

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 page 22, Max and his mom are talking about their new house:</p> <p>"That's it? 'Cool?'" she'd mimicked, teasing him. "Help, my son is turning into a teenager." But he had just smiled, because Mom looked genuinely excited about the fixer-upper and he hadn't wanted to ruin the moment.</p>	<p><i>What do these lines suggest about Max's relationship with his mom?</i></p> <p>You can infer from the fact that Max's mom teases him about being a teenager that Max and his mom have a playful relationship. You can also infer from the fact that Max holds back his true feelings about the new house that he feels protective of his mother and cares about her very much.</p>
<p>2. On page 22, Max's mom is on her laptop reading about a terrorist attack when Max enters the room:</p> <p>She looked exhausted. Max was sure she had been crying. He cleared his throat and she sat up straight, like she'd heard a gunshot, and slammed her laptop shut.</p> <p>"Baby, what are you doing up?" Her voice was full of forced cheer.</p> <p>"Just thirsty," he said. "Mom, you should go to bed."</p> <p>"I know, I know," she said, that fake note Max hated still in her voice. "I was looking at pictures of our house again."</p>	<p><i>What can you infer about how Mom is feeling at this moment?</i></p>
<p>3. Find two lines in the story that support the inference on the right.</p>	<p>Max loves and cares about Lindy.</p>

Clues	Inference
<p>4. On page 25, Jenny, Max, and Lindy go back into the house after turning off the water:</p> <p>“Wow, this place is a dump,” Jenny said, looking around. She sounded almost impressed. Anger flashed through Max. Then it faded.</p> <p>“Yeah,” he said. “It kind of is.”</p> <p>“Well, it’s nothing you can’t fix,” Jenny said, “except maybe that sink. My dad can help out. I’m pretty good at that kind of thing too. Where do you keep the mop?”</p>	<p><i>What can you infer about Jenny from this passage?</i></p>
<p>5. <i>Find two lines in the story that support the inference on the right.</i></p>	<p>By the end of the story, Max’s mom decides she doesn’t want to hide her true feelings from her family.</p>

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Exploring Mood

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

In this activity, you will consider the mood of a passage from “The Perfects” by Sarah McCarry. Here is the passage, which is from page 23 of the story.

By the time they realized “fixer-upper” meant “absolute disaster,” it was too late. They’d already packed their things, gotten in the car, and driven west and north.

Lindy spent all of Colorado, Utah, Nevada, and Oregon reciting dinosaur facts.

“Dinosaur comes from the Greek words *deinos*, meaning ‘terrible,’ and *sauros*, meaning ‘lizard.’

“Most dinosaurs were herbivores.

“The stegosaurus could be 30 feet long and weigh 6,000 pounds. It had a brain the size of a golden retriever’s.”

When they got to Washington, the rain started, and then even Lindy got quiet. Mom clutched the wheel as water came down in sheets around them. It was raining even harder when they drove past the city limits sign for their new town. By the time they pulled up to the new house, the storm was so bad that Max thought the car might float away.

“It rains a lot in Washington,” Mom said. She didn’t sound excited anymore.

“That’s an understatement,” Max said under his breath.

They stared out the rain-blurred car windows at the place that was supposed to be home. It was only four in the afternoon, but the sky was almost black. The house didn’t look like something that would unite them as a family. It looked like something out of a horror movie.

“Is that a hole in the roof?” Max asked quietly.

“I’m sure it’s nothing.” But Mom didn’t look like it was nothing.

“Why does the front porch look like that?” Lindy asked.

“It just needs a few repairs, sweetie,” Mom said. “Nothing we can’t fix.”

A flash of lightning split the sky open. Thunder boomed. And in that second of illumination, Max realized that the garage that was supposed to become Dad’s workshop was missing a wall.

1. In the box below, write one or two words that describe the mood of this excerpt:

Now let’s look at what creates this mood.

2. Plot

Briefly explain how what is happening in this passage helps create the mood you identified.

3. Setting

Think about where this passage takes place and the details of the setting. How does the setting contribute to the mood?

4. Dialogue

What the characters say and how they say it help create the mood.

UNDERLINE three lines of dialogue in the passage (or narration about the dialogue) that help create the mood you identified.

5. Figurative Language

Look at the vivid figurative language the author uses. This language helps create the mood.

CIRCLE at least one example of figurative language in the passage that helps create the mood you identified.

6. Imagery

The imagery the author uses also helps create the mood. (Imagery is description that appeals to the reader's sense of sight, hearing, taste, smell, or touch—also known as sensory details.)

PLACE A STAR NEXT TO at least three sensory details in the scene that help create the mood you identified.

7. The Movie Version

Imagine you are making a movie of "The Perfects." In the movie, Max turns on the car radio in this scene. What song should come on the radio? Why?

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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.

You'll find out what the marks are for when you read the next page.

In this activity, you will consider the mood of a passage from "The Perfects" by Sarah McCarry. Here is the passage, which is from page 23 of the story.

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Lindy spent all of Colorado, Utah, Nevada, and Oregon reciting dinosaur facts.

"Dinosaur comes from the Greek words *deinos*, meaning 'terrible,' and *sauros*, meaning 'lizard.'

"Most dinosaurs were herbivores.

"The stegosaurus could be 30 feet long and weigh 6,000 pounds. It had a brain the size of a golden retriever's."

When they got to Washington, the rain started, and then even Lindy got quiet. Mom clutched the wheel as water came down in sheets around them. It was raining even harder when they drove past the city limits sign for their new town. By the time they pulled up to the new house, the storm was so bad that Max thought the car might float away.

"It rains a lot in Washington," Mom said. She didn't sound excited anymore.

"That's an understatement," Max said under his breath.

They stared out the rain-blurred car windows ^{*}at the place that was supposed to be home. It was only four in the afternoon, but the sky was almost black. The house didn't look like something that would unite them as a family. It looked like something out of a horror movie.

"Is that a hole in the roof?" Max asked quietly.

"I'm sure it's nothing." But Mom didn't look like it was nothing.

"Why does the front porch look like that?" Lindy asked.

"It just needs a few repairs, sweetie," Mom said. "Nothing we can't fix."

A flash of lightning split the sky open. Thunder boomed. And in that second of illumination, Max realized that the garage that was supposed to become Dad's workshop was missing a wall.

Here are two words that could be used to describe the mood of the scene:

depressed, foreboding

Depressed means "sad, gloomy, or in low spirits." *Foreboding* means "giving the impression that something bad or unpleasant is in your future."

Now let's look at what creates this mood.

1. Plot

Complete the sentences below to explain how what is happening in this passage helps create the mood you identified.

In this passage, Max is moving to a new house in a new state. For some people, this might be exciting. But for Max, _____.

Plus, when Max and his mom and sister arrive at the house, they discover _____.

2. Setting

Complete the sentences below to explain how the details about place help create the mood.

The weather in this passage is _____.

This setting adds to the depressed and foreboding mood because _____.

3. Dialogue

What the characters say and how they say it help create the mood.

We underlined one line of dialogue that helps create the depressed and foreboding mood. **UNDERLINE two more lines of dialogue (or narration about the dialogue) that do this.**

4. Descriptive Language

Look at the vivid figurative language the author uses. This language helps create the mood.

We circled one example that helps create the depressed and foreboding mood.

CIRCLE one more. Hint: Look for a simile—a comparison that uses "like" or "as."

5. Imagery

The imagery the author uses also helps create the mood. (Imagery is description that appeals to the reader's sense of sight, hearing, taste, smell, or touch—also known as sensory details.)

We placed a star by one sensory detail that helps create the depressed and foreboding mood. **Place a STAR by at least two more sensory details.**

6. The Movie Version

Imagine you are making a movie of "The Perfects." In the movie, Max turns on the car radio in this scene. What song should come on the radio? Why?

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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 Children's Blizzard."

1. Reread the section "An Arctic Blast." Which statement below BEST expresses the central idea of the second paragraph of this section?

- Ⓐ People used to get their weather reports from newspapers.
- Ⓑ Weather forecasting was in its infancy in the 1880s.
- Ⓒ Weather forecasters in the Northern Plains lied about the storm.
- Ⓓ People in the Northern Plains did not know that the blizzard was coming.

2. Read the central idea of the section "Houses Made of Dirt" 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:
Life was tough for most settlers on the Northern Plains.

- Ⓐ "Few places on Earth have a more extreme climate, with frigid winters and boiling summers and spring thunderstorms that unleash tornadoes and hail." (p. 7)
- Ⓑ "These tiny dwellings were dark and smelly. A hard rain could turn the dirt floor to mud. One never knew when a snake might pop out of a dirt wall." (p. 8)
- Ⓒ "Few were prepared for the weather, for the endless work, for the loneliness of life on a tiny farm, miles from another living soul." (p. 7)
- Ⓓ "[Walter's] family lived in a four-room wooden house with a proper roof, glass windows, and even a piano." (p. 8)

I chose _____ because _____

3. Read the details from the section "Rescue Mission" listed below. In the box, write a central idea that these details support.

Central Idea:

Detail 1: "Will had always watched over his little brother, and he refused to stay behind." (p. 9)

Detail 2: "[Will] could not see or hear, and the wind made it difficult to breathe. But he kept searching." (p. 9)

Detail 3: "It was as though the storm's fury had entered Will's veins, giving him the strength to walk against the wind, to rise up when he fell, to hold his little brother tight in his arms." (p. 9)

4. Consider the central idea of the whole article that is 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 Children's Blizzard of 1888 was extremely powerful and dangerous.

Supporting detail 1:

"Temperatures would plummet rapidly—in some places, to as cold as 40 degrees below zero with wind chill." (p. 6)

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 Children's Blizzard."

1. Read the central idea of the section "Houses Made of Dirt" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:

Life was tough for most settlers on the Northern Plains.

- ☐ "Few places on Earth have a more extreme climate, with frigid winters and boiling summers and spring thunderstorms that unleash tornadoes and hail." (p. 7)
- ☐ "[Walter's] family lived in a four-room wooden house with a proper roof, glass windows, and even a piano." (p. 8)
- ☐ "Few were prepared for the weather, for the endless work, for the loneliness of life on a tiny farm, miles from another living soul." (p. 7)
- ☐ "These tiny dwellings were dark and smelly. A hard rain could turn the dirt floor to mud. One never knew when a snake might pop out of a dirt wall." (p. 8)
- ☐ "Most people came west to build farms . . ." (p. 7)

2. Read the details from the article listed below. In the box, complete the central idea that these details support.

Central Idea:

The Children's Blizzard of 1888 was _____

Detail 1: "He stood up, took two steps, and again the wind swatted him down. Up and down, up and down." (p. 7)

Detail 2: "Temperatures would plummet rapidly—in some places, to as cold as 40 degrees below zero with wind chill." (p. 6)

Detail 3: "It arrived suddenly, a gigantic wave of wind, ice, and snow that crashed over the prairie with virtually no warning." (p. 8)

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Summarizing

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

Directions: Answer the questions below to help you write an objective summary of “The Children’s Blizzard.”

