary** of “The Shattered Sky.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

[illegible]

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# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “The Shattered Sky.” 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, Mood, and Inference

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

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---

---

2. What can you tell about Halifax Harbor from the map on page 6?

---

---

---

3. Study the photographs and **caption** at the top of pages 6–7. What do these features tell you about what happened in Halifax?

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

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## During Reading

### Mood, Text Structure, Inference, Tone

5. In the first section of the article, author Kristin Lewis describes Halifax as a peaceful and prosperous place where Noble likely would have felt safe. She then writes, “In a few minutes, this would change” (6).

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

- Ⓐ frightening to pleasant.
- Ⓑ pleasant to uneasy.
- Ⓒ hopeful to hopeless.
6. On page 7, Lewis writes, “As the two ships came into each other’s view, they blared their whistles. But the signals must have been misunderstood, because neither ship changed course.” What can you infer about the collision from this information? (To infer is to draw a conclusion from evidence.)

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7. **Text structure** is the term for how an author organizes information. Information in the section “Shock Wave” uses description. Which words and phrases in the section help you identify this text structure?

- Ⓐ *Yet there was more horror to come; Fortunately for Noble; 250 miles away*
- Ⓑ *more than four times hotter than lava; windows shattered; trees snapped in two*
- Ⓒ *In a fraction of a second; In seconds; For about 10 minutes*

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 section “Rushed to Help.”

friendly

admiring

joyful

**B.** Briefly explain how you know: \_\_\_\_\_

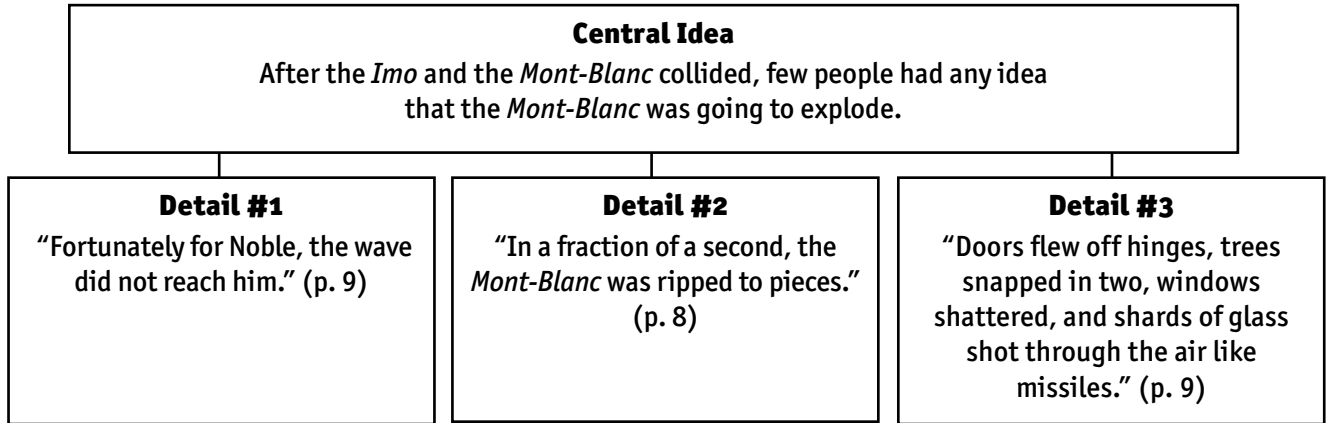
\_\_\_\_\_



## After Reading

### Central Idea/Details and Objective Summary

9. A. Below is a **central idea** of “The Shattered Sky” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



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

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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 “The Shattered Sky.”

- a. Noble and his family lived in Halifax, a town in Nova Scotia, Canada.
- b. Noble had an amazing view of the Narrows from his backyard.
- c. The *Mont-Blanc* was packed full of munitions for World War I.
- d. Thousands of people were killed in the 1917 Explosion in Halifax Harbor.
- e. It must have been terrifying to live through the explosion in Halifax.
- f. Today, there are many seafood restaurants along the harbor in Halifax.

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

# Vocabulary:

## "The Shattered Sky"

### 1. **aptly (APT-lee)** *adverb*; The adjective *apt* has a range of meanings:

1. likely or having a tendency to do something: *A careless person is apt to make mistakes.*
2. especially appropriate or fitting: *The Neverending Story—an apt title for a book with 448 pages—is my favorite fantasy novel.*
3. very intelligent and responsive: *Brianna is an apt student.*

The adverb *aptly* is used only with the second meaning of *apt* above, to mean "done in an especially fitting way," as in, "We aptly named our new dalmatian puppy "Spot.""

### 2. **hamper (HAM-per)** *noun or verb*; A hamper is a large basket with a lid. People often throw their dirty clothes in a hamper until it's time to do the laundry.

As a verb, *hamper* means to stop something from moving along or making progress as it should—to hold it back or get in its way. Thick fog can hamper travel on the highway. Strong winds might hamper firefighters' efforts to put out a fire.

### 3. **munitions (myoo-NISH-uhns)** *noun*; Munitions are military equipment and supplies used for fighting, such as weapons and ammunition.

### 4. **port (pohrt)** *noun*; A port is a town or city with a harbor where ships come to load and unload cargo or passengers. *Port* can also be used simply as a synonym for *harbor*. (A harbor is part of an ocean or a lake where ships can go to be safe from storms.)

### 5. **scapegoat (SKEYP-goht)** *noun or verb*; A scapegoat is a person or a group that is unfairly blamed for something others have done. Sports fans who are looking for someone to blame after their team loses might use the coach as a scapegoat, even if the coach did a great job. *Scapegoat* can also be a verb, as in, "Fans often scapegoat the coach."

**6. stark (stahrk)** *adjective*; *Stark* has a range of meanings, all of which relate to something being severe:

1. very plain, bare, or grim in appearance: *A single tree stood alone in the stark desert landscape.*
2. harsh or unpleasant to accept or experience: *Forecasters have issued a stark warning about the hurricane.*
3. very obvious; plainly and easily seen: *The difference between my mother’s taste in music and my own is stark.*
4. extreme or complete: *Sawyer ran out of the haunted house in stark terror.*

**7. tarnish (TAHR-nish)** *verb*; Over time, certain metals—like silver, copper, and brass—tarnish, meaning that they become dull or discolored. This happens because of a chemical reaction with the oxygen in the air.

*Tarnish* can also mean “to make or become less valuable or respected.” Saying something offensive could tarnish a singer’s reputation and cause people to stop buying his albums.

**8. vilify (VIL-uh-fahy)** *verb*; You’re probably familiar with the noun *villain* (VIL-uhn)—the “bad guy” character in a book or movie. The meaning of *villain* can help you remember the meaning of *vilify*.

If you vilify someone, you say or write harsh things about the person in a way that lowers other people’s opinions of that person. In other words, you make the person into “the bad guy” by spreading negative information about him or her.

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**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

## "The Shattered Sky"

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**Directions:** Fill in the circle next to the best answer to each question.

1. Which of the following is an example of a stark room?

- Ⓐ a room with white walls and no furniture or curtains
- Ⓑ a room with comfy bean bags, a colorful rug, and a lot of games lying around

2. Which of the following situations shows someone being scapegoated?

- Ⓐ Three boys wrote on the bathroom wall but blamed it all on Dan, who was then suspended from school.
- Ⓑ A suspect admitted to robbing a bank after the police found his fingerprints on the safe.

3. Which of the following people has been vilified?

- Ⓐ Tom, who was attacked on social media for treating the workers at his company horribly.
- Ⓑ Hanna, who was honored with a special ceremony after winning a spelling bee.

4. Ana was named "Most Likely to Become a Comedian" in the yearbook. Which of the following photos aptly captures Ana's personality?

- Ⓐ a photo of her sleeping soundly on the bus during a field trip
- Ⓑ a photo of her wearing a shark costume while running in a track meet

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**Directions:** Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear.

5. A voice came over the intercom to announce our arrival at the **port**. We \_\_\_\_\_

\_\_\_\_\_

6. The bad weather **hampered** our family's day at the beach. It was \_\_\_\_\_

\_\_\_\_\_

7. We passed a truck on the highway that was carrying **munitions**. It \_\_\_\_\_

\_\_\_\_\_

8. My mother's necklace was **tarnished**. The necklace \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “The Shattered Sky” Quiz

**Directions:** Read “The Shattered Sky.” Then answer the questions below.

- Which of the following details should NOT be included in a summary of the article?
  - The *Mont-Blanc* had thousands of pounds of dangerous explosives on board.
  - The *Mont-Blanc* and the *Imo* collided.
  - There were many factories in Richmond.
  - The *Mont-Blanc* exploded, destroying Halifax and killing thousands.
- Kristin Lewis explains that the Narrows was the narrowest section of Halifax Harbor. What other detail about the harbor may have played a part in the collision of the *Mont-Blanc* and the *Imo*?
  - The harbor separates two towns.
  - The harbor’s traffic had increased eightfold since the start of the war.
  - The harbor is near the Atlantic Ocean.
  - The shape of the harbor made it easy to protect from submarine attacks.
- On page 7, Lewis writes that German U-boats “prowled beneath the waves of the Atlantic Ocean beyond the harbor.” The word *prowled*
  - suggests that U-boats had a cat-like appearance.
  - tells the reader that U-boats moved quickly.
  - indicates that the U.S. was spying on Germany.
  - implies that U-boats were stealthy and dangerous, like predatory animals.
- What is the main purpose of the section “Shock Wave”?
  - to provide details about how the explosion affected Noble’s family
  - to teach readers about tsunamis
  - to help readers understand how powerful and catastrophic the explosion was
  - to explain why Noble’s skin was blackened
- On page 10, Lewis writes that Mackey’s “name was tarnished.” She means that
  - Mackey’s reputation was damaged.
  - Mackey’s name was eventually forgotten.
  - Mackey was remembered as a great ship pilot.
  - the name plate on Mackey’s cabin in the new ship became dull and greenish.
- The article supports all of the following ideas EXCEPT
  - the people of Halifax and neighboring communities came together in a time of crisis.
  - some disasters are simply too big to ever recover from.
  - Halifax was an important North American port during World War I.
  - the 1917 Explosion in Halifax Harbor was one of the worst explosions in history.

### 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 did the Halifax Harbor disaster alter life in the region where it happened? Use text evidence to support your answer.
- What is Kristin Lewis’s tone as she writes about Francis Mackey, pilot of the *Mont-Blanc*, and Aimé Le Medec, captain of the *Mont-Blanc*? Use details from the text to support your answer.

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## "The Shattered Sky" Quiz

**Directions:** Read "The Shattered Sky." Then answer the questions below.

- Which of the following details should definitely be included in a summary of the article?
  - Noble Driscoll had 13 brothers and sisters.
  - Canada was once a colony of Great Britain.
  - The *Mont-Blanc* had thousands of pounds of dangerous explosives on board.
  - German submarines are called U-boats.
- Kristin Lewis explains that the Narrows was the narrowest section of Halifax Harbor. What other detail about the harbor helps explain why the two ships may have collided?
  - The harbor separates two towns.
  - The harbor's traffic had increased eightfold since the start of the war.
  - The harbor is near the Atlantic Ocean.
  - The shape of the harbor made it easy to protect from submarine attacks.
- On page 7, Lewis writes that German U-boats "prowled beneath the waves of the Atlantic Ocean beyond the harbor." The word *prowled* implies that U-boats
  - looked like cats.
  - moved quickly.
  - operated underwater.
  - were sneaky and dangerous, like predatory animals.
- What is the main purpose of the section "Shock Wave"?
  - to provide details about how the explosion affected Noble's family
  - to teach readers about tsunamis
  - to help readers understand how powerful and catastrophic the explosion was
  - to explain why Noble's skin was blackened
- On page 10, Lewis writes that Mackey's "name was tarnished." She means that
  - Mackey's reputation was damaged.
  - Mackey's name had been forgotten.
  - Mackey was remembered as a great ship captain.
  - a metal sign with Mackey's name on it had become dull and greenish.
- Which of the following is a central idea of the article?
  - Francis Mackey was an experienced pilot.
  - The 1917 explosion in Halifax Harbor was one of the worst explosions in history.
  - Nearby communities opened their homes to survivors of the explosion.
  - Halifax was an important North American port during World War I.

### 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 did the 1917 Explosion in Halifax Harbor affect Noble Driscoll's life? Use text evidence to support your answer.
- Write a paragraph that supports the following claim with details from the text: Kristin Lewis has a sympathetic tone, or attitude, when she writes about Francis Mackey and Aimé Le Medec.

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# Video Discussion Questions

## "Behind the Scenes: The Shattered Sky"

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### Before Reading "The Shattered Sky"

1. How does the section of the video about the 1917 Explosion in Halifax Harbor (1:18-1:52) help you understand how seriously the disaster affected the city of Halifax? Consider the music, narration, and visuals.
2. Name three different sources that author Kristin Lewis used to help her write the article. What was the main goal of this research?

### After Reading "The Shattered Sky"

3. Lewis says that in her article, she wanted to help you imagine what it was like to live through the 1917 Explosion in Halifax Harbor (2:34). Did she succeed? Explain.
4. In the video, Lewis explains that historian Janet Kitz has "written the stories of many survivors" of the explosion and donated her interviews to the Nova Scotia archives (3:50-3:57). Why is the work of historians like Janet Kitz important?

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

# Halifax Explosion Contest

How does the author help you, the reader, understand what it was like to live through the 1917 Explosion in Halifax Harbor? Use text evidence to support your answer. Five winners will get *Blizzard of Glass* by Sally M. Walker.

## Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting text 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](mailto:scopemag@scholastic.com)  
or mail them to: Halifax Explosion Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY January 15, 2018!**



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.

