

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of "Island of Sorrow."

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

2. What significant event does the article describe?

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

4. What does the main person(s) do after this event?

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

Summary of "Island of Sorrow"

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 "Island of Sorrow."

2. What kinds of destruction did the storm cause?

4. What problems did Salvador want to address?

6. How many people did Salvador help?

On September 20, 2017, 15-year-old Salvador Gómez-Colón and his family were living in San Juan, Puerto Rico, when _____

The storm's powerful winds and devastating floods _____

The damage caused by Hurricane Maria was particularly devastating for Puerto Rico because _____

Salvador, who made it through the hurricane with his home intact and family safe, was determined to help. He decided to focus on two major problems people on the island were facing: _____

_____ He set up _____

_____. Salvador ended up _____

_____. Though Puerto Rico still faces many challenges, Salvador remains hopeful and focused on the future.

1. What happened in Puerto Rico?

3. What challenges was Puerto Rico facing before the storm?

5. How did Salvador raise money, and what did he do with it?

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What's the Tone?

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

In this activity, you will analyze Kristin Lewis's tone in "Island of Sorrow."

1.

Consider this passage from the beginning of the article on page 4:

Everywhere 15-year-old Salvador Gómez-Colón looked, he saw only destruction and hopelessness.

It was strange for Salvador to think about how just a few days earlier he had been living a happy life in San Juan, the capital of Puerto Rico, an island in the Caribbean Sea. He went to school and swim practice and loved wandering through the cobblestone streets of Old San Juan, taking photographs of the beautiful churches and bright turquoise and pink houses that had stood for centuries. He spent hot afternoons in the refreshing shade at the park by his apartment, where kids rode bikes and tossed balls beneath the thick canopy of trees.

But now, that life was gone.

In the passage above, Lewis's tone could be described as empathetic and serious. Here's why:

Lewis uses the strong, serious words *destruction* and *hopelessness* in her opening sentence. As she describes the joys of Salvador's life before the hurricane and the shocking change to his life as a result of the storm, you get the sense that she is seeing the world through his eyes and understands his sense of devastation and loss.

To be **empathetic** is to imagine yourself in someone else's place and understand that person's feelings or experiences as if they were your own.

Find another short passage in which Lewis uses a serious and empathetic tone. Write it in the box below. Be sure to give the page number.

2. Reread the sidebar "After a Disaster: The Government's Response," on page 9.

Circle the word that best describes Lewis's attitude toward the response of the Federal Emergency Management Agency (FEMA) to Hurricane Maria. (We defined the choices for you.)

appreciative	defensive	critical	optimistic
↓	↓	↓	↓
feeling or showing gratitude or pleasure	anxious to avoid or challenge criticism	expressing disapproval or being judgmental	hopeful and confident about the future

Explain your choice:

3. Consider the following passage from page 9:

In the following weeks and months, many people continued to live without electricity. And Salvador continued to help them. He raised more than \$140,000. He delivered 4,100 solar lamps and 1,100 washing machines to 15 towns around the island. These items were life changing for communities that were receiving little government aid and were beginning to lose hope.

Use one or two words to complete the sentence below:

Lewis's tone as she describes Salvador is _____.

Write a statement to support your answer.

Find another sentence or short passage in which Lewis uses the same tone when talking about Salvador. Write it in the box. Be sure to give the page number.

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What's the Tone?

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

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But now, that life was gone.

In the passage above, Lewis's tone could be described as empathetic. Here's why:

As Lewis describes the joys of Salvador's life before the hurricane and the shocking change to his life as a result of the storm, you get the sense that she is seeing the world through his eyes and understands his sense of devastation and loss.

To be **empathetic** is to imagine yourself in someone else's place and understand that person's feelings or experiences as if they were your own.

2. Reread the sidebar "After a Disaster: The Government's Response" at the top of page 9.

Circle the word that best describes Lewis's attitude toward the response of the Federal Emergency Management Agency (FEMA) to Hurricane Maria. In other words, circle the word that best describes Lewis's attitude toward FEMA. (We defined the choices for you.)

appreciative	defensive	critical
↓	↓	↓
feeling or showing gratitude or pleasure	anxious to avoid or challenge criticism	expressing disapproval or being judgmental

Complete the sentence below to explain why the word you circled describes the tone of the sidebar. Use what we wrote in question 1 as a model.