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

2. What significant event does the article describe?

3. What caused this event?

4. How did this event affect the main person(s) in the article?

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

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 Children's Blizzard."

Eight-year-old Walter Allen was one of thousands of children who endured a dangerous blizzard that hit America's Northern Plains on January 12, 1888. At the time of the storm, the science of weather forecasting was just beginning. It was not yet possible _____

1. What could weather forecasters not do at the time of the blizzard?

This made the storm even more dangerous for those living on the prairie because _____

2. How did the lack of accurate weather predictions make the storm more dangerous?

On the morning of the storm, Walter, along with thousands of other children across the prairie, was _____

3. Where was Walter when the storm hit?

When the storm hit, several horse-drawn sleds were sent to retrieve Walter and his classmates, but instead of taking the sled home, Walter _____

4. What did Walter do and why?

Unable to make it home on his own in the ferocious storm, Walter eventually collapsed in the snow. Fortunately, _____

5. What ended up happening to Walter?

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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 Children’s Blizzard.”

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

2. What does the map on page 6 help you understand about the Northern Plains?

3. How does the sidebar “Tough Life” contribute to the article?

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

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read "The Fish That's Eating the World." Then complete the activity below.

1. Imagine that you are writing a paragraph explaining why lionfish don't make good pets.

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

- Ⓐ Lionfish don't make good pets because they are native to the South Pacific and Indian oceans.
- Ⓑ Lionfish don't make good pets because they are not suited for a life in a tank.
- Ⓒ Lionfish don't make good pets because they are being hunted in the Atlantic Ocean.

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

- Ⓐ "But over the past 30 years, lionfish have invaded the Atlantic Ocean—particularly off the coasts of North Carolina and Florida and in the Caribbean Sea and the Gulf of Mexico." (p. 11)
- Ⓑ "In areas where the lionfish problem is especially bad, locals have begun holding lionfish hunting contests." (p. 12)
- Ⓒ "They can grow to be 18 inches long in just a few years and have a tendency to eat their fellow aquarium dwellers." (p. 11)

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

- Ⓐ It identifies two reasons lionfish are not suited for life in a fish tank: their size and diet.
- Ⓑ It shows that lionfish are an invasive species.
- Ⓒ It explains why lionfish belong in the Atlantic Ocean.

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

Humans are partly to blame for the lionfish invasion in the Atlantic.

- Ⓐ “And lionfish have virtually no predators in the Atlantic to keep their numbers under control.” (p. 12)
- Ⓑ “The livelihood of many fishermen depend on catching and selling the fish that lionfish are eating.” (p. 11)
- Ⓒ “Scientists speculate that people began dumping their ‘pets’ into the ocean as the fish outgrew—or out-ate—their tanks.” (p. 11)

I chose ____ because _____

3. A. Choose the TWO pieces of text evidence that BEST support the statement below.

Lionfish are threatening the health of ecosystems in the Atlantic Ocean.

- Ⓐ “Needle-like spines contain venom that can cause breathing difficulties, pain, and paralysis in humans.” (p. 10)
- Ⓑ “The problem with the lionfish eating so much is that not much food is left behind for all the other fish. As a result, many types of fish in areas with large lionfish populations could die out.” (p. 11)
- Ⓒ “And lionfish have virtually no predators in the Atlantic to keep their numbers under control.” (p. 12)
- Ⓓ “Lionfish eat the fish that eat algae, plantlike organisms. As a result, there is too much of the algae, which damages coral reefs and can eventually kill them.” (p. 11)
- Ⓔ “The good news is that many people across the U.S. are working to solve the lionfish problem.” (p. 12)

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 article in the form of a direct quotation.

- Ⓐ Lionfish are harming coral reefs in the Atlantic Ocean. In her article “The Fish That’s Eating the World,” Mackenzie Carro explains that as a result of lionfish eating fish that eat algae, “there is too much of the algae, which damages coral reefs and can eventually kill them” (11). In other words, the lionfish and its insatiable appetite are upsetting the balance of coral reef ecosystems.
- Ⓑ Lionfish are harming coral reefs in the Atlantic Ocean. In her article “The Fish That’s Eating the World,” Mackenzie Carro explains that as a result of lionfish eating fish that eat algae, “there is too much of the algae, which damages coral reefs and can eventually kill them” (11).
- Ⓒ Lionfish are harming coral reefs in the Atlantic Ocean. In her article “The Fish That’s Eating the World,” Mackenzie Carro explains that as a result of lionfish eating fish that eat algae, there is too much of the algae, which damages coral reefs and can eventually kill them (11).

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

5. Choose the paragraph that correctly uses text evidence from the article in the form of a paraphrase.

- Ⓐ Humans are largely to blame for the lionfish problem in the Atlantic Ocean. The invasion started after lionfish owners began to release their unwanted fish into the ocean. In other words, people are the reason lionfish found their way into the Atlantic.
- Ⓑ Humans are largely to blame for the lionfish problem in the Atlantic Ocean. In her article “The Fish That’s Eating the World,” Mackenzie Carro writes, “Scientists speculate that people began dumping their ‘pets’ into the ocean as the fish outgrew—or out-ate—their tanks” (11). In other words, people are the reason lionfish found their way into the Atlantic.
- Ⓒ Humans are largely to blame for the lionfish problem in the Atlantic Ocean. In her article “The Fish That’s Eating the World,” Mackenzie Carro explains that the invasion started after lionfish owners began to release their unwanted fish into the ocean (11). In other words, people are the reason lionfish found their way into the Atlantic.

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

6. Now it’s your turn. Write a paragraph explaining why people should not release their pet fish into the wild. 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

Name: _____ Date: _____

Finding Text Evidence

Directions: Read “The Fish That’s Eating the World,” then complete the activity below.

1. Choose the TWO pieces of text evidence from the article that best support the statement below.

STATEMENT:

Lionfish are threatening the health of ecosystems in the Atlantic Ocean.

- Ⓐ “Needle-like spines contain venom that can cause breathing difficulties, pain, and paralysis in humans.” (p. 10)
- Ⓑ “The problem with the lionfish eating so much is that not much food is left behind for all the other fish. As a result, many types of fish in areas with large lionfish populations could die out.” (p. 11)
- Ⓒ “The good news is that many people across the U.S. are working to solve the lionfish problem.” (p. 12)
- Ⓓ “Lionfish eat the fish that eat algae, plantlike organisms. As a result, there is too much of the algae, which damages coral reefs and can eventually kill them.” (p. 11)

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

STATEMENT:

Lionfish don’t make good pets.

- Ⓐ “They can grow to be 18 inches long in just a few years and have a tendency to eat their fellow aquarium dwellers.” (p. 11)
- Ⓑ “Lionfish are what is known as an invasive species . . .” (p. 11)
- Ⓒ “But over the past 30 years, lionfish have invaded the Atlantic Ocean—particularly off the coasts of North Carolina and Florida and in the Caribbean Sea and the Gulf of Mexico.” (p. 11)

I chose ____ because _____

3. Read the lines below from the article. Then write a statement that they all support.

STATEMENT:

- Ⓐ “In 2010, REEF released a cookbook to help educate fishermen and cooks on how to prepare lionfish.” (p. 12)
- Ⓑ “In areas where the lionfish problem is especially bad, locals have begun holding lionfish hunting contests.” (p. 12)
- Ⓒ “Some states like Florida have developed regulations banning certain non-native species, like lionfish, to reduce the risk of release.” (p. 12)

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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 Fish That's Eating the World."

1. The introduction of the article uses description. What is the author describing?

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)

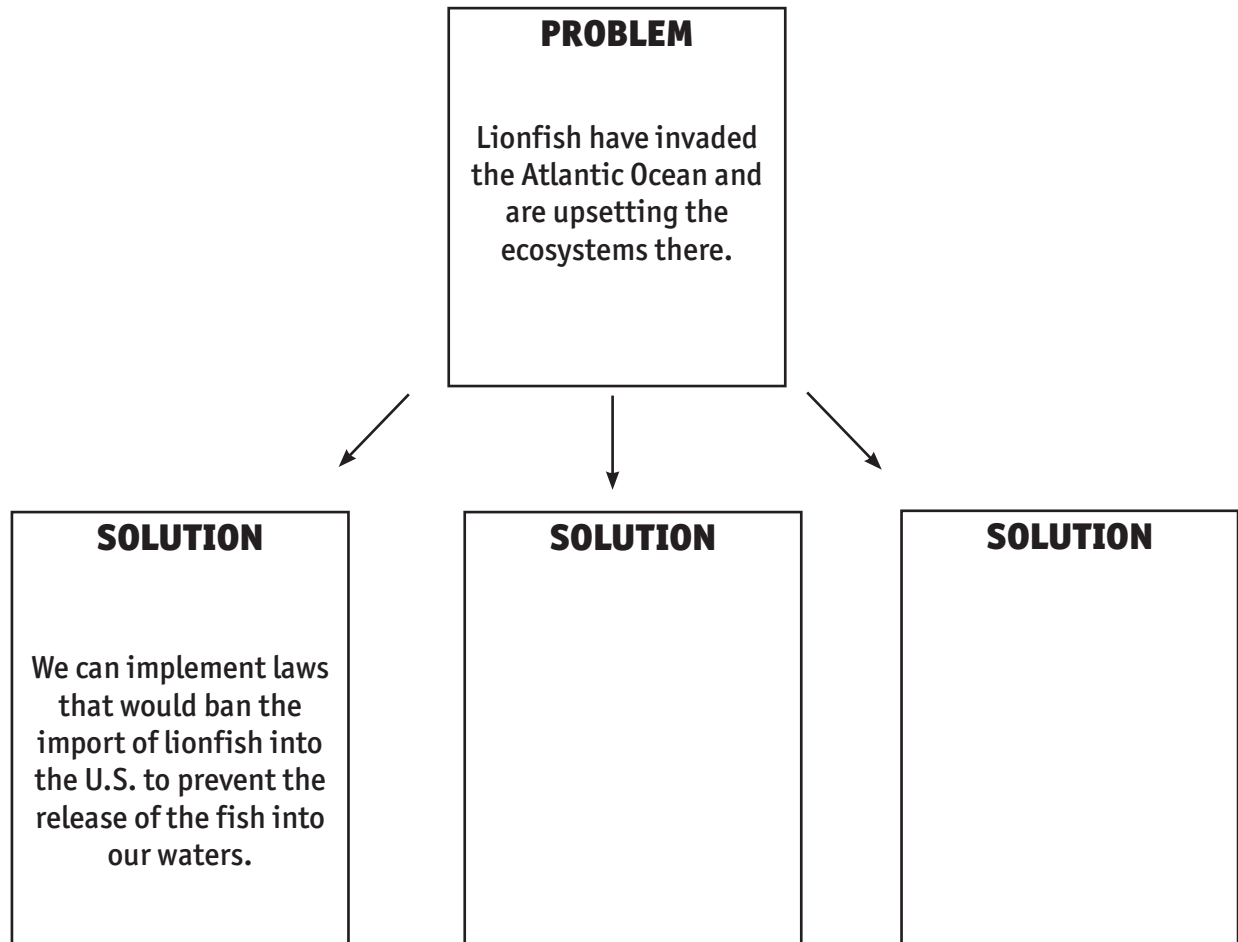
2. A. Underline the text structure the author uses in the sections "Striking and Beautiful" and "Total Disaster."

cause and effect

compare and contrast

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

3. The author uses a **problem-and-solution** structure to explain how the problem of lionfish can be solved. Fill in the empty boxes below to identify two solutions to the lionfish problem that the author presents in the article. (You may paraphrase or quote lines from the article.)