At many points in the play *Beware the Thunder*, the mood could be described as **uncanny**. Now let’s look at what creates this mood.

Psst!  
*Uncanny* means  
 “strange in a way that  
 seems mysterious and  
 supernatural.”

## Whispers: Prologue – Scene 3

1. In the prologue and in Scenes 1, 2, and 3, the Odd Fellows whisper Rip Van Winkle’s name from offstage. This whispering helps create an uncanny mood.

**Read the reason why:** Whispers have a secretive or mysterious feeling—and these whispers are particularly spooky because they come from offstage, so that you can’t tell who is whispering. The whispers seem like they might be coming from ghosts.

## Odd Fellows: Scenes 3 – 4

2. In Scenes 3 and 4, Rip meets the Odd Fellows. The uncanny mood continues.

We’ve listed one detail and explained how it helps create an uncanny mood. Provide two more details and explain how they help create an uncanny mood.

**Detail:** The Odd Fellows are dressed like the Dutch explorers who came through the Catskills some 50 years earlier.

**How this helps create an uncanny mood:** The Odd Fellows’ old-fashioned style of dress helps create an uncanny mood because it is strange and unexplained. It suggests that the Odd Fellows might be ghosts or some sort of supernatural beings from another time.

**Detail:** \_\_\_\_\_

**How this helps create an uncanny mood:** \_\_\_\_\_

Detail: \_\_\_\_\_

\_\_\_\_\_

How this helps create an uncanny mood: \_\_\_\_\_

\_\_\_\_\_

**Rip Awakens: Scenes 5 – 7**

3. After drinking from the Odd Fellows' barrel, Rip falls into a deep sleep. What happens in Scenes 5-7 that helps create an uncanny mood?

Write three details about what happens when Rip wakes up that help create an uncanny mood.

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Explain how the details you listed help create an uncanny 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.

At many points in the play *Beware the Thunder*, the mood could be described as **uncanny**. Now let’s look at what creates this mood.

Psst!  
*Uncanny* means  
 “strange in a way that  
 seems mysterious and  
 supernatural.”

## Whispers: Prologue – Scene 3

1. In the prologue and in Scenes 1, 2, and 3, the Odd Fellows whisper Rip Van Winkle’s name from offstage. This whispering helps create an uncanny mood.

**Read the reason why:** Whispers have a secretive or mysterious feeling—and these whispers are particularly spooky because they come from offstage, so that you can’t tell who is whispering. The whispers seem like they might be coming from ghosts.

## Odd Fellows: Scenes 3 – 4

2. In Scenes 3 and 4, Rip meets the Odd Fellows. The uncanny mood continues.

We’ve listed two details and explained how one of them helps create an uncanny mood. Explain how the second detail helps create an uncanny mood.

**Detail:** The Odd Fellows are dressed like the Dutch explorers who came through the Catskills some 50 years earlier.

**How this helps create an uncanny mood:** The Odd Fellows’ old-fashioned style of dress helps create an uncanny mood because it is strange and unexplained. It suggests that the Odd Fellows might be ghosts or some sort of supernatural beings from another time.

**Detail:** The Odd Fellows are silent. They do not respond to Rip or talk to him at all.

**How this helps create an uncanny mood:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Rip Awakens: Scenes 5 – 7**

3. After drinking from the Odd Fellows' barrel, Rip falls into a deep sleep.

**Here are three details about what happens when Rip wakes up that help create an uncanny mood:**

**Detail:** Rip wakes up with a long, white beard that he did not have before falling asleep.

**Detail:** Rip does not recognize anyone in the village.

**Detail:** Peter Vanderdonk says that the mountains have always been haunted by strange beings.

**Explain how the details above help create an uncanny mood.**

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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

# 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: \_\_\_\_\_

# Story Planner

**Directions:** Read the play *Beware the Thunder* and the informational text "What If You Fell Asleep for 20 Years?" Then jot down ideas to answer the questions below. Your ideas will help you plan the story you will write in response to the writing prompt from page 16. Don't forget to enter your story in the contest!

## Writing Contest

**Write a story about someone who falls asleep and wakes up 20 years from now. Use the play and the informational text to help you come up with your plot. Your story can be in the form of a play, video, or short story. Group entries accepted.**

**1.** Describe the protagonist, or main character, of your story. Include the character's name as well as information about his or her age, appearance, personality, and background.

**2.** Describe the circumstances under which your protagonist falls asleep for 20 years. In the play, Rip falls asleep after drinking the Odd Fellows' beverage. What happens to your character?

**3.** Where is your character when he or she wakes up? Who are the first people your character sees?

**4.** Of the seven changes predicted on page 16, choose at least three to work into your story. Which ones will you use?

**5.** How does your character find out about the changes that have taken place in his or her world?

**6.** How does your character react to the changes that he or she finds? For example, is your character frightened? Thrilled? Not surprised? Horrified?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Close-Reading Questions

## *Beware the Thunder*

1. In Scene 1, what do you learn about Rip and Cornelia? How are they different? (character)
2. At the start of Scene 4, the Odd Fellow, Rip, and Wolf walk back and forth across the stage in front of the curtain. What does this indicate? (text structure)
3. In Scene 5, why does Rip wince and clutch his back when he stands up? (inference)
4. In Scene 6, why does the crowd gasp when Rip says he's a loyal subject of the king? (inference)
5. In Scene 7, John asks Rip what his name is. Why does Rip reply, "I don't think I know"? (inference)



## Critical-Thinking Questions

6. Compare the types of changes predicted on page 16 with the changes that occurred while Rip Van Winkle was sleeping.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# ***Beware the Thunder***

## **Character Thinking Tool**

**1.** How does Cornelia feel about Rip? Explain your answer using details from the play.

**2.** If you were in Cornelia's place, would you have similar feelings about Rip? Explain.

**3.** List Rip's strengths and weaknesses as a person. Support your answers with details from the play.

strengths	weaknesses

4. Rip's dog, Wolf, is a character in the play, though he doesn't have any speaking lines. What is the purpose of Wolf's character? In other words, what does he add to the play?

5. Is Rip a static or dynamic character? Explain your reasoning.

A **static character** does not change in any important way over the course of a story.

A **dynamic character** undergoes an important internal change over the course of a story.



# ***Beware the Thunder***

**Is change always for the better?**

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

	Agree	Disagree
1. Avoiding your responsibilities will make them disappear.		
2. The world can change a lot in 20 years.		
3. It's important to stop and smell the roses.		
4. Hard work is rewarded; laziness is punished.		
5. If you don't keep up with the world around you, you'll get left behind.		
6. Change and progress are the same thing.		
7. Change is inevitable—it cannot be avoided.		
8. People should be satisfied with the lives they have.		
9. The world is changing faster today than it ever has before.		
10. Change can be positive or negative.		

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***Beware the Thunder Quiz***

**Directions:** Read *Beware the Thunder*. Then answer the questions below.

1. In Scene 2, Cornelia says to Rip, “Busy? Sitting here like a pumpkin in the field?” This line contains
  - (A) a simile that reveals that Rip has spent his day sitting in a field.
  - (B) a metaphor that indicates that Rip physically resembles a pumpkin.
  - (C) a simile that emphasizes that Rip has spent the day sitting around doing nothing.
  - (D) symbolism: The pumpkin represents Rip.
2. In Scene 2, Cornelia “marches on stage.” The author’s use of *marches* helps the reader understand that
  - (A) Cornelia is happy to see Rip.
  - (B) Cornelia is angry at Rip.
  - (C) Cornelia is a soldier.
  - (D) Cornelia is walking slowly.
3. In Scene 3, the detail about Wolf’s tail being tucked between his legs
  - (A) tells you that Wolf is scared of the Odd Fellows.
  - (B) hints that something eerie or bad is going to happen.
  - (C) tells you that Wolf is excited by the Odd Fellows.
  - (D) both A and B
4. In Scenes 6 and 7, the author establishes that Rip has been asleep for a long time in all of the following ways EXCEPT
  - (A) by describing the changes that have been made to the Village Inn.
  - (B) by having Katrina dab Rip’s forehead.
  - (C) by drawing attention to Rip’s long beard.
  - (D) by including the detail that one of Rip’s friends has been dead for 18 years.
5. Which detail should NOT be included in a summary of the play?
  - (A) Cornelia accuses Rip of sitting like a pumpkin in a field.
  - (B) Rip wakes up with a long beard and doesn’t recognize anyone in his town.
  - (C) Rip meets the Odd Fellows in the mountains.
  - (D) Rip learns that a revolution was fought while he was sleeping.
6. Which of the following claims could BEST be supported with information from “What If You Fell Asleep for 20 Years?”
  - (A) People will be healthier in 2037.
  - (B) People will eat only bugs in the future.
  - (C) Traveling will be more difficult in 2037.
  - (D) Technology will continue to play a large role in our lives over the next 20 years.

## **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. How does the author characterize Rip Van Winkle in Scene 1? Support your answer using text evidence.
8. The captions on pages 14-15 explain that life changed a lot after the American Revolution. How is this idea expressed in the play? Use text evidence to support your response.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***Beware the Thunder Quiz***

**Directions:** Read *Beware the Thunder*. Then answer the questions below.

1. In Scene 2, Cornelia says to Rip, “Busy? Sitting here like a pumpkin in the field?” This line contains a simile that
  - (A) reveals that Rip spent the day sitting in a field.
  - (B) explains that Rip is round and orange like a pumpkin.
  - (C) emphasizes that Rip spent the day sitting around doing nothing.
  - (D) tells the reader that Cornelia doesn’t like pumpkins.
2. In Scene 2, Cornelia “marches on stage.” The author’s use of *marches* helps the reader understand that
  - (A) Cornelia is happy to see Rip.
  - (B) Cornelia is angry at Rip.
  - (C) Cornelia is a soldier.
  - (D) Cornelia is walking slowly.
3. In Scene 3, the detail about Wolf’s tail being tucked between his legs
  - (A) tells you that Wolf is scared of the Odd Fellows.
  - (B) hints that something eerie or bad is going to happen.
  - (C) tells you that Wolf is excited by the Odd Fellows.
  - (D) both A and B
4. In Scene 7, SD2 says, “Rip touches his face and is astonished to find he has a foot-long beard.” This line
  - (A) shows that Rip doesn’t like having a beard.
  - (B) helps the reader understand that Rip has been asleep for a long time.
  - (C) tells you that Rip decided to grow a beard while in the mountains.
  - (D) explains that Rip forgot he had a beard.
5. Which detail should definitely be included in a summary of the play?
  - (A) Rip meets the Odd Fellows in the mountains.
  - (B) Rip thinks the Catskills are beautiful.
  - (C) Cornelia asked Rip to milk the cows and feed the chickens.
  - (D) The drink that the Odd Fellows give Rip is delicious.
6. Which of the following claims could BEST be supported with information from “What If You Fell Asleep for 20 Years?”
  - (A) People will be healthier in 2037.
  - (B) People will eat only bugs in the future.
  - (C) Traveling will be more difficult in 2037.
  - (D) Technology will continue to play a large role in our lives over the next 20 years.

### **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. How is the character of Rip Van Winkle portrayed in Scene 1? Support your answer with text evidence.
8. The captions on pages 14-15 explain that life changed a lot after the American Revolution. Choose two details in the play that support this idea and explain how they support it.



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

## Rip Van Winkle Contest

Write a story about someone who falls asleep and wakes up 20 years from now. Use the play and the informational text to help you come up with your plot. Your story can be in the form of a play, video, or short story.

Group entries accepted. Five winners will each get a copy of  
*The Wells Bequest* by Polly Shulman.

### 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](mailto:scopemag@scholastic.com)  
or mail them to: Rip Van Winkle Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY January 15, 2018!**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Finding and Using Text Evidence

**Directions:** Read “The Great Bird Poop Disaster” and “How to Solve the Problem of Bird Poop.” Then complete the activity below.

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**1. Imagine that you are writing a paragraph explaining how bird poop can be an expensive problem.**

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

- Ⓐ Bird poop can be an expensive problem because it smells bad.
- Ⓑ Bird poop can be an expensive problem because it makes cities look ugly.
- Ⓒ Bird poop can be an expensive problem because it damages infrastructure.

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

- Ⓐ “The pasty goo is a major headache for cities around the world . . .” (pp. 17-18)
- Ⓑ “That means [bird poop] can eat away at the surfaces of buildings and bridges . . . In the U.S., pigeons alone cause about \$1.1 billion in damages every year.” (p. 18)
- Ⓒ “At the center of a bird dropping is a black substance; that is the poop. The white, gloppy stuff is the urine, which consists mainly of uric acid.” (p. 18)

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

- Ⓐ It gives examples of the damage bird poop can cause and how expensive that damage can be.
- Ⓑ It describes what bird poop is made of and why it’s harmful.
- Ⓒ It gives an example of bird poop causing health problems.