Lewis gives information that makes her sound like she thinks FEMA _____

For example, she _____

3. Consider the following passage from page 9:

In the following weeks and months, many people continued to live without electricity. And Salvador continued to help them. He raised more than \$140,000. He delivered 4,100 solar lamps and 1,100 washing machines to 15 towns around the island. These items were life changing for communities that were receiving little government aid and were beginning to lose hope.

Circle the word that best describes Lewis's tone as she describes Salvador. In other words, circle the word that best describes Lewis's attitude toward Salvador.

admiring disappointed fearful

Write a statement to support your answer.

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 "Island of Sorrow."

1. Reread the section "A Unique Place." Which quote below BEST expresses the central idea of this section?

- Ⓐ "Puerto Rico . . . has long been famous for its beauty and vibrancy." (p. 6)
- Ⓑ "You'll hear Spanish spoken in every part of the island—it's the primary language." (p. 6)
- Ⓒ "It's a place where you can eat mouthwatering *tostones* and *empanadas* . . ." (p. 6)
- Ⓓ "The Caribbean Sea is prone to turbulent weather." (p. 6)

2. Read the central idea of the section "The Hurricane's Wrath," 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:
Hurricane Maria was extremely powerful and destructive.

- Ⓐ "Large chunks of mud careened down from the mountains, burying cars and smashing homes." (p. 7)
- Ⓑ "They stocked up on water, food, and gas for their car." (p. 6)
- Ⓒ "Tree trunks were launched through the air like missiles." (p. 7)
- Ⓓ "The deluge swelled rivers and canals, sending water gushing into neighborhoods and bursting a dam." (p. 7)

I chose _____ because _____

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

Central Idea:

Detail 1: "At the time of the hurricane, Puerto Rico was bankrupt, its economy failing." (p. 7)

Detail 2: "Much of the island's infrastructure was ancient and in disrepair." (p. 7)

Detail 3: "The power grid—that is, the network of power plants that produce electricity and all the power lines that carry that electricity to people—hadn't been upgraded in decades." (p. 7)

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:

Salvador Gómez-Colón is determined and compassionate.

Supporting detail 1:

"Even when his school reopened a few weeks after the hurricane, he kept working—sending texts and making calls, dealing with constant interruptions in power and cell service." (pp. 8-9)

Supporting detail 2:

Supporting detail 3:

Name: _____ Date: _____

Central Ideas and Details

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(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 "Island of Sorrow."

1. Read the central idea of the section "The Hurricane's Wrath" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:

Hurricane Maria was extremely powerful and destructive.

- ☐ "The Caribbean Sea is prone to turbulent weather." (p. 6)
- ☐ "The winds blasted across the island at more than 150 miles per hour, snapping trees and telephone poles." (p. 6)
- ☐ "The deluge swelled rivers and canals, sending water gushing into neighborhoods and bursting a dam." (p. 7)
- ☐ "They stocked up on water, food, and gas for their car." (p. 6)
- ☐ "Large chunks of mud careened down from the mountains, burying cars and smashing homes." (p. 7)

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

Central Idea:

Salvador Gómez-Colón is _____.

Detail 1: "Even when his school reopened a few weeks after the hurricane, he kept working—sending texts and making calls, dealing with constant interruptions in power and cell service." (pp. 8-9)

Detail 2: "Salvador would not surrender to despair. He would do something." (p. 8)

Detail 3: "But the logistics of buying and shipping lamps and washing machines proved to be a huge challenge . . . Yet Salvador refused to give up." (p. 8)

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Finding and Using Text Evidence

Directions: Read "Island of Sorrow." Then complete the activity below.

1. Imagine that you are writing a paragraph explaining why Puerto Rico was so devastated by Hurricane Maria.

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

- Ⓐ Puerto Rico was so devastated by Hurricane Maria because the island is in the Caribbean Sea, which is prone to turbulent weather.
- Ⓑ Hurricane Maria stretched for nearly 60 miles and moved slowly.
- Ⓒ Puerto Rico was so devastated by Hurricane Maria because the island had already been facing many challenges before the storm hit.