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Tone Quiz

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

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

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

In this activity, you will analyze author Mackenzie Carro's tone in "The Fish That's Eating the World."

1. On page 11, Carro writes, "Perhaps these owners figured there was no harm in releasing lionfish into the Atlantic." What attitude is Carro expressing toward lionfish owners who released their pets?

- (A) She admires their decision to release animals that were too big for their tanks.
- (B) She is understanding and nonjudgmental of their mistake.
- (C) She is angry at them and judges them harshly.
- (D) She is amused by their mistake.

2. Which sentence supports the idea that Carro feels sympathetic toward lionfish?

- (A) "Lionfish are even for sale in some grocery stores."
- (B) "The good news is that many people across the U.S. are working to solve the lionfish problem."
- (C) "As for you, lionfish, we know it's not your fault that you ended up here."
- (D) "Because of their venomous spines, not even sharks go near them."

3. On page 12, Carro writes, "Scientists fear that unless something is done—and soon—lionfish will have a similar effect in the Atlantic." The phrase *and soon*

- (A) indicates that something really huge must be done.
- (B) adds a sense of urgency.
- (C) suggests that the problem is not that big.
- (D) adds humor to the sentence.

4. Consider these sentences from page 11:

- "And right now, you are causing disaster in our seas."
- "As a result, there is too much of the algae, which damages coral reefs and can eventually kill them."
- "Even humans are affected. The livelihoods of many fishermen depend on catching and selling the fish that lionfish are eating."

These sentences contribute to a(n) _____ tone.

- (A) optimistic
- (B) awestruck
- (C) concerned
- (D) admiring

5. Which word best describes Carro's tone in the last section, "What Can Be Done?"

- (A) encouraging
- (B) frustrated
- (C) passionate
- (D) apologetic

6. Briefly explain your answer to question 5 in the box below.

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Write an Argument Essay

Directions: Read "Should the School Week Be Shorter?" Complete the scavenger hunt on page 29.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should the school week be shorter?

Consider what you read in the two essays, as well as your own viewpoint.
Check the box next to the point of view you will argue in your essay,
or write your own opinion in the space provided.

☐ **Yes!** The school week should be shorter. ☐ **No!** The school week should stay the same.

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the letters 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 the school week should be shorter, one of your supporting details might be that a shorter week would give teachers more time to plan.

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think the school week **SHOULD** be shorter, summarize the strongest arguments against a four-day week that Bethany presents in her letter. If you think the school week **SHOULD NOT** be shortened, summarize the strongest arguments in favor of a four-day week that Dylan presents in his letter.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

Your thesis: _____

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Describe what your schedule is like during the school week. Do you ever get overwhelmed? Or do you feel like you have enough time to take care of all of your responsibilities?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view about shortening the school week. Here's one way you could structure your question: "Would shortening the school week 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. Use information from both essays to finish the summary below.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

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

Argument Essay Outline

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

1

INTRODUCTION

Open with your hook from Step 5.

↓

Write a transition sentence that relates your hook to the question of a shorter school week.

↓

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

↓

Write your summary of the issue from Step 6.

↓

Finish with your thesis from Step 4.

2

BODY PARAGRAPH(S)

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

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

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

3

ACKNOWLEDGE THE OTHER SIDE

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

Use what you wrote in Step 3.

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

4

CONCLUSION

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

Finish with a strong final sentence.

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

5

READ AND REVISE

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

Name: _____ Date: _____

Scavenger Hunt

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

	Dylan	Bethany
line(s) that expresses the central idea, or central claim	"I've been researching other districts that have made the switch, and I have discovered that a four-day week has many exciting benefits—for both students and teachers."	
two pieces of evidence that support the central idea, or central claim		
line(s) that expresses the counterargument		"I understand that some people are excited about a shorter week because it would allow for more family time . . ."
line(s) that contains the rebuttal to the counterargument		

Name: _____ Date: _____

Scavenger Hunt

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

	Dylan	Bethany
line(s) that expresses the central idea, or central claim	"I've been researching other districts that have made the switch, and I have discovered that a four-day week has many exciting benefits—for both students and teachers."	
two pieces of evidence that support the central idea, or central claim		

Name: _____ Date: _____

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

Vocabulary:

"Should the School Week Be Shorter?"

1. consecutive (kuhn-SEHK-yuh-tiv) *adjective*; *Consecutive* means "following one after the other in order, with no interruption or gaps." April, May, and June are consecutive months of the year. If your soccer team won two consecutive state championships, your team won the championship two years in a row.

2. long-term effect (lawng turm ih-FEKT) *noun*; The adjective *long-term* means "lasting, relating to, or involving a long period of time." A long-term effect is a result that doesn't happen immediately, but rather, over a period of time. Ben's doctor might tell him about the long-term effects of listening to loud music: Over time, it could damage his hearing. The opposite of a long-term effect is a short-term effect.

3. myriad (MIR-ee-uhd) *adjective or noun*; The adjective *myriad* means "a very large but not specified number." *Myriad* is often used to describe something that cannot be counted. For example, someone might refer to the myriad stars in the sky or the myriad grains of sand on a beach.

When used as a noun, *myriad* means "a great number" and is usually followed by the word *of*. A T-shirt might come in a myriad of colors, meaning it comes in many colors.

4. perspective (per-SPEK-tiv) *noun*; As it is used in the article, *perspective* means "a particular way of thinking about a situation or topic; a point of view." Your perspective on what's most important in life may change as you get older.

5. productive (pruh-DUHK-tiv) *adjective*; If something (or someone) is productive, it (or the person) has the ability to do a lot of work and get good results. If your study group was productive, your group got a lot of studying done. A productive apple tree produces a lot of apples.

6. project (pruh-JEKT) *verb*; In the article, *project* is used as a verb meaning "to predict, estimate, or forecast something based on present trends," as in, "After a highly successful season, the Chicago Bears are projected to win this year's Super Bowl."

7. substantial (suhb-STAN-shuhl) *adjective*; As it is used in the article, *substantial* means "large in amount, size, or number." A substantial number of students ride the bus to and from school each day. If you spent a substantial amount of money on your new bike, the bike was expensive. Skateboarding without a helmet poses a substantial risk of injury.

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

Vocabulary Practice

"Should the School Week Be Shorter?"

Directions: Below are titles and summaries for imaginary books. Choose the best title for each book. Briefly explain your choices.

BOOK TITLES

- A. *A Substantial Blunder*
- B. *A New Perspective*
- C. *My Myriad Mistakes*

1. In his journal, Alex keeps a list with two columns: *Got It Wrong* and *Got It Right*. That *Got It Wrong* column is filling up awfully fast.

Title (A-C): _____ Why I chose this title: _____

2. Janet messed up. Like, *really* messed up. Like, maybe-ruined-her-best friend's-life-forever messed up. Is it too late for her to set things right?

Title (A-C): _____ Why I chose this title: _____

3. Last fall, Eli made two terrible decisions that resulted in his life being pretty unpleasant for a while. But now, a year later, Eli is finding out that those mistakes have led to a shift in the way he looks at life—in a way that might be kind of great.

Title (A-C): _____ Why I chose this title: _____

Directions: Briefly respond to each prompt below.

4. Author J.K. Rowling says she is most productive in the morning. What does she mean?

5. List four consecutive days of the week.

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

6. **myriad**

Ⓐ limited Ⓑ countless

7. **substantial**

Ⓐ large Ⓑ little

8. **project**

Ⓐ doubt Ⓑ forecast

9. **perspective**

Ⓐ viewpoint Ⓑ ability



"The Perfects"

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

	Agree	Disagree
1. Some people seem to have perfect lives.		
2. Change is difficult.		
3. Every family has a story to tell.		
4. Pretending to be something we are not is risky.		
5. People often deal with stress or fear by hiding it.		
6. Having a family member in the military is challenging.		
7. Life doesn't have to be perfect to be great.		
8. Constantly moving to a new place would be exciting.		

Name: _____ Date: _____

Close-Reading Questions

"The Perfects"

1. What does it mean for an object to "have character" (figurative language, page 23)

2. Describe the shift in time that has taken place. (text structure, page 23)

3. How does the weather contribute to the mood of this section? (setting, page 23)

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Name: _____ Date: _____

Critical-Thinking Questions

"The Perfects"

1. Do you think that Max's mom makes a good choice at the end of the story when she decides to video chat with Max's dad from the bathroom? Why or why not?
2. In what way is Max's life changing or about to change? Do you think these changes will be challenging?

Name: _____ Date: _____

Close-Reading Question

"My Life As a Military Kid"

1. According to "My Life As a Military Kid," what are some of the challenges of having a parent in the military? What are some of the rewards? (key ideas and details)

Name: _____ Date: _____

Critical-Thinking Question

"My Life As a Military Kid"

1. How can kids help kids with a parent in the military cope with some of the challenges they face?

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

The Perfects Contest

Think about the challenges that Max from the short story and Marie Nash from this article face as kids in military families. How are they similar? How are they different? Answer in an essay. Five winners will get *Operation Yes* by Sara Lewis Holmes.

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
or mail them to: The Perfects Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY March 15, 2019!

Name: _____ Date: _____

Compare and Contrast: Military Kids

Read "The Perfects" and "My Life As a Military Kid." Then fill in the boxes below to help you prepare to answer the writing prompt on page 27.

This should be a brief description of the challenge in your own words.

List one to three details from the story that show that Max faces the challenge you wrote above. Explain how or why each detail shows that Max faces the challenge you named.

If the challenge Marie faces is similar but not exactly the same, explain what the difference is. If this challenge is not mentioned in the article, say so.

List three challenges that Max faces as a kid with a parent in the military. After each challenge, provide text evidence with commentary.

Challenge 1:

Text evidence and commentary:

Does Marie face a similar challenge? Explain, using text evidence and commentary to support your answer.

Challenge 2:

Text evidence and commentary:

Does Marie face a similar challenge? Explain, using text evidence and commentary to support your answer.

