

Name: _____ Date: _____

Making Inferences

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

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

Clues	Inference
<p>1. 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>2. 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>3. 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>

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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:

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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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 _____

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Tone Words

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



POSITIVE TONE WORDS

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



NEUTRAL TONE WORDS

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



NEGATIVE TONE WORDS

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

Identifying Tone

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

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

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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.

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 _____

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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Critical-Thinking Questions

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

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.

	Agree	Disagree
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.		

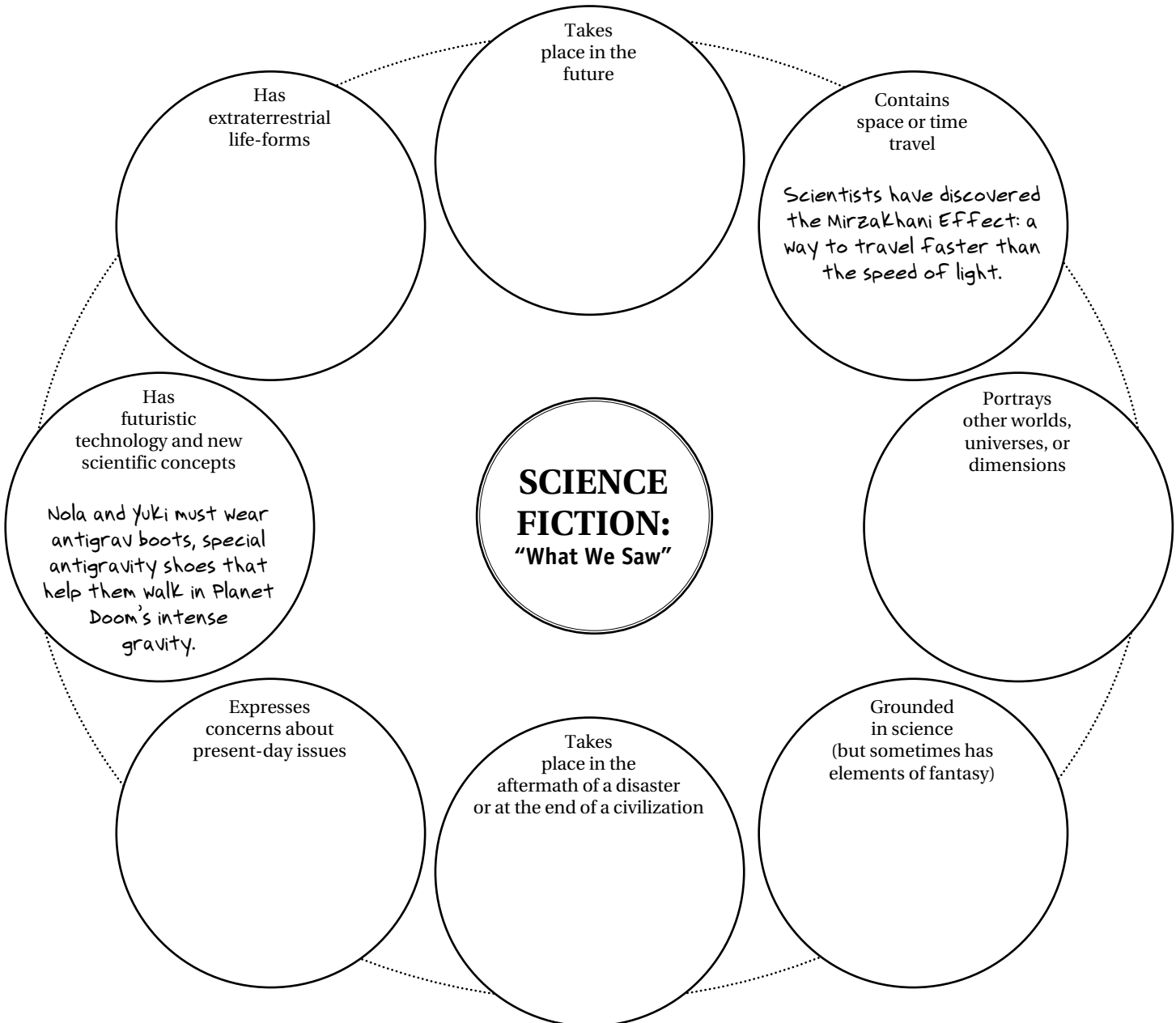
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Genre Exploration: "What We Saw"

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.



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?

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?

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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"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 (DAHY-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.

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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.

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:
--	-------

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

Dictionary definition:

Example sentence:

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“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
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!