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

- Ⓐ Puerto Rico's power grid hadn't been updated in decades. (p. 7)
- Ⓑ Hurricane Maria's winds blew at 150 miles per hour. (p. 6)
- Ⓒ Puerto Rico is about 1,000 miles southeast of Florida in the Caribbean Sea. (p. 6)

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

- Ⓐ It describes Hurricane Maria's power.
- Ⓑ It provides an example of one of the challenges Puerto Rico was already facing before the storm hit.
- Ⓒ It explains where Puerto Rico is located.

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

Puerto Rico is a popular tourist destination.

- Ⓐ "The island is part of the U.S. but is not a state." (p. 6)
- Ⓑ "... millions of visitors flock to Puerto Rico every year to enjoy the sandy beaches, sweeping mountains, and lush rainforests." (p. 6)
- Ⓒ "He went to school and swim practice and loved wandering through the cobblestone streets of Old San Juan, taking photographs of the beautiful churches and bright turquoise and pink houses that had stood for centuries." (pp. 4-5)

I chose ____ because _____

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

Hurricane Maria caused extensive damage in Puerto Rico.

- Ⓐ "To Salvador, it looked like an atomic bomb had been dropped. The streets were a tangle of fallen power lines, wrecked cars, and collapsed buildings." (p. 5)
- Ⓑ "He listened anxiously to news reports about the storm as it heaved across the Atlantic Ocean." (p. 6)
- Ⓒ "According to one survivor, houses looked like islands in a muddy lake." (p. 7)
- Ⓓ "The Caribbean Sea is prone to turbulent weather." (p. 6)
- Ⓔ "He heard stories of destroyed villages and of families losing all their belongings." (p. 8)

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 "Island of Sorrow" in the form of a direct quotation.

- Ⓐ Hurricane Maria continued to affect Puerto Rico long after the storm was over. In her article "Island of Sorrow," Lewis writes, "Three months after the hurricane, half the island was still without power" (9). In other words, the storm caused lasting damage that affected people's lives on the island for months after the storm.
- Ⓑ Hurricane Maria continued to affect Puerto Rico long after the storm was over. Three months after the hurricane, half the island was still without power. In other words, the storm caused lasting damage that affected people's lives on the island for months after the storm.
- Ⓒ Hurricane Maria continued to affect Puerto Rico long after the storm was over. In her article "Island of Sorrow," Lewis explains that half of Puerto Rico was still without power three months after the storm (9). In other words, the storm caused lasting damage that affected people's lives on the island for months after the storm.

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

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

- Ⓐ Salvador had to overcome many obstacles to achieve his goal. In her article "Island of Sorrow," Lewis writes, "Puerto Rico's ports were backed up with ships. Roads to devastated communities were littered with debris" (9). Despite these challenges, Salvador managed to deliver thousands of lamps and washing machines to people all over the island.
- Ⓑ Salvador had to overcome many obstacles to achieve his goal. In Puerto Rico, blocked roads and crowded shipping ports made it difficult to ship and deliver the lamps and washing machines, but Salvador persevered and managed to deliver thousands of each item to people all over the island. In other words, Salvador did not give up when challenges arose.
- Ⓒ Salvador had to overcome many obstacles to achieve his goal. In her article "Island of Sorrow," Lewis explains that blocked roads and crowded shipping ports made it difficult to ship and deliver the lamps and washing machines, but Salvador ended up delivering thousands of each item to people all over the island (8-9). In other words, Salvador persevered when challenges arose.

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

- **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**

[illegible]

Name: _____ Date: _____

Finding Text Evidence

Directions: Read “Island of Sorrow.” Then complete the activity below.

1. Choose the TWO pieces of text evidence from “Island of Sorrow” that best support the statement below.

STATEMENT:

Salvador is determined and resilient.

- Ⓐ “Even when his school reopened a few weeks after the hurricane, he kept working—sending texts and making calls, dealing with constant interruptions in power and cell service.” (pp. 8-9)
- Ⓑ “‘We were in a state of crisis,’ Salvador remembers.” (p. 8)
- Ⓒ “[Salvador] would not surrender to despair. He would do something.” (p. 8)
- Ⓓ “‘To me, that sun setting was hope leaving,’ Salvador says.” (p. 6)

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

STATEMENT:

Puerto Rico is a popular tourist destination.