Challenge 3:

Text evidence and commentary:

Does Marie face a similar challenge? Explain, using text evidence and commentary to support your answer.

Are there any challenges Marie faces as a military kid that Max does not face or that are at least not mentioned in "The Perfects"? Explain.

Name: _____ Date: _____

"The Perfects"

Character Thinking Tool

The questions in this activity are about the characters of
Max, Mom, and Lindy

1. What do the first two sections of the story (page 22 to the top of page 23) reveal about how having a parent in the military affects Max?

2. What does the interaction in the kitchen at night between Max and his mom reveal about each of them?

3. Explain who the Perfects are and what their relationship to Max's family is.

4. How does Lindy handle her dad's deployment?

5. Does Max seem like a good brother? Explain.

6. You are Max. Write a letter to your dad about the ways in which your life is changing and how you feel about these changes.

Name: _____ Date: _____

"The Perfects" Quiz

Directions: Read "The Perfects" and "My Life As a Military Kid." Then answer the questions below.

- Which detail would be **LEAST** important to include in a summary of the story?
 - Max and Lindy's dad is in the military.
 - Jenny is mowing her lawn when Max runs over.
 - The family always video chats with Dad in front of the "Perfects' Wall."
 - The family's new house is in terrible condition.
- Which word best describes how Max feels when he thinks about his dad's return?
 - anxious
 - indifferent
 - relaxed
 - overjoyed
- Which **TWO** lines best support your answer to Question 2?
 - "Dad had been in the military since way before Max was born."
 - "Today is an extremely bad day."
 - "What happened when Dad realized the truth was something Max tried not to think about."
 - "Max hadn't said what he was thinking—that they hadn't done anything as a family for so long he didn't know if they would remember how."
- On page 24, the narrator says, "So when they talked to Dad, they made sure smiles were stuck on their faces like masks." This line contains
 - a simile that shows how excited the family is.
 - a metaphor that illustrates how dressed up the family gets for their weekly video chats.
 - hyperbole that shows how frequently the family connects with Dad.
 - a simile that suggests the family members hide their true feelings from Dad.
- On page 26, Jessica Press writes, "But moving so often can also be painful—and isolating." *Isolate* most closely means
 - to lack something that is essential.
 - to be linked or related.
 - to cause to be alone or apart from others.
 - to feel pressure or tension.
- Which idea could **NOT** be supported with information from the story and the article?
 - Technology helps military families stay connected.
 - Having a family member in the military can be hard.
 - Fewer people serve in the military today than in the past.
 - Military kids switch schools often.

Constructed-Response Questions

Directions: Write your answer in a well-organized response.

- How does the author develop the idea that Max is worried about his dad's safety? Use text evidence to support your answer.
- What challenges do Max and Marie Nash both face as a result of having a parent in the military? Use details from the story and the article to support your answer.

Name: _____ Date: _____

"The Perfects" Quiz

Directions: Read "The Perfects" and "My Life As a Military Kid." Then answer the questions below.

- Which detail would be **MOST** important to include in a summary of the story?
 - Jenny is mowing her lawn when Max runs over.
 - Max and Lindy's dad is in the military.
 - The family's new house overlooks the ocean.
 - It rains often in Washington State.
- Which word best describes how Max feels when he thinks about his dad's return?
 - worried
 - uncaring
 - angry
 - thrilled
- Which **TWO** lines best support your answer to Question 2?
 - "Dad had been in the military since way before Max was born."
 - "Today is an extremely bad day."
 - "What happened when Dad realized the truth was something Max tried not to think about."
 - "Max hadn't said what he was thinking—that they hadn't done anything as a family for so long he didn't know if they would remember how."
- On page 24, the narrator says, "So when they talked to Dad, they made sure smiles were stuck on their faces like masks." This line contains a **simile** that
 - shows how excited the family is to talk to Dad.
 - tells you the family wears costumes for video chats.
 - stresses how often the family talks to Dad.
 - suggests that the family members hide their true feelings from Dad.
- On page 26, Jessica Press writes, "But moving so often can also be painful—and isolating." Something that is isolating makes you feel
 - needed.
 - connected.
 - alone.
 - content.
- Which **idea** could **NOT** be supported with information from the story and the article?
 - Technology helps military families stay connected.
 - Having a family member in the military can be hard.
 - Fewer people serve in the military today than in the past.
 - Military kids switch schools often.

Constructed-Response Questions

Directions: Write your answer in a well-organized response.

- What are two details that author Sarah McCarry provides to help the reader understand that Max worries about his dad?
- What is one challenge Max and Marie Nash both face as a result of having a parent in the military? Use details from the story and the article to support your answer.

Name: _____ Date: _____

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

Vocabulary:

"My Life as a Military Kid"

1. **deploy (dih-PL0I)** *verb*; To deploy people or things is to send them out for a particular purpose. Volunteers might be deployed to help people after a natural disaster. A car airbag might deploy during a collision. *Deploy* is often used in a military context. If someone in the military has been deployed, he or she has been sent to a specific destination for a mission.
2. **military base (MIL-i-ter-ee beys)** *noun*; A military base is a place that is owned and operated by the military. A military base might house equipment, soldiers, and sometimes their families. It can also serve as a training ground or command center.
3. **relate (rih-LEYT)** *verb*; As it is used in the article, *relate* means "to understand or have empathy for someone or something." If you can relate to the main character in the novel you're reading, you share some of the same thoughts or feelings as that character. You may have had similar experiences to those of that character.
4. **service member (SUR-vis MEHM-ber)** *noun*; Generally, *service member* refers to a person who serves in one of the five armed forces of the United States: the Army, Marine Corps, Navy, Air Force, or Coast Guard.
5. **station (STEY-shuhn)** *noun or verb*; The noun *station* can refer to a regular stopping place, like a gas station or a bus station. *Station* can also mean "a place where someone stands or does a job." There are several research stations in Antarctica.

As a verb, *station* means "to assign someone to a station or position." Stores often station someone near the door to greet customers. A member of the Air Force might be stationed at a base in Colorado.

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

"My Life as a Military Kid"

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

1. Last Saturday our town held a parade to honor **service members**. People _____

2. The troops prepared themselves to **deploy** at dawn by _____

3. On field day, student council members were **stationed** next to orange cones. They _____

4. Ken found it hard to **relate** to the kids at his new school. He _____

5. During a recent road trip, I spotted a **military base** out the window. I saw _____

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

6. station

Ⓐ assign

Ⓑ remove

7. relate

Ⓐ divide

Ⓑ connect

8. deploy

Ⓐ move into position

Ⓑ reduce in size

Directions: Write a sentence that includes a word or words from the list of vocabulary words on page 1 of this activity (including any words you added).

9. _____

Name: _____ Date: _____

Number vs. Amount

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

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

Examples:

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

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

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

Examples:

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

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

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

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

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

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

Name: _____ Date: _____

Close-Reading Questions

"The Children's Blizzard"

1. Consider the last line of the introduction: "'There's something in the air,' he told her with a worried glance toward the heavens." What literary device is the author using by including this line? What purpose does it serve? (literary devices, author's craft)
2. According to information in the section "An Arctic Blast," what made the blizzard of 1888 so powerful? (summarizing)
3. On page 6, Lauren Tarshis writes that at the time of the blizzard, "The science of weather forecasting was in its infancy, and there was no technology that could accurately predict a storm's strength or path." Why is this information important to the story? (key ideas)
4. Why do you think Walter jumped out of the sled to retrieve his perfume bottle? (inference)

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Name: _____ Date: _____

Critical-Thinking Question

"The Children's Blizzard"

1. What can be gained from learning about the Children's Blizzard of 1888 and other survival stories from history? Explain.

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

Blizzard Contest

Why was the blizzard of 1888 so dangerous? How did the time and place of the blizzard contribute to the danger? Answer both questions in a well-organized essay. Use text evidence. Five winners will get *Blizzard!* by Jim Murphy.

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: Blizzard Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY March 15, 2019!

Name: _____ Date: _____

Analyzing Setting

The writing prompt on page 9 says:

Why was the blizzard of 1888 so dangerous? How did the time and place of the blizzard contribute to the danger? Answer both questions in a well-organized essay. Use text evidence.

Follow the directions below to help you organize the ideas you will use in your response.

Why was the blizzard of 1888 so dangerous?

1. Reread the first paragraph of the section "An Arctic Blast." Based on the information in this paragraph, why was the blizzard of 1888 especially powerful?

How did the time and place of the blizzard contribute to the danger?

2. Reread the second paragraph of the section "An Arctic Blast." What does the author say about weather forecasting at the time of the storm? How might this have made the blizzard even more dangerous for those living on the prairie?

3. Reread the section "Houses Made of Dirt." What kind of houses did most settlers live in? How might this have made the blizzard more dangerous for them?

4. Reread the section "An Explosion." What kind of transportation was used to get children home from school? Why would this kind of transportation have made the storm more dangerous?

5. Consider the time period of the blizzard: the late 1800s. At that time, there were no telephones or cell phones. How would this lack of modern technology have contributed to the danger of the storm?

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Children’s Blizzard.” 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 subtitle, and study the image on pages 4-5. What **mood** do these features create?

2. Read the sidebar “Tough Life” and study its images. What does this feature tell you about life on the Northern Plains in the 1800s?

3. Study the photo of Minnie Freeman and her students on page 8. From this photo and its caption, what can you infer about what school was like on the prairie in the late 1800s?

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

During Reading
Mood, Text Structure, Tone

5. In the section “An Explosion,” the author creates drama through a sudden shift in mood. Describe how the mood changes.

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

The author compares the search for Walter with other rescue efforts during the storm.

The author gives a chronological account of the search for Walter.

The author explains the effects of being caught in the blizzard.

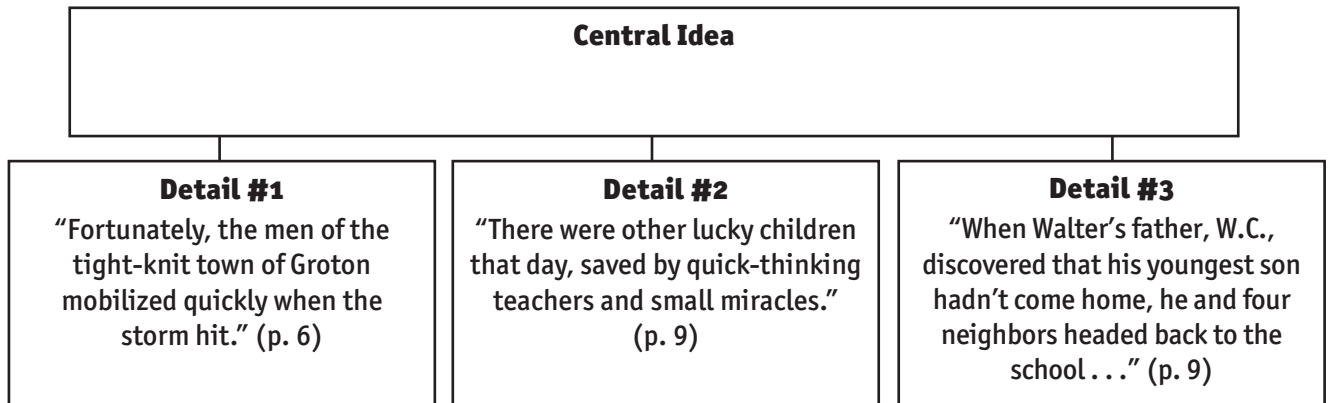
- B. Explain how you know.

