

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

# Finding and Using Text Evidence

**Directions:** Read "The Boy Who Found His Smile." Then complete the activity below.

**1. Imagine that you are writing a paragraph explaining how a cleft lip can affect a child's life.**

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

- Ⓐ Each year, one out of every 700 babies is born with a cleft.
- Ⓑ In some places, children with cleft lips are bullied.
- Ⓒ Cleft lip can affect a child's life in both physical and emotional ways.

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

- Ⓐ "Osawa's parents, whose one-room house is made of mud bricks and topped by a grass roof, did not have the means to pay for surgery for Osawa." (p. 19)
- Ⓑ "He had a condition called a cleft lip, meaning that some of the tissues in his mouth had not formed properly while he was in his mother's womb." (pp. 18-19)
- Ⓒ "Osawa struggled to chew, to swallow, to pronounce certain sounds. He endured the comments of neighbors who claimed that his cleft was a punishment from the heavens, a curse on his parents." (p. 19)

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

- Ⓐ It provides an example of how one child's life has been affected by cleft lip both physically and emotionally.
- Ⓑ It shows how hard it is to get treatment for cleft lip in areas of poverty.
- Ⓒ It describes what leads to cleft lip.

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

**Osawa’s parents are supportive and kind.**

- Ⓐ “Osawa’s parents, whose one-room house is made of mud bricks and topped by a grass roof, did not have the means to pay for surgery for Osawa.” (p. 19)
- Ⓑ “Osawa’s parents did not abandon him. Quite the opposite: They showered him with love and tried to protect him.” (p. 19)
- Ⓒ “He endured the comments of neighbors who claimed that his cleft was a punishment from the heavens, a curse on his parents.” (p. 19)

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

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

**Children with untreated cleft lip can face many challenges.**

- Ⓐ “Each year, one out of every 700 babies is born with a cleft.” (p. 19)
- Ⓑ “In these places, children with clefts are bullied and teased; some families are so ashamed that they abandon children with clefts.” (p. 19)
- Ⓒ “Osawa struggled to chew, to swallow, to pronounce certain sounds.” (p. 19)
- Ⓓ “In some parts of the world, children with clefts die young or end up begging on the streets.” (p. 20)
- Ⓔ “In the United States, most babies born with clefts have surgery before they are 1 year old.” (p. 19)

**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.**

- Ⓐ Cleft lip can cause many physical challenges. In her article “The Boy Who Found His Smile,” author Lauren Tarshis writes, “Depending on how serious a cleft is, it can interfere with eating, speaking, and breathing, and can lead to ear and dental problems as well” (19).
- Ⓑ Cleft lip can cause many physical challenges. In her article “The Boy Who Found His Smile,” author Lauren Tarshis writes, “Depending on how serious a cleft is, it can interfere with eating, speaking, and breathing, and can lead to ear and dental problems as well” (19). In other words, cleft lip can interfere with several basic bodily functions.
- Ⓒ Cleft lip can cause many physical challenges. In her article “The Boy Who Found His Smile,” author Lauren Tarshis explains that cleft lip can interfere with eating, speaking, and breathing (19). In other words, cleft lip can hinder several basic several basic bodily functions.

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

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

- Ⓐ Cleft lip is not as big of a problem for children in the United States as it is for children in developing countries. In her article “The Boy Who Found His Smile,” author Lauren Tarshis explains that most people born with cleft lip in the United States get corrective surgery when they are infants (19). In other words, because babies in America are able to get surgery early, most children born with cleft lip do not have to grow up with the condition.
- Ⓑ Cleft lip is not as big of a problem for children in the United States as it is for children in developing countries. Most people born with a cleft in the United States get the surgery when they are infants.
- Ⓒ Cleft lip is not as large of a problem for children in the United States as it is for children in developing countries. In her article “The Boy Who Found His Smile,” author Lauren Tarshis explains that most people born with a cleft in the United States get the surgery when they are infants (19).

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

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**6. Now it's your turn. Write a paragraph explaining why millions of children in developing countries are unable to receive surgery to correct cleft lip and palate.**

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

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

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# Finding Text Evidence

**Directions:** Read “The Boy Who Found His Smile” and “Changing Lives, One Surgery at a Time,” then complete the activity below.