- Ⓐ “The island is part of the U.S. but is not a state.” (p. 6)
- Ⓑ “. . . millions of visitors flock to Puerto Rico every year to enjoy the sandy beaches, sweeping mountains, and lush rainforests.” (p. 6)
- Ⓒ “He went to school and swim practice and loved wandering through the cobblestone streets of Old San Juan, taking photographs of the beautiful churches and bright turquoise and pink houses that had stood for centuries.” (pp. 4-5)

I chose ____ because _____

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

STATEMENT:

Hurricane Maria caused extensive damage in Puerto Rico.

- Ⓐ “To Salvador, it looked like an atomic bomb had been dropped. The streets were a tangle of fallen power lines, wrecked cars, and collapsed buildings.” (p. 5)
- Ⓑ “According to one survivor, houses looked like islands in a muddy lake.” (p. 7)

Ⓒ _____

.....

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

STATEMENT:

- Ⓐ “At the time of the hurricane, Puerto Rico was bankrupt, its economy failing.” (p. 7)
- Ⓑ “Much of the island’s infrastructure was ancient and in disrepair.” (p. 7)
- Ⓒ “The power grid—that is, the network of power plants that produce electricity and all the power lines that carry that electricity to people—hadn’t been upgraded in decades.” (p. 7)

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Exploring Text Features

Authors use text features to get readers to focus on 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 "Island of Sorrow."

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

2. What does the photo on the bottom of page 7 tell you about how the storm affected people in Puerto Rico?

3. Read the sidebar on page 9. Why might the author have chosen to include this information?

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

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Making a Difference

The writing prompt on page 9 says:

How does this story show that one person can make a difference, even in the face of overwhelming obstacles? Answer this question in a well-organized essay. Use text evidence.

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

How did Hurricane Maria affect the island of Puerto Rico?

1. List details from "Island of Sorrow" that show the destruction that Hurricane Maria caused in Puerto Rico. We provided one detail for you.

- The storm's violent winds tore off roofs, shattered windows, and collapsed entire buildings (5-7).

What special challenges does Puerto Rico face in its recovery?

2. List details from the article that show the obstacles Puerto Rico faces as it attempts to rebuild and to recover from Hurricane Maria. We provided one detail for you.

- Puerto Rico has high levels of unemployment and poverty (7), making the expensive process of repairing and replacing what was damaged and destroyed particularly difficult.

How did Salvador respond to the obstacles facing Puerto Rico?

3. List details from the article that show how the obstacles Puerto Rico faced made Salvador feel and how he responded.

What happened as a result of Salvador's actions?

4. List details from the article that show how Salvador's actions made a difference in the lives of Puerto Ricans.

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Island of Sorrow.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading

Text Features, Mood, Inference

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

2. Why do you think the author included the photographs on the top of pages 6-7?

3. What does the photo on the bottom of page 7 tell you about how the storm affected people in Puerto Rico?

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

During Reading
Mood, Text Structure, Inference, Tone

5. What is the **mood** of the introduction? How does the author create this mood?

6. **A.** Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the first two paragraphs of the section “A Unique Place.”

The author explains
Puerto Rico’s history
chronologically.

The author compares and
contrasts Puerto Rico with
the mainland.

The author describes Puerto
Rico and what kind of a
place it is.

B. Explain how you know.

7. Reread the section “It’s the Hope.” What is the author’s **tone** as she writes about Salvador? 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.

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

Central Idea		
Detail #1 “But the logistics of buying and shipping lamps and washing machines proved to be a huge challenge. . . . Yet Salvador refused to give up.”(p. 8)	Detail #2 “Even when his school reopened a few weeks after the hurricane, he kept working . . .” (p. 8)	Detail #3 “He would not surrender to despair. He would do something.” (p. 8)

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

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: _____

Read, Think, Explain

Identifying Nonfiction Elements

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Before Reading Text Features, Mood, and Inference

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

2. Why do you think the author included the photographs on the top of pages 6-7?

3. What does the photo on the bottom of page 7 tell you about how the storm affected people in Puerto Rico?

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

During Reading

Mood, Text Structure, Inference, Tone

5. In the second paragraph of “Island of Sorrow,” the author describes Salvador’s happy life in San Juan. The author then writes, “But now, that life was gone.”