7. Reread the section “Rescue Mission.” What is the author’s **tone** as she writes about Walter’s brother Will? Explain your answer.

After Reading

Central Idea/Details and Objective Summary

8. Below are three **supporting details** for a central idea of the article. In the space provided, write a **central idea** that these details support.



9. Write an **objective summary** of “The Children’s Blizzard.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

[illegible]

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “The Children’s Blizzard.” 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 subtitle, and study the image on pages 4-5. What **mood** do these features create?

2. Read the sidebar “Tough Life” and study its images. What does this feature tell you about life on the Northern Plains in the 1800s?

3. Study the photo of Minnie Freeman and her students on page 8. From this photo and its caption, what can you infer about what school was like on the prairie in the late 1800s?

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

During Reading

Mood, Text Structure, Tone

5. In the section “An Explosion,” the author describes Walter’s morning at school. She then writes, “Walter was just finishing his problems when a roaring sound rumbled through the school.”

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

- Ⓐ restless to hopeful.
- Ⓑ excited to depressed.
- Ⓒ calm to tense.

6. **Text structure** is the term for how an author organizes information. Information in the section “Rescue Mission” is structured as a sequence of events.

Which words and phrases in the section help you identify this text structure?

- Ⓐ *And then; now; for the next few hours*
- Ⓑ *frozen ground; covered with snow; quieting his shivering*
- Ⓒ *inch by inch; entered Will’s veins; on his hands and knees*

7. **A. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the tone the author uses when talking about Walters’s older brother, Will, in the section “Rescue Mission.”

neutral

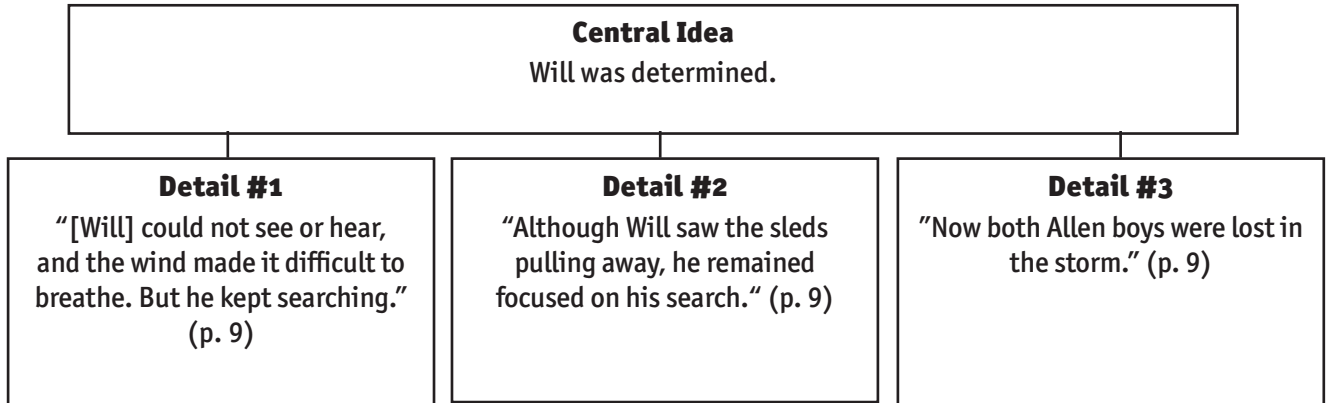
admiring

harsh

B. Briefly explain how you know:

After Reading Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the section “Rescue Mission” 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.

9. 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 Children’s Blizzard.”

- a. The diet of the Northern Plains settlers included a lot of corn.
- b. On January 12, 1888, a powerful and violent blizzard struck the Northern Plains of the U.S.
- c. I would have been terrified if I found myself stranded in a blizzard like Walter.
- d. Because the science of weather forecasting was not yet reliable, few people on the prairie knew the blizzard was coming.
- e. Walter Allen and thousands of other children were at school when the blizzard hit.
- f. Minnie Freeman saved 13 students during the storm.

Name: _____ Date: _____

“The Children’s Blizzard” Quiz

Directions: Read “The Children’s Blizzard,” then answer the questions below.

1. On page 5, author Lauren Tarshis writes that Walter “wolfed down a bowl of steaming porridge.” Without changing the meaning of the line, Tarshis could alternatively have written that Walter
 - Ⓐ “forced himself to eat a bowl of steaming porridge.”
 - Ⓑ “scarfed down a bowl of steaming porridge.”
 - Ⓒ “slowly ate a bowl of steaming porridge.”
 - Ⓓ “greatly enjoyed a bowl of steaming porridge.”
2. On page 6, Tarshis writes, “The science of weather forecasting was in its infancy . . .” She means that
 - Ⓐ the science of weather forecasting was new.
 - Ⓑ the science of weather forecasting had been around for a long time.
 - Ⓒ weather forecasting was not considered a serious science.
 - Ⓓ weather forecasting made people nervous.
3. Information about illnesses suffered by settlers on the prairie would best fit into which section of the article?
 - Ⓐ the introduction
 - Ⓑ “An Explosion”
 - Ⓒ “Houses Made of Dirt”
 - Ⓓ “An Arctic Blast”
4. Consider this line: “It arrived suddenly, a gigantic wave of wind, ice, and snow that crashed over the prairie . . .” (p. 8). This line contains . . .

Choose TWO correct answers.

 - Ⓐ a metaphor that helps the reader understand the strength of the blizzard.
 - Ⓑ a simile emphasizing the power of the storm.
 - Ⓒ a metaphor comparing the arrival of the blizzard to being hit by an ocean wave.
 - Ⓓ a metaphor revealing that the ocean was nearby.
5. On page 6, Tarshis writes, “The bottle was Walter’s prized possession.” She likely includes this detail
 - Ⓐ to portray Walter as materialistic.
 - Ⓑ to show that Walter had very few possessions.
 - Ⓒ to help the reader understand why Walter would later risk his safety to retrieve the perfume bottle.
 - Ⓓ to show that Walter enjoyed collecting bottles.
6. Which of the following details should NOT be included in a summary of the article?
 - Ⓐ The settlers did not know the storm was coming.
 - Ⓑ Walter Allen was caught in the storm but later brought to safety.
 - Ⓒ A blizzard hit the Northern Plains in 1888.
 - Ⓓ Minnie Freeman saved 13 children.

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 Walter’s older brother Will? Support your answer with details from the article.
8. Describe the shift in mood in the article’s introduction and explain how the author creates this shift in mood.

Name: _____ Date: _____

“The Children’s Blizzard” Quiz

Directions: Read “The Children’s Blizzard,” then answer the questions below.

1. On page 5, author Lauren Tarshis writes that Walter “wolfed down a bowl of steaming porridge.” The word *wolfed* tells you that Walter
 - (A) threw his bowl of porridge on the floor.
 - (B) ate his porridge very quickly.
 - (C) ate his porridge slowly.
 - (D) did not like porridge.
2. On page 6, Tarshis writes, “The science of weather forecasting was in its infancy . . .” She means that
 - (A) the science of weather forecasting was new.
 - (B) the science of weather forecasting had been around for a long time.
 - (C) weather forecasting was not considered a serious science.
 - (D) weather forecasting made people nervous.
3. Which statement best describes the section “Houses Made of Dirt”?
 - (A) The author compares life on the prairie to life in other parts of the country.
 - (B) The author lists problems that settlers faced and then explains how these problems were solved.
 - (C) The author describes challenges that settlers on the prairie faced.
 - (D) The author describes Walter’s home.
4. Consider this line: “It arrived suddenly, a gigantic wave of wind, ice, and snow that crashed over the prairie . . .” (p. 8). The metaphor in this line . . . Choose TWO correct answers.
 - (A) helps the reader understand the strength of the blizzard.
 - (B) explains that it was both raining and snowing.
 - (C) compares the arrival of the blizzard to being hit by an ocean wave.
 - (D) reveals that the ocean was nearby.
5. On page 6, Tarshis writes, “The bottle was Walter’s prized possession.” This line
 - (A) portrays Walter as greedy.
 - (B) shows that Walter was poor.
 - (C) helps the reader understand how important the bottle was to Walter.
 - (D) reveals that Walter enjoyed collecting bottles.
6. Which of the following details should definitely be included in a summary of the article?
 - (A) Walter was working on math problems when the storm hit.
 - (B) Minnie Freeman saved 13 children.
 - (C) Walter’s father’s name was W.C.
 - (D) A violent blizzard hit America’s Northern Plains in 1888.

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. Based on the article, what kind of person was Walter’s older brother Will? Support your answer using text evidence.
8. In the article’s introduction, the mood starts off as upbeat and cheerful. What details does the author use to create this mood?

Name: _____ Date: _____

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

Vocabulary:

"The Children's Blizzard"

1. **bearings (BAIR-ings)** *noun*; Your bearings are your familiarity with a location or situation. If you lose your bearings in the woods, you are lost. If you switch to a new school, it might take you a few weeks to get your bearings—that is, to feel comfortable and understand how things work.
2. **brew (broo)** *verb*; As it is used in the article, *brew* means "to start to form." *Brew* is often used in this way to describe an unpleasant or difficult situation that is developing. If dark clouds are forming and the wind is picking up, a storm is brewing.
3. **encrusted (en-KRUHST-id)** *adjective*; To encrust (en-KRUHST) something is to cover its surface with a layer of something hard, the way a crust covers a pie. An object that is encrusted has a layer of something on its surface. An old jar that you find in the basement might be encrusted with dirt.
4. **ferry (FEHR-ee)** *noun or verb*; A ferry is a boat that transports people, cars, or cargo back and forth across a body of water on a regular schedule. To visit the Statue of Liberty, you need to take a ferry across New York Harbor to Liberty Island.

As a verb, *ferry* means "to carry or move someone or something on a vehicle, usually for a short distance between two places." After a soccer game, your mom might ferry your soccer team to a pizza place in her minivan.
5. **jubilation (joo-buh-LEY-shuhn)** *noun*; Jubilation is a feeling of extreme joy or the act of rejoicing and being noisily happy. Basketball fans might go wild with jubilation after a buzzer-beating three-pointer wins the game.
6. **mobilize (MOH-buh-layz)** *verb*; To mobilize something is to make it mobile—that is, able to be moved. *Mobilize* is often used to describe bringing people or things together, organizing them, and preparing them for action. A government might mobilize troops for war. You might mobilize your classmates to donate canned food to a food bank.