**2. Choose the piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.**

**Bird poop can create unsafe conditions for humans.**

- Ⓐ “When a bird population gets too large, the birds are forced to live in crowded nests, where they can easily pass diseases to each other.” (p. 18)
- Ⓑ “They nest comfortably in buildings, on window ledges, and on rooftops.” (p. 18)
- Ⓒ “For example, in 2011, part of the roof of a gas station in California collapsed due to the nearly 12 inches of pigeon poop that had accumulated there. Fortunately, no one was injured—but someone could have been.” (p. 18)

I chose \_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_

**3. A. Choose THREE pieces of text evidence from “The Great Bird Poop Disaster” and “How to Solve the Problem of Bird Poop” that BEST support the statement below.**

**Conditions in cities create good environments for birds to live in.**

- Ⓐ “In New York City, for instance, the pigeon population has been estimated to be as high as 7 million birds.” (p. 18)
- Ⓑ “And [birds] get plenty to eat from our garbage and from people feeding them.” (p. 18)
- Ⓒ “The birds don’t have predators in cities as they do in the wild.” (p. 18)
- Ⓓ “Many cities that enforce bird-feeding bans have seen reductions in bird populations.” (p. 19)
- Ⓔ “They nest comfortably in buildings, on window ledges, and on rooftops.” (p. 18)

**B. Select one piece of INCORRECT evidence from above and explain why it does NOT support the statement.**

Evidence \_\_\_\_ does not support the statement because \_\_\_\_\_  
\_\_\_\_\_

**4. Choose the paragraph that correctly uses text evidence from “The Great Bird Poop Disaster” in the form of a direct quotation.**

- Ⓐ One reason birds overrun cities is that people living in cities create a steady supply of food for birds. In her article “The Great Bird Poop Disaster,” author Anna Starecheski explains that in cities, “[birds] get plenty to eat from our garbage and from people feeding them” (18). In other words, birds thrive in cities partly because they can get food from the humans living there.
- Ⓑ One reason birds overrun cities is that people living in cities create a steady supply of food for birds. In cities, “[birds] get plenty to eat from our garbage and from people feeding them.” In other words, birds thrive in cities partly because they can get food from the humans living in them.
- Ⓒ One reason birds overrun cities is that people living in cities create a steady supply of food for birds. In her article “The Great Bird Poop Disaster,” author Anna Starecheski explains that in cities, “[birds] get plenty to eat from our garbage and from people feeding them” (18).

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

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**5. Choose the paragraph that correctly uses text evidence from “How to Solve the Problem of Bird Poop” in the form of a paraphrase.**

- Ⓐ Some cities are trying to control bird populations in humane ways. For example, some cities have tried using robotic hawks—a predator of the pigeon—to scare birds away from certain areas.
- Ⓑ Some cities are trying to control bird populations in humane ways. For example, as Anna Starecheski explains in her article “How to Solve the Problem of Bird Poop,” “Other cities have tried a more humane approach: scaring off pigeons with robotic hawks” (19). This method is humane because it frightens birds but does not harm them.
- Ⓒ Some cities are trying to control bird populations in humane ways. For example, as Anna Starecheski explains in her article “How to Solve the Problem of Bird Poop,” some cities have tried using robotic hawks—a predator of the pigeon—to scare birds away from certain areas (19). This method is humane because it frightens birds but does not harm them.

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

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**6. Now it's your turn. Imagine your town is dealing with a bird poop problem. Write a paragraph explaining one way you can help solve the problem. Your paragraph should include:**

- **a topic sentence**
- **at least one piece of text evidence in the form of a paraphrase or a direct quotation**
- **a sentence that states how that evidence supports your central idea**

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, typical of notebook or legal stationery. There are no margins, text, or other markings on the page.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Finding Text Evidence

**Directions:** Read “The Great Bird Poop Disaster” and “How to Solve the Problem of Bird Poop.” Then complete the activity below.

**1. Choose TWO pieces of text evidence from “The Great Bird Poop Disaster” that best support the statement below.**

**STATEMENT:**

**Cities around the world have been overrun by large numbers of birds.**

- Ⓐ “More kept coming, and by January, Rome was besieged by 4 million starlings.” (p. 17)
- Ⓑ “A little bird poop here and there is not a problem.” (p. 18)
- Ⓒ “Bird overpopulation isn’t good for humans, and it isn’t good for birds either.” (p. 18)
- Ⓓ “In New York City, for instance, the pigeon population has been estimated to be as high as 7 million birds.” (p. 18)

.....

**2. Choose ONE piece of text evidence that best supports the statement below. Then complete the sentence to explain your choice.**

**STATEMENT:**

**Bird poop in cities can be an expensive problem.**

- Ⓐ “In the U.S., pigeons alone cause about \$1.1 billion in damages every year.” (p. 18)
- Ⓑ “Uric acid is corrosive. That means it can eat away at the surfaces of buildings and bridges.” (p. 18)
- Ⓒ “Bird poop also creates unsanitary conditions. For workers who have to clean up large quantities of the stuff, it can cause health problems.” (p. 18)

I chose \_\_\_\_ because \_\_\_\_\_

**3. Below are a statement and two pieces of supporting evidence from “The Great Bird Poop Disaster.” Find one more piece of evidence from the article and write it on the lines below.**

**STATEMENT:**

**Conditions in cities create good environments for birds to live in.**

Ⓐ “And [birds] get plenty to eat from our garbage and from people feeding them.” (p. 18)

Ⓑ “The birds don’t have predators in cities as they do in the wild.” (p. 18)

Ⓒ \_\_\_\_\_  
\_\_\_\_\_

.....

**4. Read the lines from “The Great Bird Poop Disaster” below. Then write a statement that they all support.**

**STATEMENT:**

Ⓐ “The good news is that if we are diligent about cleaning up bird poop, the damage—to us, at least—can be minimized.” (p. 18)

Ⓑ “Promptly removing droppings helps prevent corrosion and stops the poop from piling up to hazardous weights.” (p. 18)

Ⓒ “For example, in 2011, part of the roof of a gas station in California collapsed due to the nearly 12 inches of pigeon poop that had accumulated there.” (p. 18)

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: \_\_\_\_\_

# 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: \_\_\_\_\_

# 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 "The Great Bird Poop Disaster" and "How to Solve the Problem of Bird Poop."

1. The opening section of "The Great Bird Poop Disaster" uses **description**. What is the author describing?

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2. In the article "The Great Bird Poop Disaster," what does the author **compare and contrast** in the section "Danger"?

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3. A. Underline the text structure the author uses to explain the problem of bird overpopulation in cities in the section "Too Many Birds" in the article "The Great Bird Poop Disaster."

sequence of events

cause and effect

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

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## 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. Drawing on information from both "The Great Bird Poop Disaster" and "How to Solve the Problem of Bird Poop," fill in the empty boxes below to identify three **problem and solution** relationships the author presents in the articles.

<p><b>PROBLEM 1</b></p> <p>Feeding birds encourages them to flock to certain areas of cities.</p>	<p><b>PROBLEM 2</b></p> <p>Birds like to nest on bridges, fences, and building ledges.</p>	<p><b>PROBLEM 3</b></p>
<p><b>SOLUTION 1</b></p>	<p><b>SOLUTION 2</b></p>	<p><b>SOLUTION 3</b></p> <p>Hawks were released in a New York City park to kill pigeons.</p>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Synthesis

**Directions:** Answer the questions below using details from "The Great Bird Poop Disaster" and "How to Solve the Problem of Bird Poop." When you are finished, you can use your answers to help you respond to the writing prompt on page 19.

**1. Why is bird poop a problem for cities around the world?**

**2. Fill in the chart below with possible solutions to the bird poop problem.**

Solution	Why it would work	Source (check one or both)
		<input type="checkbox"/> "The Great Bird Poop Disaster " <input type="checkbox"/> "How to Solve the Problem of Bird Poop"
		<input type="checkbox"/> "The Great Bird Poop Disaster " <input type="checkbox"/> "How to Solve the Problem of Bird Poop"
		<input type="checkbox"/> "The Great Bird Poop Disaster " <input type="checkbox"/> "How to Solve the Problem of Bird Poop"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Close-Reading Questions

## "The Great Bird Poop Disaster"

1. Reread the first three paragraphs of the article. Why might author Anna Starecheski wait until the third paragraph to reveal that “the cause was bird poop”? (author’s craft)
2. What is the main purpose of the section “Danger”? (text structure)
3. On page 18, Starecheski explains that birds like pigeons and starlings thrive in cities. What evidence does she provide to support this idea? (key ideas and supporting details)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Close-Reading Questions

## "The Great Bird Poop Disaster"

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4. On page 18, Starecheski writes, "As a result, the birds have reproduced to the point of overpopulation." Based on context clues, what does *overpopulation* mean?  
(vocabulary in context)
5. According to the section "Too Many Birds," birds have plenty to eat in cities because of the availability of garbage and because people feed them. How does birds having plenty to eat in cities contribute to the problem of bird poop in cities? (key ideas and details)
6. What do the photo and caption on page 18 add to the article? (text features)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Close-Reading Question

## "The Great Bird Poop Disaster" and "How to Solve the Problem of Bird Poop"

1. Why might New York City have decided to release hawks in one of its parks? (synthesis)



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Critical-Thinking Questions

## **"The Great Bird Poop Disaster" and "How to Solve the Problem of Bird Poop"**

1. According to both articles, what role do humans play in the bird poop problem?
2. How does reading both “The Great Bird Poop Disaster” and “How to Solve the Problem of Bird Poop” give readers a better understanding of the problem of bird poop? (synthesis)
3. Come up with an idea of your own for how to reduce bird poop in cities. Explain why your idea would be successful.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

# Paired Texts Vocabulary

## "The Great Bird Poop Disaster"

1. **accumulate** (uh-KY00-myuh-leyt) *verb*; To accumulate is to collect, gather, or let pile up. For example, a stamp collector accumulates stamps.
2. **besiege** (bih-SEEJ) *verb*; A siege (seej) is a military operation in which soldiers surround a place to force the people there to surrender. The verb *besiege* means "to lay siege to," as in, "The army besieged the castle." *Besiege* is also used in nonmilitary situations when something surrounds or overwhelms something else in an aggressive way. A group of screaming fans might besiege Ed Sheeran's tour bus after a concert.
3. **corrosive** (kuh-ROH-siv) *adjective*; The verb *corrode* (kuh-ROHD) means "to gradually eat or wear away, or to be gradually weakened or destroyed." *Corrode* is often used to describe wearing away through a chemical process, such as rusting, as in: "A bicycle left outside for a long time will corrode." But *corrode* can describe any kind of gradual wearing away.  
  
Something that is corrosive has the power to corrode: It gradually weakens or destroys something. Acid is a corrosive substance. Dishonesty has a corrosive effect on friendship.
4. **deluge** (DEL-yooj) *noun or verb*; A deluge is an overwhelming number or amount of something. *Deluge* is often used to refer to an overwhelming amount of water, such as a drenching rain. For example, a deluge might flood a soccer field. But *deluge* can be used to describe an overwhelming number or amount of anything. If your phone is turned off for a week, you might find a deluge of text messages when you turn it back on.  
  
As a verb, *deluge* means "to flood with water" or "to overwhelm." You could say that the soccer field was deluged with rain or that you were deluged with text messages.
5. **diligent** (DIL-i-juhnt) *adjective*; Someone who is diligent works very hard at a task. He or she is careful, thorough, and persistent in an effort to achieve something.
6. **infrastructure** (IN-fruh-struhk-cher) *noun*; An infrastructure is the foundation or basic framework of something. A building's infrastructure is what keeps it standing—the walls, the foundation beneath the floors, and all the beams overhead. The infrastructure of a country is the collection of equipment and structures that allow it to function—the roads, the bridges, the public water system, and the power lines, for example.

**7. menace (MEHN-is)** *noun or verb*; A menace is someone or something that threatens to cause harm. A bully is a menace to other kids. Air pollution is a menace to our health.

As a verb, *menace* means "to threaten." If a cat is swiping at every dog that walks by, the cat is menacing the dogs in the neighborhood.

**8. thrive (thrihv)** *verb*; To thrive is to grow and develop very well. If you want a plant to thrive, be sure to give it enough water and sunlight. If you want your business to thrive, be sure to make your customers happy!

## **"How to Solve the Problem of Bird Poop"**

**1. avian ecologist (EY-vee-uhn ih-KOL-uh-jihst)** *noun*; The adjective *avian* means "of or relating to birds." Ecology (ih-KOL-uh-jee) is the branch of science that deals with the relationships between living things and their environments. An avian ecologist is a person who studies birds and how they interact with their environment.

**2. humane (hyoo-MEYN)** *adjective*; Someone or something that is humane is kind, gentle, and sympathetic toward animals and people.

**3. implement (IM-pluh-ment)** *verb*; *Implement* means "to perform, carry out, or put into effect." A school principal might announce that on Monday, the cafeteria will implement a new system for throwing away trash.

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**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.

diligent	deluge	accumulate	humane	menace
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1. Three inches of snow have already piled up since the snowplow cleared our street this morning.

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2. The reporter was extremely thorough in her research.

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3. During the power outage, the electric company was overwhelmed with customer phone calls.

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4. That turkey is always chasing people. I'm telling you, that bird is trouble!

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

5. When Tia saw the bird exhibit at the zoo, she knew she wanted to become a/an **menace/avian ecologist**.

6. Laura is looking for a **humane/menacing** way to deal with the skunks living under her porch; she doesn't want to harm the skunks, but she doesn't want them to live under her porch either.

7. The students **besieged/implemented** Mr. Morris with demands for an ice cream party.

8. The mayor announced a plan to repair the town's **infrastructure/deluge**, starting with the roads.

9. I thought going to a new school would be really difficult, but I am **thriving/accumulating**.

10. Some **corrosive/diligent** liquid leaked and burned a small hole in the floor.

11. Next year, the state will **implement/thrive** a law that changes the legal driving age to 17.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Paired Texts Quiz

**Directions:** Read “The Great Bird Poop Disaster” and “How to Solve the Problem of Bird Poop.” Then answer the questions below.