## 1. Choose the TWO pieces of text evidence from “The Boy Who Found His Smile” that best support the statement below.

**STATEMENT:**

**A cleft lip or palate can affect a child’s health.**

- Ⓐ “Each year, one out of every 700 babies is born with a cleft.” (p. 19)
- Ⓑ “Depending on how serious a cleft is, it can interfere with eating, speaking, and breathing, and can lead to ear and dental problems as well.” (p. 19)
- Ⓒ “Many of his family’s neighbors viewed him with suspicion and even fear. Some said he was cursed.” (p. 18)
- Ⓓ “In some parts of the world, children with clefts die young . . .” (p. 20)

.....

## 2. Choose the ONE piece of text evidence from “The Boy Who Found His Smile” that best supports the statement below. Then complete the sentence to explain your choice.

**STATEMENT:**

**Osawa’s parents are supportive and kind.**

- Ⓐ “Osawa’s parents, whose one-room house is made of mud bricks and topped by a grass roof, did not have the means to pay for surgery for Osawa.” (p. 19)
- Ⓑ “Osawa’s parents did not abandon him. Quite the opposite: They showered him with love and tried to protect him.” (p. 19)
- Ⓒ “He endured the comments of neighbors who claimed that his cleft was a punishment from the heavens, a curse on his parents.” (p. 19)

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

3. Below are a statement and two pieces of supporting evidence from “The Boy Who Found His Smile.” Find one more piece of supporting evidence from the article and write it on the lines below.

STATEMENT:

**Children with untreated cleft lip can face many challenges.**

- Ⓐ “In these places, children with clefts are bullied and teased; some families are so ashamed that they abandon children with clefts.” (p. 19)
- Ⓑ “Osawa struggled to chew, to swallow, to pronounce certain sounds.” (p. 19)
- Ⓒ \_\_\_\_\_
- \_\_\_\_\_

- .....
4. Read the lines below from “Changing Lives, One Surgery at a Time.” Then write a statement that they support.

STATEMENT:

- Ⓐ “It’s heartbreaking because the only reason they are living with untreated clefts is that their families can’t afford surgery.” (p. 21)
- Ⓑ “Transportation to hospitals to get the surgery is another challenge. The majority of our patients live in rural areas, and families may not be able to afford the bus ticket or to take time off from their jobs.” (p. 21)

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# Close-Reading Questions

## "The Boy Who Found His Smile"

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1. What do you learn about Osawa in the first section of "The Boy Who Found His Smile"?  
(summarizing)
2. Reread the fourth and fifth paragraphs. Why might author Lauren Tarshis have posed this question and then answered it? (author's craft)
3. How does the author support the idea that living with an untreated cleft can be devastating? (key ideas)
4. When Osawa first saw his mouth after the operation, he said, "I look like my friends!" Why might this have been important to him? (inference)

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## Close-Reading Questions

## **"Changing Lives, One Surgery at a Time"**

1. Reread the subheadline on page 21. What does it tell the reader about Allison Friedman’s attitude toward Smile Train? (tone)
2. Reread Adina Lescher’s answer to the second question, about life for kids with clefts. What does she mean when she says it’s “heartbreaking” that kids live with untreated clefts because their families can’t afford surgery? (interpreting text)
3. Consider Lescher’s answer to the third question, about some of the challenges Smile Train addresses. What sections of “The Boy Who Found His Smile” contain similar information? (text structures)

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# Critical-Thinking Questions

## “The Boy Who Found His Smile” and “Changing Lives, One Surgery at a Time”

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1. What does reading the interview add to your understanding of Osawa’s story?

2. Why is it important to read stories like “The Boy Who Found His Smile”?

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

## Smile Contest

How can receiving cleft surgery change a child's life? Answer this question in a short essay. Use text evidence from both the article and the interview. Five winners will each get *Ugly* by Daniel Hoge.

### Entries will be judged on:

- ⇒ use of information from both texts
- ⇒ grammar, spelling, and punctuation
- ⇒ clarity and good organization
- ⇒ creativity

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

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

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

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

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

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

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

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

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

Include this form with your written entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
or mail them to: Smile Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