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

"The Children's Blizzard"

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

brew

encrusted

jubilant

ferry

mobilized

1. As the rover touched down on Mars, the NASA control room celebrated.

2. Small airplanes carry tourists back and forth between the many islands of the Caribbean.

3. The princess's tiara was completely covered in diamonds.

4. After the earthquake, volunteers immediately got ready for action, preparing to provide hot meals and help with repairs.

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

5. It might take you a moment to get your **jubilant/bearings** after you walk into a dark movie theater.

6. When my little brother and his mischievous friends suddenly got quiet, I knew trouble was **brewing/ferrying**.

7. Weddings are usually full of **jubilant/bearings** and high spirits.

8. We drove our car onto a **ferry/jubilant** that took us from the mainland to a nearby island.

Name: _____ Date: _____

Close-Reading Questions

"The Fish That's Eating the World"

1. Describe the introduction. How does the author use it to pull you into the article?
(author's craft)

2. What effects is the lionfish having on the Atlantic Ocean? (cause and effect)

3. Why might the author have included information about other invasive species?
(author's purpose)

Name: _____ Date: _____

Close-Reading Questions

"Invasion of the Giant Goldfish"

1. Why does the author compare goldfish in the wild to a horror movie? (author's craft)

2. Compare goldfish and lionfish as invasive species. How are they similar? How are they different? (compare and contrast)

Name: _____ Date: _____

Critical-Thinking Questions

"The Fish That's Eating the World" and "Invasion of the Giant Goldfish"

1. On page 13, Dr. Stephen Beatty is quoted as saying, "Once you introduce something into a new environment—even if it's a cute, cuddly aquarium fish—it can have quite unexpected, serious biological consequences." How does this quote relate to the problem of the lionfish?

2. Why should people care about the effects of invasive lionfish and goldfish?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file. If you are e-mailing a video entry, please either attach the file or use a file-sharing platform such as Dropbox.

Fish Contest

An aquarium has hired you to help educate the public about what to do with a pet fish that can no longer be cared for. Make a short video or poster on this topic. Be sure to include why it's important not to release pet fish into the wild. Five winners will each get *Squirm* by Carl Hiaasen.

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 entry and send both to: scopemag@scholastic.com
or mail them to: Fish Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY March 15, 2019!

Name: _____ Date: _____

Fish Invaders

The writing prompt on page 13 says:

An aquarium has hired you to help educate the public about what to do with a pet fish that can no longer be cared for. Make a short video or poster on this topic. Be sure to include why it's important not to release pet fish into the wild.

Complete the following activity to help you think about cause and effect before creating your video or poster.

1. Based on the information in the articles, what should you do with a pet fish that can no longer be cared for?

2. Complete the sentence to make a general statement about why it's important not to release a pet fish into the wild:

Releasing a pet fish into the wild could lead to _____
 _____.

The sentence you completed has a "Cause and Effect" structure. This structure helps explain why something happens (CAUSE) and what happens as a result (EFFECT).

Below are some signal words that can help you recognize this structure while reading and use it in your own writing. Use them as you complete the activity on the following page.

CAUSE-AND-EFFECT SIGNAL WORDS

So	When	For this reason
Because	Therefore	As a result
Since	This led to	Due to
If/Then	Thus	Consequently

Directions: Complete the cause-and-effect relationships in the graphic organizer below, using details from "The Fish That's Eating the World" and "Invasion of the Giant Goldfish." Try to use signal words from page 1 in some of your responses. We completed one pair for you.

CAUSE	EFFECT
	Because of this, American pet stores began importing and selling lionfish decades ago.
Lionfish are not suited for life in tanks because they quickly outgrow them and eat their tank-mates.	As a result, people sometimes dump their unwanted pet lionfish into the Atlantic Ocean.
Lionfish eat enormous quantities of fish.	
In the wild, goldfish swim along the bottoms of rivers and lakes.	
	So millions of types of fish and plants are in danger of losing their food and shelter, and coastlines are in danger of losing their protection from storms.
Both lionfish and goldfish breed quickly.	

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Fish That’s Eating the World” and “Invasion of the Giant Goldfish.” Then answer the questions.

- Consider the first paragraph of “The Fish That’s Eating the World.” Which sentence best describes the point of view the author uses?
 - She uses first-person point of view and speaks from the point of view of a lionfish.
 - She uses second-person point of view and addresses the reader as though the reader were a lionfish.
 - She uses second-person point of view and addresses the reader directly.
 - She uses third-person point of view and describes a lionfish swimming in the ocean.
- On page 11, the author compares lionfish to “underwater vacuums.” The author uses this simile to help you understand that lionfish
 - look similar to vacuum cleaners.
 - cannot swim very well.
 - eat a tremendous amount and are not selective about what they eat.
 - do not belong in the Atlantic Ocean.
- The information on pages 11 and 12 about the role that coral reefs play in ecosystems is included to
 - help the reader understand the impact of lionfish on coral reefs.
 - discourage the reader from harming coral reefs.
 - compare an underwater ecosystem to a forest ecosystem.
 - create sympathy for lionfish.
- Which of the following contribute to the large number of lionfish in the Atlantic Ocean? Choose TWO correct answers.
 - Lionfish breed quickly.
 - Humans are afraid to get near lionfish because of their venomous spines.
 - No efforts have ever been made to reduce their populations.
 - Lionfish have almost no predators in the Atlantic Ocean.
- What is the purpose of the section “Not the First”?
 - to illustrate that lionfish are a more serious problem than any other invasive species are
 - to compare the harm done by lionfish to the harm done by invasive goldfish
 - to explain why invasive species are a more serious problem now than in the past
 - to explain that lionfish are among many invasive species
- Which ideas are included in both “The Fish That’s Eating the World” and “Invasion of the Giant Goldfish”? Choose TWO correct answers.
 - Fish should never be kept as pets.
 - Releasing non-native pet fish into the wild can have disastrous effects.
 - Fish grow much larger in the wild than in tanks.
 - Invasive species can harm native species.

Constructed-Response Questions

Directions: Write your answer to each question in a well-organized response.

- What kinds of problems can occur when an animal is introduced to an area to which it is not native? Support your answer with details from both articles.
- How can humans both cause the problem of invasive species and help solve it? Support your answer with details from both articles.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “The Fish That’s Eating the World” and “Invasion of the Giant Goldfish.” Then answer the questions.

1. In the first paragraph of “The Fish That’s Eating the World,” the author
 - (A) speaks from the point of view of a lionfish.
 - (B) speaks to the reader as though the reader were a lionfish.
 - (C) speaks to the reader directly.
 - (D) none of the above
2. On page 11, the author compares lionfish to “underwater vacuums.” The author uses this simile to help you understand that lionfish
 - (A) look similar to vacuum cleaners.
 - (B) cannot swim very well.
 - (C) eat a huge amount and are not picky about what they eat.
 - (D) do not belong in the Atlantic Ocean.
3. The information on pages 11 and 12 about the role that coral reefs play in ecosystems is included to
 - (A) help the reader understand why it matters that lionfish harm coral reefs.
 - (B) discourage the reader from harming coral reefs.
 - (C) compare an underwater ecosystem to a forest ecosystem.
 - (D) create sympathy for lionfish.
4. Choose TWO reasons that there are a large number of lionfish in the Atlantic Ocean.
 - (A) Lionfish breed quickly.
 - (B) Humans are afraid to get near lionfish because of their venomous spines.
 - (C) No one has tried to reduce the number of lionfish.
 - (D) Lionfish have almost no predators in the Atlantic Ocean.
5. What is the purpose of the section “Not the First”?
 - (A) to show that lionfish are a more serious problem than any other invasive species are
 - (B) to compare the harm done by lionfish to the harm done by invasive goldfish
 - (C) to explain why invasive species are a more serious problem now than in the past
 - (D) to explain that lionfish are among many invasive species
6. Which ideas are included in both “The Fish That’s Eating the World” and “Invasion of the Giant Goldfish”? Choose TWO correct answers.
 - (A) Fish should never be kept as pets.
 - (B) Releasing non-native pet fish into the wild can have serious effects.
 - (C) Fish grow much larger in the wild than when in tanks.
 - (D) Invasive species can harm native species.

Constructed-Response Questions

Directions: Write your answer to each question in a well-organized response.

7. Explain what an invasive species is. Give two examples of the harm an invasive species can do. Support your answer with details from both articles.
8. Explain how humans can help a species become invasive. Support your answer with examples from both articles.

Name: _____ Date: _____

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

Vocabulary:

“The Fish That’s Eating the World”

1. **ecological** (ee-kol-LOJ-i-kuhl) *adjective*; Ecology (ih-KOL-uh-gee) is the branch of science that deals with the relationships between living things and their environments. Something that is ecological relates to ecology. Saving endangered species is an ecological issue. An oil spill in the ocean is an ecological disaster.
2. **ecosystem** (EE-koh-sis-tuhm) *noun*; An ecosystem is the collection of all the living and nonliving things in a particular environment. A pond’s ecosystem, for example, includes the plants, animals, and water in the pond, as well as the soil at the bottom of the pond and the sunlight and rainfall that the pond receives. Each part plays an important role in helping the system function.
3. **humane** (hyoo-MEYN) *adjective*; Someone or something that is humane is kind, gentle, and sympathetic toward animals and people.
4. **insatiable** (in-SAY-shuh-buhl) *adjective*; Insatiable means “impossible to satisfy” or “always wanting more.” If you have insatiable hunger, no matter how much you eat, you still don’t feel full. If you have an insatiable desire for knowledge, no matter how much you learn, you still want to learn more.
5. **invasive species** (in-VEY-siv SPEE-sheez) *noun*; An invasive species is an animal, plant, or other organism that is not native to an environment (see *native*, below) and whose introduction to that new environment causes harm. This harm might be to plants and animals that live there, to human health, or even to the economy. An invasive species doesn’t have to come from far away. An insect from one part of the U.S. might invade another part of the U.S. and cause harm.
6. **native** (NEY-tiv) *adjective*; As it is used in the article, *native* means “living or growing naturally in a particular place.” A plant or animal that is native to a particular place is originally from that place—it was not brought there from somewhere else.

- 7. regulation (reg-yuh-LEY-shuhn)** *noun*; A regulation is an official rule, law, or guideline that says how something must be done. For example, there is a regulation that requires certain medicine bottles to have special caps that are hard for young children to open.
- 8. vigilant (VIJ-uh-luhnt)** *adjective*; Someone who is vigilant is alert and keeps careful watch, especially to detect and avoid dangers or difficulties. A burglar might be spotted by vigilant neighbors.