- Which of the following expresses a central idea of “The Great Bird Poop Disaster”?
  - Bird poop caused a roof to collapse.
  - Uric acid is a corrosive substance.
  - Bird poop is a major problem for cities around the world.
  - Cities are appealing homes for birds.
- Which statement best describes the structure of “The Great Bird Poop Disaster”?
  - The author explains the causes of bird overpopulation and then lists its effects.
  - The author lists questions about bird overpopulation and then answers them.
  - The author describes the effects of too much bird poop and then explains why there is so much bird poop in cities.
  - The author gives a chronological account of the history of birds in cities.
- On page 19, Anna Starecheski writes, “Several cities that enforce bird-feeding bans have seen reductions in bird populations.” This supports the idea that
  - birds are ruining cities around the world.
  - there is no solution for bird overpopulation.
  - feeding birds is a fun activity.
  - humans contribute to bird overpopulation.
- In the section “Bird-call sound systems,” the author writes that the bird sounds played in a subway system didn’t scare all the pigeons away. The section “Hawk patrol” suggests what other possible reason for some of the birds not fleeing?
  - The birds could not hear the calls.
  - The birds knew the calls were not real.
  - The birds didn’t have anywhere else to go.
  - It was not time for the birds to migrate yet.
- On page 18, Starecheski writes, “The birds don’t have predators in cities as they do in the wild.” Which solution from page 19 attempts to deal with this cause of bird overpopulation in cities?
  - bird dovecotes
  - hawk patrol
  - bird-feeding bans
  - spikes in bird-roosting areas
- Which of the following statements can be supported by information in both articles?
  - Humans contribute to bird overpopulation.
  - Bird poop can be valuable and useful.
  - Cities are developing humane ways to control bird populations.
  - Birds migrate south each winter.

## Constructed-Response Questions

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

- Anna Starecheski writes, “Bird overpopulation isn’t good for humans, and it isn’t good for birds either” (18). Explain how bird overpopulation is bad for both humans and birds. Use text evidence.
- Based on the information in both articles, how do humans affect the size of bird populations in cities? Use details from the text to support your answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Paired Texts Quiz

**Directions:** Read “The Great Bird Poop Disaster” and “How to Solve the Problem of Bird Poop.” Then answer the questions below.

- What is the main purpose of the section “Danger” in “The Great Bird Poop Disaster”?**
  - to teach readers about uric acid
  - to tell a story about a disaster in California
  - to describe the problems bird poop can cause for humans
  - to reveal the amount of money bird poop costs the U.S. each year
- According to “The Great Bird Poop Disaster,” bird populations do well in cities for all of the following reasons EXCEPT which?**
  - Humans feed birds.
  - Buildings provide safe places for birds to nest.
  - Cities have a lot of garbage for birds to eat.
  - The climate is warm.
- What is the most likely reason that the photo and caption on page 18 were included with the article?**
  - to illustrate how much birds poop each year
  - to inform readers about South America
  - to teach readers how to say “seabird poop” in Spanish
  - to present a different view of bird poop
- Which of the following is a central idea of “How to Solve the Problem of Bird Poop”?**
  - Pigeons are intelligent animals.
  - Many pigeons prefer to live in dovecotes.
  - Cities are coming up with creative solutions to the bird-poop problem.
  - Bird-feeding bans reduce bird populations.
- On page 18, Anna Starecheski writes, “The birds don’t have predators in cities as they do in the wild.” Which solution from page 19 attempts to deal with this cause of bird overpopulation in cities?**
  - bird dovecotes
  - hawk patrol
  - bird-feeding bans
  - spikes in roosting areas
- Both articles support the idea that**
  - humans contribute to bird overpopulation.
  - bird poop can be valuable and useful.
  - bird poop can cause health problems.
  - birds migrate south each year.

## Constructed-Response Questions

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

- Anna Starecheski writes, “Bird overpopulation isn’t good for humans, and it isn’t good for birds either” (18). Describe one way bird overpopulation is bad for humans and one way it is bad for birds. Use text evidence.
- What is one way humans contribute to the bird-poop problem? Use details from both “The Great Bird Poop Disaster” and “How to Solve the Problem of Bird Poop” to support your answer.

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

## Bird Contest

Imagine that you notice a large amount of bird poop around your town. Write an essay explaining why this is a problem and proposing a solution. Explain why you think your solution would be successful. Five winners will get *Moonbird* by Phillip Hoose.

### 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](mailto:scopemag@scholastic.com)  
or mail them to: Bird Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY January 15, 2018!**

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><b>1.</b> On pages 21-22, Yuki and Nola talk about Nola leaving:</p> <p>"I'm sick of the stupid Mission," Nola muttered. She stopped, staring out at the jagged slabs of red-lit ice.</p> <p>"Don't say that."</p> <p>"Why not? The Mission failed."</p> <p>For a long minute we stared at each other. I wanted to cry, but crying out here hurts too much. Your tears freeze to your cheeks before they fall.</p> <p>"I'm sorry, Yuki," Nola said, breaking the silence. "I know how much the Mission means—meant—to you. It's just—I'm going to miss you."</p> <p>"Yeah," I said. "I'm going to miss you too."</p> <p>Nola grabbed my hand and squeezed it.</p>	<p><i>What do these lines suggest about the relationship between Nola and Yuki?</i></p> <p><i>These lines suggest that Yuki and Nola are very good friends and have a close relationship.</i></p>
<p><b>2.</b> On page 22, Yuki says this about Nola: "She would never in a million light-years admit it, but she was trying not to cry too."</p>	<p><i>What does this line reveal about Nola's personality?</i></p>
<p><b>3.</b> Find two moments in the story that support the inference on the right.</p>	<p>Nola doesn't believe that Yuki saw something while they were patrolling.</p>



Clues	Inference
<p>4. On page 24, Yuki says: "Overhead the glow-in-the-dark constellations my dad had painted for me shined. My dad had copied the summer night sky over Tokyo, the city where I was born. Sometimes I thought the stars were more for him than for me."</p>	<p><i>What can you infer about Yuki's dad from this passage?</i></p>
<p>5. On page 25, Yuki says: "My heart pounded in my chest. I could hear the blood moving in my ears."</p>	<p><i>How is Yuki feeling in this moment? How do you know?</i></p>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# What's the Tone?

We often talk about tone as the author's attitude either toward the subject he or she is writing about or toward the reader. In a work of fiction, we can also talk about the tone of the character who is narrating the story. Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*. Tone is conveyed through the author's or narrator's word choice, the information included, and how the text is organized.

In this activity, you will analyze Yuki's tone in "What We Saw."  
(Yuki is the narrator.)

## 1. Reread the following passage from page 21:

Nola sighed, kicking a chunk of ice with her antigrav boot. It went flying, striking the silvery bubble of the Perimeter. The Perimeter is a force field that keeps us safe, holding oxygen in and keeping the deadly cold out. But in that moment, the Perimeter didn't feel like a shelter. It felt like a prison.

Like me, Nola was dressed in standard-issue outside wear: a compfiber jumpsuit, a mask covering the bottom half of her face to keep ice crystals from forming in her nose and throat, and a knit cap pulled tight over her puff of curly black hair.

Beyond the Perimeter, ice-particle storms whirled across the frozen landscape. Out there, you'd be dead in 30 seconds without a survival suit. Planet Doom's single pale sun glittered like a piece of cheap jewelry. The sky was flushed red with hazy clouds of nitrogen. (Perimeter patrol took place during the one hour of what passed for daylight on Planet Doom—not that anybody besides me bothered to patrol anymore.)

**In this passage, Yuki's tone is dismal. (*Dismal* means "gloomy, dreary, or depressing.") One reason Yuki sounds dismal is:**

- Comparing the perimeter to a prison shows that Yuki feels depressed about having to stay on Planet Doom instead of going to Earth with Nola.

**Write one more reason Yuki sounds dismal:**

• \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Reread the following paragraph from page 23:**

Nola was right: Planet Doom *was* cold and dark and small and mean. But I loved the way it had looked from space, a radiant rose-gold sphere suspended in a sea of darkness. I loved the way the long, cold nights made me feel cozy and safe in my family's habitat pod. And as long as I shared Planet Doom with my family and with Nola, I loved the way it had become home.

**Circle the word that best describes Yuki's tone. (We defined the choices for you.)**

grim	playful	skeptical	appreciative
↓	↓	↓	↓
gloomy or worried and very serious	fun and not serious	doubtful, questioning	feeling positive out of gratitude or respect

**Write a statement to support your choice:**

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**3. Reread the following passage from pages 24-25:**

I looked around and gasped. I'd never known there could be so many kinds and colors of ice. Huge slabs erupted from the ground at crazy angles, as if giants had been playing dominoes. Tiny crystals glittered on the frozen earth like a spill of diamonds.

The sky was nearly white with stars, their blazing light reflected in prisms of red and gold and green. Planet Doom's three moons hung low and heavy in the night sky.

It was so beautiful I could barely breathe. I took a step forward and then another, reaching my hands toward the stars as if I could pluck them from the sky.

My heart pounded in my chest. I could hear the blood moving in my ears. And I could hear the ice singing in the dark as it shifted, moving with glacial slowness under the relentless wind.

**Write one or two words to complete the sentence below:**

Yuki's tone as he describes his experience outside of the Perimeter is \_\_\_\_\_.

**Write a statement to support your answer:**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# What's the Tone?

We often talk about tone as the author's attitude either toward the subject he or she is writing about or toward the reader. In a work of fiction, we can also talk about the tone of the character who is narrating the story. Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*. Tone is conveyed through the author's or narrator's word choice, the information included, and how the text is organized.

## 1. Reread the following paragraph from page 21 in "What We Saw":

Nola sighed, kicking a chunk of ice with her antigrav boot. It went flying, striking the silvery bubble of the Perimeter. The Perimeter is a force field that keeps us safe, holding oxygen in and keeping the deadly cold out. But in that moment, the Perimeter didn't feel like a shelter. It felt like a prison.

In this paragraph, Yuki's tone is dismal. (*Dismal* means "gloomy or depressing.") Here's why:

Comparing the perimeter to a prison shows that Yuki feels depressed about having to stay on Planet Doom instead of going to Earth with Nola.

## 2. Reread the following paragraph from page 23:

Nola was right: Planet Doom *was* cold and dark and small and mean. But I loved the way it had looked from space, a radiant rose-gold sphere suspended in a sea of darkness. I loved the way the long, cold nights made me feel cozy and safe in my family's habitat pod. And as long as I shared Planet Doom with my family and with Nola, I loved the way it had become home.

Circle the word that best describes Yuki's tone. (We defined the choices for you.)

grim	playful	skeptical	appreciative
↓	↓	↓	↓
gloomy or worried and very serious	fun and not serious	doubtful, questioning	feeling positive out of gratitude or respect

Complete the sentence below to explain why the word you circled describes the tone of the paragraph from page 23. (Use what we wrote in question 1 as a model.)

Yuki sounds like he \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3.** Reread the following passage from pages 24-25:

I looked around and gasped. I'd never known there could be so many kinds and colors of ice. Huge slabs erupted from the ground at crazy angles, as if giants had been playing dominoes. Tiny crystals glittered on the frozen earth like a spill of diamonds.

The sky was nearly white with stars, their blazing light reflected in prisms of red and gold and green. Planet Doom's three moons hung low and heavy in the night sky.

It was so beautiful I could barely breathe. I took a step forward and then another, reaching my hands toward the stars as if I could pluck them from the sky.

My heart pounded in my chest. I could hear the blood moving in my ears. And I could hear the ice singing in the dark as it shifted, moving with glacial slowness under the relentless wind. I'd spent so much of the Mission behind one wall or another—the Perimeter, the rocket ships, the reinforced plastic of our pods. Now only the thin membrane of the survival suit separated me from the rest of the universe.

**Write one or two words to complete the sentence below:**

Yuki's tone as he describes his experience outside of the Perimeter is \_\_\_\_\_.

**Support your answer by completing the sentence below:**

Yuki \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# 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

# 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?"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Integrating Ideas: What Do They Believe?

**Directions:** Read "What We Saw" and "Are We Alone?" Then answer the questions below to help you prepare to answer the writing prompt on page 27.

1. Copy down Dr. Penelope Boston's quote about the chances of finding life among the stars.

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2. Complete the sentence below to put Dr. Boston's quote into your own words.

In other words, Dr. Boston's point of view is that \_\_\_\_\_

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3. Choose one character from "What We Saw" and write his or her name on the line below.

Character: \_\_\_\_\_

4. Would the character agree with Dr. Boston about our chances of finding life among the stars?

☐ Yes    ☐ No

5. Use text evidence to support your answer to question 4. Be sure to explain HOW the details from the text support your answer.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Critical-Thinking Questions

## "What We Saw" and "Are We Alone?"

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1. How does reading "Are We Alone?" help you understand "What We Saw"?
2. What do you think the characters saw at the end of "What We Saw"? Why might the author have chosen to leave the ending somewhat ambiguous—that is, open to interpretation?
3. Do the ideas on page 22 about what happened on Earth in the years leading up to the Mission connect to events in our world today? Explain.
4. "What We Saw" is set in the future on an imaginary planet. How can readers who live on Earth in 2017 identify with the characters in the story?
5. What do you think drives people like Dr. Penelope Boston and the characters in "What We Saw" to search for extraterrestrial life?



# **“What We Saw”**

## **Why do we explore space?**

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

	<b>Agree</b>	<b>Disagree</b>
1. We are not alone in the universe.		
2. Curiosity can lead to both positive and negative outcomes.		
3. Space exploration can improve life on Earth.		
4. Humanity’s progress depends on exploring the unknown.		
5. The greatest risk is the risk not taken.		
6. There comes a time when you should give up on a goal.		
7. Humans should find other planets to live on.		
8. Eventually, scientists will run out of things to discover.		
9. People with curious minds are often not taken seriously.		
10. Searching for life on other planets is important.		