Mood is the feeling the reader gets from a piece of writing. The sentence “But now, that life was gone” changes the mood of the section from

- Ⓐ joyful to sad.
- Ⓑ thankful to angry.
- Ⓒ hopeful to confused.

6. **Text structure** is the term for how an author organizes information. In the section “A Bold Idea,” the author uses a problem and solution text structure.

A. What is the main problem the author describes in “A Bold Idea”?

- Ⓐ *Puerto Rico’s infrastructure is old and in disrepair.*
- Ⓑ *After the hurricane, many people did not have lights or a way to wash their clothes.*
- Ⓒ *Salvador created a crowdfunding webpage to help people affected by the hurricane.*

B. What solution to the problem you chose in part A does the author describe?

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 Salvador in the section “It’s the Hope.”

sorrowful

peaceful

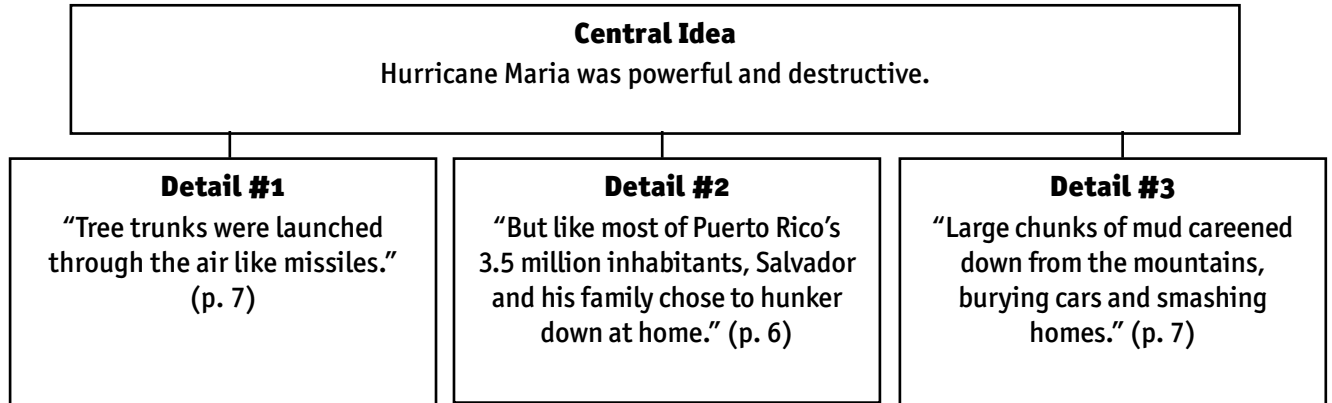
admiring

B. Briefly explain how you know:

After Reading

Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the section “The Hurricane’s Wrath” 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 “Island of Sorrow.”

- a. Puerto Rico is an island in the Caribbean.
- b. Hurricane Maria was powerful and destructive.
- c. San Juan has delicious food.
- d. Salvador’s favorite park was destroyed by Hurricane Maria.
- e. Salvador raised money to buy solar lamps and hand-powered washing machines for Puerto Ricans in need.
- f. I really admire what Salvador did for the people of Puerto Rico.

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“Island of Sorrow” Quiz

Directions: Read “Island of Sorrow,” then answer the questions below.