"Invasion of the Giant Goldfish"

- 1. aquatic (uh-KWOT-ik)** *adjective*; *Aquatic* means "growing in or living in water" or "taking place in or on water." A whale is an aquatic mammal. Swimming is an aquatic sport.
- 2. imperative (im-PER-uh-tiv)** *adjective*; If something is imperative, it is absolutely necessary, important, and demands attention or action. If your local news channel issues a tornado warning, it is imperative that you get to a safe location as quickly as possible.
- 3. sediment (SEHD-eh-mint)** *noun*; Sediment is the sand, dirt, and other matter that settles at the bottom of a body of water or a container of fluid. Mud at the bottom of a lake is sediment. The bits of orange that you find at the bottom of your glass of orange juice are sediment too.
- 4. spawn (spawn)** *verb or noun*; To spawn is to lay eggs in water. Most aquatic animals—fish, crabs, squid, frogs, etc.—spawn to reproduce. As a noun, *spawn* refers to the eggs themselves.

Directions: 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. Last, write a definition for the word and one example sentence using the word.

Vocabulary Practice

Paired Texts

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

1. The **sediment/regulation** at the bottom of the pond squished between Taylor's toes.
2. Laura is looking for a **humane/vigilant** way to deal with the skunks under her porch. She doesn't want to harm the skunks, but she doesn't want them to live under her porch either.
3. Anton noticed that the frogs in his pond had **spawned/become insatiable**. There were clumps of frog eggs floating in the water.
4. A water lily is an **aquatic/imperative** plant that roots in the **sediment/spawn** of ponds and has flowers that float on the surface of the water.

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 caterpillar is part of an ecosystem.

☐ true ☐ false

Reason: _____

6. Palm trees are native to Antarctica.

☐ true ☐ false

Reason: _____

7. A farmer would want an invasive species on his or her land.

☐ true ☐ false

Reason: _____

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

8. **vigilant**

☐ careless ☐ observant

9. **imperative**

☐ important ☐ optional

10. **insatiable**

☐ fulfilled ☐ unsatisfied

11. **humane**

☐ mean ☐ gentle

12. **regulation**

☐ requirement ☐ speech



The Girl Who Dared

Respond to each statement by checking “Agree” or “Disagree.” Be prepared to justify your responses.

	Agree	Disagree
1. Ordinary people have little power to change society.		
2. The United States is a place of freedom and opportunity for everyone who lives here.		
3. When you know people are being treated unfairly, it is your responsibility to take action.		
4. People should not obey laws they think are unfair.		
5. People who are not part of the solution are part of the problem.		
6. People don’t usually think about injustice unless it affects them personally.		
7. “Peace cannot be achieved through violence, it can only be attained through understanding.”—Ralph Waldo Emerson		
8. Some problems are too big for kids to solve.		
9. People are not born with prejudice, they are taught it.		
10. “I believe there is only one race—the human race.” —Rosa Parks		

Name: _____ Date: _____

Close-Reading Questions

The Girl Who Dared

1. How does the author use Scene 1 to capture your attention? (author's craft)

2. How does the trip to New York City affect the kids' views on segregation? (inference)

3. What can you conclude about Barbara's character from her words and actions in Scene 4?
(character)

4. In Scene 5, as the kids sit at the lunch counter for the first time, "the room falls silent."
Why? (inference)

5. Near the end of Scene 6, the lights fade and then come back up as robins chirp. Why?
(text structure)

Close-Reading Questions

"My America"

1. Why does Barbara describe segregation and discrimination as “a cancer”? (figurative language)
2. In the last line, Barbara says that the youth of America will carry out their “plans for a democratic America.” Explain what she means. (interpreting text)

Name: _____ Date: _____

Critical-Thinking Questions

The Girl Who Dared and "My America"

1. The Youth Council takes a nonviolent approach. Why?
2. The play is accompanied by an excerpt from Barbara's speech, not the entire speech. Why do you think the editors of *Scope* chose to print only part of the speech, and how do you think they decided which part to print?
3. Today segregation is illegal in the U.S. But racial prejudice and discrimination still exist. What can young people today do to help put an end to them?

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

My America Contest

You belong to a group that would like to create a monument in Oklahoma City honoring Barbara Posey and the Oklahoma City Youth Council. Write a proposal for the monument. Include a description of what the monument would look like and why it should be made. Five winners will get *Brown Girl Dreaming* by Jacqueline Woodson.

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: My America Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY March 15, 2019!

Name: _____ Date: _____

Plan Your Proposal

The writing prompt on page 20 says:

You belong to a group that would like to create a monument in Oklahoma City honoring Barbara Posey and the Oklahoma City Youth Council. Write a proposal for the monument. Include a description of what the monument would look like and why it should be made.

Follow the directions below to help you plan your proposal.

1. Monuments are put up to make sure that people remember certain people, places, events, and ideas. Why should Barbara and the youth council be remembered?

2. Now think about what the monument will look like and where it should be located. Jot down your answers to the questions below and sketch your monument. (You can sketch first or answer the questions first, whichever is easier.)

What will the monument look like?

How big will it be?

What will it be made of?

Will there be a sign with information on it or near it? If so, what information will be included?

Where do you propose it be located? Some ideas: a park, a library, a location related to the youth council or the site of a sit-down strike

What will the monument be called?

Sketch:

Name: _____ Date: _____

The Girl Who Dared

Character Thinking Tool

The questions in this activity are about the character of
Barbara

1. In Scene 1, SD 1 says, “Barbara takes a deep breath and opens the door.” How is Barbara feeling in this moment? How do you know?

2. How does Barbara’s trip to New York City with the youth council affect her? Explain how you know.

3. In Scene 7, Barbara refers to Martin Luther King Jr.'s idea that "the chain of hate can only be broken by love." What does this mean? How do Barbara's actions show that she agrees with King's statement?

4. What lessons can we learn from the story of Barbara Posey's work to end segregation in restaurants in Oklahoma City?

Name: _____ Date: _____

The Girl Who Dared Quiz

Directions: Read *The Girl Who Dared* and “My America,” then answer the questions below.

1. Choose the best summary of the play.

- (A) The youth council travels to New York City and performs a play about Dr. Martin Luther King Jr.
- (B) After the youth council’s first protest, the Luper household receives threatening phone calls.
- (C) The youth council fights the injustice of Jim Crow laws by staging sit-down strikes in segregated restaurants across Oklahoma City.
- (D) Barbara Posey orders a lemonade and a hamburger in a Missouri diner.

2. In Scene 4, Barbara says that not reacting when someone provokes you shows dignity. She is promoting

- (A) integration.
- (B) Jim Crow laws.
- (C) prejudice.
- (D) nonviolence.

3. In Scene 7, Barbara says, “If we do nothing, it feels like we are condoning prejudice.” What does *condone* mean?

- (A) to say in a strong way that something is wrong
- (B) to treat something as though it is acceptable
- (C) to keep something secret
- (D) to question whether something is morally right

4. In Scene 5, SD1 says, “Calvin clenches his jaw but doesn’t react.” Which word best describes how Calvin is feeling in this moment?

- (A) joyful
- (B) angry
- (C) regretful
- (D) content

5. The main purpose of Barbara’s speech “My America” is to

- (A) describe the scenery in Oklahoma City.
- (B) request help from members of the NAACP.
- (C) proclaim that the youth of America are committed to fighting for freedom and equality.
- (D) explain what the Constitution is.

6. Which of the following ideas is supported by both the play and the speech? Choose TWO answers.

- (A) Young people have the power to change society.
- (B) Martin Luther King Jr. was an influential leader of the civil rights movement.
- (C) Many Americans have dedicated their lives to protecting freedom and democracy.
- (D) Sit-down strikes are an effective way to make changes in society.

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 did Jim Crow laws affect the lives of citizens in places like Oklahoma City? Use text evidence from the play to support your answer.

8. Dr. Martin Luther King Jr. once said, “One has a moral responsibility to disobey unjust laws.” What did he mean? How does this idea apply to Barbara Posey?

Name: _____ Date: _____

The Girl Who Dared Quiz

Directions: Read *The Girl Who Dared* and “My America,” then answer the questions below.

1. Choose the best summary of Scene 2.

- (A) Marilyn is nervous about the youth council’s performance in New York City.
- (B) Calvin leaves Oklahoma City for the first time.
- (C) On the way to New York City, the youth council stops in St. Louis for dinner and for the first time, the children eat at an integrated restaurant.
- (D) Barbara Posey orders a lemonade and a hamburger in a Missouri diner.

2. In Scene 4, Barbara says that not reacting when someone provokes you shows dignity. Someone with dignity is

- (A) excited.
- (B) joyful.
- (C) silent.
- (D) worthy of respect.

3. In Scene 7, Barbara says “If we do nothing, it feels like we are condoning prejudice.” Which word or phrase could best replace *condoning*?

- (A) disapproving of
- (B) accepting
- (C) hiding
- (D) questioning

4. Which of the following lines shows that Calvin is feeling angry in Scene 5?

- (A) SD3: The kids smile politely.
- (B) SD1: Calvin clenches his jaw but doesn’t react.
- (C) Mrs. Luper: I’m proud of you, son.
- (D) Calvin: What happens now?

5. The main purpose of Barbara’s speech “My America” is to

- (A) describe the scenery in Oklahoma City.
- (B) request help from members of the NAACP.
- (C) proclaim that the youth of America are committed to fighting for freedom and equality.
- (D) teach the audience what the Constitution is.

6. Which of the following are supported by both the play and the speech? Choose TWO answers.

- (A) Young people have the power to change society.
- (B) Martin Luther King Jr. was an influential leader of the civil rights movement.
- (C) Many Americans have dedicated their lives to protecting freedom and democracy.
- (D) Sit-down strikes are an effective way to make changes in society.

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 did Jim Crow laws affect the lives of people in places like Oklahoma City? Use text evidence to support your answer.

8. How does Barbara Posey’s story support the idea that it is our duty as Americans to fight unjust laws and practices? Use details from the play to support your answer.

Name: _____ Date: _____

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

Themed Vocabulary:

Words of the Civil Rights Movement

After the Civil War (1861-1865), amendments to the United States Constitution were supposed to put an end to slavery, make African Americans citizens, and extend voting rights to former slaves and their descendants.

But African Americans continued to be denied many rights, particularly in the South. The civil rights movement was an organized effort during the 1950s and 60s to secure these rights. The words below are important to know when reading, writing, or speaking about the civil rights movement.

1. civil rights (SIV-uhl rayhts) *noun*; Civil rights are the rights that all citizens should morally and legally have in a society no matter their race, gender, ability, religion, etc. The right to vote, the right to a fair trial in a court of law, and the right to a quality public education are examples of civil rights.

2. discrimination (dish-krim-ih-NAY-shuhn) *noun*; Discrimination is the unfair treatment of a person or a group of people because of their race, gender, religion, age, or other characteristic.

3. injustice (in-JUHS-tis) *noun*; Justice (JUHS-tis) is behavior or treatment that is just, meaning that it is morally right and guided by truth and fairness.