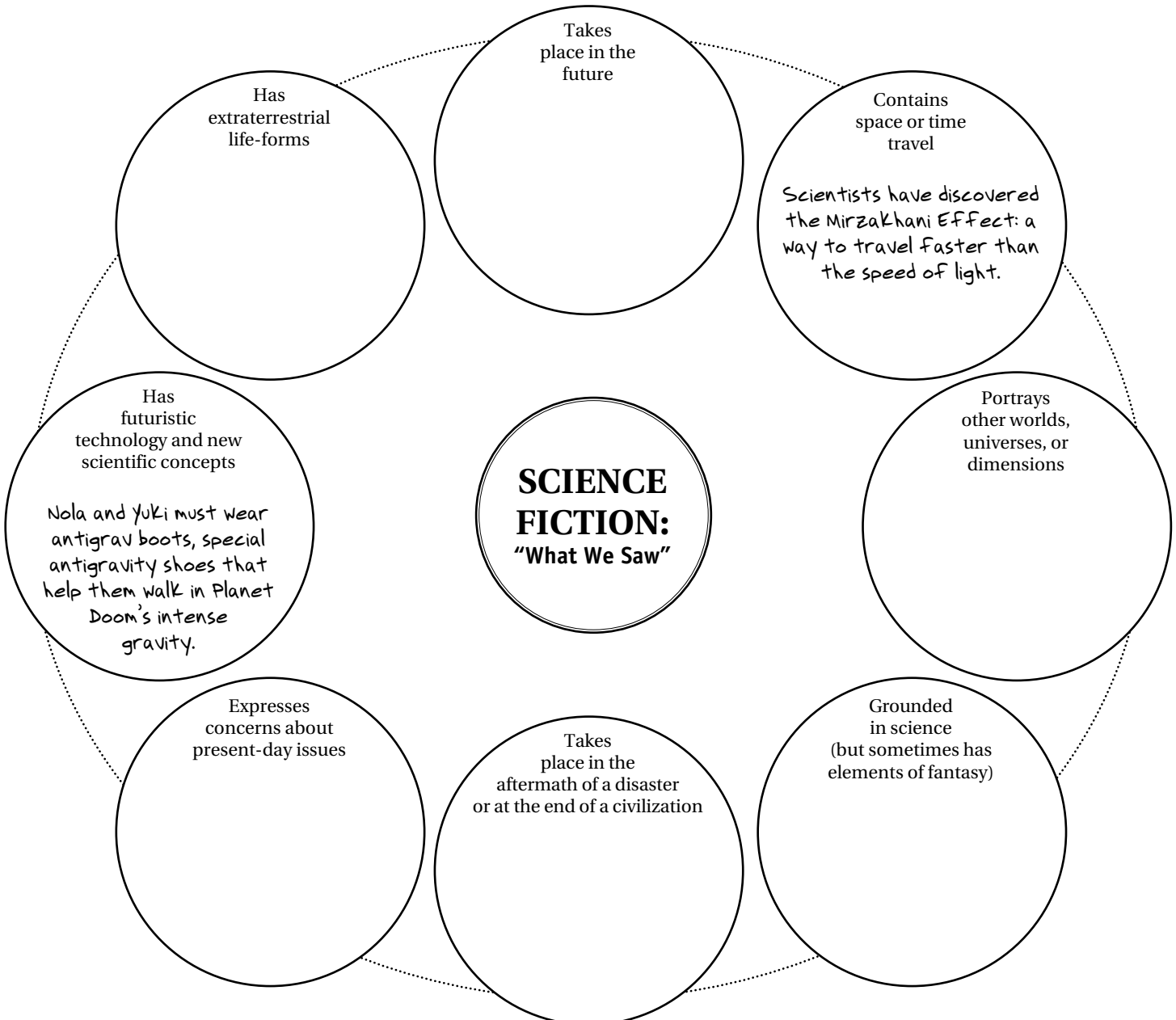
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Genre Exploration: "What We Saw"

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

"What We Saw" belongs to the genre of science fiction (often shortened to sci-fi). In this activity, you will explore what makes it a science fiction story.

**Directions:** The graphic organizer below gives some common characteristics of sci-fi. "What We Saw" does not have all of these characteristics, but it has many of them. We explained how the story shows two of these characteristics. Choose **FOUR** other characteristics and briefly explain how the story shows those characteristics.



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**Directions:** Answer the questions below.

**1. What other stories, plays, or movies have you read or seen that belong to the genre of science fiction?**

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**2. Science fiction stories often inspire readers to imagine what the future could look like and think about how the human species might change over time.**

**A. What challenges do the humans in "What We Saw" face? How are they attempting to overcome these challenges?**

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**B. Are there aspects of the future Sarah McCarry portrays in "What We Saw" that you think are possible or probable? Explain.**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# **"What We Saw"**

## **Character Thinking Tool**

The questions in this activity are about the characters of  
**Yuki and Nola.**

1. Compare Yuki's feelings about Planet Doom and the Seager Mission with Nola's feelings about Planet Doom and the Seager Mission.

2. What are two words or phrases that describe Nola's personality? Explain why you chose each word or phrase.

3. What are two words or phrases that describe Yuki's personality? Explain why you chose each word or phrase.

4. Pick a line or a couple of lines from the story that you think best represent Yuki and Nola's friendship. Provide reasons for your choices.

5. If you were in Yuki's place—sure that you'd seen flashing blue lights outside the Perimeter—what would you do? Would you sneak out and investigate like Yuki does, even though it's dangerous and against the rules? Explain.

6. Choose either Nola or Yuki and explain why you would or would not want that character as a friend.

# Glossary of Literary Terms

**alliteration** (uh-LIH-tuh-RAY-shuhn): When two or more words in a group of words begin with the same sound (usually, the same letter or group of letters). For example: *Anne's awesome apple; Fred's frozen french fries*. See also: *figurative language*.

**antagonist** (an-TAG-uh-nist): The opponent or enemy of the main character, or protagonist. See also: *protagonist*.

**aside** (uh-SAHYD): Words spoken to the audience by a character in a drama that are not supposed to be heard by the other characters onstage. An aside is usually used to let the audience know what a character is thinking.

**characterization** (kar-ik-ter-uh-ZAY-shun): The means through which an author reveals a character's personality. Characterization may be *direct* or *indirect*. In **direct characterization**, the writer or a narrator tells the reader what the character is like: "Ben was a quiet, serious boy." In **indirect characterization**, the author shows the reader or audience member what the character is like through (1) how the character looks, (2) what the character does, (3) what the character says, (4) what the character thinks, and (5) how the character affects other characters. From these five things, the reader or audience member understands the character's personality.

**climax** (KLAHY-maks): The point in a play, novel, short story, or narrative poem at which the conflict reaches its greatest intensity and is then resolved. The climax is also the part of a narrative when the reader or audience member experiences the most-intense emotions. See also: *plot*.

**conflict** (KAHN-flikt): A struggle between opposing forces. A conflict may be external (between the character and another person, society, nature, or technology) or internal (a struggle within the character).

**dialogue** (DAH-uh-lawg): The conversation between characters in a work of literature.

**dynamic character** (dahy-NAM-ik KAR-ik-ter): A character who undergoes a significant internal change over the course of a story. This may be a change in understanding, values, insight, etc. See also: *static character*.

**figurative language (FIG-yer-uh-tiv LANG-gwidj):** The *literal* meaning of a word is its definition as you would find it in a dictionary. Figurative language uses words in some way *other* than for their literal meanings to make a comparison, add emphasis, or say something in a fresh and creative way. Examples of figurative language include *alliteration*, *hyperbole*, *idiom*, *imagery*, *metaphor*, *onomatopoeia*, *personification*, and *simile*. (You can find definitions of these words in this glossary.)

**flashback (FLASH-bak):** A scene in a story that occurred before the present time in the story. Flashbacks provide background information about events happening during the current narration. They may be presented as memories, dreams, or stories of the past told by characters.

**foreshadowing (for-SHAD-oh-ing):** Clues or hints about something that is going to happen later in the story. Authors use foreshadowing to build suspense and to prepare the reader for what happens later.

**hyperbole (hahy-PUR-buh-lee):** Extreme exaggeration used for emphasis or effect; an extravagant statement that is not meant to be taken literally. For example: “I almost died of boredom.” Hyperbole is frequently used in humorous writing. See also: *figurative language*.

**idiom (ID-ee-um):** An expression that cannot be understood from the meanings of its individual words. For example, “it’s raining cats and dogs” is an idiom that means it’s raining really hard—but there is no way to know that from the meanings of its individual words. See also: *figurative language*.

**imagery (IH-muhj-ree):** Language that portrays *sensory experiences*, or experiences of the five senses: sight, hearing, smell, taste, and touch. Authors use imagery to describe actions, characters, objects, and ideas, and to heighten the emotional effect of their writing. One way authors create imagery is through the use of figurative language. See also: *figurative language*.

**irony (AHY-ruh-nee):** There are three types of irony: (1) **dramatic irony**, when the reader or audience member is aware of something that the characters are not aware of; (2) **situational irony**, when something happens that is the reverse of what you expected; and (3) **verbal irony**, when the name or description of something implies the opposite of the truth (for example, calling a very tall person “Tiny”).

**major character (MEY-jer KAR-ik-ter):** A main or important character; a character who plays a large role in a story. Major characters usually face some sort of obstacle, and they will be present



throughout all, or almost all, of a story. A story can have one major character or several. See also: *minor character*.

**metaphor (MET-uh-for):** The comparison of two unlike things to illuminate a particular quality or aspect of one of those things. For example, “Karen was a ray of sunshine” is a metaphor in which Karen is compared with a ray of sunshine. The metaphor suggests that Karen was cheerful, happy, warm, hopeful—qualities we associate with the sun. Metaphors state that one thing *is* something else; they do not use the words *like* or *as*. See also: *figurative language*, *simile*.

**minor character (MY-ner KAR-ik-ter):** A character who does not play a large role in a story. Minor characters usually do not face any obstacles during the course of the story, and they usually do not change during the course of the story. The reader does not usually learn much about minor characters. They are just there for the major characters to interact with and to help advance the plot. See also: *major character*.

**mood (mood):** The feeling the reader gets from a work of literature. Another way to describe a story’s 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 makes you feel a certain way. For example, the mood could be calm, creepy, romantic, sad, 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 story, or it can change.

**onomatopoeia (on-uh-maht-uh-PEE-uh):** The use of words whose sounds imitate the sounds of what they describe, such as *hiss*, *murmur*, *growl*, *honk*, *buzz*, *woof*, etc. See also: *figurative language*.

**personification (per-son-uh-fih-KAY-shun):** Describing nonhuman animals, objects, or ideas as though they possess human qualities or emotions. For example: “The moon smiled down at her,” “I felt the cold hand of death on my shoulder,” “There is a battle being fought in my garden between the flowers and the weeds.”

**plot (plaht):** The sequence of events in a story. The plot includes the opening event (what happens at the beginning/the main problem that the main character faces), the rising action (what happens to intensify the problem), the climax (when the problem reaches its most intense point and begins to be resolved), the falling action (what happens to solve the problem), and the resolution (how things end).

**point of view (poynt uhv vyoo):** The perspective from which a story is told. In other words, who is telling the story—a character in the story or an outside narrator. There are several types of point of view: (1) **first-person point of view**, where the narrator is a character in the story who describes things from his or her own perspective and refers to himself or herself as “I”; (2) **third-person limited point of view**, where the narrator is not a character in the story but the narrator can describe the experiences and thoughts of only one character in the story; (3) **third-person omniscient point of view**, where the narrator is not one of the characters and is able to describe the experiences and thoughts of every character in the story.

**protagonist (proh-TAG-uh-nist):** The main or central character of a work of literature. Usually, the main character is involved in a conflict or struggle with the antagonist. See also: *antagonist*.

**setting (SEHT-ing):** The environment in which a story takes place, including the time period, the location, and the physical characteristics of the surroundings.

**simile (SIM-uh-lee):** When two unlike things are compared—using *like* or *as*—in order to illuminate a particular quality or aspect of one of those things. For example, “Randy’s voice is like melted chocolate” is a simile in which Randy’s voice is compared to melted chocolate. The simile suggests that Randy’s voice is rich, smooth, sweet, warm—qualities we associate with melted chocolate. See also: *figurative language, metaphor*.

**static character (STAT-ik KAR-ik-ter):** A character who does not undergo a significant change over the course of a story. See also: *dynamic character*.

**symbol (SIM-buhl):** An object, setting, event, animal, or person that on one level is itself, but that has another meaning as well. For example, the American flag is really a piece of fabric with stars and stripes on it, but it also represents the United States and ideals like freedom, patriotism, and pride. In a story or play, rain could be a symbol; the rain would really be rain, but it might also represent an idea like sadness or leaving the past behind. *Symbolize* means “to be a symbol of.”

**symbolism (SIM-buhl-izm):** The practice of using symbols. See also: *symbol*.

**theme (theem):** A story’s main message or moral.

**tone (tohn):** The author’s attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful, humorous, gleeful, serious, and questioning*. Tone is conveyed through the author’s word choices and the details that he or she includes.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

# Vocabulary:

## "Are We Alone?"

**1. extraterrestrial (ek-struh-tuh-RES-tree-uhl)** *adjective or noun*; The adjective *terrestrial* means "relating to the earth." The prefix *extra-* means "outside" or "beyond." Something that is *extraterrestrial* exists outside the Earth or its atmosphere. When scientists look for life in the universe, they are looking for extraterrestrial life.

When used as a noun, *extraterrestrial* refers to a being from a world other than Earth—in other words, an alien. Pao from *Rogue One: A Star Wars Story* is an extraterrestrial.