1. Consider the description of Salvador’s life in Puerto Rico before Hurricane Maria. What does this description contribute to the first section of the article? Choose the TWO best answers.
 - (A) It emphasizes the contrast between what Puerto Rico was like before and after the hurricane.
 - (B) It helps readers understand how shocked and devastated Salvador felt after the hurricane.
 - (C) It helps readers understand how dangerous contaminated water can be.
 - (D) It foreshadows the arrival of the hurricane.
2. On page 6, Kristin Lewis writes, “As weather predictions grew increasingly dire, thousands rushed to the airport . . .” From context clues, you can conclude that *dire* most closely means
 - (A) exciting.
 - (B) infrequent; rare.
 - (C) difficult to trust.
 - (D) warning of disaster.
3. On page 8, the first full paragraph includes a series of questions. These questions
 - (A) reveal that Salvador wished his family had left Puerto Rico before the hurricane.
 - (B) suggest that at first, Salvador didn’t understand how serious the damage from Maria was.
 - (C) develop the idea that Salvador overcame his feelings of hopelessness by taking action.
 - (D) help the reader understand Salvador’s fear and uncertainty after the hurricane.
4. Which sentence does NOT support the idea that Salvador has faced great challenges while working to help people devastated by the hurricane?
 - (A) “Puerto Rico’s ports were backed up with ships.”
 - (B) “Roads to devastated communities were littered with debris.”
 - (C) “. . . he kept working—sending texts and making calls, dealing with constant interruptions in power and cell service.”
 - (D) “He raised more than \$140,000.”
5. What is the central idea of the sidebar “After a Disaster: The Government’s Response” on page 9?
 - (A) A hurricane hit Houston, Texas, a week before Hurricane Maria hit Puerto Rico.
 - (B) Some people believe that FEMA’s response to Hurricane Maria was inadequate.
 - (C) Tarps can protect homes with damaged roofs.
 - (D) FEMA should have delivered solar lamps.
6. Which TWO sentences support the idea that Puerto Rico’s recovery has been “painfully slow”?
 - (A) “The storm stretched nearly 60 miles across . . .”
 - (B) “Roofs were torn away.”
 - (C) “Three months after the hurricane, half the island was still without power.”
 - (D) “. . . thousands of Puerto Ricans are still homeless or living in houses that don’t have roofs—only tarps.”

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. Why did Salvador decide to distribute solar lamps and hand-operated washing machines to people in areas devastated by the hurricane? Support your answers with details from the article.
8. Explain what ideas about hope author Kristin Lewis develops over the course of “Island of Sorrow” and how she develops those ideas. Use text evidence.

Name: _____ Date: _____

“Island of Sorrow” Quiz

Directions: Read “Island of Sorrow,” then answer the questions below.

- By describing what Salvador’s life was like a few days before Hurricane Maria, Kristin Lewis is able to _____. Choose the TWO best answers.
 - show the contrast between Puerto Rico before and after the hurricane.
 - help readers understand how upset Salvador felt after the hurricane.
 - help readers understand how dangerous contaminated water can be.
 - compare life in San Juan with life in other parts of Puerto Rico.
- On page 6, Lewis writes, “As weather predictions grew increasingly dire, thousands rushed to the airport . . .” From context clues, you can conclude that *dire* most closely means
 - exciting.
 - rare.
 - hard to trust.
 - warning of disaster.
- The first full paragraph on page 8 includes a list of questions. These questions
 - reveal that Salvador wished his family had left Puerto Rico before the hurricane.
 - suggest that Salvador didn’t understand how serious the damage from Maria was.
 - show that Salvador found hope.
 - help the reader understand the fear and uncertainty Salvador felt after the hurricane.
- Which sentence helps you understand that it was challenging for Salvador to get the lamps and washing machines to people who needed them?
 - “He would not surrender to despair.”
 - “He raised more than \$140,000.”
 - “Salvador knew that with no way to wash clothes, disease would begin to take hold.”
 - “Roads to devastated communities were littered with debris.”
- What is the central idea of the sidebar “After a Disaster: The Government’s Response” on page 9?
 - A hurricane hit Houston, Texas, a week before Hurricane Maria hit Puerto Rico.
 - Some people believe that FEMA’s response to Hurricane Maria was not good enough.
 - Tarps can protect homes with damaged roofs.
 - FEMA should have delivered solar lamps.
- Which TWO sentences support the idea that Puerto Rico’s recovery has been “painfully slow”?
 - “The storm stretched nearly 60 miles across . . .”
 - “Roofs were torn away.”
 - “Three months after the hurricane, half the island was still without power.”
 - “ . . . thousands of Puerto Ricans are still homeless or living in houses that don’t have roofs—only tarps.”

Constructed-Response Questions

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

- Explain why the lamps and washing machines that Salvador gave out were helpful to people in areas devastated by Hurricane Maria. Support your answers with details from the article.
- How does author Kristin Lewis develop the idea that since Hurricane Maria, Salvador has gone from feeling hopeless to hopeful? Use text evidence.