The prefix *in* means “not,” “opposite of,” or “without.” Injustice is the absence of justice. *Injustice* can also refer to an unjust act—a situation in which the rights of a person or a group of people are ignored. For example, it is an injustice that millions of girls around the world are denied the right to an education.

4. integrated (IN-tih-grey-tid) *adjective*; The verb *integrate* means “to combine two or more things into a whole, or to make one person or thing part of another group or thing.” The members of a group might do research separately and then integrate their work for a presentation. Things that are integrated have been brought together.

Often, *integrated* is used to mean “no longer practicing racial segregation.” (See *segregation*, on page 2.)

5. negotiate (ni-GOH-shee-eyt) *verb*; To negotiate is to discuss something to try to work out an agreement. You might try to negotiate a weekly allowance from your parents by offering to do chores around the house. Two countries might negotiate an agreement that helps create peace.

6. protest (PROH-test) *noun or verb*; As a noun, *protest* means “a statement or action that shows disapproval or objection.” Your dad might tell your little brother to go to bed despite your brother’s protests that he isn’t tired. When a group of people gather together and publicly express their unhappiness with something happening in their community or in their country, that is also a protest. (A person who participates in this kind of protest is called a protester.)

As a verb, *protest* means “to express strong disagreement or disapproval of something.” Football fans may protest a referee’s call with loud booing. If a company is planning to tear down a beloved park in your town to build a shopping center, people who believe that the park should be left alone might gather and protest the building of the shopping center.

7. segregation (seg-rih-GAY-shuhn) *noun*; Segregation is the act of keeping different groups (such as people of different races or religions) apart from one another

8. strike (strahyk) *noun*; In a strike, workers refuse to do their work until the owners of their company agree to certain worker demands. Workers might, for example, demand better pay or safer facilities.

Often when workers hold a strike, they gather outside and hold up signs about why they are striking. In the late 1930s, “sit-down strikes” became popular. In a sit-down strike, workers stop working but instead of gathering outside, they sit down at work.

Inspired by sit-down strikes of the 1930s and ’40s, activists of the civil rights movement started a new kind of sit-down strike in which protesters would sit down in a business or public place and refuse to leave until they were forced out or until their demands were met. This sort of strike is also known as a sit-in.

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

Vocabulary Practice

The Girl Who Dared

Directions: Read the passage below about a famous protest during the civil rights movement. Circle the bolded word or phrase that best completes each sentence.

On February 1, 1960, four college students entered a Woolworth department store in Greensboro, North Carolina. As a form of **protest/injustice**, the young black men sat down at Woolworth’s “whites only” lunch counter and ordered coffee. At the time, this sort of **discrimination/strike**—refusing to serve people because of the color of their skin—was common and legal. The young men had been inspired by other activists’ nonviolent actions in the fight for **civil rights/discrimination**. They decided to hold a sit-down **strike/injustice** to protest Woolworth’s practice of **segregation/civil rights**.

The store’s staff refused to serve the young men. The manager asked them to leave, but the students were determined to take a stand against **injustice/strikes**. They stayed seated at the counter until the store closed and then returned the next day—and the next, and again for many days after that. As time passed, hundreds of other protesters joined them. Meanwhile, new sit-down strikes were started at various stores, restaurants, and other public places across the South. As a result, Woolworth and other restaurants began to **integrate/negotiate** their stores later that year.

Name: _____ Date: _____

“How This Inspired That” Quiz

Directions: Read “How This Inspired That.” Then answer the questions below.

- On page 30, the author writes, “Then, as Barbara pulled a hot waffle out of the waffle maker, something clicked in Bowerman’s brain.” This line tells you that
 - Bowerman really liked waffles.
 - Bowerman was confused.
 - the smell of the waffle had given Bowerman a headache.
 - the sight of the waffle had given Bowerman an idea.
- Which statement best describes the structure of the section “Hundreds of Styles”?
 - The author lists different kinds of people who wear sneakers and explains why they like them.
 - The author compares and contrasts different sneaker brands.
 - The author describes different colors of sneakers and explains why they became popular.
 - The author gives a chronological account of the evolution of the sneaker industry.
- On page 30, the author writes, “Bowerman snatched up the waffle maker, ran out of the kitchen, and hurried off to his lab.” From this line, you can infer that Bowerman
 - was excited and ready to work.
 - was stressed and in a rush.
 - was annoyed and needed a break.
 - was upset and wanted to be alone.
- The author describes early sneakers as being “like diamond rings or fancy boats.” This description ...

Choose TWO answers.

 - shows how elaborate the design of sneakers used to be.
 - helps the reader understand that early sneakers were expensive.
 - tells you that early sneakers were shiny.
 - helps the reader understand how different the sneaker industry used to be.

Constructed-Response Questions

Directions: Write your answer in a well-organized response.

- Ingenuity is the skill of thinking or creating in new and inventive ways, especially to solve problems. Did Bill Bowerman demonstrate ingenuity when he created the Waffle Trainer sneaker? Support your argument with text evidence from the article.

Name: _____ Date: _____

"How This Inspired That" Quiz

Directions: Read "How This Inspired That." Then answer the questions below.

- On page 30, the author writes that "something clicked in Bowerman's brain." She means that **Bowerman**
 (A) had a headache.
 (B) was confused.
 (C) heard a strange noise in his head.
 (D) had figured something out.
- In the section "Hundreds of Styles," the author provides a chronological account of _____. (*Chronological* means "arranged in order of time.")
 (A) the history of shoes
 (B) how Nike became a successful company
 (C) how Waffle Trainers became popular sneakers
 (D) the history of sneakers
- On page 30, the author writes, "Bowerman snatched up the waffle maker, ran out of the kitchen, and hurried off to his lab." From this line, you can tell that Bowerman
 (A) was excited and ready to work.
 (B) was stressed and in a rush.
 (C) was annoyed and needed a break.
 (D) was upset and wanted to be alone.
- The author describes early sneakers as being worn only by the "very wealthy." This helps the reader understand that early sneakers were ... **Choose TWO answers.**
 (A) covered in diamonds.
 (B) expensive.
 (C) uncomfortable.
 (D) not worn by as many people as they are today.

Constructed-Response Questions

Directions: Write your answer in a well-organized response.

- Ingenuity is the skill of thinking or creating in new and inventive ways, especially to solve problems. How did Bill Bowerman demonstrate ingenuity when he created the Waffle Trainer sneaker? Support your answer with text evidence from the article.

Name: _____ Date: _____

Constructing a Response

Directions: Read "How This Inspired That" and complete the activity on page 31. Then follow the steps below to write a response to the question on page 31.

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

Question from page 31:

What factors contributed to the success of the sneaker industry?

Step 1: Write your claim.

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

Several factors contributed to the success of the sneaker industry. One factor was _____

_____.

Step 2: Provide text evidence with commentary.

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

Detail 1: _____

Sentence explaining how this detail supports my claim: _____

Detail 2: _____

Sentence explaining how this detail supports my claim: _____

Step 3: Write a conclusion.

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

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

Remember to:

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

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
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Vocabulary:

"How This Inspired That"

1. catapult (KAT-uh-puhlt) *noun or verb*; A catapult is a machine for flinging something into the air. Long ago, soldiers used catapults to launch rocks at enemies.

As a verb, *catapult* means "to launch something into the air, as if by catapult." *Catapult* can also be used more figuratively to describe something shooting forward, as in "The hit song catapulted the singer to stardom."

2. concoct (kon-KOKT) *verb*; To concoct is to make something—such as food or drinks—by mixing different things together. You might concoct a smoothie out of various fruits and vegetables. Concoct can also mean "invent or make up," as in "Brian concocted some excuse for missing my party, but I know he just forgot."

3. horde (hohrd) *noun*; A horde is a big, unorganized crowd of people.

4. luxury (LUHK-shuh-ree) *noun or adjective*; A luxury is something that is nice to have or experience but is not necessary. Sleeping in on the weekend is a luxury. Often, *luxury* is used to describe something expensive. Diamond jewelry is a luxury.

Luxury can also be used as an adjective to show that something has the qualities of a luxury. A luxury hotel, for example, is a fancy, expensive hotel.

5. traction (TRAK-shuhn) *noun*; Traction is the force that causes a moving thing to slow down or stick against the surface it is moving against. It's important to wear shoes with good traction when you go hiking so that you don't slip.

Traction can also mean "sticking power" as in being popular or accepted. An idea that is gaining traction is one that's becoming popular.

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.

Name: _____ Date: _____

You Write It

Turning an Infographic Into a Persuasive Letter

Directions: Read the infographic about spicy food. Then follow the steps below to write a letter to the owner of Scope Bistro about whether she should or should not add spicy dishes to its menu—and if she should, how spicy those dishes should be.

1 Write a sentence that states the central claim of your letter.

CLAIM

2 Look at the information in the infographic. In the box below, list the information that supports your claim about whether the owner of Scope Bistro should add spicy dishes to the restaurant's menu.

SPICY FOODS

3 If you are arguing that Scope Bistro should add spicy dishes to the menu, explain how spicy those dishes should be and why. Support your ideas using information provided in the infographic.

HOW SPICY?

4 It's time to start crafting your letter. **Use a separate piece of paper and follow these guidelines:**

Beginning:

- Your first sentence should be a hook—that is, it should grab your reader's attention and immediately interest her in your letter. Your hook can be a surprising fact, a compelling or amusing anecdote—anything that will immediately engage your reader.
- After your hook, present your thesis statement. Your thesis statement is a sentence that tells your reader what your letter is going to be about—in other words, your central idea. In argument writing, the thesis is where you make your claim and briefly state the details that support it.

Middle:

- Explain to the owner why you think Scope Bistro should or should not add spicy dishes to the menu, using the information you wrote in Step 2.
- If you think Scope Bistro should add spicy dishes to the menu, explain how spicy those dishes should be and why, using the information you wrote in Step 3.

End:

- Conclude your letter with a strong sentence that will give the bistro owner something to think about.

Writing Tips!

- Use transition words and phrases so your ideas flow smoothly from one to the next.
- Vary the length and structure of your sentences to keep your writing lively.
- Make sure the information you are providing supports your central claim.
- Read your first draft carefully. Is there anything you could express more clearly or in a more interesting way? Incorporate any changes into your second draft. Proofread your second draft, checking for incorrect spelling, as well as punctuation and grammar errors.

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

Spicy Contest

The owner of the Scope Bistro wants your opinion: Should she add spicy dishes to the menu—and if so, just how spicy should those dishes be? Write a letter explaining your point of view.

Support your ideas with details from the infographic.

Five winners will each get a \$25 Visa gift card.

Entries will be judged on:

⇒ creativity

⇒ grammar

⇒ clarity

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 sheet with your contest entry and send both to: scopemag@scholastic.com

Or mail to: Spicy Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY March 15, 2019!