**2. light-year (LYT-yeer)** *noun*; A light-year is a unit for measuring distance in space. One light-year is the distance that light travels in one year: 5,880,000,000,000 miles. Astronomers use light-years to measure distance in space because the distances they are talking about are so huge.

People often use the word *light-years* to talk about enormous progress or development. For example, if your friend Sarah is really good at algebra—much better than anyone else in the class—you could say she is light-years ahead of the rest of the class in algebra.

**3. orbit (OR-bit)** *noun or verb*; As a noun, *orbit* is usually used to describe the path of a planet or moon around another body in space, such as a star. Earth's orbit is the path it takes to move around the sun. The verb *orbit* means "to move in a curved path around something." It takes Earth 365 days to orbit the sun.

**4. organism (OR-guh-niz-uhm)** *noun*; An organism is an individual living being. Humans, animals, plants, bacteria, and fungi are all organisms.

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**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

## "Are We Alone?"

**Directions:** Fill in the circle next to the best answer to each question.

1. Which of the following is NOT an organism?

- Ⓐ a sunflower
- Ⓑ a cat
- Ⓒ a chair
- Ⓓ a little boy

2. Which of the following could be described as extraterrestrial?

- Ⓐ a salamander that lives in a cave in Texas
- Ⓑ a plant that was discovered on Mars
- Ⓒ a glow-in-the-dark deep-sea fish that lives in the Atlantic Ocean
- Ⓓ a robot made in a factory in Minnesota

3. Our dog slowly orbited the cat.

In the sentence above, you could replace the underlined word with

- Ⓐ approached.      Ⓒ sniffed.
- Ⓑ looked at.      Ⓓ circled.

4. Chris says that his best friend is moving to a town that is light-years away. Chris probably means that his friend

- Ⓐ is moving to a town that is very far away.
- Ⓑ is moving to a town that is close by.
- Ⓒ is not moving away for a long time.
- Ⓓ is moving to a town in outer space.

**Directions:** Write two sentences that each include a word or words from the list of vocabulary words on page 1 of this activity (including the words you chose).

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SKILL: Vocabulary Acquisition, page 1 of 4

# DIY Vocabulary

Welcome to do-it-yourself vocabulary! We're leaving it to you to teach yourself the meanings of new words you encounter in a *Scope* article or story.

**Directions:** First, in the space provided, write the name of the article or story you are working on. Then find three to seven words in that article or story that are new to you, or whose meanings you are not sure about. Write each word in one of the gray tabs, followed by the page number where it appears. Then write what you think the word means, based on context clues. After that, look up the word in a dictionary and write down its dictionary definition. Finally, use the word in a sentence.

Article or Story:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means based, on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
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What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
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What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
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What I think the word means, based on context clues:

Dictionary definition:

Example sentence:



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “What We Saw” Quiz

**Directions:** Read “What We Saw” and “Are We Alone?” Then answer the questions below.

- On page 21, Yuki says that he and Nola “crunched across the ice.” The author’s unusual use of the verb *crunch* in this sentence
  - emphasizes the strength of Planet Doom’s gravity.
  - tells the reader that Yuki and Nola were rushing.
  - creates a sensory detail that helps the reader imagine the sound of the ice as they walk.
  - creates a sensory detail that helps the reader understand the taste of the ice.
- On page 23, Nola looks at Yuki with pity. Why?
  - She thinks that he wants so badly to find alien life that he imagined seeing it.
  - She thinks he’ll be unhappy working in his parents’ store.
  - She thinks he’s going to get in trouble for sneaking out beyond the Perimeter.
  - She is going to miss him when she goes to Earth.
- Which two lines best describe the mood at the dinner party at Nola’s house, on pages 23–24?
  - cold, hostile
  - warm, relaxed
  - celebratory, festive
  - uncomfortable, strained
- On page 25, Yuki says, “But fear had grabbed my heart with icy fingers.” This sentence contains
  - personification that helps the reader understand Yuki’s feelings of panic and dread.
  - a simile that helps readers understand that Yuki was beginning to lose consciousness.
  - hyperbole that shows how cold Yuki felt.
  - a metaphor that reveals that Yuki imagined being attacked by an alien.
- In “Are We Alone?” Mackenzie Carro says that scientists are searching for exoplanets located within the “habitable zone” of the stars that they orbit. What does *habitable* mean?
  - light-filled
  - covered in grass
  - full of animals
  - suitable for living in
- Dr. Penelope Boston says that predicting what kinds of life might exist on other planets requires “a great deal of creativity.” Which one of the following claims does her statement support?
  - Scientists have no information on which to base their predictions about life on other planets.
  - No one is sure exactly what sort of life might exist on other planets.
  - Astrobiology is a well-respected branch of science.
  - Astrobiologists are sure that we will find extraterrestrial life; the only question is when.

### Constructed-Response Questions

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

- What is Yuki’s attitude toward his parents’ store? Use details from the story to support your answer.
- According to “Are We Alone?” what challenges do scientists face in the search for extraterrestrial life? How have those challenges been met in “What We Saw”? Use text evidence.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “What We Saw” Quiz

**Directions:** Read “What We Saw” and “Are We Alone?” Then answer the questions below.

- On page 21, Yuki says that he and Nola “crunched across the ice.” The word *crunch*
  - shows how strong Planet Doom’s gravity is.
  - shows that Yuki and Nola were rushing.
  - helps the reader imagine the sound the of ice and snow under Yuki’s and Nola’s feet as they walk.
  - helps the reader understand the color of the ice.
- On page 23, Nola looks at Yuki with pity. Why?
  - She thinks he didn’t really see something but imagined it.
  - She thinks his parents’ store is going to close.
  - She thinks he’s going to get in trouble for sneaking out beyond the Perimeter.
  - She is going to miss him.
- Which word best describes the mood at the dinner party at Nola’s house, on pages 23–24?
  - angry
  - relaxed
  - cheerful
  - uncomfortable
- On page 25, Yuki says, “But fear had grabbed my heart with icy fingers.” What is personified (described as though it were a person) in this sentence?
  - fear
  - Yuki’s heart
  - grasping
  - the cold
- In “Are We Alone?” Mackenzie Carro says that scientists are searching for exoplanets located within the “habitable zone” of the stars that they orbit. What does *habitable* mean?
  - light-filled
  - covered in grass
  - full of animals
  - suitable for living in
- According to the article, what is a challenge that astrobiologists face today?
  - Astrobiology is a new field of science.
  - It is impossible to travel to even the closest exoplanet.
  - Most people have given up on the idea of finding extraterrestrial life.
  - Extraterrestrial life-forms do not want to be discovered by humans.

### Constructed-Response Questions

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

- What does Yuki say that shows he has a negative attitude toward his parents’ store?
- According to “Are We Alone?” today’s scientists are not able to travel to exoplanets in their search for extraterrestrial life. How has this challenge been overcome in “What We Saw”? Use text evidence.

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

## What We Saw Contest

Consider Dr. Penelope Boston's quote about the chances of finding life among the stars. Then choose one character from "What We Saw." Does that character share Dr. Boston's point of view? Answer this question in a short essay. Use text evidence to support your ideas.

Five winners will each get *Randoms* by David Liss.

### 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](mailto:scopemag@scholastic.com)  
or mail them to: What We Saw Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY January 15, 2018!**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Write an Argument Essay

**Directions:** Read "Do You Need Recess?" Complete the essay kit on page 31.  
Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Should middle schools have recess?

Consider what you read in the article, as well as your own viewpoints.  
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!** Put recess on the schedule. ☐ **No!** Recess isn't a priority.

☐ \_\_\_\_\_  
\_\_\_\_\_

## STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the "Yes" and "No" columns on page 31. Which points 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 middle schools should have recess, one of your supporting details might be: "... some of the countries that outshine the U.S. in test scores, including Finland and Japan, have multiple recesses a day."**

**1.** \_\_\_\_\_  
\_\_\_\_\_

**2.** \_\_\_\_\_  
\_\_\_\_\_

**3.** \_\_\_\_\_  
\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think that middle schools **SHOULD** have recess, summarize the strongest arguments of those who disagree. If you think that middle schools **SHOULD NOT** have recess, summarize the main reasons some people think recess belongs on the schedule.

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### 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 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 time when you were at recess—recently or when you were younger. What were you doing? How did you feel? How did your experience affect the rest of your day?
- 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. Here’s one way you could structure your question:  
“Can playing outside for 20 minutes every day 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:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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. Finish the summary of the debate over recess in middle school.

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

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.

<b>1</b>	<h2>INTRODUCTION</h2> <p><b>Open with your hook from Step 5.</b></p> <p>↓</p> <p>Write a transition sentence that relates your hook to the question of whether middle schools should have recess.</p> <p>↓</p> <p>(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p>↓</p> <p>Write your summary of the issue from Step 6.</p> <p>↓</p> <p>Finish with your thesis from Step 4.</p>
<b>2</b>	<h2>BODY PARAGRAPH(S)</h2> <p><b>Now write your supporting points from Step 2.</b> <b>For each one, write 1-3 sentences that provide additional details.</b></p> <p>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.</p> <div data-bbox="1182 907 1529 1213" style="border: 1px dotted black; border-radius: 50%; padding: 10px; margin-top: 10px;"> <p><b>Hint!</b> Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</p> </div>
<b>3</b>	<h2>ACKNOWLEDGE THE OTHER SIDE</h2> <p><b>Now it's time to recognize the other side of the argument.</b></p> <p>Use what you wrote in Step 3.</p> <p>Then explain why you think the opposing point of view is wrong.</p>
<b>4</b>	<h2>CONCLUSION</h2> <p><b>Write 2-3 sentences to remind your readers of your main points.</b></p> <p>Finish with a strong final sentence.</p> <div data-bbox="1205 1558 1529 1768" style="border: 1px dotted black; border-radius: 50%; padding: 10px; margin-top: 10px;"> <p><b>Need an idea?</b> Refer to your hook, find a quote, or give a call to action.</p> </div>
<b>5</b>	<h2>READ AND REVISE</h2> <p><b>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</b></p>

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?



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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

# Vocabulary:

## "Do You Need Recess?"

**1. extracurricular (ek-struh-kuh-RIK-yuh-ler)** *adjective*; The noun *curriculum* (kuh-RIK-yuh-luhm) refers to all of the academic courses a school offers—math, science, language-arts, etc. It can also refer to the knowledge and skills students learn in one particular course.

The prefix *extra-* means "outside" or "beyond." Something that is *extracurricular* exists outside of the regular curriculum; that is, you do it in addition to your school (or work) duties. Playing tennis and working on the school newspaper are extracurricular activities.

**2. facilitate (fuh-SIHL-ih-teyt)** *verb*; To facilitate something is to make it easier or more likely to happen. A teacher might move students' desks into a circle to facilitate class discussion. Going to physical therapy after you break your ankle facilitates the healing process.

**3. monitor (MAHN-ih-tur)** *noun or verb*; A monitor is a person or a device who checks closely to see how something is doing. The verb *monitor* means "to watch or check on something over a period of time."

**4. obligation (ob-lih-GEY-shuhn)** *noun*; An obligation is a duty—something you must do because of an agreement, a rule, or a law, or simply because it is the right thing to do. In some countries, military service is a legal obligation. If you lose your brother's favorite baseball, your mom might say that it is your obligation to buy him a new one.

**5. retain (ri-TEYN)** *verb*; To retain something is to continue to have it. The TV show *SpongeBob SquarePants* has retained its popularity for many years. If you retain information well, you're able to remember what you learn for a long time.

---

**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

## "Do You Need Recess?"

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

**1. monitor**

- Ⓐ oversee      Ⓑ ignore

**2. facilitate**

- Ⓐ aid      Ⓑ delay

**3. retain**

- Ⓐ lose      Ⓑ keep

**4. obligation**

- Ⓐ responsibility      Ⓑ option

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

**5.** A company would want to **retain** its good employees.

- Ⓐ true      Ⓑ false

**Reason:** \_\_\_\_\_

\_\_\_\_\_

**6.** For most people, watching TV is an **obligation**.

- Ⓐ true      Ⓑ false

**Reason:** \_\_\_\_\_

\_\_\_\_\_

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

facilitate    monitor    extracurricular    retain

**7.** Because Marco participates in many after-school clubs and sporting events, he often has to stay up late to finish his homework.

\_\_\_\_\_

**8.** The veterinarian recommended that we watch our dog closely for two weeks after his surgery.

\_\_\_\_\_

**9.** Turning off your devices an hour before you go to bed makes it easier to get a good night's sleep.

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “Do You Need Recess?” Quiz

**Directions:** Read “Do You Need Recess?” Then answer the questions below.

1. The idea that recess can be beneficial for students is developed by the author in all of the following ways except
  - (A) by including an expert’s explanation of why the brain needs breaks to learn new information.
  - (B) by listing the different activities kids can do during recess.
  - (C) by explaining how many kids play sports.
  - (D) by quoting a student who has recess.
2. Consider this line: “... some of the countries that outshine the U.S. in test scores, including Finland and Japan, have multiple recesses a day” (30). How does this line contribute to the article?
  - (A) It offers a rebuttal to the idea that recess helps students learn.
  - (B) It supports the argument that recess can help students do better in school.
  - (C) It supports the idea that schools in Finland and Japan give students too much recess time.
  - (D) It shows that America is the only country that doesn’t give students recess.
3. Consider the line “... it can be tough to carve out that much time for exercise” (31). As the phrase is used here, “carve out” means
 

(A) make.	(C) dig.
(B) cut.	(D) slice.
4. Why does the author describe what employees at Google, Yelp, and Facebook do on their breaks?
  - (A) to support the idea that recess can help you stay physically active
  - (B) to support the idea that people of all ages can benefit from some type of recess
  - (C) to refute the idea that recess can help you be successful
  - (D) to support the idea that recess can help you get a job at a successful company later in life
5. In the article, the author presents all of the following arguments against recess EXCEPT
  - (A) recess can be dangerous.
  - (B) recess can create extra costs for schools.
  - (C) kids don’t need recess to stay active; they already get enough exercise during sports.
  - (D) recess dates back to the 1800s.
6. Which claim could BEST be supported with information from the article?
  - (A) Madeleine doesn’t enjoy recess.
  - (B) Students in Finland and Japan are happier than American students.
  - (C) Most middle school students would prefer to have recess.
  - (D) Middle school students today have busy schedules.