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

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## Paired Texts Quiz

**Directions:** Read the article and the interview. Then answer the questions below.

- Which of the following expresses a central idea of the article “The Boy Who Found His Smile”?  
 (A) Osawa had difficulty chewing and swallowing.  
 (B) In the U.S., most babies born with clefts have surgery before they are 1 year old.  
 (C) Children with untreated clefts face many physical and emotional challenges.  
 (D) Smile Train covered the cost of Osawa’s surgery.
- On page 19, Lauren Tarshis writes that “there is no consensus on what causes clefts.” Which of the following is the best definition of *consensus*?  
 (A) the act of accepting that something is true  
 (B) the recognition of the good qualities of something  
 (C) general agreement about something  
 (D) a lack of approval
- On page 20, Tarshis writes that Dr. Wayi “carefully pulled together skin and muscles, reshaping Osawa’s mouth like an artist creating a masterpiece.” This line contains  
 (A) a simile that shows how quickly Dr. Wayi worked.  
 (B) a metaphor that emphasizes how risky cleft surgery can be.  
 (C) hyperbole that indicates how long Dr. Wayi has been a surgeon.  
 (D) a simile that emphasizes the skill and beauty of Dr. Wayi’s work.
- The main purpose of “The Boy Who Found His Smile” is to \_\_\_\_\_, whereas the main purpose of “Changing Lives, One Smile at a Time” is to \_\_\_\_\_.  
 (A) describe the effects of malnutrition; persuade readers to become surgeons  
 (B) show how cleft surgery changed a child’s life; raise awareness of a charity’s work  
 (C) inform readers about places of great poverty; describe transportation challenges in rural areas  
 (D) teach readers about the country of Tanzania; describe the physical challenges clefts can cause
- Both Tarshis and Allison Friedman have a(n) \_\_\_\_\_ tone as they write about Smile Train.  
 (A) sympathetic and concerned  
 (B) admiring and impressed  
 (C) worried and confused  
 (D) critical and skeptical
- Both the article and the interview support all of the following ideas EXCEPT which?  
 (A) Doctors aren’t exactly sure what causes clefts.  
 (B) People with clefts are often rejected by society.  
 (C) People with clefts can have trouble eating and speaking.  
 (D) Cleft lip and palate are very rare conditions.

## Constructed-Response Questions

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

- How can living with a cleft be emotionally devastating? Use text evidence from the article and the interview to support your answer.
- What obstacles do children with clefts face in getting treatment? How does Smile Train help them overcome those obstacles? Use text evidence from the article and the interview to support your answer.

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## Paired Texts Quiz

**Directions:** Read the article and the interview. Then answer the questions below.

1. Which of the following expresses a central idea of the section “High Costs” on page 19?

- Ⓐ Osawa’s family grows corn and raises cattle.
- Ⓑ One in 700 babies is born with a cleft.
- Ⓒ Clefts often go untreated in countries with great poverty.
- Ⓓ Osawa’s house is made of mud bricks.

2. On page 19, Lauren Tarshis writes that “there is no consensus on what causes clefts.” Context clues reveal that *consensus* most closely means

- Ⓐ separation.
- Ⓑ permission.
- Ⓒ agreement.
- Ⓓ difference.

3. On page 20, Tarshis writes that Dr. Wayi “carefully pulled together skin and muscles, reshaping Osawa’s mouth like an artist creating a masterpiece.” This line contains a simile that

- Ⓐ stresses how quickly Dr. Wayi worked.
- Ⓑ emphasizes how risky cleft surgery is.
- Ⓒ reveals how long Dr. Wayi has been a surgeon.
- Ⓓ shows the skill and beauty of Dr. Wayi’s work.

4. Allison Friedman most likely wrote the interview “Changing Lives, One Smile at a Time” to

- Ⓐ persuade readers to become surgeons.
- Ⓑ raise awareness of a charity and the problem it is trying to solve.
- Ⓒ inform readers about transportation challenges in rural areas.
- Ⓓ teach readers what a developing country is.

5. Both Tarshis and Friedman have a(n) \_\_\_\_\_ tone (or attitude) as they write about Smile Train.

- Ⓐ surprised
- Ⓑ admiring
- Ⓒ worried
- Ⓓ uninterested

6. Both the article and the interview support all of the following ideas EXCEPT which?

- Ⓐ Doctors aren’t exactly sure what causes clefts.
- Ⓑ People with clefts are often rejected by society.
- Ⓒ People with clefts can have trouble eating and speaking.
- Ⓓ Cleft lip and palate are very rare conditions.

## Constructed-Response Questions



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

7. What is one way that having a cleft can be emotionally challenging for a child? Use text evidence from the article and the interview to support your answer.

8. What is one obstacle children with clefts face in getting treatment? How does Smile Train help them overcome that obstacle? Use text evidence from the article and the interview to support your answer.

