

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**

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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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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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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)

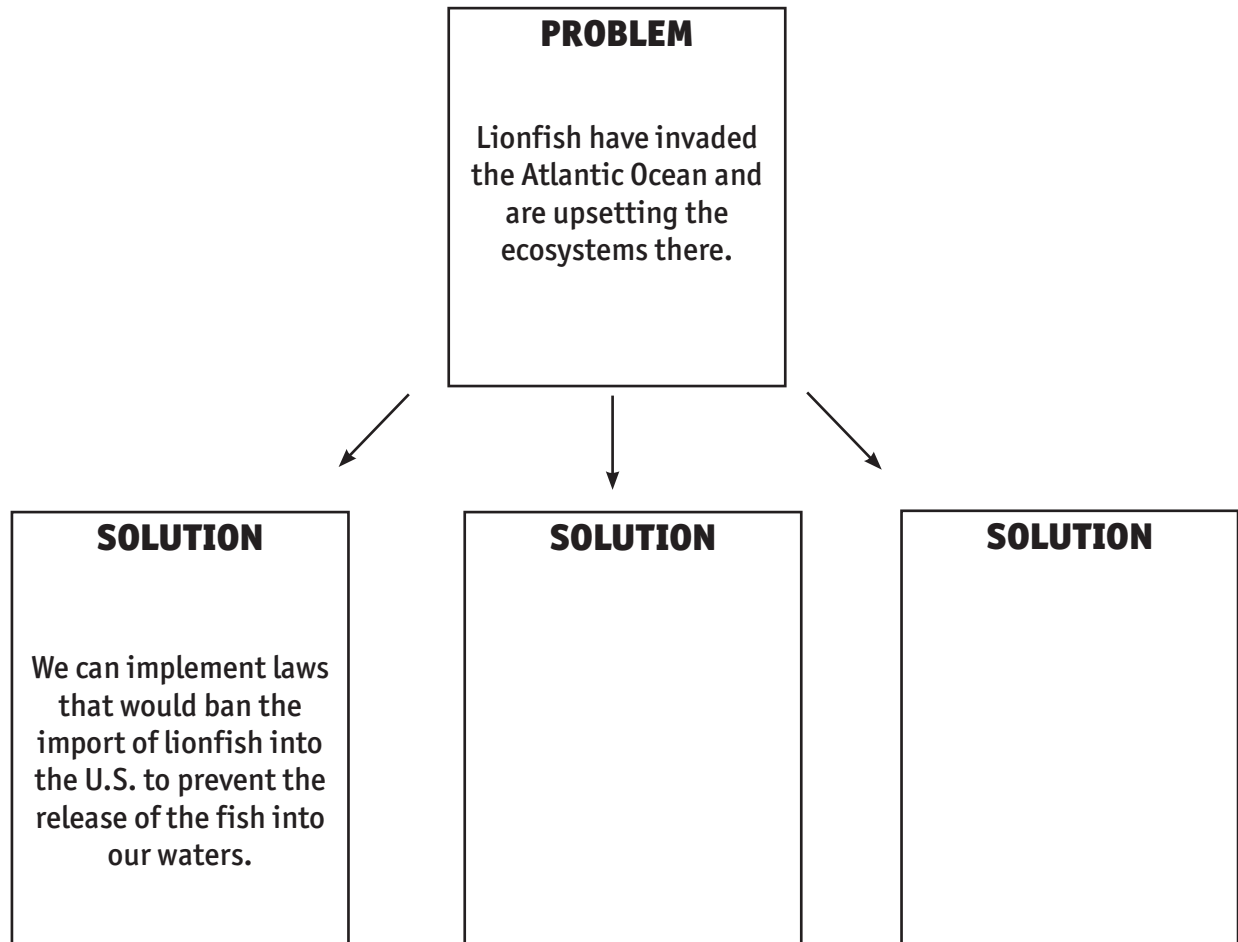
2. A. Underline the text structure the author uses in the sections "Striking and Beautiful" and "Total Disaster."

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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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.	

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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.

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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.

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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)

Close-Reading Questions

"Invasion of the Giant Goldfish"

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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?

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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

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!