### 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. What idea about recess is expressed in the cartoon on page 30? In the article, how does author Mackenzie Carro express a similar idea? Explain your answer.
8. Carro writes that “73 percent of school-age kids in America participate in sports or other athletic activities after school.” What point is she making by including this detail? Do you agree with her? Use text evidence to support your ideas.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “Do You Need Recess?” Quiz

**Directions:** Read “Do You Need Recess?” Then answer the questions below.

**1. Which line supports the idea that recess can be beneficial for students?**

- (A) “Recess also requires an adult to monitor students and make sure everyone stays safe.” (p. 31)
- (B) “Plus, 73 percent of school-age kids in America participate in sports . . .” (p. 31)
- (C) “According to Dr. Robert Murray . . . giving your brain rest helps it work better.” (p. 30)
- (D) “Recess was coming back.” (p. 30)

**2. The author likely included the detail about schools in Finland and Japan having multiple recesses per day to**

- (A) rebut (give opposing evidence to) the idea that recess is good for learning.
- (B) support the argument that recess can help students do better in school.
- (C) support the idea that schools in Finland and Japan give students too much recess time.
- (D) show that America is the only country that doesn’t give students recess.

**3. Consider the line “... it can be tough to carve out that much time for exercise” (31). As the phrase is used here, “carve out” means**

- (A) make.
- (B) cut.
- (C) dig.
- (D) slice.

**4. On page 30, Carro writes, “At Google, for example, employees take breaks and play in the office’s Lego station.” This line supports the idea that**

- (A) employees at Google like LEGO bricks.
- (B) recess can be beneficial for people of all ages, not just little kids.
- (C) recess is a time to have fun, not exercise.
- (D) recess can help you get a job at a successful company.

**5. Which of the following arguments against recess does the author present in the article?**

- (A) The brain works better when it is given breaks.
- (B) Other countries don’t have recess.
- (C) Recess dates back to the 1800s.
- (D) Kids don’t need recess to stay active; they already get enough exercise in sports.

**6. Which of the following claims could NOT be supported with information from the article?**

- (A) Recess has been around for a long time in America.
- (B) Madeleine enjoys having recess at her school.
- (C) Today’s middle school students have busy schedules.
- (D) Students in Finland and Japan are happier than American students.

### 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.** What idea about recess is expressed in the cartoon on page 30? Explain your answer.

**8.** Mackenzie Carro writes, “Plus, 73 percent of school-age kids in America participate in sports or other athletic activities after school.” What point is she making with this information?

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: \_\_\_\_\_

# 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: \_\_\_\_\_

# Constructing a Response

**Directions:** Read "My Team Saved My Life" 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:  
Should all kids be required to learn CPR?

## Step 1: Write your claim.

In the sentence below, circle either *should* or *should not*. Then complete the sentence to write your claim.

All kids should/should not be required to learn CPR because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## 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:** \_\_\_\_\_  
\_\_\_\_\_

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**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!

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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:

## "My Team Saved My Life"

1. **cardiac (KAHR-dee-ak)** *adjective*; Cardiac means "of or relating to the heart." The term *cardiac* is often used in the medical field. For instance, hospital patients who are being treated for a problem that involves the heart are referred to as cardiac patients.
2. **cardiologist (kahr-dee-OL-uh-jist)** *noun*; Cardiology is the study of the heart and diseases that affect the heart. A cardiologist is a doctor who specializes in the treatment of diseases related to the heart.
3. **commotion (kuh-MOH-shuhn)** *noun*; A commotion is a noisy or chaotic disturbance, usually involving excitement or confusion. If there is a group of people cheering in the street outside your house, you might go outside to see what all the commotion is about.
4. **compression (kuhm-PRESH-uhn)** *noun*; The verb *compress* means to press or squeeze something together, usually to make it smaller. Compression is the act of compressing something. The tight-fitting spandex clothing that athletes sometimes wear is called compression clothing because it squeezes the body. When someone performs chest compressions during CPR, they are pressing on someone's chest repeatedly to pump blood through that person's heart.
5. **defibrillator (dee-FIB-ruh-ley-ter)** *noun*; A defibrillator is medical device that applies an electric shock to the heart to make it beat normally. Doctors use defibrillators in hospitals when a patient's heart stops beating. Automatic external defibrillators, or AEDs, are portable defibrillators that can be used in an emergency, and are often found at schools, gyms, and parks.
6. **deprive (dih-PRAHYV)** *verb*; To deprive is to keep or take something away from someone. If you are babysitting your younger cousin and you won't let her eat candy before dinner, you are depriving her of candy (for a good reason).
7. **oxygenate (OK-si-juh-neyt)** *verb*; To oxygenate something is to fill or supply it with oxygen. We oxygenate our blood when we breathe, and our blood carries the oxygen to the organs throughout our body. (The term *oxygenate* is most often used when referring to blood.)

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**Directions:** On 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

## "My Team Saved My Life"

**Directions:** Briefly answer each question below.

1. Describe a situation in which someone might need a **defibrillator**.

---

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2. Why do you think movies based on novels are often **compressions** of the original stories?

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**Directions:** Fill in the circle next to the best answer to each question.

3. Which of the following could be described as a **cardiac condition**?

- ☐ Ⓐ the flu  
☐ Ⓑ an ear infection  
☐ Ⓒ heart disease  
☐ Ⓓ a broken wrist

4. If you have been **deprived** of sleep, you are **probably** very tired.

- ☐ Ⓐ true  
☐ Ⓑ false

**Directions:** Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear.

5. My grandfather recently went to see a **cardiologist** because \_\_\_\_\_

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6. "There is quite a **commotion** going on across the street," Ms. Fitz said. I looked out the classroom window and saw \_\_\_\_\_

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7. Our gym teacher told us that she once had to use a **defibrillator** on a student. Apparently, the student \_\_\_\_\_

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8. During Andrew's heart surgery, a special machine pumped and **oxygenated** his blood. In other words, the machine \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “My Team Saved My Life” Quiz

**Directions:** Read “My Team Saved My Life.” Then answer the questions below.

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

- (A) Wesleyan Christian Academy requires its students to learn CPR.
- (B) Dr. Dianne Atkins is a spokesperson for the American Heart Association.
- (C) Taylor Bisbee and Paris White played on the same softball team.
- (D) A girl was able to save her teammate’s life because she knew CPR.

**2. The difference between what CPR can do versus what an AED can do is**

- (A) CPR shocks a victim’s heart, while an AED provides a victim with oxygen.
- (B) CPR pumps blood for the heart, while an AED restarts the heart.
- (C) CPR restarts the heart, while an AED pumps blood for the heart.
- (D) nonexistent; CPR and AEDs perform the same functions.

**3. The article includes the statistic that each year, more than 350,000 sudden cardiac arrests occur in the United States. This statistic helps readers understand**

- (A) how dangerous cardiac arrest is.
- (B) that a large number of people could benefit from bystanders who know CPR.
- (C) how busy hospital emergency rooms are.
- (D) why Americans have heart problems.

**4. Which idea is NOT supported by the article?**

- (A) After someone suffers sudden cardiac arrest, every minute that passes is critical.
- (B) If you don’t know CPR, there is nothing you can do to help during an emergency.
- (C) CPR training can give bystanders the confidence to step in during an emergency.
- (D) Many people think CPR training should be a requirement in schools.

### Constructed-Response Questions

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

**5.** How well does author Sally M. Hernandez support her claim that bystanders are the greatest hope for victims of sudden cardiac arrest? Use text evidence to support your answer.

**6.** How could the story of Paris White and Taylor Bisbee be used to support the argument that CPR training should be added to the curriculum? Use details from the article to support your answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “My Team Saved My Life” Quiz

**Directions:** Read “My Team Saved My Life.” Then answer the questions below.

1. Which statement expresses a central idea of the section “What Would You Do?”
  - Ⓐ Wesleyan Christian Academy requires its students to learn CPR.
  - Ⓑ Ambulances usually take about 10 minutes to arrive.
  - Ⓒ Dr. Dianne Atkins is a spokesperson for the American Heart Association.
  - Ⓓ For victims of sudden cardiac arrest, getting CPR quickly is their best chance for survival.
2. All of the following statements about CPR are true EXCEPT which?
  - Ⓐ CPR uses chest compressions to do the heart’s work.
  - Ⓑ CPR should be performed only by an emergency respondent.
  - Ⓒ CPR keeps oxygen flowing to the brain.
  - Ⓓ CPR should be started as quickly as possible after someone’s heart stops.
3. The article includes the statistic that each year, more than 350,000 sudden cardiac arrests occur in the United States. This statistic helps readers understand
  - Ⓐ how dangerous cardiac arrest is.
  - Ⓑ that a large number of people could benefit from bystanders who know CPR.
  - Ⓒ how busy hospital emergency rooms are.
  - Ⓓ why Americans have heart problems.
4. Which detail should definitely NOT be included in a summary of the article?
  - Ⓐ Experts say CPR is a skill everyone should have.
  - Ⓑ Many people stared at Taylor the day after she helped save Paris’s life.
  - Ⓒ Bystanders are often the greatest hope for victims of sudden cardiac arrest.
  - Ⓓ A girl was able to save her teammate’s life because she learned CPR in school.

### Constructed-Response Questions

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

5. According to the article, why are bystanders often the greatest hope for victims of sudden cardiac arrest? Use text evidence to support your answer.
6. How did Taylor Bisbee’s actions on the softball field affect both Paris White’s life and Taylor’s own life? Use details from the article to support your answer.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Puzzling Pronouns

Think about the following sentence:

**Nicholas went to see the lion and he started roaring.**

Who is roaring? You can't tell, because it's not clear to whom the pronoun *he* refers. Because of this, the sentence is ambiguous, or open to more than one meaning. Here is one way to make the sentence clear:

**The lion started roaring when Nicholas went to see him.**

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**Directions:** Place a check (✓) next to the CLEAR sentence in each group. We did the first one for you.

1. **a** \_\_\_\_\_ When I dropped the vase on the table, it broke.  
**b** ☒ The vase broke when I dropped it on the table.
2. **a** \_\_\_\_\_ Jenny emptied the trash out of her car and washed it.  
**b** \_\_\_\_\_ Jenny washed her car and emptied the trash out of it.
3. **a** \_\_\_\_\_ Aaron's brother wondered how tall Aaron was going to be.  
**b** \_\_\_\_\_ Aaron's brother wondered how tall he was going to be.
4. **a** \_\_\_\_\_ The teachers assured the students, "You will all pass the test on Friday."  
**b** \_\_\_\_\_ The teachers assured the students that they would all pass the test on Friday.
5. **a** \_\_\_\_\_ Evan called Jon every day when he was at camp.  
**b** \_\_\_\_\_ When Jon was at camp, Evan called him every day.

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**Directions:** Revise the following sentences so that their meanings are clear. We did the first one for you.

6. Noelle and Kayla are twins, but she has always been taller.

*Noelle and Kayla are twins, but Noelle has always been taller.*

7. Marissa gave Shauna a new book that she couldn't put down.

\_\_\_\_\_

8. The sweatshirt that Lucas borrowed from Victor is in his backpack.

\_\_\_\_\_

9. My aunts blamed my uncles for their loss at the family volleyball tournament.

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Unnecessary Commas Between Subjects and Verbs

Consider the following sentence: *Laura is tall.*

*Laura* is the subject and *is* is the verb, and **a comma should never be placed between a subject and its verb.**

But when the subject of a sentence is long, it can be easy to get confused and place a comma where it doesn't belong. For example:

**Incorrect:** *The yellow shirt with the blue stripes that I bought last summer, has faded a lot.*

"The yellow shirt with the blue stripes that I bought last summer" is all part of the subject of this sentence and "has faded" is the verb. So there should NOT be a comma between *summer* and *has*.

**Incorrect:** *Anyone who arrives before the store opens, will have to wait outside, regardless of the weather.*

Here, "Anyone who arrives before the store opens" is the subject and "will have to wait" is the verb. The comma after *opens* has got to go!

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**Directions:** Read each pair of sentences. Place a ✓ in front of the one in which commas are used correctly.

1. a. \_\_\_\_ Alisa is going to meet us at the restaurant.  
b. \_\_\_\_ Alisa, is going to meet us at the restaurant.
2. a. \_\_\_\_ Your story about the hairy, poisonous spiders gave me nightmares!  
b. \_\_\_\_ Your story about the hairy, poisonous spiders, gave me nightmares!
3. a. \_\_\_\_ The shop on Maple Street that you wanted to visit is closed today, but it will be open tomorrow.  
b. \_\_\_\_ The shop on Maple Street that you wanted to visit, is closed today, but it will be open tomorrow.
4. a. \_\_\_\_ All of Jared's friends from his old neighborhood, will be at the party.  
b. \_\_\_\_ All of Jared's friends from his old neighborhood will be at the party.

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**Directions:** Cross out the commas that do not belong in the sentences below.