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# How Cleft Surgery Can Change a Life

**Directions:** Fill in the chart below to record information from "The Boy Who Found His Smile" and "Changing Lives, One Surgery at a Time," which show how cleft surgery can change a child's life. Be sure to include the page numbers for where you found the information.

Question	"The Boy Who Found His Smile"	"Changing Lives, One Surgery at a Time"
1. What physical challenges do children with a cleft face?		
2. What emotional challenges do children with a cleft face?		
3. How is life different after cleft surgery?		

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# Paired Texts Vocabulary

## "The Boy Who Found His Smile"

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

1. **cacophony (kuh-KOF-uh-nee)** *noun*; A cacophony is a jumble of loud, harsh, unpleasant sounds. Many drivers honking their car horns in a traffic jam would create a cacophony.
  
2. **cleft (kleft)** *noun or adjective*; The verb *cleave* (kleev) means "to split" or "to divide into separate parts." Paul Bunyan cleaves logs with his ax.  
  
A cleft is a space or opening in something made by cleaving; a split. An eagle might make its nest in the cleft of a rock.  
  
As an adjective, *cleft* means "partly split or divided in two." A cleft chin has a vertical indentation down the middle.
  
3. **despondent (dih-SPON-duhnt)** *adjective*; If someone is despondent, he or she is very sad, discouraged, and without hope.
  
4. **environmental (en-vahy-ern-MEN-tl)** *adjective*; As it is used in the article, *environmental* means "relating to or caused by a person's surroundings."
  
5. **genetic (juh-NET-ik)** *adjective*; Genes (jeenz) are the parts of cell that control the appearance and growth of living things. Our genes are passed down to us by our parents and carry the information that determines our traits. For example, if your mom is tall, you might be tall too, because you inherited the gene for being tall. *Genetic* means "related to genes." For example, you could say having green eyes is genetic, because green eyes are a trait passed down from parents.
  
6. **palate (PAL-it)** *noun*; The palate is the roof of the mouth. It's what separates the inside of your mouth from the inside of your nose. *Palate* can also refer to a person's sense of taste or appetite, as in "My baby sister has a picky palate—she refuses to eat anything but chicken nuggets."

## **"Changing Lives, One Surgery at a Time"**

- 7. developing country (dih-VEL-up-ping KUHN-tree)** *noun*; A developing country is one in which most citizens are poor and where there is little industrial development. Poor sanitation, hunger, and a lack of access to education are among the challenges people in developing countries often face.
- 8. integral (IN-tih-gruhl)** *adjective*; If something is integral, it is very important and necessary; it is needed to make something complete. If you are an integral part of your band, the band would have a hard time playing without you.
- 9. malnutrition (mal-noo-TRISH-uhn)** *noun*; Nutrition (noo-TRISH-uhn) is the act or process of providing the body with the food it needs to grow and be healthy. The Latin root word *mal* means "bad." Malnutrition is an unhealthy condition that results from not eating enough food or from eating food without the proper nutrients. Someone who suffers from malnutrition is often weak and thin.
- 10. ostracize (AHS-truh-sahyz)** *noun*; To ostracize someone is to exclude him or her from a group—in other words, to not allow that person to be part of a group. If kids at school ostracize Megan, they shut her out; they don't let her join their conversations or participate in group activities.

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**Directions:** Below and on the back of this page, list any other words from either text with a definition you are unsure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

# Paired Texts Vocabulary Practice

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

1. Which of the following is genetic?

- Ⓐ eye color
- Ⓑ ear piercings

2. Mike is despondent. Which of the following could explain why?

- Ⓐ He aced his spelling test.
- Ⓑ His dog ran away from home.

3. Which would you be more likely to find in a developing country?

- Ⓐ shiny new skyscrapers
- Ⓑ small farms

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

4. **ostracize**

- Ⓐ invite
- Ⓑ shut out

6. **malnutrition**

- Ⓐ wealth
- Ⓑ starvation

5. **cleft**

- Ⓐ separated
- Ⓑ connected

7. **integral**

- Ⓐ unnecessary
- Ⓑ essential

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

8. **Environmental/Integral** factors such as climate and air quality affect a person's health.

9. Bitter to the **palate/malnutrition**, the lemonade was almost too sour to drink.

10. The first few minutes of marching band practice is always a **cleft/cacophony** of clashing symbols and blaring horns.