Name: _____ Date: _____

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

Vocabulary:

"Island of Sorrow"

1. careen (kuh-REEN) *verb*; To careen is to move quickly in an out-of-control way, leaning or tipping dangerously from side to side. A go-kart might careen around a turn on a racetrack, skidding wildly on two wheels.

2. daunting (DAWNT-ing) *adjective*; The verb *daunt* (dawnt) means "to discourage or frighten." Remember the Dauntless from the Divergent book series? Its members could not be daunted—they were fearless and determined.

The adjective *daunting* is used to describe an activity or task that seems difficult or frightening to do. Anything that makes you feel intimidated, discouraged, or overwhelmed when you even *think* about doing it—skydiving, going to a new school, or writing an entire research paper in one night—could be described as daunting.

3. deluge (DEL-yooj) *noun or verb*; A deluge is an overwhelming number or amount of something. *Deluge* is often used to refer to an enormous amount of water, such as a drenching rain. For example, a deluge might flood a soccer field. But *deluge* can be used to describe a very large number or amount of anything. If your phone is turned off for a week, you might find a deluge of text messages when you turn it back on.

As a verb, *deluge* means "to flood with water" or "to overwhelm." You could say that the soccer field was deluged with rain or that you were deluged with text messages.

4. infrastructure (IN-fruh-struhk-cher) *noun*; An infrastructure is the foundation or basic framework of something. A building's infrastructure is what keeps it standing—the walls, the foundation beneath the floors, and all the beams overhead. The infrastructure of a country is the collection of equipment and structures that allow it to function—the roads, the bridges, the public water system, and the power lines, for example.

5. intermittent (in-ter-MIT-nt) *adjective*; Something that is intermittent starts, stops, and starts again—it doesn't occur in a constant or steady way. If today's weather forecast calls for intermittent rain, rain showers will come and go throughout the day.

6. logistics (luh-JIS-tiks) *noun*; Note: This word is always plural and often preceded by *the*. The logistics of something is the planning, coordinating, and execution of all the little details that make an event, project, or undertaking happen successfully.

For example, the logistics of providing pizza for the sixth-grade dance might include figuring out how many pies you will need, where you will order the pizza from, how and when the pizza will be transported to the school, and who will provide plates and napkins.

7. meteorologist (mee-tee-uh-ROL-uh-jist) *noun*; Meteorology (mee-tee-uh-ROL-uh-jee) is the branch of science that deals with the Earth's atmosphere, weather, and weather forecasting. A meteorologist is an expert of meteorology.

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

Vocabulary Practice

"Island of Sorrow"

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

- Which of the following books would you expect a meteorologist to write?
☐ Ⓐ *Tornadoes: Nature's Ultimate Windstorms*
☐ Ⓑ *The Essentials of Classic Italian Cooking*
- Which of the following might be part of a mayor's plan to repair a city's infrastructure?
☐ Ⓐ repaving a highway that is full of potholes
☐ Ⓑ building a new amusement park
- Which of the following might be part of the logistics of a field trip to the zoo?
☐ Ⓐ buying a T-shirt from the zoo's souvenir shop
☐ Ⓑ finding out the zoo's hours of operation and reserving a bus and a bus driver
- Which radio station's signal is intermittent?
☐ Ⓐ G105, whose signal is strong, allowing listeners to hear every song loud and clear
☐ Ⓑ MIX101.5, whose signal cuts in and out, allowing listeners to hear only parts of each song

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

logistics career daunting deluge

5. Speaking in front of a large group of people can be a frightening experience.

6. During the final episode of *America's Got Talent*, the TV network was overwhelmed with phone calls from viewers voting for their favorite acts.

7. Our cat, Mr. Pickles, was running wildy around the house, playing with a ball of aluminum foil.

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

Puerto Rico Contest

How does this story show that one person can make a difference, even in the face of overwhelming obstacles? Answer this question in a well-organized essay. Use text evidence. Five winners will get

Eye of the Storm by Amy Cherrix.

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

ENTRIES MUST BE RECEIVED BY October 15, 2018!