5. Zachary, put up his tent, climbed inside, and went to sleep.
6. My sister Sarah, stayed home with the flu four days last week, so she has a lot of catching up to do at school.
7. The movie that you're talking about, sounds familiar, but I'm not sure whether I saw it.
8. The best event at camp last summer, was the color war, followed by the boat-building competition.
9. Everyone who was there, witnessed something very strange, but they are all afraid to talk about it.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# The Worksheet on Redundancy Worksheet

To keep your writing clear and effective, it is important to avoid *redundancy*, or unnecessary repetition. For an example, check out the title of this worksheet! Here is another example:

**Redundant:** In my opinion, I think the Seahawks are the best team.

**Nonredundant Option 1:** In my opinion, the Seahawks are the best team.

**Nonredundant Option 2:** I think the Seahawks are the best team.

In the first sentence, *In my opinion* and *I think* mean the same thing. It is not necessary to use both.

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**Directions:** Cross out the redundancies—that is, the unnecessary repetitions—in the the following sentences. We've done the first one for you.

1. Shane's alarm was set for 7 a.m. ~~in the morning~~.
2. The burglar returned back to the scene of the crime.
3. At the end of the concert, the crowd rose to its feet and gave the musicians a standing ovation.
4. We all need to cooperate together or we will never make any progress.
5. For most people, riding in a hot-air balloon is a rare, once-in-a-lifetime opportunity.
6. The troops advanced forward toward the village.
7. Have you ever at any time spilled cranberry juice on a white carpet?
8. Many famous celebrities attended the Grammy Awards.
9. We asked Tanya to do some advance planning.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# 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:** During tomorrow's performance, we **will dance** and **sang**.  
(*Will dance* is in the future tense, and *sang* is in the past tense—and there is no good reason for the shift.)

**Correct:** During tomorrow's performance, we **will dance** and **sing**.  
(Both verbs are in the future tense.)

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

**Correct:** My mom **drove** an SUV last year, but now she **drives** a small hybrid car.  
(You are describing the car that your mom previously drove, and you are also describing the car she currently drives. The verb tenses should be different.)

**Correct:** Tomorrow we **are going** to a baseball game, and yesterday we **went** to a hockey game.  
(You are describing what will happen in the future, and you are also describing something that happened in the past.)

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**Directions:** Rewrite the sentences below so that the verb tenses are correct. Remember that in some sentences, verb tenses can be different.

1. Ariana Grande is my favorite singer now, but when I was in fifth grade, I like Justin Bieber. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. I need to go to the dentist tomorrow because I miss my appointment today. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. When my dad was in middle school, he surfs with his friends every day after school. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The school dance was a catastrophe. First, we dance to bad music. Then the photographer did not show up. After that, I will spill chocolate cake all over my dress. Then my best friend slips on the cake and twisted his ankle. What a nightmare! \_\_\_\_\_

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5. When I missed the layup, I will lose the basketball game for my team. My teammates were so cool about it, though. They will tell me to stop beating myself up and that I would get a chance to redeem myself at the next game. \_\_\_\_\_

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

Storm clouds darkened the blue sky as I ride my bike home from the park. I had never seen clouds like that before, and the wind will shake the trees violently. I couldn't seem to pedal fast enough. Up ahead, I saw my house and breathe a sigh of relief. As soon as I walked in the door, I knew something was up. My mother explains that news reports will be saying that a big storm is coming. Suddenly, I hear a loud pop! Then there was another pop! And another! I will race to look out the window and saw hail the size of golf balls falling all over my street. I am so thankful I made it home before it will start falling!

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Who's vs. Whose

The words **who's** and **whose** are often confused and misused. Here's what you need to know to use them correctly:

**Who's** is a contraction of *who is* or *who has*. Despite the apostrophe, *who's* does NOT show ownership.

**Examples:**

*"Who's the winner of the race?" asked Ned.*

*Lisa, who's friends with Ed, just arrived.*

*Who's heard Taylor Swift's new song?*

**Whose** is the possessive form of *who*. It shows ownership.

**Examples:**

*"Whose glass is on the table?" asked Ana.*

*Grandpa, whose advice I often seek, is very wise.*

*Whose idea was it to take the bus?*

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

1. Alessia Cara, **who's/whose** had several hit songs recently, is one of Steve's favorite singers.
2. Arianna is the girl I was telling you about—the one **who's/whose** lived in Hawaii for several years.
3. Antonio does not know **who's/whose** number that is.
4. My cousin Samir, **who's/whose** one of the smartest people I know, is coming to visit next week.
5. I don't know **who's/whose** lasagna recipe this is, but the dish sure is delicious!
6. Mom asked, "**Who's/Whose** dirty shoes are on the kitchen floor?"
7. Regina, **who's/whose** finally recovered from her cold, invited Amy to sleep over on Friday.

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**Directions:** For each sentence below, fill in the blank with either **who's** or **whose**.

8. Ryan, \_\_\_\_\_ plan was to go to the beach, groaned when it began to rain.
9. \_\_\_\_\_ eaten the last slice of pizza? I was saving that!
10. The mail carrier, \_\_\_\_\_ name is Jared, always has a smile on his face.
11. Fred, \_\_\_\_\_ sick with the flu, has stayed home from school three days in a row.
12. " \_\_\_\_\_ that?" asked Kim, pointing at the photo.

# Write-a-Story Contest

## A Checklist for Writers

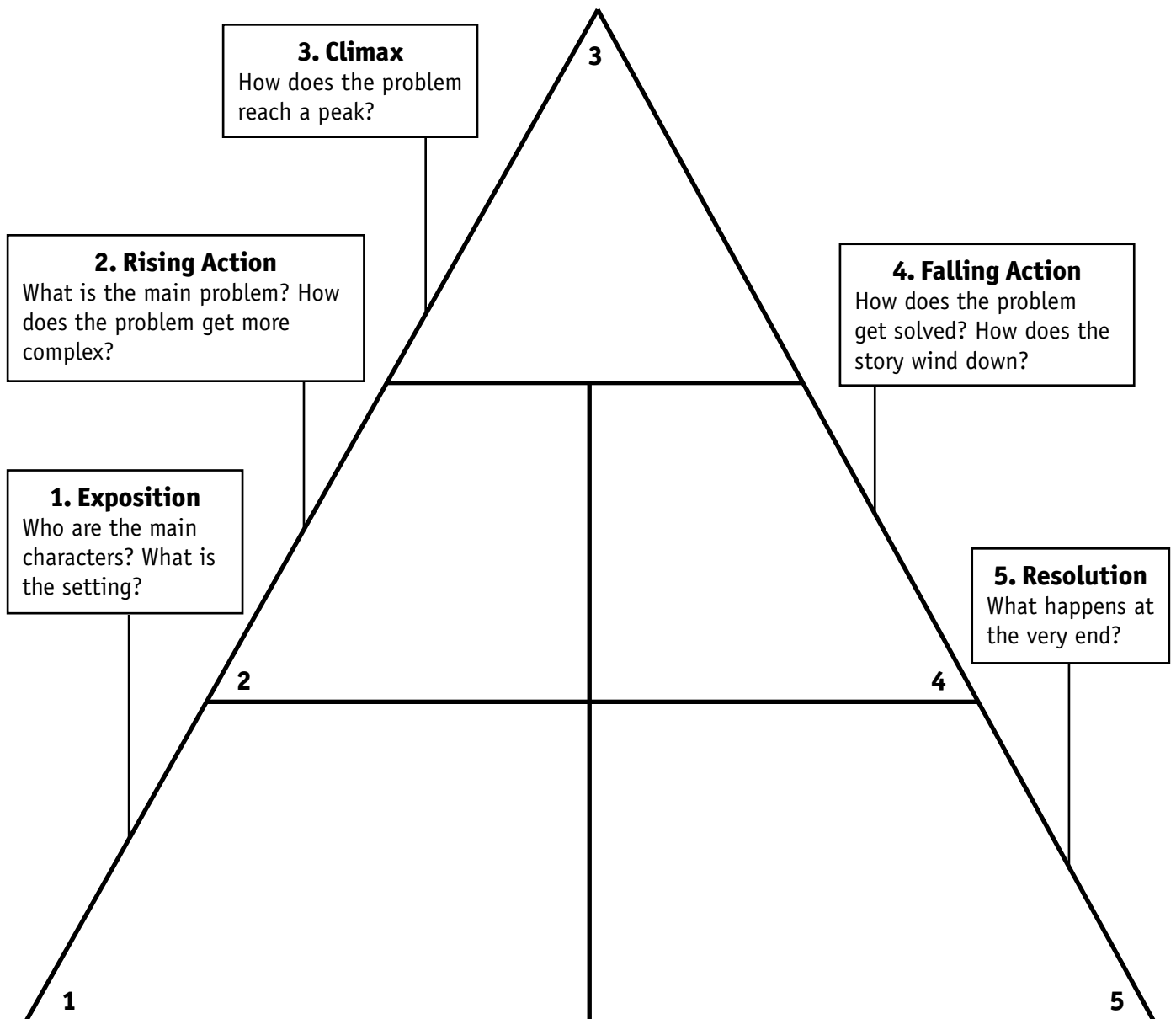
<input type="checkbox"/>	<b>PLOT</b> My plot has a beginning, middle, and end.	Here is a summary of my plot:
<input type="checkbox"/>	<b>CHARACTER</b> I have created a character who is interesting and compelling—a character my readers will come to care about.	Why readers will care about my character(s):
<input type="checkbox"/>	<b>WRITING STYLE</b> My writing will draw my readers in. For example, I might use sensory details, a cool point of view, or a twist ending.	How my writing will draw my readers in:
<input type="checkbox"/>	<b>REVISION</b> I have revised my story at least once, paying attention to word count, style, and development of plot and/or character.	What I did when I revised my story:
<input type="checkbox"/>	<b>GRAMMAR</b> I have checked grammar, spelling, and punctuation.	Here are a few mistakes I fixed:
<input type="checkbox"/>	<b>PROOFREADING</b> I asked someone to proofread my story.	The person who proofread my story:
<input type="checkbox"/>	<b>WORD COUNT</b> My story is between 800 and 3,000 words.	My final word count:

**SKILL: Understanding Plot**

# Building Blocks of Plot

Every story is different, but most stories follow a similar pattern. In the exposition, we meet the characters and learn about the setting. Then the plot thickens—the main problem is introduced and things get more complicated during the rising action. The climax of the story happens before things wind down during the falling action. Then comes the resolution, when the problem is straightened out (or not) and the story ends. These different parts of a story are known as “plot points.”

**Directions:** Each block in the pyramid below is one part of the plot of the story you are reading. In each block, write the answer to the question. When you’re done, you’ll see the main plot points of the story.





**SKILL: Punctuating Quotations**

# Quotation Punctuation

We use quotation marks to show where a quotation, or the exact words of a speaker, begins and ends. Here are some basic rules about the punctuation and capitalization of quotations:

- 1. Quotation marks ALWAYS come in pairs, at the beginning and end of the quotation. If a quote is more than one sentence, use closing quotation marks at the end of the last sentence only.**

*Example 1: "This is the best pepperoni pizza I've ever had," Shelby said.*

*Example 2: Marcus exclaimed, "Don't turn the TV off! This is my favorite show!"*

- 2. A quotation begins with a capital letter.**

*Example: Mrs. Rubin asked, "How long does it take you to get to school in the morning?"*

- 3. If a quoted sentence is divided into two parts by words that tell who is speaking (like *he says* or *I asked*), the second part of the quoted sentence begins with a lowercase letter.**

*Example: "I spent 45 minutes on that algebra problem," Eric said, "but I just couldn't figure it out."*

- 4. The quotation's ending punctuation goes inside the ending quotation marks.**

*Example: The captain announced, "Ladies and gentlemen, we will be landing in Chicago shortly."*

- 5. A comma separates the quotation from the words that tell who is speaking. When appropriate, a question mark or an exclamation point can be used in place of the comma.**

*Example 1: "I finished my homework," said Suraj.*

*Example 2: "Did you finish your homework?" asked Suraj.*

*Example 3: "My dog ate my homework!" cried Suraj.*

- 6. Use single quotation marks for quotations within quotations.**

*Example: "Did Mrs. Ellis just say, 'Feel free to chew gum in class?'" whispered Tina. "Or am I crazy?"*

**Directions:** Correct the punctuation and capitalization in the sentences below.

1. "My mom's favorite movie is *The Princess Bride*. "actually, I like it a lot too. said Ariella
2. "Could you please tell me where 3rd Street is asked Ed. I'm trying to find the Magnolia Bakery."
3. "The only way to get there" explained the policewoman "Is to go down Fairfax and then turn left."
4. "When are you going to show me your art project"? "I'm really looking forward to seeing it"! Mom said.
5. Jake shouted Whoa! That was awesome. He almost broke the bat with that home run."
6. "If you don't have anything nice to say" said Mrs. Lewis "then it's best to not say anything at all."
7. "Wait until you hear this" Dani exclaimed. Hailey just ran by and said, Free ice cream in the cafeteria until 3:00. Then she disappeared around the corner.
8. Lily chattered, "it's freezing in here. Can someone turn the heat on"?

# Write-a-Story Contest

Read page 32 of the November 2017 issue of *Scope*. Choose one of Gordon Korman's three story starters and use it to begin your own original short fiction story. If Gordon picks YOUR story as the winner, you'll win \$100 and have your story published on our website (plus prizes for your teacher and classmates)!

## Entries will be judged on:

- ⇒ character and plot development
- ⇒ grammar, spelling, and punctuation
- ⇒ originality
- ⇒ length (800-3,000 words)

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name : \_\_\_\_\_ My teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

**Students under age 18 must include the following:**

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

Parent's or legal guardian's signature: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Include this sheet with your typed short story and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
Or mail to: Write-a-Story Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY MARCH 1, 2018!**